



“BUILDING PARTNERSHIPS FOR FUTURE SKILLS”

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Jan VARCHOLA

Team leader – VET policies, instruments and evidence

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

Content



1) Concept of Vocational Excellence

2) Typology of CoVEs

3) Maturity model for CoVEs

4) Looking ahead – piloting CoVE



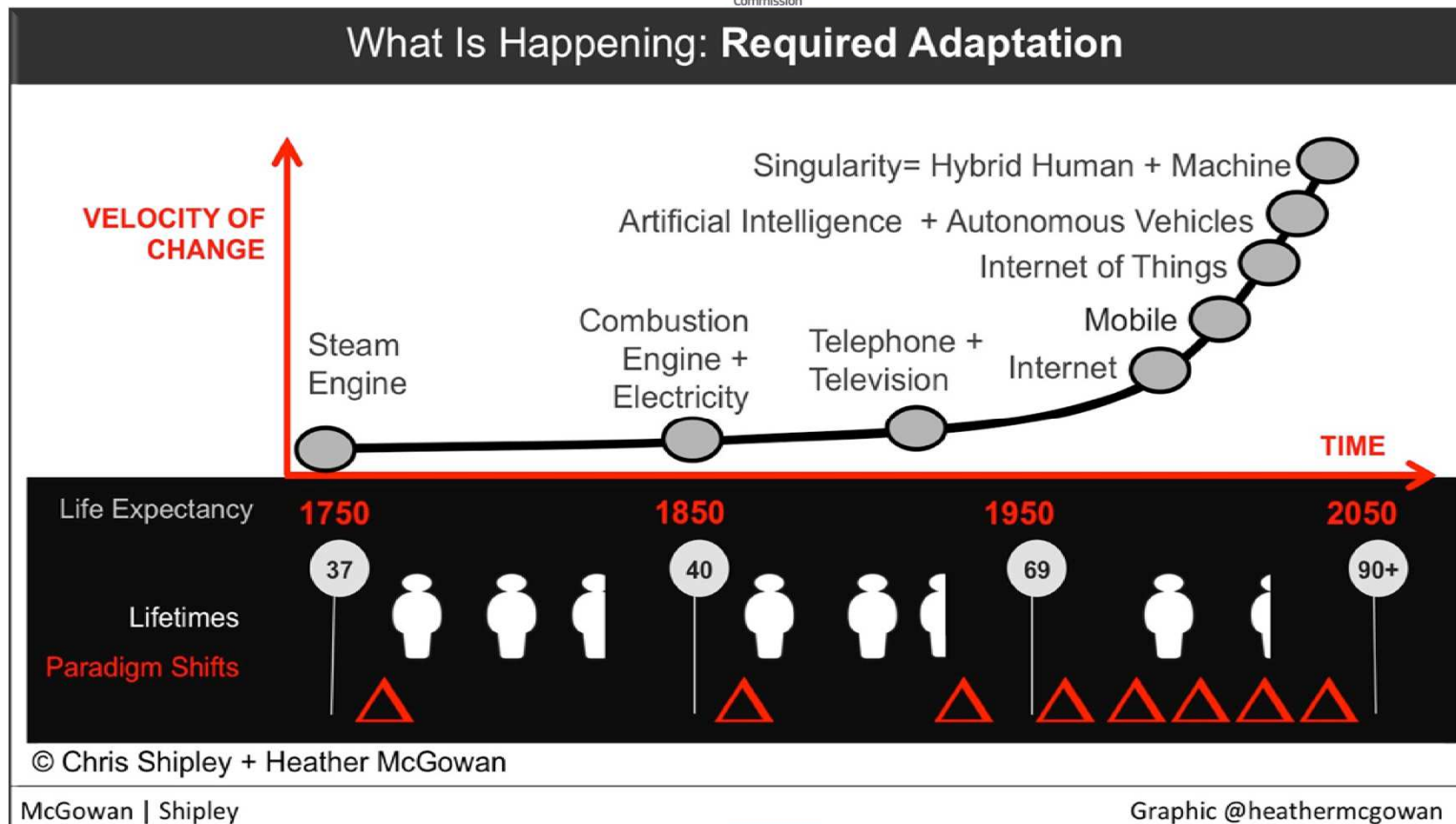
The call for an initiative on Vocational Excellence



Generational paradigm shifts over lifetime



@Heather McGowan, and
World Economic Forum



Understanding “Science” based and “Practice” based Innovation



The role of applying scientific findings and technologies in Closed research and development environments is diminishing.

According to the Innovation in Europe survey, **only 4% of innovations are based on academic research**. The survey also shows that the most significant sources of innovation are **customer contacts, company networks and the like**. These produce **96% of innovations**.

So, if scientific research is the initiator for only a fraction of innovations, there is reason thoroughly to consider the birth mechanisms of innovations and what methods would work best in their promotion. Innovations usually evolve from a **practical need**, and they are developed in a context that is far removed from the environment where scientific innovations are produced.

Vesa Harmaakorpi

Professor of Innovation Systems at Lappeenranta University of Technology, Lahti Area, Finland

A role for VET in the Changing growth paradigm



Traditional paradigm		Emerging Paradigm
Drivers of growth	<ul style="list-style-type: none"> • Emphasis on technology • Tertiary science based skills • Focus on Supply • Closed innovation • Product innovations • National approach 	<ul style="list-style-type: none"> • Emphasis on enabling policy framework • Competences skills • Focus on Demand • Open innovation • Incremental innovation- soft factors of innovation • Local/ Global approach
Nature of competitive advantage	<ul style="list-style-type: none"> • Core concept: NIS • Sectorally fragmented • Technology transfer • Knowledge producers • Big, established companies • R&D based innovations- Universities • National level 	<ul style="list-style-type: none"> • Core concept: Innovation environment • Horizontally coordinated • Absorption of knowledge, ability to learn • Collective learning processes • SMEs, networks, clusters • Broad-based innovation strategies (user and employee driven) • Innovation from the shop floor • Local /global perspective
Regional innovation policy	<ul style="list-style-type: none"> • Delegating resources to regions • Top down processes • Regional/local development • Clusters 	<ul style="list-style-type: none"> • Identifying regional strengths and assets • Acting as change agent- smart policies- top down - bottom-up exploratory processes • Problem based development, cooperation between regions, global nodes eco-systems • Development platforms

Commission response to calls for VET Excellence



2012 Communication on **Rethinking Education:**

Proposes to align VET policies with regional/local economic development strategies namely for smart specialisation

2017 Communication on **Strengthening Innovation** in Europe's Regions:

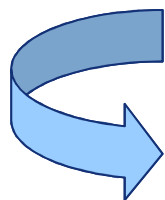
Proposes to link VET to innovation systems, as part of smart specialisation strategies at regional level

2018 Communication on **Building a stronger Europe**

Proposes to support the establishment of Centres of Vocational Excellence

2018 Commission proposal for the next **Erasmus** programme **2021-2027**

Proposes to support Platforms of Centres of Vocational Excellence under the title of Partnerships for Excellence (KA2)



Time to launch an ambitious initiative with EU support!

What is "Vocational excellence"



VET Excellence ensures high quality skills and competences that lead to quality employment and career-long opportunities, which meet the needs of an innovative, inclusive and sustainable economy

It is characterised by a holistic learner-centred approach in which VET:

- Is an integrative part of **skills ecosystems**, contributing to regional development, innovation, and smart specialisation strategies
- Is part of **knowledge triangles**, working closely with other education and training sectors, the scientific community, and business
- Enables learners to acquire both **vocational** and **key competences** through **high-quality provision** that is underpinned by quality assurance, builds innovative forms of partnerships with the world of work, and is supported by the continuous professional development of teaching and training staff, innovative pedagogies, and internationalisation strategies

Centres of Vocational Excellence

The initiative



Foster Vocational Excellence at two levels

NATIONAL

Through **Centres of Vocational Excellence (CoVE)**

Operating in a given **local context**, embedding them closely in the local **innovation** and **skills ecosystems**, working with businesses, chambers, tertiary education, research institutions, public authorities, etc.

TRANSNATIONAL

Through **Platforms of CoVE's** to establish world-class reference points for VET by bringing together partners that share a common interest in:

- Specific **sectors/trades** - *such as aeronautics, e-mobility, green technologies, healthcare, textiles...*
- **Societal challenges** - *such as integration of migrants, Digitalisation, AI, SDG, upskilling and reskilling...*

Understanding VET Excellence *building on what we know...*



Objective of the mapping exercise:

- Identify and disseminate existing examples of Vocational excellence

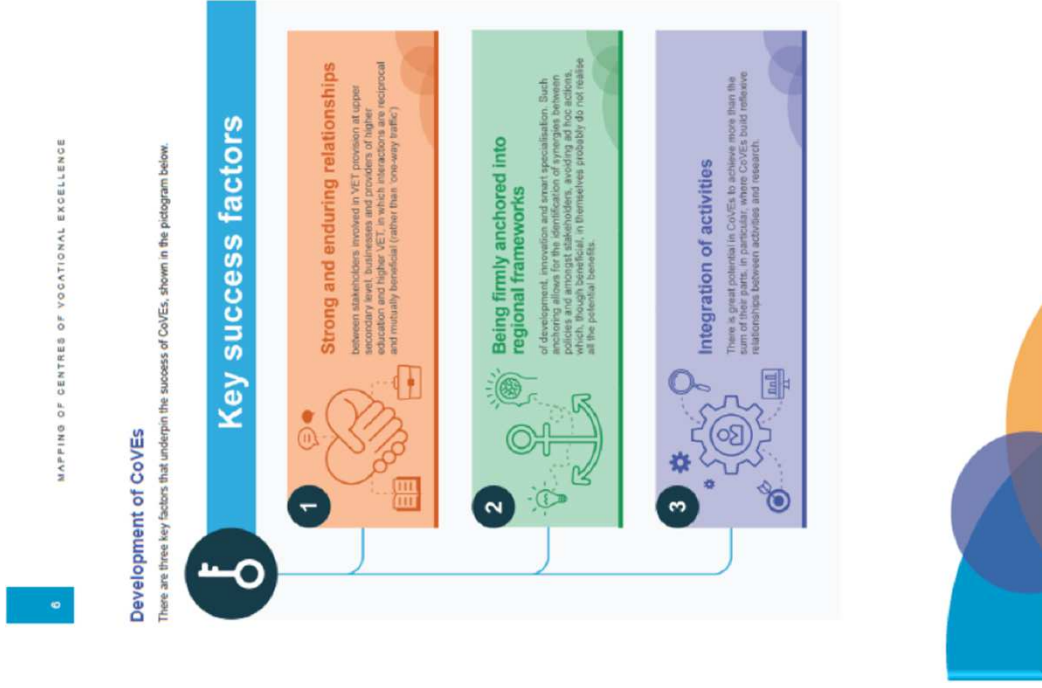
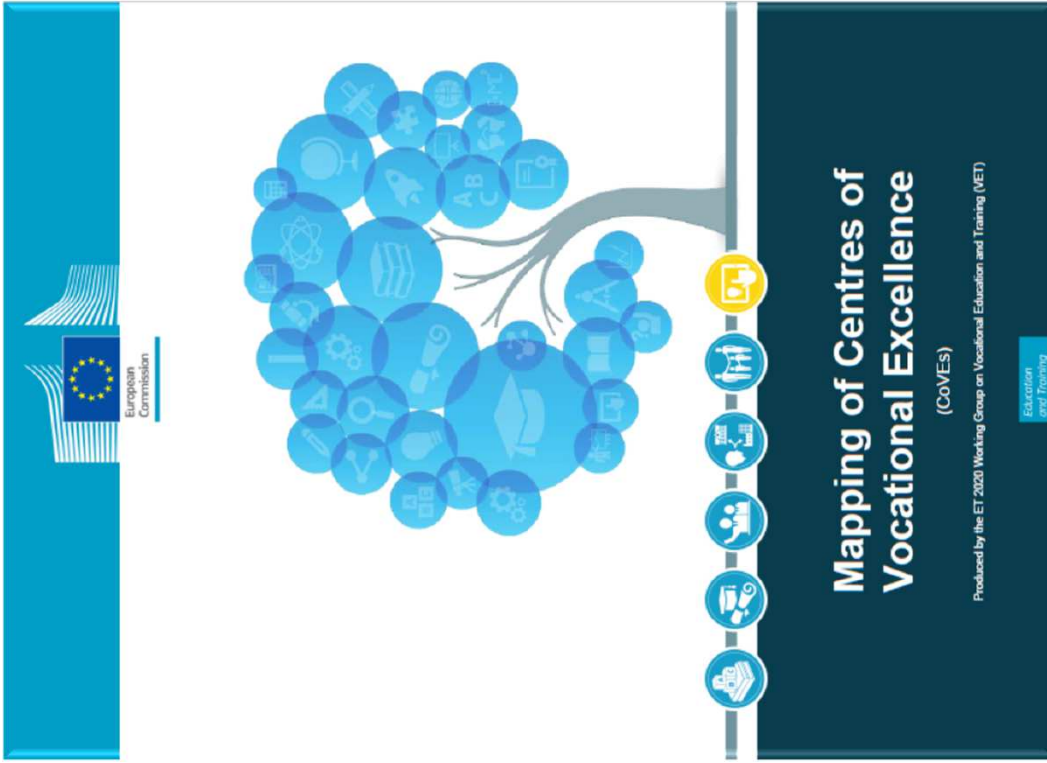
Key questions:

- What is understood by Vocational Excellence?
- How can a EU level initiative add-value to existing experiences?

Geographical coverage of the mapping:

- EU Member States, EFTA, candidate countries, and other **ETF partner countries** (*work also conducted by ETF*)

*Final report to be delivered by ECORYS by April 2019.
Preliminary findings to be discussed at DGVT in March 2019.*



Two broad typologies of Centres of Vocational Excellence



	COVE'S AS "PURPOSE BUILT" ENTITIES Part of national/regional arrangements for VET excellence	INDIVIDUAL VET PROVIDERS Functioning as CoVE's for a region (or sub-region) or sector
Relationship to regional development, innovation and smart specialization strategies	Likely to be closely linked to regional development, innovation and smart specialization strategies, or are explicit instruments of such strategies. May tend to neglect focus on social issues.	More variable relationship to wider policies, but able to meet local and regional sectoral needs, rather than (or in addition to) national priorities. Potential for social issues to be more to the fore.
Skills anticipation	Strong potential to link systematically into skill anticipation systems, as well as being local enough to fine tune provision within the parameters of national/regional policy.	Skill anticipation mechanisms likely to be based on local as well as national knowledge.
Coverage	Ensures national coverage of sectors.	Tends towards a more patchy picture of excellence, with greater potential for gaps.
Networking	Networking and sharing opportunities come 'ready made', often facilitated by the network.	Have to build own networks and platform for sharing.
Resourcing	Network may have core funding, providing an extra tier of capacity.	Reliance on the initiative of individual providers to source funds; lack the support from wider network.



Diverse nomenclature for Centres of Vocational Excellence



- **Belgium-Wallonia** - Competence centres (Centres de compétence)
- **France** - Campuses of occupations and qualifications. Also referred to as Centres of excellence (Pôles d'excellence) and Centres of training (Pôles de formation). Sometimes referred to as clusters/networks and territorial ecosystems.
- **Spain**, Basque region, Tknika - Centre of research and innovation
- **Netherlands**, Katapult network - Community for Development, also described as an innovative learning and working community
- **Poland** - Practical Training Centres (Centra Kształcenia Praktycznego)
- **Italy** - Higher Technical Institutes (it. Istituti Tecnici Superiori - ITS)
- **Slovenia**, Nova Gorica - Partnership for excellence: Šolski center



Identifying existing examples, on the basis of key activities



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...)

Providing both Initial
and continuing VET
at all EQF Levels



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



**Vocational
Excellence**

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



Technology
diffusion and
Innovation Hubs



Incubators
supporting
entrepreneurial
initiatives



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



Centres of Vocational Excellence

Key success factors



- **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
- **Strong and enduring partnerships** - between the VET community, businesses and universities in which interactions are reciprocal and mutually beneficial



A “maturity model” for Centres of Vocational Excellence



		SETTING-UP FOUNDATIONS <i>Improving on what VET normally does, with close linkages to the labour market</i>	DEVELOPING ADDED VALUE <i>Engaged with regional strategic development, and collaborating with a wide range of stakeholders</i>	ACHIEVING EXCELLENCE - THE “SELF-REFLEXIVE COVE” <i>Co-creating local skills ecosystems, and local innovation and regional development. Strong VET internationalisation dimension</i>
Cluster of activities	Teaching and learning	<ul style="list-style-type: none"> ✓ Curricula and programmes closely attuned to LM needs ✓ CVET offered alongside IVET based on lifelong learning principles ✓ Improving VET quality through innovative pedagogies ✓ Pathways to higher level VET only occasionally available ✓ CPD of teachers and trainers encouraged 	<ul style="list-style-type: none"> ✓ Playing active role in skill anticipation mechanisms ✓ Increasing integration of IVET and CVET on LLL principles ✓ Adopting more systematic approaches to innovating in teaching and learning ✓ Pathways to higher level VET being systematically developed ✓ Innovations in teaching and learning being linked into CPD 	<ul style="list-style-type: none"> ✓ Engaged in a synergistic relationship with skill anticipation mechanisms ✓ Lifelong learning centres integrate provision; little or no distinction between IVET and CVET ✓ Not only innovating but conducting research into effective teaching and learning methodologies ✓ Innovation includes trans-national joint curricula ✓ Pathways to higher VET: intrinsic part of the offer ✓ Feedback mechanisms between CPD practice+R&D ✓ Guidance and validation services form an integral part of the VET offer to all students
	Cooperation and partnerships	<ul style="list-style-type: none"> ✓ Placements in companies, some provision of equipment and expertise by companies ✓ New knowledge created on an ad hoc basis or as a by-product of other activities ✓ Participating in international projects (mobility + innovation) 	<ul style="list-style-type: none"> ✓ Two-way, reciprocal relationship with businesses ✓ Participating in innovation hubs, technology diffusion centres, business incubators ✓ Creating knowledge ✓ Participating in international projects (mobility + innovation) 	<ul style="list-style-type: none"> ✓ Leading role in innovation hubs, technology diffusion centres, business incubators; VET learners have opportunity to engage in incubation activities ✓ New knowledge creation linked to organized research programmes/centres ✓ International activities include international campuses/academies; being key player in foreign investment projects.
	Governance + Financing	<ul style="list-style-type: none"> ✓ Many ad hoc partnerships focused ✓ Ad hoc resource contributions from private sector 	<ul style="list-style-type: none"> ✓ Member of numerous regional and national networks ✓ Developing sources of funding in private sector 	<ul style="list-style-type: none"> ✓ Coherent and well-coordinated approach to partnerships ✓ Sustainable funding models involving strong and reliable contributions from private sector

Platforms of Vocational Excellence

The way forward!



2018 – Preparing the ground

- Erasmus+ **KA3** call for Joint VET qualifications
- **ET2020 WG** 2018-2020 focused on innovation and digitalisation in VET
- **Mapping** of existing approaches to **Vocational Excellence**

2019 – The first (limited) pilot projects

- Erasmus+ **KA2 Sector Skills Alliances** call for pilot projects on CoVE

2020 – Refining the concept and piloting the initiative

- Erasmus+ KA3 call for **Platforms of Vocational Excellence** (*full pilot*)

2021-2027 - The full implementation of the initiative

- **Erasmus**, and ERDF, ESF, InvestEU, Horizon Europe ➡ *supporting CoVE*



Centres of Vocational Excellence E+ KA3 - The 2020 Pilot projects



KA3 Specific call (*open to partners from outside E+ programme countries*)

Support for "Platforms of Centres of Vocational Excellence (CoVE)"

- Support for **5 Pilot 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**, at least **8 full partners**, with at least **1 company** or industry representative, and **1 VET provider** in each country
- Can be focused on any **EQF level** but must also include **levels 3, 4 or 5**
- Budget **€20.000.000**, with maximum EU grant **€4,000,000** per project
- Publication in October 2019. Deadline for applications February 2020.

