

ETF Network for Excellence Launch Conference

“Centres of vocational
excellence as engines
for VET development”



Starting at 9:00 (CET TIME)

Let's excel together!

Online
Thursday, 3rd
December 2020

#ENEnetwork
#VETexcellence

Daria Santucci ETF



Let's excel together!

zoom toolbar

Show/stop your video -

Показать /
остановить ваше
видео

Mute/unmute your
microphone -

Отключить /
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микрофон

See list of all
participants -

Посмотреть список
участников

Use chat for questions/
comments (select
panelists and attendees)

Используйте чат для
вопросов/комментари
ев (выберите
участников и
участников)

Choose to view *all participants* or
speaker only - Выберите
возможность видеть всех
участников или только
докладчика

Select the language for Interpretation (you
can disable original audio, otherwise
interpretation will be played at 80% of the
volume and original sound - at 20% of the
volume) - Выберите язык для перевода
(перевод будет воспроизводиться на
80% громкости, а оригинальный звук -
на 20% громкости, но вы можете
отключить оригинальное аудио)



Hashtags: **#ENEnetwork** **#VETexcellence**

@etfeuropa



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Mentimeter

Join our interactive POLL

Click on the link in the chat

Session 1: Opening and Official Launch of ENE

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**Cesare Onestini,
Director, ETF**

**Manuela Geleng, Director,
Directorate-General for Employment,
Social Affairs and Inclusion,
European Commission**

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Cesare Onestini Director, ETF



Let's excel together!

Manuela Geleng

Director, Directorate-General for Employment, Social Affairs and Inclusion, European Commission



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Session 2: CoVEs as engines for VET development - Our approach

Georgios Zisis, ETF
José Manuel Galvin Arribas, ETF
Stefan Thomas, ETF
Pirita Vuorinen, ETF
Julian Stanley, ETF
Chair: Daria Santucci, ETF

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Georgios Zisimos ETF



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GEORGIOS ZISISOS
Team coordinator



LORETTA CALCAGNO
Project officer



DORIANA MONTELEONE
Statistician-
ENE self-assessment
monitoring and analysis



FILIPPO DEL NINNO
Specialist in VET policies and systems -
Skillman sub-initiative and Registry



DARIA SANTUCCI
ENE communication leader



JOSE MANUEL GALVIN ARRIBAS
Senior Expert in Governance & Lifelong learning
Focus for CoVEs Autonomy and PPP for VET & Skills



ETF Network for Excellence

TEAM

THE EU AGENCY SUPPORTING COUNTRIES
TO DEVELOP THROUGH LEARNING



STEFAN THOMAS
Project Coordinator -
CoVEs in work-based learning



JULIAN STANLEY
ENE self-assessmet process



FLORIANA FOLISI
Specialist in HCD -
CoVE Autonomy & PPP for VET skills;
CoVEs in work-based learning



PIRITA VUORINEN
Anticipation of skills needs
and facilitating partnerships
to anchor smart specialisation
in a realistic supply of relevant skills



MICHELA ZABAGLIA
ENE communication team



HOW WE SEE THE CENTRES OF VOCATIONAL EXCELLENCE



Engines for VET development – beacons for VET reforms



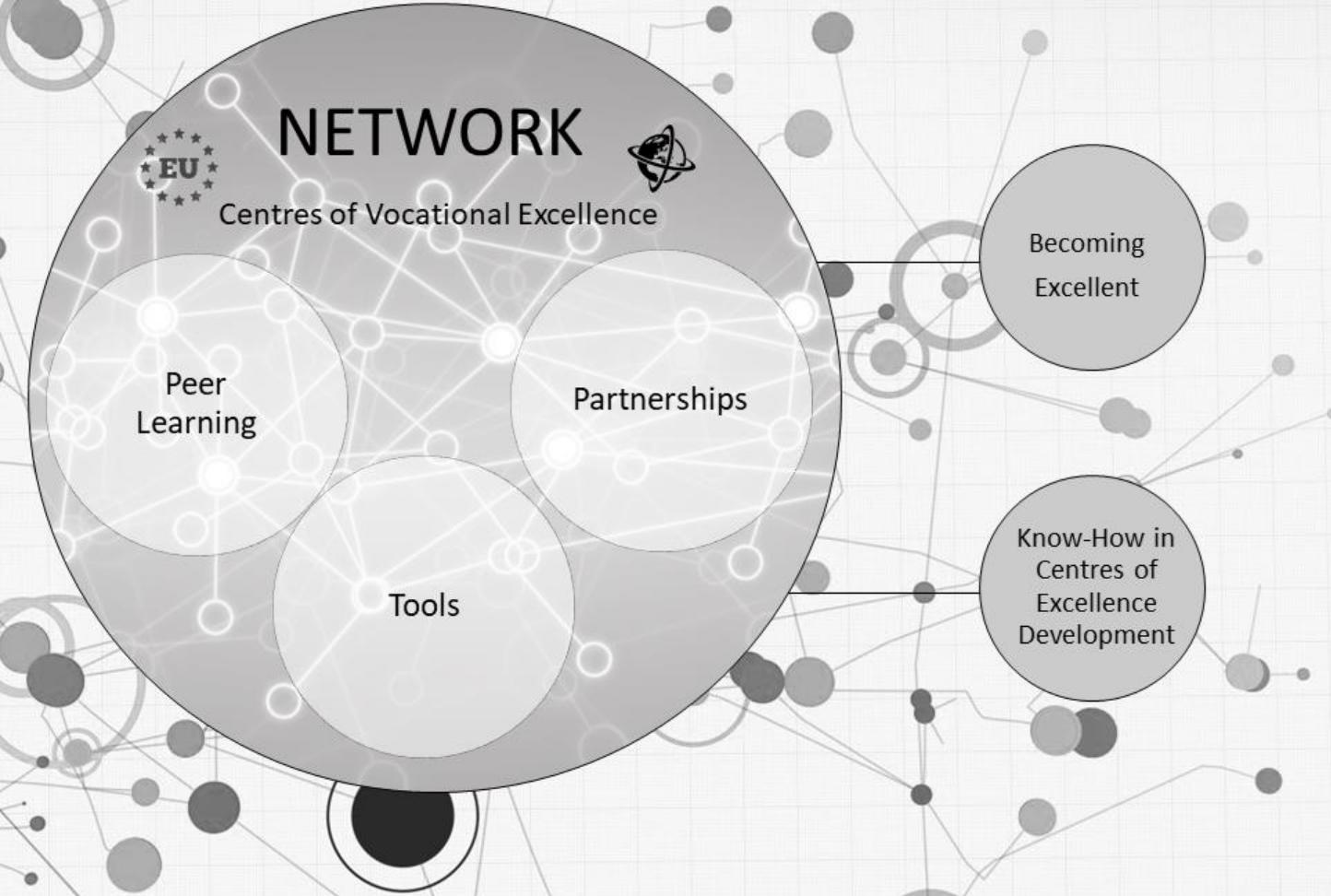
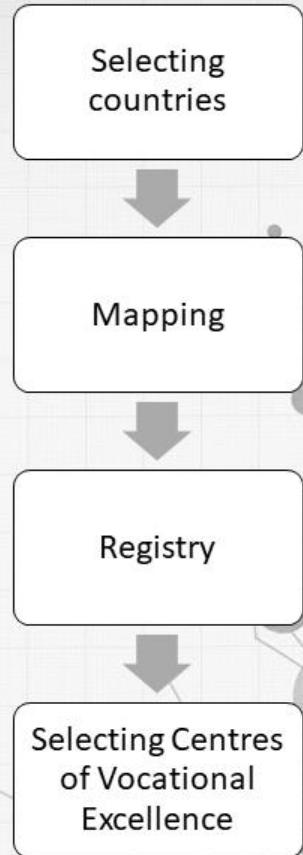
Cases of good vocational schools/providers (or clusters)



Examples of high commitment to change and improvement



Examples of good partnership between relevant stakeholders



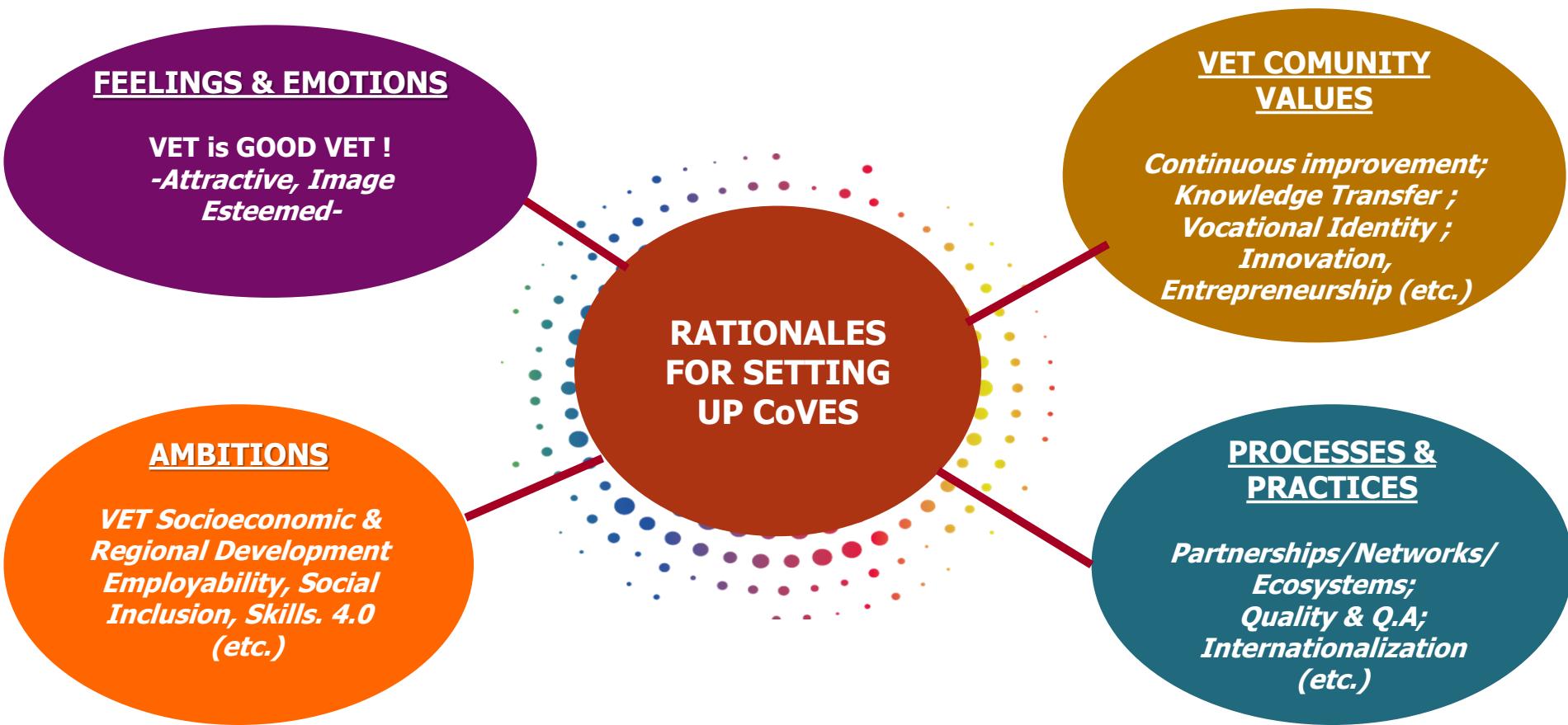
ENE areas (dimensions) of focus for 2020/2022

- Lifelong learning in VET – from IVET to CVET and adult education
- Education-business collaboration and cooperation
- Pedagogy and professional development
- Smart specialisation – Mobilising Innovation, ecosystems and SMEs
- Industry 4.0 and digitalisation
- Autonomy and Institutional Development (financing, leadership, governance)
- Going green – supporting sustainable goals
- Social inclusion

José Manuel Galvin Arribas ETF



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(A)

**VET Centres of Excellence created as a new
and Independent Training Provider**
(e.g. Morocco, Bangladesh, Singapore)

(C)

**VET Centres of Excellence as a Part of
Other Training Institutions**
(e.g. Netherlands, Belarus, Canada,
Vietnam, South Korea)

(B)

**VET Centres of Excellence as
Independent Training Institutions
created from existing provider which
might deploy Extended Functions**
(e.g. Moldova , Armenia)

(D)

**VET Centres of Excellence as Network
Organisations for feeding Excellence &
Innovation values into VET Community**
(e.g. Spain, Netherlands, Ukraine, France,
UK, New Zealand)

(E)

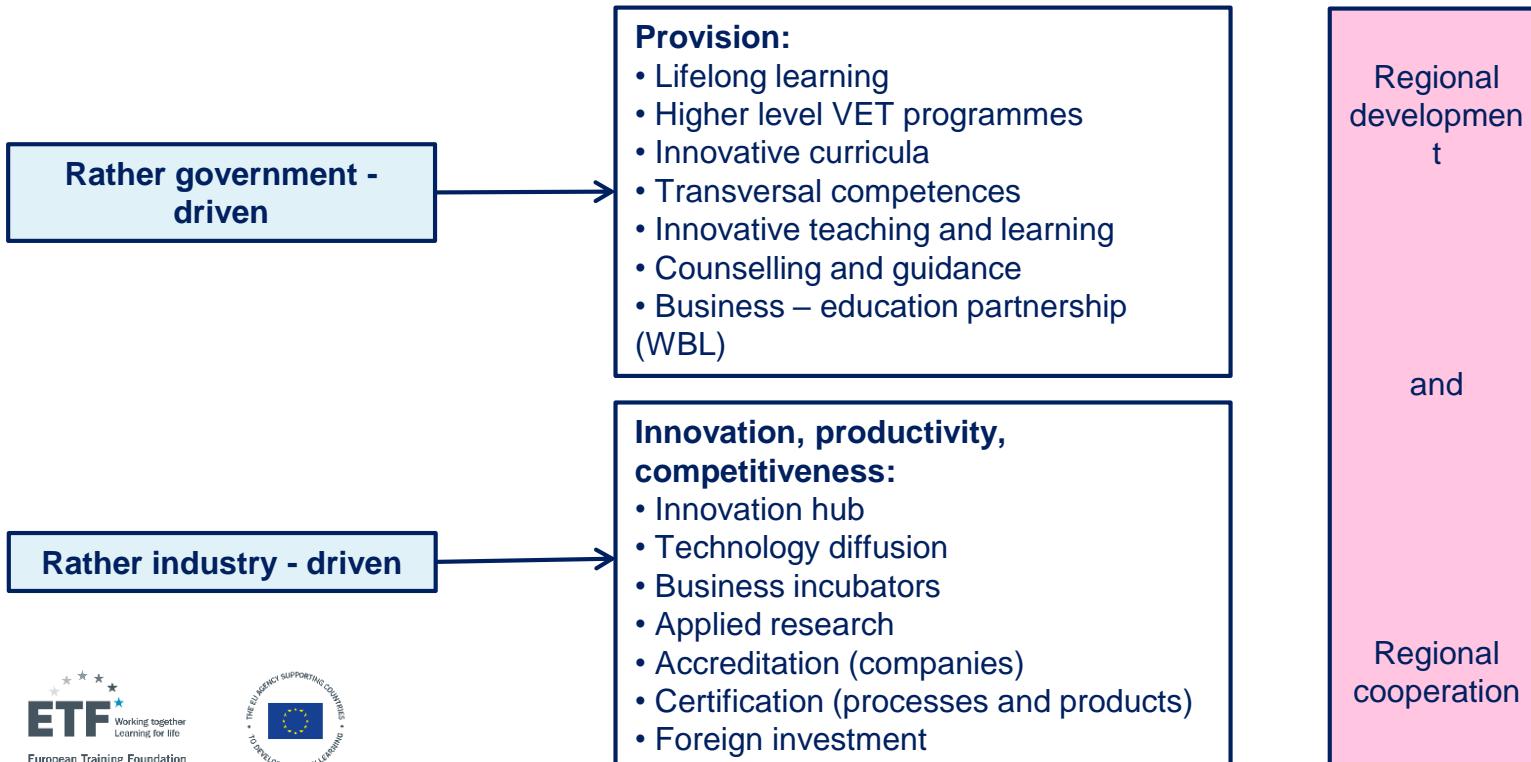
**VET Centres of Excellence as a Multi-
profile/ Sectoral Provider Institutions**
(e.g. Finland, Albania)

Stefan Thomas ETF



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Drivers for Centres of Vocational Excellence



Pirita Vuorinen **ETF**



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Skills for smart specialisation

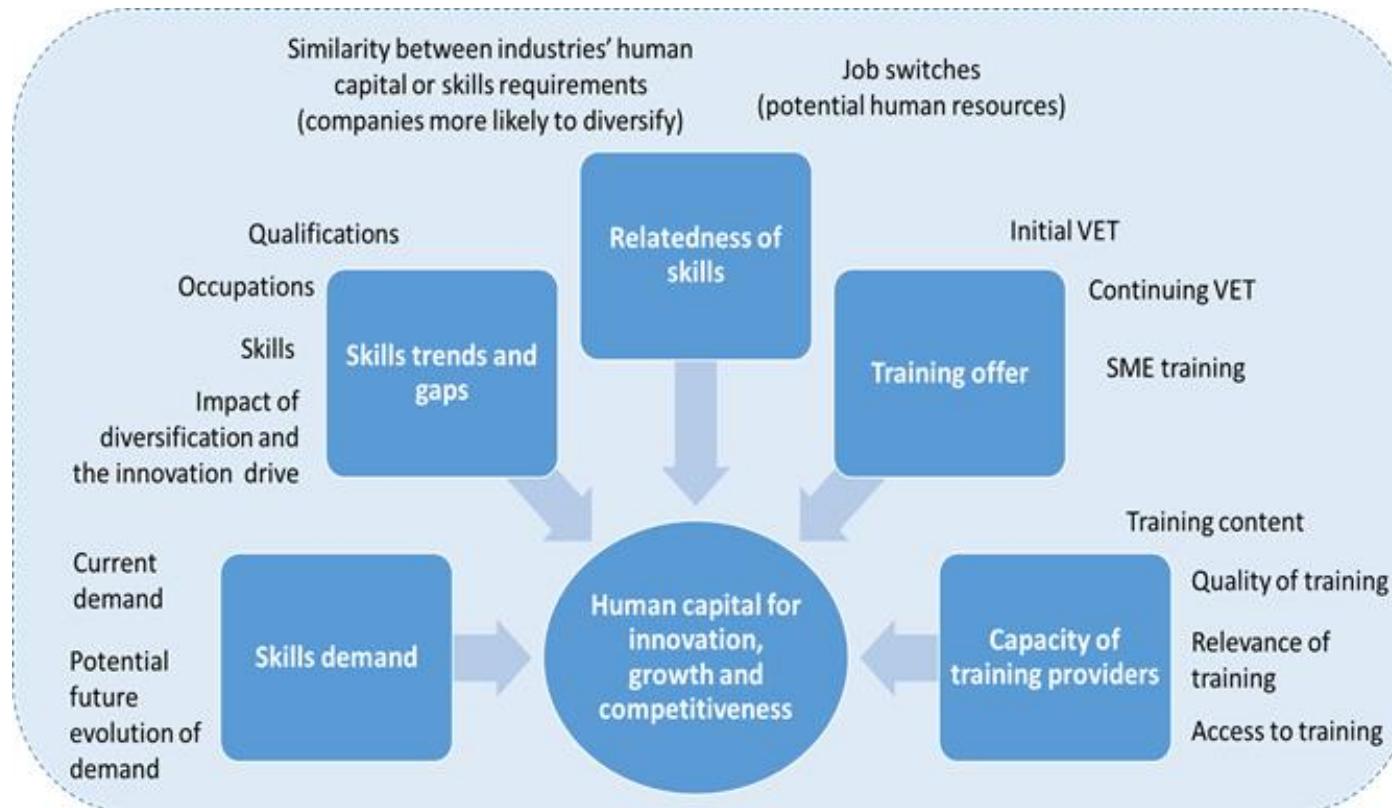
Smart specialisation strategy (EU DG Joint Research Centre):

- Boost jobs and growth by enabling regions to develop competitive advantages based on local assets and resources.

Skills for smart specialisation (ETF)

- Anchor the strategy in a realistic supply of relevant skills at both medium- and high-level.
- Focused VET excellence to flexibly supply relevant human capital and workforce retraining for the private sector at regional level - for higher productivity and potential for innovation.

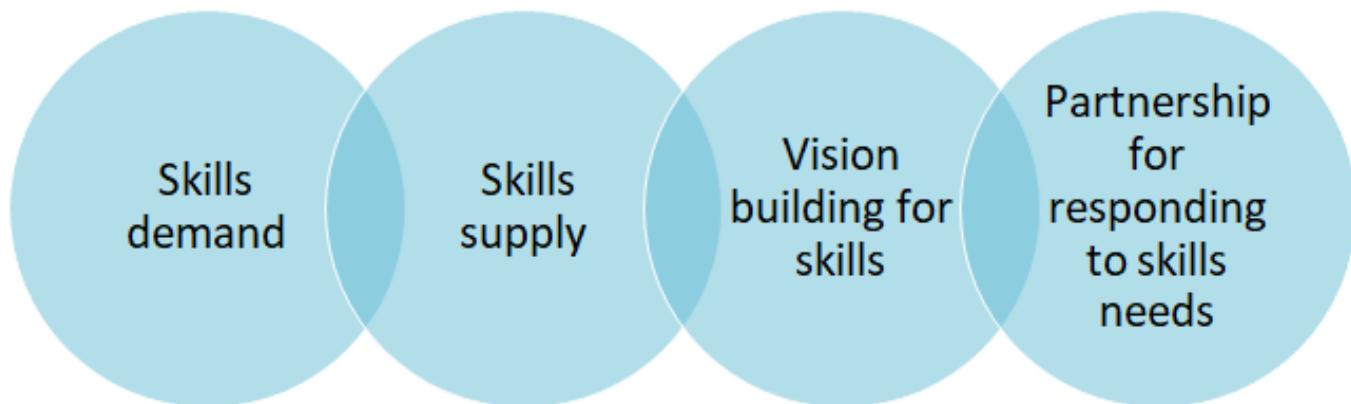
Skills for smart specialisation: scope of the analysis



Source: Skills for smart specialisation in Montenegro: Understanding and managing skills as a key resource for growth and competitiveness

Skills for smart specialisation: methodology

*Identification of smart specialisation areas through
national/regional smart specialisation process*



Skills for smart specialisation: so far applied in ...

Sustainable
Health and
Tourism



Energy efficiency
& renewable
energy resources



Food
processing



Wood processing
and furniture
design



High-added
value
manufacturing



Julian Stanley ETF



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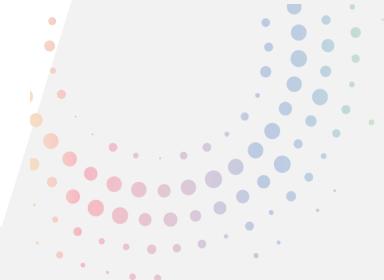
Centres of Vocational Excellence have become a policy instrument – they are intended to result in the improvement of the whole Vocational and Training System

Why is creating CoVEs a credible policy?

- Autonomy and decentralisation – *smarter and quicker decisions*
- Becoming responsive and building relationships with enterprises and communities – *better adapted services & more value*
- Incremental rather than system-wide reform – *snow-ball effect – demonstrating what works..*

However, excellence will not spread – unless there is some mechanism for transmission – otherwise every VET provider will have to follow its own path to excellence





Transmission depends on some kind of collaboration

Collaboration differs by:

- **Degree:** networking - association - integration
- **Duration:** short projects – partnerships – permanent
- **Choice:** rationalisation – clustering – voluntary
- **Management:** by training providers or by specialised collaboration organisation or by regional agency or by local or national government

What kinds of collaboration can work?

Sharing resources, e.g. staff, leadership, laboratories and instructional materials;

Collaborating to engage and work with business, government and other non-educational actors;

Collective provision of services, such as professional development, procurement, data storage, careers advice and labour market data collection;

Coordination and rationalisation of the training offer in order to optimise it and increase efficiency;

Projects, such as the **joint development** of new materials or the application of new methodologies;

Observation and learning from innovative or modern practice in other schools.

Coffee Break

Let's excel together!

Session 3: EU Support Services and Erasmus

Let's excel together!

**Joao Santos, Senior expert,
European Commission**

**Michèle Grombeer, Head of Sector
Skills, Erasmus+: Platforms, Skills
and Innovation, EACEA**



Let's excel together!

Joao Santos Senior expert, European Commission



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#EUVocationalSkills
#EUVocationalExcellence



Centres of Vocational Excellence

“Skills ecosystems” for innovation, regional development, smart specialisation, and social inclusion

*Presentation for the
ETF Launch conference for the Network for
Excellence (ENE)*

3 December 2020



Joao SANTOS

Deputy Head of Unit

European Commission,
Directorate General for Employment, Social Affairs and Inclusion
Unit E3 - Vocational training, Apprenticeships and Adult learning

See: <https://europa.eu/!mg79qC> and
<https://ec.europa.eu/social/vocational-excellence>

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linkedin.com/in/JoaoSantosEU



@JoaoSantosEU

The Goal

VET Excellence

- Empowering **Young and Adults with skills** for fulfilling careers that meet the needs of an innovative, competitive, and sustainable economy

How to get there

International collaborative Platforms of CoVE

- "Skills ecosystems" for innovation, regional development, and social inclusion
- CoVE's operating in a **given local context**, closely embedded in innovation ecosystems, working with CoVE's in **other countries** through **international collaborative platforms**

EU funding

Erasmus 2021-2027 driving the initiative

Also supported through other EU funds: ESF+, ERDF, InvestEU, Horizon...

The partners

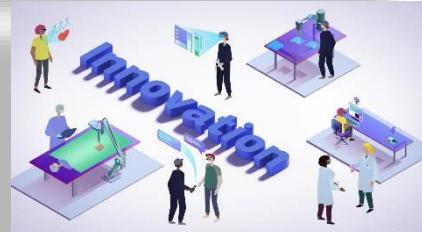
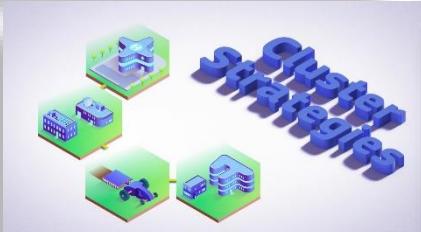
VET providers, Tertiary education, Regional development agencies, Research institutions, Science parks, Companies, Chambers, Sector Associations, Social partners, Sector Skills Councils, Employment services...

CoVE's fostering local/regional "Skills ecosystems"



CoVEs an integrative part of skills ecosystems, contributing to:

- ***Innovation,***
- ***Regional development,***
- ***Smart specialisation strategies,***
- ***Cluster strategies***



Bringing together:

- ***VET institutions***
- ***Universities of applied science***
- ***Research centres***
- ***Companies***
- ***Chambers***
- ***Professional or sector associations***
- ***Trade unions***
- ***Policy makers***
- ***Employment services/agencies***
- ***Regional development agencies***
- ***Municipalities***

VET pro-active in the “Knowledge triangle”



Research and Development

**VET fostering
Entrepreneurial
attitudes and
STEAM skills**

New knowledge improves VET curricula as well as teaching and learning methods
VET skills as an input for research and development

Business opportunities push for research and development
New knowledge is a source of innovation

**Vocational
Education and
training**
(including Higher VET)

VET skills as a key input for
Business innovation and competitiveness

Knowledge of market needs push for
relevant VET curricula and qualifications

**Business/
Industry**

- **Strong and enduring partnerships** - VET providers (including VET at tertiary level), higher education institutions, and businesses, in which interactions are reciprocal and mutually beneficial
- **Anchored into frameworks of regional development, innovation and smart specialisation** - allows for the identification of synergies between policies and amongst stakeholders, avoiding ad-hoc actions
- **Integration of activities** - CoVEs achieve more than sum of the parts



Activities clustered in three groups:

1) Teaching and learning



2) Cooperation and partnerships



3) Governance and funding



Typical activities of CoVE's Pro-active partner in local development



Regional development,
Smart Specialisation,
Knowledge triangle



Governance
(social partners, national
and local governments
VET providers,
development agencies...)

Cost-sharing,
sustainable funding,
and effective use of
EU funding

Technology
diffusion and
Innovation Hubs

Incubators
supporting
entrepreneurial
initiatives

Providing both Initial
and continuing VET
at all EQF Levels



Vocational
Excellence

Innovative curricula,
& Teaching & training
methodologies
(PBL, Interdisciplinary...)

Higher VET, and
Flexible pathways
with Schools and
Universities

Quality assurance
feedback loop,
learner tracking

Validation and
Guidance

Partnerships for:
Skills anticipation,
Apprenticeships,
T&T exchanges...





Knowledge

Providing evidence, research, information, tools and methodologies

- Newsletters
- Scientific research
- Skill intelligence
- Policy briefs
- Guidelines
- Examples of good practices
- Interactive mapping
- ...

Capacity building

Stakeholder engagement in collaborative sharing of knowledge, know-how, and competence

- Expert steering group
- Peer learning activities
- Networking opportunities
- Seminars/Workshops
- Other events
- Internationalisation
- ...

Technical assistance & counselling

Providing expert support and general guidance to VET organisations and authorities

- Technical assistance on project implementation
- Use of tools and methodologies
- Coaching and training
- Information on sources of EU and national funding
- Evaluation
- ...

One single digital platform + links to relevant websites

Community of Practice (CoP), on Vocational Excellence (draft proposal)



Who

Brings together various **practitioners on Vocational Excellence**:

- COVE project leaders – Erasmus funded and others, VET provider associations, ETF Network of Excellence, etc.

Why

Empowering practitioners as driving actors of CoVE initiative

What

- Identifying and **sharing** informing of developments and resources
- **Identifying gaps** in existing intelligence and resources
- **Provide suggestions** to the CoVE Advisory Board
- **Contribute input** to CoVE support services (e.g. content on 3 Hubs)
- Share information on **events** with relevance to the CoVE initiative
- Support **engagement** and **interest** of potential new partners in CoVEs

How

- Use of the CoVE support services online platform for regular exchanges
- Meetings of the CoP (e.g. *4 times per year – including online*), to facilitate information exchange and develop a sense of community

Follow your passion

Vocational Education

and Training **is** a first choice.

Michèle Grombeer

Head of Sector Skills, Erasmus+: Platforms, Skills and Innovation, EACEA



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Transforming policy into action through Erasmus+

**Virtual Conference: ETF Network for Excellence
Centres of Vocational Excellence as Engines for VET Development**

Michèle Grombeer

3/12/2020

EACEA

The **E**ducation, **A**udiovisual and **C**ulture **E**xecutive **A**gency

Our mission



Turning policy into action and results

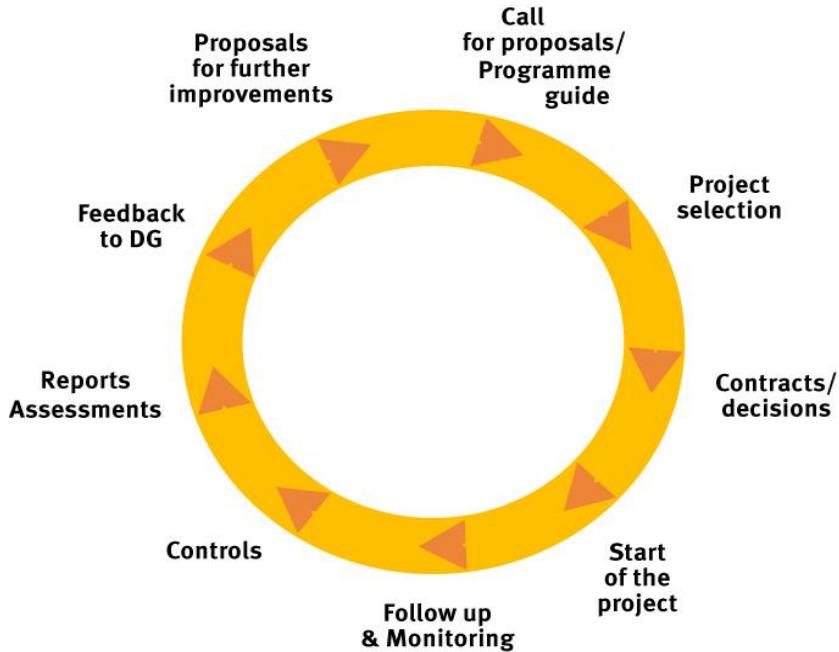
- Implementation and management of European funding opportunities and networks in the fields of **education and training, youth, humanitarian aid, sport, audiovisual, culture and citizenship**

Contributing to EU knowledge and expertise

- Provide analysis and data in the field of **education and youth policies** in Europe

<http://eacea.ec.europa.eu>

Turning policy into action and results





Centres of Vocational Excellence



Erasmus+ Programme 2014-2020

Key Activity 2 – Cooperation for innovation and the exchange of good practice



2019 : Sector Skills Alliances

Lot 1 - Development of sectoral approaches through platforms of vocational excellence

Pilot projects, based on **innovative cooperation methods**, as a first step towards the establishment of centres of vocational excellence

Development of sectoral approaches for design and delivery of VET content combined with a **strategic approach to development of skills-ecosystems** at local level and in line with **local growth** and **innovation strategies**

At least **4 programme countries**, at least **8 full partners**, including at least **3 companies**, industry or sector representatives, and at least **3 VET providers**



Projects started on 1/11/2019 –
1/1/2020
for 2 years

Erasmus+ Programme 2014-2020



7 projects
selected
27.3 Mio €

Key Activity 3 - Support for policy reform 2020 : Centres of Vocational Excellence

- ✓ **Large scale projects** running for **4 years**, based on innovative cooperation methods, for the **establishment of platforms of CoVE's**
- ✓ **Strategic approach to development of skills-ecosystems at local level** and in line with **local growth and innovation strategies**
- ✓ At least **4 programme countries** (including at least 2 EU MS), at least **8 full partners**, with at least **1 company**, industry or sector representative, and **1 VET provider** in each country

► **Involve associated partners from Erasmus+ Partner countries**

► **Projects started on 1/11/2020**



- ✓ Call EACEA **33/2019**, published on: **15/10/2019**
- ✓ Deadline for submission (eForm): **20/02/2020**
- ✓ Project duration: **4 years** starting **1/10/2020** or **1/11/2020**
- ✓ Total budget available: **28 Mio €**
- ✓ Maximum EU grant: **4 Mio €** per project
- ✓ EU **co-financing rate: 80 %** (Budget based)
- ✓ Notification of selection results: **July 2020**

Award criteria

- ✓ **Relevance** of the project
- ✓ Quality of the **project design** and **implementation**
- ✓ Quality of the **project consortium** and **cooperation arrangements**
- ✓ **Impact** and **dissemination**

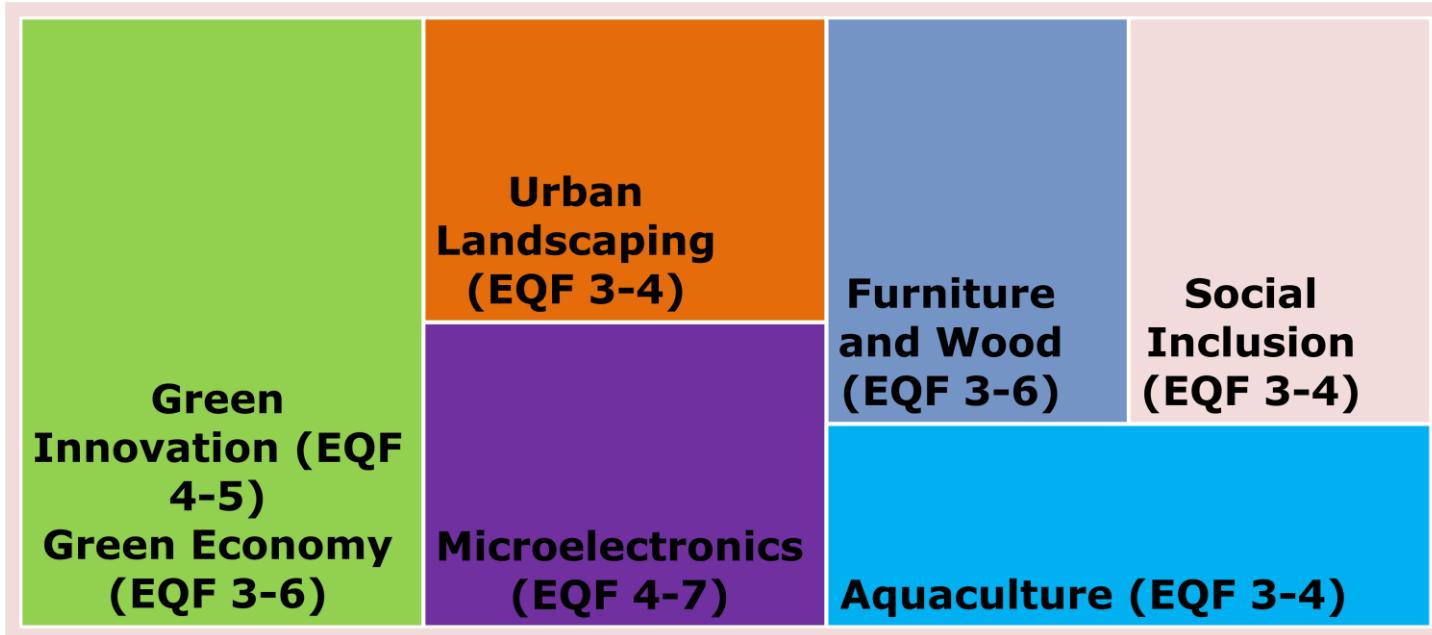


Overview

- ✓ 7 selected projects out of 55 applications
- ✓ EU grant awarded: 27.269.571 €
- ✓ Coordinating organisations from 7 countries: Austria, Bulgaria, Germany, Italy, the Netherlands, Norway and Spain

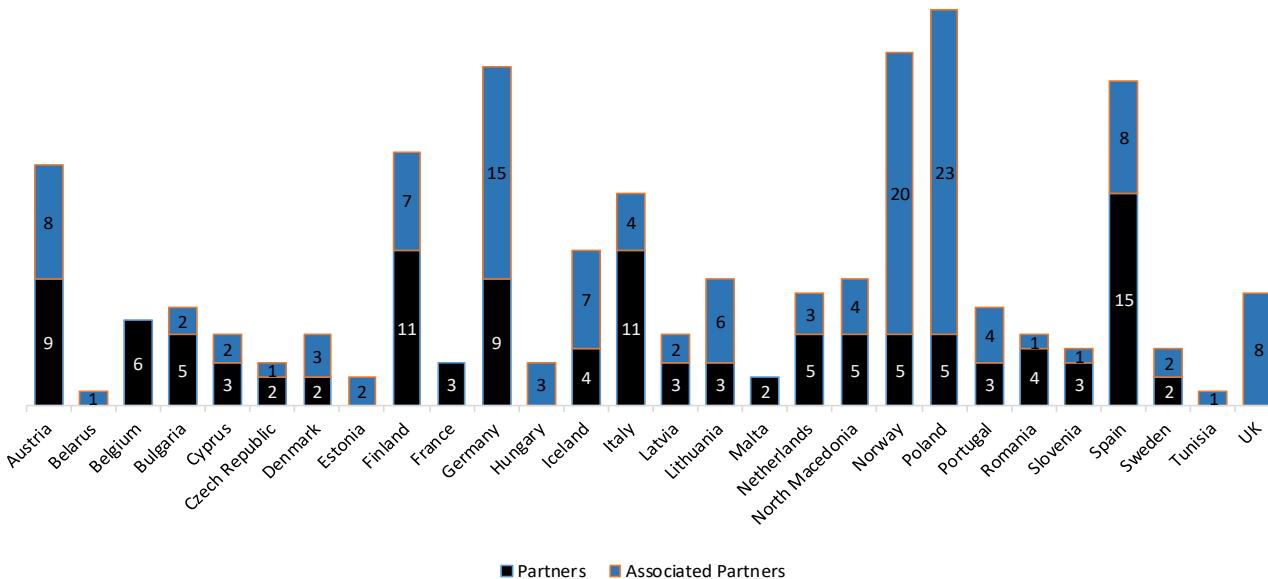


Area and EQF levels



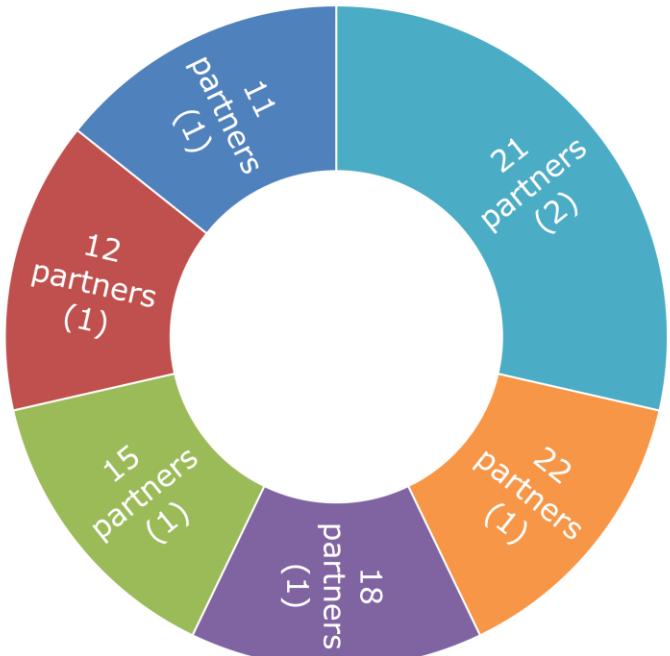


120 partners and 138 associated partners from 28 countries



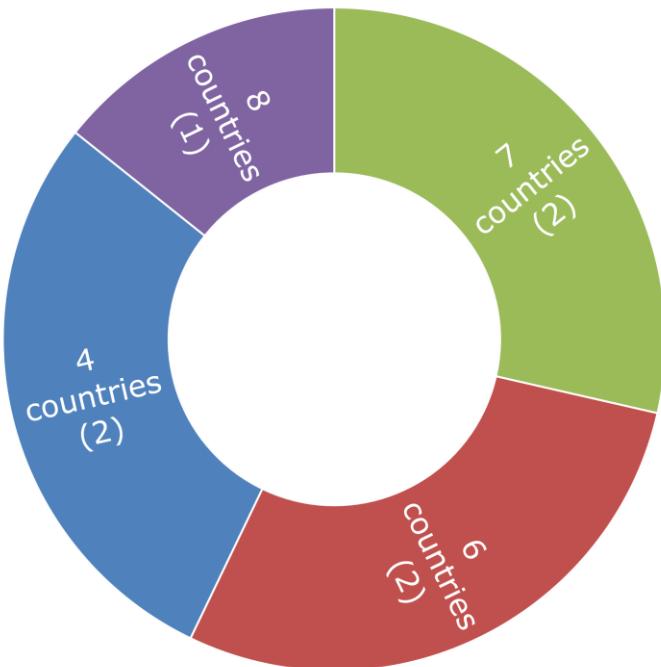


17 partners involved per project

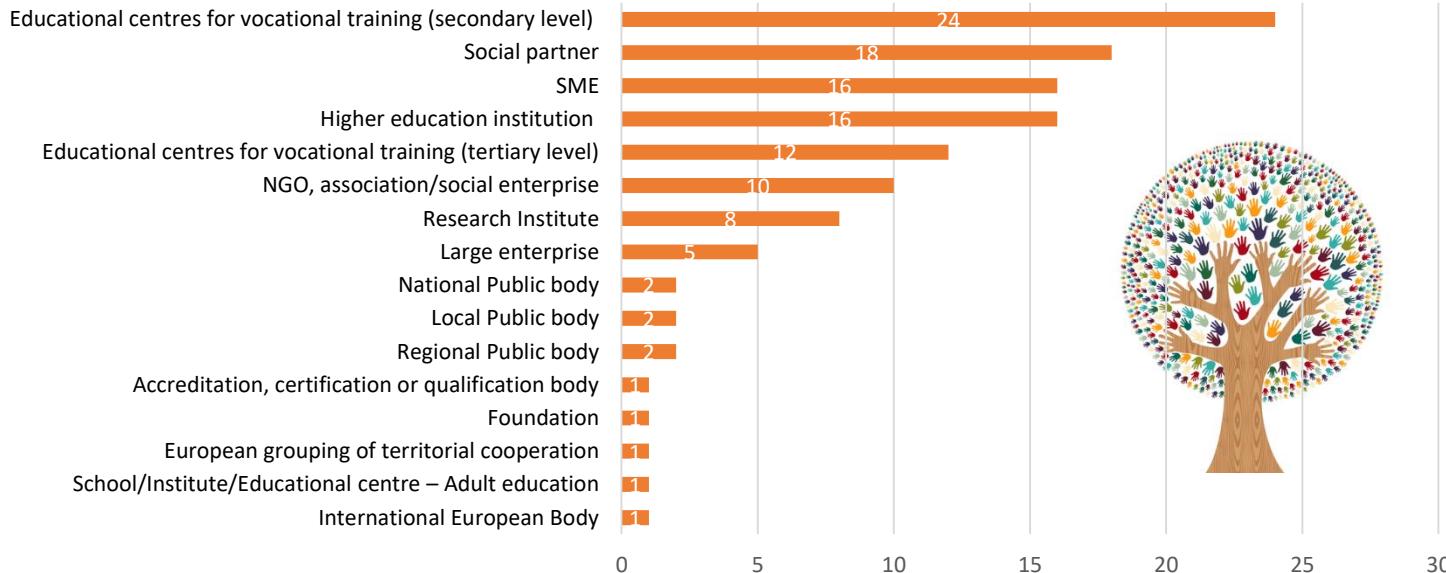




6 countries involved per project



A large diversity of organisations involved (120 partners)



From 2021 onwards



Centres of Vocational Excellence



Advice, guidance and support

- ✓ Helpdesk
- ✓ FAQs
- ✓ Compendia of projects
- ✓ Video capsules on project management, administration and finance
- ✓ Community of practice via TEAMS
- ✓ Support from external experts on content issues
- ✓ Set of statistics
- ✓ Regular online project reviews
- ✓ Daily support from project officers
- ✓ Monitoring meetings including peer-to-peer learning opportunities
- ✓ Networking facilities



Further information?

EACEA

<http://eacea.ec.europa.eu>

We are at your disposal

Unit A2 – Erasmus+
Platforms, Skills and Innovation
EACEA-EPLUS-VET@ec.europa.eu



Full description of projects selected

<https://ec.europa.eu/programmes/erasmus-plus/projects/>





Session 4: CoVEs in the neighbourhood

Pirita Vuorinen **ETF**



Let's excel together!

**Bige Tinmazsoy Susuzlu, Director
of Coşkunöz Education Foundation, Turkey**

**Artem Rybak, Director of the
College of modern technologies of mechanical engineering
and car service, Belarus**

**Zhanarbek Dzharilgasinov Dzhanabaevich, Director of Higher
College, APEC PetroTechnic, Kazakhstan**

**Mohamed Bettaieb, Deputy Director at the
Ministry of youth, sports and professional integration,
Tunisia**

Chair: Pirita Vuorinen, ETF

Let's excel together!

Bige Tınmazsoy Susuzlu **Director** **of Coşkunöz Education Foundation,** **Turkey**



Let's excel together!



Approach for Teacher Trainings



Bige TINMAZSOY SUSUZLU
Director of Coşkunöz Education Foundation

Who We Are?

- A public benefit foundation since 1988 in Bursa, Turkey
- 27.000 beneficiaries up to now.
- **Main activities are;**
 - Applied Vocational Education
 - Mechanical – Machine Technology
 - Additive Manufacturing
 - Lean Management
 - OHS
 - Electric – Electronics
 - Scholarships
 - Recruitment
 - Development of Teachers and Trainers
- **Infrastructure;**
 - AR-VR Lab
 - Production Workshops
 - Automation and Electronics Laboratories
 - Additive Manufacturing Experience Center



Welcome to
the Place Where
Dreams Become
the Reality!

It was founded by technical teacher
M. Kemal Coşkunöz in 1988 in Bursa who is
the founder of Coşkunöz Holding. It has been
active since its foundation.

It is a non-profit organization with the status of
"public benefit foundation".



Teacher Trainings

MoNE In Service Training Programs

- Courses:
 - Machine Technology
 - Electric-Electronics Technology
 - Welding Technology
 - Automation Technology
- 650 technical teachers have benefited up to now

School Principal Trainings

- 110 VET Principals
- Assessment Center
- Coaching
- Trainings
- Conferences

What Differs in Our Approach?

Ecosystem Management

- Government
- Companies
- Consultants
- Professionals

R&D Studies of Curriculums

- R&D Committee of Foundation
- Participator Companies

HR View

- Not Just Trainings
- Needs Analysis
- Competence Focus
- Feedback Sessions
- Follow Up

Community Creation

- Mentoring to Next Group
- Network Creation for Beneficiaries
- Communication of Programs

Artem Rybak
Director of
the College of modern technologies
of mechanical engineering and
car service, Belarus



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+375 17 396 36 25 (FAX)

Website: <http://college-ripo.by/>

College of Modern Technologies in Mechanical Engineering and Car Service



Our mission is to educate people
for career success so we always
say to our learners:

SUCCESS STARTS HERE!

Speaker:
Artem
European Training Foundation
Rybak
Director of College

Follow us on social media:



[College Of Modern Technologies in Machinery
Engineering and Car Service](#)

[Resource Center](#)



[@kstmia_uo_ripo](#)
[@resurcenter](#)



College of Modern Technologies in Mechanical Engineering and Car Service of the RIPO



is the largest educational institution of the Republic of Belarus in the field of training for machine building industry.

Throughout its existence, the college has integrated all the best educational traditions, while constantly introducing modern technologies into the educational process. Today College has state-of-art facilities and resources, highly qualified teachers and vocational training teachers, unique methodological support and provides training in more than 90 educational and training programmes.



ENE Network (2020)
FACT (2019)

ISO 9001-2009 (2009)
Resource Center of Excellence (2007)

CNC Machines HAAS Workshop(2007)



678 Students

4th and 5th levels according to ISCED

- **Equipment operation** (CNC Machines adjuster)
- **Industrial mechatronic systems operation** (Mechatronics technician)
- **Machinery production technological equipment** (Technician-mechanic)
- **Mechanical metal-working on machines and production lines** (CNC Machines operator, turner)
- **Car service** (Car mechanic)
- **Car operation and repair** (Fitter)
- **Logistics** (Logistics specialist)



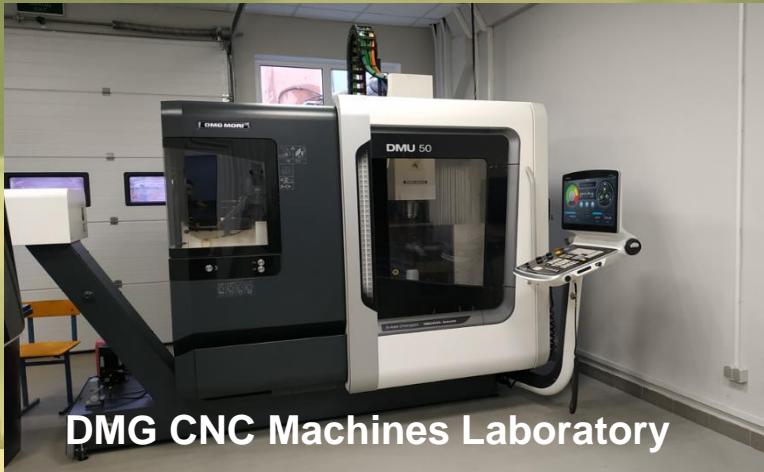
HASS CNC Machines Workshop



Training facilities

- 2 Modern Industrial Laboratories*
- 17 workshops
- 14 Laboratories
- 26 Lecture rooms
- Resource Center of Excellence

* Festo Authorized and Certified Training Centre (FACT)



DMG CNC Machines Laboratory



Industry 4.0 and Mechatronics Laboratory

Resource Center of Excellence

It acts as an institution for further and vocational education, exercising concentration and providing access to expensive and exclusive resources.

Its activity consists in the competent organization of access to material, technical, informational, educational, methodological and laboratory resources.

This availability of facilities and resources can significantly improve the efficiency of the educational process.

The Resource Center of Excellence for training workers in mechanical engineering and car service industry was established at the premises of College in 2007



Training for machine building industry

According to the state curriculum



Training and retraining for adults

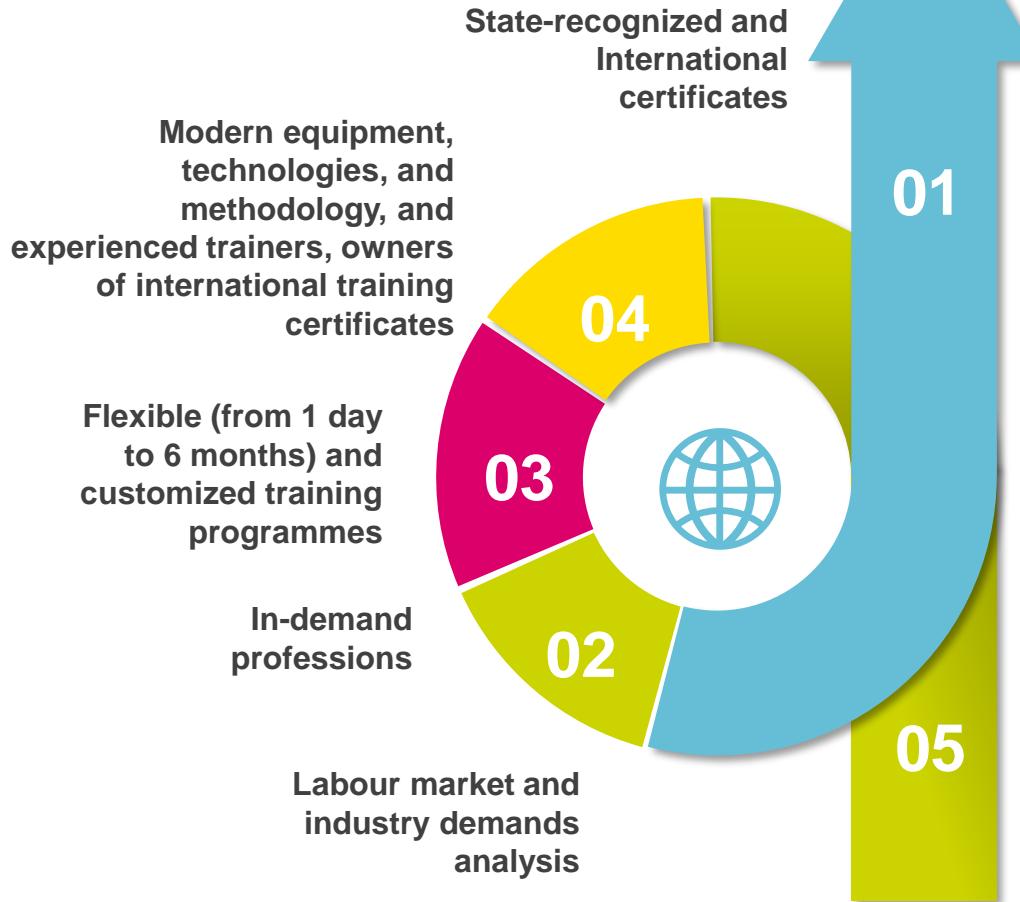
Car operation and repair, equipment operation, mechanical metal-working on machines and production lines



Advanced training

According to the curriculum, short-term programmes

How it works



2017-2020 by numbers

- 2016 – 111 learners
- 2017 – 99 learners
- 2018 – 103 learners
- 2019 – 102 learners
- 2020 – 58 learners

Who can apply

- Base Institutions, private companies and industrial enterprises
- Employment agencies (Ministry of Labour and Social Protection)
- Educational institutions (colleges, universities)
- Individuals

Zhanarbek Dzharilgasinov Dzhanabaevich Director of Higher College, APEC PetroTechnic, Kazakhstan



Let's excel together!



APEC PetroTechnic

HIGHER COLLEGE

Zhanarbek
Jarilgassino
Director

+7 70

zhjan
7320

Kazakhstan, Atyrau

APEC PetroTechnic uses world class practice for training personnel for the oil and gas industry
Founded in 2013.



Training delivered in English language



Study programs: 1370 students



Electrical supply



Instrumentation Engineering



Oil & Gas Production



Automation and Control



Chemical Engineering



Oil-and-gas-field operation



Drilling Operations



Information Systems



Online trainings

Content of Educational Programs

learning platform

- Modular design of educational programs focused on the occupation.
- Revision of the educational program taking into account the needs of employers by working with the Industrial Council and Technical Committees
- Availability of modern educational equipment, laboratories for the high-quality delivery of the educational program

Training

communication skills, critical thinking, ability to identify and solve problems, and work in a team.

- Internship for teachers at the production site. Organization of guest lectures.
- Two-tier practice-oriented system
- Dual Education system

Compliance with Industry Standards

- Awarding IWCF qualification
- Professional Standards of the Republic of Kazakhstan
- World Skills Competencies
- Cooperation:
 - Petrochemical Association
 - Society of Petroleum Engineers-Atyrau Section
 - Atyrau- Hub
 - Industrial Council

Required skills in the labor market and meeting employer's need

APEC PetroTechnic: figures and facts

APEC PetroTechnic -comprehensive training in oil and gas specialties using the world's best practices and modern equipment in the learning process.

Years	Quantity of graduates	Employment
2016	264	97%
2017	227	90,1%
2018	229	83,4%
2019	220	91%
2020	153	78%

Employment of graduates in 2020 - 78%, as a result, a reduced number of open vacancies in the labor market during the COVID-19 quarantine period



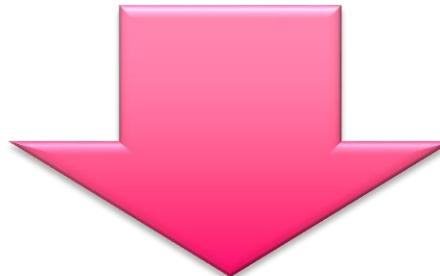
Average salary of graduates in the workplaces according to occupied positions

Development plans:

- ✓ expansion and development of programs and projects
- ✓ Transmission of the accumulated experience and knowledge to the entire TVET system across the country (with the assistance of the Holding "TALAP")

Cycle

Methodical
Committee



1. Language training

2. General studies

3. Occupational
disciplines

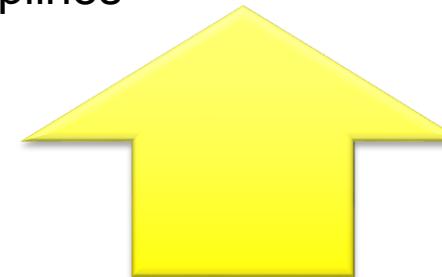
Development of Short Term

Training programs:



Educational centers

Business



SERVICES WE OFFER

TRAININGS:

- Theoretical trainings
- Practical trainings
- Online trainings

RENTALS:

- Conference halls
- Classrooms rentals
- Workshops rentals

CURRICULUM DEVELOPMENT

- International standards
- Client requirements

ACCOMMODATION:

- Hotel
- Hostel

JOB FAIR / INDUSTRIAL FORUMS

CATERING:

- Canteen
- Café
- Coffee breaks



Professional Development Courses

Negotiation with transnational equipment manufacturers such as Emerson, Schneider Electrics, Shlumberger to place their training centers on the territory of APEC PetroTechnic in the following specialties: power supply, automation, instrumentation and others.



International trainings and courses

Since 2018, the British Council has been conducting [ACCA](#), [Aptis](#), [IELTS](#) tests at APEC PetroTechnic facility. The IOSH international certification center is also located in the college.

APEC PetroTechnic

HIGHER COLLEGE

Enjoy our short video during the break!

Thank you for
attention!

Mohamed Bettaieb **Deputy Director at the** **Ministry of youth, sports and** **professional integration, Tunisia**



Let's excel together!



90

Republic of Tunisia

MINISTRY OF YOUTH, SPORTS AND PROFESSIONAL INTEGRATION

DEPARTMENT OF VOCATIONAL TRAINING AND EMPLOYMENT

CENTRES OF VOCATIONAL EXCELLENCE AS ENGINES FOR VET DEVELOPMENT

3rd December 2020

Mohamed Bettaieb, Deputy Director
mohamed.bettaieb@mfpe.state.tn

MINISTRY OF YOUTH, SPORTS AND PROFESSIONAL INTEGRATION

DEPARTMENT OF VOCATIONAL TRAINING AND EMPLOYMENT



- **Leading** training (ATFP)
- **Supervising:**
 - Public VT structures: Ministry of Tourism, M Agriculture, M Defence,
Private training sector
 - NSVT Covers **all** the economic fields
 - **NQF** (CC, CAP, BTP, BTS)
 - **93.000** Trainees (**65.000** Recognised training)

SIMILARITIES BETWEEN:

ENTREPRENEURIAL CENTRE AND CENTRE OF VOCATIONAL EXCELLENCE

Main Features:

Dynamic
Proactive, Taking initiative
Innovating
Risk taking
Keeps improving

To create values for all

Self-assessment tool:

8 Dimensions

4 Axes:



Leadership
and
sustainabilit
y



Stakeholders
and
ecosystem



Trainers and
staff



Trainees and
career
guidance



3 Levels of progression



2021



CFA BIZERTE

ASPECTS OF EXCELLENCE

SPECIALISATION/COOPERATION

- Initial and continuous training
- Mechanics, Textile, Industrial maintenance, Cooling and air conditioning
- 1700 Trainees (Apprenticeship, CAP, BTP)

• Certifying Specialization training

Maintenance and repair of automatic transmission

- PPP
- Labor market needs
- Complementary training, 208 h
- 104 Post-diploma young people
- 7 Certified Trainers + professionals
- High technology
- Innovative pedagogy
- Co-Certification benchmarks jointly
- Meets Local and National labor market needs
- Improves Attractiveness of vocational training

CFA BIZERTE

ASPECTS OF EXCELLENCE

ENTREPRENEURIAL MINDSET DEVELOPMENT

- Apprenticeship booklet-entrepreneurial skills

- Lack of entrepreneurial skills
- Registering sheets
- Balanced approach
- Involved companies
- 1500 Beneficiaries



- Dropout: 40%-16%
- Success rate: 70%-89%
- Satisfied companies and motivated trainees
- Increased professional integration rate
- Relaunch 2021

Thank you

mohamed.bettaieb@mfpe.state.tn

Coffee Break

Let's excel together!

Session 5: Building Global alliances and Making Partnerships



Let's excel together!

Georgios Zisimos ETF



Let's excel together!

**Ilze Brante, Vocational Education
Association, Latvia & Stefan Thomas, ETF**

**Mervi Jansson, Omnia Education
Partnerships, Finland & Floriana Folisi, ETF**

**Giovanni Crisona, Skillman Network &
Filippo Del Ninno, ETF**

Chair: Georgios Zisis, ETF

Let's excel together!

Ilze Brante, Vocational Education Association, Latvia & Stefan Thomas, ETF



Let's excel together!



Association “Vocational Education Association” (PIB) was established on 28th October, 2009

It aims to unite all Latvian vocational education institutions, their heads, employees, and students all together in tackling the challenges related to education of youth.

There are 31 members in PIB, vocational education institutions, and 11 members of the board, meeting once a month to address current issues

- 21 Vocational education institutions of the Ministry of Education and Science
- 6 Colleges of Ministry of Education and Science
- 3 Municipal vocational education institutions
- 1 Vocational education institution under Latvia University of Life Science and Technologies

Tasks

- To promote all kinds of events among the education institutions (amateur art, sports, and others);
- To participate in the development of vocational education and an effective use of the educational resources;
- To provide help in implementing new qualifications;
- To promote development of new programmes;
- To participate in development of laws and regulations;
- To coordinate methodology work;
- To cooperate with national and international organisations involved in improvement of educational work.



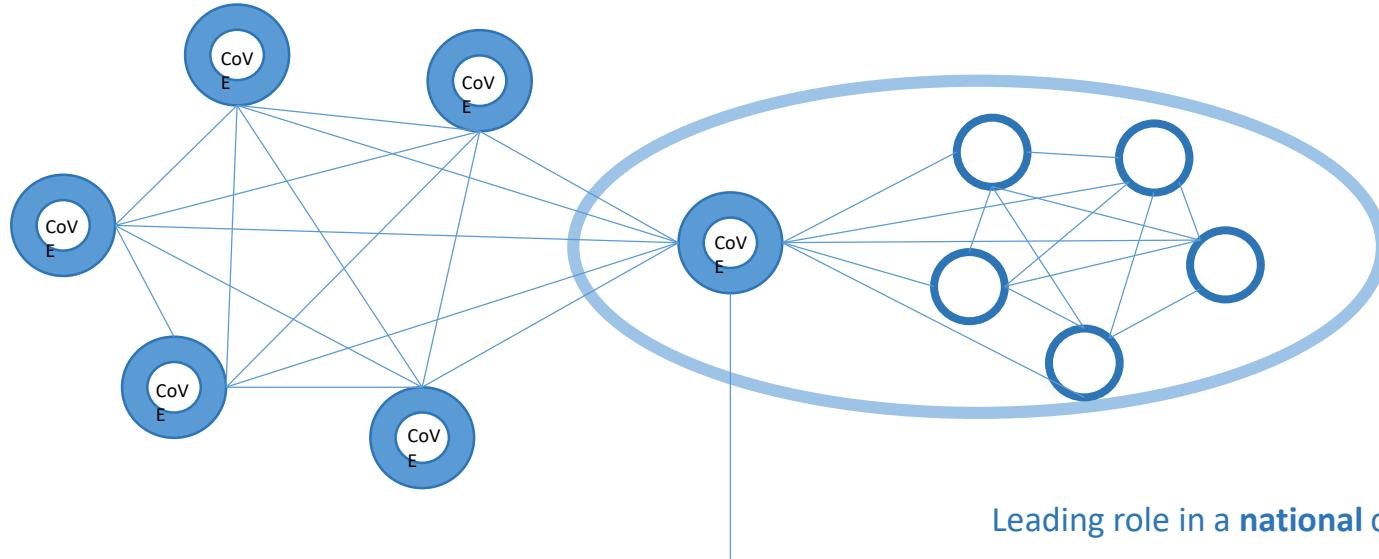
“The Role of CoVEs in work-based learning” initiative...



- ...is one out of several initiatives of the ETF Network for Excellence and runs from September 2020 – June 2022
- ...focuses on the question of how CoVEs can support work-based learning
- ...includes a partnership and peer learning with CoVEs in the Baltic Countries
- ...offers an opportunity for Vocational Schools in six ETF partner countries* to find out where they stand (baseline study) and how they progress over time (evaluation)

*Albania, Armenia, Belarus, Kazakhstan, North Macedonia and Moldova

Dissemination of Excellence



Leading role in a **national** cluster

=

Dissemination of Excellence and
support for other vocational schools

Example: There is a leading Tourism school in the country that supports smaller schools that also offer tourism programmes

Why a partnership with the Baltic countries?

- ✓ Recent experience in system reform: introduction of more and high quality work-based learning
- ✓ VET systems are based on a strategic partnership between public authorities and social partners
- ✓ Strong institutions with excellent practice in school – business cooperation (e.g. VET school in Ogre/Latvia)
- ✓ Transnational cooperation: Estonia, Latvia and Lithuania established the Baltic Alliance for Apprenticeships (BAfA)
- ✓ ...and joined forces in two consecutive Erasmus+ programs:
 - (i) "National Authorities for Apprenticeships: Implementing Work Based Learning in Latvia, Lithuania and Estonia" WBL Balt (2014 – 2017) and
 - (ii) "Testing New Approaches to Training VET and Workplace Tutors for Work Based Learning - TTT4WBL" (2017 – 2020).

What do we want to know?



Baseline study

- Mapping of the current work-based learning practices of each participating CoVE and related cluster.
- Analysis of aggregate state of affairs, identifying shared strengths and opportunities for cooperation and development.
- Report with methodological review of criteria and their application.



December
2020

Coaching session

- Online and on-site in the Partner Countries.
- Access to proven tools and methodologies.

What do we want to know?



Evaluation of progress

- Evaluation of progress made by each CoVE together with its cluster
- Analysis of progress made by all participants and analysis of strengths, weaknesses, barriers and enablers for pro-gress in work-based learning and for transmission of practice
- Quantitative analysis
- Developmental stories, one per CoVE and related cluster, to act as case studies



June 2022

Mervi Jansson, Omnia Education Partnerships, Finland & Floriana Folisi, ETF



Let's excel together!

CoVEs AUTONOMY & FORGING PUBLIC PRIVATE PARTNERSHIP (PPPs) FOR VET SKILLS DEVELOPMENT

Mervi Jansson, Omnia Education Partnerships, Finland
Floriana Folisi, ETF

Let's excel together!

Why Autonomy?

- Plays an important role in development and success of CoVEs in all countries.
- A high level of flexibility in forging win-win relationships gives CoVEs the ability to choose the forms of co-operation most suitable for partnership in each sector and region.
- Sufficient autonomy and relevant data on local industry needs are building blocks for PPP.

PARTNERSHIP ON AUTONOMY & PPPs

Objectives:

to analyse what and how Centres' of Vocational Excellence (CoVEs') autonomy is operationalized and can be linked to public-private partnership (PPP) experiences in a selected number of CoVE cases in ETF partner countries (PC).

The sample of country cases for conducting analysis:

6 ETF PCs: Azerbaijan, Georgia, Israel, Morocco, Tunisia and Turkey

2 EU MSs: Finland and the Netherlands

PARTNERSHIP ON AUTONOMY & PPPs

Outputs:

- A baseline study on selected CoVEs and policy recommendations. Exploring main features and institutional settings, providing a comparative assessment based on CoVEs' practices and added value of autonomy for VET system efficiency.
The baseline study is based on desk-research, e-survey and on-line interviews.
- A policy briefing on autonomy of CoVEs and the link with PPPs. Identifying and proposing policy recommendations to support CoVEs' impact.

CURRENT STATE OF PLAY:

Several CoVEs got involved in each target country

Baseline study almost finalised: desk-research, e-survey and on-line interviews done



PARTNERSHIP ON AUTONOMY OF COVEs: Methodology

- Target groups: PRAC & POLMK
- Analytical categories of questionnaire:
- 3 conceptual blocks & 2 main question sections

GENERAL LAYER

(e.g General management, legislation to PPP etc.)

RESOURCES LAYER (e.g. HR

management, Financing, learning environment, Quality control, social partners inputs etc.)

PEDAGOGYC LAYER (e.g. curricula

decision and contents; local development and innovation; Entrepreneurships and soft skills role etc.)

OVERVIEW OF CoVE AUTONOMY

***AUTONOMY
SUPPORTING PPP
in VET skills
development***

Let's excel together!

NEXT STEPS

- 3 Blog posting, in ETF Open Space (1 published, 2 more in 2021)
- Baseline study - January 2021
- Policy Briefing – February 2021

**Giovanni Crisona,
SKILLMAN
Filippo Del Ninno,
ETF**



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3rd December 2020

ETF NETWORK FOR EXCELLENCE (ENE) LAUNCH CONFERENCE

**“CENTRES OF VOCATIONAL EXCELLENCE
AS ENGINES FOR VET DEVELOPMENT”**

 *the future of TVET*
TVET in the future

project partnership
offered by skillman.eu





worldwide community
practitioners, researchers and institutions
work-based-learning approach
sustainability and ethical values
skills mismatch in AM sector

#weloveskills
#welovemobility

2020
data

COUNTRIES
88

REGIONS
295

CITIES
385

NEIGHBOURHOODS
31

> 600 members



Peer Learning Clubs



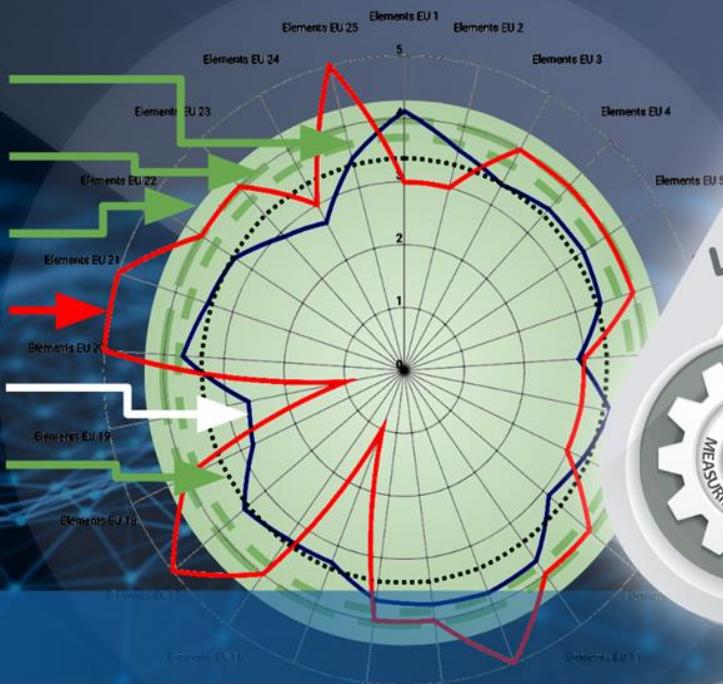


Boosting excellence

GLOBAL COVES SAT

Self-Assessment Tool mechanism

goals level
average 2' year
goals level
average 3' year
goals level
average 4' year
Individual CoVE
Institute Cuccovillo IT 2020
Global CoVEs
average per Element 2020
Starting level
average 2020



Co-funded by the
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SKILLMAN INTERNATIONAL FORUM

10/11th December 2020



in partnership with



ethical campaign

REDEFINING THE FUTURE OF LEARNING

[Home](#) / Ethical campaign to redefine the...



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Erasmus+ Programme
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Skillman.eu

*Transnational platform of
Centres of Vocational Excellence*

Presented by Giovanni Crisonà
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skillman.eu

This document is part of the products realised with the project:
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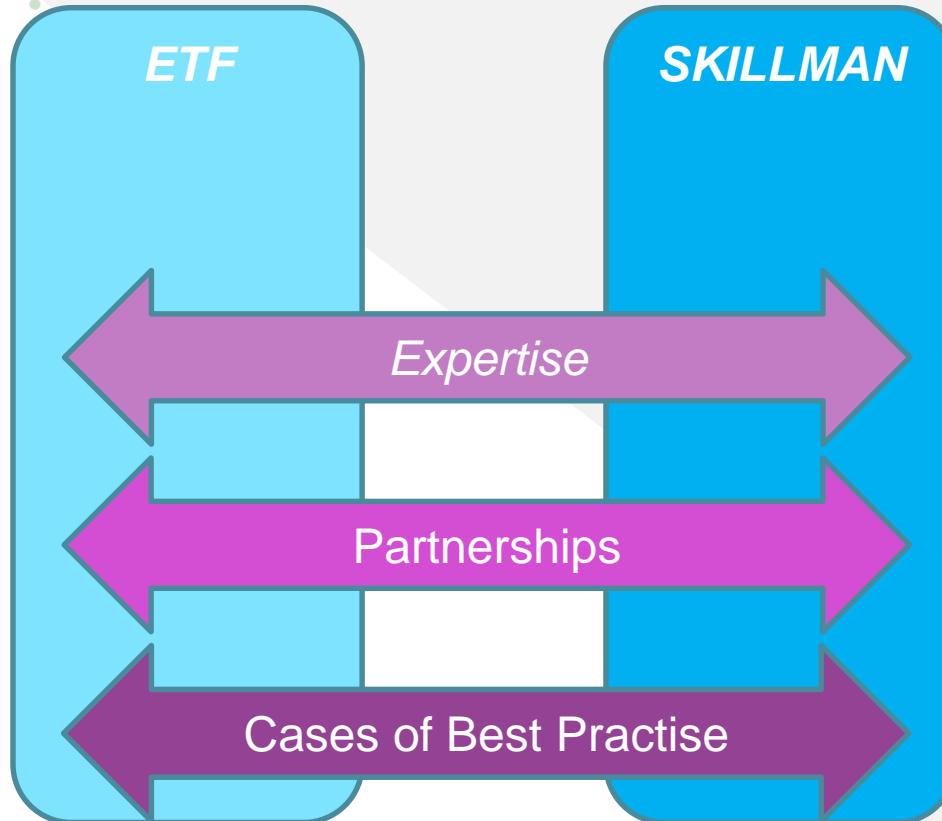
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The ETF – Skillman Partnership

Added Value of ETF – Skillman cooperation





Areas of Cooperation 2020-2021

Work Based Learning

Teachers' Training

Digitilisation in Education

Outputs:

- 12 webinars
- 1 publication

Session 6: Self assessing and making progress

- Julian Stanley, ETF
- Doriana Monteleone, ETF

Let's excel together!

Julian Stanley ETF



Let's excel together!

SELF-ASSESSMENT TOOL FOR COVES



A DEVELOPMENTAL APPROACH TO EXCELLENCE

BENEFITS FOR COVES:

The tool will help Network members:

- 1 to reflect and self-assess to establish a baseline for the development of excellence
- 2 to establish priorities and set development goals taking into account their own aims and contexts

BENEFITS FOR THE NETWORK

Enables the ENE to:

Identify needs and plan cooperation and support services

Analyze needs and progress by dimension, sector, country or maturity

Evaluate impact of interventions

Develop knowledge – what is excellence?

Systematically and explicitly account for the dimensions of excellence

Design and review the framework

Test relevance of framework through application

DEVELOPMENT AND IMPLEMENTATION OF THE TOOL

- Identify needs and plan cooperation and support services
- Research into existing tools, development of prototype followed by internal and external reviews
- Translation into French and Russian
- Testing questionnaire with CoVEs in partner countries and also in Europe
- Currently, the self-assessment tool is being implemented by CoVEs across the ENE network (closes mid-December)



[Link to the on-line Survey](#)

SELF-ASSESSMENT TOOL FOR COVES DEVELOPMENT

STRUCTURE

There are **7** dimensions to the self-assessment:

- Education-business collaboration and cooperation
- Pedagogy and professional development
- Autonomy, institutional improvement and resources
- Lifelong learning in VET
- Smart specialisation – mobilising innovation, ecosystems and SMEs
- Industry 4.0 and digitalisation
- Going green – supporting sustainable goals

Within each dimension, the indicators are organised into **three development levels**:

- Foundational
- Developing
- Mature

& an additional dimension of Leadership and Collaboration.

Doriania Monteleone ETF



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SELF-ASSESSMENT TOOL FOR COVES

PRELIMINARY FINDINGS

SELF-ASSESSMENT TOOL FOR COVES

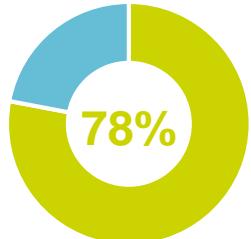
PRELIMINARY FINDINGS - OVERVIEW

The ENE Self-assessment tool is being implemented in **English** and **Russian** in **11** ETF Partner Countries



During the testing phase
ETF involved Germany, Slovenia,
Spain and Sweden.

We received **70** completed questionnaires



Response rate

Used language

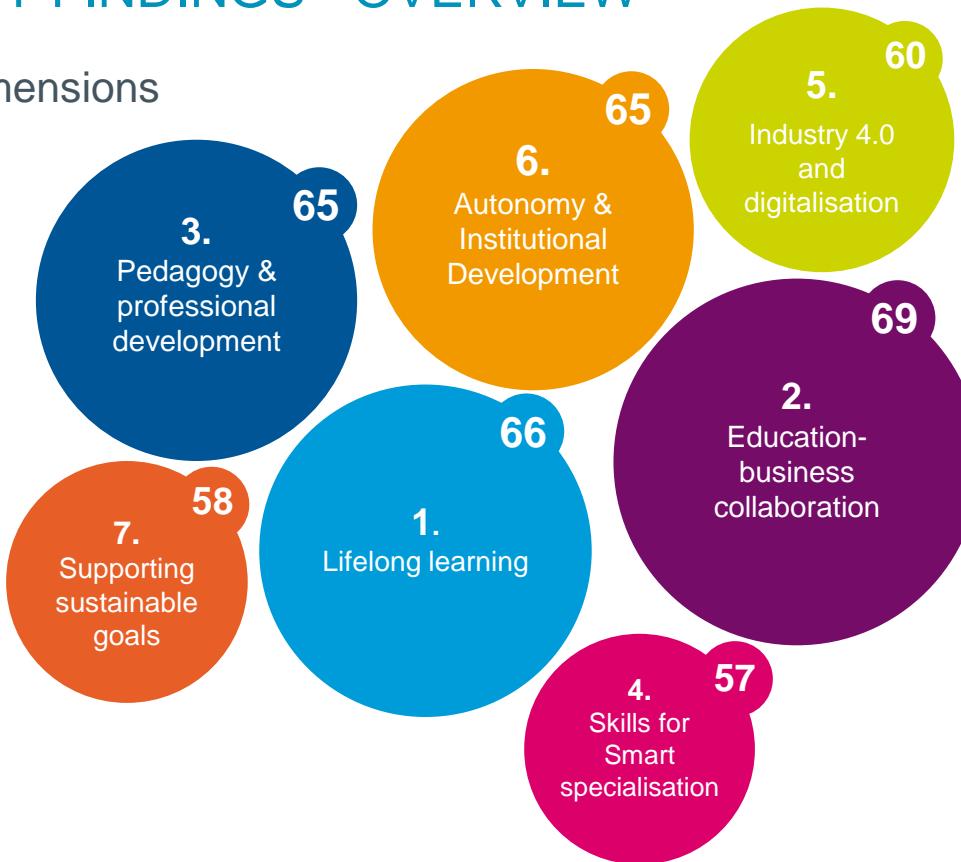


**The Survey will be closed mid-December*

SELF-ASSESSMENT TOOL FOR COVES

PRELIMINARY FINDINGS - OVERVIEW

Relevance of Dimensions



SELF-ASSESSMENT TOOL FOR COVES

PRELIMINARY FINDINGS - OVERVIEW



Least relevant indicators

- The Governing Body has the authority to appoint or dismiss principal (*Developmental*)
- The school operates a joint budget with other schools or organisations (*Leadership*)
- The school has authority to take out loans (*Mature*)



SELF-ASSESSMENT TOOL FOR COVES

PRELIMINARY FINDINGS - OVERVIEW

26 CoVEs belong to a cluster of schools



Organising mobility support for students

Experiencing Best practices



Implementing Innovation in VET



Exchanging educational models

Using infrastructure facilities jointly

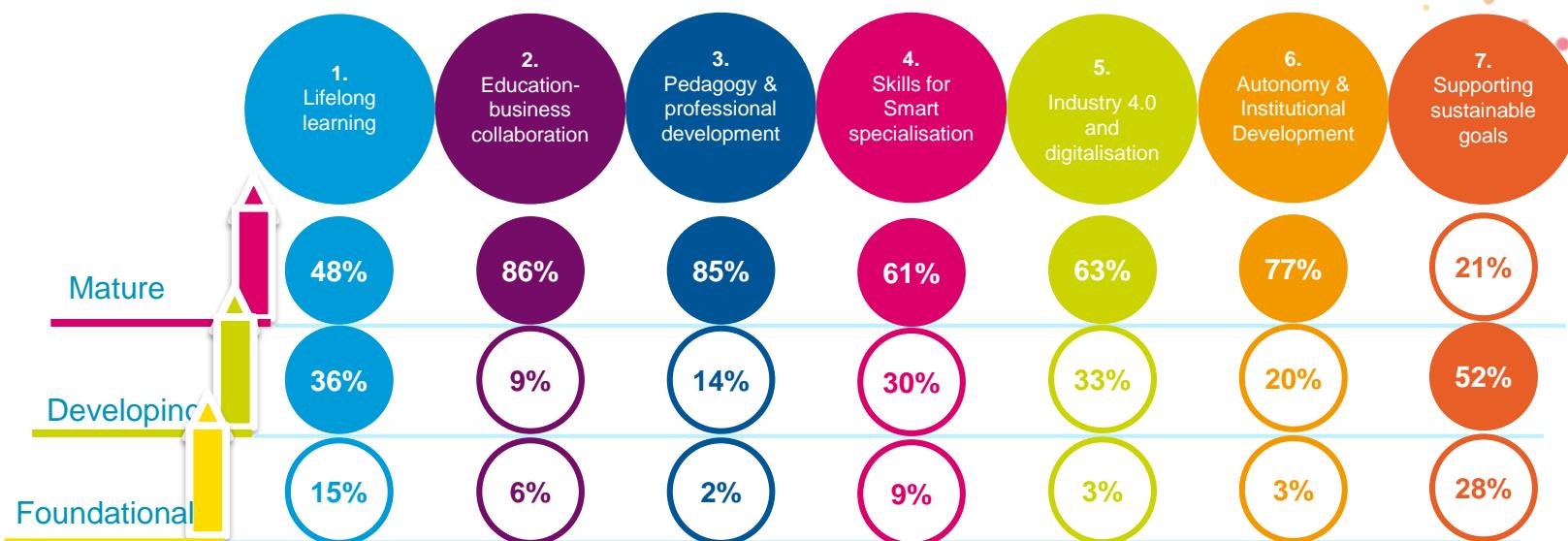


ETF
Network for
Excellence

SELF-ASSESSMENT TOOL FOR COVES

PRELIMINARY FINDINGS - ACHIEVEMENTS

Overall level of Development



SELF-ASSESSMENT TOOL FOR COVES

PRELIMINARY FINDINGS - ACHIEVEMENTS

Leverages for Development



Adult learning programmes are accredited

Graduates enter sector related employment

Teachers have relevant professional work experience

Programmes offered match employment needs

Teachers use digital learning environments

Appropriate number of laboratories, classrooms, workshops

Mature

Teachers are trained to support adult learning

The school audits and controls its environmental footprint

Developing



ETF
Network for
Excellence

SELF ASSESSMENT TOOL FOR COVES

PRELIMINARY FINDINGS - ACHIEVEMENTS

Leadership and Collaboration

Average Leadership Score



Coordinating planning and provision of trainings

Digital collaboration with other skills providers

Partnership with employer associations

Participation in national and international networks

Working with sector associations to provide training for employees on sustainability

Partnership with employment agencies

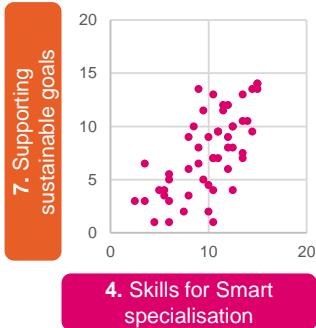
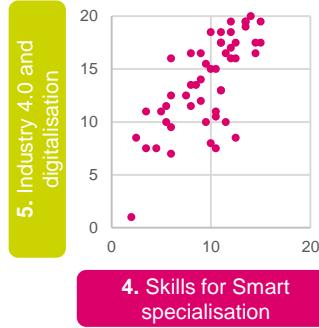
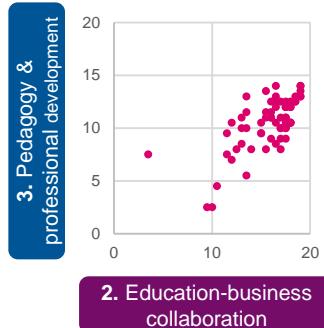
Leading building partnerships



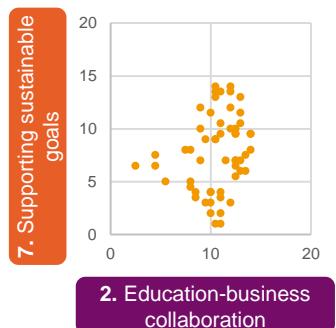
SELF-ASSESSMENT TOOL FOR COVES

PRELIMINARY FINDINGS - ACHIEVEMENTS

Correlation between Dimensions*



Strong Correlation



Weak Correlation

*Calculated on TOTAL Scores



ETF
Network for
Excellence

SELF-ASSESSMENT TOOL FOR COVES

PRELIMINARY FINDINGS - PRIORITIES

- Short-term priorities (*within two years*)
- Benchmark Digital Competence of staff and learners
- Deliver at least three different programmes for adults
- Deliver at least one adult education programme with at least 8 weeks duration for 20 or more adult learners
- Systematically develop skills in green technologies



SELF-ASSESSMENT TOOL FOR COVES

PRELIMINARY FINDINGS - PRIORITIES



Medium-term priorities (*longer than two years*)



Successfully implement a strategy for green transformation



Provide adult training programmes that provide green skills, give access to green technologies and open up green occupations



Have a co-ordinating role with respect to adult education



Work in partnership with employers to address new digital technological development



Works with research partners to address new challenges and exploit new digital technologies



Leadership action

7. Supporting sustainable goals

1. Lifelong learning

5. Industry 4.0 and digitalisation



SELF-ASSESSMENT TOOL FOR COVES



NEXT STEPS

SHORT-TERM PLANS

- All Network members to participate
- Pilot and implement French language version
- Use results to develop activities and shape services
- Provide systemic report on the extent and character of excellence in the Network

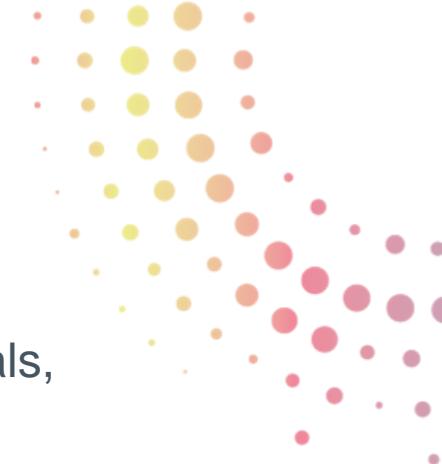


MEDIUM-TERM PLANS

- Repeat self-assessment to permit CoVEs to assess their progress
- Develop and introduce a new dimension to address inclusion and equity



POSSIBLE DEVELOPMENTS



- Broker partnerships between centres that share similar goals, for example, developmental buddies
- Provide support for action planning or coaching in relation to selected developmental goals
- Develop more detailed frameworks for excellence in relation to particular dimensions, e.g. green skills, Industry 4.0

Closing remarks



Let's excel together!

Xavier Matheu de Cortada

Head of Policy Unit, ETF



Let's excel together!

Not goodbye, Arrivederci!



Let's excel together!