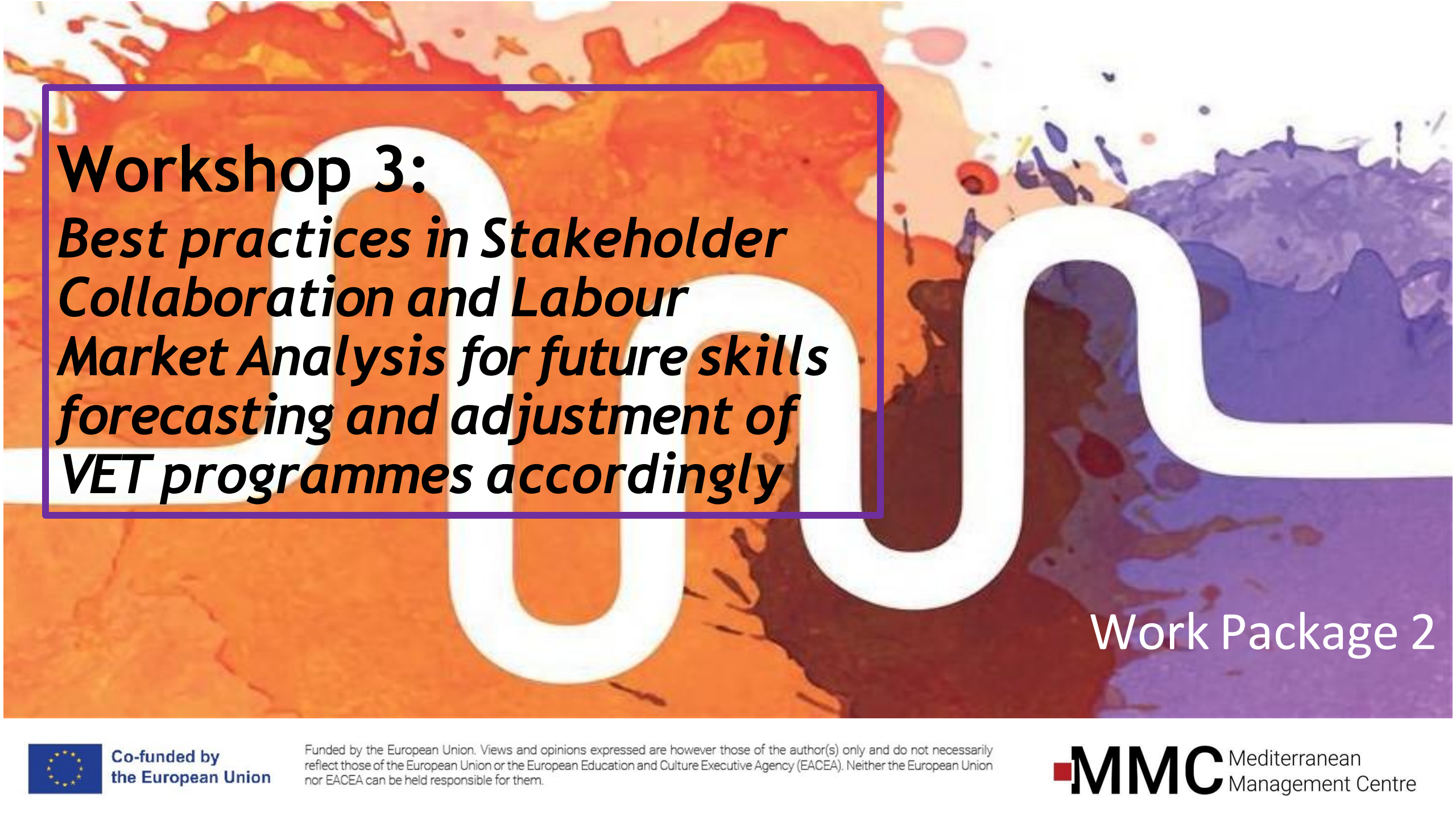




Workshop 3:

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

Work Package 2



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Objectives of the workshop

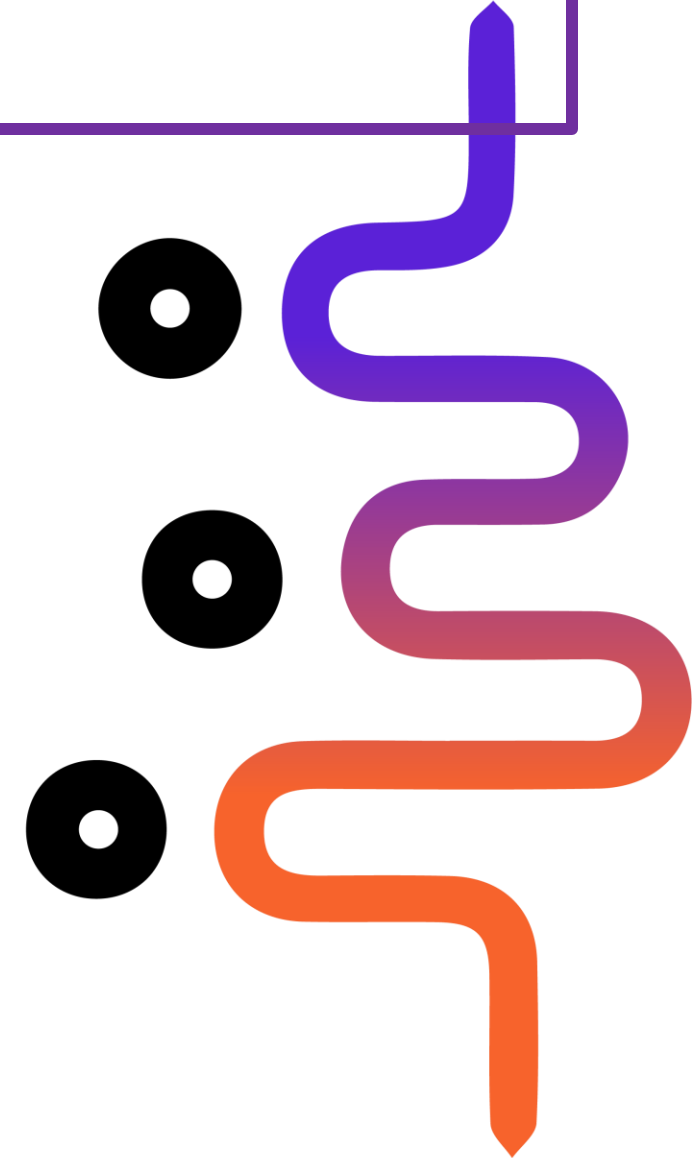
In terms of Knowledge:

- To describe the key concepts, roles, governance models, and KPIs involved in stakeholder collaboration for aligning VET programmes with future skills.
- To explain the purpose, core principles, and main steps of Transformative Scenario Planning (TSP) and its relevance to skills foresight and VET adaptation.
- To identify European best practices in stakeholder collaboration and labour market analysis for skills anticipation, including common success patterns.
- To describe key labour market intelligence (LMI) sources and explain the rationale for triangulating multiple data streams to support evidence-based decisions.
- To outline how skills signals and forecasts are translated into VET curricula, including learning outcomes, modules or micro-credentials, assessment approaches, and update cycles, with attention to equity and inclusion considerations.

Objectives of the workshop

In terms of Skills:

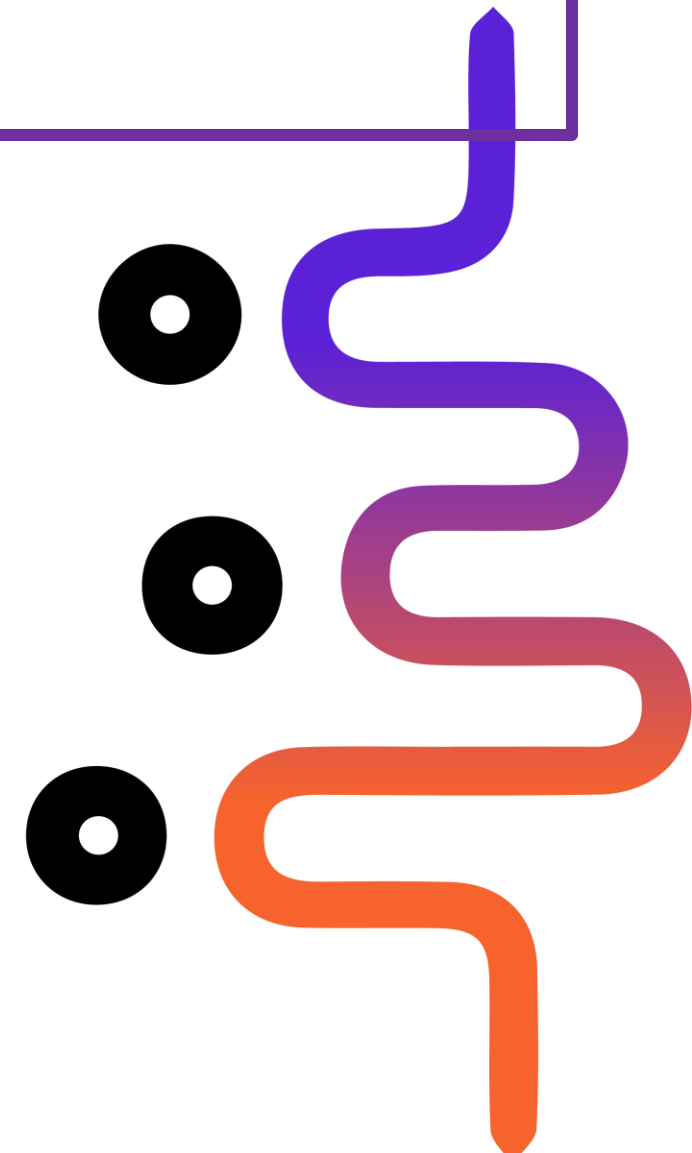
- To map a regional or sectoral ecosystem of stakeholders and define clear roles and contributions to support collaboration in VET and skills forecasting.
- To conduct a Quick Skills Scan by identifying, sourcing, and clustering in-demand skills for a selected sector or occupation using relevant labour market intelligence tools.
- To analyze emerging skills and technology signals in order to distinguish meaningful trends from noise and justify keep, wait, or ignore decisions for curriculum development.



Objectives of the workshop

In terms of Attitudes:

- To demonstrate openness and curiosity in situations of uncertainty by valuing iteration, reflection, and learning from ambiguity rather than seeking fixed solutions.
- To adopt a collaborative and evidence-informed mindset that values diverse perspectives, promotes trust through action, and applies an equity lens when designing and adapting VET responses.



Workshop 3 Routemap



- European Expert in Guidance
- Educator in VET etc.
- Educational Innovator
- L&D Consultant
- EU Project Designer & Bid Writer
- LEGO® SERIOUS PLAY® Facilitator
- DEI & Leadership Coach
- Lifelong Learner



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Introduction and context

Unit 1

If We Could Predict the Future...



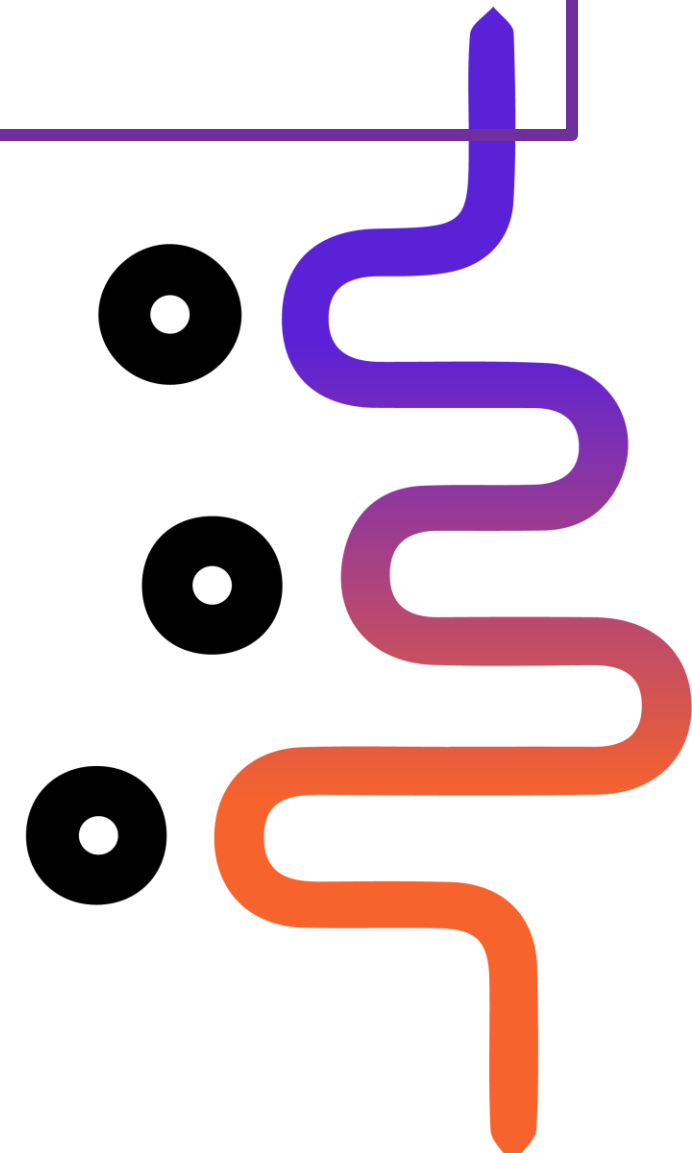
'If we could really forecast the future of skills, we'd all be billionaires by now.'

Reality Check

-  Job titles expire faster than yogurt.
-  Students are trained for jobs that don't exist yet.
-  Skills trend and vanish like TikTok dances.

Enter Holistic Guidance

- 🌀 Holistic guidance = more than career counselling.
- It's career + life + learning + transitions.



The Ironic Truth

-  Every country says they forecast future skills...
- ...but none of them really know.



Mentimeter

<https://www.menti.com>

Code: 3613 2965



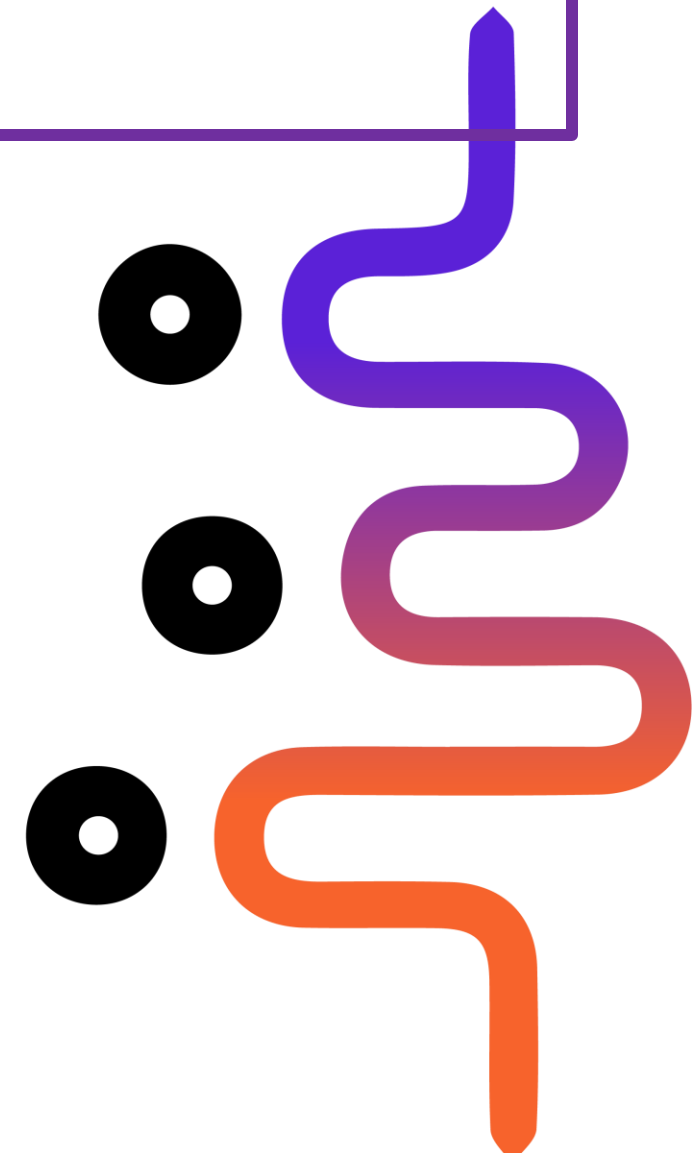
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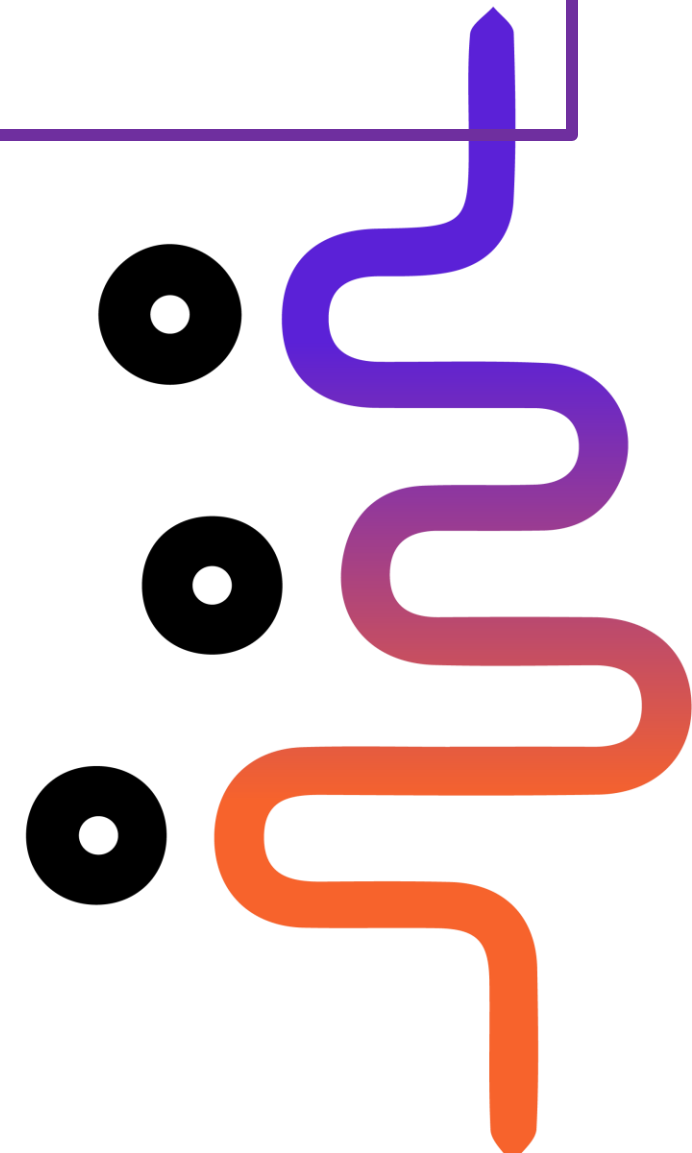
The Magic of Collaboration

- 🤝 When educators, employers, policy-makers, and learners talk,
- forecasting becomes foresight with soul.



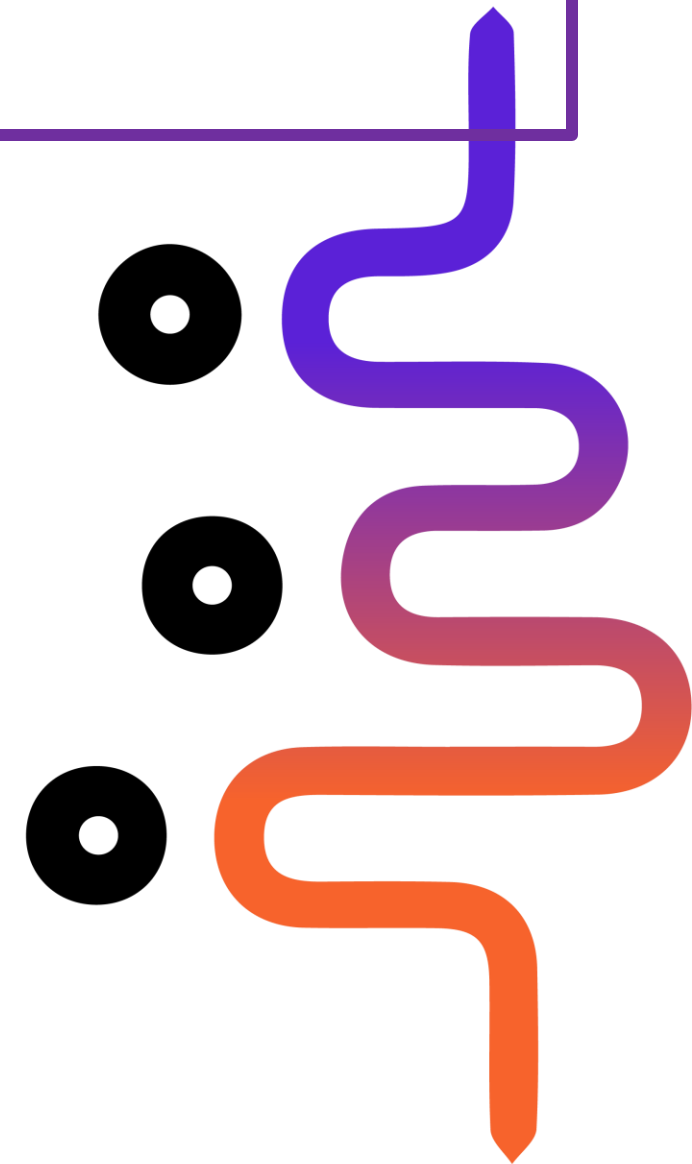
From Forecasting → Co-Creating

-  Forecasting tries to guess the future.
-  Co-creation builds it together.



Europe Is Already Doing It

- **NL** Netherlands – Battle for talents
- **ES** Spain – Skills intelligence from Madrid Employment Agency
- **EE** Estonia – OSKA
- **FI** Finland – National Forum for Skills Anticipation
- **IE** Ireland – SOLAS Skills Bulletin
- **AT** Austria – AMS Job Barometer



Our Mission Today



Explore best practices



Map your ecosystem



Co-create a future-ready
action plan

✨ “Let’s stop pretending we can predict the future - and start collaborating to shape it.”

Transformative Scenario Planning (TSP)

Unit 2

The Core Idea



From predicting the future
→
to creating it together

STEP 1 - Orient



Define: What's the system? What's the key question? Who must be involved?

Example guiding questions:

- What could happen if current trends continue?
- What else could happen — and what do we want to happen?

STEP 2 - Build the Team

-  A microcosm of the system
-  Balanced mix of power and perspective
-  Ground rules: listening, curiosity, confidentiality

STEP 3 - Develop Scenarios



Imagine 3–4 plausible futures:

- If we do nothing...
- If we collaborate...
- If disruption hits harder...
- If transformation succeeds...

STEP 4 - Discover Insights

 Ask:

- What's common across scenarios?
- Where are we complicit?
- What leverage points appear?

STEP 5 - Act

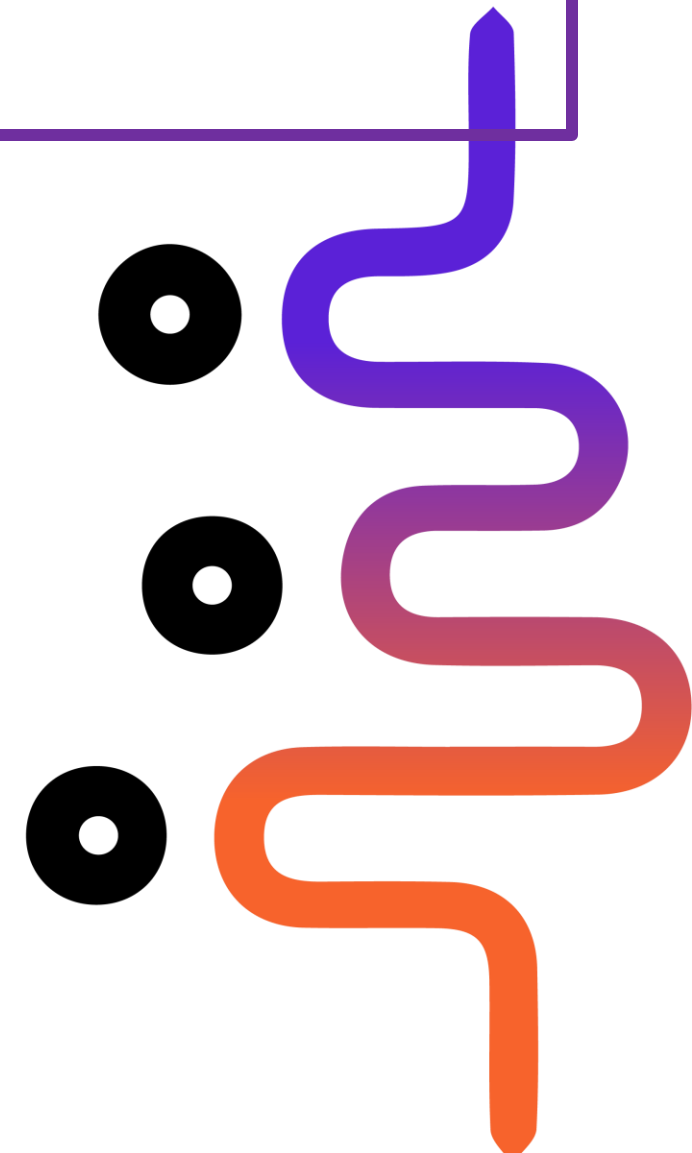


From reflection to action

- Prototype small, collaborative experiments
- Keep the dialogue alive
- Review & adapt regularly

Principles for Success

-  Start with openness, not certainty
-  Include difference and dissent
-  Build trust through doing, not talking
-  Iterate: reflect → act → learn → adjust





Application to VET & Skills Forecasting



Use TSP to:

- Engage employers, educators, and policy-makers
- Explore alternative futures of work & learning
- Design adaptive, inclusive VET programmes



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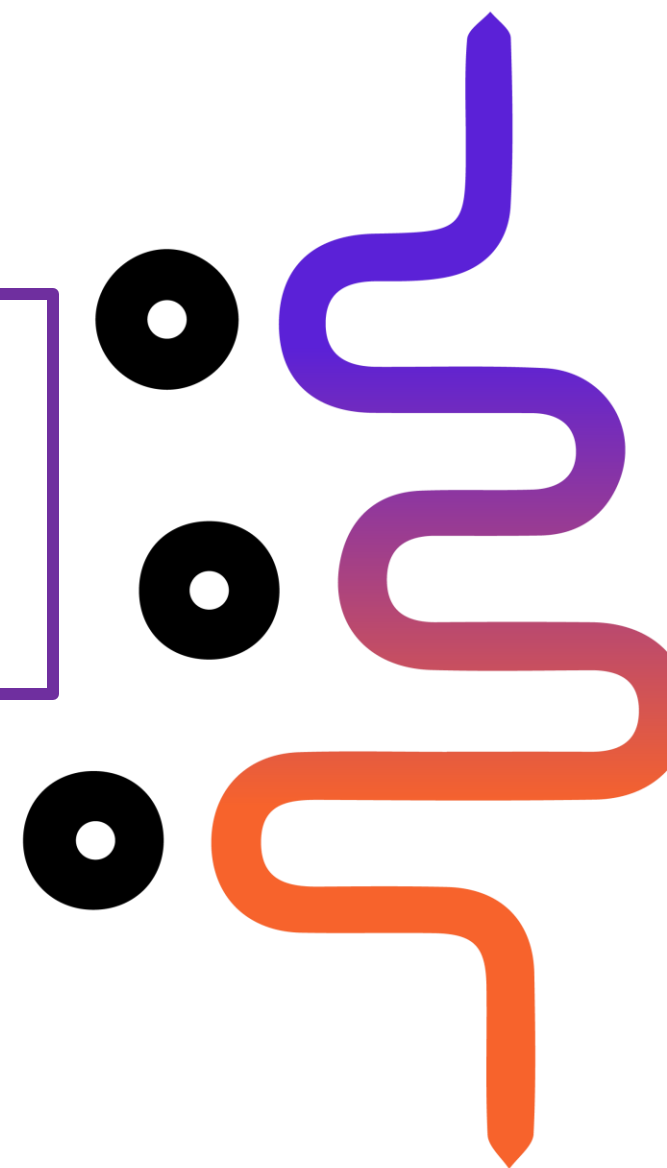
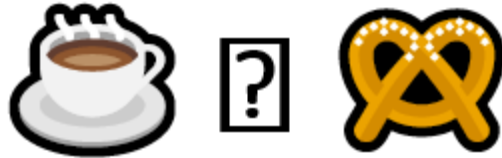
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Reflection Prompt

 Which step of TSP does your ecosystem struggle with most — and why?

BREAK



European Best Practices in Stakeholder Collaboration & Labour Market Analysis

Unit 3

Good practices

- **NL** Netherlands – Battle for talents
- **ES** Spain – Skills intelligence from Madrid Employment Agency
- **EE** Estonia – OSKA
- **FI** Finland – National Forum for Skills Anticipation
- **IE** Ireland – SOLAS Skills Bulletin
- **AT** Austria – AMS Job Barometer

- The only country to focus on it
- VUCA and BANI
- Stakeholders involved: VET providers, formal education, students, business
- Permanent table

ES Spain

Skills intelligence from Madrid Employment Agency

- Stakeholders involved: business partners in the metropolitan area of Madrid
- Skills mismatch
- Call for VET according to the Skills intelligence

EE Estonia OSKA skills monitoring & forecasting

- Core practice
 - OSKA analyses/forecasts skills needs (10-year horizon) with sector studies.
- Collaboration
 - Led by Estonian Qualifications Authority with ministries, employers, providers.
- Data methods
 - Triangulates stats, admin data, online vacancies; expert validation.
- VET impact
 - OSKA outputs inform curricula and policy; regular sector updates.
- How to adapt
 - Build an 'OSKA-style' sector brief in 90 days for one priority sector.

- Core practice
 - Permanent forum with sector groups providing foresight to ministries & education.
- Collaboration
 - Multi-ministry + social partners; providers and employers at the table.
- Data methods
 - Combines foresight forums with LMI; links to policy & funding.
- VET impact
 - Signals flow into qualifications development and VET reforms.
- How to adapt
 - Set up a sector group with quarterly cadence and decision gates.

- Core practice
 - Annual overview of occupational trends and shortages by SOLAS/SLMRU.
- Collaboration
 - National Skills Council governance; input from employers and providers.
- Data methods
 - Occupational analysis using surveys, admin data, online postings.
- VET impact
 - Evidence for programme planning and apprenticeships.
- How to adapt
 - Create a 'local skills bulletin' template with 10 indicators and a 2-page dashboard.

- Core practice
 - Public tool with short-/medium-term outlook by occupation.
- Collaboration
 - Public Employment Service (AMS) with research partners.
- Data methods
 - Combines admin data, surveys, forecasts; user-friendly profiles.
- VET impact
 - Guides counsellors, learners, providers on occupations & skills demand.
- How to adapt
 - Build simple 'occupation profile' pages; update each semester.

The Invitation

- ✨ 'Let's stop pretending we can predict the future —
- and start collaborating to shape it.'
- 👉 Open Mentimeter: What's the #1 skill gap you face today?

Stakeholder Collaboration & Labour Market Analysis for Future Skills Forecasting in VET

Unit 4



Activity

Icebreaker: "What's the #1 skill gap you face?"

- Objective: Surface lived challenges; set relevance.



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European Skills-Intelligence: What to Know

- Ecosystem view: policy (EU/national/regional), VET providers, Public Employment Services (PES), social partners, employers
- Platforms & assets: ESCO (skills/occupations), skills intelligence portals, sectoral alliances
- Use cases: curriculum updates, apprenticeship design, micro-credentials, guidance services

Recurring Best-Practice Patterns

- Sector Skills Councils / Alliances co-designing curricula with employers
- Regional skills observatories tracking local signals & job postings
- Public Employment Services integrating Labor Market Information (LMI) with guidance and upskilling offers
- Dual systems & apprenticeship consortia linking WBL to future skills
- Micro-credentials frameworks for rapid adaptation & stackability

Stakeholder Collaboration

Who, how, and why they engage

Stakeholder Map & Roles

- Policy makers & agencies: mandate, funding, targets
- Employers & sector bodies: demand signals, placements, equipment
- Trade unions & workers: job quality, safety, transitions
- Public Employment Services (PES) & guidance: pathways, counselling, matching
- VET providers & HEIs: curriculum, assessment, micro-credentials
- Learners & communities: feedback, inclusion, access
- Data providers: surveys, administrative data, online job postings

Collaboration Models

- Governance: steering groups, MoUs, data-sharing agreements
- Cadence: quarterly councils; annual reviews; sprint cycles for updates
- Decision-making: evidence gates before curricular change
- Inclusion: ensure SMEs, vulnerable groups, regional balance
- Transparency: publish dashboards, involve guidance services

Activity • Stakeholder Canvas

- Objective: Draft a collaboration blueprint for your region/sector.
- Timing: 20 minutes (+5' report back)
- Instructions:
 - - Map stakeholders; define roles & contributions.
 - - Identify shared KPIs and decision gates.
 - - Agree on a 90-day pilot and meeting cadence.
- Deliverable: a presentation

Section 2 • Labour Market Analysis

Sources, methods, triangulation

Data Sources (Triangulate!)

- Official statistics (e.g., Labour Force Surveys, administrative data)
- Public Employment Services & vacancy data
- Online job postings / skills & task signals (near real-time)
- Provider/learner feedback & tracer studies
- Sector studies & technology adoption roadmaps

From Data to Decisions

- Define question → choose sources → document limitations
- Look for converging signals across 2–3 sources
- Translate findings into learning outcomes & modules
- Beware hype cycles; validate with employers
- Equity lens: impacts on vulnerable learners
- Pilot before scaling; measure and iterate

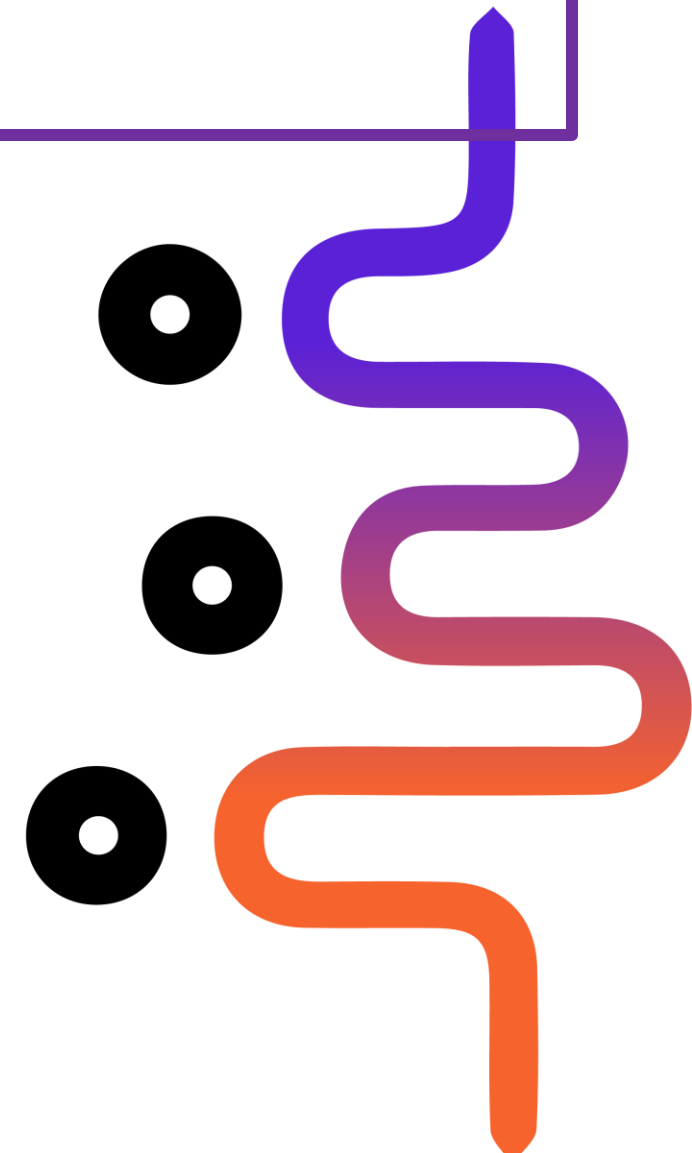
Activity • Hands-on: Quick Skills Scan

- Objective: Identify 5–7 in-demand skills for a chosen occupation/sector.
- Timing: 15 minutes (+10' plenary)
- Instructions:
 - - Search relevant portals (e.g., skills/occupation taxonomies, vacancy dashboards).
 - - Extract top skills/tasks & note sources.
 - - Cluster skills into technical, digital, and transversal.

Key points

In essence, the key points emphasize that effective VET alignment is less about perfect prediction and more about establishing robust, iterative feedback loops.

This means creating collaborative ecosystems where diverse stakeholders use structured foresight methods (like Transformative Scenario Planning) and triangulated data Labor Market Information (LMI) to consistently review and adapt educational offerings, ensuring equity and responsiveness to the rapidly changing labour market.



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Thank you!

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