



**PACT FOR
SKILLS**

PACT FOR SKILLS LARGE SCALE AND REGIONAL PARTNERSHIPS

Guidance handbook: introducing and setting up skills partnerships.

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1.0 Introduction

The European Commission's Pact for Skills (PfS) mobilises stakeholders involved in training, such as social partners (employers & trade unions), education and training providers, or public bodies to create upskilling and reskilling opportunities. **Large-Scale Skills Partnerships (LSPs)** and **Regional Skills Partnerships (RSPs)** are key pillars of the Pact. This **partnership handbook** is a resource for Pact members and covers key elements for establishing a partnership. The handbook has been developed by the Pact for Skills Support Services and draws on lessons from existing partnerships and other initiatives, including [Blueprint Erasmus+ Alliances on sectoral cooperation on skills](#).

1.1 Overview of the Pact for Skills

The Pact for Skills (PfS) is a flagship action of the European Skills Agenda and is anchored in the European Pillar of Social Rights. The Pact promotes action on skills by social partners, public organisations, education and training providers, and other stakeholders. All interested organisations are welcome to join the Pact by signing up the Pact for Skills Charter (Box 1)¹. Members of the Pact can benefit from three dedicated services delivered by the Pact for Skills Support Services.

- The **Networking Hub** creates opportunities for networking and collaboration between members, engagement with relevant EU initiatives, and highlights the work of members.
- The **Knowledge Hub** organises webinars, seminars and peer learning activities for PfS members on EU policies and instruments and sharing of experience and practices.
- The **Guidance Hub** offers direct technical support and advice to the coordinators of large-scale and regional skills partnerships, including leveraging opportunities through the Pact for Skills.

For more information on the support available, please refer to Annex E

¹ To be a member of the Pact for Skills, organisations must be based in a Member State of the European Union.

The Pact for Skills Charter

The Pact for Skills Charter represents a shared commitment by members of the Pact, including individual organisations and skills partnerships. The Charter outlines the importance of supporting the development of skills in the context of advancing social rights, the digital and green transition and to support industrial growth and SMEs. It outlines the objective of mobilising public and private investment in skills for all working age people and with the commitment to uphold the following principles:

- promoting a culture of learning for all;
- building strong skills partnerships;
- monitoring skills supply and demand and anticipating skills needs;
- working against discrimination and for gender equality and equal opportunities.

When joining the Pact, organisations and partnerships are encouraged to articulate commitments to take action on skills. Further information on the Charter can be found [here](#).

2.0 Types of skills partnerships

Skills partnerships form the foundation of the Pact for Skills. Partnerships are flexible frameworks for collaboration between social partners, education and training providers, public authorities and other stakeholders. Partnerships are based on a shared commitment to support re- and upskilling in industrial ecosystems or regions. There are several types of skills partnerships in the context of the Pact for Skills including Large-Scale Skills Partnerships (LSPs), Regional Skills Partnerships (RSPs) and “other” partnerships as presented in Box 2 below.

Box 2. Types of PfS partnerships and criteria

In the Pact for Skills context, establishing Large-Scale Skills Partnerships (LSPs) and Regional Skills Partnerships (RSPs) requires approval from the European Commission. Other partnerships can be registered without approval.

Large-Scale Skills Partnerships (LSPs)

[Large-Scale Skills Partnerships \(LSPs\)](#) are industry-wide partnerships. There are 20 LSPs across the 14 industrial ecosystems of the [EU Industrial Strategy](#). LSPs gather major players in industrial ecosystems and value or supply chains, including associations, relevant public authorities and SMEs. The partnership's upskilling and reskilling commitments apply to the whole industrial ecosystem. LSPs are encouraged to develop a regional aspect to their activities, including Working Groups or official Regional Skills Partnerships (RSPs) devoted to advancing the partnership's work at local level.

Regional Skills Partnerships (RSPs)

Regional Skills Partnerships (RSPs) operate at a regional level. For example they may be based on macro-regions spanning several countries (e.g., the Alpine region), on transnational partnerships between regions, on regions strong in certain industries or on regions within a single Member State (e.g., [NUTS 1, 2 or 3](#)). These partnerships should address regional skills priorities and embody the Pact for Skills at regional level, involving local or regional authorities, local education and training providers, major local employers, trade unions and/or local or regional economic representative groups such as chambers of commerce or other relevant local stakeholders. RSPs can either be formed independently or derive from an LSP.

'Other' partnerships

'Other' partnerships are for collaborations or consortia of multiple organisations working on shared skills-related activities. This may include partnerships working on thematic topics that do not correspond to industrial ecosystems. To streamline efforts and avoid duplication of initiatives, organisations interested in forming a partnership in this category should consult the Pact for Skills Support Services. The Pact for Skills Support Services can help identify and connect with relevant stakeholders or existing partnerships.

Section 3 takes a closer look at partnerships' characteristics and outlines the necessary steps for establishing one.

3.0 Developing a partnership

This section outlines some of the main elements and steps that underpin the development of a partnership. The key elements of a partnership are listed below.

- ✓ **An engaged community of members** willing to work together.
- ✓ **A partnership agreement** outlining the strategic view of the skills needs and priorities for the sector/ecosystem or region.
- ✓ **Ambitious yet realistic commitments** to transpose the Pact for Skills Charter in concrete terms.
- ✓ **A coordinating or steering group** to lead the partnership's activities.
- ✓ **A work plan** to implement the partnership's activities.
- ✓ **A strong link between sectoral and regional dimensions** that allow to decline the Pact for Skills at local level.
- ✓ **A clear monitoring framework** to track progress made against upskilling and reskilling commitments.

3.1 Partnership agreement

A **partnership agreement** is the shared statement of intent that guides the work of a partnership. Partnership agreements should be developed based on the Pact for Skills Charter and its key principles (see Box 1 above). All LSPs and RSPs are required to have a partnership agreement, which is the responsibility of their members. The Commission grants final approval for their registration. Partnership agreements should aim to build partnerships that are:

- **Member led:** Partnerships should be owned by the participating organisations in line with their needs and priorities.
- **Collaborative:** Partnerships should support active participation and collaboration of their members.
- **Inclusive:** A core but inclusive group of members may take on responsibility for driving work of the partnership but should engage an extended network or community.
- **Sustainable:** Partnerships should aim to support the long-term upskilling and reskilling needs of sectors or regions, including building and developing complementary projects and initiatives.

Partnership agreements should also address the specific skills challenges facing an economic sector or region. They may articulate **sectoral or regional** skills challenges as well as a **long-term aim or vision for the sector or region. The agreement should identify priority skills needs.** Common themes and priorities include:

- digital and green transition
- accelerated structural changes across industries.
- sustainability
- ageing workforce
- attractiveness of careers
- inclusion and diversity of workers from different backgrounds

Coordinators or lead partner organisations are encouraged to actively involve key partners and stakeholders in the drafting process of the partnership agreement. Steps may include convening a **round table** or **workshop** or launching research to assess the long-term skills needs for the sector and the key upskilling and reskilling challenges that organisations are facing.

Box 3. LSP examples

While describing sector or regional challenges, a major issue identified by the Skills Partnership for the Tourism Ecosystem (Tourism LSP) was the creation of practical training opportunities in a seasonal industry with a high prevalence of short-term contracts, SMEs and independent businesses.

The Textiles, Clothing, Leather and Footwear (TCLF) industries LSP (TCLF Skills Alliance) identified that older and more experienced TCLF employees face difficulties adapting and acquiring new skills, while on the other hand, the digitally savvy generation currently entering the job market is less interested in manufacturing jobs.

The Maritime Technology Industry's (Shipbuilding LSP) vision towards 2030 is to deliver the first zero-emission short-sea ships and inland vessels and decrease emissions during navigation by 50 % for other ship types, as part of the effort to achieve the goals of the European Green Deal.

Partnership commitments

A core element of partnership agreements are the partnership's commitments. Partnership commitments are not legal or contractual obligations but should rather be viewed as "pledges". All partnership agreements should commit members to support the collective **objectives and activities of the partnership**, including supporting the **Pact for Skills Charter**. Commitments should include:

- **High-level commitments:** Partnerships are encouraged to develop a commitment that states in quantitative terms the volume of reskilling and upskilling actions that is envisaged for the sector by 2030, with milestones in 2025 and 2027 (see Box 4). The high-level commitment sets a sector-wide, non-binding strategic goal to guide and track the work and impact of partnerships and their members, and to highlight the skills needs of the wider ecosystem. A template for the high-level commitment is available in Annex D and should be attached to the partnership agreement. Upon request, the Support Services can assist coordinators in devising this high-level commitment.
- **Impact commitments** in relation to the volume and quality of training activities delivered by the partnership (see Box 4 for examples). This may include:
 - delivery of **training and development opportunities**
 - **diversifying the sector workforce** by targeting skill opportunities for underrepresented groups such as women, migrants, people with disabilities or other disadvantaged groups,

- improving the **quality of trainings** through quality assurance and good practices,
 - establishing a **culture of lifelong learning** so that both employers and employees are aware of the benefits of continuous learning,
 - sharing **best practices** or **policy recommendations**, which is a way that the partnership can provide benefits beyond their specific sector
 - **recognising work experience and non-formal trainings**, including across Member States to support workers and their mobility.
- **Capacity commitments** in relation to supporting activities and actions such as:
 - contributing to **skills intelligence**, including sharing information on job types, existing skills gaps and emerging skills needs,
 - participating in and contributing to **partnerships and dialogue** across the sector, such as between education, training, research institutes and industry organisations,
 - supporting **inclusive decision-making processes** that actively engage a wide range of organisations across the sector, including SMEs and stakeholders,
 - delivering activities and events to **increase the reach of membership** through multi-stakeholder events or awareness raising activities that can be established,
 - **committing resources** to support the aims and objectives of the partnership, including its coordination and activities.

Box 4. Examples of LSP commitments

The Automotive LSP states its ambition to upskill 5 % of the workforce each year which would result in 700 000 employees to be upskilled and reskilled along the automotive ecosystem in the coming years.

The Microelectronics LSP aims to have 50% of its workforce participate in upskilling or reskilling each year by 2030, ultimately reaching a total of 153,000 workers.

The LSP on Space Data, Services, and Applications (SPACE4GEO) has committed to an average of 9,000 workers participating in upskilling or reskilling activities annually by 2030. To reach this goal, the LSP aims to involve 6% of the workforce (approximately 7,000 workers) in upskilling or reskilling each year by 2025, increasing to 7.3% (9,000 workers) by 2027.

Regarding impact commitments, the Skills partnership for Shipbuilding and Maritime Technology has committed to upskilling and reskilling over 200 000 workers in the next five years.

The Skills partnership for Aerospace and Defence (**Aerospace and Defence LSP**) has committed to ensuring that trainees are offered 14 to 300 hours digital **learning** at their pace alongside 4 to 80 hours of tutored practical **learning**.

Points to consider when developing a partnership agreement

- What are the principal long-term economic challenges facing the industrial sector/ecosystem or region/s and what role skills play in this long-term picture?
- What skills intelligence has been conducted or is needed to identify the sector or region's skills needs?
- What are the barriers that have hindered prior efforts by employers and stakeholders to deliver necessary up and reskilling opportunities for long-term economic success?
- Are these skills challenges shared across the sector or region/s and how might they vary between different employers (for instance SMEs)?
- How can organisations work together through the partnership to unblock these skills challenges and limitations?
- What role could raising awareness of challenges, developing training capacity and curricula, and guiding investment in training opportunities play in addressing these challenges?
- What would represent a reasonable collective commitment that would make a tangible contribution to the long-term success of the industry or region?
- How can different organisations support these commitments through their own and collaborative efforts?
- How does the partnership agreement align with the principles and potential activities outlined in the Pact for Skills Charter?

Points to consider when developing partnership commitments

The Pact Support Services can help the partnerships in developing their commitments. During the process, the partnerships will be asked to consider the following questions:

- What would be an ambitious but realistic collective commitment at the sub-sectoral or regional level that would make a tangible contribution to skills development?
- How can this high-level commitment enable partners to collectively demonstrate their contribution to addressing sub-sector or regional skills outcomes?
- What commitments can be formulated in relation to volume of reskilling outcomes and the creation of new opportunities?
- What commitments can be formulated in relation to collaboration and sharing of intelligence and good practice between partners on skills needs and opportunities?
- What commitments can be formulated in relation to the content, quality and recognition of training opportunities?
- How can high level collective partnership commitments be supported by the actions and activities of the members of the partnership?
- How can these commitments be tracked, including setting of achievable and timebound objectives that can enable the partnership to demonstrate impact?

3.2 Coordination arrangements

Partnerships are a collective initiative of members. In this context, partnership coordinators play a pivotal role in ensuring the partnership's success. Coordinators are responsible for steering the partnership's commitments and activities, fostering inclusivity, and ensuring alignment among members. Effective coordination brings diverse members together into a cohesive and sustainable partnership.

The precise approach to coordination will vary depending on the partnership's structure and composition. This includes joint coordination and working with a core group of partners to drive key activities forward. These coordination arrangements can be outlined in partnership agreements or supporting documents, which also define the practical frameworks for the partnership's operation.

Establishing an effective management and coordination structure in the early stages of the partnership's development is an important foundation. Elements include:

- partnership agreements, including any supporting technical agreements, such as a Memorandum of understanding (MoU), that may underpin the scope and arrangements for the partnership;
- establishing a core working group for the partnership, typically with a core set of project partners, including the appointment of one or more lead coordinator or chairperson, or equivalent to provide leadership for the partnership and working groups;
- considering the contribution of partners, including contributions in kind, to support the coordination of the partnership and delivery of activities;
- setting up a core coordinating function, including use of secondment and funded posts hosted by partner organisations.

Most partnerships also include **working groups (WGs)** to support the implementation of the work plan (see Section 3.3) including on **specific themes, sectoral issues or geographical dimensions**. Some partnerships may appoint work package leaders to support the overall coordinator². A partnership agreement may also include membership agreements that outline the role(s) for partnership members, including principles for participation, benefits of being involved and advice on formulating commitments.

² See for example: <https://www.skillsea.eu/index.php/about/project-management>

Box 6. Skills Partnership for the Tourism Ecosystem coordination approach

The Skills Partnership for the Tourism Ecosystem takes a light touch approach but still includes clear roles and agreements. The lead partner is responsible for coordinating the work of the partnership with the support of an advisory or steering group. The LSP is structured at an EU and national/regional level, each with corresponding objectives and KPIs. It also coordinates with complementary and legacy projects at the European level. The partnership has developed a manual for its members with practical information on registration and relationship building activities including:

- size of the national/regional partnership;
- territorial scope;
- formal requirements, such as a signed Memorandum of Understanding;
- an assigned coordinator/representative of the national/regional group;
- strategic objectives and an action plan covering the skills needs within the ecosystem and target sectors;
- clearly defined processes for setting up meetings;

Box 7. Developing coordination arrangements

Points to consider when developing coordination arrangements

- Is there a lead organisation that can support coordination activities?
- What kind of structure is proportionate and sustainable?
- Are coordination arrangements inclusive of different perspectives?
- How can responsibility for different activities be shared between partners?
- What role can working groups play to support activities and engage members?

The Pact Support Services can provide advice and guidance when developing coordination arrangements.

3.3 Partner engagement and membership management

A key element of developing a partnership is the **process of mobilising existing and prospective partners**. Partnerships should:

- Engage **key organisations in the sector** with the competencies **and** capacities to support partnership activities.
- Aim to extend their membership across the wider ecosystem and diverse **geographic locations**.

In practice the initial set up of a partnership may be developed through close collaboration of a smaller group of lead organisations. Partnership at set-up stages typically include (see for example the [commitment of the Skills Partnership for the Automotive Ecosystem](#)):

- EU-level representative groups, including employers' federations, industrial associations, trade unions and professional representative groups;
- national-level representative organisations, or regional forums such as chambers of commerce;
- public authorities, regional development agencies or national public bodies of regional partnerships;
- individual companies and employers, including major European employers or major regional employers;
- VET and higher education providers that may offer training capacity, curriculum development expertise and research expertise.

Following their initial engagement partnerships will expand their membership through their activities.

To formalise their partnership, coordinators of Pact for Skills partnerships are required to register their partnership in the Pact for Skills database and submit an official list of members. This list of members is regularly reviewed by the Pact for Skills Support Teams (PactforSkillsMembers@ecorys.com), who can edit membership lists according to new or removed members.

In order to maximise the potential of the Pact, coordinators are also asked to **encourage their members to register to the database as individual organisations belonging to a partnership**.

By registering their partnership and its partners through the database, coordinators will facilitate the ability of the Pact Support Services to deliver benefits to them as coordinators of a partnership and to their members.

Partnerships may conduct a mapping exercise to ensure they engage with relevant stakeholders in an ecosystem or region, guided by the questions in Box 9 below.

Box 8. Step-by-step guide to register on the database

To assist you with registration, please request the Registration Guidance document from the Pact for Skills Membership team (PactforSkillsMembers@ecorys.com). This document provides step-by-step guidance and further information on 1. The benefits of registering to the Pact; 2. How to register a partnership; 3; How to register individual organisations that are members of a Partnership; 4. How to access and edit your list of members.

Box 9. Engaging prospective partners

Points to consider when engaging prospective partners

- What key organisations should be part of the development of a partnership agreement to ensure that it has wide support across a sector or region?
- What value do different types of organisations bring to a partnership, including reach and influence across a sector, such as through membership, capacity and expertise?
- How might the priorities or values of organisations differ and how can they be integrated to support an effective collaborative partnership?
- Are there relationships with different representative groups or industry leaders that can be developed? Or will new relationships need to be established?
- What role might different organisations be willing to play in shaping the partnership agreement and supporting the onward development of the partnership?

4.0 Partnership activities

Partnership agreements form the basis of the partnership **work plan**. Aspects of the work plan may be delivered directly by the partnership or through associated projects, such as those funded through Erasmus+. Potential activities that partnerships may wish to consider as part of their work packages include.

1. **Practical initiatives aimed at upskilling and/or reskilling people of working age.** Partnerships may directly implement upskilling and/or reskilling activities, as well as related activities such as:
 - a. development and dissemination of education, training and VET curricula,
 - b. identification, creation and dissemination of training opportunities,
 - c. skills recognition mechanisms,
 - d. creating specific groups, such as regional skills partnerships, which can be integrated into the work of a broader partnership.
2. **Skills intelligence:** this may include dedicated research into skills trends and needs as well as sharing of skills intelligence between members to identify common or emerging skills needs and gaps in the sector or region. Skills intelligence activities provide the foundation for upskilling and reskilling initiatives by identifying sector- or region-specific skill gaps that these opportunities can address.
3. **Knowledge sharing:** facilitating the exchange of expertise, best practices, and innovative approaches among members to enhance collaboration and mutual learning through workshops, webinars or other peer-learning activities.
4. **Monitoring:** activities to track the progress and impact of the partnership and the work of its members, including light touch KPIs.
5. **Funding and sustainability:** identifying appropriate funding opportunities to support partnership activities and objectives.
6. **Broadening and extending the partnership's reach:** a key activity of most partnerships are efforts to engage existing members and steps to widen the reach of membership.

Examples of these activities are presented in more detail in the sub sections below.

Box 10. LSP examples

Priority 2 of the Skills partnership for Shipbuilding and Maritime Technology (Shipbuilding LSP) focuses on attracting 230.000 new workers to the industry in the next 10 years. Under this Priority, partners work together on effective ways for attracting and retaining talent to the industry to cope with generational change and ageing of workforce (via campaigns, promotion of career opportunities, international student contests, traineeships, etc).

Pillar 2 of the Large-Scale Skills partnership for the Proximity & Social Economy ecosystem (P&SE LSP) aims to compile knowledge and resources (e.g., studies, projects...) on the state of the art of skills needs in the P&SE ecosystem. This Pillar includes actions to map 1) the existing EU projects and research on reskilling and upskilling in the ecosystem, 2) training providers in the ecosystem and 3) the skills needs of ecosystem stakeholders to support the twin transitions, based on surveys and Blueprint outcomes.

One of the three central pillars of the Skills Partnership for energy intensive industries (LSP on Energy Intensive Industries) is the development of a “Technology and Skills Foresight for all Process Industry sector” aiming to ensure that skills demand and training frameworks remain continuously up to date.

The Automotive Skills Alliance (Automotive LSP) supports regional cooperation through their Working Group 4 which facilitates the use of updated curricula based on identified skills needs, delivers training to the regional automotive ecosystem and provides feedback from the project implementation.

Box 11. Developing work plans

Points to consider when developing work plans:

- What is realistic for the partnership to deliver?
- What are the short medium- and long-term objectives?
- Where can activities leverage European, national or regional initiatives?
- Where can activities be delivered by the partnership directly through working groups?
- Where do projects or activities need dedicated funding and where this funding could come from (public, private, regional, national, EU)?
- How can activities be articulated into KPIs?

The Pact Support Services can provide advice on the development of work plans and partnership activities.

4.1 Expanding the partnership

The value of the partnership approach is the opportunity to engage a wide range of relevant organisations. Key activities may include:

- **Expanding core membership:** Identifying, engaging, and recruiting key stakeholders in the sector or region to foster commitments and participation aligned with the partnership's goals.
- **Recruiting diverse employers, including their staff representatives, and training providers:** Engaging SMEs, major employers, and training providers to extend activities and create broader training opportunities across the sector.
- **Raising awareness and identifying synergies:** Collaborating with stakeholders and authorities to align with national, regional, and local skills and economic development objectives.

Partnerships are an opportunity to widen the impact and scope of project collaborations such as **Erasmus+ Blueprint projects** or other similar initiatives as shown in Box 12 below. Partnerships should also be inclusive beyond the membership of member associations.

Box 12. Synergies between PfS skills partnerships and Erasmus+

When developing a partnership, coordinators should consider links and synergies with existing projects, including those funded under the Erasmus+ programme. Opportunities of relevance to PfS through Erasmus+ include Blueprint Alliance, Centres of Vocational Excellence and Forward-Looking projects. LSPs and Erasmus+ funded projects can create synergies that enhance the relevance and impact of their respective activities. For example:

LSPs are longer term, flexible partnerships based on the commitments of partners to work together towards ecosystem skills needs and objectives. LSPs can engage a wider range of stakeholders and partners, support ongoing networks, information sharing, coordination on skills needs, guide the development of activities and projects, and draw-on and disseminate outputs from funded projects.

Erasmus+ funded projects are focused on the delivery of specific activities and outputs, through clearly defined work packages and agreed outputs. Grant funding is time limited, is based on clear financial agreements, and is restricted to clearly defined partners. Erasmus+ funding can support the delivery of specific outputs, such as research, competency frameworks, training modules, and other tools to address skills needs and challenges.

For instance, the Large-Scale Partnership on the Digitalisation of the Energy System is coordinated by an Association (EDDIE Entity) that was created in follow-up of the Blueprint for the digitalisation of the energy value chain. Similarly, the Health LSP was established with the support of the Blueprint BeWell.

For further information on Erasmus+ funded projects, please consult [this platform](#).

For further information on Blueprint Alliances, please consult [this report](#).

Partner engagement strategies can be operationalised by **developing standalone work packages** with the goal of creating strong sector or regional skills alliances. Relevant examples are included in Box 13 below.

Box 13. Blueprint projects and LSP examples

Blueprint for maritime technology (MATES): the first work package was ‘Mobilisation of Stakeholders Workshop’, which entailed producing a database of experts, a state-of-the-art report and putting together mobilisation workshops (five held in Greece, Portugal, the Netherlands, the UK and Spain).

As part of their Work Programme, the Large-scale skills partnership for the Cultural and Creative Industries (CCI LSP) has committed to increasing the coverage of their partnership by targeting the number of organisations involved in the partnership and the sectoral and geographical coverage of the partnership.

There are various ways to engage and attract new partners. Typically, stakeholder engagement is facilitated by:

- creating a social media community;
- presenting the benefits of becoming a member- joining an LSP allows access to relevant tools and networking opportunities (e.g., [Automotive Skills Alliance](#)).

Box 14. LSP examples

The Health LSP engages with its members through sending newsletters on a biannual basis. These updates keep members informed about the partnership’s activities and achievements while also inviting them to participate in surveys and share their input on the partnership’s direction.

The TCLF Skills Alliance (TCLF LSP) has established a LinkedIn group to foster engagement among its members and attract new signatories. Coordinators actively manage the group by sharing articles, news, and event updates, creating a dynamic platform for interaction. With 113 members to date, this group encourages participants to contribute posts, join discussions, and help amplify awareness of the LSP’s work.

The **Pact for Skills Support Services** regularly collects and disseminates information on **stakeholders, organisations, and initiatives of relevance to partnerships at the national, regional and European levels**. Support teams provide regular updates to coordinators and can undertake targeted outreach and mapping on behalf of coordinators.

4.2 Skills intelligence

An in-depth sector or regional skills needs assessment is a core foundation of any skills partnership. It is essential for understanding the long-term needs for businesses, including key trends in the economy, issues such as automation and impact on the labour market, as well as the skills needs of key growth sectors/ecosystems. Partnerships may be founded on in-depth skills assessments as part of prior projects, notably [Blueprints for sectoral cooperation on skills](#) (see Box 15). It is important that PfS partnerships exploit synergies between their activities and the work carried out as part of past or ongoing Blueprints projects. Providing ongoing skills intelligence that can inform and guide the work of a partnership and its members is thus a key strand of activity to consider.

Box 15. Synergies between Blueprint projects and LSPs to develop skills intelligence

The Digital Large-Scale Partnership (Digital LSP) and the [CHAISE](#) Blueprint collaborate strongly to identify skills needs in the blockchain field. For example, CHAISE has shared its Labour Market Analysis tools with the Digital LSP to pinpoint workplace requirements and skills needs in the sector.

The results of the Blueprints [baSE](#) and the [B-WISE](#) have supported the objectives of the Large-Scale Partnership for Proximity & Social Economy (P&SE LSP). For example, outcomes of baSE such as the interactive map of training providers will feed Action 2 and Action 3 of Pillar 2: Map the state of the art of skills of the P&SE LSP. B-WISE consortium members have joined the LSP and have established a working group on work integration

Skills intelligence activities may include enhancing the ability of members to identify, anticipate and address skills changes, employment trends and skills needs in specific regions or sectors, as well as transversal skills such as networking, entrepreneurship, or research skills. This also encompasses emerging competencies, including digital and green skills, along with sector-specific capabilities that enable learners to successfully adapt to change. Examples of activities are provided in Box 16 below.

- **Baseline skills assessments** may include a specific project with dedicated resources that map skills needs, occupational profiles and help to improve the skills taxonomy in their sector. Resulting reports are often public deliverables. These types of activities have often been delivered through skills Blueprint projects that have informed the development of partnership agreements.
- **Research and intelligence activities** typically include activities that may build on baseline assessments and provide ongoing opportunities to identify emerging skills challenges as well as training opportunities. This may include the development of methodologies and tools that can be used by member organisations in their work as well as opportunities to share information and identify emerging skills challenges and training opportunities.

The Blueprint Next Tourism Generation Alliance (NTG) developed a [Tourism Sector Skills toolkit](#). This can be used by organisations to evaluate their skills needs and gaps, identify and develop curricula and training support options, as well as informing recruitment and development programmes. The toolkit also includes a [Skills Assessment Methodology](#), which can be used at a national or regional level, alongside a Skills Matrix and a [Quality Skills Standards Frameworks for Tourism and Curricula](#) report.

Skills partnership for Aerospace and Defence (Aerospace and Defence LSP): Project Axes 1 is dedicated to 'Skills Forecasting' with the objective of anticipating all main skills gaps which the partnership will need to address considering industry skills needs and EU demographic forecasts.

To support members in developing their skills intelligence activities, the Pact for Skills Support Services provide an online library, which acts as a European one-stop shop for relevant tools and resources concerning upskilling and reskilling. This database of resources including online tools, policy reports and research papers can help Pact members as well as other relevant stakeholders to develop a better understanding of upskilling and reskilling. The tools and resources included in the online library are developed by stakeholders at the international, EU and national level, as well as Pact members. The [online library](#) can be accessed through the [Pact for Skills website](#).

4.3 Knowledge sharing

Partnerships can also create opportunities for members to share practices and experiences in relation to upskilling and reskilling. This includes sharing of experiences between different organisations within the sector such as VET providers and SMEs to illustrate potential approaches, or the dissemination of specific products, such as training curricula or tools. Partnerships may facilitate knowledge sharing among members, stakeholders, and wider audiences through dedicated activities such as disseminating reports and case studies or organising peer-learning workshops. An example of the range of activities being developed by the automotive partnership (Automotive LSP) is presented in Table 1 below.

Table 1. Examples of knowledge sharing activities in the automotive sector

Level	Title of result(s) (output(s) or outcome(s))	Type
Overall automotive sector	Intelligence workshop (Automotive Intelligence First workshop)	Report
	Results from the survey on skills demand (Intelligence and Forecasting data)	Report
	Analysis of the survey on skills demand (Forecasting dissemination Report)	Report
	Analysis of the survey on skills offer– with gap analysis	Tool and online forum
Apprenticeship in automotive sector	Understanding the Marketplace – Issue 2021	Report
	Understanding the Marketplace – Issue 2020	
	Key Issues Report – Issue 2020	
	Event Report and Hiring an Apprentice Guide	Report
	Apprenticeship Comparison Tool (Future demand and Industry 4.0)	Tool

Partnerships are an important opportunity to embed **training tools and curricula** across industrial sectors or regions. Many Blueprint projects, funded by Erasmus+ have developed tools and curricula for different sectors (see Box 17). Building on these projects, LSPs are also starting to implement training tools and curricula in their sectors.

Box 17. Blueprint project and LSP examples

The [SpaceSUITE](#) project developed as part of the Skills Partnership for Space Data, Services and Applications (SPACE4EO LSP) offers innovative curricula and tools for training and education, aimed at bridging the skills gap between supply and demand in the EU space and geoinformation sector. The project will create a collaborative “Open Space Academia” online gathering training content for key occupational profiles.

The CHAISE Blueprint created an [online course](#) with 12 learning modules available on the Thinkific MOOC platform to tackle the skills mismatches in the Blockchain sector. The course is available in 11 languages and is suited for three specialisation pathways: Blockchain Developer, Blockchain Architect, Blockchain Manager.

Under the METIS Blueprint for the microelectronics sector, industry and university stakeholders jointly developed a METIS training in microelectronics design and manufacturing, green skills and soft skills. It provides a total duration of 1,100 hours of training, divided into four topics and 88 courses, and was tested by nearly 1600 learners from more than 200 organisations representing 29 countries.

Box 18. Developing knowledge sharing activities

Points to consider when developing knowledge sharing activities

- What knowledge gaps and challenges do the partnership's members face?
- How can relevant curricula and training tools be developed and disseminated to target audiences?
- How can lessons from practical implementation of activities and training opportunities be shared?
- How can exchange and knowledge sharing activities enable different members, including SMEs, to participate?
- What types of knowledge-sharing activities can your partnership support (e.g., mentoring, peer learning)?

Partnerships can also support **awareness raising and dissemination activities** that can help to ensure that members are kept up to date on relevant initiatives and opportunities (see Box 19). This may include specific policy frameworks that are relevant for the sector, or funding programmes that can support activities. In addition, partnerships may host **online resources** such as reports, articles and tools to share best practice examples (see Box 19).

Box 19. Blueprint project examples

The STAFFER Blueprint produced a [benchmarking of the existing programmes and catalogue of the best practices in the railway sector](#). This report offers a comprehensive review of railway training programs across 13 countries and showcases innovative training tools and methods that inspired the development of the Blueprint's own training initiatives.

The Skills Partnership for the Health Ecosystem (BeWell) Blueprint project has introduced a web-based [Skills Monitor](#) designed to support comparative analysis of digital and green skills training programmes across Europe and beyond. Updated annually, the monitor tracks new courses, skills, and programmes tailored to the health and care sector, with a focus on existing and emerging professions in digital and green domains.

These activities may also support the creation of a community amongst partnership members within sectors, further explained in Section 4.4 below.

In addition, the Pact for Skills Support Services regularly organise online 'Knowledge Events' to provide a dedicated space to Pact for Skills members and other stakeholders to discuss relevant topics in the area of upskilling and reskilling.

These knowledge sharing activities are implemented through the following formats:

- **Webinars:** One-hour long presentations on a specific topic of interest, moderated by the Pact for Skills Support Services, aiming to provide participants with up-to-date information and to contribute to facilitating the delivery of their commitment under the Pact.
- **Peer-learning activities (PLA):** Half-day workshops aiming to provide a space for Pact members to discuss challenges and opportunities, and share good practices related to topics of interest.
- **Thematic seminars:** Half-day events dedicated to a specific issue that is of high relevance for Pact for Skills members, featuring panel discussions moderated by thematic experts with the participation of high-level speakers.

Ahead of each PLA and thematic seminar, a background paper is shared with the participating Pact members to provide further information on the theme of the knowledge sharing activity and foster meaningful exchanges. A follow-up report is also produced and disseminated through the Pact for Skills newsletter and online library. These reports include for example:

- 'Establishing Regional Skills Partnerships: Lessons Learned and Success Stories' Peer Learning Activity follow-up report.
- 'Thematic seminar on the use of skills intelligence tools to define upskilling and reskilling' Knowledge Event report.
- 'Developing regional partnerships: good practices from CoVEs, Cluster Platforms, and 3s regions' meeting report.³

Box 20. PfS Support for the partnerships

If you require further information on the Knowledge Events do not hesitate to contact: PactforSkillsEvents@ecorys.com

4.4 Creating a community

Partnerships can facilitate new relationships and collaborations between organisations with relevant interests and capabilities. Community building activities are often linked to knowledge sharing activities. Communication tools such as newsletters can also play an important part in fostering collaboration and exchange. Other potential community building activities include:

- developing communities of practice around particular topics to exchange information, learning and solutions to common challenges;
- creating opportunities for organisations to identify potential collaboration opportunities with organisations that have complementary capacities or interests.

³ Available in the online library.

Box 21. Blueprint project and LSP project examples

Communities of practice and bilateral relationships can be created through online forums, working groups and events. Networking sessions, workshops and other events such as peer-learning activities can create a community of interested partners. Partnerships and related projects have also developed their own targeted community building activities that engage their members.

The Blueprint Earth Observation for Geoinformation ([EO4GEO](#)) organised [workshops](#) and a dynamic collaborative platform with associated [open tools](#) and crafted [a body of knowledge](#) (BoK) relying on a network of experts.

The SPACE4GEO LSP on space data, services and applications regularly publishes [newsletters](#) to actively engage its community and provide updates on the latest developments within the partnership and the wider sector.

As mentioned above, community building activities are typically linked to knowledge sharing activities (see Box 22).

Box 22. Blueprint project and LSP examples

The [Skills4Smart TCLF 2030 Blueprint](#) has a ‘Community’ section on its webpage where it provides a database of formal and informal educational offer for the TCLF employees. Their WP 2 entails ‘maximisation of best practices’ through the use of charting and mobilising of VET stakeholders to enable cooperation, exchange of experiences and learning across a broad field of VET stakeholders. The results of this WP include a Database of VET and higher education providers in Europe, which will provide a comprehensive map of who offers what training services in different European regions, and to start the necessary communication process with all relevant stakeholders (Result 1). Result 2 consists in a report with existing TCLF education programmes and courses in the EU and Result 3 in a report on project results in TCLF at EU, national and regional level. The final result of the WP consists of a roadmap with a step-by-step plan for the involvement of stakeholders and companies in the next phases of the project.

The Automotive Skills Alliance (Automotive LSP) co-organised a workshop called “Driving Transformation: Talent Development in Automotive Regions” during the European Week of Regions and Cities 2024. The workshop brought together policymakers, industry leaders, and regional stakeholders to discuss strategies for attracting talent, reskilling, and ensuring a just transition for workers in the automotive sector. Key outcomes included emphasising collaboration across regions and sectors, the need for investments in vocational training, and reshaping perceptions of the automotive industry to secure its future workforce.

4.5 Funding opportunities

PfS partnerships may pursue funding opportunities to support their activities and ensure long-term sustainability. EU funding can play an essential role in supporting Pact members to foster skills development, resilience, cooperation and innovative approaches to upskilling and reskilling at national

and regional level. This is why the Pact for Skills website includes a [database and search tool for funding opportunities](#), where stakeholders can find key information on open and forthcoming funding calls under EU funding programmes specific to skills development, upskilling and reskilling.

Scope of the Pact for Skills funding tool

The funding tool is set to include relevant funding opportunities at **EU, national and regional level**. The online tool includes calls under EU funding programmes that are directly managed by the European Commission (e.g. Horizon Europe, Creative Europe, Erasmus+, etc.), as well as information on opportunities under programmes managed at national and regional level with a focus on the following programmes, as they are the most relevant for upskilling and reskilling: [European Social Fund Plus \(ESF+\)](#); [European Regional Development Fund \(ERDF\)](#); [Just Transition Fund \(JTF\)](#); and [Recovery and Resilience Facility \(RRF\)](#). Table 2 below includes the type of information provided by the funding tool.

Table 2. Type of information provided per funding tool

Level	Type of information provided
<p>EU-level funding opportunities</p>	<p>The funding tool includes individual calls for funding and provides information on the following elements:</p> <ul style="list-style-type: none"> Opening and closing dates Available budget Overall objectives and expected outcomes of the call, as well as types of actions to be funded Overview of eligibility requirements for applicants and award criteria for proposals to receive funding support Overview of the application procedure. <p>This information is complemented by a direct link to the funding opportunities where additional details can be found.</p>
<p>National and regional level funding opportunities</p>	<p>As approaches to the implementation of EU funding programmes at the national and regional level tend to vary in each Member State, the funding tool provides the following information:</p> <ul style="list-style-type: none"> Name of and link to the relevant public authority responsible for managing the fund at the national/regional level; The geographical area and fund each public authority is responsible for (i.e. the name of the relevant region, both in English and its original language); Title and content summary of the relevant national/regional Operational Programme, where the main funding priorities are set out, with a focus on those relevant for upskilling and reskilling; Links to relevant websites where individual calls are published by these public authorities.

Box 23. How to use the funding tool

The Pact for Skills funding database, available under the ‘Stakeholders and Businesses’ section of the website, helps users find relevant funding opportunities through a simple interface with filters for:

- Industrial ecosystem – Select from 14 ecosystems listed in the European Industrial Strategy.
- Geographical scope – Search for funding in one or more EU Member States.
- Type of funding – Filter by grants, procurement, and/or loans.
- Level of funding – Choose between EU, national, or regional funding.
- Area of intervention – Find opportunities for upskilling, reskilling, or both.
- Type of beneficiary – Search by eligible organisation type, including categories from the Pact for Skills membership application and an ‘other’ option.

A keyword search bar allows further refinement (e.g., by region).

The results page displays relevant funding calls with key details, including title, summary, funding level, programme, and deadline. Clicking a result provides a short summary with essential information.

The database is updated monthly with new EU and national opportunities.

Beyond the Pact for Skills website, the topic of EU funding has been a key focus of knowledge sharing activities under the Pact. For example, the Knowledge Hub webinar on *‘Erasmus+ 2025 calls: opportunities for Pact for Skills members’*, organised in January 2025, brought together experts from the European Commission and Pact members to discuss how to make use of funding support to implement upskilling and reskilling measures. The video-recording can be found [here](#) and the meeting report can be accessed via the Pact for Skills online library.

5.0 Developing Regional Skills Partnerships

Practical action on upskilling and reskilling at the regional and local level is key to achieving the objectives of the Pact. This will help ensure a fair recovery and long-term economic success for Europe. Action at these levels can deliver upskilling and reskilling opportunities that address different social and economic needs different for each territory, while fostering innovation in the context of the green and digital transition. The regional dimension of the Pact for Skills is thus essential to the success of the initiative. **In addition to incorporating a regional focus into their activities, interested stakeholders can form a standalone Pact for Skills Regional Skills Partnership in their region.** Regional Skills Partnerships may be linked to a specific economic sector or may address a range of sectors in line with a region’s economic profile and skills needs.

1. What is a Regional Skills Partnership?

Under the Pact for Skills, Regional Skills Partnerships (RSPs) are multi-stakeholder partnerships seeking to advance the Pact for Skills' objectives at the regional level. RSPs can cover either a region within a single country (e.g., Lombardy in Italy), or 'macro regions' spanning across countries that have a shared geographical or economic proximity or relationship (e.g., cross-border region between Italy and Slovenia).

2. How is it different from an LSP?

While LSPs are larger, industrial ecosystem-wide partnerships, RSPs focus on a specific region. Both types of partnerships involve stakeholders who make commitments to up- and reskill people of working age in Europe, but the geographical focus is different. In an LSP, stakeholders from unrelated regions can work together to promote up- and reskilling in a particular ecosystem (e.g., automotive). In an RSP, stakeholders from one or several region/s (see above) join forces to implement the Pact locally.

3. What do I need to set up an RSP?

To establish an RSP, the coordinating organisation must have a well-established profile and demonstrate operational capacity independent of dedicated EU funding. The following points should be taken into account when setting up an RSP:

- Regional focus and alignment: The proposed partnership should be grounded in a clear and robust rationale, focusing on a specific regional scope—whether territorial, cross-border, or inter-regional. It should aim to address shared challenges or distinctive characteristics within the region/s. Skills development in the context of the Harnessing Talent Mechanism, European Cluster Collaboration or regional smart specialisation strategies can be embedded in an RSP. It is important to consider how a regional partnership can support or leverage regional, national or European skills or economic development strategies, including the work of Large-Scale Skills Partnerships (LSP) and outputs from Blueprint projects.
- Diverse stakeholder engagement: It is critical to have a variety of partners on board including key employers, VET providers, representative forums or public bodies. While the partnership may expand over time, establishing a core group of committed stakeholders capable of driving its objectives forward is essential. Moreover, connecting to European networks can also help the regional partnership extend the reach of its members and inspire more interest amongst stakeholders. However, engaging employers and training providers can be challenging, particularly when there is limited collaboration history or competing priorities. Clear benefits and incentives should thus be highlighted.
- Collaborative and flexible approach: It can be helpful to embed a collaborative approach between organisations, but the aim should be to identify and address practical skills through flexible and responsive approaches. Establishing clear partnership commitments, and associated monitoring KPIs can play an important role in tracking and understanding evolving regional skills needs and highlighting

4. What is the process for setting up an RSP?

Coordinators of the prospective RSP should draft a **partnership agreement**, serving as the official document that establishes the partnership. This partnership agreement should outline the regional or local challenges the partnership seeks to address, detail the actions planned to achieve its upskilling and reskilling objectives, and define the associated KPIs for monitoring progress. Once finalised, the RSP is formally launched through the Pact for Skills channels and begins working towards its objectives, with ongoing support provided by the Pact's Support Services. A template of the partnership agreement is provided in Annex B.

5. My organisation is already part of an LSP. Can I still set up an RSP?

It is not only possible but also encouraged to support LSPs at the regional level by establishing an RSP. LSPs can formalise regional-focused working groups or initiatives by creating a dedicated Pact for Skills RSP. In such cases, a streamlined process is available, which includes a simplified template for the RSP's Declaration of Commitment. A template of the Declaration of Commitment for RSPs stemming from LSPs is provided in Annex C.

To express interest in establishing a Pact for Skills Regional Skills Partnership, please complete the form in Annex A and send it to PactforSkillsPartnerships@ecorys.com. If you are interested in establishing an RSP based on an LSP, please contact your LSP coordinator or reach out to the Pact for Skills Support Services at PactforSkillsPartnerships@ecorys.com.

The Skills Partnership for the Tourism Ecosystem (Box 25) has made progress in engaging with regional stakeholders and developing regional partnerships. It has also disseminated a dedicated survey to seek interest in developing regional partnerships to its stakeholders. The Tourism LSP currently consists of 20 European or national-level associations and companies, 3 European level trade union federations, 20 vocational and higher education providers and 18 regional and local authorities. Integrating regional activities into the work of the Tourism LSP creates opportunities to align activities between the European and regional level and to enhance collaboration between regions.

Box 25. Tourism regional partnerships in Italy, Bulgaria and the Netherlands

In Bulgaria, a National Skills Group of Tourism consists of 18 members representing tourism business and education community across the country. The Group agreed on a set of commitments for 2022 including state involvement in the tourism sector, what is a qualified student/employee and how to better involve the business community in education activities.

The National Skills Group in Italy 'NSG Italia' has developed their collaboration of social partners on already existing structures. The key stakeholders have signed a memorandum of understanding and agreed on an action plan to improve the tourism ecosystem. The Group has also received interest from regions to join the partnership.

In the Netherlands, the National Skills Group began their collaboration with problem definition and a skills needs assessment. After identifying the challenges facing the sector (e.g. attracting and retaining staff, COVID slow-down, dropping student intake in hospitality education), they developed a plan with a list of actions for different governance levels with the objective of ensuring a sustainable workforce in the tourism sector.

To date, 11 Pact for Skills RSPs have been launched with the help of the Pact Support Services (see Box 26).

Box 26. PfS Regional Skills Partnerships

The Regional Skills Partnership for the Bari City and Metropolitan area in Italy was launched in November 2024. It aims to tackle the pressing issues of youth unemployment, gender inequality, and skills gaps through a comprehensive strategy. The partnership envisions to create an inclusive, innovative, and sustainable metropolitan ecosystem by aligning training programmes with labour market needs. By 2027, the RSP aims to engage 15 organisations in the partnership, with the goal of hosting 12 communication and awareness events, and conducting 10 skills needs analyses to inform training and upskilling efforts. The partnership will focus on facilitating 25 upskilling and reskilling actions, specifically targeting the development of digital and green skills to support the transition to a sustainable economy.

The KSIgune Regional Skills Partnership was launched in March 2024. It aims to craft a comprehensive training plan centred on digital, green, innovation and entrepreneurial skills in Cultural and Creative Industries the Basque region.

The European Chemical Regions Network Skills Partnership was launched in February 2023. Its aim is to underscore the pivotal role of education, training and skills in steering the chemical industry through its green and digital transformation.

Box 28. PfS Support for regional skills partnerships

The Pact Support Services can assist at every stage of establishing and implementing a regional skills partnership. Specifically, the Support Services provide support to (prospective) regional skills partnerships by:

- helping to identify the most effective angle to set up the partnership
- helping draft the partnership agreement
- disseminating the launch of the partnership and partnership activities on Pact for Skills social media
- helping to expand the partnership's reach to attract new members
- helping the partnership develop and monitor its KPIs

The support provided to RSPs is tailored to the partnership's objectives and needs.

6.0 Monitoring

When developing commitments and work plans partnerships are encouraged to develop KPIs that enable the partnership to:

- track progress, impact, and contributions to skills development;
- showcase activities of the partnership and its members;
- guide future work;
- strengthen funding applications and raise public awareness.

Examples of common KPIs used by LSPs is presented in Table 3 below. In addition, the Support Services conduct an annual survey and monitoring exercise that provide feedback on a core set of measures, including dedicated progress reporting for LSPs (Box 29).

Table 3. Examples of common Key Performance Indicators (KPIs)

Category	Typical KPIs
Partnership activities	Composition of the partnership Core functions (e.g., coordination, membership management, work plan) Number of members Geographic & sectoral coverage Level of participation & engagement (e.g., events, online communities) Reach of communications & number of best practices shared

Partnership outputs	<p>Delivery of key workplan elements (e.g., skills needs analyses, toolkits, revision and development of training curricula)</p> <p>Developed outputs to enhance members' skilling capabilities</p>
Skilling and training outputs	<p>Number of training opportunities offered</p> <p>Number of individuals trained</p> <p>Percentage of workforce upskilled/reskilled</p> <p>Demographics breakdown (e.g., gender, age)</p> <p>Green or digital skills training</p> <p>Work-based learning (e.g., apprenticeships, internships)</p> <p>Blended learning options</p> <p>Training quality (e.g., improved existing trainings)</p> <p>Level of investment or funding raised</p>
Impacts	<p>Skills gap reduction perception (from employers)</p> <p>Retention or recruitment rates</p> <p>Number of vacancies</p> <p>Workforce diversity</p>

The Pact for Skills Support Services conducts an **annual monitoring exercise**. The annual survey covers all PfS members and coordinators. The results are presented as part of the annual report and, for LSPs, in LSP progress reports. Indicators monitored through the exercise are:

Re and upskilling

Volume of re and upskilling supported by partnership members including total number of people and share of workforce

LSP/RSP activities

- Number of partnership members
- Geographic and sectoral coverage of the partnership members
- Reach of communications
- Number of meetings held by the LSP/RSP
- Average level of participation in LSP/RSP meetings

LSP/RSP outputs and results

- Delivery of work programme activities and outputs including examples of progress
- Share of partnership members who report they are satisfied with the quality and focus of LSP/RSP activities
- Share of partnership members who report using partnership outputs and tools

LSPs also have the option to add a small number of partnership-specific questions to the annual survey. This may include surveying members' engagement with other European initiatives.

For further information about the monitoring exercise and framework please contact your Guidance Hub support team directly or reach out via the [contact form](#) if you have not yet established contact with the Pact Support Services.

Annex A: Expression of interest form

Practical action on up and reskilling at the regional level is key to achieving a fair and resilient recovery and the long-term economic success of Europe. Action at the regional level can deliver upskilling and reskilling opportunities that address different social and economic needs, while fostering innovation in the context of the green and digital transition.

Through the Pact for Skills, the European Commission is ready to support the development of Regional Skills Partnerships (RSPs). RSPs are multi-stakeholder collaborations that work to create the upskilling and reskilling opportunities for people of working age in a region or across an industrial ecosystem.

Existing and prospective members of the Pact for Skills, including Large-Scale skills Partnerships (LSP) that would like to establish an RSP are invited to express their interest in working with the Pact Support Services. The Pact Support Services can provide direct support to existing or potential RSPs to develop their activities, engage stakeholders and raise awareness of the RSP and its impact.

Developing RSPs under the Pact is an opportunity to get support for these activities and highlight their impact through a European-wide initiative. It may also open opportunities for funding, notably under the Erasmus+ programme.

Support available for Regional Skills Partnerships

The Pact Support Services can offer direct support to RSPs. Support would be offered in line with the needs of the partnership and its members and can include the following activities:

- setting up a kick-off meeting of the interested organisations;
- ensuring regular meetings of the regional partnerships' coordinators to facilitate mutual learning of coordinating organisations and share experiences of developing skills partnerships, supporting partnership activities and the actions of member organisations;
- advising on developing a common statement of commitments as part of the Pact for Skills;
- supporting the running of the partnership with a partnership handbook, tools and templates;
- identifying opportunities and synergies between initiatives and funding schemes with a European or regional dimension;
- engaging with a range of new or prospective Pact members in their territorial remit;
- highlighting the impact of the RSP and member organisations on skills and economic development to European skills networks and stakeholders.

How to express your interest

Support can be offered either to existing regional groupings or initiatives, including formal or informal groupings, or yet to be established partnerships. Partnerships may either be linked to the work of existing LSPs or may be initiated separately from specific sectoral or regional initiatives. More specifically, the Support Services can support partnerships that wish to:

- articulate shared commitments to the delivery of upskilling and reskilling opportunities in line with local and regional skills and economic needs;

- bring together relevant stakeholders at regional or local level, including employers (both large and small), education and training providers, social partners, chambers of commerce, public bodies and agencies, regional representative forums as well as other relevant organisations;
- create opportunities for member organisations to maximise their impact by building synergies and collaborative up and reskilling efforts.

In the context of this call, regional partnerships are defined as multi-stakeholder skills partnerships that have a sub-European geographical dimension. Potential regions may include:

- macro regions that include collaborations between regions in multiple EU Member States, EEA, candidate and potential candidate countries with shared geographical or economic proximity or relationship;
- Regions within these countries, including Nomenclature of Territorial Units for Statistics (NUTS) level 1, 2 and 3 regions.

Existing or prospective Pact members that have a particular regional or geographic focus or who are already engaged in regional activity or dialogue are also invited to express their interest. Joint approaches from groups of regions across Member States united by common skills challenges may also be considered.

Interested organisations should send basic information about their proposed RSP objectives and potential support needs using the application form below. The Pact Support Services will then assess interest and set up a follow-up meeting with interested regional partnership coordinators to examine potential support options.

Partnership information

Partnership name	<i>(Please include the name of your regional partnership if decided, otherwise, propose a functional identification, for instance, 'Skills partnership in X region' or 'Y sectoral cluster in Z region')</i>
Country(ies)	<i>(Please include the EU country/countries in which your partnership operates)</i>

Contact person

Title and full name	
Organisation	
Email address	

Description of the existing or proposed Regional Skills Partnership

1000 characters maximum

Current partners (if applicable)

Partner name	Role in the partnership
<i>[Add rows as necessary]</i>	

Describe the objectives of the skills partnership, including the nature of collaboration and role of partners

1000 characters maximum

Support needed to establish the Regional Skills Partnership

1000 characters maximum

Current activities of the partnership (in case it already exists)

1000 characters maximum

Annex B: Partnership agreement template for Regional Skills Partnerships (RSPs)

The EU Pact for Skills – Regional Skills Partnerships for *[name of the partnership]*

This template can be used to materialise the ambition of the organisations planning to establish a regional skills partnership.

The challenge

This section should include a description of the local or regional skills gaps or challenges which your partnership will support in addressing. These may include:

- Structural changes brought by the green and digital transition impacting the workforce
- Shift from place-based industries (coal mining, ship-building, car production, etc.) towards supply-side issues of enterprise, innovation, skills and knowledge
- Low employment rates and high levels of unemployment in a specific part of the region(s)
- Low skills levels in the population and ageing workforce
- Persistent skills shortages faced by employers

The ambition

In this section you should provide the long-term vision for skills in the region. This should set out the ideal future that your skills partnership will work to support. A long-term vision provides the strategic framework for the partnership and its members. You should also link this vision if relevant to sectoral skills strategies or to regional economic development or skills strategies that may address multiple economic sectors.

The proposal

This section should clearly define your partnership's commitments as part of the Pact for Skills. You should list at least 2-3 concrete commitments which will contribute to achieving the ambition set out above and which are in line with the priorities set out by members of your partnership.

Commitments may include:

- Delivering a certain number of training and development opportunities for the workforce, as relevant to your region/sector
- Bringing together relevant stakeholders in your region/sector to enhance training capacity and quality
- Contributing to skills intelligence on skill needs and opportunities, etc.

A focus on commitments related to actual up- and reskilling of the workforce in the remit of the partnership is of particular importance. Examples of partnership commitments are included below:

- The skills partnership commits to working with local/regional stakeholders to develop/ implement training and skills development opportunities that respond to local/regional skills needs
- The skills partnership commits to establishing a joint strategy to design and implement a sectoral education, training, upskilling and reskilling framework which maximises competitiveness of all actors involved, and enhances job attractiveness and retention in the region/sector.
- The skills partnership will increase the use and accessibility of mentoring and apprenticeships schemes in EU-27 countries through a dedicated support programme for the region/sector.
- The skills partnership commits to help reach the EU Digital Decade targets to equip 80% of people with basic digital skills, achieve gender convergence, and have 20 million ICT specialists employed by 2030.

For further information and examples, please, refer to section 3.0 of the handbook.

Activities

This section should outline the activities (at least 3-5) that your partnership will collectively undertake to achieve the commitments outlined above. Activities should be clear and focused and support in delivering upskilling and reskilling opportunities that address the different social and economic needs for your region/sector. Examples of activities you may wish to consider include the following:

- Activities which provide up- and re-skilling opportunities to the workforce in your region/sector: e.g., identifying, creating and disseminating training opportunities; developing education, training and VET curricular in your region/sector.
- Activities which broaden and extend the partnership's reach including communication activities e.g., measures to keep members up to date with partner activities and skills opportunities; membership recruitment and networking activities, e.g. workshops, events or promotional activities; sharing of good practices, e.g. through setting up communities of practice.
- Activities which develop skills intelligence including carrying out an in-depth assessment of skills needs in the region/sector; developing processes to share skills intelligence between members/across the region/sector.
- Activities which bring together relevant regional/local stakeholders to coordinate actions and maximise the impact on upskilling and reskilling opportunities.

For further information and examples, please, refer to section 4.0 of the handbook.

Tracking your impact

To help track the impact of the partnership, and showcase the work you are achieving, commitments should be accompanied by Key Performance Indicators (KPIs). KPIs should translate commitments into practical outcomes to be achieved by a certain timeframe, with milestones that can be measured and tracked over time. Specific KPIs may include:

Number of members included in the partnership

Level of participation and engagement in partnership activities (for example, number of events held, or number of online communities of practice developed)
 Number of training opportunities delivered by the partnership collectively
 Level of investment attracted, or funding opportunities secured
 Established forums with VET providers
 Percentage of workforce reskilled or upskilling within a specific part of the region

We also encourage organisations to define one to three milestones per KPI to help you organise your work towards your long term aspirations for this RSP.

<i>KPI</i>	<i>Target</i>	<i>Timeframe for achievement</i>	<i>Key Milestones</i>
[to be filled in] <i>e.g. Number of members of the partnership</i>	<i>[to be filled in]</i> 30	<i>[to be filled in]</i> By 2026	<i>[to be filled in]</i> - 10 members by 2024 - 20 members by 2025

Partnership arrangements

Please outline the overarching governance structure of your partnership, considering for example the following elements:

Coordinating organisation/steering group
 Types of organisations in the membership
 Ways of working, frequency of meetings of members etc.

For further information and examples, please, refer to section 3.2 of the handbook.

If your skills partnership builds on an existing initiative, project or cooperation arrangement, please ensure the skills partnership has its own distinct governance structure.

Supported by:

Please include the logos of key regional and/or local partners as well as supporters of the regional partnership. If possible, classify in categories such as industry, education and training providers, social partners etc.

Contact and more information: [Insert email and contact details] of coordinating organisation

Annex C: Partnership agreement template for Regional Skills Partnership derived from an LSP

The EU Pact for Skills – Regional Skills Partnerships for [name of the partnership]

Part of the [LSP name here] ecosystem

This template shall be used to make the ambitions and already ongoing work of regional pillars, working groups or networks operating in the frameworks of Large-Scale skills Partnerships more visible. It shall also be used to formalise the existing regional structures within LSPs as official Regional Skills Partnerships.

- **The ambition**

In this section you should provide the long-term vision for skills of the involved regions. This should set out the objectives that your skills partnership will work to achieve. A long-term vision provides the strategic framework for the RSP and its members. You should also link this vision if relevant to sectoral skills strategies or to regional economic development or skills strategies that may address multiple economic sectors and how it links to the overall work of your LSP.

- **The proposal**

This section should clearly define your regional pillar's, working group's or network's commitments as part of your LSP. You should list at least 2-3 concrete commitments which will contribute to achieving the ambition set out above and which are in line with the priorities set out by members of your partnership and the overall objectives of your LSP.

If you have already developed such commitments in the course of your ongoing regional work within your LSP please set them out here.

If not, here are some examples:

Delivering a certain number of training and development opportunities for the workforce, as relevant to your region/sector

Bringing together relevant stakeholders in your region/sector to enhance training capacity and quality

Contributing to skills intelligence on skill needs and opportunities, etc.

A focus on commitments related to actual up- and reskilling of the workforce in the remit of the regional partnership is of particular importance. Examples of regional partnership commitments are included below:

The skills partnership commits to working with local/regional stakeholders to develop/ implement training and skills development opportunities that respond to local/regional skills needs

The skills partnership commits to establishing a joint strategy to design and implement a sectoral education, training, upskilling and reskilling framework which maximises competitiveness of all actors involved, and enhances job attractiveness and retention in the region/sector.

The skills partnership will increase the use and accessibility of mentoring and apprenticeships schemes in EU-27 countries through a dedicated support programme for the region/sector.

The skills partnership commits to help reach the EU Digital Decade targets to equip 80% of people with basic digital skills, achieve gender convergence, and have 20 million ICT specialists employed by 2030.

For further information and examples, please, refer to sections 3.0 of the handbook.

- **Tracking your impact (Optional)**

This section is optional and can be included in case your regional pillar, working group or network feels it could be beneficial to track the impact of the RSP to be established, and showcase the work you are achieving.

If that is the case the commitments listed in the previous chapter should be accompanied by Key Performance Indicators (KPIs). KPIs should translate commitments into practical outcomes to be achieved by a certain timeframe, with milestones that can be measured and tracked over time. Specific KPIs may include:

Number of members included in the partnership

Level of participation and engagement in partnership activities (for example, number of events held, or number of online communities of practice developed)

Number of training opportunities delivered by the partnership collectively

Level of investment attracted, or funding opportunities secured

Established forums with VET providers

Percentage of workforce reskilled or upskilling within a specific part of the region

In case you have developed and/or included KPIs for your RSP in the previous section, we encourage you to define one to three milestones per KPI as well, in order to help you organise your work towards your long term aspirations for this RSP.

KPI	Target	Timeframe for achievement	Key Milestones
[to be filled in] e.g. Number of members of the partnership	[to be filled in] 30	[to be filled in] By 2026	[to be filled in] - 10 members by 2024 - 20 members by 2025

- **Supported by:**

Please include the logos of key regional and/or local partners as well as supporters of the regional partnership. If possible, classify in categories such as industry, education and training providers, social partners etc.

Contact and more information: [Insert email and contact details] of coordinating organisation

Annex D: LSP high-level commitment template

Commitment template

PACT FOR
SKILLS

The Pact for Skills Large-Scale Partnerships commitment to supporting the upskilling and reskilling of their workforce.

In support of the objectives of the **European Year of Skills** and of the **European Pillar of Social Rights Action Plan**, the [insert name] Large-Scale skills Partnership of the Pact for Skills supports the objective that by 2030 [figure]% of the [ecosystem] workforce will participate in upskilling or reskilling actions each year.

Headline commitment[s]

[figure] workers participating in upskilling or reskilling actions annually by 2030.

Milestones

In order to achieve this goal, the [insert name] LSP aims that:

- *[figure]* workers are participating in upskilling and reskilling actions each year by 2025.
This is estimated to mean (x%) of the workforce.
- *[figure]* workers are participating in upskilling and reskilling actions each year by 2027.
This is estimated to mean (x%) of the workforce.

The estimations in this commitment and milestones in terms of the workforce share are based on estimated ecosystem [or sector of activity] size of workforce at [figure] including projections of workforce growth and current levels of upskilling and reskilling actions calculated either in Erasmus+ Blueprint projects or existing external estimates. For this purpose, actions of the LSP and their

members are expected to influence the share of the workforce participating in up- and reskilling at sector level, even if their actual remit of activity doesn't reach the whole ecosystem [or sector of activity].

Additional commitments [optional]

As part of their Pact for Skills commitments, the [insert name] LSP aims to support the following specific commitments of relevance to the ecosystem [or sector]:

- $x\%$ or number of workers participating in upskilling or reskilling actions to cover topics relating to digital or green skills by 2030.
- $x\%$ or number of workers participating in upskilling or reskilling actions to be from underrepresented groups or specific social or educational backgrounds by 2030.
- $x\%$ or number of workers within SMEs participating in upskilling or reskilling actions by 2030.

Additional commitments can be found in the LSP's Partnership Agreement hosted on the [Pact for Skills website](#).

NOTES:

The [European Pillar of Social Rights](#) sets out 20 key principles and rights essential for fair and well-functioning labour markets and social protection systems. The [European Pillar of Social Rights Action Plan](#) turns the principles into concrete actions to benefit citizens and create a more Social Europe. It also proposes three headline targets for the EU to reach by 2030. One of them is that at least 60% of all adults should be participating in training every year by 2030. Delivering the Pillar of Social Rights is a shared responsibility for the EU institutions, national, regional and local authorities, social partners and civil society.

Upskilling or reskilling actions may include any formal or non-formal education or training supported by employers or associated training organisations in line with the definition of the European Labour Force Survey. Further, underrepresented groups can be understood as groups that make up a lower proportion of the workforce than they do in the general population.

Annex E – Support available for Pact for Skills members



Launching the partnership

Advice on developing partnership agreements and commitments (see Section

Support for exploratory meetings between prospective partners

Advising on partnership coordination arrangements

Disseminating the partnership's launch on Pact for Skills social media channels



Engaging members in the work of the partnership

Help establishing working groups (see Section

Supporting with partnership-wide events and facilitating exchange between members



Supporting the reach of the partnership

Help mapping potential members, stakeholders, or initiatives

Facilitating contact with new Pact members that have expressed interest in an LSP/RSP

Organisation of networking activities

Annual membership review and identification of potential new members

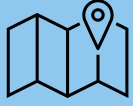


Developing synergies with other LSP/RSPs and EU-funded projects

Supporting requests to meet with other LSPs

Facilitating collaboration with LSP clusters, such as LSPs in the same ecosystem, addressing similar skills needs, or other relevant clusters

Sharing insights from relevant Blueprint projects and supporting their integration into the work of LSPs



Fostering the regional dimension of the Pact for Skills

Supporting ad hoc requests by LSPs to meet with existing RSPs

Supporting the development of new RSPs outside or within LSPs (see Section 4.6, Annexes A, B and C).



Developing and monitoring commitments and KPIs

Advising on the development of standard and high-level commitments (see Section 3 and Annex D)

Advising on the development of KPIs (see Section 3.3)

Delivering and analysing an annual survey of LSP and RSP coordinators (See Section 6.2)

Delivering an annual survey of LSP membership and an associated report (See Section 6.2)



Leveraging Pact for Skills activities and tools

Online library of tools and resources for upskilling and reskilling (contact PactforSkillsEnquiries@ecorys.com for further information)

Database of policy initiatives (contact PactforSkillsEnquiries@ecorys.com for further information)

Online database and search tool for funding opportunities (contact PactforSkillsEnquiries@ecorys.com for further information)

Organisation of knowledge sharing activities (including follow up reports) (contact PactforSkillsEvents@ecorys.com for further information)



Technical assistance

Help with Pact for Skills database registration and membership management