



# Skills intelligence transmission

**CONFERENCE REPORT** 21 September 2022

## S4Stride Workshop #2

Edited on 21 September 2022



Co-funded by the  
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#S4Stride

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## I. INTRODUCTION

The second workshop of the Stride for Stride project was hosted in Vestland (Norway) by Hardanger Council and Career Vestland. The workshop took place from 7 to 10 June 2022. This workshop, with the theme on:” skills intelligence transmission”, was focus on the green transition in two different industry sectors of Vestland: tourism and the process industry. The other partners also shared experiences from their countries and regions. The first part of the workshop was conducted in Bergen at the career centre, and the second part in Hardanger.

In Bergen, attention was put on the services of the career centre, with special awareness regarding a new task that is the integration and career guidance of newly arrived refugees. The manager of career Vestland also pointed out the relevance of the centres’ work regarding the regional plan for innovation and business development 2021-2033. The plan, called: “Sustainable Value Creation” aim to ensure that more employees have the skills needed, and value creation of new green jobs throughout the whole country.

Then a pilot was presented using the strategic mapping tool Inflow24 as a talent management program for motivation of competence development for companies to be prepared for the green transition. The career centre will be involved in a follow up stage on this from September 2022. The final presentation in Bergen was focusing on industrial symbiosis, and how green hubs are developed through these entrepreneurial discovery processes with synergies from different value chains.

Partner’s meeting went to Hardanger in the evening, where they presented their approach to intelligence transmission regarding the green transition and skills adaptation. The next day, the delegation visited Boliden, an industry leader in terms of sustainable metal production from deposits to recycling used metals. After that, there was a visit to the literature house in Odda, to get an insight into how regional stakeholders work to maintain and develop an ecosystem for skills development.

Finally, partners visited a cider farm and had an introduction into one of the most rewarded brands: “Edel”. Partners learned how the different cider farms cooperate in clusters to strengthen their position on the foreign market.

## II. VISIT CAREER CENTRE BERGEN (DAY 1)

The essence of the visit was to share how the Career Centre cooperate internally and externally to gain knowledge of the labour market and skills gap both on national and regional level.

### 2.1 Presentation Career Vestland



The Manager of Career Vestland, **Aida Cistic-Dizdar**, presented the organization, its role compared to the regional plan for innovation and business development. She also presented the tasks and offer to users of the service.

Career Vestland is a municipal county career center that was established when two counties merged in 2020. The center has a history dating back to

2005. Today's organization was the result of a project carried out in 2015 when an attempt was made to offer individual guidance. Until then, they had worked with career guidance at system level. In recent years, the Career Center has grown and acquired several important tasks.

The main task is to offer free career guidance to all adults over the age of 19 throughout the county. From January 2021, all newly arrived refugees are offered career guidance as part of the introduction program. Integration coordinator, **Amila Melle** talked about the background for this important task, the working model and ambitions that the center has linked to refugee work.

Since the autumn 2020, the center is part of a national digital project for which the Directorate for Higher Education and Competence has the main responsibility. This is a digital offer within career guidance that is offered via chat and telephone.

Career Vestland has a central role as a competence center in career guidance and offers courses and training to other actors



At Career Vestland the user can get help to:

- Explore job and educational opportunities
- Find out what motivates and what tasks the user likes and masters
- Learn methods to make thoughtful and conscious career choices
- Identify skills and interests
- Get input and information about the job search process, CV/application and job interview.

User surveys show that users are very satisfied and that the career guidance maintains a high quality. The career guidance is an important tool in the development of the necessary competence for the green shift in Vestland county.

[Presentation available here](#)

## 2.2 Right Skills, Mongstad

Lise Fjæstad Simensen, CEO of [CXS Nordic AS](#), presented an exciting pilot project Right Skills – Mongstad which is part of the European project [Right Skills for the Right future](#).

Project stakeholders are:

- Vestland County – initiated and has a central role in the European project
- Alver Municipality - project owner
- CXS, specialized in technology, professional methods and analyzes



The goal of the project was to find out how Mongstad can be well prepared to meet the green transition objectives and find the gap between existing and necessary skills.

This pilot study used InFlow24, a tool used in individual career guidance as a strategic human resource tool for companies in process of transitioning to new markets. Employees in the participating companies took this test.

By profiling all employees in an organization, the company gets a complete overview of the resources (skills) the organization already has. It allows the company to develop HR strategies to acquire the desired competences.

Some of the main findings are that the employees can develop competence. Employees have a higher degree of willingness to innovate than managers. Making the change requires that employees are involved in the process of learning new competences. Managers must develop competence in relationships.

[Presentation available here](#)

## 2.3 Green Region Vestland

**Lasse Anke Hansen**, Senior Advisor in Vestland County Council shared the overall objective of Green Region Vestland: a business sector in the region, with the aim to have net zero emissions by 2030. The project is anchored in the political strategies of Vestland County Council. It is a cooperation between Vestland County and Innovation Norway on behalf of a broader partnership called Næringsforum Vestland (Business Forum Vestland).

The aim of the project is to gather information and to get an overview of the green innovation projects in the region. One central question is where the region must act to get the best possible effects.



The approach of the project was a «bottom-up advisory» process, involving 400 different actors from several sectors of businesses and industries, municipalities, clusters and other local actors.

The result of the work was the identification of more than 250 green innovation projects. The prioritised projects made the basis of 16 green hubs, divided into four groups: marine,

maritime, industrial, and biological businesses, all with large potential for increased export and reduction of emission. The hubs are located in all four regions of the county.

The motivation for the business to take part in the project is the potential of mutual advantages between the business, and industrial symbiosis.

The project pointed out nine competitive resources and advantages available in the county. At the same time, the project has found nine categories of challenges. Among the advantages, one can mention a generally highly skilled workforce in the county as a whole. In a regional perspective on the other hand, one might see a lack of young people who want to settle in the local community. Some regions have what one main call a «brain drain».

One of the examples of symbiosis between companies and sectors of industries are the biogas. This plant is using the waste and slam from fish farms, the fish industry and the maritime industry. The companies have then access to biogas for the development and use of modern minimized emission - types of machinery.

One important outcome of the project is that the companies and other parts become connected in the hubs. The project also facilitates a dialog between the hubs. The improved contact leads to sharing of knowledge and ideas.

[Presentation available here](#)



### III. PARTNER MEETING HARDANGER (DAY 1)



The partner meeting was conducted at the Hotel Ullensvang, in Hardanger in the afternoon the first day of the workshop. Every partner had ten minutes to present their work on skill transmission and share opportunities and challenges regarding skills adaptation.

#### 3.1 Green Region Inner Vestland, Hardanger

The host and CEO of Hardanger Council, **Jostein Eitrheim**, welcomed the Stride for Stride delegation during the partners meeting and showed a video of the nature and tourist attractions in the Hardanger region.

Then Hardanger Council and Career Vestland shared results from the Green










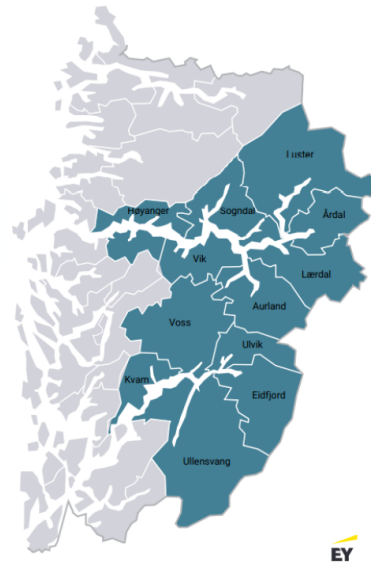
Region Vestland project, with specific focus on opportunities and challenges regarding the green transition in Hardanger belonging to the Inner Region Vestland. This is a project based on a scenario analysis conducted by EY (Ernst and Young) that has been further tailor on regional differences.



The region identified the following advantages and opportunities for the green transition:

Inner Vestland has identified the following competitive advantages

 Rich on natural resources for a sustainable regional development	 Closeness to the fjords gives access to energysources for cooling and heating	 Long and strong tradition within process industry can be developed to establish new value chains
 Entrepreneurial culture with initiative resources	 A region with access to power	 Strong technology- and innovation clusters
 A region with nature- and cultural experiences connected to permanent residence and visitors experience	 Potential to build several «energy-hubs» due to location close to central transport arteries	 Beautiful and untouched nature between the fjords and the mountains people want to pay for to experience



There are two main challenges assessed in the Inner Vestland region regarding green business development, and that is reduced population and qualified labour. The region needs to face these challenges in order to reach emission goals and reverse the population decline.

Hardanger has eight projects that are part of Green Region Vestland, and the delegation visited two of the these the next day. These were: Boliden, a major zink alloy producer, and Åkre ciderfarm belonging to the cider cluster.

The Hardanger Council presented the ecosystem for local skills adaptation. Some of the stakeholders were represented the next day, to share how they work with local skill adaptation.

[Presentation available here](#)

### 3.2 Brittany Region, involving companies



**Tangi de Rochefort**, Project manager for innovation and employment at the Brittany region (France), and coordinator of the Stride for Stride, presented the approach of the region to involve companies to be inclusive and meet the skill gap in the labour market.

The turning point started in 2014, where the unemployment declines from 10%

to 5,8% 2022. This change in the labour market represented an opportunity to involve companies and business unions. After decades living hidden for job seekers, companies were looking for skills and manpower, and a new and more flexible Vocational Education and Training program was developed.

A new strategy was needed, since the big part of the unemployed people were far from employment. There was a need of soft skills and hard skills, mobility and lodging, and there were also health challenges.

The solution was to focus on the FTTH program, and a roadmap for employment and training in FTTH was assigned, where the companies, unions, local authorities, and national employment agency were involved working together.

The development was from one vocational training in one place in 2017 to four different places covering Brittany on five different types of jobs and level:

- Splicer
- Fitter
- Technician
- Telecom pool installer
- FTTH plan designer

The foundation was a strong coordination with companies, financial partners and training centres. Now the method is duplicated into the digital sector, renewable marine energy, sailing industry and public services.

[Presentation available here](#)

### 3.3 Tuscany Region, supporting digital and green transitions from a policy design perspective



**Miriana Bucalossi**, responsible for Apprenticeship and Internships for European projects and transnational networks at the Tuscany region, presented the strategies to support digital and green transitions from policy design perspective in the region.

The Tuscany Region has five main strategic Vocational Education and Training policies:

1. Higher VET: ITF, IFTS
2. Training for unemployed
3. Training for employed people: Managers, Entrepreneurs, workers
4. Anticipation of skills needs: Apprenticeships, work-school dual system
5. System actions: Regional Qualifications Framework, distance Learning

This leads to a twin transition focusing on:

- A. Promoting educational success, quality training and citizenship education
- B. Promoting the right to quality and decent jobs

This transition is financed through the European Social Fund, National Resilience and Recovery Plan, National Funding for Specific Policies (Apprenticeships, ITS, Dual System) and Regional Funding (for specific actions).

To promote lifelong learning for all, and developing key competences to support the twin transition, the policy responses within the new European Social Fund Regional Development Plan are as followed:

- Key competences to accompany ecological and digital transitions as a crucial asset
- Pre- apprenticeships and career management skills development programs
- Regional qualification framework system action: update and constantly review the professional standards for at better alignment with the training needs expressed by the economy
- Meeting the challenges of the Covid-19 pandemic and the twin transition through local pacts for quality VET and decent jobs, and “pact for skills” initiative

Regional Skills Ecosystems are a strategic asset in strengthening the cooperation with key stakeholders to identify local skill and innovation ecosystems.

[Presentation available here](#)

### 3.4 Varaždin County's experience-building vocational skill ecosystems

The director of European Talent Centre of Varaždin, **Robert Kelemen** shared experience in building vocational skill ecosystems, and then **Milan Radunkovic**, teacher at Srednja strukovna škola Varaždin and **Tihana Dvorski Kralj**, teacher at the secondary school “Arpoterum Opeka” shared best practice from their VET schools.



In 2010 the Regional Competitiveness Index ranked Varaždin region as number one. The region has the biggest education budget allocation per capita in Croatia. 53,4% of the whole region's budget goes to education.

There are different development programs in Croatia. The public institution European talent centre in Croatia, educate teachers and educator to work with gifted children. They are developing EU funded projects, Erasmus+ projects, working with new technologies and centres of excellences with gifted children and students. There are regional centres of competence, such as the secondary school «arboretum opeka», and the Varaždin medical school, in addition to centres of vocational excellence (VoCE).

The VoCE networks consists of secondary schools of Varaždin County developed as Vocational Centres of excellence, centres with mechanical engineering, electrical engineering, textiles and leather and tourism. The VoCE has also established an additional certificate, a HAAS certificate that is valid worldwide as they are enrolled in a specialist database for their turning and milling machines.

There are several benefits these centres can provide for regional development:

## Benefits of CoVEs for regional development



Among the conclusions were that CoVe's contributed to empower young people and adults with skills for fulfilling career, that meet the needs of an innovative and sustainable economy. It is also important to continue to co-create «skills ecosystems» that contribute to regional development, industrial clusters and smart specialisation strategies.

[Presentation available here](#)

### **3.4.1 Srednja strukovna skola – best practice example of the Croatian Dual Educational Model**

The Secondary Vocational School in Varaždin is a leading VET institution in the county. It continues the rich tradition of craft education of Varaždin County. There are almost 600 students at the school who are trained in 15 vocational programmes, some of them lasting for four or three years. Since 2018 they have been training cosmetologists and hairdressers thanks to the so called Dual education model.

The dual model of education means implementation of teaching in secondary vocational education in which, through theoretical teaching and exercises in the school and learning through work practice and apprenticeship, students are connected with the appropriate employer. Students acquire and build their professional, social, soft skills and knowledge in accordance with the standard of qualifications and curriculum.

Main participants in dual education are: students, VET schools, business entities, and the Croatian employment services. The three stakeholders collaborate actively to shape the VET offer.

The main benefit of the dual model is the quality of learning outcomes, which are:

- Teacher's independence in planning and creating teaching programs
- Outcome based teaching
- Joined planning and cooperation between schools and business mentors
- Education and training of business mentors
- Students positively evaluate their achievements and their motivational interview
- Employers think that students are well equipped for the labour market
- Attractiveness of the profession
- Students find work soon after graduation

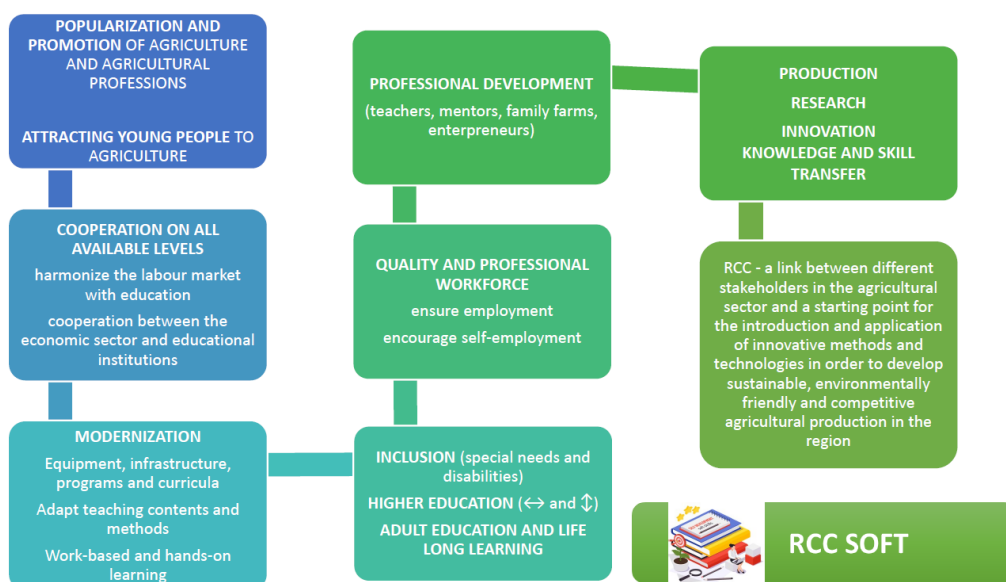
However, the following challenges have to be faced:

- Business mentors are few and most of them are neither efficiently trained nor motivated to work with trainees
- Employers are not always willing to provide allowances for apprentices
- Lack of government interventions, incentives and reliefs for employers who want to take and train apprentices

[Presentation available here](#)

### 3.4.2 Secondary School “Arboretum Opeka” – Regional Centre of Competence in Agriculture

The Regional Centre of Competence in Agriculture (RCC) is a place of excellence in vocational education and training. The project objective is to create conditions to provide theoretical and practical skills to students and adult learners in vocational education, which will increase their ability to enter the labour market. RCC focus on infrastructure and soft skills.



The promotion of agriculture and agricultural professions is conducted to attract young people in the sector. There is cooperation on all available levels with modernisation of both infrastructure and methods, professional development, inclusion and production, research and innovation knowledge and skill transfer.

[Presentation available here](#)



### 3.5 Basque Government – Basque institute of knowledge in Vocational Training, main objective and professional areas

The main objective of the Basque institute of knowledge in Vocational Training is a research and support service to define strategies, programs, and procedures to consolidate lifelong learning and people’s knowledge.



The institute is organized into three professional areas through which it develops all its activity.

- **Christina Ascorbe Landa**, is in charge of the Professional Qualification and Specialisations Area
- **Joseba Rodrigues Arza**, is in charge of the Knowledge and Value Area
- **Jose Antonio Goikoetxea Badiola** is in charge on the Learning Recognition Area

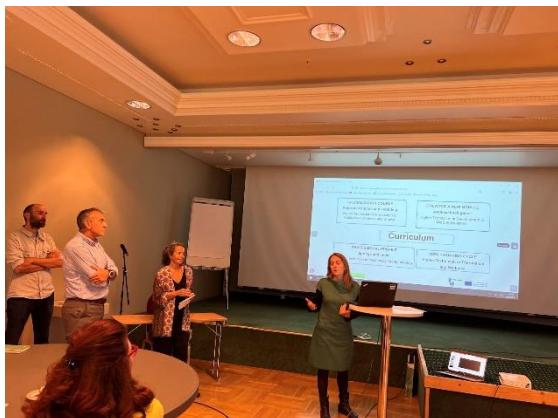


Some centres are also belonging to “FP Euskadi”, which is the department of Education in Vocational Training, like: Tkinka, the Basque Vocational Research Center, and Ideatk, Applied Creativity Basque institute in VET.

[Presentation available here](#)

### 3.6 Catalonia – Developing VET training in Thermalism & Aesthetics through public-private partnerships

The Catalan delegation that took part in the workshop was composed of: **Irma Núñez Fernández**, project manager of international projects for VET at the regional Ministry of Education of Catalonia, **Carme Germà Vila**, councillor for Tourism and Thermalism, at the City Council of Caldes De Montbui, **Joan Anglís Sallarés** from the Catalan Hot Spring water Association and **Jaume Balart**, representing the VET institute Manolo Hugué.



Irma Núñez started with an introduction two programmes: **Mobilitetspf**, and networking through possibilities through **orientapf**. The case study was an example of public and private partnerships in developing VET training for Thermalism & Aesthetics.

Mobilitetpf is a program that promotes activities in vocational education centres for mobility projects (for both students and teachers). Students are able to make internships in companies in other countries. Teachers are developing international cooperation projects (innovation and exchange of good practices) and study recognition practices.

Orientapf consist of different networks, among them Mobilitetspf, and makes it possible to network with all VET centers to transfer best practices. Through this network workshops and conferences are organised, and guidance for youth is conducted using personal career guidance tool (IPOP).

The case study presented during the workshop was an example of cooperation between several entities: the roman baths and thermalism in the Caldes de Mointbui, the Catalanian hotspring association Balneària and the public high school of vocational education and training, institute Manolo Hugué.

The institute Manolo Hugué developed trainings in several areas like molds and dies, mechanics, thermalism and aesthetics but also administration and finances. The school encourages students and teachers to be involved in VET awards, conferences, and events of the nearby business sectors.

The Catalan Hotspring Association is small family enterprise. Thanks to the training offered at the institute Monolo Hugué, the company can hire skilled workers. It also enables to identify young people who are interested in the sector and it standardize the training. The development of a new training allows people to acquire the professional skills that the companies are asking for. The professional training would

not be possible without the collaboration and involvement of the thermal sector in the implementation and development of the cycle.

[Presentation available here](#)

## IV. STUDY VISIT - HARDANGER (DAY 2)

During the second day of the workshop, which was taking place in Hardanger, partners got an insight of how the regional skills ecosystem and how the region approaches the green transition in process in the industry and tourism sectors.

### 4.1 Visit Boliden, a world class metal company

At [Boliden](#) in Odda, **Karl Ystanes**, Head of the Human Resources, told the participants about their work and the huge upscale towards greener and higher productivity to meet their own zero emission goal.

Zinc is a very important product in the society. With the local access to green hydropower, Odda is an important industrial area. With the big investments done now, the energy use will become more efficient.



The major challenge is to get skilled people in the region. 350 skilled workers are needed in the area. Housing is another challenge. “It takes a village to raise a kid” - what impact does history and culture have on people wanting to move to a region? One of the aspects that Boliden puts forwards to recruit workers is history.

### 4.2 Meeting with regional stakeholders

After the visit at Boliden, the delegation gathered in Odda, at the literature house with some of the stakeholders of the regional skills ecosystem. One of them was the Tizir Titanium and Iron factory, focusing on the recruitment of skilled labour force. Then a teacher from an entrepreneurial class came with three of the students to share how [Yespecialists](#) Erasmus+ project contributed to make the region



attractive for young people. Then, the owner of [Buer restaurant](#) shared how they have established a restaurant close to the glacier, and had attracted a Michelin star chef. Finally **Tore Muren**, from the Career Centre, informed about the purpose of the subject “education choice” in secondary schools.

#### 4.2.1 Tizir Titanium and Iron AS – Recruitment of students

**Jorulf Kyrkjeide**, project manager in Tizir, shared how the factory is working with people from all over the world, and are recruiting globally.

“We have industrial competence located here, we are an industrial society. That is an advantage for recruiting. When hiring, they always think that they are “hiring the whole family” – and we work closely with the municipality, the local VET school and Hardanger Industry, also when recruiting” – declared Jorulf Kyrkjeide.

The company is mostly in need of engineering competences, but they are also looking for financial skills for example, among others.

Tizir has many projects with great ambitions for their future and the zero emission goal. The green approach is valuable for recruiting, and of great interest to many students who want to do a master’s degrees for this reason. This definitely helps attracting young people.

The company also work with recruitment process through a program with the region. The main focus is young people in VET schools. The company invites them to visit the site to attract them. Tizir would like to work with younger people. It is important to inform students of the local possibilities, and tell young people that they can have a very interesting job locally.



#### 4.2.2 Yespecialists project and entrepreneurship students

**Hilde Gjester Hoel**, teacher of an entrepreneurial class in Odda, shared together with some of her pupils how the YESpecialists Erasmus+ project has positive effect on young people’s consideration of local attractiveness regarding schools, work and living.

“Let the youth be part of development, then they feel ownership.





Entrepreneurial skills are important for all students, and should be part of all studies, not only for one study. You have to teach the students, and then they will take it into their local community”, said Hilde Gjester Hoel.

Entrepreneurship can be a subject to study, but it can also be part of all studies. It is an important skill to have in life. Kids with special needs can also learn a lot from this. Vision: We have a good place to stay! When you love your home area, and your school, you learn more.

[Presentation available here](#)

### 4.2.3 Development of tourism in the region: Buer restaurant

The founder of the restaurant Buer, **Elisabeth Wesenlund Hauge**, presented how they are adding high quality to the region by opening new doors. They are proud to attract qualified young people back to the region. This, together with the cider and adventure, is also the reason why many young people are coming back to run family farms. Sustainability is important, and their goal is to work locally, with food, constructions and people.



[Presentation available here](#)

### 4.2.4 “Educational Choice”, mandatory subject in secondary school

**Tore Muren**, Senior adviser at Career Centre, and representing Vestland County Council, shared that “Educational Choice” is a mandatory subject for lower secondary schools in the region. This subject was introduced in 2008 as a response of some challenges in the educational system, in labour market and in the society. The immediate challenges were dropouts, and a lack of competence in different sectors.

Motivating factors for the subject are: social equalization, equalization between genders, national economic competitiveness and information about the local labour market and regional career opportunities.



The content of the subject consists of three parts:

- 20% educational system (structure of the upper secondary school) and the labour market (different occupations)
- 20% individual factors, identity and interests for making decisions in career
- 60% trying out different educational options in upper secondary school and worked based placements in different jobs in factories, plans, companies/businesses and civil services.

Career Vestland's role is a coordinative role to mobilize branches, companies, organizations and public services to visit local schools. The purpose is to gain awareness of the job opportunities and careers at an early age.

[Presentation available here](#)

#### **4.2.5 Åkre Gård – Cidertasting, Arita Åkre owner and producer**

A very interesting meeting with Cider producers from Hardanger were organised with the group of delegates. Cider is much more than a drink, it is part of building the future by competence, creativity, entrepreneurship, cooperation and using the possibility and the potential history and the terroir gives in Hardanger.





## V. SUMMARY

The topic of the workshop in Vestland was skills intelligence transition. Partners and their delegates shared their experienced on how they approach the green transition and skills adaptation focusing on regional ecosystems as a way of cooperating with different stakeholders in gaining knowledge of skills needed in the future.

Vestland made a focus on the industries with greatest opportunities but also on the challenges in the Hardanger region, process industry and tourism. The Brittany region was presenting how they involved companies in developing VET programs for future skills, while the Tuscany region shared how they approached the digital and green transition from a policy design perspective. Varaždin County presented the benefits of CoVE's for the regional development. The vocational schools Srednja strukovna skola and "Arboretum Opeka", shared best practice on the Croatian Dual Educational Model and how to attract young people to VET programs. The Basque government focused on the importance on technology and innovation in the VET centres, and Catalonia shared how the cooperation with public-private partnerships was important in developing VET education and training in Thermalism & Aesthetics sectors.

Presentations from the partners showed the importance of skills ecosystems in order to develop and adapt VET education and training for the future.