

#### Erasmus + KA2 Partnerships for Innovation 2025





**Tips for Applicants** 



# Eligibility

- Proposals must address one of the 14 industrial ecosystems as identified in the Industrial Strategy for Europe (COM/2020/102)
- Rich detail on these industrial ecosystems can be found in the Commission Staff Working Document "Annual Single Market Report 2021" in Annex 3 (SWD/2021/351 final): <u>https://eur-lex.europa.eu/legal-</u> <u>content/EN/TXT/PDF/?uri=CELEX:52021SC0351&from=en</u>
- Only registered members of the Pact for Skills can be 'applicants' (=coordinators or full partners)





曰i

=,



⊒i

10/01/2025

へ 👝 🌈 🕼 🗁 FRA

#### A Pact member is officially registered when:

- The completed application form is submitted with all necessary details
- It must be accepted by the Pact for Skills support services
- The application is accepted only if you have received an email with a <u>confirmation and a registration ID</u> from the Pact for Skills support services.
- Please ensure to make any edits requested by the support service team





• Manufacturing and distribution of gas

# Activities for Lot 2 Blueprint Alliances

- Activities described in the Programme Guide for Lot 2 <u>must all</u> be addressed in the work plan!
- The next slide lists the headlines only pay attention to the details in the Programme Guide!





# Blueprint Alliances in a nutshell

- Develop a strategic approach to sectoral cooperation on skills (refer to your Pact for Skills partnership – existing or in the making - in the relevant ecosystem)
- **Design** European sector-wide agreed **'core' curricula and training** programmes:
  - Within 1<sup>st</sup> year of project: address urgent skills needs rapidly (through continuing vocational training)
  - Throughout the project: develop training for emerging occupational profiles (for initial VET + HE as well as for continuing vocational training)
- **Deliver** the 'core' curricula and training programmes
- Design a long-term action plan for roll-out of project results



## **Skills Intelligence**

- Detailed assessment of current and anticipated skills needs
- Identify <u>urgent</u> skills needs
- Identify emerging occupational profiles
- Clear methodology, also to monitor progress and the evolution of demand and supply of skills
- Feed results into CEDEFOP European Skills Intelligence



# 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



## Training content – reactive response

- Address <u>urgent</u> skills needs
- Check against ESCO and competence frameworks
- Within 1<sup>st</sup> year: Rapid design of <u>continuing vocational training (CVT</u>) for the labour force ()
- Rapid uptake and use of the training programmes by involving main players networks and clusters (such as CoVEs, 3S regions, European cluster partnerships, the EIT knowledge & innovation communities and providers of employment opportunities)



#### Training content – proactive response

- <u>Develop</u> modular VET and HE curricula and training programmes <u>for</u> <u>changing and emerging occupational profiles</u>:
  - o for the young: initial 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, workbased learning
- Deliver the curricula and training

o integrate: work placements abroad, work-based learning



## EU transparency + quality instruments

- Proposals should draw on the classification of European Skills, Competences, Qualifications and Occupations (ESCO): <u>https://ec.europa.eu/esco/portal/home</u>
- ....and competence frameworks, such as KeyComp, DigComp, EntreComp, GreenComp
- Proposals should address developments of changing and emerging occupational profiles at upper + post-secondary levels (EQF levels 3-5) and at tertiary levels (EQF levels 6-8)
- When developing curricula and training programmes, quality assurance should be built in – check against EQAVET and ESG



# Good luck!

