



**-ETF Vocational Excellence-  
Network for Excellence (ENE) &  
Centers of Vocational Excellence  
(CoVEs) :**

***An International Network for Learning  
and Developing towards Vocational  
Excellence Without Borders***

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**ETF working with EU Neighborhood-  
External dimension HCD policies  
-(VET within LLL & Employment reforms)-**

Potential  
Candidate PCs :  
Bosnia and  
Herzegovina (BiH),  
Kosovo ,Montenegro

EU Candidate  
countries:  
Albania , North  
Macedonia, Turkey ,  
Serbia

EU Partnership  
East:  
Armenia, Azerbaijan,  
**Belarus**, Georgia,  
Republic of Moldova,  
Ukraine and **Russia  
Federation.**

Central Asia:

Kazakhstan  
,Uzbekistan,  
Tajikistan,  
Kirghizstan,  
Turkmenistan,

European Neighbourhood and  
Partnership Instrument countries  
ENPI South (SEMED) :  
Egypt, Jordan, Lebanon, Morocco,  
Palestine, Tunisia, Israel, Argelia Libia,

# ETF: WHAT & WHY *POLICY & PRACTICIONER NETWORKS?*

- **Main Drivers (2020- ONWARDS): COMPLEXITY & DISRUPTIONS.**

- **SOLVING COMMON PROBLEMS: Peers/Professionals/Different profiles & Policy Roles.**

**PRACTICE & POLICY MAKING**

**INTERNATIONAL NETWORKS**

(e.g. ETF ENE VET EXCELLENCE)

**POLICY MAKING & PRACTICE**

- **LOCAL vs. GLOBAL: -Local- Skills Ecosystem- aligned to International Community solutions (problems & solutions)**

- **Multi-level & Agile Governance: VEHICLES FOR LIFELONG LEARNING (LLL)**

# WHAT & WHY ENE?

## *Excellence in the spotlight*

- **ENE: International- Network of Centres Vocational Excellence (CoVEs) (from 2020)**
- Hub/catalyst for building/developing excellence & **sharing practices and experiences** between CoVEs at both national and international levels (**ENESAT role**).
- Based on **Developmental Partnerships**- groups of CoVEs working together to improve in specific domains of VET excellence-.



ETF  
Network for  
Excellence

- Growing demand in ETF PCs to build on **Excellence as strategic policy driver** to reform VET & LLL.
- **ENE mirrors EU (EC) Platform of CoVEs** : CoVEs operating at national and transnational level.
- **CoVEs/Excellence** is attracting strong attention from **international community**: very high in policy agendas **worldwide**.

## WELCOME to ENE: CoVEs role participating in ENE Networking/partnership initiatives

### JOINING ENE:

- Endorsement by the relevant **national (& subnational) authority**.
- Engagement in **specific- VET Excellence- themes**.
- **Commitment to the network**
- Currently: **Self-expression of interests** (individual CoVES, providers network etc.)
- Filling up : **ENE registry & Self-Assessment Tool (ENE SAT)**



### ENE MEMBERS BENEFITS

- Connection to knowledge-sharing- International peer learning/review inspired by VET Excellence thematic areas (Internationalization).
- Finding/Matching potential right partners (e.g. Erasmus +).
- Visibility/Marketing of ENE CoVEs members/providers.
- Benefiting from: current - and future- development of Self-Assessments (international) & Awarding processes on Excellence.

### Three Type of Cooperation Modalities (CoVEs roles):

- **Active partner** : informing initiative –regularly-, mobilizing staff (etc.)
- **Learning partner**: participating/follow up & open to- learning/practice-sharing
- **Informed partner**: All ENE membership during ENE thematic actions (etc.)

**ENE *UNIQUE* WORLDWIDE PARTNERSHIP ON VET EXCELLENCE:  
255 CoVEs – 41 countries worldwide-  
(17 ETF PCs; 9 EU MSs; 14 Sub-Saharan Africa-  
(+) 1 South Asia- Philippines-)**

**Africa – (29 CoVEs-):**

(2) Angola; (3) Burkina Faso;  
(2) Democratic Republic of  
Congo; (4) Guinea Bissau; (2)  
Ivory Coast; (2) Kenya; (1)  
Malawi; (2) Mozambique (1)  
Namibia; (1) Niger; (4) Senegal;  
(1) South Africa; (3) Uganda;  
(1) Zimbabwe.

**EU MSs (72 CoVEs-):**

Spain (54); Greece (1);  
Netherlands (4); Finland (2);  
Italy (5); Slovenia (2); Latvia  
(2); Germany (1),  
Sweden(1)

**ETF PCs (153 CoVEs-):**

Turkey (55), Israel (6);  
Armenia (5); Azerbaijan (7);  
**Belarus (5); Russia (3);**  
Morocco (1); Georgia (5);  
Kazakhstan (5); Moldova (4);  
North Macedonia (4);  
Montenegro (1) Tunisia (8);  
Serbia (6); Albania (1);  
Ukraine (29).  
Egypt (4)

# HOW TO APPROACH VET EXCELLENCE CONCEPT/DEFINITION?

## BOX 2. APPROACHING A CONCEPTUAL FRAMEWORK FOR EXCELLENCE IN VET

VET FEATURES	REMARKS
<input checked="" type="checkbox"/> <b>Multi-level governance</b>	Leadership and coordination at national level deployed with delegated functions to lowest levels (sector, regional/local, and provider) to align VET to local economic development ( <i>smart specialisation</i> approaches). Public Private Partnerships (PPPs)Local/International Ecosystems. VET schools: increased autonomy, financial sustainability and accountability.
<input checked="" type="checkbox"/> <b>Quality</b>	Assured and Managed: Quality Assurance (Q.A) frameworks are available (quality recognised, rewarded). Quality of teaching and trainers and professional recognition of VET teachers is a reality. VET standards: continuously improved.
<input checked="" type="checkbox"/> <b>Relevance</b>	Qualifications and curricula are up-to-date. Innovation, creativity, problem solving and Entrepreneurship are integral part of VET –multidisciplinary-curricula.
<input checked="" type="checkbox"/> <b>Effectiveness</b>	Delivery of skills modernized according to demand needs and –new- learning methods. Mechanisms for early identification of skill needs are in place.
<input checked="" type="checkbox"/> <b>Employability</b>	Vocational skills fit to working world: economy, employers and employees benefit. Policy labs ( <i>incubators</i> ) support job-creation and start-ups.
<input checked="" type="checkbox"/> <b>Flexibility</b>	All type of learning counts and <i>no dead ends</i> : VET system-enabling permeability with other educational offers, developing cycles of tertiary qualifications (e.g. 2 years). Use of Micro-Credentials.
<input checked="" type="checkbox"/> <b>Lifelong learning</b>	A comprehensive qualifications framework is operational for all ages and backgrounds. CVET policies are in place for upgrading, updating, acquiring new skills (etc.) and companies (SMEs) profit it.
<input checked="" type="checkbox"/> <b>Image</b>	VET parity of stem to become optimal option for learners and society. Guidance and Counselling policies feed into VET public services.
<input checked="" type="checkbox"/> <b>Innovation</b>	VET public policies -and VET <i>excellent communities</i> -are embedded in a culture of innovation and creativity based on: continuous update of -new- curricula, pedagogic and teaching practices, technological capacity of VET providers, effective networks and partnerships. performance of VET system and learning pathways. VET generates value for individuals, society and employers. Innovation hubs are institutionalized.

**VET Excellence Scope- (To do more) Extended Functions.**

**VET Excellence Capacity - Vision, Values, Networking, Expertise (etc.).**

**VET Excellence Performance- (to do it better) Quality is the answer.**

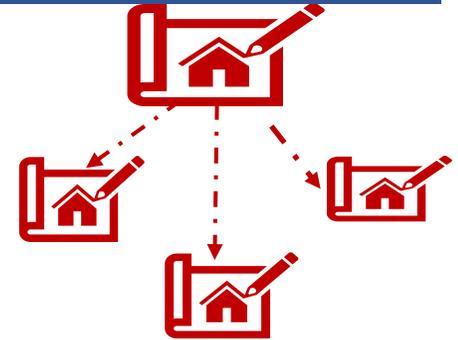
**VET Excellence Policies & System-CoVES as recipients to inform VET Excellence reforms.**

# CoVEs models/forms : VET -High Quality- Institution; Network Centres; Clusters and/or Ecosystem (Platforms)

**(H.Q ) VET SCHOOL**



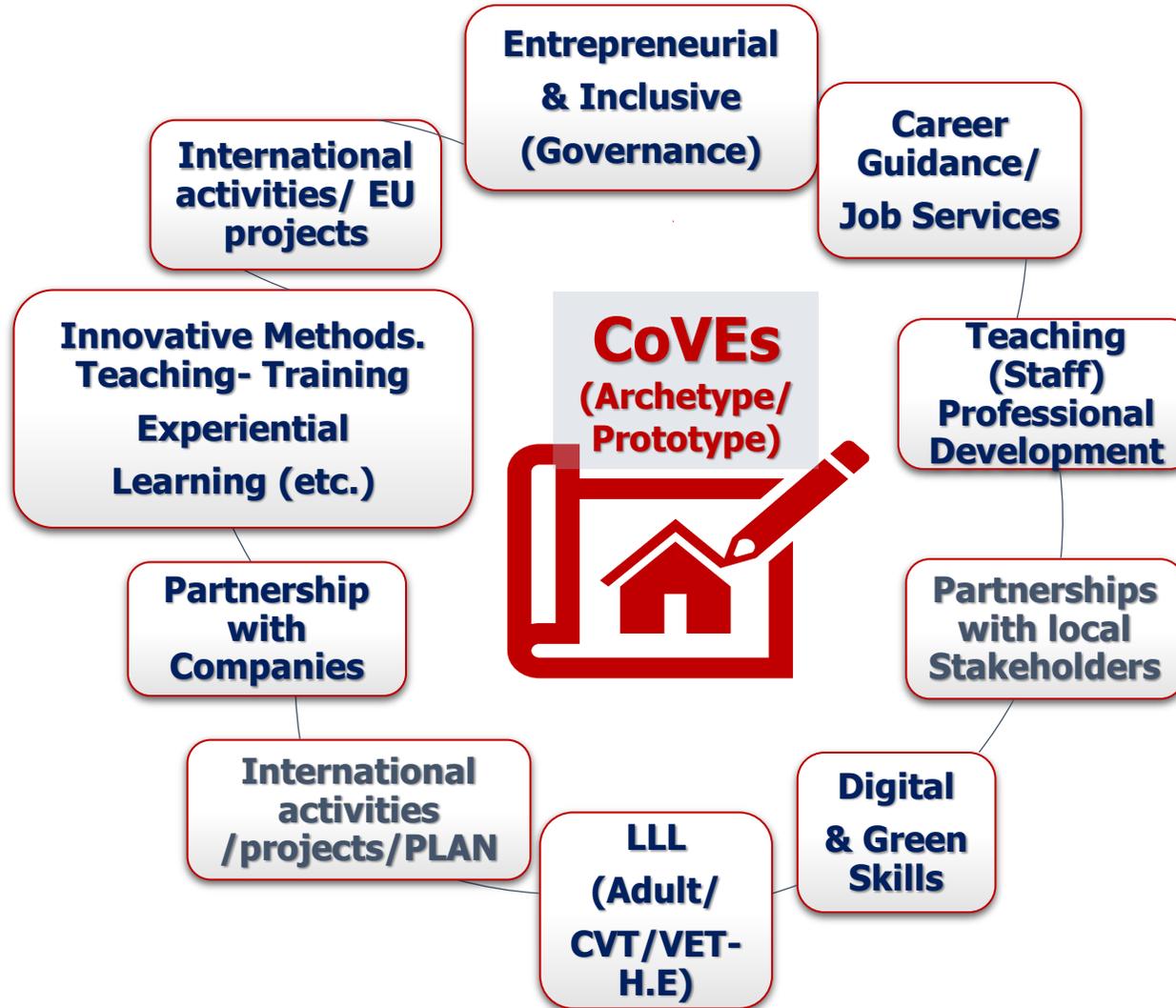
**NETWORK LEADER (H.Q) VET SCHOOL**

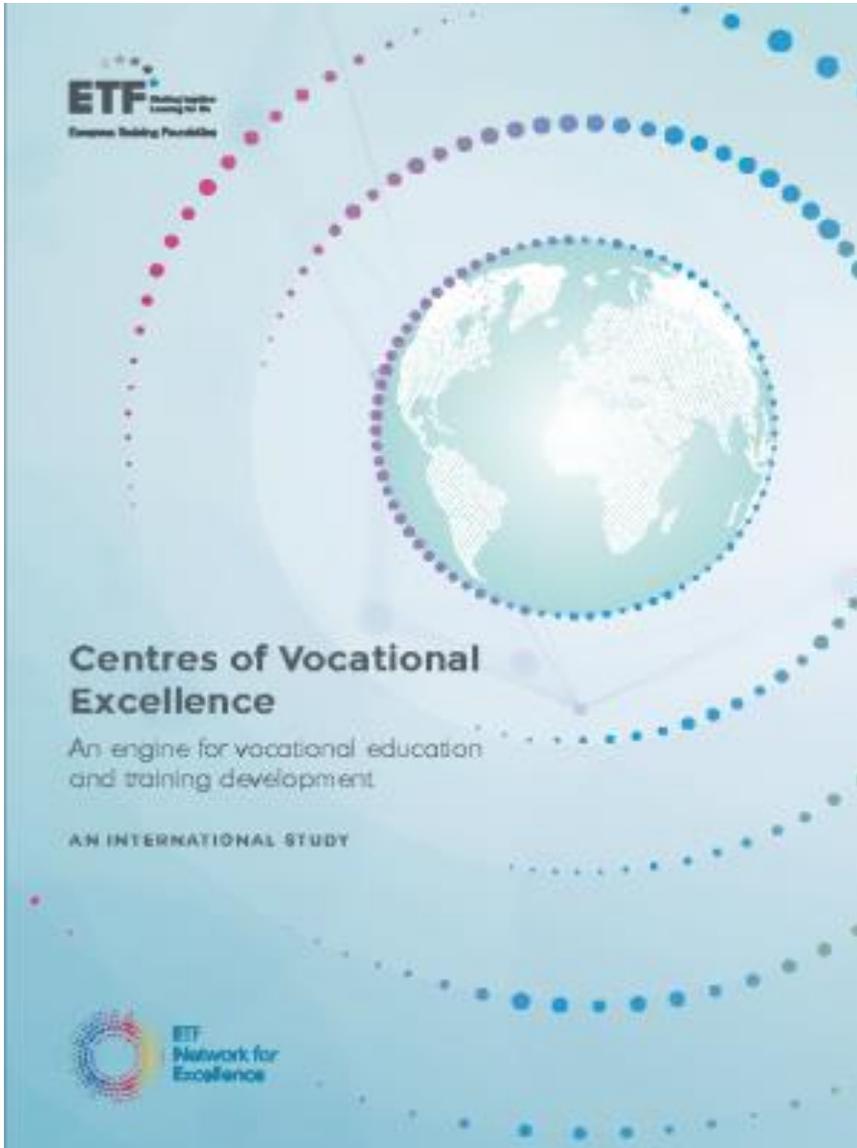


**CLUSTER**



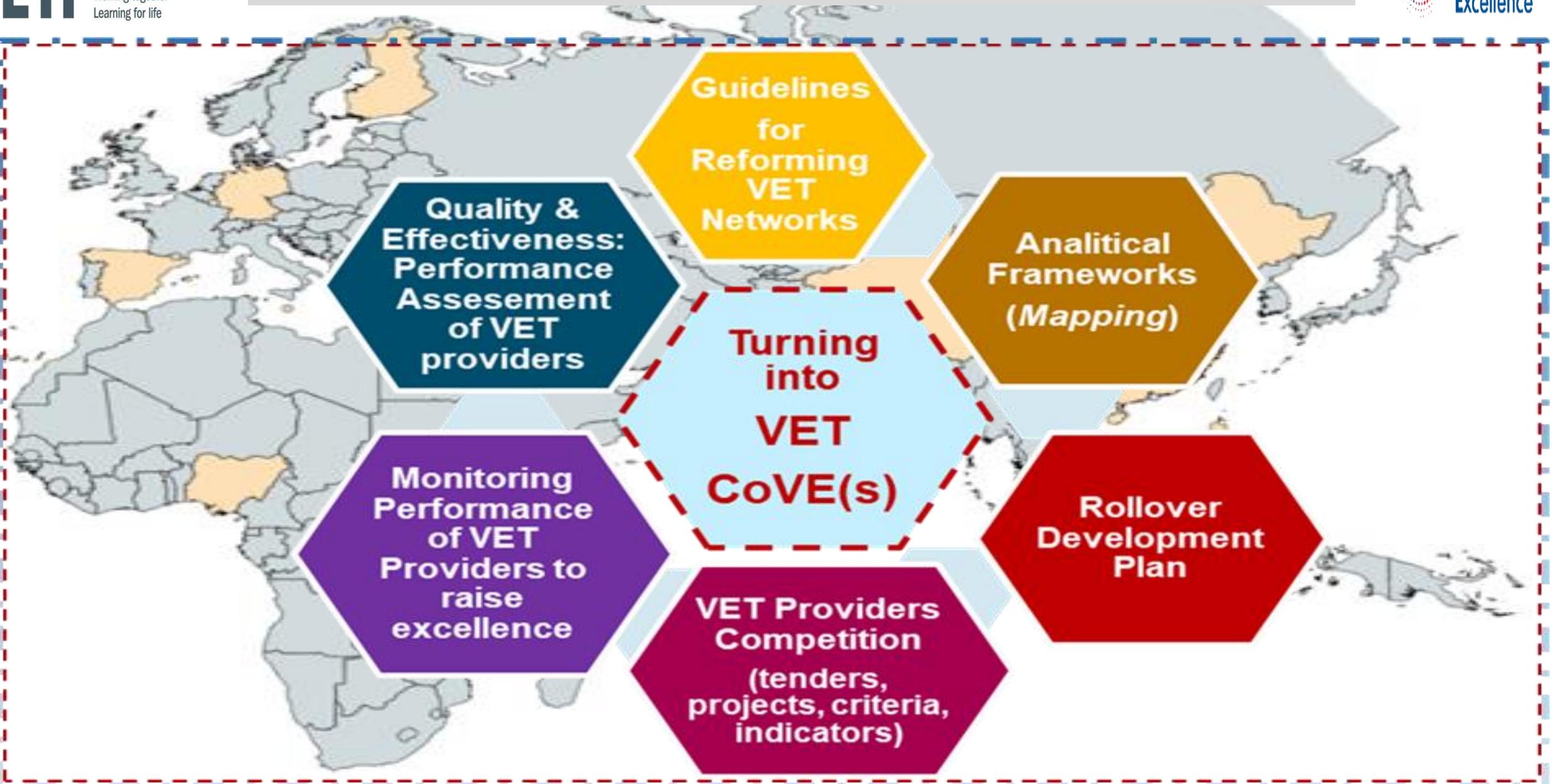
**ECOSYSTEM (PLATFORM)**





- ✪ **Engines for VET development** – beacons for VET reforms (within LLL perspective)
- ✪ **Good examples** of institutional leadership as VET schools/providers (or clusters/networks etc.)
- ✪ VET institutions with **high commitment** to promote **change** and **continuous development improvement**.
- ✪ Examples of **effective partnerships** between public -& private)-key stakeholders (*shaping ecosystems*)
- ✪ **Hubs for transferring good practice** at national & international levels (partners for progressing on VET internationalization).
- ✪ ENE looks at **Inclusive Excellence ( Transmitting & helping national/international networks)**.

**APPOINTING CoVES: POLITICAL OR INFORMED-BASED DECISION?  
(STATUS vs. TYPE): SOME WORKING PROCESSES & MIXED POLICY TOOLS**



# WHAT DO WE BRING TO INTERNATIONAL ARENA ? ENE THEMATIC VET EXCELLENCE AREAS & ON-GOING FLAGHSIP LEARNING- PARTNERHIPS- (2020-2023)

## 1. EXCELLENCE in LLL

## 2. ENTREPRENEURIAL CoVES

-Creating value for business  
and communities -

10. (SISI )  
Sharing Innovation on  
Social Inclusion  
in VET Excellence

9. Industry 4.0/5.0

8. Education-Business Cooperation  
The Role of CoVEs in  
Work Based Learning (WBL)

3. Autonomy (& PPPs):  
(Phase I)-Baseline study  
(Phase II)- Targeting Working processes

**SELF-ASSESSMENT  
TOOL(ENESAT)**  
( + ) Specific Self  
evaluation/Research tools  
inspired on project-based  
learning needs (etc.)

7. Integrating systematically role of  
Career Guidance in VET Excellence-  
Learning on CoVEs operations- (LLL)

4. (GRETA)  
Greening Responses in  
Excellence through  
Thematic Actions

5. Pedagogy & Professional  
Development  
(ENE DIGI )  
Digitalization of Teaching and  
Learning

6. Smart Specialisation

## ENE (Partnership Example) GRETA supports CoVEs of the ENE network in 'Going Green'-and Sustainable Development-



- ★ **Focus** : Greening in VET Excellence. Reorientation of existing **educational programs** addressing green transition, as well as **professional development** in service courses and training.
- ★ Partnership composed by **17 ENE CoVEs from 8 countries** (Armenia, Georgia, Latvia, Serbia, Slovenia, Spain, Turkey, Ukraine).
- ★ Stimulate **mutual learning** among ENE CoVEs
- ★ Methodology: **Self-assessments, peer reviews and GRETA action plans**

## GRETA CoVEs-ENE network 'going green': Some preliminary findings from peer-review sessions

### *Opportunities*

- ★ CoVEs recognise the importance of having and establishing a **greening strategy**.
- ★ Focus on greening their organisation and **extracurricular activities**.
- ★ Some CoVEs are developing **new/innovative training programs** aiming to provide learners with technical green skills.



### *Challenges*

- ★ **Funding: more resources needed for adequate teacher training.**
- ★ An **insufficient level of qualification of the teachers.**
- ★ **External stakeholders**, in particular private companies, do not prioritise environmental sustainability.
- ★ Difficulties to engage in **international and regional partnerships** in support of greening VET

## Entrepreneurial CoVE Conceptual Framework

### ORGANIZATIONAL PRACTICES

Strategy, operational structure, financing, human resource management, internal communication, monitoring, QA, etc.

### TEACHING & LEARNING PROCESSES

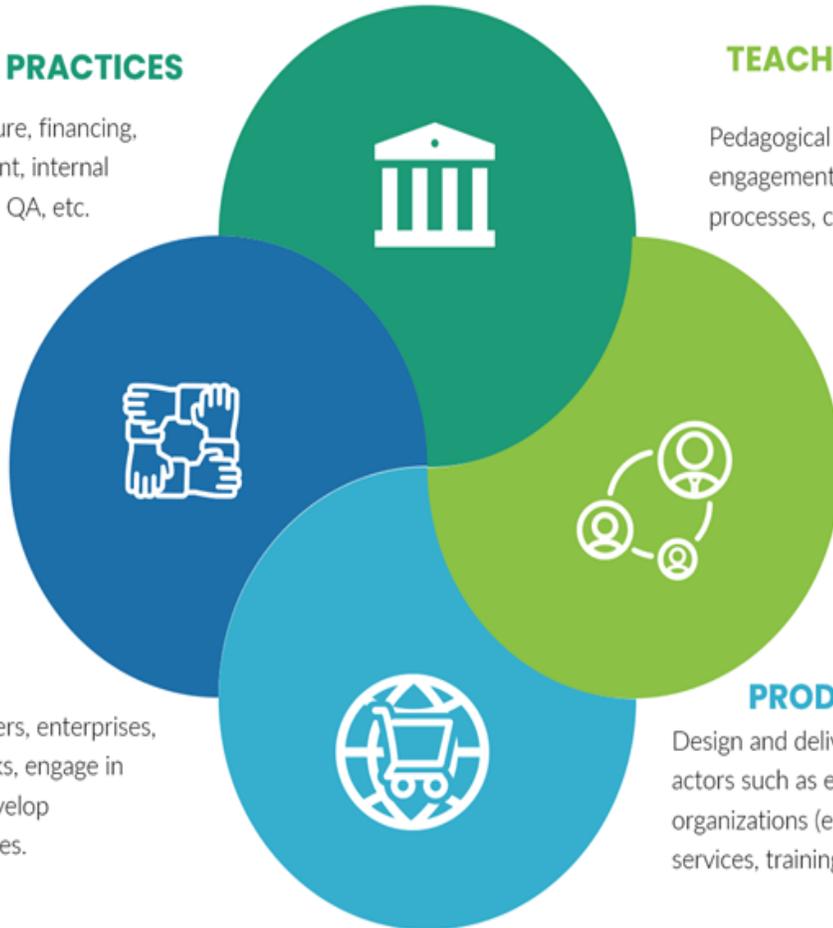
Pedagogical approaches, learner engagement, teaching and learning processes, curricula, and assessment.

### ECOSYSTEM

Engage with key stakeholders, enterprises, and partners, build networks, engage in advocacy activities, and develop internationalization strategies.

### PRODUCTS & SERVICES

Design and delivery of offerings to external actors such as enterprises, governments, organizations (e.g. research and consultancy services, trainings, etc.).



### Thematic Scope:

- *Governance and institutional aspects*
- *Lifelong learners and their career development*
- *Teachers and COVEs staff*
- *Leadership and sustainability*

### Geographical Scope

- *Building on Tunisian experience (TVET Entrepreneurial Centres).*
- **CoVES from Georgia, Moldova, Morocco, Tunisia, and Azerbaijan.**

## 1. INTERNATIONAL COOPERATION

- CoVEs *must*: Better shaped with Strategies on CoVEs Internationalization ( staff learning needs, alliances to build, gaps-regulation-income generation needs ,competitions, etc.)
- Project Oriented-approaches & Collaboration programs : *Is it there a country vision?*.
- Need for strengthening CoVEs Autonomy.
- Great role of Erasmus (+).
- Success stories to use & need for systematic international cooperation (e.g. use good tools / ENTRECOMP Community/ENE etc. )

## 2. DIGITAL & ENTREPRENEURIAL

- Overall, CoVEs are hubs/beacons : Leader ship role in VET systems.
- Digital & Entrepreneurial CoVEs set-ups : strong correlation.
- Digital platforms as key tool for teaching & Learning.
- Digital strategies as a necessary good practice.
- Digitalization in Entrepreneurial environments: powerful weapon for inclusion & Equity

PI CEEF  
(Moldova)  
ESITH  
(Morocco)  
BIZERTE  
(Tunis)  
LEPL MODUS  
(Georgia)  
GOYCHAY  
(AZE)

## 3. SUSTAINABLE GOALS & WOMEN ENTREPRENEURSHIP

- Sectoral Approaches: Key for targeting *niches for* gender approaches-and CoVEs actions-
- Tailored Tools/Schemes –Funding- combined to guidance for supporting gender approaches to excellence/CoVEs.
- Sensibilization/Awareness : From strategies /plans to programs/modules / specific sessions (etc.) .
- Need to move *from practice to policy making*

## 4. BUSSINESS START-UPS & CoVEs support

- Key /demanded activity for many CoVEs: variety of approaches at national, provider and international level's.
- Innovation is at heart of CoVEs start-ups programs: pre-incubation is necessary step on which CoVEs need deploying cooperation capacities in ecosystems.
- Financing mechanisms & private sector engagements as drivers for success.

Foundational

Developing

Mature

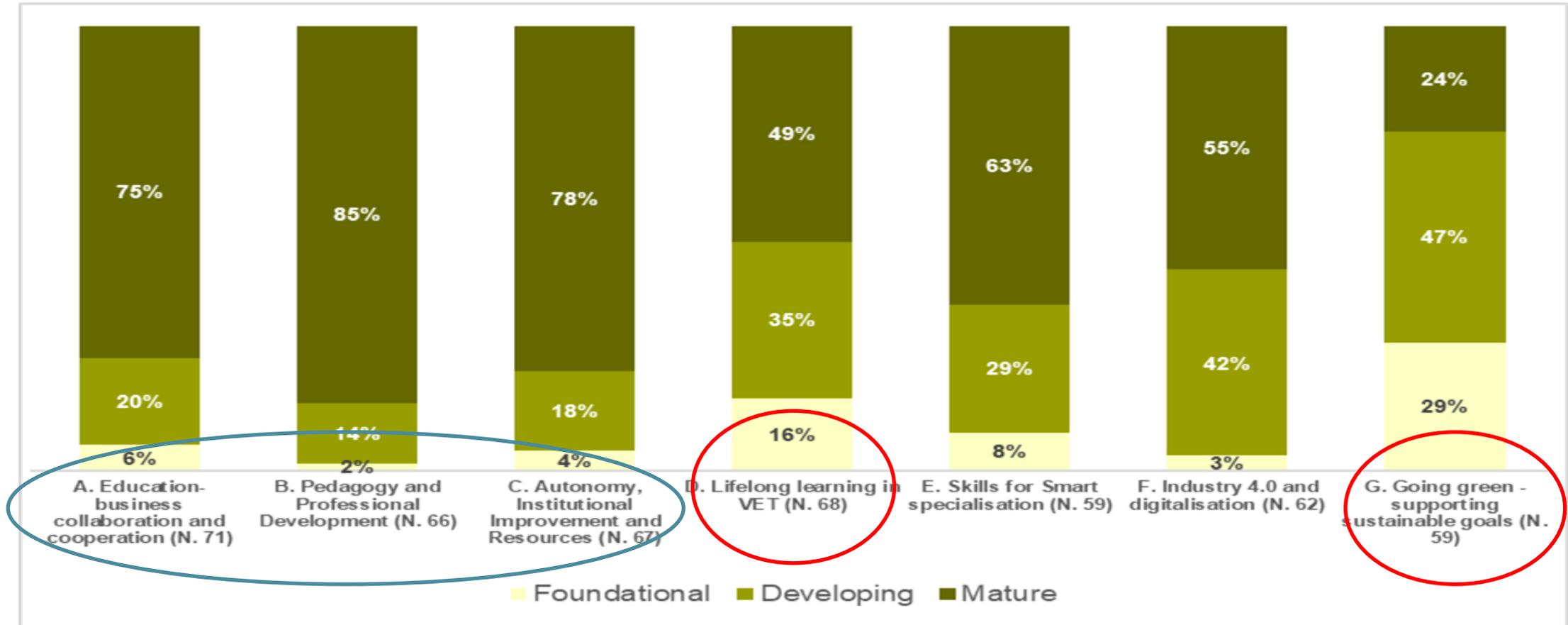
**The ENE framework has been designed to collect evidence on VET Excellence.**

- ✦ Around **160 indicators across 10 ENE dimensions (Second Wave 2022 just launched!)**
- ✦ **CoVEs are invited to self-assess** against those dimensions that they judge relevant to develop their own **vision(-performance-) for excellence.**
- ✦ In 2020 (1<sup>st</sup> ENESAT wave) 72 CoVEs provided information on their **level of development in** vocational excellence and their **development plans.**
- ✦ **For all ENE Network:** ENESAT reveals **overall level of development and relative importance of different dimensions.**
- ✦ **Focus: extent to which each CoVE is collaborating with others or has taken on a leadership role.**

[https://www.etf.europa.eu/sites/default/files/2021-10/ene\\_working\\_paper\\_exploring\\_vocational\\_excellence\\_en.pdf](https://www.etf.europa.eu/sites/default/files/2021-10/ene_working_paper_exploring_vocational_excellence_en.pdf)

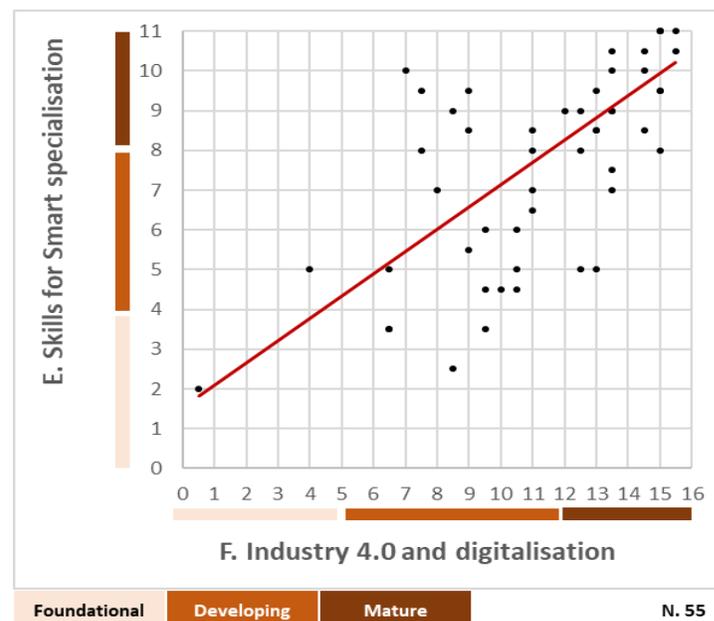
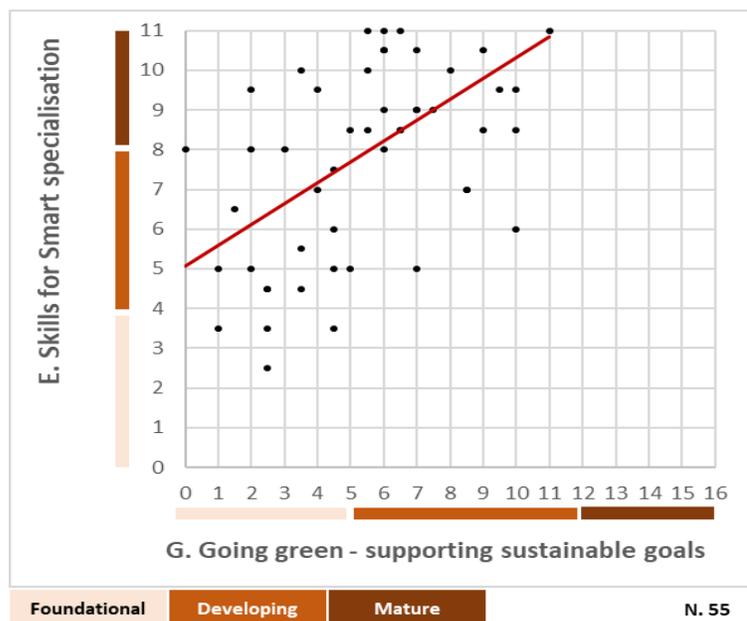
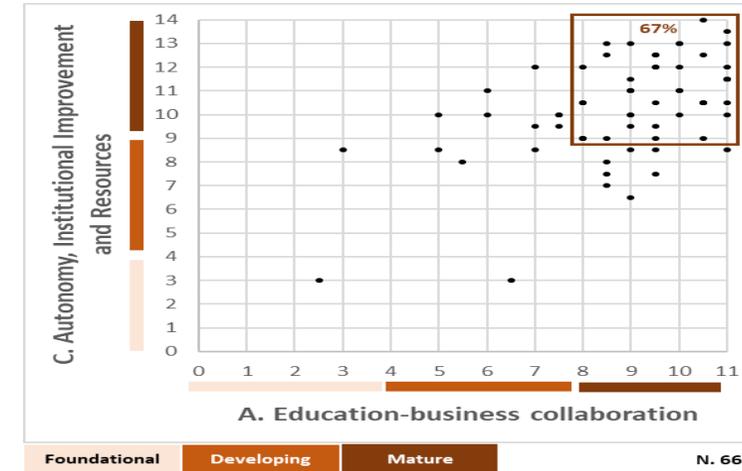
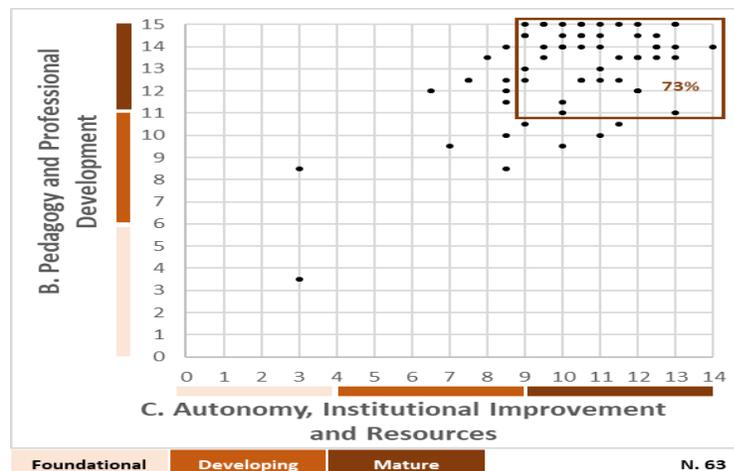
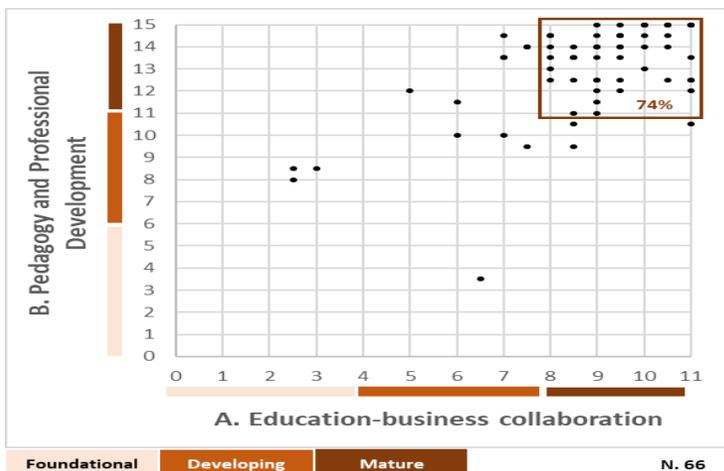
<https://www.etf.europa.eu/en/projects-campaigns/activities/self-assessment-centres-vocational-excellence>

## Overall level of development by ENE thematic dimension



**More than 75% of ENE Members assessed themselves as 'mature' in dimensions A, B and C. By contrast 15% of more of ENE CoVEs assessed themselves as 'foundational' in relation to dimensions G and D.**

# ENESAT : CONSISTENCY & CORRELATIONS OF DEVELOPMENT LEVEL AMONG DIMENSIONS



- **High level of consistency: 'Autonomy,' & 'Pedagogy and Professional development'** dimensions: 73% CoVEs self-assessed 'mature' in both dimensions.
- **Autonomy & 'Education-business collaboration': strong correlation** (67% of CoVEs maturity in both).
- **Autonomy-Education & Business cooperation & Pedagogy and professional development:** Driver-Triangle for CoVEs development/leadership.

### ★ **Internationalization in Education sectors:**

From 30 years ago. EU VET, last 20 years (*Copenhagen* process). EU tools: EFR Languages- Europass-EQF-ECTS-ECVET- Erasmus+ (Networking/Mobility/Transparency).

★ **Powerful force** for orientations, operations and development in Education/VET.

★ **Crucial:** high level skills-knowledge-attributes to perform in global/intercultural world (*inter-global-local*).

★ **Main inter-linked factors:** Economic-Political- Sociocultural and Academic.

★ **Target:** H.E & VET: Mobility (students/staff), recruitments, programs (VET services), partnerships, industry networks.

★ **Geographical Remit:** Developed vs. Developing countries: vision; models/types, scope/goals; capacities. Attracting vs. Exporting.- Policy learning vs. Policy Borrowing- (*Offshoring/ VET models appropriation*).

★ **Focus:** Humanistic (Inclusiveness-Public Good/Private Right) , Developmental, Cooperative; Commercial/-Marketization-

★ **Dilemma:** Tensions vs. Opportunities: ideological term vs. socioeconomic/developmental trade offs.

★ **VET Excellence** -intrinsically/extrinsically- refers- to pre-condition/nature of being international. Excellence concept –(expectations & implementation)- driver to steer VET high-quality /class/performers systems.

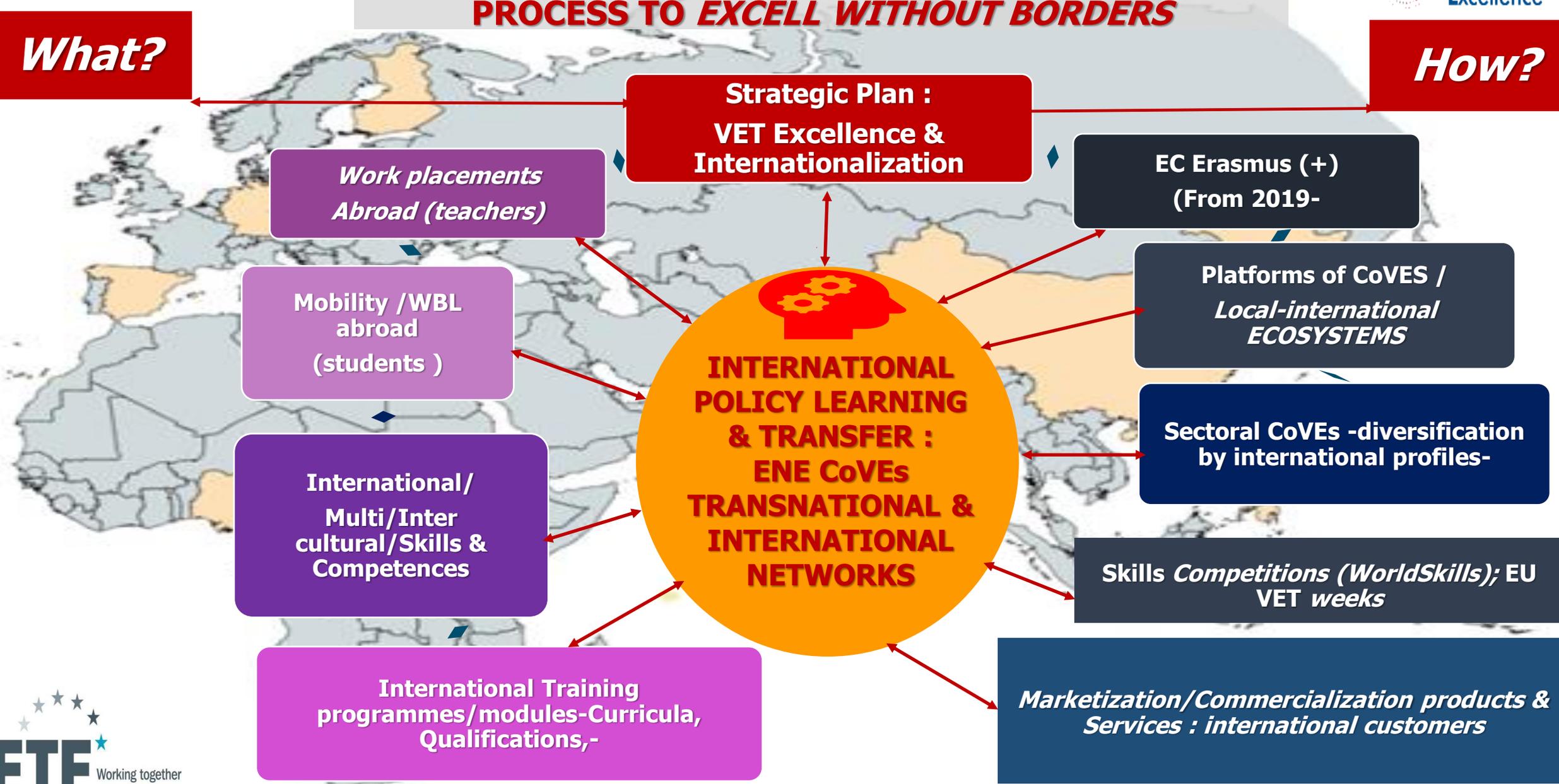
# KEY DRIVERS FOR-CoVEs- INTERNATIONAL EXCELLENCE TRANSMISSION & POLICY LEARNING



# ENE -VET EXCELLENCE & INTERNATIONALIZATION-: PROCESS TO *EXCELL WITHOUT BORDERS*

**What?**

**How?**



**ENE UNIQUE - PRACTICE & POLICY NETWORK- :  
TOOL FOR VET EXCELLENCE AND INTERNATIONALIZATION**

▪ **Inclusive VET Excellence:**  
Public Good & Private Right (PPPs)  
(*Excellence for all*). Good practices.

▪ **Developmental approach:**  
Institutional (staff); workforce  
skills (graduates); Policy  
development & System change.

**POLICY LEARNING  
&  
POLICY ADVICE**

**ENE  
VET EXCELLENCE  
INTERNATIONAL  
NETWORK**

**POLICY ADVICE  
&  
POLICY LEARNING**

▪ **Cooperation & Partnerships:**  
Mutual –peer-Learning;  
Co-Creation/Innovation; New projects  
(Erasmus+); VET Excellence Transmition

▪ **Commercialisation/Marketization :**  
Products/Goods, Services (e.g. curricula,  
training programs etc.).

# VET INTERNATIONALIZATION -& EXCELLENCE-: MAIN ENE LESSONS LEARNED –(Up to now-)

ENE : TOOL FOR EXCELLENCE & VET INTERNATIONALIZATION		
FOCUS		FEATURES/REMARKS
▪ <i>Inclusiveness</i>	YES	Public -& Private- Aspiration for fostering human capacities (LLL). <i>Humanistic</i> approach: Inclusion & Equity (participation).
▪ <i>Developmental</i>	YES	Nature of CoVES role in Excellence. Institutional (Staff, Students/ Graduates); Workforce skills development. Policy Transfer: System Change.
▪ <i>Cooperative</i>	YES	Nature of CoVES role in Excellence. Learning partnerships. Mutual-peer- learning. Co-creation. Capacity building. Knowledge transmission. Policy Learning. Common projects.
▪ <i>Commercial/ Marketization</i>	NO	ENE floor for partnerships: it might allow among CoVES members stablishing alliances and/or perhaps exchanging products/services

## ENE LESSONS LEARNED on INTERNATIONALIZATION :

- ★ Many ENE CoVES *project-based & collaboration programs* **planning strategic approaches** (*work in progress*).
- ★ **Big appetite in ENE for internationalization:** Need to balance CoVES networks practices & National policy strategies
- ★ Moving from **practices to inform policy making:** CoVES **policy advice** to approach system level.
- ★ **Teachers & Trainers** professional development powerful Rational/ goal for ENE CoVES internationalization.
- ★ **Less developed mobility approaches for students** –( e.g. challenges on regulation/legislation; recognition of qualifications; bilateral programmes exchanges; limited resources for mobility, etc.).
- ★ **Erasmus (+):** Amazing role incentivizing ENE CoVES motivation/mobilization.
- ★ **(ENESAT –International-) Self-Assessments & Awarding Excellence:** Strong incentives for ENE CoVES to develop/improve *international-* -(and support national practices & policy goals-).
- ★ **Research Gaps :** CoVES Teachers & Students. *Twin Transition*. Research Applied to VET (*specific asset or needed feature to raise the excellence bar ?*)

## The **I**nternational **D**imension of CENTRES OF VOCATIONAL EXCELLENCE (**ID**-CoVEs)

Building a strong international cooperation dimension on Vocational Excellence

### **FOUR WORKING PACKAGES:**

- ✦ **Creating an international VET Excellence quality and development tool (IN-SAT)**
- ✦ **Explore the feasibility of a Quality award on Vocational Excellence**
- ✦ **Building evidence to support vocational excellence for the Digital and Green Transitions & Applied Research to VET.**
- ✦ **Policy support activities and capacity building.**

- ✦ **Support the development of CoVEs**
- ✦ **Transmitting Vocational Excellence**
- ✦ **Recognize efforts and provide visibility**
- ✦ **Motivate and support international collaboration.**
- ✦ **Investigate influential policies and practices**
- ✦ **Identify impactful factors**

## VET EXCELLENCE (2022-2025): *Some key tips to walk a way forward*

- ✦ Continue **learning –and networking- on VET Excellence with ENE members –and beyond- to forge international partnerships**, for building and consolidating international dimension of VET Excellence (benefiting ENE).
- ✦ Use ENE actions to support **empowerment/ leadership role of ENE members in national and international contexts** (VET Excellence *Ambassadors-Agents for change*).
- ✦ Building on **policy learning provided by ENE to move forward to challenging policy dialogue/makers on VET Excellence policies**.
- ✦ Using **VET Excellence project learning sources**: showcasing best knowledge outcomes (e.g. ENE partnerships, ENESAT 2<sup>nd</sup> wave results, study cases, filling up key research gaps for international community, etc.)
- ✦ **Launching new ENE partnership (*ENE Africa*), whilst continue accompanying other strategic discussions in ENE** (e.g. addressing how standardized processes should look like to facilitating CoVEs awarding/labelling VET Excellence).

**...LET'S EXCEL TOGETHER...  
THANK YOU VERY MUCH !**

**[ETF.Network.for.Excellence@etf.europa.eu](mailto:ETF.Network.for.Excellence@etf.europa.eu)**

**[https://www.etf.europa.eu/en/projects-campaigns/projects/  
Vocational excellence | ETF \(europa.eu\)](https://www.etf.europa.eu/en/projects-campaigns/projects/Vocational%20excellence)**

**Open Space:  
Setting Up the new ETF Network for Excellence (ENE)  
| Open Space (europa.eu)**

***...NETWORKS ARE VITAL KNOWLEDGE TOOLS FOR MANAGING  
COMPLEXITY, BOOSTING COOPERATION , IMPROOVING INDIVIDUAL &  
COLLECTIVE CAPACITIES, CO-CREATING AND TRANSFERING NEW  
KNOWLEDGE; FOR MOTIVATING OURSELVES AND GIVING OUR BEST TO  
THE OTHERS AND...  
FOR BUILDING TOGETHER SYSTEMIC CHANGES...***