



META-SKILLS TRAINING

GOOD PRACTICE GUIDE

ON HOW META-SKILLS HAVE BEEN TRAINED
IN WORK CONTEXTS WORLDWIDE

NOVEMBER 2023



TABLE OF CONTENTS

INTRODUCTION	3
THE IMPORTANCE OF THE GOOD PRACTICE GUIDE	4
AUDIENCE	4
METHODOLOGY	5
META-SKILLS IN A NUTSHELL	6
META-SKILLS VS SOFT SKILLS	7
META-SKILLS IN GLOBAL WORKSPACES: NEEDS	8
META-SKILLS IN GLOBAL WORKPLACES: MOVING A STEP FORWARD	10
BEST PRACTICES IN META-SKILLS TRAINING	11
BELGIUM	11
CENTRE BRUXELLOIS D’ACTION INTERCULTURELLE (CBAI)	11
DISISMI	13
FINLAND	15
FRONTLINE META-SKILLS	15
TOGETHER FOR FUTURE VET SKILLS	18
FRANCE	19
FRANCE COMPÉTENCES	19
ORANGE	22
GERMANY	24
AKTION MENSCH	24
IKUD SEMINARE: INTERCULTURAL TRAININGS	25
HUNGARY	27
MOMENTUM	27
ZELDA PROJECT-TRAINING FOR INTERCULTURALITY	28
ITALY	29
FONDAZIONE ISMU	29
INTERCULTURAL MEDIATOR TRAINING COURSE	31
SCOTLAND	32
EQUALITY AND DIVERSITY SKILLS DEVELOPMENT SCOTLAND	32
SCOTTISH QUALIFICATION AUTHORITY (SQA)	36
SINGAPORE	38
AN INTERNATIONALISATION TALENT SOLUTION MAP	38
CLOSING REMARKS-KEY FINDINGS	40
REFERENCES	42

INTRODUCTION



In an era defined by perpetual change, the ability to adapt and thrive within evolving landscapes is a critical determinant of success. The world is undergoing unprecedented transformation, driven by technological advancements, shifting socio-economic paradigms, and the ever-increasing complexity of global challenges. In this dynamic environment, a new frontier emerges, emphasising the importance of meta-skills, that underpin our capacity to learn, innovate, and connect.

Meta-skills encompass a set of advanced capabilities, such as critical thinking, problem-solving, creative ideation, emotional intelligence, and adaptability. These skills enable individuals to learn and apply new skills swiftly. Hence, in the landscape of future work, meta-skills are pivotal, providing the basis for a resilient and dynamic workforce capable of navigating and thriving amidst ongoing change.

Even though we have already approached the European Year of Skills, there exists a widespread lack of understanding regarding the growing importance of meta-skills in the modern workplace and, more specifically, its implications. Many individuals, educational institutions, and even businesses remain largely unfamiliar with the concept of meta-skills as they appear to be unaware of how crucial these higher-order capabilities are in fostering adaptability and resilience in an ever-evolving professional landscape. This gap in knowledge can hinder both personal and organisational growth, as individuals and organisations may not prioritise them in their talent development strategies or hiring practices.

Based on this rationale, the primary aim of the present Good Practice Guide is to bridge the gap between the present and future needs of the global labour market by providing a resource for best practices related to meta-skills training. Through compiling proven, successful practices from various organisations with a strong operational history, this work seeks to facilitate the development of necessary competences and empower organisations to achieve their specific objectives.

The paper also endeavours to identify and address disparities in Vocational Education and Training (VET) provision, while considering professional adaptation and market inclusion in different EU countries. By collecting and analysing good practices and experiences it aims to provide a deeper understanding towards the needs of the future labour markets, emphasising the importance of meta-skills and the ability to thrive in diverse, multicultural environments.

THE AIM OF THE GOOD PRACTICE GUIDE

This Good Practice Guide is an integrated endeavour from seven distinct organisations: Omnia (Finland), KMOP Policy Center (Belgium), 36,6 CC (Scotland), Artemisszió, (Hungary), ENGIM (Italy), Padmanau Studio (Germany), and Syncnify (France). It is part of the Erasmus+ European funded project META-COIN (2022-1-FI01-KA220-VET-000086285) aiming to identify future workforce requirements and skills needs by recognising the advantages of diverse workplace environments as well as the challenges of managing multicultural teams.

Therefore, the project is dedicated to discovering successful training approaches worldwide, collecting and analysing prior exemplary practices while advocating for lifelong learning and upskilling using advanced, engaging learning methodologies through the introduction of an online training curriculum (e-course).

THE IMPORTANCE OF THE GOOD PRACTICE GUIDE

The present Good Practice Guide serves as a comprehensive and invaluable resource for individuals, educational institutions, businesses, and policymakers alike, as it addresses the evolving demands of the future workforce and offers actionable insights to empowering all involved to bridge the skills gap. First and foremost, the study acts as a catalyst for innovation and improvement. By collecting and analysing best practices from multiple countries, it provides a platform for sharing successful strategies and methodologies. This cross-pollination of ideas stimulates creativity, encourages collaboration, and inspires the development of new approaches to training and skill development.

This paper can also serve as a baseline for talent development and career progression. By identifying effective practices in different contexts, it provides educational institutions with a framework for curriculum design and programme development while urging present or future employers to hone these skills through targeted training and educational pathways. It offers insights into emerging trends and industry requirements, enabling these groups to align their curriculum with the needs of the labour market. This alignment not only enhances the relevance of education and training but also strengthens the connection between academia and industry, fostering fruitful partnerships and ensuring graduates are well-prepared for cooperation with their future colleagues when they join the workforce.

Thus, the Good Practice Guide can act as a bridge between employers and job seekers. Through understanding the benefits of multiple working life environments and intercultural skills, employers can refine their recruitment strategies and create inclusive, creative workplaces that value diversity. Job seekers, on the other hand, can leverage this study to understand the importance of meta-skills, positioning themselves as desirable candidates in the global job market. Here they can understand what needs and personal interests have to define their individual learning paths in reaching contentment in their lives as well as in the field of work.

Lastly, this paper aims for a broader societal impact. Promoting continuous learning, inclusivity, and the development of meta-skills, contributes to the creation of a resilient and adaptable workforce with empowered, communicative, and curious individuals. This, in turn, fosters economic growth, social cohesion, and sustainable development. By aligning education and training practices with the evolving needs of the workplace, this study helps build a future workforce that can navigate uncertainties and contribute to a prosperous society because the individuals have learned which steps to take as changes occur in their personal and their work lives.

AUDIENCE

The primary audience for this guide includes Vocational Education and Training (VET) and Continuing Vocational Education and Training (CVET) providers, businesses, policymakers, and individual learners.

Educational institutions and training providers can use this guide as a starting point to refining their curriculums and teaching methodologies to incorporate a strong emphasis on meta-skills development. Businesses, from SMEs to multinational corporations, can benefit from the insights of this work to support their employees on all levels in their personal and professional development, thereby boosting their productivity, innovation, and adaptability.

Policymakers can utilise the guide to craft informed policies promoting meta-skills education and training, while individual learners can gain a better understanding of the meta-skills they need to thrive in today's dynamic, multicultural, and tech-driven professional landscape.

METHODOLOGY

The methodology for creating the META-COIN Good Practice Guide was a multistep process that fostered collaboration between multiple organisations and entities. The first step involved creating national reports for each partner country through desk research. These reports gathered the most relevant best practices on VET and CVET training curricula and programmes, providing a snapshot of the most effective methods currently in use.

They illuminated what's working well while providing a broader perspective, revealing trends, similarities, and differences across Europe. Using a standardised methodology based on commonly defined Key Performance Indicators (KPIs) ensured the gathered data to be comparable across different contexts. Each identified best practice was rated (on a scale of 1: least efficient to 5: most efficient) against the following KPIs:

1. Effectiveness and Success;
2. Environmental, Economic and Social Sustainability;
3. Gender Equality or/and Diversity Perspectives
4. Technical Feasibility;
5. Participatory Perspective;
6. Replicability and Adaptability;
7. Crisis and Risk Management.

Following this multi-step evaluation process, 15 exemplary practices were ascertained. It was collectively agreed upon by the partnership that the Guide would incorporate these 15 selected practices, dictated by their alignment with the Key Performance Indicators (KPIs) ensuring representation from all partner countries. These practices are organised and presented in the guide according to an alphabetical order of their respective countries.

The second step entailed a survey and interview process with companies and relevant organisations in the partner countries. The surveys and interviews conducted in this step were of prime importance as they brought in the perspective of the industry. This direct input provided a reality check on the effectiveness of existing programmes and identified real-world training needs, giving direction to the project's outputs becoming more aligned with market demands and allowing each nation's specific context and success stories to be highlighted.

To achieve this, the partnership developed a consistent interviewing/surveying methodology across different countries and cultures to ensure unbiased and comparable responses. This methodology involved the creation of three distinct indicative questionnaires (one for employees, one for HR managers, and one for Administration Staff/Managers) based on the topics defined by the KPIs.



In this process, a total number of 35 stakeholders were interviewed across all participating countries to provide real-world insights about training needs and the effectiveness of current training programmes in their respective establishments.

The final step involved the creation of the present synthesis report. This report highlights the benefits of diverse working environments, as identified by the target companies. With its blend of national and European perspectives, as well as its combination of top-down and bottom-up approaches, it ensures that the Good Practice Guide is well-rounded, comprehensive, and relevant, making it a valuable tool for enhancing VET and CVET across Europe. Lastly, by incorporating views from the workplace, this study provides a ground-level perspective on meta-skills training's effectiveness, providing essential information to refine and enhance future initiatives to cover needs named by the interview partners across the countries and types of organisations, as well as those indicated in the literature.

META-SKILLS IN A NUTSHELL

Meta-skills, often described as skills of a higher order, are overarching abilities that facilitate the acquisition and application of other skills. In the rapidly changing work landscape of the 21st century, these skills have emerged as critical assets for both individuals and organisations, transcending specific industries, job roles, and geographic boundaries (Senova, M., 2020).

Meta-skills encapsulate a broad spectrum of capabilities. They include critical thinking, which enables individuals to analyse situations, solve problems and make decisions effectively; creativity, which drives innovation and adaptation in the face of new challenges or opportunities; and emotional intelligence, a vital component for building strong interpersonal relationships, managing conflict, and leading teams.

Other meta-skills such as adaptability and lifelong learning are key to thriving amidst the rapid pace of change in life on our planet, and in today's digital world. One of the defining features of meta-skills is their transferability (Barkas, L.A., et al., 2021). Unlike hard skills, which are usually specific to a particular job or industry, meta-skills can be applied across a wide array of contexts.

This makes them especially valuable in a world where job roles are constantly evolving, and new industries are emerging. Moreover, meta-skills lay the groundwork for continuous learning (Spencer, E., Lucas, B., 2021). In an era where knowledge is growing exponentially and the shelf-life of specific technical skills is getting shorter, the ability to learn, unlearn, and relearn is paramount. Meta-skills like critical thinking and creativity play a crucial role in this process, helping individuals to interact better more efficiently and to assimilate new information, connect the dots, and apply their learning in novel ways.

Nowadays, it is not surprising that many people lack a clear understanding of what meta-skills are and how they can be developed. To harness the power of meta-skills, it is crucial for individuals, educators, and employers to recognise their value and invest in their development. This might involve incorporating meta-skills training into educational curricula and professional development programmes more outspokenly than at this point in time, creating cultures that encourage curiosity, experimentation, and continuous learning, and implementing strategies to assess and reward the use of meta-skills in the workplace.



META-SKILLS VS SOFT SKILLS

There's a common misconception that soft skills and meta-skills are one and the same. While they share some similarities, they differ in keyways. Soft skills are non-technical skills that relate to how individuals interact with each other. They encompass a wide range of capabilities, including communication, teamwork, conflict resolution, and empathy, among others.

They are often described as 'people skills' or 'interpersonal skills' because they facilitate human interactions and effective participation in a team or an organisation. Soft skills are critical in the workplace as they foster an environment of understanding, collaboration, and efficient problem-solving. They also have an impact on a person's ability to navigate their career, contribute to their teams, and lead effectively (Barkas, et al., 2021).

On the other hand, meta-skills are a set of advanced, higher-order skills that transcend specific professions or industries. They include capabilities like critical thinking, problem-solving, creative ideation, emotional intelligence, and adaptability (Senova, M., 2020).

Unlike soft skills, which primarily facilitate human interactions, meta-skills have a broader application. They're about 'how' we think, learn, and adapt. They enable individuals to not only learn and apply new skills rapidly but also navigate complex systems, solve multi-faceted problems, and thrive amidst ongoing change (Prasittichok P, Klaykaew KK., 2022).

A key distinction to note is that meta-skills are like the 'operating system' on which other skills run. They provide the cognitive framework that allows us to learn and integrate new knowledge, whether that's technical expertise, industry-specific knowledge, or indeed, soft skills (Saunders, et al., 2000). The ability to learn effectively, adapt quickly, and think critically, for example, can enhance one's communication, teamwork, and other soft skills (Spencer, E., Lucas, B., 2021).

This study focuses on meta-skills over soft or hard skills for several reasons. First, while soft and hard skills are subject to trends in the job market and technological advancements, meta-skills are widely applicable across different professions and are less susceptible to fluctuations in market demands. Second, the rapid pace of technological change means that specific hard skills can quickly become obsolete, but individuals equipped with robust meta-skills can swiftly learn and apply new technical skills, ensuring their relevance in the job market.

Additionally, as work becomes more complex and interdisciplinary, professionals will need to think critically, solve novel problems creatively, and adapt to changing circumstances—all abilities fostered by meta-skills. Given the increasing demand for these higher-order capabilities, it is crucial to understand, teach, and cultivate meta-skills in individuals and teams. To this end, the focus on meta-skills aligns with the rising recognition that lifelong learning - underpinned by meta-skills such as learning how to learn - is essential for personal and professional success in the 21st century.



META-SKILLS IN GLOBAL WORKSPACES: NEEDS

In the context of globalised working environments, the importance of meta-skills is steadily on the rise. These high-order capabilities serve as the building blocks for thriving in diverse and rapidly evolving workplaces. Under this scope, the application of meta-skills in international settings is wide and varied. Critical thinking, for instance, is essential when navigating cross-cultural business scenarios where norms, values, and practices can differ greatly (European Commission, 2019). It facilitates effective decision-making and problem-solving by allowing individuals to analyse situations objectively and devise solutions that respect and integrate diverse perspectives.

Creativity, another critical meta-skill, stimulates innovation and adaptation in varying cultural contexts by encouraging individuals to challenge existing paradigms, generate novel ideas, and develop unique solutions to problems. Emotional well-being and intercultural skills (European Commission, 2019), on the other hand, are crucial in global teams, where understanding, respecting, and appropriately responding to a variety of emotional cues in personal interactions can foster stronger relationships and team cohesion, making the workplace a more humane domain, creating trust and openness amongst the individuals. Interestingly, despite the increasing recognition of the value of meta-skills, there is a discernible shortage of literature explicitly dedicated to meta-skills training. In fact, they often termed under different nomenclature, have been an underlying theme in numerous research papers. However, they rarely take centre stage in the discourse, frequently obscured under labels such as 'soft skills', 'transversal skills', or '21st-century skills'.

The LifeComp framework for instance, using a mixed-methods approach, highlights three intertwined competence areas which are directly linked to meta-skills development: 'Personal', 'Social', and 'Learning to Learn'. Each area includes three competences: Self-regulation, Flexibility, Wellbeing (Personal Area), Empathy, Communication, Collaboration (Social Area), Growth mindset, Critical thinking, and Managing learning (Learning to learn Area) (European Commission, 2020). While this conceptual framework recognises competences that align with meta-skills, the framework has not yet been adapted to, or tested in practice.

The GreenComp and the Digital Competence Framework for Citizens (DigComp) are two additional studies developed by the EU Science Hub which seek to enable learners to develop competences and acquire the knowledge, skills and attitudes needed to build sustainable practices and digital competences, respectively (European Commission, 2022). Although certain skills listed in the GreenComp (i.e., Exploratory thinking, Adaptability etc.) and DigComp (i.e., Communication and Collaboration, Problem Solving etc.) are implicitly associated with meta-skills, the bounds of specific industries may inadvertently miss out on holistically developing the broader, adaptable skillset that characterises modern workplaces.

Still, based on the comprehensive interviews conducted by the partnership with various stakeholders across the participating countries, it became evident that the development and deployment of meta-skills present a series of challenges that require collective attention and strategic action to fully realise their potential. The first challenge arises from the very nature of meta-skills. Unlike soft or technical/hard skills, which are often specific and clearly defined, meta-skills like problem-solving, creativity, emotional intelligence, and adaptability are soft skills, and seem abstract and are harder to measure. This makes them more difficult to identify, teach, and assess, both for individuals and organisations as this needs a climate which allows the individuals to explore.

The second challenge relates to cultural differences. In an international work environment, understanding and interpreting meta-skills can be complicated due to cultural nuances. For example, a display of emotional intelligence or a creative solution in one culture may not be perceived the same way in another. Bridging these cultural gaps effectively with developed and applied meta-skills is a complex task which once more requires holding space for

META-COIN INFOGRAPHIC

Challenges on Meta-Skills Training

01

Meta-Skills Definition

The interview results revealed a significant proportion of individuals unfamiliar with the term 'meta-skills'. Some respondents equated meta-skills with soft skills, displaying confusion about their distinct definitions. The lack of clarity surrounding this term highlights the need for a more comprehensive approach to education and communication regarding meta-skills.

02

Development of a Culture of Learning

The interview results emphasised the importance of cultivating a learning culture within organisations. Respondents expressed a desire for continuous learning and upskilling opportunities. A learning culture encourages openness, curiosity, and a growth mindset.

03

The Role of Cultural Diversity

Interviewees widely recognised the value of cultural diversity in the workplace. However, managing diversity requires nuanced understanding and skills to bridge cultural differences and facilitate effective collaboration.

04

Practical Approach on Skills Development

From the interviews, it was evident that respondents favour practical, hands-on approaches to skills development. Theoretical knowledge should be complemented with real-world applications, making learning relevant and applicable. This practical approach helps individuals to internalise new skills more effectively, and it allows them to directly apply what they have learnt in their work environment.

05

Application of Meta-Skills in the Workplace

Many interviewees, once familiarised with the concept of meta-skills, recognised their significance in the workplace. They understood that meta-skills allow for a deeper level of problem-solving, enhance the ability to innovate, and facilitate adaptation to changing environments. However, they also acknowledged the challenge in evaluating and developing these meta-skills, calling for more resources and guidelines in this area.

curiosity, growth, and exploration, as well as knowledge about such gaps, for the individuals interacting with each other. The third challenge stems from the rapidly changing nature of work. Technological advancements, shifting industry trends, and evolving job roles make it hard to predict which meta-skills will be most valuable in the future. This uncertainty can make it difficult for individuals to know which skills to develop, and for organisations to know which skills to prioritise in their training programmes.

The fourth challenge draws upon the global disparity in access to training and development opportunities. While some individuals in certain regions or sectors may have ample opportunities to develop their meta-skills, others may be left behind due to lack of resources or awareness leading to a skills gap that could exacerbate social and economic inequalities. The final challenge lies in the integration of meta-skills into the existing structures of education and professional development. Traditional education systems and training programmes have often focused on soft or technical/hard skills, with less emphasis on meta-skills. Changing these entrenched systems to better incorporate meta-skills requires a significant shift in mindset and approach.

In essence, meta-skills equip individuals with the versatility and resilience needed in today's global, fast-paced, and ever-changing work environments as well as their personal lives and individual learning paths. They are not tied to a specific job or industry but are broadly applicable across different roles and contexts. As international workplaces become more diverse and interconnected, their importance can only be expected to grow. Investing in the development of these skills can therefore help organisations future-proof their workforce by fostering a culture of learning amongst the employees and drive sustainable growth in the global arena.

META-SKILLS IN GLOBAL WORKSPACES: MOVING A STEP FORWARD

The identification of meta-skills best practices was a result of thorough desk research and insightful interviews with the stakeholders. The insights shared during the interviews shed light on the effectiveness of specific strategies and interventions, offering practical recommendations for individuals, educational institutions, and organisations seeking to enhance meta-skills.

One best practice in developing meta-skills is to integrate them into educational curricula from an early age. Educational institutions can design interdisciplinary programmes that incorporate real-world challenges, encourage collaboration, and foster critical thinking. Through hands-on problem-solving and creative exploration, pupils as well as students can develop a solid foundation in meta-skills that will serve them well in their future careers.

Another best practice is promoting a growth mindset. Individuals who believe in their ability to develop and improve their skills are more likely to engage in continuous learning and seek out new challenges. Encouraging a culture of continuous self-motivated personal development, where mistakes are viewed as learning opportunities and effort is valued, helps individuals develop resilience and embrace lifelong learning as they are empowered to work out their learning paths (Anakwe, et al., 2000).

The integration of technology is another significant best practice. Leveraging digital tools and platforms can enhance meta-skill development and provide opportunities for self-directed learning which is a good opportunity to develop digital confidence. Online courses, virtual collaboration tools and gamified learning experiences can engage individuals and facilitate the acquisition of meta-skills in a flexible and accessible manner. Furthermore, organisations can prioritise diversity and inclusion in their talent development strategies. Embracing diverse perspectives and backgrounds fosters creativity, innovation, and intercultural skills. Building diverse teams and creating an inclusive work environment allows for the exchange of ideas and perspectives, leading to better problem-solving and meta- skills development.

Last but not least, continuous professional development (CPD) is essential in strengthening meta-skills. Offering ongoing training, workshops, and mentorship programmes allows individuals to stay updated with the latest trends and acquire new meta-skills relevant to their roles as they follow their individual learning paths. Encouraging employees to take ownership of their learning and providing resources for self-directed skill development cultivates a culture of growth and adaptability. These practices, grounded in the findings from desk research and interviews, represent valuable guidelines for maximising the potential of meta-skills and driving success in the evolving workplace.

BEST PRACTICES IN META-SKILLS TRAINING

The Good Practice Guide presents a curated collection of exemplary approaches for nurturing and leveraging meta-skills in the contemporary workplace. These best practices have been identified through the META-COIN research process, which involved in-depth desk research and illuminating interviews with experts, educators, employers, and individuals well-versed in meta-skills development. As already mentioned, these practices are organised and presented in the guide according to an alphabetical order of their respective countries. These are the following:



BELGIUM

CENTRE BRUXELLOIS D’ACTION INTERCULTURELLE (CBAI)



Type of Organisation: Non - governmental organisation (NGO)

Level: Local and National

Target Groups: Employees

Website: <https://www.cbai.be/formations/initiation-approche-interculturelle/>

The expertise of the CBAI mainly covers areas relating to migration, interculturalism, and social cohesion. This expertise is conveyed by professional skills related to different professions, a commitment to the vision and missions, accumulated experience, and the anchoring of the CBAI in the associative and multicultural network of Brussels. There are 5 fields of expertise covered and made available to target audiences and/or that contribute to strengthening the CBAI as an organisation. They translate into actions:

- Information on migration, interculturality, social cohesion and on racism and discrimination (Resource Centre, Imag magazine, Podcasts and documentaries, audio-visual capsules, website, etc).
- Cultural dissemination: a resource centre for initiatives and productions with an intercultural orientation; a place of support and stimulation for the creation of mainly associative projects and events (BRuMM Festival, Mediterranean Cinema Festival, meetings-debates on the thematic files of the magazine, organisation of debates, seminars and colloquia).
- Training of social actors (ISP, Continuing Education) organised on an initiative or upon request on migration, interculturalism, social cohesion and associative projects linked to these fields (training of education and animation professions in a multicultural environment, training of development and intercultural mediation agents, introductory modules to the intercultural approach; “Stereotypes and prejudices” and “Identities in play” training courses). Upon request: from the public and associative or private sectors of the social field in the broad sense, education/teach

culture, social cohesion, and the reception of newcomers, in relation to the purpose of the CBAI.

- Support projects by organisations in the voluntary sector made up of people with a migration background or working on issues relating to migration, interculturality, social cohesion, racism, and discrimination (support the development of local projects, particularly in the areas of intercultural communication and cohabitation; support the drafting of grant files and put the associations in contact with the subsidising authorities; support the networking of associations; organise information sessions; maintain an up-to-date file of associations; participate in debates organised by the associations).
- Methodological support for municipal coordinators, among others, within the framework of the local coordination platform; reflexive evaluation process with associations under municipal and regional social cohesion contracts.
- Analysis of public policies, development of evaluation approaches, and support of systems put in place within the framework of public policies relating to migration and multiculturalism.

Key Performance Indicator (KPI)	Research Findings
Effectiveness and Success	In the depths of constitutional and institutional reforms in Belgium, for twenty years, the Centre has tried through its actions of information, training, cultural dissemination, and support for associations to promote people who are immigrants or people from immigrant backgrounds, as well as their associations as subject-actors with multi-faceted needs, demands, and projects. At the same time, given the multicultural character of the City-Region of Brussels, the CBAI has made it one of the priorities to train professionals in intercultural competence. According to the transfer of competences in terms of "integration of populations of foreign origin", the Centre has sought to combine different dimensions of action, often separated within the framework of public policies. How to combine local roots and community groups, socio-professional integration and Lifelong Education, cultures and associative integration remains, for the Centre, a topical question. In the context of new public policies in which a central role is given to municipalities and local life, to public-associative partnerships and to the emergence of new professions, the CBAI has had to reposition its actions or in any case, think about its proper place and role.
Environmental, Economic and Social Sustainability	Since its founding, the CBAI is oriented towards the integration of immigrants into Belgian society and workplace. Recognising that globalisation is causing socio-economic inequalities and identity withdrawals, it tries to fight all forms of discrimination and to promote initiatives that allow individuals and groups to build common projects of life and action. Regarding its contribution to SDGs, the project has a positive impact on SDGs 4 (Quality education), 8 (Decent work and economic growth), 10 (Reduced inequalities), and 11 (Sustainable cities and communities).
Gender Equality or/and Diversity Perspectives	There is no special address to gender equality issues, but the CBAI promotes ethnic diversity through the social integration of immigrants.
Technical Feasibility	At the end of the 1970s, François Persoons, the then Minister of French Culture, gave decisive impetus to the creation of a sociocultural Centre for Immigrants. The association was set up in 1980 and asked for an orientation report for the future centre. The title of the orientation report was entitled "The Socio-Cultural Centre for Immigrants (CSCIB) as a decisive instrument and relevant place in the construction of a multiracial society". The so-called CBAI today can thus be considered a mixed emanation, resulting from a public will and the combined pressure of immigrant organisations "of the first generation" most often linked to the trade union movement, but also of what at the time was called the "new" associations which already thought

	of the future, the presence of immigrants and especially that of the younger generations, beyond the field of work, as "members" of the civil society.
Participatory Perspective	<p>The CBAI is very active on the local level. Local operators have addressed it for experience in supervision, training, and support for teams, in particular for the Local Mission of Fores of Saint-Gilles or Anderlecht. Furthermore, the Centre wanted to be present in the neighbourhoods through the promotion of cultural and artistic expression, thus encouraging "cohabitation" by being the co-founder, since 1992 of Bruxelles en Couleurs-Brussels Gekleurd.</p> <p>Without specific local roots, but with the mission of supporting local operators and associations, the CBAI has also set up, through monthly meetings, the "Solidarity Network" which gives these actors the opportunity to reflect together on the cross-cutting issues, benefiting from a "third space", outside of local political contingencies.</p> <p>With regard to the Intercultural Agenda, it has always taken care to give a voice to operators and researchers involved in public policies or critical of them, while trying to inform its readers about the realities of migrations as in <i>African Presences</i> and <i>Latin Colours</i>. The training of development and intercultural mediation agents, another recurring activity, continues and has the originality of being at the same time a socio-professional integration training course recognised as such by regional and European institutions and an Education activity. permanent, recognised by the French Community.</p>
Replicability and Adaptability	Organisations involved with immigrant integration and the development of intercultural skills may find it useful to consult the educational and training material developed by the CBAI, as well as its project and actions.
Crisis and Risk Management	The CBAI remains available to support associations and local public operators involved with the social integration of immigrants, insisting on the importance of social integration being accompanied by cultural and civic emancipation. Whether in employment, housing, training or community life policies, its activity aims at the recognition of "reciprocal" relations and at building cultural and intercultural social ties for achieving "cohabitation" and "social cohesion".

DISISMI



Type of Organisation: Non-governmental organisation (NGO)

Level: Local and National

Target Groups: Employees

Website: <https://crvi.be/insertion-socioprofessionnelle-des-migrants-comme-la-priorite-concrete-dun-projet-ambitieux-des-centres-regionaux-dintegration/>

Its purpose is to "offer to any foreign person or person of foreign origin, living in the territory of Liège-Huy-Waremme, individualised support throughout their journey of socio-professional integration". This mechanism is aimed at a public whose request for socio-professional integration does not generally find an outlet in the traditional socio-professional integration organisations. It aims to help these people begin the searching, initiating and transition phase of their social and professional integration journey. To fulfil this mission, it is run by a multidisciplinary team

(lawyer, social worker, etc.) that offers support in matters such as diploma equivalence, residence, orientation towards training, assistance with administrative procedures, access to social assistance, etc.

Key Performance Indicator (KPI)	Research Findings
Effectiveness and Success	At the level of the individual, it is a question of establishing an individualised action plan in order to promote the well-being, the integration, and the acquisition of knowledge relating to the living environment of the beneficiary, by integrating it in the process of which he is an actor. At the community level, it is a question of detecting the issues that affect the greatest number and thus setting up training or information actions that can directly or indirectly benefit the target audience. The aim is to help people remove specific obstacles to their integration and find long-term solutions.
Environmental, Economic and Social sustainability	By supporting migrants on their social and professional integration journey, the project enhances social and economic sustainability. Regarding its contribution to SDGs, the project has a positive impact on the SDGs 3 (Good health and well-being), 4 (Quality education), 8 (Decent work and economic growth), 10 (Reduced inequalities), and 11 (Sustainable cities and communities).
Gender Equality or/and Diversity Perspectives	An almost equivalent proportion of men (46.4%) and women (53.6%) participated in the project.
Technical Feasibility	Need of experienced experts supporting social and professional integration (lawyers, social workers, legal advisers, etc)
Participatory Perspective	<p>DiSISMI welcomed a large number of participants, including a majority of nationals from countries outside the European Union. During the first three quarters of 2021, despite the pandemic, 967 non-Europeans, 153 Europeans, and 29 stateless persons and/or people of unknown nationality benefited from the supervision of the project on a voluntary basis. In terms of nationality, still in 2021, the most represented were, in order, Morocco, Syria, Burundi, Cameroon and Belgium (mainly including people who obtained Belgian nationality during the process).</p> <p>Four observations are pinpointed about the participants in this project:</p> <p>The first is that 30% of people have a request for support for several themes, which causes a multiple character and a complexity of the brakes that they eventually develop. The second is the existence of social brakes (such as, for example, housing) which can paralyse the integration process. The third is that the processing must be multiple and non-linear. And the fourth is that some brakes are systemic. Care homes, refugee homes, social and community projects, and facilities for disabled people.</p> <p>Also, the UK participants represent a wide range of professions involved in social and health care as well as Italy, where employees or students in the social and healthcare sectors as well as directors of healthcare facilities, tutors, and trainers of courses for social and healthcare operators took part in the piloting activities.</p>
Replicability and Adaptability	The replicability and adaptability of the project do not pose many difficulties, since the project is about offering services supporting social and professional integration. However, these services have to consider the national context.

Crisis and Risk Management	The major obstacles detected are five in number: the language barrier, non-recognition of skills and diplomas, limited access to training, discrimination in hiring, housing, etc., and ignorance of social and cultural codes. To remove these, five areas of work are used: individualised and non-standardised support, learning FLE specific to needs, learning cultural and societal codes, support for the recognition of skills and diplomas, and an approach to concurrent actions.
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FINLAND

FRONTLINE META-SKILLS

Type of Organisation: Vocational Education and Training (VET)

Level: Local, National, European, and International

Target group: Employees

Website: [Kurssi: Lähiesimiestyön ammattitutkinto - mallipohja \(omnia.fi\)](https://www.omnia.fi)



The online module on frontline meta-skills and competency tokens, together with the entire Specialist Vocational Qualification in Leadership and Business Management online package, are solutions to changing customer needs in the world of work through multiple perspectives.

The online delivery method gives everyone equal opportunities to acquire competencies in job-relevant skills, regardless of time and place.

The accelerating change also challenges us to reflect on the content of the training packages, which skills are ultimately relevant for the frontline workers so that they are able to responsibly guide and lead themselves and their teams in an increasingly complex field towards their goals.

Meta-skills are the key to this, as these are the skills that will help them to cope with change now and in the future. The world of work is increasingly in need of talent and there is also a growing need to recognise and acknowledge previously acquired skills. Skills labels are today's and tomorrow's solutions to this, with a fresh approach.

In addition to independent learning, others are needed to broaden perspectives and develop thinking skills in order to learn and develop competences. This is facilitated by pedagogical solutions that guide discussion and creative interaction with one's own team, peers, and teacher.

At the same time, participants learn the importance of dialogue, both online and in live encounters. The online module has already been used in two degrees.

The implementation can be introduced to other degrees, tailored to companies and as a product.

Key Performance Indicator (KPI)	Research Findings
Effectiveness and Success	<p>Good and high-quality chaperone work has a major impact on the functioning of the work team and thus on the success of the company, which also has a major impact on the national economy. One of the key messages of the online module on frontline meta-skills is self-awareness, the genuine acceptance of oneself in all aspects. This allows for a sense of mercy also towards others and prevailing circumstances. This idea is one of the driving forces behind the fact that chaperones and employees can do well and can also be active citizens in their free time.</p> <p>Society, working life, professions, and education are undergoing major changes - and this calls for a job-oriented and diverse education and training offer. Diverse learning pathways and evolving teaching, guidance, and learning environments also mean that new approaches and strong pedagogical design skills are needed. Online delivery has already proven its worth by creating equal learning opportunities for students regardless of where they work or live. The online module on meta-skills for the first person, with competency markers, is one section of a fully online degree programme. It is also transferable to other 'at' and 'eat' (i.e., the further and specialist) qualifications and implementations. The feedback received also shows that important skills have been transferred to the workplace in the different interaction situations of the student.</p>
Environmental, Economic, and Social sustainability	<p>The online course of the Manager's Meta-skills works as a replicable module online, to which students add content and depth through their discussions, group by group. The module can be linked to several implementations or degrees. The various pedagogical solutions are based on deep learning methods. Different learning environments such as the workplace and digital environments have been used in new ways. The use of competences as a means of demonstrating competences is still unknown to many, as is their use in qualifications. Ideas have been persistently brought into everyday life, creatively experimented, learned, and improved.</p> <p>The online module has already proven to be effective in terms of learning outcomes and the work of the chaperones has taken on new dimensions in the students' own daily lives. Students, teams, and companies benefit, as does society at large. The knowledge brand family has generated positive interest in the HR departments of the partners. Positive buffering is working, and we are getting more motivated students to develop their skills. Partner coaches charge around €1000-1300 for a full day of coaching, these topics would require a few coaching days/online modules, so savings are made without compromising effectiveness.</p> <p>Open badges help students to further develop their skills and visually demonstrate them in the form of digital badges and certificates. Students who have applied for the badges can also use them in their examinations. The need for other documentation will be reduced, the completion of the qualification will become easier to understand, and it will progress through the process of applying for the tokens and as competences develop. The teacher's time is also saved, with the idea that the need for guidance is reduced and it becomes easier to write the demonstration descriptions in Wilma (i.e., Finnish learning platform).</p>

Gender Equality or/and Diversity Perspectives	This is part of the course and one of the critical meta-skills (Social skills: Discussion area: diversity-a strength and a challenge for the workplace. Discussion area: Meta-skills of the frontline worker Coaching leadership, challenging situations, and feedback skills
Technical Feasibility	The interest in online delivery has been identified and the First-Person Meta-skills online module is an innovative and high-quality response to this need. It has been designed to be versatile in a variety of learning environments, not forgetting, most importantly, the workplace. The Microsoft H5P element (i.e., browser to create different content for online learning) has been used in a new, visual, and learning-enhancing way; H5P materials have been embedded in the platform, the material makes use of a variety of student-activating elements, such as dialogue cards, writing boxes, drag-and-drop words, True/False options, etc. Audio files have also been added to the materials to improve accessibility. The Seppo game, Padlet virtual walls, Kahoot, etc. have been used in Teams meetings and/or learning modules. The online module also allows for dialogue and dispels the notion of a monolingual online course done entirely on one's own.
Participatory Perspective	The meta-skills will be measured via Open Badges. Many experts believe that Open badges will be an increasingly important tool for identifying skills in the future. Educational institutions and some companies have adopted them to some extent, for example in continuing training. In the examination of the Specialist Vocational Qualification in Leadership and Business Management, the innovative use of competences is also considered in examinations, which facilitates further documentation of the student and guides the completion of the examination. Open badges applied for through online implementation make visible the critical competences of an individual. The recipient of the badges can attach digital badges to their CV or other documents.
Replicability and Adaptability	The online module "First-person meta-skills" was piloted with three students from 02/2022. In the implementation starting 05/2022, 18 students completed the module and, in the implementation, starting 11/2022, 9 students are in the programme. On the Open Omnia side, one student has completed a tailored part of the module. The module has also been added to the programme of the Specialist Vocational Qualification in Leadership and Business Management. The feedback has been very encouraging, the module's competency objectives have been met and the pre-personal work in the teams has improved. This course is valued at a local (national) level. The online module has already been used in two degrees and in six implementations within your own unit. The implementation can be introduced to other degrees, tailored to companies, and as a product.
Crisis and Risk Management	The course was piloted, and the feedback has been very encouraging, the module's competency objectives have been met and the pre-personal work in the teams has improved. The lead developer of the web implementation attended a refresher training in the spring and autumn of 2022. The training further increased interest in the KPIs and the final assignment led to the formation of a KPI team. Competency markers allow the applicant to make visible the critical competencies of the pre-service person that remain hidden under the qualification criteria. The visual badge can be attached to job applications, CVs, and/or social media posts (e.g., LinkedIn) if desired. The first badges were awarded on 1 November 2022. As of 15 November 2022, a total of 7 badges have been awarded and this number is set to increase.

TOGETHER FOR FUTURE VET SKILLS



Type of Organisation: Public and Private

Level: European

Target group: Career guidance seekers and business coaching professionals

Website: <https://www.tovet.eu/>

Being a reference tool for education and training providers, the recommendation identifies eight key competences believed to be vital for personal achievement, lifestyle supporting health and sustainability, employability, active citizenship, and social inclusion. All key competences are considered equally important and aspects essential to one domain will support competence development in another. In ToVET project has created 16 badges to complement all eight key competences for lifelong learning that the Council for European Union has recommended in the 2018 framework.

The content of this study is divided into several sections. The first three sections represent the implementation of personal, social, and learning to learn, digital and entrepreneurship key competences. The next sections present different methods that are used in implementing key competences either in general or in vocational subjects. The last two sections introduce tools developed in the ToVET project: open badges for key competences and a tool for identifying key competences during an international mobility or other activity.

The badges are divided into different categories depending on their content and nature. Some are regarded as so-called prerequisite badges and are meant to be achieved before applying for the other badges. The so-called Meta Badges are collective badges combined of two or more content badges. These Meta Badges are automatically distributed to an individual who has successfully gained all content badges belonging to it.

Key Performance Indicator (KPI)	Research Findings
Effectiveness and Success	Description of the implementation of personal, social and learning to learn, digital, and entrepreneurship key competences; as well as methods that are used in implementing key competences either in general or in vocational subjects. At least there are descriptions of Meta Badges for measuring and grading the 16 meta-skills/key competences (<u>Open Badges2 – Tovet</u>).
Environmental, Economic and Social sustainability	In order to meet the need of the future the European Commission has in 2018 adopted the revised Recommendation on Key Competences for Lifelong Learning, setting out a core set of skills necessary to work and live in the 21st Century.
Gender Equality or/and Diversity Perspectives	Not special guidebooks but are discussed as horizontal priorities which must be included in the Internationalisation Strategy and each organisation should tailor its goals and activities with these priorities in mind (page 42, Erasmus+ Project (tovet.eu).
Technical Feasibility	Digitalisation is one of the described key competences /meta-skills (Open Badges2 – Tovet). Digital guidebooks, open badges. Digital transformation also is discussed in the Strategy guidebook-p. 46 Erasmus+ Project (tovet.eu).

Participatory Perspective	There are key competences - such intercultural skills as Personal and social well-being, Learning to learn, Cultural awareness and expression; Digital citizenship; Online safety and wellbeing; Multilingual; Citizenship; Global development; Sustainability, etc.
Replicability and Adaptability	There are described best practices during the project seminars (Outcomes – Tovet) and collected a Strategy for Internationalisation of Vocational Education and Training Erasmus+ Project (tovet.eu)
Crisis and Risk Management	Not measured. The topic is discussed during seminars and described in the strategy Erasmus+ Project (tovet.eu) and guidebooks D1-WP4-EN-Guidebook-on-good-practices-and-tools-for-key-competences-for-lifelong-learning-Report-EN.pdf (tovet.eu).



FRANCE

FRANCE COMPÉTENCES



RÉPUBLIQUE
FRANÇAISE
*Liberté
Égalité
Fraternité*



Type of Organisation: National funding and regulatory authority

Level: Local and National

Target group: Employees

Website: <https://www.francecompetences.fr/france-competences/#qui-sommes-nous>

France Compétences is a French public organisation that was created in 2018 as part of the government's reform of vocational training. Its main mission is to ensure the financing, monitoring, and evaluation of vocational training and apprenticeship programmes in France. France Compétences aims to provide a clear and comprehensive framework for skills development in order to support the competitiveness of businesses and the employability of workers.

In addition, France Compétences is responsible for managing the National Register of Vocational Certifications (RNCP) and the National Directory of Professional Certifications (RNCP). These directories list all the vocational and professional certifications recognised in France and provide information on the skills and qualifications required for different professions.

The organisation also oversees the collection and distribution of funds for vocational training and apprenticeship programmes, including the apprenticeship tax (i.e., payable by companies and associations that employ at least one employee) while evaluating the quality and relevance of vocational training programmes and works to ensure that they meet the needs of employers and workers. Overall, the main mission of France Compétences is to:

1. Identify the skills needed by workers and ensure the quality of training actions (notably compliance against national standards) so that each course can meet specific educational objectives.

2. Distribute the funding dedicated to vocational training and work-study (Skills operators, regions, Caisse des dépôts, regional joint interprofessional committees, etc.).
3. Ensure the relevance of the certifications: registration and updating of the certifications registered in the RNCP (National Directory of Professional Certifications) so that they are in line with the needs of employers.

Key Performance Indicator (KPI)	Research Findings
Effectiveness and Success	<p>One of the main objectives of France Compétences is to improve the quality and relevance of vocational training programs. To achieve this goal, the organisation has implemented several measures, including the establishment of a certification process for training providers and the creation of the National Quality Framework for Vocational Training (NFQ). The NFQ sets standards for the design, delivery, and evaluation of vocational training programs, with a focus on meeting the needs of employers and workers.</p> <p>According to data published by France Compétences, the number of vocational training programs certified under the NFQ increased from 27 in 2019 to 302 in 2021. Additionally, the number of training providers certified by France Compétences increased from 162 in 2019 to 1,377 in 2021. Another key role of France Compétences is to oversee the distribution of funds for vocational training and apprenticeship programs. In 2019, the organisation managed over 6 billion euros for vocational training and apprenticeships. This amount can be attributed in part to the government's efforts to support vocational training and apprenticeships as part of the post-pandemic economic recovery.</p>
Environmental, Economic and Social sustainability	<p>France Compétences has a significant impact on the environmental, economic, and social sustainability of vocational training and apprenticeship programs in France.</p> <p>Environmental Sustainability: France Compétences encourages the development of vocational training programs that prioritise environmental sustainability. For example, it provides financial support for training programs in green jobs and sustainable development, which can help reduce environmental impact and promote sustainability.</p> <p>Economic Sustainability: By promoting vocational training and apprenticeship programs, France Compétences helps to develop a skilled workforce that is essential for the economic sustainability of businesses and industries. The organisation also manages the collection and distribution of funds for vocational training and apprenticeship programs, which helps to ensure that these programs are financially sustainable.</p> <p>Social Sustainability: France Compétences supports the social sustainability of vocational training and apprenticeship programs by working to ensure that they meet the needs of both employers and workers. It also promotes inclusivity and diversity in training programs, which can help to reduce social inequalities and promote social sustainability.</p>
Gender Equality or/and Diversity Perspectives	<p>France Compétences has made efforts to promote gender equality and diversity perspectives in its policies and practices. The organisation recognises the importance of ensuring equal access to vocational training and apprenticeship programs for individuals from all backgrounds and identities. One of the ways that France</p>

	<p>Compétences promotes gender equality is through its support of apprenticeships for women in non-traditional fields. The organisation has established partnerships with companies and other entities to create apprenticeship opportunities in fields such as construction, technology, and manufacturing, which have traditionally been male dominated. France Compétences also works to ensure that vocational training programs are accessible to individuals with disabilities.</p>
Technical Feasibility	<p>As a modern public organisation, France Compétences recognizes the importance of technology in supporting its mission and goals. Technology can enable France Compétences to be more efficient and effective in managing vocational training and apprenticeship programs, as well as in evaluating their quality and relevance.</p> <p>One example of the role of technology for France Compétences is the development and management of digital platforms and tools that can be used by learners, trainers, and employers. These platforms can provide access to learning resources, facilitate communication and collaboration, and support the delivery of vocational training programs in a more flexible and personalized way.</p> <p>Another example is the use of data analytics to monitor and evaluate the performance and impact of vocational training programs. By analysing data on learner outcomes and labor market trends, France Compétences can identify areas for improvement and ensure that vocational training programs are aligned with the needs of employers and the economy.</p>
Participatory Perspective	<p>France Compétences works closely with various stakeholders such as government agencies, employers, workers' representatives, and training providers to ensure that their needs and expectations are considered in the decision-making process. The organisation consults with these stakeholders to understand their priorities and concerns and to gather feedback on proposed policies and initiatives. This allows France Compétences to make more informed decisions and to ensure that its actions are aligned with the needs of the various actors in the vocational training system. Furthermore, its strategic orientations are determined by a quadripartite governance made up of the State, the regions, trade union organisations of employees and employer's representative at the national and inter-professional level, and qualified personalities.</p>
Replicability and Adaptability	<p>France Compétences is a public organisation that was specifically designed to meet the needs and challenges of the French vocational training system. While other countries or organisations may be able to draw inspiration from its mission and activities, replicating and adapting France Compétences to other contexts would likely require careful consideration of a number of factors.</p> <p>Some of the key factors that would need to be taken into account include the existing vocational training and education systems in the country, the legal and regulatory framework governing vocational training, the funding mechanisms available for vocational training, and the cultural and social context of people involved.</p>
Crisis and Risk Management	<p>Unfortunately, there are no available data to assess the effectiveness of the crisis and risk management plan of the organisation, however, as a public entity, France Compétences, has a responsibility to manage risks and crises effectively to ensure the continuity of its operations and the delivery of its services.</p>

ORANGE

Type of Organisation: Telecommunications corporation

Level: Local, National, European and International

Target Group: Employees

Website: <https://www.orange.com/en>



Orange is one of the world's leading telecommunications operators with sales of 42.3 billion euros in 2020 and 142,000 employees worldwide at 31 December 2020, including 82,000 employees in France. The Group has a total customer base of 259 million customers worldwide on 31 December 2020, including 214 million mobile customers and 22 million fixed broadband customers.

The Group is present in 26 countries. Orange is also a leading provider of global IT and telecommunication services to multinational companies, under the brand Orange Business Services. In December 2019, the Group presented its new "Engage 2025" strategic plan, which, guided by social and environmental accountability, aims to reinvent its operator model. While accelerating in growth areas and placing data and AI at the heart of its innovation model, the Group will be an attractive and responsible employer, adapted to emerging professions.

In terms of skills training, Orange's leadership program, called "Orange Campus," is designed to provide employees with the skills they need to become effective leaders and to prepare them for the challenges of the future. Through this commitment, Orange Campus is transforming the digital world into a professional opportunity by offering an offer structured around 4 priority areas for the Group: Data/IA, Cybersecurity, Skills for all, and of course management. The program is delivered through a mix of classroom sessions, online learning, and experiential activities, and covers a range of topics such as leadership, communication, teamwork, emotional intelligence, and more.

In addition to the core training program, Orange also offers a range of development opportunities to its employees, such as coaching, mentoring, and job rotations. This allows employees to apply their skills in real-world situations and to gain valuable experience across different areas of the business.

Key Performance Indicator (KPI)	Research Findings
Effectiveness and Success	<p>One key factor in the program's effectiveness is its tailored approach. The Orange Campus program is customised to meet the specific needs of each employee, based on their role, level, and career aspirations. This ensures that employees receive the training they need to excel in their current roles and prepare for future challenges.</p> <p>The program uses a blended learning approach that combines classroom sessions, online learning, and experiential activities. This approach allows employees to learn in a variety of ways and to apply their skills in real-world situations.</p> <p>The Orange Campus program is delivered by experienced trainers who have a deep understanding of the leadership challenges facing Orange and the telecommunications industry. This ensures that the training is relevant and practical.</p>
Environmental, Economic and Social sustainability	<p>Environmental Sustainability: Orange has set ambitious targets to reduce its carbon footprint and promote renewable energy. The company has committed to reducing its carbon emissions by 30% by 2025 and to sourcing 50% of its electricity from</p>

	<p>renewable sources by 2025. Orange is also investing in energy-efficient technologies and working to reduce waste and water consumption.</p> <p>Economic Sustainability: As a major telecommunications company, Orange is committed to promoting economic sustainability by investing in innovation and supporting local communities. The company invests heavily in research and development to develop new technologies and services that meet the needs of its customers. Orange also supports local communities through a range of programmes, such as providing digital literacy training and supporting small businesses.</p> <p>Social Sustainability: Orange is committed to promoting social sustainability by promoting diversity and inclusion and supporting its employees. The company has set targets to increase the representation of women in management positions and to promote diversity and inclusion in its workforce. Orange also implements strict ethical standards, both within its own operations and in its supply chain, while conducting regular audits. Finally, Orange supports its employees through a range of programmes, such as providing flexible work arrangements and promoting work-life.</p>
Gender Equality or/and Diversity Perspectives	<p>Orange recognises the importance of gender equality and has set targets for increasing the number of women in leadership positions. The company has implemented a program to help women return to work after a career break and provides training to managers on gender equality issues. Orange also works with external organisations to promote women's empowerment and gender equality.</p> <p>In addition, Orange promotes a culture of inclusion in the workplace that recognises and values diversity. The company has implemented policies and programmes to support diversity, such as promoting equal opportunities regardless of race, ethnicity, age, religion, or sexual orientation. The company has also received multiple awards and recognition for its initiatives.</p>
Technical Feasibility	<p>As one of the leading telecommunications providers in France and globally, Orange relies heavily on technology to provide its customers with reliable and high-quality services. Orange uses a range of technologies across its business operations, from the networks that power its voice and data services to the digital platforms that enable customers to access and manage their accounts online. The company invests heavily in research and development to ensure it stays at the forefront of emerging technologies and trends in the telecommunications industry.</p> <p>One of the keyways that Orange uses technology in its skills training programmes is through e-learning platforms. Orange offers a range of online courses and modules that employees can access at their convenience. This allows employees to learn at their own pace and on their own schedule, which is particularly useful for those who work remotely or have busy schedules. In addition, Orange uses technology to provide ongoing support and coaching to its employees. The company offers a range of digital coaching tools and platforms that employees can use to get feedback on their performance and receive personalised coaching and support.</p>
Participatory Perspective	<p>One of the keyways in which Orange fosters a participatory culture is through its employee representative bodies. These bodies, which include works councils, employee representatives, and health and safety committees, provide employees with a voice in the decision-making processes of the company. They also ensure that employee concerns and ideas are considered when major decisions are made.</p>

	In addition to employee representative bodies, Orange also encourages participation through its innovation programmes. The company has established innovation labs and crowdsourcing platforms, which allow employees to submit ideas for new products, services, and processes.
Replicability and Adaptability	The Orange Campus program can be adapted to different industries, as the skills required for effective leadership and collaboration are essential across all sectors. By modifying the content of the program to address the specific challenges and opportunities of a particular industry, the program can be tailored to meet the unique needs of different sectors.
Crisis and Risk Management	<p>As a large telecommunications company, Orange faces a variety of potential crises and risks. To manage these risks, the company has implemented a range of crisis and risk management strategies and processes.</p> <p>One key element of Orange's risk management approach is regular risk assessment. The company uses a risk management framework that includes a variety of tools and techniques to identify potential risks and vulnerabilities and develop mitigation strategies. To respond to crises, Orange has established a dedicated crisis management team that is responsible for developing and implementing crisis response plans. This team includes representatives from across the company, including IT, legal, communications, and business units.</p> <p>Orange has also developed comprehensive business continuity plans to ensure that critical operations can continue in the event of a crisis. The company regularly tests its business continuity plans to ensure they are effective. Reputation management is another important element of Orange's crisis and risk management approach. The company places a strong emphasis on monitoring social media and other channels for potential reputational issues.</p>



GERMANY

AKTION MENSCH



Type of Organisation: Civic and Social Organisation Network

Level: National

Target group: Employers

Website: <https://www.aktion-mensch.de/inklusion>

Aktion Mensch focuses on education and support for inclusion intended as mental and physical diversity. Their goal is a broad sense of social inclusion, but this also includes school and work situations where they offer guidance, education, as well as financial support to effect changes.

Especially bridging the gap between school and work is one of their goals.

Key Performance Indicator (KPI)	Research Findings
Effectiveness and Success	This well-known, nationwide association cooperates on local, regional, and national levels with schools, government, companies/organisations for inclusive education. They support self-empowerment as an aspect of resilience. Individuals receive funding for attending or setting up inclusive education courses. In the private and public sectors, i.e., a barrier-free organisation of space planning for all areas concerned is financed - reaching ca. 1000 social projects monthly, investing €227 million in 2021.
Environmental, Economic and Social Sustainability	Their projects work towards naturally living together and fair opportunities for all. The focus is on the social sustainability goals but of course, inclusion also develops economic sustainability. The project is in line with the framework of the SDGs, working on 6 DGSs.
Gender Equality or/and Diversity Perspectives	The association works in the field of inclusion in society, especially in schools and workplaces. Mentally and physically diverse persons are often disadvantaged in society. At the moment, there are 270 employees out of which about 13.5% have disabilities. They do support inclusion also within their association. Yet no figures on the ratio between men/women are shown as gender is not their focus in-house.
Technical Feasibility	The association works in many fields of practice towards inclusion. No digital tools are mentioned. Their job descriptions are formulated neutrally while diversity to them is highlighted as normal.
Participatory Perspective	Aktion Mensch is a very diverse organisation and they communicate broadly about it. However, there is no indication of how such skills are measured or whether there is also a focus on intercultural skills or an evaluation system with proper criteria. Their communication however shows that they value the individual team members' input and opinions.
Replicability and Adaptability	The work of Aktion Mensch towards an inclusive society where diversity is normal has basic approaches to the difficulty faced amongst people working together and therefore all their work is focussed on being adaptable to multiple schools, working, and other environments.
Crisis and Risk Management	The company has installed a mentoring system for its employees. All public communication works towards communication and cooperation.

IKUD SEMINARE: INTERCULTURAL TRAININGS

Type of Organisation: Non-governmental organisation (NGO)

Level: Local, National, European and International

Target group: Employers and Employees

Website: <https://www.ikud-seminare.de/>



The aim of IKUD Seminare is to help develop intercultural competences. They have focussed on didactics in this field as a professional response to training needs for internationalisation regarding intercultural and diverse work in training

and work environments.

Key Performance Indicator (KPI)	Research Findings
Effectiveness and Success	They have established a training course for intercultural trainers and have become market leaders in their field due to their scientific approach. Also, their methodology allows for background knowledge, specific information on countries and cultures, as well as individual examples for transfer into action. They work with many international organisations and companies.
Environmental, Economic and Social sustainability	Sustainability is very important for IKUD. Where they can do everything electronically. The vision of social sustainability and intercultural skills are their central topic. In this, they cover a lot of the SDGs. They do have the vision as a presentation to staff and external trainers. For their work, employing persons with diverse backgrounds and cultures is very important.
Gender Equality or/and Diversity Perspectives	The relatively small team has no evaluation system installed, nor statistics on the ratio between men and women, but there are more women working in this field of communication. The Team is very diverse in all aspects, as this is a must for working on developing intercultural skills. The team has a common vision of valuing culture and communicating to the point.
Technical Feasibility	The company works physically and digitally. For example, the trainer courses are live online, they work with digital tools and CRM management. Intercultural skills and diverse backgrounds are a must in their job descriptions.
Participatory Perspective	<p>It is difficult to measure intercultural skills – instruments like the International Profiler are not set up well enough to be compliant with sustainable approaches to intercultural learning: Do's and don'ts may sound good but are not sustainable.</p> <p>The economic approach of such instruments is not scientifically based. Trainers have participated in their courses and that is our evaluation, as their courses are evaluated scientifically.</p>
Replicability and Adaptability	The participation of staff in intercultural training is very replicable. Also, the way the IKUD works, adapting company courses to the needs of the clients – or their own needs is very replicable. For this, a precise target group analysis, also regarding tasks, clients, and communication paths is necessary.
Crisis and Risk Management	<p>For one, the work of IKUD involves working with persons in crisis. But looking at the company, the constant adjustment of the curricula is an aspect of change management. The pandemic was a great possibility for growing intercultural skills also in risk and conflict management.</p> <p>Further, they have an InterVision – peer group coaching – and a supervision system. All of their staff is trained in intercultural mediation which supports internal communication and development.</p>



HUNGARY

MOMENTUM



Type of Organisation: Civic and Social Organisation Network

Level: International

Target group: Career guidance seekers and business coaching professionals

Website: <https://www.momentumproject.eu/>

By using a gender-sensitive approach, Momentum brings together the most relevant stakeholders - civil society organisations, governmental and non-governmental organisations, employment centres, educational institutions, social economy organisations, and entrepreneurs - to generate impact and social change through dynamic collaboration. In partnership with local stakeholders in five EU countries- Greece, Italy, Spain, Portugal, and Hungary-Momentum delivers vocational training to young migrant and refugee women, equipping them with educational and entrepreneurial skills and tools to enter the job market. Momentum is a 24-month programme, implemented from January 2022 to December 2023, and funded by the European Union's Asylum, Migration and Integration Fund (AMIF).

Key Performance Indicator (KPI)	Research Findings
Effectiveness and Success	There is a number of initiatives that support the aim of the project, namely to support the vocational education and employment of young migrant or refugee women. Apart from a mentoring programme there is employment counselling and workshops. On the other hand, there is an effort made to policy-making/change regarding the integration of the target group by involving local authorities. After identifying skills gaps and barriers from both the employer and employee sides, it creates strategies to address them by offering-among other things-learning paths for employees, bilateral processes for stakeholders, and facilitation of first employer-employee meetings.
Environmental, Economic and Social Sustainability	It is key for the project to boost the employability of people from diverse social backgrounds, connect them with employers and shape the approach of local authorities towards the target groups. By bringing communities together Impact Hub (the leading organisation from Hungary) is dedicated to solving challenges within the framework of the SDGs.
Gender Equality or/and Diversity Perspectives	The project focuses on women with migrant and refugee backgrounds with a gender-sensitive approach. These groups are often disadvantaged in the labour market; therefore, it is a highly desirable approach in the current conditions.
Technical Feasibility	The project includes a range of activities that require knowledge and expertise in different areas such as mentoring, policymaking, local labour market, etc. No information on digital tools. Intercultural skills are key in the project to the success of

	the project as it aims to bring together potential employees from diverse cultural backgrounds with local employers.
Participatory Perspective	Momentum brings together the most relevant stakeholders - civil society organisations, governmental and non-governmental organisations, employment centres, educational institutions, social economy organisations, and entrepreneurs - to generate impact and social change through dynamic collaboration. It maps the obstacles of collaboration and establishes strategies to be able to address the participants' needs regarding their employability and the job market.
Replicability and Adaptability	The findings, strategies, and activities of the project can be applied to multiple working environments. They provide a valuable framework that can be adapted to local environments. The project is implemented in 5 European countries with different approaches towards migration which demonstrate the variability of the proposed activities.
Crisis and Risk Management	No information available.

ZELDA PROJECT-TRAINING FOR INTERCULTURALITY

Type of Organisation: Non-governmental organisation (NGO)

Level: International

Target group: Employers and Employees

Website: <https://www.training4interculturality.eu/>



The aim of the ZELDA project is to reinforce the professional competences of adult trainers by methodology transfer and by creating a strong professional network working with the unique, practice-oriented methodology of Margalit Cohen- Emerique.

Intercultural skills cannot be improvised as they need specific training and a self-reflective attitude. The Cohen Emerique's intercultural approach invites trainers, educators, volunteers and everybody to live with these cultural differences and shocks as an opportunity to become aware of everyone's cultural points of view and to share them in order to promote dialogue and mutual understanding.

Key Performance Indicator (KPI)	Research Findings
Effectiveness and Success	It can be well integrated into the day-to-day procedures because it gives an approach in one's private or professional life to addressing cultural differences that can characterise the work or learning environment. The method includes a complete competence framework that intercultural trainers are required to have to be able to facilitate the learning experience and self-reflection.

Environmental, Economic and Social sustainability	The method allows individuals to reflect on their experiences with encounters with others and re-evaluate them so that in a work environment it can lead to more efficiency. On an institutional level it can contribute to the prevention of burnout and the sustainability of professional identities. No information on SDGs.
Gender Equality or/and Diversity Perspectives	Diversity is viewed in a complex form that goes beyond nationalities. It regards culture as an individual view of the world.
Technical Feasibility	It is mainly designed for a face-to-face training setting. It can be adapted to online settings that require basic digital tools that are widely used these days and don't need specific expertise. Besides, some training modules include multimedia materials (interviews, short videos) that can be used either on-or offline.
Participatory Perspective	The method is the result of an international partnership, which has a similar approach to intercultural training and the same theoretical bases. The aim was to bring together their institutional expertise and the innovative practices that they use in their local contexts. Intercultural skills are perceived as a set of skills that help understand conflictive situations with a deep understanding of the concepts of identity, communication, values and perception. An experienced professional is needed to properly train others in the method. This requires active participation, because the learning is based on the participants' previous experiences.
Replicability and Adaptability	There is a training curriculum available that can be replicated and applied to different contexts. Besides, a collection of innovative practices provides additional content to focus on different topics and skills. It is an internationalised model because it isn't focused on one particular point of view (e.g. Hungarians working with Germans), but rather provides a tool to decentralise our perception and discover how culture and values manifest in a particular situation. The replicability of this method was one of the focus of the partnership.
Crisis and Risk Management	The method itself is based on perceived conflicts. These provide a starting point for reflections of one's own and the other's actions. The aim is to re-evaluate these conflicts and reframe the responses to them. Intercultural skills are utilised to help negotiate boundaries and solutions in a situation of crisis (culture shocks).



ITALY

FONDAZIONE ISMU



Type of Organisation: Research Centre

Level: National

Target group: Local Authorities, Business Stakeholders, Practitioners in migration contexts and Universities

Website: <https://www.ismu.org/>

The Fondazione ISMU – Initiatives and Studies on Multi-ethnicity – was created in 1991 at the initiative of the

ethnicity and was entrusted with the missions of promoting studies and research and of carrying out documentation, information, and training activities relating to the ever-growing ethnic and cultural diversity of Italian society. In 2001, it took its current name Fondazione ISMU – Foundation for Initiatives and Studies on Multi-ethnicity – and counts amongst its partners the Cariplo Foundation, The Region of Lombardy, Milan's clergy, and, since 2007, the Chamber of Commerce, Industry, Artisanry and Agriculture of Milan.

Fondazione ISMU – Initiatives and Studies on Multi-ethnicity – is an independent scientific body of research. Since 1993 they have been fully committed to the study of migration phenomena thanks to our cooperation with both national and European institutions, schools, universities, research centres, international agencies, and diplomatic and consular representations.

The ISMU group of researchers and experts operates in eight different areas of expertise:

- » Statistics;
- » Legislation;
- » Education;
- » Economy and Labour;
- » Health and Welfare;
- » Family and Minors;
- » Religions.

International mindset:

They have built a wide network of international relations with other institutions and bodies across Europe and around the world by representing Italy at key events on issues concerning migration and asylum. The foundation works in partnership with many international networks.

Key Performance Indicator (KPI)	Research Findings
Effectiveness and Success	<p>Example of courses:</p> <ol style="list-style-type: none"> 1. Statistical data on migration; 2. Migrant health and access to health services; 3. Diversity as a competitive resource; 4. Immigration legislation; 5. Fight against discrimination; 6. Intercultural education and teaching; 7. Teaching Italian as a second language.
Environmental, Economic and Social sustainability	<p>Intercultural skills are at the core of the company and so are the target group included in the research (migrants, women, entrepreneurs with a migration background etc.) all aimed at inclusion and integration policies.</p>
Gender Equality or/and Diversity Perspectives	<p>Same as above</p>
Technical Feasibility	<p>All research is published both in paper and online. Technical skills are not relevant to work in the company or to carrying out the research although we expect a certain degree of knowledge of communication tools as there's a specific department.</p>

Participatory Perspective	Being an organisation specifically working on intercultural issues, intercultural skills permeate all the departments.
Replicability and Adaptability	The results of the research are valuable and could give lots of hints on HOW to implement and replicate good practices that are often illustrated although some of these questions do not apply.
Crisis and Risk Management	We don't have enough information about this. But certainly, the company, being a research centre on contemporary migration and related topics, has adapted to all the changes in society.

INTERCULTURAL MEDIATOR TRAINING COURSE



Type of Organisation: Public Body

Level: Local

Target group: Unemployed migrants

Website: <https://www.mediatoreinterculturale.it/>

The Regione Piemonte - using ESF European Social Fund - gives the opportunity to VET organisations to organise courses for "Intercultural mediator". They are open only to foreign nationals and it is NOT to train translators but a much deeper professional profile. The participants need to have a diploma (secondary education) also obtained in their countries and with residence or continuous documented stay in Italy of at least 2 years (double citizenship, Italian/foreign, is also possible) and e unemployed. Each year there are priorities according to the nationalities of refugees/asylum seekers who recently arrived.

The training has a total duration of 600 hours, divided into:

- 384 of theoretical activity (classroom);
- 200 internships (practical internship experiences);
- 16 hrs final exam.

Main topics:

- Social policies and operational contexts (70 hours);
- Communication and self-enhancement (70 hours);
- Welcoming, involvement, and enhancement of the user (100 hours);
- Information Technologies (32 hours);
- Italian language and citizenship education (30 hours);
- Career Guidance (20 hours);
- Equal opportunities (50 hours);
- Health and Safety (12 hours).

During the course all the participants have to undergo a practical work placement 85 hrs. in social services;

- 85 hrs. in health services;
- 30 hrs. in education or training organisations.

Key Performance Indicator (KPI)	Research Findings
Effectiveness and Success	<p>This initiative trains people whose services are most needed in education, social services, and support networks. However, most of these services, being public, cannot currently employ due to an embargo on public employment and/or an embargo on foreign nationals working for the public sector. However, some of the participants set up their own company to offer the services. One of the most successful is the following: https://www.mediatoreinterculturale.it/</p> <p>The intercultural mediator is the bridge between cultures that goes beyond a simple “translation” of verbs.</p>
Environmental, Economic and Social Sustainability	Intercultural skills are at the core of this practice with a view to integrating migrants into the local context and making them citizens and employees.
Gender Equality or/and Diversity Perspectives	The intercultural mediators' courses are open to men and women and the ratio is in favour of women, sometimes because they can afford not to work for one year (the duration of the course) not being the breadwinner of the family. The courses are open only to migrants.
Technical Feasibility	The course provides digital tools as a tool to be integrated into the about market and to use all the opportunities given by the digitalisation of the public sector.
Participatory Perspective	The participants must undertake an exam at the end of the course and after each module, there's a test. The exam will give them a certification (EQF 5).
Replicability and Adaptability	The course has been often taken as a model both in Italy and in Europe as a good practice taking into account a multi and networking approach. Because of all the actors involved (social services, local authorities, health, and education...), its replicability can involve a lot of aspects making it difficult to replicate.
Crisis and Risk Management	N/A



SCOTLAND

EQUALITY AND DIVERSITY SKILLS DEVELOPMENT SCOTLAND



Type of Organisation: Scotland's National Skills body

Level: National

Target group: Employers and Employees

Website: <https://www.skillsdevelopmentscotland.co.uk/>

Skills Development Scotland (SDS) provides a series of skills and economic strategies to shape Scotland's workforce to meet the needs of customers and effectively contribute to economic growth for Scotland. Across Scotland, SDS

supports individuals to build their career management, work-based, and employability skills, throughout their career journey, from school, to further learning opportunities and employment.

SDS uses skills intelligence to help inform the decisions of people across Scotland, at all stages of their careers, so that they are well-placed to take up the opportunities arising within the economy. They target delivery of this support to those who need it most, ensuring all individuals are enabled to achieve their full potential.

They work with employers and employer groups on a national, sectoral, regional, local, and individual basis; supporting them to recognise and articulate their current and future skills needs, and to engage with the skills system to help ensure it better meets those needs in the short, medium and longer term.

SDS provides support to Scotland's employers by helping employers across Scotland invest in existing skills, develop new talent using equal and inclusive recruitment, and to get the right product to grow their business. They also provide career information advice and guidance services with a focus on equipping Scotland's current and future workforce with the career management skills they require to achieve their full potential.

They are committed to developing and growing a world-class and inclusive work-based learning system in Scotland through their Apprenticeship programmes. Supporting apprentices to support the benefits of that work-based learning can bring to businesses, individuals, and the Scottish economy.

SDS Mainstreaming Report demonstrates how, through a wide range of policies, initiatives, and continuous improvement activities, SDS is working to embed equality and diversity throughout our organisation and meet our responsibilities as a public sector body.

Key Performance Indicator (KPI)	Research Findings
Effectiveness and Success	<p>SDS have over the years moved to incorporate a number of new initiatives and to ensure that they are integrated into their core business activity. This is achieved through SDS commitments to:</p> <ul style="list-style-type: none"> Support individuals to fulfil their potential; Achieve equality of access and opportunity for all; Use adaptive and innovative approaches; Support fair and equal workplaces; Lead by example as an employer; Uphold our corporate values through our work. <p>SDS have been developing a single integrated plan to achieve their equality outcomes across service design and delivery. This development is built on our learning from the Apprenticeship and Career Information, Advice, and Guidance (CIAG) Equality Action Plans.</p>

<p>Environmental, Economic and Social Sustainability</p>	<p>SDS being a national organisation is committed to environmental, economic, and social sustainability as one of its main features.</p> <p>As a national training body responsible for the promotion and delivery of Scotlands Employability and Workforce Training it has a huge responsibility to promote and develop new working practices around environmental, economic, and social sustainability, and to this end incorporates this training element across its many national training frameworks across all employability sectors.</p> <p>SDS has introduced 4 new collective ways of working to achieve environmental, economic, and social sustainability which include four separate policy missions, identified as the area's most likely to drive productivity, equality, well-being, and sustainability, and on which agencies should focus.</p>
<p>Gender Equality or/and Diversity Perspectives</p>	<p>SDS is fully committed to Gender Equality and promotes it through its organisation and the 300 Training providers that it supports and funds through the Scottish Government.</p> <p>SDS support and continue to support equality specialists, employers, and training providers to take positive action; addressing known incidents of gender segregation and other under-representation in apprenticeships and improving equality of access to these opportunities.</p> <p>The board of Management of SDS consists of greater than 50% female representation and with 53% of current staff identifying as women. SDS employs around 15% of ethnic minorities which is above the Scottish national average.</p> <p>As part of SDS policy, it incorporates equal opportunities evaluation/monitoring within its yearly staff self-evaluation and staff development activities.</p>
<p>Technical Feasibility</p>	<p>SDS is committed to delivering its services as innovatively, effectively, and efficiently as possible.</p> <p>They recognise the many benefits technology can bring to their customers, and they continue, where appropriate, to take a 'digital first' approach to developing their services to promote across their client groups and employers.</p> <p>Their websites are tailored to different customers, offering specific support, advice, and guidance for that audience.</p> <p>They use a number of different digital tools and have developed their own interactive platform to allow their users (Training Providers/Employers) to easily upload their employees' details and progress throughout their training.</p> <p>This system is known as FIPS (Funding Information and Processing System) and is specific for SDS users.</p>

Participatory Perspective	<p>Intercultural Skills are measured through the HR department and through surveys of some 300 training providers supported through funding from Skills Development Scotland.</p> <p>Why diversity is good for business (ourskillsforce.co.uk)</p> <p>SDS has produced a series of guides to help employers and the workforce increase intercultural diversity and support that a fair and inclusive workplace is better for you, your staff, and your business.</p> <p>An unbiased recruitment process and an accessible, welcoming workplace mean a wider pool of talent will be available to you.</p> <p>Diversity and your business - read more (ourskillsforce.co.uk)</p>
Replicability and Adaptability	<p>SDS offers a number of supporting guides for employers around all aspects of workforce engagement.</p> <p>Develop your workforce (ourskillsforce.co.uk)</p> <p>This site gives employers guidance on how to:</p> <p>Help with recruitment (ourskillsforce.co.uk)</p> <p>Why diversity is good for business (ourskillsforce.co.uk)</p> <p>Making a Business Plan Create a development plan for your business (ourskillsforce.co.uk)</p> <p>Staff development plan creation Create development plans for your business (ourskillsforce.co.uk)</p> <p>Upskilling workforce Upskill your workforce through apprenticeships (ourskillsforce.co.uk)</p> <p>Workforce development Flexible Workforce Development Fund (ourskillsforce.co.uk)</p> <p>Leadership skills Be an exceptional leader to help your business succeed (ourskillsforce.co.uk)</p>
Crisis and Risk Management	<p>SDS is very active when responding to change, as a National body for training it must react quickly to the needs of the Labour Market, Employer demand, Digital changes, Environmental changes, and UK Employment guideline changes.</p> <p>SDS has in place a 3-year strategic plan which covers all aspects of change, risk management, and in the long term working to understand how they collectively respond to the changing world and how they can support people and businesses to thrive into 2035.</p> <p>A Human Future - Strategic Plan 2019-2022 Print.indd (skillsdevelopmentscotland.co.uk)</p> <p>Going forward SDS has recognised the need for META-Skills to be incorporated into all new Scottish Apprenticeship Frameworks.</p>

SCOTTISH QUALIFICATION AUTHORITY (SQA)



Type of Organisation: National accreditation and awarding body for Scotland

Level: National

Target group: Employers and Employees

Website: <https://www.sqa.org.uk/sqa/>

SQA is the national accreditation and awarding body in Scotland. They develop, maintain, and improve a framework of qualifications gained at Scotland's schools, colleges, employers, and training providers. These include: National Qualifications, studied at schools and colleges, such as National 1–5, Highers, and Advanced Highers. Higher National Qualifications, often studied at colleges, which can serve as a bridge to further study at university and a range of vocational qualifications, developed with industry partners, and responding to perceived skills needs, Scottish Vocational Qualification for apprenticeship and other industrial and commercial training.

As an accrediting body, SQA sets and maintains standards for many other awarding bodies, and for accredited qualifications such as Scottish Vocational Qualifications, which provide evidence that learners can do their jobs well (these can be studied in colleges or in the workplace). SQA also plays an important role in supporting Foundation Apprenticeships and the wider Developing the Young Workforce policy, and their qualifications form part of the majority of Scotland's Modern Apprenticeships. Their Accreditation function also makes an important contribution in this area. They are proud of our unique role in the education and skills system. Their work supports learners at all levels, in many different types of centres (public and private), and impacts universities, further education, employers, and the wider economy. In delivering the strategic priorities outlined in their strategic plan, SQA works in partnership with their customers and stakeholders, in Scotland and elsewhere. In doing so, they demonstrate that they truly understand and live up to their purpose to help people fulfil their full potential.

The SQA is responsible to a Board of Management who oversees the running of the organisation and has collective responsibility for ensuring that SQA's statutory functions and Scottish Government policies and priorities are being fulfilled and that the use of resources is appropriate and effective. The Board of Management members offer a range of expertise across the Scottish education and business sectors and are by Ministerial appointment. The SQA is established under the Education (Scotland) Act 1996 as amended by the Scottish Qualifications Authority Act 2002. It is classified as an executive Non-Departmental Public Body (NDPB). SQA does not carry out its functions on behalf of the Crown.

Key Performance Indicator (KPI)	Research Findings
Effectiveness and Success	<p>SQA has implemented a full Equality Action Plan which incorporates a number of Equality Outcomes, reports, and policies. These include:</p> <ul style="list-style-type: none"> ● Equality Mainstreaming Report; ● Equality Outcome Plan; ● Equality Impact Assessments; ● Equal Pay; ● Commitment to Race Equality in Employment. <p>Their Equality Impact Assessment allows them to identify areas for improvement relating to equality impact and further emphasises the importance of embedding equality in policy development, planning and decision-making processes within the organisation.</p>

Environmental, Economic and Social Sustainability	Like all public bodies and many companies in Scotland the SQA does have a CSR policy for the recording of all staff main characteristics, which includes many of the standard diversity and equality monitoring of staff through age, disability, gender, race, sex, religion and belief, etc. however, as previously mentioned SQA as an organisation does not specifically measure intercultural skills. The SQA employs approximately 950 staff based across 2 sites. Other than a percentage breakdown by race there is little quality information on the employment of people from different backgrounds/countries.
Gender Equality or/and Diversity Perspectives	<p>SQA is an equal opportunity organisation and as such is open to all with regards to employment and employees. In the SQA Equality Outcomes 2021–2025 plan, SQA aims to have an increasingly diverse workforce that fully embraces equality, diversity, and inclusion in all that they do.</p> <p>SQA employs approximately 62% females and 38% males, and they have an equal opportunities evaluation system, however, due to changes and perceptions over the last few years due to an increase in those declaring as ethnic minorities, there has been a corresponding increase to each area by gender for this protected characteristic.</p>
Technical Feasibility	<p>Like most Public organisations, SQA is duty-bound to measure and record an array of CSR data and as such use, its own HR department to record this information and update the SQA HR policy database with the necessary information. Many staff must complete and update their Equality and Diversity information on joining the company and at regular intervals (yearly).</p> <p>They, like most public organisations, seek to develop a culture of respect and understanding across their staff and are required to publish equality outcomes and report on progress towards their Equality Plan. As part of their commitment, SQA implement a jointly agreed action plan and report on its progress ensuring that all equality impact assessments are undertaken and documented.</p>
Participatory Perspective	SQA is committed to equality of opportunity and to a culture that respects difference. They believe that, as an employer and public body, they can play a leading part in promoting equality, diversity, and inclusion more widely. The public sector equality duty provides the framework for SQA to positively contribute to an equal society through advancing equality and good relations in its day-to-day business. The general equality duty of SQA requires them to: Advance equality of opportunity Foster good relations Eliminate unlawful discrimination
Replicability and Adaptability	The SQA best practice, as a public body following the public sector equality framework could be seen as a best practice. SQA has signed an agreement with the Equality and Human Rights Commission. The agreement commits them to review and document equality impact assessments on all policies and processes across the organisation's functions and further develop our approach to the development of new policies and procedures. Their model is international and has a number of Impact Assessments that could be replicated in other organisations.
Crisis and Risk Management	As part of the SQA risk management the SQA board has set up an audit committee chaired by a non-executive member to provide independent advice and assurance on the effectiveness of the internal control and risk management systems. Part of the risk management is dedicated to the SQA responding to change. There is very little evidence of how intercultural skills are utilised within the risk management strategy of the company to help alleviate intercultural conflict.



SINGAPORE

AN INTERNATIONALISATION TALENT SOLUTION MAP



Type of Organisation: Public Body/University

Level: International

Target group: Employers, Employees, Career guidance seekers, and business coaching professionals

Website: <https://www.enterprisejobskills.gov.sg/content/upgrade-skills/internationalisation-skills-talent-development-programme.html>

This iTalent Solutions Map is meant for employers, employees and institutes of higher learning keen on developing internationalisation programmes. This programme has been designed to address premarket, in-market, and post-market internationalisation needs. The programme takes experiential learning beyond training. It is a blended approach comprising project work, mentoring, overseas immersion, country clinics, business leaders sharing, and workshops to unlock opportunities. The programme aims to prepare them for the unique challenges of bringing their companies overseas. There are the following parts: Internationalisation readiness, Business decision making, Cultural sensitivity, Networking, and community building, Internationalisation communication, Digitalisation, Organisation, learning and skills transference, and project management.

Key Performance Indicator (KPI)	Research Findings
Effectiveness and Success	<p>The programme of the Singapore Management University has been designed to address premarket, in-market, and post-market internationalization needs. The programme takes experiential learning beyond training. It is a blended approach comprising project work, mentoring, overseas immersion, country clinics, business leaders sharing, and workshops to unlock opportunities. The programme aims to prepare them for the unique challenges of bringing their companies overseas.</p> <p>‘It is not about whether we can teach internationalisation, but about best preparing them. It is like cyber security; the best way to learn is to experience a real cyber-attack. Short of that, simulations are the next best way. This programme is about internationalisation preparedness.’ Apart from the technical skills required, soft skills are critical. So too is having the right attitude. In short, both employees and employers will need to embrace the spirit of internationalisation, and see it as a way of life</p>
Environmental, Economic and Social sustainability	<p>The key to success in foreign market expansion is in building a strong human capital pipeline. This pillar of support for business internationalisation strategies and opportunity-making is, however, the weakest link for many businesses. Intercultural skills are perceived as part of the CSR policy and they are in line with any SDGs: To help SMEs internationalise by empowering them with relevant human capital, there was embarked on a multiparty collaboration between the Singapore government, SMEs, and institutes of higher learning to develop the Internationalisation Talent Solutions Map.</p>

	The outcome of the study was the development of a talent solutions map that is applicable across industries, with the goal of empowering Singaporeans with the skills, knowledge, and know-how to help SMEs succeed overseas. An intercultural skills strategy means for Singapore's internationalisation, going to the global market and giving skills for internationalisation (not employing people from different backgrounds/countries).
Gender Equality or/and Diversity Perspectives	Equal opportunities (not system). Grooming talent as key internationalisation strategy.
Technical Feasibility	Many smaller-scale SMEs still view digitalisation as a luxury, rather than a need. By contrast, larger-scale companies are able to see the vast potential of digitalisation in the form of digital marketing strategies, e-commerce, and online business platforms. As digital technology permeates into more aspects of everyday life, digital marketing, branding, and new retail avenues will grow in prominence. Being able to analyse customer insights garnered from data analytics will be an important skill.
Participatory Perspective	They have developed a prototype iSkills programme to validate this research map and its application. There are three different levels (junior, mid, and senior internationalists). Intercultural/internationalisation skills are measured via this model (descriptions and descriptors) correlating to descriptions of future jobs.
Replicability and Adaptability	The best practices, strategies, or guidelines are described in the internationalisation talent solution map. Companies looking to internationalise must have the requisite skills, or talent with skills, at each stage of the journey to go global. Understanding where they stand in the internationalisation journey will help companies maximise their talents' potential and focus their attention on improving and developing their existing skillsets. The internationalisation talent solution map (model) has identified 10 critical internationalisation Skills domains. This model also can be adapted to multiple working environments in other countries and other sectors. Model, of course, will need cultural localisation, and adding inclusion skills.
Crisis and Risk Management	How does the company respond to change? not mentioned (background stories) Is there a risk management plan in place? Part of skills description How intercultural skills are utilised in conflict management? The iTalent Solution Map pointed to the importance of entrepreneurial ability, relationship building, negotiation, and project management as critical skills.

CLOSING REMARKS-KEY FINDINGS

In today's rapidly changing and interconnected world, the importance of meta-skills cannot be overstated. Despite their undeniable significance, this study wants to highlight one critical issue that persists: The lack of proper mapping of meta-skills provision at local and national levels. Across European countries, including Finland, Germany, Hungary, Scotland, Italy, Belgium, and France, the mapping of meta-skills provision presents a significant challenge.

In Finland, intercultural skills provision is recognised as an important aspect of education and societal integration. The Finnish education system places a strong emphasis on equity, inclusivity, and multiculturalism. Intercultural skills are integrated into the national curriculum, ensuring that students receive an education that promotes understanding and respect for different cultures and backgrounds.

In the education sector, intercultural skills provision is well-mapped and implemented. The Finnish National Agency for Education provides guidance and resources to schools on promoting intercultural competence and managing diversity within the classroom. In addition, teachers receive training to develop their intercultural skills and to create inclusive learning environments.

In Germany's context, meta-skills and intercultural competencies, despite their broad acknowledgement, often end up fragmented into subtopics. This indicates their partial acceptance and incorporation. Even if umbrella topics have been incorporated into the in the school curricula, pertaining to soft and hard skills development across all school subjects. Still, the country's organisation, giving sovereignty to each state regarding education, with the KMU (Ministry of Culture) as umbrella organisation, make common general changes for all of Germany difficult to be decided for and to implement.

Given the enormous labour force of the country, encompassing 45.5 million workers or 75.6% of the population, it is crucial for Germany to examine the scope and extent of these skills' inclusion across different sectors and educational establishments.

A comprehensive mapping of meta-skills within the nation could help identify existing needs and requirements, thereby aiding in the customisation of education and training programmes. This would, in turn, ensure individuals are better prepared with the required skills to thrive in an increasingly global and diverse society.

In Hungary, the emphasis on vocational education and training (VET) and the growing relevance of intercultural skills highlights the need for proper mapping. While training offers and programmes are addressing intercultural competencies, the absence of a formal body responsible for mapping and coordination hinders a systematic approach. A cohesive mapping framework would enable a better understanding of the availability and effectiveness of intercultural skills provisions across sectors, facilitating targeted interventions and improvements.

Scotland also faces challenges in mapping intercultural skills provision. The reliance on UK-level statistics and limited information from the Office for National Statistics (ONS) hinder the development of a comprehensive picture. Efforts to promote intercultural dialogue and education within sectors supporting the integration of migrants are commendable, but without proper mapping, it becomes difficult to assess the extent and impact of these initiatives and to identify gaps in provision. With regards to meta-skills, further work is necessary to promote meta-skills as the term is still widely un-known, nevertheless, national bodies such as SDS are making headways promoting them within their apprenticeship programmes.

In Italy, the regional organisation of VET and the lack of formal national mapping further complicate the understanding of intercultural skills. While VET organisations receive public funding, the absence of a centralised mapping mechanism makes it challenging to evaluate the effectiveness and accessibility of intercultural competencies across

regions. Mapping would provide valuable insights into the distribution and quality of training programmes and help identify areas for improvement and resource allocation.

The national federal structure and complex institutional framework also contribute to the lack of proper mapping in Belgium. The absence of a formal national schema for coordination and cooperation hampers the holistic understanding of intercultural skills provision. While efforts have been made to integrate guidance policies and provide vocational guidance, a centralised mapping system could enhance the identification of strengths and weaknesses in intercultural skills support, leading to more targeted interventions.

France, too, faces challenges in mapping intercultural skills provision. While initiatives such as the National Skills Investment Plan (PIC) demonstrate the country's commitment to skills training, the specific mapping of intercultural skills provision is not explicitly mentioned. The absence of a comprehensive mapping system prevents a thorough understanding of the extent to which intercultural skills are integrated into various sectors and the impact of these provisions.

Overall, the absence of a centralised mapping mechanism contributes to a fragmented landscape in which information on meta-skills is scattered and often insufficient. While some initiatives and programme may exist in various sectors, the overall picture remains incomplete. This fragmented approach undermines the ability to assess the impact of current provisions, identify best practices, and develop comprehensive strategies to cultivate meta-skills in individuals across diverse contexts.

Furthermore, the lack of mapping exacerbates inequities and disparities in access to meta-skills development. Without a clear understanding of where and how these skills are being addressed, it becomes challenging to ensure equal opportunities for all individuals, regardless of their socioeconomic background, geographical location, or educational trajectory. This not only perpetuates existing inequalities but also hampers social mobility and economic growth in the long run.

Addressing the lack of mapping of meta-skills provision requires a concerted effort from policymakers, educators, employers, and other stakeholders. A centralised and comprehensive mapping system would provide a foundation for evidence-based decision-making, enabling the development of targeted interventions, sharing of best practices, and effective resource allocation. Such a system would allow countries to better understand their strengths and weaknesses in meta-skills development and ensure that individuals receive the necessary support to thrive in an increasingly complex and interconnected world.

The present Good Practice Guide can serve as an excellent first step towards initiating a discussion on meta-skills development in sharing successful approaches, strategies, and initiatives that have effectively cultivated meta-skills in various contexts. It highlights real-life examples and showcases the impact of meta-skills development on individuals, educational institutions, and workplaces. Continual professional development with empowered individuals working out their learning paths supports a society in becoming happier as a whole with the individuals being more content in their personal and work lives, as well as in their countries.

By disseminating national best practices internationally, this work can create awareness, stimulate dialogue, and spark interest in the importance of meta-skills especially in international workplaces. To this end, it can inspire educators, policymakers, employers, and other stakeholders to reflect on their current practices and engage in meaningful discussions on how to integrate and prioritise meta-skills within their respective domains. Ultimately, this work can serve as a catalyst for collaborative efforts, driving the conversation and paving the way for further exploration and action in the field of meta-skills development.

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