

JOBS4ALL

Project Result 1

JOBS4ALL METHODOLOGY

Developed by Mindshift Talent Advisory - Portugal



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the European Union



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PROJECT CONTEXT

The world of work is evolving at a brisk pace. Changing and increasing skills demands, coupled with economic, demographic and technological developments are posing considerable challenges as well as providing opportunities for innovative and inclusive responses from Vocational Education and Training (VET) systems. Several reforms are underway across Europe to introduce more apprenticeship models or to implement other forms of work-based learning. However, since systems coming from different institutional set-ups and legacies are trying to move in that direction, it is expected that the process of reform will be rather long and difficult.

Aside from work-based learning, meaningful VET-business cooperation can pave the way for VET systems to raise the quality and attractiveness of VET. JOBS4ALL partners recognise that VET provision needs to be based on effective governance at all levels, and that strong employer engagement is vital for delivering excellent and inclusive VET that offer opportunities for both economic and social cohesion, tackle mismatches between employer needs and worker skills and support competitiveness and sustainable development. But initiating such relationships and ensuring their success and sustainability is far from simple.

With a view to face above-mentioned challenges, JOBS4ALL project – a cooperation partnership in vocational education and training co-funded under Erasmus+ Programme – was designed and implemented.

The project partners are:

- Internationaler Bund – Germany
- The Rural Hub – Ireland
- Haute Formation aux Politiques Communautaires – Belgium
- Mindshift Talent Advisory – Portugal
- IASIS – Greece
- Center for Social Innovation – Cyprus
- Danmar Computers – Poland
- Fondo Formación Euskadi – Spain

The project partners identified the need to upskill their VET professionals and provide a cutting-edge methodology for fitting VET business for the future employment of all. Considering this, the project objectives are to:

- supply VET providers with a bespoke employer engagement methodology for shaping VET-business cooperation and fostering its sustainability.
- involve and upskill VET professionals in effective employer engagement through a blended Continuing Professional Development (CPD) course and a practical resources toolkit.
- provide a set of video case studies emerging from the piloting trials, aiming to raise awareness and reflection among VET professionals on common challenges.
- engage associated partners and key stakeholders in development, validation, dissemination and exploitation actions, through Local Experts' Groups (LEGs), a community of practice and multiplier events.
- boost the excellence, attractiveness and inclusiveness of VET and Work Based Learning (WBL).

To achieve these objectives, JOBS4ALL partners expect to:

- upskill 64 VET professionals in effective employer engagement through online training sessions.
- organise local expert groups with 40 members representing VET managers and professionals, employers, associated partners and relevant experts/stakeholders, to gather their advice and expertise in the project results' development.
- promote a community of practice engaging at least 160 participants, to be kept alive during the project life cycle and after its end.
- interview 32 VET professionals, VET managers, VET learners and employers, to case study their WBL experiences in video.
- involve 16 associated partners and over 800 stakeholders in project implementation and promotion.

The expected results and other outcomes of the JOBS4ALL project are:

- Knowledge acquired on efficient employer engagement pathways by partners' organisations and other VET providers involved in the project.

- Skills gained on employer engagement by VET professionals involved in the project.
- Increased use of the JOBS4ALL learning portal and community of practice.
- Raised awareness and reflection on common challenges in employer engagement.
- Reinforced links, synergies and cooperation among partners' organisations but also among other VET providers and their network of employers, social partners and stakeholders.
- Boosted acknowledge of VET and WBL as an attractive and inclusive way of education and employability.
- Enhanced capacity of VET providers and professionals to proactively engage with employers.
- Deep-rooted strategic partnerships with local, national and international employers of every size to work in designing and delivering inclusive VET solutions that meet their current and specific skills demands, whilst planning those of the future.
- Increased appropriation, transferability and scalability of the project and its results – available as Open Educational Resources (OER) in German, English, Portuguese, Spanish, Greek and Polish — by VET providers and professionals but also by other educational players such as Adult Education (AE) and Higher Education (HE), including in other European countries.

INTRODUCTION

The JOBS4ALL Methodology is the initial part of the project's first result – JOBS4ALL methodology and blended CPD programme. The Methodology is the basis to expand employer engagement to:

- underpin skills mismatches
- drive social inclusion
- follow the digital transformation
- continue to prepare young people for entering and successfully and sustainably participate in the labour market

The JOBS4ALL Methodology comprises a 2-level pathway of employer engagement:

- Level 1 – Shaping VET-business
 - 1.1 Innovating educational pathways
 - 1.2 Strengthening inclusive VET
 - 1.3 Boosting digitalisation
- Level 2 – Fostering VET-business sustainability
 - 2.1 Labour market trends
 - 2.2 Networking and lobbying
 - 2.3 Enhancing mobility and internationalisation

Mindshift Talent Advisory was responsible for providing the initial guidelines and templates so the partners of the project could work closely in their countries with their LEGs, comprised of at least five representatives of partners' staff, VET managers and trainers, employers, associated partners and relevant experts and stakeholders. The objectives of this work were to:

- a) identify engagement models, challenges, opportunities, success factors and trends.
- b) define which qualities should be considered in an engaged relationship with employers.

Data collection was made through an online survey and desk research. This allowed to collect valuable contributions regarding VET-business relationships outside the project consortium.

After all partners having collected their national data, Mindshift and IB analysed it and designed the JOBS4ALL Methodology, in which the results are presented and each level of the JOBS4ALL methodology is described, including practical guidance for its implementation and examples of practices.

The second part of the result is a bespoke blended continuous professional development (CPD) programme to upskill VET professionals, helping them to develop their 2-level pathway and build excellence in employer engagement. The CPD considers the current needs and contexts of VET providers and professionals, based on the results provided by the LEGs and presented in the JOBS4ALL Methodology.

OPPORTUNITIES, CHALLENGES AND QUALITIES ON EMPLOYER ENGAGEMENT

The first stage of data collection was implemented through an online survey comprised of closed and open questions. It was answered by 42 members of the LEGs in the partner countries.

This survey aimed to collect external perspectives on three essential dimensions of effective VET-business engagement:

- Opportunities – Why businesses should support VET providers and work-based learning?
- Challenges – What are the main barriers and constraints faced by businesses cooperating with VET?
- Profile – What qualities should be considered in a VET-business relationship?

The results helped to better understand participating countries' contexts and to gather significant inputs on the three dimensions of effective employer engagement just mentioned before. The results are presented next.

OPPORTUNITIES

Why should businesses support VET providers and work-based learning?

The participants of the Local Experts Groups were given 13 opportunities/advantages of engaging employers in VET and WBL. They had to indicate their level of agreement with them using a scale of six points, with the following meaning: 1 - disagree very strongly; 2 - disagree strongly; 3 = disagree; 4 = agree; 5 = strongly agree; 6 = very strongly agree.

Most of the advantages were rated as 6 – very strongly agree – and 5 – strongly agree –, and only one item was voted as simply agree, meaning that all advantages were effectively recognised as important for the professionals consulted.

In the list below, opportunities are listed from the more relevant (top) to the not so relevant (bottom).

- ☒ Skills anticipation and matching
- ☒ Action towards Sustainable Development Goal 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- ☒ Staff development
- ☒ Action towards Sustainable Development Goal 8 - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- ☒ Increased staff retention
- ☒ Recruitment strategy
- ☒ Multi-generational workforce
- ☒ Improvement in the quality of work
- ☒ Additional staff resources
- ☒ Better staff performance
- ☒ Corporate responsibility
- ☒ Higher staff motivation and commitment
- ☒ Lower absenteeism/labour turnover



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The top three opportunities identified are thus:

1. **Skills anticipation and matching:** bringing the world of work to VET so trainees acquire the right competences they will need at the workplace.
2. **Action towards Sustainable Development Goal 4** - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all: deepening the links between VET systems and the labour market, independently of trainees' background.
3. **Staff development:** to suppress competences gaps and contribute to a better productivity and satisfaction at work.

Other opportunities/advantages listed by the professionals were:

- tailored education
- free flow of knowledge
- higher portability and transferability of know how
- better match of skills (employee) and needs (employer)
- networking opportunities that might emerge from VET engagement at territorial level
- career guidance
- third and unbiased perspective on work-labour dynamics and work-ability condition within the firm

CHALLENGES

What are the main barriers and constraints faced by businesses cooperating with VET?

Regarding the challenges that employers face when cooperating with VET, the participants were given 13 options they had to rate from 1 – disagree very strongly – to 6 – very strongly agree, just like in the exercise before for the opportunities.

This time, responses were more heterogeneous and embraced the six levels of rating. Even though, none of the challenges seems too big to represent an actual threat to the sustainable and impactful collaboration dynamics between VET and employers, as none was mainly voted with level 6 – very strongly agree. Nonetheless, it became quite clear which are the main challenges and which topics almost do not constitute a challenge from the view of these professionals, what can be seen in the graphic below.

- ☑ Time
- ☑ Differing expectations about the outcomes
- ☑ No accommodation of employer needs
- ☑ Financial aspects
- ☑ Lack or little training infrastructures
- ☑ Lack of interest to invest in supervision and guidance
- ☑ Opportunities for cooperation are occasional
- ☑ Lack of culture of training/continuous professional development
- ☑ Prejudices about participants
- ☑ Limited information on programme requirements
- ☑ Programmes not being inclusive
- ☑ Little scope for occupational progression
- ☑ Creation of divisions amongst staff



The top three challenges identified are thus:

1. **Time:** building a common ground of reference requires resources from a time perspective that might prevent long-term interest in both parties involved.
2. **Differing expectations about the outcomes:** the specific expectations from employees might be overcome due to their direct involvement in the planning of the education programme, which comes with further layers of complexity to manage.
3. **No accommodation of employer needs:** if the competences required at businesses are not appropriately explored during training the engagement with VET tends to become weaker.

All the remaining challenges seem to be overcome relatively easily by analysis of needs and consistent planning.



Other challenges listed by the professionals were:

- the relevance of these challenges can differ depending on how the cooperation is retained and on how the VET organisation is managed
- the education level of participants may be highly variant
- the language of business and VET is completely different so it can be challenging to identify common areas for discussion and collaboration
- lack of awareness from managers and employers on VET opportunities.
- lack of knowledge on how to incorporate VET into businesses
- lack of apprentices in general

PROFILE

What qualities should be considered in a VET-business relationship?

Experts were finally asked, in an open question, which qualities are essential for a sustainable and effective VET-business relationship. Many were frequently repeated and considering that we organised the qualities in three groups:

- extremely important: the qualities that were referred several times
- very important: the qualities that were referred sometimes
- important: the qualities that were referred one time

Extremely important

- ☒ Communication
- ☒ Problem solving orientation
- ☒ Openness
- ☒ Trust
- ☒ Teamwork
- ☒ Cooperation
- ☒ Commitment
- ☒ Honesty
- ☒ Understanding
- ☒ Respect

Very important

- ☒ Empathy
- ☒ Reliability
- ☒ Versatility
- ☒ Creativity
- ☒ Transparency
- ☒ Confidence
- ☒ Responsibility
- ☒ Critical thinking
- ☒ Patience
- ☒ Proactiveness

Important

- ☒ Resilience
- ☒ Emotional intelligence
- ☒ Optimism
- ☒ Determination
- ☒ Inclusion
- ☒ Plurality
- ☒ Motivation
- ☒ Sincerity
- ☒ Goal orientation
- ☒ Professionalism
- ☒ Long-term orientation
- ☒ Efficiency
- ☒ Politeness

Regarding communication, that was the most referred quality, it was also indicated that it must be effective, fluid, constant and close.

Openness to learn new things, different opinions and views was also mentioned as essential, together with the respect for the experience and the expertise of both VET providers and employers.

Additionally, it was also declared as important:

- the necessity of continuing improvement of the engagement relation by frequent communication
- to consider the businesses' continuous changing needs and what VET organisations can provide in terms of content
- to monitor and assess the engagement
- to provide good tutor's training before the WBL period

THE METHODOLOGY

Collaborating with employers is important for VET systems. Employers want VET systems to provide professionals with the adequate competences and qualifications, and VET systems want employers to get the proper professionals, to participate in the design of updated curricula regarding their needs and the needs of the industry and to host trainees during their periods of learning in work environments. To achieve these features and establish stable but also flexible VET-company relation implies to collaborate with employers in long term, building mutual interest and leading to joint success outcomes.

Efficient employer engagement is essential in today's complex global context. Operational changes induced by the development of technology and the changing consumer demands are accelerating the process of creation of new business models and of new jobs – while others are disappearing or being adapted.

Besides that, the recent war in Europe, new migrant flows, demographic changes, monetary inflation, COVID-19 pandemic, remote work, mitigation of effects of climate change, higher competences and qualifications requirements and talents mismatches make employers' and VET partnerships even more important. But beginning such relationships and ensuring their success and sustainability involves different strategies.

The JOBS4ALL employer engagement pathway comprises a 2-level pathway for employer engagement. Each level represents different areas of engagement that must be ensured for a higher integration of employers in VET systems' activities.

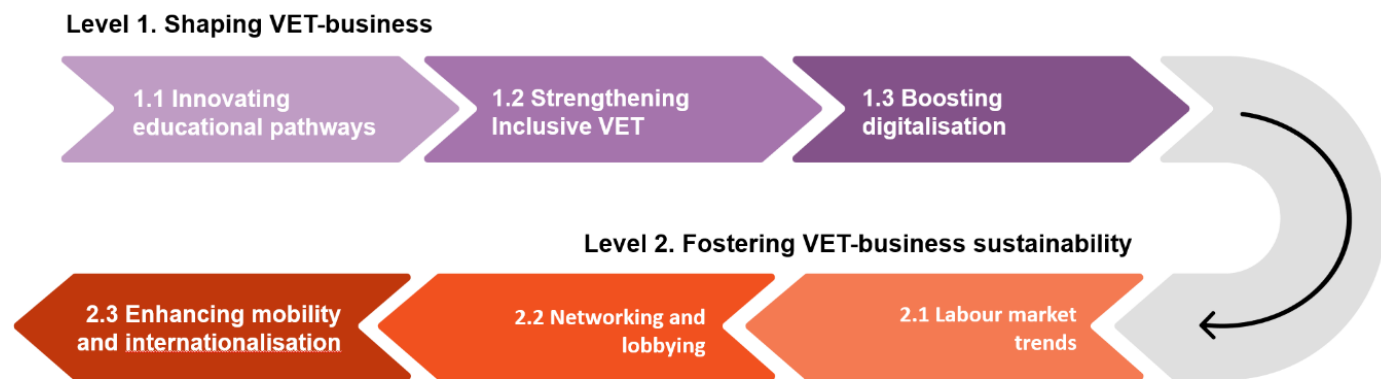


Figure 1: JOBS4ALL 2-level pathway of employer engagement

This methodology suggests an ideal VET-business relationship in the contemporary context and describes the activities supporting it. Activities described at the first level are important to shape the relationship and activities at the second level are central to ensure VET-business sustainability.

Next are detailed each one of the two levels of the JOBS4ALL 2-level pathway of employer engagement. For each of the three areas of the two levels, a general theoretical background is presented together with examples of good practices from each partner country and from other European countries.

The information presented can be used and adapted to any VET-employer relationship.

LEVEL 1: SHAPING VET-BUSINESS

1.1 Innovating educational pathways

A large purple arrow pointing to the right, containing the text "1.1 Innovating educational pathways" in white.

1.1 Innovating educational pathways

Involving employers in developing and/or adapting new educational pathways, curricula and/or occupational profiles for VET, ensuring the link between theory and practice in workplace-based education.

When VET providers start an engagement with employers, the first step is to understand the competences needed at the workplaces, having VET providers the opportunity to obtain this information directly from the employers and their staff. Professional profiles are continuously changing, depending on the dynamics and innovation of the labour market. Thus, it is necessary to update VET programmes, ensuring relevant competences' acquisition, and to involve employers in giving recommendations and in supporting on-the-job learning.

A VET pathway must embed a stable core curriculum and flexible elements. Learners need to be provided with a strong foundation of key transversal competences, including critical thinking, problem solving, teamwork and entrepreneurship. Simultaneously, they need to acquire specific technical skills needed on the labour market, that nowadays change often especially due to the quick evolution of IT and industry. Only this way a VET pathway can provide competent professionals, adapted and adaptable to the labour market needs.

Furthermore, VET must promote the employability, productivity and competitiveness of learners, so they can contribute to the innovation in companies. That is way it is important that employers have a voice in the design and development of a VET training curriculum, turning them innovative and adapted to the companies' reality.

Consequently, it is relevant to further enhance the relevance of VET curricula to the labour market. A learning outcomes approach can strengthen VET curricula in the labour market, necessarily including practical and on-the-job training.

It is also necessary to increase the attractiveness of VET to recruit highly qualified and experienced teachers and trainers. Their continuing professional development must include innovative teaching methods and digital skills, so they can teach and train with high quality.

Summarising some of the aspects already mentioned and adding some more, to be innovative, a VET pathway needs to:

- have a learner-centered approach, focused on learners' needs
- provide modular and flexible learning
- include mobility opportunities
- make use of modern learning environments, pedagogies and tools, including learning supported by technology
- support sustainable growth
- foster learners' creativity
- be responsive to the priorities presented by the economic landscape
- consider the current industry state of the art, especially regarding the fourth industrial revolution/Industry 4.0
- present strategies to develop businesses at the local, regional, national and European levels
- integrate quality assurance methodologies
- consider trainers, trainees and employers' feedback to fine-tune, update, and adapt VET curricula to the labour market conditions

The employers' consultation can take place using different methods, such as face to face interviews, online surveys or participation in joint meetings of employers to discuss trend topics such as digital transformation and green economy. By involving groups of employers, VET providers can obtain a wider businesses' perspective.

At this level of innovating educational pathways, it is necessary a deep engagement. VET providers and employers are gaining knowledge on each other and capacity to innovate on curricula, WBL strategies, placement services and career programmes – e.g., apprenticeships, internships, workshops, on-the-job training, job shadowing, talks.

For employers, the biggest advantage of this participation in the development of innovative educational pathways is to identify, interview and hire potential employees who successfully completed a VET path.

Next are presented examples of other activities that are already taking place in the partner countries of JOBS4ALL project and also in Malta regarding innovating educational pathways.

MALTA

The macro impact of micro businesses in Malta

www.bollettinoadapt.it/wp-content/uploads/2020/11/innovating_tvet_framework.pdf

Considering that in Malta 97,3% of all businesses are SMEs with less than 10 employees, the Malta College of Arts, Science and Technology (MCAST) was established in 2001 to teach students how to start and operate successful small businesses.

Until 2019, MCAST provided more than 180 full-time vocational courses to 4000 part-time students and more than 300 part-time vocational courses to 7000 students, involving more than 750 teachers and trainers. All courses are fully accredited by Malta Qualifications Framework (MQF) and European Qualifications Framework (EQF).

Key takeaways:

- Building on 20 years at the forefront of TVET education in Malta, MCAST aims to strengthen young people's spirit of initiative and entrepreneurship.
- Continuously evaluating and challenging teaching and learning, products and services, and the ecosystem, MCAST creates new opportunities and ensures that existing practices remain dynamic and relevant.

All the programmes created by MCAST reflect the trends and demands of the local industry; in fact, they are even aligning with international TVET goals such as the Sustainable Development Goals, which immediate impact should be local. For this reason, MCAST strategy reflects this reality and uses it as a guideline to shape policy, curricula, and campus culture – an approach that TVET institutions can replicate.

CYPRUS

Sistema Cyprus

www.sistemacyprus.com

Sistema Cyprus is a social-music orchestra and choir programme established in 2018. Sistema Cyprus offers music education to children and young people of Cyprus, including migrants, refugees and children and young people with less opportunities, and ensures that these groups are respected, recognised, and included in the society.

GERMANY

IB Oberschule Neuenhagen

oberschule-neuenhagen.de

The Oberschule (general secondary education) is a school run by IB in Neuenhagen, near Berlin. The school's profile is characterised by an integrated vocational education orientation programme enabling students to make a well-balanced career path decision. The school's programme contains among others:

- Work experience in IB's own vocational training workshops, and in years 7 and 8 learning about different fields of training, trying out tools and different materials, and getting to know training curricula, needs and skills for job profiles
- Internships in regional businesses and in years 9 and 10 to learn about the everyday work and challenges in the chosen field, to get an idea about the requirements of the jobs in that field
- Pre-vocational training as an integrated part of the school's concept
- Close cooperation with business
- Workshops on job profiles including skills assessment



GREECE

Pinolo project

www.pinoloeurope.eu

Pinolo is an Erasmus+ project aimed at unemployed artists, creatives, trainers, career guidance organisations, counsellors and every professional who works in the field of art.

The objective of the project is to:

- introduce unique training material and experiential learning
- influence EU policymakers to improve labour market conditions and create new job opportunities
- provide tools to venture into social entrepreneurial initiatives and employment opportunities
- provide inspiration to continue experimenting with new techniques and improving skills
- establishing art as one of the best ways of expression even in educational environments
- raise awareness about the discrimination that unemployed people face and foster their inclusion

The project enjoys a strong European-wide partnership with organisations committed to providing support to artists in gaining employment whilst contributing to social development.

IRELAND

Skills 4 Work project

skills4workproject.eu

The Skills 4 Work project is funded by the Irish National Agency (Leargas) under the Erasmus+ Programme.

The project aim is to improve work experience pathways for VET workers by creating and validating a Work Based Learning implementation model engaging VET organisations and business. The emphasis is on learning from each other's experience and engaging in a real dialogue with employers by developing the model in close collaboration with local enterprises. Through practical implementation of different work-based learning approaches and feedback from enterprises, the project has developed hands-on implementation guidelines that will significantly improve the quality of work experience for both the VET workers and enterprises in partner countries. The project benefited VET teachers by creating Continuing Professional Development materials and transnational transfer of good practices through joint peer learning events as part of the CPD.

Project objectives:

- to learn about existing work experience programmes in partner countries through practical study visits organised for VET teachers as part of the CPD strategy
- to set up a VET & Employers Working Groups in each partner country to collaborate on developing and validating a WBL implementation model and engaging in a dialogue on meaningful work experience practices
- to develop WBL implementation guidelines for VET
- to develop CPD materials for VET teachers
- to extend employer participation in work-based learning practices across partner countries

The following three project outcomes have been developed:

1. WBL online implementation guidelines for VET
2. CPD materials for VET teachers
3. VET – Business Partnerships



POLAND

Centre for Vocational Training in Wysokiem Mazowieckiem

www.ckzwm.edu.pl

This school cooperates with companies operating in the local labour market, e.g. with the Mlekovita Dairy Cooperative. The dynamically developing dairy production plant implements new technologies, allowing for far-reaching automation and robotisation of technological processes. As a result, there is a growing demand for well-prepared middle-level technical staff able to meet the challenges. The school's cooperation with Mlekovita for many years resulted in the implementation of new fields of study. Since 2005, mechatronics has been taught.

In 2017, following the idea of Mlekovita, the school implemented the direction of refrigeration and air conditioning technician education. So far, this is the only school in Podlaskie Voivodeship, where one can gain qualifications in this profession. Students learning the professions implemented in cooperation with Mlekovita carry out their apprenticeships in the plant; teachers cooperate with technical staff, and graduates find employment there.

In 2021, the school received a prestigious award from the European Commission for innovative teaching. It has resulted in the creation of a model curriculum for teaching about alternative sources of automotive propulsion. All the materials that have been created are available on the AlterDrive platform and can be used to teach automotive technicians practically all over Europe (www.alterdrive.eu).

PORTUGAL

Escola Profissional para a Indústria da Metalurgia e da Metalomecânica (EPIM)

escolaprofissionalmoita.com/empresas-pedagogicas/epim/

EPIM (VET School for the Metallurgy and Metalworking Industry) aims to create effective links between students' training path and the reality of the local, regional, and national labour market. For this, the School works as a “pedagogical company” - an innovative offer in the National Education System that permanently connects students, the School, companies and, consequently, the job market.

The concept of “pedagogical company” presents a structuring and differentiating pedagogical model, which causes effective changes in the management of the training framework.

The “pedagogical company” is a space for learning in a real, practical, and concrete context, as students mobilise their transversal and technical skills through the provision of services, or the design of products aimed at a portfolio of existing customers in the market. The “pedagogical companies” present two typologies:

- companies that are “born” in the School, develop a business plan, and become logistically and financially autonomous structures
- companies/institutions that collaborate with the School and provide the technical subjects through the allocation of spaces, material resources and equipment

Thus, partner Companies/Institutions have direct intervention in the training process of future professionals in their area, can adapt the curricula to the demands of the labour market and integrate young professionals with reduced adaptation costs.



SPAIN

Innobasque

www.innobasque.eus

Innobasque is the unique agent of the Basque Network of Science, Technology and Innovation, created at the initiative of the Basque Government in 2007 to assist it in the design, implementation and promotion of innovation policies. It is configured as a private non-profit association to promote the process of social and economic transformation through innovation and turn the Basque Country into an innovative society in all its areas. The organisation provides:

- Training in innovation - an open and free programme that includes since basic innovation concepts and tools to knowledge on the management and exploitation of Research and Development (R&D), opportunities for internationalisation and European financing, and areas of intelligent specialisation for the Basque Country, among others.
- Innovation profile – it helps to know the degree of real innovation within any organisation.
- Grants for R&D and innovation - it facilitates the search for all the public resources that the Basque, state, or European administrations make available to small and medium-sized companies.
- Hazinnova – a service in which people can request free advice from a specialised consultant to start up innovative microprojects in a company.
- Search for business opportunities – with a partner locator for more than 60 countries.
- Innovation in Business Models – to allow to visualise and order what is going to be offered to the market and in what way, to determine precisely to whom an offer is aimed at and how to obtain profitability with it.

1.2 Strengthening Inclusive VET

1.2 Strengthening inclusive VET

Supporting employers to provide more efficient workplace-based learning pathways for all, with special focus on those vulnerable to exclusion, creating an open, inclusive learning environment, considering the Salzburg Education Declaration “Towards more inclusive learning environment in Europe”.

VET systems should provide inclusive VET, offering opportunities for social and economic cohesion, transmitting European values and fostering citizenship. All learners must be given the opportunity to develop their full professional and personal potential, in a lifelong learning perspective.

To be considered inclusive, a VET inclusive pathway must consider and integrate the four following principles:

- acquisition of competences and qualifications that guarantee personal and professional development, employability, active citizenship and adaptability of learners
- accessible, attractive, relevant and innovative curricula
- response to economic and social needs
- diversity integration and shared responsibility

From these principles, several concrete measures can be put into practice, so VET pathways are inclusive, guaranteeing training opportunities for all. This can be done by providing:

- gender-balanced access to VET
- opportunities for both young and adults
- recognition of prior learning
- validation of non-formal and informal learning
- certification of the training acquired

- guidance services for the development of individual career plans that must be reviewed and adjusted along time considering employers' needs and learners' competences
- a lifelong learning perspective integrating initial and continuing VET
- connection with employment and social strategies at local, regional, national and European level

VET must be promoted at all levels of education and training, such as at higher levels, as part of higher VET, that present quite different levels of implementation across European countries.

When VET also follows the first principle of the European Pillar for Social Rights, it is beneficial for all, independently from factors such as socio-economic background, level of competences or job status. Being inclusive, VET can allow individuals to be conscious citizens and effective professionals.

Considering the employers' point of view, it is necessary that VET systems:

- advise employers of the importance of diversity integration at workplaces
- consider the knowledge, skills and attitudes that are necessary in the workplace as only that way it will be relevant for learners and professionals independently of their background

Next are presented illustrative approaches that are already taking place in the partner countries of JOBS4ALL project and in Austria regarding strengthening inclusive VET.

AUSTRIA

AQUA

op.europa.eu/en/publication-detail/-/publication/8ba02362-e46f-11e7-9749-01aa75ed71a1/language-en

AQUA is an active labour market programme of the Austrian Public Employment Service (AMS), which refers to unemployed persons without adequate qualifications with an employability rate below the country average.

The main objective of this project is to ensure that the participating organisations employ the persons after they complete the programme.

The training may take up to one year. On average, two thirds of the time is spent on work-based learning in the participating companies and one third is spent on schooling. This programme provides lifelong learning and promotes social inclusion, as it aims to upskill unemployed persons.

The programme has achieved good results, and with a total of 3,000 participants and a dropout rate of 35%, has a yearly outflow of 2,000 people that receive a qualification, 65% of whom are still employed three months after completion.

CYPRUS

Lighthouse project

www.lighthouse-project.eu

CARDET aspires to be one of the leading research institutes in the Euro-Mediterranean region in the areas of education, sustainable development, social justice and technology empowered solutions.

It participates in the Lighthouse project, that aims to establish an innovative model and tools for supporting lifelong learning and career paths for migrants by tailored counselling and recognition of prior learning to improve skills, employability and mobility.

GERMANY

Universitätsschule Dresden

universitaetsschule.org

The University School is a joint project of the state capital Dresden and the Dresden University of Technology. It comprehends three schools under one roof: 1) a public primary and secondary school run by the city, where innovative forms of teaching and learning are being tested under scientific supervision; 2) a pedagogical research institution; 3) a training and further education institution for future and current teachers.

The main components of the school's concept are: multilingual; inter-grade; interdisciplinary; inclusive; all-day learning; self-determined; cooperative; and digitalised.

A special objective of the school is to facilitate the transition from school to work. For that, it develops a comprehensive concept for career orientation and preparation and for that transition.

All students learn in an inclusive environment, meaning despite their origin, special needs, age, etc. Learning at the University School means: appointments instead of timetables; projects instead of subjects; project teams instead of classes; and real working environments instead of classrooms (garden, workshop, laboratory, kitchen, desk).

The school promotes: individual learning paths; development of special talents; personal responsibility; self-realisation; the uniqueness of the individual; relationship instead of parenting.

More info at <https://www.youtube.com/watch?v=r9nE8rqRyVI>



GREECE

ELMI project

www.iasismed.eu/iasis/elmi-education-for-labour-market-integration/?lang=en&portfolioCats=50%2C50

Education for Labour Market Integration: Enabling Educators to Better Target Low Qualified Adults (ELMI) is an Erasmus+ project with the objectives of:

- increase the competences of educators
- develop the capacities of organisations educating adults facing multiple discrimination
- identify, collect and analyse good practices, and their transfer possibilities
- enable educators to foster a better integration of end beneficiaries into the wider society and the labour market
- establish an international network of adult education organisations working on future projects based on ELMI
- fostering interethnic dialogue and the fight against discrimination

IRELAND

Great Place to Work Team: CACI – Creating Opportunities for Connection

www.irishtimes.com/special-reports/best-workplaces/great-place-to-work-special-award-results-1.4493952

The CACI Great Place to Work Team have been dedicated to enhancing its internal culture for several years now. The passion of this group is evident through its tireless work across a range of operational areas. By combining employee suggestions with their own ingenuity, they have enacted meaningful change across the areas of wellbeing, collating and implementing best practices, Corporate Social Responsibility engagements and social activities. Creating a sense of belonging for all employees, regardless of tenure, age or background is a noble endeavour, more prominent than ever amongst many organisations at present. Reaching that goal requires meaningful practices, which give a voice to all employees.

POLAND

Active Rehabilitation Foundation (FAR)

www.far.org.pl/select-your-language/english.html

FAR was founded by wheelchair users for wheelchair users and it teaches people with spinal cord injuries or limb inertia how to live a normal life in a wheelchair and achieve the goals they were striving for before their accident.

FAR implements and develops a comprehensive programme of social and professional activation. Its main goal is a comprehensive, systematic solution to the greatest possible number of problems contributing to the marginalisation of disabled people.

The Foundation integrates disabled people into the social and professional life through a range of activities such as: active rehabilitation camps; training and rehabilitation courses; classes; trainings; seminars; computer courses; driving licence courses; provision of equipment; sports and integration events; counselling and information activities; careers advice.

The areas of FAR activities include sport; tourism; hobbies; rehabilitation; social services; psychological support; qualification development; professional activation; and reintegration.



PORTUGAL

Centro de Reabilitação e Formação Profissional da CERCIGUI (CRFP)

cercigui.pt/respostas-sociais/centro-de-reabilitacao-e-formacao-profissional

CRFP (Centre for Rehabilitation and VET) is a training centre that aims to promote the socio-professional integration of people with disabilities in the regular labour market, contributing to a more inclusive society.

It conducts the referral, assessment, and professional guidance of the students, supporting their integration and post-integration process into the labour market.

The Centre has workshop areas where students can perform tasks related to the profession they chose.

The training courses include basic training, training for integration and technological training. After the technological training, students undergo an internship in a real work context, with Centres' partner entities and companies. CRFP provides technical support to partner entities and information on the incentives given for the hiring of students.

The Centre offers the following courses: carpenter, locksmith, cook, pastry chef, baker, sewing operator, administrative clerk, computer operator and silkscreen-stamping operator.

SPAIN

Lantegi Batuak

www.lantegibatuak.eus

Lantegi Batuak is a non-profit organisation that generates job opportunities for people with disabilities in Bizkaia, to achieve their inclusion, maximum development and quality of life. They turn the needs of their clients into opportunities for people with disabilities.

They are involved in territorial development: with a network of centres and services present in all counties, they guarantee closeness to customers and people, and collaborate to a limited extent with public institutions and social and business entities.

It is an entity promoted by Gorabide, the Biscayan association in favour of people with intellectual disabilities.

Its main action areas are:

- Inclusion and professional development – generating quality job opportunities and accompany people in their education and training for professional development with the necessary individualised support.
- Knowledge transfer - sharing the advances in its management and research models with entities and institutions, to advance in a fairer and more inclusive society.
- Competitiveness - involving in the results of its clients and providing solutions adapted to their needs, with responses based on multi-technologies.
- Participation and innovation – through multiple networking initiatives and collaborating in social and professional innovation fora, with promotion and awareness actions.



1.3 Boosting digitalisation

1.3 Boosting digitalisation

Supporting employers to identify their digital literacy needs through the EU DigComp framework, so they can deliver work-based learning in Industries 4.0 and 5.0.

VET systems need to be informed on competences required by the job market to support learners to obtain the knowledge and the skills aligned with the development of the society and of the labour market, including – at a large-scale – digitalisation, ensuring at the same time the transition to greener economies and sustainable development.

The topic of digitalisation has taken a sudden leap across sectors since the beginning of the COVID-19 pandemic. Governments all over the world have launched guidelines on the implementation of distance learning in a short period and teachers and learners had necessarily to improve their digital skills to be able to continue the teaching-learning process from distance. The COVID-19 pandemic has consequently increased the spirit of resilience towards adversities normally brought by digital transformation.

DigComp – The European Digital Competence Framework – is a reference for the strategic planning of initiatives at European and Member State level and can be used by employers and VET providers to identify the competences needed by learners and employees. It has five areas, 21 competences and eight proficiency levels for each competence, following the structure of the European Qualification Framework that has eight levels, from basic (1 and 2) to highly specialised (7 and 8). Each level in the hierarchy represents a higher level of competences acquired, considering the complexity of the tasks and the autonomy in completing the tasks. The five areas are:

- 1. Information and data literacy:** To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.

2. **Communication and collaboration:** To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital presence, identity and reputation.
3. **Digital content creation:** To create and edit digital content To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.
4. **Safety:** To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies.
5. **Problem solving:** To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up to date with the digital evolution.

Digitalisation in VET and work-based learning is more successful if:

- technology is part of a wider digital strategy, supported by adequate technological means
- public and private partnerships are established to define a vision and get funding for the introduction of technologies
- facilities and equipment are flexible enough so they can incorporate new technologies, preventing them from becoming obsolete
- formal and non-formal learning include technologies that do not require special literacy (e.g., videos and podcasts)
- teachers and trainers adapt learning materials for delivery through ICT

Although COVID-19 increased the overall digitalisation of society, countries are in different stages of the digital transition, some implementing it in a more gradual way than others. Independently of the stage a country is in, the digitalisation of VET must be consistent among VET systems and an essential topic on the employer-VET engagement.

Next are presented examples from the partner countries of JOBS4ALL project regarding boosting digitalisation in VET.

SPAIN

IKANOS

ikanos.eus/en/

Ikanos was launched in 2012 by the Basque Country Government to promote and facilitate continuous development of digital competence as a key driver for the innovation and competitiveness of the Basque country.

To implement this project, the main milestones have been: mapping experiences with the evaluation and certification of Digital competence in Spain and Europe; developing a self-assessment test (SAT) of digital competence for citizens and a Guide for intermediaries; defining four Professional Digital Profiles; organising thematic workshops with stakeholders from across Basque society; and disseminating the project at national and European level.

The Professional Profiles defined are: Técnico Administrativo; Operador de Maquinaria; Comercial; Emprendedor.

The Industry 4.0 profiles are: Técnico en Mecatrónica; Técnico de Mantenimiento; Técnico en CNC; Diseñador para Fabricación Aditiva; Operador de maquinaria de Fabricación Aditiva; Técnico en Transformación digital PyMe.

Online Resources: The SAT is available in Euraska, Spanish and English; the Professional Digital Profiles are available just in Spanish; the Guide for professional digital profiling is an aid to conducting the interview with experts in some occupation; other documents are in the Ikanos Personal Learning Environment.

IKANOS is a case study on the publication “DigComp at Work”, available at <https://publications.jrc.ec.europa.eu/repository/handle/JRC120376>

CYPRUS

DigitACT project

csicy.com/

DigitACT project is comprised of a team of professionals with over 50 years of collective experiences in fields such as Education, Information and Communication Technologies, Entrepreneurship, Social Innovation, and Youth Development and Motivation.

The context of DigitACT is the pandemic which has highly affected performing arts. Young actors and technicians who are about to enter the respective job market or have just entered it are facing huge difficulties in adapting to these new circumstances for which they were probably not sufficiently trained in their drama schools and faculties. In many countries, lots of plays were streamed through the web in very low quality, thus degrading the image of the artistic product and the artists themselves.

On the other hand, young actors, who are now trying to build their professional profile, meaning their web presence – professional platforms, digital portfolios, digital networking spaces, digital CVs, audition videos, self-presentation during online interviews/auditions – must upgrade their digital skills as a manner of boosting their personal digital marketing skills, enhancing their career development.

DigitACT project addresses the above-mentioned needs helping young actors and young technicians to be better included in the performing arts job market which is under a dramatic transformation.



GERMANY

Silicon Saxony – The High-tech Network for Global Success

www.silicon-saxony.de/en

With 390 members, Silicon Saxony is the largest high-tech network in Saxony and one of the largest microelectronics and IT clusters in Germany and Europe. Founded in 2000, Silicon Saxony has been a self-financed association linking manufacturers, suppliers, service providers, universities, research institutes, public institutions as well as industry-relevant start-ups in Saxony and beyond.

Part of the network portfolio are several working groups focussing on digitalisation. The most relevant one to facilitate work-based learning in Industry 4.0/5.0 is SchuleWirtschaft (School-Business). It is a network for the partnership-based regional cooperation of companies with schools. Its aim is to fill the growing demand for skilled workers through high-quality vocational orientation. The working group SchuleWirtschaft Dresden therefore offers schools and companies the opportunity to exchange and get to know each other as well as to cooperate in the field of vocational and study orientation. In the core, it is about:

- creating enthusiasm for mathematics, computer science, natural sciences and technology
- promotion of cooperation partnerships between schools and businesses
- strengthening vocational and academic orientation
- making teaching more practice-oriented
- support for quality development and independence of schools

GREECE

The Welcome Programme

digitalwelcome.eu

The European AMIF project The Welcome Programme (WELCOME) aims to exchange best practices between organisations specialised in digital inclusion of disadvantaged groups and, based on this exchange, to develop and pilot an innovative methodology for social inclusion of third country nationals in educational and social activities, cultural life, volunteering and digital creation activities. For this purpose, the consortium developed a program of creative IT workshops, including methodology and training materials, based on best practices of the partners and beyond them. Trainers from partner organisations have been trained to use the program and its materials in pilots. The partnership included countries from Greece, Belgium, Germany, Italy and Spain. The project was awarded as best practice in 'Promoting Values' from the Lifelong Learning Awards.

IRELAND

Regional Skills Fora

www.regionalskills.ie/rsf-statement-of-activity-2020-4.pdf

A Network of Regional Skills Fora was created as part of the Government's National Skills Strategy (NSC) and provides an opportunity for employers and to the education and training system to work together to meet the emerging skills needs of their regions. In 2020, the NSC identified the digital skills divide amongst Irish economy and society as a key priority, outlining that there is significant overlap between those presently impacted by Covid-19 and those with low levels of digital skills. The NSC highlighted the need to meet these requirements to drive the development in the economy and seek to accelerate the broad development of digital skills in all sectors of the economy.



POLAND

JCommerce

www.jcommerce.eu/industry-4-0

Since 2005, JCommerce is an expert in software development services. They are one of the few IT companies and software houses in Poland that combine technological skills in software development, i.e., in RPA, Machine Learning, Cloud Computing and Digital Platforms, with knowledge of business processes arising from the implementation of Business Intelligence and Enterprise Mobility Management (Jamf Pro) systems.

JCommerce offers consulting, implementation and development services related to the digitalisation of industrial processes. It provides software development services for Industry 4.0 tailored to individual customer needs. They open and run many research and development projects, to bring together and develop competences in the field of IT solutions for the construction, energy, industrial automation, robotics and electronics industries. They develop existing IT tools and create new ones, as well as develop faster and safer algorithms to optimise production processes.

The Center for Industrial Innovation operates dedicated projects supporting technological production processes, as well as management, planning and risk assessment, primarily in the field of data processing and analysis, as well as controlling in particular sectors. The mission of the Centre is to create innovative solutions, thanks to which today's industry will be able to meet the challenges it faces, such as the implementation of Industry 4.0, sustainable development and increasing the efficiency of production, while reducing environmental and social damage.

PORTUGAL

IEFP + APDC + Technological Education Institutes

upskill.pt/

UPskill is a national project which aims to upskill professionals to work in the ICT sector after a training period, in companies that need staff in ICT.

Participants:

- Instituto de Emprego e Formação Profissional (IEFP) – The public employment and training service pays training grants to students and the expenses with the training provision
- Technological Education Institutes – provide training in the different technological areas
- Portuguese Association for the Development of Communications (APDC) – this association of companies in the ICT sector coordinates the participation of companies in the project

Phases:

- Companies identify their needs in technological areas, the places where they need the qualified human resources and their number
- The upskill board approves the training actions (or not)
- Institutes and companies jointly develop the content of training
- The project launches an application process for people with secondary education
- Candidates perform English and psychometric tests online
- Candidates with the best evaluation do interviews with the companies and with IEFP
- Candidates are sorted and placed in training courses - the courses last 6 months in an academic environment, followed by 3 to 6 months of work-based learning in the companies
- Evaluations are carried out, two of them monitored by the companies
- Approved candidates do interviews at the companies, that hire candidates who approve



SPAIN

TKNIKA

tknika.eus/en

Tknika is a centre promoted by the Deputy Ministry of Vocational Education and Training of the Education Department of the Basque Government.

Innovation and applied research are at the core of Tknika in its ongoing efforts to place Basque Vocational Training at the European forefront. Tknika is modelled after some of the world's most advanced vocational training centres.

Through networking and direct involvement by the Basque Vocational Training teaching staff, the Centre develops innovative projects in the areas of technology, education and management.

The objective of the Department of Innovation applied to strategic settings in Tknika's Vocational Educational Training is to boost innovation in the business sector. Thus, seeking to develop new skills and attitudes that are necessary for change and transformation, through innovation and entrepreneurial initiative, under the framework of company participation in the learning process.

Teknik establish programmes to encourage actions with the objective to deal with highly technologically advanced environments. These programmes develop bi-directional transfer through projects with companies to meet their innovative needs and improve their competitiveness, especially for small and medium-sized enterprises.

TKgune is the programme that develops innovation projects in strategic settings of the productive sector.



LEVEL 2: FOSTERING VET-BUSINESS SUSTAINABILITY

2.1 Labour market trends

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2.1 Labour market trends

Advising employers on the current dynamics of labour demand, and the need to strengthen and improve the attractiveness of VET curricula.

Governments and social partners have been working together to bring forward the objectives identified in the Bruges Communiqué in 2010. The Bruges Communiqué is a set of goals and actions aiming at increasing the quality of VET in Europe by making it more relevant to the needs of the labour market.

Initial VET is more relevant to labour market needs when it focusses on work-based learning and apprenticeships. Although the quality of VET systems varies, initial VET is well established in the national programmes. Regarding continuing VET, more focus is also being put at supporting adults' upskilling and reskilling.

The European Pillar of Social Rights sets a solid basis to achieve an adequate balance between initial and continuing VET, through the reference to the right to quality and inclusive education, training and lifelong learning, and the right to receive support for job search, training and reskilling.

As a result of various publications issued at a European level, namely the 2020 Council Recommendation on VET and the Pact for Skills, the following emerging trends in VET are identified:

- VET is expected to provide a mix of basic and soft skills, and of professional competences, preparing individuals for current and future jobs and for job creation
- VET is estimated to propagate European values and raise citizenship
- learning delivery is expected to become more flexible regarding borders in institutional profiles, target groups, curricula and learning environments

- general education, VET, IVET, CVET, higher VET and higher education are likely to have less boundaries and become more interconnected
- due to the quick, continuous evolution of the labour market, continuing VET and lifelong development of professionals is an increasing necessity
- Financing of VET has to increase budgets for adult workers' training
- VET policies and frameworks must be more practice-oriented and responsive to the labour market and employees' needs
- skills anticipation needs to be captured faster and be more rapidly adopted by VET systems, especially regarding emerging new technologies and methods of work organisation
- VET systems might develop flexible formats of curricula so new or higher-level skills can be added easily
- VET needs to balance expectations of learners regarding adequate competences for them, the expectations of employers regarding their competences' needs at the workplace and productivity expected, and the expectations of society regarding social cohesion
- the involvement of stakeholders at national, regional, local, institutional and sector level and of social partners in the governance of VET policies must be strengthened
- the introduction of technology-based learning tools in VET and in work-based learning must increase
- innovation in VET curricula must be instigated
- VET must contribute to the competitiveness and growth of the countries

In general, European countries face the same challenges but regarding VET challenges are not the same in all countries. Some experience a positive image of VET and an increase in VET enrolments, while others keep trying to evidence the attractiveness of VET and experience a decrease interest in it.

VET systems are diverse across Europe, some being quite school-based, other having well established dual systems. These differences require that answers to the challenges need to be adapted to the specific context of each country.

Next are presented some trends already taking place in the countries of the JOB4ALL partnership and in the Netherlands.



NETHERLANDS

TechWise Twente – Skills Labs

www.techwisetwente.nl/skills-labs/

TechWise Twente is a cooperative gathering educational institutions and companies for the development of tailor-made solutions and new educational modules. TechWise collects the educational demand from companies and develops VET courses based on the business community demand.

The demand for technical talent is moving at lightning speed. In such context, TechWise aims at deepening technology education through a constant cooperation with a network of high-tech SMEs. TechWise encourages companies to offer internship or practical assignment to students, helping them learning by practice; it directly involves companies in the development of educational modules, collecting feedback about their demand and future trends.

TechWise has created the Skills Labs, high-tech workshops organised at schools or within companies, where students and employees work together. The teaching materials combine practical assignments, theory and innovation questions from companies. The Skills Labs cover the following areas:

- Mechanical engineering research instrument market – a Lab to educate students in precision engineering and develop their 21st century skills
- Mechanical engineering machining technology
- Mechanical engineering robot welding technology
- Mechatronics
- Electrical and installation technologies - a Lab to prepare students for the realisation of the energy transition
- Durability – a Lab that covers technological developments arising from climate and energy transition
- ICT – a Lab focused on the translation of ICT processes into smart industry

CYPRUS

Cyprus Productivity Centre (CPC)

www.mlsi.gov.cy/mlsi/kepa/kepa_new.nsf/index_en/index_en?OpenDocument

Through Technical Vocational Training (TVT), CPC offers accelerated initial training and continuing training for technical personnel in industry and technical advice to businesses for solving specific problems. Training programmes are organised in specially equipped laboratories in Nicosia, Limassol and Larnaca by qualified instructors.

Training Programmes are offered in the following areas: Mechanical installations; Machining; Welding; Plumbing; Central heating and hydraulics; Facility maintenance; Building construction; Carpentry and cabinetmaking; Car mechanics; Electrical installations; Design and production of clothes; Telecommunications - Mobile Telephony; Automation; Car body repairing; Refrigeration and air conditioning; Constructions with aluminium.



GERMANY

Industrie und Handelskammer Dresden (IHK) Bildungszentrum Dresden (Vocational Training Centre of the Chamber of Commerce and Industry)

www.bildungszentrum-dresden.de

The Chamber of Commerce and Industry runs its own training centre to support regional companies in the practical training and further education of their skilled workers. They offer continuing vocational training, from one-day seminars to multi-year advanced training courses with nationally recognised qualifications, as well as inter-company initial training for companies that cannot provide all the training content for their trainees themselves.

Educational support is offered through trainings, projects and various courses, giving answers to the demand of the labour market and strengthening skills.

Some of them are: Foreign trade; Vocational and occupational pedagogy; Business administration; CNC and CAD technologies; Electrical engineering and mechatronics; Health and social services; Trade, logistics and transport; Marketing, media and communication; Hotel, catering and tourism; Environment and energy; Corporate governance; Project management; Law.

GREECE

ASSESS PLUS project

www.assess-plus.eu

The Project “ASSESS PLUS” – Supporting skills audits in adult education through digital tools – aims to support skills audits in adult education through innovative digital tools and products to make available skills identification and screening, including the validation of skills acquired through informal and non-formal learning, and facilitate the progress of low-skilled and disadvantaged adults towards higher qualifications.

To do so, seven European adult education providers, experts in skills assessment and validation and in digital solutions applied to training and employment, from six countries – France, Spain, Austria, Ireland, Bulgaria and Greece – worked together to create a set of innovative tools and digital solutions, including:

- a European Framework of Competences in Skills Audits for Adult Education
- an ASSESS PLUS Virtual CAMPUS, that includes the following Open Educational Resources: (i) an Online Instructional Guide on Digital Competencies for Virtual Learning; (ii) a set of structured Training Modules; (iii) VET Open Online Courses (VOOC)
- a Mobile Assessment App for Skills Audits
- Guidelines to promote transparency and recognition of skills and qualifications through Skills Audits in Adult Education



IRELAND

VET image and attractiveness

www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/intervention-approaches/improving-vet-image-and-attractiveness

Marketing and promotional campaigns can help raise awareness of VET and counter any negative associations it may have. The internet and social media can be a good way of engaging and involving people in such campaigns, which could involve promoting success stories, for example.

Events such as annual skills competitions may also help to raise the image of VET routes by celebrating the achievements of young people who study in VET. VET weeks can present an opportunity to focus attention on VET as a study option. At a more local level, visits by learners in general tracks to VET schools and companies offering apprenticeships may help to raise awareness and understanding of VET options.

There is also a role for employers to play in promoting VET as a positive choice. Employers can show young people that VET routes can lead to career success, through participation in careers fairs, for example, and developing their own promotional materials.

Members of the workforce are responding to the pandemic by upskilling and engaging in lifelong learning according to the second Labour Market Pulse index published by the Investment Development Agency (IDA) Ireland in partnership with Microsoft and LinkedIn. The Labour Market Pulse combines LinkedIn's real-time insights on its two million Irish members with publicly available information from IDA Ireland and the Central Statistics Office.

It examines up to date insights across three main areas:

- Labour market trends and the impact of the pandemic and ongoing restrictions
- Employment opportunities in growing sectors
- Upskilling and lifelong learning in technology and interpersonal skills

POLAND

The Voluntary Labour Corps (OHP)

www.ohp.pl/o-nas/voluntary-labour-corps

OHP is a state-run organisational unit working to prevent the social exclusion of young people. In line with the current Act on Employment Promotion and Labour Market Institutions, OHP is a labour market institution supervised by the Minister of Family, Labour and Social Policy that performs state tasks directed towards teenagers over 15 years of age, and the unemployed under 25 years of age, that include employment services, counteract social marginalisation and social exclusion, as well as tasks related to education and upbringing.

To reflect the changing social situation, the OHP continues to transform the format of its activities and organisational structure, enhancing its methods of youth training and education and labour market services. As a result, the OHP demonstrates a potential which makes it capable of undertaking new challenges in active social policy and its aspects relevant to young people. The OHP structures consists of 721 organisational units and branches operating throughout Poland. Depending on the type of activities delivered, these include: 217 shelter and educational units, where young people can supplement their general and vocational education; a network of 504 bodies implementing labour market initiatives, where young people may benefit from vocational counselling and guidance, job matching services and vocational training and information.

All these facilities are open institutions which implement the agenda for the local community in cooperation with local self-government authorities, employers, associations and foundations operating in relevant areas.



PORTUGAL

Escola de Comércio de Lisboa (Lisbon School of Commerce)

escolacomerciolisboa.pt

The Lisbon School of Commerce implements various activities aiming at being aware of labour market trends and thus improve VET curricula.

Entrepreneurs Forum:

- Advisory body made up of 40 participants from commerce, tourism, and services: professional associations, municipal councils, jobs' forums, unions and local, regional and national companies
- It is based on small, specialised groups that gather to share with the School updated information about the sector trends and challenges
- They give opinions on the School's educational project and on the courses, as well as propose the creation of new qualifications

Companies at School:

- Partnerships between the School and companies from different parts of the country and areas of activity
- At the beginning of each school year, trainees visit the company that will support their class throughout the year, so they experience an effective proximity to the business reality since the start
- Conferences and masterclasses promoted by invited entrepreneurs who focus on relevant themes of the courses to provide trainees direct contact with the business reality and the job market, complementing classroom training

SPAIN

Orkestra

www.orquestra.deusto.es/en

Orkestra – Basque Institute of Competitiveness – is an initiative of the University of Deusto, through the Deusto Foundation, for the study of competitiveness and regional development through different lines of research, with three goals:

- Contribute to the improvement of the Basque Country's competitiveness
- Promote the improvement of citizens' wellbeing
- Create knowledge of regional competitiveness

Formed in 2006, the Orkestra team promotes transformative research. This type of research is defined by analysis, reflection, evaluation and the proposal of actions, in a permanent form, aimed at providing innovative answers for the resolution of the challenges considered, while research knowledge is acquired.

To this end, Orkestra, who since its beginning has been an example of success in public-private cooperation, works with many networks, businesses, governments and institutions on numerous projects. In this way, aside from being an agent of change to drive competitiveness in the Basque Country, today it has become an international model in the analysis of regional competitiveness in a global environment.



2.2 Networking and lobbying

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2.2 Networking and lobbying

Building VET, employers and stakeholders' partnerships that transform local, regional or national workforce systems, considering cost of training and promoting the growth of targeted sectors.

VET systems need active governance from relevant stakeholders, namely social partners, as well as dialogue between trade unions and employers, regarding different levels of industrial relations and education and training services. Multiple players at different levels must also have a voice in the financing of VET.

As VET providers and employers start establishing partnerships, they start addressing specific economic sectors and they can extend their influence on other VET organisations, enterprises and stakeholders acting in the same or similar sectors, to sustain a wider and stronger local, regional and/or national training and economic development, focused on job and business creation.

There are numerous ways how VET providers and employers can engage. Employers can use their own means to establish partnerships or can benefit from Government programmes, such as programmes that bring business associations and individual employers into collaboration, and from which VET providers can also take advantage from.

Other stakeholders that can be engaged are public workforce systems; non-profit organisations; community-based service providers; economic development authorities; universities and other relevant education and training providers. The wider the network of relevant partners is, the more successful it tends to be due to the different perspectives and ideas each can contribute with.

The basis for networking is always to find common points that serve the interests of the VET providers and the interests of the employers/other stakeholders simultaneously. This allows that the activities of the engaged parts are more effective, and that the community is better served by this

integration. This also guarantees that investments in education and training are aligned with investments in the workforce development.

Decision making processes in the networks can take several forms, such as roundtables with representatives of the VET centres and of the employer organisations. These meetings can serve different purposes:

- identify which professional areas have shortage of entry level staff or skills needs of current staff needing to be reskilled/upskilled
- identify which areas have a high turnover and understand if it can be reduced by investing in vocational training and work-based learning
- decide how investments in work-based learning are made
- develop training programmes
- align training among VET providers and other training providers such as secondary schools and postsecondary training providers
- set how trainees are allocated among employer organisations

The consortia must set action plans considering the topics they approach in each meeting considering the needs of all involved parts.

To maintain successful long-term networks, it is necessary continuous communication – it supports an active participation in which commitment is built and the same vision is aligned. This will guarantee a higher success of learners during theoretical and practical training, and that employers are provided qualified workers meeting their needs.

Organisations from different regions can work together, even uniting public and private funding, to support the alignment of VET programmes with the common needs of different regions.

The stage in which employers are most involved is when a company or association assumes leadership for workforce development initiatives or partnerships. In this stage, they can bring their combined resources, expertise and influence in solving labour issues related to training in a sustainable way. If a partnership is really interested in regional development, it helps to reduce trust barriers that often inhibit employers to share information and collaborate effectively. For VET partners and other education and training providers, these partnerships help to ensure that curricula respond to employers' needs.

Some additional recommendations for leading partnerships are:

- establish a formal structure and a memorandum of agreement to manage the partnership
- promote the sharing of best practices of participants
- keep a basis of permanent organisations to support cooperation with other stakeholders that can enter/exit the partnership
- allow partnerships to grow, develop and adapt to the ever-changing environment of the economic sector and to the consequent labour demands
- map VET providers in the area, their training offer, and resources, helping employers understand how they can support their workforce development
- evaluate the impact of partnerships and encourage constant improvement. Collect data on the progress and results of participants, analyse them and ask employers' feedback once they hire participants after WBL. This way, the return on investment for all parties is assessed.

Next are presented concrete procedures that are taking place in the partner countries of JOBS4ALL project and transversally across EU regarding networking and lobbying among VET providers, employers, and stakeholders.

The European community of learning providers

www.cedefop.europa.eu/en/networks/european-community-learning-providers

In 2017, the European Centre for the Development of Vocational Training (CEDEFOP) created the European Community of learning providers bringing together six organisations sharing the same objectives:

- prepare the VET provider community for future challenges
- increase the impact of EU level cooperation on VET
- select good practices
- produce practical guidance on priority themes

The members of the community are:

- EfVET - The European forum of Technical and Vocational Education and Training is based in Brussels and represents over 1500 VET institutions in Europe
- EVBB - The European Association of Institutes for Vocational Training is the European umbrella association of free and non-profit educational providers
- EVTA - The European Vocational Training Association comprises 15 members from seven European countries, representing thousands of national training providers and national employment services
- EUCEN - The European University Continuing Education Network aims at fostering universities' influence in the development of lifelong learning
- EUproVET - The European Providers of Vocational Education and Training is a platform offering the possibility to VET providers for strong representation at European level
- EURASH - The European Association of Institutions in Higher Education promotes professional higher education (PHE) to advocate the interests of extra-university sector of tertiary education

In the period 2017-2020, three working groups were formed to formulate suggestions and recommendations about the following topics:

- Technology-enhanced learning (TEL)
- VET providers and EU Mobility
- Empowerment and integration through learning

The community is actively working on two projects concerning:

- Quality assurance in VET to promote the quality of training delivery and increase transparency of VET policy developments among Member States
- The development of the Mobility Scoreboard, a tool for assisting policymaking in international learning mobility, providing detailed country information of IVET learner mobility in EU



CYPRUS

Cyprus Productivity Centre (CPC)

www.mlsi.gov.cy/mlsi/kepa/kepa_new.nsf/index_en/index_en?OpenDocument

CPC, through the Technical Vocational Training (TVT), offers accelerated initial training and continuing training for technical personnel in industry and technical advice to businesses for solving specific problems. Training programmes are organised in specially equipped laboratories in Nicosia, Limassol and Larnaca by qualified instructors.

The long-standing objective of the Cyprus Productivity Centre is continuous improvement, the introduction of innovation and the provision of new services, programmes and activities based on the needs of organisations and their employees, thus contributing to the enhancement of their competitiveness and supporting them so that they can successfully face the challenges of the 21st century.

GERMANY

Silicon Saxony – The High-tech Network for Global Success

www.silicon-saxony.de/en/home/

Silicon Saxony is the largest high-tech network in Saxony. It is a network itself and offers access to one of the largest microelectronics and ICT networks in Europe. It opens opportunities, whether on a local, national or international level.

Networking means:

- members have a say in strategic issues
- targeted networking and contact mediation
- initiation of cooperation
- access to network VIPs

Members have access to:

- knowledge and technology transfer
- current industry information
- conferences, symposia, workshops
- presentations of events

Representation of interests:

- towards authorities
- exchange with political decision-makers
- participation in regional and national committees

Marketing tools:

- joint stands at leading international trade fairs
- news in the newsletter
- support in the recruitment of skilled workers



GREECE

NOW project

nowmooc.eu

The European Erasmus+ Project NOW – New opportunities for Women – is a transnational network within the United Kingdom, Cyprus, Ireland, Greece, France, Spain, Iceland and Portugal, which provides guidance and support to women with a migrant background. More specifically, the NOW Project connects these migrant women with other women-role models in each society and provides ongoing educational meetings to build leadership skills.

NOW aims to inspire women with female role models and leaders in local communities. Through video profiles, case studies and inspirational stories, the NOW partners developed a range of educational materials and self-development tools to help migrant women embrace leadership roles in all aspects of their lives.

The project has created a transnational network of valuable support through peer learning, by sharing experiences and by discussing emerging good practices. This has enabled the creation of a unique online community, in which women can access support and advice to overcome challenges they face.

This online platform enables women to access a range of educational materials to support women recognise their strengths and qualities as leaders, and to develop their leadership skills. The materials included on this platform inspire and encourage migrant women to take the next steps into leadership roles in their own lives, to take ownership of their lives and their careers, and to gain the skills and support they need to achieve their goals.

IRELAND

Innovate Limerick

innovatelimerick.ie/

Innovate Limerick was established by Limerick City and County Council to help drive innovation and act as the delivery mechanism for the projects outlined in the Limerick 2030 plan and the Limerick Regeneration implementation plans and others. It is a public-private partnership company whose Board is made up of key partners from the private sector together with elected members and representatives from the public and private sectors including Limerick Clare ETB, Enterprise Ireland, University of Limerick and Limerick Institute of Technology, that are focused on developing Limerick's business eco-system through the implementation of a range of innovation and business support projects.

One of Innovate Limerick's core objectives is to work with the key stakeholders to develop Limerick's business ecosystem and position Limerick City and County as one of the most attractive locations to start and grow a business. Innovate Limerick is seeking to accelerate innovation in Limerick by providing a supportive environment that facilitates and encourages higher levels of innovation across the various stakeholders and sectors in Limerick.



POLAND

Rzeszow Agency for Regional Development (RARR)

rarr.rzeszow.pl

RARR is a non-profit joint stock company established in 1993. The aim of RRDA is to support the development of Podkarpackie Region, to improve the quality and level of life of its inhabitants, to advertise opportunities offered by the region, including its outstanding natural assets and tourism potential, and to promote a new image of the region as a modern, innovative and economically developed place. The main activities are aimed at supporting and coordinating regional development activities leading to further economic growth. They help to promote business efficiency and competitiveness as well as tourism and employment culture to enhance and support sustainable development in the region.

The objective of this national Agency is to implement economic development programmes supporting innovation and research activities of small and medium-sized enterprises, regional development, increase of exports, development of human resources and use of new technologies in business activities. RARR is involved in the implementation of national and international projects financed from the structural funds, the state budget and the European Commission multi-annual programmes, and actively participates in the creation and effective implementation of the state policy on entrepreneurship, innovativeness and adaptability of human resources, striving to become a key institution responsible for the creation of an environment supporting entrepreneurs. They also run the Regional Innovation Transfer Centre and Network of Contact Points in Podkarpackie Voivodeship and execute the tasks to create links between participants of innovation systems in the region. In addition, the RRDA runs training courses for entrepreneurs and local government officials interested in various topics related to innovation. Over 6500 people have participated in training programmes.

PORTUGAL

Escola de Comércio de Lisboa (Lisbon School of Commerce)

escolacomerciolisboa.pt

The Lisbon School of Commerce implements various activities listed below aiming at networking and lobbying.

Professional advisor: a businessman or employee of a company that guides a class at the School throughout the school year. The advisor visits the class, participates in its projects, supports students, and helps them in the internship process, for their better integration in the job market.

Field trips: provide students with contact with the business, complementing classroom training.

Business plan: covers different types of relevant organisations, and takes place through the establishment of partnerships, institutional representation, and contacts with current and/or potential partners.

Stakeholder satisfaction: as a way of assessing the satisfaction of the different stakeholders regarding the services provided by the School, satisfaction surveys are applied on a regular basis to students, their guardians, teaching and non-teaching staff, and employers of graduate students.

SPAIN

IKASLAN

www.ikaslanbizkaia.eus/es/ikaslan-bizkaia/presentacion-mision-vision-valores-organigrama

Ikaslan Bizkaia is an association made up of 28 Public Vocational Training Centres in the province which main objective is to offer modern, quality education, adjusted to the needs of the labour market, paying attention to the personal development of its students.



2.3 Enhancing mobility and internationalisation

2.3 Enhancing mobility and internationalisation

Advice employers on the strategic planning of international work-based learning cooperation.

VET systems need to be open concerning internationalisation strategies and transnational mobilities, to enhance the quality of the VET delivery and contribute to wider competences' provision, thus training more competent professionals that can take advantage of the developments in the labour market in general and specifically in the Industry 4.0.

Strategic partnerships involving international VET providers and employers of different sizes, geographical areas and sectors can positively contribute to the improvement of the previous five areas of JOBS4ALL Methodology.

As the current labour market is globalised, it also needs a skilled workforce that is more and more able to work abroad. Developing international cooperation regarding work-based learning contributes to support this need.

This cooperation and mobility can be helpful in different ways. For example, some European countries have high unemployment rates, especially youth unemployment. International VET-employer cooperation can supply new skilled young professionals to a globally aware workforce, increasing countries competitiveness or making this competent workforce able to work abroad. For that, it is utmost important that curricula and qualifications are defined together and recognised among cooperating countries.

The starting point for each VET organisation considering working on employer engagement at an international level must be to set itself the goals to reach with the internationalisation of its activities. They must consider topics such as:

- Which changes will it introduce in my internal organisation?
- What will be the impact for trainers and learners in practice?

- Which geographical areas/kind of organisations are important to work with and why?
- In which sectors should investment be done considering future labour needs and which arrangements will be needed?
- How does the curricula need to be developed/adapted or what will be assessed abroad?

After reflecting on these topics, a detailed action plan must be defined.

Establishing links with organisations abroad can be done using different approaches, e.g.:

- Creation/participation in international activities, such as conferences and seminars, that promote employer engagement in education and training. Many current challenges can be the theme of such activities, for example “How WBL has been approached during COVID-19 pandemic?”.
- Development of international communities of practices, focused on specific sectors, to serve as an ongoing sharing and learning venue to provide inspiration for VET providers and employers. In a community of practice, partners can share goals, interests, problems and how they approach them. The digital means can contribute for the successful implementation of an international community of practice – which is also one of the outcomes of JOBS4ALL project. Being digital, it allows more participation, more opportunities and easier access to stakeholders.
- Joining already existing networks, in which many stakeholders can be reached. Some potential networks that can be relevant for international VET-employer engagement are:
 - EfVET, the European Forum of Technical and Vocational Education and Training, that facilitates networking among professionals to bring up connections between businesses, VET, and researchers;
 - EUproVET, a platform for VET providers that aims at providing the labour market with skilled and qualified workforce;
 - EVBB, the European Association of Institutes for Vocational Training, which objective is the qualitative improvement of VET in Europe;

- CEDEFOP, that contributes to the development of VET policies and their implementation;
- The International RC2020 College Group, a not-for-profit network of colleges that discusses global issues so that learners benefit from better learning opportunities.
- Cooperation through funded projects between VET providers and employers, that thus can know better each other and set plans regarding the mobility of VET learners. The participation in training activities and in dissemination and exploitation activities in the projects allow stakeholders having access to projects' results, hopefully creating new synergies and cooperation.

All the mentioned means can open ways for work-based learning across different countries. Learners and staff must be prepared for international mobility before it happens, learning agreements should be firmed and accommodation should be organised. Once at the WBL premises and during the mobility, learners must be guided and supported.

International cooperation between VET providers and employers also allow to upskill VET professionals on effective employer engagement across Europe – that is one of the goals of JOBS4ALL project, through the Continuing Professional Development programme. The world of work is changing at different paces in different countries and, for this reason, the visions provided by partners from different countries may are taken into consideration so they can support each other and other countries to get ready the best way possible for new challenges related to work-based learning they might approach.

Finally, it is important to evaluate results to improve the quality of cooperation. This should be done by regularly monitoring the implementation of the partnerships, using quantitative and qualitative indicators to access progress in direction to the goals, getting feedback from participants, controlling the number of people involved and analysing any other relevant mobility data.

Next are presented other examples of measures that are taking place in the partner countries of JOBS4ALL project regarding enhancing internationalisation among VET providers, employers and stakeholders.

ITALY

Centro Studi Cultura Sviluppo (CSCS) – Italian Mobility (IMY)

italymobility.org/

IMY is the initiative for learning mobility launched by CSCS, a European leading not-for-profit organisation in the TVET sector based in Italy. The Italy Mobility programme has provided incoming mobility to Italy for around 18000 work placement-learners days per year. The goal is to match every single internship opportunity with the individual trainee's needs.

In the framework of the IMY initiative, CSCS provides the following services:

- IMY Virtual mobility programme - A distance internship solution to meet the challenges of the COVID-19 by promoting the acquisition of skills for distance working. It is managed through teleworking software that allows self-monitoring activities, including task and time management. These tools remind the trainees' tasks, keeping them with a high level of focus and attention.
- IMY Work Placement - A two to twelve weeks programme providing participants with full immersion in a real work environment, carrying out concrete and agreed tasks within an established work position. The targets of the initiatives are learners at the end of their studies or workers who need training in a specific/innovative context
- IMY Language and Cultural Course - One-week full immersion Italian language course (basic level) + 2 hours once a week during the internship period.
- Study visits: The visits are designed with the client and with the stakeholders, anticipating effects of each meeting, proposing solutions and revising them within a continuous quality management process
- Tutoring and support
- Accommodation and transfer services

CYPRUS

YEU Cyprus

www.yeucyprus.org/

YEU Cyprus stands for Youth for Exchange and Understanding Cyprus, and it is a non-political, non-governmental organisation (NGO) based in Cyprus. It was established in 1995 with the aim to foster closer co-operation and better understanding among the young people of the world through the exchange of information, experiences and ideas.

YEU Cyprus advocates on the rights of young people with regards to having voice in the Cypriot society and beyond. Some of the related topics are human rights, rights of minorities, racism, xenophobia, extremism, etc.

The methodology of the activities is based on non-formal education and experiential learning. In addition, it organises and participates as a partner in various international and local activities and events. On an international level, YEU Cyprus organizes and delivers training courses, youth exchanges and ESC projects on different topics, focusing always on youth development, awareness raising and capacity building.

YEU Cyprus also gives its members the opportunity to participate in international activities abroad such as in partner's training courses, youth exchanges, European Voluntary Service, European Solidarity Corps, Partnership Building Activities, seminars, SALTO events and the YEU International Youth Convention.



GERMANY

School for Tourism

www.schule-fuer-touristik.de

This school offers a variety of initial and further vocational educational courses and trainings in dual format (WBL, SBL). Depending on the type of course or training, the school offers training for people interested in working in an international environment and with people from different cultures and languages. Beside others, VET trainings are in International Tourism Assistant and International Aviation Assistant.

The school also offers courses in continuous VET, such as Business Administration in E-Commerce, Tourism Management and Service Clerks in Aviation.

Graduates of the school will find employment in the field of aviation and tourism, such as travel agencies, airports, international airlines and usually must be highly mobile.

The School cooperates with airlines, *e.g.*, Lufthansa and Turkish Airlines, Barig (Board of Airline Representatives in Germany), travel providers like AIDA, AMEROPA and DER Touristik, and airport operators, *e.g.*, Fraport (Frankfurt Airport) which provides internships, work-based knowledge and job opportunities for school graduates.

GREECE

YOU WEEN! project

www.youween.eu

The European project YOU WEEN! focuses on young women who face a unique combination of educational challenges because of cultural, political and societal factors that keep them out of school and out of the labour market. The project's goal is to provide effective tools to young women in rural regions across Europe so that they take control of their life via entrepreneurship training in sustainable development, which improves their employability, socio- educational and personal development.

The project promotes entrepreneurship education and activities among young women raising green thinking and sustainability awareness, promoting development in rural and/or isolated areas, exchanging good practices and providing expertise and knowledge for women from rural areas.

IRELAND

Ireland's National Skills Strategy 2025

assets.gov.ie/24412/0f5f058feec641bbb92d34a0a8e3daff.pdf

The Irish education and training system plays a key role in forging crucial global relationships and building international outlook and awareness. One of the core ambitions of the National Strategy for Higher Education to 2030 is to support the development of "internationally oriented, globally competitive institutions", and this is one of the seven national priorities set out for the higher education system in the System Performance Framework97.

In particular, international mobility can play an important part in skills development. The mobility of Irish students, staff and researchers, and the intercultural experience which this provides, assists in the development of language and other core skills. The European Commission's target of ensuring that at least 20% of those who graduated in 2020 undertake a study or training period abroad was also included in the System Performance Framework referred to earlier.

In 2011/12, 10.14% of National Framework Qualifications level 8 graduates studied or undertook a placement abroad. This is in line with the European average. Most Higher Education students currently studying overseas do so as part of the EU's mobility programme Erasmus+.



Best practice example

Every year thousands of students complete work experience with employers. There are examples of good practice across the system which highlights the benefits of students, employers and educators working together. For example, University College Cork has a very successful work placement model which involves structured pre-planning to maximise the success of the placement for both student and employer.

In Year 1, students get CV and skills development advice and employers meet students for the first time. In Year 2 students benefit from guidance workshops which focus on the student's self-awareness of their skills and strengths. In Year 3 employers recruit students for the available placements. Students are given a list of options to ensure they are placed into industries in which they are interested and suited. This model leads to conversion rate of placements to recruitment as high as 80% in some disciplines.

In Galway-Mayo Institute of Technology, the Hotel School run a very successful work placement module for all Level 7 and 8 awards that includes a particular focus on students reflecting on their experience. When placements are finished, students complete a formal business report on their experience and this report is graded. This report, coupled with post-placement meetings with GMIT staff, facilitates co-ordinated and structured reflection on the student's placement experience. This significantly enhances the learning outcomes for the student, institution and the employer.

POLAND

Katowice Regional Chamber of Commerce

rig.katowice.pl/en/

The activities of the Katowice Regional Chamber of Commerce extend far beyond the borders of Poland or the European Union, reaching Africa, Asia, Europe and North America. They make every effort to ensure that regional, native entrepreneurs enter foreign markets effectively, according to their needs and possibilities. Their goal is to connect global business in such a way that Polish entrepreneurs sign the most beneficial contracts for themselves, and thus the brand "made in Poland" becomes an important player in the global arena.

This assistance goes beyond the economic sector, as it also supports cooperation with the international scientific sector or economic self-governments from all over the world. It organises study-economic missions and supports inbound cooperation exchanges; implements economic forums; organises international problem-solving seminars with the participation of domestic and foreign experts; disseminates domestic and foreign programmes and funds supporting the development of entrepreneurship; makes available domestic and foreign guides, catalogues, bulletins and specialist studies; provides advice to domestic and foreign investors; issues certificates of origin and legalise documents in foreign trade.

The Chamber authorities cooperate with foreign chambers of industry and commerce, diplomatic and trade missions and economic development and promotion institutions, mainly from Europe, mainly in the implementation of EU aid programmes, together with the Polish Agency for Enterprise Development and the Ministry of Economy.



PORTUGAL

Escolas do Turismo de Portugal (Tourism Schools of Portugal)

escolas.turismodeportugal.pt

The Schools make possible to carry out WBL and internships in an international context with similar schools and other relevant partners. It thus allows early contact with different cultures, which is an added value to access a job market with strong intercultural contact.

Mobility typologies:

- Self-proposed applications: reimbursement to the student who applies for an international internship on own initiative.
- Erasmus+: around 30 students per year develop a month of WBL in a European country, in hotels and catering establishments – Sweden, United Kingdom, Italy, Spain, France and Estonia.
- Participation in international associations which provides students' internship experiences in different countries, namely the European Association of Hotel and Tourism Schools and EURHODIP.
- Exchange programmes with the School of Hospitality and Culinary Arts of the Northern Alberta Institute of Technology (Canada), and the Salgaocar Institute of International Hospitality Education (India).

SPAIN

HETEL

www.hetel.eus/index.php/en/international

HETEL is an association of 30 VET schools, located in the Basque Country. One of the values that distinguish HETEL centres is internationalisation. HETEL is connected to centres and organisations related to vocational training and business around the world and this network allows to:

- Offer international experience in European companies to the students of the centres through Erasmus scholarships.
- Offer international experience in companies anywhere in the world to graduates in higher vocational training and university from Basque Country (Global Training).
- Work with VET centres, universities and companies from anywhere in the world so that the teaching staff is continuously updated from a technical, pedagogical and competence point of view (European projects).



BEST PRACTICES AND SUCCESS FACTORS ON WBL AND EMPLOYER ENGAGEMENT

The JOBS4ALL Methodology presented offers practical guidance for its implementation and examples of national and European employer engagement models/practices for each of the six areas covered.

In addition, and to ensure an even more effective implementation of this Methodology, next are presented some additional general best practices and success factors in VET and in VET-businesses engagement in the participating countries of JOBS4ALL but also from other European countries. These practices are mainly related with unemployed youth, diversity integration, lifelong learning, post COVID-19 resilience plans, digital transformation – including remote work, soft skills, sustainability and flexibility of VET systems regarding employer engagement. In addition, some European Union recommendations and policies are also mentioned.

Taking these best practices and success factors into consideration can be relevant to tailor and locally implement the Methodology to specific countries' contexts.

EUROPEAN UNION

Key Competences for Lifelong Learning

op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en

In 2006, to facilitate the transition from education to training and promote lifelong learning, the Council of the European Union adopted a Recommendation based on eight key competences:

1. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology and engineering
4. Digital competence
5. Personal, social and learning to learn competence
6. Citizenship competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence

These key competences are essential to citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion, and for this reason VET institutions should include them in their training curricula.

EU Skills Agenda 2030

ec.europa.eu/social/main.jsp?catId=1223&langId=en

The shift toward a climate neutral Europe, the digital transformation and the Covid-19 pandemic has changed the way of working and learning. Acquiring new skills and moving to new jobs in a different sector is fundamental. In such context, the EU Skills Agenda represents a five-year plan to help individuals and businesses upskilling and re-skilling themselves. The Agenda includes 12 actions organised around four building blocks:

- a call to join forces in a collective action
- actions to ensure that people have the right skills for jobs
- tools and initiatives to support people in their lifelong learning pathways
- a framework to unlock investments in skills

Through this initiative, the European Commission proposes to reach, by 2025, a set of clear objectives based on well-established quantitative indicators (see link above). Progress will be monitored and results will be published in the annual Joint Employment Report, serving as a basis for country specific recommendations on skills, education and training.

The Bruges Communiqué and the Guiding principles on professional development of VET trainers

www.cedefop.europa.eu/guiding-principles-professional-development-trainers

In 2010, European Ministers for VET, the European Social Partners and the European Commission adopted the Bruges Communiqué, an action plan for the period 2011-2020 aimed at increasing the quality of vocational training in Europe by making it more accessible and relevant to the needs of the labour market.

The Communiqué defined common objectives such as the collection of best practices and guideline principles with respect to the changing profiles of VET teachers and trainers.

These are the guiding principles identified by CEDEFOP, the European Commission and the thematic working group:



- Trainers are lifelong learners: there is a need to recognise and support their lifelong learning.
- Companies' support is crucial for trainers' continuous professional development: companies must be on board in supporting training and trainers.
- Trainers' competence development benefits from a systematic approach: it is necessary to define trainer's needs, provide training and learning opportunities and recognise competences.
- Supporting trainers in companies is a shared responsibility: an effective cooperation and coordination must be ensured.
- Competent trainers in companies matter: there is a need to make trainers part of a broader agenda and use all available funds and programmes.

CYPRUS

Evaluating the soft skills of unemployed youth – Cyprus Productivity Centre (CPC)

The objective of the CPC is to assist private and public organisations to utilise their human and capital resources in the best possible way to increase productivity.

The Management Development component aims at aiding and supporting private and public organisations to encourage their modernisation and contribute to their effective adjustment to the changing and competitive global market. This aim is pursued through a variety of activities and services such as training, information and publications.

CPC, through the Technical Vocational Training, offers accelerated initial training and continuing training for technical personnel in industry and technical advice to businesses for solving specific problems. Training programmes are organised in specially equipped laboratories in Nicosia, Limassol and Larnaca by qualified instructors.

Cyprus Recovery and Resilience Plan (CRRP)

CRRP aims educational system modernisation, by upskilling and retraining on the digital transformation of schools, while making sure that no student is left behind. It also includes the upgrading of school infrastructures and making appropriate equipment accessible to all students and teachers, as well as supporting remote teaching. Moreover, it includes the upgrading and promotion of vocational education and training (VET) and of its relevance to the Cyprus labour market. Similarly, it enhances the attractiveness of Science, Technology, Engineering e Mathematics subjects from an early age.

Several initiatives in VET over the past years have aimed to improve its relevance to labour market needs and enhance its attractiveness. New premises have been constructed, equipment has been upgraded, curricula are being modernised and new courses have been established to better meet the needs of the labour market. The Post-Secondary Institutes of Technical Education have received a new impetus and their graduates have high percentages of employability. The apprenticeship system is also being modernised, offering learning pathways with prospects for their students.

Cyprus Vision 2035 – A long-term strategy for sustainable growth for Cyprus

This strategic plan sets the conditions to ensure that the spread of the prosperity in Cyprus is fair and inclusive for all its citizens; this includes improvement and promotion of vocational education with new vocational secondary schools and the re-establishment of a Higher Education Technical Institute, both providing courses co-designed and led by employers.

The initiatives aim to change behaviours in both the workplace and in society. Specifically, educating citizens on green and sustainable ways of living and working, embedding ethical and anticorruption within society, changing perceptions of vocational education and creating a culture of lifelong learning and upskilling.

For those aged 16-19 in vocational education, students are encouraged to develop enterprise-related ideas, stressing the cooperation with external enterprises and other relevant stakeholders and networks.



GERMANY

Diversifying VET

www.bibb.de/de/65925.php

Germany is one of the few countries with an implemented dual VET system, meaning that training consists of a theoretical part (vocational school) and of a practical part (companies). New regulations for initial and continuing training are regularly drawn up and the existing ones are revised. The result is new and modernised initial and continuing training occupations that meet the current requirements of the economy, policies and society.

The reorganisation of initial and continuing training ensures the competitiveness of dual training in Germany. This includes a diversification and specialisation of standardised trainings and recognised VET degrees.

In 2019, there were 326 recognised or deemed recognised professions listed in Germany.

Generalisation of training in the care sector

www.bundesgesundheitsministerium.de/pflegeberufegesetz/faq-pflegeberufegesetz.html

The care sector is part of the “vital infrastructure” in Germany and it is heavily hit by demographic changes. On one hand, the aging society creates a greater need for care, especially in the field of geriatric care, and, on the other hand, the low birth rate over the last 20 years in Germany leads to a lack of skilled workers in general and in the care sector. The Covid19 pandemic aggravated the issue further.

To train intersectoral care staff for the future, the Federal Ministry of Health facilitated a reform of the professional care training, called “Generalism”. The new generalist training merges three previous care professions in the areas of "geriatric care", "health and nursing care" and "health and children's nursing care" to enable trainees to care for people of all ages in all areas of care.

This new training offers new professional opportunities for the graduates due to the automatic recognition of the generalist vocational qualification. It is also valid in other EU member states and enables the care staff to work in various fields of care activities from acute care to outpatient care and to long-term care, and to adapt their professional life even better to their own personal development and life situation.

Digitalisation of the VET sector due to Industries 4.0/5.0

www.bildungsserver.de/digitalisierung-der-arbeitswelt-arbeit-berufsbildung-und-industrie-4.0-11628-de.html

Industry 4.0 facilitates production business with state-of-the-art information and communication technology. This process also calls for a deep transformation process of the VET sector to meet the needs of the business world and includes the upskilling of current and the new skilling of the future workforce.

VET 4.0 was launched in 2016, screening 14 recognised occupations in Germany. It elaborated recommendations for the structure of initial and continuing vocational education and training, as well as for the further development of a systematic framework and the further development of national initial and continuing vocational education and training regulations. A complimentary study on VET 4.0 is available in German at

www.bibb.de/dienst/veroeffentlichungen/de/publication/show/10371



GREECE

InTraRed project

www.intrared.eu/en/about

After years of economic and political crisis, resilient economic growth has returned to Europe, unemployment is falling and Europe is ready to set the foundations for its future. Small and medium-sized enterprises (SMEs) and entrepreneurs are crucial for identifying new avenues to more sustainable and inclusive growth because of their twin roles in creating and diffusing innovation and providing employment.

VET providers are the key educational bridge between education and SMEs, and the InTraRed project focus on building robust and sustainable learning partnerships between both sectors in pursuit of excellence in innovation management. VET providers are best placed to develop and implement the bespoke resources necessary to support this rapidly developing area.

The InTraRed project looks at building the innovation management of SMEs through active engagement with VET professionals. VET providers are the key educational bridge between SMEs and education. There is often a fragmentation in the innovation management process within companies and the onus is on VET providers as key education stakeholders to address it. In response to this fragmentation, the InTraRed project develops and provides:

- a blended innovation management curriculum for SMEs that recognises the time and human resources available within SMEs
- an in-service training programme for VET professionals to support them in delivering the new curriculum resources and coaching SMEs through the innovation management process.
- an observatory of best practice to understand the meaning of innovation and disruption, and learn about what kind of people lead innovation in today's business world across each partner country
- a dynamic online platform that facilitates mobile, on-demand learning and a thought-provoking policy paper on the theme of innovation in the age of disruption informed by the project's implementation activities.

Corporate Pact for the Development Framework (CPDF)

www.espa.gr/el/Pages/ProclamationsFS.aspx?item=5269

The CPDF, through the operational programme "Competitiveness, Entrepreneurship and Innovation", funds training and certification programmes for employees of various industries to acquire new specialised and horizontal knowledge and skills. The programmes are implemented by professional and industry bodies.

Training invitations are addressed to the beneficiaries/employees so they can participate in the training programmes. In its website are published invitations sent by the professional/sectoral bodies.

Vocational Training Institutes of OAED

www.oaed.gr

OAED – Manpower Employment Organisation – is the Greek Public Employment Service. It operates 30 VET institutes throughout Greece, with 35 modern specialties attended by 2800 students.

The institutes of OAED are supervised by the General Secretariat of Lifelong Learning of the Ministry of Education and Religions and provide the trainees with initial vocational training.



Through the development of the necessary skills and qualifications, and by providing scientific, technical, professional and practical knowledge, OAED seeks the smooth integration in the production process.

The duration of studies is five semestres and specifically:

- four semestres of theoretical and laboratory training with a total duration of up to 1200 teaching hours of speciality, according to the specific study programmes
- 1 semestre of internship or apprenticeship with a total duration 960 hours

OAED provide their graduates, after initial certification exams, with the Diploma of Professional Specialty Level 5. For information about the certification, check the website of EOPPEP –the National Organisation for the Certification of Qualifications and Vocational Guidance – www.eoppep.gr

IRELAND

Remote working

www.gov.ie/en/publication/64d83-right-to-request-remote-work-bill-2021

The Irish Government published the Right to Request Remote Working Bill 2021 which provides a legal framework around which requesting, approving or refusing a request for remote work can be based.

All workplaces must have a written statement which sets out the company's Remote Working Policy, specifying the way remote working requests are managed and the conditions which will apply to remote working generally within the organisation. The new law that gives employees the right to request remote working is part of the Government's plans to provide better terms and conditions for workers due to the legacy of the pandemic.

Soft skills requirements

www.manpowergroup.com

Along with filling roles with qualified candidates, employers are increasingly searching for people who not only possess the hard skills required for positions, but also the relevant soft skills. In times of rapid transformation and uncertainty, these soft skills are more important than ever in workers and in leaders. In fact, several employers reported wanting someone with hard-to-find soft skills that they could train or upskill in the respective hard skill areas they were hiring for.

When asked, employers revealed that the top five most difficult soft skills to find are:

- accountability, reliability, and discipline
- resilience, stress tolerance and adaptability
- initiative taking
- reasoning, problem-solving
- leadership and social influence

What's the overarching theme of the skills? People matter. Employers should invest in their talent to ensure they have the right blend of technical and soft skills to succeed in the digital age.

Workforce Planning

https://www.euskills.co.uk/our-services/skills-solutions/strategic-workforce-planning/?gclid=Cj0KCQIA09eQBhCxARIsAAYRiylfLa9myRdKoat48gcfsiwHmYfharSdAbFEuBpKMxFercDhTFUbU5UaAimHEALw_wcBption

With an ageing workforce and shortages of technical and engineering-related skills in the labour market, forecasting future demand and supply of talent is one of the most critical strategic challenges facing organisations within the energy and utilities sector today. A longer-term, strategic approach to talent management is required, to make effective and efficient use of all available talent pools.



POLAND

Warsaw Enterprise Institute (WEI)

wei.org.pl/en/about-us/

The vocational education system (VET) in Poland is based on solid legal pillars. No great legislative revolution is needed to improve its condition. Punctual but decisive actions aimed at solving precisely diagnosed problems of VET will suffice. Taking corrective action is certainly a major challenge, as these mostly relate not so much to the formal and procedural sphere, but to the organisation and generation of good practice.

WEI presented recommendations concerning changes in VET:

- Strengthening the effectiveness of the reform of the VET system, among others through the involvement of parents, who should be subjected to vocational pedagogy
- The introduction of a system of VET guidance allowing a diagnosis of strengths, weaknesses and predispositions of a student, and consequently the choice of an appropriate career path
- Creation of distribution channels of information about professional education paths, potential stages of higher education and the labour market in the region
- Introduction of mechanisms of cooperation between entrepreneurs and VET schools at a local level, improving the quality of education and the situation of youngsters in the labour market
- Acquisition by vocational counsellors and teachers of vocational subjects of practical supplementary training, based on best practices and with the participation of entrepreneurs
- Launching a system of subsidies covering textbooks for VET
- Establishment of a system adjusting the type of schools and majors conducted in each region to the actual regional labour market needs

Ministry of Education and Science

www.gov.pl/web/edukacja-i-nauka/szkolnictwo-branzowe

As of 2019, many changes have been introduced in VET to get education closer to the labour market and better respond to the needs of employers.

As reported by the Polish Ministry of Education, since 2019, around 1.5 million students have started learning in secondary schools – general lyceums, technical secondary schools, vocational schools and preparatory schools for work – and the implementation of new core curricula has begun. In all first classes of schools providing VET the new classification of occupations in industry education applies.

Companies have now greater influence over VET and can deduct donations made to such schools. It was also introduced compulsory cooperation between schools and employers, through a contract or agreement. Another novelty is student internships with employers. These are counted as part of the period of employment, and the employer may include the benefits paid to the student in tax deductible costs.

Experts in the report "The labour market through the eyes of employers" also emphasise that the current condition of the Polish labour market is affected by the waves of economic emigration of blue-collar workers, the demographic crisis and the increase of professionally inactive people and finally the mismatch between VET education and the real needs of enterprises. In the coming years, there it is expected a shortage of about 3-4 million workers on the Polish market, and by 2050, this number may increase even to 10 million. Actions aimed at filling the labour shortage are needed now, as it will take a few years for its effects.



AVENHANSEN – Professional training and consultancy company

szkolenia.avenhansen.pl/szkolenia-zamkniete.html

Investment in human resources is in fact investment in a company itself. It increases the competences of professionals, contributing to the competitiveness of a company in the industry in which it operates. Training is at the core of such investments. Thanks to training, it is possible to fulfil the principles of lifelong learning. From the employer's perspective, they gain competent employees who become specialists in each field and work for the good of the whole company. Training can motivate employees and at the same time provide them with an attractive career path. Another advantage of training is the contact with other professionals in the same area. This allows an effective exchange of knowledge and experience, as well as the establishment of valuable professional contacts, which in the future may result in an important contract or the selection of our company's offer in a tender.

Investing in periodical training, either mandatory, such as occupational health and safety, or from a completely different nature, provides better qualified employees, with new knowledge and up to date with what is happening in the market in which the company operates. Managers must also attend training, so they can better prepare the company for sudden changes in the business environment, to develop the business or to conquer new markets.

Training improves the commitment, the professionalism and the quality of the work performed, minimising the risk of mistakes being made. Training can also serve the function of a reward and distinction for an employee for good work.

PORTUGAL

INCoDe

www.incode2030.gov.pt

Public policy initiative dedicated to strengthening digital skills, with a strong focus on education and professional training. It is developed through convergent initiatives promoted by public and private entities.

Five key action areas:

- VET – training of young people through the reinforcement of digital skills at all levels of qualification and education and training modalities
- Qualification and upskilling – vocational training for adults, providing them with the digital skills valued in the integration and reintegration into the labour market
- Inclusion – training and access to all population to digital technologies
- Advanced training – promotion of higher-level training, reinforcing higher professional technical courses, as well as graduate and postgraduate professional training
- Research – guarantee of conditions to produce new knowledge in disruptive technologies and participate in international R&D programmes

The initiative transversally ensures the promotion of gender equality, deconstructing stereotypes in the technological area and promoting equal opportunities.

Programa Ser Pro

www.iniciativaeducacao.org/pt/programas/ser-pro

The “Being Pro Programme” aims to improve the quality of education and training for young people, focusing on students who want to complete secondary education with practical training and a professional qualification.

It creates greater proximity between life at school and life in companies and it allows the adjustment of professional training to job opportunities in each region.

It brings schools and companies together, facilitating the transition of students with suitable qualifications to the working life and reduces the deficit of specialised technicians in companies.

Municipalities provide institutional support to stabilise the relationship between schools and companies, by helping to identify the more relevant professional areas in the regions and the companies with better conditions for partnership with schools.

The Programme is currently taking place in 13 schools and 14 courses across the country.

Marca Entidade Empregadora Inclusiva

iefponline.iefp.pt/IEFP/apoiolIncentivos/detalheMarcaInclusiva.jsp

The “Inclusive Employer Brand” is intended to publicly recognise and distinguish open and inclusive management practices developed by employers in relation to people with disabilities. It is aimed at employers who contribute to the implementation of an inclusive labour market and are distinguished by benchmark practices in the areas of recruitment, development, and progression; maintenance and take back; accessibilities; and service and relationship with the community.

Employers from the public, private, cooperative, and social economy sectors, as well as people with disabilities involved in business creation as entrepreneurs or self-employment can participate.

The Brand is awarded every two years to those who, in the two years prior to the application, have implemented the aforementioned practices.



SPAIN

Fundación Novia Salcedo

www.noviasalcedo.es

The Novia Salcedo Foundation (NSF), a private non-profit organisation, has been accompanying young people for more than 40 years in improving their employability and supporting them in accessing decent work from the perspective of Human Development (Agenda 2030), in a global environment of paradigm shift in which employment is not guaranteed.

The Foundation believes that this is a great engine for the economic and social transformation of people, organisations/companies and the world in general. This can be done by:

- leading training for employability and access to decent work for young people through companies, from local and global perspectives
- Developing research and knowledge in social innovation applied to all programmes, evaluating results and disseminating them in society
- Obtaining the commitment of relevant actors from the political, socioeconomic and cultural spheres, seeking their active collaboration

The Foundation is recognised by the United Nations (UN) with a special consultative status before the Economic and Social Forum and is associated of the UN Department of Global Communications.

Fundación Peñasal

www.grupopenascal.com

Peñasal is a social initiative entity, non-profit and declared of public utility since 1986. Its purpose is to integrate people at risk of social exclusion due to personal, academic or social circumstances. They promote a professional qualification with values and attitudes of responsibility and solidarity, so that people are sovereign and active protagonists in their own lives and in society and can find a job or improve their employment situation.

The guidance service helps learners to develop a personal job placement plan. It informs learners about job offers and train them on how to carry out an active job search.

It is committed to bring the training closer to the real labour market needs. To do this, in addition to maintaining close collaboration with companies in their environment and supporting entrepreneurship and self-employment processes, they promote their own insertion companies in different sectors of activity. In these companies, people at risk of exclusion or with difficulties in accessing the labour market have new opportunities.

ELORRIETA-ERREKA MARI - VET Centre

elorrieta.hezkuntza.net/eu/inicio

This Centre belongs to the Network of Comprehensive Centres created by the Department of Education of the Basque Government for the development of the Basque Plan for Vocational Training. This network is made up of higher vocational training centres that are considered, due to their characteristics and quality, driving centres for others.

The Centre has qualified teachers and up-to-date material to train students at the level and in the technologies currently required by companies. To this end, the Centre makes a permanent effort to update its human and material resources to adapt them to technical advances.

Other resources used by the Centre to offer students quality training are exchanges with other European centres and internships in companies.



FINAL CONSIDERATIONS

The innovative dimension of the JOBS4ALL Methodology consists in meeting the specific needs of partners' organisations and their countries, addressing the mismatch between concrete demand and supply in the labour market in the countries of the partnership and across Europe.

This 2-level Methodology is adjustable – given the needs of VET providers and employers, some aspects may be not applied, engaged simultaneously or implemented in different order.

As the Methodology is available in six languages – English, Spanish, Portuguese, German, Greek and Polish – it increases its transferability potential to other countries and can also be used in other education and training sectors, such as Adult Education, Higher Education, or by other players, including employment services and other relevant stakeholders.

Complimentary to the JOBS4ALL Methodology, the CPD programme is designed in line with the EQF, the ECVET, the DigCompEdu and the Salzburg Education Declaration. It has six modules, designed for blended format, offering a set of practical resources to support VET professionals in their daily practices and effective VET-business cooperation. The CPD duration is estimated for 60 hours (10 per module), including face-to-face, self-direct learning and assessment hours. All resources are adapted to local contexts and learners' specific needs.

One of the main conclusions arising from the design of the JOBS4ALL Methodology is that VET-business cooperation and effective employer engagement can be seen as an ongoing challenge that must continuously adapt strategically to both parts – the needs of the VET providers and the local/regional/national and even international business context that defines global trends of the labour market.

For this to happen, it is crucial to have qualified human resources and time. For VET providers this implies to upskill VET managers and professionals. However, from the point of view of employers, making their staff, resources, facilities and working time available for establishing relationships with VET and hosting learners at the workplace are not usually their priorities. Thus, it is necessary to invest in this relationship, overcoming obstacles and involving employers in a way that is attractive to both parts.

The aim of JOBS4ALL framework is precisely this: to provide a solid and holistic action-oriented methodology to guide any VET provider that needs to establish, manage, and/or improve an effective employer engagement internal policy and agenda. The 2-level pathway, and its six areas, provide hands-on examples that can be transferred and adapted to other countries and organisations to nurture the VET-business relationship.

The more areas of engagement are deepened, the more benefits there are for the involved parties. However, it may not always be necessary to implement all the areas of both levels, depending on each context and needs. What is utmost important is to engage employers in a strategic way, creating value for them, but also for the VET providers, through the development of concrete actions that are beneficial to both.

Some final recommendations for establishing a win-win VET-business relationship are presented here:

- **Select the right partners** – it is necessary to do some initial research on relevant partners and define strategies adapted to each of them, as they are all different. It is important to define which industries are to be contacted, identify a focal person and who has the decision-making power in each company, whether the organisations have experience of involvement with VET providers or what relationships they have with other stakeholders such as government institutions.
- **Create a team with representatives of companies with different functions** – each employer engaged in VET must have some people involved in this relationship, such as representatives of human resources, workers, and staff with managerial positions. This contributes to having a broader view of the needs of the company, as well as preventing a single person from being overloaded with work. Furthermore, if someone leaves this VET work team at the company, someone else in this team can easily replace them, contributing to a better sustainability of the project.
- **Understand the business world** – it is essential to understand the focus of the employers, that is often more on producing goods or

offering services that generate profit, rather than providing employment opportunities or contributing to the development of employees. Knowing the priorities of each side of the engagement will make it easier to calculate common goals that contribute to the success of both parties in the relationship.

- **Add value** – VET providers need to bring added value to the employers they engage with, such as the opportunity to contribute to a curriculum tailored to the needs of companies in terms of workers' knowledge and skills. In addition, VET providers must present a holistic vision of labour market trends in the areas in which companies operate and relate them to the remaining business sector that surrounds them.
- **Nurture the relationship** – just like any other relationship, it is necessary to continually nurture the relationship between VET providers and employers. Therefore, for example, in addition to the initial step of contributing to the curriculum, it is important to be aware of the learners' progress at the workplace and if they demonstrate any competences' gaps, so possible improvements to the curricula can be made. Thus, the curricula are continuously adapted to the real needs of employers.
- **Disseminate this relationship to wider audiences** – explain how it contributes positively to all the parties involved, that can be seen as agents of change and models for individuals and for the local economic and social environment.
- **Develop a network** – through the engagement with some employers, you may be able to access new partners who are on their networks, including business or professional associations. VET providers can take this opportunity to expand their contacts, considering their needs and always aiming to improve the relationships between the VET system and employers, taking advantage of the best practices that each element in the network can contribute with.

Finally, the JOBS4ALL Methodology is complemented by:

- **JOBS4ALL Learning Outcomes Matrix and CPD Programme**, a blended training resource to help VET managers and trainers to develop their JOBS4ALL pathway and build excellence in employer engagement.
- **JOBS4ALL case study videos**, a set of video case studies emerging from project partners' practices, local experts' groups and pilot trials aiming at raising reflection on common needs and challenges in effective employer engagement and VET-business cooperation.
- **JOBS4ALL learning portal and community of practice** – <http://jobs4all.erasmus.site> –, to provide open and instant access to all the results produced under the JOBS4ALL project, guiding VET providers and employers, through the 2-level of employer engagement.

Together, these resources offer to VET providers a complete solution for engaging employers in VET provision and ways to manage efficiently the relationship with them, through the different areas of interaction, which are not necessarily sequential or compulsory – they offer a vision of multiple opportunities and activities that can be implemented for a win-win cooperation between VET providers and employers.