Successful Business Education Partnerships

(T3.3.2 Benchmarking phase) | 08.04.2025

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Alliance of Centres of Excellence in Vocational Training for Sustainable Habitat

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Habitable

Alliance of Centres of Excellence in Vocational Training for Sustainable Habitat

https://habitable-cove.eu/

T3.3.2 Benchmarking phase
Successful Business Education Partnerships

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Participants	all
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PU = Public | PP = Restricted to other programme participants (including the Commission Services) | RE = Restricted to a group specified by the consortium (including the Commission Services) | CO = Confidential, only for members of the consortium (including the Commission Services)

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Inhalt

1. Target of the task

We want to strengthen Business Educational Partnerships to ensure market-relevant qualifications in the education system!

The Incubator of BEPs will be developed in three phases:

- **T3.3.2 BenchMarking phase:** Implementation of a systematic process to evaluate the products, services and work processes of best practices in building BEPs.
- **T3.3.3 BenchLearning phase:** Carry out mutual learning activities addressing key operational aspects of the building progress of BEPs.
- **T3.3.4 Building phase:** Direct promotional actions will be undertaken addressed to companies in the participating regions.

Business Education Partnerships (BEPs) are collaborations between

educational institutions (such as schools, colleges or universities) and companies or organizations from the business world. The aim of these partnerships is to promote the exchange of knowledge, resources and experience in order to improve both academic education and professional practice. They provide students with practical training and companies with the opportunity to train and recruit future professionals. Important features of Business Education Partnerships are

1. practice-oriented education: students have the opportunity to gain experience in real working environments, e.g. through internships, project work or mentoring programs.

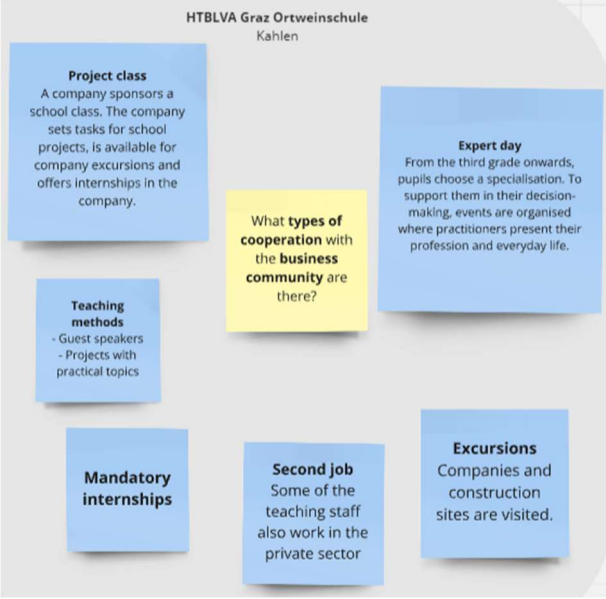
2. curriculum development: companies can work together with educational institutions to ensure that the courses offered meet the current requirements and trends of the labor market.

3. resource sharing: educational institutions and companies can share resources such as expertise, technology and infrastructure. Companies can also offer guest lectures, workshops or seminars.

4. talent development and recruitment: companies have the opportunity to identify and recruit talented graduates at an early stage. These partnerships can also support students' professional development and ease the transition from education to employment.

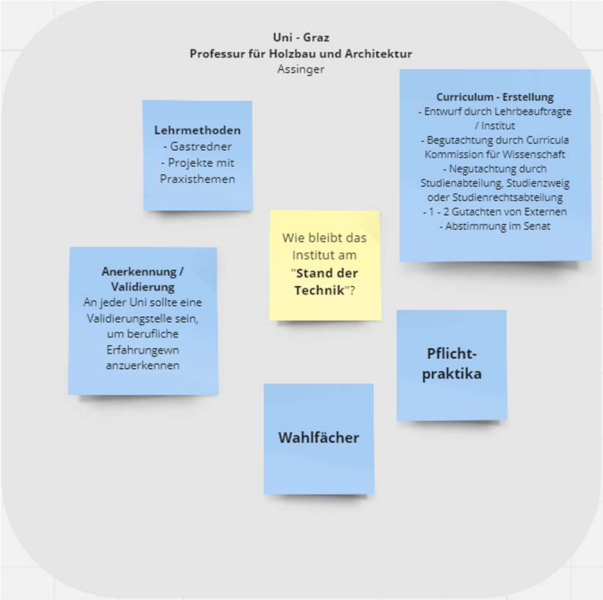
2. The process of developing an evaluation tool

The development of the evaluation tool for identifying and analysing successful Business Education Partnerships (BEPs) followed a collaborative and iterative process, involving all partners of the HABITABLE consortium. The objective was to establish a shared framework that allows the benchmarking of good practices and supports the setup of effective BEPs in the Habitat sector.



While we, HCS, were planning the process of the benchmarking phase, we consulted our Austrian National Expert group and discussed which cooperation they still have to business organisation and what type they are organised. The feedback from three Austrian institutions offers valuable insight into how BEPs are implemented across academic and vocational education.

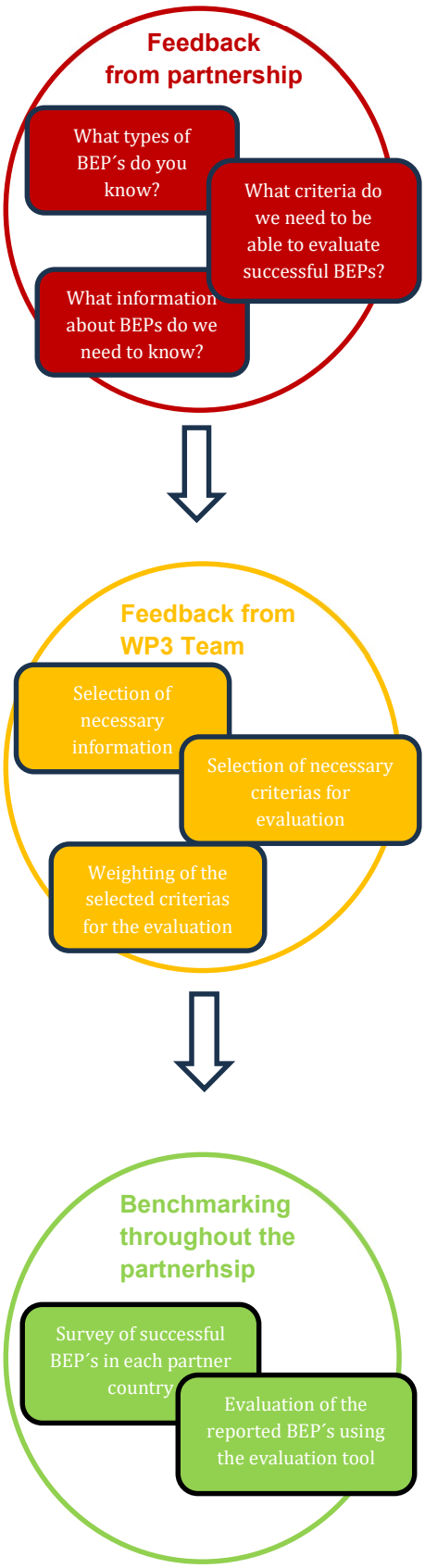
Across all three institutions, the integration of practical, real-world experience is a central pillar of teaching and learning. A significant number of academic staff have professional backgrounds in industry or continue to work part-time in the private sector. This ensures that current industry trends, technologies, and working methods are directly reflected in the curriculum. Staying up to date is not only institutionalised through research projects and formal partnerships but also driven by individual initiative, such as site visits, participation in industry events, and regular exchange with practitioners.



Various formats are used to bridge the gap between education and practice. These include guest lectures, excursions, internships, and project-based learning with real-world tasks provided by companies. All institutions emphasise the value of exposing learners to practical challenges early and consistently – whether through mandatory internships, elective modules, or class-based cooperation models like the “Project Class” at HTBLVA Ortweinschule.

Additionally, cross-sectoral collaboration is encouraged in both curriculum development and teaching. External experts are involved in mid-term reviews and programme design, while interdisciplinary teaching (e.g. between architecture and engineering) strengthens holistic learning outcomes. There is also strong awareness of the need to validate informal and non-formal learning, highlighting a growing recognition of work-based experience in academic settings.

Together, these insights showcase how Austrian institutions successfully implement BEPs by fostering long-term collaboration with industry, ensuring continuous practical relevance in teaching, and creating flexible learning environments that prepare students for real-world careers – and demonstrated how diverse and far-reaching the possibilities of cooperation between educational institutions and businesses can be.



The results of these discussions were consolidated and used as the basis for a joint brainstorming session with the entire HABITABLE partnership. This inclusive dialogue allowed partners to share their understanding of BEPs, their regional experiences, and expectations regarding successful partnerships.

Following this, a step-by-step approach was applied to shape the benchmarking tool:

1. **Definition of core information categories:** Based on partner feedback, a standardised set of data points was defined to describe each BEP. These included educational level (EQF), duration, recognition type, learning outcomes, digital tools used, and more.
2. **Selection of evaluation criteria:** Criteria were selected to align with the overarching goals of the HABITABLE project and European quality standards, such as support for the green and digital transition, social inclusion, gender equality, internationalisation of VET, and alignment with EQAVET and EFQEA frameworks.
3. **Weighting of criteria:** To allow comparative analysis, a utility value approach was adopted, assigning different weights to the evaluation criteria based on their relevance and impact, as agreed upon by the WP3 team (HCS, FHS, CTCV, DIMITRA, INFODEF).
4. **Piloting and feedback:** The draft evaluation framework was presented and discussed during internal meetings and at the 3rd Transnational Project Meeting (TPM) in Kuchl. This allowed for refinement based on collective input from the partnership.
5. **Application of the tool:** Using a common survey template, each partner collected and reported data on the most relevant BEPs in their country. These entries were then assessed using the developed evaluation tool, resulting in a ranked selection of exemplary BEPs across Europe.

3. Types of Business Education partnerships

In the context of strengthening cooperation between educational institutions and businesses, it is essential to understand the various forms that Business Education Partnerships (BEPs) can take. These partnership types offer different entry points and levels of involvement for companies and training providers. They also vary in terms of objectives, duration, and target groups. Below, we present a selection of relevant BEP types identified during the benchmarking phase of the HABITABLE project, each of which contributes to bridging the gap between education and the labour market in its own way.

1. Alumni and Business Networks

Alumni and business networks are valuable tools for fostering long-term relationships between educational institutions, graduates, and companies. Former students contribute their practical experiences and act as connectors between education and the professional world. These networks offer valuable insights into labour market requirements and can be involved in the further development of training programmes. Companies benefit from access to talent and early contact with potential employees. In addition, such networks support peer-to-peer learning and can play a central role in mentoring, events, and recruitment activities.

- Long-term relationships between graduates, educational institutions, and companies
- Platform for sharing experiences and labour market trends
- Support for mentoring, events, and peer learning
- Facilitates talent scouting and employer branding
- Enhances curriculum development through alumni input

2. Cooperation Projects and Research Partnerships

Cooperation and research partnerships between educational institutions and businesses promote knowledge exchange and innovation. These collaborations combine academic expertise with practical know-how, resulting in the joint development of new products, services, or processes. They can take the form of applied research projects, pilots, or case studies. Both sides benefit: companies gain access to research insights and emerging talent, while educational providers ensure their training offers reflect real-world challenges and current developments.

- Joint research and development between education and industry
- Focus on innovation and applied knowledge transfer

- May involve co-funded or EU-funded project structures
- Supports real-world learning environments (e.g. labs, pilot projects)
- Promotes mutual benefits and visibility for both partners

3. Curriculum Development and Adaptation

Collaborative curriculum development ensures that education and training programmes are aligned with current and future labour market needs. Businesses contribute their insights into technological changes, industry trends, and qualification requirements. This cooperation helps create practice-oriented content, integrate new modules, or update existing courses. As a result, learners are better prepared for real-world work environments, and the attractiveness of vocational education increases through its relevance and applicability.

- Collaborative design of learning content and training modules
- Integration of current industry needs and future trends
- Ensures practical relevance and job market alignment
- Enables rapid adaptation to technological changes
- Involves companies directly in education planning processes

4. Dual Vocational Training Programs

Dual vocational training programmes combine theoretical education with hands-on work experience. Learners split their time between school-based instruction and in-company training. This format enables continuous theory-practice integration and helps companies train skilled workers tailored to their specific needs. For learners, it offers strong employability prospects and deep insights into workplace culture and operations. Close coordination between educational institutions and businesses is required to ensure coherent content, schedules, and quality standards.

- Alternating phases of classroom education and workplace training
- Close coordination between schools and companies
- Strong focus on employability and workplace readiness
- High recognition in countries with dual education systems (e.g. AT, DE)
- Encourages early integration of learners into real work environments

5. Excursions

Company visits and excursions offer learners direct insights into operational processes, technologies, and work environments. These experiences bring theoretical learning to life and help students understand the real-world relevance of their studies. For companies, excursions offer opportunities to showcase their work and connect with future employees. Especially in technical or hands-on fields, seeing actual production sites can significantly enhance learners' motivation and career orientation.

- Organised visits to companies and production sites
- Practical insight into operational processes and technologies
- Short-term, but impactful experience for learners
- Supports vocational orientation and career exploration
- Easy to organise and accessible form of cooperation

6. Guest Lectures and Workshops

Guest lectures and workshops delivered by industry professionals provide learners with up-to-date insights and practical examples. Experts share knowledge about industry developments, trends, or specific job roles. Interactive formats such as case studies or group exercises promote active engagement and deepen understanding. For companies, this type of involvement enhances visibility, strengthens employer branding, and builds early connections with learners.

- Industry professionals share expertise directly in educational settings
- Bridges theory and practice in interactive formats
- Flexible, scalable and topic-specific collaboration
- Encourages active participation and critical thinking
- Promotes current trends and innovations within training curricula

7. Internship and Career Guidance Programs

Internships and career guidance initiatives are key tools to support young people in making informed career decisions. Internships provide practical experience and insight into everyday business operations, while career guidance includes coaching, application support, or skills assessments. For businesses, these programmes serve as talent pipelines and opportunities to identify promising candidates early. For educational institutions, they are feedback channels to align training with workplace expectations.

- Structured work placements in companies
- Supports learners in making informed career choices
- Involves coaching, career counselling, and application training
- Gives companies early access to future talent

- Enables feedback loops between employers and educational institutions

8. Mentoring Programs

Mentoring programmes facilitate one-on-one relationships between experienced professionals and learners. Mentors provide personal guidance, support career development, and offer insights into working life. The relationship is typically long-term and based on mutual trust. Programmes may vary in structure, but their core aim is to empower mentees in their personal and professional growth. Companies benefit from staff development and deeper engagement with future professionals.

- One-on-one guidance from experienced professionals
- Supports personal and professional development
- Often long-term and relationship-based
- Promotes soft skills, confidence, and workplace understanding
- Can be structured or informal, depending on programme design

9. Training and Qualification Programs

Industry-driven training and qualification programmes address specific skill needs of learners, teachers, or employees. Companies may offer training sessions on new technologies, sustainability standards, or soft skills. These initiatives are particularly valuable in dynamic sectors, where continuous learning is essential. Educational institutions benefit by integrating up-to-date knowledge and upskilling their staff, while companies ensure that education remains relevant to their innovation needs.

- Company-provided or co-developed upskilling initiatives
- Targets learners, teachers, or employees
- Covers technical, digital, sustainability-related, or soft skills
- Fosters lifelong learning and workforce adaptability
- Strengthens links between business innovation and education

4. Defined evaluation criteria and their weighting

To ensure a structured and comparable assessment of Business Education Partnerships (BEPs), a set of eight evaluation criteria was defined and weighted through a collaborative process involving the partners from WP3 (HCS, FHS, CTCV, DIMITRA, INFODEF). Each partner ranked the relevance of the criteria, resulting in a utility value analysis that reflects the collective prioritisation. The highest-rated factor was:

• **Creation of new jobs and permanent positions**, receiving a weight of **22.2%**, highlighting the strong focus on tangible employment outcomes of BEPs.

Also highly valued were:
• **Suitability for Social Inclusion** (**19.4%**) and
• **Alignment with future skills needs** (**16.7%**),
indicating a growing recognition of inclusivity and future-ready skills development as key elements of impactful education-business collaborations.

The criterion **Aptitude for teaching labour market skills** followed with **13.9%**, reinforcing the emphasis on equipping learners with relevant, practical competencies.
Alignment with regional/national economic priorities (**11.1%**) and **Student satisfaction** (**5.6%**) were given moderate importance, reflecting a balance between policy alignment and learner outcomes.
In contrast, **Suitability for recruitment** received a comparatively low weighting of **8.3%**, and **Company satisfaction** was considered least decisive at **2.8%**, suggesting that while direct employer feedback is acknowledged, broader structural and societal outcomes currently take precedence in the evaluation framework.
This weighting forms the basis for a balanced and impact-oriented benchmarking tool that reflects both educational quality and broader labour market and social relevance

Rating factors								Quantity	%
1 Suitability for recruitment	1	2	3	1	1	6	7	8	3	8,3
2 Alignment with future skills needs	2	2	2	2	2		7	8	6	16,7
3 Aptitude for teaching labour market skills		3	3	3	3		7	8	5	13,9
4 Student Satisfaction			4	4		6	7	8	2	5,6
5 Company Satisfaction				5		6	7	8	1	2,8
6 Alignment with regional/national economic priorities					6		7	8	4	11,1
7 Creation of new jobs and permanent positions						7	7		8	22,2
8 Suitability for Social Inclusion							8		7	19,4
								Total	36	100,0

5. Top 3 European Business education partnerships

	Total utility value	Title	Country	Link
1	1,00	**Creation of digital content to implement it in virtual reality.**	SPAIN	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://cifppicofrentes.centros.educa.jcyl.es/sitio/upload/Contenidos_Objetivos_Resultados.pdf
2	1,00	**Heavy Equipment Operator**	GEORGIA	https://construct2.ge/short-term-courses/courses/28
3	1,25	**Reorganizing Local Enterprises within the Intervention Area of Larissa's Sustainable Urban Development Strategy – Training for Professionals and Employees in Sustainable, Green, and Innovative Entrepreneurship**	GREECE	N/A

	Creation of digital content to implement it in virtual reality
Area	Green Transition in the Manufacturing Industry
Type of Business Education Partnership	Alumni and Business Networks
Partner country	SPAIN
Short description	Creating virtual reality experiences in which partner companies can advance their career development using innovative technology such as virtual reality. What we want is to Propose a solution to partner companies' problems that can improve work planning and achieve better results. Our objectives are: Virtual Reality Training: o Creating 3D designs for inspection in virtual reality. o Taking images or videos of real environments for inspection in virtual reality. o Creating the specific virtual environment for each action. - Creating content applied to virtual reality. - Collaboration between schools and companies. - Simulating in safe environments. - Methodological innovation and implementing VR into the daily, real-life dynamics of companies and classrooms. - Sustainable Development Goals (SDGs).
EQF - Level	6
Duration	one course (it was developed the course 23-24)
ECTS	
Type of Recognition	Certificate
Language	Spanish
VET - System	I-VET
Learning Outcomes	What we have done, thanks to this project is: Training in model optimization and conversion for VR adaptation. - Training in VR software for 3D model analysis. - Training in creating immersive 360° environments with points of interest. - Development of material design and creation of scenarios for each of the established experiences. - Presentation of each of the developed experiences to all the school's teaching staff and the collaborating company. - Participation and collaboration among the center's four professional groups.
Necessary Infrastructure	VR software for 3D model. 360º camera for virtual enviroment
Digital Tools used in Teaching	Computer and specific Software
Link for further information	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://cifppicofrentes.centros.educa.jcyl.es/sitio/upload/Contenidos_Objetivos_Resultados.pdf

	Heavy Equipment Operator
Area	Green Transition in the Manufacturing Industry
Type of Business Education Partnership	Training and qualification programs
Partner country	GEORGIA
Short description	Any interested adult has the opportunity to enroll in a professional training program designed to provide specific knowledge and skills in a short period of time, enabling them to gain employment in the respective field. The training will be delivered using a work-based learning methodology by highly qualified specialists, in accordance with modern occupational safety regulations and standards. The study of heavy equipment operation will take place using heavy equipment simulators, as well as in real working environments at the facilities of partner organizations. The weekly workload of the training process is 30 hours. Upon achieving the intended learning outcomes of the professional training program, graduates will receive a state-recognized certificate of professional education, which includes an annex detailing the knowledge and skills acquired during the program.
EQF - Level	3
Duration	4 months
ECTS	25
Type of Recognition	Certificate
Language	Georgian
VET - System	I-VET
Learning Outcomes	A heavy equipment operator operates a motor grader, a crawler hydraulic excavator, and a backhoe loader. They define the scope of work based on the characteristics of the worksite and describe the safety regulations, standards, and construction drawings required for operating heavy equipment.
Necessary Infrastructure	Simulators
Digital Tools used in Teaching	
Link for further information	https://construct2.ge/short-term-courses/courses/28

	Reorganizing Local Enterprises within the Intervention Area of Larissa's Sustainable Urban Development Strategy – Training for Professionals and Employees in Sustainable, Green, and Innovative Entrepreneurship
Area	Green Transition in the Manufacturing Industry
Type of Business Education Partnership	Training and qualification programs
Partner country	GREECE
Short description	This training program empowers young unemployed individuals (18–29) with digital and entrepreneurial skills focused on sustainability, innovation, and inclusivity, supporting the broader objective of building a Sustainable Town Habitat. Through the development of green business strategies and ethical digital presence, participants are prepared to launch or support enterprises that contribute to the ecological, social, and economic sustainability of their communities. With a practical and participatory approach, the program bridges digital marketing with eco-conscious entrepreneurship, aligned with circular economy principles and green transition goals.
EQF - Level	4
Duration	200 hours
ECTS	
Type of Recognition	Certificate
Language	Greek
VET - System	C-VET
Learning Outcomes	Develop sustainable and ethical business strategies using digital tools Promote green products and services using targeted digital marketing Understand and apply circular economy principles to entrepreneurship Design digital content for social inclusion and low-carbon branding Contribute to the transformation of urban areas into Sustainable Town Habitats
Necessary Infrastructure	Equipped computer labs Online learning and collaboration tools Access to case studies and simulation tools Counseling and mentoring space
Digital Tools used in Teaching	E-learning platform (LMS)
Link for further information	N/A

6. Top 3 Austrian Business education partnerships

	Total utility value	Title	Link
1	1,50	**Wood Technology & Wood Construction**	https://www.fh-salzburg.ac.at/en/study/ed/forest-products-technology-timber-constructions-bachelor
2	1,78	**Apprenticeship of a carpenter**	https://www.bic.at/berufsinformation.php?beruf=zimmerei_lehrberuf&brfid=1482&tab=3
3	1,89	**KOLLEG for Timber construction and assembly technology**	https://www.ortweinschule.at/kolleg-und-aufbaulehrgang/

	Wood Technology & Wood Construction
Area	Lightweight and Wood Construction
Type of Business Education Partnership	Cooperation projects and research partnerships
Partner country	AUSTRIA
Short description	Bachelor's degree in Forest Products Technology & Timber Constructions will professionally educate you about wood. At the beginning of your studies, you will deal with scientific, technical, and economic knowledge, plus you will gain a number of specialist competencies throughout the course. In interdisciplinary construction and technology projects, and during various professional internships, you will have the chance to work on a number of special topics and gain valuable experience.
EQF - Level	6
Duration	3 Semesters
ECTS	180
Type of Recognition	Bachelor
Language	German
VET - System	I-VET
Learning Outcomes	With their expertise in the technological, economic and planning areas, students are trained in the course Forest Products Technology & Timber Construction to use their specific competence on the material wood in all areas of timber and timber construction and related industries. The in-depth study of the renewable resource wood qualifies graduates for specific tasks in this long-term available, sustainable and organically grown material. Thus they not only make a contribution to safeguarding and developing resources and jobs at home and abroad, but also to increased and intelligent use of renewable resources.
Necessary Infrastructure	computer labs, rapid prototyping machines, laboratories, workshops, testing facilities
Digital Tools used in Teaching	CAD, CAM, Rapid Prototyping (3D print, CNC and others technologies), 3D scanning, BIM, digital simulations and mechanical and physical testing machines
Link for further information	https://www.fh-salzburg.ac.at/en/study/ed/forest-products-technology-timber-constructions-bachelor

	Apprenticeship of a carpenter
Area	Lightweight and Wood Construction
Type of Business Education Partnership	Dual vocational training programs
Partner country	AUSTRIA
Short description	Apprenticeship training (= dual training) mainly takes place in a company (training company); around 80% of the training period. To get a training place, you have to apply to a suitable training company. At the training company, you will learn your chosen profession directly in the workplace, in workshops, on construction sites, etc. in collaboration with colleagues. You will spend around 20% of your training time at vocational school.
EQF - Level	4
Duration	3 years
ECTS	
Type of Recognition	Apprenticeship diploma
Language	German
VET - System	I-VET
Learning Outcomes	1. storing, maintaining and selecting wood and other building and construction materials, 2. setting up and securing construction sites and workplaces as well as erecting work scaffolding, protective and supporting scaffolding, 3. processing wood manually and mechanically and producing wood joints, 4. producing a wide variety of timber constructions such as roof constructions, walls, ceilings, stairs, doors, gates, towers, bridges, 5. processing and constructive as well as chemical protection of wooden structures, 6. installation of wooden structures such as roof structures, walls and ceilings as well as prefabricated components such as doors and windows, stairs, wall and ceiling cladding and wooden floors using various fastening and assembly methods, 7. carrying out maintenance and repair work on wooden structures, 8. carrying out dry construction and producing formwork, battens and roofing, 9. installing insulating materials for heat, cold, fire and sound insulation, 10. carrying out the work in compliance with the relevant safety regulations, norms and environmental standards.
Necessary Infrastructure	Classrooms, Workshops, In some cases a Dormitory is also required
Digital Tools used in Teaching	
Link for further information	https://www.bic.at/berufsinformation.php?beruf=zimmerei_lehrberuf&brfid=1482&tab=3

	KOLLEG for Timber construction and assembly technology
Area	Lightweight and Wood Construction
Type of Business Education Partnership	Dual vocational training programs
Partner country	AUSTRIA
Short description	The completion of a subject-specific and practice-oriented vocational training course after attending a 2-year college enables graduates to enter professional life directly or to begin further studies. It should also be emphasized that after 3 years of practical experience, the engineering title is obtained, which is equivalent to a Bachelor's degree (NQF 6).
EQF - Level	5
Duration	Day form: 4 semesters (144 SWS) Evening form: 6 semesters (144 SWS)
ECTS	
Type of Recognition	HTL-diploma
Language	German
VET - System	C-VET
Learning Outcomes	- Design and planning of complex structures - Timber support and timber construction systems - Ecology, economy and building physics - Life cycle assessments: Preparation and assessment - Energy-efficient construction methods - Building technology - Use of innovative and sustainable building materials - Requirements for wood preservation - Using specialist software - Creating spatial diagrams
Necessary Infrastructure	classrooms, workshops
Digital Tools used in Teaching	
Link for further information	https://www.ortweinschule.at/kolleg-und-aufbaulehrgang/

7. Top 3 Georgian Business education partnerships

	Total utility value	Title	Link
1	1,00	**Heavy Equipment Operator**	https://construct2.ge/short-term-courses/courses/28
2	2,44	**Performing masonry and plastering works**	https://construct2.ge/short-term-courses/courses/9
3	3,81	**Installation of metal-plastic and aluminum doors and windows.**	https://construct2.ge/short-term-courses/courses/27

	Heavy Equipment Operator
Area	Green Transition in the Manufacturing Industry
Type of Business Education Partnership	Training and qualification programs
Partner country	GEORGIA
Short description	Any interested adult has the opportunity to enroll in a professional training program designed to provide specific knowledge and skills in a short period of time, enabling them to gain employment in the respective field. The training will be delivered using a work-based learning methodology by highly qualified specialists, in accordance with modern occupational safety regulations and standards. The study of heavy equipment operation will take place using heavy equipment simulators, as well as in real working environments at the facilities of partner organizations. The weekly workload of the training process is 30 hours. Upon achieving the intended learning outcomes of the professional training program, graduates will receive a state-recognized certificate of professional education, which includes an annex detailing the knowledge and skills acquired during the program.
EQF - Level	3
Duration	4 months
ECTS	25
Type of Recognition	Certificate
Language	Georgian
VET - System	I-VET
Learning Outcomes	A heavy equipment operator operates a motor grader, a crawler hydraulic excavator, and a backhoe loader. They define the scope of work based on the characteristics of the worksite and describe the safety regulations, standards, and construction drawings required for operating heavy equipment.
Necessary Infrastructure	Simulators
Digital Tools used in Teaching	
Link for further information	https://construct2.ge/short-term-courses/courses/28

	Performing masonry and plastering works
Area	Lightweight and Wood Construction
Type of Business Education Partnership	Training and qualification programs
Partner country	GEORGIA
Short description	he vocational training program is open to all interested adults seeking to acquire specialized knowledge and skills within a short period. Participants will have the opportunity to engage in paid practical training and secure employment in their chosen field. The program is delivered by highly qualified specialists utilizing the work-based learning methodology to ensure effective skill development. The educational process at the college entails a weekly workload of 26 hours, while industrial practice requires a commitment of 40 hours per week. Upon successful completion of the program, graduates will be awarded a state-recognized certificate of vocational education, along with an appendix detailing the competencies and skills acquired throughout the training.
EQF - Level	3
Duration	4.5 months
ECTS	24
Type of Recognition	Certificate;
Language	Georgian;
VET - System	I-VET
Learning Outcomes	Carries out plastering, tiling, and floor screeding work. Constructs walls and partitions using bricks and various types of blocks. Applies basic arithmetic calculations and interprets simple construction drawings.
Necessary Infrastructure	
Digital Tools used in Teaching	
Link for further information	https://construct2.ge/short-term-courses/courses/9

	Installation of metal-plastic and aluminum doors and windows.
Area	Green Transition in the Manufacturing Industry
Type of Business Education Partnership	Training and qualification programs
Partner country	GEORGIA
Short description	Any interested adult has the opportunity to enroll in a professional training program designed to provide specific knowledge and skills in a short period of time, enabling them to find employment in the respective field. The training will be conducted through work-based learning by highly qualified specialists, in accordance with modern occupational safety regulations. The weekly workload for the theoretical and practical training process at the institution is 12 contact hours. Upon achieving the intended learning outcomes of the professional training program, graduates will be awarded a state-recognized certificate of professional education, which includes an annex detailing the knowledge and skills acquired during the program.
EQF - Level	3
Duration	2 months
ECTS	24
Type of Recognition	Certificate
Language	Georgian
VET - System	I-VET
Learning Outcomes	A metal-plastic and aluminum door and window installer is capable of creating measurement-based drawings for metal-plastic and aluminum doors, windows, and light-transmitting systems; installing metal-plastic and aluminum doors and windows; installing facade light-transmitting and glass systems; identifying defects in installed metal-plastic and aluminum doors, windows, and light-transmitting systems, and taking corrective measures to eliminate them.
Necessary Infrastructure	
Digital Tools used in Teaching	
Link for further information	https://construct2.ge/short-term-courses/courses/27

8. Top 3 Greek Business education partnerships

	Total utility value	Title	Link
1	1,25	**Reorganizing Local Enterprises within the Intervention Area of Larissa's Sustainable Urban Development Strategy – Training for Professionals and Employees in Sustainable, Green, and Innovative Entrepreneurship**	N/A
2	1,42	**Aluminum Architectural Systems Manufacturing and Installation Technician**	N/A
3	1,92	**Hydrogen Summer ScH2ool, as part of the Green Skills for Hydrogen Erasmus+ Project.**	https://greenskillsforhydrogen.eu/

	Reorganizing Local Enterprises within the Intervention Area of Larissa's Sustainable Urban Development Strategy – Training for Professionals and Employees in Sustainable, Green, and Innovative Entrepreneurship
Area	Green Transition in the Manufacturing Industry
Type of Business Education Partnership	Training and qualification programs
Partner country	GREECE
Short description	This training program empowers young unemployed individuals (18–29) with digital and entrepreneurial skills focused on sustainability, innovation, and inclusivity, supporting the broader objective of building a Sustainable Town Habitat. Through the development of green business strategies and ethical digital presence, participants are prepared to launch or support enterprises that contribute to the ecological, social, and economic sustainability of their communities. With a practical and participatory approach, the program bridges digital marketing with eco-conscious entrepreneurship, aligned with circular economy principles and green transition goals.
EQF - Level	4
Duration	200 hours
ECTS	
Type of Recognition	Certificate;
Language	Greek
VET - System	C-VET
Learning Outcomes	Develop sustainable and ethical business strategies using digital tools Promote green products and services using targeted digital marketing Understand and apply circular economy principles to entrepreneurship Design digital content for social inclusion and low-carbon branding Contribute to the transformation of urban areas into Sustainable Town Habitats
Necessary Infrastructure	Equipped computer labs, Online learning and collaboration tools, Access to case studies and simulation tools, Counseling and mentoring space
Digital Tools used in Teaching	E-learning platform (LMS)
Link for further information	N/A

	Aluminum Architectural Systems Manufacturing and Installation Technician
Area	Lightweight and Wood Construction
Type of Business Education Partnership	Training and qualification programs
Partner country	GREECE
Short description	The program equips workers in the aluminum construction sector with specialized, updated knowledge and skills necessary for the correct execution of manufacturing and installation tasks. Through the integration of theory and hands-on practice, participants apply classroom knowledge in a real-world manufacturing environment, hosted in EXALCO's advanced facilities in Athens and Larissa. The curriculum includes energy-saving systems, human resources, costing, technical sales, legislation, installation practices, health & safety, software use, and innovation in aluminum systems. It has already trained 238 participants across 12 training groups.
EQF - Level	4
Duration	50 hours (34 hours theory + 16 hours practice)
ECTS	
Type of Recognition	Certificate
Language	Greek
VET - System	C-VET
Learning Outcomes	Ability to construct and install aluminum architectural systems in compliance with regulations, Use of relevant tools, machinery, and software, Understanding cost estimation and resource management, Applying quality assurance and safety practices, Competency in modern installation techniques (e.g., sealing, insulation)
Necessary Infrastructure	Access to aluminum system manufacturing units, Modern machinery and equipment (e.g., CNC, mounting tools), Digital tools, Classrooms for theoretical learning, Demo rooms and test chambers
Digital Tools used in Teaching	Virtual simulations Presentation platforms (e.g., PowerPoint)
Link for further information	N/A

	Hydrogen Summer ScH2ool, as part of the Green Skills for Hydrogen Erasmus+ Project.
Area	Green Transition in the Manufacturing Industry
Type of Business Education Partnership	Cooperation projects and research partnerships
Partner country	GREECE
Short description	The Hydrogen Summer ScH2ool is an annual educational programme held at the University of Western Macedonia in Kozani, Greece, focusing on hydrogen technologies. The Summer School is organised as part of the implementation of the Green Skills for Hydrogen (Green Skills for H2) Erasmus+ project and it is co-organised by CluBE - Cluster of Bioeconomy and Environment of Western Macedonia, the University of Western Macedonia, the Centre for Lifelong Learning (KEDIVIM) of the University of Western Macedonia, and Advent Technologies company. It is designed for undergraduate and postgraduate students, professionals, engineers, and technical staff from around the world, aiming to enhance their expertise in the hydrogen sector. The curriculum covers the entire hydrogen value chain, including production, storage, transportation, end-use applications, safety protocols, and economic aspects. Participants benefit from expert-led lectures, interactive workshops, and practical demonstrations, such as those on High-Temperature Proton Exchange Membrane (PEM) technology. The programme also includes educational visits to industrial facilities, providing real-world insights into hydrogen applications. This initiative plays a vital role in reskilling and upskilling individuals for the rapidly growing global hydrogen industry.
EQF - Level	5
Duration	5-days intensive educational course
ECTS	During the 1st Hydrogen Summer ScH2ool, funded by the Green Skills for Hydrogen project, participants received a certificate of attendance, signed by Nikos and the Scientific Coordinator from the University of Western Macedonia; however, no ECTS credits were awarded. In contrast, the 2nd Hydrogen Summer ScH2ool, organised through the University's Centre for Lifelong Learning (KEDIVIM), provided participants with a certificate of attendance accredited with 1.6 ECVET credits, in accordance with the European Credit System for Vocational Education and Training.
Type of Recognition	Microcredential
Language	English
VET - System	C-VET
Learning Outcomes	1. Participants develop a comprehensive understanding of hydrogen technologies, encompassing production, storage, transportation, and applications. This in-depth

	knowledge equips them with the expertise required to contribute effectively to advancements in the field. 2. The Summer School attendees can expand their professional networks, since it lays the ground for them to engage with scientists, researchers, and industry professionals. These collaborations facilitate knowledge exchange, foster interdisciplinary discussions, and create opportunities for future partnerships within the hydrogen sector. 3. The programme fosters innovation by encouraging creative thinking and the development of sustainable solutions. Through tackling real-world challenges, participants drive technological advancements and contribute to the growth of the hydrogen economy. 4. Equipped with specialised skills and insights, participants actively support the global transition to a hydrogen-based energy system. Their expertise plays a key role in accelerating progress towards a more sustainable, low-carbon future.
Necessary Infrastructure	1st Hydrogen Summer ScH2ool: No specialised facility was used. 2nd Hydrogen Summer ScH2ool: Included a live demonstration of Advent Technologies' products, where the company presented the technologies and solutions it is developing.
Digital Tools used in Teaching	1. Communication Tools: Microsoft Teams, ZOOM, 2. Interactive Presentation Tools: Mentimeter
Link for further information	https://greenskillsforhydrogen.eu/

9. Top 3 Moldovan Business education partnerships

	Total utility value	Title	Link
1			
2			
3			

10. Top 3 Portuguese Business education partnerships

	Total utility value	Title	Link
1	2,00	**IPN Incubator**	https://www.ipn.pt/incubadora
2	2,00	**Network of Excellence Partners for Learning**	https://www.iefp.pt/rede-parceiros-aprendizagem?tab=rede-de-parceiros
3	2,14	**Cluster Educational and Training Events**	https://clusterhabitat.pt/en/events/

	IPN Incubator
Area	Green Transition in the Manufacturing Industry
Type of Business Education Partnership	Mentoring programs
Partner country	PORTUGAL
Short description	IPN Incubator is an initiative of Pedro Nunes Institute (IPN) and the University of Coimbra. At the Incubator, companies in the first years of existence have access to conditions that promote access to the scientific and technological system and a wide range of services facilitating the start-up process and entrance to the market through training in technical and management areas and contact with national and international markets. The Incubator provides support for the early stages of new innovative, technology-based or advanced services business projects.
EQF - Level	6
Duration	Variable (1-3 years)
ECTS	
Type of Recognition	
Language	Portuguese; English;
VET - System	C-VET
Learning Outcomes	Market entry through training
Necessary Infrastructure	
Digital Tools used in Teaching	
Link for further information	https://www.ipn.pt/incubadora

	Network of Excellence Partners for Learning
Area	Green Transition in the Manufacturing Industry
Type of Business Education Partnership	Training and qualification programs
Partner country	PORTUGAL
Short description	The Partner of Excellence for Apprenticeships managed by IEFP consists of awarding a certificate of recognition to apprenticeship support organisations that develop high-quality practical training in a work context, providing benchmark learning conditions that facilitate the development and acquisition of technical and organisational skills that are fundamental to the professional activity and contribute to the employability of young people. Main objectives are: (i) Distinguish and disseminate best practices by support entities in the areas of qualification and youth employability; (ii) Recognize and promote companies and other employers as dynamic and integrated spaces for training and qualification. (iii) Encourage companies and other employers to adopt a strategic vision of qualification as essential for improving competitiveness; (iv) Raise awareness among companies and employers about the need to invest in training to strengthen modernization and improve service quality.
EQF - Level	3
Duration	Variable
ECTS	
Type of Recognition	Certificate
Language	Portuguese;
VET - System	I-VET
Learning Outcomes	Skills training
Necessary Infrastructure	
Digital Tools used in Teaching	
Link for further information	https://www.iefp.pt/rede-parceiros-aprendizagem?tab=rede-de-parceiros

	Cluster Educational and Training Events
Area	Green Transition in the Manufacturing Industry
Type of Business Education Partnership	Guest lectures and workshops
Partner country	PORTUGAL
Short description	Cluster Habitat Sustentável continuously promotes a series of workshops, lectures and conferences dedicated to specific challenges that the Habitat value chain is facing and that could impact the competitiveness of the Cluster members. Most of these actions are nowadays related to the Green and Digital Transition in the industry and society, and they are either organised by the Cluster and its members.
EQF - Level	4
Duration	Variable
ECTS	
Type of Recognition	Membership or registered participation;
Language	Portuguese; English;
VET - System	C-VET
Learning Outcomes	Knowledge on solutions for the construction and development of sustainable Habitat
Necessary Infrastructure	Conference rooms (physical or virtual)
Digital Tools used in Teaching	Digital Communication Platforms
Link for further information	https://clusterhabitat.pt/en/events/

11. Top 3 Spanish Business education partnerships

	Total utility value	Title	Link
1	1,00	**Creation of digital content to implement it in virtual reality.**	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://cifppicofrentes.centros.educa.jcyl.es/sitio/upload/Contenidos_Objetivos_Resultados.pdf
2	1,31	**I+D+I PROJECT. GPON, 5G, AND RADIO LINK FIBER OPTIC NETWORK (AE-PUB-2024-021)**	http://cifppicofrentes.centros.educa.jcyl.es/sitio/index.cgi?wid_seccion=16&wid_item=294
3	1,31	**"Aluminum and PVC Windows and External doors" included in BASIC LEVEL VET CYCLE Manufacturing and Assembly**	https://cifptecin.com/instalacion-de-carpinteria-exterior-en-edificacion-cumpliendo-criterios-de-eficiencia-energetica/

	Creation of digital content to implement it in virtual reality
Area	Green Transition in the Manufacturing Industry
Type of Business Education Partnership	Alumni and Business Networks
Partner country	SPAIN
Short description	Creating virtual reality experiences in which partner companies can advance their career development using innovative technology such as virtual reality. What we want is to Propose a solution to partner companies' problems that can improve work planning and achieve better results. Our objectives are: Virtual Reality Training: o Creating 3D designs for inspection in virtual reality. o Taking images or videos of real environments for inspection in virtual reality. o Creating the specific virtual environment for each action. - Creating content applied to virtual reality. - Collaboration between schools and companies. - Simulating in safe environments. - Methodological innovation and implementing VR into the daily, real-life dynamics of companies and classrooms. - Sustainable Development Goals (SDGs).
EQF - Level	6
Duration	one course (it was developed the course 23-24)
ECTS	
Type of Recognition	Certificate
Language	Spanish
VET - System	I-VET
Learning Outcomes	What we have done, thanks to this project is: Training in model optimization and conversion for VR adaptation. - Training in VR software for 3D model analysis. - Training in creating immersive 360° environments with points of interest. - Development of material design and creation of scenarios for each of the established experiences. - Presentation of each of the developed experiences to all the school's teaching staff and the collaborating company. - Participation and collaboration among the center's four professional groups.
Necessary Infrastructure	VR software for 3D model. 360º camera for virtual enviroment
Digital Tools used in Teaching	Computer and specific Software
Link for further information	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://cifppicofrentes.centros.educa.jcyl.es/sitio/upload/Contenidos_Objetivos_Resultados.pdf

	I+D+I PROJECT. GPON, 5G, AND RADIO LINK FIBER OPTIC NETWORK (AE-PUB-2024-021)
Area	Lightweight and Wood Construction
Type of Business Education Partnership	Alumni and Business Networks
Partner country	SPAIN
Short description	This project has a lot to see with the habitat sector, where telecommunications have a fundamental importance. With this project we try to learn about the development of a telecommunications network suitable for a population with poor telecommunications coverage (in the region we live, this is a common trouble). The activities we´ll be developing during this project: Implementation of a GPON fiber optic network with the GPON system and the possibility of configuring a Triple Play system that can include up to 6 subnets (internet, television, telephone, etc.). • Talks given by the companies involved in the project, explaining both the technology used and the equipment configuration. • Involving students in the activities so they can gain firsthand knowledge of both technological aspects and the company's requirements and the positions they can be offered based on the profiles described. • Assembly and configuration of specific equipment to put the acquired knowledge into practice and the implementation of the GPON network. • Visits to operating facilities through collaborating companies. • Implementation of the acquired knowledge in the classroom. • Impact on the number of internships conducted with students and the resources available for this purpose. • Promotion and publicity of the activities carried out by the team in various media. • Knowledge exchange between teachers at the center and with other centers with the aim of improving the teaching and learning process.
EQF - Level	6
Duration	one course (2024-2025)
ECTS	
Type of Recognition	Certificate
Language	Spanish
VET - System	I-VET
Learning Outcomes	• Complement and expand the teaching and professional skills of the teaching staff. • Foster relationships between CIFP Pico Frentes and the companies involved in the project, especially those participating in the project. • Receive information from the companies in the form of talks, conferences, and classes for interconnecting project-related equipment. • Simulation of a telecommunications network suitable for a population with limited telecommunications coverage. • Create a team of teachers and a trainer for practical work in telecommunications, fiber optics, and GPon networks. • Foster relationships with other national centers

	that have worked with GPon networks. • Disseminate the work carried out in the implementation of this project to both the general public and students in our cycles, through the channels available to the Center. • Conduct visits to companies or facilities that provide information of interest to the project. • Involve the public in the field of the studies and activities carried out at our Center. • Establish a population in Soria by making it easier for companies to hire local, well-qualified workers, so they don't have to travel abroad to find work.
Necessary Infrastructure	the GPON system and with the possibility of configuring a Triple Play system in which up to 6 subnets can be included
Digital Tools used in Teaching	Specific programmes for the GPON system
Link for further information	http://cifppicofrentes.centros.educa.jcyl.es/sitio/index.cgi?wid_seccion=16&wid_item=294

	"Aluminum and PVC Windows and External doors" included in BASIC LEVEL VET CYCLE Manufacturing and Assembly
Area	Green Transition in the Manufacturing Industry
Type of Business Education Partnership	Curriculum development and adaptation
Partner country	SPAIN
Short description	Perform basic machining and assembly operations for mechanical manufacturing using ferrous, non-ferrous, and techno-plastic materials, as well as for the installation, ensuring the required quality, complying with occupational risk prevention and environmental protection regulations, and communicating orally and in writing in Spanish and, where applicable, in the corresponding co-official language, as well as in a foreign language.
EQF - Level	3
Duration	100 h
ECTS	
Type of Recognition	Basic VET Certificate in Manufacturing and Assembly;
Language	Spanish;
VET - System	I-VET
Learning Outcomes	The holder: Carries out assembly operations of non-ferrous products, relating the assembly phases to the characteristics of the final product.
Necessary Infrastructure	workshop, windows and specialised tools.
Digital Tools used in Teaching	Teams, Stream, Moodle
Link for further information	https://cifptecin.com/instalacion-de-carpinteria-exterior-en-edificacion-cumpliendo-criterios-de-eficiencia-energetica/