

INTERNATIONAL CONFERENCE

Do we belong together? Region as an „education village“

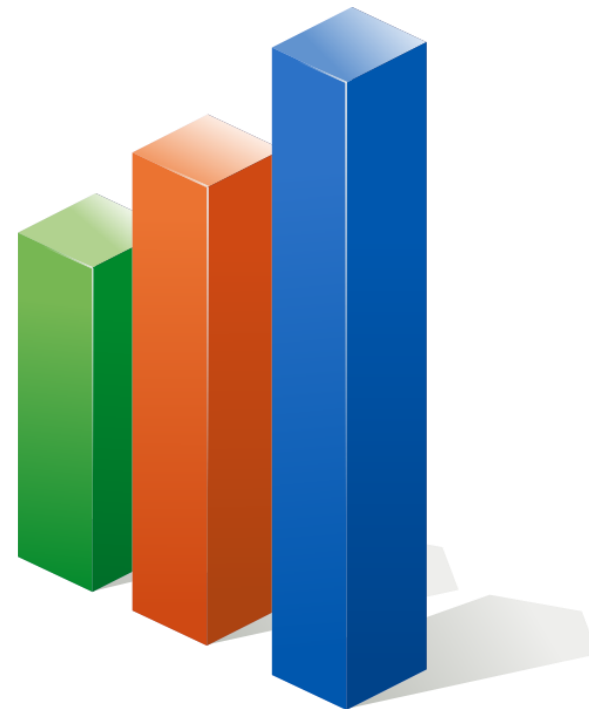
ALESSANDRO MELE & STEFANO TIRATI
INCLUSIVE EXCELLENCE & INTERNATIONALISATION



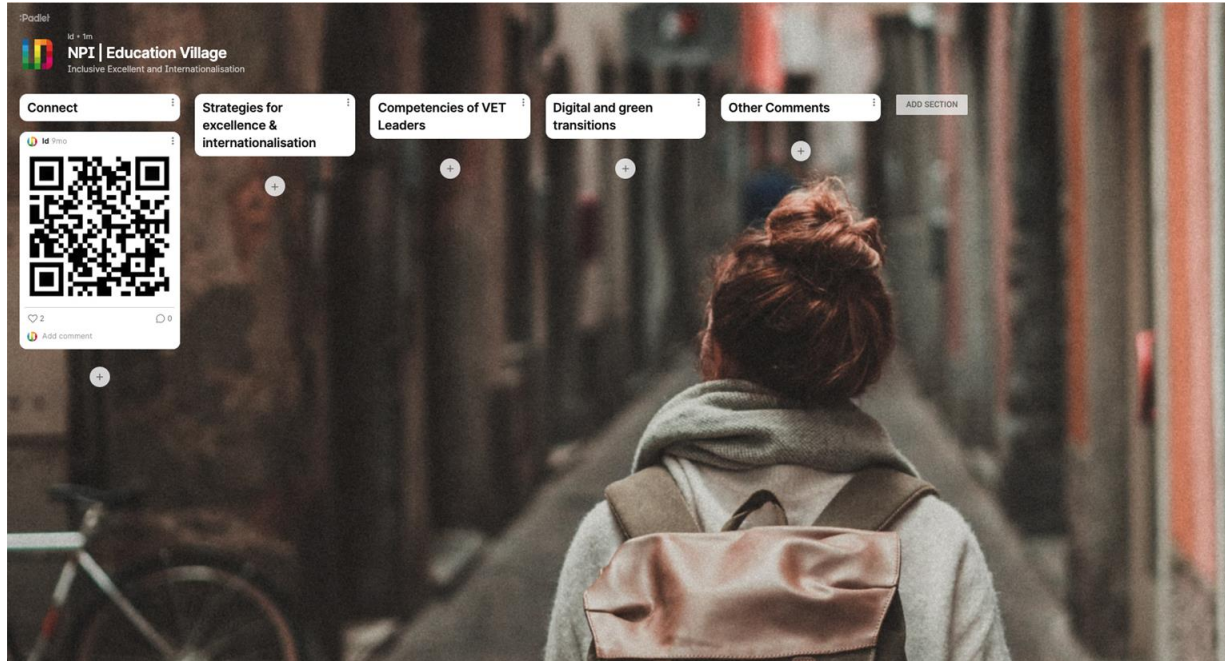


Key dimensions

- Strategies for excellence & internationalisation (why & how)
- Competencies of VET Leaders (personal & professional)
- Digital and green transitions (change & impact)
- *TO DO challenge*



Your Views Matter!



<https://padlet.com/learningdigital/brno>

Who is Alessandro?



Who is Stefano?



Strategies for Inclusive Excellence and Internationalization



Think globally.

Vocational skills all over the world



TVET institutions can not operate on “Business-as-usual” approach, need to provide enabling environment for innovation

Innovative school culture

Leadership and Organisational Practices

Innovative processes

Innovative Teaching and Learning Processes

Innovative products

Innovative Products and Services

Engagement with local eco-system

Fostering Skills and Innovation Ecosystem



United Nations
Educational, Scientific and
Cultural Organization

UNEVOC

International Centre
for Technical and Vocational
Education and Training

we need to
develop a culture
of partnerships



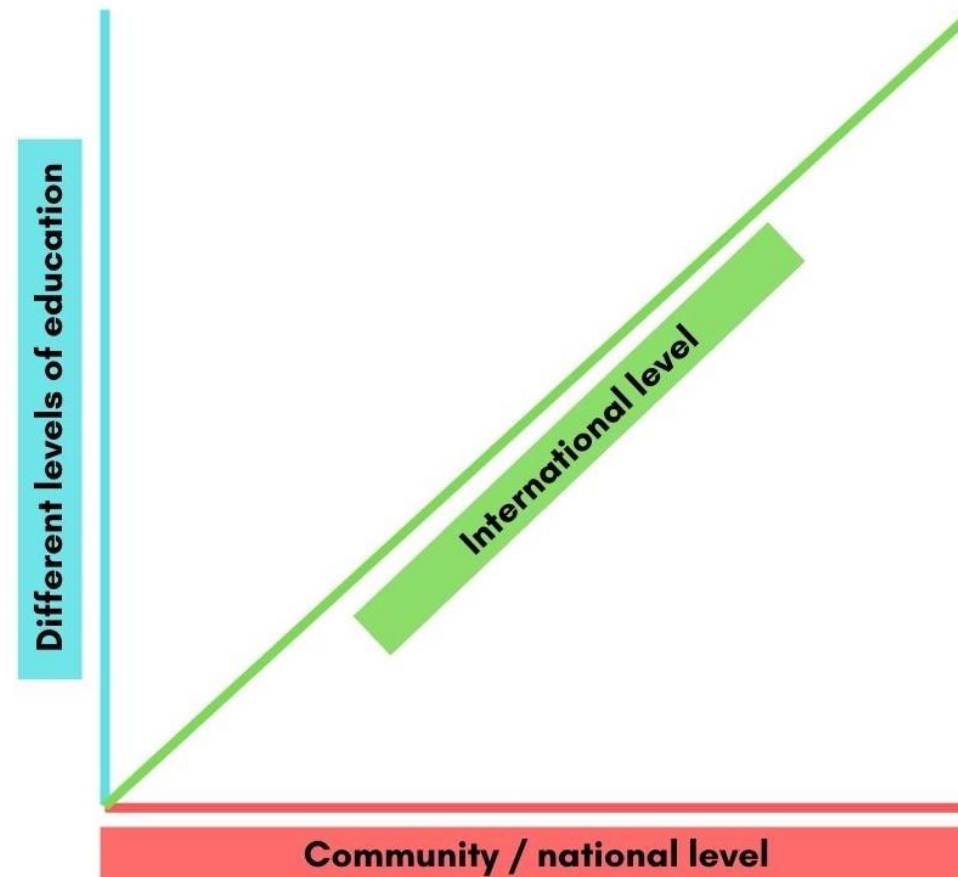


Multi-Stakeholder Partnerships Cooperation for education

MPC Model

MPC as key enabler with a central role in all competence frameworks:

- LifeComp
- GreenComp
- DigComp
- EntreComp
- Key competencies



EUROPEAN SKILLS AGENDA FOR SUSTAINABLE COMPETITIVENESS, SOCIAL FAIRNESS AND RESILIENCE



Achieving the EUROPEAN EDUCATION AREA by 2025

September 2020

Education is essential to the vitality of European society and economy. The European Education Area aims to bring to the education and training communities the support they need to fulfil their fundamental mission, in challenging and exciting times.

Establishing the European Education Area will improve access to quality education and training, enable learners to move easily between education systems in different countries and help create a culture of lifelong learning. Fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems, the European Education Area is based on a shared vision. Its success hinges on cooperation and a commitment to this vision.

Ursula von der Leyen, President of the European Commission

The Commission proposes to consolidate ongoing efforts and further develop the European Education Area along six dimensions to bring about a significant shift in equity, outcomes and resilience of education and training in Europe.

The six dimensions and the principal means to achieve them are:

- 1 Quality in education and training
- 2 Inclusion and gender equality
- 3 Green and digital transitions
- 4 Teachers and trainers
- 5 Higher education
- 6 Geopolitical dimension

Education and Training

PACT FOR SKILLS Stakeholders' Survey

#EUSkillsAgenda
#EUIndustrialStrategy



THE EUROPEAN INDUSTRIAL STRATEGY

The European Pillar of Social Rights*

Principle 1

Education, training and life-long learning



Everyone has the right to quality and **inclusive education**, training and life-long learning in order to maintain and acquire skills that enable them to **participate fully in society** and manage successfully transitions in the labour market

Proclaimed in 2017 at the Gothenburg Summit, the Pillar sets out [20 key principles](#) which represent the beacon guiding us towards a strong social Europe that is fair, inclusive and full of opportunity in the 21st century

Excellence in VET

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 **EACEA**
Education, Audiovisual and Culture Executive Agency

European Commission > EACEA > Erasmus+ > Actions > Centres of Vocational Excellence

ERASMUS+ CREATIVE EUROPE EUROPE FOR CITIZENS EU AID VOLUNTEERS INTRA-AFRICA EUROPEAN SOLIDARITY CORPS ABOUT

Erasmus+ Actions Funding Beneficiaries Space Selection Results Library News Events Contacts

Centres of Vocational Excellence

Share

What is it for
Vocational education and training providers, companies, industry or sector representative organisations and any other relevant organisations in the field of vocational education and training or in the world of work.

What does it support
Full partners must be based in the EU Member States, or in non EU Erasmus + Programme countries (Iceland, Liechtenstein, Norway, Republic of North Macedonia, Serbia and Turkey).

Who can benefit from it
Organisations from Erasmus+ Programme and/or Partner countries can be associated partners, to the extent it is demonstrated that their participation brings an added value to the CoVE.

What support is available

Who can apply

How to apply

Latest Erasmus+ News

News feed: Receive updates in real-time!


News | Erasmus+ | 28/11/2019 - 14:15

Erasmus + Sector Skills Alliances Infoday 2020

Erasmus + Sector Skills Alliances Infoday 2020

[Read more](#)

News | Erasmus+ | 18/11/2019 - 16:45





Mapping of Centres of Vocational Excellence
(CoVEs)

ET 2020 Working Group on Vocational Education and Training (VET)



CENTRES OF VOCATIONAL EXCELLENCE – AN ENGINE FOR VET DEVELOPMENT?*

Executive summary



JRC SCIENCE FOR POLICY REPORT

Skills and Smart Specialisation

The role of Vocational Education and Training in Smart Specialisation Strategies

November 2019





Centres of Excellence as a Tool for Capacity Building

Draft Synthesis Report

Prepared by **Thomas Mellentin**
Professor of Innovation, Entrepreneurship and Knowledge Creation
Lund University, Sweden

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For further information, please contact IHERD Coordinator **Ms. Annika Eriksson** at annika.riksson@iherd.org

A young woman with vibrant red curly hair and round glasses is smiling warmly at the camera. She is wearing a white t-shirt and holding a stack of books. The background is a library with wooden bookshelves filled with books. The text is overlaid in the center of the image.

TO MAKE BLOSSOM THE EXCELLENCE
THAT IS IN EVERYONE



Discover Your Own Excellence!

GIVE partners share a belief:
Everybody is unique and can be excellent

Our training experience has always been based on the same challenge:

DISCOVER YOUR EXCELLENCE!



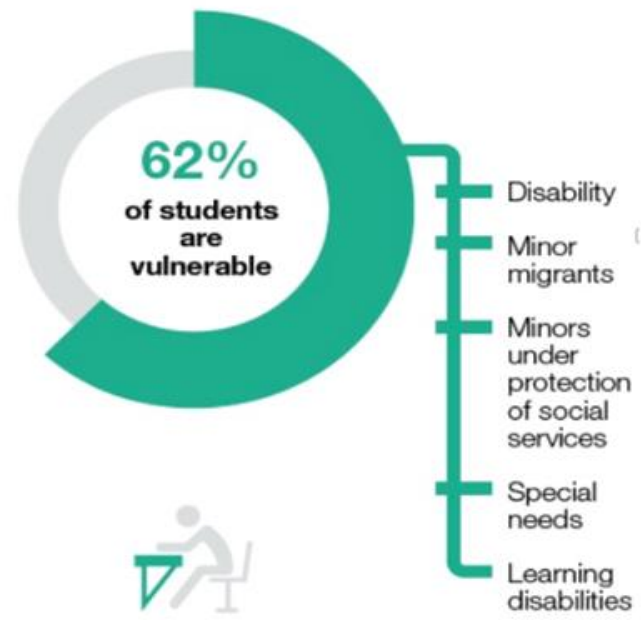
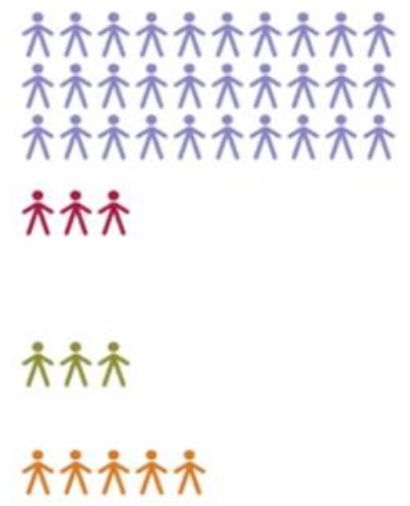
More than **400** students integrated

More than **300** young learners through formal learning

30 former early-school leavers in a specific work-based program called High School for Job

30 NEETs with an intensive program in Hospitality and Housekeeping

50 migrants or asylum seekers mainly under 21 and minors



Beginning with a group of dropouts, today Cometa is a place offering an equal access and support to everybody, but in an effectively inclusive environment



FROM EXPERIENCE TO PRACTICE

MODELLING INCLUSIVE EXCELLENCE

51 BEST PRACTISES:

A NEW CULTURAL MINDSET TO REACH INCLUSIVE EXCELLENCE.



17
TRAINING

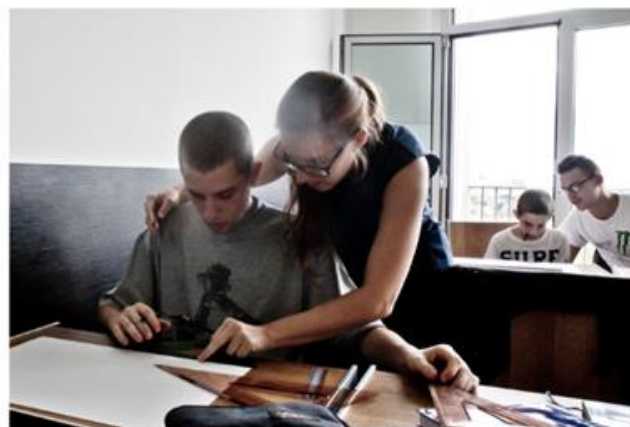
21
**TRANSITION
TO WORK**

13
TUTORING & EDUCATION



Innovative & Inclusive Pedagogy

Reality-based learning (experiential learning)



Personal support through
tutoring and coaching

Beauty & Care of the environment

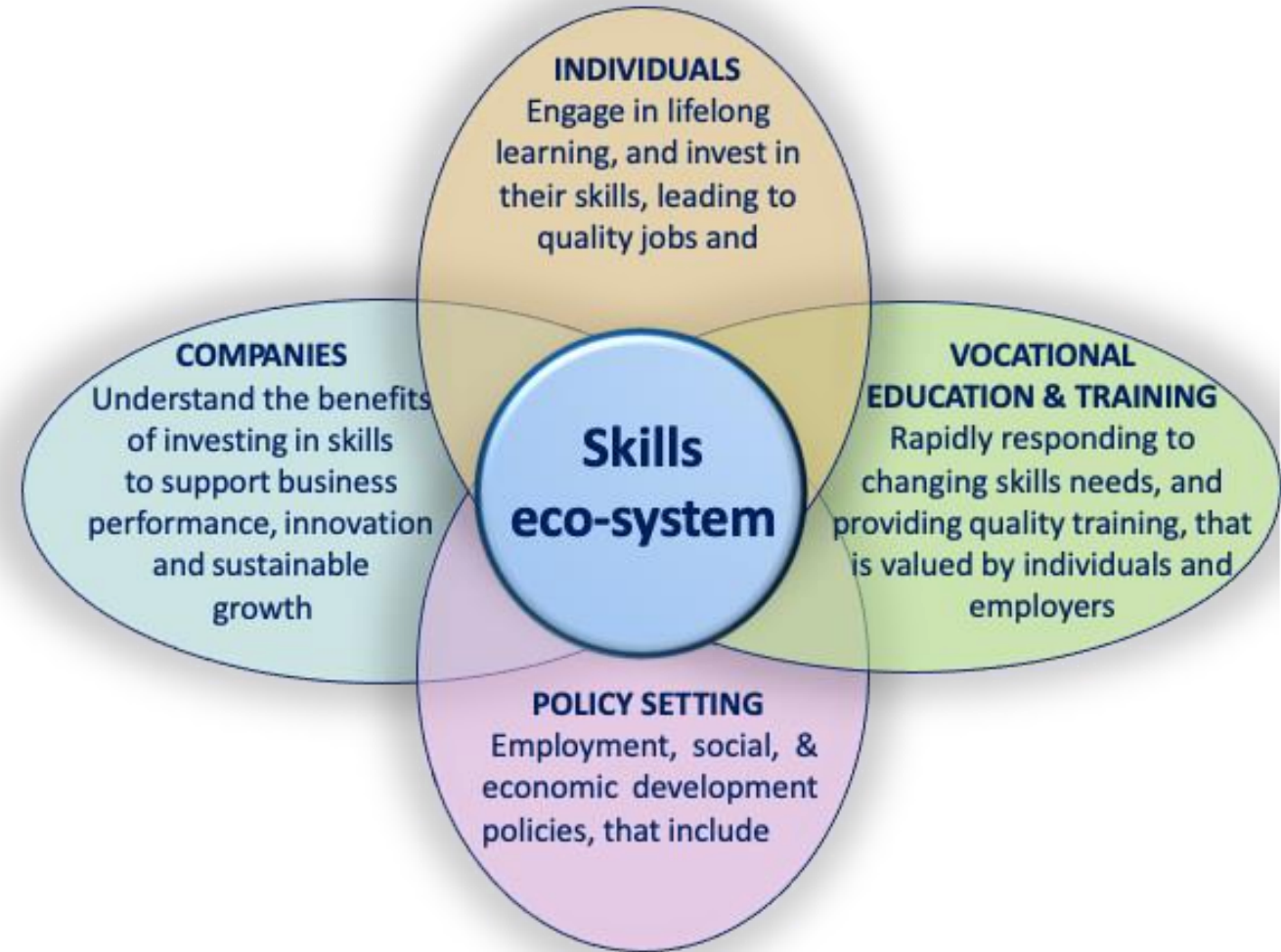


Centres of Vocational Excellence

CoVEs and skills ecosystems for innovation, regional development, and social inclusion

CoVEs fostering partnerships

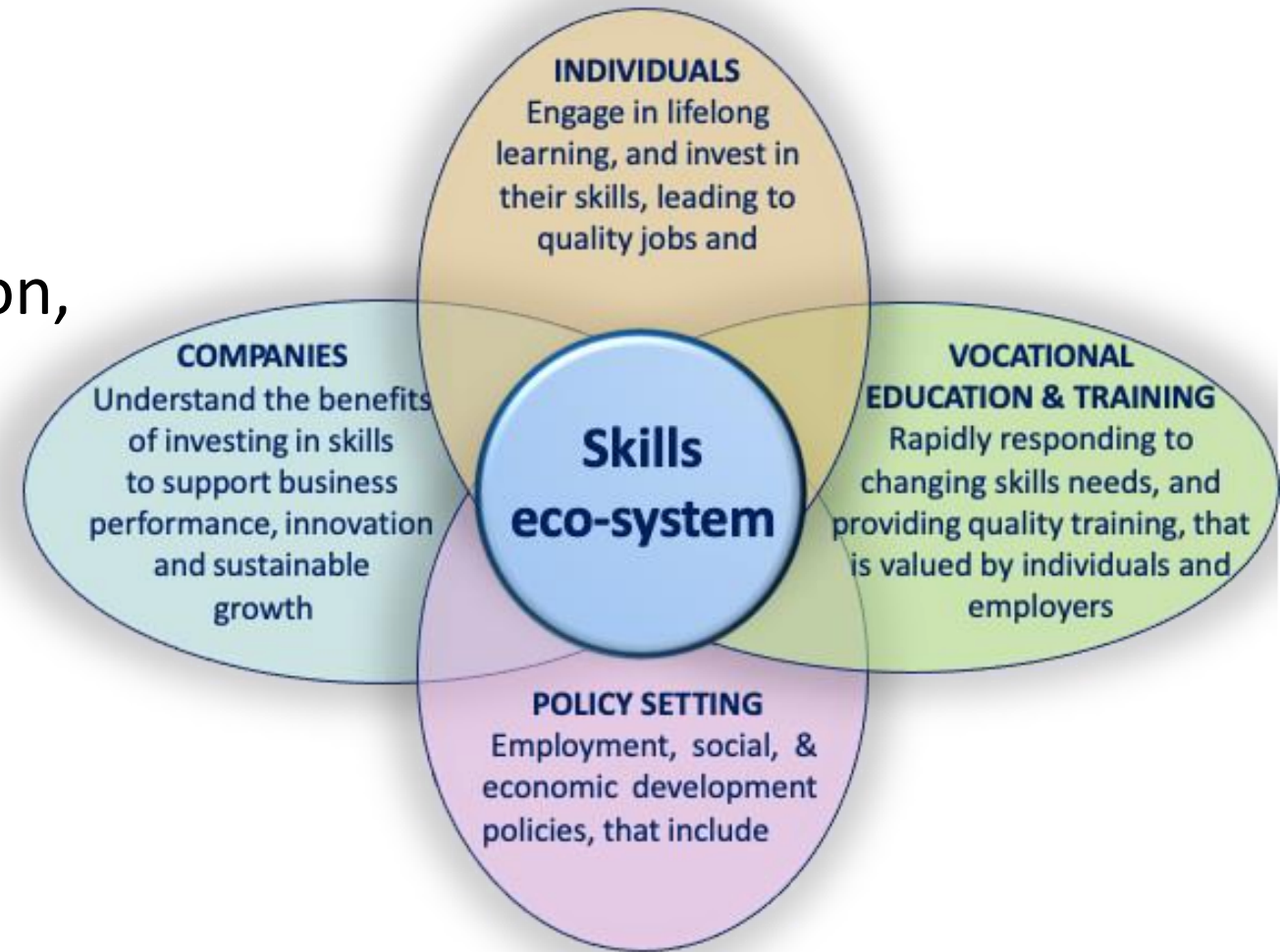
- VET, HE, Research
- Companies and Business World
- Policy makers and governance



Centres of Vocational Excellence

Success factors

- Building upon strategies for regional development, innovation, smart specialisation, clusters, social inclusion...
- Strong local/international partnerships
- Integration of multiple activities



Anticipatory, Entrepreneurial & Agile Governance

Activating & empowering the **ECOSYSTEM***...



... and consolidating a

FLEXIBLE AND COLLABORATIVE LEADERSHIP SCHEME internally

Holarchy vs. Hierarchies





Teaching and Learning

***Partnership
and
Coordination***

***Governance
and funding***

Criteria for VET Excellence

Teaching and Learning



1. Skills provision is relevant and responsive to the labour market and to social needs
2. Lifelong learning, transition and progression are supported in an inclusive and comprehensive manner
3. Enables green transition and operates sustainably
4. Provides relevant digital skills: coding and programming; key digital competences and digital skills related to academic subjects and vocational occupations.
5. Teachers and learners integrate digital and on-line learning into teaching, learning and assessment in all environments and programmes in accordance with their needs
6. Includes and engages all learners and potential learners in all of its activities and communities, and acts to remove barriers, compensate for disadvantage and to adapt and tailor curriculum and teaching to support success for all.
7. Provides careers education and guidance to all potential and current learners, explicitly addressing careers stereotypes and tailoring support to individual and group needs.
8. Curricula are renewed, developed and modified to take account of international, national and local needs of employers and learners.
9. Teachers and trainers have mastered a wide range of pedagogies, learning resources, methods of assessment and educational technologies for VET and they collaborate to improve and innovate teaching and learning throughout the CoVE.
10. Recognises, validates, valorises and documents learning and skills, wherever and whenever they are acquired, applied or assessed.

Criteria for VET Excellence

Partnership and Coordination



1. Collaborates sustainably and effectively with enterprises to design, deliver and improve training and skills acquisition
2. Collaborates with SMEs to provide them with tailor-made skills, support, services and expertise
3. Teaches enterprise competences to all and entrepreneurship is facilitated extensively in partnership with other organisations
4. Collaborates with enterprises and innovation/technology/research centres to conduct, apply and diffuse innovation and research
5. Collaborates internationally to provide skills, develop resources, staff and curriculum with international value
6. Collaborates with other organisations to raise awareness and attractiveness of VET
7. Collaborates with other skills providers and educational organisations to develop and share resources, provide skills, staff and curriculum and to develop as a learning organisations

Criteria for VET Excellence

Governance and funding



1. Exercises sufficient autonomy to fulfil its own mission, exercising governance and leadership that fully engage all stakeholders at all levels
2. Engages actively in the development of local, national and international skills systems.
3. Jointly creates and coordinates a skills ecosystem with a strategic approach to innovation, smart specialisation and socio-economic development
4. Funding needs for all activities are met from multiple sources in a sustainable, transparent and fully accountable manner.
5. Infrastructure, technology, learning accommodation and other resources reflect those of corresponding industries and professions for which skills are being developed.
6. Develops strategically, inclusively and systematically as a learning organisation, making use of feedback and review and employing quality assurance mechanisms in line with EQAVET principles.

Key Actions for VET Internationalisation

Policy dialogues and cooperation with third countries (ex. ETF, INTPA)

International mobility of learners and staff

Internationalisation “at home”

Transparency tools (EQF, ECVET, EQAVET, Europass ...)

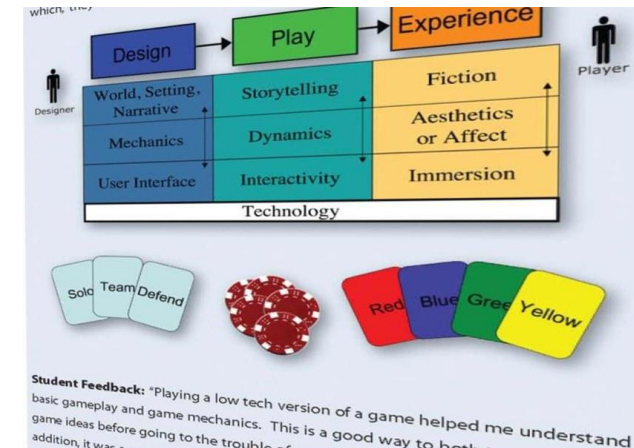
Small and large scale projects (e.g. CoVEs)

Communication campaigns on VET (Skills Week)

Skills competitions (WorldSkills, EuroSkills, etc.)

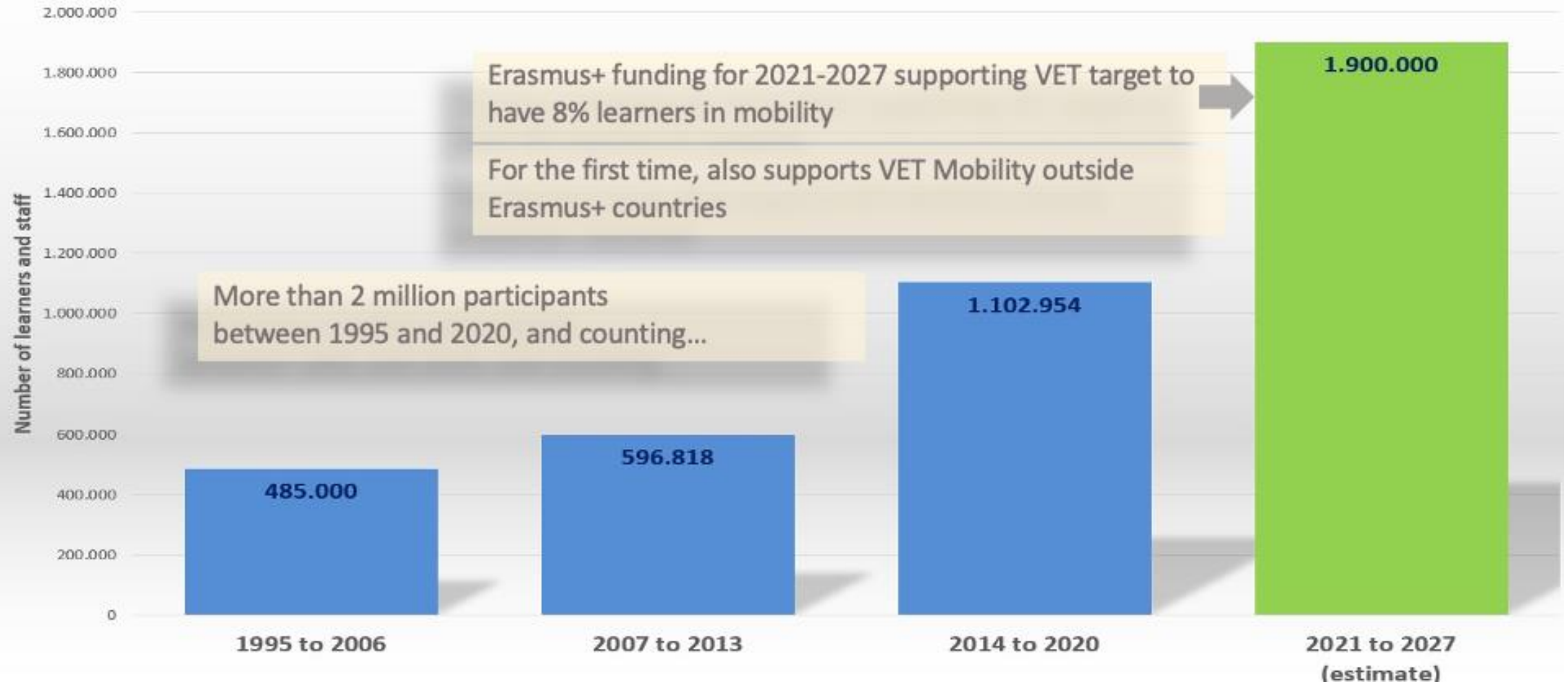
International organisations (OECD, UNESCO, ILO...)

International VET organisations (EfVET, EVTA, WFCP, IVETA ...)



Key Actions for VET internationalisation

Number of VET mobility learners and staff supported by EU funding
(since 1995)



Funding Opportunities: Capacity building in VET

Grant: Min 100 000 € / Max 400 000 € (lump sum, max co-financing 80%)

Deadline for submission: 31/03/2022 - 17:00 (Brussels Time)

Priority for Western Balkans: Mobility of learners

Applicant: organisation active in VET established in a Programme country

Partners: 4 full partners from a min. of 3 countries; include third countries

Region	Indicative budget in €
Western Balkans (Region 1)	7 701 141
Neighbourhood East (Region 2), except Belarus	2 484 035
South-Mediterranean countries (Region 3)	4 140 058
Russian Federation (Region 4)	1 242 017
Sub-Saharan Africa (Region 9)	8 573 369
Latin America (Region 10)	2 070 029
Caribbean (Region 11)	310 504
Total	26 521 153

About EfVET



1991
Funded



NGO
Structure



EU



260 Members
2000 Centers
200K Trainers
2M+ Learners



30 Countries +
USA
Hong Kong
Nigeria

TECHNICAL VOCATIONAL EDUCATION TRAINING



Inclusive Excellence and Internationalisation Strategy

European Strategy

vs.

National and Regional Strategy

vs.

Organisational Strategy

vs.

Individual Trainer Strategy



Benefits for the Organisation

- Attractiveness
- Cross-subject collaborations
- Pedagogical and methodological innovation
- Curricula innovation (Joint European Qualifications)
- ...



Studying.
Working.
Living.
In Europe.



EUROPEAN
BUSINESS
BACCALAUREATE
DIPLOMA

Business Competence in Europe.

Benefits for Learners

- Interpersonal & Intercultural skills
- Social Emotional Intelligence
- Creativity
- Problem solving
- Inclusion & Autonomy
- Entrepreneurial skills
- Digital skills
- Green skills
- ...



Competencies of VET Leaders



VET Leaders' Skills

Leadership qualities necessary for the digital era

We asked survey respondents to identify the leadership traits most critical to success in digital transformation.



71%

Adaptability



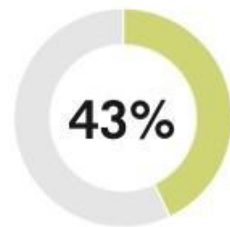
48%

Curiosity



47%

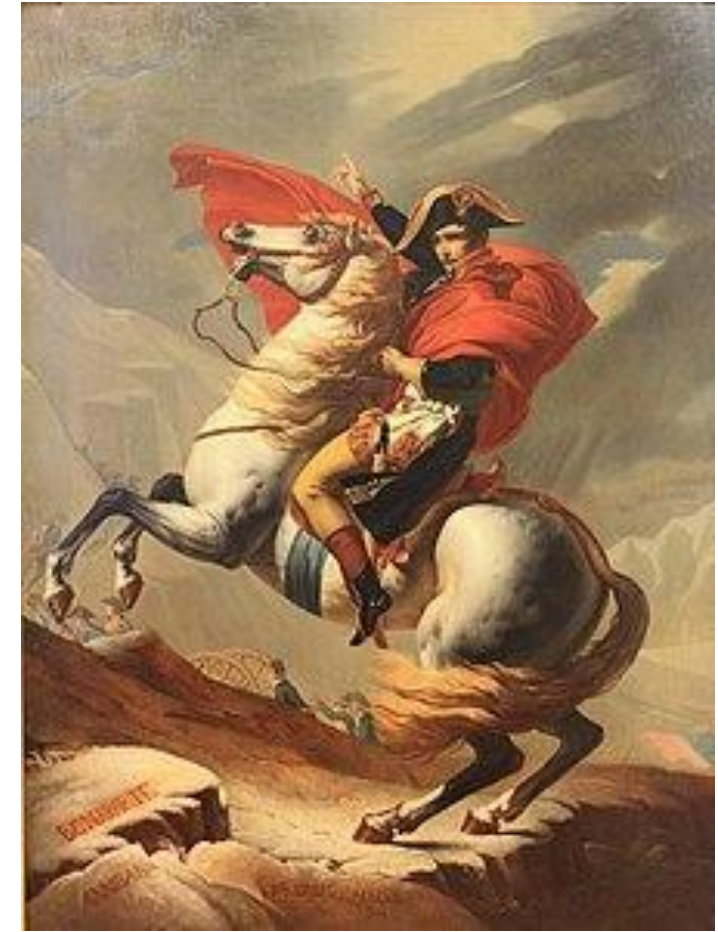
Creativity



43%

Comfort with ambiguity

Source: Leadership in the Digital Era survey, n=1,500





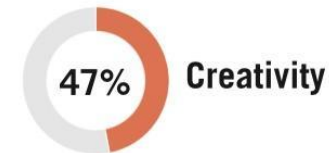
VET Leaders' Skills

Main skills:

1. Be a catalyst
2. Trust and let go
3. Be an explorer
4. Be courageous
5. Be present
6. Live values with conviction

Leadership qualities necessary for the digital era

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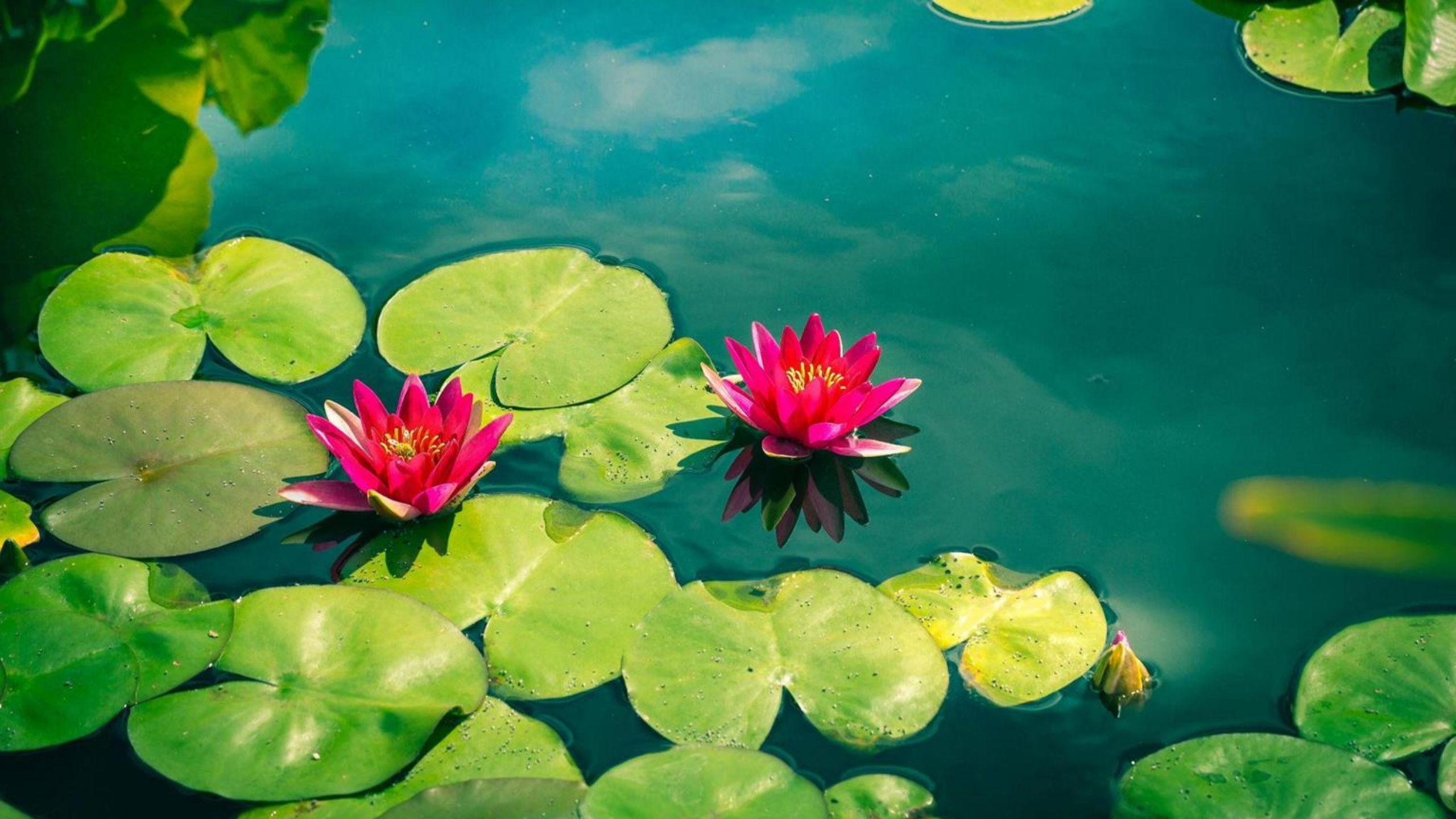


Source: Leadership in the Digital Era survey, n=1,500

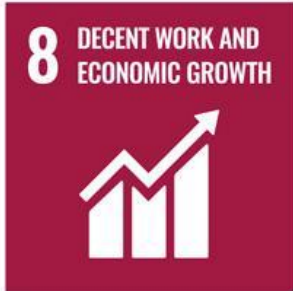


Digital & Green Transitions



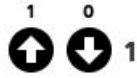


GREEN TRANSITION



Value of Degrees

🔵 Weakening | 2024-2028
Crowdsourced: 2026



Traditionally, education has provided a direct way to improve social status, but this route of social mobility is gradually weakening. The value of degrees is constantly decreasing in the West, especially in the US, and more emphasis is given to different kinds of certificates and practically proven qualifications.



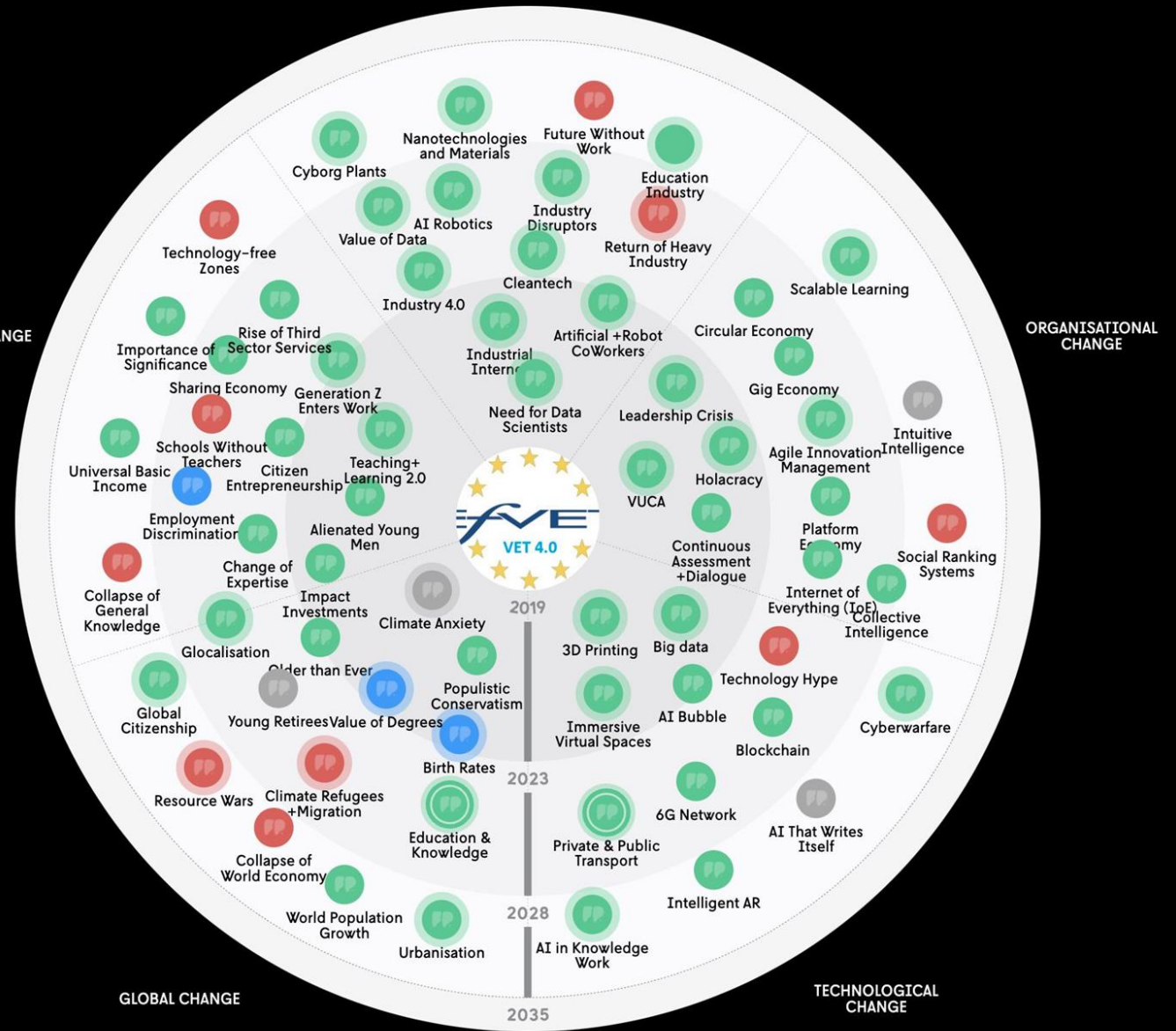
Do You Really Need A College Degree To Have A Successful Career?, NBC News

Latest news

Forbes 08.09.2022 21:59
Is A Cybersecurity Degree Worth It?

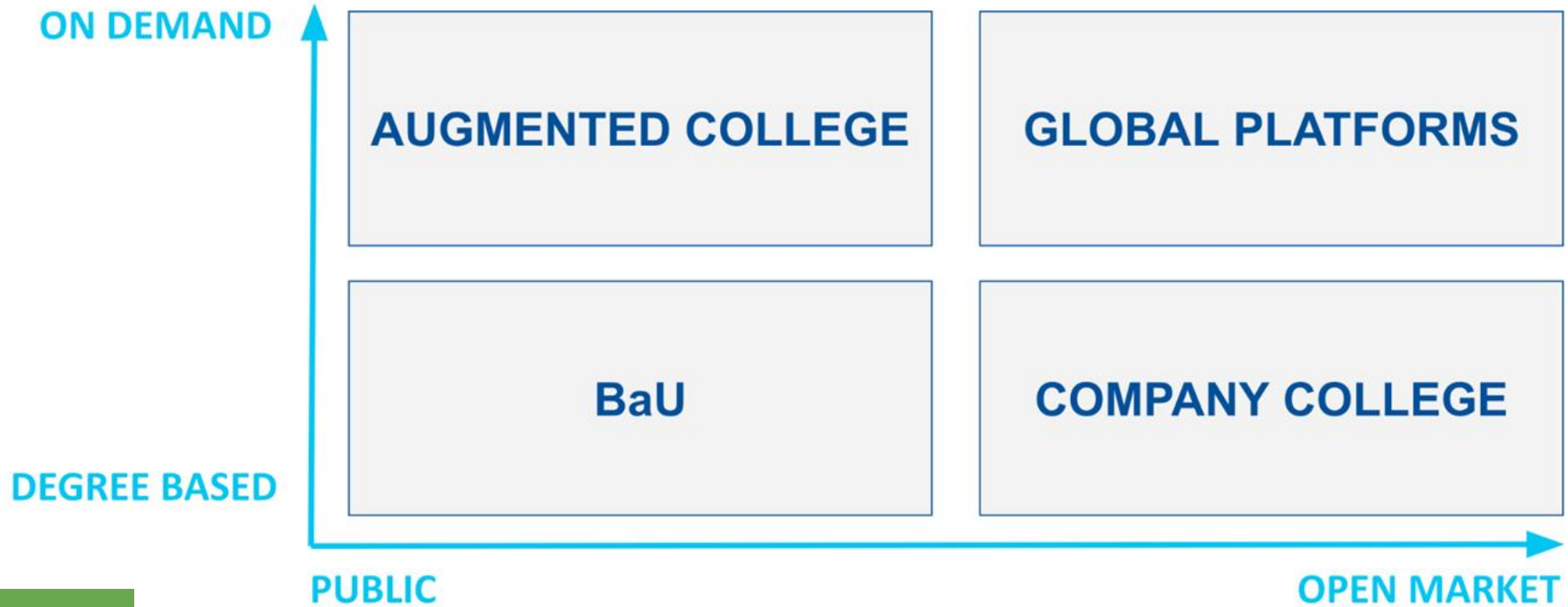
Rating

x Clear ratings



AI FORESIGHT RADAR

4 SCENARIOS





OLD SCHOOL
CREDENTIALS



NEW SCHOOL
CREDENTIALS

Key Dimensions, Twin Transitions

Digital

- Data and data-driven decisions are key in our information society
- Data as a new strategic asset
- Transform data from a raw material (heavy work) into engine of innovation, requires changes at individual and organizational level
- Which data? learners profiles, during mobility, aggregated data on impact of mobility and of Internationalisation, etc.
- Advocate for internationalisation, get internal support, get external funding

Key Dimensions, Twin Transitions

Green

- Sustainability and green travel
- First action to improve your carbon footprint: efficiency
- Energy efficiency is an essential component of de carbonization
- Reduce energy and effort to perform same tasks
- How to combine mobility for all or for as many learners as possible with limited resources?
- Economy of scale: Consortia, group planning, synergies, ...

Conclusions & TODO



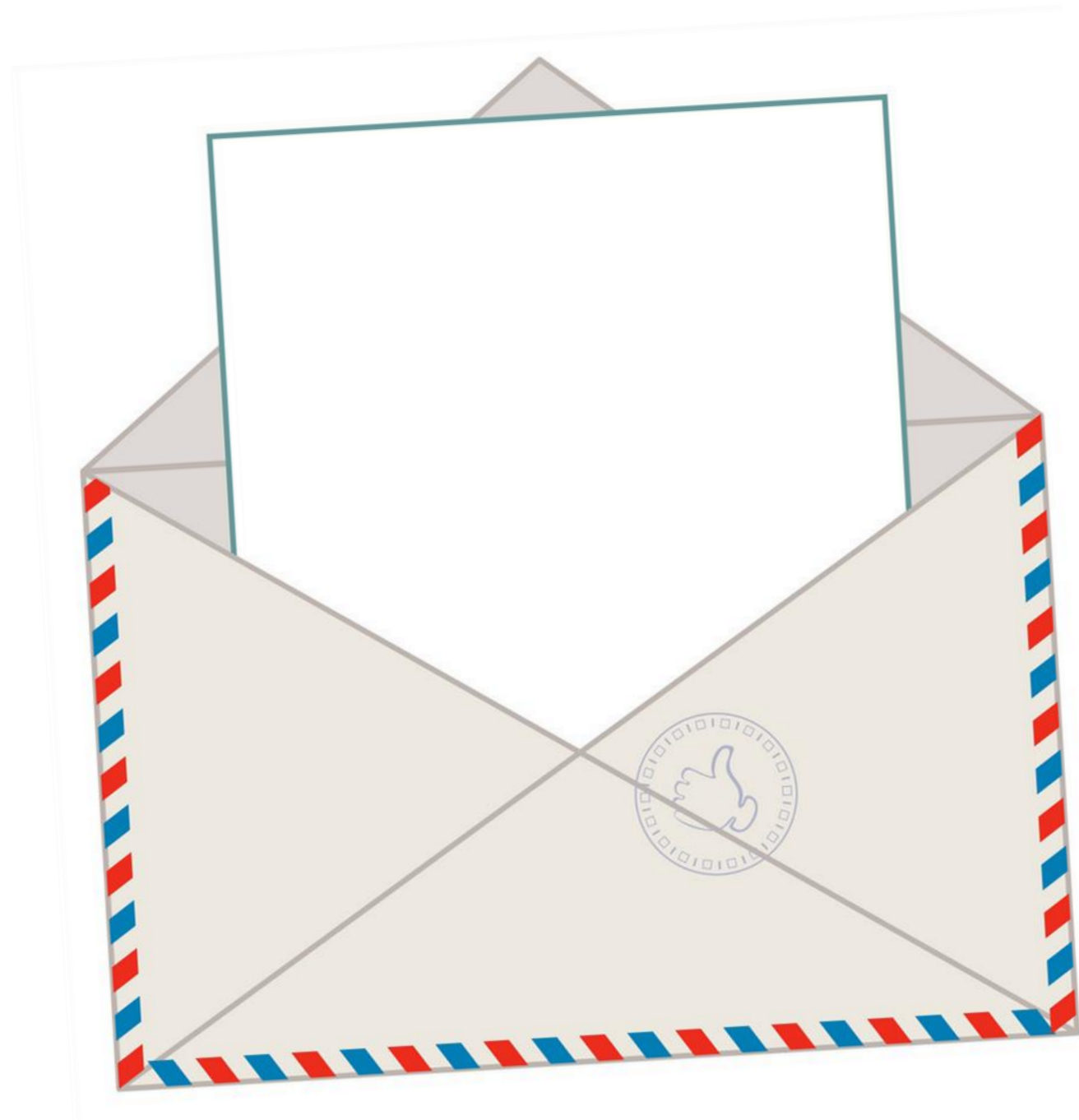


Peanuts und Ketchup

2008 - 2011

Mandarine und süßer Senf

2008 - 2009



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**Do we belong
together? Region as
an „education village“**

THANK YOU !!!

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