

Self-Assessment-Sheet

To identify, analyze and develop Regional Skills
Development Groups

Corresponding to: WP6: Role Model for a regional skills
development group Result No. 18| **Version 1.2**

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Introduction

Undoubtedly, people's skills, competences and potential are the most important prerequisites for economy, prosperity, welfare, for a good life in a region. To recognize and develop these skills, competences and potentials, at the same time to identify and analyze the requirements for the development of a region and to provide strategies, programs and offers for this, that is the task of regional politics and design.

This affects not only education and the economy, it ultimately affects all areas of life such as social, health and culture. It is therefore of particular importance to include all relevant forces in a region in this design. The framework conditions for this are very different in European regions. There is therefore no “one” model that fits all circumstances. More details can be found in the documents of the Bridge+ project¹

²³

This self-assessment sheet offers the possibility of a simply, quickly and clearly recording concerning the essential elements and conditions of a region in order to derive the best possible strategies and procedures.

¹ Policy Paper with Recommendations on RSDG

² Instruments for Building up RSDG

³ Description role model

Self-Assessment-Sheet

To identify, analyze and develop Regional Skills Development Groups

To: Definition "Region"

- Which area includes the region for which the group should be established?

Name and description of the Region: _____

- Which political and administrative structures, including regarding skills development, the region has

State, District, Municipality, NUTS 1,2,3, other...

- _____

Which autonomous and responsible areas of action for education exist in the region?

The region has autonomy and influence on relevant fields for skills development

- Initial education, including early childhood education

- To a high extent										not at all
- 10	9	8	7	6	5	4	3	2	1	
- Upper secondary education, including VET

- To a high extent										not at all
- 10	9	8	7	6	5	4	3	2	1	
- Postsecondary, tertiary, higher education

- To a high extent										not at all
- 10	9	8	7	6	5	4	3	2	1	
- Further education, including in-company training

- To a high extent										not at all
- 10	9	8	7	6	5	4	3	2	1	

To: Term "skills"

What kinds of skills do we mean?

In our region all relevant stakeholder have a common opinion about the terms “skills, knowledge, competences, qualification, potentials etc…

Strongly agree

Strongly disagree

- 10 9 8 7 6 5 4 3 2 1

In our region we deal with all relevant “skills”, or we want to deal with all of them

- Basic, general, occupational-professional, technical, digital, social, personal... .. ?

Yes

No

Or only with specific ones, which ones?

Is formal as well as non-formal and informal learning covered?

Do we want to consider all dimensions of formal, non-formal, informal learning or are formal qualifications and degrees the priority for us

All dimensions

only formal qualifications

- 10 9 8 7 6 5 4 3 2 1

For this question, see explanations and definitions on “Skills” in the manual and the various approaches offered by the European Union, CEDEFOP, OECD etc. ⁴

⁴ References

To: Strategies, Action plans, Programmes....

There are binding strategies, programs and action plans for our region in place, on which we orient our current and future activities

International, European, national, regional, local.. ..

Education, economy, social...- everything that could be relevant for “skills management”

Please collect and note here

What are most important statements from it? What can be deduced from this?

For our region data and facts are available that relate to skills and qualifications, especially for future requirements in this regard

to a sufficient extent insufficient

10 9 8 7 6 5 4 3 2 1

Are there any statements that can be derived from this that offer clear orientation points for the design and further development of offers for education and qualifications in our region?

Strongly agree Strongly disagree

10 9 8 7 6 5 4 3 2 1

In our region there exist already groups and platforms that deal with the identification, analysis and further development of skills and competences

Yes No

If Yes, which?

If you want to install or develop a regional skills development group

First of all – consideration about

Can existing groups or platforms be used for further joint development?

To a high extent not at all

10 9 8 7 6 5 4 3 2 1

Which? How? _____

Should a completely new platform or group be set up?

Yes No

If Yes, which goal for the group would you suggest

e.g. like this:

Bring together and evaluate all existing - and maybe not yet existing - information and insights on requirements and needs for knowledge, skills, competences for the world of work, for business, today and tomorrow

Of great interest Of little interest

10 9 8 7 6 5 4 3 2 1

Create an innovative approach to prepare for future challenges in the region and involve as many people and institutions as possible

Of great interest Of little interest

10 9 8 7 6 5 4 3 2 1

Create a common understanding of challenges and pathways in the region to develop the skills and competencies individuals, employees and employers in the region need to master the future

Of great interest Of little interest

10 9 8 7 6 5 4 3 2 1

Communication, Cooperation, Coordination⁵

An existing or upcoming skills development group may fulfil various functions⁶

It may make sense to start with a more communicatively oriented way of working to build mutual trust, to make the meaningfulness of the structured exchange of experiences tangible and visible (**Communication**).

From this, first joint actions can be deduced, and effects can be achieved (**Cooperation**).

If there is common acceptance, there is an overall understanding of regional development concerning future skills, and an institution or person is willing and able to take leadership, then this can give rise to **Coordination**.

What of the following functions do you intend

Dialogue: a platform where actors and stakeholders meet to discuss and exchange information and viewpoints, and whose main outcome is creation of a common understanding and voluntary initiative of activities.

To a high extent not at all

10 9 8 7 6 5 4 3 2 1

Consultation: a body set up primarily to act as a reactive kind of “sounding board” for government initiatives and policies

To a high extent not at all

10 9 8 7 6 5 4 3 2 1

Research and exploration: Collect data from regional, national, international sources, explore and analyze future prognoses concerning working life, needed skills and qualifications

To a high extent not at all

10 9 8 7 6 5 4 3 2 1

⁵ See Policy Paper Recommendations

⁶ Read more in: Policy Paper Recommendations

Policy development: a proactive group to promote lifelong guidance through concrete policy proposals and initiatives.

To a high extent not at all

10 9 8 7 6 5 4 3 2 1

Systems development: a place for developing the full range of activities with Communication, Cooperation, Coordination and implementing concrete, practically-oriented issues for skills development for the region and for the near and far future.

To a high extent not at all

10 9 8 7 6 5 4 3 2 1

Which persons and institutions should be addressed in the region?

Anyhow, the following should be considered:

Political actors

Who is responsible for education and economic development in the region?

List: _____

Who is particularly active and interested in this topic or could it be?

List: _____

Who has special influence in crucial fields of education and business?

List: _____

Who is personally recognized, regardless of party affiliation?

List: _____

Who is looking for an attractive topic for his development in the region?

List: _____

Social partner organizations

Who is responsible for education in employers and employee organizations?

List: _____

How deal social partner organizations with the topic's skills for tomorrow

List: _____

Which offers provide social partner organizations in VET, in guidance etc.?

List: _____

Companies

Who is on the board or in human resources of regional companies responsible for personnel, recruiting, training and particularly active?

List: _____

Are there any workgroups, cross-company networks, business associations or clusters that are particularly concerned with education requirements of the future?

List: _____

Which industries or economic sectors are particularly challenged in the region to find qualified staff?

List: _____

Labour market services

Public Employment Services PES have good background on data and statistics concerning the needs and demands of the current labour market in the region, have also an overview about trends and perspectives in the closer future. PES must be integrated into such a regional group, also by the reason that PES will be an important actor for implementing results and outcomes of the group work into the regional development

Remarks: _____

Education and Training providers

Who are the key player in the region concerning innovative activities in the sector of education and training E&T, including Higher Education, Research and Development?

List: _____

Who have the most possible acceptance in different areas of E&T – all relevant sectors of Lifelong Learning, of course especially stakeholder in VET, but, not only...

List: _____

Who could have influence in change management processes in E&T in the region?

List: _____

Guidance services

A principle of guidance should always be to look in the future and support individuals to find sustainable perspectives for life, profession, including necessary pathways in E&T.

List: _____

Who in the region has innovative and far reaching approaches in guidance and counselling?

List: _____

Who has the most powerful resource to support implementation processes for future-orientated skills development?

List: _____

Individuals

All activities on skills development can only become successful if persons, individuals are willing and able for personal processes of learning, training. Personal development.

To involve “The Voice of Users” into the process of regional skills development from the very beginning will be a success factor in the process.

Are there any persons with personal, political, engagement who should be involved?

List: _____

Responsibilities, Lead

Who should, could, would take the Lead for incentives concerning a regional skills development group

Discuss, decide _____

Who should, could would take several responsibilities within the regional skills development group

Discuss, decide _____

What are the first, next, further steps concerning a regional skills development group

Discuss, decide _____

Who is responsible for structure, process, documentation, information, keep “activities on track”?

Discuss, decide _____

Who is responsible for evaluation, check of progress, feedback of results

Discuss, decide _____

Finally:

Check all collected information and answers, as well individually as in Group discussions

And create a common concept for a skills development process in your region⁷!

Wish you good success!**Bridge+ Team**

⁷ References all Bridge+ documents