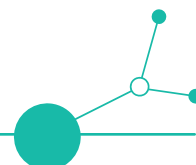


Template to analyze curricula

Deliverable D.1.3.1



Final version

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A. About INNOSKILLS-CE

[INNOSKILLS-CE](#) aims to strengthen skills for smart specialisation, industrial transition and entrepreneurship in selected Central European regions located outside the main development centres. The project focuses in particular on young people, schools and SMEs in rural, peripheral, post-industrial or structurally challenged areas where access to modern skills, vocational education and labour market opportunities is often more limited.

The project responds to common challenges observed in the three partner regions: Lower Ferrara in Italy, the Wałbrzych area in Poland and Vas County in Hungary. Although these regions have clear economic and industrial potential, they also face barriers related to geographical or functional peripherality, skills shortages, youth migration, early school leaving, unemployment, and difficulties in adapting education and training systems to the needs of a changing economy.

To address these challenges, INNOSKILLS-CE combines cooperation between schools, SMEs, universities, training institutions, public authorities and business support organisations with the development of modern educational tools. The project supports the design of training programmes based on immersive technologies, including augmented and virtual reality, and introduces a shared Learning Management System platform for collecting and exchanging educational resources.

The project is expected to improve the alignment between education and labour market needs, especially in key manufacturing and technology-related sectors such as mechanics, automation and robotics. Its main results include a joint training strategy, a package of innovative training solutions, pilot activities testing immersive training approaches in practice, and a transnational LMS system supporting continuous, hands-on learning.

In this context, SMEs are not only a target group of the project, but also an important source of knowledge. Their involvement is necessary to better understand current and emerging skills needs, identify gaps between education and business practice, and support the development of training solutions that are relevant for students, teachers and regional labour markets.

B. Purpose of the template

This template supports the analysis of training needs in secondary technical and vocational schools. It is intended to help project partners identify how existing curricula, teaching resources and school-company cooperation correspond to skills needs expressed by SMEs, especially in key manufacturing and technology-related sectors.

The core of the template is the curriculum analysis tool (section C) to be used by all INNOSKILLS-CE partners for understanding and describing relevant curricula in their areas. Optionally the partnership may use the students survey (section D) to add another perspective.

The collected information will feed into the training strategy and the design of innovative learning resources, including LMS-based and AR/VR-supported training modules.



C. Curriculum analysis tool

Duplicate all tables for every school involved in the analysis. Where exact data are not available, informed estimates are acceptable.

This template may be completed with the assistance of teachers or other school representatives who know the relevant education programmes and school practice. It may also be used as a guide for a structured interview with school representatives. However, project partners remain responsible for collecting, checking and entering the data in a consistent way.

A programme means a full school pathway, occupation or profile offered to students, for example automation technician, mechatronics technician, ICT technician or another vocational/technical profile. Subjects or modules are the specific parts taught within such a programme, for example automation, robotics, CNC programming, CAD/CAM, workplace safety, entrepreneurship, foreign language for vocational purposes, or practical training modules.

1. Please describe the school.

School name	
Country	
Location of the school (town / municipality)	
Type of school	☐ Technical secondary school ☐ Vocational / sectoral school ☐ Other: (describe)
Number of students	
Number of teachers	

2. Please characterise the education programmes currently offered by the school. Add rows as needed.

Education programme / occupation / profile	ESCO Code(s)	Number of teachers involved	Average number of students starting per year	Average number of graduates per year

2.a. Additional comments - where relevant.

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Duplicate tables 3-7 for every programme listed in table 2.

3. Please list the subjects / modules offered within the programmes and relevant for INNOSKILLS-CE, currently offered by the school. Add rows as needed.

Programme			
Subject / module	Number of direct contact teaching hours	Is this subject mandatory under national curriculum requirements?	Is this subject taught onsite or online?
		☐ Yes ☐ No	☐ Onsite ☐ Online
		☐ Yes ☐ No	☐ Onsite ☐ Online
		☐ Yes ☐ No	☐ Onsite ☐ Online

4. Please check whether the following technical skills are currently covered in the curriculum.

Programme	
Area	Coverage
Basic digital skills (e.g. office software, ERP basics, digital communication tools)	☐ Yes ☐ No ☐ Difficult to say
Advanced digital & Industry 4.0 skills (e.g. AI, data analytics, automation, IoT, digital systems)	☐ Yes ☐ No ☐ Difficult to say
Manufacturing technologies (e.g. CNC machines, robotics/cobots, production equipment)	☐ Yes ☐ No ☐ Difficult to say
Innovation & development capacity (e.g. product development, CAD/CAM, prototyping, R&D activities)	☐ Yes ☐ No ☐ Difficult to say
Workforce & operational skills (e.g. maintenance, troubleshooting, process optimisation, quality management)	☐ Yes ☐ No ☐ Difficult to say

4.a. Additional descriptions and notes - where relevant.

Programme	
Notes on technical skills	

5. Please check whether the following soft skills are currently covered in the curriculum.

Programme	
Area	Coverage
Collaboration skills and work attitudes (e.g. communication, teamwork, reliability, work organisation, attention to detail)	☐ Yes ☐ No ☐ Difficult to say
Learning and adaptability skills (e.g. willingness to learn, adaptability to change, digital confidence/mindset, openness to new working methods)	☐ Yes ☐ No ☐ Difficult to say
Problem-solving and initiative (e.g. critical thinking, practical problem-solving, initiativeness, independent judgement)	☐ Yes ☐ No ☐ Difficult to say
Customer and workplace orientation (e.g. customer orientation, understanding of workplace safety, responsibility in daily work)	☐ Yes ☐ No ☐ Difficult to say
Communication in broader contexts (e.g. foreign language skills, intercultural communication, ability to cooperate with external partners or clients)	☐ Yes ☐ No ☐ Difficult to say



5.a. Additional descriptions and notes - where relevant.

Programme	
Notes on soft skills	

6. Please check whether the following experiences are currently in place for the curriculum.

Programme	
Area	Coverage
Availability and reliability of ICT infrastructure for teaching	☐ Yes ☐ No ☐ Difficult to say
Use of digital learning platforms in regular teaching	☐ Yes ☐ No ☐ Difficult to say
Availability of digital teaching materials for vocational subjects	☐ Yes ☐ No ☐ Difficult to say
Experience with simulators, virtual labs, AR/VR or other immersive tools	☐ Yes ☐ No ☐ Difficult to say
Technical support available at school for digital learning solutions	☐ Yes ☐ No ☐ Difficult to say

6.a. Additional descriptions and notes - where relevant.

Programme	
Notes on experiences	

7. Please describe known cooperation with companies (provide short examples, case studies, website links).

Programme	
Type of cooperation	Description / example / case study
Company visits for students	
Internships / apprenticeships	
Guest lectures by company representatives	
Participation in curriculum consultations	
Joint development of training materials	
Practical tasks or case studies based on company experience	
Teacher visits or internships in companies	
Participation in local workshops	
Testing new educational tools	
Cooperation in AR/VR training scenario design	
Patronage classes / sponsored classes or laboratories	
Career guidance, job fairs, meetings with employers or alumni	
Support for vocational examinations or sectoral certification	



D. The students survey

0. Respondents' profile

0.1. School name	
0.2. Country	
0.3. Location of the school (town / municipality)	
0.4. Type of school	☐ Technical secondary school ☐ Vocational / sectoral school ☐ Other: (describe)
0.5. Education programme / occupation / profile	
0.6. Age group	☐ Up to 19 ☐ 19 or older ☐ Prefer not to say
0.6. Sex	☐ Female ☐ Male ☐ Other ☐ Prefer not to say

Respondents are asked to answer on behalf of themselves.



1. The survey

INTRO: We would like to understand how your school prepares you for future work and further learning. There are no right or wrong answers. Please answer honestly from your own point of view. The survey is anonymous and should take about 20 minutes.

1.1. How well does your current learning prepare you in the following technical areas?

Area	1 (low)	2	3	4	5 (high)
Basic digital skills (e.g. office software, ERP basics, digital communication tools)	☐	☐	☐	☐	☐
Advanced digital & Industry 4.0 skills (e.g. AI, data analytics, automation, IoT, digital systems)	☐	☐	☐	☐	☐
Manufacturing technologies (e.g. CNC machines, robotics/cobots, production equipment)	☐	☐	☐	☐	☐
Innovation & development capacity (e.g. product development, CAD/CAM, prototyping, R&D activities)	☐	☐	☐	☐	☐
Workforce & operational skills (e.g. maintenance, troubleshooting, process optimisation, quality management)	☐	☐	☐	☐	☐

1.2. Which technical areas would you most like to practise more? **Select up to 3 or leave the fields blank if no upgrade is needed.**

Basic digital skills (e.g. office software, ERP basics, digital communication tools)	☐
Advanced digital & Industry 4.0 skills (e.g. AI, data analytics, automation, IoT, digital systems)	☐
Manufacturing technologies (e.g. CNC machines, robotics/cobots, production equipment)	☐
Innovation & development capacity (e.g. product development, CAD/CAM, prototyping, R&D activities)	☐
Workforce & operational skills (e.g. maintenance, troubleshooting, process optimisation, quality management)	☐
Other	describe

1.3. How well does school help you develop the following soft skills?

Area	1 (low)	2	3	4	5 (high)
Collaboration skills and work attitudes (e.g. communication, teamwork, reliability, work organisation, attention to detail)	☐	☐	☐	☐	☐
Learning and adaptability skills (e.g. willingness to learn, adaptability to change, digital confidence/mindset, openness to new working methods)	☐	☐	☐	☐	☐



Problem-solving and initiative (e.g. critical thinking, practical problem-solving, initiativeness, independent judgement)	☐	☐	☐	☐	☐
Customer and workplace orientation (e.g. customer orientation, understanding of workplace safety, responsibility in daily work)	☐	☐	☐	☐	☐
Communication in broader contexts (e.g. foreign language skills, intercultural communication, ability to cooperate with external partners or clients)	☐	☐	☐	☐	☐

1.4. Which soft skills would you most like to practise more? **Select up to 3 or leave the fields blank if no upgrade is needed.**

Collaboration skills and work attitudes (e.g. communication, teamwork, reliability, work organisation, attention to detail)	☐
Learning and adaptability skills (e.g. willingness to learn, adaptability to change, digital confidence/mindset, openness to new working methods)	☐
Problem-solving and initiative (e.g. critical thinking, practical problem-solving, initiativeness, independent judgement)	☐
Customer and workplace orientation (e.g. customer orientation, understanding of workplace safety, responsibility in daily work)	☐
Communication in broader contexts (e.g. foreign language skills, intercultural communication, ability to cooperate with external partners or clients)	☐
Other	describe

1.5. Which forms of cooperation with companies have you already experienced? **Select as many options as needed.**

Type of cooperation	Checkbox
Company visits for students	☐
Internships / apprenticeships	☐
Guest lectures by company representatives	☐
Practical tasks or case studies based on company experience	☐
Career guidance, job fairs, meetings with employers or alumni	☐
Testing new educational tools	☐
AR/VR training	☐
Patronage classes / sponsored classes or laboratories	☐
Other	describe
or None of the above yet	☐



1.6. Which forms of cooperation with companies would help you most in learning or career planning? **Select up to 3.**

Type of cooperation	Checkbox
Company visits for students	☐
Internships / apprenticeships	☐
Guest lectures by company representatives	☐
Practical tasks or case studies based on company experience	☐
Career guidance, job fairs, meetings with employers or alumni	☐
Testing new educational tools	☐
AR/VR training	☐
Patronage classes / sponsored classes or laboratories	☐
Other	describe
or None of the above yet	☐

1.7. How ready do you feel to learn with the following tools or methods??

Area	1 (low)	2	3	4	5 (high)
Use of digital learning platforms in regular teaching	☐	☐	☐	☐	☐
Digital teaching materials for vocational subjects	☐	☐	☐	☐	☐
Simulators, virtual labs, AR/VR or other immersive tools	☐	☐	☐	☐	☐
Learning-management-system-based materials and blended learning	☐	☐	☐	☐	☐
Company-based practical tasks or problem-based learning	☐	☐	☐	☐	☐
Technical support when using digital learning solutions	☐	☐	☐	☐	☐

1.8. Where would digital or AR/VR support be most useful for you?

Subject / module / training situation	Why would digital or AR/VR support be useful?



1.9. Share some thoughts on your future work.

Question	Response
What is your most likely pathway after graduation?	☐ Work locally/regionally ☐ Work elsewhere ☐ Further education ☐ Combine work and further education ☐ Difficult to assess
How do you see work in local/regional manufacturing SMEs?	☐ Positive ☐ Neutral ☐ Rather negative ☐ I do not know enough to say
Which factors influence your career choices the most?	☐ Salary ☐ Stability ☐ Technology/innovation ☐ Work-life balance ☐ Location ☐ Social prestige ☐ Good atmosphere at work ☐ Possibility to learn and grow
What could stop you from choosing local/regional employers?	☐ Salary seems too low ☐ Poor transport / difficult commuting ☐ Limited career-growth opportunities ☐ I would prefer to move to a bigger city or another region ☐ Not enough interesting jobs ☐ I do not know these employers well ☐ Work seems not modern or innovative enough ☐ Family or friends expect me to choose something else ☐ or I am not sure yet

OUTRO: Thank you! Your answers matter. They will help us design learning activities, digital tools and cooperation with companies that better match students' interests, skills and plans for the future.



E. Disclaimer

The template was developed for project implementation purposes and should be used by all partners to contribute to improvements in education concerning the technical and soft skills required in local manufacturing sectors.

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