



Erasmus+ Capacity building in VET

Policy priorities

Online Info Session 8/12/2021

João SANTOS (DG EMPL)

The policy context

➤ The EU Treaty – Article 166

“...foster cooperation with third countries and the competent international organisations...”

➤ The European Education Area

“Geopolitical dimension” and

“Education as part of a stronger Europe in the world”

➤ The Council Recommendation on VET

“Promoting VET in an international context”, and establishing a target of
“8 % of learners in VET benefit from a learning mobility abroad”

➤ The Osnabruck Declaration

“European Education and Training Area and international dimension of VET”



The key actions driving VET internationalisation

- **Policy dialogues and cooperation with third countries**
 - *Includes cooperation with ETF partner countries*
 - *Includes development cooperation policy (INTPA)*
- **International mobility of learners and staff**
- **Internationalisation “at home”**
- **Cooperation on transparency tools**
- **Practitioner driven projects (e.g. CoVEs)**
- **Communication campaigns on attractiveness of VET**
- **Skills competitions (Worldskills, Worldskills Europe, etc.)**
- **Cooperation with international organisations (OECD, UNESCO, ILO...)**
- **Cooperation with international VET organisations (WFCP, IVETA ...)**



EU Development cooperation on VET

€700 million for VET related projects (2014-2020)

- National VET system reforms
- Increasing access to competence and skills
- Inclusion of vulnerable and marginalised groups
- Promoting decent work and training
- Supporting environmentally sustainable development
- Establishing links with formal education and lifelong learning



**Vocational
education and training**
for inclusive growth in
development cooperation

The European Training Foundation (ETF)

Supporting 29 transition and developing countries develop their human capital through **reforms of education, training, and labour market systems**, in the context of EU external relations policies.

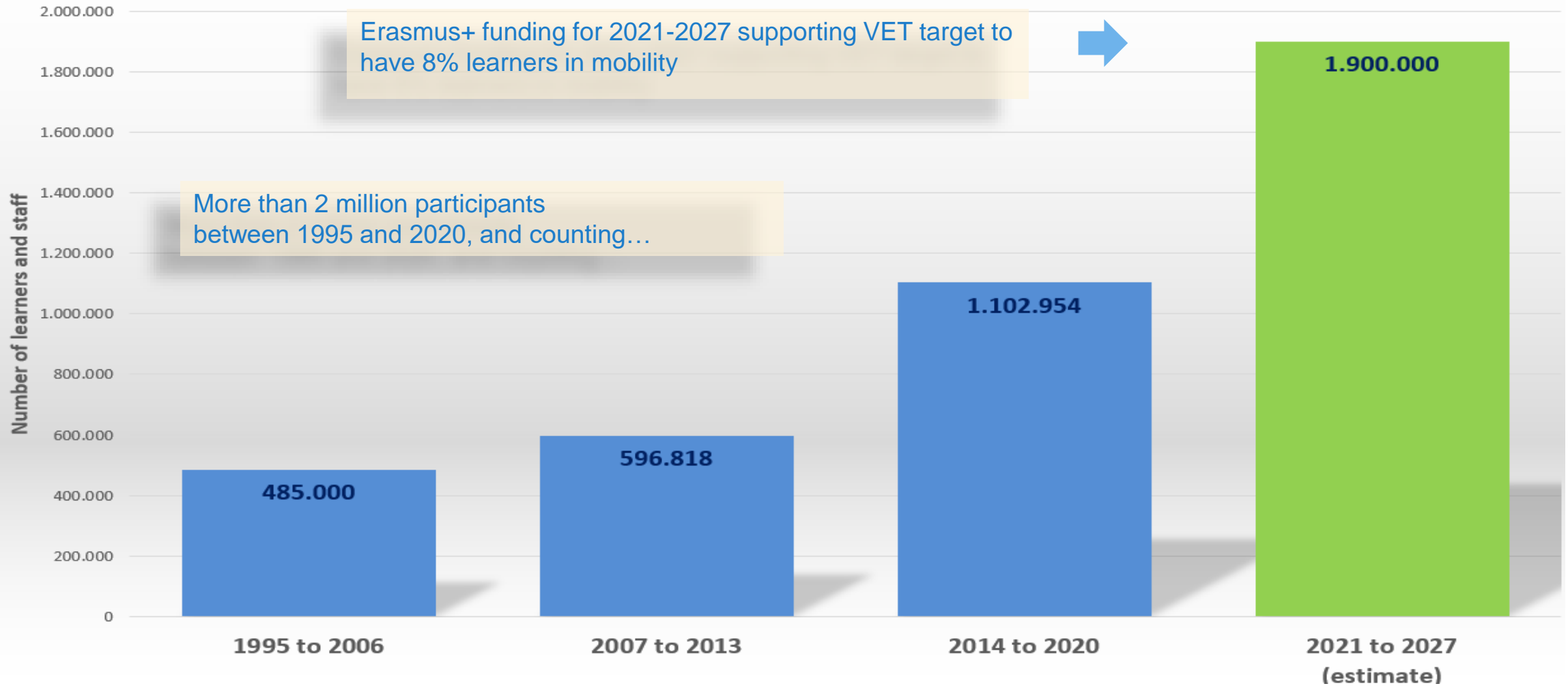
Activities include:

- Skills and employment needs analysis
- System governance, including stakeholder engagement
- Social dialogue and private sector participation
- Qualification systems and quality assurance
- Work-based learning
- Teacher training
- Entrepreneurial learning and core competences, and
- Career guidance



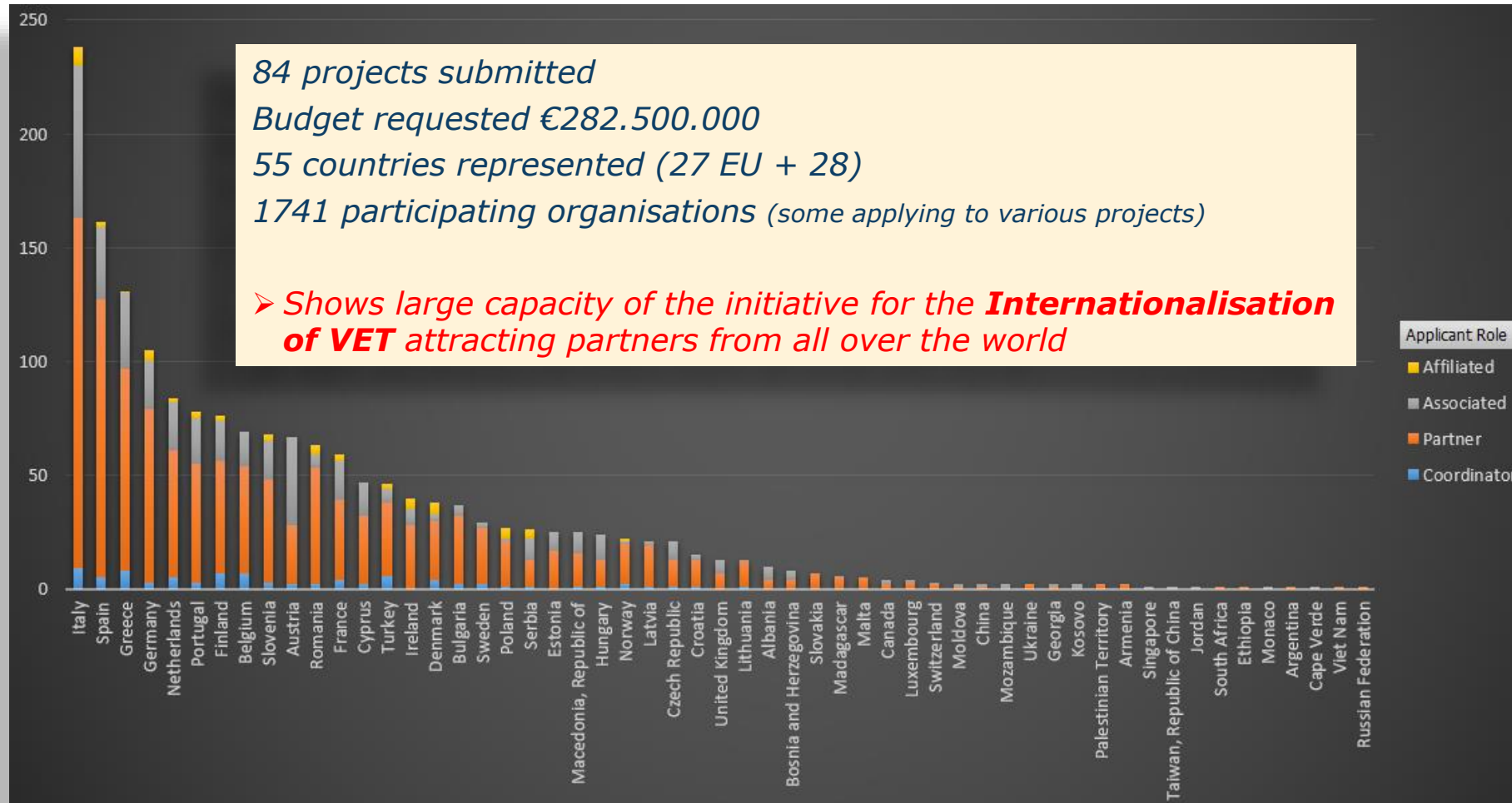
Albania
Algeria
Armenia
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Bosnia and Herzegovina
Egypt
Georgia
Israel
Jordan
Kazakhstan
Kosovo*
Kyrgyzstan
Lebanon
Libya
Moldova
Montenegro
Morocco
North Macedonia
Palestine*
Russia
Serbia
Syria
Tajikistan
Tunisia
Turkey
Turkmenistan
Ukraine
Uzbekistan

Number of VET mobility learners and staff supported by EU funding (since 1995)



Erasmus+ 2021 Call for CoVEs

Number of participating organisations





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Claire HERRMANN (DG EAC)

The European Education Area (September 2020)



1



Quality in education and training

- Boost basic and transversal skills
- More mobility and cooperation opportunities
- Support lifelong acquisition of language competences
- Develop a European perspective in education



2



Inclusion and gender equality

- Pathways to School Success
- 50 centres of excellence for VET
- European Approach to micro-credentials
- Gender-sensitive teaching



3



Green and digital transitions

- Education for Climate Coalition
- Greening of education infrastructure
- Council Recommendation on education for environmental sustainability
- Digital Education Action Plan



4



Teachers and trainers

- 25 Erasmus Teacher Academies
- European guidance for national career frameworks
- European Innovative Teaching Award



5



Higher education

- European Universities full roll-out
- Development of a European Degree
- Legal statute for alliances of universities
- Erasmus+ Mobile App



6



Geopolitical dimension

- Team Europe approach
- Strengthen cooperation with strategic global partners
- Expand international dimension of Erasmus+

Erasmus+ 2021-2027 – Key features

Budget almost doubled compared to the 2014-2020

- Own budget of **26.2 billion €**
- Complemented by **2.2 billion €** from the Neighbourhood, Development and Cooperation Instrument (NDICI) and the Instrument for Pre-Accession (IPA III).

A variety of fields covered

- Higher education
- **Vocational Education and Training**
- Adult Education
- School education
- Youth (non-formal education)
- Sport

New Erasmus+ programme (2021- 2027)

Transversal priorities



Inclusion and diversity

Reaching out to all participants and fostering inclusive approaches for mobility and cooperation activities



Green

Building up knowledge on sustainability and climate action and promote the use of green travel



Digital

Developing accessible and high-quality digital learning and foster digital capacities



Active participation

Enhancing participation in democratic life and civic engagement

Erasmus+ Programme structure

Key Action 1

Mobility of
learners and staff

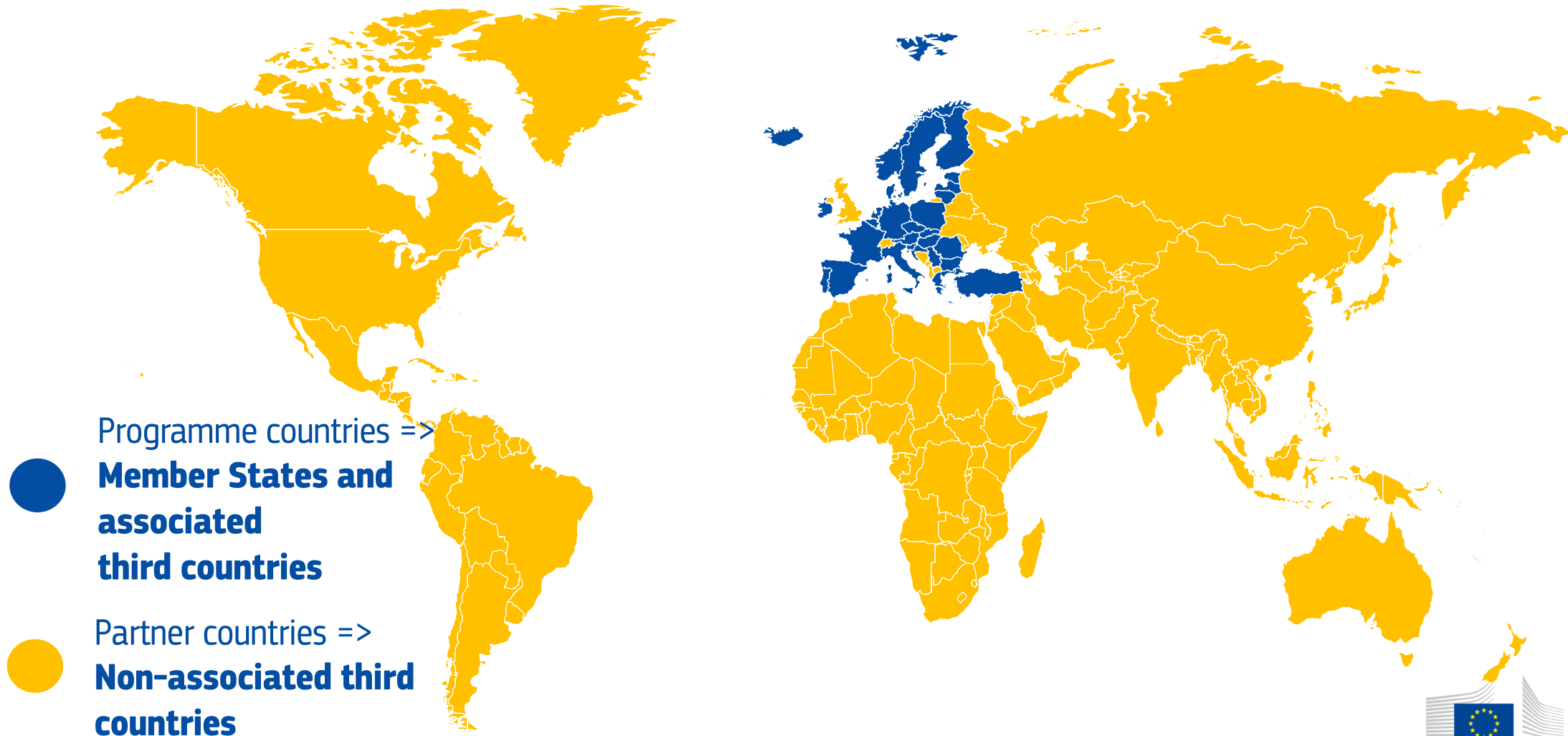
Key Action 2

Partnerships for
cooperation and
exchange of
practices

Key Action 3

Support to policy
development and
cooperation

International dimension of Erasmus+ 2021-2027



Overview of Erasmus+ international opening (depending on regions of the world)

HIGHER EDUCATION

- International Credit Mobility
- European Outgoing mobility
- Erasmus Mundus Joint Masters & Erasmus Mundus Design Measures
- **Capacity Building for Higher Education**
- Jean Monnet activities
- Cooperation Partnerships*
- Alliances for Innovation*
- Alumni Association


SCHOOL EDUCATION

- eTwinning Action

SPORT

- Capacity Building in the field of Sport

VOCATIONAL EDUCATION AND TRAINING

- **Capacity Building in VET** 
- European outgoing VET mobility
- Cooperation Partnerships*
- Centres of Vocational Excellence*
- Alliances for Innovation*

YOUTH

- Virtual Exchanges (+Higher educ.)
- Mobility of young people and youth workers
- Capacity building in the field of youth
- Youth Participation activities
- Cooperation Partnerships*

* Conditional access - Partners from Non-Associated countries must prove added-value to the project



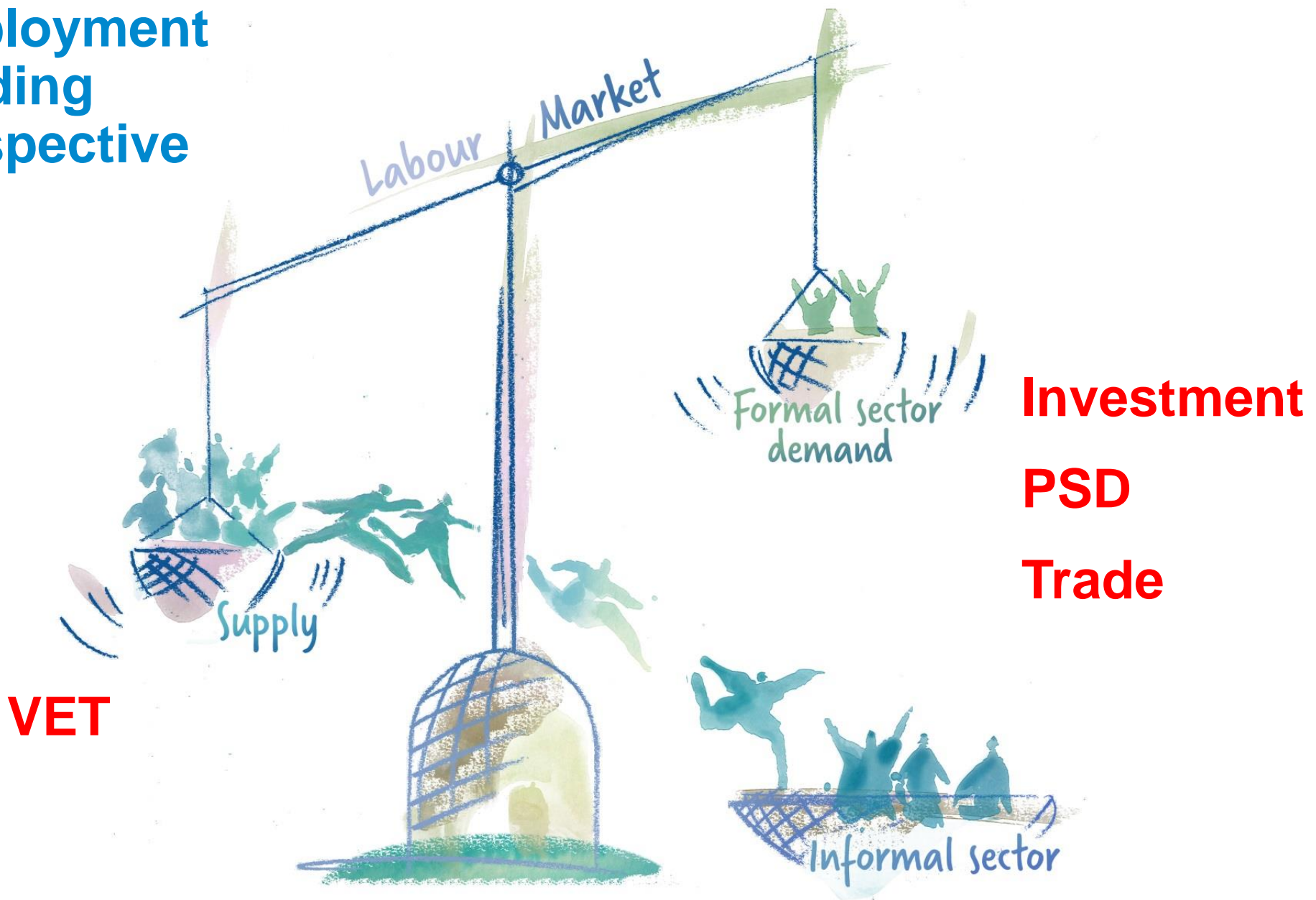
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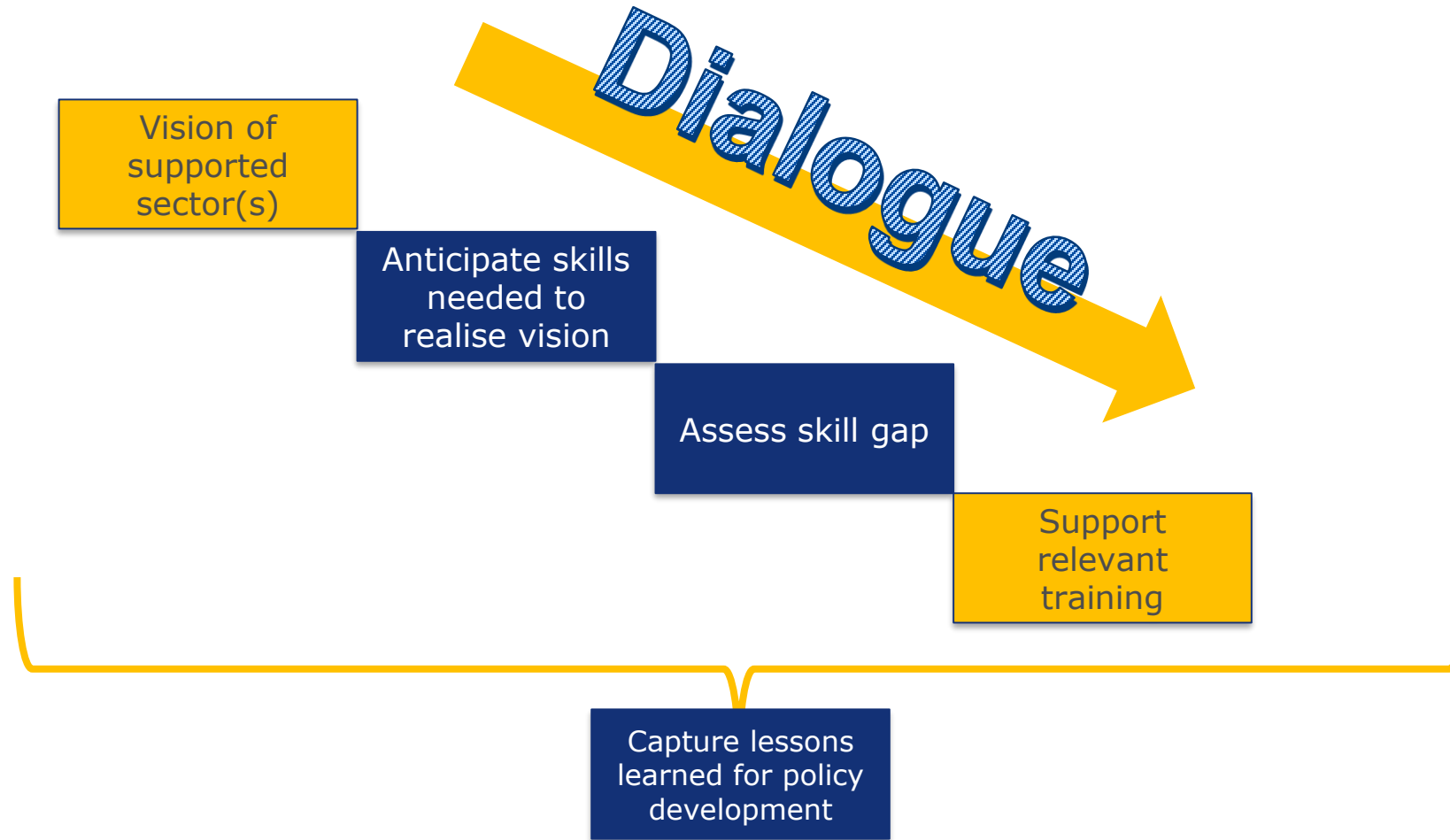
Heike BUERSKENS (DG INTPA)

Employment Leading Perspective

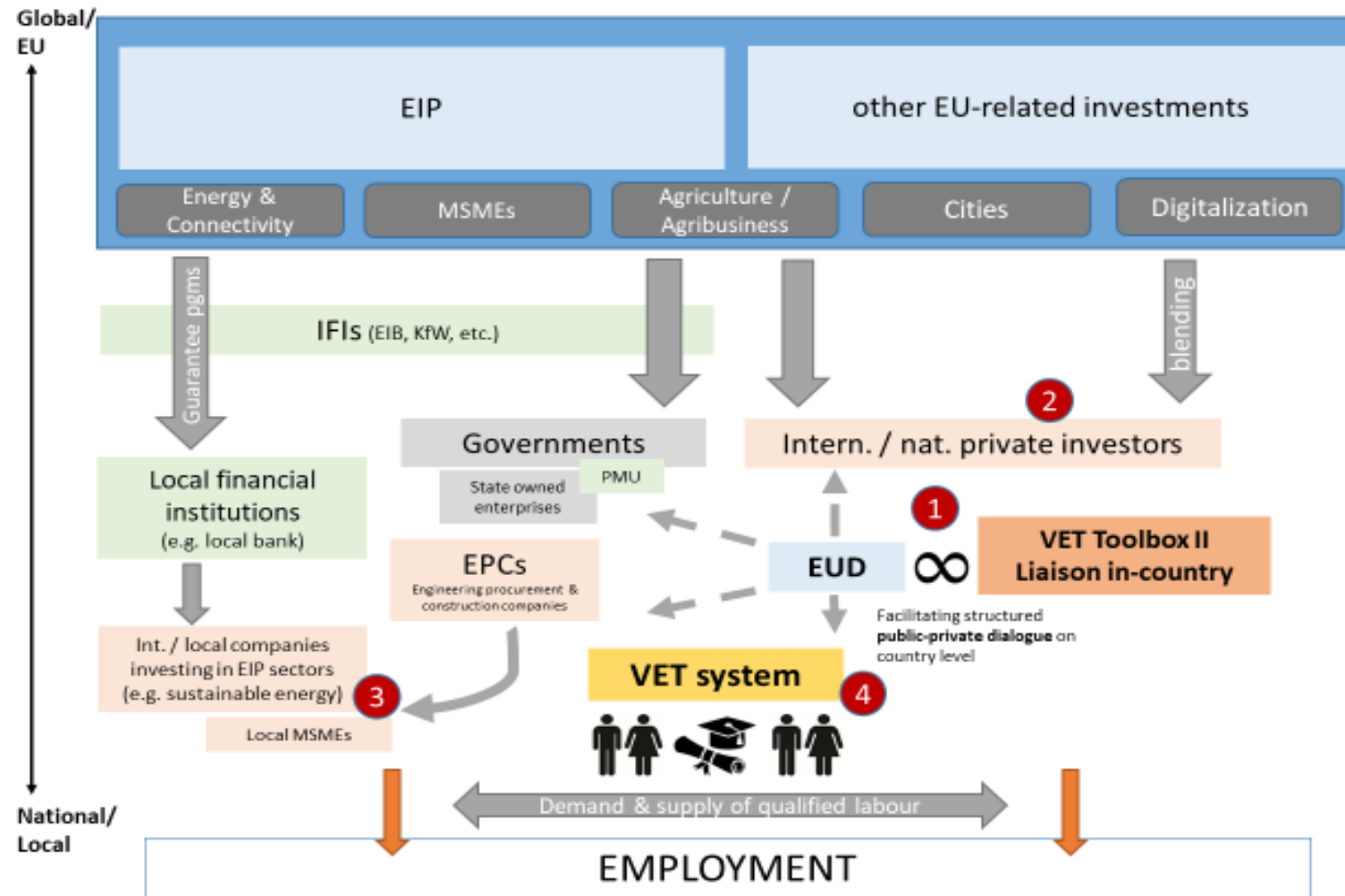


Sectoral approach to VET

Aligned to **needs and opportunities**



The VET Toolbox – an opportunity driven approach



- Potential entry points VET Toolbox II
- 1. Structured public-private dialogue on country level** (private sector, government, VET institutions, EUD): promoting PPP in VET in the context of (planned) investments
 - 2. Private sector investment in EIP sectors** (international and national companies): skills needs identification (incl. supply chain), promoting PPP in VET
 - 3. Actors along the supply / value chain** (MSMEs, business and trade associations): Training & skills for supplier / VC development
 - 4. VET system** (VET institutions): strengthen demand orientation of VET supply geared to investments in EIP sectors

Engaging the private sector to promote the relevance of VET from a sectoral perspective

Areas of engagement

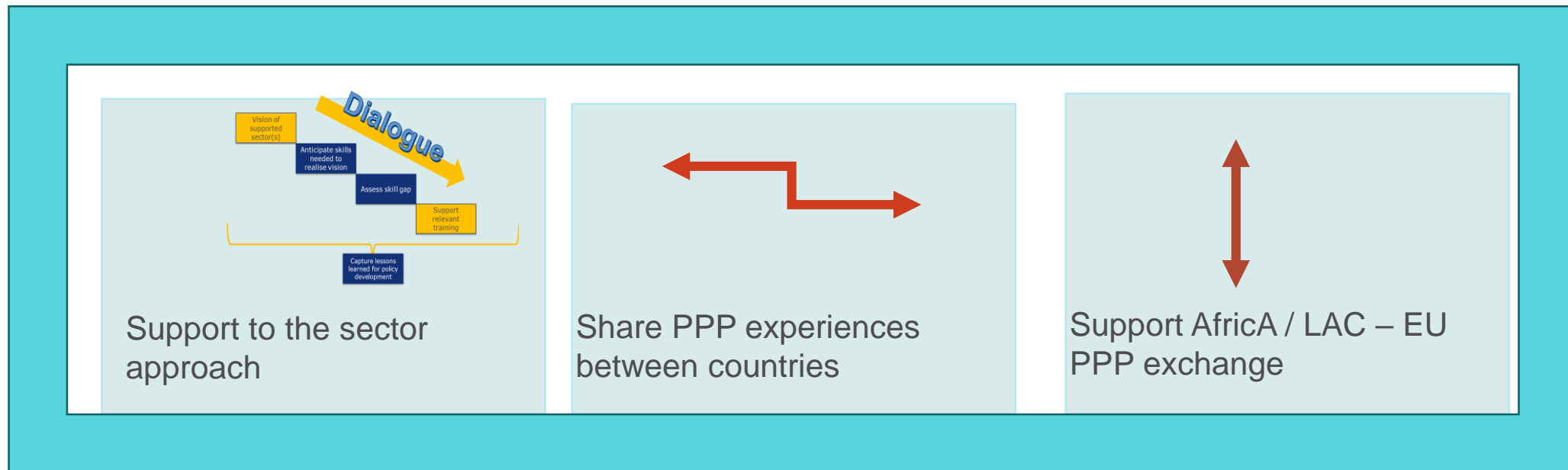


Topics for even more private sector engagement

- Skills anticipation with the PS
- Transition from learning to earning (Platforms & acquisition of work experience)
- Career pathways - Rethinking supply and demand
- Digitalisation & Post COVID 19 'new normal'

The added value of the Erasmus call:

ERASMUS for VET –
exchanging on EU
experiences with public
private collaboration in VET





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Javier MENENDEZ BONILLA (DG NEAR)

Political context – Policy first



- Economic and Investment Plans for the three regions
- Economic and Reform Programmes Western Balkans



The **Economic and Investment Plan** will mobilise

€2.3 BILLION from the EU budget

and could leverage up to

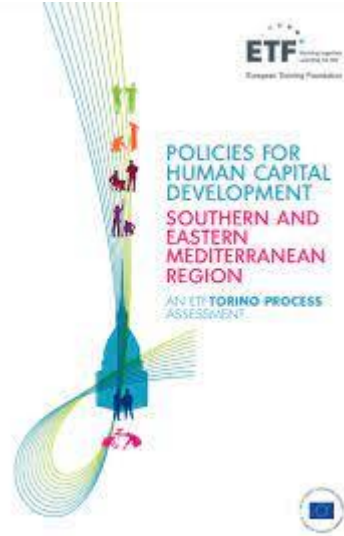
€17 BILLION in public and private investments

#StrongerTogether #EasternPartnership



Important focus on Human capital development

Human Capital Development



Human capital development high priority. Support through:

- Education reform and VET including budget support (primary, secondary, VET)
- European Training Foundation – Torino process
- ERASMUS+ Higher Education and VET
- Support to youth



Key facts and progress made

General picture

- Relevant skills and adaptability of the workforce – dynamic socio-economic realities
- Level of skills acquisition (foundation skills - Pisa, relevance of skills at upper and tertiary level)
- Correlation Education attainment and prospects employment – importance of VET

..... And progress made.

Summary recommendations ETF

- Improve the quality and relevance of VET outcomes for inclusive and innovative economies
- Address the large need for upskilling and reskilling
- Develop skills intelligence systems and consolidate monitoring and evaluation in education as key ingredients of forward-looking education and training policies

[ETF recommendations Torino process – country and regional reports](#)