



Erasmus+ Capacity building in VET

Objectives and activities

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AIM

Capacity building projects are **international cooperation projects** based on multilateral partnerships between organisations active in the field of VET in:

- EU Member States
- Third countries associated to the Programme
- Third countries not associated to the Programme

They aim to support the

- **Relevance**
- **Accessibility**
- **Responsiveness**

of VET institutions and systems in third countries not associated to the Programme

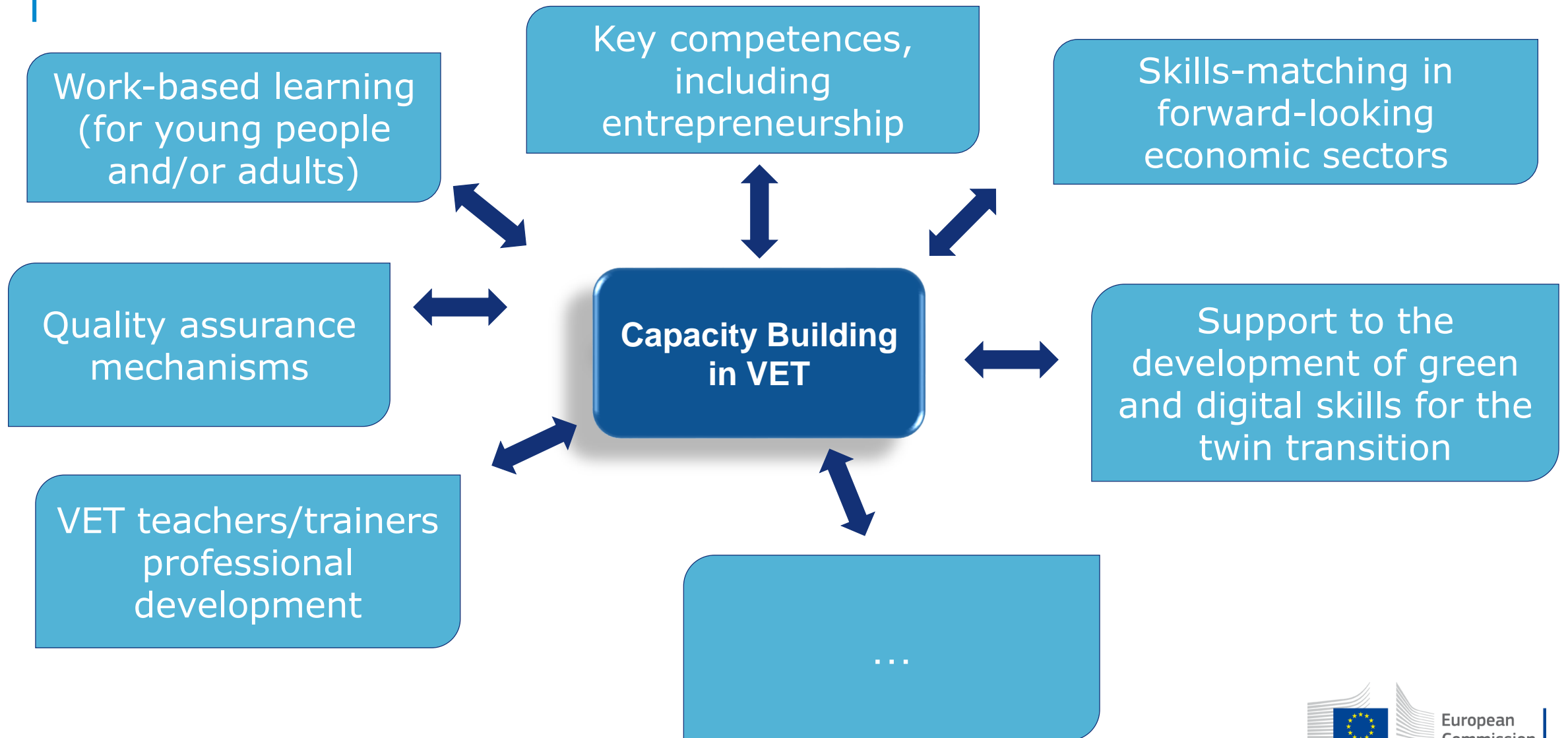


OBJECTIVES

- Reinforce **links between VET system and labour market** so as to better align VET to (emerging) local labour market opportunities
- Increase the links between **VET profiles and local/regional/national strategies and priorities**
- Increase the **capacities of VET providers**, especially in the fields of management, governance, inclusion, quality assurance, innovation and internationalisation
- Support the exposure of **staff, managers, policy makers and senior teachers** to approaches bringing the labour market and VET closer (dual learning, curriculum development with private sector partners...)
- Improve knowledge, technical, managerial and pedagogical **skills of VET teachers and trainers**
- Integrate the **input from teachers/trainers, VET learners and employers**, from private sector in particular, into curriculum, profile and training reform
- Improve the level of competences, skills and employability potential of VET learners by **developing new and innovative VET education programmes**
- Foster **cooperation across different regions** of the world through joint initiatives



THEMATIC AREAS – Focus on one or more



ACTIVITIES

Building and strengthening the capacities of organisations active in the field of VET **principally in the third countries not associated to the Programme covered by the action**

For example:

- Creating and developing **networks and exchanges of good practice** between VET providers
- Creating tools, programmes and other materials to build the **capacity of institutions**
- **Creating mechanisms to involve private sector** (design and delivery of curricula, work-based experience)
- **Developing and transferring pedagogical approaches, teaching and training materials and methods**, including work based learning, virtual mobility, open educational resources and better exploitation of the ICT potential
- Developing and implementing international (virtual) **exchange activities for staff** primarily



In case learner and staff mobility activities are proposed, these should contribute directly to the objectives of the project

HORIZONTAL ASPECTS

Applicants are encouraged to take into account



Inclusion and diversity



Environmental sustainability



Digital dimension



Common values, civic engagement
and participation

REGIONS COVERED

- Western Balkans (Region 1)
- Neighbourhood East (Region 2)
- South-Mediterranean countries (Region 3)
- Russian Federation (Region 4)
- Sub-Saharan Africa (Region 9)
- Latin America (Region 10)
- Caribbean (Region 11)



Geographical targets:

- **Latin America** and the **Caribbean**: Priority will be given to regional projects or projects in lower and middle income countries
- **Sub-Saharan Africa**: Priority will be given to least developed countries; a special emphasis shall also be put on migration priority countries; no country will access more than 8% of funding foreseen for the Region
- **Western Balkans**: Mobility of learners will be privileged



INDICATIVE BUDGET



Region	Indicative budget in EUR
Western Balkans (Region 1)	7 701 141
Neighbourhood East (Region 2), except Belarus	2 484 035
South-Mediterranean countries (Region 3)	4 140 058
Russian Federation (Region 4)	1 242 017
Sub-Saharan Africa (Region 9)	8 573 369
Latin America (Region 10)	2 070 029
Caribbean (Region 11)	310 504
Total	26 521 153



REGIONAL PRIORITIES



If the applications involve [ETF \(European Training Foundation\) countries](#)*, priority will be given to those project proposals that show evidence of responding to [ETF recommendations under the Torino process \(TRP\)](#)**

For the countries where a respective ETF TRP country assessment report is not available for the current TRP round 2019-2021 (i.e. Algeria, Egypt, Israel and Morocco), projects shall refer to the ETF recommendations of the relevant TRP report for the [Southern and Eastern Mediterranean region](#)

**Except Belarus and Central Asia countries that are not eligible under this action, as well as Libya, Syria and Russia that are not covered by the concerned TRP reports*

***The Torino Process (TRP) is a participatory process leading to an evidence-based analysis of the vocational education and training (VET) policies in a country. Introduced in 2010 and carried out every two years, the Torino Process provides a snapshot of the state of development of VET systems in the ETF's partner countries, an overview of progress made and priorities for the future*



IMPACT

- Tighter **links between VET system and its labour market**
- Improved links between **VET profiles and local/regional/national strategies** and priorities
- Improved **capacities of VET** providers especially in the fields of management, governance, inclusion, quality assurance, innovation and internationalisation
- **Increased exposure of staff**, managers, policy makers and senior teachers to approaches bringing the labour market and VET closer
- Improved knowledge, technical, managerial and pedagogical **skills of VET teachers and trainers**
- **Better input of teachers/trainers, VET learners and employers** into curriculum, profile design and training reform
- Improved level of competences, skills and employability **potential of VET learners**
- Increased **cooperation** across different regions
- Development of competences regarding **environmental sustainability**
- Improved **digital skills** and competences of the target public
- Increased **social and intercultural competences**

