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# The GIVE approach to Inclusive Excellence: **MAKING THE HUMAN FACTOR THRIVE**

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*Bilbao, 5.7.2023*



A young woman with red curly hair and round glasses is smiling warmly at the camera. She is wearing a white t-shirt and holding a stack of books. The background is a library with wooden bookshelves filled with books. The text "TO MAKE BLOSSOM THE EXCELLENCE THAT IS IN EVERYONE" is overlaid in white, uppercase letters across the center of the image.

TO MAKE BLOSSOM THE EXCELLENCE  
THAT IS IN EVERYONE



# Inside the experience of Excellence



Excellence is not a high standardized level for few:  
it concerns the personal **INTEGRAL HUMAN DEVELOPMENT**.

It's more than professional skills, it includes transversal and life skills:  
we need to empower learners' **COPING SKILLS**  
to deal with the XXI century **LIFE** challenges.

## B. Top 15 skills for 2025

1	Analytical thinking and innovation	9	Resilience, stress tolerance and flexibility
2	Active learning and learning strategies	10	Reasoning, problem-solving and ideation
3	Complex problem-solving	11	Emotional intelligence
4	Critical thinking and analysis	12	Troubleshooting and user experience
5	Creativity, originality and initiative	13	Service orientation
6	Leadership and social influence	14	Systems analysis and evaluation
7	Technology use, monitoring and control	15	Persuasion and negotiation
8	Technology design and programming		

Source

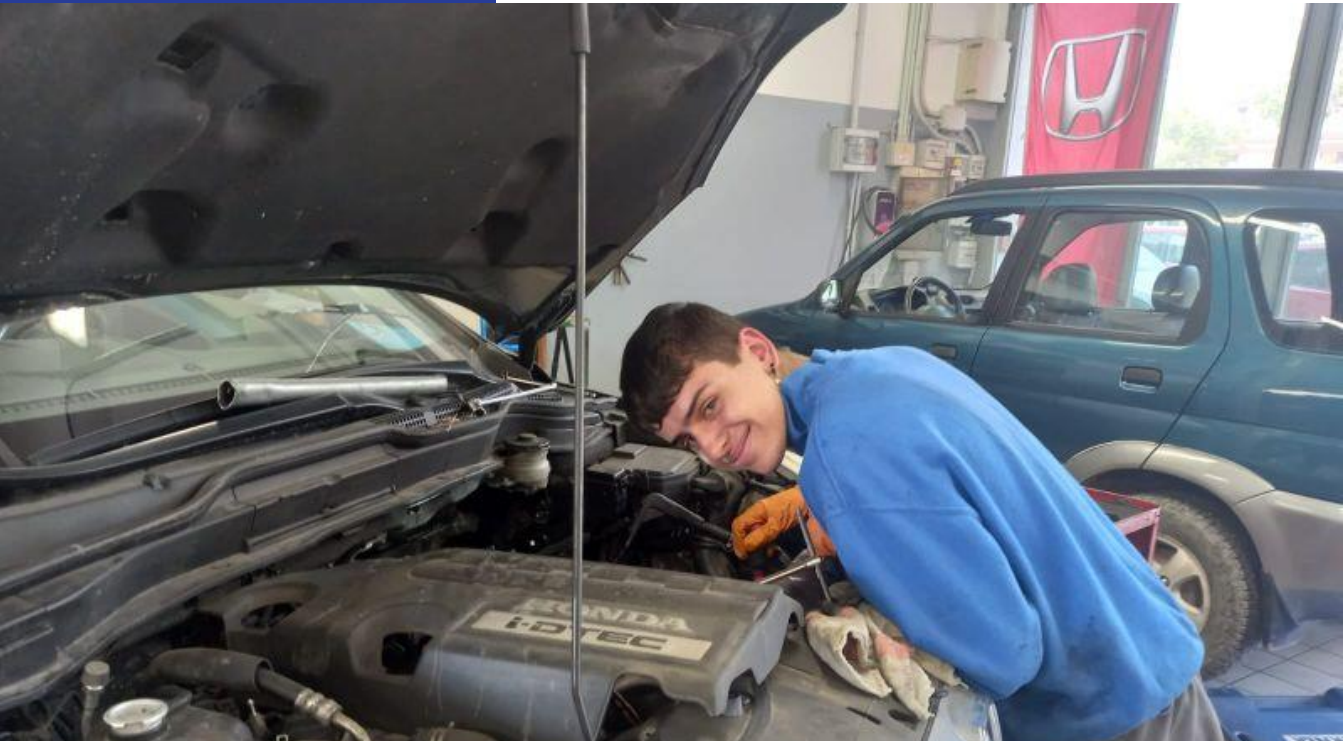
Future of Jobs Survey 2020, World Economic Forum.



Henceforth, Excellence is for everybody, is **INCLUSIVE BY DEFINITION!**



# Discover Your Own Excellence!



# GIVE project

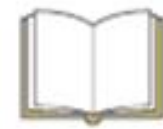
## DIFFUSION OF INCLUSIVE GOVERNANCE MODELS FOR VET ORGANIZATIONS

### 3 DIMENSIONS:



Ecosystemic Governance

Institutional Leadership



Didactic & Educational Learning



### PARTNERS

ITALY, FINLAND, MALTA,  
ROMANIA, SPAIN, TUNISIA, BELARUS

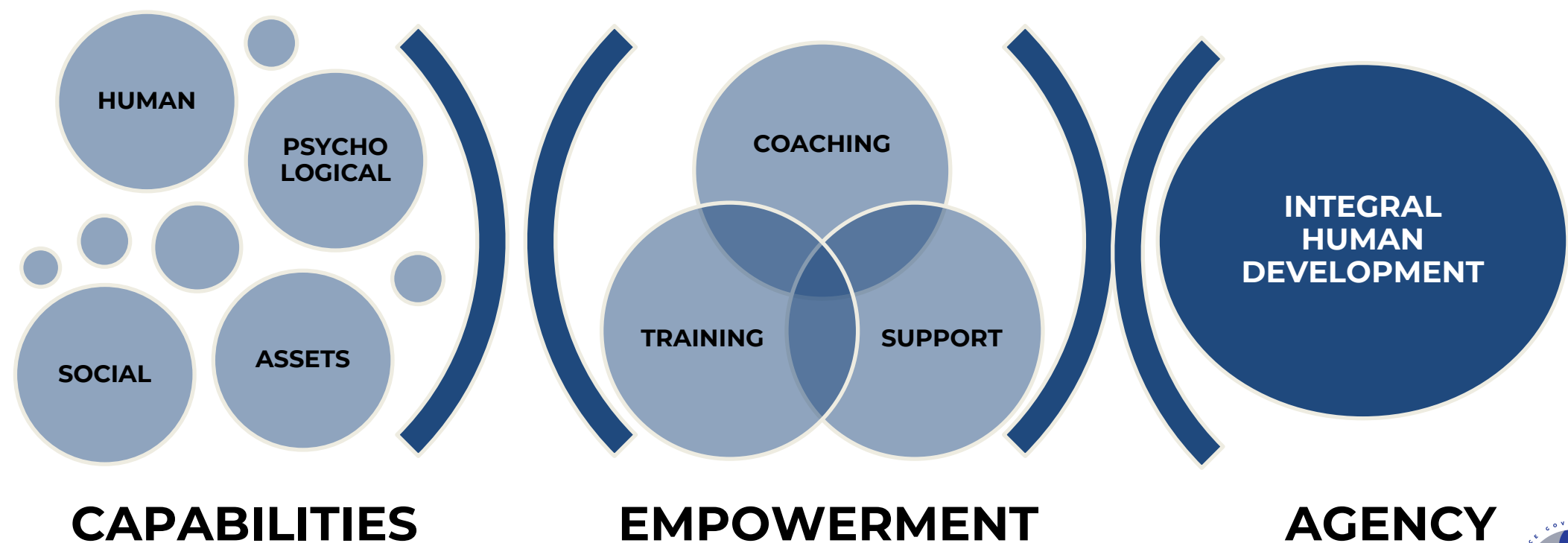


# “Realism” as common framework

Education is an **INTRODUCTION TO TOTAL REALITY**, pursuing **to care, to regulate, to train** learners (*Jungmann*).

«Realism» implies to **centre learning ecosystem on the «learner»**, aiming at their Integral Human Development.

It means to deal with all learners' several capabilities: **professional, psychological, social, even spiritual** (*Berloffa et al., 2012; Drèze&Sen, 2002; Nussbaum, 2010*).





# Innovative & Inclusive Pedagogy

**Reality-based learning** (experiential learning)



**Beauty & Care** of the environment



Personal support through **tutoring and coaching**





# Anticipatory, Entrepreneurial & Agile Governance

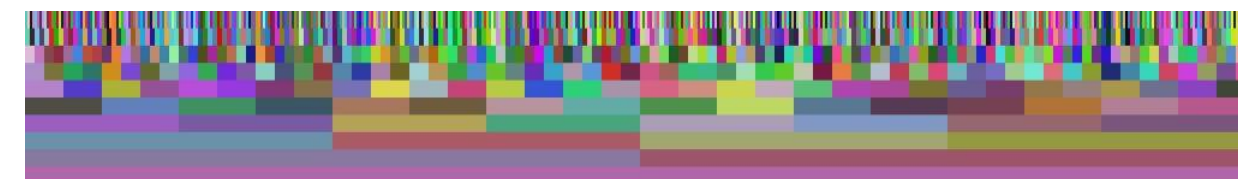
Activating & empowering the **ECOSYSTEM\***...



... and consolidating a

**FLEXIBLE AND COLLABORATIVE LEADERSHIP SCHEME** internally

*Holarchy vs. Hierarchies*



\*Adapted from Iucu, R., Serban, M. & Turculeț A. (2021). *The Quintuple Helix. GIVE Reference Framework For Anticipatory, Entrepreneurial And Agile Governance*, mimeo







# OUR RESULTS: THEORY & PRACTICAL GUIDELINES

**GIVE**

**Guidelines for  
Inclusive  
Vocational  
Excellence:  
Training practices**

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**GIVE**

**Guidelines for  
Inclusive  
Vocational  
Excellence:  
Tutoring and  
Educational  
Support**

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**GIVE**


**Guidelines for  
Inclusive  
Vocational  
Excellence:  
Work and  
transition to work**

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**The G.I.V.E. Model:  
Innovations in  
the VET system  
for Inclusive  
Excellence**

**GIVE**

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# OUR RESULTS: ONE EXAMPLE

How can you promote a culture of inclusion in your centre?

Practice name:

**School culture**

Position in the practice mapping

**Teaching practices – integral human development**

Author(s) (Organization)

**Cometa**

## 1. Practice journey

### 1.1. Synthetic description of the practice

The school culture is the transmission of the values of care and respect towards other people and towards the environments that host students every day; the main purpose of this practice, managed by tutors and teachers, is to make students responsible for the cleanliness and care of their study place and / or workplace and the development of human solidarity.

### 1.2 In-depth description of the main elements

#### 1.2.1 Subject

The teachers and tutors. They are, in this practice, responsible for organizing and managing all the activities, under the supervision of the principal and always referring to the founding values of the Institute.

#### 1.2.2 End users

The students. In Cometa, students with disabilities or special educational needs are also involved, while respecting the abilities of the individual.

#### 1.2.3 Functions

Developing students' attention to the problems that afflict the world, starting from the closest and simplest ones up to the more complex and distant ones.

#### 1.2.4 Goals

The transmission of the value of care to the environment and to others.

#### 1.2.5 Output

A set of activities to be carried out with the students, in a mixed group, with the class or with a single student.

## 2. Phases and activities

List of phases of the "School culture" practice:

- Phase 1: The pedagogical contract
- Phase 2: Welcoming the first classes
- Phase 3: Welcoming the other classes
- Phase 4: Care of the school place
- Phase 5: Service learning
- Phase 6: Restorative practices



# OUR RESULTS: ONE EXAMPLE

## List of Phases, Activities & Resources

### 3. Resources

#### Players

- Teachers: they are the teachers of classical subjects and laboratory subjects;
- Students: they are the students of the classes where the teachers teach; all the students of the school are involved in this practice;
- Tutors: they are the classroom tutors of the classes participating in the activities;
- Third sector entities: these are local organizations that deal with providing services, sometimes completely free services, to disadvantaged people in the area or in the world or operating in favour of the environment or culture.

#### Tools

- Pedagogical contract: a real contract, signed by the family, the student and the principal, in which the different parties undertake to respect the values and rules proposed, after a negotiation.
- Personal multimodal presentation: a tool that allows first year students to introduce themselves to the class, teachers, tutors and principal through different languages, such as photography or color symbolism

#### Spaces

For this practice, the spaces used can be physical spaces already present in the school, such as classrooms or auditoriums; alternatively, the activities, especially those used for service learning, take place outside the institute, in the offices and operating places of the third sector companies.

#### Activity 2B: School visit

After this welcoming moment, the students are divided into groups in order to visit the school place. This is an important moment because it allows students to settle in and feel the school environment as a family environment, from the first day. They visit both the training places, such as classrooms and laboratories, and the places for leisure moments, such as the school square, the corridors, the school bar and the courtyards.

#### Activity 2C: Construction and showing of personal multimodal presentation

During the first week of lessons, students are offered the construction of a personal multimodal presentation, a tool that, through the combination of images, colours and words, can help the student to introduce themselves to their class, to the faculty, to the tutors and to the principal. In Cometa, students are also required to include at least one photograph of one of the school location within their ideas, to make them feel they belong to the school through a sharing of meanings. Once finished, the idea is presented to the class and management with the school staff at a scheduled time at the end of the first teaching week; the student shows which images, words, signs and colours they have included in their presentation and explains the reasons that led them to identify themselves in this way.

The personal multimodal presentation is a profoundly inclusive tool, because it allows each student to best represent themselves through different languages, leaving the freedom to identify the one that best suits the student themselves and their abilities.

#### **Phase 3: Welcoming the other classes**

Classes following the first class are welcomed in a different way: the purpose of this welcoming activity isn't to integrate students into the school environment, but it is to bring their own educational, personal and classroom projects to the attention of the students.

#### Activity 3A: Class trip

In the first weeks of the school year, the tutor and some teachers organize a class trip. This issue has no educational purpose, but is intended to revive the bond with the school; therefore the tutor chooses destinations that allow the class to think about the values that the school proposes and to bond as a group.

#### Activity 3B: Educational and motivational activities

Other activities that are carried out in the first weeks of the school year are team building exercises and training and motivational activities. These are carried out by the class tutor during school hours and are intended to recreate class cohesion and to verify the development of interpersonal skills and soft skills after the summer break.

#### **Phase 4: Care of the school place**

This third phase describes the care of the school place and attention to cleanliness, order and beauty of the school spaces; with these activities, the school wants to make students experience the importance of attention to detail in order to create a welcoming environment; moreover, this activity allows students to learn to take care of their study or work environment and to grow in responsibility for their actions. The output of this phase consists of a series of activities organized



# OUR RESULTS: A COMMUNITY OF EXPERTS

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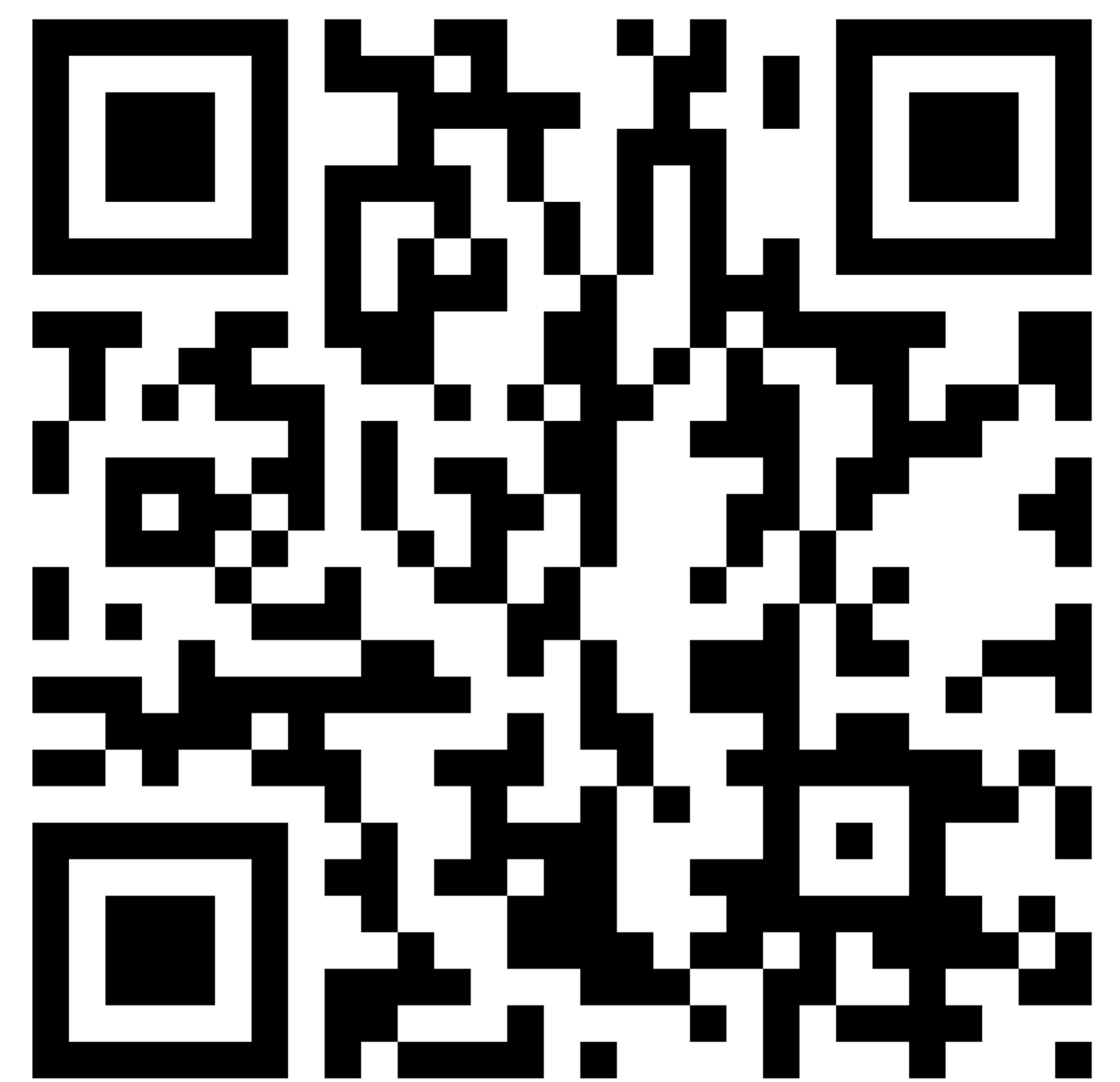
The GIVE Project - Inclusion Hub

Listed group

Start a post in this group

Photo Video Poll

All Recommended





# Rethinking Human Factor: *and you?*

**GIVE**  
★★★★★  
**AGORÀ**  
*for* **INCLUSIVE**  
**VOCATIONAL**  
**EXCELLENCE**  
*toward an*  
*international*  
*alliance*

**GIVE**

★★★★★

**Inclusive Vocational Excellence,**  
to make every person thrive.

And to make blossom the excellence  
which is in every person,  
their Human Factor.

Because we know  
every person is unique.





## CoVEs, *beyond GIVE*

For more information on Existing CoVEs follow the  
**Community of Practice Centres of Vocational Excellence**

[www.copcov.es.eu](http://www.copcov.es.eu)

**COP**   
**CUVES**

*Join the Forum of the CoP  
CoVEs on 25-26.9.2023 in  
Amsterdam*





# THANK YOU!

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