Report: Deliverable 6.1 Promotion events

VET2Sustain – Promoting sustainable, inclusive and digital Vocational Education and Training

Date: 14.4.2026
Doc. Version: 1

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

Co-funded by the European Union

Document Control Information

Settings	Value
Document Title:	D6.1 Promotion Events
Project Title:	VET2Sustain – Promoting sustainable, inclusive and digital Vocational Education and Training
Document Author:	Anne-Mari Behm, Kirsi Laine, Sami Pirhonen Samiedu Vocational College
Project Manager:	Omnia, the Joint Authority of Education in Espoo Region, Sirje Hassinen
Doc. Version:	1
Sensitivity:	Public
Date:	30.4.2026

Document history:
The Document Author is authorised to make the following types of changes to the document without requiring that the document be re-approved:

- Editorial, formatting, and spelling
- Clarification

To request a change to this document, contact the Document Author or Owner.
Changes to this document are summarized in the following table in reverse chronological order (latest version first).

Revision	Date	Created by	Short Description of Changes
1	27.4.2026	Sirje Hassinen	Added: Tbd - data not available. Added: participant numbers are estimated in large-scale events (p 9). The deliverable looks ready for submission.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

TABLE OF CONTENTS

1. DELIVERABLE SUMMARY 3
2. OVERVIEW OF IMPLEMENTED EVENTS 4
2.1 Organised Events per Partner and Target Group 6
3. TYPES OF IMPLEMENTED EVENTS 9
4. IMPACTS FOR TARGET GROUPS 11
5. EVALUATION 12
6. KEY FINDINGS 14
7. LESSONS LEARNED 14
8. ADDED VALUE FOR PROMOTION EVENTS FROM THE VET2SUSTAIN PROJECT 15
9. CONCLUSIONS 16

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

1. DELIVERABLE SUMMARY

Deliverable 6.1 presents a series of workshops and events organised within the VET2Sustain project to promote vocational education and training as an attractive and relevant option for upper secondary studies. The activities were implemented by partner organisations across different countries, including Finland, Italy, the Netherlands and Germany, and targeted key stakeholder groups influencing educational choices.

In total, a wide range of events were organised across partner countries, reaching a significant number of participants from different target groups.

The events were designed to increase awareness of VET opportunities, strengthen cooperation between education and working life, and support informed decision-making among potential students. In addition, the activities aimed to engage parents, teachers, study counsellors, and working life representatives in a shared dialogue about the role and value of vocational education.

The approach was based on the idea that VET attractiveness can be most effectively improved through direct experience, interaction, and practical understanding. Therefore, the events emphasised hands-on activities, real-life encounters with professionals, and opportunities for discussion and reflection.

This report provides an overview of the events implemented, summarises key findings based on participant feedback and observations, and highlights the impact of the activities in promoting VET across different contexts. Detailed supporting documentation (e.g. participant lists, presentations, invitations, pictures) is available upon request from the project coordinator in compliance with GDPR regulations.

2. OVERVIEW OF IMPLEMENTED EVENTS

This section provides a structured overview of the events organised by the project partners within the framework of the VET2Sustain activities. The table below presents detailed information on each event, including the organising partner, country, date, target group, type of event, and number of participants.

All partner organisations implemented a series of events in line with the project objectives and agreed framework. The events addressed key target groups influencing educational choices and career pathways, namely potential students, their parents, teachers and study counsellors in basic education, as well as representatives of working life and policymakers.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

While the overall structure and objectives of the events were jointly defined at project level, their implementation was adapted to national and regional contexts. This allowed partners to respond to local needs and ensure relevance for participants, while maintaining a coherent approach across the consortium.

The overview demonstrates that a diverse range of event formats was successfully implemented, including onsite, hybrid, and large-scale multi-stakeholder events. Together, these activities increased the visibility of vocational education and training and strengthened cooperation between education and working life across partner countries. The data also indicates strong participation across all key target groups, particularly among students and parents.

All supporting documentation is centrally stored and accessible in the project's shared Teams folder for verification purposes.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

2.1 Organised Events per Partner and Target Group

Country and participant	Event name and date	students/pupils	parents	Teachers/ Counsellors	Work-life presentative	Policy makers
Finland						
Omnia						
	Autoalan päivä - Automotive Sector Day 29.1.2026	385		15-20	45	
	Etäinfo - online info session3.2.2026		33 (+9)			
	Infotilaisuus peruskoulujen opinto-ohjaajille - event for comprehensive school guidance counselors 26.9.2025			69		
	National fair of study counsellors 6.2.2026			600		
	Avoimet ovet – Open house 18.11.2025	86				
	DuuniOmnia 27.1.2026	Hundreds			100	
	National Skills Day 30.1.2026				150	
National event / FI	Ammattiosaamisen päivä Remote (public event)				150 500	50
KAO						
	Ninth guardian´s evening 11.11.2025 Kajaani		65			
	Day of the guidance counsellors 14.11.2025			21		
	The day of eight grade students 24.4.2025	400				
	9th grade students visitor day 5.11.2025 Kuusamo	34+10		4		
	9th GRADERS' WEEK 27.-30.10.2025 Kajaani	800				
	Teams/On-site training for workplace supervisors 22.1.2026				10	
Brahe						
	Kempeleen jatko-opintoilta - Further Studies event in Kempele 3.12.2025	321	136			
	Yhteishakuinfo – Joint application information session 10.2.2026		26			
	Taitaja 9-paikalliskilpailu – skill competition for 9th graders 28.11.2025	90				
	Opomiitti – study councellors 25.4.2025			20		
	Fiian Valakiat 17.5.2025				25-30	

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

Vamia						
	Yhteishaun infoilta huoltajille ja 9-luokkalaisille 29.1.2026	*	150			
	Ammatillinen koulutus ja sen tarjoavat mahdollisuudet (Vocational education and the opportunities it offers) 15.1.2026			135		
	Vaasan alueen Tekonologia-alan yritysten syyslounas (Cooperation and Autumn lunch for companies within the technology industry) 15.9.2025				11	
	Taitaja- 9 kilpailut Vamialla (9th grade Skills competition at Vamia) 12.11.2025	81		5		
Luovi						
	Visiting Day in Luovi for potential students and basic education teachers and study counsellors 12.11.2025	104				
	Remote Visiting Day in Luovi via video connection 3.12.2025	18				
	Visiting Day in Luovi 11.2.2025	118				
	Working life event for employers in Luovi 20.2.2026				14	
Samiedu						
	Ysiviikko - Vocational Education Introduction Day for 9th Graders 10.-13.11.2026	450		*		
	Teknologiatiistai – Technology Tuesday 18.11.2025	100		6		
	Kotiväen ilta - Information Evening for Parents 10.9.2025		29			
	Messuilta Mertalassa - Further Studies Fair in Mertala-school 19.11.2025	225		26		
	Tulevaisuuden työelämä - The Future of Working Life 2.0 2.0 27.11.2025				102	
Italia						
ENAC/ Learning Digital						
	Open Days in our VET Center in Trento 24.10.2025	10	5			
	Open Days in our VET Center in Verona 29.10.2025	12	16			
National event /IT	Vocational Education and Training for the Veneto of the Future: innovation, economic development and social promotion 7.10.2025					100
National event /IT	The Future at Work: Where People and Ideas Meet AI 6.11.2025					30

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

	Creative workshop for lower secondary school teachers and counsellors 8.5.2025			3		
	Salone dell'Orientamento – Orienta Verona 2025 5.-8.11.2025	Thousands	Thousands			
	Canossian Open day student event 15.11.2025	23	43			
	Companies that Educate: Community, Work, Future 13.6.2025				40	
Hollanti						
Aventus						
	Information evening 24.6.2025	225	*			
	Information event for teachers and study councellors 2.10.2025			35		
	How do you develop and keep your technical talents 5.6.2025				46	
Alfa College						
	Alfa College Drenthe College Deltion College Landstede Zone.college Cibap RTC 3.-4.12.2026	2737				
MBO Raad						
National event / NL	BBL Offensief 19.6.2025					14
Saksa						
Region Hannover (BBS Syke)						
	Berufsinformationsbörse 2025 19.-22.2.2025	3875	*		*	
HWK Hannover						
	Kooperationstreffen Handwerk und Schule (Cooperation meet-up between crafts and educational institutions) 03.12.2025		33	26		
	Azubi Speed Dating (speed dating between companies and pupils looking for a dual vocational training programme) 26.2.2026	130			20	
	Frühstück für Ausbilder und Ausbilderinnen 13.06.2025				55	
National event / Germany	UA1 Auschuss 16.04.26				**tbd	tbd
Region Hannover (BBZ Dr. J. Ulderup)						
	Career Information Fair (BIB) at the Vocational Schools in Syke 19.-21.2.2026				30	
	Meet your Company 1.10.2025	470		*	*	
	Preparing for the Future: How the Business High School at BBZ Approaches Career Orientation Systematically 20.1.2026					

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

Note: An asterisk (*) in the column indicates that, in addition to the primary target group, participants from the target group marked with an asterisk also attended the event, but their number is not known.

Tbd (**) data not available

Participant numbers are estimated in large-scale events.

In total, approximately 50 events were organised across partner countries. In Finland, around 3000 participants were reached, in Italy approximately 4,000 participants, in the Netherlands over 3000 participants, and in Germany more than 4,500 participants. Altogether, the events reached an estimated 15 000 participants from different target groups.

The exact number of participants and the distribution across target groups cannot be determined with full precision for all events. In many cases, particularly in large-scale or open events, it is not feasible to collect signatures or detailed participant data from all attendees, especially minors. Nevertheless, despite some level of estimation, the overall scale and reach of the activities are clearly significant and demonstrate a strong impact across all target groups.

The overview demonstrates that a diverse range of event formats was successfully implemented, including onsite, hybrid, and large-scale multi-stakeholder events. Together, these activities increased the visibility of vocational education and training and strengthened cooperation between education and working life across partner countries. The data also indicates strong participation across all key target groups, particularly among students and parents

3. TYPES OF IMPLEMENTED EVENTS

Within the framework of the VET2Sustain project, partner organisations implemented a range of event types targeting key stakeholder groups involved in vocational education and training pathways. The events followed a set of common event types defined at project level, while allowing flexibility to adapt to national and regional contexts.

The implemented events can be categorised as follows:

Onsite events for potential students

These events focused on increasing awareness and interest in vocational education by providing hands-on activities, demonstrations, and opportunities to explore different vocational fields. For

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

example, the Beroepen Doe Dagen event in the Netherlands enabled students to participate in practical workshops and rotate between different professional sectors, gaining direct experience of various careers.

Hybrid events for parents of potential students

This type of events aimed at informing parents about vocational education opportunities, application processes, and future career prospects. For example, hybrid information sessions allow parents to join remotely and ask questions, support informed decision-making, and increase understanding of VET pathways. The most positive feedback was received from parents who had the opportunity to become familiar with workshops and staff members.

Onsite events for teachers and study counsellors in basic education

Events for teachers and study counsellors supported cooperation between basic education and VET providers by offering insights into vocational learning environments and study pathways. Although the concrete examples in the analysed reports focused more on student- and working life-oriented events, the same approach based on direct interaction and information exchange was also applied in events organised for other partners.

Onsite events for working life representatives

Events targeted at working life aimed to strengthen collaboration between VET institutions and companies. For example, the “Meet your Company” event in Germany enabled structured, pre-booked meetings between students and company representatives, allowing in-depth discussions about career opportunities and recruitment.

Hybrid national events for policymakers

These events focused on sharing project experiences, discussing challenges and opportunities related to VET attractiveness, and supporting policy-level dialogue. Although detailed examples of policymaker events were not included in the analysed materials, partners reported organising national-level discussions in line with the project framework.

In addition, some events combine elements of different categories. For example, the application training workshop at BBZ Ulderup in Germany demonstrated how cooperation with companies can be integrated into structured career guidance activities, providing students with realistic interview experiences and direct feedback from employers.

Overall, it can be concluded that across all event types, emphasis was placed on interaction, practical engagement, and dialogue between stakeholders, which is well known pedagogical

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

method. This approach supported the project's objective of promoting VET as an attractive and viable option for upper secondary education.

4. IMPACTS FOR TARGET GROUPS

The implemented events generated clear impact across all main target groups, contributing to increased awareness, improved understanding of vocational education and training, and strengthened cooperation between education and working life.

Potential Students

For potential students, the main impact was the shift from abstract perceptions of VET to a more concrete and experience-based understanding. Hands-on activities and direct interaction with professionals enable students to explore different vocational fields in a practical way. In addition, targeted workshops, such as application training sessions, contributed to increased self-confidence, improved self-presentation skills, and better preparedness for future study or career choices.

Parents of Potential Students

For parents, the events improved understanding of VET pathways, application processes, and future career opportunities. Hybrid formats enabled wider participation and facilitated dialogue through questions and discussions. Feedback indicates that parents gained useful and relevant information, which supported them in guiding their children's educational choices and, in some cases, led to concrete follow-up actions such as school visits.

Teachers and Study Counsellors in Basic Education

For teachers and study counsellors, the events strengthened professional capacity to guide students. Visits to VET workshops, access to up-to-date information, and opportunities for networking improved their understanding of vocational pathways and learning environments. This contributed to more informed and realistic guidance for students and strengthened cooperation between basic education and VET providers.

Representatives of Working Life

For working life representatives, the events created valuable opportunities to engage with students and staff of VET institutions. Networking formats and structured meetings enabled meaningful dialogue, increased visibility of vocational pathways, and supported collaboration related to internships, recruitment, and skills development. Feedback from these events highlights the value of direct interaction and the relevance of VET in addressing labor market needs.

Policymakers

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

While detailed evidence from policymaker events is more limited, the activities contributed to raising awareness of the importance of VET and supporting dialogue on its role in responding to labour market needs and regional development.

Cross-cutting Impact

Across all target groups, three main types of impact can be identified. First, the events increased the visibility and attractiveness of VET by making it more concrete and accessible. Second, they strengthened cooperation between stakeholders, particularly between education providers and working life. Third, they supported informed decision-making by providing relevant, practical, and experience-based information.

5. EVALUATION

The evaluation of the events was based on participant feedback collected through surveys, digital tools (such as MS Forms questionnaires), and facilitated discussions. Across all partner countries, feedback was consistently positive and provides clear evidence of what approaches are most effective in promoting the attractiveness of vocational education and training.

What worked well

The analysis identified several common success factors across the events. Interactive and informal formats proved particularly effective. Activities such as discussions, speed dating, and networking enabled direct engagement between participants and were highly appreciated. These formats created meaningful dialogue between stakeholders and supported stronger connections between education and working life.

Practical and experience-based activities also played a central role. Events that included hands-on elements, demonstrations, and visits to real learning environments increased participant engagement and improved understanding of vocational education. The opportunity to see and experience vocational skills in practice made the learning pathways more concrete and accessible.

Direct contact with students and employers further enhanced the impact of the events. Hearing real experiences from current students and engaging with company representatives made VET more relatable and credible. In several cases, participants highlighted student testimonials as one of the most valuable elements of the events.

In addition, well-organised and accessible event formats contributed to positive outcomes. Clear structure, appropriate timing - particularly evening events for parents - and the possibility to participate online supported high levels of participation and satisfaction.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

Finally, events that created opportunities for networking and cooperation were especially valued. Bringing together schools, companies, and other stakeholders supported the development of long-term partnerships and strengthened the overall VET ecosystem.

What increased the attractiveness of VET

The evaluation indicates that certain elements consistently strengthened the perceived attractiveness of VET. Clear and concrete information about career opportunities was one of the most important factors. Participants valued insights into employment prospects and the relevance of vocational skills in the labour market.

The visibility of pathways to higher education also significantly increased attractiveness. Presenting opportunities for further studies after VET helped address common misconceptions and was particularly important for parents and teachers.

Strong links with working life were another key factor. Events that included active participation from employers and demonstrated real cooperation between education and industry enhanced the credibility and relevance of VET.

Practical learning and “learning by doing” further contributed to positive perceptions. Experiencing vocational tasks helped participants understand the value of applied learning and made VET more appealing.

Positive student experiences and role models played an important role in shaping attitudes. Testimonials and interactions with current students helped challenge existing stereotypes and presented VET as a meaningful and motivating pathway.

In addition, information about personalised and flexible study options increased interest. Participants responded positively to opportunities for individual learning paths, international experiences, and diverse progression routes.

Areas for improvement

Although the overall feedback was very positive, some areas for improvement were identified. In certain events, there was a need for better preparation of participants, particularly students in recruitment-type activities.

Some reports also highlighted the need to increase the involvement of working life representatives in events targeted at parents, in order to provide a more comprehensive view of real career opportunities.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

In addition, clearer communication about specific study requirements, admission criteria, and expectations was identified as an area for development.

Finally, practical arrangements such as space, acoustics, and scheduling in larger events were mentioned as aspects that could be improved in future implementations.

6. KEY FINDINGS

The evaluation results highlight several key factors that contribute to the effectiveness of VET promotion events:

- Interactive and participatory formats are more effective than passive information sessions, as they increase engagement and support meaningful learning
- Direct contact with students and employers increases the credibility and attractiveness of VET by providing authentic insights into study pathways and careers
- Clear and concrete information for parents on progression pathways and employment opportunities is essential to support informed decision-making
- Hybrid formats improve accessibility and participation, while onsite interaction creates stronger engagement and more impactful experiences

7. LESSONS LEARNED

The implementation of events across partner countries demonstrates that different formats serve complementary purposes and should be used strategically:

- Small-scale and targeted events enable deeper engagement, more personalised guidance, and stronger interaction between participants
- Large-scale events are effective in raising awareness and increasing the visibility of VET
- Preparation of participants is important, particularly in recruitment-oriented activities, as it improves the quality of interaction
- Systematic involvement of working life representatives across all event types is essential to ensure relevance, credibility, and alignment with labour market needs
- Reaching policymakers proved challenging, yet it is essential for VET institutions to engage them to ensure visibility, support, and long-term impact.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

8. ADDED VALUE FOR PROMOTION EVENTS FROM THE VET2SUSTAIN PROJECT

The VET2Sustain project provided significant added value to the planning, implementation, and evaluation of the events across all partner countries. Based on the analysis of event reports, the contribution of the project can be summarised through several key aspects.

Firstly, the project introduced a more evidence-based approach to event design. The findings from earlier work packages, particularly related to the attractiveness of VET, were actively used to shape event content and focus. This ensured that events addressed real challenges, such as lack of awareness, weak cooperation between stakeholders, and misconceptions about vocational education. As a result, events consistently highlighted key factors influencing VET attractiveness, including career opportunities, practical learning, and progression pathways.

Secondly, the project supported a more targeted and strategic engagement of stakeholders. Partners reported that the project helped them to better identify and prioritise key target groups, especially those influencing young people's educational choices, such as parents, teachers, and guidance counsellors. This led to more tailored event formats and communication, increasing the relevance and impact of the activities.

Thirdly, VET2Sustain contributed to the development of more systematic evaluation practices. Compared to previous activities, partners applied more structured methods for collecting and analysing feedback, including the use of digital tools and clearly defined evaluation questions. This enabled a more consistent assessment of event outcomes and supported continuous improvement of future activities.

In addition, the project strengthened cooperation and knowledge exchange both nationally and internationally. Partners benefited from shared experiences and examples from other countries, which supported the development of new approaches and reinforced collaboration between VET providers and working life. The project also helped to connect different stakeholder groups, creating opportunities for dialogue and long-term cooperation.

Finally, the project added value at a system level by supporting discussions with policymakers and other key actors. Through participation in national-level events, the project contributed evidence-based insights into discussions on skills development, education pathways, and the role of VET in responding to labour market needs and societal challenges.

Overall, the VET2Sustain project enhanced the quality, relevance, and impact of the events by embedding them within a broader strategic framework. It supported a shift from individual,

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

isolated activities towards a more coordinated, evidence-informed approach to promoting the attractiveness of vocational education and training.

Without the VET2Sustain project, many of the events would likely have remained more fragmented and less systematically evaluated. The project enabled a more coordinated, evidence-based approach and supported cross-country learning among partners

9. CONCLUSIONS

The findings confirm that well-designed, interactive, and practice-oriented events are highly effective in promoting the attractiveness of vocational education and training. The combination of hands-on experience, stakeholder engagement, and clear communication of career pathways plays a central role in shaping positive perceptions of VET.

The VET2Sustain project has contributed to a more strategic, coordinated, and evidence-based approach to promotion activities, supporting both local impact and transnational learning.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

The project consortium

Coordinator

Partners

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.

This material was produced by

VET2Sustain - Promoting sustainable, inclusive and digital Vocational Education and Training project

VET2Sustain

PROMOTING SUSTAINABLE, INCLUSIVE AND DIGITAL VOCATIONAL EDUCATION AND TRAINING

VET2Sustain

VET2Sustain

https://vet2sustain.eu/

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority EACEA. Neither the European Union nor the granting authority can be held responsible for them.