



CAPITALISM, CRISIS, AND GLOBAL REORDERING

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QUALITY OF TRAINING AND SKILLS DEVELOPMENT IN EUROPEAN POLICIES

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BACKGROUND



This research is aimed to examine the relationship between the quality of training and education and socioeconomic transformations within the broader context of European policies.

The study aims to demonstrate that **quality in vocational education and training (VET)**, in light of the European Commission directives, should be intended as a **tool for building social, democratic, and ecological value**, in an era of increasing complexity, uncertainty and systemic transformation.



Currently climate crisis, migration flows, and armed conflicts are intensifying social inequalities and vulnerabilities. Education and training play a crucial role in strengthening the resilience of European countries, promoting inclusion, and supporting the ability to adapt to change.

- ❖ economic, political, and technological changes
- ❖ artificial intelligence
- ❖ geopolitical instability
- ❖ economic transformations

are reshaping



Social life and production processes

In this scenario, **quality assurance in Vocational Education and Training (VET) becomes a strategic and political issue**, closely linked to the capacity of education systems to foster inclusion, social resilience, and sustainability.



The European Union has progressively placed education at the center of its development strategies. **Educational quality is increasingly linked to economic competitiveness, social cohesion, and democratic participation.** This vision has inspired a series of initiatives aimed at creating a more integrated and effective European educational ecosystem.



EQAVET is the main European reference framework for quality assurance in vocational education and training and **promotes quality as a continuous process of planning, implementation, evaluation and review.**

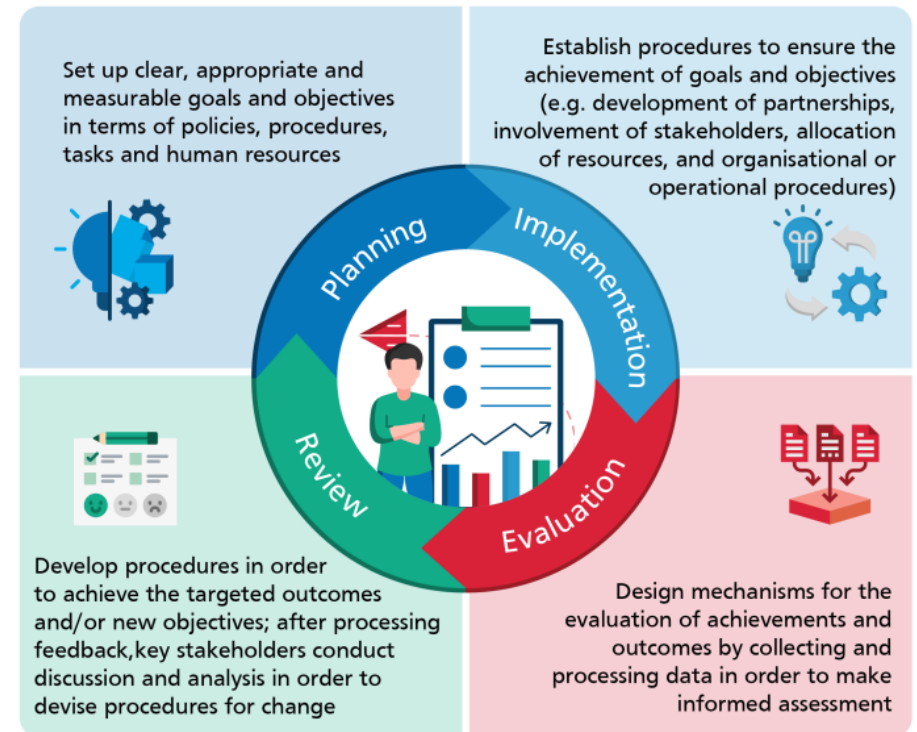
The framework is based on the use of:

- **shared indicators**
- **self-assessment**
- **continuous improvement**
- **mutual learning processes between Member States** (peer learning and peer review).

The focus is on reliable, transparent procedures aimed at continuous improvement.



The Quality Assurance Cycle



The growing diversification of learning opportunities requires robust quality assurance mechanisms. EQAVET addresses this need through a **continuous quality cycle** based on four interconnected phases: planning, implementation, evaluation, and review.

By encouraging

- ❖ evidence-based decision-making
- ❖ stakeholder involvement
- ❖ continuous improvement



EQAVET contributes to ensuring that innovation and flexibility do not undermine educational quality. Its principles are increasingly relevant for both traditional and emerging forms of learning.



The **Union of Skills** aims to equip European citizens with the knowledge and competences needed to thrive in a rapidly changing society and labour market. It builds on lifelong learning opportunities and **promotes continuous upskilling and reskilling throughout life.**



Key Objectives

- ❖ **Improve basic and advanced skills**
- ❖ **Support digital and green transitions**
- ❖ **Promote lifelong learning**
- ❖ **Enhance mobility and talent development**
- ❖ **Reduce skills gaps and inequalities**

Expected Impact

- A more skilled and adaptable workforce
- Greater employability and labour market participation
- Enhanced social inclusion and equal opportunities
- Increased competitiveness, innovation and sustainable growth



MICROCREDENTIALS



One of the most significant developments in European education policy has been the growing recognition of micro-credentials.

Microcredentials are certifications that attest the achievement of specific learning outcomes acquired through short, focused, and flexible learning experiences.

Micro-credentials are important opportunities as allow learners to update their competencies efficiently, support personalized learning pathways, and facilitate access to education for diverse groups of learners.

However, their widespread adoption also raises concerns regarding fragmentation, recognition, comparability, and quality.

Without appropriate governance and quality assurance mechanisms, the value and credibility of micro-credentials may be weakened.



Opportunities
Flexible learning
Rapid upskilling
Personalized pathways
Greater accessibility
Lifelong learning support



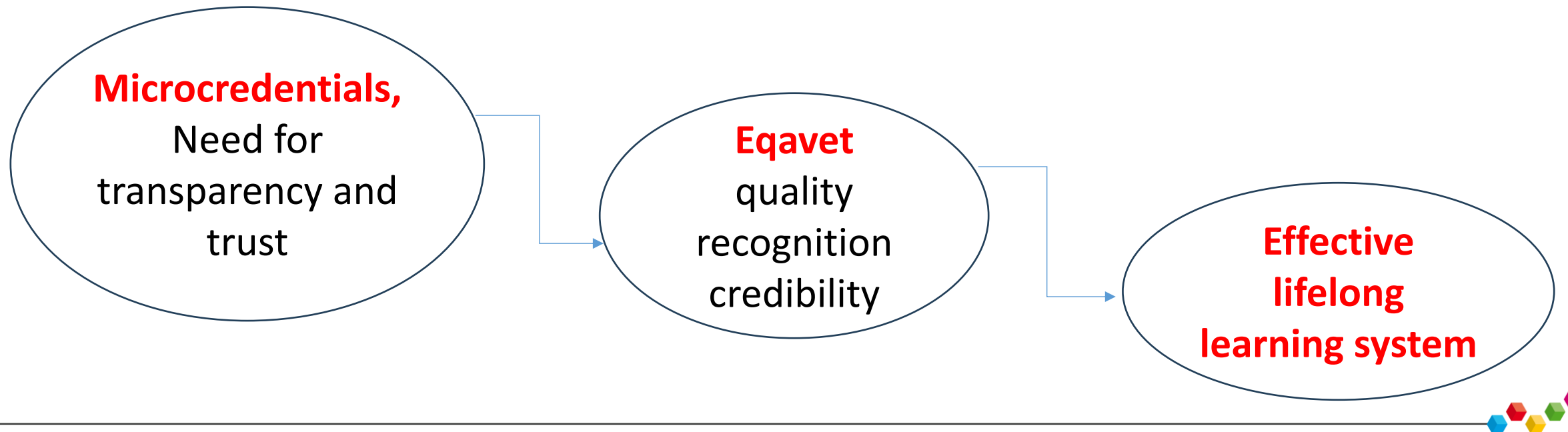
Challenges
Fragmentation of learning
Quality assurance issues
Recognition and comparability
Risk of narrow skill focus
Institutional coordination

The effectiveness of micro-credentials depends on **balancing flexibility and innovation** with coherent educational standards and quality assurance mechanisms.



The successful integration of micro-credentials into European education systems depends largely on the existence of **reliable quality assurance frameworks**.

In this regard, EQAVET can provide important guidance by promoting transparency, accountability, and continuous evaluation.



Microcredentials represent **a practical tool for implementing the Union of Skills**, connecting education providers, learners and labour market needs through flexible and recognised learning opportunities.

They support the objectives of the **Union of Skills** by:

- ❖ **Promoting lifelong learning**
- ❖ **Supporting upskilling and reskilling**
- ❖ **Enhancing recognition and mobility**
- ❖ **Addressing strategic skills needs**

Expected Outcome

A more flexible, inclusive
and skills-oriented
European education and
training system.



CONCLUSIONS



In a context characterized by rapid transformation, **quality education enables** individuals to develop not only technical skills but also **critical thinking, adaptability, and active citizenship**. Educational quality should be understood as more than a tool for economic competitiveness; high-quality education contributes to social inclusion, equal opportunities, democratic participation, and sustainable development.

The transformations shaping contemporary societies require **educational systems that combine innovation with quality and flexibility with accountability**.

European initiatives such as the European Education Area, the Skills Agenda, EQAVET, Union of Skills and the framework for micro-credentials represent important steps toward this objective.

Investing in educational quality is not only a response to current challenges but also a prerequisite for **building resilient, inclusive, and sustainable societies capable of facing the uncertainties of the future**.





THANK YOU FOR YOUR ATTENTION



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