ASEM Education Plan 2030 – Workshop 4

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HOW WE SEE THE CENTRES OF VOCATIONAL EXCELLENCE

Engines for VET development – beacons for VET reforms

Cases of good vocational schools/providers (or clusters)

Examples of high commitment to change and improvement

Examples of good partnership between relevant stakeholders
ENE areas (dimensions) of focus for 2020/2022

- Lifelong learning in VET – from IVET to CVET and adult education
- Education-business collaboration and cooperation
- Pedagogy and professional development
- Smart specialisation – Mobilising Innovation, ecosystems and SMEs
- Industry 4.0 and digitalisation
- Autonomy and Institutional Development (financing, leadership, governance)
- Going green – supporting sustainable goals
- Social inclusion
ENE members

Israel  Turkey  Morocco  Kazakhstan  Latvia  Italy  Moldova  Belarus
Morocco  Tunisia  Ukraine  Georgia  Serbia  Albania  Spain  Armenia
Azerbaijan  Netherlands  Finland  Slovenia  North Macedonia

- 110 members registered in ENE from more than 20 countries
- They are VET schools, Universities, clusters of VET providers, Innovation Centres, Regional Authorities, Technology Colleges
A DEVELOPMENTAL APPROACH TO EXCELLENCE

SELF-ASSESSMENT TOOL FOR COVES
SELF ASSESSMENT TOOL FOR COVES

PROCESS
Identify needs and plan cooperation and support services
Research into existing tools, development of prototype followed by internal and external reviews
Translation into French and Russian
Testing questionnaire with CoVES in partner countries and also in Europe
Currently, the self-assessment tool is being implemented by CoVEs across the ENE network – so far done by about 30 COVEs (closes end of November)

Link to the on-line Survey
SELF-ASSESSMENT TOOL FOR COVES
DEVELOPMENT

STRUCTURE

There are 7 dimensions to the self-assessment:

• Education-business collaboration and cooperation
• Pedagogy and professional development
• Autonomy, institutional improvement and resources
• Lifelong learning in VET
• Smart specialisation – mobilising innovation, ecosystems and SMEs
• Industry 4.0 and digitalisation
• Going green – supporting sustainable goals

Within each dimension, the indicators are organised into three development levels:

• Foundational
• Developing
• Mature

& an additional dimension of Leadership and Collaboration.
EXCELLENCE WILL NOT SPREAD – UNLESS THERE IS SOME MECHANISM FOR TRANSMISSION – OTHERWISE EVERY VET PROVIDER WILL HAVE TO FOLLOW ITS OWN PATH TO EXCELLENCE
Transmission depends on some kind of collaboration

Collaboration differs by:

- **Degree**: networking - association - integration
- **Duration**: short projects – partnerships – permanent
- **Choice**: rationalisation – clustering – voluntary
- **Management**: by training providers or by specialised collaboration organisation or by regional agency or by local or national government
What kinds of collaboration can work?

Sharing resources, e.g. staff, leadership, laboratories and instructional materials;
Collaborating to engage and work with business, government and other non-educational actors;
Collective provision of services, such as professional development, procurement, data storage, careers advice and labour market data collection;
Coordination and rationalisation of the training offer in order to optimise it and increase efficiency;
Projects, such as the joint development of new materials or the application of new methodologies;
Observation and learning from innovative or modern practice in other schools.
SUB-INITIATIVE – PARTNERSHIP ON WORK-BASED LEARNING

Progress and way forward

12 on-line coaching sessions for participating CoVEs from selected ETF PCs

6 coaching missions and on-site advice/coaching in ETF PCs

6 CoVEs from the 6 selected PCs will have the opportunity to undertake:

- A Baseline study: each CoVE can map its current WBL practices (find out where it stands) and analyse opportunities for development. Questionnaire developed and survey underway.

- An evaluation of progress: measuring progress made by each CoVE → 6 case studies to be developed
Skills for smart specialisation

Smart specialisation strategy (EU DG Joint Research Centre):
• Boost jobs and growth by enabling regions to develop competitive advantages based on local assets and resources.

Skills for smart specialisation (ETF)
• Anchor the strategy in a realistic supply of relevant skills at both medium- and high-level.
• Focused VET excellence to flexibly supply relevant human capital and workforce retraining for the private sector at regional level - for higher productivity and potential for innovation.
ETF APPROACH: SKILLS FOR SMART SPECIALISATION

Similarity between industries’ human capital or skills requirements (companies more likely to diversify)
Job switches (potential human resources)

Qualifications
Occupations
Skills
Impact of diversification and the innovation drive

Skills trends and gaps
Relatedness of skills
Initial VET
Continuing VET
SME training
Training content
Quality of training
Relevance of training
Access to training

Current demand
Potential future evolution of demand

Human capital for innovation, growth and competitiveness

Skills demand
Training offer
Capacity of training providers

Source: ETF, Skills for Smart Specialisation