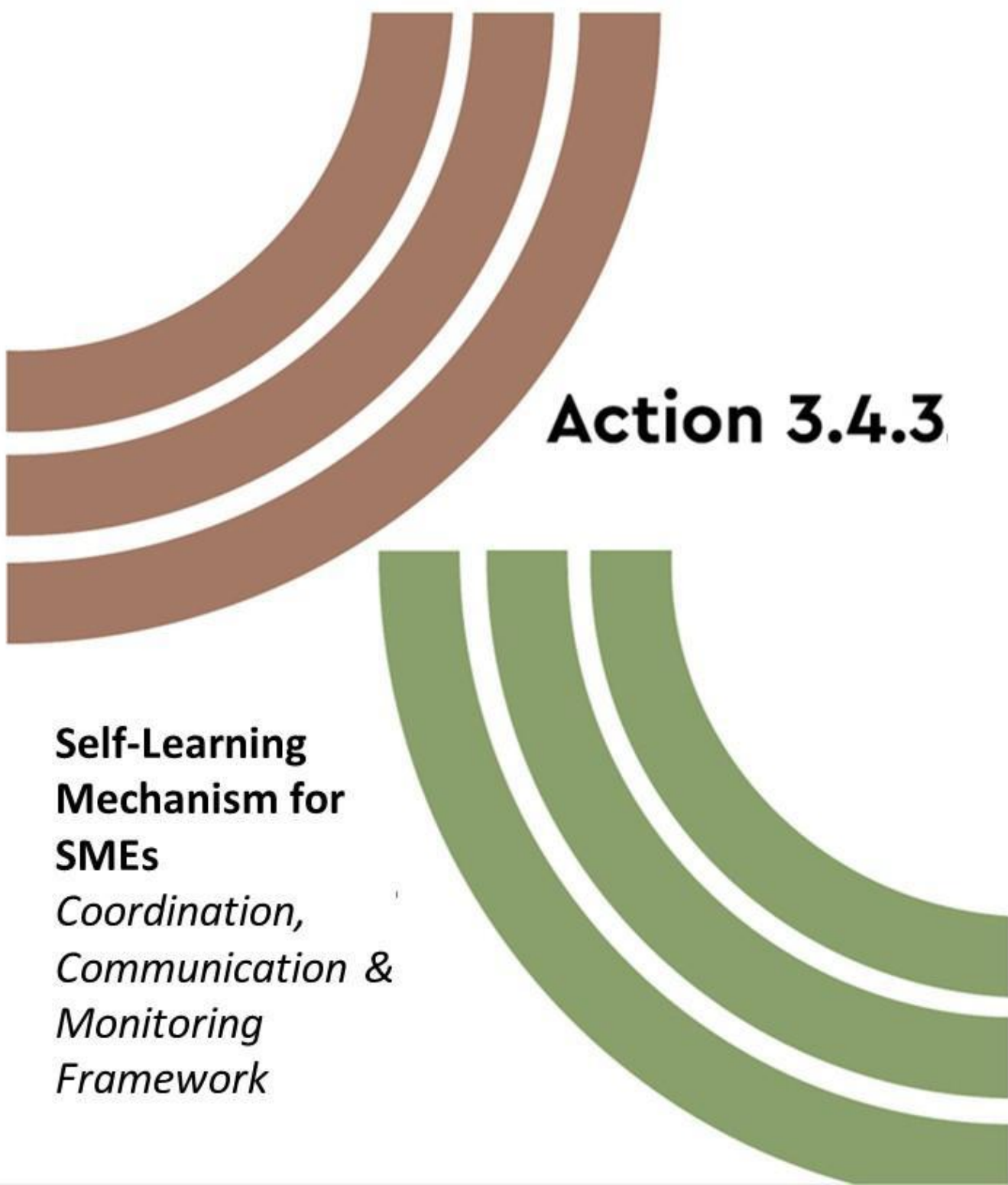




Est. 2006

IME GSEVEE

Small Enterprises Institute
of GSEVEE



Action 3.4.3

**Self-Learning
Mechanism for
SMEs**
*Coordination,
Communication &
Monitoring
Framework*

Action 3.4.3

Self-Learning Mechanism for SMEs

Coordination, Communication & Monitoring Framework

This deliverable refers to the EACEA.A – Erasmus+ Programme
“CoVEs for the Tourism Industry - TOUR-X” Action 3.4.3

and has been developed by the partner

INSTITOUTO MIKRON EPICHIRISEON GENIKIS SYNOMOSPONDIAS EPAGGELMATION BIOTECHNON
EMPORON ELLADOS (IMEGSEVEE),

in accordance with the terms and requirements of the Project Nr. 101056184 Grant Agreement.

Athens, September 2025

Table of Contents

Executive Summary	4
1. Introduction and Contextual Framework	5
1.1 Background and Project Context	5
1.2 The 30-Competency Framework	5
1.3 The Role of the Peer Mentor	5
2. Pillar I: Actor Coordination Framework	6
2.1 Stakeholder Map and Role Definitions	6
2.2 Coordination Cycle and Interaction Protocol	7
2.3 Cooperative Educational Agreement Template	7
3. Pillar II: In-Company Communication Package	8
3.1 Communication Strategy Principles	8
3.2 Communication Matrix by Actor and Phase	8
3.3 Employee Engagement Communication Templates	9
3.3.1 Initial Awareness Poster — Key Messages	9
3.3.2 Motivational Language Guidelines for In-Company Communication	9
3.4 Peer Mentor Communication Brief	9
4. Pillar III: Monitoring & Evaluation Framework	10
4.1 Monitoring Architecture	10
4.2 Key Performance Indicators (KPIs)	10
4.3 Individual Employee Progress Tracking Form	10
4.4 Peer Mentor Monitoring and Reporting Procedures	12
4.5 Employer Monitoring Interface	12
4.6 Evaluation Cycle and Continuous Improvement	12
5. Implementation Guidelines by Tourism Sub-Sector	13
5.1 Restaurants/Catering & Food Service	13
5.2 Accommodation & Hotels	13
5.3 Travel Agencies	13
6. Annexes	14
Annex A: Cooperative Educational Agreement — Template	14
Annex B: Glossary of Key Terms	15

Executive Summary

The present document constitutes the main deliverable of Action 3.4.3 of the TourX project («CoVEs for the Tourism Industry», Erasmus+ Programme, Project Nr. 101056184). It describes the Self-Learning Mechanism for SMEs operating in the tourism sector, namely Catering & Food Service, Accommodation & Hotels, and Travel Agencies.

The Self-Learning Mechanism builds upon the outcomes of the Self-Assessment Tool (Action 3.4.1), which diagnoses skills gaps across 30 competencies in three domains: Digital Skills, Green Skills, and Intercultural & Soft Skills. The present Action provides the operational framework that ensures:

- Effective coordination among all main actors (employees, employers, VET Leaders and Staff, and Peer Mentors).
- Enhanced in-company communication through structured materials designed to encourage active employee participation.
- Systematic monitoring and evaluation of the upskilling process at both individual and organizational levels.

The document is structured around three core pillars corresponding to the three objectives of the Self-Learning Mechanism:

- Pillar I: Actor Coordination Framework — roles, responsibilities, and interaction protocols for all stakeholders.
- Pillar II: In-Company Communication Package — templates, motivational messaging, and engagement tools for employers and employees.
- Pillar III: Monitoring & Evaluation Framework — KPIs, progress tracking instruments, and reporting procedures.

Throughout all phases, the in-company Peer Mentor provides a parallel layer of personalized guidance, capable of intervening at any stage of the self-learning cycle, from initial needs diagnosis to final competency validation.

1. Introduction and Contextual Framework

1.1 Background and Project Context

The Tour-X project addresses the persistent skills deficit in the European tourism sector by developing a bottom-up Hospitality Labs Toolbox for Excellence. Within Work Package 3, Action 3.4 focuses on the Support Box for Tourism SMEs, targeting the development of human capital through tailored upskilling and reskilling pathways.

Action 3.4.3 — the Self-Learning Mechanism for SMEs — represents the operational convergence of the diagnostic instrument (Self-Assessment Tool, Action 3.4.1) and the mentoring infrastructure (Peer Mentoring Training Mechanism, Action 3.4.2). Its purpose is to translate skills gap identification into a structured, self-directed learning journey, supported by Tour-X e-tools and peer mentoring.

1.2 The 30-Competency Framework

The Self-Assessment Tool examines 30 competencies across three domains. These competencies serve as the reference taxonomy for the entire Self-Learning Mechanism:

DIGITAL SKILLS (11)	GREEN SKILLS (7)	INTERCULTURAL & SOFT SKILLS (12)
Social Media Management	Environmental Awareness	Communication Skills
CRM Systems	Sustainable Practices	Empathy
Data Analysis	Waste Management & Recycling	Adaptability & Flexibility
Content Creation & Digital Marketing	Energy Efficiency	Problem Solving
Online Reservations	Sustainable Travel Education & Customer Stewardship	Teamwork & Collaboration
Website & App Management	Green Communication & Marketing	Foreign Languages Command
Digital Communication & Collaboration Tools	Climate Risk Assessment	Cultural Awareness & Cross-cultural Communication
Cyber Security		Emotional Intelligence & Patience
Inventory & Supply Chain Management		Customer Service Orientation
Use of AI Tools		Time Management & Organisational Skills
POS & Contactless Payment		Hospitality & Positive Attitude
		Storytelling

The breadth of the competency framework reflects the multidimensional nature of professional excellence in the tourism sector and the need for a flexible, personalized approach to upskilling.

1.3 The Role of the Peer Mentor

A critical distinguishing feature of the Tour-X Self-Learning Mechanism is the integration of an in-company Peer Mentor. Unlike conventional e-learning approaches, the Tour-X model embeds a trained colleague within the learning process who:

- Assists the employee-mentee in interpreting the results of the Self-Assessment Tool.
- Supports the selection and navigation of appropriate Tour-X e-learning modules.
- Provides motivational reinforcement and monitors progress between formal check-ins.
- Acts as a communication bridge between the employee and the employer/VET Leader.
- Can intervene at any stage of the self-learning cycle, from diagnosis to competency validation.

The Peer Mentor operates in full accordance with the principles and guidelines established in Action 3.4.2, maintaining a non-evaluative, collaborative relationship with the mentee.

2. Pillar I: Actor Coordination Framework

Effective coordination among all stakeholders is the foundational prerequisite for the successful implementation of the Self-Learning Mechanism. This section defines the roles, responsibilities, and interaction protocols for each actor category within the Tour-X ecosystem.

2.1 Stakeholder Map and Role Definitions

ACTOR	PRIMARY ROLE	KEY RESPONSIBILITIES	INTERACTION FREQUENCY
Employee / Mentee	Self-directed learner; active participant in the upskilling process	Complete Self-Assessment Tool; access Tour-X e-tools; engage with Peer Mentor; track personal progress	Continuous / self-paced
Employer / Business Owner	Enabler & sponsor of the learning process; champion of organizational change	Facilitate access to Tour-X tools; receive progress reports; integrate upskilling into HR planning; provide feedback to VET Leaders	Monthly / at key milestones
Peer Mentor	In-company facilitator; first point of contact for learning support	Guide mentee through learning pathway; conduct regular check-ins; complete monitoring templates; report to employer and VET Leader	Weekly / bi-weekly
VET Leader / VET Staff	External expert; quality assurance and pedagogical support provider	Validate learning outcomes; provide advanced content support; aggregate monitoring data; advise on curriculum alignment	Quarterly / at milestone reviews

2.2 Coordination Cycle and Interaction Protocol

The Self-Learning Mechanism operates in a structured cycle of four phases, each with defined actor interactions:

PHASE	ACTIVITY	LEAD ACTOR	SUPPORTING ACTORS	OUTPUT / DELIVERABLE
Phase 1 Diagnosis	Completion of Self-Assessment Tool (30 competencies); skills gap identification	Employee	Peer Mentor (support & explanation)	Individual Skills Gap Profile; Personalized Learning Pathway
Phase 2 Onboarding	Introduction to TourX e-tools; assignment of Peer Mentor; signing of Cooperative Educational Agreement	Employer + VET Leader	Peer Mentor + Employee	Signed Learning Agreement; Induction Record
Phase 3 Learning	Autonomous navigation of Tour-X e-modules; Peer Mentor check-ins; progress logging	Employee (self-directed)	Peer Mentor (facilitation); VET Staff (content support)	Module Completion Records; Mentor Session Logs
Phase 4 Validation	Competency re-assessment; progress report to employer; VET Leader review of learning outcomes	VET Leader	Peer Mentor + Employer	Post-training Assessment Report; Upskilling Certificate

2.3 Cooperative Educational Agreement Template

Upon completion of the diagnosis phase, each employee-mentee and their designated Peer Mentor are required to formalize their collaborative learning commitment through a Cooperative Educational Agreement. This document:

- Specifies the learning objectives derived from the Self-Assessment Tool results.
- Defines the agreed schedule and modality of Peer Mentor sessions.
- Establishes mutual expectations and ground rules for the mentoring relationship.
- Identifies the Tour-X e-learning modules to be accessed, aligned with the identified skills gaps.
- Sets interim milestones and a target completion date for the learning pathway.

The Cooperative Educational Agreement is based on the principle of shared ownership: the mentee retains full agency over their learning process, while the Peer Mentor provides structured facilitative support. The agreement is reviewed and updated at each Phase 4 validation cycle.

3. Pillar II: In-Company Communication Package

This pillar provides a structured set of communication materials designed to foster awareness, motivation, and sustained participation among employees in the Tour-X Self-Learning Mechanism. Communication is tailored to the distinct needs and perspectives of each actor group.

3.1 Communication Strategy Principles

The in-company communication strategy is guided by the following principles:

- **Clarity:** Messages are formulated in accessible, jargon-free language, adapted to the literacy level and digital proficiency of the target audience.
- **Relevance:** Communication materials emphasize the direct, practical benefits of upskilling for the individual employee and for the business.
- **Inclusivity:** All communication fosters a non-judgmental learning culture, in which the acknowledgement of skills gaps is framed as a professional development opportunity rather than a deficiency.
- **Continuity:** Communication is sustained throughout all phases of the Self-Learning Mechanism, not limited to the initial mobilization period.
- **Bidirectionality:** Channels for employee feedback are embedded in all communication templates, ensuring that the mechanism is responsive to participant needs.

3.2 Communication Matrix by Actor and Phase

PHASE	MESSAGE TO EMPLOYEE	MESSAGE TO EMPLOYER	CHANNEL / FORMAT	TOPE & STYLE
Awareness & Launch	"Discover your professional potential — take the Tour-X Self-Assessment and unlock a personalized learning path."	"Invest in your team's future. The Tour-X Upskilling Programme is fully supported and tailored to your business needs."	Poster; Email; Intranet announcement; Team meeting presentation	Motivational; empowering; future-oriented
Diagnosis (Phase 1)	"Your assessment results are confidential and are used only to design YOUR personal learning journey."	"Aggregate results will inform your company's human capital development strategy at no additional cost."	Information sheet; FAQ document; Mentor briefing	Reassuring; transparent; professional
Learning (Phase 3)	"Every module completed brings you closer to your upskilling goals. Your Peer Mentor is always here to support you."	"Track your team's progress through monthly reports. Flexible learning — no disruption to operations."	Progress notification (digital); Mentor check-in record; Monthly summary email	Encouraging; solution-focused; collaborative
Validation (Phase 4)	"Congratulations on completing your learning pathway. Your new competencies are now formally recognized."	"Your team's upskilling results are documented. These outcomes support your business's competitiveness."	Completion certificate; Final report to employer; VET Leader validation letter	Celebratory; formal; evidence-based

3.3 Employee Engagement Communication Templates

3.3.1 Initial Awareness Poster — Key Messages

The following messages are recommended for visual communication materials (posters, digital banners, team meeting slides) at the launch phase of the Self-Learning Mechanism:

- "Your skills. Your path. Your future." — emphasizing personal ownership of the learning journey.
- "No pressure, just progress." — normalizing the skills gap diagnosis process.
- "Your colleague is your guide." — promoting the peer mentoring relationship as a supportive, accessible resource.
- "Every skill counts in a world-class hospitality experience." — connecting individual development to sectoral excellence.

3.3.2 Motivational Language Guidelines for In-Company Communication

The following linguistic guidelines are provided to ensure that all in-company communication actively encourages employee participation:

AVOID (demotivating language)	USE INSTEAD (empowering language)
"Skills test" / "Competency examination"	"Skills discovery" / "Professional self-assessment"
"Skills deficiencies" / "Gaps and weaknesses"	"Development opportunities" / "Growth areas"
"Mandatory training programme"	"Your personalized learning pathway"
"Assessment results will be reviewed by management"	"Your results are strictly confidential and for your personal use"
"Failure to complete modules"	"Progress at your own pace, with full support"
"Compulsory participation"	"Your opportunity to grow within the company"

3.4 Peer Mentor Communication Brief

The Peer Mentor serves as the primary in-company communicator of the Self-Learning Mechanism. To ensure consistent messaging, the following communication brief is provided:

- **First Session Opening:** Introduce the Tour-X self-learning process in plain language; clarify the mentor's supportive (not evaluative) role; establish psychological safety by reinforcing confidentiality.
- **Ongoing Sessions:** Use open questions to elicit the mentee's perspective; acknowledge progress explicitly and specifically; normalize difficulties and offer practical suggestions rather than prescriptive solutions.
- **Progress Communication to Employer:** Report on learning milestones and general progress trends (not individual content details); highlight organizational benefits and recommend any structural adjustments to support the learning process.

4. Pillar III: Monitoring & Evaluation Framework

Robust monitoring and evaluation are essential to ensure the quality, effectiveness, and continuous improvement of the Self-Learning Mechanism. This pillar provides a comprehensive set of instruments and procedures to track progress at three levels: individual employee, in-company, and cross-sectoral.

4.1 Monitoring Architecture

The monitoring architecture of the Self-Learning Mechanism is structured across three interconnected levels:

- **Micro Level (Employee):** Tracks individual competency development against the personalised learning pathway derived from the Self-Assessment Tool.
- **Meso Level (Company / SME):** Aggregates individual progress data to provide an overview of organisational upskilling trends and sectoral skills coverage.
- **Macro Level (VET / Project):** Consolidates cross-company data to inform curriculum development, resource allocation, and policy recommendations.

4.2 Key Performance Indicators (KPIs)

KPI CATEGORY	INDICATOR	MEASUREMENT METHOD	TARGET	REPORTING LEVEL
Participation	% of eligible employees completing Self-Assessment Tool	Self-Assessment completion records	≥ 80%	Company
Participation	% of employees commencing at least one Tour-X e-learning module	Module access logs	≥ 75%	Company
Engagement	Average number of Peer Mentor sessions per employee per cycle	Mentor Session Logs	≥ 4 sessions/cycle	Individual + Company
Engagement	Employee satisfaction with the Self-Learning Mechanism (Likert scale)	End-of-cycle employee survey	≥ 3.8 / 5.0	Individual + Company
Learning Progress	% of employees completing their personalized learning pathway	Module completion records	≥ 65%	Company + VET
Learning Progress	Average improvement in competency self-assessment score (pre vs post)	Comparative Self-Assessment results	≥ 20% improvement	Individual
Skills Coverage	% of the 30 Tour-X competencies addressed across the company	Aggregated pathway data	≥ 70% of competencies	Company + VET
Mentor Effectiveness	Mentor session regularity (adherence to agreed schedule)	Mentor preparation & reporting forms	≥ 80% sessions on schedule	Company
Organizational Impact	Employer-reported improvement in employee performance / customer satisfaction	Employer quarterly survey	Positive trend reported	Company + VET

4.3 Individual Employee Progress Tracking Form

The following form is to be maintained jointly by the Employee and the Peer Mentor throughout the learning cycle. It constitutes the primary monitoring instrument at the micro level.

COMPETENCY (from 30-skill taxonomy)	DOMAIN	PRE-ASSESSMENT SCORE (1-5)	POST-ASSESSMENT SCORE (1-5)	MODULE(S) COMPLETED (Y/N/Partial)
Social Media Management	Digital			
CRM Systems	Digital			
Data Analysis	Digital			
Content Creation & Digital Marketing	Digital			
Online Reservations	Digital			
Website & App Management	Digital			
Digital Communication & Collaboration Tools	Digital			
Cyber Security	Digital			
Inventory & Supply Chain Management	Digital			
Use of AI Tools	Digital			
POS & Contactless Payment	Digital			
Environmental Awareness	Green			
Sustainable Practices	Green			
Waste Management & Recycling	Green			
Energy Efficiency	Green			
Sustainable Travel Education & Customer Stewardship	Green			
Green Communication & Marketing	Green			
Climate Risk Assessment	Green			
Communication Skills	Intercultural & Soft			
Empathy	Intercultural & Soft			
Adaptability & Flexibility	Intercultural & Soft			
Problem Solving	Intercultural & Soft			
Teamwork & Collaboration	Intercultural & Soft			
Foreign Languages Command	Intercultural & Soft			
Cultural Awareness & Cross-cultural Communication	Intercultural & Soft			
Emotional Intelligence & Patience	Intercultural & Soft			
Customer Service Orientation	Intercultural & Soft			
Time Management & Organisational Skills	Intercultural & Soft			
Hospitality & Positive Attitude	Intercultural & Soft			
Storytelling	Intercultural & Soft			

4.4 Peer Mentor Monitoring and Reporting Procedures

The Peer Mentor is the primary data collector within the Self-Learning Mechanism at the micro and meso levels. The monitoring responsibilities of the Peer Mentor are structured as follows:

- **Session Preparation Form** (prior to each mentoring session): Documents the agenda, topics to be addressed, materials to be used, and any actions outstanding from the previous session. Refers to both the First Session Preparation Form and the standard Mentoring Meeting Preparation Form (developed in Action 3.4.2).
- **Session Record** (post-session): Captures key discussion points, mentee progress updates, any barriers encountered, agreed actions for the next period, and a brief qualitative assessment of engagement and motivation.
- **Monthly Progress Summary** (to Employer): A concise, one-page report summarizing overall learning progress across the mentee's pathway, highlighting competency areas demonstrating improvement and identifying any areas requiring additional support or resource adjustment.
- **End-of-Cycle Report** (to VET Leader): A comprehensive narrative report covering the full learning cycle, documenting competency development against the original Skills Gap Profile, lessons learned, and recommendations for the next cycle.

4.5 Employer Monitoring Interface

The employer receives a streamlined monitoring interface designed to provide actionable business intelligence without requiring detailed engagement with individual learning data. The employer monitoring package comprises:

- **Monthly Dashboard Summary**: An aggregated overview of team upskilling progress, presented as percentage completion of personalized learning pathways, module engagement rates, and KPI status at company level.
- **Skills Coverage Map**: A visual representation of which of the 30 Tour-X competencies are being addressed by the company's employees in the current cycle, enabling strategic identification of collective skills priorities.
- **Quarterly Review Meeting**: A structured discussion between the Employer, the Peer Mentor, and (optionally) the VET Leader to review progress, address operational challenges, and adjust the learning programme as required.

4.6 Evaluation Cycle and Continuous Improvement

The Self-Learning Mechanism incorporates a built-in evaluation cycle to ensure continuous quality improvement:

- **End-of-Cycle Employee Survey**: Captures participant satisfaction, perceived relevance of content, quality of Peer Mentor support, and suggestions for improvement.
- **Peer Mentor Self-Assessment**: Structured reflection on mentoring practice, aligned with the Mentor Self-Assessment Tool developed in Action 3.4.2.
- **VET Leader Programme Review**: Cross-company aggregation of monitoring data, identification of systemic gaps or barriers, and recommendations for module or pathway revisions.
- **Annual Tour-X Consortium Review**: Integration of cross-partner monitoring data into the project's overall impact assessment and dissemination activities.

5. Implementation Guidelines by Tourism Sub-Sector

While the Self-Learning Mechanism operates as a unified framework, its practical implementation is contextualized to the specific operational realities of the three target sub-sectors of the Tour-X project.

5.1 Restaurants/Catering & Food Service

Key contextual factors: Different working periods, irregular working hours and shift-based schedules; high proportion of seasonal and part-time staff; multilingual and multicultural workforce; high pace and customer-facing pressure.

Priority competency areas (based on sectoral skills gap analysis):

- Digital: POS & Contactless Payment; Online Reservations; Content Creation & Digital Marketing.
- Green: Waste Management & Recycling; Sustainable Practices; Energy Efficiency.
- Intercultural & Soft: Communication Skills; Cultural Awareness; Customer Service Orientation; Emotional Intelligence & Patience.

Implementation recommendations:

- Schedule Peer Mentor sessions during off season period and off-peak hours or shift changeovers.
- Prioritize mobile-accessible Tour-X modules to accommodate non-desk-based learning.
- Use multilingual communication materials for diverse staff cohorts.

5.2 Accommodation & Hotels

Key contextual factors: Complex operational structure across multiple departments; strong guest experience focus; seasonal demand fluctuations; significant use of Property Management Systems (PMS) and channel managers.

Priority competency areas:

- Digital: CRM Systems; Website & App Management; Cyber Security; Data Analysis.
- Green: Environmental Awareness; Energy Efficiency; Sustainable Travel Education.
- Intercultural & Soft: Foreign Languages Command; Storytelling; Hospitality & Positive Attitude; Adaptability & Flexibility.

Implementation recommendations:

- Align the Self-Learning Mechanism with existing in-house training calendars and HR development frameworks.
- Consider departmental cohort learning (e.g., front-of-house, housekeeping, F&B) to enable peer group reinforcement.
- Leverage the hotel's intranet or digital communication platform for progress notifications and motivational messaging.

5.3 Travel Agencies

Key contextual factors: Predominantly desk-based, digitally oriented work environment; strong sales and client relationship management focus; rapidly evolving product landscape (sustainable tourism, experiential travel); regulatory compliance requirements.

Priority competency areas:

- Digital: Social Media Management; CRM Systems; Use of AI Tools; Inventory & Supply Chain Management.
- Green: Climate Risk Assessment; Green Communication & Marketing; Sustainable Travel Education.
- Intercultural & Soft: Problem Solving; Teamwork & Collaboration; Foreign Languages Command; Storytelling.

Implementation recommendations:

- Exploit the higher digital literacy of travel agency staff to support peer-to-peer digital skills transfer.
- Integrate the Self-Learning Mechanism with CRM and booking system training provided by technology vendors.
- Encourage participation in external Green Tourism certification pathways as a complement to TourX modules.

6. Annexes

Annex A: Cooperative Educational Agreement — Template

COOPERATIVE EDUCATIONAL AGREEMENT — Tour-X Self-Learning Mechanism	
Business / Organisation:	
Employee (Mentee) Full Name:	
Peer Mentor Full Name:	
VET Leader / Contact:	
Agreement Date:	
Learning Cycle Duration:	

IDENTIFIED PRIORITY COMPETENCIES (from Self-Assessment Tool results)
1. 2. 3. 4. 5.
AGREED LEARNING PATHWAY (TourX modules to be completed)
Module 1: Module 2: Module 3:
AGREED MENTOR SESSION SCHEDULE
Frequency: Duration: Location/Mode:
INTERIM MILESTONES AND TARGET COMPLETION DATE
Milestone 1 (date): Milestone 2 (date): Target Completion Date:
SIGNATURES
Employee / Mentee: _____ Date: _____ Peer Mentor: _____ _____ Date: _____ Employer: _____ _____ Date: _____

Annex B: Glossary of Key Terms

TERM	DEFINITION
Self-Assessment Tool (SAT)	The diagnostic questionnaire developed in Action 3.4.1, examining 30 competencies across Digital, Green, and Intercultural & Soft Skills domains.
Skills Gap Profile	The individualized output of the Self-Assessment Tool, identifying competency areas where the employee's current level falls below the sector benchmark.
Personalized Learning Pathway	The tailored sequence of Tour-X e-learning modules assigned to an employee based on their Skills Gap Profile.
Peer Mentor	A trained in-company colleague who provides facilitative support to the employee-mentee throughout the self-learning process.
Cooperative Educational Agreement	A formalized document specifying the learning objectives, schedule, and mutual commitments of the employee and Peer Mentor.
Tour-X e-Tools	The suite of digital learning resources developed within the Tour-X project for the upskilling of tourism SME employees.
VET Leader	A Vocational Education and Training professional responsible for the pedagogical quality assurance and curriculum alignment of the Self-Learning Mechanism.
Upskilling	The process of acquiring new or enhanced competencies to meet evolving professional requirements within the tourism sector.
SME	Small and Medium-sized Enterprise; the primary organizational target of the Tour-X Support Box.
CoVE	Centre of Vocational Excellence; the institutional model underpinning the Tour-X project's approach to sectoral skills development.