Erasmus+ Alliances for Innovation

Online Info Session 8/06/2021

Policy priorities Lot 2: Alliances for Sectoral Cooperation on Skills (Blueprint)

Felix Rohn (DG EMPL)

European Pillar of Social Rights
First principle

Education, training, lifelong learning for all

European Green Deal

Skills for green transition

European Skills Agenda

European Digital Strategy

Digital skills

Skills for jobs

STEM

Lifelong learning

European Industrial and SME Strategies

European Research Area

European Education Area

European Commission

European Skills Agenda

1. A Pact for Skills including upscaling sectoral Blueprints

Joining forces

2. Strengthening skills intelligence
3. National Skills Strategies and Public Employment Services
4. Recommendation on VET
5. European Universities
6. Skills to support twin transitions
7. STEM graduates, entrepreneurial and transversal skills
8. Skills for Life

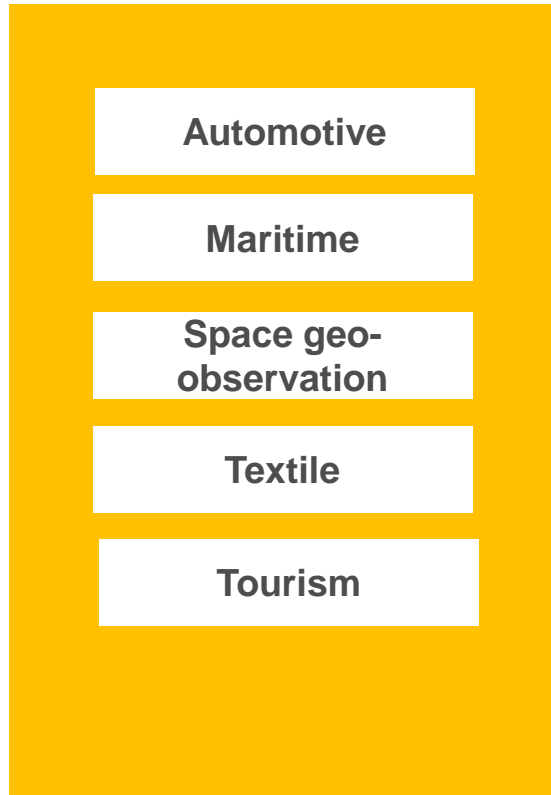**Skilling for a job**

Tools for lifelong learning

9. Individual learning accounts
10. Micro-credentials
11. Europass

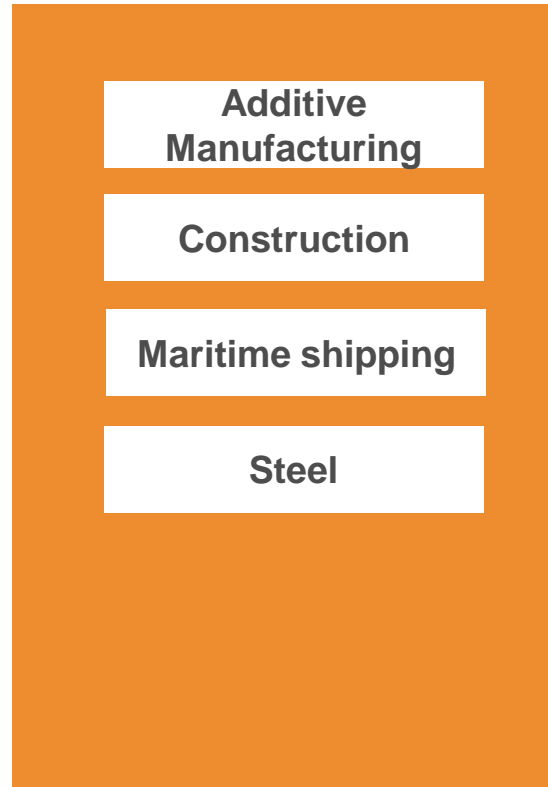12. Framework to unlock Member States' and private investments in skills

Unlocking investment

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Ongoing **Blueprint** Alliances projects

2017

- Automotive
- Maritime
- Space geo-observation
- Textile
- Tourism

2018

- Additive Manufacturing
- Construction
- Maritime shipping
- Steel

2019

- Bio-economy in Agriculture
- Batteries for electro-mobility
- Defense technologies
- Digitalisation of energy value chain
- Energy intensive industries
- Microelectronics

2020

- Blockchain
- Cultural heritage
- Cybersecurity
- Rail supply
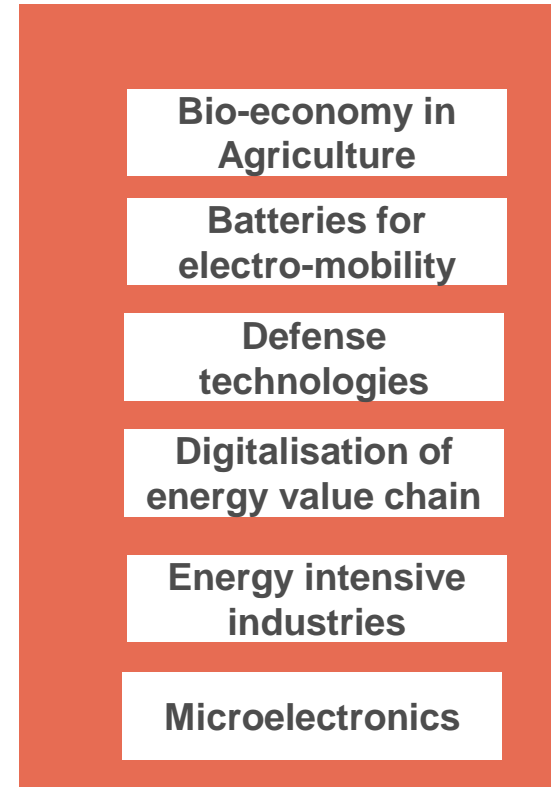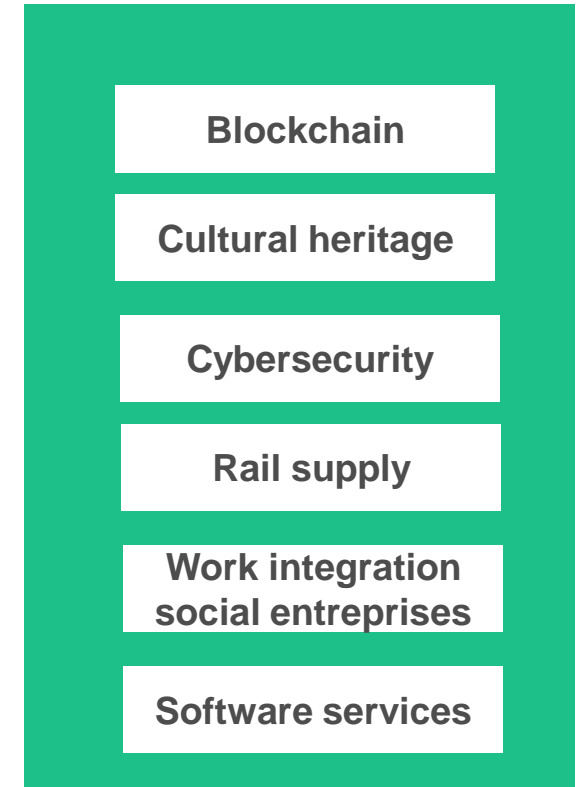- Work integration social entreprises
- Software services

More details on ongoing Blueprint projects in the Erasmus+ project results platform

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Blueprint Alliances: what has been maintained?

- Gather skills intelligence: where are the skills gaps, skills shortages, which are emerging occupational profiles?

- Develop a sector skills strategy

- Develop & deliver vocational training programmes and qualifications for occupational profiles

- Design a long term action plan to be rolled out at the national and regional levels

- Use of EU tools e.g. EQF, ESCO, EQAVET

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Skills Intelligence

- Detailed assessment of current and anticipated skills needs

- Identify urgent skills needs

- Identify emerging occupational profiles

- Clear methodology, also to monitor progress and the evolution of demand and supply of skills

- Feed into the European Skills Panorama

Sector Skills Strategy

- Anchored in the overall growth strategy for the sector

- Activities, milestones, well-defined results, clear task attribution, time lines

- Identify and prioritise emerging occupational profiles

- Identify which digital and green skills are needed in occupations

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Blueprint Alliances: what has changed?

- Concept of industrial ecosystems

- Embedment in the Pact for Skills

- <u>Rapid</u> response to urgent skills needs: develop continuing vocational training programmes for the labour force <u>within the first year</u>

- Focus on <u>emerging</u> occupational profiles

- Reach out to CoVEs, 3S regions, European cluster partnerships, the EIT knowledge & innovation communities and providers of employment opportunities

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Industrial Ecosystems

- Passenger transport and travel
- Hotels, short term accommodation
- Restaurants and catering
- Events, theme parks

- Social enterprises, associations and cooperatives aiming at generating a social impact, often proximity based

- Newspapers, books and periodicals
- Motion picture, video and television
- Radio and music

- Retail sales
- Wholesale connected to consumers

- Aircraft production
- Space manufacturing and services
- Defense products and technologies

- Building of residential and non-residential estates
- Building of roads and railways,
- Building of utilities and civil engineering
- Associated activates

- Production of textiles, wearing apparel, footwear, leather and, jewellery

- Telecommunications
- Software publishing, computer programming and consultancy
- Data processing, hosting, web portals
- Manufacturing of computers, communication equipment and consumer electronics

- Raw starting materials (semiconductor wafers)
- Semiconductor manufacturing tools
- Design and manufacturing of semiconductor components

- Pharmaceuticals and other medical products
- Personal protective equipment
- Medical services, hospitals, nursing homes, residential care

- Production of motor vehicles, ships and trains, and accessories
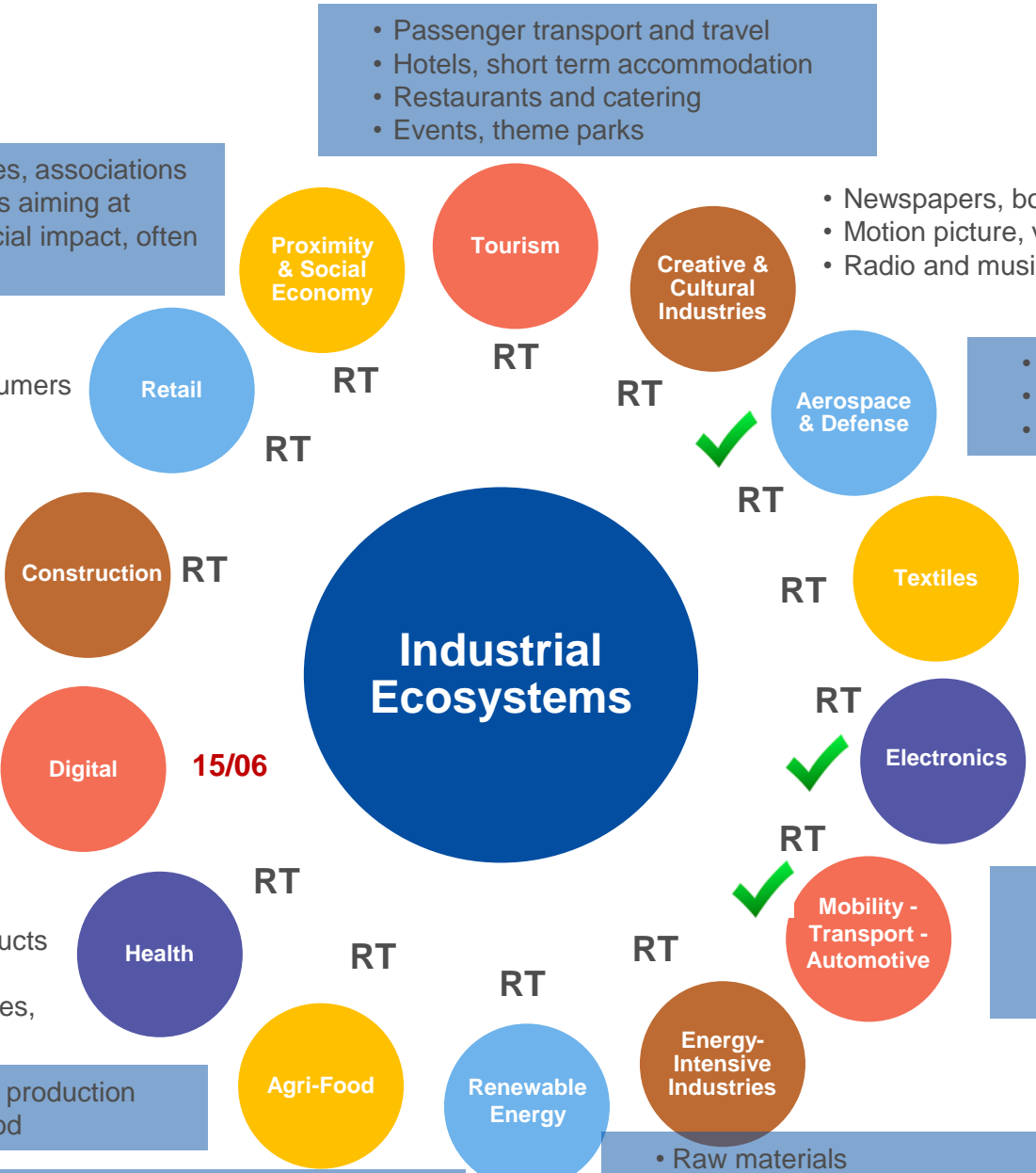- Their repair and maintenance
- Transport

- Plant and animal production
- Processing of food

- Electric motors, engines and turbines
- Electric power generation
- Manufacturing and distribution of gas

- Raw materials
- Manufacturing of products with high environmental impact: chemicals, iron and steel, forest-based products, plastics, refining, cement, rubber, non-ferrous metals, fertilisers, etc.

Circles:
- Proximity & Social Economy — RT
- Tourism — RT
- Creative & Cultural Industries — RT
- Aerospace & Defense — ✔ RT
- Retail — RT
- Textiles — RT
- Construction — RT
- Electronics — ✔ RT
- Digital — 15/06
- Mobility - Transport - Automotive — ✔ RT
- Health — RT
- Agri-Food — RT
- Renewable Energy — RT
- Energy-Intensive Industries — RT

Legend:

✔ = Partnerships kickstarted

RT = Roundtable done

Blue = existing Blueprint

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Training content – reactive response

- Address <u>urgent</u> skills needs

- Draw on ESCO and competence frameworks

- Rapid design of <u>continuing vocational training</u> (CVT) for the labour force (within 1st year)

- Rapid uptake and use of the training programmes by involving main players networks and clusters (see slide 19)

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Training content – proactive response

- <u>Develop</u> modular VET curricula and training programmes <u>for emerging occupational profiles</u>:

  - for the young: <u>initial</u> education & training + related qualifications

  - for people of working age: <u>continuing</u> vocational training + related certificates

  - <u>integrate</u>: key competences, green skills, work placements abroad, work-based learning

- <u>Deliver the curricula and training</u>

  - <u>integrate</u>: work placements abroad, work-based learning

Thank you