



EXECUTIVE SUMMARY

Introduction

Loukas Zahilas, Head of Department for vocational education and training (VET) and qualifications, Cedefop, chaired the conference. He explained that Cedefop has been an EU agency since 1975 and has been based in Greece since 1995. Cedefop supports the promotion, development and implementation of European Union (EU) policy in the field of VET as well as skills and qualifications policies by working together with the European Commission, EU Member States and social partners. He welcomed the **participants**, including **policy-makers, social partners, researchers, VET principals, teachers and learners**.

Mara Brugia, Deputy Director, Cedefop welcomed participants to the conference. She noted that **entrepreneurship competence extends beyond the ability to initiate and manage businesses**, encompassing a versatile skill set that equips individuals to identify opportunities, innovate and create value in various contexts. ‘This competence is crucial in preparing for the challenges facing European society and economies today, including technological, climate, demographic, and safety challenges, among others,’ she said.

‘The conference will explore the opportunities and challenges associated with promoting entrepreneurship competence in VET across Europe via a discussion on the integration of entrepreneurship competence in VET, analysing the facilitating and hindering factors, and sharing inspiring best practices.’

Cedefop recently published its findings from the 2021-23 study, alongside eight previously published case studies from Austria, Croatia, Finland, France, Italy, Latvia, Spain and Sweden.

‘In our research, we discovered that within the multifaceted landscape of VET, **embedding entrepreneurship competence is accompanied by challenges** related to the definitions we employ, the curricular approaches we adopt, the environments in which we operate, the implementation strategies we use, and the impacts we aim to achieve. Each of them gives us an opportunity for us today to question our assumptions, reconsider our methods, and reshape our understanding of entrepreneurship in the context of VET. This is our main objective of the conference today,’ she said.

Chiara Riondino, Head of Unit VET, European Commission, DG Employment, Social Affairs & Inclusion described entrepreneurship as ‘a key competence’, adding that ‘it’s about creativity, problem solving, being resilient, working with others, finding other opportunities beyond the beaten track. All of us have had to become more entrepreneurial, take more risks, take more initiatives to adapt to a fast-changing context’.

Referring to the fact that the **Commission has been working on entrepreneurship as a key competence for many years**, she said that entrepreneurship is ‘one of the elements that we would like to promote more’.

She added that VET is not just about learning a new trade/craft but more and more broadening this approach to **soft skills** and stressed how important it is that VET is attractive and does not lock people into specific paths. ‘The sense of being entrepreneurial helps whether you are a worker or job creator. You will need these kinds of schools to form ideas into sustainable actions,’ she said. By way of example, she added that, ‘if you are a worker, it will help you transform your job and take responsibility for your job and find other ways (e.g. greener ways) to perform your tasks’.

At this stage of the event, a **poll was conducted among the participants as to their role in VET**. The results: Mostly researchers then policy-makers, VET providers, teachers and social partners.

Inspirational talk. The challenges and opportunities of implementing entrepreneurship as curriculum

Andreas Fejes, Professor and chair of adult education research, Faculty of Educational Sciences, Linköping University, Sweden, set out his view on entrepreneurship education in a Swedish context.

He pointed to **two definitions of entrepreneurship education**:

- A **narrow definition** equates entrepreneurship education with a specific course aimed at training people to start their own business.
- A **wider definition** equates entrepreneurship education with general skills that all students should learn, and which are construed as helpful for preparation for life in general.

In the curriculum in Sweden, entrepreneurship education should permit teaching across all areas. However, this has resulted in some confusion for teachers. In terms of the curriculum, he said that **‘entrepreneurship education is weakly framed and classified** whereas maths, for example, has strong framing and classification’.

He added that **‘teachers transform the curriculum differently** depending on how they view the subject. Some go for a narrow definition (teaching students about starting business) where others are frustrated and don’t have clear understanding of it’.

He has been part of a big **research study** (including a survey of over 1 000 educators) **in Sweden**, looking at the whole municipal adult system. In one of the questions, **teachers were asked to rank all the different aims of adult education**. Among the most important aims were that education is to support and foster the personal development of the student, strengthen the student’s position in life, strengthen the student’s position in the labour market, strengthen the student’s position in critical thinking whereas **the least important aim was to foster entrepreneurship**.

His big open question: ‘How do we provide policy and curricular content that is easily identified by teachers and easy for teachers to transform into teaching?’ ‘There is a huge gap here and a lot to be done,’ he concluded.

Entrepreneurship competence in VET: insights from Cedefop research

Dmitrijs Kulšs, expert VET policies and systems – key competences, Department for VET and Qualifications, Cedefop and Iván Diego Rodríguez, research team, Valnalón, Spain

A Cedefop study was launched in May 2021 to support policy-makers, social partners, VET providers and other stakeholders with new evidence on **how entrepreneurship competence is embedded in VET**.

The **main research questions**: To what extent, and how, do the dimensions of VET entrepreneurial learning ecosystems facilitate acquiring entrepreneurship competence in Europe? Which policies, methods, tools and approaches best support embedding entrepreneurship competence in VET?

The research team interviewed 100s of VET representatives and visited 48 VET providers (including companies offering VET) from eight countries (Austria, Croatia, Finland, France, Italy, Latvia, Spain and Sweden). The findings are in **eight case studies**. The **final report** went online last week.

Concept of entrepreneurship competence/education

The concept of entrepreneurship competence varies among and within countries. Both the broad and narrow definitions co-exist. Furthermore, definitions often derive from the EntreComp (Entrepreneurship Competence) and EU key competences frameworks. Entrepreneurship competence

is often associated with opportunity, value and business creation. It is usually not VET-specific. Digital and sustainable entrepreneurship are less explicit but gaining momentum.

At VET provider level entrepreneurship competence is more business-related than transversal. The way the competence is approached depends on the VET programme: occupation-specific, professional requirement, transversal. It is part of the skillset, enhancing employability. VET teachers often have mixed feelings about the nature and definition of entrepreneurship.

In practice, entrepreneurship education sometimes has a dual meaning. For example, in Latvia, at the policy level it is an essential transversal skill whilst for VET providers it is mainly about supporting start-ups. In Italy, entrepreneurship education is defined broadly but, when it comes to activities, it is more towards the narrow definition (i.e. business creation).

Curriculum frameworks

Curriculum frameworks act as an overarching document at national/regional level. There are three main approaches: the **cross-subject approach** (entrepreneurship education is a transversal element across all curricula); a **dedicated subject approach** (entrepreneurship education is a specific subject (can be optional or compulsory)); entrepreneurship education is **integrated into related subjects** (e.g. economics or marketing). Then there are combinations of these approaches. Dedicated subjects are quite popular in Europe (e.g. Spain, Croatia, Latvia, Finland and Sweden).

Challenges of translating policies into practice

- Not straightforward: the policies adopted are diverse, making generalisations difficult;
- Top-down models don't always capture the complexity of policymaking in multi-level systems; countries are selecting measures that align with their objectives;
- Local/regional developments may precede the related national and European ones;
- Keeping track of policy changes (especially high-level policies) is a challenge for VET principals, teachers and trainers;
- Policy impact's assessment is a challenge.

Culture: Organisational arrangements (of importance)

- Stocktaking of activities that are taking place and the identification of gaps is a good starting point;
- Steering and support of management teams is crucial;
- Appointment of dedicated teams/ambassadors;
- Learning environments matter;
- Inclusion of entrepreneurship in key strategic documents;
- Internal and external communication of entrepreneurship education actions.

Stakeholder engagement

- Not all school-business collaborations in VET equally contribute;
- VET providers create opportunities for entrepreneurial learning in collaboration with partners in their local area;
- Engagement heavily relies on personal and professional networks of teachers;
- It adds relevance and increases VET learner motivation, thus contributing to the development of entrepreneurship competence.

Learning environments

Learning environments designed to support methodological change and improve technical and entrepreneurship competences are important. In that context, national policies promote the creation of **innovation labs, makerspaces** or labs specifically designed to implement the competence. Creating these spaces is a crucial milestone in their journey towards fostering the competence. However, a challenge is how best to plan and implement teaching activities that maximise the resources and pedagogical potential of these spaces. In strategy documents, Spain (via 'entrepreneurship labs' and

converting classrooms into ‘applied technology labs’) and Austria (via flexible spaces and open learning arrangements for entrepreneurial and civic initiatives) are planning ways to embed entrepreneurship competence in a more meaningful way.

Business start-up support

VET providers seldom offer business support but tapping into the expertise of external entities is a sound strategy. The **expertise of external entities** (e.g. chambers of commerce, local incubators) is crucial for some VET providers. In-house incubators cater to VET learners, providing a physical space and tailored support to realise their business ideas. **VET teachers lack adequate training**. This is a desirable development in some countries and a well-established one in others. There is **potential here for cross-country learning**. A good example is the ‘Entrepreneurship café’, an advisory service in entrepreneurship that has been set up in Finland.

Overall, this is a long journey given that moving **from isolated practices to systematic approaches requires time**. When schools/VET providers are asked to identify milestones, they say that it is a “long journey”. One example of a project in Spain started 5 or 6 years ago and the process is ongoing.

Teacher and trainer beliefs and training

- There are mixed feelings about entrepreneurship (some regard it as being about soft skills while others see a negative connotation linked to an economic model);
- Industry experience and motivation are critical. Motivation needs to be supported by accompanying measures (e.g. giving teachers extra time to work on these issues);
- Lack of time, overloaded curricula and excessive workloads limit efforts to promote entrepreneurship competence;
- For some teachers, literacy, numeracy, socio-emotional and technical skills should precede the development of entrepreneurship competence;
- There is a lack of awareness among teachers about previous efforts at primary/secondary level. It is important to pay attention to coordination across levels;
- Making teacher training available is key;
- One example of teacher training is the VirtuOS ‘train-the-teachers programme’ in Croatia.

Methods, tools and approaches

- Learner-centred approaches prevail. VET grants learners a high degree of autonomy to tackle real-world, complex problems;
- Project-based learning is a favoured methodology to develop entrepreneurship competence in VET;
- Lack of time and silo-based curricula as major constraints for the deployment of interdisciplinary projects;
- Work experience and apprenticeships are key but entrepreneurship competence is seldom targeted or assessed explicitly;
- Mini-companies and virtual firms still loom large in entrepreneurship education in VET (student cooperatives, as set up in Austria, Croatia, Finland, Italy and Spain, are alternatives);
- The development of entrepreneurship competence is complemented with a range of extracurricular activities and events (e.g. hackathons, competitions, fairs).

Assessment and recognition

- Competence-based assessment is challenging for teachers
- VET providers are taking steps to assess entrepreneurship competence systematically (e.g. in Italy there is an example where authentic tasks are used to assess the learner) but it plays second fiddle to technical competences;
- Involving learners in the assessment process (self- and peer-); and providing pertinent feedback
- Focus on a limited set of skills like teamwork, communication, and creativity, along with participation and engagement;
- Use of a variety of activities (e.g. performance tasks, simulations, interviews, presentations) and tools (rubrics, scoring grids, portfolios, learning logs);

- Learners noted positive impacts on skills and attitudes valuable for their personal and professional lives (Learners see individualised assessment reports as very interesting to include in their individual portfolio as it helps with the recruitment processes; learners also said that their training improved their ability to work in teams, pitch ideas etc).

Interactive parallel sessions: navigating the paradoxes and solutions

Key findings, lessons learned, and inspiring practices discussed by the panellists

Moderator: Daniele Morselli, research team, Free University of Bozen-Bolzano, Italy

1. The conceptual paradox: is the term ‘entrepreneurship’ supporting or hindering the development of the competence?

Moderator: Professor Jaana Seikkula-Leino, research team, University of Turku, Finland

Jaana Seikkula-Leino, who is a researcher, asked the following questions during the parallel session that she moderated: Is there a VET-friendly definition of entrepreneurship?; How does unclarity of the concept impact skill development on the ground?; How can we provide a clearer understanding of entrepreneurship for VET teachers, directors and other professionals? She summed up the parallel session that she moderated as follows: **Teacher training and leadership training are key tools to understand the entrepreneurship competence.** It is about clarifying how to do it and how practices can be created. Training and guidance are crucial tools. She stressed the **learning outcomes** (what to get out of it); the **system approach** (it is not just one teacher’s role); **qualifications, assessment development**; training (easy workshops, networking, collaboration with many institutions and not just companies) and case studies to show how to implement entrepreneurship competence); plus campaigns and marketing to develop awareness of the concept.

Pilar Palau is an Entrepreneurship Coordinator at the Escola Treball Lleida: **Entrepreneurship is not only to help students to create their own companies** or a business plan but also lots of other things to help support them in terms of entrepreneurship skills as a **transversal competence**. Her school has worked hard to create a culture among students and teachers in the school, e.g. by being visible and relevant in the school and integrating entrepreneurship objectives as part of global school objectives. **Quality processes are also important.** The school is working on specific objectives and a specific action plan (many actions/events that are consistent with each other and connected to build an entrepreneurship programme that makes sense).

Davor Japunčić is a student at FFOS Osijek. Entrepreneurship and VET is a deeply personal experience and would benefit from a **balanced approach**. It needs to allow students to apply skills in real world scenarios (including a current job if they are older students), it needs to clear up confusion about entrepreneurship, it needs a holistic approach with **flexible guidelines and interdisciplinary training and it needs real world examples** (his training was about real-world examples).

Jaana Seikkula-Leino: Clarifying the goals of entrepreneurship is very important. What do we mean? We need to have a holistic understanding of the phenomenon. With a clear understanding of the concept, you can understand the goals. Better guidance at all levels is key (not just professionals/teachers, but also policy-makers, students and society in general). Once we understand the concept, it is not so difficult to integrate it into the teaching.

Pilar Palau: We have curricular documents and do **project-based learning**. We work with classes with students with curricula plus with soft and hard skills. **We try to track soft and hard skills** (most are not compulsory in Spain), **we try to assess students** on that, and we write down the related competences.

2. The curricular paradox: dedicated modules/subjects or cross-curricular approach?

Moderator: Mats Westerberg, research team, Luleå University of Technology, Sweden

Mats Westerberg, who is a researcher, noted that **both approaches have advantages**. Whilst having **entrepreneurship as a specific subject** is clear in the curriculum and **implies dedicated resources** and people, a **cross-curricular approach means having a whole team of teachers and true interdisciplinarity**. He advocated working with both approaches. ‘You have to have a subject there to guide/give weight but you also have to have the whole faculty on board and working with this competence development,’ he said.

Jasminka Kelemen, Principal of Gospodarska škola Varaždin, Croatia referred to a **mixed concept/approach** and emphasised that **students need to practise entrepreneurship**.

Does entrepreneurship introduce something new as content or is it a new language?

Mats Westerberg said that **it introduces something new** which has to do with **value creation**. ‘We can link it to old curricula. Some aspects are the same, but it is qualitatively new,’ he said. He described the [entrepreneurship] concept as being ‘kidnapped sometimes by neoliberals’. ‘We know it’s about **collaboration**. We can’t achieve anything much by ourselves. Human kind is successful because of our collaboration.’ He added that ‘we had a problem convincing others about the benefits of using entrepreneurship as the umbrella terms for these competences’ and that ‘we need to work differently to succeed’.

Is having entrepreneurship as a subject a good idea in VET?

Jurgen Jantshgi, a headmaster at the College for Engineering Wolfsberg in Austria.

He said that, at engineering schools, ‘**we need subjects dealing with business innovation plus optional subjects (where you can go deeper)**’.

Axel Zafoschnig, a vice-president of the International Society for Engineering Pedagogy from Austria. He noted in a survey of students that the majority said they would become an entrepreneur but then, when they hear about the taxes and red tape, the numbers interested in becoming an entrepreneur drops. ‘We need to reflect on **how to encourage students to take risks. That is not so popular with young people.**’

3. The implementation paradox: broad goals versus narrow actions

Moderator: Olivier Toutain, research team, Burgundy School of Business, France

Olivier Toutain, who is a researcher, advocated giving students the opportunity to put their ideas into practice. ‘The role of stakeholders is key in offering real life situations. **Real life situations are a key element in entrepreneurship pedagogy,**’ he said.

Carina Hafren, Director of Education at the Swedish National Agency for Education.

She said that there was a lot of discussion about ‘**intrapreneurship**’ about whether they can develop the organisation via entrepreneurship competences. ‘That makes the competences broader and more relevant for schools, teachers and students,’ she said.

Martina Mazanek is a VET teacher at the Modeschule [fashion school] Hallein in Austria.

‘We have started implementing the entrepreneurship idea in our school. We have **entrepreneurship days**, take active part in business competitions. Teachers are the coaches. All the decisions are made by students,’ she said. She explained that **it gives the students the opportunity to act as an entrepreneur but in a protected environment**.

Other examples she gave included students working at the Vienna fashion week, students cutting the hair of homeless people, students creating collections for Austrian clothing companies and cooperation with hairstyling companies.

What about entrepreneurship beyond the business creation experience?

Carina Hafrén said that ‘there is room for collaboration between teachers to create projects’. She stressed that the most important thing is **value creation and real projects/real problems for students to solve**. ‘That is very important in VET. **We need to involve the trainers, companies, the public sector** to discuss this matter.’

Olivier Toutain gave an example of where learners were put in real situations via a grocery shop and where entrepreneurship activities were developed to make the students aware of entrepreneurship competences. ‘The context is important to push entrepreneurship competences. It is not only about entrepreneurship knowledge, skill and mindset but all these aspects that shape entrepreneurship competence in a VET context.’ **‘It is important not to have a silo approach but to have a holistic approach within the school,’** he added.

4. The employability paradox: does entrepreneurship competence improve employment prospects?

Moderator: Christina Enichlmair, research team, Austrian Institute for SME Research

Christina Enichlmair, who is a researcher, said that a lot of competences are now needed given the ‘huge structural changes on the labour market because of the digital, green and social transition’ For her, **entrepreneurship competence is not just about establishing a business but also things like managing projects, working collaboratively, having a sense of initiative, assessing risk**. In her research, she has found that entrepreneurship competence **increases employment prospects**.

Alessia Petino is a VET graduate from Costa Scarambone, Italy. She described how entrepreneurship has enhanced the way she thinks and makes decisions and **how it has helped her make the transition from school to university**.

Anita Līce is an education and employment field manager at the Employers’ Confederation of Latvia. She highlighted problem-solving, team work and communication as key skills. She added that **‘employability and entrepreneurship are very linked and to some extent overlap. Entrepreneurship is not just for entrepreneurs but also for employees**. Employers want skilled employees and those able to cope with stress, take responsibility and bring ideas for the company’s development’.

Francesco Pio Manca is a VET graduate from the Istituto Galieli Costa Scarambone in Italy He described **positive experiences with entrepreneurship and developing an entrepreneurial mindset**, including conversations with entrepreneurs, team working sessions and taking part in different start-ups.

What about in-company training?

Anita Līce noted that the companies offering entrepreneurship training might, in some cases, see it as a threat that employees might want to become competitors but, in others, they might see it as providing them with more competition. ‘If we view entrepreneurship as a broad set of skills, then I believe that **companies that really care about results and development and care about open culture, internal culture, I think they value entrepreneurship competence a lot.**’

5. The policy paradox: do those who act on policies participate in designing them?

Moderator: Slavica Singer, research team leader, J.J. Strossmayer University of Osijek, Croatia

Slavica Singer, who is a researcher, **stressed the need to clarify any conceptual misunderstandings relating to the term ‘entrepreneurship’** and called for a change in how policies are designed in favour of co-creation. ‘It is important that we collaborate on this to identify interconnectedness. **We don’t know how to measure it. So we don’t have a cycle between designing policy and feedback and correction,**’ she said.

Ramon Sanmiquel Pérez is a Coordinator at the DGFP Programa Implus FP in Spain.

He explained that, based on a Spanish law from 2011, entrepreneurship has become a new subject. He said that Spain's entrepreneurship policies work because they give Catalonia the freedom to develop its own programme. That programme has grown to include 125 VET schools in Catalonia.

'We [Catalonia] have worked to include new enterprises and new entities and to make it grow. **We are focussing on real challenges that we have in our community. That's why it works,**' he said.

Piia Kolho is Head of the Professional Teacher Education Programme at the HAMK School of Professional Teacher Education in Finland.

She underlined the importance of motivation, pointing out that, 'it doesn't matter what kind of policies there are if you are not interested in delivering it'. She stressed how important it is for **teachers to feel that they have autonomy**. Key questions for her: How are teachers going to implement it [entrepreneurship education]? What kind of pedagogical decisions do they take?

She also stressed the need for 'agency'. 'If the teacher does not feel that entrepreneurship is important to every teacher, they don't act like that and don't make those pedagogical decisions to boost entrepreneurship,' she said. She emphasised how important it is for teachers and principals and policymakers to discuss what it [entrepreneurship] means.

Slavica Singer: 'Teachers and principals are the heart of the implementation group of people but are not asked for their opinions. They are not asked to take part in the policies. They don't feel ownership. Teachers feel that everything ends up in their basket but no one asks them how the policy framework should be designed. We should learn to listen to each other and integrate different experience,' she said. In terms of research into policy design, she underlined the important role of Cedefop.

Mats Westerberg said that **the school system is based on silos** and that **it needs to be more competence-based**. 'Finland has competence-based curricula. It is important to see what we can learn from them. It is a dead end just to go into subjects. **We need to be more cross-curricular and work on problems and challenges,**' he said.

In **Slavica Singer's** view, '**we have to depart from the curricular concept**. This is fragmented knowledge from the 19th century and follows the industrial concept'. 'As teachers, we expect that learners will reintegrate fragmented pieces of knowledge (delivered via a curricular approach),' she said. She referred to a Unesco/OECD concept of 'relevant knowledge' and suggested that Cedefop could play a role in this context.

Reflection on the day's discussions and outlining the path forward

Takeaways from the conference

Participants were asked to share their main takeaways from the conference.

Takeaways included that the conference had yielded good insights for future projects and future research, that the 'paradox approach' in the conference 'was great' and that entrepreneurship competence is 'a process' and 'work in progress'.

It was pointed out that entrepreneurship in VET needs entrepreneurship skills from those designing and implementing it as it is a collaborative project. In addition, it was noted that further work is needed on the gap between policy design and implementation and that there's a need to balance the top-down with the bottom-up approach and have more practitioners involved in the process of policy design. Another takeaway was that 'we need to advance our understanding of entrepreneurship education/skills by creating definitions, metrics and assessment frameworks' and another was the importance of going to the field to see which policies actually work.

The importance of cooperation between stakeholders, including teachers, head teachers and policymakers and stakeholder engagement was underlined.

Another takeaway was the entrepreneurship education in VET needs to be both about starting businesses and about mindset.

The importance of guidance and enhancing entrepreneurship as a life competence; making entrepreneurship competence part of the national policy ecosystem; fostering an entrepreneurial mindset; work experience; taking into account different countries, education systems, labour markets; transforming entrepreneurship into a policy area; supporting teachers; teacher support [for entrepreneurship competence]; teacher training; teacher agency; public administration support; cross-country learning; stakeholder consultation; move from talking to action; were also noted.

Other takeaways were that entrepreneurship links VET schools with their ecosystems and a suggestion for a protocol for the collaboration of external agents in VET centres.

Needs for future research

Participants were also asked what their needs are for future research on entrepreneurship competences (or other transversal skills and competences) within the VET domain.

Teacher training (including initial education on entrepreneurial pedagogy for teachers); research on pedagogies; assessing the impact of pedagogies to generate an education module that everyone can use; a common and unified dictionary of skills; an overarching model of key competences and their relationships; and information on how to design meaningful curricula to enhance entrepreneurship competence in VET were all mentioned as needs. Another need was to bridge the gap between policymakers and VET students (e.g. in a research dialogue).

Further needs included ensuring that members of the [entrepreneurship competence] ecosystem work together towards a common goal; research projects where researchers and practitioners co-create solutions; an inclusive definition of entrepreneurial education that does not limit it to business creation; further understanding of how employers and schools can collaborate in working with the entrepreneurial skills of VET students; and having a clearer understanding of the use of transversal skills/competence in the workplace (in line with EQAVET) and comparing this with skills demands from employers.

Questions to look into included ‘how AI will influence VET’ and ‘how much an entrepreneurship competence qualification will improve employment prospects’. Further needs included an evaluation of entrepreneurship programmes and policies in VET; standards to facilitate common learning between practices that are comparable; training VET teachers in entrepreneurship education; methods that work to develop entrepreneurship competence; developing metrics to determine what works best in different contexts; foresight research into VET’s role in contributing the wellbeing of people and the planet (UN Sustainable Development Goals 2050); and something that delivers a more comprehensive, representative picture of the variation in entrepreneurship education within and between EU member states.

Other needs included giving a voice to VET providers, teachers and students in future research; looking into fostering real life experiences; having a monitoring framework for evaluating policy and implementation results; and ensuring that policymaking and implementing parties (e.g. VET providers/teachers) communicate; and looking into the impact of entrepreneurial education on learners’ career choices.

In terms of research needs, it was also suggested looking into employer demands on the development of transversal skills and confronting this with the real utilisation of these sorts of skills in the workplace, also digging deep into the way workers feel about the utilisation. He added that this would be totally in line with the European Quality Assurance Framework for VET.