

How does CBVET fit into the Erasmus+ broader structure?

Online Information Session 7/12/2022

DG Education, Culture Youth and Sport

The European Education Area (September 2020)



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



Inclusion and gender equality

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



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



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



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



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

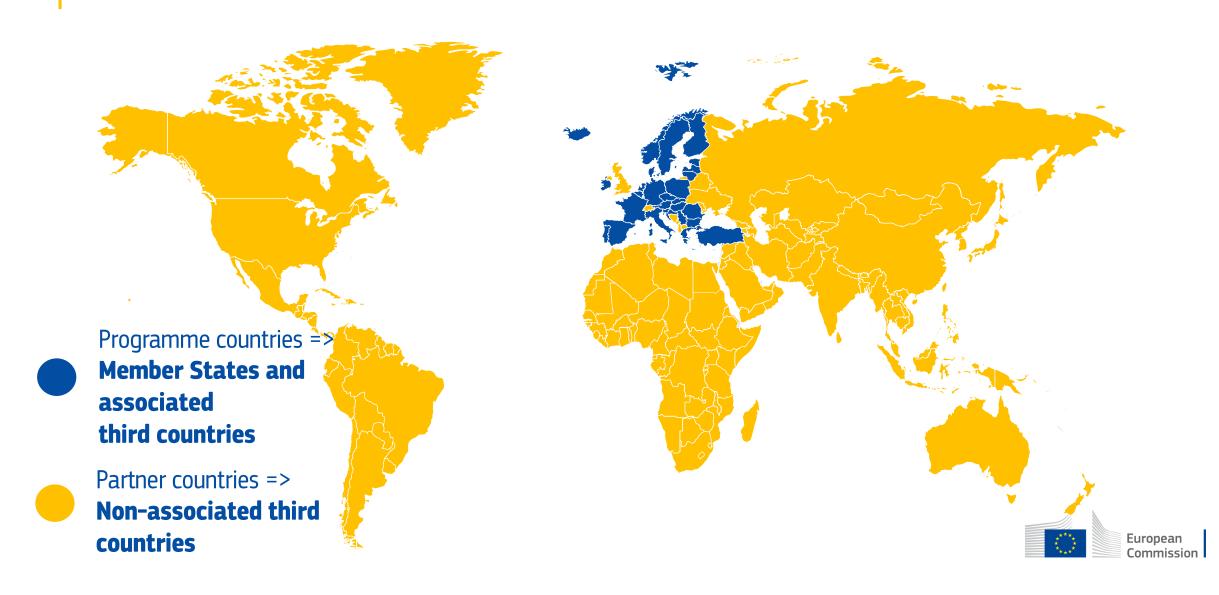
Partnerships for cooperation and exchange of practices

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

VOCATIONAL EDUCATION AND TRAINING

Capacity Building in VET-

NEW

- European outgoing VET mobility
- Cooperation Partnerships*
- Centers 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*

SPORT

Capacity Building in the field of Sport

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

Thank you



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Internationalisation of Vocational Education and Training

Online information session:

Erasmus+ 2023 call for

Capacity building in the field of VET

7 December 2022

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2023 European Year of Skills #EYS2023

66

 More focus in our investment on professional education and upskilling.

 Better cooperation with companies – they know best what they need.

Matching these needs with people's aspirations.

 Attract the right skills that strengthen Europe's growth.

 Recognition of qualifications also of third country nationals.

URSULA VON DER LEYEN
President, European Commission



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 targ
"8 % of learners in VET benefit from a learning mobility abroad"

Let's open European Vocational Education & Training 's windows to the World!

> The Osnabruck Declaration

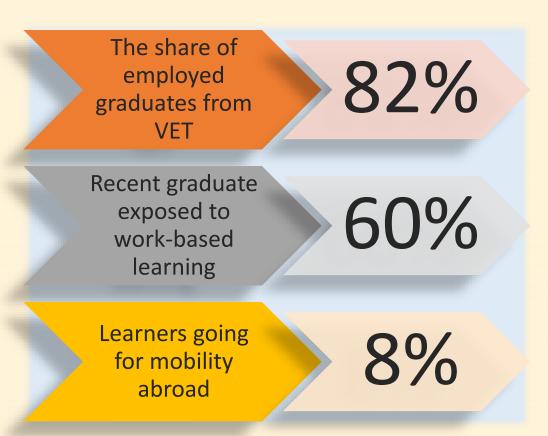
"European Education and Training Area and international dimension of VET"





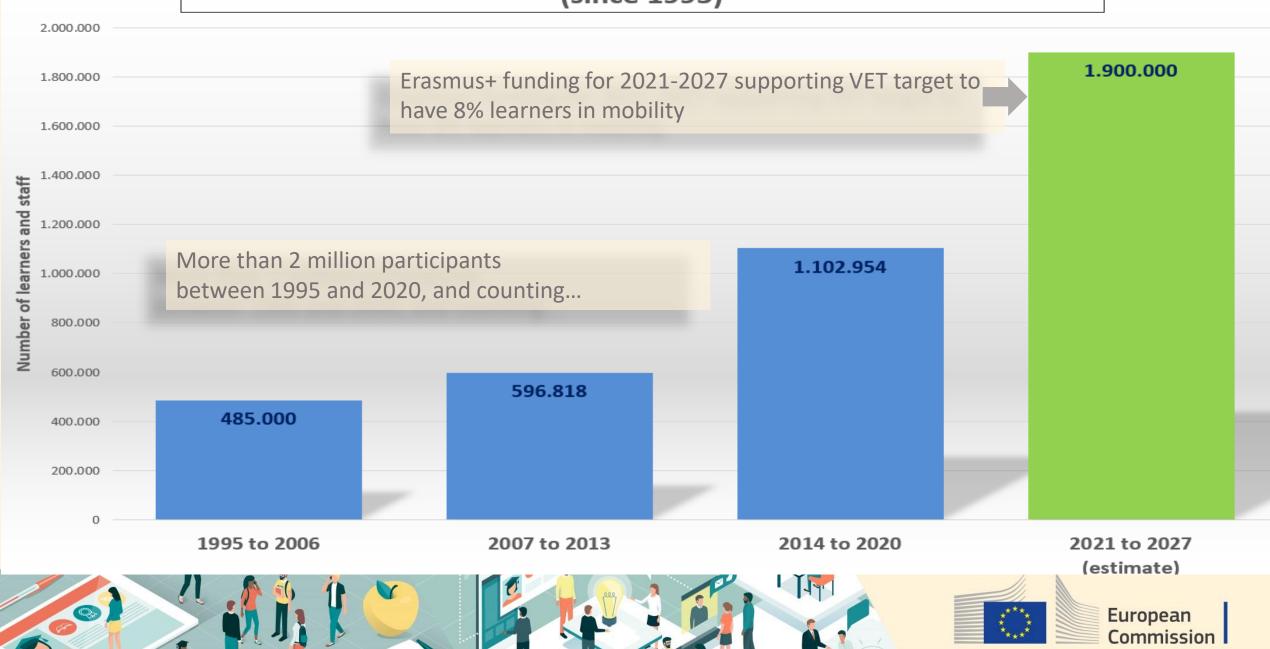
2020 Council Recommendation on VET







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



Centres of Vocational Excellence

The initiative in a nutshell

The Goal

VET Excellence

Innovative and responsive VET institutions capable of rapidly adapting skills provision to evolving economic and social needs, including the digital and green transitions

The partners

VET institutions, Universities of applied science, Research centres, Companies, Chambers, Professional or sector associations, Trade unions, Policy makers, Employment services, Regional development agencies, Municipalities, Qualification authorities, and others

How to get there

International collaborative networks of CoVEs

- > ACT LOCAL Establish strong local partnerships cocreating "skills ecosystems" for innovation, regional development, and social inclusion
- THINK GLOBAL through international collaborative networks of CoVE in other countries to share experience and know-how, to foster mobility of learners and staff...

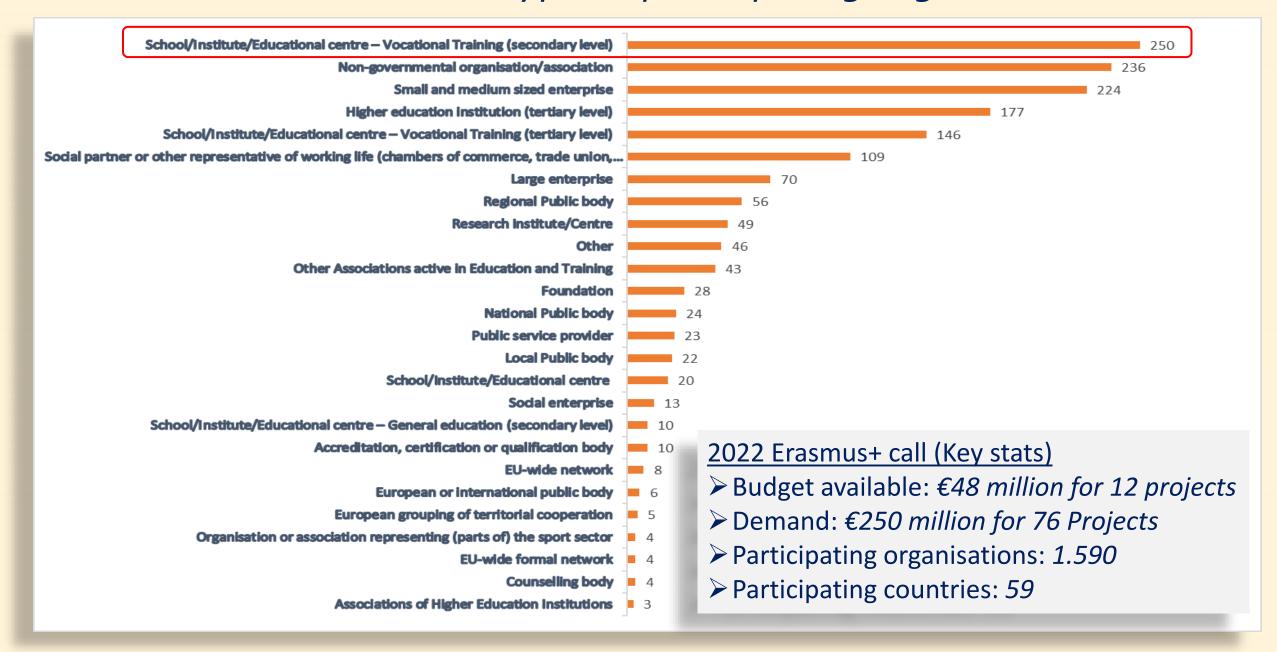
EU Support

Erasmus+ funding 2021-2027: €400 million for 100 CoVE networks

Technical support: Build evidence, Facilitate networking, Tools & Guidelines...



CoVE Erasmus+ call 2022: Type of participating organisations



Capacity building for VET international cooperation (E+ Ka2)

Objectives:

- > Build capacity of VET providers to strengthen private-public cooperation
- > Improve quality and responsiveness of VET to economic and social developments
- > Align VET provision to local, regional and national development strategies

The thematic areas:

- Work-based learning (for young people and/or adults)
- Quality assurance mechanisms
- > VET teachers/trainers professional development
- > Key competences, including entrepreneurship
- Public Private Partnerships in VET
- > Innovation in VET
- > Development of green and digital skills for the twin transition
- Skills-matching in forward-looking economic sectors





The key actions driving VET internationalisation

- **→** Policy dialogues and cooperation with third countries (*including SDG*)
- ➤ Includes development cooperation policy (EU largest donor for VET reforms)
- **▶**International mobility of learners and staff (*Erasmus+*)
- **▶**Internationalisation "at home"
- **→** Practitioner driven projects (e.g. CoVEs)
- >Communication campaigns on attractiveness of VET
- ➤ Skills competitions (Worldskills, Worldskills Europe, etc.)
- >Cooperation on transparency tools (EQF, Micro-credentials,)
- **Cooperation with international organisations** (OECD, UNESCO, ILO...) ▶
- **Cooperation with international VET organisations** (WFCP, IVETA ...)







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

Azerbaijan

Belarus

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



More information

On **Skills and qualifications**

The **European Skills Agenda**

On **Centres of Vocational Excellence**

The **Erasmus+** programme

The **European Training Foundation** (ETF)

The European Centre for the Development of Vocational Training **CEDEFOP**

The **European Associations of VET Providers** (EVTA, EVBB, EfVET, EUPROVET, EURASHE, EUCEN)









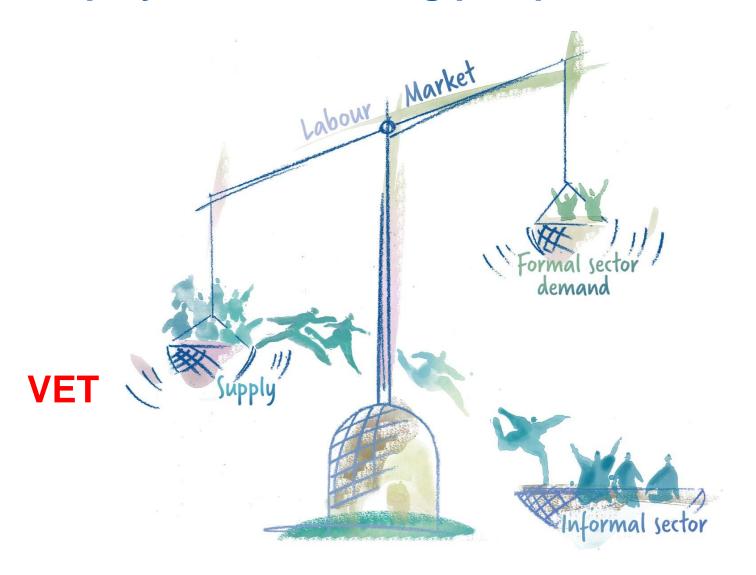
Erasmus+ Capacity Building in VET (CBVET)

Online Info Session 07/12/2022

INTPA E2 – Employment Team

07 December 2022

Employment as leading perspective



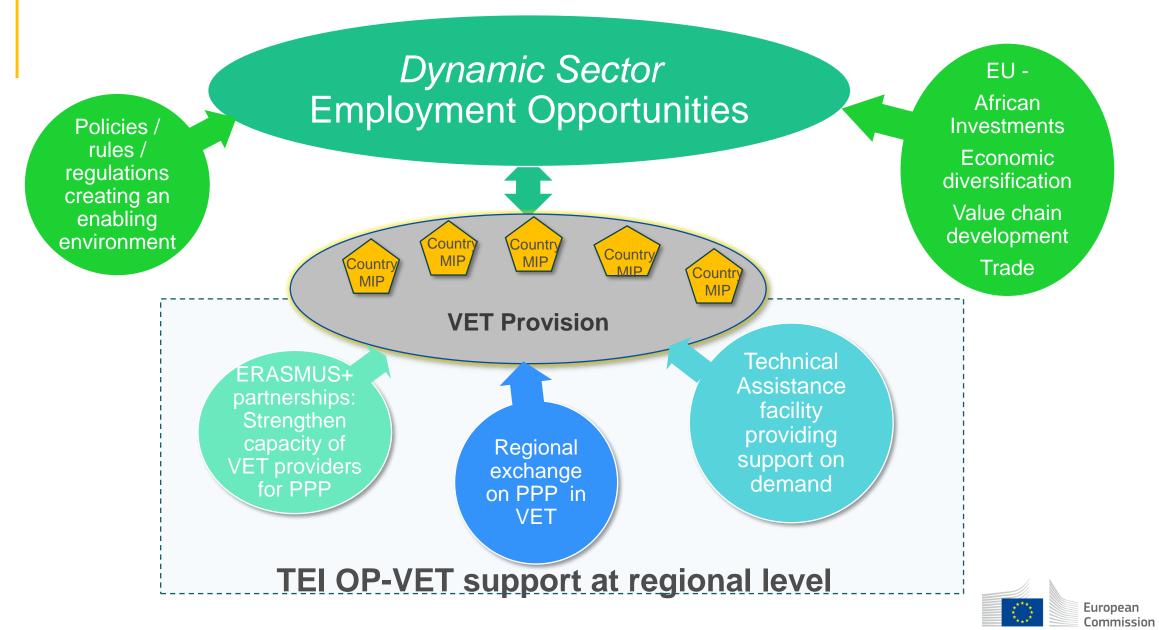
Investment

PSD

Trade



Opportunity-driven Skills & VET – a regional TEI for SSA



Building blocks of the support at regional level



Technical Assistance (TA) facility: Providing support on demand

Objectives

- Orient & complement country level VET & SD interventions towards employment
- Enhance dialogue on employment-oriented VET & SD
- Strengthen structural & systemic effects for VET & SD



Platform: Enhancing partnerships, sharing of experiences within Africa & Africa-EU

Objectives

- Scale up innovative initiatives
- Strengthen regional partnerships
- Capture lessons learned & increase visibility for good practices



Erasmus+ partnerships:
Strengthening capacities of
VET providers to engage
with businesses

Objectives

- Link the Erasmus+ with country-level programmes
- Connect the African-European partnerships under Erasmus+ to opportunity-driven VET
- Learning from the EUexperience with PPPs in VET



What does the TEI OP-VET intend to achieve?

- ensure that VET provisions in Sub-Saharan Africa are responsive to concrete and decent job opportunities created by European and / or African investments, trade, value chain developments and other market dynamics.
- support a paradigm shift where the VET offer is reverse engineered from concrete job opportunities





Key priorities of OP-VET



The identification of employment opportunities and related skills profiles



Engaging the **private sector** for opportunity-driven PPP for VET & skills development – as VET is not creating employment!



Build capacities of VET providers to **engage with private sector / business – incl. learning from the European experience**

→ ERASMUS+!!!





Political context

- The initiative is a key element under the EU-Africa Global Gateway Investment Package announced at the 2022 EU-Africa-Summit, supporting skills needed in sectors that are part of the package.
- African Union's (AU) Vision 2063; African Continental Free Trade Agreement (AfCFTA); AU Continental Strategy for Technical and Vocational Education and Training (TVET) to Foster Youth Employment

Global Gateway priorities





Thank you

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Erasmus+ Capacity Building in VET

Policy Priorities

Online Info Session 7/12/22

Fanny Serée

Political context – Policy First

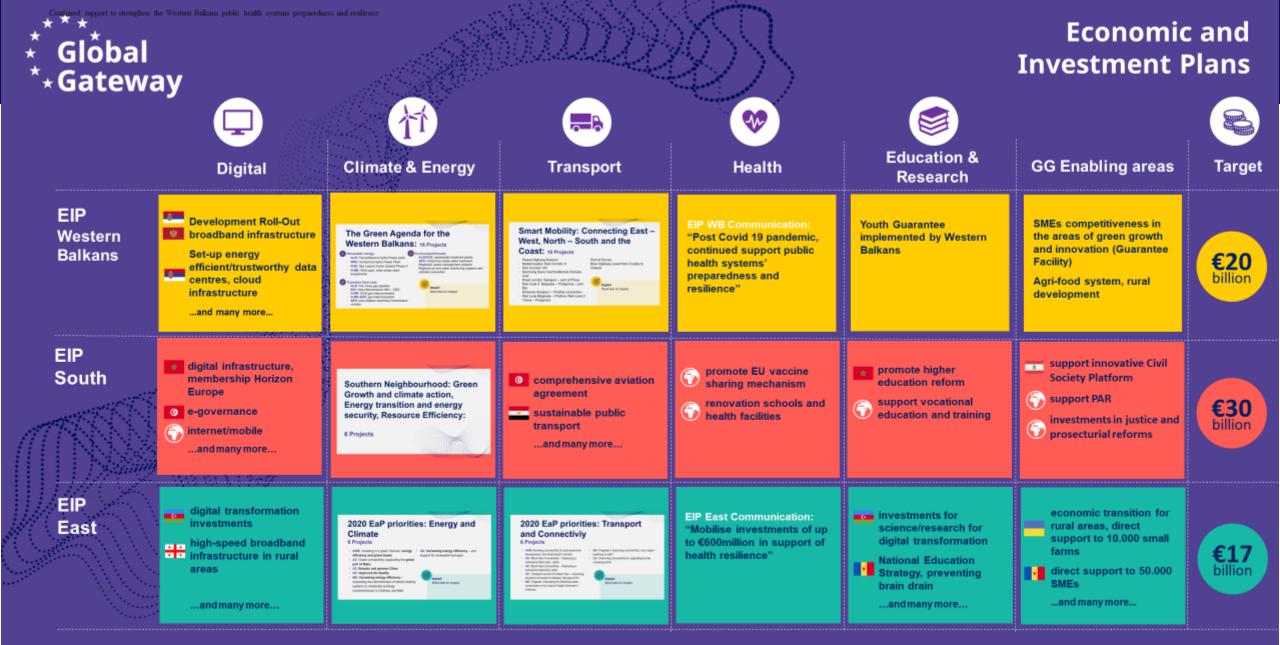






- Economic and Investment Plans for the three regions
- Economic and Reform Programmes Western Balkans
 - Important Focus on Human Capital Development







All is implemented through TeamEurope.

Neighbourhood and Enlargement

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



Torino Process – European Training Foundation

- An evidence-based analysis of the vocational education and training (VET) policies in a country.
- 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.

https://www.torinoprocess.eu/



Recommendations from the latest round Torino process

- Build strong skills partnerships, a must for socioeconomic prosperity and agile and resilient systems. Foster the establishment of a multilevel and multistakeholder governance ecosystem at national, sectoral and local levels [reinforcement or sector skills councils, school autonomy]
- Diversify and sustain the financial mechanisms of VET to address the various needs and ensure budget sustainability [Costing methodology, diversify funding (including from private sources), move towards more performance-based approach]
- Establish a lifelong learning culture and reinforce adult education to ensure economic growth, social inclusion and digital/green transition [lifelong learning, adult learning]
- Skills provision should **ease labour market transition**, support job creation and reinforce inclusion [*lifelong career guidance services, WbL, key competences*]
- Data for better skills anticipation and matching, and monitoring labour market outcomes

Thank you

