

of Vocational Educational Training and Innovation for Cyprus, Ireland, Portugal and Romania

With contextualized innovation overview on the situation in each partner country

19/10/2016

By European University Cyprus
Dr. Alexander Apostolides
Dr. Pieris Chourides
Dr. Lycourgos Hadjiphanis

With thanks to the Innovation Ecosystems In Vocational Educational Training partners.

Project Identifier: 56216-IE-EPPKA3-PI-FORWARD

Aim of the report

The Second comparative analysis report is intended to inform the process of the project. It is a natural continuation from the first comparative analysis report. Entitled “Comparative Analysis of Vocational Educational Training and Innovation in Cyprus, Ireland, Portugal and Romania” and available at the website of the project.

The initial report sought to establish the benchmark of each partner country in order to ensure that the specific and local contexts are understood and that innovation actions are coherent with local and regional economic development strategies. In order to construct this report a mixed method questionnaire that was completed for each nation that is participating in the project as members of the pilot MSKPs (Cyprus, Ireland, Portugal and Romania) and the results were collected and analysed here. This was combined by the substantial research in evidence of European level, mainly by not only by Cedefop, but also from research undertaken by national agencies in order to create an initial overview of VET in each country and identification of best practises in a EU and national level.

The aim of the second comparative analysis report is a comparative analysis of the proposed multi-stakeholder knowledge partnerships in each partner country addressing issues like who the participants are, what sectors they represent, how the partnership functions, etc. This report will contextualise the development of the proposed partnerships to support innovation within VET in partner countries and the attempts to bring the worlds of business and education closer together. This report will play an important role in the policy-learning process, and the eventual framework for the creation of the skunk works, especially since we consider that the MSKPs have grown from their original purpose and have transformed also into a local advisory boards, adding value to their role and to the project.

The final element of this work package relates to a continuation of the comparative analysis that will be instigated during the preparation phase of the project. There is a common theme in international research on VET that emphasises the need for more comparative analysis of the VET provision on the ground in different countries. Partners in 4 Member States will be developing and delivering this project with the same aims and objectives. With such considerable differences between the 4 partner countries the project provides the perfect platform to compare and contrast attitudes, actions and outcomes.

The role of the European University Cyprus is to draft a comparative analysis reports in regular intervals addressing similarities and differences within the partner countries

assessing the local circumstances and the impact, both positive and negative, on the project development process. These brief comparative analyses will be available online and compiled into a coherent document at the end of the project lifecycle. The findings of the comparative analyses will be useful tools to support the policy development.

Background: The InEcVET project and the Multi-Stakeholders Knowledge Partnerships

“InEcVET: Innovation Ecosystems for VET” is a two-year project starting from the 1st of November 2015 until the 31st of October 2017. This project is financed by European Union’s Erasmus+ Program (Key Action 3: Support for policy reform - Forward Looking Cooperation Projects, ref. no.: 562126-EPP-1-2015-1-IE-EPPKA3-PI-FORWARD). The partners of the project are coming from 10 different institutions among 5 EU countries which are as follows:

1. Ireland (coordinator),
2. Cyprus,
3. Finland,
4. Portugal
5. Romania.

Specifically, the aims and objectives of the project are directly linked to the challenges that the European Union seeks to address as part of the Europe 2020 strategy. There are nine partners from five countries: Louth and Meath Education and Training Board (Ireland), the Centre for the Advancement of Research and Development in Educational Technology (Cyprus), Municipio de Lousada (Portugal), the Meath Community Rural and Social Development Partnership Limited (Ireland), Asociatia Oamenilor de Afaceri Arges (Romania), Innoventum Oy (Finland), University of Pitesti (Romania), Conselho Empresarial do Tamega e Sousa (Portugal), European University Cyprus (Cyprus), Future In Perspective Limited (Ireland).

The aim of InEcVET project is to simultaneously improve the contribution of VET to innovation in member states while increase the incidence of innovation in VET. It seeks to do so through the creation of an innovation ecosystem for VET in Europe. This ecosystem will enhance existing VET systems, and add innovation in VET.

InEcVET seeks to do this through the creation of formal partnerships that identify current innovation, as well as creating pilot “skunk works” in selected Member states. The primary emphasis of the project is the creation of this ecosystem in four states as a benchmark for future broader European adoption.

The aims of InEcVET:

- The Creation of National Multi-Stakeholder Knowledge Partnerships (MSKPs) to inform and drive the VET innovation process
- Sharing of European Innovation in VET
- A bespoke European intrapreneurship curriculum to foster creativity and innovation in VET
- A framework and creation of “skunkworks” that is supported by stakeholders to introduce innovation.
- An evaluation of the potential for widespread application of the said initiative
- An online platform where the intrapreneurs can exchange best practises

The proposed innovation ecosystems will be cautiously associated with, and well-versed by, native and regional financial advance approaches and plans in all 5 partner countries. A system of key stakeholders strained from VET and SME will determine the development of the future innovation ecosystems bringing together the large and diverse array of participants, insights and resources that contribute to, and are necessary for, ongoing innovation in a modern economy. There is a noticeable tendency in VET with new multi-stakeholder partnerships evolving and with initiatives obtaining a noteworthy part in enlightening the significance, efficiency of VET systems. The planned system of stakeholders will work to proactively describe future VET needs and significances that can influence progress and job formation.

The basic principle on which this VET project is founded is the necessity for greater assistance between the work and education and this will be attained through the founding of the proposed **Multi-Stakeholder Knowledge Partnerships (MSKPs)** in each of the 5 partner countries. MSKPs will include VET teachers and tutors, private sector VET providers, continuous professional development experts, education managers, business owners, entrepreneurs, business support and development agencies. These local stakeholders will assistance to describe present and future skill desires and will also be stimulated to aspect at the possible of diverse learning settings counting work-based learning, online learning, etc. These stakeholders will include the physical structure of the

proposed innovation ecosystem. Thus, MSKPs will define and drive the procedure and add weightiness to the results where feeding the policy progress process is concerned. The multi-stakeholder participation will also safeguard that possible collaboration between VET policy and other policy areas like employment, economic affairs, social affairs, etc. is recognized and bound in support of the project goals and objectives.

MSKPs in partner-countries

After the beginning of the project, in each partner-country the Multi-Stakeholder Knowledge Partnerships have been recognised to notify and determine the VET innovation process. The creation, establishment and framework of the MSKP fell under the remit of the first work packet of the project. A framework was constructed that clearly delineated the possible membership of the MSKPs, as well as their role and function. The main functions of the MSKPs is to allow the understanding of the local needs, to create feedback for the educational outputs of the project, and be the main hub for the establishment of skunk work environments in VET in each partner country. The data and the information on their status, members' profile and number of meetings to date are briefly presented below, per country:

Innovation Ecosystems for Vocational Education and Training

Country	MSKP Status	Members' profile	Number and date of meetings
Ireland	Members' profile & Content of meeting	<ul style="list-style-type: none"> • Businesses (such as construction, consultancy, food and retail) • National FET funding agency – SOLAS • Director of FET Teacher Training - University • Chamber of Commerce • Private Training contractors • FET trainers <p>Present: Jennifer Land, Vivienne Branigan, Peter Egan, Paul Malone, Michael Gaynor, Mary Baker, Niall Daly, Rosita Myles, John Hickey, Peter Davitt, Patricia Falls, Gary O'Meara, Sandra Richarson, Margaret Kearns</p> <p>Presentation on the InEcVET Project Vivienne gave a powerpoint presentation of an overview of the project and Jennifer gave an overview of the research conducted to date.</p> <p>Round table discussion & Q&A Spoke at length regarding the difficulty businesses have in finding young people with adequate skills to engage in the workplace and also the necessary courses required to upgrade skills.</p> <p>Agree action points A number of common themes were discussed and Peter recorded them on the flipchart. They have been typed up and printed and are enclosed to be distributed to all stakeholders prior to the next meeting.</p>	01.03.2016

Innovation Ecosystems for Vocational Education and Training

Country	MSKP Status	Members' profile	Number and date of meetings
Ireland	Members' profile & Content of meeting	<ul style="list-style-type: none"> • Businesses (such as construction, consultancy, food and retail) • National FET funding agency – SOLAS • Director of FET Teacher Training - University • Chamber of Commerce • Private Training contractors • FET trainers <p>Present: Jennifer Land, Vivienne Branigan, Peter Egan, Michael Gaynor, Mary Baker, Niall Daly, Rosita Myles, John Hickey, Peter Davitt, Patricia Falls, Gary O'Meara, Sandra Richardson, Margaret Kearns, Esther Burns, Imelda Prunty</p> <p>Minutes of previous meeting: Minutes of previous meeting were discussed and adopted.</p> <p>Mission Statement Peter gave a presentation of a proposed mission statement for the project. There was a lot of debate around what the mission statement should contain and it was agreed that it would be redrafted and presented at the 3rd meeting to be finalised.</p> <p>InEcVET ideas for Ireland Presentations were given on the three core areas identified in the inaugural meeting. Vivienne gave a presentation on the current Standing of FET, Peter gave a presentation on Competencies, strengths and core skills and Jennifer gave a presentation on Career Guidance. A lot of discussion and debate followed each presentation.</p> <p>Intrapreneurship Curriculum Jennifer gave a presentation on the Intrapreneurship Curriculum and introduced the eight areas.</p>	09.05.2016

Innovation Ecosystems for Vocational Education and Training

Country	MSKP Status	Members' profile	Number and date of meetings
Cyprus	Members' profile & Content of meeting	<p>Participants</p> <ul style="list-style-type: none"> • Academics • Active entrepreneurs • Representatives from VET agencies • Representatives of the Department for Secondary Technical and Vocational Education from the Ministry of Education and Culture • VET trainers • Representatives from project partners • Representative from the Cyprus Chamber of Commerce and Industry • Representative from the Human Resource Development Authority <p>Preliminary actions (before the meeting)</p> <ul style="list-style-type: none"> o Preparation of key PowerPoint presentations o Nicos Sozos (EUC) sent invitation to the Director of Secondary Technical and Vocational Education Mr. Markatzis to participate as a member to the local MSKP <p>Content of meeting</p> <ul style="list-style-type: none"> o Brief presentation of partner organizations in Cyprus: CARDET and European University of Cyprus o General presentation of the project (aim, objectives and key results) o Role and main duties of the multi-stakeholder knowledge partnerships during the life-cycle of this project and beyond o Discussion and identification of innovative best practices in education and vocational training in Cyprus; initial discussion on “innovation gaps” in Cyprus o Suggestion and decision for inviting participants from the Cyprus Employers and Industrialists Federation and the Cyprus Chamber of Commerce and Industry 	25.02.2016

Innovation Ecosystems for Vocational Education and Training

Country	MSKP Status	Members' profile	Number and date of meetings
Cyprus	Members' profile & Content of meeting	<ul style="list-style-type: none"> o Nicos Sozos: Responsible Partnerships Coordinator o Charalambos Stergiou: Head Project Management o Send invitation to the Director of Secondary Technical and Vocational Education Mr. Markatzis to participate to Directors' Board for the Erasmus Program + Ecosystem Innovation on Vocational Education and Training o Action by: Nicos Sozos o The Meetings of Multilateral Knowledge Partnerships will take place 4 times per year <p>The goals are:</p> <p>Introduction of innovation</p> <ul style="list-style-type: none"> o in education and vocational training o Identification of innovative best practice in education and vocational training o Discussed and confirmed what was said in the MSKP Meeting of 25/2/2016 o Decision of the participation of Cyprus Employers and Industrialists Federation and Cyprus Chamber of Commerce and Industry o Discussion and inform about the progress of the Work Packages o The valorization plan will be constantly updated and completed o Ensuring that the first work package will be closed correctly 	25.02.2016

Country	MSKP Status	Members' profile	Number and date of meetings
Cyprus	Members' profile & Content of meeting	<p>Mr. Charalampos Stergiou CARDET Dr. Pieris Chourides, EUC Dr. Lycourgos Hadjiphanis, EUC Dr. Alexandros Apostolides EUC Dr. Valia Constantinidou Microsoft Innovation Centre Dr. Nasios Orinos Νάσιος Cyprus College Mr. Constantinos Georgiou Ministry of Education Mr. Christos Tanteles KEBE Dr. Alexandros Charalambides TEPAK</p> <p>Initially there was a presentation of the results of European Comparative Research done on innovation in VET and then appeared in intercompany curriculum (intrapreneurship) and exchange of views with members of the knowledge partnership polymer. The meeting highlighted the fact that in Cyprus, compared to other European countries, there are few governmental bodies concerning VET (Vocational Education and Training) as the Ministry of Education and Culture, the Ministry of Labour and Human Resource Development Authority. This is a positive element in the configuration effort of educational material to encourage innovation.</p> <p>Feedback from partners What are the known skill gaps amongst VET trainers that prevent them from becoming intrapreneurs?</p> <ul style="list-style-type: none"> • Interconnection of their knowledge and skills to real workplace • Lack of specialization • Lack of professionalism as many times are underemployed or engaged in activities, that are not in their field • Basic/Thinking skills such as communication and problem solving skills • Competencies such as Business knowledge and constructive thinking 	24.06.2016

		<ul style="list-style-type: none"> • Personal Qualities such as self-managing and being productive • Lack of understanding of company objectives • Skills deficiency • Lack of VET trainer collaboration • Inadequate of talent-management • Lack of social dialogue with all stakeholders • Lack of culture of continued knowledge and legal framework to demand such constant training <p><i>What are the required skills for intrapreneurship - what skills are needed to empower trainers to solve problems within VET?</i></p> <ul style="list-style-type: none"> • Continuous upgrading of knowledge and skills • Evaluation and assessment of learning needs of learners • Capability of use and promotion of new technologies in education • Capability of design flexible and practical programs that emphasize to practical training • Assessment skills in education • Development skills in subjects of teaching, communication and advisory • Basic/Thinking skills such as communication and problem solving skills • Competencies such as Business knowledge and constructive thinking • Personal Qualities such as self-managing and being productive • Knowledge of the internal and external environment • Visionary and willing to challenge the status quo • Ability to lead cross-functional teams • Ability to build a professional-support network • Presentation skills. Ability to communicate an idea. <p><i>Identify core priority skills that should be addressed through the curriculum</i></p> <ul style="list-style-type: none"> • Good communication skills and implementation of various learning methods and techniques for teaching. Presentation skills. • Cooperation and networking with learners and implementation of various learning methods and 	
--	--	---	--

		<p>techniques to enhance learning outcomes</p> <ul style="list-style-type: none"> • A capability to combine theoretical and practical learning • Integrity • Reliability • Responsibility • Being sociable • Innovation & Creativity <p><i>How should we promote and encourage intrapreneurship within VET?</i></p> <ul style="list-style-type: none"> • Closer cooperation of vocational learning between VET institutions, higher education and employers' organizations / enterprises • Application of new learning methods, new technology and new financing options • Focus groups with all stakeholders be participated • Ideas must be generated and stakeholders must be known about skills and how can effect trainers in a better way • Create strategy for industries and companies • Provide skills recognition scheme for trainers and incentives • Develop interaction between trainers <p><i>What are the conditions needed to promote and support intrapreneurship within VET in [your country].</i></p> <ul style="list-style-type: none"> • Consolidation culture within the company for ongoing training and development of staff • Strengthen cooperation between VET Higher education and business associations from the entire spectrum of the economy • Application of new learning methods, using new technology and access to financial programs • All parties should understand the importance and also a promote and a support are needed • Stakeholders must be supported in different ways • Employees must be engaged more • Skills should be recognized • Culture must be changed • Different incentives programs 	
--	--	--	--

Innovation Ecosystems for Vocational Education and Training

Country	MSKP Status	Members' profile	Number and date of meetings
Portugal	Members' profile & Content of meeting	<ul style="list-style-type: none"> • VET teachers • VET coordinators • Technicians • Representative of business associations <p>One of the recommendations that the team suggests is that Portugal bet more on EU funding for innovation, bet on some projects as the PMI (Project Management in schools), so there is a project management training for teachers working in areas such as Marketing and Leadership. Creation of a project to create ideas, which basically goes through in the classroom students learn techniques and tools to create a company and a product and that ultimately present something concrete.</p>	24.03.2016
Portugal	Members' profile & Content of meeting	<ul style="list-style-type: none"> • VET teachers • VET coordinators • Technicians • Representative of business associations <p>In this meeting there was an active debate how far is an entrepreneur born or made. It was generally accepted that even if not all trainers are entrepreneurial by nature. Thus, accepting that the first condition is not present in all the trainers, it is necessary to instill in them the essence of entrepreneurship: encouraging behavior oriented value creation, systematically and continuously. They also suggest teamwork as an important educational skill. Initiative and autonomy at work; Relationship and behavior management are also in the most important skills to introduce in the curriculum. A range of topics that are similar too but also going beyond those presented were suggested.</p>	20.06.2016

Country	MSKP Status	Members' profile	Number and date of meetings
Cyprus	Members' profile & Content of meeting	<ul style="list-style-type: none"> • VET provider (6) • Policy makers at a national level (3) • Private enterprise community (3) • Implementers at a regional level (4) • Commission authorizing training providers (1) • Active Entrepreneurs (CETRINO) (2) • Academics in Innovation (UPIT) (1) • Project partner (4) • Academics in Education (UPIT) (2) • School Professionals (responsible with professional practice of students) (2) <p>University of Pitesti addressed in the presentation that followed key concepts for InEcVET such as intrapreneurship, innovation and innovation in VET, regional strategy. This part of the meeting was turned into discussions and analyses as participants rallied well and wanted to express ideas and opinions on the project topic and the issues raised.</p> <p>Thus, issues on the current situation and perspectives in VET have addressed: the training and quality of the trainers, training needs of trainers, the need for innovative approaches in VET and how they can be integrated and transferred from one sub-VET field to another, increased involvement of trainees in the formative-instructive process, awareness raising and expansion of intrapreneurship.</p> <p>It was decided that new members to be included in this partnership based on the proposal made by current members.</p>	23.03.2016

Country	MSKP Status	Members' profile	Number and date of meetings
Cyprus	Members' profile & Content of meeting	<p>The 29 persons participating at the event represent the following sectors:</p> <ul style="list-style-type: none"> • Policy makers at a national level • Private enterprise community • Implementers at a regional level • Commission authorizing training providers • VET providers • Active Entrepreneurs • Academics in Education • Implementer at a regional level • Academics in Innovation • School Professionals <p>We have centralized and analyzed all answers from stakeholders regarding the Intrapreneurship Curriculum and the overall conclusions are:</p> <ol style="list-style-type: none"> 1. They recommended more or less the same topics as the existing ones in the Curriculum proposed by Meath Partnership, but by being very explicit and detailed, meaning that the specific categories suggested by our stakeholders are already included in the general headings of the Curriculum; 2. They do not want to remove any parts/topics of the Curriculum suggested by Meath Partnership, as they appreciate all are important and necessary; they only suggested harmonizing the existing content; 3. However, they suggested to add 3 new topics, namely: <ol style="list-style-type: none"> (a) Using arts in VET (drawing, painting, music, poetry); (b) Changing mentality; (c) Risk management." 	23.03.2016

Minutes of the 3rd meeting of the Multi-Stakeholders Knowledge Partnership - MSKP in InEcVET project 14.10.2016 – Pitesti

The meeting was hosted by the University of Pitești as partner of the InEcVET project and began at 12:15. During registration, coffee and refreshments were offered to the participants. The meeting was opened by the Rector, Assoc. Prof. Dr. Dumitru Chirleşan. Then the hosts – UPIT and AOA – emphasized on the collaboration they have in implementing the project's activities and on the importance of having the input and contribution of the MSKP members. A total number of 27 participants have attended the seminar. First activity consisted in a presentation provided by Assoc. Prof. Dr. Georgeta Chirleşan from UPIT on introducing the intrapreneurship curriculum in Romania (Annex 1). Basic concepts have been reminded (innovation, intrapreneurship and how they should be related through the InEcVET project) and also the centralized feedback provided by the MSKP members with the occasion of the 2nd MSK meeting regarding the proposed curriculum has been presented. After the presentation the floor was given to participants to share ideas on how to introduce efficiently the intrapreneurship curriculum in Romania. The main ideas are resumed below:

- The Intrapreneurship Curriculum can/should be valorized through project: if a critical mass of local projects that apply it in each partner country would be implemented, then the change will occur! If not entirely, then at least parts of the Intrapreneurship Curriculum should be introduced in the professional activity of the stakeholders (members of the MSKP), though the daily activities or by the projects they currently develop.
- As the National Agency for Qualifications (NAQ) previously organized entrepreneurship courses, now it would be the time to introduce obligatory intrapreneurship courses/modules within the training of trainers. The next level would be to introduce such courses/modules within the training of “trainer of trainers” (in a logical succession of implementation, courses of intrapreneurship after the courses of entrepreneurship).
- It is not impossible, on the contrary it is a necessary demarche to introduce intrapreneurship courses, but there is compulsory according to the law to elaborate occupational standards (for intrapreneur/intrapreneurship) and this is a long time process.
- The incremental approach would be much more suitable: first training the unemployed to become entrepreneurs, then supporting the entrepreneur to find a job and thus become employee in a company, and last to train the employed entrepreneur to become intrapreneur.

Another solution could be to introduce a module on intrapreneurship in each training or professional qualification course (because anyone can ‘function’, can be an intrapreneur in the organisation where s/he is employed).

- The high schools must be stimulated, motivated to include in their professional offer the Intrapreneurship Curriculum! As any change it will

be difficult and we will face resistance at the beginning (i.e. it was difficult to introduce the “Junior Achievement” courses for skills for life and entrepreneurship in Romania, but we made it!).

- Changing institutions’ and people’s mentality vis-à-vis intrapreneurship is important and must be achieved, even if it takes time.
- Using efficient teaching and training methods and techniques to implement the Intrapreneurship Curriculum represent a key factor: the subject is new and sensitive, thus trainers need to correctly understand, approach and transfer it to their trainees.
- In relation to training, a shift is required from the current trainers’ training - which is focused on the training’s professional content - towards a qualitative and practical approach of it in which the trainers receive also special and soft skills related to the discipline/qualification they teach, and which actively involves the trainer (i.e. how many trainers know that an adult trainee is able to attentively listen the teacher/trainer for 20 minutes’ maximum? How many trainers knows that in a training course if the trainees just listen and take notes they retain only 20% of the content taught, if they listen and look to the trainer they retain 50% of the content taught but if they listen, look to the trainer, share to the other and have practical tasks to do they retain 80%?)

The next presentation was “How can we introduce a skunk works environment in Vocational Education and Training in Romania?” by Adrian Neagu from AOA (Annex 2). This has represented the background for the last activity implemented within this MSKP meeting, namely a group activity in which participants have been split in 4 groups and requested to brainstorm in order to create a mind map for answering to the question addressed in the above title. The participants received handouts with description of the activity (Annex 3), flipchart papers and colored markers. After finishing, each group presented its mind map to the others. These may be found in Annex 4. It was decided that the next meeting takes place in January 2016. 17 attendees filled in the 12-Month Evaluation Survey for members of the MSKP. These will be translated in English by UPIT and uploaded on InEcVET platform. The meeting ended with the awarding of certificates of participation and the invitation to a complimentary light lunch offered to participants by UPIT.

Comparative analysis of MSKPs

It is apparent that organisations focused in building their MSKP from the basis of speciality. Ireland and Portugal have a greater emphasis on VET provision, while Cyprus and Romania have an emphasis on academic. All include the business element which is positive as they are the important stakeholders to ensure the project success.

Overall, in the MSKP meetings that took place up to date, the stakeholders have recommended the following:

1. Critical thinking → critical thinking skills need to be included in VET programmes
2. Make VET more innovative
3. Continuous upgrading of knowledge and skills
4. Evaluation and assessment of learning needs of learners
5. Capability of use and promotion of new technologies in education
6. Capability of design flexible and practical programs that emphasize to practical training
7. Closer cooperation of vocational learning between VET institutions, higher education and employers' organizations / enterprises
8. Application of new learning methods, new technology and new financing options
9. Creation of a project to create ideas, which basically goes through in the classroom students learn techniques and tools to create a company and a product and that ultimately present something concrete.
10. The need for innovative approaches in VET and how they can be integrated and transferred from one sub-VET field to another, increased involvement of trainees in the formative-instructive process, awareness raising and expansion of intrapreneurship.
11. Development of different events for VET such as the event of Intrapreneurship choice for development that took place a European University Cyprus in order to promote the Inecvet project and at the same time present how Skunk Work and knowledge partnership frameworks is a force for change in education and business to 88 high ranking managers from both the private and public sector

Further Recommendations

It is clear that in almost all countries the MSKPs have been transformed into local advisory boards. This was perhaps clearer to MSKPs where the numbers of participants were small. This is to the benefit of the project as it allows a greater interaction between established infrastructures of VET education and the efforts of the project. Thus the MSKPs role has been elevated. As evidence for this elevation is the fact that all MSKPs were asked to be part of the creation of the curriculum through both a meeting and a questionnaire that was fed back to the partners creating the curriculum. This is a movement away from the original proposal to have MSKPs be the local acclimatization of established curriculum. This is to the benefit of the project and their role of the MSKPs should be formally expanded to include a role as an advising body to the local teams, advising them in matters and frequency as the local teams see fit.

In terms of suggestions of skills, the MSKPs seem to offer two different types of needs. The more “hard skills” that emphasised in management of projects. All **MSKPs suggested risk management** as a necessary part of the curriculum, with many suggesting that project management being a key to the success in training the trainers in skills they can transfer.

In addition, all MSKPs suggest that a range of “Soft Skills” is an urgent need for train the trainers, and an important part of creating a more entrepreneurial mindset. Presentation / Pitch, working in team and other such issues were deemed important and are not currently covered in the curriculum. It is suggested that the project in the next project meeting finds way to cover part of the gap in soft skills, as they could perhaps be the most transferable from the training of the trainer to the final beneficiary.

Future Actions

Until now there is a lack from MSKP in order to consider how to create in depth understanding and development of the skunk works frameworks within its local VET environment. This is understandable as the emphasis was in the creation of a curriculum. It is suggested that the emphasis from this stage and onwards is to find ways to create the local skunk works. It is here that the role of the MSKP will be crucial, as the local conditions, including the legal frameworks, vary widely from nation to nation. In the next meetings we suggest that the partners with their MSKPs how they will set up their local skunk works and what will be the target aim that their own skunk works will seek to achieve.



CARDET



innoventionum



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the Erasmus+ Programme of the European Union