



Practice for integrating future occupations into training and employability in a European context

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EURIBOR

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INTRODUCTION

Given the dynamic changes in the European labour market, a key challenge is to ensure that the right skills and qualifications are available to enable individuals to compete effectively in the labour market. These guidelines aim to provide practical guidance on how to integrate the occupations of the future into training provision and enhance employability, considering the European context.

Trend analysis points to a number of occupations that are considered to be future-oriented, often referred to as non-traditional, as they are driven by new technologies, changing social and economic needs and growing environmental challenges. Here are some examples of such jobs:

1. **Data Analyst:** In the digital age, huge amounts of data are generated every day. Data analysts are responsible for analysing, interpreting and using this data to make business decisions, develop marketing strategies or create predictive models.
2. **AI Engineer:** Artificial intelligence (AI) is becoming increasingly important in many areas of life, from medicine to industry. Artificial intelligence engineers are involved in the creation and development of algorithms, machine learning systems and applications using AI technologies.
3. **Cybersecurity Analyst:** As technology develops, so does the risk of cyber-attacks. Cybersecurity analysts are responsible for monitoring, analysing and securing information systems against attacks and protecting the confidentiality of data.
4. **Renewable Energy Engineer:** With climate change, the demand for renewable energy is increasing. Renewable energy engineers design, develop and implement solutions based on renewable energy sources such as solar, wind or geothermal.
5. **Occupational Therapist:** In an ageing society and with increasing awareness of mental health, occupational therapists play an increasingly important role. They help people with injuries, disabilities or health problems to regain their independence through occupational therapy.
6. **Electric Mobility Expert:** Electric mobility is becoming increasingly important in the context of combating climate change and reducing emissions. The Electric Mobility Specialist deals with the design, development and management of charging infrastructure for electric vehicles and the promotion of their use.
7. **E-commerce Specialist:** Buying goods and services online is becoming increasingly common. E-commerce specialists are involved in the design, implementation and management of e-commerce platforms, online marketing strategies and virtual customer service.
8. **Biotechnology Engineer:** Buying goods and services online is becoming increasingly common. E-commerce specialists are involved in the design, implementation and management of e-commerce platforms, online marketing strategies and virtual customer service.

These are just a few examples of future-oriented careers that respond to the changing needs of society and the economy and the development of new technologies. It should also be noted that this list may evolve in response to changing trends and societal needs.

A new profession is also a seller of electronic equipment or a youtuber (a person who, professionally or hobbyistically, carries out publishing activity on YouTube, most often locating products, services in their own audiovisual material for marketing purposes, e.g. promotion, advertising of the principal).

We can therefore conclude that a non-traditional profession is one that emerges with the development of a new field, trend or invention.

The newer the field, the greater the demand for people with new occupations.

It is important that the training market follows developments and adapts its provision to training needs.

1. ANALYSING LABOUR MARKET NEEDS IN EUROPE

To effectively adapt training provision to the needs of the labour market, it is essential to carry out a continuous and in-depth analysis of current trends. Future occupations with high growth potential need to be identified, as well as the skills needed to fill them. The digital sector, green energy, industrial production and health and social care offer significant employment potential in Europe.

Actions

- Carry out an analysis of labour market trends in individual European countries and at European Union level, using available statistics and reports.
- Identify specific future occupations such as data analysts, mobile application developers, renewable energy engineers, medical technicians that will be important in the coming years.
- Identify the technical skills, soft skills and industry knowledge required to work in these occupations.

At present, there are several important trends in the European labour market in terms of demand for workers. The following are some of them.

1. **Digitalisation and information technology:** As technology advances, skills related to modern information technology are becoming increasingly important. Companies are looking for employees with skills in programming, data analysis, artificial intelligence, and cybersecurity specialists.
2. **Sustainable development and environmental protection:** In response to climate change and increasing pollution, there is a growing demand for workers related to green energy, recycling, environmental protection and green practices in production and services.
3. **Health and medicine:** The increase in the elderly population, the growing health needs of the population and the COVID-19 pandemic are leading to increased demand for healthcare workers, including doctors, nurses, occupational therapists and pharmacists.
4. **Soft skills and interpersonal skills:** In addition to technical skills, soft skills such as communication, leadership, teamwork, and creativity are becoming increasingly important. Companies are looking for employees who can communicate effectively, solve problems and adapt to change.
5. **Remote and flexible working:** The COVID-19 pandemic has accelerated the trend towards remote and flexible working. Companies are increasingly looking for employees who can work effectively remotely, manage their time and maintain productivity in a hybrid working environment.
6. **Innovation and entrepreneurship:** Dynamic market changes require flexibility and the ability to innovate. Companies are looking for employees who are creative, entrepreneurial, and willing to take risks and experiment with new solutions.

7. **Skills diversity:** There is also a growing skills diversity in the labour market, with some industries and occupations experiencing a shortage of workers with certain skills, while others may have an oversupply of workers. This is the result of rapid technological and social change, which requires workers to constantly adapt to new market demands.

These trends influence the design of recruitment strategies and the career development of workers in Europe. It is therefore important for both workers and employers to be aware of these trends and to adapt their actions to changing labour market conditions.

Current labour market trends in Europe show that there is a demand for both highly skilled and less skilled workers. The reasons are as follows.

1. **High-skilled workers:** Professions requiring advanced education, such as doctors, engineers, programmers, or financial specialists, remain in high demand in the European labour market. Companies need professionals with advanced skills and knowledge to meet technological, managerial, or scientific requirements.
2. **Lower-skilled workers:** Equally important, however, is the role of less-skilled workers who can perform a variety of functions in different sectors of the economy. Examples include service workers, sales workers, production workers, customer service workers or agricultural workers. Many of these occupations are essential to the smooth functioning of the economy and demand for them can be stable even in the face of technological change.
3. **Occupations requiring practical skills:** There is also demand for workers with practical skills, such as technicians, mechanics, electricians, or construction workers. Many of these occupations do not require lengthy academic training but rely on the acquisition of specific job skills through practice and experience.
4. **Service sector workers:** The rapid growth of the service sector, particularly in new technologies, health and social care, is creating an increased demand for workers with different levels of education. Occupations such as occupational therapists, carers for the elderly, financial advisers or internet marketing specialists may require specialised skills but not necessarily a long academic education.

As a result, there is room in the labour market for both highly skilled workers and those with lower levels of education. It is important that the education and training system responds to the changing needs of the labour market and provides the right skills and qualifications for both those who choose the academic route and those who prefer vocational training.

2. ADAPTING TRAINING PROGRAMMES TO THE NEEDS OF THE EUROPEAN LABOUR MARKET

To ensure adequate vocational preparation, existing training programmes need to be adapted to the requirements of future occupations in a European context. It is also necessary to include soft skills such as communication, teamwork, and creativity. It is also important that ecology is considered in every profession and job and that people are aware of the need to take care of the environment.

Action

- Undertake an audit of existing training programmes to identify skills and knowledge gaps.
- Adapt training programmes to meet the needs of future occupations, considering modern technologies and tools used in the industries concerned.
- Introduce practical elements and team projects to provide hands-on experience and develop interpersonal skills.

There are several important gaps and shortcomings in the existing training provision in the European education market that need to be identified and addressed to better respond to the changing needs of the labour market. Here are some of the main areas where these gaps exist:

1. **Digital literacy:** despite rapid technological advances, many training programmes still do not provide sufficient knowledge and skills in the use of modern information technologies. Many people still find it difficult to use digital tools, computer programmes or analyse data. There is a need for training programmes that focus on developing digital skills at different levels.
2. **Soft skills:** While technical skills are important, so are soft skills such as communication, teamwork, time management or creativity. The role of these skills in terms of the ability to adapt to changes in the labour market and to work effectively in different professional environments is underestimated.
3. **Future occupations:** Many training programmes lack up-to-date knowledge and preparation in future professions, such as artificial intelligence, cybersecurity, green energy, or biomedical engineering. Due to rapid technological and societal changes, there is a need to continuously update training programmes to prepare workers for jobs that will be relevant in the future.
4. **Practical work experience:** Many training programmes focus mainly on providing theoretical knowledge and neglect practical work experience. Apprenticeships, internships, and practical projects are key to gaining practical skills and understanding how the real work environment works.
5. **Matching with labour market needs:** Some training programmes are not sufficiently relevant to current labour market needs. As a result, graduates may find it difficult to find a job that matches their qualifications, leading to a so-called skills gap.

6. **Cultural and social diversity:** Some training programmes do not take cultural and social diversity into account, which can lead to inequalities in access to education and career opportunities. It is important that training programmes are adapted to the different needs and socio-cultural contexts of the participants.

The development of training programmes that focus on interdisciplinarity, practical work experience, soft skills, and continuous adaptation to the changing needs of the labour market can be a solution to these problems. It is also important to promote equal access to education and to integrate socio-cultural diversity into the teaching and learning process.

3. INTEGRATING PROFESSIONAL PRACTICE AT EUROPEAN LEVEL

International professional mobility is an important element of career development in Europe. Promoting internships, apprenticeships and exchanges of experience between European countries can significantly enhance employability.

Actions

- Work with European educational institutions, businesses and NGOs to promote international apprenticeship programmes.
- Facilitate access to programmes such as Erasmus+ and other European initiatives that support professional mobility and training abroad.
- Organise international job fairs and networking events to enable young people to make professional contacts at European level.

The international exchange of experiences and the professional preparation of young people for work in Europe, and not only in their own country, has many important benefits and relevance for career development and the growth of intercultural competences. The following are some of the main reasons why it is important.

1. **Gaining international work experience:** Apprenticeships, internships and exchanges allow young people to gain valuable international work experience, which can make them more attractive on the labour market. Working in an international environment also allows for the development of communication, cultural and language skills.
2. **Broadening professional horizons:** Working abroad allows young people to broaden their professional horizons and get to know different business models, professional practices and working cultures. This gives them the opportunity to better understand global labour market trends and to adapt to different professional environments.

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3. **Building international networks:** The international exchange of experience enables young people to build a network of professional contacts on an international scale. Contacts made during work placements or internships can be a valuable source of support, inspiration, and professional opportunities in the future.
 4. **Develop intercultural skills:** Working in an international environment requires the development of intercultural skills, such as openness to diversity, the ability to work with people from different cultures or the ability to resolve conflicts. These skills are increasingly valuable in the global business and working world.
 5. **Increased competitiveness in the labour market:** People with international work experience are often perceived as more competitive in the labour market, especially in industries with an international focus, such as international trade, finance or information technology. This can contribute to their employability and career progression.

As a result, international occupational mobility is an important element in the career development of young people in Europe, enabling them to gain valuable experience, broaden their professional horizons, build international contacts and develop intercultural skills. Supporting such forms of education and vocational preparation is therefore important for their future career success.

4. PSYCHOSOCIAL SUPPORT AND MENTORING AT EUROPEAN LEVEL

Supporting participants in training programmes not only in terms of professional skills acquisition but also in terms of psychosocial support is crucial for their professional success. The organisation of international mentoring programmes can be a particularly effective tool in this respect

Actions

- Organise international mentoring programmes where experienced professionals from different European countries can support young people in their career development.
- Provide psychosocial support to participants in training programmes, considering cultural and linguistic differences.
- Organise workshops and training on stress management, confidence building and effective career management skills.

Organising international mentoring programmes can be a particularly effective way of supporting participants in training programmes, not only in terms of acquiring professional skills, but also in terms of psychosocial support, for a number of reasons.

1. **Emotional and motivational support:** Mentors can provide emotional support to their mentees, helping them to cope with the stress, uncertainty and frustration associated with learning and work. Motivating trainees and building their confidence can have a significant impact on their engagement and success in the training programme.
2. **Developing interpersonal skills:** Working with a mentor enables participants in training programmes to develop interpersonal skills such as communication, relationship building and conflict resolution. Through regular meetings with a mentor, participants can receive tips on how to communicate effectively and build positive relationships in a professional environment.
3. **Sharing knowledge and experience:** Mentors often have a wealth of professional experience and expertise in their field. By sharing their experience, knowledge and practical tips, they can help participants in training programmes to develop their professional skills more quickly and increase their effectiveness in the workplace.
4. **Guidance on career development:** Mentors can help participants in training programmes to identify their career goals and develop career development plans. Through regular meetings and support from mentors, participants can better understand their strengths, weaknesses and development opportunities, which can help them to achieve career success.
5. **Building professional networks:** Mentoring programmes often give participants the opportunity to make valuable professional contacts by getting to know their mentors and other industry professionals. These contacts can be useful for future job searches, labour market information and career development.

As a result, the organisation of international mentoring programmes can contribute to the holistic development of participants in training programmes, taking into account both their professional and psychosocial development needs. By providing emotional support, knowledge transfer, career guidance and building professional networks, mentoring can be a key element in the career success of participants in training programmes.

5. CROSS-SECTORAL AND INTERNATIONAL COOPERATION

Effective integration of future occupations into training provision and increased employability requires cross-sectoral and international cooperation. Partnerships between educational institutions, enterprises and public institutions are key to the success of these activities.

Actions

- Encourage cross-sectoral cooperation aimed at increasing employment in future-oriented areas such as digitalisation, green energy and innovation.
- Support international partnerships between education, business and public institutions to create innovative training programmes.

- Organise international conferences and seminars to exchange best practices and build networks between institutions from different European countries.

Organising effective cross-sectoral and international cooperation to effectively integrate the jobs of the future into training provision and increase employability requires proper planning, coordination, and involvement of different stakeholders. The following are some key steps that can help to organise such cooperation:

1. **Define goals and strategies:** The first step is to define clear objectives and strategies for cooperation. Key objectives should be identified, such as adapting training provision to the needs of the labour market, increasing the attractiveness of future occupations and improving the employability of young people. A strategy should then be developed to define activities, milestones and the roles of the different partners.
2. **Establish partnerships:** An important step is to establish partnerships between different stakeholders such as educational institutions, enterprises, public institutions, NGOs and experts from different sectors. These partnerships should be based on mutual trust, shared goals and an understanding of each party's needs and expectations.
3. **Create a platform for collaboration:** It is important to establish a platform or coordination structure to enable regular communication, coordination of activities and exchange of information between partners. Such a platform can take the form of regular meetings, workshops, conferences or working groups.
4. **Share knowledge and experience:** Inter-sectoral partnerships should promote the active exchange of knowledge, experience and good practice in the integration of future occupations into training provision. Educational institutions can share their experience in adapting curricula, companies can share their know-how on current market trends, and public institutions can provide information on policies and support programmes.
5. **Develop joint projects and initiatives:** Cross-sector partnerships can jointly develop projects and initiatives to integrate the jobs of the future into training provision and increase employability. These may include joint courses, internships, apprenticeship programmes, workshops, or seminar.
6. **Monitoring and evaluating results:** An important element of cross-sectoral cooperation is the continuous monitoring and evaluation of the impact of the activities undertaken. Partners should regularly analyse progress, assess results and adjust their activities based on the results of monitoring and evaluation.

Through effective planning, coordination, and involvement of partners from different sectors, it is possible to effectively integrate the jobs of the future into training provision and increase the employability of young people. Cross-sectoral cooperation enables the use of different resources, competences and perspectives, which contributes to better results and a greater impact on career development and employment.

6. MONITORING AND EVALUATION

Effective monitoring and evaluation of training programmes at European level is key to ensuring their success. Regular evaluation of the effectiveness of activities will identify areas for further improvement.

Actions

- Regularly monitor the effectiveness of training programmes at European level through the collection of employment data at both national and international levels.
- Work with European employment and training agencies to evaluate the effectiveness of activities and identify areas for further improvement.
- Organise workshops and conferences to exchange experiences on the monitoring and evaluation of training programmes at European level.

Effective monitoring and evaluation of training programmes at European level is key to ensuring their success. The following are specific actions that can be taken to ensure effective monitoring and evaluation of training programmes at European level:

1. **Regular monitoring of the effectiveness of training programmes:** An important step is to regularly monitor indicators of the effectiveness of training programmes at European level. These indicators could include the employment rate of graduates, their level of remuneration, the level of satisfaction with training programmes or the degree to which training objectives are achieved. This data can be collected through surveys, reports from education and employment institutions and other available data sources.
2. **Co-operation with European employment and training agencies:** Cooperation with European employment and training agencies such as Eurostat, the European Centre for the Development of Vocational Training (Cedefop) or the European Training Foundation (ETF) is an important aspect. These institutions can provide relevant data and assistance in assessing the effectiveness of activities and identifying areas for further improvement.
3. **The organisation of workshops and conferences:** The organisation of workshops, conferences and other events dedicated to the exchange of experience in the monitoring and evaluation of training programmes at European level is a key activity. Such events can enable educational institutions, enterprises, public institutions and other stakeholders to exchange best practices, methods and tools in the field of monitoring and evaluation.
4. **Develop standards and guidelines:** It is important to develop standards and guidelines for the monitoring and evaluation of training programmes at European level. Such standards can help to ensure consistency, reliability, and comparability of data on the effectiveness of training programmes in different European countries.

5. **Consult stakeholders:** It is also important to consult a variety of stakeholders, such as educational institutions, enterprises, NGOs and employees and participants in training programmes. In this way, different perspectives can be obtained, and different needs and expectations can be considered in the monitoring and evaluation process.

Through these activities, training programmes can be effectively monitored and evaluated at European level, allowing areas for further improvement to be identified and appropriate changes to be made to ensure the success of these programmes.

SUMMARY

Integrating the jobs of the future into training provision and increasing employability in Europe requires cross-sectoral cooperation, international occupational mobility and the adaptation of training programmes to the needs of the labour market. The guidelines presented here are a step towards this goal and should be adapted to the specific conditions and needs of individual European countries.

Integrating the jobs of the future into training provision and increasing employability in Europe requires a comprehensive approach that takes into account cross-sectoral cooperation, international occupational mobility and the adaptation of training programmes to labour market needs. I would like to elaborate on these key aspects in the following:

1. **Intersectoral cooperation:** Partnerships between educational institutions, businesses and public institutions are essential for the successful integration of future occupations into training provision. Educational institutions can work with enterprises to understand current labour market needs and adapt curricula to meet those needs. Public institutions, on the other hand, can support these activities by providing data and analysis on the labour market situation and by creating appropriate regulatory frameworks and financial support.
2. **International job mobility:** Promoting international occupational mobility is key to broadening the perspectives and skills of participants in training programmes. Student exchange programmes, work placements and internships abroad can enable young people to gain valuable international work experience, expand their networks and adapt to culturally and linguistically diverse working environments.
3. **Adapt training programmes to the needs of the labour market:** Training programmes should be regularly updated and adapted to the changing needs of the labour market and dynamic technological developments. Educational institutions should regularly consult with enterprises and other stakeholders to ensure that the training programmes offered are up-to-date and relevant. In addition, training programmes should focus not only on theoretical knowledge but also on the development of practical and soft skills, which are increasingly valued by employers.

4. **Adapt to the specific conditions and needs of each European country:** It is important to take into account the differences between European countries and the specific conditions and needs of individual regions. Some countries may be more advanced in certain technologies or industries, so training programmes should be adapted to these specific conditions. In addition, cultural, linguistic and socio-economic differences should be taken into account to ensure equal access to education and training opportunities for all social groups.

Coordinated action based on cross-sectoral cooperation, the promotion of international occupational mobility and the adaptation of training programmes to the needs of the labour market and the specific conditions of individual European countries will make it possible to effectively integrate the occupations of the future into training provision and to increase the employability of young people in Europe.

However, the development of civilisation and technology means that a new occupation appears on the market almost every day. It is important that training providers adapt their offer to the development and needs of the labour market.

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