



# Erasmus + and its contribution to evidence based policy making in VET

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# The role of the Executive Agency: Commission and EACEA - Partners with complementary roles

Policy

DG EAC  
DG EMPL  
DG CONNECT



- Policy documents
- Programme definition
- Call Priorities
- Committees
- Impact analysis

Programme implementation

EACEA

Education, Audiovisual and Culture Executive Agency

- Management of **centralised** actions
- Whole project life-cycle
- Clustering & dissemination
- Results & feedback



- ~450 staff
- Based in Brussels
- Managed by EC officials



Management of **decentralised** actions via **National Agencies**

## 3 main types of Key Action:

### Learning mobility of individuals (KA1)

- ⇒ Staff mobility, in particular for teachers, lecturers, school leaders and youth workers
- ⇒ Mobility for higher education students, vocational education and training students
- ⇒ Student loan guarantee
- ⇒ Joint Master degrees
- ⇒ Mobility for higher education for EU and non-EU beneficiaries
- ⇒ Volunteering and youth exchanges

### Cooperation for innovation and exchange of good practices (KA2)

- ⇒ Strategic partnerships between education/training or youth organisations and other relevant actors
- ⇒ Large scale partnerships between education and training establishments and business: Knowledge Alliances & Sector Skills alliances
- ⇒ IT-Platforms including e-Twinning
- ⇒ Cooperation with third countries and focus on neighbourhood countries (Capacity building)

### Support for policy reform (KA3)

- ⇒ Open method of Coordination
- ⇒ Initiatives to Policy innovation
- ⇒ EU recognition tools
- ⇒ Dissemination & exploitation
- ⇒ Policy dialogue with stakeholders, third countries and international organisations



## Key Action 2: Sector Skills Alliances

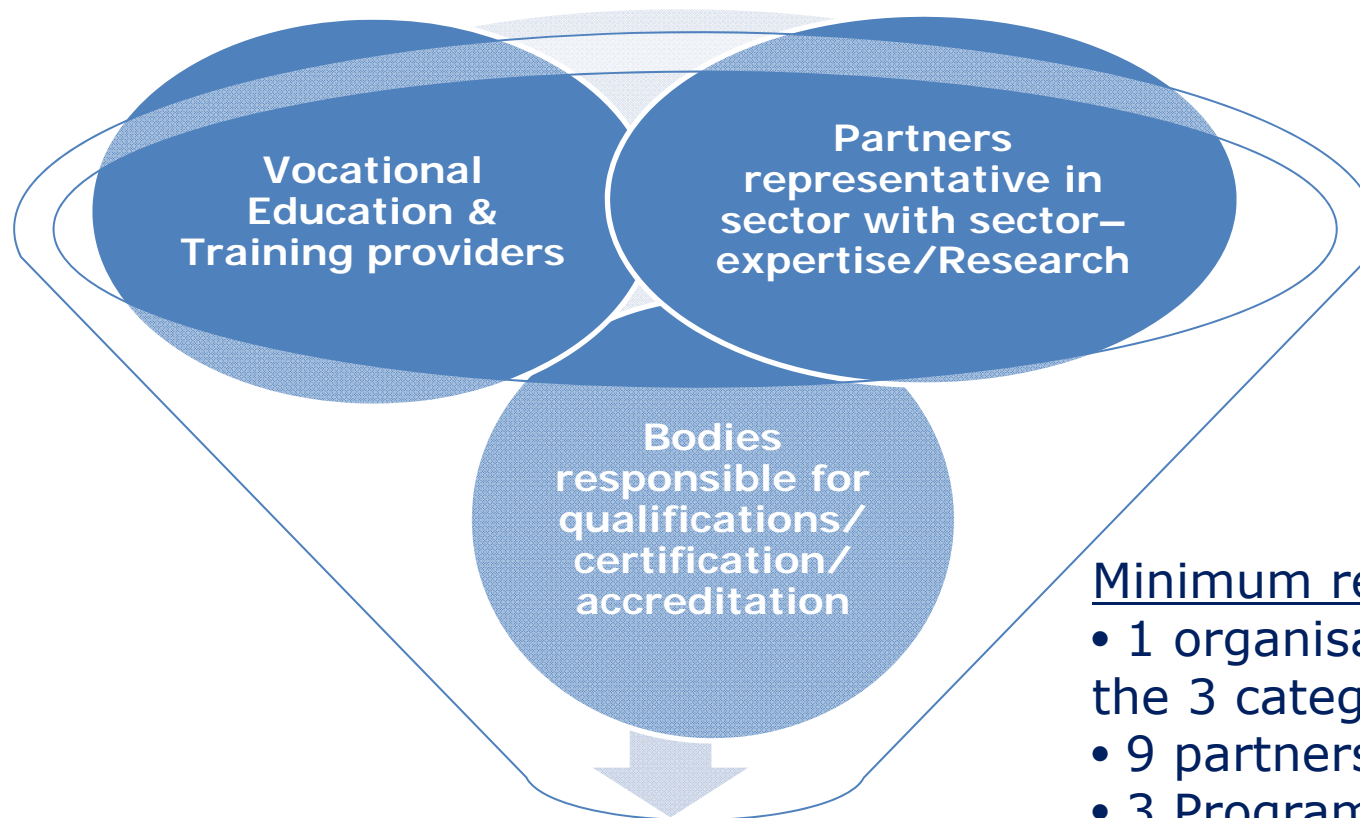
### Aim:

- To enhance the responsiveness of VET systems to **sector-specific labour market needs**, contributing to increased economic competitiveness of the concerned sector

### Main activities:

- Designing and delivering **curricula** responding to the needs of labor market and of the learners in economic sectors
- Projects promoting **work based learning**
- Projects facilitating **recognition of qualifications** at EU level

# Eligibility criteria



## Minimum requirements:

- 1 organisation from each of the 3 categories
- 9 partners
- 3 Programme Countries (incl. 2 Member States)

**European transnational VET curriculum**

## Key Action 3: Initiatives for policy innovation

### *Policy Experimentations* (new)

#### Led by **Ministries**

developing and implementing field trials in cooperation with evaluators and stakeholders

- Rigorous evaluation methods
- Trans-national development and evaluation / National trials
- Up-scaling through systemic (governmental) reform

### *Forward-looking cooperation projects*

*(based on past EU good practice)*

Led by major stakeholders developing innovative policy approaches

- Representative stakeholders capable of influencing the policy agenda
- Focus on emerging issues
- Mainstreaming at institution/organisation level



## FLC call 2015: 7 Priorities

1. Reducing disparities in learning outcomes affecting learners from disadvantaged backgrounds
2. Raising the quality of education through the use of learning analytics and learning semantics
3. Promoting innovative collaborative teaching and learning
4. Opening up (virtual or physical) infrastructures of education and training institutions to adult learning and provision of modular certified learning opportunities



## FLC call 2015: 7 Priorities

5. **Improve quality and raise excellence in vocational education and training**
6. Reforming higher education to make it more diversified, responsive and competitive
7. Using e-participation as an instrument to foster young people's empowerment and active participation in democratic life





## FLC Call 2015 – Priority 5 – VET

4 projects selected for  
funding



# PROCSEE – Strengthening Professional HE and VET in Central and South East Europe

*Consortium: 6 partners*

- ✓ PHE/HVET institutions
- ✓ Research centres
- ✓ policy analysis association

*Geographical coverage: 6 countries*

- ✓ Slovenia, Malta, Croatia, Greece, Czech Republic, Romania

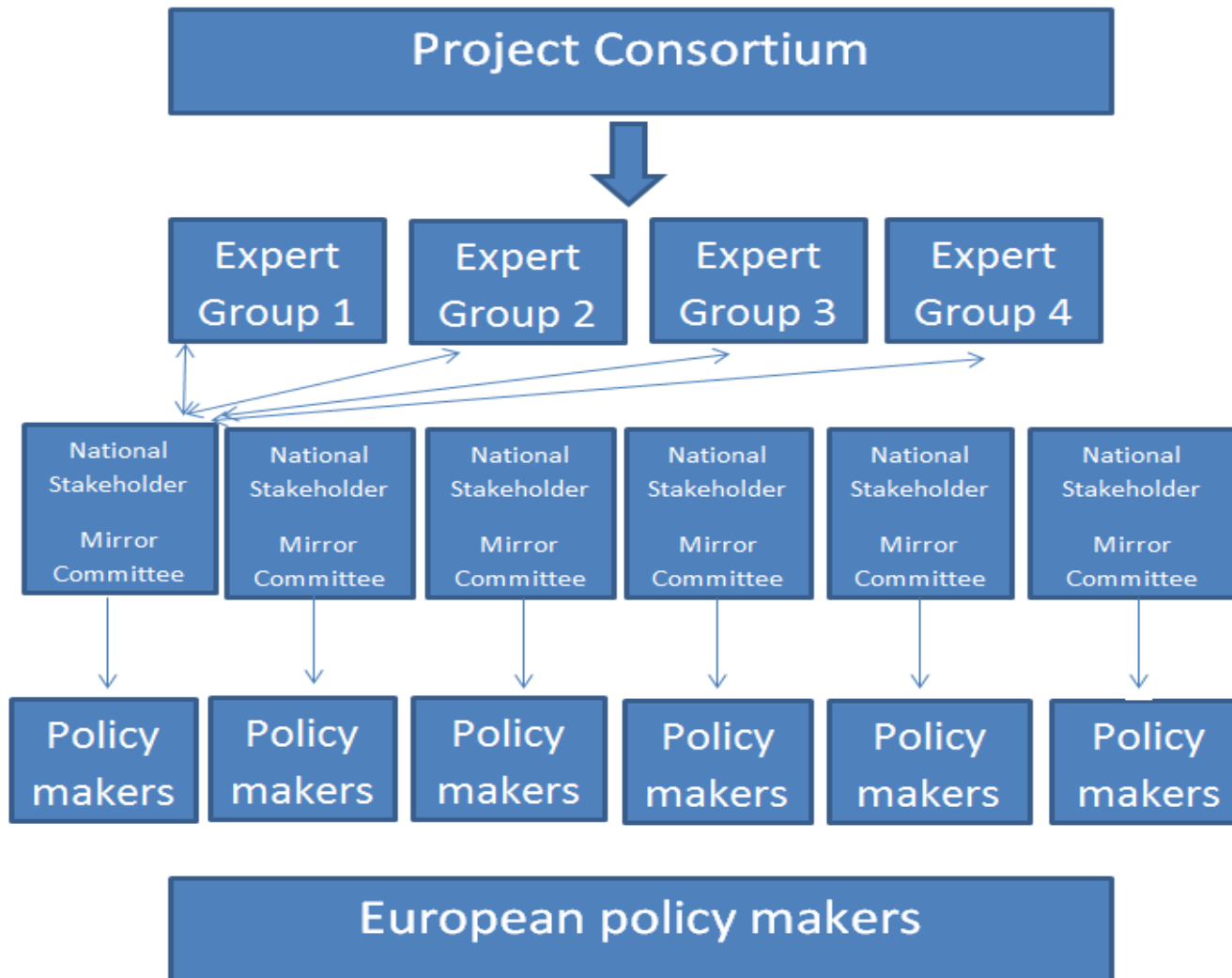


## 4 areas for policy intervention

1. Alignment of PHE/HVET with regional/local development strategies
2. Promotion of PHE/HVET to respond to skill shortages and increase employability of graduates
3. Increasing the quantity and quality of available student placements, so as to provide for meaningful learning experience and preparation for employment
4. Use of Personal Learning Environments (personalised, flexible distance learning opportunities), especially in further education (both for purposes of re-training/re-qualification and enhancement of skills).



## Regional Centre for PHE Excellence





## Expected results

- A **regional centre for PHE Excellence** established
- Regional overview of the challenges with respect to PHE in the CSEE region
- A database of best-practices
- A policy-toolbox
- National Implementation plans in each participating country
- A set of priorities for future-policy development



# TANDEM –Flexible pathways connecting VET and HE by taking into consideration the demands of labour market

## *Main objective*

to enhance the **flexibility** in vocational and professional education by taking into consideration the demands of business world and to contribute to the policy development for shaping more flexible learning pathways by connecting VET, HE and business world



# Partnership

- ✓ **VET** - EVBB - The European Association of Institutes for Vocational Training (coordinator)
- ✓ **HE** - EUCEN - The European University Continuing Education Network
- ✓ **Business enterprises & their representatives**
  - Türk Prysmian Kablo ve Sistemleri A.Ş
  - European Federation for Welding joining and cutting
  - Stichting Leido
  - The Official Chamber of Commerce, Industry and Navigation of Oviedo

## Collaborative approach

- Identify, analyse, share and promote good practice tied to flexible and permeable learning delivery
- Active involvement of all the relevant stakeholders
- New communication pathways between practitioners from educational and business worlds with policy makers
- Outline a policy reform roadmap – briefings, high level meetings with policy makers





# NewWBL – New Models in Work-Based Learning

## *Main objectives*

- ✓ Increase public awareness of work-based learning models
- ✓ Strengthen collaboration between education and business
- ✓ Develop three WBL models – shaped on specific country environments/needs (SI, BG, LV)
- ✓ Provide policy recommendations based on the project's findings



## Consortium - 9 partners

- Chamber of Commerce and Industry of **Slovenia** (coordinator)
- Institute of the Republic of Slovenia for Vocational Education and Training - CPI
- National Centre for Education – **Latvia**
- Employers' Confederation of Latvia
- Institute for training of personnel in international organisations (ITPIO), **Bulgaria**
- Regional Inspectorate of Education (RIE), Bulgaria
- Chamber of Commerce and Industry Dobrich- Bulgaria
- Länsirannikon Koulutus Oy WinNova – **Finland**
- Federal Institute for Vocational Education and Training, (BIBB)- **Germany**

## Project methodology

- Collecting evidence on WBL → SWOT analysis and guidelines
- Knowledge transfer → Study visits and info days
- Developing new models → 3 new WBL models
- Conduct public consultation with key stakeholders → 30 interviews, 9 focus groups, reports
- Review of WBL models and policy recommendations → Revise models and draw up policy recommendations



# InEcVET – Innovation Ecosystems for VET

## *Main objective*

- To define and pilot an **innovation ecosystem for VET** based on an agreed set of common elements and principles that can be applied as a framework for innovation in Member States

## Objective

VET needs to be responsive to the needs of business

VET professionals need support to be more innovative and creative

## Action

Multi-stakeholder knowledge partnerships

Development of an online entrepreneurship curriculum targeting teachers and tutors + online network of VET professionals

## Objective

The new approach needs  
to be validated

A Framework for  
evaluation and cost  
benefit is needed to  
feed the policy debate

## Action

Piloting and testing with all the  
relevant stakeholders

Impact assessment, guidelines for  
evaluation



***Thank you for your  
attention!***

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