

# FOKUS IN UPSKILLING PATHWAYS BULLETIN

Examples of good practice from  
countries partnerin the role of  
vocational counselors and trainers in  
designand implementation  
qualification improvement paths



RESULT 2

*Project: European  
Network  
for Focus on  
Upskilling  
Pathways  
No. 2019 -1-PL01-  
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## INTRODUCTION

The objective of the bulletin is to strengthen cooperation and knowledge exchange among Adult Learning Stakeholders; connecting experts, trainers, training providers and policy makers to help shape the future of Adult Learning in Europe in the uncertain years ahead. The COVID-19 pandemic has shed a new light on the importance of digital competence, as a transversal skill for European citizens - a key for employability, social inclusion and active citizenship.



Achieving Upskilling Pathways as a response to the challenges caused by the COVID-19 pandemics. *„Basic literacy, numeracy and digital skills form the core of these life skills along with financial, environmental and health literacy which together will be a keystone to creating social fairness and a resilient society that can embrace continuous change”.*



### Bulletin Topics:

1. Combining basic skills training with education and VET vocational training. Creating and developing cooperation networks.
2. Priority target groups requiring skills improvement and best ways their solutions.
3. Motivating and informing, including expanding knowledge about the benefits of improving skills.

# CHAPTER 1

## COMBINING BASIC SKILLS TRAINING WITH EDUCATION AND VET VOCATIONAL TRAINING CREATING AND DEVELOPING COOPERATION NETWORKS



### Fundacja Gaudete - POLAND

The project concerns the exchange of good practices on a significantly new approach - the path to improving skills.

### Some information regarding Upskilling Pathways Initiatives on this topic at the European level

Progressing towards an upskilled and reskilled Europe:

The **UP-AEPRO** policy recommendations

Project Upskilling Pathways for Adult Education Professionals (UP-AEPRO) are ready to launch the UP-AEPRO policy recommendations. The recommendations are part of an advocacy toolkit which will support policymakers, organisations and providers working adult education to implement the Upskilling Pathways initiative (UP) in their countries.



A similar topic was held

Third policy learning forum "Upskilling pathways: a vision for the future"

**Policy Learning Forum (PLF)** on upskilling pathways are a series of policy learning events on the topic.

PLF aimed at providing a platform for countries to come together to learn from one another and explore common challenges in upskilling adults with low level of skills"



AGE Platform Europe is a European network of non-profit organisations of and for people aged 50+, which aims to voice and promote the interests of the 200 million citizens aged 50+ in the EU and to raise awareness on the issues that concern them most.

The Recommendation "Upskilling Pathways: new opportunities for adults" aims to help adults acquire a minimum level of literacy, numeracy and digital skills and/or acquire a broader set of skills by progressing towards a higher qualification (depending on national contexts) through 'an upskilling pathway'.



### **A society for all ages.**

AGE's vision encompasses an inclusive society, based on well-being for all, solidarity between generations and full entitlement to enjoy life, participate in and contribute to society. At the same time, each person's rights and responsibilities throughout their life course have to be fully respected.



## 1. Escola Profissional de Tomar – PORTUGAL

Existing since 1993, Escola Profissional de Tomar - the Vocational School of Tomar - is located near Lisbon (about 120 km north-east) and 80 km far from the sea, in the middle of the country, in the heart of the Ribatejo province. Our school is an institution providing initial vocational training of level IV; the teaching staff is composed by 26 teachers, and we have about 160 students. All teachers are highly qualified, even with a case reaching a doctorate level; teachers-trainers responsible for the technical areas are accredited professionals in their areas, also accumulating experience through their participation and contributions in various vocational projects. The educational offer is based on the secondary-level system, divided into three departments, which are:

-Graphic Arts, offering a 3-years course with good preparation for working in pre-printing or printing enterprises in several departments. Our students are able to work on advertising or multimedia enterprises too.

-Kitchen-Pastry and Restaurant-Bar, offering a 3-years course with good preparation for working in hotel or restaurant industries (cooking, food service, bar and restaurant and catering managers).

-Computer Science: Hardware and Software, also a 3-years course. Our students are able to assemble computers – hardware and their maintenance. They are able to operate with several software and programming languages.

Education is complete at our school with a maturity examination. After that our students are prepared to work (granted a school leaving diploma as a certificate of their technical qualifications) or to apply to university.





EPTomar has an International Projects Department, which brings together a multidisciplinary team, and has been involved in several international mobility projects, both as sending and hosting entity, under the extinct Leonardo da Vinci, Socrates and Youth in Action programs, as well as Erasmus+, in national and transnational curricular enrichment projects, as a facilitator and participant, in the areas of Graphic Arts (competitions, exhibitions), Catering (congresses, competitions, practical demonstrations) and Informatics (exhibitions, workshops) and in the staff training area (job shadowing). Currently, three projects are underway: two KA1 - individual mobility for learning purposes and KA102 - mobility for trainees and VET personnel, in the role of sending institution, and one KA202 strategic partnership project, as a partner. In such projects, the team directly involved is composed of the International Projects Manager - Angela Azevedo, the Executive Director - Horácio Silva, the School Psychologist - Luís Almeida and the Coordinators of the technical areas of the courses: Graphic Arts - Vitória Pires, Kitchen-Pastry and Restaurant-Bar - Cristina Carvalho and for Computer Science – José Soares. The International Projects Manager and the Executive Director have the experience and organizational capacity of several successful projects, accumulating the positions of teachers-trainers who teach English and Food Technology, respectively; the School Psychologist also participates in several projects, one of the most relevant being the Erasmus 2014-2-IT03-KA205-004557 - “European Network of Job Clubs” project, which involved, among others, an external training of 35 hours in mobility. This project produced effective results, applied in the region where the school is located, by the constitution of groups of individuals looking for a job, based on the techniques / system of “Job Club”.

EPTomar also has other features, such as the Ongoing Education and Training Centre, the Pedagogical Support Centre and the Language Academy.

Finally, on January 11 this year, EPTomar received EQAVET Certification, proof and acknowledgment of the school’s Quality System for educational and vocational training offer.



## **Academy of Entrepreneurship - GREECE**

The economic crisis had an unprecedented effect on Greece's economy with impacts that still loom large. Despite slow economic improvements, unemployment remains exceptionally high and places Greece at the bottom of the European Union (EU). Boosting the economy and employment levels is a policy priority. Apart from stimulating skills demand, there is increasing recognition of the need to improve skills supply and, at the same time, ensure that it is matched to current and future labour market needs. Moving forward, Greece faces the double challenge of tackling one of the highest overeducation rates among advanced economies, while ensuring that emerging growth will not be constrained by skill shortages.

While levels of educational attainment in Greece have increased overtime, there are concerns that the education and training system is not sufficiently aligned with labour market needs. Vocational education and training (VET) has a relatively low status and participation in the VET pathway of upper secondary education is relatively low by EU standards. Young people prefer general education that will grant them entry to university and the high social status associated with it. University education is frequently criticised for not conferring upon its graduates the cutting-edge skills that the labour market needs. The percentage of recent graduates in Greece is higher than the EU average and it has grown substantially over the 2006 to 2018 period. Greece is hardly unique in facing these skills-matching challenges but the difficult economic situation in the country makes the need for a coherent policy response particularly acute.

Contrary to what high education attainment rates would lead to expect, one of the key problems facing the Greek labour market is the relatively large share of the population with low skills. The skills of Greek adults in problem solving and numeracy (and less in literacy) are also ranked lower than most advanced economies, as confirmed by the results of the PIAAC<sup>1</sup> survey. Greece also performs relatively poorly in lifelong learning and the continuing updating of adults' skills, and the participation and contribution of enterprises in continuing vocational education and training (CVET) in Greece is minimal compared with the situation in the rest of the EU.

In order to tackle skills mismatch in the country, a permanent process was established in 2015 to provide a diagnosis of labour market needs in Greece, under the supervision of the Ministry of Labour and the scientific guidance of the NILHR. The aim of the mechanism (NILHR, 2016) is to provide – at regular intervals – reliable information on the supply of, and demand for, labour at sectoral, occupational and regional level to the organisations involved in the development of labour market policies and other stakeholders. The provision of reliable data on employment trends and occupational dynamism is aimed at assisting with the design of policies related to employment, (national and sub-national) economic development and education and training.

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<sup>1</sup> PIAAC: programme for the international assessment of adult competencies

The governance of the mechanism comprises the following institutional set up:

(a) the NCC, including the main ministries (Ministry of Labour, Ministry of Education, Ministry of Economy, Development and Tourism – from now on Ministry of Economy), the NILHR, the EOPPEP, the ENPE, the OAED, and the key social partners (the Hellenic Confederation of Professionals, Craftsmen & Merchants (GSEVEE), the General Confederation of Greek Workers (GSEE), SEV, the Hellenic Confederation of Commerce and Entrepreneurship (ESEE), the Association of Greek Tourism Enterprises (SETE)

(b) the operational network of organisations involved in carrying out the tasks foreseen under the mechanism’s mandate, such as feeding information into the mechanism’s information repository, carrying out and analysing surveys and studies, and using the outputs for the purposes of policy-making;

(c) the Scientific Committee, formed in October 2016, with main responsibility for ensuring methodological consistency and scrutiny of project outputs.

Crucial to the overall operation of the mechanism is the Operational Network of Bodies and Organisations, coordinated by the NILHR, which has responsibility for implementation of the actions necessary for collecting data related on labour market needs. The entities participating in the network are required to send inputs needed for the operation of the mechanism on a regular basis to the NILHR based on an agreed methodology. The collection, processing and sending of data are carried out on the basis of programme agreements concluded between the above network operators and the NILHR.

The intended target groups for skills anticipation exercises and, most important, for the mechanism, include policy-makers in the various ministries and government agencies, the PES, local and regional authorities, the social partners, education and training providers, and career and vocational guidance providers. The PES (OAED) and other social partners such as KEEE implement also subsidized voucher programs to support adults in upskilling and reskilling, through counselling, training and certification of acquired professional competences (photo 1).



Photo 1: Digital upskilling programme for employees in the private sector  
Source: <https://109.uhc.gr/p/m/el-GR>



### **Enso Group - United Kingdom**

Enso Group is an experienced non-governmental agency that is wholly independent and owned in trust for the benefit of its employees and their dependents. We support, coordinate and create connections between European countries and organisations.

The main goal of our international collaboration is to:

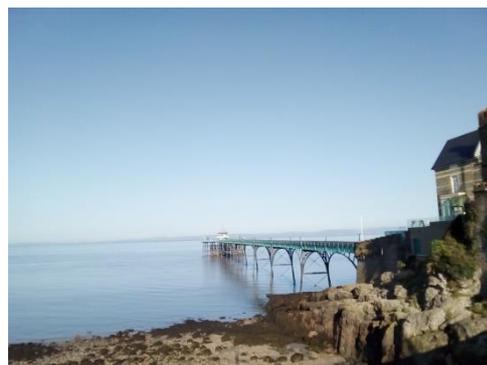
- Create connections between European organisations in the United Kingdom and local labor markets in other EU countries
- Improve the vocational, linguistic and cultural skills of apprentices, teachers and staff, thereby increasing employment opportunities and career advancement of all
- Ensure Vocational training and internships of students, training courses and job shadowing of teachers and staff

We are highly skilled in acquiring and supporting quality training programmes and take care of organising practical elements of travel, accommodation and timetables of events. We support a diverse range of workers, teachers and learners/participants with a holistic approach, from project planning to consulting within partnership arrangements - helping us/our partners and customers achieve their goals.

We deliver innovative and practical solutions, providing the best value possible for projects. With core expertise in the EU Projects and associated public and commercial projects, we have 12 years' experience in delivering EU projects/tenders across a range of categories, which most recently includes SEND (special educational needs/disabilities) & STEM.

We work mainly in Great Britain, where we have our headquarter, but thanks to the network of contacts in most EU countries, we are able to organize internships for students as well as training and job shadowing for teachers and staff in local labor markets and local organizations in all EU countries.

We also work with many European public and private organizations under the Erasmus Plus programme in the field of adults, migrants, people with disabilities and elderly people to improve the social inclusion, working conditions, educational-skills, economic and health conditions of these groups across Europe.





## ENSO GROUP

### Our service includes:

- language services/English language courses
- work experience-monitoring and evaluation of work placements
- induction and orientation/cultural programmes/social and cultural activities
- final reports/certificates/Europass/ECVET

Tailor-made language and educational programmes in partnership with the finest/most established language schools in the UK. We have partnerships with selected language schools /colleges all with high teaching quality.

Our tasks related to the organization of internships include:

- Build local relationships to secure quality opportunities for work experience-match participants with organisations from internal databases
- Delivering EU validations tools ECVET/Europass and supporting the participant to enrol/gain the evidence required, with support of dedicated manager/mentor of the host organisation and monitoring progress

### Below, some examples of local organizations we work with:

- Bristol City Council, Adult and Community Learning Team
- Future Bright - Ways2Work service and network of providers and organisations that *offer free support and training for individuals who are on a low income and in receipt of in work benefits*
- Restore Trust - a social enterprise working in the South West to provide advice & guidance, skills, qualifications and confidence to people experiencing barriers to accessing training and employment opportunities
- Knowle West Media Centre - services offered to adults and low skilled groups
- Women's Work Lab run part-time courses to help you to unlock the potential and kick start the career of women affected by career breaks or lack of skills
- Times Two - large recruitment company in Bristol
- 





## **Euroform RFS - ITALY**

Contest and Cooperation Network: Euroform RFS has been operating in the vocational guidance and training field since 1996, with the main goal of working as channeling vehicle between the labor market's supply and demand, by:

- providing better understanding of the European labor market dynamics
- increasing opportunities to enhance knowledge and competencies
- working actively to foster a better integration of the labor forces.

Euroform RFS offers a wide range of training courses to update and strengthen the skills of adults who want to re-enter the labor market, to improve their working position or simply to undertake a lifelong learning path.

Over the years Euroform has managed to build a strong territorial network, also supported by the fact of having several offices on the Italian territory. Its network includes public and private entities, SMEs, Associations, local authorities, schools and CPIAs (provincial centers for adult education).

Specifically, Euroform collaborates with: local CPIAs and educational institutions of the RIA-rete per l'istruzione degli adulti Cosenza network (adult education network); Technical and Professional Institute of the geographical areas of competence (Frascineto, Mormanno, ISS Cassano J., ISS Cosentino-Todaro, IPSEOA I. Cavalcanti, ISIS Europa, ISIS Elena di Savoia, I. Mattei, ITIS Avogadro), the University of Naples Federico II, the Academy of fine Arts of Catanzaro, the Labor Department of the Province of Crotone, provincial CNA (National Confederation of Crafts and Small and Medium Enterprises) for the province of Cosenza, regional UIL (Italian Labour Union) for the Calabria Region, local employment centers, the municipality of Milan and the Veneto Region working on projects financed by the AMIF fund (Asylum, Migration and Integration Fund), and other realities. In the last 10 years,

Euroform RFS efforts have intensified towards the inclusion and enhancement of the immigrant population, support and reception for refugees and asylum seekers, giving birth to n. 4 CAS (extraordinary reception centers) for foreign citizens requesting international protection.

Euroform RFS is insert in the official register of entities and associations that carry out activities in favor of immigrants and offers linguistic training services, Italian courses, training on values and civic education, first reception services such as orientation services, linguistic-cultural mediation.



Euroform collaborates with the local migrant reception network with a view to synergy and cooperation. Since 2010, Euroform RFS has implemented training plans, as part of the Interprofessional Funds (FAPI, Fondartigianato, Fondo Dirigenti PMI, Formimpresa, etc.), offering the possibility to over 200 workers, every year, to freely access continuous training improving efficiency and productivity.



## CHAPTER 2

### PRIORITY TARGET GROUPS REQUIRING SKILLS IMPROVEMENT AND BEST WAYS THEIR SOLUTIONS



#### Fundacja Gaudete - POLAND

The Upskilling Pathways Recommendation emphasises the importance of beneficiaries being offered education and training that meets their learning specific needs, as identified in the skills assessment they should undergo before taking part in any further learning.

During the panel discussion, questions were asked:

- What's the status of basic skills provision in Europe?
- What are the advances made and the challenges ahead, in the light of the Recommendation on Upskilling Pathways and the EU Skills Agenda?



#### New Upskilling Pathways in Craftsmanship for Adult Migrants: Virtual mobility

The project is organised as a part of the Erasmus+ “New Upskilling Pathways for Adult Migrants In Craftsmanship” that aims to promote up-skilling and re-skilling of adult migrants (18 to 35 years) with basic craftsmanship skills in EU countries through an innovative educational format integrating transversal and entrepreneurial skills.



European labour markets are undergoing important changes that affect employment trends; among which, demographic change and economic migration on the supply side and the growing complexity of jobs on the demand side are becoming increasingly challenging and raise uncertainties about the nature and level of skills that will be required (especially digital skills and transversal skills such as problem-solving).

### European Association for the Education of Adults (EAEA)

A conference was organized:

- Upskilling Pathways as an opportunity to improve outreach and access.
- From EU policies to learners.
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Summary of EAEA's recommendations in relation to the findings of the EC stocktaking report:

1. Strengthen the governance of adult education and basic skills in the framework of lifelong learning.
2. Reinforce cooperation between ministries, sectors and institutions of different backgrounds.
3. Cooperate with civil society and providers.
4. Analyse and remove barriers.
5. Link adult education and basic skills to existing strategies.
6. Prioritize and invest in adult learning and basic skills.
7. Fund and support learning in communities.
8. Strengthen non-formal structures.





## Escola Profissional de Tomar - PORTUGAL

There are cooperation protocols with several companies and institutions, such as IMPOTOL – Popular Press from Tomar, IPT - Polytechnic Institute of Tomar, ACITOFEBA - Commercial and Industrial Association of the Municipalities of Tomar, Ferreira do Zêzere and Vila Nova da Barquinha, among others, which are conducive to the implementation of good practices in the field of vocational training, with the aim of developing and increasing human capital with a view to improving integration into the labour market and combating social exclusion.

In the scope of ongoing training, we have provided Certified Modular Training (FMC) in Basic Digital Literacy, aimed at local shop employees, Basic Communication in a foreign language (English), aimed at employed people dealing directly with the public and in Food reuse, aimed at unemployed / needy people, just to mention but a few cases providing pathways in upskilling adult competencies in order to develop their work and performances, and ultimately their sense of active citizenship and personal fulfilment.





## Academy of Entrepreneurship - GREECE

### 2. Target groups

The weak employment demand in Greece particularly affects younger people, specifically the cohort that has invested the most in elevating their educational credentials; this implies a waste of their human capital potential and potential for social exclusion. In addition to having the highest youth unemployment rate, the NEET rate is higher in Greece (20%) compared with the EU-28 average (13.7 %). The employment rate of recent graduates aged 20 to 34 is also significantly lower (55.3 % compared to 81,6% in EU, 2018), illustrating the substantial barriers young Greek graduates face in entering the labour market.

Overall, the share of adult population in potential need of upskilling is estimated to be within a range from 46.8% and 55.1% of its total adult population, that is to say from 2.8 to 3.2 million adults in Greece.

Apart from youth, unemployed aged 55-64, people out of the labour force aged 55-64 (inactive) and employed aged 55-64 need to upskill their digital competences. In addition, unemployed adults aged 35-54 show a high risk of having insufficient digital skills to enter the labour market.

The participation of people 25-64 years with low qualifications in Vocational Education and Training is significantly low compared to EU (0.8% vs. 4.3%). As of participation of unemployed, only 3.9% of the unemployed population to participate in trainings against 10.7% in EU.

Greece was in the 24th place in 2018, (Eurostat, 2019) in terms of participation of adult population in educational and training programmes (4,6% compared to 12,1% average in EU-28). The first deterrent as confirmed by an EU study (2018) is the participation cost as in about half of adult education and training programmes, learners must pay the cost of their participation (44.6% compared to 19.4% of the EU average).

Another important deterrent concerns the lack of information on the ongoing programs. Evidently, there is need to offer more training programmes in CVET at no or low cost and disseminate such activities, increasing awareness of educational opportunities to the adult population.

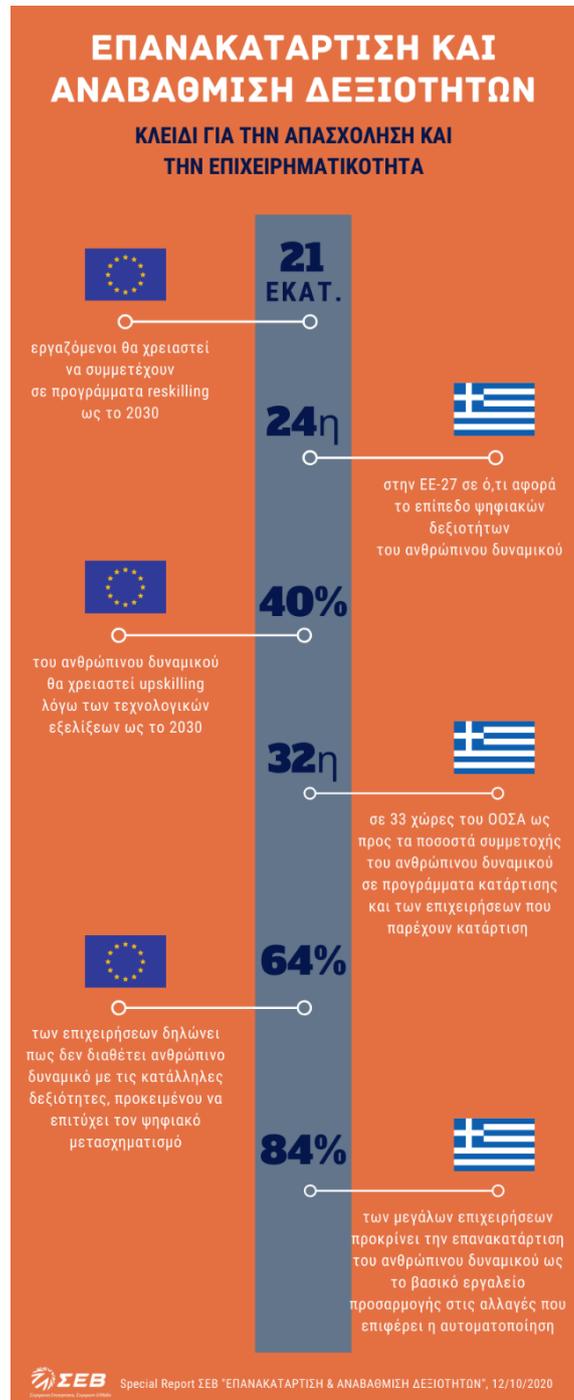


Photo 2: Upskilling and reskilling as a key for employability and entrepreneurship  
Source: <https://www.sev.org.gr/>



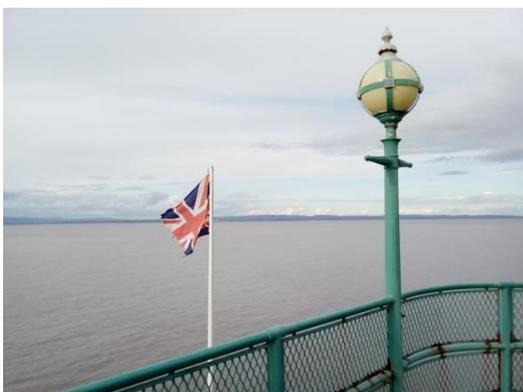
## Enso Group - United Kingdom

### Our mainly target groups are:

- Project partners, brands, companies, groups, and organisations progressing in the new horizons EU projects era
- Vet learners attending professional schools and training centers
- Students and professionals attending colleges of further and higher education in Europe
- Apprentices: we host apprentices from different EU and not EU countries under the Eugen, EVS, British Council, Ascentis programme
- Disabled people and adults/Migrant youths/Other participants with fewer opportunities such as Elderly people
- Stakeholders with a sustainable approach/angle
- Stakeholders with an innovative approach/angle
- Stakeholders in STEM, particularly in Robotics
- Stakeholders in Ecology/Environmental Services/Waste Management programmes/Renewable energy/Logistics
- Stakeholders within Entrepreneurship
- Charities
- Local businesses, SME's, public and private organisations, both in the United Kingdom and other EU countries
- Local Authorities

### Our accreditations:

Accreditation Type	Accreditation Reference
EVS	valid for traineeship in 2021
British council	we are awaiting inspection
Investors in people	valid until end of 2020
Ascentis	until May 2021
Apprenticeship	2021



**These are some of our partnerships:**

1. 'Growing skills on city farms for budding learners with disabilities' reference Number: 2018-1-UK01-KA202-048112

**Main Objectives:**

- Share knowledge of outreach to promote access for disabled learners onto courses in city farms as permeable pathways into the labour market
- Develop inclusive and accessible schemes of work for learners with disabilities
- Provide stimulating, inspirational collaboration to motivate and aid VET teachers' and staffs' continuous professional development

**Main Outcomes:**

- Better quality VET courses on city farms for learners with disabilities
- Better community outreach
- Increased work-experience places
- More disabled employees in the labour market
- Quality resources and ideas to share with other city farms.

We will create modules for the Courses that will include VET courses in animal care, horticultural studies, enterprise or work placements on farms. We are focusing on VET in order to improve the employability of adult disabled learners.

2. The Safe and Mindful Movement of Young Refugees and Migrants into Youth Groups' reference Number: 2018-3-UK01-KA205-059896

**Main Objective:**

- To ease a holistic transition into youth groups for youth migrants and refugees
- To improve mental health conditions of Migrants through the use of Mindfulness techniques
- To improve the skills and knowledge of youth workers in successful outreach and use of Mindfulness among Migrants

**Main Outcomes:**

- Local support for vulnerable migrant/refugees
- understanding of challenges for migrants/refugees among their peers
- hub of mindfulness resources

3. Therapeutic Interventions for The Support of Those with Alzheimer's Disease' reference Number: 2019-1-UK01-KA204-061572

**Main Objectives:**

- Share knowledge of complementary therapy types and benefits for the cognitive improvement and relaxation of those suffering with Alzheimer's disease and/or its symptoms
- Improve the skills and knowledge of therapists and caregivers of people with Alzheimer's disease in the use of complementary therapies

**Main Outcomes:**

- A bank of resources and references for carers and support staff to refer to and use
- Forum for carers and support staff to share ideas, challenges and outcomes of complementary therapies
- the prevention of memory loss and improvement in well-being/relaxation for sufferers of Alzheimer's





## **Euroform RFS - ITALY**

Euroform RFS mainly addresses the following target categories:

1. NEETs (not in education, employment or training): the latest data on NEETs in Italy can be found in the report NEETs in Italy. Data, experiences and recommendations for effective activation policies (STAR NET, Alessandro Rosina, Professor of Demography and Social Statistics at the Catholic University in Milan). This issue has a massive impact in Italy: there are over 2 million of people aged between 15 and 29 years old in limbo, without a job and education. This number, compared to the European average, are very critical: the 23.4% of the total age range Italian population is neither studying nor working (versus an EU average of 12.9%). This situation is likely to rise in the context of the coronavirus emergency. Italy has a record number of NEETs also in the 30-34 age group. This is currently one of the most disadvantaged and needy categories. For this reason, the EU has directed huge resources through various intervention methods, including the Youth Guarantee program, training courses, strategic partnership projects, transnational mobility interventions: Euroform RFS promotes all those activities.

2. Non-EU immigrants: since 2016, Euroform RFS participates in social inclusion activities and works actively in the Immigration field in Calabria region. As a matter of fact, due to its strategic geographical position in the South of Italy, the Calabrian region is a major immigration hub. Euroform RFS particularly takes care of the training, integration and legal support of a certain number of migrants, refugees and asylum seekers. Euroform RFS offers a wide-range of courses for immigrants, especially on the IT field, or regarding institutional subjects, in order to train people and give them the opportunity to work or volunteer. Euroform RFS might also offer training and work placement positions, thanks to its partners network collaborating to the training project for the migrant

3. Unemployed: the national unemployment rate (aged 15-64) in Italy is 9.47 per cent (2020) and corresponds to more than two and a half million non-working residents in Italy (Istat).

The Italian data is not comforting looking at the international comparison. According to Eurostat annual data (age 15-74), in 2018 - when unemployment in Italy was 10.6 percent - Italy had a rate almost four points higher than the EU average (6.8 percent)

4. Trainers/teachers: Euroform RFS designs and implements courses to support teachers and trainers in their lifelong learning. The courses, in both attendance and remote, are carried out in Italy or abroad, and they mainly aim at introducing innovative teaching methods that favor the digital transformation of Italian schools and training agencies

5. VET learners (professional qualifications and educational requirement): learners currently in professional qualification and / or recently qualified (12 months). Euroform RFS also addresses this target through medium-long (ERASMUS PRO) and short international mobility actions.

6. Apprentices: one of the categories of users most present in the learning paths provided by Euroform RFS is that of apprentices; they are involved in international mobility experiences.

7. SMEs staff: Among the service lines offered by Euroform RFS, continuous training plays an important role. Thanks to Europeans and Interprofessional Funds, Euroform RFS provides numerous continuing training courses to SMEs staff.



## CHAPTER 3

### MOTIVATING AND INFORMING, INCLUDING EXPANDING KNOWLEDGE ABOUT THE BENEFITS OF IMPROVING SKILLS.



#### Fundacja Gaudete - POLAND

The project actions will contribute to preparing the ground for the effective implementation of the Upskilling Pathways Recommendation by providing a concrete contribution in the identification of the main elements of an UP strategy.

To overcome barriers to participation, the offer of education and training should also be flexible and adapted to the learning habits of adults.

Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and successfully manage transitions in the labour market.

Adults whose experience in the past has been negative are motivated by seeing that they are making progress; this can be achieved by structuring the education and training provision into manageable units of learning outcomes, as the Upskilling Pathways Recommendation also recommends.

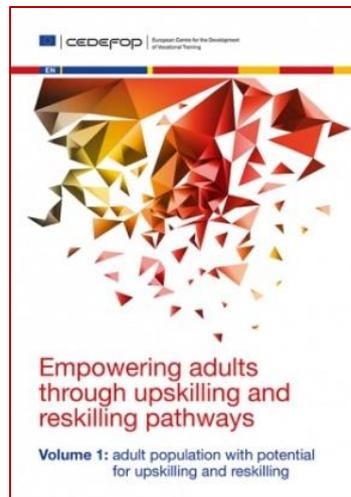
The ecosystem of Upskilling Pathways in Foundation Gaudete comprises the three main objectives detailed below as well as the context for implementation:

- workforce development: strengthening the workplace positions of employees, supporting workplace advancement, improving productivity and promoting compliance with the expectations of Industry 4.0 strategy.
- the promotion of labour market employment and workforce adaptability adjusted to changing labour market needs (facilitating job and career change, the promotion of in-career learning)
- labour market activation in the interest of expanding workforce and mitigating labour shortages (activation of inactive workforce).



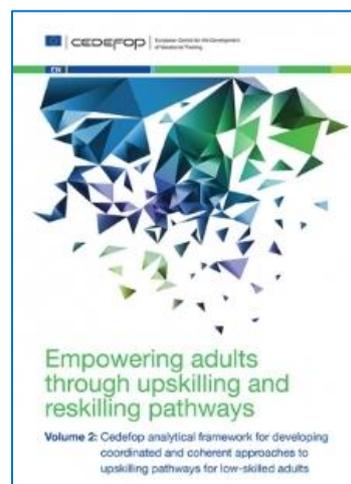
A report Volume I has been prepared CEDEFOP:

- The analytical framework for developing upskilling pathways for low-skilled adults.



A report Volume II has been prepared CEDEFOP:

- It is grounded in a lifelong learning perspective and focused on the empowerment of the individual learner/beneficiary.
- Unlocking this potential calls for a renewed approach bringing tailored training offers together with guidance services, validation and recognition of prior learning, and all other VET-related supporting measures.





## Escola Profissional de Tomar – PORTUGAL

### 2. Impact of Covid-19 pandemic in Portugal

During the month of January 2021, the Covid-19 pandemic has seriously struck Portugal, with infection numbers rising to 15 - 16 thousand per day, driving the SNS (National Health Service) and hospitals to a catastrophe level. The deaths near an average of 250 people per day. This tragic situation has inclusively led the Portuguese government to ask for international help, of which the first responders from Germany have arrived in the last few days. Currently there is an Emergency state declared, as well as mandatory lockdown, affecting all industries and services, including schools, with the exception of first-need services.

More than 30 ambulances with Covid-19 patients queueing for access to the ER service in the largest Lisbon hospital “Santa Maria” on January, 29.



Outdoor in Tomar with calls for Covid-19 prevention measures.



**“Social distancing  
Protect yourself and others, stay  
home”**



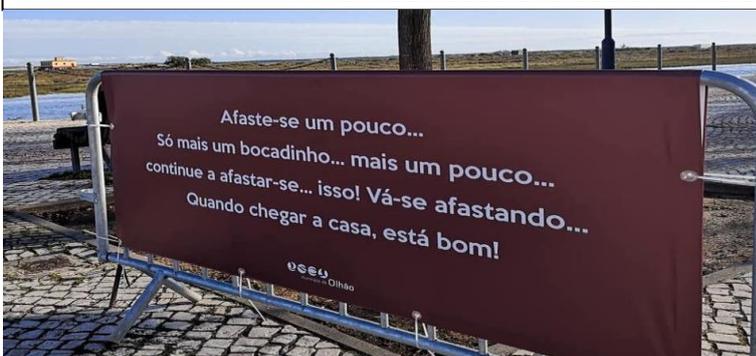
*“The safety distance is not 1m nor 3m It’s the distance between your house and other people’s houses (Go home!)”*

The work team in Covid-19 times – Horácio Silva and Angela Azevedo



Escola Profissional de Tomar, represented by Horácio Dias Gomes da Silva Executive Diretor

Portuguese creativity: outdoors scattered throughout the city with messages to



*“Move back a little... Just a little bit... a little more... keep moving away... that’s it! Keep moving away... When you get home, it’s fine!”*



## Academy of Entrepreneurship - GREECE

- START PROJECT

The START Project, is an educational program started in 2017 that aims to reach out to members of the community through digital education. With the support of SocialInnov, Municipality of Athens and Microsoft, this initiative is being developed with the aim of creating valuable digital skills and employability for disadvantaged groups, such as the unemployed youth, migrants and refugees. It offers free coding courses and other digital skills for those who want to expand their professional skills and thus become more flexible in an ever-changing job market.

The START Project is oriented towards 3 pillars:

- Education – Courses on computer science, digital skills, internet security, coding, graphic design and more
- Participation – Consultation seminars for entrepreneurial development, micro-financing programs, business development etc.
- Innovation – Introduction to innovative technologies such as 3D printing, automation and robotics.

To achieve these goals there are 3 different schools that include specific training courses and curricula to cover the needs of the target population:

The START School: 2-3 hours training per subject on the use of Microsoft Office programmes (Word, Excel, PowerPoint), databases, Wordpress, social media, e-shop set up, photo editing etc. About 50% of the beneficiaries were 50+ years old.

The START School of Code: the first two training cycles of the program in Front-End and Back-End technologies were successfully completed last March. In them, a total of 31 people participated, without previous experience in programming, with 110 hours of training per direction. Already, eleven of the participants work in companies in the field of technology.

The START School of Business: an intensive free ten-course program aimed at business owners and those who want to start their own company. It offers 10 hours training on the basic principles of finance and branding, legal and tax framework, as well as, the use and security of data. Special emphasis will also be given to the training of social media as a tool of work, as well as to digital marketing.

The project has become the right place for all citizens who want to develop their digital skills, regardless of nationality, gender or age and since 2017 it counts more than 11.000 beneficiaries.

- ReGeneration

The ReGeneration is a multi-participatory program of paid employment and personal and professional development opportunities by promoting the employment of young people, in a creative and constructive way which started in 2015. Founded by the Global Shapers Athens Hub, an initiative of the World Economic Forum, ReGeneration is the largest program challenging brain drain in Greece by fostering youth employability. The program is supported by CocaCola, CocaCola Foundation, The Hellenic Initiative, Stavros Niarchos Foundation and numerous private companies.

Partnering directly with employers and academic institutions, ReGeneration is democratizing opportunity by actively connecting its graduates to meaningful career opportunities and re-engineering the mechanics between academic institutions and the labour market. This programme is a response to skills mismatching, an issue that affects significantly graduates in Greece.

The programme aims at bridging the skills gap, enabling multi-stakeholder innovation platforms and highly personalised learning opportunities across education to employment, enhancing the

employability of young people by incarnating opportunities for graduates and young professionals to thrive regardless of background, gender, disability or social class. It also aims to promote the digital transformation in the Greek workplace, serving as a knowledge transfer center for the future of work and pioneering impact-oriented initiatives between universities, government agencies, civil society and individuals. Applications for the general cycles open twice per year (March and September) for graduates from all academic backgrounds and institutions. 12 cycles have been implemented so far.

ReGeneration has helped more than 1700 young graduates to make their first or next professional steps and stand out. Overall, the program consists of 32 hours of soft skills training before placement, 80-250 hours of hard skills training for state-of-the-art technology and developing sectors of the Greek economy e.g. Coding, Data Science, Digital Marketing, Tourism, Agriculture, Supply Chain and Logistics, Sales, Customer Experience, etc. , including 25 hours of community service. Finalists receive also guidance from senior executives to explore their opportunities in the job market. After receiving training and guidance, beneficiaries have access to a data base of collaborating multinational, small and medium-sized companies and start-ups to secure a placement of minimum 6 months receiving also a minimum monthly salary of 750 euros.

The programme had a very positive impact on giving opportunities to young graduates to upgrade their skills and created a business database to match them in particular traineeship positions. Specifically, the program has offered more than 300,000 hours of training in total, 17,500 hours in social offer initiatives and has shaped partnerships with 650 companies. Results show that beneficiaries get a 92% contract extension, so a significantly high percentage of retention in placements. The programme has received 11 awards as recognition for its social impact, such as the Best Youth Employment Initiative (2015, 2016, 2018, 2019) and in Lifelong Learning (2018) among others.

Last but not least, in 2020 Regeneration in collaboration with Coursera, “unlocked” access to 3,800 online courses and 400 specializations for tens of thousands of young people up to 29 years old, bringing to Greece online courses and the corresponding certifications from top universities in the world.

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ReGeneration: <https://www.regeneration.gr/>

START project: <https://www.startproject.gr/>





### **Enso Group - United Kingdom**

#### **Vocational, upskilling training of Polish teachers in Italy.**

##### *Description:*

In September of 2018 a project of Polish professional teachers took place in Rimini titled: "Partnership in Vocational Training" under the Erasmus+, KA 1. In 2018, six vocational teachers of Polish Vocational school carried out a professional internship at various Italian companies of catering and hotel industry.



##### *What was done:*

During one-week training, teachers of Polish Vocational school worked in Italian restaurants and hotels together with other Italian employees. The aim of the project was responding to the needs of the improvement of professional competence as well the language, social and personal skills, which will definitely improve the quality of school work and help teachers and students in their professional career.

The teachers learned new Italian and international recipes from the best chefs in Rimini as well as logistics aspects of catering preparation and delivery.

Teachers have returned to work at school, enriching themselves with new experiences that will certainly help them to work with students and better understand the needs of today's labour market and prepare students to be qualified employees.

It is commonly known that students learn from their master. If the first one is properly prepared, the chances of the other are increased significantly. The training will also increase the opportunities of teachers for a professional promotion at school.



## **Training of Polish Job centre staff in Malaga - Spain. Project – ‘Just In Time’**

### *Description:*

10 Polish staff working in a job centre in Malbork travelled to Malaga for a week in September 2018 to undertake training and to visit various organisations to understand their methods to work towards achieving best practice.

### *What was done:*

Job center staff were trained and visited a variety of associations. They had an opportunity to understand the contrast of both systems and learn new ways of managing job centers, creating better connections with local and international networks of employers, better outreach of low skilled people. They were also able to visit job centres dedicated entirely to immigration and aiding refugees in their organisation from other countries to Spain.

The group undertook training to improve their own training skills and to help build entrepreneurial competencies while also taking the time to practice their business English. They produced presentations on various case studies as well of an overall summary of their experiences and lessons learned.

The group were also able to appreciate Spain’s rich culture.

The project was extremely successful. Participants went away with new attitudes and approaches to issues such as immigration. All felt this experience had allowed them to grow professionally, personally and as a team but most of all it would improve the way of reaching low-skilled people, raising the skills and upskilling and reskilling of low-skilled adults, but also matching human resources more effectively with local employers. Such projects absolutely confirmed the value of the EU initiatives as Erasmus+.





## Euroform RFS - ITALY

Object: "Data analyst manager (Data scientist)" training path

**Description:** Funded training path (training course with final professional qualification, guidance service and job placement support) Context:

The project was funded under the Calabria Region "Action and Cohesion Program" (PAC) 2014-2020 with the contribution of resources from the Italian State and the Calabria Region, as part of the public notice "Active policy measures for the development of digital skills".

The project was implemented by Euroform RFS in collaboration with Valuetech srl and the University of Naples, Federico II.

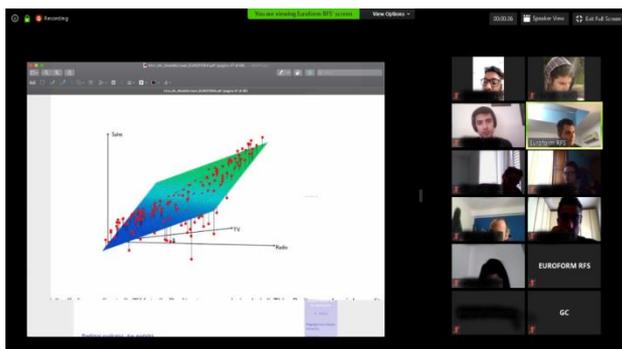
**Duration:** Total duration 400 hours, divided as follows: 50 hours of lectures in basic skills, 165 hours of lectures in technical and professional skills, 25 hours of workshops and 160 hours of internship. Due to the Covid-19 emergency, the course was conducted in blended learning mode, guaranteeing access to the lessons of each user through the Euroform RFS online didactic platform. Face-to-face lessons alternated with on-line synchronous lessons.

Additional teaching material has been upload to the platform to be easily consulted.

**Target group:** The training course addressed 20 young unemployed participants (pursuant to article 19 of Legislative Decree no. 150/2015) residing in the Calabria Region who have obtained the attribution of one of the four disadvantage classes at Employment centers, in possession of a secondary education qualification (level IV EQF) or at least 5 years of experience in the reference field, who wish to acquire a professional qualification in Data Analyst Manager (level V EQF).

The course was aimed at participants who showed a strong interest in the program and in obtaining the qualification and who had a good knowledge of the basic concepts of the main IT tools related to the topic. In order to access the program, a selection process was held.

Period: 10/2019 – 12/2020 Certificate: Professional Qualification 4



## COVID-19: a world emergency, a response of resilience

The Covid-19 pandemic has had a huge impact on the psycho-physical health of people, on daily activities, on the economy all over the world, and the consequences are visible and current. Euroform RFS, like many other realities that work closely with people, found itself facing various difficulties.

After a first and moment of bewilderment, Euroform RFS has decided to apply its mission also in this critical circumstance: “we have two possibilities in life, choose which path we want to take or build it”. If the way cannot be found or it no longer exists, it is important not to be frightened, but to find new approaches to move forward

Thus, Euroform has applied new methods and coping strategies to the ongoing health emergency, including:

- smart working of its employees - remote connection with users, learners, partners
- enhancement of the provision of e-learning training, through to its own on-line platform
- adoption of all possible precautionary measures (including the administration of individual safety devices for workers and users) to allow, whenever possible and authorized by the laws in force, meetings in presence in safety 5
- provision of on-line webinars
- digitization and online sharing of training contents and learning objectives
- remodeling of training courses ongoing, from face-to-face to e-learning or blended learning mode.

With the hope that this difficult time will end soon, we continue applying coping strategies and resilience, to protect people in their personal and professional development.



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**ENSO GROUP**



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