



POLICY RECOMMENDATIONS

Based on the Policy Challenges, identified issues, concerned Policy Area, and considering the systemic approach of Transversal Competences, the ED-EN HUB team has elaborated several recommendations. These are the result of a few events, taking place in some of the partners' countries, usually starting from two major concerns: the present skills mismatch and the quickly changing conditions in the global, European, and regional industrial labour markets. In particular, the second one has highlighted the growing difficulty to recruit not only technicians with high qualification, but also non-specialised workers.



Although Transversal Competences were seldom the starting point of policy debates, they soon became a leitmotif in all countries, since all parties recognize how important they are to face uncertainty, changes and to guarantee personal balance in challenging situations. The same was true for the education-enterprise partnership: when the labour market is uncertain and quickly changing, a solid collaboration framework pays more than foresight studies.

RECOMMENDATIONS FOR EDUCATION POLICIES



Incorporate awareness for Transversal Competences in secondary schools

The learning objective is to identify and recognise its own Transversal Competences. Have a look at the tools provided in the ED-EN HUB "Guidebook for Trainers".



Develop the self-identification of Transversal Competences in experiential approaches

Learning to assess one's Transversal Competences during tutored projects or learning and assessment situations can help to develop them, particularly in the case of group work.

RECOMMENDATIONS FOR INNOVATION POLICIES



Develop Fusion Skills approaches, bringing together technical, engineering, creative and artistic staff with support staff

It should be done the same way that European countries have developed entrepreneurial and innovation development programmes in higher education, bringing together a variety of profiles



Always include Transversal Competences in any capacity building action to support innovation projects

This should refer as well to any program in industry, education or policy making.

RECOMMENDATIONS FOR LABOUR MARKET, AND VET TRAINING POLICIES

A SPECIFIC POLICY RECOMMENDATION : FOCUS ON LOCAL EDUCATION - ENTERPRISE HUBS



Enhance the identification of Transversal Competences needs areas of talent shortages

Observatories and other tools can be a way of identifying them in a sector-based approach. A collaborative approach between education and business would help to identify where there are shortages of Transversal Competences.



Integrate Transversal Competences as pedagogical objectives in apprenticeship training programmes



Develop innovative methods for developing Transversal Competences.

It should help the development of an experiential approach and the recognition of personal experiences, as well as professional ones.



Foster the co-development and co-assessment of Transversal Competences in apprenticeships

The intention is to develop joint trainings to instruct companies and academic tutors on the identification, development, and assessment of Transversal Competences.



Train teachers and involve them in designing tools

There are many tools available, many reference frameworks and digital tools. It is not necessary to have the same instrument for a sensitive subject, such as Transversal Competences, but to have an approach that makes it possible to start from what already exists and bring the tools together.

The ED-EN HUB project proposes a strategic approach to foster the use and development of transversal competences within the relationship between the world of education and training and the economical world. To reach this end, resources, tools, guidebooks and guidelines are offered. The ED-EN hub project also provides technological (a digital platform) and organisational resources (local hubs) for learners, training organisations, enterprises and political decision-makers.

ED-EN HUB proposes a “phygital” model for facilitating the collaboration between education and enterprises through transversal competences. It's both a physical space, where meetings, training, workshops and discussion are held, and a digital space. The digital space is materialised with a platform that has been designed and developed for use in the ED-EN UB ecosystem. It uses new, fast, and frequently changing digital technologies, including services and user interfaces to streamline the hub operation processes and create value for the community. The platform can also facilitate the collaboration, interactions, and transactions between its stakeholders, by developing the networked learning community.

In practical terms, the output consists of a collaboration platform and a supporting technology platform through which the model for the participatory development of collaboration infrastructures (the ED-EN hubs) is made available.

Read the full document, from which the previous recommendations are extracted, “Toward a collaborative based approach to Transversal Competences - Policy Implications” on the [ED-EN HUB website](#).



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