



PACT FOR SKILLS

CHARTER

Preamble

Having regard to the **European Pillar of Social Rights**, which is the EU's compass for a social and inclusive recovery, and for just transitions towards climate neutrality and a digital Europe;

Recognising that the **digital economy** of today and tomorrow must have people at its heart;

Recalling that with the **European Green Deal**, Europe has marked its ambition to become the first climate-neutral continent by 2050;

Supporting the **Industrial and SMEs Strategies** with strong foundations in the Single Market, enabling businesses to innovate and to develop new technologies, boosting circularity and creating new markets;

Firmly believing that skills are key for both people and companies to unlock opportunities for more and better jobs, as well as growth and competitiveness, as laid out in the **European Skills Agenda** for sustainable competitiveness, social fairness and resilience;

Understanding the important role of companies and social partners in identifying skills needs and supporting development of relevant skills;

Highlighting the importance of social dialogue in contributing to successful upskilling and reskilling in Europe and fully respecting national systems, the role of social partners and collective agreements;

Underlining the benefits of cooperation and exchange between and among companies, workers and regional and local authorities;

Acknowledging that the COVID-19 pandemic has deeply affected our societies and economies, showing the importance of EU solidarity and swift action towards a fair and resilient recovery;

We welcome the Pact for Skills initiated by the European Commission to mobilise a concerted effort among private and public partners for quality investment in skills for all working age people across the Union, **and we shall respect and uphold the following key principles:**



Promoting a culture of lifelong learning for all



Building strong skills partnerships



Monitoring skills supply/demand and anticipating skills needs



Working against discrimination and for gender equality and equal opportunities

List of signatories

Building concrete commitments

In addition to respecting and upholding the key principles, the signatories of the Pact for Skills are strongly encouraged to put forward concrete commitments to implement upskilling or reskilling action/s, bringing the key principles of the Pact to life. This can be done in different ways, depending on the context, the industrial ecosystem and the type of organisations involved, being individual companies or other organisations, or partnerships.

The following is an indicative and non-exhaustive list of **enablers that can support the development of concrete commitments**. When proposing a commitment, with concrete upskilling and reskilling action/s, organisations or partnerships should choose the relevant enablers, and adapt and integrate them as appropriate to match the content of their commitment. They should also indicate at least one key performance indicator to monitor the commitment, for instance the number of people taking part in the upskilling or reskilling action.



Promoting a culture of lifelong learning for all

- The organisation promotes the skills of its people as essential for its success.
- Employers and workers are made aware of the value and benefits of upskilling and reskilling and are motivated to improve constantly their knowledge and skills.
- The action is developed for and with workers and is supported from all management levels.
- Guidance and career development support are available.
- Appropriate financial resources are deployed.
- There is regular monitoring and quality assessment.
- Special attention is put on upskilling and reskilling of disadvantaged groups including older workers and adults struggling with basic skills.
- There is support for management and staff to learn and to overcome barriers like lack of time, funds or information on upskilling or reskilling opportunities.
- There are financial and non-financial incentives for companies to provide upskilling and reskilling to employers and staff.
- Dedicated support (e.g. tools, services and funding) is available to micro, small or medium companies to create and sustain a learning culture in the organisation for both management and staff.



Building strong skills partnerships

- A wide range of stakeholders are involved, notably social partners, training providers, public authorities, researchers, public or private employment services, chambers of commerce and other intermediary bodies, and sectoral organisations.
- Partnership in an industrial ecosystem is open to all relevant stakeholders to pool expertise and resources towards concrete actions that will enable people to keep, change and find new jobs.
- The partnership cooperates on European, or national, or regional or local level, as appropriate.
- Cross-sectoral cooperation is supported between relevant partnerships in sectors/industrial ecosystems.
- Shared responsibility and a proactive role of each partner is ensured.
- The members of the partnership have an open dialogue, and share and exchange knowledge to ensure high quality of the training offer including quality of teachers/trainers and of the training programmes.
- The partnership builds its action on tested tools but also develops innovative solutions.



Monitoring skills supply/demand and anticipating skills needs

- Skills demand and supply of (job-related and transversal) skills are regularly monitored and the skills needs are clearly communicated to individuals.
- Skills anticipation takes into account the need to support the digital and green transitions and the consequences of demographic change.
- Monitoring of skills demand and supply looks at skills needs for workforce and companies at regional, national and European level.
- Skills anticipation includes the fast changes on the labour market and provides relevant and timely information on the skills needs.
- Skills anticipation takes account of regional, national and European developments.
- The monitoring mechanism includes not only job-related but also transversal and basic skills needs.
- The action is built on the identified skills needs both job-related and soft competences.



Working against discrimination and for gender equality and equal opportunities

- Equal opportunities are actively promoted through the action, regardless of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation;
- The action provides access to high quality upskilling/reskilling opportunities to everyone in the target population, regardless of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation.
- Validation and recognition of acquired skills (including micro credentials) are incorporated in the action.
- The needs and capacities of individuals are taken into account, including their personal and vocational needs (e.g. mid-life career change);
- The action is flexible, modular and when possible provided through tools (including digital tools) ensuring access to learning to all working age people.