

Learning Evaluation for Workshop 3:
Best practices in: Stakeholder
Collaboration and Labour Market
Analysis for future skills forecasting
and adjustment of VET programmes
accordingly



Project Agreement Number: 101183369



Co-funded by
the European Union

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Project Details

Program:	Erasmus+
Key Action:	ERASMUS Lump Sum Grants
Project Title:	RoadMap for improving the quality and responsiveness of VET – Theory and Practice
Project Acronym:	RAPPORT
Project Agreement Number:	101183369
Project Start Date:	15/01/2025
Project End Date:	18/01/2028

Deliverable Details

Work Package No:	2
Work Package Title:	Capacity Building Workshops for the improvement of the quality and responsiveness of VET to socio-economic opportunities and social developments to enhance the labour market relevance of skills provision
Work Package Task No:	T2.3
Work Package Task Title:	Workshop 3: Best practices in: Stakeholder Collaboration and Labour Market Analysis for future skills forecasting and adjustment of VET programmes accordingly

Coordinator:



Partners:



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Partner Responsible for the development

Asnor

Associazione Nazionale Orientatori

Version Details

Version Number	Date of Edition
Version 1	13/11/2025

WP2: Capacity Building Workshops for the improvement of the quality and responsiveness of VET to socio-economic opportunities and social developments to enhance the labour market relevance of skills provision

Workshop 3: Best practices in: Stakeholder Collaboration and Labour Market Analysis for future skills forecasting and adjustment of VET programmes accordingly

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1. Learning assessment for workshop 3

The core philosophy of the workshop emphasizes shifting the focus away from predicting the future towards which collaborative approach?

Eliminating all ambiguity in VET planning.

Co-creating the future together.

Focusing solely on official statistics and forecasts.

What is the primary rationale, outlined in the knowledge objectives, for drawing Labour-market intelligence (LMI) from multiple data streams?

To simplify the data visualization process for policymakers.

The logic of triangulation.

To reduce reliance on employer feedback loops.

According to the skills objectives, what capability must participants develop regarding emerging skills and technologies?

Distinguish signals vs. noise.

Generating reports for every new trend identified online.

Mandating VET curriculum changes based on annual surveys.

Which attitude is explicitly promoted as a core principle for success in navigating the rapidly changing labor market?

Certainty and adherence to long-term forecasts.

Maintaining strict confidentiality regarding all LMI data.

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Openness and curiosity over certainty.

**In the Transformative Scenario Planning (TSP) framework, what is the action taken during STEP 2:
Build the Team?**

Defining the system and the key guiding question.

Assembling a microcosm of the system with a balanced mix of power and perspective.

Prototyping small, collaborative experiments based on insights.

**Which European country implements the OSKA skills monitoring and forecasting system, known for
its 10-year horizon and use of triangulated data?**

Ireland.

Estonia.

Austria.

**In the context of Labour Market Analysis data sources, which specific source is identified as
providing near real-time signals regarding skills and tasks?**

Official statistics (e.g., Labour Force Surveys).

Online job postings / skills & task signals.

Provider/learner feedback and tracer studies.

**When designing Collaboration Models, what is a necessary requirement for ensuring Inclusion, as
noted in the sources?**

Ensure SMEs, vulnerable groups, and regional balance.

Focusing exclusively on large industry leaders and national policy targets.

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Using only annual reviews as the fixed meeting cadence.

What essential element must be implemented after LMI signals have been translated into curriculum outcomes and modules?

Equity & inclusion checks and risk/decision gates for implementation.

Immediate mass scaling across all VET institutions without revision.

Eliminating the need for any further employer validation.

Which recurring best-practice pattern involves alliances or groups whose specific function is co-designing VET curricula directly with employers?

Public Employment Services (PES) integrating LMI with guidance.

Sector Skills Councils / Alliances.

Regional skills observatories tracking local job postings.

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