



**-ETF Vocational Excellence-
Network for Excellence (ENE) &
Centers of Vocational Excellence (CoVEs).**

***An international ERA for Vocational
Education and Training (VET) institutions:
Centers of Vocational Excellence (CoVEs)
as engines for VET development.***

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(Turin, 21 June 2022)

**284 CoVEs – 43 countries worldwide-
(16 ETF PCs; 10 EU MSs; 14 Sub-Saharan Africa-
(+) Philippines, Australia & Switzerland**

**(1) Philippines
(1) Australia
(3) Switzerland**

Africa – (31 CoVEs-):

(2) Angola; (3) Burkina Faso; (4) Democratic Republic of Congo; (4) Guinea Bissau; (2) Ivory Coast; (2) Kenya; (1) Malawi; (2) Mozambique (1) Namibia; (1) Niger; (4) Senegal; (1) South Africa; (3) Uganda; (1) Zimbabwe.

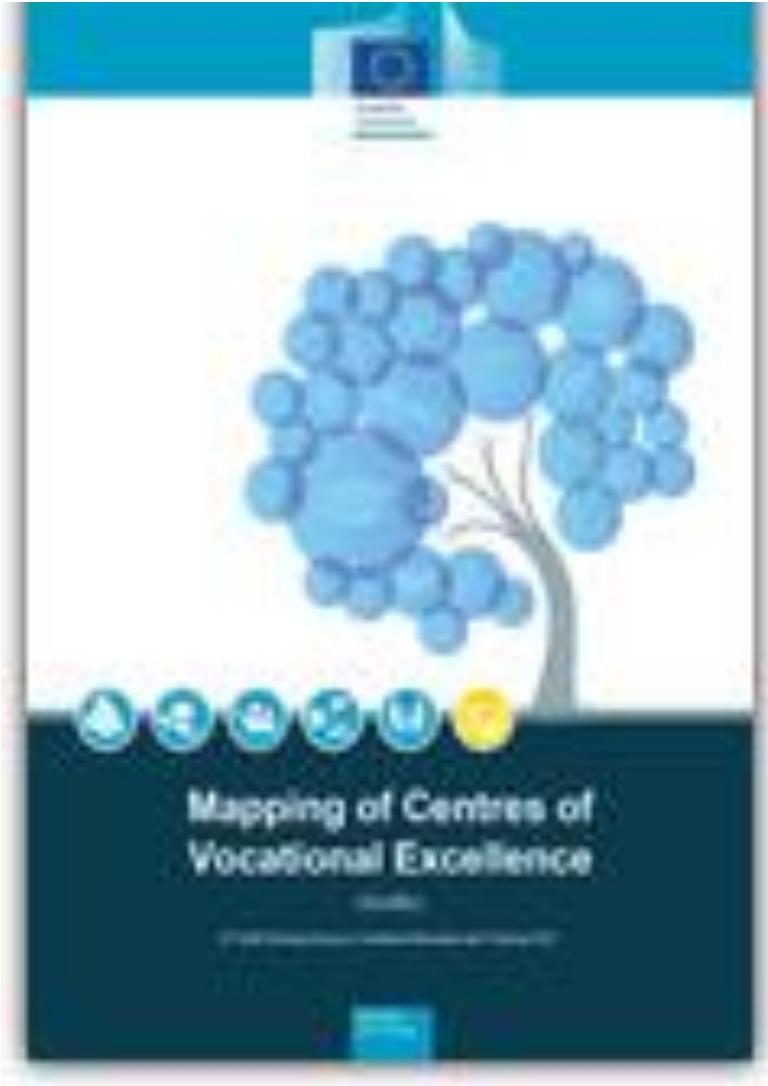
EU MSs (82 CoVEs-):

**Spain (60); Greece (1);
Netherlands (4); Finland (2);
Italy (7); Slovenia (2); Latvia
(2); Germany (2),
Sweden(1) Denmark (1)**

ETF PCs (155 CoVEs-):

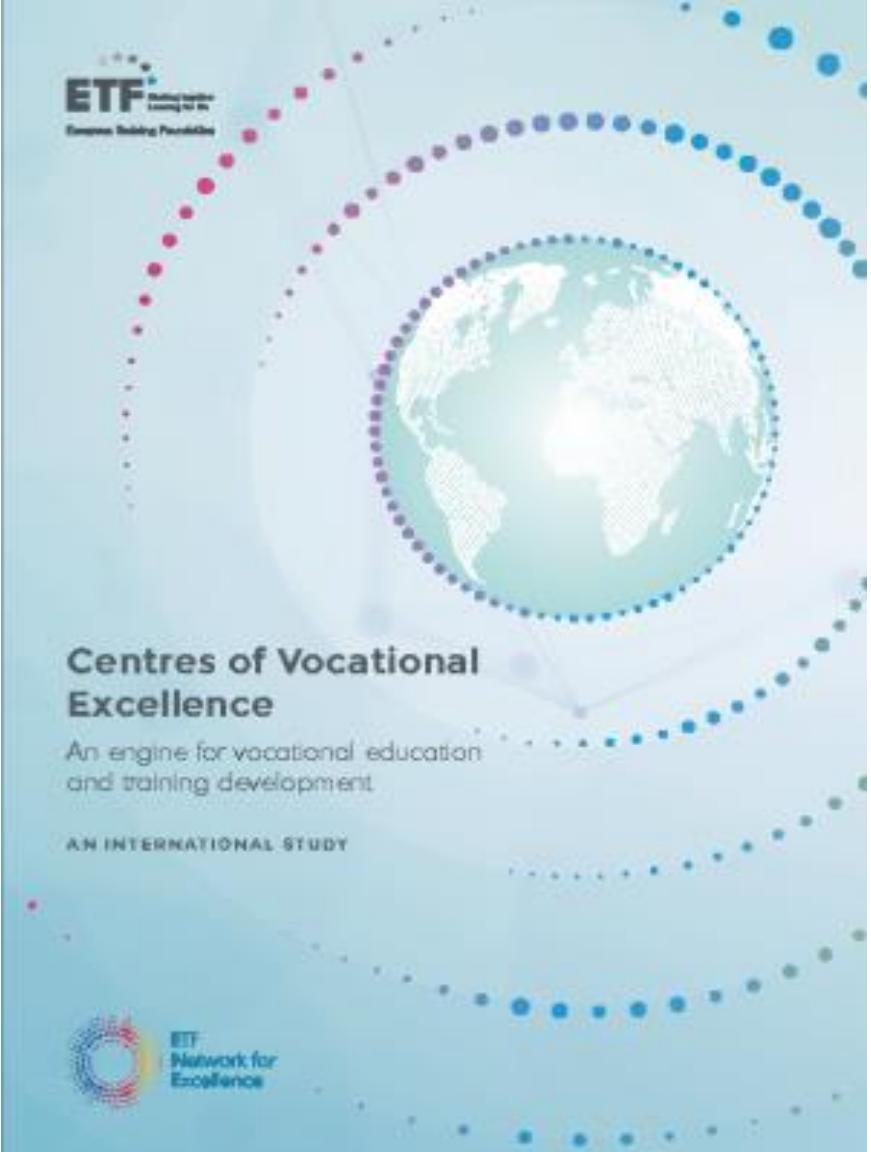
**Turkey (57), Israel (6);
Armenia (5); Azerbaijan (8);
Morocco (5); Georgia (5);
Kazakhstan (5); Moldova (8);
North Macedonia (4);
Montenegro (1) Tunisia (8);
Serbia (6); Albania (2);
Ukraine (30).
Egypt (4); Palestine (1)**

The –EU- Concept of Vocational Excellence : Mapping Centers of Vocational Excellence (CoVEs)



HOLISTIC LEARNER CENTERED approach in which VET:

- ★ *Is part of skills ecosystems (local & global/international)*, contributing to regional development, innovation, smart specialization and clusters strategies, and industrial ecosystems.
- ★ *Is part of knowledge triangles*, working closely with other E & T sectors, the scientific community, the creative sector, and business.
- ★ Enables learners to acquire both *vocational* as well as *key competences* through *high-quality provision* that is underpinned by effective *Quality Assurance* mechanisms.
- ★ Builds *innovative forms of partnerships* with the world of work.
- ★ VET supported by the *teachers and trainers' continuous professional development*, *innovative pedagogies*, *mobility*, and *internationalization* strategies.



- ★ **Engines for VET development: high level quality VET -skills institutions- to support employability and matching LM needs – *beacons for VET reforms* (within LLL perspective).**
Diverse EU MSs & international VET cultures, type of VET institutions (concepts, operationalization etc.).
- ★ **Good examples/practices without borders (*no flags*):** institutional VET provider leaders (or clusters/networks etc.)
- ★ **VET institutions with high commitment to promote change and continuous development improvement.**
- ★ Examples of **effective partnerships** between- public -& private- key stakeholders (*shaping skill ecosystems*)
- ★ **Hubs for transferring good practice** at national & international levels (partners for progressing on VET internationalization).
- ★ ETF VET excellence project ENE looks at **Inclusive Excellence : Transmitting & helping national/international networks.**

1. EXCELLENCE in LLL

2. ENTREPENEURIAL CoVES

-Creating value for business
and communities -

10. (SISI) Sharing Innovation on Social Inclusion in VET Excellence

9. Industry 4.0/5.0

8. Education-Business Cooperation The Role of CoVEs in Work Based Learning (WBL))

3. Autonomy (& PPPs):

(Phase I)-Baseline study
(Phase II)- Targeting Working processes

4. (GRETA)

Greening Responses in
Excellence through
Thematic Actions

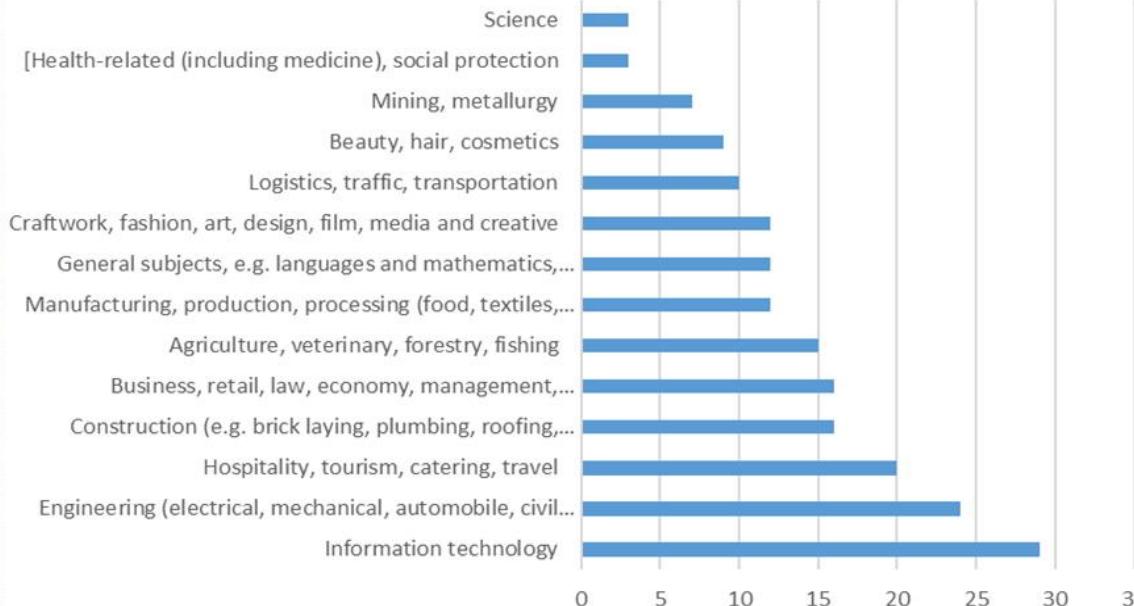
5. Pedagogy & Professional Development (ENE DIGI)

Digitalization of Teaching and
Learning

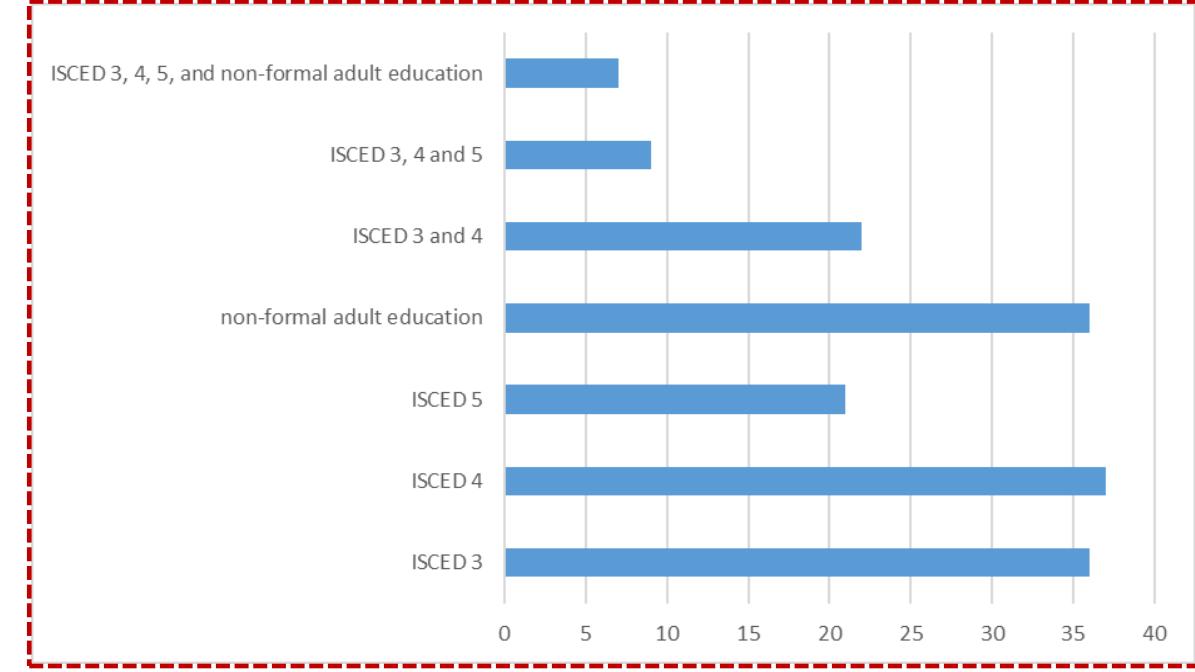
6. Smart Specialisation


SELF-ASSESSMENT
TOOL(ENESAT)
(+) Specific Self
evaluation/Research tools
inspired on project-based
learning needs (etc.)

7. Integrating systematically role of Career Guidance in VET Excellence- Learning on CoVEs operations- (LLL)



Source: ENESAT 2cn Wave-n= 61 CoVEs (21 countries) 22% ENE (N=282 CoVEs)



Source: ENESAT 2nd Wave n= 61 CoVEs (21 countries) (22% ENE- N= 282 CoVEs)

- **ENE CoVEs: 14 sectors-**

Information Technology ; Engineering Hospitality, Tourism, Catering, Travel; Construction; Business, Economy, Management; Agriculture, Veterinary, Forestry, Fishing.

- **Ranking main CoVES Educational profiles:**

ISCED 4 (post-secondary non-tertiary education); **ISCED 2** (secondary education); **Non-formal Adult / Continuing education; ISCED 3 and 4 ; ISCED 5** (Tertiary or HE) ; **ISCED 3,4, and 5; At all levels** (3-5 & AL/CVT).

MAIN/TYPICAL COVES ACTIVITIES/OPERATIONS: SUPPORTING TOWARDS INTERNATIONAL BENCHMARKING

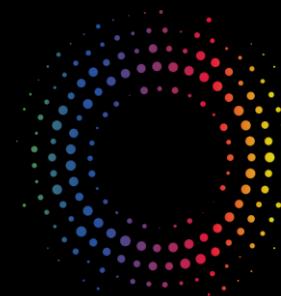


CoVEs Concept –on-going- operational implementation : Main forms and/or types.



GRETA

**GREENING
RESPONSES to
EXCELLENCE through
THEMATIC
ACTIONS**



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THE ENVIRONMENTAL CHALLENGES

Reduction of carbon emissions to achieve the
1.5°C target agreed in the Paris agreement

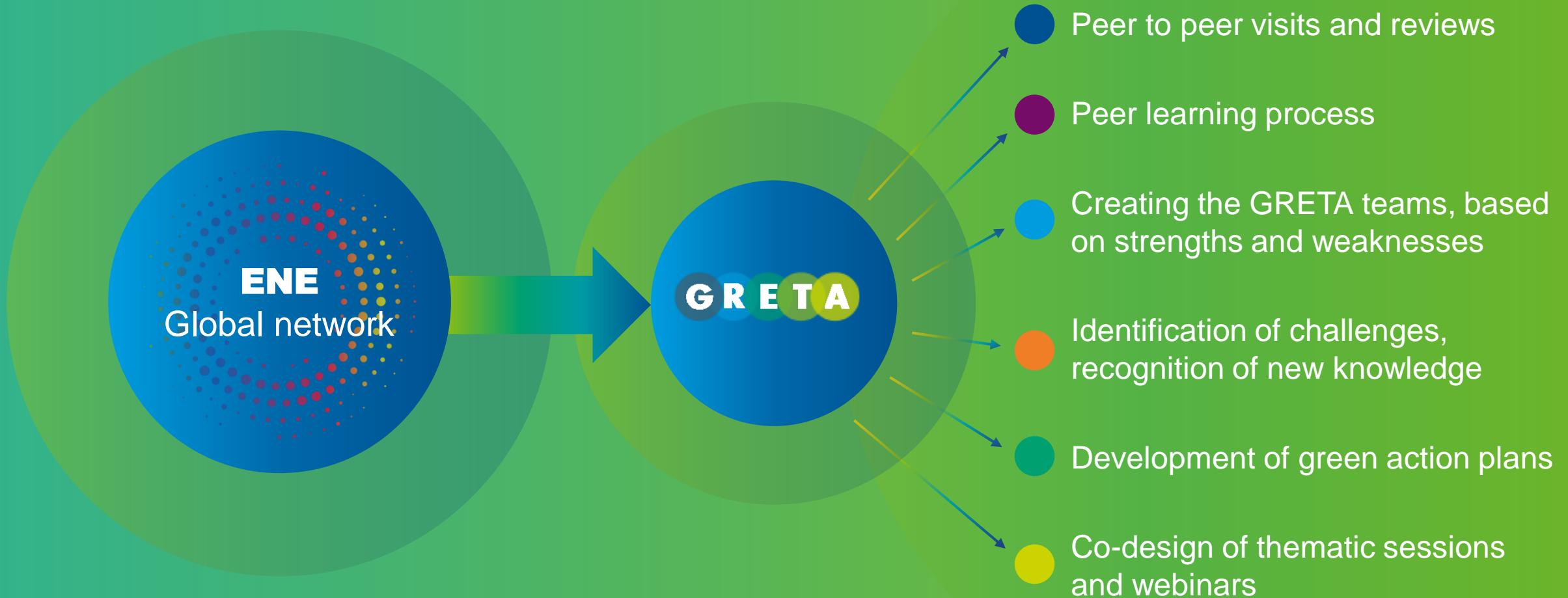
Current projections closer to **3°C** – catastrophic
implications on world's ecosystems and biodiversity

Need to be fossil fuel free in **25 years**

Impact of climate change a driving factor behind
mass migration

GRETA

Greening Responses to Excellence through Thematic Actions



ETF's ENE - GRETA

GRETA – Greening Responses to Excellence through Thematic Actions

Supporting the greening of curricula in response to the green and digital transition

Peer reviews, peer learning, sharing best practice

Forming strategic partnerships and collaborations

Learning from each other, leading the greening of VET!



GRETA

A 360° INSTITUTIONAL APPROACH



GRETA

A 360° INSTITUTIONAL APPROACH

A holistic, 360° approach to the greening of VET integrating all institutional functions

Helping VET institutions to start their greening journey

- It is not one-size fits all!
- Start small but think big
- Inspiration from everywhere

All institutional stakeholders have a key role to play

- Students
- Teachers
- Parents
- Management/administration
- Local enterprises
- Policymakers/governments



REPORT available online:

‘Greening of VET – Processes, Practices and Policies’



GRETA REPORT

Available online !

GRETA – WHAT CAN YOU DO?

GET INVOLVED!

- Join the network, share your experience and gain inspiration!

Be a driving force for the greening of VET in your country, and beyond!

For more information on ETF's GRETA network:

- Email: ETF.Network.for.Excellence@etf.europa.eu
- Visit: [Centres of vocational excellence in the green transition: GRETA | ETF \(europa.eu\)](https://www.etf.europa.eu/en/greta-centres-vocational-excellence-green-transition)





FROM DIGI ENE 2022 – 2023 TO DIGI ENE LLL 2023 - 2024

Why and What

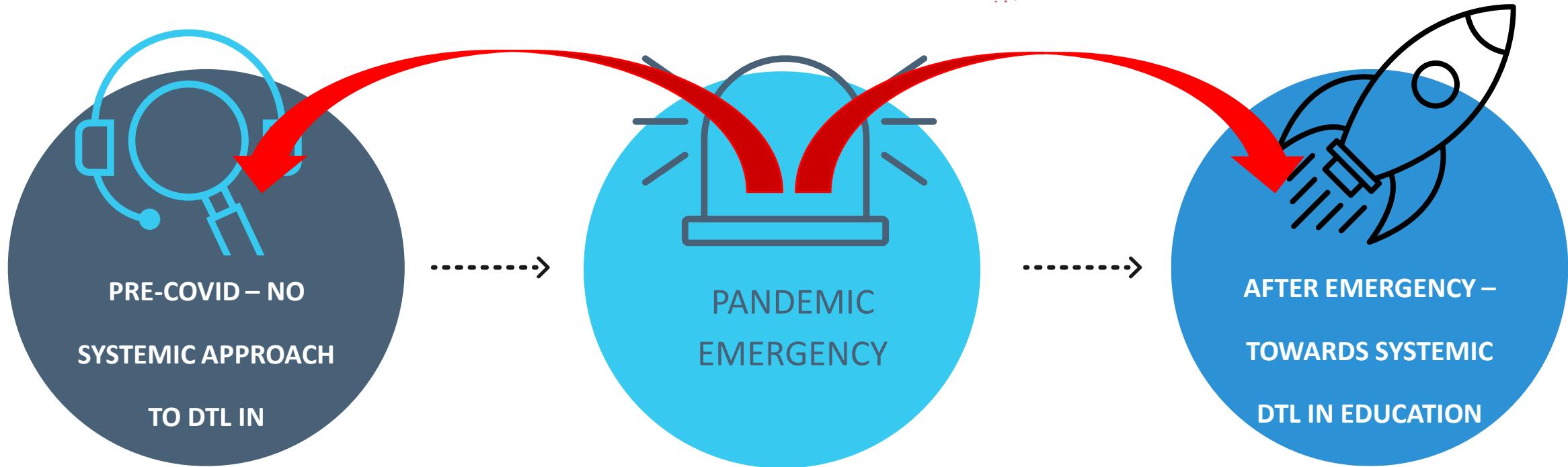
Meeting with Erasmus Mundus Association
21 June 2023

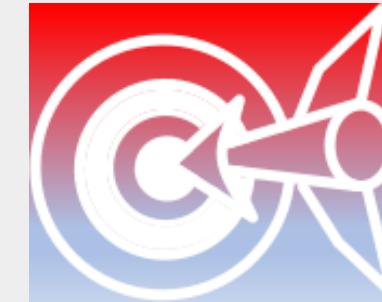
**Filippo Del Ninno, HCD specialist,
European Training Foundation**

DIGI ENE - WHY?



**ETF
Network for
Excellence**





Digital Content and Tools

Digital Pedagogies

Teachers' Digital Competencies

DIGI ENE - WHAT?
WEBINARS FOR ALL ENE MEMBERS +
DEVELOPMENT PROJECTS FOR SELECTED
COVES

DIGI ENE LLL – WHY?



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A lot of support
for initial
Education – Little
for continuing
education

Higher added
value of online
and blended
learning for adults

Adult digital
upskilling is a social
and economic
priority



Double Focus

Digital approach to
Continuing training
Delivery

Upskilling of Adults
digital competencies

2023

2 Webinars for all
members
1 pilot in
Azerbaijan

2024

X Webinars for all
members
Set up of a
partnership with
selected COVEs

For more information, please visit the following link: [Developing and Sharing Excellence on digitalisation
of teaching and learning](#)

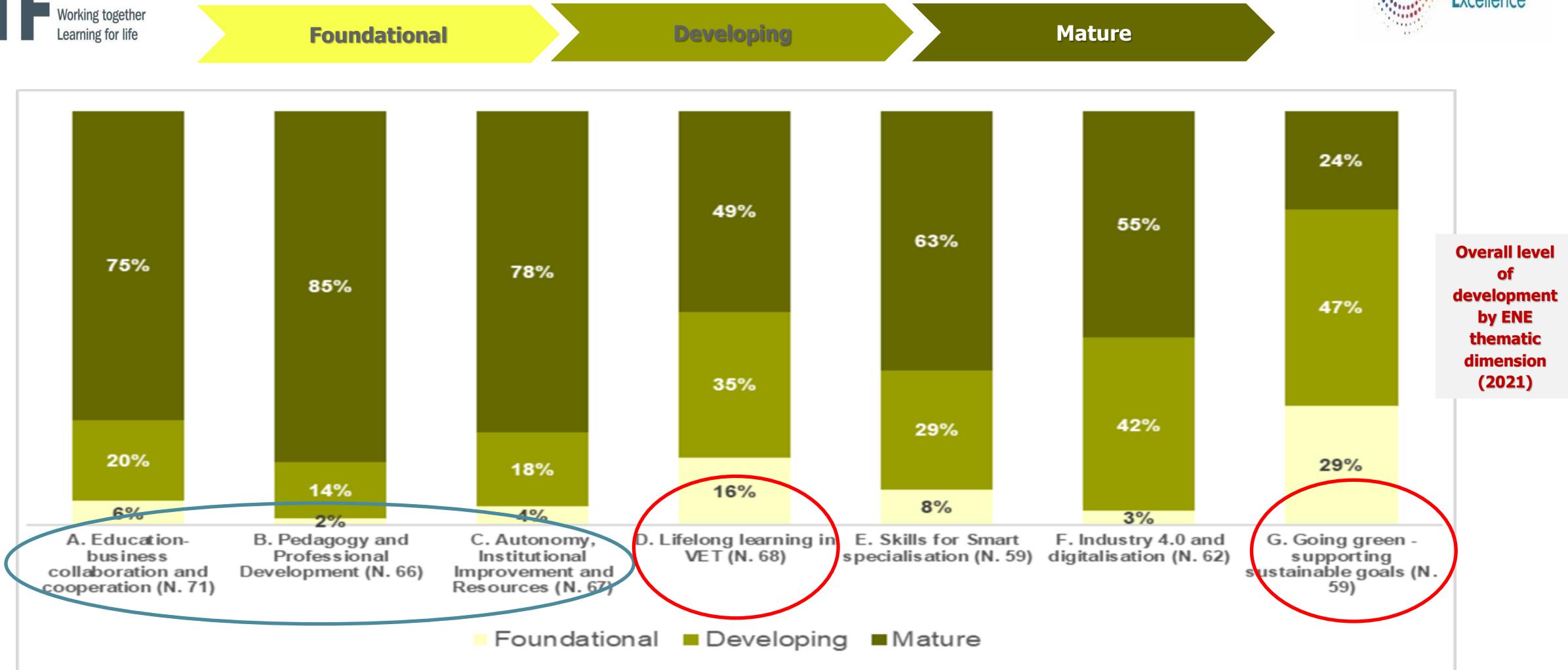


BOX 2. ENE SELF-ASSESEMENT TOOL PURPOSES (ENESAT)

The **ENE Self-Assessment Tool (ENESAT)** has been developed to enable members of the ENE network to develop a better understanding of different dimensions and levels of excellence and to understand their own current level of development:

- ★ It also **generates a database that helps ENE to identify the developmental priorities** of its members and it is helping the ETF to focus its interventions on those priorities.
- ★ It is intended that the **Self-Assessment Tool will help CoVEs- schools and centres- to reflect upon their own state of development and to plan their next steps.**
- ★ In addition, the ETF can use the Self-Assessment tool to **help ENE members to find peers with whom they can exchange and share practice and to find development partners with whom they can collaborate.**

ENE SELF-ASSESSMENT TOOL (ENESAT): CoVES invited to *aligning its own development with that of other ENE members*



160 indicators across 10 ENE dimensions (Second Wave 2022 launched-July-). More than 75% of ENE Members assessed themselves as 'mature' in dimensions A, B and C. By contrast, **15% of more of ENE CoVEs assessed** themselves as 'foundational' in relation to **dimensions G and D**.

...LET'S EXCEL TOGETHER... THANK YOU VERY MUCH !

ETF.Network.for.Excellence@etf.europa.eu

<https://www.etf.europa.eu/en/projects-campaigns/projects/>

Vocational excellence | ETF (europa.eu)

<https://ec.europa.eu/social/main.jsp?catId=1501>

Open Space:

Setting Up the new ETF Network for Excellence (ENE) | Open Space (europa.eu)

- Europa **Website on CoVE:**
<https://ec.europa.eu/social/vocational-excellence>
- The **Erasmus+** programme
https://ec.europa.eu/programmes/erasmus-plus/node_en
- **Functional mailbox** for all questions related to CoVE calls:
FACEA-EPLUS-VET@ec.europa.eu
- **Applying for Erasmus+ CoVE funding in the Funding & Tenders Opportunities Portal (FTOP)**
<https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/topic-details/erasmus-edu-2022-pex-cove>

***...NETWORKS ARE VITAL KNOWLEDGE TOOLS FOR MANAGING COMPLEXITY,
BOOSTING COOPERATION, IMPROOVING INDIVIDUAL & COLLECTIVE
CAPACITIES, CO-CREATING AND TRANSFERRING NEW KNOWLEDGE; FOR
MOTIVATING OURSELVES AND GIVING OUR BEST TO THE OTHERS AND... FOR
BUILDING TOGETHER SYSTEMIC CHANGES...***



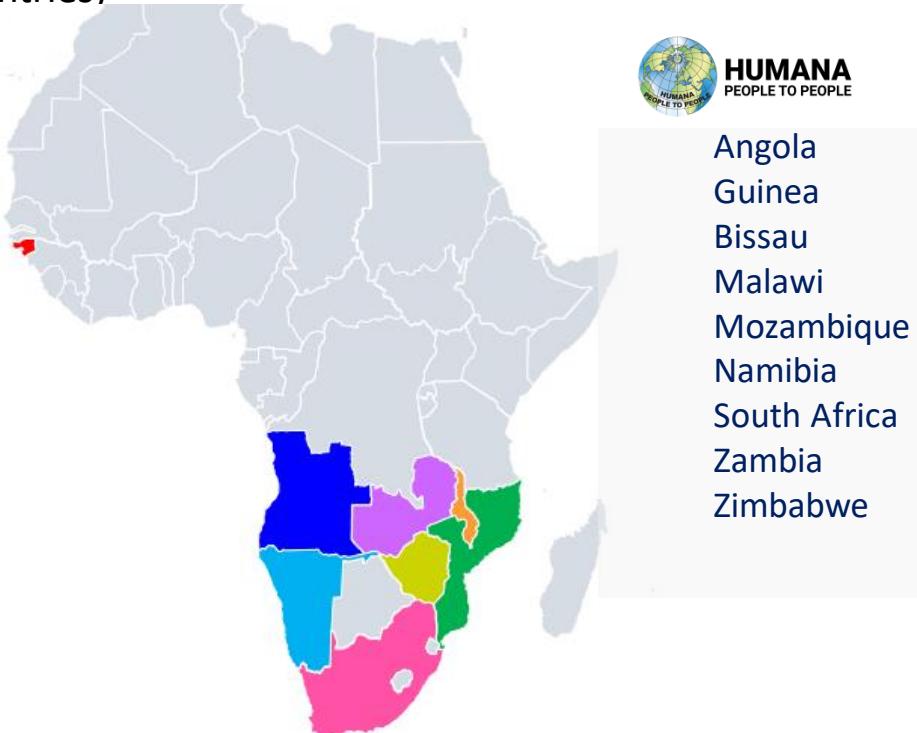
EXPERIENCE SHARING ETF NETWORK FOR EXCELLENCE

DAPP Ponesai Vanhu Technical College,
Zimbabwe



ABOUT PONESAI VANHU TECHNICAL COLLEGE

- **DAPP Zimbabwe**
- **Member of the HUMANA TVET network** (16 VET schools in 8 SSA countries)



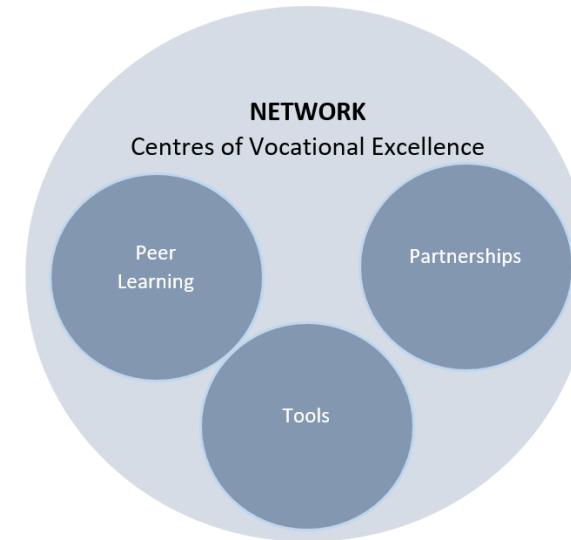
- Founded in **1981**, in a **rural area**
- **Academic offer (National Foundation certificate to Diploma):** Motor Mechanics, Hotel & Catering, Building, Confectionery & Bakery Studies, Beauty Therapy, Garment Construction & Pattern Making and Motor Vehicle Maintenance
- **5500+ graduates to date**, particularly rural disadvantaged youth, girls, and students with disabilities aged 18-35
- **Zimbabwe** is a country in Southern Africa with a population of +15M characterized by a **youth bulge**. → challenges associated with high numbers of youth paired with lack of opportunities and high unemployment. As private CoVEs owners, **we have a responsibility to be innovative while complementing government effort**

HOW DID WE JOIN ENE?

- Learned about the ENE Network **through HPP European Office**
- **Joined in February 2021**, after completion of the self-assessment (a total of 9 HPP VET schools joined at that time)
- Ever since then, we have become more and more active and have **benefited from a number of opportunities**, including networking with peers from other world regions

WHY DID WE JOIN ENE?

1. Support in **identifying development needs** (through the self-assessment and other relevant tools)
2. Exchange of **good practices**, know-how and experiences
3. Exposure and access to **new pedagogical tools and methodologies**
4. Networking and **partnership** opportunities



HOW HAVE WE PARTICIPATED IN ENE ACTIVITIES?

1. **Self-assessment** → helped us better identify our strengths and areas to improve and provided us with a thematic structure to assess performance, strategic planning and management
2. **ETF Report “Quality Assurance and Quality Development among Vocational Education Providers in Sub Saharan Africa” (2021)** → Contributed to the quantitative and qualitative research through group interviews with school management, private sector, students, etc.
3. Participation in **ETF/ENE webinars and thematic discussions** on a diverse range of topics

In particular, through the **Innovation for Social Inclusion Working Group (SISI)**

- **Organisation of virtual visit** of our technical college (July 2022)
- **Participation in virtual visits** of other peer CoVEs of the SISI
- Participation in SISI on and off-line workshops
- Participated as a **speaker** at the 2022 Forum for Vocational Excellence in San Sebastian (Nov 2022)
- Co-organised the **webinar on Pedagogical Innovation for Social Inclusion** (11 May 2023)

5. HOW HAVE WE BENEFITTED FROM ENE?

- **Strengthened social inclusion skills and management** of exclusion issues
- **Improved innovation in PPP** engagement and strengthening
- **Learnt different forms of innovation**, contextualizing problems and solutions
- **Analysis of inclusive training pedagogies** for different population groups
- Promotion of **life long learning**
- Intense exploration of **organizational VET strategy**- through the self assessment
- **Effective planning** for inclusive VET
- **Network** in wider world context
- **Strengthened our own Humana VET Network**
- Several **opportunities to showcase our experience and good practices** → confidence + engagement of local stakeholders (school, private sector, local authorities, etc.)

5. HOW HAVE WE CONTRIBUTED TO ENE?

- Bringing in the **Sub Saharan African perspective**
- **Highlighting the challenges and barriers faced by rural youth in developing countries**
- Sharing **innovative and good practices** that work in very **challenging contexts**
- **Advocating for a stronger cooperation** with SSA VET providers and ecosystem stakeholders
- **Sharing information about our national TVET frameworks and environments**

THANK YOU

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Zimbabwe

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