



Vocational Excellence and CoVEs to support high-quality skills for twin transition: An overview on the ETF/ENE international experience

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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.

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,



TWIN TRANSITION SHOULD BE WELL MANAGED

Global production = 2 simultaneous and interlinked transitions: **green transition** & **digital transition** (twin transition). AIM:

to transform production and consumption practices sustainably, while leveraging digital technologies to improve energy and production efficiency.

The **green** and **digital transitions** can complement each other but can *clash* in some respects :

- The **green transition** aims to **decouple economic growth** from **environmental harm** to tackle climate change.
- The **digital transition** is driven by **enterprises seeking economic gains** through digital technologies (which massively consume electricity and resources and generate waste).
- **Well Managed: digital technologies can support green transition.**

FAIR TWIN TRANSITION

The **approach** that **intertwines the green transition** (reducing carbon emission, energy efficiency sustainable and environmentally friendly economy) & **digital transition** (adoption and integration of digital technologies and innovations) and consider them **equally important for the future of societies, economies and LMs.**

DIGITAL SKILLS

Range of **abilities to use digital devices, communication applications, and networks to access and manage information.**

They enable people to create and share digital content, communicate, collaborate, and solve problems for effective and creative learning, work, and social activities at large.

(UNESCO, 2018).



GREEN SKILLS

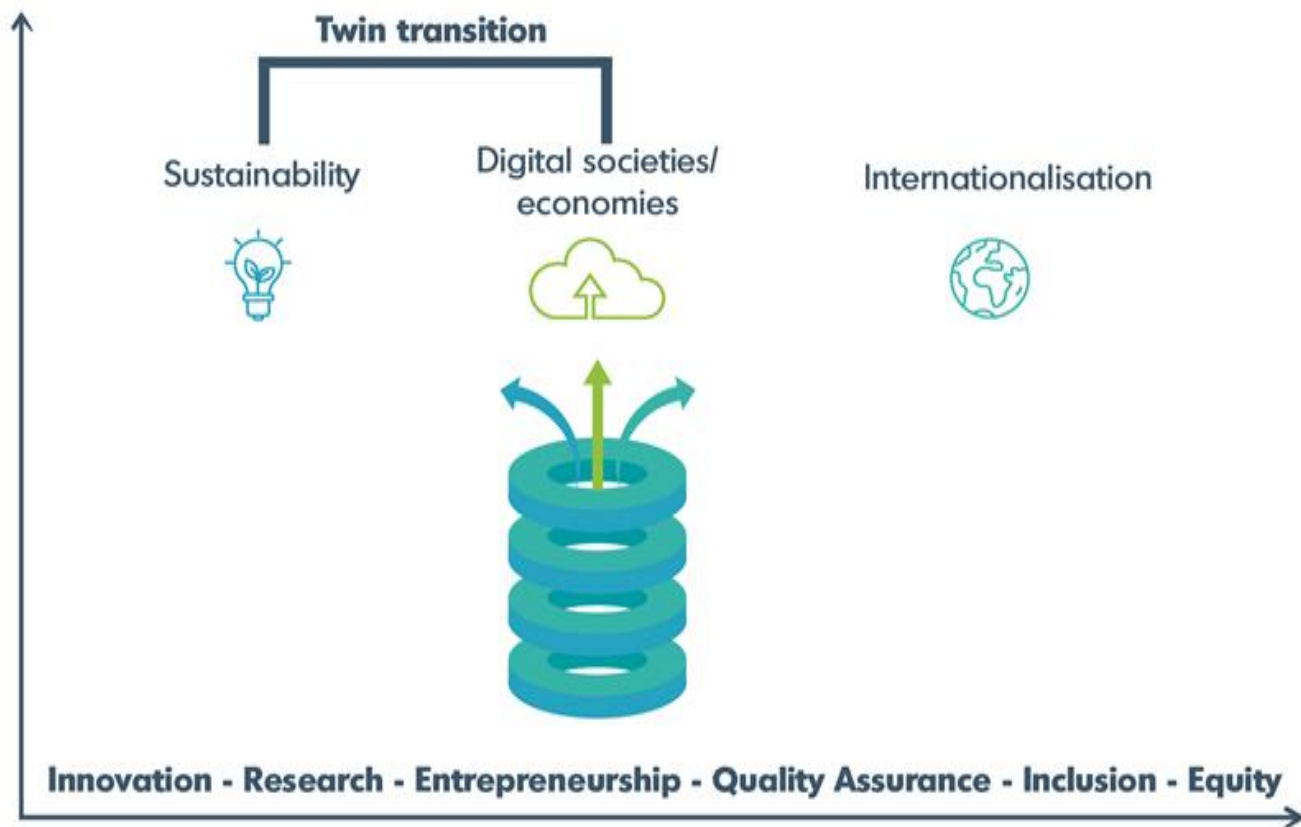
Knowledge/values/ abilities attitudes for living, develop and support a sustainable and resource-efficient society (Cedefop 2016).

GS are those **skills needed to reduce environmental impacts and support economic restructuring with the purpose of attaining cleaner, more climate-resilient and efficient economies** that preserve environmental sustainability and provide decent work conditions.

VET EXCELLENCE & CoVEs supporting High-Quality Skills for Twin Transition & Internationalization.



Key drivers towards VET Excellence & COVES:
What are major challenges to contribute on?



VET Excellence HOLISTIC LEARNER/CITIZENS CENTERED (policy) approach in which VET (EU/EC):

- ★ Part of skills ecosystems (local & global/international).
- ★ Multilevel innovative partnerships.
- ★ Technical Skills & Soft Skills (high-quality provision) underpinned by effective Q.A tools.
- ★ VET supported by the *teachers and trainers' continuous professional development, innovative pedagogies, mobility, and internationalization strategies.*
- ★ VET Excellence: necessary policy framework for CoVEs institutional set-ups which might have the mandate to implement excellence policies (in each country)

(ETF on-going 2024 : *A road to Excellence: VET Excellence and CoVEs co-creating Skills Ecosystems*)

ENE -UNIQUE WORLDWIDE NETWORKING TOOL

APPROACHING VET HOLLISTICALLY :

**323 CoVEs (VET Providers) – 52 countries worldwide
18 ETF PCs; 10 EU MSs; 18 Sub-Saharan Africa;
4 South Asian, Switzerland and Chile (South America)**

**(1) Philippines;
(1) Bangladesh;
(1) Malaysia
(1) Thailand**

Africa (38 CoVEs)

(2) Angola; (5) Burkina Faso; (2) Democratic Republic of Congo; (4) Guinea Bissau; (2) Ivory Coast; (2) Kenya; (6) Malawi; (2) Mozambique; (1) Namibia; (1) Niger; (5) Senegal; (1) South Africa; (3) Uganda; (1) Zimbabwe; Cameroon (2); Liberia (1); Nigeria (1). Cabo Verde (1)

EU MSs (85 CoVEs)

Spain (61); Greece (1); Netherlands (4); Finland (3); Italy (8); Slovenia (2); Latvia (2); Germany (2), Sweden (1), Denmark (1)

(1) Chile

ETF PCs (183 CoVEs):

Türkiye (58), Israel (7); Armenia (5); Azerbaijan (9); Morocco (7); Georgia (5); Kazakhstan (5); Moldova (10); North Macedonia (6); Bosnia and Herzegovina (8); Montenegro (1); Tunisia (10); Serbia (7); Albania (2); Ukraine (30); Egypt (4); Palestine (3); Jordan (11).

(3) Switzerland

WHAT COVES ARE? 2 COMPLEMENTARY CONCEPTUAL APPROACHES

(CoVEs as VET Provider & CoVEs as *spatial reference* partnership/ local Ecosystem)

(A) High Quality Excellent-VET SCHOOL PROVIDER
(+) Network and/or Cluster (Sector/Regional)



CoVEs are network organisations, emphasising cooperation with other actors and its role on regional socio-economic development-. CoVEs might be VET Providers, Groups of VET Providers and/or organisations that coordinate other VET Providers, that in collaboration with public and private players/ stakeholders help to create local 'skills ecosystems'

Become CoVE is a step-by-step process : 1. improving standards of normal business 2. Improving strategic development of thematic areas/functions 3. Mature level on which CoVEs are key to co-create skills ecosystems

(ETF, 2024-ON-GOING PUBLISHING)

(B) CoVEs PLATFORM/ ECOSYSTEM

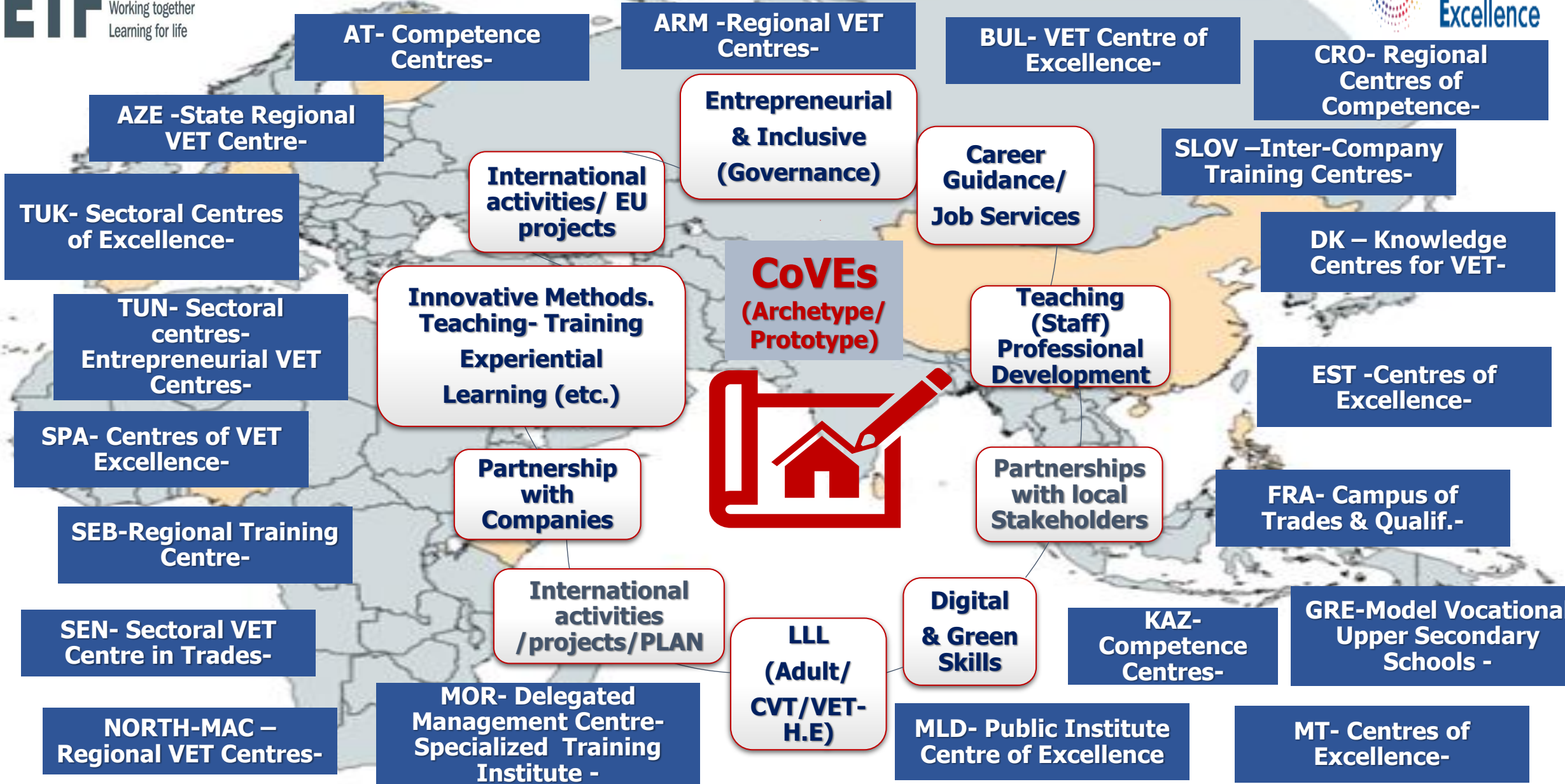
(E+) Projects: CoVEs are VET providers, businesses, social partners, stakeholders' industry or sector.

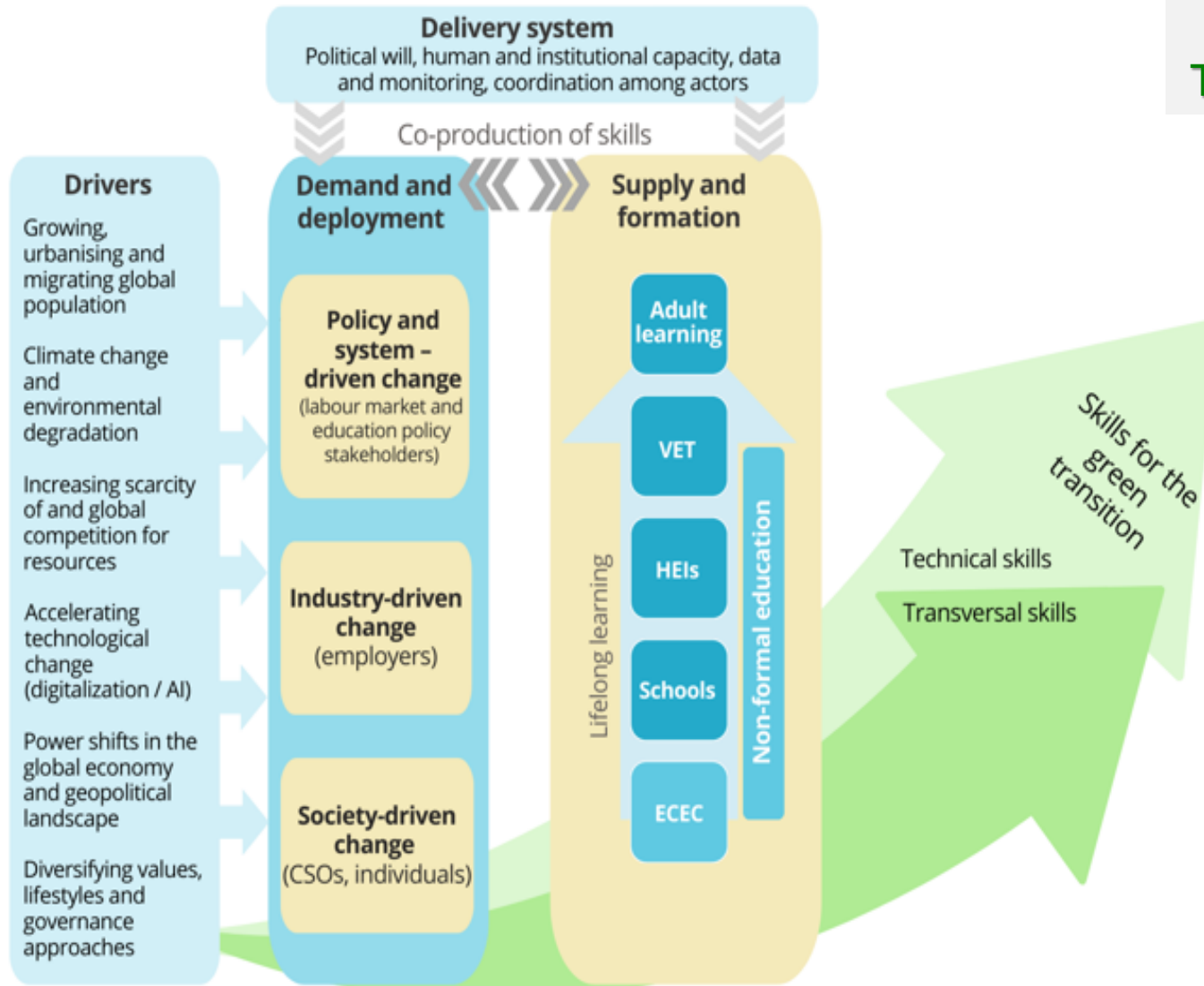
CoVEs goals: to improve the quality of VET programs, to promote innovation and excellence, and to enhance competitiveness of the Industry or Sector (etc.).





ETF/ENE experience on Country Concepts vs. CoVEs -on-going- concept implementation worldwide





Skills for Green Transition: Technical –Transversal- Normative-



ENE GRETA supports internationally CoVEs of the ENE network in 'Going Green'-and Sustainable Development-



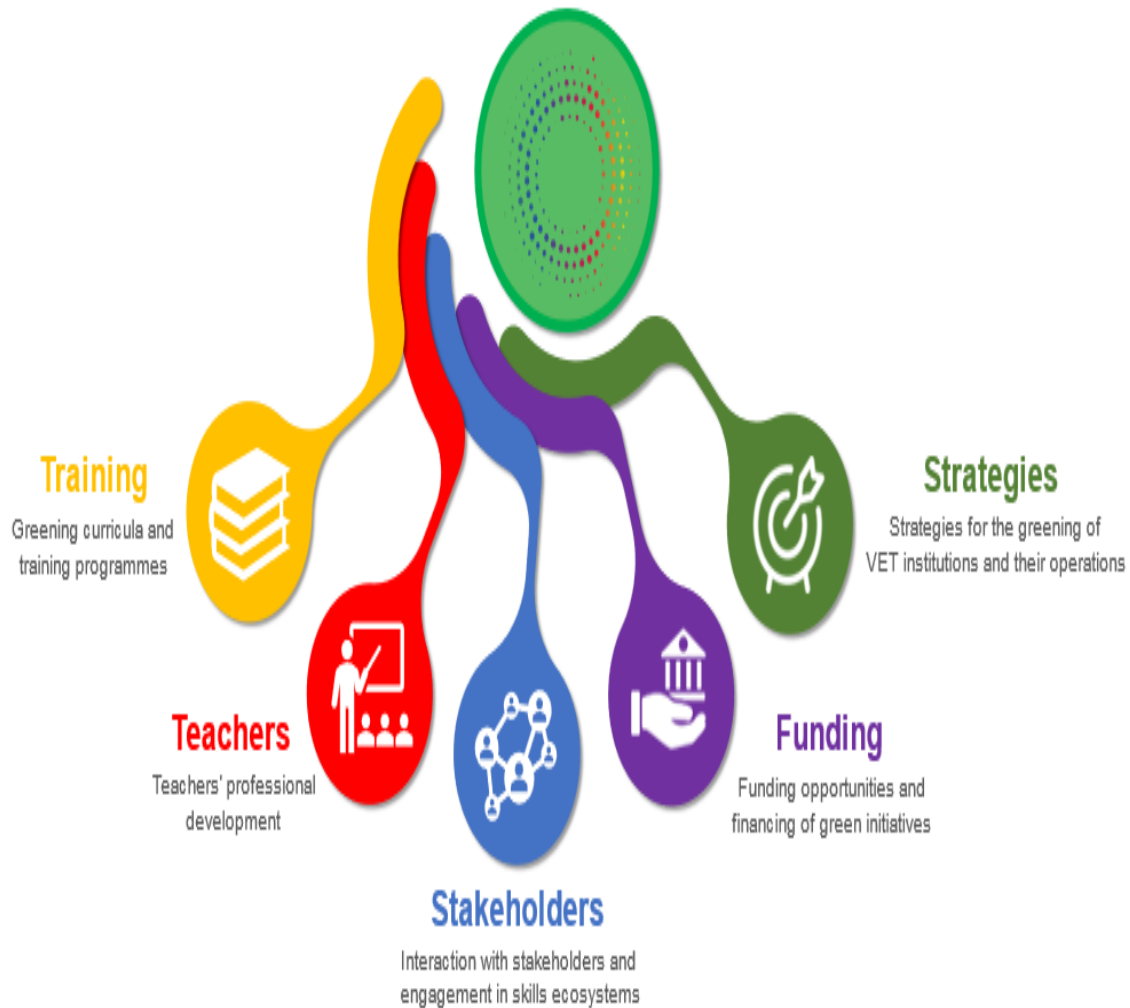
- ★ **Focus** : Greening on VET Excellence. Reorientation of existing **educational programs** addressing green transition, as well as **professional development** in service courses and training.
- ★ Partnership composed by **17 ENE CoVEs from 8 countries**: Armenia, Georgia, Latvia, Serbia, Slovenia, Spain, Turkey, Ukraine ((+) EU & International practice-sharing)
- ★ Stimulate **mutual peer- learning** among ENE CoVEs
- ★ Methodology: **Self-assessments, peer reviews and ENE GRETA development plans.**
- ★ Outcomes: **Learning & Development; Database Practices**
- ★ Current strategic focus: **Energy & Construction Sectors**



[GRETA report.pdf \(europa.eu\)](https://www.europa.eu/greta-report)

- **Energy Efficiency:** The expertise to optimize energy use and minimize waste in buildings, transport systems, and industrial processes.
- **Renewable Energy Technologies:** The knowledge & technical skills necessary to install, maintain, and operate renewable energy systems, such as solar, wind, and hydropower.
- **Circular Economy:** The capability to design and implement closed-loop systems that reduce waste and promote the efficient use of resources.
- **Sustainable Agriculture:** The skills and knowledge required to develop and implement sustainable farming practices that protect natural resources, support biodiversity, and minimize pollution.
- **Environmental Management:** The capacity to evaluate, manage, and monitor environmental risks and impacts in different settings, including businesses, government agencies, and non-profit organisations.
- **Green Marketing and Communication:** The skills needed to communicate sustainability-related messages effectively to various audiences, such as consumers, policymakers and stakeholders.

ENE GRETA: A WHOLE INSTITUTIONAL APPROACH GREENING VET TOWARDS EXCELLENCE & CoVEs roles



- **Training & Skills:** Greening Curricula processes & training programmes
- **Teachers:** professional development deliver high-quality green education.
- **Stakeholders:** PPPs key role among VET providers support the green transition,
- **Funding:** Greening VET initiatives (e.g greening of curricula or teacher training, materials or relevant technologies) needs dedicated funding.
- **Strategies:** A systematic approach greening VET requires the development of greening strategies (for all the above and for green CoVEs).

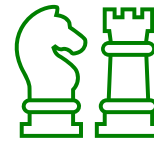
ENE GRETA CoVEs EXAMPLES (and beyond) MOVING ON GREENING VET



GREENING CURRICULA & TRAINING PROGRAMMES
(UA) Higher VET School Odessa;
Kvasyliv VET Lyceum; Construct2 (Georgia); Vayots Dzor Regional State College (Armenia); Ogre Technical School (Latvia);



TEACHERS & TRAINERS PROFESSIONAL DEVELOPMENT
Solski Centre Nova Gorica (SLOV); DTI (DK) Morocco; Canada (Higher VET Colleges Network)



VET GREENING ESTRATEGIES
Anatolian Higher VET School (Rep. Türkiye) ; Moldavian CoVEs Network (legislation)

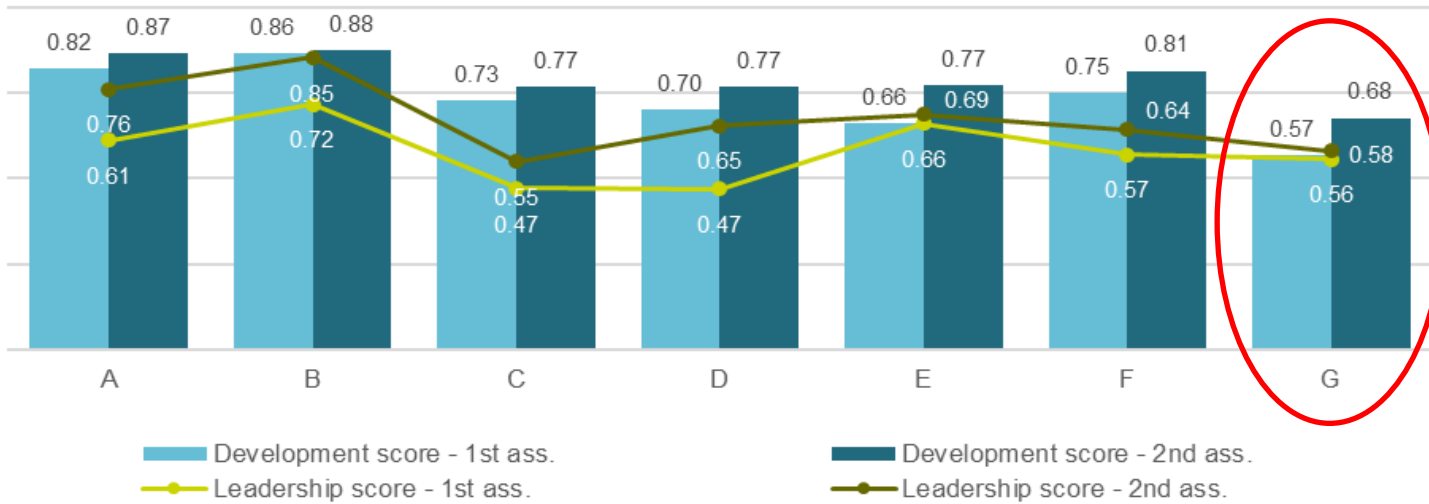


FUNDING
IFMERE –PPP- (MOROCCO) EU + EPLUG platform for Urban greening; GREENOVET (etc.)



PARTNERHIPS & STAKEHOLDRS
(UA) Mykolaiv VET School21; Varmland Region (Smart Specialization)Green Academy (DK) Life Foster project (EU) (etc).

ENE CoVEs Self-Assessments (ENESAT): Focusing on GREEN (2021-24)

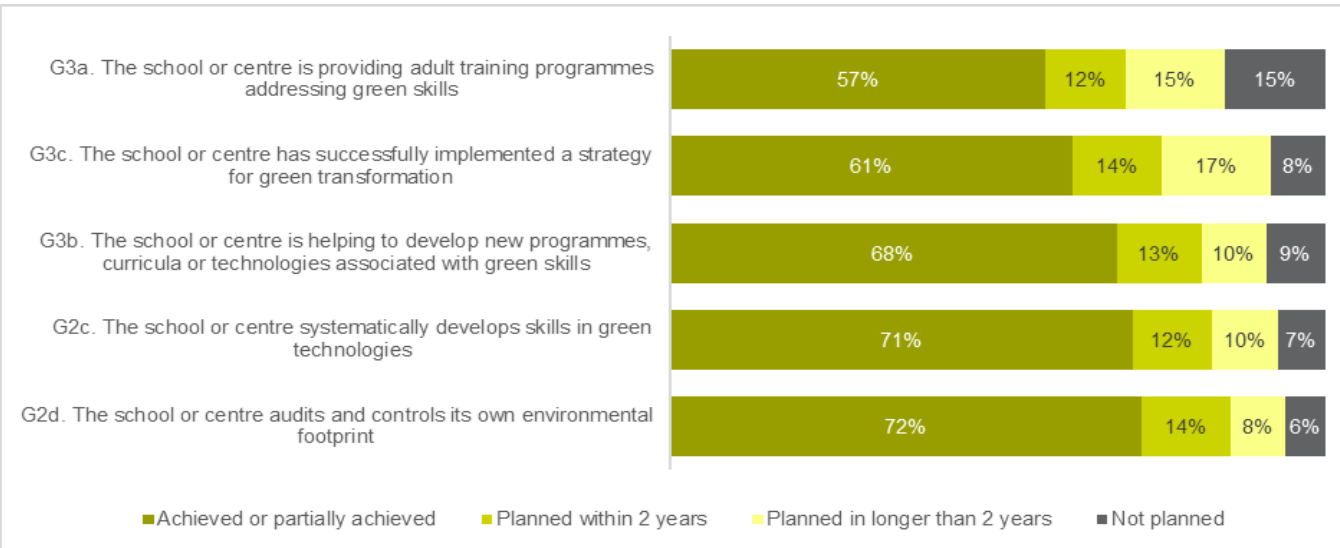


177 ENE CoVEs –self-assessed (2020-21) once and **30 CoVEs twice** (2023). **All ENE CoVES showed improvements.**

Average normalised leadership scores rose for all dimensions, except “E – skills for smart specialisation” and “**G - Going green**”, where they showed little change. **Less developed dimensions.**

Only **57% CoVES** provide programmes addressing **green skills for adult learners**, **27% plan to do it** within 2 years or longer, and **15% have no plans.**

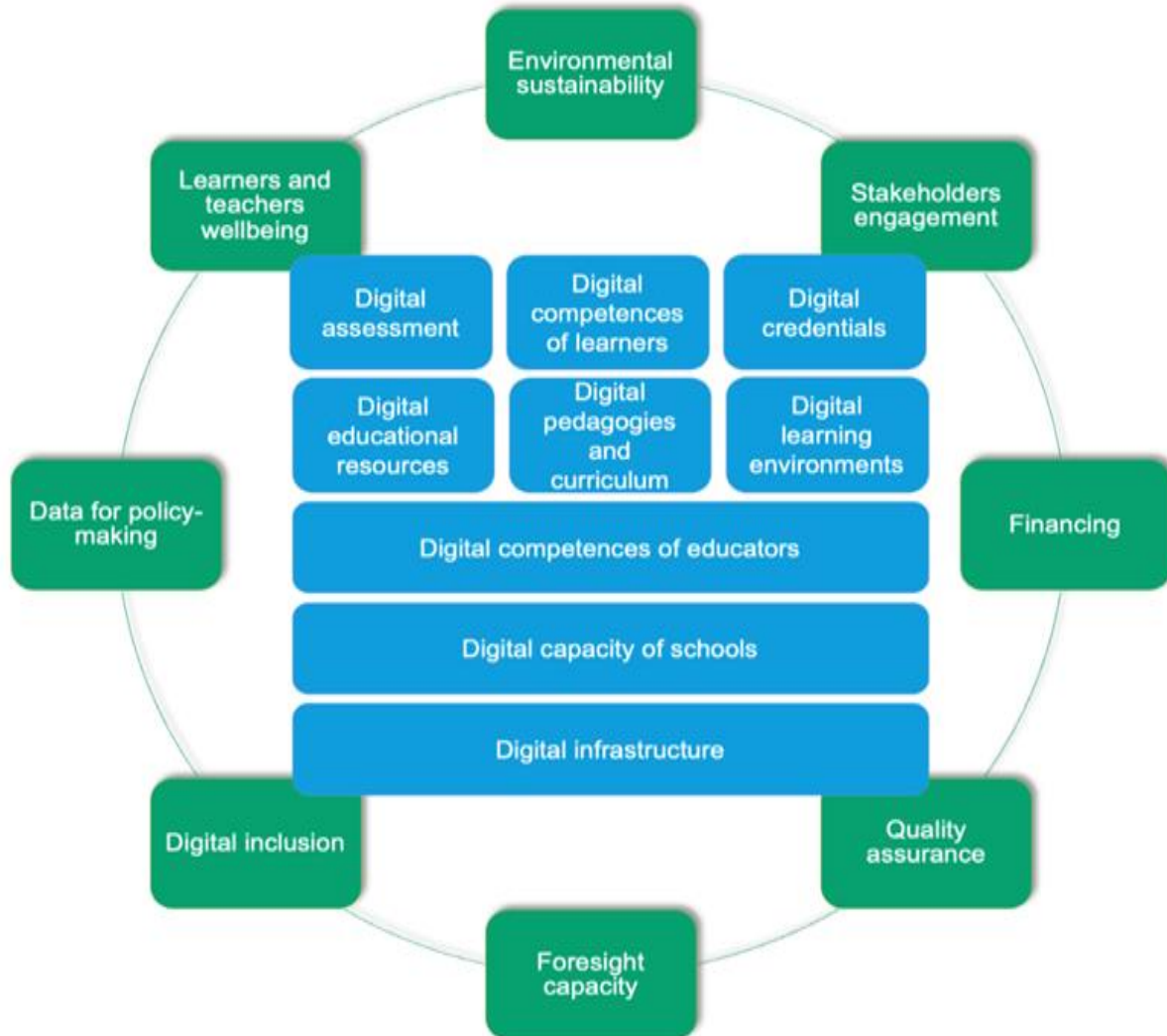
3 out of 5 CoVEs have implemented a **strategy for green transformation**. 30% planning to do it (this is a relative priority for CoVEs). About **20% CoVEs** plan to develop new programmes for green skills and skills for green technologies. About **3 out of 4** have put in place audit mechanisms for its environmental footprint.



ENE DIGI (Digitalization of Teaching and Learning)

Methodological framework & Thematic Areas

ETF DIGITAL TRANSFORMATION IN EDUCATION



ENE DIGI THEMATIC AREAS



ENE DIGI (Digitalization of Teaching and Learning)

Developmental Thematic Areas & Projects

**TABLE 1.
ENE DIGI DEVELOPMENTAL PROJECTS DIGITALIZATION
OF TEACHING AND LEARNING**

COUNTRY	CoVE/VET INSTITUTION	FOCUS
Moldova	Center of Excellence in Energy and Electronics	Development of digital content skills in students
Azerbaijan	Lifelong Learning Center, Azerbaijan State University of Economics	Innovative Digital Pedagogies, Digital Content & Tools
Georgia	LEPL Ivane Javakhishvili Tbilisi State University Media and TV Art College	Digital Contents & Tools
Mozambique (2)	Polytechnic Institute Nacala Polytechnic Institute of Nhamatanda	Reinforcing e-TVET to close the digital divide in rural Mozambique and South Africa- Table Content-
South Africa	KwaZulu-Natal Experimental College (KNEC)	



ENE DIGI (2021-23)

- ❖ CoVEs and Digital Contents and tools.
- ❖ CoVEs Teachers' Digital Competences
- ❖ CoVEs Digital Pedagogical Methods.

ENE CoVEs Self-Assessments (ENESAT) (2021-24): INDUSTRY 4.0 AND DIGITALIZATION *WORK IN PROGRESS*



★ Most developed indicators are **benchmarking digital competence** (63%) CoVEs are either working or intend to work on this theme and **developing a digital strategy** (61%).

★ **CoVEs/VET schools progresses excelling on digitisation teaching and learning.** Most CoVEs provide digital tools for distance learning; (almost all) use digital learning environments, school develops digital competences among its staff (learning & development).

★ **Lower scores on staff's Digital Competence (DC) benchmarking** (EU's SELFIE or comparable frameworks) & to industry 4.0/5.0. Not all VET schools offer multiple specialised qualifications that specifically focus on digital skills required for Industry 4.0/5.0.

GOING TWIN THROUGH VET EXCELLENCE & CoVEs: **GREEN DIGITAL SKILLS & OCCUPATIONS**

TABLE 1. TOP GREEN DIGITAL SKILLS AND OCCUPATIONS (*Jobs*)

INDUSTRIAL SECTOR (NACE Rev. 2)	GREEN DIGITAL SKILLS	GREEN DIGITAL OCCUPATIONS
All Sectors	<ul style="list-style-type: none"> ▪ Advising on environmental issues ▪ Analysing and evaluating information and data ▪ Complying with environmental protection laws and standards ▪ computer use ▪ Database and network design and administration ▪ Environmental sciences 	<ul style="list-style-type: none"> ▪ Environmental education officer ▪ Environmental expert ▪ Green ICT consultant ▪ Natural resources consultant ▪ Nature conservation officer ▪ Sustainability manager
<ul style="list-style-type: none"> - Agriculture, Forestry and Fishing - Construction - Energy Supply - Manufacturing - Transport and Storage - ICT - Water and wastewater Treatment 	<ul style="list-style-type: none"> - Analysing/evaluating information and data complying with environmental protection laws and standards - Computer use - Data Base Administration - Designing electrical or electronic systems or equipment. - ETC. 	<p>Electric meter technician; Electrical transmission system operator; Electricity distribution technician; Energy Assessor; Energy systems; Engineer environmental education officer; Geothermal technician; Green ICT Consultant; Hazardous Waste inspector; Irrigation Technician; Recycling specialist; Smart home engineer/INSTALLER;</p>
<ul style="list-style-type: none"> - Construction - Energy supply - Health and social care - ICT - Manufacturing - Mining and Quarrying 	<ul style="list-style-type: none"> - Designing electrical or electronic systems or equipment. - Electronics and automation - Maintenance electrical, electronics and precision equipment. - Using precision measuring equipment. - ETC. 	<p>Acoustic Engineer Botanist; Ecologist; Energy Assessor; Energy systems Engineer; environmental Education Officer; Green ICT Consultant; Smart home engineer/installer.</p>

Based on : **Twin Skills for the Twin Transition: Defining Green Digital Skills and Jobs | White Paper (December 2023)**

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

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

<https://ec.europa.eu/social/main.jsp?catId=1501>

Open Space:

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

- **Europa Website on CoVE:**
<https://ec.europa.eu/social/vocational-excellence>
- **The Erasmus+ programme**
https://ec.europa.eu/programmes/erasmus-plus/node_en
- **Functional mailbox for all questions related to CoVE calls:**
EACEA-EPLUS-VET@ec.europa.eu
- **Applying for Erasmus+ CoVE funding in the Funding & Tenders Opportunities Portal (FTOP)**
<https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/topic-details/erasmus-edu-2022-pex-cove>

CoVEs are not a one-size-fits-all model, but rather a flexible and adaptable concept that can be tailored to the specific needs, priorities and resources of each country and sector(s). Overall, CoVEs ensure quality and relevance of VET skills, as well as foster regional development and innovation. CoVEs are a promising and innovative approach for VET. However, they also entail significant efforts and responsibilities for the VET providers and their partners. CoVEs are not a quick fix or a simple solution, but a long-term and strategic investment that requires building capacities on VET communities towards Excellence ; strong political will (a clear policy framework), and a collaborative culture among all the relevant actors in the Skills Ecosystem

(ETF –ongoing publishing 2024)