Erasmus +
and its contribution to evidence based policy making in VET
Brussels,
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The role of the Executive Agency:
Commission and EACEA - Partners with complementary roles

Policy

- 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

National Agencies

Management of decentralised actions via National Agencies

- ~450 staff
- Based in Brussels
- Managed by EC officials
### 3 main types of Key Action:

<table>
<thead>
<tr>
<th>Learning mobility of individuals (KA1)</th>
<th>Cooperation for innovation and exchange of good practices (KA2)</th>
<th>Support for policy reform (KA3)</th>
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<tbody>
<tr>
<td>Staff mobility, in particular for teachers, lecturers, school leaders and youth workers</td>
<td>Strategic partnerships between education/training or youth organisations and other relevant actors</td>
<td>Open method of Coordination</td>
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<td>Mobility for higher education students, vocational education and training students</td>
<td>Large scale partnerships between education and training establishments and business: Knowledge Alliances &amp; Sector Skills alliances</td>
<td>Initiatives to Policy innovation</td>
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<td>Student loan guarantee</td>
<td>IT-Platforms including e-Twinning</td>
<td>EU recognition tools</td>
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<td>Joint Master degrees</td>
<td>Cooperation with third countries and focus on neighbourhood countries (Capacity building)</td>
<td>Dissemination &amp; exploitation</td>
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<td>Mobility for higher education for EU and non-EU beneficiaries</td>
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<td>Policy dialogue with stakeholders, third countries and international organisations</td>
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<td>Volunteering and youth exchanges</td>
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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)
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).
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

Action

Piloting and testing with all the relevant stakeholders

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

Impact assessment, guidelines for evaluation
Thank you for your attention!

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