

## Talentjourney 2.3 Report Outline

1. Introduction
  - 1.1 Background (reasons for entering into joint curricula collaboration and life-long trainings)
  - 1.2 Ideation (Ideation of the trans-national CDS vocational curricula, added value and wider relevance of the intended learning outcomes)
2. Inclusion
  - 2.1 Partners strategies (brief description) *how to include curricula in existing strategy*
  - 2.2 Internationalisation policy
3. Regulation (*regarding implementation of joint curricula, probably some research has already been done*)
  - 3.1 National regulation
  - 3.2 Institutional (employers) regulation
4. Role of Project partners
  - 4.1 Strategic and practical PPs support and flexibility ("what", "who", "why" and "how")
  - 4.2 Strategic commitment (the commitment has to be visible, understandable, credible)
  - 4.3 Mutual trust (through open communication and a shared understanding)
5. Identified needs (according to the regional, national and global labour market needs) (*findings from report 2.1*)
  - 5.1 which knowledge/skills/competences will be included in designing the trans-national sector-wide vocational curricula?
  - 5.2 which knowledge/skills/competences will be included in trainings at the regional, national and international level?
6. Defining impact
  - 6.1 Indicators for the excellence - that are crucial for the excellence of the joint curricula (report 2.2)
  - 6.2 Definition of target learners
  - 6.3 Benefits for the main end users (learners, VET teachers/tutors, company trainers, employers, other stakeholders)
7. Draft planning (designing of the trans-national CDS vocational curricula/joint curricula as well as life-long trainings, implementation of trans-national CDS vocational curricula, as well as life-long trainings, testing / piloting joint curricula and testing/delivering lifelong trainings)
  - 7.1 Timing of development
  - 7.2 Budgeting for implementation