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# Matching education with the needs of public services

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Final report of the study  
commissioned by  
European Centre of Employers and Enterprises providing Public Services - CEEP  
and  
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# Executive Summary of the project

Arising from concerns about the extent to which public services (sometimes referred to as Services of General Interest of the by the initials SGIs), lack the competences<sup>1</sup> essential to doing so effectively, the *European Centre of Employers and Enterprises providing Public Services* (CEEP) and the *European Federation of Education Employers* (EFEE) have initiated the joint research and dialogue project entitled: “Matching Education with the Needs of Public Services – Challenges for Policy and Practice”.

The study that was launched in February 2013 and implemented by a team of researchers was motivated by a number of considerations: According to CEEP’s “Pulse of Public Services”<sup>2</sup> published in November 2013, finding workers with the appropriate skillset is among the top three challenges faced by public services; indeed, it is seen as the most significant challenge that is not linked to the effects of the economic crisis. From another perspective, the cost to the European Union of youth not finding work is enormous, with one estimate putting the annual cost of NEETs (Young People Not in Education, Employment or Training) at €153 billion<sup>3</sup> and that is without having regard for the longer term costs to the individual and society of these young people not getting their lives off to ‘a positive start’.

A further consideration is the fact that these public services employ around 65 million people and serve more than 500 million citizens in Europe. To provide these services, public service providers invest more than €500bn into the economy, some 22% of total investment in 2010. Thus, public services providers contribute significantly not only to economic activity but also to the wellbeing of EU citizens. Indeed, given the extent to which public services meet the core needs of citizens, as compared with needs and wants met by industry and commerce generally, it may be concluded that they play a role in quality assuring the citizens’ quality of life that is significantly greater than their proportion of GDP might suggest.

Against this background and context, the research involved a literature review, some 40 interviews with persons responsible for managing and building the capacity of public servants and two seminars (one of which was hosted by the Education and Training Board Ireland in Piper’s Hill near Dublin, the other one by EFEE in Amsterdam) during

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<sup>1</sup> Throughout this report the term competence is intended to refer to the ‘knowledge, skills and attitudes’ that workers require to do their jobs effectively and efficiently.

<sup>2</sup> CEEP 2013: Pulse of Public Services, Brussels.

<sup>3</sup> Eurofound 2012: NEETS Young People not in employment, education or training: characteristics, costs and policy responses in Europe, Luxembourg.

which what was gleaned from the literature review and the interviews was augmented and refined. Results of the research were presented at a European Conference organised jointly by EFEE and CEEP at the end of January 2014 in Brussels.<sup>4</sup>

Additionally, conclusions from what was learned through the interviews and the seminars, some 35 cases of best practice on the part of the education sector and public service providers in closing the competence gap between what is required in the workforce and what is acquired in the course of pre-work education were identified and documented.

This report summarises the main findings of these various analytical steps as well as the exchange with stakeholders in the two seminars and the conference. Also the catalogue of best practices is included as an annex to this report.

In the following, major key results and findings arising from the analysis as well as the examples of best practices are summarised.

### ***Public service providers face multiple needs in response to change***

Public services are indispensable to the quality of life and wellbeing of both the individual and society. And, in a world where change is constant and perpetual, the needs of those who avail of these public services are constantly changing. Besides, a whole range of other forces are driving change in the way those who work in the provision of public services do their work and meet the needs of their 21<sup>st</sup> century clients.

Many public service providers are not only under competition and faced by reduced funding opportunities as a result of the global economic crisis but they are also facing a range of other social, regulatory and technological challenges that require them to adapt if they are to meet effectively the needs of those they serve.

For example, with the ageing society, they are serving an ageing and more diversified customer base. The services are also much more complex and technical than they were previously and workers at every level need to be innovative, creative and flexible.

Increasingly, Public Services have to compete against other providers for the funds or the contracts necessary to provide their services. This means that the management of change at every level of the organisation is an ever-present imperative.

And workers at every level have to operate in new-style work organisations where teamwork and multitasking rather than working in isolation on a single task is the norm. Workers need to have refined communication skills and, in particular, they need to be

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<sup>4</sup> [http://www.ceep.eu/index.php?option=com\\_content&view=article&id=334&Itemid=147](http://www.ceep.eu/index.php?option=com_content&view=article&id=334&Itemid=147)

able to use effectively ever-changing information technologies in order to meet clients' needs, in particular the growth in e-service.

### ***Imperatives for educators and public service providers***

In this kind of world, there are two clear education (including training) imperatives. Education institutions need to provide their graduates with the core competences they require in the workplace and as citizens; and the capacity to be effective lifelong learners so that they may be capable of continually updating their competences as the needs of the workplace inevitably evolve. Simultaneously, employers need to have systems in place to facilitate workers continuously updating their competences. It is not only the consumers of public services that benefit from employees having the appropriate competences. The public service provider also benefits by having a more effective and efficient workforce; and the employees benefit through increased job satisfaction and better career options.

A further dimension to matching the competences provided in educational institutions and those required by employees is the need to anticipate future skills' needs in those workplaces. As a service of general interest provider, the education sector faces a two-fold challenge. It must not only ensure that the competences of its workforce match the needs of its clients but it must also ensure that those it educates have the competences required in the SGI workplace.

### ***Key competences for lifelong learning in a knowledge-based society***

There is a further challenge in a world where change has become increasingly constant: it is not possible for public providers to predict exactly what specific competences will be required in the workplaces of the future. Consequently, the emphasis has switched to the provision of key competences that provide workers with the capacity to go on learning for the whole of their lives so that they may be able to adapt effectively to the changes that will affect all aspects of their lives – in the family, in the community and in the workplace.

In response to this challenge, at EU level, eight key competences<sup>5</sup> have been identified as critical to ensuring this ongoing adaptability and to ensuring personal fulfilment and development, a capacity for innovation and productivity, social inclusion and active citizenship. In this context, the focus is on a holistic development of the individual that not only delivers a more effective workforce but also results in a more fulfilled citizen and a more cohesive society. Of course, these key competences are all interdependent,

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<sup>5</sup> These are: communication in the mother tongue and in another language; mathematics and basic competences in science and technology; digital competence; capacity to learn; social and civic competences; sense of initiative and entrepreneurship; and cultural awareness and expression.

and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and the constructive management of feelings.

### ***Recommendations emanating from the project***

In the context of employees in any organisation being a key driver of organisational effectiveness, the research project's findings suggested during the final conference in January 2014 the following recommendations to policy makers, public service providers and education providers:

- Public services providers and education and training providers need to collaborate closely to ensure that those who work in public services or propose to do so acquire the competences necessary to deliver effective public services.
- Public Services employers should develop career paths for their workers and, where possible, provide training and development programmes for workers so as to ensure that all employees have the competences essential both to meeting the citizens' needs and to ensuring the professional satisfaction of the workers themselves.
- Public Services providers should to expand the availability of apprenticeships and internships in their organisations, and they should promote the availability of such apprenticeships and internships.
- Public services employers need to give consideration to expanding their range of work-based learning programmes, such as apprenticeships, and in this regard the dual system of education/training that operates in countries such as Germany has considerable merit.
- Public services employers need to have particular regard for their older workers as they can contribute enormously to the organisation in terms of knowledge and work experience. In this respect, re-skilling and up-skilling are important considerations.
- Public Services providers and education/training providers should fully support and implement, as appropriate, the 2006 European Framework for Key Competences for Lifelong Learning, as it marks a paradigm change in teaching/learning from the provision of a static body of pre-defined knowledge to a more dynamic and holistic development of competences – an approach that is consistent with the development of lifelong learners.

- Public service providers should recognise that they are in a position to offer career interesting and modern career opportunities to young people. Recognising this, they should promote the attractiveness of public service employment to young people by providing opportunities for schools to bring groups of students on workplace visits and otherwise promoting public service careers in schools.
- Teachers play a hugely important role in preparing future citizens and workers for a world that is constantly changing but the reality is that initial teacher education is no longer a sufficient preparation for a teaching career. All teachers need to have their vocational and pedagogical competences regularly updated through their participation in appropriate professional development programmes. Here, public services employers could contribute to these professional development programmes by facilitating teachers gaining a first-hand understanding of the competences required in the workplace.
- Education providers and public services employers need to collaborate to link the curricula of education and training with the needs of the modern labour market, with a particular emphasis on promoting the link between VET/IVET and work placements.
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This relatively modest research project and the non-representative sample of best practice cases highlight the issues facing public service providers and the education institutions that prepare young people to work in the provision of public services. It also provides a number of practical and easy to implement recommendations for closing the competence gaps as well as addressing further challenges both public services in general as well as the education system are facing.

# Introduction

## *Background and objectives of the project and the study*

In its recent Communication on social investment, the European Commission stresses the importance of investment in services of general interest such as childcare, health care, health and education, as a crucial element for economic growth, social cohesion and sustainable employment in Europe.<sup>6</sup> The Commission also states that insufficient investment in fields such as education or care results in lower educational levels and overall, lower skill development in some Member States. This in turn, can contribute to lower-quality and less-productive workforces. It also explains why the support of human capital development and employability by upgrading skills and competences has led to major European policy initiatives and is regarded as a key for economic recovery and improvement of employment situations in general, but in particular for young people.

### **A paramount task**

*“Coming to the reduction of unemployment, CEEP welcomes the current focus on the necessity to combat the skills mismatches in the labour markets of Europe in order to achieve productivity growth as well as lower youth unemployment and less social exclusion. For this, investments in human capital, making sure all children have a strong start in education, and making lifelong learning opportunities accessible to all, are paramount.”*

CEEP General Secretary Valeria Ronzitti at the 9th Meeting of the Macroeconomic dialogue at political level, Brussels, 14th November 2013

At the same time public services not only face the difficulty of crisis-related investment and spending cuts, but also have to adjust to evolving needs in the context of a decrease in the quality of life throughout Europe.<sup>7</sup> This requires not only an enhancement of human capital development within public services but also mechanisms to ensure a better match between the supply of skills and labour market demands in public services.

This is the broad background to the joint project undertaken in 2013 and early 2014 by CEEP and EFEE and accompanied by fieldwork research activities and meetings with experts and national members of both organisations that are documented in this report.

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<sup>6</sup> European Commission: Towards social investment for growth and cohesion – including implementing the European Social Fund 2014–2020, COM(2013) 83 final, Brussels.

<sup>7</sup> See for example: Eurofound 2013: Quality of life in Europe - Quality of society and public services, Dublin.



The project and study focusses on which competences are needed to ensure that workers can adapt to the demands of public services providers in the future? While addressing public services such as healthcare, public transport, local government and public utilities, the project also focused on the education sector both from the angle of it being an important provider of skills and competence development as well as education being a service provider that needs to invest in its own adaptation of competences and human capital development.

#### **An education sector for the 21<sup>st</sup> century**

*"If providers of public services are asked what the current changes in the education sector are, I would rather ask what has not been changed the last decade. Today, we have a greater diversity among our students and pupils. What they learn and how they learn has developed so much. The use of ICT and social media in schools and universities has an important influence on the way teachers and professors teach and the way students learn. The future provision of education through MOOCs (Massive Open Online Courses) will also have a major impact on teachers, school management, employers and the role of the Ministry of Education. In order to reply to the changes in demand and the provision of education, schools and universities of the 21st century should be up -to date and modern and they should provide for a professional working environment for our teachers and professors and an interesting learning community for our students."*

*EFEE General Secretary Bianka Stege at the CEEP Public Service Summit 2013, Dublin, 24-25 June 2013.*

The thrust of this study was not only to focus on the mismatch between the competences of students and young graduates and labour market needs or to study skills shortages. It also tried to focus on the question of what kind of future competences are needed to make sure that students as well as employees can *adapt* to the demands of *modernised* public services.

Concrete objectives of the project and the study were the following:

#### **□ *Mapping current and future competence needs***

A first objective was to "map" the current and future competences that employees within public services providers (including education) should have. Based on interviews, exchanges with key stakeholders as well as desk research, a major aim of the project was to better understand and learn about the knowledge, skills, competences and dispositions that those who employ and manage workers in public services regard as necessary for workers to be productive and fulfilled in the workplace. This also involved listening to and learning from practitioners about successful ways to acquire, update and continuously develop the required competences.

#### **□ *Collection of best practices***

Based on this exchange and fieldwork research on practical experience, a further aim of the project was to develop a collection of best practices. This involved assembling innovative and successful ways of competence development and

enhanced matching of labour market needs and the competences provided by the educational institutions, with a view to establishing bridges between public services' providers and the education sector. The purpose of this collection of best practices was not to provide a comprehensive and "full" picture (this was neither possible nor intended, given restrictions of time and resources) but to find examples of cases where public services employers and education providers work collaboratively to ensure that those finishing education are ready for the labour market and have obtained the generic competences that make them employable. Through this, the project also seeks to disseminate results and to begin an exchange on how public services providers and education providers may strengthen and broaden successful practices in order to deepen the bridge between education systems (education providers), employers' organisations and the labour market in public services.

#### **□ Recommendations**

Reflecting on the results of the study, as well as the outcomes of the dialogue and workshops with national partners, CEEP and EFEE have drawn a number of conclusions and recommendations for the attention of national member organisations, public services providers, education operators, and policy-makers including the social partners regarding enhanced skills and competences development and the better matching of the skills provided by educational providers and the needs of European public services.

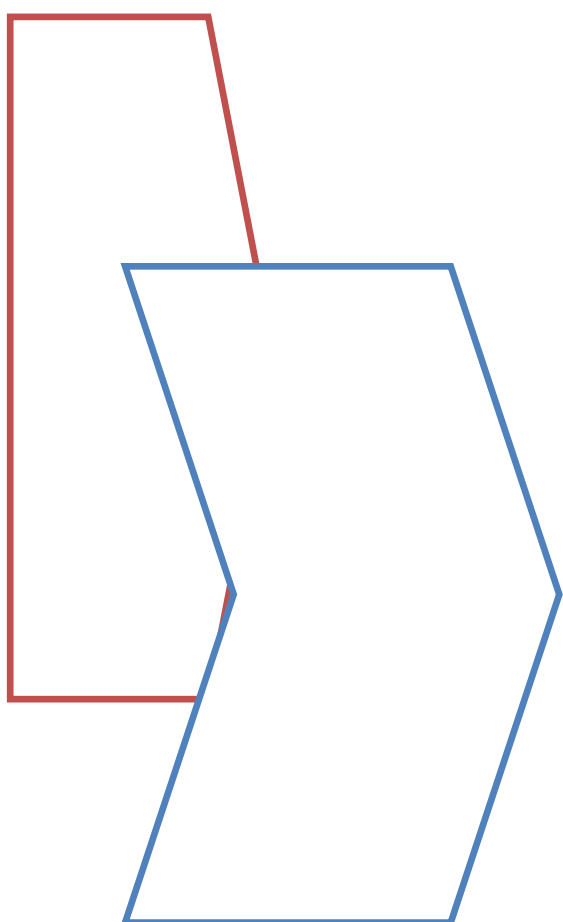
### *Structure of this report*

The report reflects the implementation of the CEEP-EFEE project and the methodology of the study: After a background presentation of the main issues in the first part, this report provides a mapping of best practice experience along key themes and issues such as internal training, upgrading of qualifications, competences and skills, work-based learning, enhancing the attractiveness of vocational education or preparing staff for new roles. Furthermore, the second part of this study includes a summary of the main findings, regarding factors for success and elements of transferability.

The final and third part of this report consists of the catalogue of condensed best practices, including information and data on key aspects, contacts and sources for further inquiry.

# ***First Part***

## Background Information



# Current and future competence needs in public services

## *Services of General Interest*

According to research commissioned by CEEP in the “*Mapping evolutions of public services in Europe*” project released in June 2013<sup>8</sup>, Services of General Interest (SGIs) employ around 65 million people in the EU, corresponding to around 30% of the total employment in Public Services serving more than 500 million inhabitants and invest more than €500bn into the economy (corresponding to 22% of the total investment in 2010).

In general, employment in SGIs is characterised by a number of common features that have been described as follows.

*“(...) the profile of the people who work in public services, the employment relationship they have and the nature of the jobs they do are distinctive. Public Services have been historically based upon long service, tenure based career progression and, until recent years, protected from competitive pressures. The vast majority of jobs is strongly location sensitive and cannot be “offshored” in the manner that many manufacturing and technology based products and services increasingly can. Today older and long service employees face demands for improved service delivery (...)”.*<sup>9</sup>

Findings both from “*Anticipation of Change in Public Services*” and “*Fora for the Improvement of Expertise in Restructuring*”, projects that CEEP commissioned in 2009 and 2012, have shown that SGIs’ employees currently face various challenges. They are linked to processes such as liberalisation of the market, globalisation or increasing competition, which put new pressures on public services providers’ employees. Further challenges have emerged in the context of the massive increase in unemployment, social disparities and financial crisis situations in many European countries during the last five years.

In order to meet these challenges, public services have to adapt. This adaptation directly affects employees and their competences and skills. This entails not only the need to better match skills and competences within public services with current needs but also to anticipate future needs.

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<sup>8</sup> “Mapping Evolutions in Public Services in Europe: Towards increased knowledge of industrial relations, study commissioned by CEEP, Cambridge Econometrics, May 2013.

<sup>9</sup> A. Wild, E. Voss (2010), *Anticipation of Change in Public Services Diverse Backgrounds.... Common Challenges*, CEEP, Brussels, p.5.

## Skills and competences mismatch in public services

Skills and competences gaps are a crucial issue for the labour market and also highly relevant for the Europe 2020 objective of increasing the employment rate. Skill and competence gaps occur more frequently nowadays for several reasons: jobs are becoming more technical and the proportion of people with technical ability may not have increased that rapidly; there is a need to develop communication skills in different languages in a more globalised world; working methods are changing, etc.

Skills and competences mismatch<sup>10</sup> is a serious problem both for employers (i.e. lost productivity, lost opportunities, lack of innovation) and employees (i.e. difficulties in performing tasks, lack of job satisfaction, limited career perspectives).

Skill mismatches are dynamic and may appear and/or deepen over time. The Skills matching requirements for a specific post at a given time can become obsolete, if they are not updated on a regular basis. According to a CEDEFOP pilot survey carried out in 2011 in four EU Member States, around one-fourth of workers aged 30-55 believed that their current levels of skills necessary to perform their work most effectively were equal or below the level required when they started their current line of work. The share of workers that found their skills obsolete varied from nearly one-third in Germany to approximately one out of six in Finland.<sup>11</sup> According to the pilot study, the two main reasons that their skills became outdated in the last two years were technological progress and work reorganisation. The two skills identified as most affected were foreign languages and computer/ICT use. Around 18 to 20% of the workers indicated that they had a

### New competence and skills needs

*“The next decade will see an increasing demand for a high-qualified and adaptable workforce and more skills-dependent jobs. The general upward trend in skills demand can be illustrated by looking at required levels of education attainment, although these are a much approximated variable for skill levels. In EU 25, between 2006 and 2020, the proportion of jobs requiring high levels of education attainment should rise from 25.1% to 31.3% of the total; jobs requiring medium qualifications would also increase slightly, from 48.3% to 50.1%. This would amount respectively to 38.8 and 52.4 million high-and medium-level job openings. At the same time, the share of jobs requiring low levels of education attainment would decline from 26.2% to 18.5%, despite 10 million job openings.”*

European Commission: Communication “New Skills for New Jobs. Anticipating and matching labour market and skills needs”, Brussels, 16.12.2008, COM(2008) 868 final, p. 8.

<sup>10</sup> CEDEFOP (2012): Skill mismatch. The role of enterprises, Research Paper No 21, Luxembourg: Publications Office of the European Union, p.11.

<sup>11</sup> CEDEFOP (2012): Briefing note - Preventing skill obsolescence, July 2012, p. 1.

problem handling cognitive, knowledge-related aspects related to their job in comparison with the situation from 2 years before. It is not only people who do not participate in training that are affected by skills obsolescence (34%), but also people who took part in training (22%). This raises serious questions about relevance of training program contents. Furthermore, the CEDEFOP research illustrated the strong need to focus more on developing learning environments at company level: Around one-third of employees indicating that they regard their skills as obsolete were also reporting that their work in an organisation that does not encourage learning. In contrast, the share of workers in “learning organisations” reporting obsolete skills is much lower (around one-fifth).<sup>12</sup>

When it comes to public services the issue of skills and competences mismatch is regarded as a priority challenge in many different ways. In a previous CEEP project for example sector specific challenges for skills and competence development have been linked to the implementation of e-government initiatives, changing users demands and stronger customer orientation, internationalisation, technological change as well as new management and business models.<sup>13</sup>

The European Commission published a series of studies on “Sectoral Analysis of Emerging Competences and Economic Activities” focusing inter alia on Post and Telecommunications, Electricity, Gas, Water and Waste, and Health and Social Services.<sup>14</sup> Regarding the anticipation of future skills and knowledge needs in the various sectors, the studies identified several common skills and knowledge needs:

- *Knowledge:* Legislative/regulatory knowledge; language; e-skills; marketing skills; technical knowledge; product knowledge; and product development;
- *Social Skills:* team working skills; social perceptiveness (listening/understanding); communication; networking; language; intercultural skills;
- *Problem-solving skills:* analytical skills; interdisciplinary; initiative, multi-skilling; creativity, self-management skills, planning; stress and time management; flexibility; multi-tasking;

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<sup>12</sup> CEDEFOP (2010): The skill matching challenge: Analysing skill mismatch and policy implications, Luxembourg, EU Publications Office.

<sup>13</sup> A. Wild, E. Voss (2010), Anticipation of Change in Public Services Diverse Backgrounds.... Common Challenges, CEEP, Brussels, p.14.

<sup>14</sup> European Commission, DG Employment, Social Affairs and Equal Opportunities (2009): Investing in the Future of Jobs and Skills Scenarios, implications and options in anticipation of future skills and knowledge needs. Sector Reports: Post and Telecommunications; Electricity, Gas, Water and Waste; Health and Social Services.

- *Management skills:* Strategic and visionary; coaching and team building; change management; project management; process optimizing; quality management; people skills crucial for collegial management style;
- *Entrepreneurial skills:* Supplier and customer relationship, understanding; business understanding.

Recommendations on education and training in health and social services stressed, for example, that there is a need to improve the gathering of information and foresight practice on skill needs; providing career guidance for labour market entrants, including multi-skilling; and supplying special courses dedicated to sector characteristics and older workers.<sup>15</sup>

### *Competence development and better matching as a topic of European level social dialogue in public services*

Currently, eight out of the 40 European sectoral and cross-sectoral Social Dialogue Committees at European level are representing sectors providing public services (public transport, railways, postal services, electricity, local and regional government, broadcasting, health and education). To a varying intensity and scope all of them have identified issues related to skills and competence development as important tasks as the following table overview shows.

In particular during the last three years, a number of initiatives such as recommendations, joint frameworks of action or major study reports have been elaborated by social partners representing public services, as the following table illustrates.

Apart from these activities, the EU level social partners at cross-industry level recently have negotiated a Framework of Action on Youth Employment that also includes a number of joint recommendations with view on competence development and better matching of labour market needs and vocational training and education.<sup>16</sup>

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<sup>15</sup> European Commission, DG Employment, Social Affairs and Equal Opportunities (2009): Investing in the Future of Jobs and Skills Scenarios, implications and options in anticipation of future skills and knowledge needs. - Sector Report: Health and Social Services, p. 16.

<sup>16</sup> ETUC, BUSINESSEUROPE, CEEP and UEAPME: Framework of Actions on Youth Employment, Brussels, June 2013.

**Skills and competence development as a topic of European Social Dialogue Committee action in public services**

<b>SD Committee</b>	<b>Action taken</b>
<b>Public Transport</b>	<ul style="list-style-type: none"> <li>▶ Recommendations of the STARTS (Skills, Training and the Road Sector) project <b>2012</b></li> </ul>
<b>Railways</b>	<ul style="list-style-type: none"> <li>▶ Better integration of women in the different professions of the railway sector <b>2005</b></li> <li>▶ The concept of employability in the railway sector – Recommendations <b>2007</b></li> <li>▶ Employability in the face of demographic change in the European rail sector <b>2011</b></li> </ul>
<b>Postal services</b>	<ul style="list-style-type: none"> <li>▶ Round table on skills development <b>2000</b></li> <li>▶ Joint declaration on training and skills development in the postal sector <b>2006</b></li> </ul>
<b>Electricity</b>	<ul style="list-style-type: none"> <li>▶ Joint statement of and final report on the study on life-long learning in the electricity sector <b>2003</b> based on a joint study on LLL <b>2002</b></li> <li>▶ Joint statement on the future skills needs in the European electricity sector <b>2004</b></li> <li>▶ Joint Statement on a quality framework for traineeships <b>2013</b></li> <li>▶ Joint Framework of Actions on competencies, qualifications and anticipation of change in the European electricity sector <b>2013</b></li> </ul>
<b>Local and regional government</b>	<ul style="list-style-type: none"> <li>▶ Framework of action on restructuring <b>2012</b></li> <li>▶ Joint project ‘Future of the workplace’ <b>2012</b></li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>▶ EPSU- HOSPEEM code of conduct and follow up on Ethical Cross-Border - Recruitment and Retention in the Hospital Sector <b>2008</b></li> <li>▶ Joint response to the EU Commissions’ Green Paper on Reviewing the Directive on the recognition of professional qualifications <b>2011</b></li> </ul>
<b>Education</b>	<ul style="list-style-type: none"> <li>▶ Joint Guidelines resulting from an ETUCE-led project on “Involving Education Stakeholders in Trans-Regional Cooperation. The Challenge of Implementing Lifelong Learning Strategies” <b>2010</b></li> <li>▶ Joint Project (EFEE-led) on ‘Leadership and Governance in Schools’ as instruments for improving students results and preparing them for Lifelong Learning’ <b>2011</b></li> <li>▶ ETUCE led project with EFEE as a cooperation partner aiming at preventing early school leaving through the use of ICT in Education (<a href="http://www.elfe-eu.net">www.elfe-eu.net</a>) <b>2011</b></li> <li>▶ Investing in the future - A joint declaration on education, training and research <b>2011</b></li> <li>▶ Joint Guidelines on Trans-regional cooperation in Lifelong Learning among education stakeholders <b>2011</b></li> <li>▶ Joint ETUCE and EFEE recommendations to the ESSDE on “Recruitment and retention in the education sector, a matter of social dialogue” <b>2012</b></li> <li>▶ Self-evaluation of schools and teachers as instruments for identifying future professional needs (EFEE-led) <b>2013</b><sup>17</sup></li> </ul>

Source: Database on social dialogue texts of the European Commission, EFEE

<sup>17</sup> EFEE: Self-evaluation of schools and teachers as instrument for identifying future professional needs. A joint project of EFEE and ETUCE 2012-2013, Brussels.



# The crucial role of the education sector

## *Traditional and new tasks of education*

With view on the adaptation of competences and skills required today in public services there is a double task and role for the education sector. On the one hand, the education sector has to deliver those new skills and competences that are required currently and in the future by the labour market. On the other hand, the education sector, as a public service employer itself, has to develop and implement strategies to develop the competences and skills of its own employees, i.e. teachers, professors and researchers.

This key role and the new tasks linked to this have been highlighted and stressed by many research studies as well as policy initiatives. More recently for example, the OECD Survey of Adult Skills<sup>18</sup> has highlighted the unique role of adult education and lifelong learning in literacy, numeracy and ICT-skills for the employability of workers. Here adult education and lifelong learning increases the chances of finding a job that suited to an individual's skills and knowledge or – in case of under-qualification – to improve employability.

Against this, the education sector is confronted with new tasks that have to be fulfilled alongside the more “traditional” ones. Furthermore, in the context of the knowledge and learning society, the role of education has changed dramatically. Due to the importance of teaching key competencies to students, teachers and professors not only play a particular role but also have to invest in the development of their own new competences and update their existing ones.

A European Commission study<sup>19</sup> highlights two essential facts: effective teaching must be collaborative and collegial (in some Member States, and in many educational institutions, this will require significant changes); and even the best teachers cannot be fully effective if they work in a team or an education system that lacks some of the essential competences. The study summarises the important role of school leaders in leading the development and periodic review of school-wide procedures for assessing key competences, as is confirmed in the EFEE report

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<sup>18</sup> <http://www.oecd.org/site/piaac/#d.en.221854><http://www.oecd.org/site/piaac/#d.en.221854>.

<sup>19</sup> European Commission (2012): Partnership and flexible pathways for lifelong skills development: Accompanying the document: Communication from the Commission: Rethinking Education: Investing in skills for better socio-economic outcomes. - Commission Staff Working Document, pp. 49-50.

on *School Leadership and Governance*.<sup>20</sup> This includes both formative and summative assessment<sup>21</sup> and is underpinned by the following assessment principles: to develop an atmosphere for assessment of openness, discussion and collaboration, to provide teachers with the support and resources they need to develop their assessment practices for key competences; to identify opportunities to participate in teacher learner communities that encourage and support teachers to observe or discuss their assessment practices for key competences; and to offer support and feedback to one another. The EC study also notes that initial teacher education cannot give teaching staff all the competences they require throughout their career. As a consequence, teachers will need to continuously be open to professional development to update their competences, whether that is through in-service training or through innovative and less costly peer to peer learning. Such learning should be the shared responsibility of both teachers and school leaders in order to create modern schools of the 21<sup>st</sup> century. Teachers will need to search continuously to acquire vital additional competences throughout their professional life in areas such as: the use of formative assessment, the definition of learning outcomes, working effectively in inclusive settings, learner-centered pedagogies, individualised learning, and the more effective use of ICT and open education resources.

### *The role of education for the provision of key competences*

The current economic crisis has illustrated how difficult it is to predict future labour market developments and needs. As we are all aware, our world is continuously changing economically, politically and socially. Thus, it is evident that the education system has to prepare our young European students for a life full of change and inevitable challenges.

With regard to what is needed, the exchange with stakeholders in the context of this study has highlighted again that education has to provide students with the *generic skills, knowledge, competences and aptitudes* for a labour market that is both unknown and uncertain. If our students, besides their general education, have good social and communication skills and competences, good language skills, among others, they will be better prepared for a modern and demanding labour

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<sup>20</sup> EFEE 2011: School Leadership and Governance. Lifelong Learning, Brussels.  
[http://www.educationemployers.eu/uploads/files/efee\\_report\\_leadership\\_final.pdf](http://www.educationemployers.eu/uploads/files/efee_report_leadership_final.pdf).

<sup>21</sup> While *formative assessment* monitors student learning in order to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning, *summative assessment* evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark, e.g. by exams or papers.

market. If they are capable of continuous learning, in a formal and non-formal way, they have a real advantage. Thus, innovative and creative students are able to adapt to the demands of the (always changing) labour market.

Internships, apprenticeships, study and work abroad (mobility) through the upcoming Erasmus plus programme (or other EC funded programmes) contribute to their development.

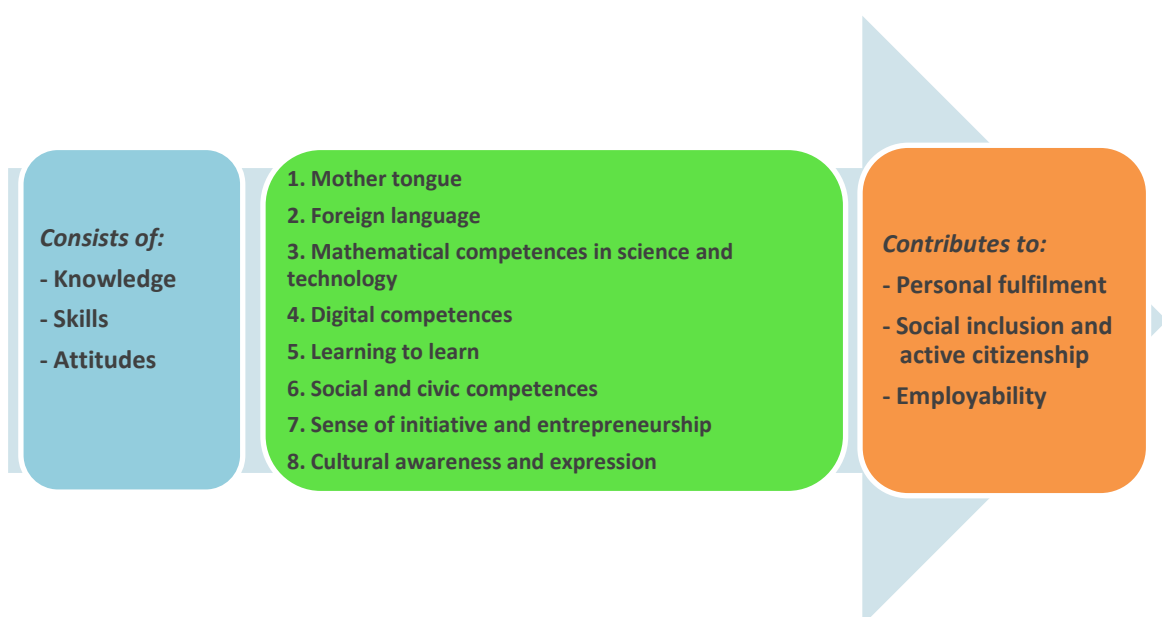
#### From basic skills to key competences

*"The terms 'competence' and 'key competence' are preferred to 'basic skills', which was considered too restrictive as it was generally taken to refer to basic literacy and numeracy and to what are known variously as 'survival' or 'life' skills. 'Competence' is considered to refer to a combination of skills, knowledge, aptitudes and attitudes, and to include the disposition to learn in addition to know-how. A 'key competence' is one crucial for three aspects of life: personal fulfilment and development throughout life (cultural capital); active citizenship and inclusion (social capital); employability (human capital): the capacity of each and every person to obtain a decent job in the labour market." (European Commission)*

In terms of delivering the type of education described above, the *European reference framework of key competences* released in 2006 plays an important role and also marks a paradigm change for learning and competence development, as it moves from providing a static body of pre-defined knowledge to a more dynamic and holistic development of competences. As the Commission states, the term 'competences' describes much better than the notion of 'skills' what is at stake in today's societies.

As the following figure illustrates, the framework defines eight key competences that are considered necessary for personal fulfilment, active citizenship, social cohesion and employability in modern knowledge-based societies.

The European Framework for Key Competences



According to the EU framework, initial education and training systems across the EU should support the development of these competences in all young people. In addition, adult education and training needs to provide real opportunities for all adults to continually build and maintain their skills.<sup>22</sup>

### *The role of employers' and VET institutions*

Across the EU there is a wide variety of Vocational Education and Training (VET) as well as Initial and Continuing Vocational Education and Training (IVET and CVET) systems. There have been attempts to classify or group the broad variety of systems into certain models or types, e.g. more liberal, state-controlled and corporatist systems.<sup>23</sup>

The table below presents major features of the three systems with comment on labour market linkages as well as strengths and weaknesses.

**Basic VET models in the EU with view on matching labour market needs and trends of convergence**

Model	Liberal model	State-centered model	Corporatist model
<b>Labour market orientation</b>	Needs of business and individual, utility oriented, short term and specific Orientated towards internal labour markets	Politically determined, general knowledge, course-oriented, academic Occupation orientated	Determined by social partners, occupation centered, traditions Occupation orientated
<b>Strengths</b>	Flexibility, close to industry needs, costs	Strong link to the education system	Broad vocational education, close to occupational needs
<b>Weaknesses</b>	Under-investment in training and education	Weak linkage to labour market	Inertia in the institutions, low flexibility
<b>Trends</b>	Stronger state involvement in certification and quality	'Dual system' emerging and stronger orientation on business needs	Internal labour markets Marketing of VET

Source: Own, based on B. Clematilde, A. Dahl, A. Vind, C. Joergensen (2005), *Challenges for the Danish VET-system*, p. 105

Each system has its pronounced characteristics. In the corporatist model, social partners and enterprises are involved in the apprenticeship system at the company level as a part of the "dual system" of VET (e.g. Germany). In contrast, in the state-centred model (e.g. France) training is school-based and it is designed and implemented by the state. The adverse effect is that its connection to the labour market is rather weak. Therefore, many French companies, especially

<sup>22</sup> For further information as well as related initiatives such as the EQF, Europass, ECTS, ECVET and others see: [http://ec.europa.eu/education/lifelong-learning-policy/key\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/key_en.htm).

<sup>23</sup> B. Clematilde, A. Dahl, A. Vind, C. Joergensen (2005): *Challenges for the Danish VET-system – on the path towards a future model*, quoted after *Investing in the Future of Jobs and Skills. Scenarios, implications and options in anticipation of future skills and knowledge needs. Sector Report. Health and Social Services*, report prepared by TNO, SEOR and ZSI, Brussels 2009, p.105.

multinational ones, have established their own extensive in-house training programs or even corporate universities. The liberal model, exemplified by the UK, led to the creation of numerous training bodies and institutions outside of the formal education but resulted in a lack of transparency with view on the acquired skills.

More recently, the aim to foster convergence has also been the objective of an initiative and consultation of the EU Commission on establishing a *Quality Framework for Traineeships*.<sup>24</sup> This should contribute to the positive role of traineeship for increasing the access of young people to the labour market and a better bridging of the gap between the theoretical knowledge gained in education and the skills and competences needed within a workplace.

In particular, the gap between the skills and competences provided in the course of training programmes and the demands of the employers has been identified as a growing challenge. There is a delayed reaction in the curriculum due to the changing requirements of the labour market.<sup>25</sup> Here the dual training system and apprenticeship systems benefit, as cooperation often takes place between the different learning locations. Also, training regulations for companies are coordinated with the educational curricula of vocational schools. Thus, the curriculum is flexible and is then - in so-called on-site consultation with the help of training managers of companies, trade union members and vocational school teachers - adapted to current needs. Good practice examples for matching competences with employer needs are also found outside the dual training system, e.g. sector skills councils or other initiatives.<sup>26</sup>

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<sup>24</sup> EU Commission: Commission Staff Working Document "Quality Framework for Traineeships", Strasbourg, 18.4.2012, SWD(2012) 99 final. See also the contribution of EFEE on the consultation: [http://www.educationemployers.eu/uploads/files/efee\\_reply\\_2nd\\_stage\\_consultation\\_sp\\_traineeship.pdf](http://www.educationemployers.eu/uploads/files/efee_reply_2nd_stage_consultation_sp_traineeship.pdf)[http://www.educationemployers.eu/uploads/files/efee\\_reply\\_2nd\\_stage\\_consultation\\_sp\\_traineeship.pdf](http://www.educationemployers.eu/uploads/files/efee_reply_2nd_stage_consultation_sp_traineeship.pdf)

<sup>25</sup> Cedefop (2012): Europe's skill challenge: Lagging skill demand increases risks of skill mismatch. - Briefing Note, march 2012

<sup>26</sup> European Commission (2012): Partnership and flexible pathways for lifelong skills development: Accompanying the document: Communication from the Commission: Rethinking Education: Investing in skills for better socio-economic outcomes. - Commission Staff Working Document, p. 13.

# Challenges and tasks with view on competence development and better matching – results from fieldwork and dialogue with CEEP and EFEE members

## *Drivers of change and new competence requirements in public services*

Not only the background analysis but in particular the exchange and dialogue with CEEP and EFEE national members and local practitioners in companies, public services providers and educational institutions have illustrated that public services face a range of common challenges that need to be addressed by the acquisition of new competences and skills as well as a continuous updating of existing ones. These challenges are numerous and complex, related to social, economic and political change as well as specific national backgrounds and contexts. In particular, the following challenges have been highlighted in the exchange with stakeholders in the context of our study:

- *Demographic changes: ageing population, reduced working population and increased migrations;*
- *Growing complexity of social issues: social fragmentation requires assistance from multiple agencies and/or multidimensional responses;*
- *New functions and roles of public services resulting from mergers, liberalisation, decentralisation, streamlining, rationalisation etc.*
- *Less willingness to increase - or even decrease in – resources allocated to public services, despite higher demands and expectation of citizens for better and/or more complex services*

## **Demographic change, ageing societies, migration, social cohesion and change**

Demographic change has a two-fold consequence on public services. One side of this phenomenon is an ageing workforce; another is the ageing of public services customers and change in the nature of required services. A report by the OECD found that, in 13% of the member countries surveyed, at least 30% of central-

government workers were 50 years of age or older<sup>27</sup>. It is important to note here that the pace of workforce ageing in the public services is more rapid than in the whole labour market and the rest of the society. Thus, and as confirmed by the interviews and stakeholder exchange carried out in the context of this study, the management of an ageing workforce is regarded as an important new task that implies appropriate work organisation and provision of training programmes as well as tailoring motivation and remuneration packages to their needs. At the same time serving older customers requires altering existing services, introducing new ones and proposing more complex and individualised offers.

Furthermore, and against the background that the active population is shrinking all over Europe, there are growing pressures on public services with view on recruitment and retention. Namely, in care and health services, our interview partners reported the requirement of appropriate strategies to recruit and integrate migrant workers in order to mitigate the negative effect of workforce shortages. It becomes even more important where there is strong competition for workers from private sector employers as well as from other countries, both inside and outside the EU.

Increased migration also has multifaceted consequences. Firstly, migration drains skilled workers from some Member States' labour markets and causes labour force shortages. For receiving countries, it poses challenges for effective human resources management of a more diversified workforce. Diversity can be linked to ethnic origin, religion, tradition, educational background and professional experience. Another effect of migration is that public services are meant to serve a more diversified users base with different expectations and needs, such as managing more ethnically diversified classes, as we see in the education sector in most of the EU Member States. Therefore, a more sensitive, personalised and 'out of the box' approach is necessary.

### **New functions and roles of public services resulting from liberalisation, reorganisation and new technologies**

Liberalisation of services resulted in growing competition, not only with private service providers and/or new entrants on the market (competing for contracts), but also between different public services (competing for resources). This requires

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<sup>27</sup> OECD, Ageing and the Public Sector: Human Resource Challenges, Paris 2007 (available at: [http://www.oecd.org/document/8/0,3746,en\\_2649\\_33735\\_39126065\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/8/0,3746,en_2649_33735_39126065_1_1_1_1,00.html)[http://www.oecd.org/document/8/0,3746,en\\_2649\\_33735\\_39126065\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/8/0,3746,en_2649_33735_39126065_1_1_1_1,00.html)). For example in 2005 central- government workers aged 50 and above represented 40% of the total workforce in Sweden, some 35% in Spain or over 30% in Finland and France.

flexibility and appropriate management skills to succeed in such a competitive market and ensure sufficient funds for operation.

This change has had a profound impact on employment and labour relations. It has resulted in new job opportunities in particular for the younger generation. At the same time, new skills and competences are required in public services today as well as existing qualifications and competences have to be adjusted.

Thus the recruitment of young workers with technical and technological skills and the growing shortage of skills required by new management and business models (sales, marketing, commercial and customer-orientation) are common challenges across public services providers.

In particular our interview partners in services such as local administration, public transport or facilities, reported that the introduction of new technologies and e-services have a huge impact on work organisation, workforce planning, as well as staffing and training needs. Providing e-services is not only about the tools used, but also about the way of using them. Innovative and smart services may also mean a more interdisciplinary approach to work and offering complex solutions. However, the notion of 'smart services' imply more than just providing them with the use of ICTs. There is an expectation to use modern services in an active way, as users want to be involved in their design and shape their provision. Moreover, customers want to be better informed about where to find new services and when they are available. This trend will have a profound impact on skills.

A further trend and challenge reported by the interview partners at local level and the exchange with national member organisations of CEEP and EFEE in the context of this study has been the increased complexity of provided services, partly resulting from reduced sourcing but also from new needs. Associated requirements are more integrated service offers, introducing new services and delivering them in cooperation with partner institutions, i.e. social assistance is more and more often paired with professional rehabilitation. These changes imply a need for advanced managerial skills: thinking 'outside the box', ability to form alliances and seek synergies.<sup>28</sup>

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<sup>28</sup> Partnerships can serve multiple purposes. Among them one can find attracting new investment, protecting employment, accessing new skills, changing service culture, accessing EU funds or accessing partner networks. This trend is also reported in the CEEP study on mapping of public services: See Bauby, P., Similie, M. (eds.), *Public services in the European Union and in the 27 EU Member States*, project "Mapping of the public services", CEEP, Brussels 2010, pp. 57-58.



## Reduced funding and “doing more with less”

Consequently, limited financing imposes more pressure on public administration units to ensure sufficient funds for daily operations. The necessary budget is not always granted anymore; often there is a need to find alternative ways of financing. Contracting budgets may also result in pressure on effectiveness to ‘do more with the same’ or even ‘do more with less’. This puts more pressure on both staff and management and requires them to be more flexible and entrepreneurial. These challenges

### Impact of the crisis on public services

Substantial differences emerge between Member States in terms of their residents’ rating of the quality of public services in 2011, and in terms of how that rating has changed since 2007. In a number of countries residents rate public services in the aggregate as being better than the EU average, and give them a higher rating than in 2007 – Austria, Germany, Luxembourg and the UK. (Also included in this group is Spain, despite the economic difficulties it has faced since 2008). Meanwhile, for a large group of countries – 17 in all – ratings for services in 2011 are worse than they were in 2007; of these, 11 have poorer ratings than the EU27 average. Notably, this group comprises 9 of the 10 eastern European Member States (together with Ireland and Greece).

Eurofound 2013: Quality of life in Europe - Quality of society and public services, Dublin

were reported quite uniformly by interview partners from different public services as well from national backgrounds. However, it is also clear that employment in public services has been reduced most drastically in those countries that have been severely hit by the crisis.<sup>29</sup>

The economic and fiscal deterioration in many EU Member States had a significant effect on public services and ultimately on their quality. This has also been highlighted by a recent Eurofound study on the quality of life in Europe that emphasised the crucial role of public services in this context.<sup>30</sup>

Against this, and with view on recruiting and attracting qualified staff for public services in the future, employers will need to design and implement flexible and innovative working time arrangements, renew tasks and divisions of labour, introduce appropriate and motivating remuneration systems, measure and evaluate effectiveness, ensure well-being at work and smooth work processes, enhance productivity and effectiveness through co-operation and trust and, last but not least, strive for cost-effectiveness.

<sup>29</sup> ITC ILO, The impact of the global economic crisis on public administration, ITC ILO, Geneva 2010.

<sup>30</sup> See Eurofound 2013: Quality of life in Europe - Quality of society and public services, Dublin.

## **The issue of attractiveness of public services**

By interview partners and seminar participants from quite different national and sectoral backgrounds the attractiveness of public services has been highlighted as an important challenge: In sectors such as social and health care employers already today face recruitment problems and attractiveness often is negatively affected by working conditions. In general and across all sectors it is also reported that working environments have become more complex and demanding. Furthermore, representatives from various sectors have highlighted other aspects related to the issues of attractiveness, e.g. the need to make working and careers in central and local government, public transport, public facilities or education more attractive for younger qualified employees. These too often find it more attractive to work for larger private companies. In this context, the need to develop “corporate identities”, to highlight positive elements of working in public services and also the possibility of individual professional development and careers have been stressed by stakeholders from different backgrounds, e.g. the UK (public transport), the Netherlands (central administration), Italy (public facilities) or Finland (local government, vocational education and training).

## *New competence requirements arising from change and the need to rethink the relationship between education and work*

### **Specific competence requirements**

Confronted with all these challenges, the development of skills and competences is a key issue for public services. The fieldwork and exchange with local practitioners during the two seminars in the context of this study also gathered information and hints with view on specific competences requirements that are related to drivers and challenges, many of them regarded as necessary responses to emerging new tasks and labour market or company specific HR needs. With regard to the education sector for example, across all different national contexts, the fieldwork confirms that adjustments are necessary to better match existing as well as future competence needs in public services.

The following table presents an overview of these findings. From the overview it becomes immediately evident that successful adaptation of public services to meet the needs of public service providers’ clients directly affects employees and their competences and skills. The skills and competences required in public services have changed and will continue to change in the future, based on the challenges and structural changes enumerated above. This entails not only the need to better

match skills and competences within public services with current needs but also to anticipate future needs.

Drivers of change, challenges and competence requirements arising

Drivers and challenges	Competence requirements
<b>Ageing society, migration, social cohesion and change</b>	<ul style="list-style-type: none"> <li>▶ New skills and competence requirements</li> <li>▶ Skills in communication, counselling and advice</li> <li>▶ Multicultural awareness and competences</li> <li>▶ Cooperation and networking</li> </ul>
<b>Liberalisation, globalisation and internationalisation</b>	<ul style="list-style-type: none"> <li>▶ Change management skills and competences</li> <li>▶ Language skills</li> </ul>
<b>Restructuring, work organisation and reduced funding</b>	<ul style="list-style-type: none"> <li>▶ Leadership and management skills</li> <li>▶ Teamwork capability</li> <li>▶ Multitasking</li> <li>▶ Cooperation across functions, areas and businesses</li> <li>▶ Cooperation with external actors</li> <li>▶ Adaptability, flexibility</li> <li>▶ Sale skills and customer orientation</li> <li>▶ Innovation</li> </ul>
<b>New technologies, e-services</b>	<ul style="list-style-type: none"> <li>▶ Customer orientation and communication</li> <li>▶ ICT skills</li> <li>▶ Creativity and proactivity</li> </ul>
<b>Working in the knowledge society</b>	<ul style="list-style-type: none"> <li>▶ Personal development</li> <li>▶ Capability to change, adapt and learn</li> <li>▶ Stronger cooperation with education providers</li> </ul>

Furthermore, throughout our fieldwork and the exchange with CEEP and EFEE national members in different countries the *double task and role for the education sector* was highlighted: On the one hand, the education sector has to deliver those new skills and competences that are required currently and in the future by the labour market. On the other hand, the education sector, as a public services employer itself, has to develop and implement strategies to develop the competences and skills of its own employees, i.e. teachers, professors and researchers.

## Further challenges for competences development in public services

Though our study has not been able to cover all different public services sectors, nor all European Member States, fieldwork was focused and carried out in sectors and countries that are characterised by strong diversity. This can be viewed in terms of employment and economic framework conditions and labour market needs, as well as different traditions and concepts of both initial and higher education and vocational training.

Despite the various backgrounds and national contexts, there are a number of common challenges, shortcomings and mismatches that need to be addressed by public services. The following table provides an overview of these mismatches and challenges as identified in the exchange with public services providers and with education providers and institutions.

Mismatches and challenges

Key aspects	Main challenges
<b>Training, HR development and management, recruitment, lifelong learning</b>	<ul style="list-style-type: none"> <li>▶ Insufficient workplace experience</li> <li>▶ Lack of basic knowledge and competences (e.g. Language, mathematics)</li> <li>▶ Insufficient management skills and expertise</li> <li>▶ Capability to work/discipline</li> <li>▶ Previous recruitment criteria</li> <li>▶ Transfer of knowledge and experience from older to younger staff</li> <li>▶ Lack of suitable further education programmes</li> <li>▶ Lack of capability to change and learn continuously</li> <li>▶ Adverse working culture (not including learning)</li> </ul>
<b>New technologies, e-services, public services 2.0</b>	<ul style="list-style-type: none"> <li>▶ ICT skills (in particular older staff)</li> <li>▶ Lack of management skills and knowledge</li> </ul>
<b>Ageing society, migration, social cohesion</b>	<ul style="list-style-type: none"> <li>▶ Recruitment problems due to image/profile of the service</li> <li>▶ Worsening of working conditions</li> <li>▶ Shortages of qualified labour</li> <li>▶ Lack of education programmes</li> </ul>
<b>Liberalisation, globalisation and internationalisation</b>	<ul style="list-style-type: none"> <li>▶ Lack of language skills</li> <li>▶ Management skills, lack of anticipation</li> </ul>
<b>Education institutions</b>	<ul style="list-style-type: none"> <li>▶ Negative impact of social change on learning cultures</li> <li>▶ Lack of cooperation culture with enterprises</li> <li>▶ Attractiveness of vocational education/schools / transitions between systems</li> <li>▶ Competences and skills of older personnel</li> <li>▶ Lack of continuous training/competence development</li> </ul>

## Continuous and work-based learning

An important challenge and new necessity is related to education and learning and the increasingly essential need of *continuous learning*. Skills and competence gaps, as reported by practitioners at company level, arise more frequently nowadays for two reasons: jobs are becoming more technical and the proportion of people with technical ability may not have increased that rapidly. There is a training issue present and job-related skills and knowledge become out-of-date more quickly because the pace of change has intensified. Previous generations had very specific skills and competences for jobs, which did not change much. Now it is common to train for a career only to discover that the market has rendered this job obsolete, therefore requiring re-training.

Here, it is not only the perspective of the individual employee that matters. Also, in our interviews with HR managers and public services providers, it was stressed that education and learning is no longer an add-on or tailored towards specific groups of employees. It has become (or should become) an integral part of work, in addition to HR practice.

With regard to training and the provision of specific skills, as well as the emerging role of key competences and capabilities, our interview partners and project participants confirmed and stressed the need for rethinking the relationship between public services providers/enterprises and education and training providers, for two reasons in particular.

There is a need for a stronger and more structural/sustainable relationship between the worlds of work and education (including both students and teachers) in order to overcome gaps in workplace experience, mismatches between graduates' knowledge, skills and – very important – competences and what is required in modern, more complex and demanding public services. Here, it comes as no surprise that the issue of “*Work Based Learning*” is high on the European agenda. Countries with a strong bias towards work-based learning seem to be more successful in providing bridges between education and the labour market than other countries. For example, Austria, Switzerland and Germany have dual VET systems that combine apprenticeships in a company and vocational education at a VET school. Also other systems, where “school-based” and “work-based” VET practice is synthesised, illustrate positive outcomes in terms of labour market needs and the provision of effective bridges into work for young people.

The outcomes for different VET systems, with regard to the provision of key competences, could be studied in more detail and depth. Our fieldwork, as well as the large number of cases of best practices, strongly illustrate that the cooperation

between enterprises, public service providers and the education sector, must be reshaped in the light of labour market needs and other societal trends.

According to the stakeholders from the different national contexts of education and training involved in the project, a key task is to improve, strengthen and reshape the cooperation between enterprises and the education sector and move from a rather ad-hoc and voluntary cooperation to a continuous and sustainable ('build-in') relationship. This relationship needs to be multi-dimensional, mutual and should include various levels. As enterprises and public services providers have to integrate learning and training in their everyday practice and as there is a growing competition for qualified young graduates, companies should establish stronger links with the education sector. On the other hand, education and training institutions should intensify their links with the labour market in order to provide and deliver skills and competences that are required in the workplace. Furthermore, teaching staff should improve, update and refresh their pedagogical as well as their technical skills and competences and thus have to keep in touch with labour market institutions and enterprises.

### *How to overcome mismatches and address challenges?*

As interview partners and workshop participants of this study from various backgrounds have highlighted, it is very difficult to predict the skills and competence demands per sector, per country, per region and even by cities and translate them into adjusted and/or new curricula. Here, it was argued by project participants that public services may also learn from successful initiatives in the past and from other sectors, such as ICT (see textbox).

#### **Better matching of skills and competences and professional transitions**

As to ICT in the Netherlands there has been a relatively successful initiative in the 1980s and 1990s to address and overcome shortage in ICT staff: The so-called *PION Foundation* provided education for unemployed to retrain them for ICT functions at the tertiary level. Between 300- 500 people were trained each year. They functioned on a "no cure no pay basis" - if people did not find a job they would not have to pay the training costs which would be around 20,000 euro's in today's money. Up till 1997, around 90 percent of the participants got a job in ICT mainly at larger ICT companies. It showed that there was no difference in the following career between people who were retrained and those who had followed the regular educational path. On average, it was possible to eliminate the technical skills gap in about 1.5 years. While the foundation is not active anymore nowadays since the skills mismatch has gradually diminished in ICT over the years it can be regarded as an example for managing a successful professional transition of people that were unemployed and or at risk of unemployment as well as addressing skills and competence mismatches on the labour market. Thus, the example may also be relevant with view on other framework conditions, where a shortage of labour and skills today or in the near and medium future is foreseen. In particular the institutional structure, the public-private financing model and also the method of developing the training curricula could also serve as a reference

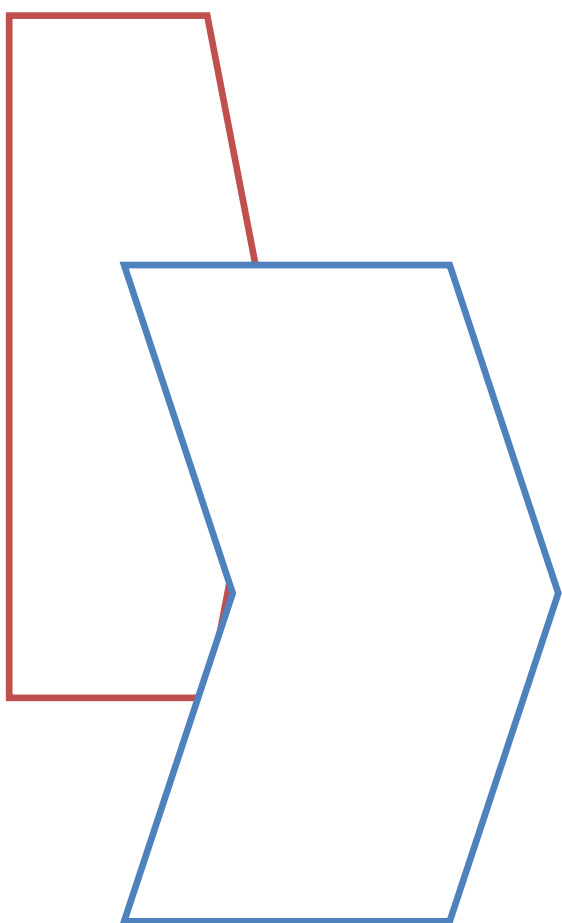
Information provided by ROC Horizon College, The Netherlands.

Furthermore, as a number of interview partners and seminar participants have highlighted, education should focus more on competences and skills that contribute and enhance individual professional mobility, flexibility and adaptability on the labour market.

Another important result, illustrated strongly by the wealth and broad variety of best practices presented in the remainder of this report, is that both public services providers as well as education institutions do not remain in a state of frustration or reactivity. Instead, these institutions have pro-actively addressed the challenges and mismatches between existing/current skills and competences and future needs. Most of the challenges highlighted in this chapter, in addition to the "big theme" of better cooperation between education and work, have been addressed through practical solutions. There is a remarkable wealth of best practice experience, as the mapping of best practice in the following part of this report will illustrate.

## ***Second Part***

### ***Mapping best practices***





# Introduction and overview

Between March and September 2013, more than 30 interviews with representatives of public services providers/enterprises in public administration, healthcare/hospitals, social services and public transport and utilities were carried out in a limited number of countries, i.e. Austria, Finland, Germany, Ireland, Italy, the Netherlands, Poland, Portugal and the United Kingdom.

Given the limited time and resources available, we restrained our exchange with practitioners; we were able to identify a remarkable number of best practices: a total of 35 cases.

Against the sectoral and national composition of our fieldwork sample, the best practice we found should therefore not be regarded as ‘complete’ or completely representative. Our goal is to provide our stakeholders with an extensive list of innovative and inspiring best practices.

It should be stressed here that there is a strong correlation between the main themes, topics and underlying challenges and mismatches addressed by the best practices in our findings, and the exchange with CEEP and EFEE stakeholders in the two workshops that accompanied the project.

## Overview of results

In exchange with the project’s key stakeholders and partners, the best practice cases are related to a number of broad themes that may be categorised as follows.

- *Continuous learning and competence development*
- *‘Professionalising’ the profession’*
- *Work-based learning*
- *Strengthening the attractiveness of vocational education and the cooperation between education and work*
- *Preparing staff for new roles and innovations*

It should be noted here that most cases refer to more than one single broad theme. In fact, a recurrent feature of best practice experience seems to be that it is modelled in an integrated way. For example, this could mean addressing a whole range of key challenges, shortcomings and mismatches that characterise the specific situation (in terms of sector, country, region, VET/education system etc.) that a respective organisation or institution is confronted with.

The following table provides a brief overview of the 35 cases of best practices along the major themes addressed (a more detailed overview is also given at the beginning of the catalogue of best practices in the annex to this report).

Overview of best practices

Key themes	Best practice cases
<ul style="list-style-type: none"> <li>▶ <i>Continuous learning and competence development</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ <b>19 cases of best practice</b> from mostly public services providers from all countries and a few educational institutions</li> </ul>
<ul style="list-style-type: none"> <li>▶ <i>'Professionalising the profession'</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ <b>17 cases of best practice</b> from all countries and public service enterprises and educational institutions/providers quite equally</li> </ul>
<ul style="list-style-type: none"> <li>▶ <i>Work-based learning</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ <b>14 cases of best practice</b> from all countries but only few education institutions (Finland and the Netherlands)</li> </ul>
<ul style="list-style-type: none"> <li>▶ <i>Strengthening the attractiveness of vocational education and the cooperation between education and work</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ <b>18 cases of best practice</b> from all countries with a high share of education institutions and providers</li> </ul>
<ul style="list-style-type: none"> <li>▶ <i>Preparing staff for new roles and innovations</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ <b>21 cases of best practice</b> from all countries, sectors and both from education providers and public service enterprises</li> </ul>

In the next chapter an analysis of this mapping of best practices is provided along the five broad themes.

# Mapping best practices

## Continuous learning and competence development

At least half of all cases identified in the context of our study involve measures and objectives linked to continuous learning and competence development. This illustrates the relevance of lifelong learning, continuous competence development and a regular updating of knowledge, skills and competences.

This is exemplified by continuous learning practice and competence development programmes that target HR and other managers as leaders, as for example, in various sectoral contexts in Italy (28\_IT) the UK (01\_UK), Germany (33\_DE) or Austria (30\_AT). All cases illustrate the necessity to focus more on competences as an important aspect for effective workplace organisation and corporate practice.

A case study that contains this certain degree of innovation and new thinking on continuous learning and competence development can be found in the programmes for HR managers developed by the *Metro of Warsaw in Poland* (25\_PL). This provides a fresh approach for leadership and management training because the training consists of modules that are delivered by disabled trainers.

*"The most useful, innovative and surprising was that we could see our operations from a completely different perspective. We could also learn expectations and needs of the disabled as well as 'try out' their situation" [participant were asked to find their way at the stations blindfold or enter metro on a wheelchair]."(25\_PL)*

Most of the cases are related to enterprise needs to develop competences of their employees, as well as junior and senior management posts. There are also two remarkable cases of best practice that target teachers and teaching staff with a

### Best practice reference at a glance

The following cases of practice presented in our catalogue are also interesting in the context of this topic:

- 01 Leadership development (UK)
- 03 Teachers responsibility for own learning (IE)
- 04 Changes in CPD provisions (IE)
- 12 Catalyst briefing (UK)
- 17 Integrated people management (PT)
- 18 Induction training for new hires (PT)
- 19 Carris Academy (PT)
- 20 Training agreement Carris (PT)
- 21 Training agreements Metropolitano (PT)
- 24 Warsaw Centre for Economic and Social Innovation (PL)
- 25 HRM training by disabled (PL)
- 27 Training for ticket inspectors (PL)
- 28 Developing leadership competences at HERA (IT)
- 29 Training for teachers (NL)
- 30 Competences to lead, guide and manage in the health sector (AT)
- 32 Learning support for apprentices (DE)
- 33 Leadership forum (DE)
- 34 InnoOmnia – education and training for the 21st Century (FI)
- 35 Foresight of competence and skills needs in public services (FI)

view to better matching teaching skills and competences with labour market needs.

The practice of *Pipers' Hill College in Ireland (03\_IE)* and the *Irish Teaching Council (04\_IE)* has systematically integrated the topic of competence in HR development practice and continuing professional development provisions. Most importantly, it is reported and illustrated in the case profile that teachers have started to take responsibility for their own learning and professional development. As our interview partner commented:

*"For me Continuous Professional Development (CPD) is one of the most exciting aspects of the Council's work as the professional standards body for teaching. It is arguably the holy grail of the professional journey of teachers. For it says that at the heart of excellent teachers will beat the heart of excellent learners". (04\_IE)*

Different approaches to improving teachers' competences and improving existing programmes can also be found in other countries, such as the Netherlands (29).

Another very prominent case of addressing the world of education and teaching, by measures of competence development and improvements in matching of needs within the labour market, is the Joint Authority of Education in the Finnish City of Espoo, *Omnia. (34\_FI)*.

*Omnia* is one of the largest multi-sector and joint education institutions in Finland, with nearly 10,000 students and 700 staff that offer vocational training at around a dozen of locations around the Espoo area. *Omnia* provides initial and further vocational training to young people and adults who have completed comprehensive school or have passed the matriculation examination. In 2011, *Omnia* launched *InnoOmnia*, in close cooperation with the local business community, as a centre of expertise and innovation in learning, training and competence development and in areas such as business incubation.

A key feature of the *InnoOmnia* approach is the notion of "learning communities" that brings together students, teachers and entrepreneurs—where everybody is a learner, teacher and entrepreneur.

The *Finnish National Board of Education* also has selected *InnoOmnia* as a teacher training centre for both the vocational sector and primary and secondary education. It offers both short and long-term professional development programmes focusing on lifelong learning, career building, and innovation and ICT skills. The programmes for continuous training and competence development of teachers are certainly at the forefront of today's thinking on how to organise and implement learning in the 21<sup>st</sup> Century:

*"The current training programs for teachers and school leaders focus on digital learning environments, including both tools and pedagogy, gamification, mobile learning, entrepreneurial teaching and learning and leading schools in the 21st century. By bringing together entrepreneurs, students and teachers from all levels of education, InnoOmnia is breaking boundaries and is in itself a radical innovation combining the worlds of learning and work." (34\_FI)*

## *'Professionalising the profession'*

Internal and continuous training and competence development is often strongly linked to the goal of improving or "professionalising" the specific profession or occupational profile. This occurs as new needs arise both internally (e.g. work organisation, contents, services) as well as externally (customer orientation, new needs, etc.). For example, a prominent issue for all public services in this context is to equip staff with ICT competences and skills (also referred to as "e-skills", "digital literacy" etc.).

A case of best and innovative practice focussing on this issue has been implemented successfully by the *Pipers' Hill College in Ireland (02\_IE)*. It combines the provision of new competences with changes in the method of learning and teaching by switching roles, i.e. those with a good level of ICT competences offer assistance and advice to those who are not familiar or comfortable with it.

*"If we want to change the way teachers teach and students learn, we must provide them with the necessary ICT skills and these skills are best acquired in the school setting - where they can incrementally integrate what they learn into their teaching. Essentially, these skills are best acquired from teaching colleagues as they understand the teachers' specific needs". (02\_IE)*

'Professionalising the profession' is not only about updating competences and skills but also about addressing and including *new* competences in further learning and training programmes. Here, a good example has been the leadership

### **Best practice reference at a glance**

The following cases of practice presented in our catalogue are also interesting in the context of this topic:

- 02 IT support team (IE)
- 05 Teachers' register (IE)
- 07 National Clinical Programme for Epilepsy (IE)
- 08 Encouraging university degrees (IE)
- 10 Shifting from work-based to school-based education (NL)
- 11 Cooperation between 2nd and 3rd level education (NL)
- 13 University Technical College (UK)
- 17 Integrated people management (PT)
- 19 Carris Academy (PT)
- 20 Training agreement Carris (PT)
- 24 Warsaw Centre for Economic and Social Innovation (PL)
- 26 Studies organised in cooperation with Warsaw University of Technology (PL)
- 28 Developing leadership competences at HERA (IT)
- 30 Competences to lead, guide and manage in the health sector (AT)
- 31 Bachelor education at FH Campus Vienna (AT)
- 33 Leadership forum (DE)
- 34 InnoOmnia – education and training for the 21st Century (FI)

development programme that has been established by the *Vienna Hospital Association* (KAV). KAV is), the biggest healthcare provider and the largest educational training provider in Austria in the field of healthcare professions with more than 30,000 employees, including more than 2,000 apprenticeship positions. KAV has developed a special leadership training programmes that reflects the rapidly changing requirements in managing, leading and organising healthcare facilities. In order to apply their responsibility and leadership tasks in the health sector in a competent way, young leaders and managers will acquire the knowledge necessary to manage a healthcare facility. It stresses the management of hospital operations and the acquisition of management competences such as planning, organisation, implementation and control knowledge. (30\_AT)

Our study confirmed that the healthcare sector, in particular, is characterised by an accelerated change and the emergence of new demands due to demographic change and social challenges, as well as public reform and reorganisation programmes. In this context, there is a strong pressure on both employees and managers to cope with change and develop suitable as well as new competences. One best practice example exemplifying good practice in professionalising and re-modelling occupational profiles is the *Irish National Clinical Programme for Epilepsy* (07\_IE). The programme not only adjusts the vocational training programme for nurses, but also reflects new framework conditions and requirements (e.g. to move from hospital care to community and home care).

*“For me the most surprising element of the initiative has been the impact that having a named nurse at the point of contact has made for people who suffer with epilepsy. The frustrations of waiting weeks for appointments have disappeared overnight as patients and their families make email or phone contact with the advanced nurse practitioners who have geographical responsibility for their care”. (07\_IE)*

## Work-based learning

Our background analysis has highlighted that throughout Europe, accelerated by the paramount need to improve the situation of young people entering the labour market and reduce youth unemployment, issues related to work-based learning are high on the agenda of vocational training and learning.

The high relevance of the topic is also reflected in many cases of best practice throughout various public services providers as well as in the education and training institutions.

Elements of fostering and supporting work-based learning range from initiatives and programmes to foster apprenticeships, as seen in Finland (34), the UK (14, 15, 16), Portugal (21, 22) or Poland (23), to initiatives that have established work-place training and competence development practice within teachers training such as in Finland (34) and the Netherlands (29). It is also evident in the context of academic education, as illustrated by the remodelling of *Bachelor education at the FH Campus in Vienna* (31\_AT) or the establishing of Technical Colleges in the UK (13).

*“There is a clear business case for encouraging workplace learning. Investing in your workforce supports long-term productivity and contributes towards better patient care. There is evidence to demonstrate that when staff receive good quality appraisal, learning and skills training, and are properly equipped to undertake their job role, this impacts positively on the patient experience and the quality of health outcomes.” (15\_UK)*

As the example of best practice reported by the *VET College in the North of the Netherlands (10\_NL)* illustrates, good practice can also arise from shifting the other way round, i.e. from work-based to school-based learning. This case also illustrates the need for flexibility, particularly in times of uncertainty about the public financing of education and training. An example of this can be found in the initially work-based VET program in social care (“*assistant nursery*”). Based on the apprenticeship system, where the social care provider employs students, contracts

### Best practice reference at a glance

The following cases of practice presented in our catalogue are also interesting in the context of this topic:

- 09 *Learning companies registers (NL)*
- 10 *Shifting from work-based to school-based education (NL)*
- 13 *University Technical College (UK)*
- 14 *Responsible procurement fostering apprenticeship and skills development (UK)*
- 15 *Improving the attractiveness of apprenticeships and workplace learning (UK)*
- 16 *Pre-employment Programme NHS North West (UK)*
- 21 *Training agreements Metropolitano (PT)*
- 22 *Training Agreement signed between vocational schools and enterprises (PT)*
- 23 *Cooperation between vocational schools and local enterprises (PL)*
- 29 *Training for Teachers (NL)*
- 31 *Bachelor education at FH Campus Vienna (AT)*
- 32 *Learning support for apprentices (DE)*
- 34 *InnoOmnia – education and training for the 21st Century (FI)*
- 35 *Foresight of competence and skills needs in public services (FI)*



had to be terminated due to the dismantling of the training institutions. In order to be able to provide students with the possibility of continuing their training and obtaining diplomas, the student contracts were changed from work-based contracts into school-based contracts.

This case also illustrates the importance of good cooperation between training institutions and enterprises, as one of our interview partners stated:

*“Work based learning (dual system) is a very good and sustainable system as it is the closest to the requirements of the labour market. It has however the risk to exclude certain groups, certainly in difficult economic times. For this reason the combination of both systems that function like communicating barrels is a flexible, yet stable system that can respond to changing circumstances.” (10\_NL)*

Another dimension of work-based learning and the importance of complementing school-based learning results and outcomes is illustrated by the practice at *Cologne Public Transport (32\_DE)* in providing special learning support for apprentices. The underlying challenges and needs in the case of this best practice example can be regarded as typical for many other public transport companies in Germany as well as other countries.

The recruitment of trainees in companies like *Cologne Public Transport (KVB)* faces a dilemma. On the one hand, the job has become more complex, demanding and requires continuous learning, additional professional knowledge and new soft skills and competences. On the other hand, companies feel that the quality of school education and the level of knowledge, skills and competences have decreased. Thus, *KVB* has responded to the specific learning deficits of school leavers (e.g. in Math, German language) and the lack of soft competences (communication competences, work discipline). *KVB* has initiated in recent years a number of activities and initiatives aimed at supporting the acquisition of pre-employment skills and competences that are needed today as well as in the future.



## Strengthening the attractiveness of vocational education and the cooperation between education and work

Already the exchange with key project partners and stakeholders in the two workshops has shown that a key theme in better matching competence development with the needs of modernised public services and general labour markets is the cooperation between education and training institutions and enterprises, workplaces and public services providers.

Looking at best practice, it is therefore not surprising that there is a broad range of innovative approaches and initiatives to strengthen the links between education and public service enterprises. Depending on the specific requirements, contexts, and national backgrounds (e.g. the attractiveness of vocational education and training as such), best practices have been developed addressing different objectives:

- *Encouraging further competence development of employees by encouraging university education (08\_IE), stronger cooperation between 2<sup>nd</sup> and 3<sup>rd</sup> level education (10\_NL)*
- *Establishing new forms of more practice orientated academic education (13\_UK, 31\_AT)*
- *Measures to increase the attractiveness of VET in countries where academic vocational education has historically been more attractive for school-leavers (35\_FI, 15\_UK, 20\_PT, 21\_PT)*
- *Establishing new links between vocational school and enterprises in public services (23\_PL, 24\_PL, 26\_PL, 09\_NL, 16\_UK)*

From the evidence of best practices documented in the catalogue, as well as the discussion with the key stakeholders involved in this project, it becomes quite evident that both HR managers in public service enterprises and educational planners are in agreement. In terms of the acquisition and continuous adjustment

### Best practice reference at a glance

The following cases of practice presented in our catalogue are also interesting in the context of this topic:

- 07 *National Clinical Programme for Epilepsy (IE)*
- 08 *Encouraging university degrees (IE)*
- 09 *Learning companies registers (NL)*
- 10 *Shifting from work-based to school-based education (NL)*
- 11 *Cooperation between 2<sup>nd</sup> and 3<sup>rd</sup> level education (NL)*
- 29 *Training for Teachers (NL)*
- 13 *University Technical College (UK)*
- 14 *Responsible procurement fostering apprenticeship and skills development (UK)*
- 15 *Improving the attractiveness of apprenticeships and workplace learning (UK)*
- 16 *Pre-employment Programme NHS North West (UK)*
- 21 *Training agreements Metropolitano (PT)*
- 22 *Training Agreement signed between vocational schools and enterprises (PT)*
- 23 *Cooperation between vocational schools and local enterprises (PL)*
- 26 *Studies organised in cooperation with Warsaw University of Technology (PL)*
- 31 *Bachelor education at FH Campus Vienna (AT)*
- 32 *Learning support for apprentices (DE)*
- 34 *InnoOmnia – education and training for the 21<sup>st</sup> Century (FI)*
- 35 *Foresight of competence and skills needs in public services (FI)*

of key competences, there is a strong need to make the boundaries between different pathways of vocational education and training (in particular academic versus work-based/apprenticeship based pathways) much more permeable than they are currently. The underlying needs are quite manifest, as again an example from the health sector illustrates:

*“For me the most useful innovation has been the competency mapping that is involved for each clinical environment that hosts a post-graduate learner. This competency identification exercise really encourages each environment to think about the work they do and at what level. It also articulates to the learner what skills/behaviours’ need to be achieved and sustained in order to maintain competence. The other useful outcome of this innovation is the project work or the improvement initiatives that arise as part of post-graduate study. All learners are encouraged to choose a work-based project or improvement initiative as part of their dissertation. The services have benefited hugely from these projects/innovations”. (08\_IE)*

Another example of lowering the fences between academic and work-based education and training is the *University Technical Colleges (UTC)* in the UK. These are regarded as a great success story, both by educational providers and public services providers such as *London Transport (TfL)*. Providing new possibilities of technically focused education for both non-academic and academic types of students, the Technical Colleges also contribute to achieving a better matching of education with labour market needs.

*“For me the most inspiring thing about the project is the level of support and enthusiasm for the UTC from prospective pupils and parents as well as from employees keen to support the Royal Greenwich UTC. It is seen by TfL’s leaders and employees as a key initiative to allow us to keep innovating and supporting London as a world leading city.” (13\_UK)*

A similar approach has been established – though on a more limited scale – in Poland with the cooperation between the Metro of Warsaw and the Warsaw University of Technology. This project brings together academic researchers and technical professionals from the enterprise.

*“I believe that the most useful is possibility to present our experience which is unique at the national scale. On the other hand, facilitating contact between our engineers and academic experts is also very useful - it is like creating knowledge-practice ‘meeting platform’. Thanks to this cooperation we learn something from experts, and they learn from us”. (26\_PL)*

The case of fostering a stronger cooperation between 2nd and 3rd level education in the *Netherlands (11\_NL)* also illustrates an approach of educational planners and institutions to ensuring more ‘seamless’ and uninterrupted pathways of learning.

This orientation very much reflects an approach that is perhaps best described by the example of the *InnoOmnia approach in Espoo (34\_FI)*. It is centred on ideas of developing ‘*learning communities*’ that include education and training providers, companies and business interests as well as political actors. Inherent in this approach is the continuous switching of teaching and learning roles. One of the key major lessons learned reported by InnoOmnia is: “*Everybody is a learner and teacher!*”

Here, our cases of best practice also illustrate the large differences that exist within Europe in achieving this type of cooperation between key actors and institutions. While countries like Finland or the Netherlands certainly can be regarded as forerunners and trendsetters, other still face the need to overcome barriers and other obstacles as reported in the context of one case in Poland.

*“The most interesting was to discover how big the mistrust between school directors and employers (teachers) was. And how little is required to eliminate this distrust’.* (23\_PL)

### *Preparing staff for new roles and innovations*

There are a significant number of leadership development programmes by which new and updated key competences are delivered in different modes by public service enterprises or educational institutions. Either having designed in-house programmes and schemes or working in bilateral collaboration between education institutions and enterprises in public services, the best practice cases documented in the catalogue also illustrate further aspects of “*preparing staff for new roles*”:

Again, there is a certain element of bringing together people, both students/learners and teachers from different backgrounds and from different levels of qualification and occupations. This notion is illustrated by a remark of one of our HR interview partners at the public transport provider *Carris* in Portugal. The Carris programme develops leadership competences both for new hires as well as senior managers.

*“The success of this kind of development programs depends on involvement of representatives from different areas and with different educational qualifications with a view to create a very dynamic and stimulating process of competence development”.* (19\_PT)

Thus, preparing employees in public services for new roles also means overcoming barriers that are related to heritages of the past, traditional concepts and previous recruitment, training and educational practice. This is strongly illustrated by a statement made by one of the interview partners in the context of an Irish best practice focussing on the revision of school curricula that has been developed by the *School of Education Studies at Dublin City University*:

*“For decades teacher education was quite static in Ireland. The universities and teacher training colleges did it the way it was always done and, though student teachers may not have found their teacher training meeting their needs as practitioners, they made the most of it and, once they became qualified teachers, they learned how to do it from more senior colleagues and/or drew on how they had been taught themselves – when they were second level students. In sense, it never really occurred to the colleges providing teacher training to engage with either the trainee teachers or the schools in which the trainee teachers undertook their teaching practice around what such programmes involved. It was very gratifying to note that, when the trainee teachers and the schools were consulted, though this consolation was informal, they were both willing and able to add significant value to the process.”*

This case also illustrates the need for a strong and continuous exchange between academic research, learning and teaching on the one hand, and the world of work and public service provision on the other, while maintaining a level of anticipation and foresight.

Anticipation and foresight are crucial in order to determine and identify future competence and skills’ needs in public services and to know better what ‘new roles’ and related competences in the future should look like.

#### Best practice reference at a glance

The following cases of practice presented in our catalogue are also interesting in the context of this topic:

- 01 Leadership development (UK)
- 03 Teachers responsibility for own learning (IE)
- 04 Changes in continuing professional development (CPD) provisions (IE)
- 06 Teaching curricula revision (IE)
- 13 University Technical College (UK)
- 16 Pre-employment Programme NHS North West (UK)
- 17 Integrated people management (PT)
- 19 Carris Academy (PT)
- 20 Training agreement Carris (PT)
- 24 Warsaw Centre for Economic and Social Innovation (PL)
- 25 HRM training by disabled (PL)
- 26 Studies organised in cooperation with Warsaw University of Technology (PL)
- 27 Training for ticket inspectors (PL)
- 28 Developing leadership competences at HERA (IT)
- 29 Training for Teachers (NL)
- 30 Competences to lead, guide and manage in the health sector (AT)
- 31 Bachelor education at FH Campus Vienna (AT)
- 32 Learning support for apprentices (DE)
- 33 Leadership forum (DE)
- 34 InnoOmnia – education and training for the 21<sup>st</sup> Century (FI)
- 35 Foresight of competence and skills needs in public services (FI)

Here, the foresight project that has been developed by the Finish *Local Government Employers Organisation KT* (35\_FI) can serve as a best practice. Launched in 2011 and running until 2014, with co-financing from the European Social Fund, the project is aimed at the foresight of competences and skills for local government service provision. The project is targeted at local authorities, joint municipally owned companies and entities, regional councils and education providers. Thus it is independent of the existing structure of professions, sectors or degrees and focuses on competences and skills needs in the local government sector as a whole.

They all have the common potential to influence strategic decisions in their own field of responsibility, for instance local HR policy, regional foresight and the planning and implementation of education. The project is built on a solid and broad basis of stakeholder involvement, including ministries and other central government organisations, education commissions, the *Government Foresight Network*, research and development organisations, labour market organisations, and other foresight projects. Based on results of four regional pilot projects that addressed specific regional issues of interest and challenges, results of a comprehensive survey and an exchange with key stakeholder in local government, the KT foresight project in late 2012 was able to identify three future key challenges which should be addressed by targeted measures and activities of competence development in local government:

- ***Increasingly complex service processes***, in which services have to be provided by a network of different actors; challenges related to interaction and legal issues within the networks; systematic understanding; management of the range of services offered to clients; and transmission and application of practices across co-operative sectors.
- ***Modernisation of leadership*** towards open and interactive coaching of leaders who are capable of multi-channel processing and production of information and of mobilisation of expertise; who communicate the strategic direction and objective to first-line management and to the networks; and who have self-management skills and motivate their team.
- ***Customer service attitudes***: friendly face-to-face and online services, customer involvement in service planning and development; staff members understand their own role and responsibility for overall customer service, customers are given guidance throughout the service process, respect for customers' own initiative and accountability.

These results already describe a clear picture of the requirements on key competences and skills of local government and its workforce. These are not only highly relevant for local government in Finland, but also in other European countries.

# Recommendations

*“We don’t have to wait for the future to happen but create it today!”  
(InnoOmnia, Espoo)*

The 35 cases of best practice, as well as further initiatives described in this study, show a wide and rich diversity of practices and experiences for better matching labour market needs and needs in modern public services with learning and education outcomes in Europe. Despite the differences and variety of contexts, specific methods, objectives and other aspects, in the end, the best practice examples illustrate a clear and simple message which is best described by the quote from *Omnia* in Espoo, Finland: *“We don’t have to wait for the future to happen, but create it today”*.

The examples of best practice prove that innovative and effective solutions are the best way to tackle the main challenges that public services providers and educational institutions in Europe are facing. Though the challenges are similar, each case has its own solution.

This rather patchy (in terms of coverage in public services, countries and existing practice in Europe) compilation of best practices also illustrates a number of other key common features that exemplify the main factors of success, driving forces and lessons learned. If a list of key terms could summarise the main experiences gathered by this study and the catalogue of best practices, the following ones are the most important:

**Skills and competences** - Our study, as well as the experience of best practices gathered in educational institutions and public enterprises, proves a strong case for the need to focus as much on key competences as on technical and other skills which are narrower and more profession/occupation-based. The change in the paradigm of learning and vocational education orientation that has been described in our background study also characterises most of the best practices here.

**Continuous learning and competence development** - In a rapidly changing economy and viewing both the internal as well as external drivers of change in public services, the integration of continuous learning and ongoing competence development should become a “second nature” for public services providers. This need also arises due to emerging new demands from society and politics coping with change.

**Education and training** - Educational institutions, both in the field of initial and further education and learning, are a not only a key to success in terms of individual employability, fulfilment or social integration in today's knowledge societies. They should also be regarded as an "Achilles heel" for the better matching of skills and competences and labour market needs in modernised public services. The role of education and training will undoubtedly become more and more important in the future not only for personnel careers but for the efficiency, competitiveness and well-functioning of our labour markets.

**Overcoming boundaries and cooperation between education and enterprises** - Best practices clearly indicate that there is a strong need to move forward from ad-hoc and situation driven cooperation between education and enterprises. There should be a move towards continuous and more structured "communicating vessels" between education and labour market actors that create "learning communities" where teaching and learning roles switch from time-to-time. This also preconditions more seamless boundaries within our education and training systems and eases transitions between different levels and pathways within education and training.

**Need to increase the attractiveness of employment in public services** - Our study and the dialogue with practitioners and employers in different public services from various national backgrounds also illustrated that the need of an intensified cooperation between education and enterprises providing public services is also needed in order to increase the attractiveness of public service jobs. Against various trends (demographic change, labour shortages, more demanding skills and competence requirements) public service increasingly are faced with recruitment and retention challenges and the competition with private sector enterprises for young talents is getting stronger. And here, as reported by various representatives of public services providers in different field, the cooperation with initial as well as vocational education training institutions is a key factor to improve the attractiveness of public services for people entering the labour market for the first time or looking for new professional orientations. Also with view on this issue, the catalogue of best practices provide a number of examples that address this important task.

**Moving towards best practice for better matching is not for free.** Finally, it is necessary to stress that Europe, as well as individual countries, need to spend more, not fewer, resources on education, vocational training and competence development. Better matching is clearly not possible within a routine of "*doing more with less*" that has characterised public services in many areas during the last decade.

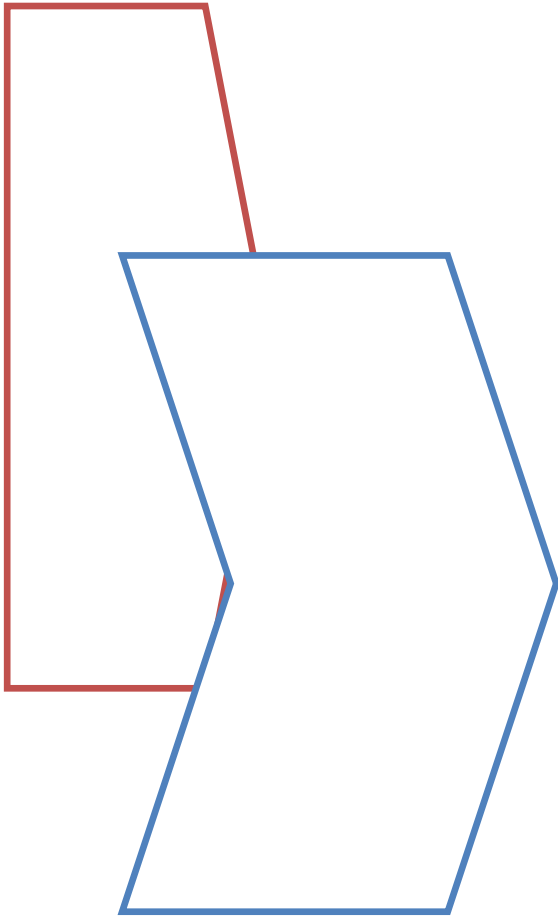


To conclude, the best practices documented in the catalogue and the annex of this study show that there are many opportunities and different ways to *“not wait for the future to happen but to create it now”* - even in times of crisis and financial restrictions. Of course, each situation varies according to the public service sector, as well as regional and national contexts.

There is no universal solution to the overall need of better matching our education and training outcomes with labour market needs in modernised public services. At the same time, the best practices documented here are a strong case for mutual learning, developing further best practices throughout Europe and mainstreaming single experiences.



## ***Catalogue of best practices***



## Overview

	Best practice	Continuous learning and competence development	Professionalisation of the 'profession'	Work-based learning	Improving VET / cooperation between education and work	Preparing for new roles / Innovations
1	Leadership development (UK)	X				X
2	IT support team (IE)		X			
3	Teachers responsibility for own learning (IE)	X				X
4	Changes in continuing professional development (CPD) provisions (IE)	X				X
5	Teachers' register (IE)		X			
6	Teaching curricula revision (IE)					X
7	National Clinical Programme for Epilepsy (IE)		X		X	
8	Encouraging university degrees (IE)		X		X	
9	Learning companies registers (NL)			X	X	
10	Shifting from work-based to school-based education (NL)		X	X	X	
11	Cooperation between 2 <sup>nd</sup> and 3 <sup>rd</sup> level education (NL)		X		X	
12	Catalyst briefing (UK)	X				
13	University Technical College (UK)		X		X	X
14	Responsible procurement fostering apprenticeship and skills development (UK)			X	X	
15	Improving the attractiveness of apprenticeships and workplace learning (UK)			X	X	
16	Pre-employment Programme NHS North West (UK)			X	X	X
17	Integrated people management (PT)	X	X			X

	Best practice	Continuous learning and competence development	Professionalisation of the 'profession'	Work-based learning	Improving VET / cooperation between education and work	Preparing for new roles / Innovations
18	Induction training for new hires (PT)	X				
19	Carris Academy (PT)	X	X			X
20	Training agreement Carris (PT)	X	X			X
21	Training agreements Metropolitano (PT)	X		X	X	
22	Training Agreement signed between vocational schools and enterprises ('Protocols')			X	X	
23	Cooperation between vocational schools and local enterprises (PL)			X	X	
24	Warsaw Centre for Economic and Social Innovation (PL)	X	X			X
25	HRM training by disabled (PL)	X				X
26	Studies organised in cooperation with Warsaw University of Technology (PL)		X		X	X
27	Training for ticket inspectors (PL)	X				X
28	Developing leadership competences at HERA (IT)	X	X			X
29	Training for Teachers (NL)			X	X	X
30	Competences to lead, guide and manage in the health sector (AT)	X	X			X
31	Bachelor education at FH Campus Vienna (AT)		X	X	X	
32	Learning support for apprentices (DE)	X		X	X	
33	Leadership forum (DE)	X	X			X
34	InnoOmnia – education and training for the 21st Century (FI)	X	X	X	X	X
35	Foresight of competence and skills needs in public services (FI)	X		X	X	X

## Profile sheets

## 1. Leadership Development Programme (UK)

### Key data

<b>Service provider</b>	Transport for London (TfL)
<b>Country</b>	United Kingdom
<b>Service</b>	Public Transport
<b>Profile of the service provider</b>	TfL is the local government body responsible for the planning, delivery and day-to-day operation of the transport system in Greater London. Its role is to implement the Mayor's Transport Strategy and to manage transport services across London. TfL has approx. 24,000 employees and manages a 580 km network of main roads, all of the city's 6,000 traffic lights and regulates taxis and the private hire trade. It also runs Barclays Cycle Hire - a bike hire scheme with 8,000 bikes and 570 docking stations across Zone 1 (the centre of London).
<b>Main characteristics</b>	Leadership Development Programme for Top Directors
<b>Key theme(s)</b>	Continuous learning, preparing for new roles

### Detailed description

<b>Target group</b>	<p>Directors from the level 'n-5' (47 employees). 1<sup>st</sup> edition (started January 2013); a 2-year, module-based external development programme.</p> <p>Recruitment for the programme by position; the next edition will also be open to lower management levels - by nomination from the supervisor.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- improve leadership skills in order to enable directors to effectively lead their teams</li> <li>- increase collaborative working and plan succession</li> <li>- effectively support the flexibility of companies with regard to their HR management structures and procedures</li> <li>- establish professional flexibility management in companies</li> <li>- strengthen adaptability of companies to manage upcoming problems on their own</li> </ul>
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Design:</i> Self-analysis followed by modules with external instructors, trainers and academic staff. Cooperation with CASS Business School. 'Job shadowing' in different businesses to understand their nature. Case studies. Action-based learning in small working groups. Financial management and leadership skills. Lectures on different topics by prominent individuals, not necessarily from the sector, to expose participants to the external world, enable benchmarking and increase awareness about the scale and impact of their work on London economy (i.e. one of the exercises required projecting developments of London and transport needs in 2018). Also to prepare participants for cultural change. Individual/team project has to be realised in parallel to the programme, i.e. on "How do we improve performance management?"</p> <p>Modules take place every 3 months and last a week. Programme includes maximum of 15 consulting days.</p> <p><i>Curriculum:</i> based on staff survey, strategic TfL goals, a 360 degree assessment of all directors, interview conducted by the CASS staff to examine needs of the future, and expectations of the Board and stakeholders.</p> <p>Contribution from directors-participants.</p>

## 1. Leadership Development Programme (UK)

<b>Key factors</b>	<ul style="list-style-type: none"><li>- Action-and team work based.</li><li>- Practical research project.</li><li>- ‘Eye opener’ – offering different perspective.</li><li>- High level sponsorship</li><li>- Sufficient budgets required to ensure good quality programme</li></ul>
<b>Obstacles encountered</b>	In an operational organisation of this type, which sees directors involved in activities that directly affect the delivery of their services to the public, the non-availability of senior stakeholders was a challenge on occasion. Overall the programme has been welcomed and fully supported by all involved.
<b>Lessons learned</b>	Important to involve the TfL Leadership Team and all stakeholders.

### Contacts and further information

<b>Web</b>	<a href="http://www.tfl.gov.uk">www.tfl.gov.uk</a>
<b>Contact(s):</b>	<ul style="list-style-type: none"><li>- Gordon MacGregor (<a href="mailto:gordonmacgregor@tfl.gov.uk">gordonmacgregor@tfl.gov.uk</a>)</li><li>- Leonie Saywell (<a href="mailto:LeonieSaywell@tfl.gov.uk">LeonieSaywell@tfl.gov.uk</a>)</li></ul>
<b>Personal account</b>	<i>“For me the most innovative aspect has been the 360 feedback where we have allowed Directors to tailor the questionnaire around their own department issues by allowing them to add up to 3 bespoke questions. We have been surprised by the level of personal ownership and involvement that the Managing Directors have given to the programme. One learning that we have taken is that it is as important to build relationships with the Directors Personal Assistants as it is with the Directors themselves. We take great pride in the level of research that we undertook to design the programme which has gained a lot of positive feedback”.</i>
<b>Further information available:</b>	Presentation, held at CEEP/EFEE Amsterdam workshop, 27 September 2013

## 2. IT Support Team

### Key data

<b>Service provider</b>	Pipers' Hill College
<b>Country</b>	Ireland
<b>Service</b>	Education
<b>Profile of the service provider</b>	Pipers' Hill College is the only co-educational secondary level school in Naas. It has links to 3rd level colleges, i.e. NUI Maynooth. The school is equipped with specialised classrooms and provides education for students with different abilities. Piper's Hill College has a wide range of learning support/counselling services to ensure that the needs of all students are supported. There is a strong emphasis on IT/science and maths.
<b>Main characteristics</b>	Peer-to-peer support in mastering IT skills for staff and students
<b>Key theme(s)</b>	'Professionalisation the profession'

### Detailed description

<b>Target group</b>	Teachers, 1st year students
<b>Objectives</b>	Support those with a good level IT competence to offer assistance to those who are not familiar or not at ease with IT.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p>The project was initiated at the beginning of the 2012/2013 school year at the time when ipads were introduced to all first year students and e-books replaced the standard textbook for 1st years.</p> <p>A group of teachers with the necessary ICT competence (who were willing to mentor colleagues in the use of ICT) were identified and asked to volunteer to act as ICT mentors to teaching colleagues.</p> <p>Exemplary training topics included: how to use WIFI effectively to facilitate teaching and learning or how to implement school's cyber-bullying policy.</p> <p>Also, in that school year a group of 1st year students willing to mentor 1st year students when the 2013/2014 school year started was identified. These student mentors were also provided with some knowledge, advice and skills that would help them when they commenced their mentor roles.</p> <p>In September 2013, these student mentors began supporting the new 1st years in the school on the effective management and use of the ipads.</p> <p>As training was provided by peers, there was the risk that they would teach what they knew themselves or felt comfortable with and not what 'trainees' needed. Also, it was difficult for the mentors to find the time necessary to mentor teachers or students – as the case may be. The solution for this difficulty was to organize teachers in specific groups with each group being mentored by a particular teaching colleague. These groups could be established on a subject department basis. However, the volunteer mentors may not welcome a structured approach as their mentoring is being done on a voluntary basis. The informal system that currently operates gives individual teachers the option of seeking assistance from any mentor and there are distinct advantages in this approach.</p> <p>Again, it would be possible to allocate each student mentor to a specific group of 1st year students and this allows a student to seek assistance from any mentor and any mentor to offer support to any student.</p>

## 2. IT Support Team

### Outcomes:

- Teachers and students are more at ease with IT and know, at any time, that assistance is available to time.
- Teachers have historically tended to work as isolated professionals and this initiative helped to create more collaboration between teachers – both within and between subject departments.
- In the case of students, there is the added benefit of friendships being established and maintained across year groups. This helps combat bullying and enhances student cooperation. The self-esteem and communications skills of student mentors are also enhanced and, in general, it helps in the development of lifelong learning skills.

### Key factors

- Peer to peer learning
- Timing – the initiative commenced when ipads were introduced, and both teachers and students felt the need for assistance.

### Obstacles encountered

- It is difficult to find teachers familiar with IT who are willing and able to teach others teachers.
- Teachers with limited IT skills are reluctant to seek assistance from colleagues.
- Teachers find it difficult to find the time to engage with other teachers in order to acquire or impart ICT skills.

### Lessons learned

- Peer to peer teaching and learning works well - more effective than teaching a group
- Some adults need a lot of support to develop ICT skills. It is not just a matter of telling them what to do. They need to know that they can make mistakes and that assistance is always close by. This way they will be able to try things out secure in the knowledge that support is at hand from a non-threatening source.
- Teaching and learning today inevitably involves the appropriate use of ICT – so all teachers need to be competent in the use of ICT.

### Contacts and further information

#### Web

[www.phcol.ie](http://www.phcol.ie)

#### Contact(s):

Colm O'Connor, Principal (principal@phcol.ie; info@phcol.ie)

#### Personal account

*"If we want to change the way teachers teach and students learn, we must provide them with the necessary ICT skills and these skills are best acquired in the school setting - where they can incrementally integrate what they learn into their teaching. Essentially, these skills are best acquired from teaching colleagues as they understand the teachers' specific needs".*

#### Further information available:

See website



### 3. Teachers responsibility for own learning

#### Key data

<b>Service provider</b>	Pipers' Hill College
<b>Country</b>	Ireland
<b>Service</b>	Education
<b>Profile of the service provider</b>	Pipers' Hill College is the only co-educational secondary level school in Naas. It has links to 3rd level colleges, i.e. NUI Maynooth. The school is equipped with specialised classrooms and provides education for students with different abilities. Piper's Hill College has a wide range of learning support/counselling services to ensure the needs of all students are supported. There is a strong emphasis on IT/science and maths.
<b>Main characteristics</b>	Teachers organising and delivering (10) twenty minute staff development sessions each school year to share good practice and to explore issues relating to teaching and learning.
<b>Key theme(s)</b>	Internal training and continuous learning, preparing for new roles

#### Detailed description

<b>Target group</b>	All teaching staff members
<b>Objectives</b>	To give teacher's the opportunity to take responsibility for their own professional development.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p>Each year, the school's teaching staff meets at some 10 occasions for a variety of reasons (CPD, staff meetings, general information sessions, etc.). Each of these sessions is of 1.5 to 2 hours duration. This model involves the teaching staff being given responsibility for organising and delivering a 20 minute slot at each of these sessions. Five of these slots involve a member of the teaching staff (or a group of members) making presentations to the whole staff on topics relevant to improving teaching or learning in the school – teaching methodologies, using particular ICT or other resources, assessment for learning, teaching students with special needs, etc. The remaining five sessions are allocated to facilitate discussions of issues/topics relevant to teaching, learning, student welfare and support, etc.</p> <p>The sessions do not necessarily meet the CPD needs of teachers or the learning needs of students. They very much depend on the willingness of individual teachers to make a presentation or to lead the discussion. Ideally, they should, to some extent be informed by some kind of needs analysis and then the presentations should be quality assured in some way. To have maximum effect, the presentations need to address a felt need among the staff and the presentation should be well prepared. The relevance of the presentation to the practice of teaching needs to be very evident to the other members of the teaching staff. Otherwise, they lose credibility.</p> <p>In case of the five discussion sessions, the topics also need to be manifestly relevant to professional practice and the sessions need to be supported by persons skilled in facilitation. At the end of each discussion session it would be important to identify a number of recommendations for follow up action by school management, the staff as a whole or groups of staff.</p>

### 3. Teachers responsibility for own learning

#### *Outcomes:*

- The sessions provide an opportunity for sharing insights and best practice.
- They make use of 'untapped' competencies.
- Staff realise that learning from each other is not just about 'what to do' but also about 'how and when to do to do it'.
- Most importantly, teachers begin to take responsibility for their own professional development and become more comfortable with collaborating with colleagues in making their work more effective and rewarding.

#### **Key factors**

- Trust and the willingness to share experiences.
- Being able to allocate sufficient time to the sessions.
- Knowing the needs of CPD needs of teachers.
- Good presenters on topics relevant to professional practice of teachers.

#### **Obstacles encountered**

Teachers can be reluctant to undertake the work necessary to make these sessions work well - as they perceive this work as additional to their teaching.

#### **Lessons learned**

- This kind of work is hugely important to improving teaching and learning and the professional satisfaction of teachers. Unless teachers take responsibility for their own learning CPD programmes are not going to be effective.
- It provides an opportunity for staff to voice their professional fears and aspirations in a safe environment.
- It allows for the building and strengthening of professional relationships among teaching staff and it helps individual teachers to see issue in a wider context.

#### **Contacts and further information**

##### **Web**

[www.phcol.ie](http://www.phcol.ie)

##### **Contact(s):**

Colm O'Connor, Principal ([principal@phcol.ie](mailto:principal@phcol.ie); [info@phcol.ie](mailto:info@phcol.ie))

##### **Personal account**

*"While this kind of work is important, getting it to work well takes time and planning. Schools are not going to get this model right immediately. It will take time".*

## 4. Changes in continuing professional development (CPD) provisions

### Key data

<b>Service provider</b>	The Teaching Council
<b>Country</b>	Ireland
<b>Service</b>	Education
<b>Profile of the service provider</b>	The Teaching Council (TC) is the professional standards body for teaching in Ireland. It is the regulator of the teaching profession and promotes professional standards in teaching. It acts in the interest of the public good while upholding and enhancing the reputation and status of the teaching profession through fair and transparent regulation. It maintains a register of teachers and effectively provides a license to teach. TC was set up in 2006; it is a Partnership Council and has 37 members: among them primary and post-primary schools, teacher unions, parents, four management bodies (i.e. IVEA), and the Ministry of Education representatives and four colleges.
<b>Main characteristics</b>	When powers in primary legislation are commenced, accrediting provision of Continuing Professional Development (CPD). At time of writing, this is anticipated to take place in two or three years' time.
<b>Key theme(s)</b>	Continuous learning, preparing for new roles

### Detailed description

<b>Target group</b>	Teachers (indirectly, changes influence framework for their professional development)
<b>Objectives</b>	Making CPD more meaningful for the purpose of ongoing improvement in teaching and learning and for career development for teachers.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Methodology</i> : development of accreditation framework for CPD provision</p> <p><i>Challenge</i>: establishing and maintaining an appropriate and effective balance between the needs of teachers, schools and the system as a whole.</p> <p>Risk management: the Council is a multi-stakeholder body based on a partnership model. It also has a strong track record of thorough consultation with all stakeholders, including those represented on Council, in the development of its policies and quality assurance frameworks.</p> <p><i>Outcomes</i>: CPD contributes to teachers' professional development and their qualifications, and ultimately to enhancing the quality of teaching and learning in schools.</p>
<b>Key factors</b>	<ul style="list-style-type: none"> <li>- Growing importance of CPD across three dimensions - personal needs, school needs and national priorities (numeracy, literacy, inclusion).</li> <li>- CPD can be realised in formal and informal setting.</li> <li>- CPD has to contribute to personal development to offer the best results.</li> </ul>
<b>Obstacles encountered</b>	Relative youth of organisation - only established in 2006; endeavouring to deliver on an ambitious and wide-ranging reform agenda in the teeth of the most serious crisis in the history of the State; impact on morale in the profession; ongoing communications challenges with the teachers, some of whom would be of the view that they always have been professionals, and resent the "imposition" of new conditions as they see it.

## 4. Changes in continuing professional development (CPD) provisions

### Lessons learned

- The challenge is to monitor CPD versus formal performance appraisal.
- Learning how many aspects of the reform agenda are making explicit what has been implicit for many years.
- Many teachers do CPD already for different reasons.
- The most significant change would be to require it (rather than have it as an option) for all teachers, as a condition for renewal of registration.

### Contacts and further information

**Web** [www.teachingcouncil.ie](http://www.teachingcouncil.ie)

**Contact(s):** Tomás Ó Ruairc, TC Director ([toruairc@teachingcouncil.ie](mailto:toruairc@teachingcouncil.ie))  
Carmel Kearns, Education Officer ([ckearns@teachingcouncil.ie](mailto:ckearns@teachingcouncil.ie))

**Personal account** *"For me CPD is one of the most exciting aspects of the Council's work as the professional standards body for teaching. It is arguably the holy grail of the professional journey of teachers. For it says that at the heart of excellent teachers will beat the heart of excellent learners".*

## 5. Teachers' Register

### Key data

<b>Service provider</b>	The Teaching Council
<b>Country</b>	Ireland
<b>Service</b>	Education
<b>Profile of the service provider</b>	The Teaching Council (TC) is the professional standards body for teaching in Ireland. It is the regulator of the teaching profession and promotes professional standards in teaching. It acts in the interest of the public good while upholding and enhancing the reputation and status of the teaching profession through fair and transparent regulation. It maintains a register of teachers and effectively provides a license to teach. TC was set up in 2006; it is a Partnership Council and has 37 members: among them primary and post-primary schools, teacher unions, parents, four management bodies (i.e. IVEA), and the Ministry of Education representatives and four colleges.
<b>Main characteristics</b>	Running register of qualified teachers to ensure appropriate professional standards.
<b>Key theme(s)</b>	Professionalisation of the profession

### Detailed description

<b>Target group</b>	Teachers
<b>Objectives</b>	To ensure that teachers have the required qualifications and update them on a regular basis. To ensure that only registered teachers are financed from public funds. To guarantee independence of teacher's professions and make qualifications visible.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Methodology:</i> Registering teachers and providing them with license to teach. Curricula of subjects are treated as reference points.</p> <p><i>Risk:</i> Some teachers do not see added value /purpose of registration with TC and general trust that the profession can regulate itself (a bottom-up approach).</p> <p><i>Risk minimising:</i> working with DES and management to see smooth implementation of section 30 on 1 November 2013 (compulsory registration). Pro-active communications work over the past few years to engage with the profession and demonstrate why a Council is needed in the Ireland of today.</p>
<b>Key factors</b>	<ul style="list-style-type: none"> <li>- Trust.</li> <li>- Ensuring that registration with TC brings added value.</li> <li>- Provision of appropriate professional supports.</li> <li>- Being able to offer solutions corresponding to reality.</li> <li>- Clarification of appropriate links with employers; and labour market.</li> </ul>
<b>Obstacles encountered</b>	<p><i>Present challenge:</i> requirement to register each teacher according to his/her field of expertise (main subject) versus employability (expecting that teachers are able to teach a few subjects) - at present a problematic area.</p> <p>TC is a relatively young body – some (especially experienced teachers) - question the rationale to register with them. TC still has work to do in this area.</p> <p>Difficulty to register teachers of further education - it is to be an obligation from November 2013 on.</p> <p>Decentralisation brings new, short-term pathways; boundaries between subjects are blurring - how to recognise principal subject for individual teachers?</p>

## 5. Teachers' Register

### Lessons learned

- It is crucial to design standards in cooperation with stakeholders
- Induction and probation for professional recognition is to be done at the school level
- TC role to collect 'bottom-level' experiences and translate them into general support framework.

### Contacts and further information

**Web** [www.teachingcouncil.ie](http://www.teachingcouncil.ie)

**Contact(s):** Tomás Ó Ruairc, TC Director ([toruairc@teachingcouncil.ie](mailto:toruairc@teachingcouncil.ie))  
Carmel Kearns, Education Officer ([ckearns@teachingcouncil.ie](mailto:ckearns@teachingcouncil.ie))

**Personal account** *"The register of teachers is a core part of the Council's mission in the public interest and on behalf of the profession. To teachers, it says that all teachers have had to meet robust standards in order to enter the most important profession in society. To the public, it says that you can continue to trust teachers".*

## 6. Revision of teaching curricula

### Key data

<b>Service provider</b>	The Dublin City University (DCU) / School of Education Studies
<b>Country</b>	Ireland
<b>Service</b>	Education
<b>Profile of the service provider</b>	<p>The School of Education Studies provides graduate and post graduate teacher education programmes. It also provides post graduate programmes, up to Doctorate level, to enhance the capacities of teachers and educational leaders.</p> <p>Students and staff are also engaged in research questions that train them and help them to broaden their conceptualisation of education and training. All of the programmes offered are rooted in a fundamental approach that views learning as a lifelong and core activity for all human beings.</p>
<b>Main characteristics</b>	The on-going revision of teacher education programmes to include new teaching methodologies, new modules (to cover the expanded remit of teachers – see below) and a wider range of delivery formats to accommodate the needs of a more diverse student population, the requirements of the Teaching Council and the evidence-based needs of learners in their schools and training centres.
<b>Key theme(s)</b>	Preparing for new roles

### Detailed description

<b>Target group</b>	<ul style="list-style-type: none"><li>- Everyone involved in designing, managing and delivering teacher education programmes in the School of Education Studies at DCU.</li><li>- Those undertaking teacher education programmes in the School of Education Studies – both now and in the future.</li></ul>
<b>Objectives</b>	<p>There is a need to reform teaching and learning in a way that will result in second level students acquiring the capacity to be willing and effective lifelong learners.</p> <p>The curricular focus in schools has moved away from the acquisition of knowledge to the acquisition of skills, competences and dispositions. Here, the work of the National Council for Curriculum and Assessment (NCCA) in revising Junior Cycle education is of particular relevance.</p> <p>The remit of teachers has been extended to include a more pastoral dimension and teachers need to be able to address issues such as mental health and well-being, bullying, child protection, special education needs, health and citizenship education, literacy and numeracy, etc. The 21st century teacher is no longer confined to teaching academic subjects and all teachers, irrespective of the subjects they teach, need to be able to use ICT effectively to support teaching and learning.</p> <p>The academic quality of those entering teaching in recent years has improved significantly. Also, those entering teacher training today have a broader view of what teaching entails than those that came before them; they see teaching as a more collaborative and student centred activity.</p> <p>The need to be able to undertake teacher training on part-time basis – through programmes provided outside of normal business hours.</p> <p>The need to focus teacher training programmes more in practice than in theory.</p>

## 6. Revision of teaching curricula

### Methods, methodology/design, outcomes and results achieved

The school of Education Studies, in the first instance, consulted with the Teaching Council to get clarity on the learning outcomes for graduate programmes of initial teacher education.

Subsequent to this consultation, there was significant consultation within the School of Education Studies on how the teacher education programme might be reformed to address the issues highlighted above – before a plan for reforming the programme was devised. This consultation has significantly enhanced the level of collaboration between those delivering the teacher education programmes; previously, each teacher educator tended to work in isolation.

In the course of devising a revised programme of teacher education, student teachers and some of the schools in which these students undertake their school placement were consulted informally about their need and this informal consultation is ongoing.

In the case of undergraduate programmes of teacher education, where the student is also in the process of obtaining a degree in one or more teaching subjects, the revised programme now focuses more on teaching methodology and on classroom practice than before.

The revised programme includes new modules on topics such as: e-learning, multicultural issues, entrepreneurship, teaching children with special needs, bullying/cyberbullying, student well-being, etc. The programme also promotes greater levels of teamwork among the student teachers, thus preparing them to work in a profession where teacher collaboration is going to be critical to improving learner outcomes.

*Outcomes:* The revised programmes of teacher education, both at graduate and undergraduate level are more responsive to the requirements of student teachers, second-level students and adult students in further education and training programmes, the Department of Education and Skills and the NCCA.

### Key factors

- Seeking feedback from multiple stakeholders.
- Ability to think 'outside the box'.
- Taking account of economic, social and technological change.

### Obstacles encountered

- Little experience in exploring links between the education system and the needs of the wider society.
- Lack of regular exchange with second-level schools. Communication only in case of problems.
- Lack of incentives for schools to cooperate with universities, i.e. to take student teachers for school placement.
- Competences of the 'good teacher' are difficult to define or measure. Also, there are difficulties in knowing how to provide student teachers with these competences. In any case, the whole matter of teacher competences is a contested area.
- Student teachers have become less patient; they want to immediately acquire the knowledge and skills that will make them good teachers. In this regard, they tend to be less interested in understanding the theory that underpins good teaching practice and, in the longer-term, this includes the risk to limit their professional development.
- Student teachers are often more familiar with ICT than those who deliver teacher education programmes.



## 6. Revision of teaching curricula

### Lessons learned

Schools of teacher education have begun to see themselves partnering with schools around the initial education of teachers; and there are opportunities for more cooperation and common initiatives. Indeed, the Irish Teaching Council is currently putting in place new models for both the placement of student teachers in schools and the induction of newly qualified teachers (NQTs) into the teaching profession. These models provide for the teaching profession taking significant responsibility for the development of student teachers and the induction of NQTs into the teaching profession.

### Contacts and further information

#### Web

[www.dcu.ie/education\\_studies/index.shtml](http://www.dcu.ie/education_studies/index.shtml)

#### Contact(s):

Dr Brendan Walsh ([Brendan.walsh@dcu.ie](mailto:Brendan.walsh@dcu.ie))

#### Personal account

*'For decades teacher education was quite static in Ireland. The universities and teacher training colleges did it the way it was always done and, though student teachers may not have found their teacher training meeting their needs as practitioners, they made the most of it and, once they became qualified teachers, they learned how to do it from more senior colleagues and/or drew on how they had been taught themselves – when they were second level students. In sense, it never really occurred to the colleges providing teacher training to engage with either the trainee teachers or the schools in which the trainee teachers undertook their teaching practice around what such programmes involved. It was very gratifying to note that, when the trainee teachers and the schools were consulted, though this consultation was informal, they were both willing and able to add significant value to the process.'*

#### Further information available:

The Irish Teaching Council in its publication '[Initial teacher Education: Criteria and Guidelines for Programme Providers](#)' has specified the learning outcomes for graduate programmes of initial teacher education.

## 7. National Clinical Programme for Epilepsy

### Key data

<b>Service provider</b>	NMPDU HSE-South East (SE), Kilcreene Hospital
<b>Country</b>	Ireland
<b>Service</b>	Health Care
<b>Profile of the service provider</b>	<p>The Health Service Executive (HSE) in Ireland provides health and social services to everyone living in Ireland. Its services are delivered to people of all ages, in hospitals, health facilities and in communities across country.</p> <p>The Nursing and Midwifery Planning Development Units (NMPDUs) are in place in the HSE's 4 Areas. The NMPDU South East is based in Kilcreene, Co Kilkenny and covers the areas of Tipperary, Waterford, Wexford, Carlow and Kilkenny. It has provided workforce planning support to the design and implementation of the national clinical programme for epilepsy.</p>
<b>Main characteristics</b>	<p>National Clinical Programme for Epilepsy aims to:</p> <ul style="list-style-type: none"> <li>- improve access to expert care and information,</li> <li>- improve the quality of care across the healthcare spectrum from prevention, through managed primary care to complex surgical care for difficult epilepsy,</li> <li>- improve value conscious care by shifting care where possible from expensive hospital based care to the community,</li> </ul> <p>through developing and expanding the role of epilepsy nurses into advanced practice.</p>
<b>Key theme(s)</b>	Professionalisation of the profession, improving VET

### Detailed description

<b>Target group</b>	Nurses trained to provide epilepsy care (Advance Nurse Practitioners, ANPs)
<b>Objectives</b>	Integrating epilepsy care in Ireland through advanced nurse practice which enables freeing up time of clinical consultants time. Appropriate training curriculum aims at providing students with the knowledge, competencies and skills required to develop advanced clinical knowledge and practice in the area of epilepsy.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Methodology:</i> A training curriculum was developed in collaboration with the Royal College of Surgeons in Ireland, Faculty of Nursing and Midwifery &amp; School Nursing: The MSc Nursing (Advanced Practice) (Epilepsy). It is the first advanced practice programme in epilepsy being run in Ireland. It is a module-based programme which offers flexibility to both students and health service employers and permits several entry pathways. Class contact, on-line Camtasia pre-recorded voice-over presentations and distance learning teaching methods are utilized. The clinical element (Clinical Practicum) is provided in the appropriate epilepsy care setting with clinical mentorship from a dedicated medical practitioner. The programme received accreditation and validation from An Bord Altranais and from the RCSI Degree Awarding Body and became operational in 2012. Programme duration is 2 calendar years. The ECTS Credit System (Level 9) and the National Framework of Qualifications (NFQ) are used to ensure 'readability' of the degree. A stand alone module in Epilepsy is also available for nurses seeking to gain additional information prior to taking the Master's programme in Advanced Practice in Epilepsy.</p>

## 7. National Clinical Programme for Epilepsy

*Competence assessment:* 'Epilepsy Nurse Competency Framework' is a detailed description of required levels of 10 key competencies for 3 functional levels (novice, competent and expert levels).

*Risks:* ensuring the academic module content and clinical assessments are of a high enough standard for advanced practice; Ensuring nurses to develop along the competency pathway and to feel comfortable, confident and competent in their expanded roles; assuring the multidisciplinary team and patient group that there is a standardized approach to role expansion so that service provision is seamless and not fragmented in any way.

*Risk minimising methods:* a standardised, quality assured appropriate training programme using diverse methods; senior clinician input, practical modules provided in a supportive, learning work environment; promoting the up-skilling and development of nurses into advanced Practice.

*Outcomes:* skilled, competent nurses who are able to develop extended, expanded roles and provide long-term, point of contact care for patients suffering with epilepsy. Frees up valuable clinical consultant time to deal with more acute cases. Shorter waiting and review times. The Programme has been awarded an international nursing award : Winners of the Care Challenge Award 'Nurse in the Limelight'.

### Key factors

- Offers a high level of knowledge and empowerment for nurses caring for patients/clients with a diagnosis of epilepsy.
- Provides patients and their families a named point of contact and their own 'epilepsy nurse'.
- Defines the national standards for quality in epilepsy care.
- Competency based training which allows for pre-defined, standardized documented assessments and personal development tracking.
- Inter-professional approach reflecting the current state of epilepsy care in practice.

### Obstacles encountered

- Recruitment of nurses into such a specialist role
- Arranging the upgrade of staff-nurse posts to advanced nurse practitioner posts.
- Influencing consultant colleagues to give up elements of their role to allow the advanced nursing roles to develop

### Lessons learned

- Extending and expanding the role of nurses can have a big impact in terms of access to services, quality of service and service user satisfaction.
- Involving the service users in Role design has proven to be useful from a competency development perspective.
- Ensuring that senior clinicians are involved in the education provision improves the quality of the programme and ensures that it is fit for purpose.

## 7. National Clinical Programme for Epilepsy

### Contacts and further information

<b>Web</b>	<a href="http://www.dcu.ie/education_studies/index.shtml">www.dcu.ie/education_studies/index.shtml</a>
<b>Contact(s):</b>	Mark White, Interim Director (Mark.White@hse.ie)
<b>Personal account</b>	<i>“For me the most surprising element of the initiative has been the impact that having a named nurse at the point of contact has made for people who suffer with epilepsy. The frustrations of waiting weeks for appointments have disappeared overnight as patients and their families make email or phone contact with the advanced nurse practitioners who have geographical responsibility for their care”.</i>
<b>Further information available:</b>	It is important to disseminate information about successes of the program to a wider public in an innovative way (see for example video: <a href="http://www.youtube.com/watch?v=s6Bd8f7CKe8#action=share">http://www.youtube.com/watch?v=s6Bd8f7CKe8#action=share</a> ).

## 8. Encouraging University Degrees

### Key data

<b>Service provider</b>	NMPDU HSE-South East (SE), Kilcreene Hospital
<b>Country</b>	Ireland
<b>Service</b>	Health Care
<b>Profile of the service provider</b>	<p>The Health Service Executive (HSE) in Ireland provides health and social services to everyone living in Ireland. Its services are delivered to people of all ages, in hospitals, health facilities and in communities across country.</p> <p>The Nursing and Midwifery Planning Development Units (NMPDUs) are in place in the HSE's 4 Areas. The NMPDU South East is based in Kilcreene, Co Kilkenny and covers the areas of Tipperary, Waterford, Wexford, Carlow and Kilkenny. It is responsible for promoting and sponsoring the post-graduate training of nurses &amp; midwives, designing and delivery of Continuing Professional Development programmes (CPD) and the support of professional competence through updates and training.</p>
<b>Main characteristics</b>	Promoting Post-graduate education among nurses (level 8& 9) to facilitate them taking up more advanced roles and extending the range of care provision.
<b>Key theme(s)</b>	Professionalisation of the profession, improving VET

### Detailed description

<b>Target group</b>	General and specialised nurses
<b>Objectives</b>	To equip nurses with the skills and competencies they need to provide quality, evidence-based, acute and non-acute care; to provide them with the capacity and capability to perform a wider range of diversified tasks usually related to other skilled professionals and have a broader knowledge of the diverse skills portfolio they require.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Methodology:</i> between 2001 and 2007 a grant scheme was introduced for experienced, traditionally trained nurses to get a post-graduate primary degree. Sponsored nurses got 100% of fees paid and release from work to re-engage them in academic education and assist them to obtain level 8 post-graduate degrees. Since 2008 the sponsorships now focuses on level 9 post-grad diplomas and Masters degrees; programs were both for general and specialised nurses. The grant scheme now covers the 1st year (the post-grad diploma) with 100%- fees paid and release from work, and 50%- fees and release in the 2nd year (the Master's degree) and equates to 75% overall sponsorship over the two years of a master's degree). Nurses who are recruited into Candidate Advanced Nurse Practitioner posts are sponsored and paid 100%-salary for the 2 year duration of their Master degree. The scheme is reviewed annually to ensure that other service and role development initiatives are included (e.g. Radiation prescribing initiative). At present there is a 'post-graduate facilitator' - liaison between university and hospitals – who ensures that subjects learnt at the college are meaningful and appropriate to practice and are transferable; the facilitator liaises with supervisors/peers and involves the team to identify the clinical competencies and behavioural indicators required in each specialist clinical area; there are up to 20 students per facilitator; facilitators are regionally-based.</p>

## 8. Encouraging University Degrees

**Risks:** Apathy among staff who see no financial or promotional benefit in getting post-graduate diploma or Masters degrees; lack of incentives system to expand or extend ones role or practice, large numbers of university-based learning, and too few with hands-on practical experience.

**Risk minimising:** Continuing to appoint 'post-graduate' facilitator who assures that university-based learning is fit for purpose in the clinical environment; drafting individual 'Competency documents' specific to each clinical environment that assure safety and competence while performing different tasks in each environment; ensuring that more work-based, practical experiences are included in educational academic curricula.

**Outcomes:** more nurses with post-graduate qualifications that are appropriate to their clinical working environment, an improved interest in career development pathways and role expansion or up-skilling, right people with the right competencies in the right team and place of work

### Key factors

- Promoting post-graduate education and development among nurses.
- Designing professional growth, development and career pathways

### Obstacles encountered

- Some nurses are reluctant to engage in post-graduate education and role development as they do not see any advantages coming from their employer who will not necessarily recompense them for extending or expanding their practice or changing from what they have been traditionally trained to do.
- Some tasks are performed outside hospitals, i.e. at patient's homes or a hands-on physical or psychological intervention and require appropriate aptitudes that cannot be taught in university-environment.
- Role modelling and hands-on mentoring is only possible in the work environment.

### Lessons learned

- Nurses aged 45+ (approx. 15%-20%) tend to rely on 'on- the- job' professional training and development, and not on official academic degrees. It is important to design for them short-term training courses that lead to academic accreditation.
- Learning should be predominantly practice-based as there are some important capabilities/aptitudes that cannot be academically taught, i.e. compassion, empathy.
- Competency development and assessment should be practice-based : according to the principle 'learn at school and demonstrate in a real setting'.
- Need for a governance framework that encourages responsible delegation and multitasking ('a delegated scope of responsibility', 'list of appropriate tasks') is needed.

### Contacts and further information

#### Contact(s):

Mark White, Interim Director (Mark.White@hse.ie)

Jenny Cunningham, Post-grad facilitator (Jenny.Cunningham@hse.ie)

#### Personal account

*"For me the most useful innovation has been the competency mapping that is involved for each clinical environment that hosts a post-graduate learner. This competency identification exercise really encourages each environment to think about the work they do and at what level. It also articulates to the learner what skills/behaviours need to be achieved and sustained in order to maintain competence. The other useful outcome of this innovation is the project work or the improvement initiatives that arise as part of post-graduate study. All learners are encouraged to choose a work-based project or improvement initiative as part of their dissertation. The services have benefited hugely from these projects/innovations".*

## 9. Learning Companies Register

### Key data

<b>Service provider</b>	SBB, the Foundation of Vocational Education and Labour Market
<b>Country</b>	The Netherlands
<b>Service</b>	Education
<b>Profile of the service provider</b>	SBB is the place where employers and VET providers meet. On the board these two parties are equally represented. The VET providers are represented by the MBO Raad (member of EFEE). SBB is in charge of three topics: qualifications, work placements and efficiency.
<b>Main characteristics</b>	Running register of Learning Companies (approx. 220 000 companies registered).
<b>Key theme(s)</b>	Work-based learning, improving VET

### Detailed description

<b>Target group</b>	Companies that provide training and want to be recognised for good quality vocational training
<b>Objectives</b>	Define training standards and requirements for companies registered as 'Learning Companies'.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Methodology:</i> defining training standards for companies registered as 'Learning Companies'.</p> <p><i>Risk:</i> difficult to enforce – ensure that training standards are maintained and mentors are prepared to fulfil their roles; reduced interest of companies during economic crisis - they cannot employ apprentices after the programme is completed.</p> <p><i>Risk-minimising methods:</i> introducing various initiatives to ensure quality of mentors; companies are interested in engaging apprentices even during economic crisis as this is the best way to select and train their own (future) staff; a 'tripartite contract signed by students and employer ensures quality of education.</p> <p><i>Outcomes:</i> more companies involved in providing apprentice schemes; transparent register open to all interested companies.</p>
<b>Key factors</b>	<ul style="list-style-type: none"> <li>- Companies want to be 'Learning Company' as it facilitates good quality recruitment: 60-70% of apprentices are employed.</li> </ul>
<b>Obstacles encountered</b>	<ul style="list-style-type: none"> <li>- In times of recession it is difficult to find a sufficient number of companies who want to organize apprenticeship schemes.</li> </ul>
<b>Lessons learned</b>	<ul style="list-style-type: none"> <li>- It is important to ensure that companies have tax advantage incentives to become Learning Company.</li> </ul>

### Contacts and further information

<b>Contact(s):</b>	Manfred Polzin, Senior Policy Advisor International Affairs, Sectoral VET Platforms and International Affairs (m.polzin@mboraad.nl)
<b>Personal account</b>	<i>"The triangle student-school-company needs to maintain good communication lines. The tax advantage is important for the companies."</i>

## 10. Shifting from work-based to school-based education

### Key data

<b>Service provider</b>	VET college in the North of the Netherlands, member of MBO Raad
<b>Country</b>	The Netherlands
<b>Service</b>	Education / Social care
<b>Profile of the service provider</b>	It is a regular VET college in the northern part of the Netherlands
<b>Main characteristics</b>	A work-based VET program in social care (assistant nursery) – based on the apprenticeship system, where students were employed by the social care provider. Employment contracts were prematurely terminated, because the institution was dismantled. The VET school changed students' contracts from a work based contract (BBL in Dutch) into a school based contract (BOL in Dutch), so that the students were able to finish their training and eventually obtain the same diploma as students following unchanged course.
<b>Key theme(s)</b>	Improving VET, work-based learning, professionalisation

### Detailed description

<b>Target group</b>	Nursery students in the Groningen area (200-300 individuals)
<b>Objectives</b>	To lower the burden of organising education in economically difficult times for a care institution that was dismantled; students started as 'work-based students', but finished as 'school-based students'.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Methodology:</i> work-based education means 4 days at workplace and 1 day at school; school-based education means mainly school-based programme with additional work experience. Curricula are flexible enough to be changed if needed.</p> <p><i>Risk:</i> graduates have less work experience; students who initially opted for work-based education may feel disappointed as the number of practice hours is reduced.</p> <p><i>Risk-minimising methods:</i> striking the right balance between practice and theory.</p> <p><i>Outcomes:</i> possibility to continue vocational education despite changed external conditions.</p>
<b>Key factors</b>	<ul style="list-style-type: none"> <li>- Flexibility of curricula.</li> <li>- Good cooperation between school and company.</li> <li>- Work based learning is interesting because the students finishing their studies are equipped with skills to start the job.</li> <li>- Employers use apprenticeship system as a recruitment tool.</li> </ul>
<b>Obstacles encountered</b>	Contracts with students had to be changed.
<b>Lessons learned</b>	<ul style="list-style-type: none"> <li>- Economic situation changes so rapidly that it is necessary to ensure a certain degree of flexibility in curricula content and design.</li> <li>- Flexibility is also important because the needs of students can change with age, i.e. for a 16- 18 year olds it might be better to start in the school based system, and then continue in the work based system.</li> </ul>



## 10. Shifting from work-based to school-based education

### Contacts and further information

**Web** [www.mboraad.nl](http://www.mboraad.nl)

**Contact(s):** Manfred Polzin, Senior Policy Advisor International Affairs, Sectoral VET Platforms and International Affairs (m.polzin@mboraad.nl)

**Personal account** *“Work based learning (dual system) is a very good and sustainable system as it is the closest to the requirements of the labour market. It has however the risk to exclude certain groups, certainly in difficult economic times. For this reason the combination of both systems that function like communicating barrels is a flexible, yet stable system that can respond to changing circumstances.”*

## 11. Cooperation between 2<sup>nd</sup> and 3<sup>rd</sup> level education

### Key data

<b>Service provider</b>	MBO Raad in cooperation with almost all upper secondary VET institutions and the Universities of Applied Sciences
<b>Country</b>	The Netherlands
<b>Service</b>	Education
<b>Profile of the service provider</b>	Regular upper secondary VET school
<b>Main characteristics</b>	Ensuring 'seamless VET pathways' ('uninterrupted training pathways'). Sometimes also referred as 'Royal learning pathways' (education within the same profession) and or 'Learning Career'.
<b>Key theme(s)</b>	Professionalisation of the 'profession', improving VET

### Detailed description

<b>Target group</b>	2nd level VET students who wish to continue education at the 3rd level VET institution
<b>Objectives</b>	Facilitate continuing education at the tertiary level by eliminating overlapping subjects, granting quality assurance and making learning pathways more attractive.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Methodology:</i> close cooperation between 2nd and 3rd level education institutions; designing individual 'learning pathways'.</p> <p><i>Risk:</i> designing individual learning pathways requires more time than in case of a regular VET curriculum - it requires comparing the curricula (or learning outcomes and achieved competences) of both levels and eliminating overlaps.</p> <p><i>Risk-minimising methods:</i> monitoring education quality on both levels.</p> <p><i>Outcomes:</i> more VET graduates are likely to continue education at the tertiary level. Students at the tertiary level with a VET background have practical and theoretical knowledge and experience concerning their profession.</p>
<b>Key factors</b>	<ul style="list-style-type: none"> <li>- Making vocational training more attractive: choosing VET school does not 'close doors' to tertiary education or does not extend time requested to obtain tertiary level education. Employers probably prefer those with a VET background.</li> </ul>
<b>Obstacles encountered</b>	<ul style="list-style-type: none"> <li>- Taking up certain programmes (i.e. teacher training) might be difficult for VET students because a lot of general theoretical knowledge is required. However, other programmes might fit better if taken up after graduation from VET College, i.e. the technical subjects.</li> </ul>
<b>Lessons learned</b>	<ul style="list-style-type: none"> <li>- It increases the attractiveness of VET: VET is perceived as another pathway to excellence.</li> <li>- Even more attractive in the context of the knowledge economy and the need to innovate – future employees have higher skills.</li> </ul>

## 11. Cooperation between 2<sup>nd</sup> and 3<sup>rd</sup> level education

### Contacts and further information

**Contact(s):** Manfred Polzin, Senior Policy Advisor International Affairs, Sectoral VET Platforms and International Affairs ([m.polzin@mboraad.nl](mailto:m.polzin@mboraad.nl)), member of EFEE

**Personal account** *"I have seen students on the Tertiary level with a VET background , i.e. in the technical sectors and in health and care programmes, who were not considered to be academic, but who proved to be very good students because they were motivated and they had a profound practical knowledge and experience".*

## 12. Catalyst Briefing

### Key data

<b>Service provider</b>	Transport for London (TfL)
<b>Country</b>	United Kingdom
<b>Service</b>	Public Transport
<b>Profile of the service provider</b>	Transport for London (TfL) is responsible for the planning, delivery and day-to-day operation of the Capital's public transport system. Its role is to implement the Mayor's Transport Strategy and manage services across London, for which the Mayor has ultimate responsibility. TfL manages London's buses, London Underground (LU), the Docklands Light Railway (DLR), London Overground and London Tramlink. It also runs London River Services (LRS), Victoria Coach Station (VCS), the Emirates Air Line and London Transport Museum. Every day, around 24 million journeys are made on the TfL network. As well as running London's Congestion Charging scheme, it manages a 580km network of main roads, all of the city's 6,000 traffic lights, regulates taxis and the private hire trade, and runs Barclays Cycle Hire. It also works to improve road safety and encourage people to make sustainable travel choices.
<b>Main characteristics</b>	Involving speakers from different businesses and industry experts
<b>Key theme(s)</b>	Continuous learning, internal training

### Detailed description

<b>Target group</b>	Initially TfL directors, but recently also opened to other senior managers (participation by nomination); will be open to more staff categories in the future.
<b>Objectives</b>	To introduce to staff other perspectives on topics such as customer service, engagement, reliability in providing services etc., but also to improve viability by 30% across operation framework.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Design:</i> presentations by recognised individuals/authorities in given areas; one meeting every 6 weeks.</p> <p><i>Risk:</i> fear that the chosen topics are not of interest; speakers do not convey the message TfL wants conveyed. Also fear of low/lack of attendance as daily job may interfere.</p> <p><i>Risk-minimising:</i> prior to organizing briefings researching who is the expert in the field, who is popular and will be attractive for the audience. Making sure that people can attend by monitoring their daily plans (i.e. electronic diaries) and choosing dates and times when most people are available.</p> <p><i>Outcomes:</i> triggered demand for other initiatives such as supporting High Potentials or better system for monitoring employee development programme.</p>
<b>Key factors</b>	Interesting speakers and appropriate choice of topics.
<b>Obstacles encountered</b>	Important to utilise the contacts of Directors as we were unable to pay expensive speaker fees. This added extra time to the programme set up.
<b>Lessons learned</b>	The importance of briefing speakers in advance and sharing TfL's strategy with them. Sending a compelling reminder in the days running up to the briefing to ensure attendance was not competing with imminent operational priorities.

## 12. Catalyst Briefing

### Contacts and further information

#### Web

**Contact(s):** Gordon MacGregor, Organisational Capability Manager  
(gordonmacgregor@tfl.gov.uk)  
Leonie Saywell, Organisational Capability Manager (LeonieSaywell@tfl.gov.uk)

**Personal account** *“Personal contacts have yielded some extremely high profile speakers (e.g. the CEO of John Lewis Partnerships, Charlie Mayfield). Although we only intended to offer these for 9 months their success has meant that our Directors are keen to carry on. A key learning for us has been that the most well attended briefings have been the breakfast sessions.”*

## 13. University Technical Colleges

### Key data

<b>Service provider</b>	Transport for London (TfL) in cooperation with Greenwich University College
<b>Country</b>	United Kingdom
<b>Service</b>	Public Transport
<b>Profile of the service provider</b>	Transport for London (TfL) is responsible for the planning, delivery and day-to-day operation of the Capital's public transport system. Its role is to implement the Mayor's Transport Strategy and manage services across London, for which the Mayor has ultimate responsibility. TfL manages London's buses, London Underground (LU), the Docklands Light Railway (DLR), London Overground and London Tramlink. It also runs London River Services (LRS), Victoria Coach Station (VCS), the Emirates Air Line and London Transport Museum. Every day, around 24 million journeys are made on the TfL network. As well as running London's Congestion Charging scheme, it manages a 580km network of main roads, all of the city's 6,000 traffic lights, regulates taxis and the private hire trade, and runs Barclays Cycle Hire. It also works to improve road safety and encourage people to make sustainable travel choices.
<b>Main characteristics</b>	Co-sponsoring a new college which gives students the opportunity to specialise in construction and engineering.
<b>Key theme(s)</b>	Providing new possibilities for technically focused education for both non-academic and academic types of students; better matching education with labour market needs

### Detailed description

<b>Target group</b>	The UTC students aged 14-19; provides a technically focused education for students of all abilities whether their capability is academic or non-academic. The goal is to enable the young people to secure an apprenticeship, work or a place at university after their time at the UTC.
<b>Objectives</b>	Integrated learning for both 'non-academic' and 'academic' types of students. Education process aimed at providing answer to the question: " <i>Why I need to know what I am learning at the very moment</i> ".
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><b>Methodology:</b> 'integrated' learning - maximum number of subjects learnt via 'employer's project'. Example: project on new river crossing. Students learn physics and mathematics while designing a new bridge, practice German during a meeting with the group of German engineers who constructed a similar bridge, and learn English while drafting a press release for a local newspaper about the planned investment.</p> <p><b>Risks:</b> UTCs are now developing very intensively, by 2014 there should be more than 30 in existence and they have been strongly embraced by University and Company sponsors. However, there will need to be a strategic approach in the longer term to ensure</p> <ul style="list-style-type: none"> <li>- that the necessary number of STEM (science, technology, engineering, and maths) teachers can be recruited,</li> <li>- that the right industries are targeted to sponsor UTCs to ensure that the supply of students matches the jobs and skills required by industry</li> </ul>

## 13. University Technical Colleges

Therefore, there is further engagement between Sector Skills organisations in the UK, relevant industry organisations (NSARE for rail industry) and the Baker Dearing Trust, Department for Education and Government.

*Outcomes:* Royal Greenwich UTC provides opportunities in engineering and construction and associated disciplines to young people in south-east London; revitalise Woolwich.

This initiative transforms education in the UK, makes it more labour-market related and provides students with hands-on experience. At present there are 15 UTCs, and their number is growing: in 2014 there are to be 30 UTCs, and up to 50 are in a pipeline.

### Key factors

- Cooperation between employers and schools in defining the curriculum.
- Teaching young people the way that labour market requires.
- Employers such as TfL have influence on how the curriculum is delivered, and contribute with expertise, not money.

### Lessons learned

- Employers' projects' are extremely useful and facilitate effective education to work transition

### Contacts and further information

**Contact(s):** James Lloyd, Resourcing Manager – Skills & Workforce Continuity

**Personal account** *"For me the most inspiring thing about the project is the level of support and enthusiasm for the UTC from prospective pupils and parents as well as from employers keen to support the Royal Greenwich UTC. It is seen by TfL leaders and employees as a key initiative to allow us to keep innovating and supporting London as a world leading city."*

**Further information available:** The UTC Greenwich on the web: <http://greenwichutc.com>

## 14. Responsible procurement fostering apprenticeship and skills development

### Key data

<b>Service provider</b>	Transport for London
<b>Country</b>	United Kingdom
<b>Service</b>	Public Transport
<b>Profile of the service provider</b>	Transport for London (TfL) is responsible for the planning, delivery and day-to-day operation of the Capital's public transport system. Its role is to implement the Mayor's Transport Strategy and manage services across London, for which the Mayor has ultimate responsibility. TfL manages London's buses, London Underground (LU), the Docklands Light Railway (DLR), London Overground and London Tramlink. It also runs London River Services (LRS), Victoria Coach Station (VCS), the Emirates Air Line and London Transport Museum. Every day, around 24 million journeys are made on the TfL network. As well as running London's Congestion Charging scheme, it manages a 580km network of main roads, all of the city's 6,000 traffic lights, regulates taxis and the private hire trade, and runs Barclays Cycle Hire. It also works to improve road safety and encourage people to make sustainable travel choices.
<b>Main characteristics</b>	TfL's Responsible Procurement Policy seeks to incorporate provisions into their contracts and, where appropriate, to offer training and employment opportunities for London's communities. As a result an innovative procurement approach has been developed, that encourages delivery of a skilled and competent workforce for TfL suppliers which in turn maximises apprenticeship and employment opportunities.
<b>Key theme(s)</b>	Fostering apprenticeship and skills development

### Detailed description

<b>Target group</b>	Employees of Transport for London suppliers
<b>Objectives</b>	Increase the number of apprenticeships and support training and skills development in supplying companies.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>"Our ability to forward a plan with our commercial teams against our procurement pipelines has enabled us to effectively align our future demand requirements with Government funding and support agencies such as the National Apprenticeship Service (NAS) and the Skills Funding Agency, maximising the benefits for all.</i></p> <p><i>SLNT is incorporated into the tender evaluation and suppliers are encouraged to provide skills and employment plans as part of their bid. For each £1 million of spend for service or consultancy contracts, or £3 million spend for construction/manufacturing contracts, the supplier will provide one apprenticeship or equivalent.</i></p> <p><i>SLNT also forms a key part of our contract management activities and the procurement approach is also supported by a brokerage team, the Supplier Skills Team (SST) that is co funded by the Greater London Authority.</i></p> <p><i>The SST proactively links TfL suppliers post contract award into apprenticeship, employment and skills funding programmes. The SST will also provide ongoing support to the Commercial Teams as part of the contract management process."</i></p> <p>As a result of this procurement approach the delivery of a skilled and competent workforce for TfL suppliers has been encouraged. This in turn maximises apprenticeship and employment opportunities ensuring that local communities and those most disadvantaged benefit from the TfL work. Through this combined approach, over 3,100 apprentices have been trained in TfL's supply chain activity since 2009.</p>



## 14. Responsible procurement fostering apprenticeship and skills development

### Contacts and further information

**Web** [www.tfl.gov.uk](http://www.tfl.gov.uk)

**Contact(s):** Andrea Fozard – Supplier Skills Project Manager

**Further information available:** Booklet on Responsible Procurement Policies at London Transport and other public services providers, published by the Mayor of London (2012):  
<http://www.london.gov.uk/sites/default/files/delivering-responsible-procurement.pdf>

## 15. Improving the attractiveness of apprenticeships and workplace learning

### Key data

<b>Service provider</b>	NHS Employers
<b>Country</b>	United Kingdom
<b>Service</b>	Health Care
<b>Profile of the service provider</b>	NHS Employers organisation is an organisation of employers in the NHS and part of the NHS confederation. NHS Employers organisation works with employers in the NHS to represent their views and act on their behalf in the following priority areas: representing employers in negotiations on pay and terms of working conditions, represent employers on the NHS pension scheme, provide practical expertise and advice on issues such as recruitment and workforce planning, health, safety and wellbeing at work and employment policy as well as coping with change.
<b>Main characteristics</b>	In order to support the attractiveness of apprenticeships within the context of the UK apprenticeship agenda the NHS Employers organisation has established a skills team that cooperates with organisations such as the Cabinet Office, Department of Health, Department for Work and Pensions, Jobcentre Plus, the National Apprenticeship Service and Skills for Health (national sector skills council for healthcare). Based on this, the number of apprenticeships in the NHS has grown significantly in recent years from 1,300 a year in 2008/09 to over 8,100 in 2011/12.
<b>Key theme(s)</b>	Initial and continuing training and professional development; learning skills

### Detailed description

<b>Target group</b>	Young people, NHS employers and workers
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Making young people aware of the range of NHS jobs and providing information for those with a particular interest in working with the NHS</li> <li>- Increasing the attractiveness and participation in workplace learning</li> </ul>
<b>Methods, methodology/design, outcomes and results achieved</b>	<p>NHS employers are carrying out a number of activities in order to improve the attractiveness of apprenticeship at the NHS (e.g. apprenticeship week, apprentice networking, publishing, campaigns, visits at schools, web pages, etc.). Apart from that, NHS employers are carrying out activities to increase the awareness amongst workers and employers about training opportunities. Two examples of best practice:</p> <p><i>"E mentoring pilot"</i>: NHS employers supports the "Brightside" education charity which runs a mentoring web provision for young people to develop awareness of and support access to roles and job opportunities in the NHS. This project also supports the work of initiatives such as "Pathways to Employment" and "NHS Careers". The concrete objective of the pilot is to make young people aware of the range of NHS jobs and provide mentoring support for those with a particular interest in working across the range of NHS roles.</p> <p><i>"Workplace learning campaign"</i>: In order to increase the awareness of workplace learning and continuous professional development for all NHS staff, NHS employers and unions have initiated this campaign which is carried out by the Social Partnership Forum. The campaign should raise awareness and encourage learning skills development for all NHS employees, including those who may well not be receiving many opportunities currently.</p> <p><i>Concrete objectives are:</i></p> <ul style="list-style-type: none"> <li>- Increase the extent to which chief executives and board members support the development of NHS staff at all qualification levels;</li> </ul>

## 15. Improving the attractiveness of apprenticeships and workplace learning

	<ul style="list-style-type: none"> <li>- Increase the amount of work based learning including training undertaken by NHS staff at all qualification levels</li> <li>- Increase the number of NHS staff who agree that the work based learning/continuous professional development they have undertaken has a positive impact on the quality of their work</li> </ul>
<b>Key factors</b>	<ul style="list-style-type: none"> <li>- Learning and training and employers' investments should be regarded as a business case</li> <li>- Employers should routinely consider the option to employ an apprentice when recruiting and apprentices need to be integrated into workforce planning, education and training plans</li> <li>- In order to attract young people for roles in the NHS campaigns should concentrate on information, awareness raising and providing practical and innovative support and advice (e.g. e-mentoring)</li> </ul>
<b>Obstacles encountered</b>	<ul style="list-style-type: none"> <li>- Lack of awareness amongst young people regarding opportunities and work roles at the NHS</li> <li>- Lack of awareness amongst employers as well as employees and young people regarding available learning opportunities, the positive effect of learning on individual careers, quality of work as well as the quality of patient care.</li> </ul>
<b>Lessons learned</b>	<ul style="list-style-type: none"> <li>- Practice and campaigns have to take into account the specific skills attitudes and motivation of young people</li> <li>- Workplace learning and continuous training activities should reflect and take into account the diversity of the workforce</li> <li>- Opportunities for progression/career development for those who successfully complete their apprenticeship or continuous training should be actively promoted</li> </ul>

### Contacts and further information

<b>Web</b>	<a href="http://www.nhsemployers.org">www.nhsemployers.org</a> <a href="http://www.socialpartnershipforum.org">www.socialpartnershipforum.org</a> (Workplace Learning Campaign) <a href="http://www.thebrightsidetrust.org">www.thebrightsidetrust.org</a> (E mentoring project)
<b>Contact(s):</b>	Elizabeth.eddy@nhsemployers.org lisa.atkin@nhsemployers.org
<b>Personal account</b>	<i>"There is a clear business case for encouraging workplace learning. Investing in your workforce supports long-term productivity and contributes towards better patient care. There is evidence to demonstrate that when staff receive good quality appraisal, learning and skills training, and are properly equipped to undertake their job role, this impacts positively on the patient experience and the quality of health outcomes."</i> (www.socialpartnershipforum.org)
<b>Further information available:</b>	<a href="http://www.socialpartnershipforum.org/learning-for-life/Pages/LearningforLife-Worklearningcampaign.aspx">www.socialpartnershipforum.org/learning-for-life/Pages/LearningforLife-Worklearningcampaign.aspx</a>

## 16. Pre-employment Programme NHS North West

### Key data

<b>Service provider</b>	NHS / Health Education North West
<b>Country</b>	United Kingdom
<b>Service</b>	Health Care
<b>Profile of the service provider</b>	Health Education North West is a Local Education and Training Board (LETB) and part of Health Education England. It will be the forum for providers and professionals to work collectively to improve the quality of education and training outcomes within the local area, and to meet the needs of service providers, patients and the public. Health Education North West runs the Skills for Health Academy North West that supports local people who want to work in healthcare.
<b>Main characteristics</b>	<p>Health Education North West under a contract held with <i>Skills for Health</i>, and delivered by <i>Skills for Health Academy North West (Academy)</i>, support the progression of 200+ participants per annum, all of whom are on working age benefits. Pre-employment Programmes being aimed at supporting individuals to attain the skills, values and capacity required in order to secure employment. Whilst predominantly employment outcomes are aimed at supporting recruitment in the Health and Social Care sector, employment in other sectors and progression onto further learning are also viewed as successful outcomes given the link between deprivation and health.</p> <p>The pre-Employment activity in the North West is now in its 10th year and has demonstrated year on year success in relation to outcomes, delivery models and funding support. All programmes are run in partnership with JobCentre Plus, the sector itself and training providers. Health Education North West funds the Academy team and all work ready requirements for participants.</p>
<b>Key theme</b>	Pre-employment skills and competence development

### Detailed description

<b>Target group</b>	Unemployed people from local communities
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Pre-employment programmes are designed to help people from local communities who are currently unemployed to return to sustained employment.</li> <li>- In addition, the programmes help employers to meet the workforce requirements of the health sector and have the potential to fill skills' shortages.</li> </ul>
<b>Methods, methodology/design, outcomes and results achieved</b>	<p>The pre-employment programme has two distinct phases:</p> <ul style="list-style-type: none"> <li>- A first phase involving a 14 weeks programme, supported by the pre-employment team at the Health Academy</li> <li>- A second phase of 6 months post programme support, supported by the "Employment Progression Team" at the Academy</li> </ul> <p>The 14 week Programme includes the nomination of participants for the programme by JobCentre Plus, the recruitment and selection of participants; sector-specific training (4 weeks) provided by both external training providers and Academy staff. Following the completion of the training, participants undertake 10 weeks of work placement within the NHS, during which regular reviews are undertaken.</p> <p>All recruitment/risk assessment/work ready assessments and placement reviews are managed by Academy staff working in partnership with those supporting the programmes.</p>

## 16. Pre-employment Programme NHS North West

At week 10 of the 14 week programme all participants are referred to the Employment Progression Programme where they receive 6 months dedicated post programme support. This support includes help with CV preparation, completion of applications, workshops on interview technique and supported job search.

*Outcomes* (April 2012 – March 2013): nearly 240 participants were recruited to the programme; the retention rate was 89% and 82% completed successfully the progression employment stage.

### Key factors

- Employment programmes depend on funding, in-kind inputs (such as time) and referrals from a number of partners (e.g. the Skills Academy for Health North West, Job Centre Plus (JCP), training providers such as colleges, local authorities and Local Employment Partnerships, NHS and social care employers)
- Unemployed participants rely on clear information, advice and guidance at all stages of the engagement and recruitment process
- The programmes do not proscribe a specific exit route. Some participants continue in employment with their placement provider (on temporary contracts or new jobs); others move into job search; further education or training is also considered as a positive outcome for some funders; and they may move into the NHS or other employers (e.g. nursing homes, home care).
- All the delivery models provide varying degrees of personalised support after the end of placement, from follow-up telephone calls, to face to face help (motivation or practical support) in applying for jobs and preparing for interviews

### Obstacles encountered

### Lessons learned

Crucial aspects for a successful implementation of pre-employment skills development programmes are:

- Adopting an integrated organisational approach and developing partnerships
- Effective programme planning and preparation
- Achieving a high quality programme delivery that includes active support of participants and identifying impacts on quality and productivity in order to adjust the programme continuously

### Contacts and further information

#### Contact(s):

Skills for Health Academy North West / Head of programmes  
Judith.mcgregor@skillsforhealth.org.uk

#### Further information available:

*"Pre-Employment Best Practice in the Health Sector - A Framework for Employers"*, published by Skills for Health, UK.

## 17. Integrated People Management

### Key data

<b>Service provider</b>	Carris & Metro Lisbon
<b>Country</b>	Portugal
<b>Service</b>	Public Transport
<b>Profile of the service provider</b>	Carris, Companhia Carris de Ferro de Lisboa, SA, is a public transport company, it is state-owned, with a 140- year history. Carris is closely linked to the development of the city of Lisbon, to meet passengers' transport needs. In 2012 it provided transport to more than 200 million passengers.
<b>Main characteristics</b>	People Management based on competencies and objectives and a culture of merit, competencies and talent.
<b>Key theme(s)</b>	Professionalisation, preparing for new roles, internal training

### Detailed description

<b>Target group</b>	All workers
<b>Objectives</b>	To ensure that people have the right combination of organisational, technical (specific) and behavioural (relational) competences and perform well in their roles.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p>Method: performance management is based on management by competencies and management by objectives and contributes to organisational and human capital development and changes in organisational culture.</p> <p>Risks: difficulty to change company culture and employees' attitude from performance appraisal to performance management. Apathy among staff who see no financial or promotional benefit in exchange for development. The list of key competencies (63) may be too long (Note: this is not shared by the HR staff of Carris - experts' idea).</p> <p>Risk-minimising : choosing specific key competences set for each position from the extensive list of 63 competences; organizing workshops and seminars to introduce all employees to the idea of performance management; organising leadership training for performance managers.</p> <p>Outcomes: Individual Development Plans (IDPs) are drafted which help in improving performance and results.</p>
<b>Key factors</b>	Key competences are based on competences important in operations; later they are transferred to corporate level. Continuing management and on-going alternations. Employees' potential is taken into consideration. Performance Management contributes to internal mobility and succession planning.
<b>Obstacles encountered</b>	Preparing middle level managers to manage their people according to the model; need to transform managers into leaders; changing company culture and continuing development of performance managers.
<b>Lessons learned</b>	To perform better, employees need to be involved in performance management process and receive on-going feedback.

## 17. Integrated People Management

### Contacts and further information

**Contact(s):** Ana Maria Lopes, HR Director (ana.maria.lopes@carris.pt)  
Andre Simões, HR Specialist (andre.simoes@carris.pt)

**Personal account** *“This kind of model allows the HR department to be closer to all employees and performance managers and to play a more dynamic role in all areas of the company”.*

## 18. Induction training for new hires

### Key data

<b>Service provider</b>	Carris
<b>Country</b>	Portugal
<b>Service</b>	Public Transport
<b>Profile of the service provider</b>	Carris, Companhia Carris de Ferro de Lisboa, SA, is a public transport company, it is state-owned, with a 140- year history. Carris is closely linked to the development of the city of Lisbon, to meet passengers' transport needs. In 2012 it provided transport of more than 200 million passengers. Currently, Carris is the main provider of transport services, both nationally and internationally. Its mission is the 'provision of public transport services for urban passengers, offering sustainable and harmonious development of transport services'.
<b>Main characteristics</b>	Induction training for new hires
<b>Key theme(s)</b>	Work-based learning, preparing for new roles

### Detailed description

<b>Target group</b>	Newly hired employees
<b>Objectives</b>	To integrate new hires into the company and to equip them with a variety of skills.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Methodology:</i> welcome by the President, followed by an 'immersion plan' (lasting more or less 3 months). Multi-activity programme: work in the morning (rotation through different areas), and 'company forums' in the afternoon. 'Company forums' enable participants to understand how the company works and to network. Mentoring activities are organized in two phases: the first, when new employees enter the company – their mentor is their line manager. Later, after the initial integration, employees participate in the Academy Program and another mentor is appointed.</p> <p><i>Risks:</i> with so much involvement in the company's culture, care should be taken not to break the disruptive and innovative spirit of new employees, because companies want and need people with new and various ideas (new hires are 'fresh blood' for organisation).</p> <p>Another risk is the duration of the programme: at the beginning it was too long, so it was cut shorter for the second and the following editions.</p> <p><i>Minimising risk:</i> in order to encourage new ideas and innovation, it is good to organize several workshop/events to stimulate employees. Regular revision of the programme to incorporate lessons learnt.</p> <p><i>Results:</i> employees have a wide skills portfolio - internal mobility is possible.</p>
<b>Key factors</b>	<ul style="list-style-type: none"> <li>- Employees' role in achieving company objectives is acknowledged.</li> <li>- the President's presence at the programme kick off.</li> <li>- mixed training techniques are used.</li> <li>- apart from formal training familiarizing employees with 'the way we do things here' also exploring creativity in seeking the disruptive ideas</li> </ul>
<b>Obstacles encountered</b>	<ul style="list-style-type: none"> <li>- Resistance to change experienced while introducing job rotation.</li> <li>- Mentors need to find time to work with their mentees.</li> </ul>



## 18. Induction training for new hires

### Lessons learned

- Understanding the meaning of being a mentor: appropriate training is necessary.
- It is important to strike the right balance between training new hires in 'Carris spirit' and not eliminating their approach to work/freshness of ideas.
- Mentoring program is very effective.
- Programme should be neither too long nor too short.

### Contacts and further information

#### Contact(s):

Ana Maria Lopes, HR Director (ana.maria.lopes@carris.pt)  
Andre Simões, HR Specialist (andre.simoes@carris.pt)

#### Personal account

*"The key factor for the successful integration of new employees is ensuring their involvement in company culture (getting to know people as well as the main activities and responsibilities), and that new employees feel that the company really cares about their performance and development".*

## 19. Carris Academy 'Changing by Learning'

### Key data

<b>Service provider</b>	Carris
<b>Country</b>	Portugal
<b>Service</b>	Public Transport
<b>Profile of the service provider</b>	Carris, Companhia Carris de Ferro de Lisboa, SA, is a public transport company, it is state-owned, with a 140- year history. Carris is closely linked to the development of the city of Lisbon, to meet passengers' transport needs. In 2012 it provided transport of more than 200 million passengers. Currently, Carris is the main provider of transport services, both nationally and internationally. Its mission is the 'provision of public transport services for urban passengers, offering sustainable and harmonious development of transport services'.
<b>Main characteristics</b>	Training programme for new hires and experienced employees.
<b>Key theme(s)</b>	Internal training, professionalisation, continuous learning

### Detailed description

<b>Target group</b>	Selected group of possible future leaders
<b>Objectives</b>	To ensure that workers are equipped with appropriate competences particularly the ones needed to ease the merger process with the Metro of Lisbon - employees have to know about the company's different areas and activities; to prepare future leaders.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Method:</i> training within specific competences combined with peer-to-peer training and mentoring programme (individual projects are realised). Year-long programme. Involving also workers from the Metro of Lisbon with a view to integrate them into the company structure.</p> <p><i>Risks:</i> difference in culture between Carris and the Metro of Lisbon can weaken effectiveness of the training programme; too many people involved – challenge to plan training accordingly; organising attractive actions that are not satisfying real needs/skills gaps.</p> <p><i>Risk-minimising:</i> training program curriculum for 2nd edition revised - more focussed on development of strategic competencies. Each action must correspond with participants' needs and company objectives and strategy.</p>
<b>Key factors</b>	Multi-activity programme; group projects.
<b>Lessons learned</b>	Need to revise training curriculum on regular basis, especially after running the first edition to ensure better match with Company needs and strategy.

### Contacts and further information

<b>Contact(s):</b>	Ana Maria Lopes, HR Director (ana.maria.lopes@carris.pt) Andre Simões, HR Specialist (andre.simoes@carris.pt)
<b>Personal account</b>	"The success of this kind of development programme depends on the involvement of representatives from different areas and with different educational qualifications with a view to creating a very dynamic and stimulating process of competence development".

## 20. Training Agreement Carris

### Key data

<b>Service provider</b>	CARRIS and Metropolitano de Lisboa
<b>Country</b>	Portugal
<b>Service</b>	Public Transport
<b>Profile of the service provider</b>	CARRIS and Metropolitano de Lisboa provide a Public Passenger Transport Service that is customer-oriented and promotes mobility in the administrative limits of the city of Lisbon.  CARRIS provides transport by buses, electric vehicles and mechanical lifts and Metropolitano de Lisboa by metro.
<b>Main characteristics</b>	People Management based on merit, competencies and talent.
<b>Key theme(s)</b>	Professionalisation, internal training, preparing for new roles

### Detailed description

<b>Target group</b>	All workers
<b>Objectives</b>	Ensure that workers have or are able to obtain all the competences needed to fill their role in the company effectively. People management aims to ensure that each worker has the right combination of organisational, technical (specific) and behavioural (relational) competences necessary to do their work effectively.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Method:</i> performance management is based on management by competencies and management by objectives and contributes to organisational and human capital development and changes in organisational culture.</p> <p><i>Risks:</i> the list of key competencies (59) may be too long.</p> <p><i>Risk-minimising:</i> choosing specific key competences set for each position from the extensive list of 59 competences.</p> <p><i>Outcomes:</i> Individual Development Plans (IDPs) are drafted.</p>
<b>Key factors</b>	<ul style="list-style-type: none"> <li>- Key competences are based on competences important in operations</li> <li>- Continuing management with view on change processes, reflecting new demands</li> <li>- Employees' potential is taken into consideration.</li> <li>- Performance Management contributes to internal mobility and succession planning.</li> </ul>
<b>Obstacles encountered</b>	<ul style="list-style-type: none"> <li>- Preparing middle level managers to manage their staff according to the company model.</li> <li>- Formation of middle level managers into leaders.</li> </ul>
<b>Lessons learned</b>	<ul style="list-style-type: none"> <li>- The development and implementation of the Skills Management Project was very important because it included not only all Directors but also the company's employees. This involvement contributed to a broadening of the knowledge and experience basis for developing solutions with view on better matching new needs and requirements.</li> <li>- This project proved and demonstrated the importance of team work and communication across all departments for the success of the Company.</li> </ul>

## 20. Training Agreement Carris

### Contacts and further information

**Contact(s):** Margarida Loureiro, HR Director (Margarida.Loureiro@metrolisboa.pt)

**Personal account** *"The skills management project allowed the confirmation that organisational skills are critical to business success. In fact, it is a methodology of modern management, focused on business, market and continuing professional development, which is essential to enhancing and developing the company's human resources."*

## 21. Training Agreement Metropolitano

### Key data

<b>Service provider</b>	Metropolitano de Lisboa
<b>Country</b>	Portugal
<b>Service</b>	Public Transport
<b>Profile of the service provider</b>	Metropolitano de Lisboa provides a Public Passenger Transport Service that is customer-oriented and promotes mobility by metro within the administrative limits of the city of Lisbon.
<b>Main characteristics</b>	Agreement signed between Metropolitano de Lisboa and the public institute ( <i>Instituto de Emprego e Formação Profissional</i> )
<b>Key theme(s)</b>	Work-based training, improving VET

### Detailed description

<b>Target group</b>	Secondary vocational school pupils
<b>Objectives</b>	<p><i>Purpose:</i> guarantee in-company training for secondary vocational school students so they acquire hands-on experience requested by companies.</p> <p><i>Methodology:</i> individual agreement signed between vocational school and the company.</p>
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Risk:</i> additional work for employees responsible for organising the training. Assignment of professional tasks to young people without any experience - limited number of such assignments possible.</p> <p><i>Risk minimising:</i> Assignment of trainees according to their skills in order to achieve a better performance.</p> <p><i>Outcomes:</i> vocational school graduates have practical experience; employer can assess their potential – a quasi-screening exercise that shortens recruitment procedure</p>
<b>Key factors</b>	<ul style="list-style-type: none"> <li>- Cooperation between secondary level vocational schools and enterprises</li> <li>- Linking good quality education with practical experience</li> <li>- Appropriate assignments and mentoring/tutoring during training.</li> </ul>
<b>Obstacles encountered</b>	Depending on the availability and efforts of tutors and mentors it is sometimes difficult to ensure a homogeneous intensity of supervision and support for all trainees.
<b>Lessons learned</b>	The students are normally quite enthusiastic to learn and they can also, in some instances, introduce new and fresh ideas.

### Contacts and further information

<b>Contact(s):</b>	Margarida Loureiro, HR Director (Margarida.Loureiro@metrolisboa.pt)
<b>Personal account</b>	<i>"For me this kind of protocol has shown the importance that a first work experience can have for young students and how their work and capacity can contribute to some of the tasks that are assigned to them".</i>

## 22. Training Agreement signed between vocational schools and enterprises ('Protocols')

### Key data

<b>Service provider</b>	Ministry of Education
<b>Country</b>	Portugal
<b>Service</b>	Education
<b>Profile of the service provider</b>	The Ministry of Education and Science develops, coordinates, carries out and evaluates education policies, from basic education to higher education as well as science policies. The Ministry is also responsible for setting up a framework for qualification and vocational training.
<b>Main characteristics</b>	Agreements signed by schools and enterprises to guarantee in-company training for secondary vocational school pupils.
<b>Key theme(s)</b>	Improving VET, work-based learning

### Detailed description

<b>Target group</b>	Secondary school pupils
<b>Objectives</b>	Increasing work-based learning
<b>Methods, methodology/design, outcomes and results achieved</b>	<p>Individual agreements are signed between vocational school and enterprise/s. They guarantee in-company training for secondary vocational school pupils. Number of training hours is defined by the national framework set up by the Ministry of Education. It foresees between 600 and 840 hours spread out over three years of the secondary level schooling. Recently, by the decision of the Ministry, the number of in-company training hours has been doubled (it used to be 420 hours).</p> <p><i>Purpose:</i> to ensure that graduates from vocational schools have the hands-on experience required by employers.</p> <p>There are two types of protocols: institutional (signed by school and enterprise Board of Directors) and operational (signed by director of school professional programme and tutor - person responsible for in-company training). Operational protocols can vary from case to case as they are tailor-made training programmes. It is possible that in one class there are students with different vocational skills and at different levels; and the programme accommodates their individual learning pace and the training duration required for them to master the skills/professional task.</p> <p><i>Risks:</i> there are many microenterprises in Portugal and not all of them can take students on-board. Very different level of in-company training – depends on company's capacity to organise training and its commitment to the training. It may be challenging to ensure coherence when the in-company training programme takes place in different enterprises. <i>Crisis:</i> enterprises may be less willing to take students on board because of the freeze on recruitment; it is especially relevant for the public services (freeze on hiring since 2010).</p> <p><i>Risk minimising methods:</i> ensuring enterprise commitment. Recent national level analysis to assess demand for specific professional skills/professions in the context of local labour markets. Defining evaluation criteria in the protocols to ensure a match to labour market needs.</p>

## 22. Training Agreement signed between vocational schools and enterprises ('Protocols')

<b>Key factors</b>	<ul style="list-style-type: none"><li>- Cooperation between secondary level vocational schools and enterprises.</li><li>- Commitment of enterprises.</li><li>- Tutors who monitor students' progress and ensures that in-company training is linked to labour market needs.</li></ul>
<b>Obstacles encountered</b>	In some cases, particularly in the rural and less-developed regions (the territories of the up-country) where the entrepreneurial tissue is more fragile, it is difficult to find placements for in-company training.
<b>Lessons learned</b>	<ul style="list-style-type: none"><li>- Enterprise commitment is extremely important.</li><li>- Programme can be enhanced by engaging practitioners from companies to provide some training/give lectures in the school-context.</li><li>- Useful: in-company training abroad during the last year of schooling.</li></ul>

### Contacts and further information

<b>Contact(s):</b>	José Manuel de Lemos Diogo, SEEA (jose.diogo@mec.gov.pt, member of EFEEjose.diogo@mec.gov.pt) Regina Almeida, SEEB (maria.almeida@mec.gov.pt)
<b>Personal account</b>	<i>"For me the most innovative idea is the big effort that the Ministry of Education has made in order to develop the quality and diversity of the dual vocational training offer".</i>
<b>Further information available:</b>	<ul style="list-style-type: none"><li>- <a href="http://www.portugal.gov.pt/pt/os-ministerios/ministerio-da-educacao-e-ciencia.aspx">www.portugal.gov.pt/pt/os-ministerios/ministerio-da-educacao-e-ciencia.aspx</a></li><li>- ANQUEP (National Agency for Qualification and Professional Teaching) - <a href="http://www.anqep.gov.pt/default.aspx">http://www.anqep.gov.pt/default.aspx</a> - can be a source of more detailed information.</li></ul>

## 23. Cooperation between vocational schools and local enterprises

### Key data

<b>Service provider</b>	Ministry of National Education, Vocational and Continuing Education Department
<b>Country</b>	Poland
<b>Service</b>	Public Administration
<b>Profile of the service provider</b>	The Vocational and Continuing Education Department at the Ministry of Education is responsible for defining minimum education requirement for vocational and continuing education. The Ministry drafts and updates the class of occupations that are acquired within the framework of school-based vocational education and defines conditions for training for a given profession. It cooperates with other Ministries, i.e. by including, at their request, professions to the current classification of occupations acquired within the framework of school-based vocational education. The Ministry promotes vocational and continuing education.
<b>Main characteristics</b>	Internship: promoting cooperation between vocational schools and enterprises.
<b>Key theme(s)</b>	Work-based learning, improving VET

### Detailed description

<b>Target group</b>	School directors, vocational teachers, employers
<b>Objectives</b>	Maximum number of internship hours is organised in enterprises which ensure that graduates from vocational schools are equipped with professional qualifications required by employers.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Method</i> : close relations with employers, updating (at employers' request) current classification of occupations with qualifications needed by employers and acquired within the framework of school-based vocational education, drafting minimum education requirement for vocational and continuing education; involving employers' representatives in designing vocational exams and later appointing them as external examiners. Encouraging employers to accept students for internship, i.e. by informing them about available reimbursement or drafting standards of cooperation between vocational schools and employers. Raising awareness among school directors about the importance of cooperation with local employers in the process of vocational training.</p> <p><i>Risk</i>: vocational schools start to be divided into two groups - the 'attractive' ones that organise internships in cooperation with enterprises, and the 'less attractive' ones that do not offer such a solution.</p> <p><i>Risk-minimising</i>: wide-spread campaign promoting the cooperation of vocational schools with employers, especially in the local context; meetings with school directors and employers.</p> <p><i>Outcome</i>: results of the initiative will be known when the whole education cycle is completed (3-4 years), but increased interest in vocational education and training is already being observed.</p>
<b>Key factors</b>	<ul style="list-style-type: none"> <li>- Multi-facet activity: formal and informal, i.e. creating good relations with schools and employers as well as all shareholders.</li> <li>- Acknowledging employers' needs in the local context.</li> </ul>



## 23. Cooperation between vocational schools and local enterprises

- Obstacles encountered**
- Relatively limited possibilities to co-finance internships organised in enterprises.
  - Opposition of some school directors who do not see the need to organise internships at enterprises as they have a school lab.
  - Lack of relevant regulations that would facilitate the organisation of internships for teachers.
  - Relatively unattractive image of vocational schools and vocational training in general.
- Lessons learned**
- Schools that organise internships in cooperation with employers attract better students.
  - Vocational schools offering internship in cooperation with enterprises observe that a very high level of vocational exams is passed.
  - It is expected that such an organisation of vocational education will positively contribute to the situation of vocational school graduates in the labour market. However, this can only be confirmed when the whole 1<sup>st</sup> education cycle is completed.

### Contacts and further information

**Contact(s):** Jacek Falkowski, Deputy Director (jacek.falkowski@men.gov.pl)

**Personal account** *'The most interesting part was to discover the extent of distrust between school directors and employers and how easy it is to eliminate this distrust'.*

## 24. The Warsaw Centre for Economic and Social Innovation

### Key data

<b>Service provider</b>	Education Department, Municipal Office, Capital City of Warsaw
<b>Country</b>	Poland
<b>Service</b>	Education
<b>Profile of the service provider</b>	The Warsaw Centre for Socio-Educational Innovation and Training ( <i>Warszawskie Centrum Innowacji Edukacyjno-Społecznych i Szkoleń, WCIESiS</i> ) was set up in 2008. It is a local government-operated teachers' development facility providing training and development programmes.
<b>Main characteristics</b>	Centre offers continuing training programmes for teachers. Established with the view to support the Warsaw teachers and improve the quality of services provided by Warsaw schools and educational facilities.
<b>Key theme(s)</b>	Professionalisation, continuous learning, preparing for new roles

### Detailed description

<b>Target group</b>	Teachers from the Warsaw schools
<b>Objectives</b>	Offering free training programmes for teachers who lost their job in order to re-integrate them into the labour market.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p>The programme offers free training programmes for teachers; offers assistance to teachers losing their job due to public spending cuts and restructuring. The first wave of teacher dismissals occurred in 2013 in primary and secondary schools – approx. 7,000 teachers lost their job in September 2013. 'Quasi-outplacement' services included guidance and counselling, drafting individual development plans or brainstorming about alternative employment, i.e. in kindergartens.</p> <p><i>Method:</i> fixed training offer plus tailor-made programmes conducted at individual schools, special programmes offered to teachers from socially more difficult districts of Warsaw. Staff: 7 FTE employees - professional development specialists and approximately 95 professional development advisors (½ of their work is performed at school and ½ at the Centre). Training is also offered to social workers. It is financed by a 1%- contribution from school payroll.</p> <p><i>Risk:</i> training offer is limited due to budget constraints; offered courses are not always the most needed ones.</p> <p><i>Outcomes:</i> regular updating of teachers' qualifications; relations created between teachers and social workers during training programmes; special offer for teachers from 'more difficult' parts of Warsaw - motivational tool.</p>
<b>Key factors</b>	<ul style="list-style-type: none"> <li>- Co-financing of 3000 Polish Zloty/year (approx. 720 EUR) available for teachers participating in the WCIESiS training programmes – more teachers are interested.</li> <li>- Synergy is achieved thanks to cooperation with other local government centres, i.e. the Copernicus Science Centre or the Museum of the History of Polish Jews.</li> </ul>
<b>Obstacles encountered</b>	<ul style="list-style-type: none"> <li>- Worse financial situation in the last two years - not all required training programmes can be developed.</li> <li>- Dismissed teachers do not make use of the centre offer – they are not used to seeking assistance. Challenge is to contact and convince them that it is worth pursuing training or re-qualifying.</li> </ul>

## 24. The Warsaw Centre for Economic and Social Innovation

### Lessons learned

- CVT in case of teachers is not mandatory, as a result there are two groups of teachers: those who continue education, and those who limit their CVT to acquiring official certificates only when they require them for further employment.
- It is important to concentrate on innovative approaches to training programmes as well as linking education and social issues - only then effective solutions can be proposed.
- It is necessary to promote continuing vocational education and lifelong learning after teachers obtain the title of certified teacher (*stopień nauczyciela dyplomowanego*).
- Very good results for training organised for teachers' from socially difficult areas of Warsaw: they prevent teachers' burnout, increase motivation etc.
- At the time when the Centre was launched promotional actions were very important, i.e. sending out information by professional advisors, promoting the centre and its offer during conferences etc.

### Contacts and further information

#### Web

[www.um.waw.pl](http://www.um.waw.pl)

#### Contact(s):

Joanna Gospodarczyk, Director, Education Department, Municipal Office  
([j.gospodarczyk@um.waw.pl](mailto:j.gospodarczyk@um.waw.pl))

## 25. HRM Training Programme provided by disabled

### Key data

<b>Service provider</b>	The Warsaw Metro ( <i>Metro Warszawskie</i> )
<b>Country</b>	Poland
<b>Service</b>	Public Transport
<b>Profile of the service provider</b>	Metro Warszawskie Sp z o.o. belongs to the Capital City of Warsaw and is responsible for providing transport services. The basic activity of the Metro Warszawskie includes: a) providing passenger transport in the City of Warsaw; b) managing the Warsaw Metro construction project (2nd line); c) maintenance and utilisation of rolling stock, equipment and Metro facilities. The City of Warsaw is a 100% shareholder of Metro Warszawskie.
<b>Main characteristics</b>	Training programme for HR managers run by an external training provider based on the training needs analysis (TNA); a tailored programme.
<b>Key theme(s)</b>	Innovation, continuous learning, internal learning, preparing for new roles

### Detailed description

<b>Target group</b>	Top managers
<b>Objectives</b>	Equipping top managers with knowledge and skills required for effective HRM; indirectly: sensitising management to the needs of disabled persons through interactions with the disabled trainers. Cascading this experience down in the organisation through the example of top managers.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Methodology:</i> module-based training; HRM-related modules, also modules related to shaping relations with the disabled and interactions with people on wheelchairs, blind persons and those with sight impairments as well as other persons with potential physical limitations (i.e. elderly, mothers with small children).</p> <p><i>Risk:</i> evaluation of training programs may be biased by the fact that they are run by the disabled trainers: they may be evaluated on the basis of trainers' disability, and not their content or training methods. Another risk is that HRM training can be perceived as a waste of time, 'not so serious stuff'; especially by employees with technical background it is not directly linked to operational issues.</p> <p><i>Risk minimising:</i> good quality training programme, use of multiple training methods.</p> <p><i>Outcomes:</i> management trained in the field of HRM; increased awareness as far as relations and cooperation with the disabled people is concerned, changed image of the disabled persons which facilitates better understanding of their needs and limitations.</p>
<b>Key factors</b>	<ul style="list-style-type: none"> <li>- Good quality training programme delivered by the disabled trainers.</li> <li>- Choice of training vendor based on the quality of proposed training programme and training method and not on the fact that trainers belong to the disadvantaged group.</li> <li>- Organisation of training programme in cooperation with the Integration Association at the Metro initiative.</li> <li>- The described training programme presented as good practice example at the Municipality of Warsaw: good quality training programme with 'value added' - cooperation with the disabled trainers/ persons.</li> </ul>

## 25. HRM Training Programme provided by disabled

<b>Obstacles encountered</b>	Participants lacked knowledge about the training content and did not see the need for it; they feared it would be run from the perspective of the disabled persons and - as such - will be biased.
<b>Lessons learned</b>	<ul style="list-style-type: none"><li>- It is worthwhile to participate in seminars/meetings organised by associations working for the benefit of the disabled (or another group of passengers with special needs, i.e. parents of young children or the elderly) to learn about their perception of daily metro functioning or their needs related to metro operations, service provision, equipment needs or special arrangements etc.</li><li>- Opportunity to work together on practical solutions, i.e. how to construct ramps, how to organise information system, how to communicate with this category of passengers, is very valuable.</li></ul>

### Contacts and further information

<b>Contact(s):</b>	Krzysztof Malawko, Spokesperson (k.malawko@metro.waw.pl)
<b>Personal account</b>	<i>"The most useful, innovative and surprising thing was that we could see our operations from a completely different perspective. We could also learn about expectations and needs of the disabled as well as 'try out' their situation" [participant were asked to find their way at the stations blindfold or enter metro on a wheelchair]."</i>

## 26. Studies organised in cooperation with Warsaw University of Technology

### Key data

<b>Service provider</b>	The Warsaw Metro ( <i>Metro Warszawskie</i> )
<b>Country</b>	Poland
<b>Service</b>	Public Transport
<b>Profile of the service provider</b>	Metro Warszawskie Sp z o.o. belongs to the Capital City of Warsaw and is responsible for providing transport services. The basic activity of the Metro Warszawskie includes: a) providing passenger transport in the City of Warsaw; b) managing the Warsaw Metro construction project (2nd line); c) maintenance and utilisation of rolling stock, equipment and Metro facilities. The City of Warsaw is a 100% shareholder of Metro Warszawskie.
<b>Main characteristics</b>	Specialised master's studies preparing for work at Metro Warszawskie.
<b>Key theme(s)</b>	Improving VET, cooperation between education and enterprises

### Detailed description

<b>Target group</b>	Student groups from whom the future Metro employees are to be recruited, especially in the field of construction or infrastructure.
<b>Objectives</b>	Equipping students with skills required to work at Metro Warszawskie.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Methodology:</i> traditional M.A. studies completed by internship at the Metro or with the external subcontractor (i.e. in case of construction assignments). Lectures by the Polytechnic professors or professors from the AGH University of Science and Technology as well as highly qualified practitioners, often with a specific specialisation. Regular visits to the Metro to see and understand practical solutions.</p> <p><i>Risk:</i> impossible to offer work to all M.A. studies graduates.</p> <p><i>Risk-minimising:</i> continuous development of the Metro, technologies and technical solutions used for Metro operations can also be applied in different professional contexts - graduates acquire skills required by employers and can easily find a job.</p> <p><i>Outcomes:</i> graduates are equipped with required qualifications – they become operational much quicker. Program has been running for 5 years now.</p>
<b>Key factors</b>	<ul style="list-style-type: none"> <li>- Cooperation with a prestigious university.</li> <li>- Education curricula designed in cooperation with practitioners.</li> <li>- Expertise of professors who have been commissioned to provide expert opinions for different Metro projects.</li> </ul>
<b>Obstacles encountered</b>	Designing education programme combining academic module with modules delivered by practitioners may require more flexibility; a bigger challenge from the logistics point of view.
<b>Lessons learned</b>	<ul style="list-style-type: none"> <li>- Educational programmes designed by academic staff in cooperation with practitioners are more effective than 'pure' academic programmes</li> <li>- graduates adapt more quickly in a new work environment compared to those who followed traditional academic-based programme</li> </ul>

## 26. Studies organised in cooperation with Warsaw University of Technology

### Contacts and further information

**Contact(s):** Krzysztof Malawko, Spokesperson (k.malawko@metro.waw.pl)

**Personal account** *"I believe that the most useful aspect of this programme is the possibility to present our experience which is unique at the national scale. On the other hand, facilitating contact between our engineers and academic experts is also very useful - it is like creating a knowledge-practice 'meeting platform'. Thanks to this cooperation we learn something from experts, and they learn from us".*

## 27. Training programme for ticket inspectors

### Key data

<b>Service provider</b>	Public Transport Authority of Warsaw ( <i>Zarząd Transportu Miejskiego, ZTM</i> )
<b>Country</b>	Poland
<b>Service</b>	Public Transport
<b>Profile of the service provider</b>	ZTM is an organiser of public transport within the territory of Warsaw. Selected lines (i.e. zone lines) extend outside the Warsaw administrative borders and create a network of connections on the territory of Warsaw conurbation. ZTM is responsible, inter alia, for the arrangement of routes, timetables, ticket sales and ticket inspections. ZTM employs 635 persons.
<b>Main characteristics</b>	Training programmes for inspectors
<b>Key theme(s)</b>	Internal and continuous learning, preparing for new roles

### Detailed description

<b>Target group</b>	Ticket inspectors
<b>Objectives</b>	Preparing inspectors for operating in a positive, customer-oriented way, i.e. coping with third party aggression, communication with foreign passengers, managing emergency situations, maintaining professional standards under various circumstances.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Method:</i> module-based training programme, new modules were introduced such as modules with psychologist, police mediator, module on self-defence, first aid courses and language courses, including professional vocabulary.</p> <p><i>Risk:</i> hardly any risk involved, training is planned on an annual basis within available budget.</p> <p><i>Risk-minimising:</i> reallocation of the available budget, participating in unpaid training programmes organised by public institutions and foundations.</p> <p><i>Outcome:</i> compensating for competence gaps, strengthening professional qualifications, better image of ticket controllers, public transport is safer and thus has contributed to an increased number of passengers</p>
<b>Key factors</b>	<ul style="list-style-type: none"><li>- Good trainers.</li><li>- Involvement of supervisors/managers in the planning and organisation of training programmes.</li><li>- Participants must understand that their attitude to work has to be changed.</li></ul>
<b>Obstacles encountered</b>	Budget cuts.
<b>Lessons learned</b>	Interpersonal skills are as important as the professional, subject-related ones, including knowledge of regulations, procedures and ticket pricing.



## 27. Training programme for ticket inspectors

### Contacts and further information

**Web** [www.ztm.waw.pl](http://www.ztm.waw.pl)

**Contact(s):** Barbara Erbel, Senior Inspector, Social Affairs, Training and Recruitment Department (b.erbel@ztm.waw.pl)

**Personal account** *"Innovation of this practice is based on a complex and multi-faceted programme. Choice of training programme content and their cyclical nature contributed to quality shift in ticket inspectors' performance. Positive feedback from controllers and passengers confirms success of the programme."*

## 28. Leadership Strategic Competences Development Model

### Key data

<b>Service provider</b>	HERA Group
<b>Country</b>	Italy
<b>Service</b>	Public Utilities
<b>Profile of the service provider</b>	Hera is a large public utility firm, with more than 8,500 employees and listed on the Milan Stock Exchange. Hera in itself is not a knowledge-intensive company; however it manages a complex system of essential services over a wide and varied region, marked by a large use of innovative technologies, dealing with numerous stakeholders, characterised by hugely diverse interests. Since 2002 the Group pursues a multi-business growth strategy, focused on the 3 core businesses of waste treatments, energy and water, maintaining a balanced portfolio between low risk regulated activities and profitable activities with growth potentials.
<b>Main characteristics</b>	Leadership Strategic Competences Development Model for all employees and specific occupational categories
<b>Key theme(s)</b>	Professionalisation, internal training, preparing for new roles

### Detailed description

<b>Target group</b>	Participants are all employees and specific occupational categories (such as managers)
<b>Objectives</b>	Leadership competence development
<b>Methods, methodology/design, outcomes and results achieved</b>	<p>Competences are crucial. Development of competences is based on the leadership model which suits the organisation's main aim of developing continuously adaptable knowledge for its employees. This is done in strict collaboration with the territory and its vocational and educational training network. The leadership model is made up of nine strategic competences grouped in four major clusters and declined in five levels of possible classification. It defines the strategic objectives which should be at the base of developing strategic competences. The key competences are divided into 4 clusters: complexity management, focus on service, leading by example and focus on excellence. Those who cover responsibility positions in Hera have to transfer these competences to the others.</p> <p>Adaptability is one of its key aspects as marketisation resulting from the change from public utility to private constantly implies increases in efficiency and capacity by people to adapt to the new changes and external challenges. Today Hera has 60 per cent public ownership, 30 per cent private and 10 per cent based on foundations. Moreover, the clients of Hera are citizens and the employees are clients and citizens, a fact that contributes to increased complexity within the organisation. Hera's leadership model has been designed starting from this business scenario and going through activities and projects defined to reach the organisation goals. As a result of a highly participative process the key competences required by all categories of workers, in a mid to long term perspective, were identified.</p> <p>Attracting senior qualified candidates implies that, besides the needed technical skills, it is important to make sure that the potential candidate has a clear view of Hera's values and the leadership model.</p> <p>The leadership model was used as a "compass" for all HR processes. An extensive training and change management has been scheduled and is still involving all employees, particularly managers in Hera. The result was a new set of behaviours</p>

## 28. Leadership Strategic Competences Development Model

that is used in the Group performance management system and drives all managerial career progression.

### Key factors

- Organisational knowing (something that is a part of individual and group action), rather than organisational knowledge (as a mere “factual commodity”);
- Developing capabilities of knowledge acquisition and management competencies.
- Competences such as “teach to teach” and “teach to learn” are a crucial factor for supporting the adjustment of practical knowledge and individual careers
- Setting transparent rules to describe the content of the different professional roles, through a list of Knowledge Units, defined in conformity with the international standards of work representation, among which the EQF – European Qualification Framework.
- Defining training and learning policy balanced between the three main objectives of knowledge transmission, sharing and innovation.

### Obstacles encountered

- Time availability particularly of management when setting up educational materials
- Personal initiatives rather than formalised and structured processes
- Sustainability of the approach used for companies and institutional context

### Lessons learned

- Intensified partnerships within the group is important to identify and develop improved schemes of skills and competence development
- Also a well-structured system of partnership and feedback with VET institutions is important

### Contacts and further information

#### Web

[www.gruppoera.it](http://www.gruppoera.it)

#### Contact(s):

Alessandro Camilleri (Alessandro.camilleri@gruppohera.it)

Massimo Vai (Massimo.vai@gruppohera.it)

## 29. Training for Teachers

### Key data

<b>Service provider</b>	KEROBEI
<b>Country</b>	Netherlands
<b>Service</b>	Education
<b>Profile of the service provider</b>	<i>Kerobei</i> is a catholic foundation with the principle ' <i>ontwikkelen in ontmoeting</i> ', literally meaning 'development by meeting/encountering', which stresses mutual interaction; the foundation offers primary education in the whole region, running 21 catholic primary schools
<b>Main characteristics</b>	Development programme for future teachers
<b>Key theme(s)</b>	Professionalisation, work-based learning, improving VET

### Detailed description

<b>Target group</b>	Future teachers
<b>Objectives</b>	Purpose: closely monitor and improve their competences in order to perfectly prepare the future teachers for the challenges of their job.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p><i>Kerobei</i> invites future primary school teachers to do internships in one of their schools and therefore, works together with PABOs (institutions offering official teacher training) in order to develop strategies to provide good teacher training which suits the current reality in school → offer the best possible training (internship) for future teachers to prepare them for their job.</p> <p><i>Design</i>: the programme is based on a specifically designed competence framework ('thermometers'). The development of the competences is closely monitored by the future teacher's mentor (a senior teacher) and also by other senior teachers. What is important is regular interaction and also regular visits to the lessons in order to learn from each other. Close interaction of the team and the intern is crucial ('teamlearning'). For <i>Kerobei</i>, this is by far more important than classical classroom training. Moreover, coaching is available for future teachers.</p> <p><i>Risk</i>: Mentor of the future teacher could be overburdened with the close mentoring process of the future teacher and his/her teaching.</p> <p><i>Risk-minimising</i>: 'Teamlearning', as each member of the teaching staff is involved in supervising the interns</p>
<b>Key factors</b>	<ul style="list-style-type: none"><li>- Close interaction between the intern and the senior teachers</li><li>- Regular monitoring of the competence development</li></ul>
<b>Obstacles encountered</b>	The most important obstacle is mostly encountered after the internship programme – a lack of vacancies for future teachers due to cuts in public spending on school and the first in-last out rule, which means that positions only get vacant if teachers retire.
<b>Lessons learned</b>	It is very important to involve everyone in the development of the future teachers – therefore, 'team-learning' is stressed. This means also using the strengths of persons and developing them further, thereby compensating for their weaknesses.

### Contacts and further information

<b>Web</b>	<a href="http://www.kerobei.nl">www.kerobei.nl</a>
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### 30. Competences to lead, guide and manage in the health sector

#### Key data

<b>Service provider</b>	Vienna Hospital Association (KAV), Academy for further and special training (Area for medical, therapeutically and diagnostic health professions)
<b>Country</b>	Austria
<b>Service</b>	Health Care
<b>Profile of the service provider</b>	<p>The <i>Vienna Hospital Association</i> (KAV) includes all hospitals and geriatric centres in the City of Vienna with responsibility for eleven hospitals, including the General Hospital-Medical University Campus, eleven Geriatric Centres, four Residential Nursing Homes with social-medical care of the City of Vienna and eleven training facilities for general healthcare and nursing care. The Vienna Hospital Association is Austria's biggest provider of educational programmes for healthcare professionals employing nearly 32,000 people, who provide service for about 400,000 inpatients and 3.5 million outpatients. Altogether there are also 2,100 apprenticeship positions available for prospective nurses and for the training regarding medical-technical services.</p> <p>The Academy for further and special training (<i>Akademie für Fortbildungen und Sonderausbildungen</i>) is a training provider of the Vienna Hospital Association, KAV. The Academy is structured into two areas, one for nursing and one for medical, therapeutic and diagnostic health professions).</p>
<b>Main characteristics</b>	The special training course reflects new needs and demands with regard to management and leadership skills and competences in the health sector, in particular in the management of hospitals
<b>Key theme(s)</b>	Leadership skills and competences, internal training, professionalisation

#### Detailed description

<b>Target group</b>	Employees in higher medical-technical services that carry out leadership tasks, midwives with leadership tasks
<b>Objectives</b>	In order to carry out their responsibility and leadership tasks in the health sector in a competent way, participants will acquire the knowledge necessary to manage a healthcare facility, in particular the management of hospital operations and acquire management competences such as planning, organisation, implementation and control skills.
<b>Methods, methodology/design, outcomes and results achieved</b>	<p>The special training "<i>Management in higher medical-technical services</i>" is a one year full-time course that consists of a number of modules that concluded with the completion of a thesis.</p> <p>Successful completion of the course enables students to obtain an additional certificate of "Qualification in leadership and management tasks".</p> <p>The course includes 528 units of professional theory and 122 of practical courses/internship which are important parts of the whole training course.</p> <p>The special training course includes management in the various disciplines of higher medical-technical service, quality works, individual quality management, hospital management, leadership and organisation, legal studies, communication and scientific work.</p>

## 29. Training for Teachers

### Key factors

- Multi-disciplinary approach (teachers from management, organisation theory, economic psychology, health psychology, hospital economists, sociology, legal science, higher medical-technical services etc.)
- Practice orientation and intensive internship element

### Contacts and further information

#### Web

[www.wienkav.at/kav/ausbildung/fba/mtd](http://www.wienkav.at/kav/ausbildung/fba/mtd)

#### Contact(s):

Maria Sauer, Director  
[maria.sauer@akhwien.at](mailto:maria.sauer@akhwien.at)

## 31. Bachelor education at FH Campus Vienna

### Key data

<b>Service provider</b>	University of Applied Science Vienna (FH Campus Wien) in cooperation with the Vienna Hospital Association (KAV)
<b>Country</b>	Austria
<b>Service</b>	Health Care
<b>Profile of the service provider</b>	<p>The <i>FH Campus Vienna</i> is an educational institution which offers a rich variety of 21 bachelor-, 16 master degree programmes and 10 master degree programmes for advanced professional training in the fields of Applied Life Sciences, Engineering, Building and Design, Health, Social Work and Public Sector.</p> <p>The <i>Vienna Hospital Association</i> (KAV) includes all hospitals and geriatric centres in the City of Vienna with responsibility for eleven hospitals, including the General Hospital-Medical University Campus, eleven Geriatric Centres, four Residential Nursing Homes with social-medical care of the City of Vienna and eleven training facilities for general healthcare and nursing care. The Vienna Hospital Association is Austria's biggest provider of educational programmes for healthcare professionals employing nearly 32,000 people, who provide service for about 400,000 inpatients and 3.5 million outpatients. Altogether there are also 2,100 apprenticeship positions available for prospective nurses and for the training regarding medical-technical services.</p>
<b>Main characteristics</b>	Since 2008, the FH Campus Wien has offered the first Austrian generic degree programme in nursing combined with a professional qualification. With this new degree programme, the FH Campus Wien is reacting to the population development in Austria and the further increasing need for highly qualified nursing staff.
<b>Key theme(s)</b>	Generic skills and competence development and professional qualification in health care and nursing

### Detailed description

<b>Target group</b>	Young people with a higher education entrance qualification, i.e. school leaving certificate from a secondary school or a secondary technical school.
<b>Objectives</b>	See 'main characteristics'
<b>Methods, methodology/design, outcomes and results achieved</b>	<p>Besides technical-methodical scientific skills students acquire social skills, communication skills and self-competence. In its methodical approach the degree programme promotes project, problem and action-oriented learning.</p> <p>During 6 semesters of full-time courses, students learn about nursing theory and nursing process as well as about nursing of special target groups and in different settings. This includes living with chronic illnesses as well as caring for relatives and guardians. A major part of the education includes general and special medical basics as well as nursing science. Knowledge of social and human sciences such as psychology, sociology and education science additionally convey a complete understanding of health and illness.</p> <p>The social and personal human background is important, particularly in consultation and communication-consulting techniques are taught as well as conversation, conflict resolution and crisis communication. Furthermore, students study organisation, law and ethics. Management in the health sector, structures and mechanisms of the health service as well as quality and project management, informatics and public health are among the organisation-related topics.</p>

### 31. Bachelor education at FH Campus Vienna

The Final degree is *Bachelor of Science in Health Studies* (BSc). Graduates have particularly good career opportunities in nursing teaching and nursing management. With the skills acquired in nursing, quality management and organisational development they can run care facilities such as emergency hospitals and nursing centres. They are highly qualified in general nursing but also in specialised fields for example intensive care or anaesthetic nursing.

#### Key factors

Theoretical and practical courses are well-balanced during the studies and emphasis is placed on the application of theoretical learning:

- extensive practice learning and placements are carried out in cooperation with the Vienna Hospital Association, KAV (59 weeks in total);
- the network facilitates the transition between training and professional activity: and participants make valuable contacts with future employers during the degree course
- there is the possibility of international internships in Germany, Norway and Belgium

#### Obstacles encountered

#### Lessons learned

The Bachelor degree reflects new competences and professional skills with regard to the care of persons with physical and psychological illnesses in all phases of life and in differing care settings. These however illustrate only one aspect of the profession. Consultation, prevention, health promotion, care organisation and quality management are likewise important for the increasing requirements.

#### Contacts and further information

##### Web

[www.fh-campuswien.ac.at/pflege\\_b](http://www.fh-campuswien.ac.at/pflege_b)

##### Contact(s):

[pflege@fh-campuswien.ac.at](mailto:pflege@fh-campuswien.ac.at)

##### Personal account

*"In the future the organisation of the health service will be one of the biggest social challenges. Adequate solutions and responses have to be developed in particular in the field of training: The FH-health and nurse training thereby not only follows international standards but also builds ground for a more praxis-orientated development of the nursing science in Austria. Nursing staff that are able to think critically and innovatively and act responsibly as well as acting in the interests of the wellbeing of patients and their families are critical to the future of health services.."*  
(Prof. Dr. Hanna Mayer, Chair of the Institute for Nursing Science, Vienna)

##### Further information available:

*Gesundheits- und Krankenpflege. Bachelorstudium.*  
FH Campus information folder. ([www.fh-campuswien.ac.at/pflege\\_b](http://www.fh-campuswien.ac.at/pflege_b))



## 32. Learning Support Measures for Apprentices

### Key data

<b>Service provider</b>	Cologne Public Transport Cologne ( <i>Kölner Verkehrsbetriebe, KVB</i> )
<b>Country</b>	Germany
<b>Service</b>	Public Transport
<b>Profile of the service provider</b>	<p>Cologne is Germany's fourth largest city, and the largest city in the Federal State of North Rhine-Westphalia as well as the urban metropolitan Rhine-Ruhr area within one of the major European metropolitan areas with more than ten million inhabitants.</p> <p>Cologne Public Transport (KVB) is one of the largest public transport companies in Germany serving not only the inhabitants of Cologne but also more than 100,000 commuters. Each day, more than 850,000 persons use the buses and trains of KVB on more than 60 routes. The fleet includes 380 trains/trams and more than 300 buses. With more than 3,100 employees Cologne Transport is also one of the largest employers in the City of Cologne. With more than 120 apprentices, KVB is also one of the largest companies that provide professional training in various fields such as electricity, driving, automotive, train and industrial mechanics as well as commercial and other service orientated professions.</p> <p>On the basis of a comprehensive audit, KVB as one of the first public transport companies, has been certified by the Hertie-Foundation in 2013 as a family-friendly company for its HR policy that includes flexible working time and part-time practices, social advice and information for employees, gender equality as well as family/care related leave possibilities.</p>
<b>Key theme(s)</b>	Competences and soft skills of trainees and apprentices, internal training

### Detailed description

<b>Target group</b>	Apprentices at the company
<b>Objectives</b>	Improving pre-employment and soft skills and competences of apprentices
<b>Methods, methodology/design, outcomes and results achieved</b>	<p>Professional training and the recruitment of qualified and motivated young people is an important HR topic at KVB, also with regard to demographic change and the increasing competition between companies for young talents. Apart from the organisation of professional training in commercial and service orientated occupations, KVB and the <i>RheinEnergie AG</i> have established a joint training centre for industrial and technical occupations.</p> <p>Apart from initial vocational training, further training and continuous professional development has become more and more important in recent years. Thus, KVB has established also a special centre for further professional training and education that, for example, provides special training courses in IT-related fields, technical issues as well as HR-related topics.</p> <p>With regard to the recruitment of trainees companies like KVB face a dilemma: On the one hand, the job has become more complex, demanding and requires continuous learning, additional professional knowledge and new soft skills and competences while, on the other hand, companies feel that the quality of school education and the level of knowledge, skills and competences have declined. Thus, KVB in response to the specific learning deficits of school leavers (e.g. in Math, German language) and a lack of soft competence (communication competences, work discipline) has, in recent years, initiated a number of activities and initiatives aim at supporting the acquisition of pre-employment skills and competences that are needed today as well as in the future.</p>

## 32. Learning Support Measures for Apprentices

- *Pre-employment/apprenticeship internship:* in order to become familiar with the company and the specific occupation of interest as well as to acquire certain additional skills and competences, young school leavers have the possibility to complete a 1-year internship.
- *Additional learning provision:* During the 3-year apprenticeship, trainees normally spent one day per week at a vocational school where apart from technical/commercial theory also subjects such as language, math, social science etc. are taught. However, employers are increasingly faced with trainees that have significant deficits with view on basic knowledge and skills of trainees. Thus, KVB has started to address specific deficits (e.g. in Math or language) by organising in-company courses with external teachers. Furthermore, the competences and qualification of KVB instructors has been adjusted and further developed.
- *Social support and mentoring:* KVB is confronted more and more often with problems of young people regarding managing their working and private life, e.g. work discipline, debt overload or drug-problems. Thus, measures to provide support, advice and mentoring have been extended, intensified and improved in recent years.
- *Apprenticeship Laboratory:* In order to better match professional learning and theory with practice needs and also, in order to develop further competences that are needed in practical working environments, KVB has established an apprenticeship laboratory. Here, apprentices in the field of commercial occupations, over a period of 4 weeks, work independently and carry out 'real' jobs, e.g. support in the field of HR, organisation of events, data research and analysis as well as other support and back-office work for the HR department using IT and office software in practice.
- *Junior teams:* During their apprenticeship, commercial trainees also will run their own KVB agency in teams of four trainees over a period of 6-8 weeks. At the agency trainees sell tickets, provide information and advice on the transport network and are totally responsible also for cash-management. Also the organisation of their working time is organised autonomously by the trainees.

### Key factors

- Strong commitment of KVB for lifelong learning, the need to continuously improve competences and skills and the added-value of investment in learning and qualification.
- Rather than only competing with other companies on the 'best young talents' employers should start to invest in and support competences development of young recruits.

### Lessons learned

Regarding the quality of learning results and deficits of young school-leavers employers need to develop their own and additional initiatives to support trainees and young recruits

### Contacts and further information

#### Web

[www.kvb-koeln.de](http://www.kvb-koeln.de)

#### Contact(s):

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martina.hahn@kvb-koeln.de

#### Personal account

*"In the Junior Team, I'm only really now have become self-contained"*  
(apprentice, 3<sup>rd</sup> year)

#### Further information available:

On the certificate regarding work-life balance: <http://www.kvb-koeln.de/german/nachrichten/view.html?action=shownews&page=&id=1965>

### 33. Leadership Forum: Junior programme

#### Key data

<b>Service provider</b>	Cologne Public Transport Cologne ( <i>Kölner Verkehrsbetriebe, KVB</i> )
<b>Country</b>	Germany
<b>Service</b>	Public Transport
<b>Profile of the service provider</b>	<p>Cologne is Germany's fourth largest city, and the largest city in the Federal State of North Rhine-Westphalia as well as the urban metropolitan Rhine-Ruhr area within one of the major European metropolitan areas with more than ten million inhabitants.</p> <p>Cologne Public Transport (KVB) is one of the largest public transport companies in Germany serving not only the inhabitants of Cologne but also more than 100,000 commuters. Each day, more than 850,000 persons are using the buses and trains of KVB on more than 60 routes. The fleet includes 380 trains/trams and more than 300 buses. With more than 3,100 employees Cologne Transport is also one of the largest employers of the City of Cologne. With more than 120 apprentices, KVB also is one of the largest companies that provide professional training in various fields such as electricity, driving, automotive, train and industrial mechanics as well as commercial and other service orientated professions.</p>
<b>Main characteristics</b>	Programme to provide key competences and skills that are necessary to carry out leadership functions in line with certain principles and the employers' leadership policy
<b>Key theme(s)</b>	Executive and leadership competences, preparing for new roles, professionalisation

#### Detailed description

<b>Target group</b>	Employees of the KVB that enter a position with leadership tasks
<b>Objectives</b>	<ul style="list-style-type: none"><li>- Better matching of competences of junior employees in executive positions and specific company needs</li><li>- Employees become aware of changes, requirements and needs that are linked to taking over leadership roles</li><li>- Applying certain leadership principles and implementing them effectively</li></ul>
<b>Methods, methodology/design, outcomes and results achieved</b>	<p>Employees that enter for a first time a position that includes leadership tasks and requires specific competences and skills are obliged to attend a special training programme. The training programme includes 13 modules plus two optional modules that have to be completed during a period of two years. The programme is open also for other employees in executive posts that would like to refresh or complement their competences and skills. Most of the learning modules are covered by experienced in-company teachers.</p> <p>At the beginning of the training programme five basic learning-modules are addressed (<i>what characterises an executive manager/leadership; communication skills and competence; how to deal with absenteeism (early warning system; business and economics; labour law)</i>).</p> <p>These are followed by eight obligatory modules that address topics such as conflict management, psychology of leadership and management, handling psychological strains of employees, team development and planning, rhetoric, presentation skills, project management as well as equal opportunity principles.</p>

### 33. Leadership Forum: Junior programme

- Key factors**
- Combining work and continuous learning in a cost-efficient way
  - In particular, soft leadership competences are not acquired automatically by academic education or vocational training – they have to be acquired according to the company needs and should be continuously refreshed

**Lessons learned** Teaching modules have to be updated regularly according to new needs arising

#### Contacts and further information

**Web** [www.kvb-koeln.de](http://www.kvb-koeln.de)

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martina.hahn@kvb-koeln.de

**Personal account** *“The continuous training of our employees is an investment in our competitiveness and the future of our service for public transport in Cologne. It also contributes to the professional and personal development of our staff.” (Leadership Forum Programme)*

### 34. InnoOmnia – education and training for the 21<sup>st</sup> Century

#### Key data

<b>Service provider</b>	Omnia
<b>Country</b>	Finland
<b>Service</b>	Education
<b>Profile of the service provider</b>	<p>Omnia, The Joint Authority for Education in the Espoo Region is a multi-sector joint authority for education offering vocational training at 11 locations around Espoo area. Omnia's affiliated municipalities comprise Espoo, Kirkkonummi and Kauniainen.. With nearly 10,000 students and 700 staff members, Omnia is one of Finland's largest vocational institutes.</p> <p>Omnia offers initial as well as further vocational training to young people and adults who have completed comprehensive school or have passed the matriculation examination. The range includes twenty vocational qualifications in fields such as culture, natural sciences, tourism, catering and domestic services, social services, health and sport, technology and transport, social sciences, business economics and administration. Furthermore, dozens of vocational and special vocational qualifications, extension and career training, apprenticeship training and youth workshops are offered by Omnia.</p>
<b>Main characteristics</b>	<p>Omnia consists of a vocational college for at least 16 years old students who have completed comprehensive school or general upper secondary education, an adult education centre for adults aged 18–60 years who have completed comprehensive school and who have some work experience, and an apprenticeship training centre that combines on-the-job vocational training (80%) and theoretical education (20%) for both young people and adults. Furthermore Omnia organises youth workshops for young people aged 17–24 years who are unemployed or without study place. Workshops offer both training and support. In 2010 Omnia has launched a new centre for development and innovation in the field of training and pedagogy – InnoOmnia.</p>
<b>Key theme(s)</b>	Developing new forms of learning, teaching and work experience in learning communities

#### Detailed description

<b>Target group</b>	Students and adults of various age groups, teachers, entrepreneurs, employers
<b>Objectives</b>	Better matching learning, education and training with the current and future needs of our societies
<b>Methods, methodology/design, outcomes and results achieved</b>	<p>Omnia's development unit InnoOmnia that started work in 2011 has a central role in regional development and capacity building in close cooperation with the local business community.</p> <p>InnoOmnia is a centre of expertise that brings together students, staff and entrepreneurs and has close ties with the local business community. To encourage and enable entrepreneurship in the community, InnoOmnia offers affordable, low threshold business space and there is a coaching programme for start-up businesses mainly in the service sector.</p> <p>Students work on projects together with entrepreneurs who act as positive role models. Most of InnoOmnia is about being a part of a learning community that brings together students, teachers and entrepreneurs and where everybody is a learner, teacher and entrepreneur.</p>

## 34. InnoOmnia – education and training for the 21<sup>st</sup> Century

The Finnish National Board of Education has selected InnoOmnia also as a teacher training centre for both the vocational and K-12 sectors (i.e. primary and secondary education) offering short and long-term professional development programmes focusing on lifelong learning, career building, innovation and ICT skills.

The current training programmes for teachers and school leaders focus on digital learning environments, including both tools and pedagogy, gamification, mobile learning, entrepreneurial teaching and learning and leading schools in the 21st century. By bringing together entrepreneurs, students and teachers from all levels of education, InnoOmnia is breaking boundaries and is in itself a radical innovation combining the worlds of learning and work.

### Key factors

Omnia has defined the following key principles and values that drive and shape its practice:

- Appreciation of professional skill
- Customer orientation
- Responsibility
- Social cohesion

### Lessons learned

- Everybody is a learner and teacher!
- We don't have to wait for the future to happen but create it today!
- Curiosity and a passion for learning new things form the foundation for developing vocational skills
- A constructive and educational interaction with students, personnel, employers and other stakeholders improves education and training

### Contacts and further information

#### Web

[www.omnia.fi](http://www.omnia.fi)  
<http://www.innoomnia.fi/english>

#### Contact(s):

Tapio Siukonen, Omnia General Director ([tapio.siukonen@omnia.fi](mailto:tapio.siukonen@omnia.fi))  
Sampo Suihko, Deputy Mayor for Education and Cultural Services in City of Espoo ([sampo.suihko@espoo.fi](mailto:sampo.suihko@espoo.fi))

#### Personal account

*"InnoOmnia mixes age, education and experience; formal and informal learning; physical and virtual spaces. The purpose-designed spaces reflect the advanced 21<sup>st</sup> pedagogy precisely."*  
(Valerie Hannon, Board Director, Innovation Unit)

*"This is the most beautiful school I have ever seen. The environment encourages creativity and facilitates a community spirit. InnoOmnia's entrepreneurial hub offers a natural continuum. Starting business or joining a cooperative, from theory to practice to earning a living, all under the same roof"* (German exchange student at Omnia)

*Quotes from the brochure "Omnia – 21<sup>st</sup> Century Education"*

#### Further information available:

Omnia – 21st Century Education:  
[http://www.innoomnia.fi/sites/default/files/null/Omnia\\_21st\\_Century\\_Education.pdf](http://www.innoomnia.fi/sites/default/files/null/Omnia_21st_Century_Education.pdf)

## 35. Foresight of competence and skills needs in public services

### Key data

<b>Service provider</b>	KT Local Government Employers
<b>Country</b>	Finland
<b>Service</b>	Local government
<b>Profile of the service provider</b>	Local government employers (KT) are an interest organisation for local government employers representing all Finnish local and joint authorities. It negotiates and concludes collective agreements in the local government sector. Local government employers are for instance hospitals, health centres, comprehensive schools, upper secondary schools, vocational institutions, polytechnics, day care centres, youth affairs centres, libraries, museums, homes for the elderly, local traffic and fire and rescue departments. Finland has 320 municipalities and 136 joint municipal authorities. These local authorities employ about 437 000 employees, a fifth of Finland's employed labour force. Local and joint authorities vary as to their importance as employers. Half of them employ 250 persons at the most.
<b>Main characteristics</b>	The local government sector is undergoing a multitude of changes and faces a number of challenges related to the retirement of workers, reform of municipal and service structures, growing competition for skilled workers, increasingly limited resources and a need to prioritise. Furthermore there are additional needs such as encouraging people to stay in work longer, promoting well-being at work, and improving productivity and performance. This all affects and requires new solutions of competence management and development as well as skills needs. In order to keep up with these development trends and challenges there is a need for foresight to identify what competencies and skills will be needed in the future.
<b>Key theme(s)</b>	Identifying current and future competences and skills needs in local government services

### Detailed description

<b>Target group</b>	Local government employers
<b>Objectives</b>	Developing models for predicting competences and skills need in the local government sector that should support strategic HR planning and management
<b>Methods, methodology/design, outcomes and results achieved</b>	<p>Launched in 2011 and running until 2014, KT Local Government Employers is implementing an ESF-project on foresight of competences and skills for local government service provision. The project is targeted at local authorities, joint municipally owned companies and entities, regional councils and education providers. They all have in common the potential to influence strategic decisions in their own field of responsibility, for instance local HR policy, regional foresight and planning and the provision of education. Stakeholders include the ministries and other central government organisations, education commissions, the Government Foresight Network, research and development organisations, labour market organisations, and other foresight projects.</p> <p>The project's approach is independent of the existing structure of professions, sectors or degrees and focusses on competences and skills needs in the local government sector as a whole.</p> <p>Models for foresight of competences and skills needs are developed in four regional pilot projects in the Helsinki Metropolitan Area, the Päijät-Häme region, Central Finland and Northern Finland.</p>



## 35. Foresight of competence and skills needs in public services

Each pilot organisation has chosen its own foresight theme for the project, thereby reflecting specific regional framework conditions and challenges:

- *New competencies and skills needs arising from local government and service restructuring* (Central Finland pilot project)
- *Foresight of competences and skills need by support service staff of educational organisations* (Northern Finland pilot project)
- *Foresight of competences and skills needed for welfare services provision* (Päijät-Häme region pilot project)
- *Competence management as part of strategy work of publicly funded organisations* (Helsinki Metropolitan Area pilot project)

In autumn 2012, the project employed a questionnaire and conducted a seminar for local government experts to survey the sector's future competence and skills needs. As a result of the survey and the exchange with experts, three future challenges were identified:

Increasingly complex service processes, in which services have to be provided by a network of different actors; challenges related to interaction and legal issues within the networks; systematic understanding; management of the range of services offered to clients; and transmission and application of practices across co-operative sectors.

Modernisation of leadership towards open and interactive coaching leaders who are capable of multi-channel processing and production of information and of mobilisation of expertise; who communicate the strategic direction and objective to first-line management and to the networks; and who have self-management skills and motivate their team

Customer service attitudes: friendly face-to-face and online services, customer involvement in service planning and development; staff members understand their own role and responsibility for overall customer service, customers are given guidance throughout the service process, respect for customers' own initiative and accountability.

### Key factors

- Project is implemented in cooperation with a broad range of key stakeholders
- Developing foresight models for competences and skills needs in local government service provision can rely on quite a strong experience in foresight activities in Finland (*e.g. Regional councils' foresight responsibility and practises, Anticipation of educational needs coordinated by the Finnish National Board of Education, Government Foresight Network*)

### Lessons learned

Foresight of skills and competence needs is needed for planning of education at national and regional/local level

### Contacts and further information

#### Web

[www.kt.fi](http://www.kt.fi)

#### Contact(s):

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#### Further information available:

In autumn 2012, the project employed a questionnaire and conducted a seminar for local government experts to survey the sector's future competence and skills needs. The pilot projects have developed foresight models and practices suitable for local government employers. The final report of the project "Competence foresight in local government services" is available in Finnish language at the web side and will also be available in English language in spring 2014.



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