ETF NETWORK FOR EXCELLENCE - SHARING INNOVATION IN SOCIAL INCLUSION (ENE SISI)

Final Compendium Report. Equity and Inclusion in Vocational Education and Training: processes, practices, policies

PREFACE

The European Training Foundation (ETF) is the EU (European Union) Agency supporting countries surrounding the European Union to reform their education, training and labour market systems[1]. The ETF has established Network for Excellence (ENE) as a basis to develop an International Network of Centres of Vocational Excellence (CoVEs).

The European Training Foundation Network for Excellence (ENE), kick started at the end of 2020. ENE is currently composed by more than 320 Centres of Vocational Excellence (CoVEs) from more than 50 countries around the world. Up to now, ENE is a unique international platform addressing Vocational Excellence for sharing CoVEs practices, peer-to peer learning among practitioners, building synergies to forge partnerships among its members (etc.).

ENE experience aims at using knowledge-shared and developed- to help CoVEs to improve further, through international policy learning and transform this ETF experience on policy dialogue and advice in some countries.

Carried out within the ETF Network for Excellence (ENE)[2], the Sharing Innovation on Social Inclusion initiative (SISI)[3], The ENE Social inclusion and equity brings together 11 organisations CoVEs from the EU neighbourhood, SEET, Central Asia and Africa.

This ETF platform for collaboration and a community of practice that conducted an important process of peer-exchange and peer-learning, structured and facilitated in collaboration with ENAIP NET[4] – one of the largest Italian consortia of VET providers. Sharing Innovation in Social Inclusion (SISI) is an initiative that aims to share and consolidate locally sourced, innovative inclusion practices and activities, and to put social inclusion at the heart of human capital development. The initiative aimed to draw on the collective experience of participating Centres of Vocational Excellence (CoVEs). The initiative sought to use CoVEs" input to offset public discourse on skills and vocational education and training (VET) with the broader social and cultural roles VET plays in reducing socio-economic inequalities and increasing social mobility; promoting socialisation by providing learners with a professional identity and a sense of belonging to a professional community; preparing learners for the civic role they play in society; and foster equity by opening up learning pathways to diversified learners with focus on underperforming and marginalised groups.

The ETF Network for Excellence (ENE) and ENAIP NET facilitated and supported the ETF SISI to recognise excellence in social inclusion through innovative solutions that focus on innovative teaching, learning and technology, and the communication of findings to the initiative's broader community, which included ETF partner countries and EU Member States. Throughout the process of collaboration this Community of Practice allowed participating CoVEs to benefit from peer reviews; increase visibility and opportunities for cooperation among CoVEs; identification of development needs and creation of partnerships.

The present document constitutes a compendium of the key findings drawn from the works of the SISI initiative during a peer learning process which involved nine Centers of Vocational Excellence (CoVEs), ENE members, over a span of two years from November 2021 to October 2023. It is structured in five sections.

The first section presents the regulative framework which ENE and SISI stem from, highlighting how they pursue values and works towards objectives that are in line with (and implementable) European policies and notions regulating the VET world and the social inclusion profile. In particular, the initiative makes specific reference to the commitment of centres of excellence in promoting social inclusion in VET[5].

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[1]   https://www.etf.europa.eu/en/about
[2]   CoVEs network created by ETF in 2020 to encourage knowledge sharing within the European Union and beyond
[3]   https://www.etf.europa.eu/sites/default/files/2022-03/ENE%20factsheet%20Social%20inclusion%20EN.pdf
[4]   http://www.enaip.net/en/international/
[5]   https://www.etf.europa.eu/en/what-we-do/skills-inclusion-role-centres-vocational-excellence

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The second section describes the purpose, methodology, and tools used by the community of practice established by the CoVEs participating the SISI initiative, which is based on the definition of a common approach, a process oriented at mutual sharing of best practices, and peer learning sessions.

In its third part, the document focuses on the results of the peer learning activities, outlining the areas of action that the community of practice has indicated as priorities for the pursuit of social inclusion in the VET systems of their own countries.

Alongside the key findings and the lessons learnt, the last two sections highlight the main challenges and limitations encountered by the CoVEs during the initiative. The conclusive part of the document entails recommendations on how policies can support social inclusion practices in VET and foster their transferability to other contexts and fields.

Two sets of annexes complete the document. They contain the presentations of the participating CoVEs, templates of the working tools which have been co-designed and used by the community of practice during the initiative and links to contents and resources published during the activities.

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1. THE SISI INITIATIVE FRAMEWORK

1.1 EU policies for social inclusion

The Sharing Innovation in Social Inclusion partnership (SISI) was conceived in the framework of the EU policies for social inclusion and most particularly of the European Pillar of Social Rights (Social Pillar). This declaration adopted by the EU in 2018 sets 20 principles and rights which are at the base of the promotion of decent living and working conditions. It represents the EU's response to the social challenges outlined in 34 (SDGs), which paved the way for relevant policies favouring the improvement of individuals' living and economies in a perspective which is more considerate of natural resources, environment, wellbeing and social inclusion.

Figure 1.   The European Pillar of Social Rights in 20 principles

The Social Pillar highlights the contribution of Education, training and life-long learning in the attainment of the skills necessary for full participation in the labour market and society. This emphasis on skills and life-long learning was crucial for the subsequent development of EU and national policies ensuring access to quality education and training supporting individuals' adaptation to the multiple challenges of our time. The European Pillar of Social Rights Action Plan additionally established concrete actions and targets for the EU and its Member States to reach by 2030, including the achievement of 78% of the population aged 20 to 64 in employment, 60% of all adults participating in training every year, and a reduction of 15 million in the number of people at risk of poverty and social exclusion.

The Social Pillar therefore represents the turning point for the EU social dimension. Its urgency, firstly raised after the economic crisis of 2008, was even more decisive for the identification of shared solutions to overcome the COVID pandemic challenges: *"As we overcome the pandemic, as we prepare necessary reforms and as we speed up the twin green and digital transitions, I believe it is time to also adapt the social rulebook. A rulebook which ensures solidarity between generations. A rulebook that rewards entrepreneurs who take care of their employees. Which focuses on jobs and opens up opportunities. Which puts skills, innovation and social protection on an equal footing."* President von der Leyen, 20 January 2021[6]

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[6]   European Pillar of Social Rights – Building a fairer and more inclusive European Union

The commitment to implement the Social Pillar received new impulse through the Porto Declaration issued in May 2021. In the Declaration EU leaders state their willingness to promoting and implementing a set of objectives related to European citizens' social inclusion, employment and well-being. It also underlines the importance of quality education, training as well as life-long learning, and sets a focus on skills development as crucial for individuals to thrive in the present and future economic as well as social contexts.

1.2 The European Training Foundation (ETF) and its role in the development of vocational excellence

The European Training Foundation (ETF)[7] is an EU agency acting in the framework of the EU's external relations instruments to provide advice and assistance to EU neighbouring countries in the process of reforming their human capital development policies. Its scope covers a broad spectrum of topics and activities, amongst which skills receive special attention through investigations and analyses aiming at supporting human capital development and the response of Vocational Education and Training (VET) systems to labour market and societal needs. This emphasis on skills starts from the new European Skills Agenda outlined in 2020 "to improve the relevance of skills in the EU to strengthen sustainable competitiveness, ensure social fairness and build our resilience."[8]

A fundamental concept that is closely related to the Social Pillar and the European Skills Agenda is the Centre of Vocational Excellence (CoVE), "networks of partners that develop local 'skills ecosystems' to provide high quality vocational skills to young people and adults, and contribute to regional development, innovation, industrial clusters, smart specialisation strategies and social inclusion".

Through cooperation in international networks and the involvement of a wide range of stakeholders, CoVEs establish a bottom-up approach to vocational excellence which enables VET institutions to keep adapting the skills provision to evolving economic and social needs. Additionally, CoVEs stimulate local business development and innovation through close collaboration with companies (especially SMEs) to favour research, the creation of knowledge and innovation hubs as well as the generation of entrepreneurial ideas.

CoVEs therefore represent an important component of EU VET policy. During late 2018 and early 2019, they were object of an exercise which described their main characteristics with a view to informing the concept and the development of EU support plans.[9]

The social dimension of Vocational Excellence is also of utmost importance. As highlighted by EC DG Employment, Social Affairs and Inclusion (Joao Santos), "There is no Excellence without inclusion ...To be excellent, VET must be equitable, adaptable, flexible, sensible to diversify and effective. All society will benefit from an inclusive approach to excellence."[10]

In the scope of Vocational Excellence, ETF stimulates the forming of CoVEs, while acting as an important facilitator for partnerships, peer learning, and practice sharing. In 2020 it established the ETF Network for Excellence (ENE) to encourage the sharing of ideas, practices and experience between CoVEs at both national and international levels.[11]

The Network entails a broad spectrum of types of CoVEs: each of them has a unique structure and network of stakeholders, along with peculiarities linked with its socio-economic context and VET system. Moreover, each CoVE offers a unique mix of activities, and can have a relevance at different governance levels (national, regional/local, sectoral). Despite their differences in terms of structure, stakeholders, and activities, all CoVEs share the objective of improving the VET's ability to respond to the needs and instances of society.

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[7]   https://www.etf.europa.eu/en
[8]   Commission presents European Skills Agenda for sustainable competitiveness, social fairness and resilience, 01.07.2020.
[9]   Mapping of Centres of Vocational Excellence (CoVEs) European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Mapping of Centres of Vocational Excellence (CoVEs), Publications Office, 2019, https://data.europa.eu/doi/10.2767/646482
[10] Annual Days: "Erasmus+: Vocational Training without limits"
[11] For more details, see Chapter 2.

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2. THE ENE SISI INITIATIVE: PURPOSE, METHODOLOGY AND CONTENTS

2.1 The ENE SISI initiative purpose

As it has been introduced, in 2020, the European Training Foundation (ETF) established a network called **ETF Network for Excellence (ENE)**.

Overall, the purpose of ENE is to provide a platform for continuous exchange of practices - based on knowledge creation and learning - among Centres of Vocational Excellence (CoVEs) at local, national or international level.

The Network supports Vocational Excellence and its dissemination by helping CoVEs to develop partnerships beyond the European borders, focusing on eight core topics:

- Lifelong learning (LLL) in Vocational Education and Training – from initial to continuous training and adult education pathways. This also includes entrepreneurial institutional approaches on CoVEs set-ups (Entrepreneurial Centres of Vocational Excellence);
- Education, business collaboration, and cooperation;
- Pedagogy and professional development;
- Skills for Smart Specialisation: mobilising innovation, ecosystems, and SMEs;
- Industry 4.0 and digitalisation;
- Autonomy and Institutional Development (financing, leadership, governance);
- Going green (supporting the Sustainable Development Goals);
- Inclusion and Equity.

In this context, the ETF ENE members participate in identifying working practices on skills for inclusion and highlighting their enormous potential for adding multidimensional contributions to:

- the skills dimension, by providing skills for employability in a lifelong learning perspective, thus enhancing economic inclusion in the labour market and society. Although this dimension is of fundamental importance, it must not be overlooked the need to place it in the context of broader and more systemic reflection on the civic, social and cultural role played by VET;
- the social mobility dimension, by enhancing participation in education and reducing educational inequalities. VET can help diminishing social inequalities and improving the social mobility potential of less advantaged students;
- the socialisation dimension, through the development of a sense of professional identity and of belonging to a professional community, while also internalising the respective professional values, standards, and ethics;
- the civic dimension, by developing knowledge and skills for accessing and participating in the labour market. VET also promotes trust in social institutions, institutional integrity, and solidarity, as well as individual willingness to build, participate in, and sustain communities. Thus, VET prepares learners for a socially sensitive way of life and behaviour and for active citizenship;
- the equity dimension, by opening learning pathways for disadvantaged and marginalised individuals and groups in society and helping young people to take responsibility for their own lives.

The **Sharing Innovation in Social Inclusion – Skills for Inclusion** VET initiative (SISI) was launched within ENE by ETF with the technical assistance of ENAIP NET. Its activities have been implemented by nine ENE members (CoVEs from Georgia, Israel, Türkiye, Malawi, Zimbabwe, and Albania), over the span of two years (November 2021 to October 2023).

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As stated in the title, the focus of SISI is on "Excellence and Skills for Inclusion." At the heart of the initiative are two core concepts: "**excellence**," in terms of responsiveness to the needs of a specific social context, and skills development as a mean to strengthen the readiness and adaptability of individuals. The point of SISI –and of ENE itself- is to ensure social equity through broader opportunities, but also stressing the fact that the potential of vocational excellence and vocational skills for inclusion is actually frequently overlooked when it comes to policy making regarding VET systems and related stakeholders.

The very definition and scope of social inclusion is a highly mutable one, as it reflects the values prevalent at different times and in different contexts. Given the field and background of the initiative, improved access to skill training, upskilling, and re-skilling are to be considered key factors to achieve social inclusion. Seen from this perspective, social inclusion indicates the process of improving participation of marginalised groups and individuals in society through equitable and decent employment. If employment is to be considered one of the cornerstones of social inclusion, then the relevance of CoVEs in this field becomes evident: they are in the position to play a fundamental role in implementing the strategic policies deriving from the Sustainable Development Goals and European regulations when acting as active coordination and development centres, fostering innovation, applied research, entrepreneurship; as well as providing opportunities for initial training and the continuous up-skilling and re-skilling of adults. However, CoVEs considered singularly do not have the adequate resources to satisfactory achieve such results: as they are complex territorial systems, their potential becomes fully expressed only when collaborating with all the stakeholders linked with their activities and their context, and when networking with other CoVEs in a process of mutual learning.

ENE SISI was originated by considering the fundamental importance of exchange and collaboration in this field: the main goal of the initiative has been conducting peer learning activities and peer reviews, bringing together CoVEs animated by a particular sensitivity to social inclusion to share their best innovative practices in the social inclusion field with each other, with the goal of harvesting lessons learnt and inputs to be embraced by the partnership and to be conveyed outside the partnership itself, addressing other CoVEs, regional VET systems and policy makers both in European and non-European contexts.

2.2   Methodology: The community of practice approach

Excellence in social inclusion is the aim of the ENE SISI initiative, to be reached by means of a shared mutual learning process among a selected group of the ENE CoVEs. The establishment of a Community of Practice engaged in identifying best practices and strategies related to social inclusion has been the pillar of the initiative: since the objective was sharing and consolidating the most innovative practices and activities developed at local level by the CoVEs to foster improvement among all the participating members, the choice for a peer, actively participative approach was a logical consequence. Not only the initiative aimed at establishing a dialogue between CoVEs from different continents, but also at assisting them in exploiting opportunities for enhanced visibility and external collaboration to extend the collaboration beyond the end of the initiative.

Given this strongly collaborative connotation, at the basis of SISI there is the concept of Community of Practice (CoP), intended here as an organised group of professionals who share a common interest in a specific area or topic, collaborating regularly to share information, improve their skills, and actively work on advancing the general knowledge of the working group. The members of a community of practice are expected to establish a long-term collaborative process to share updated information, their experiences, best operative practices and projects, and learn from each other to improve their internal and external functioning.

The methodology for the design and implementation of a CoP within the SISI initiative finds its conceptual basis in the definition established by Etienne Wenger and Jean Lave, describing a "*community that acts as a living curriculum for practitioners to learn from one another.*"

Communities of practice represent an effective model for long-term collaboration as they:

- Connect people who might not otherwise have the opportunity to interact;
- Provide a shared context for people to communicate and share information, stories, and professional experiences in a way that builds understanding and insight;
- Enable dialogue between people who come together to explore new possibilities, solve challenging problems, and create new, mutually beneficial opportunities;
- Stimulate learning by serving as a vehicle for authentic communication, mentoring, coaching, and self-reflection;
- Capture and diffuse existing knowledge to help people improve their practice by providing a forum to identify solutions to common problems and a process to collect and evaluate best practices;
- Introduce collaborative processes to groups and organisations as well as between organisations to encourage the free flow of ideas and exchange of information;
- Help people organise around purposeful actions that deliver tangible results;
- Generate new knowledge to help people transform their practice to accommodate changes in needs and technologies.

These considerations led to the adoption of the CoP model in the implementation of the SISI initiative, as its characteristics make it the most suitable way to establish a peer learning and peer review process.

The Community of Practice created by the SISI initiative acted as a hub to stimulate interaction and collaborative learning between professionals and centres from extremely different and varied contexts, nurturing new ideas and joint initiatives to cope with shared issues – e.g. transfer of lessons learnt to other CoVEs and policy makers, cooperation with businesses and other employers and stakeholders, identification of funding opportunities, and many more. It also has shown, in practice, how cultural and operational differences can be put in productive dialogue when sharing such a crucial common goal – as social inclusion is. The exchanges have proved that the common goal of this knowledge communities organised, managed, and stewarded not only a body of knowledge among each other but also with all the other ETF ENE community members (from other sub themes), has drown lessons and learned how to create breakthrough ideas, new knowledge, and new practices by feeding to the other communities' ongoing work.

2.3 The ENE SISI peer learning process

The very structure of the ENE Network itself, and the mutual improvement goal of the SISI initiative, led to the adoption of the community of practice model as a complementary tool to the peer learning and peer review approaches. In line with this, the main points of action for the CoP established by ENE have been:

- identifying development needs;
- sharing best practices in mainstreaming social inclusion;
- designing tools for communicating social inclusion, its values, and its presence and role in VET;
- creating stable partnerships;
- sharing know-how and practical experiences linked with the peculiarity of contexts.

To do so, these peer activities have been planned in detail with dedicated templates, shared procedures, and collaborative tools: a further insight on this profile is contained in the following paragraphs.

2.3.1   The roles involved in the process

The following table reports a complete description of the actors involved in the peer learning process conducted under the SISI initiative: each of them had a planned role to ensure the correct implementation of the activities and granting their effectiveness.

– PEERS	A peer is identified by the CoVEs following the following criteria – a Peer is someone who: – Acts in a similar context – Is external and independent (there are no conditions which can hinder the impartiality of the evaluation process) – Has specific professional expertise and knowledge in the field of innovative equity and inclusion practices (shares values, professional competence and attitudes, language, etc.) can bring a degree of "inside" knowledge of the object of review into the process and combine it with the external view of somebody coming from a different organisation ("external insider")
– PEER REVIEW TEAM	A Peer Review Team is actively works alongside the Peers. This group is composed by three experts: – EXPERT IN PEER REVIEW: provides a methodological framework and supervises the collection and analysis of the data in compliance with the SISI Peer Review procedure. – EXPERT IN COMMUNITY OF PRACTICE: provides the framework, facilitates the creation of the CoP and encourages effective communication and exchange of good practices among CoVEs. – EXPERT IN SOCIAL INCLUSION: defines the relevant inputs on equity and inclusion to guarantee an effective and growth-oriented exchange emphasising strengths and areas of improvement. The team is responsible for writing the Peer Review Report.
– PEER REVIEW FACILITATOR	The Peer Review Facilitator is the person responsible for the organisation and the smooth running of the SISI Peer Review. They are the primary contact person for Peers during the entire process. It is responsible for coordinating all activities concerning the Peer Review and coordinates the Peer Review team: its core role is to ensure that the channels of communication between the CoVEs and the Peer Review Team work effectively.
– EVALUATION EXPERT	The Evaluation Expert works in pair with the Peer Review Facilitator and is responsible for quality assurance and quality development procedures (i.e. quality management approaches, evaluation methods, etc.). The Evaluation Expert assists the Peer Facilitator and the Peer Review Team in writing the Peer Review Report.

2.3.2   The SISI peer review phases – drafting a roadmap to social inclusion

The SISI peer review process has been structured into five main phases:

Phase 1:   *SELF-REPORTS AND PREPARATION*

The activities started with a preparatory phase based on a preliminary self-introduction and self-assessment. The results of these as well as the information collected as part of same were needed to determine the specific content of the subsequent peer visits, thereby enabling the Peer Review Team to achieve further knowledge about the situation of the involved CoVEs, of their existing practices, of the peculiarities of their socio-economic situation and of their points for improvement.

Phase 2:   *PEER VISITS*

The Peer Visits were the core activity of the Peer Review procedure as they began as written self-assessment reports and their findings took on a further degree of self-reflection when shared with peers. The six Peer Visits conducted under SISI took place online due to practical and geographical reasons, as the pandemic consequences unfolded and the CoVEs are situated in different continents, in locations which are often difficult to reach. Each visit included a virtual tour of the premises and the presentation of the most relevant practices focusing on equity and inclusion in the words of students, trainers, VET staff, even local authorities and central and regional policy making representatives. They were done by means of interviews to other relevant stakeholders and to the centre's public and private partners (mostly businesses hosting trainees in the context of mixed training programmes). The Peer Review Team gave feedback and a global wrap up at the end of each Peer Visit, highlighting the best practices, summarising the key findings, and laying the basis for the next visit and the following steps of the initiative.

Phase 3:   *FEEDBACK*

For each CoVE reviewed, the peers shared the insights on the experience of the Peer Visit, often also in a comparative perspective with their own activities and the respective points for improvement. In parallel to their feedback, the Peer Review Team and the Facilitator – in collaboration with the Evaluation Expert – drafted a first report indicating strengths and areas for improvement. The report was then open for further adding from the CoVE itself before its finalisation.

Phase 4:   *PEER LEARNING ACTIVITY*

The findings of the peer report and of the peer visits were wrapped up for drafting a collective peer learning activity – PLA (the only SISI activity implemented in presence with representatives from all the CoVEs). The main topics on which the CoVEs have been called to reflect collectively were:

- How to involve the private sector to achieve and inclusive and high-quality work-based learning;
- How to employ innovative technologies to foster social inclusion;
- How to boost innovation and share innovative pedagogical practices with trainers;
- How to mainstream new and innovative practices for social inclusion in the daily activities of the participating CoVEs.

Phase 5:   *THEMATIC MEETINGS*

The conclusion of the first phase of the initiative and, concurrently, of the peer activities, led to the choice of the core themes and the drafting of the activities of the second and last phase of the initiative, which saw the opening of the SISI works outside of the partnership: three public thematic meetings, plus one last collaborative workshop reserved to the SISI members, were held online. In this occasion, the CoVEs had the chance to communicate with a wider public their insights and findings from the initiative on:

- Technologies for social inclusion;
- Pedagogical innovation for social inclusion;
- Work-based learning for social inclusion.

The first and last meeting was reserved to the SISI members and was about sharing a collaborative methodology, based on the Design Thinking technique, for drafting a roadmap to embed the highlighted social inclusion best practices into the CoVEs activities.

2.3.3   The SISI peer review toolkit

The process defined within the SISI Peer Review was based on the use of the following dedicated tools:

01   SELF-REPORT
02   PEER VISIT AGENDA
03   GROUND RULES FOR PEERS
04   INTERVIEW MINUTES AND GUIDELINE FOR ANALYSIS
05   META-EVALUATION MODEL
06   PEER REVIEW REPORT

In the following pages there is an accurate description of all tools employed based on the 5Ws rule:

WHAT: what the described tool is about;

WHY: what the tool is used for;

WHO: who uses it, who is responsible for their completion;

WHEN: in which phase of the process the tool is used;

WHERE: in which context the tool is used.

WORKFLOW:

PHASE	WHAT	WHO	WHEN
1 - PREPARATION	SELF-REPORT	CoVE	2 weeks before the Peer Visit
1 - PREPARATION	PEER VISIT AGENDA	Peer Review Faciltator CoVE	1 week before the Peer Visit
1 - PEER VISIT	GROUND RULES FOR PEERS	Peers Peer Review Team	Before the Peer Visit
2 - PEER VISIT	PEER VISIT MINUTES	Peer Review Team	During the Peer Visit
3 - FEEDBACK	META-EVALUATION MODEL	Peer Review Team Peers	1 week after the Peer Visit
3 - FEEDBACK	PEER REVIEW REPORT (draft)	Peer Review Team Peer Review Facilitator Evaluation Expert CoVE	3 weeks after the Peer Visit
3 - FEEDBACK	PEER REVIEW REPORT	Peer Review Team Peer Review Facilitator Evaluation Expert	6 weeks after the Peer Visit

3. FINDINGS OF THE PEER ACTIVITIES

This chapter presents the best practices gathered during the peer learning visits conducted within the framework of the SISI initiative. The visits highlighted both the practices the CoVEs already had in common and the ones which are specific or contextualised for each one of them. This allowed some common findings to emerge from which broader considerations can be derived and will be reprised in the final part of the present document (see section 5).

3.1   Tailor-made education and guidance services

3.1.1   Tailor-made education

TINK – Technology and Humanity Colleges (Türkiye)

TINK is committed to the provision of tailor-made education paths for all students. Tailored training aims at developing the students' full potential through the provision of the best tools to tackle the challenges to face. Beside the learning purpose, tailored education aims at assisting students in their development as happy, healthy, and creative individuals who are self-aware, adaptable, empathic, and able to communicate effectively. Customised support not only enhances students' achievements at school, but it also prepares them for their life and study carriers after the attainment of the TINK diploma.

The inclusive dimension rests on four fundamental points:

1)   All students can learn if they are provided with the right tools;

2)   All learners are different;

3)   Diversity is a strength;

4)   The cooperation between pupils, teachers, parents, and the entire community enhances learning.

The inclusive teaching-learning environment favours the learning growth and social participation of all students, as the diversity characterising the class group becomes an asset. Inclusive teaching responds to differences through flexible teaching choices which suit to different cognitive styles. It is actively embedded in the centre's daily activities.

The key principles for implementing inclusive education at TINK include:

–   Building positive learning environments: inclusive learning environments base on the activation of material, human resources, and procedures, as well as additional forms of methodological, organisational and personal support. Attention is dedicated to barriers and facilitators, i.e. all those actions, procedures, materials, and ideas as well as preconceptions which represent obstacles, or else function as positive tools facilitating students' access to the opportunities that the school and social context offer;

–   Overcoming traditional didactics: moving from traditional transmissive didactics to didactics relying on active teaching methods (see dedicated chapter) that implement the transition from information to training, encouraging an active and participative attitude towards knowledge;

–   Metacognitive didactics: metacognitive didactics shifts the focus from content to the mental processes that underpin effective learning. With metacognitive teaching, mechanical learning is changed into meaningful learning that allows the integration of new information with what is already known and the use of it in different contexts, developing the capacity for problem solving, critical thinking, and transforming knowledge into practical skills.

TINK's teaching approach devotes great attention to individualisation and personalisation.

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The terms "individualised" and "personalised" are not to be considered synonymous but rather complementary. Individualised educational action sets common objectives for all members of the class group, but it is conceived by adapting the methodologies according to the learners' individual characteristics. Individualised education aims at ensuring that everyone achieves the fundamental competences of the curriculum, thus considering individual differences in relation to a plurality of dimensions. Personalised educational action has, in addition, the objective of giving each student the opportunity to develop their potential to the fullest and, therefore, can set different objectives for each learner.

At the pedagogical level, the idea of individualisation constitutes a general regulatory criterion of education: a formative principle that demands attention to the differences of the person in the plurality of their dimensions, individual (cognitive and affective) and social (family environment and socio-cultural context).

At the didactic level, the idea of individualisation indicates the adaptation of teaching to the individual characteristics of learners, through precise and concrete teaching methods.

Personalisation, on the other hand, is a teaching strategy that aims to enhance the talents of individual students, up to and including their excellences, without necessarily setting goals to be achieved, as everyone achieves one's own personal goal, according to specific potential. The teachers' task is to seek out everyone's potential, areas of excellence, and design customised activities.

3.1.2 Tailored career guidance

LEPL "AKHALI TALGA (New Wave)" College (Georgia)

Given the peculiar times we are living in, characterised by unprecedented global instability and uncertainty, choosing a future profession can prove to be an ordeal for young people. Circumstances mean that they are blind to recognising their own potential and how to take advantage of it. They may have a vast set of interests but are often not supported by the right degree of awareness needed to put those interests to effective use. In addition, they often do not benefit from access to the adequate tools and opportunities for investigating the nature of professions and making informed decisions, relying instead on volatile factors such as prestige, social desirability and stereotypes.

Families also hold a major influence in this decision-making process – which can prove problematic – as it may encourage decisions made on "common sense" grounds than on actual and up-to-date knowledge. There is also a risk of the interests and dreams of the young person called to choose being forsaken as the needs and expectations of their families might prevail.

For all these reasons, and many more – such as the extremely rapid changes the world of work is undergoing daily – sound career guidance is needed to improve the inclusivity of a VET centre's training offer.

The development of career guidance increases access to education and the level of transparency of the education system, as well as learning and meeting the needs of the students, in turn, increases the number of potential learners who might engage in VET training. This benefits not only the job market, by gaining motivated and adequately skilled professionals which ultimately benefits the whole community. LEPL "AKHALI TALGA (New Wave)" College (Georgia) places particular value and emphasis on career guidance in its daily activities, emphasising above all its effectiveness as a tool for social inclusion.

Career guidance services offered by the college focus not only on the promotion of techniques and methods for the active search for employment, but also on the skills matching profile, ensuring the ability of its students to respond effectively to the demands of the local labour market. The core steps of this service are updating about the requested professional profiles, their role, skills, and characteristics; education to active job search, career advising. The service of career planning provided by the LEPL "AKHALI TALGA (New Wave)" College assists the learner in choosing or changing a career, as well as in acquiring the skills necessary to achieve their full potential in the chosen field.

The career planning process begins with the formation of a career vision when the student is offered the right tools to form aware decisions and solve career-related problems. with the next step is helping the learner to draft their own career plan. The career counsellor and career planner help job seekers by providing information about job market requirements in terms of abilities, setting future goals and providing instructions on how to obtain the resources necessary to achieve these goals.

Giving special attention to the aspect of vocational guidance is of particular significance in the perspective of social inclusion, as it facilitates a satisfactory entry into the labour market also for learners coming from more disadvantaged backgrounds, as well as for those among them on whom the influence of the family and social context of origin might have a negative impact. Taking learners' dreams and aspirations to heart and helping to nurture them into concrete pathways is one of the main routes to social inclusion in VET.

3.1.3   Tailor-made educational and training offer for disadvantaged students

DAPP Mikolongwe Vocational School (Malawi)

DAPP Ponesai Vanhu Technical College (Zimbabwe)

Making inclusion a reality cannot disregard attention to the most disadvantaged groups and individuals: translated into practice, this means carrying out a precise analysis of the needs and potential of the disadvantaged, preparing projects, actions, spaces that favour their participation and inclusion, and activating tailor-made measures to support inclusion.

DAPP Mikolongwe Vocational School encourages female learners and individuals with disabilities (mainly physical) to attend their training courses. The school ensures inclusiveness: special and informal programs are designed to reach out to marginalised and vulnerable groups to promote equality of chances for everyone.

Especially towards girls and women, the school implements at its venue many training programmes lasting 4 to 6 months and aimed at minimising the lack of experience and the gap from the labour market for young mothers, this training is conducted with special scheduling considering their family needs.

One of the most innovative practices is the Mobile Training Centre, an expansion of the DAPP Mikolongwe Vocational School, launched in 2016. The initiative expands the reach of training programmes to those who need it the most: particularly groups in remote, rural regions with little to no access to education and vocational training. The initiative aims at facilitating training in the remote areas of rural southern Malawi, with the use of vehicles such as small trucks and vans. Training is delivered in five different districts and involves vulnerable disadvantaged girls aged 18 to 35. Both in-house and outside, the element of entrepreneurship is always present. Since the mobile program intends to meet the needs of vulnerable girls and young mothers, the selection criteria for the attendees are elaborated in collaboration with local leaders and community committee members. As training takes place within the community, it makes it easier for girls, women and disadvantaged individuals to participate.

The mobile training is operational in Southern Malawi and moves to a new village every four months. At the conclusion of courses in tailoring and embroidery (as well as basic business management), trainees are divided into groups of three and given start-up tools, including sewing machines, fabrics, tape measures and other tailoring equipment. There is also a focus on community development as the mobile unit serves as a youth centre in the afternoon.

Picture 1 – DAPP Mikolongwe Vocational School

Much attention is given by the DAPP Mikolongwe Vocational School to monitoring and evaluation the training paths addressed to vulnerable people. Follow-up with trainees is carried out by means of a monitoring team after completion of the courses. Quantitative and qualitative data is collected and analysed to verify if trainees have been able to apply what they have learnt to become economically self-sufficient. This information is then used to improve the learning experience for the next batch of trainees.

For their part, DAPP Ponesai Vanhu Technical College is committed to strengthen the confidence and self-esteem of extremely vulnerable girls and women who, otherwise, would be left behind in training. At the beginning of its activities, the college had a worrying number of dropouts among female students. They conducted a careful assessment as to what the reasons for this were and tried to tackle them to retain the learners.

To integrate girls in the long courses, the college organises what they call "co-groups," which are groups of students who are responsible for particular elements in the school. An example is safety and health co-group, which has a teacher as a guide, meets regularly, and discusses and decides on how to deal with health and safety issues in the school. On their own initiative, students can invite, for example, family-planning services, HIV prevention services, and so on. The average number of students per group is 10. Each group is composed by long courses students and girls with specific needs and weaknesses (as well as young people with disabilities). Through the mentorship, girls become more aware of their potential and, when they complete the course, they are sometimes able to set up their own business. To provide mentorship opportunities to girls and young women, the college identifies women involved in businesses and call the to the school to serve a motivators and role models for female students to build their self-confidence. They also highlight how their business ideas can also positively impact the economies of whole villages.

In general, the programmes addressing girls and young women involve several institutions: the Family-planning services, the Social Affairs, the local HIV prevention services, the Women's Affairs department, the Young Women Economic Development Network, as well as local SMEs, and the whole community. These programmes implement viable entrepreneurship projects, one of the most relevant constraints being that most women in the villages are not aware that this kind of initiatives and opportunities exist, and the institutions providing these services do not always reach the villages to implement training activities.

Picture 2 – DAPP Ponesai Vanhu Technical College

Regarding students with disabilities, DAPP Ponesai Vanhu Technical College is challenging common societal norms to bring a new perspective in how the community looks at their potential. Since it is widespread practice in Zimbabwe – especially in rural areas– to keep disabled people hidden away, the college, in its commitment towards inclusion, must involve the community and all relevant stakeholders in order to be able to find them and involve them in education. It is striking to see how much the school has succeeded in connecting the different stakeholders: the local Ministries, NGOs, the private sector. The cohesiveness of the network with all the stakeholders is the strongest element which allows to successfully tackle this complex topic.

In 2019, the college introduced a specific training for the teachers on how to work with disabilities, and how to implement an inclusive education: as an example, some of the trainers have been taught sign language. From there, the college went on to work on the infrastructure adaptation, as originally the school was set up only for learners without disabilities. Also, IT equipment has been purchasing and adapted to these needs (e.g. reading software for visually impaired learners).

The psychological aspect of the learners themselves was also a core issue, i.e. they needed to encourage to be aware of their own potential and to tackle their own internalised stereotypes about disability. To achieve this, weekly assemblies for students have been established, in which the issue was debated together by all students and their trainers.

The DAPP Ponesai Vanhu Technical College introduced a disability services organisation, with dedicated tutoring staff. Regarding the didactic, they adapted curriculum contents and teaching methods to accommodate differentiated needs. When vulnerable students express their intention to abandon the school, the college assess the possible reasons behind their dropout, and when the solution is beyond the college capacity, there is a referral system to external relevant services, such as Social Services and Clinics. Finally, for the most urgent cases, a complete scholarship can be applied.

3.2 Active learning methods and active involvement of learners

DAPP Mikolongwe Vocational School (Malawi)

TINK – Technology and Humanity Colleges (Türkiye)

A major challenge faced by CoVEs is to combine in one single learning context those elements favouring inclusion – i.e. recognition, valorisation and harmonisation of differences.

To promote each learner's potential and thus achieve his/her educational success, the adoption of individualised and personalised teaching methods as well as strategies is fundamental – such as, the use of didactic mediators (diagrams, conceptual maps, etc.), attention to learning styles, the calibration of interventions based on the levels achieved, with a view to promoting meaningful learning.

The distinction between individualisation and personalisation is also important. **Individualisation** in the strict sense refers to teaching strategies aiming at ensuring that all students achieve the fundamental competences of the curriculum through the provision of different tasks for each learner and support at the individual level. It is based on the idea that all learners have diverse needs. **Personalisation**, on the other hand, considers the specific needs, interests and strengths of each learner and "provides a unique learning experience to learners on the basis of those individual student traits."[12]

In other terms, while individualisation ensures that the set goals are achieved by all learners, personalisation enables the development of each learner's personal talents; in the former, goals are common to all, in the latter, goals differ from learner to learner.

Individualisation is linked to the adaptation of teaching to the learners' individual cognitive characteristics – e.g. their linguistic codes, their starting requirements, their cognitive styles, their learning rhythms. To support the assimilability of the didactic proposal several dimensions need to be considered including the language of teaching, the sequence of the contents, their mode of presentation and the time allowed. Learning will occur if it is realised in a global manner in a reasonable time. When a didactic proposal ensures this global compatibility, the realisation of learning is possible and, in principle, it is only a question of time. Therefore, the other didactic ingredients required are that of granting the student the necessary time and that of motivating him or her to use it.

Personalisation refers to those teaching strategies that aim to give each learner the opportunity to develop one's own intellectual potential, through elective possibilities to cultivate one's own areas of excellence. Helping each student to develop his or her own form of talent is as important a goal as ensuring that everyone masters the core competences. Customisation becomes the set of strategies through which one can foster the cultivation of talent as understood, the strengths and preferences of each student. It is in this sense that the application of didactic methodologies is crucial.

To favour learners' achievement of successful education results, TINK teachers adopt some teaching methods belonging to the so-called **active learning methodology** – such as, project-based learning, task-based learning, content-based learning and flipped learning. Active learning indicates learning and teaching methods where the students oversee their own learning through meaningful activities, which help them think about and apply what they are learning. Students are actively engaged with the course material through e.g. discussions, problem solving, case studies, role plays and other methods. Active learning activities entails the promotion of higher thinking skills such as application of knowledge, analysis and synthesis. They engage students in deep and enable them to apply as well as transfer knowledge better.

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[12] What is personalised learning?

ETF Working together Learning for life
European Training Foundation

Additionally, TINK and DAPP Mikolongwe Vocational School apply peer-to-peer experiences as a fundamental educational method, to develop students' ability to activate themselves, act responsibly and learn effectively. The sense in which it is used suggests a two-way, reciprocal learning activity. Peer learning is mutually beneficial and involve the sharing of knowledge, ideas, and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning. Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers. They develop skills in organising and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning. Furthermore, peer learning shows students the importance of teamwork from the get-go. DAPP Mikolongwe Vocational School's students learn teamwork by working together in groups. They work in trios to brainstorm ideas and share experiences of starting their own business. They are also involved in the operation of the school, in community work and as drivers of their own training. In this way, students develop a feeling of ownership and are more willing to taking care of the school as well as of themselves.

TINK also favours students' **mentoring** experiences. In this case, TINK's students become mentors for other students in need who attend different schools in the neighbourhood, as they teach what they are learning at TINK.

Active learning is also supported through **STEM (Science, Technology, Engineering, Mathematics)** education. STEM is an approach to learning integrating the areas of science, technology, engineering and mathematics. Rather than teach the disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications. The focus of a STEM education is therefore hands-on, problem-based learning. Hence, this educational approach develops knowledge and skills enabling the identification of solutions to problems related to ever-changing and complex contexts.

Picture 3 – Tink Technology school

STEM education is implemented at TINK and designed to encourage discussions and problem-solving among students, developing both practical skills and appreciation for collaborations. The integration of science, technology, engineering, and mathematics, and their associated practices aims at creating a student-centred learning environment in which students investigate and engineer solutions to problems. Classroom learning at TINK occurs with the help of technology with the aim of supporting an active learning approach. Through Google Classroom Web service teachers present the materials before holding their lecture, so when students get into the in-presence class, they are already prepared and can actively work on specific topics (flipped class). Active learning also prepares students for future employment. By integrating activities such as case studies and problem-based learning scenarios into your teaching approach, the opportunity for students to practice skills which are essential for the workplace can be provided to them.

3.3 Holistic and participative approach

DAPP Mikolongwe Vocational School (Malawi)

Rethinking education and its processes to foster social inclusion implies also rethinking spaces themselves, as learning is a much more complex phenomenon than what happens inside the classroom walls and implies components much beyond a school's lesson time and premises. This is especially true when it comes to the inclusion of diversified – and often fragile – learners and groups.

Creating a supportive and motivating learning environment takes not only a school but the whole community and territory surrounding it. The holistic approach recognises the potential for learning places to act as vibrant centres of interaction and collaborative learning. A holistic approach does not conceive learning as a mere transmission of knowledge but rather as a multifaceted process aimed at personal growth.

Students must be encouraged to become active agents of their own learning process by creating a supportive and motivating learning environment.

For these reasons, schools are more likely to achieve inclusion goals when they cooperate with local communities and stakeholders, including civil society, and when students have the opportunity to act on their learning experiences in real life outside the classroom.

The holistic approach implemented by the DAPP Mikolongwe Vocational School seeks to engage all aspects of the personal and didactic growth of the learner, and it is based on the premise that each person finds identity, meaning, and purpose in life through connections to their local community, to the environment and alignment to their values. The holistic approach prepares students to adopt a critical approach to life, to be confident and independent. It also aims at making learning a process of self – improvement that explicitly recognises the self and the social context of learning and teaching and recognising the needs of the individual learner in the interaction. Its premise is that the social context of the interaction holds primordial importance.

DAPP Mikolongwe Vocational School promotes a student driven approach to learning: in this perspective, a teamwork approach is the key to teaching skills. Skills training itself becomes a means to convey values such as the importance of teamwork and the ability to overcome challenges with a positive mind and hard-working attitude.

Picture 4 – DAPP Mikolongwe Vocational School

DAPP Mikolongwe Vocational School encourages the students to run the school together by assigning them areas of responsibility. As an example, in this sense, it is reported that all students are called to the maintenance of the centre's building and maintenance tasks are assigned to students with different skills (e.g. plumbing maintenance for plumbing learners; electrical fitting for future electricians and so on).

Sharing responsibilities empowers the students and strengthens their relationship with the broader community.

3.4 Collaboration with private and public sectors

DAPP Mikolongwe Vocational School (Malawi)

DAPP Ponesai Vanhu Technical College (Zimbabwe)

Hospitality and Tourism School of Tirana (Albania)

Open collaboration between VET centres, companies and institutions is fundamental to the commitment to inclusion. Collaboration based on common values and on reconciling mutual benefits in the long term is vital.

VET centres, schools, businesses and institutions must be partners in achieving the common goal of nurturing in young people a strong and continuous commitment to the growth of skills, curiosity for knowledge, and the search for input from new contexts. It is therefore pivotal to open educational institutions to surrounding territories and to collaborate with private and public entities to adequately equip young people for their entry into the world of work, thereby enabling them to enrich their wealth of experience, knowledge and social relations.

The Hospitality and Tourism School of Tirana, DAPP Mikolongwe Vocational School, DAPP Ponesai Vanhu Technical College build the conditions for successful inclusion on partnership with businesses and stakeholders.

One of the main objectives of VET is to prepare students for the labour market by providing with the appropriate skills and the most complete training. In this sense, the purpose of the collaboration with private and public partners is to identify training paths that meet the actual needs of the various production sectors and the labour market. As a result of this collaboration, VET can adapt curricula according to the needs of the companies and of the labour market in general.

Picture 5 – Hospitality and Tourism School of Tirana

In relation to curriculum revision, the Hospitality and Tourism School of Tirana school involves experts from companies, businesses and labour market and make them work in collaboration with the teachers, i.e. as a team, they revise and update curricula together. This way, a very precise matching between what the students learn and what happens on the workplace can be achieved, all the while embedding international standards and operational procedures, as sometimes these professionals are also directly involved in training the students.

DAPP Ponesai Vanhu Technical College conducts the same kind of activities: the college involves professionals and experts from local companies and develops the curricula according to their inputs. The local university is also involved in this process: the college's staff meets with academic experts on a quarterly basis and reviews the course contents, focusing on learners with disabilities and disadvantages.

DAPP Mikolongwe Vocational School, whose students are equipped by the school with relevant skills to enable them to enter the job market as well as entrepreneurial skills to start their own small-scale businesses, offers both hard and soft skills training programs to prepare the learners and provide them with a wide range of choices, enabling them to become dynamic, responsible and capable of facing and overcoming challenges.

The school arranges opportunities for students to engage with the labour market while still attending courses. For that purpose, DAPP Mikolongwe Vocational School hosts open days during which companies and stakeholders are invited, and students can directly meet them and learn how they are operating.

Business partners are also strategic with regards to internships: the three CoVEs promote partnerships with various companies, as they provide hands-on-training through offering internship and work-based training.

Collaboration with companies and stakeholders does not only benefit the schools. The investment in the collaboration with schools is vital for companies' asset guarantees trained and qualified staff in the future.

The good practices concerning collaboration with businesses and stakeholders that emerged from the peer learning activities with the three CoVEs can be summarised as follows:

a. The collaboration between schools and companies must be built on shared values and be based on an open dialogue about the goals and needs of both parties. The primary objective is the support and adequate development of skills, with a particularly focused view to the inclusion and social well-being profiles;

b. The objectives of collaborations must aim to bring benefits to all parties involved. It is important to establish common short-term and long-term objectives and to jointly define the activities needed to achieve them. Any chosen objective must be in line with the school's educational goals and policies.

c. Partners must frequently discuss planned activities and respect and understand their different perspectives. Students and company employees must have the opportunity to interact;

d. Partnerships must be managed in a clear and well-structured manner. Each school must have a contact person who verifies the quality and relevance of the training compared to the needs of the students. It is important to clearly describe everyone's roles and responsibilities, and to define guidelines for teachers and employees. Partnerships should set specific and measurable goals, which should be outlined in a written agreement;

e. School-business collaboration must receive great attention and support from both the school and the company. It is important that there is agreement and understanding at every level, from top management to employees, from school leaders to students. The external community can also be involved in school-business partnerships.

3.5 Work-based learning

DAPP Ponesai Vanhu Technical College (Zimbabwe)

LEPL "AKHALI TALGA (New Wave)" College (Georgia)

Work-based learning (WBL) is an instructional model in which the learner acquires knowledge, know-how, information, values, skills and competences carrying out – and reflecting on – tasks:

– At the workplace – also known as workplace learning or in-company training – e.g. through internships/traineeships, apprenticeship, alternance training or company visits, job shadowing, etc.

– In a simulated work environment, e.g. in workshops or laboratories in vocational education and training institutions, inter-company/social partner training centres.

The aim of work-based learning is to achieve specific learning objectives through practical instruction and participation in work activities under the guidance of experienced workers or trainers.[13]

Work-based learning refers to the acquisition of knowledge and skills through the performance of tasks in a professional context, followed by a reflection on the activities carried out. WBL can take place either in the workplace (e.g. through work-linked training), or in an educational institution (Cedefop, 2011).

In this model, the business is directly involved in the training process with a specific role. It cooperates with the VET institution in a training project which is centred on the trainee who is undertaking a work experience.

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[13] Definition of work-based learning from "Terminology of European education and training policy", CEDEFOP https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary?letter=W

The work-based learning approach implemented by LEPL "AKHALI TALGA (New Wave)" College is the result of a successful collaboration with the business sector. The College implements professional education programs in many areas, where professional students undergo an internship module in partner companies – i.e. in a real working environment. To do this, the College has signed more than 50 Memorandums of cooperation with companies.

Moreover, LEPL "AKHALI TALGA (New Wave)" College implements the **dual approach learning**, which is a type of work-based learning established in Georgia in 2017 with the participation and support of the German Agency for International Cooperation (GIZ). Consequently, the adopted dual approach learning bases on the German model and experience, which entails that:

- The selection of professional students is carried out by the company;
- During the implementation of the training programme, the educational institution and the company share the responsibility for the preparation of the student;
- 50 % or more of the learning outcomes provided by the professional modules of the programme are achieved in a real work environment of the company.

Picture 6 – LEPL "AKHALI TALGA (New Wave)" College

DAPP Ponesai Vanhu Technical College uses an **"hands-on" training approach**. Students spend much time on practical tasks. The college delivers a productive training and tries to develop an entrepreneurship attitude among students so that they can create some revenue. The school focusses on the teacher-teacher relationship, the student-student relationship, and the teacher-student relationship.

Picture 7 – DAPP Ponesai Vanhu Technical College

Work-based training (WBT) involves most of the training and assessment occurring in a real workplace. Work-based learning provides opportunities for achieving employment-related competencies in the workplace, thereby providing students with knowledge and skills that help them connect school experiences to real-life work activities.

To implement WBT, DAPP Ponesai Vanhu Technical College identifies the employers, illustrates them the training programmes, introduces the students to the companies and after introducing them into the work environment organises those monthly visits to monitor the situation. Assessment occurring during the visits considers both employer and student. They are asked separately and then the two evaluations are compared. Feedback is provided to the employer first and then to the student, trying to avoid any conflict but explaining what the student should learn and trying to find common ground for both.

Usually, work-based learning programmes facilitate the school-to-work transition for young people. Direct experience in a company favours the attainment of skills that are essential in labour market nowadays but would be difficult to achieve in classroom – such as, adaptability, flexibility, interpersonal and communication skills, problem solving, teamwork skills and self-awareness as well as the awareness of one's own means.

From a pedagogical point of view, work contributes to and individual's growth and development, in any sector and with respect to any productive activity. In this sense, this affirms the "pedagogical concept of work." Sharing a pedagogical vision of work means grasping in the diversity that characterises human potential in work contexts a source of enrichment of perspectives and values. This equates to seeing diversity as a strength.

3.6 Public relations

LEPL "AKHALI TALGA (New Wave)" College (Georgia)

As described in the previous sections of this chapter, VET collaboration with local businesses and stakeholders is of primary importance, as it helps to increase the relevance of training programmes to the world of work and make it more attractive to young people, increasing the proactivity of students and broadening their opportunities for employment and inclusion.

Collaboration can include different forms of teamworking and networking and can involve different organisations. It can either be based on a formal structure or on more flexible mechanisms: it is a process which takes time and an equally shared commitment.

The ability of the educational institution to be recognised as a competent interlocutor, to make itself attractive, and to build a formidable reputation is crucial to encourage companies and stakeholders to seek partnership.

Public relations are therefore a crucial part of the institutional activities carried out by the LEPL "AKHALI TALGA (New Wave)" College. They determine the priorities and modalities in which the communication activities are carried out. These activities consist of events to raise awareness, developing and strengthen the image of the College by sharing and presenting the activities in networking occasions, sharing through public communication channels the mission, vision, and goals of the college.

The College is also specialised in active participation to all relevant local and national events in which its training activity can be promoted with a particular focus on its social inclusion dimension.

One of the most interesting aspects of this promotion activity in a social inclusion perspective is how it is linked with socially relevant public awareness campaigns. Trainees and staff are often involved in public campaigns on a variety of social issues: the fight on drug abuse and smoking, awareness raising on gender-based and domestic violence, and similar. On these profiles there is an interesting collaboration with local non-governmental organisations.

These campaigns are also backed by a strong presence on social media.

4. CHALLENGES AND SUGGESTED ANSWERS

The collaborative work carried out during the two years of the Sharing Innovation in Social Inclusion (SISI) initiative should be seen as having been successful and satisfactory, significantly improving the organisation of the participating CoVEs and producing useful findings and insights for other centres. The implementation, however, did not proceed without some obstacles.

Challenge N°1: Online activity only

The first and most evident constraint in the implementation of the SISI initiative was imposed by the online modality in which most of the activities took place. If, on the one hand, the virtual modality was the only option available during the pandemic times, and it also allowed to overcome the obstacle of the geographical distance, on the other hand, it often hindered active participation. This is one of the natural downsides of the online collaboration modality, yet it does not come without possible (even if partial) solution.

During SISI, a dedicated collaborative platform was used to allow CoVEs to share contents and documents. Moreover, active participation in online visits was fostered thanks to experienced moderators and by using participative live IT tools paired with the traditional videocall software. Even if far from being able to convey the complexity of the life and daily activity of the centres, which could be understood more in-dept only with a live visit, the virtual tools employed still granted a good exchange in terms of quality and quantity. Moreover, the virtual peer visits, supported by the preparatory documents and by an accurate live moderation, allowed to establish connections between professionals that otherwise would never have had the chance to meet and to exchange practices and ideas. Nonetheless, it was difficult to keep participants engaged and motivated throughout the whole lifespan of the SISI initiative: in-person meetings, in this perspective, are much more efficient in establishing mutual knowledge and, hence, in encouraging long-lasting collaboration.

- SUGGESTION: Whenever possible, use hybrid approaches, combining both online and in-person activities. To reduce costs and favour attendance, in-person activities can be organised grouping people according to geographical proximity/thematical clusters/common goals.

Challenge N°2: Self-assessment questionnaires

Following the standard peer-evaluation approach, the first step required to each hosting organisation was to fill in a self-assessment questionnaire. In the SISI initiative, however, in some cases written templates have proved to be not as much effective as it was hoped for, even if they still allowed to collect sufficient insight on the centres to allow for a smooth implementation of the following phases of the process. Problems related to the self-assessment questionnaires were related to:

- short explanations/very synthetic answers;
- difficulty in understanding the questions/collection of off-topic answers;
- discouragement in asking for clarification (and consequent difficulty to provide support).

Though the above-mentioned challenges are often met when using self-assessment questionnaires, in the SISI initiative, differences due to local contexts, national VET systems and training needs increased even more, thereby requiring the organisation of additional online meetings to clarify doubts, understand each other and foster engagement.

- SUGGESTION: Adopt a variety of tools to encourage self-reflection and self-assessment. Self-assessment questionnaires are useful but they need to be supported by other tools and actions, especially if the peer assessment process is carried out completely online. Examples of additional tools/activities are: use more engaging forms (not Word templates) where dynamic links are available and visual features are more engaging, think of an online

session to go through the questionnaire and clarify doubts (before the beginning of the self-assessment), share a glossary. In general, keep it as simple as possible and not too long.

Challenge N°3: Building strong and resilient partnerships

One of the main objectives – and challenges – of the SISI initiative was not only to establish a first contact among VET providers located in different countries all over the world to share good practices about inclusion, but also to encourage them to build durable connections and partnerships, overcoming geographical, cultural, and resources constraints. As previously mentioned in Challenge No. 1, this objective is quite difficult to attain if mutual knowledge is based on online activities only: different expectations, challenges and communication approaches are not easy to overcome when meeting online only, hence it becomes more and more important to have the chance to meet, to share common experiences and develop mutual trust.

- SUGGESTION: Use public funds, EU Programmes e.g. ERASMUS +[14] , Capacity Building in the field of youth[15] Erasmus + Programmes[16], other regional and country-based donors' projects to further support this launched well established partnership. Mobility of VET staff and learners could be a powerful tool to pave the way for a very fruitful collaboration in presence and on line. In this sense, the Erasmus + programme represents a grand opportunity as it allows for various kinds of cooperation among European countries and its international partners[17].

Challenge N°4: Communicate effectively

To communicate effectively is always a challenge but it a becomes even more challenging when communication takes place in a multicultural online environment, where specific outcomes must be achieved in a defined timeline. During the SISI initiative a lot of activities have been carried out and a lot of material (documents, videos, articles, etc.) have been developed but it was not always easy to find effective ways to communicate inside and outside the SISI initiative and ETF network what was achieved, what could be transferred, what could be further developed. A lot of efforts have been made in ensuring regular internal and external communication but results at times have not been completely satisfactory.

- SUGGESTION: Even if it is not foreseen, take the time to define and agree in advance a communication strategy. It can be very simple, but be sure to:
  - Clearly define internal communication means and timing;
  - Outline external communication goals, group targets and means;
  - Among the activities and documents you need to do within your project/initiative, select some of them that you can use for communication purposes, too. For example, an event, a meeting or a final compendium – if prepared in advance including a communication perspective – can turn out to be effective communication means;
  - Clearly define roles and responsibilities;
  - Plan monitoring timing and tools;
  - Keep is simple and feasible: do not try to overdo. Implement actions that you know you can do well, and that are in line with your budget availability;
  - When operating in a multicultural environment, consider cultural nuances and differences in communication styles and possible linguistic barriers. Ensure to be inclusive and to promote diversity.

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[14]   https://erasmus-plus.ec.europa.eu/
[15]   https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-2/capacity-youth
[16]   https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme/structure
[17]   https://erasmus-plus.ec.europa.eu/opportunities/opportunities-from-outside-the-eu

Challenge N˚5: Transferability of good practices

One of the strongest features of the SISI initiative has also proved to be one of its greatest challenges: find common grounds and learn from each other despite the many differences due to the extremely heterogeneous group of partners. To identify good practices that could be easily transferred was not a straightforward process mainly because of a) cultural and socio-economic differences, b) differences in the policy frameworks and educational systems, c) resource disparities and d) geographical peculiarities.

One of the great accomplishments of the SISI initiative has been indeed creating the conditions for a proficient dialogue between differences, enhancing their enriching and constructive added value, and demonstrating how aiming for the same relevant goal as improving social inclusion can facilitate mutual understanding and communication. Nonetheless, highlighting transferable best practices was quite demanding and required a significant effort first of deconstruction and then reconstruction.

- SUGGESTION: When operating in a mutual learning environment with the aim of identify transferrable good practices, keep in mind the following points:
    - Clearly define the objectives and expected outcomes of the activity;
    - Define macro-categories to which each partner can relate. Have each described practice brought under one of those macro-categories;
    - Let partners be creative about the description of their work, but also define a set of key mandatory criteria/questions to have some structured and comparable information;
    - Look for features that are common to many of the practices described under each macro-category: those common features are your transferable good practices.

5. RECOMMENDATIONS FOR POLICY MAKERS

Following the findings described in chapter 3, a set of recommendations for policy makers in the educational sector are outlined here below. All recommendations have the common goal of fostering inclusive education in the VET (Vocational Education and Training) sector, considering the principle of intersectionality: social inclusion in education is true and complete only when all grounds for discrimination and marginalisation (and the way they overlap) are identified and action is taken to counteract them.

Finally, all recommendations have been drafted starting from the common practices outlined by the SISI initiative, meaning that they can be considered useful and valid no matter the geographical context, the educational system, the cultural and social environment.

Recommendaton N° 1: Foster cooperation, networking and active partnerships

VET is crucial to promote social inclusion, providing learners with the skills and opportunities necessary for meaningful participation in society. However, recognising that VET cannot operate in isolation, it is essential to support and strengthen its social impact. The activities carried out in the SISI initiative proved that for a VET centre to be able to design and implement inclusive education and career guidance it is necessary to build strong cooperation with a lot of different stakeholders, starting from students' families to enterprises, from local authorities, institutions and other educational institutes to international organisations. Establishing solid partnerships with enterprises, for example, allows for better work-based experiences, where students' special needs can be considered more comprehensively. Actively participating in local or international networks ensures resource optimisation and greater opportunities for funding. Working closely with families and other local organisations favours the creation of a supportive ecosystem around learners.

Recommendaton N° 2: Support tailor-made educational and training services

One of the main findings of the SISI initiative was that to foster social inclusion effectively, it is crucial to provide tailor-made educational pathways and career guidance services. By recognising and addressing individual differences, VET programs can accommodate diverse needs, including those of learners with disabilities, different learning styles, and varying levels of prior knowledge and experience. By fostering tailor-made educational pathways, the motivation of students arises as well as their chances of succeeding, not only in term of performance, but fore and foremost in terms of completing their educational pathways. For most marginalised groups, indeed, the main success is to access and then have the chance to complete a training program, and often this is possible only when tailored measures are taken, such as – for example – the provision of accessible support services, the development of individualised learning plans, the implementation of flexible scheduling, the availability of career guidance counsellors, and so on.

Recommendaton N° 3: Foster peer learning

Peer learning, which involves learners collaborating, sharing knowledge, and supporting each other, is a valuable approach to increase inclusion in VET. If, on the one hand, it is important to support tailor-made service, on the other hand, it is also important to encourage teamwork and participation in group activities, where learners can interact and cooperate with their peers. Peer learning fosters a sense of belonging and community among learners and encourages active learning approaches. When centres are operating in particularly challenging environments, peer learning have proved to

be a successful way to foster motivation and personal growth, especially if integrated in a holistic approach, which involves learning in different contexts (real-life non formal ones). Collaborative projects and assignments, to be carried out with a certain degree of autonomy and responsibility, proved to be efficient in engaging students coming from difficult backgrounds, boosting their motivation and self-esteem and increasing their problem-solving and critical thinking skills.

Recommendaton N° 4: Support investment in technology

Technology is a powerful tool that can advance social inclusion by providing access to quality education and training opportunities. The need to invest in technology was, indeed, frequently remarked by all partners of the SISI initiative. Technology is, indeed, key to reducing barriers associated with geographic location or physical disabilities. Digital tools and platforms can offer both adaptive learning options that cater to individual learning styles and paces, and inclusive learning environments, meeting diverse learning needs. In addition, online and blended learning models offer flexibility, increasing the possibility for learners to balance education with family and/or work. It is, therefore, of paramount importance that education policies support VET centres in obtaining funding to innovate their technology infrastructures and devices and to have access to digital learning content and tools.

Recommendaton N° 5: Support outreach training programs

Sometimes geographical, social and/or cultural conditions are such that regular training programs are not enough to include everyone and that is why outreach training programs can play a crucial role in fostering social inclusion. These programs are specifically designed to reach and engage marginalised individuals, including people with disabilities, people from disadvantaged backgrounds, and/or living in remote areas, enabling them to access education and training and career guidance services.
To develop outreach training programs VET centres need financial support and a favourable policy framework within which building strong partnerships with local authorities, community organisations and labour market organisations

ETF Working together Learning for life
European Training Foundation

6. CONCLUSIVE REMARKS FOR THIS PHASE OF COOPERATION – HOW TO GO FROM PRACTICE TO POLICY INFLUENCING

ETF ENE SISI members closely follow up Erasmus (+) program and key projects to participate jointly. They have agreed to further cooperate internationally through the Erasmus programme. While working with CoVEs in other countries through international collaborative networks, they establish a bottom-up approach to vocational excellence involving a wide range of local stakeholders enabling VET institutions to rapidly adapt skills provision to evolving economic and social needs. They consider the continuous ETF support to be a key asset for consolidating the leading role of ENE CoVEs members, ensuring access to expertise in the years to come and serving as a case for policy advice inspirations.

Remaining challenge for the SISI members is capacities to generate evidence for policy making. They need more support in enhancing their capacities of how to bring together a wide range of partners, such as providers of vocational education and training, universities of applied sciences, employers, research centres, development agencies, and employment services (among others). Further support is needed for the SISI members to sustain the innovative approaches to increase the outreach, quality and effectiveness of how to engage and stimulate local business development and innovation, by working closely with companies (in particular SMEs) on applied research projects, creating knowledge and innovation hubs, as well as supporting entrepreneurial initiatives of their learners.

The support should focus on the following:

At the national level: Establishing Centres of Vocational Excellence (hubs) that bring together a wide range of partners contributing to create skills ecosystems responding to local needs.

At the international level: Through international collaborative networks bringing together Centres of Vocational Excellence that share a common interest in developing skills ecosystems.

ANNEX 1 – DESCRIPTION OF THE COVES

1 – DAPP Mikolongwe Vocational School (Malawi)

DAPP MIKOLONGWE VOCATIONAL SCHOOL was established in 1997 at Providence Industrial Mission (P.I.M) in Chiradzulu district and in 1999 moved from there to their own campus in the area of Group Village Headman Mataka, Traditional Authority Likoswe. The school is registered with the TEVET Authority under the Ministry of Labour, Skills and Innovation. The school complements the government's effort of empowering youth by focusing on addressing the immense challenges faced by Malawian youth, employability and by promoting self-reliance and self-employment.

Over 10 500 students have been trained since the school started their activity. The target groups are young people from 15 to 35 years of age, both female and male. People with disabilities and those less privileged are also admitted.

The school uses curriculum approved by TEVETA (government organisation which regulates training delivery below diploma level). The curriculum demands that the student do their internships at the industry soon after completing each level.

Currently, there are ten kinds of programme provided by the school: Edible Horticulture, Bricklaying, Community Development, Carpentry and Joinery, Electrical Installation, Cosmetology, Plumbing, Shoemaking, Textiles and Fashion Design, Welding and Fabrication.

Since its foundation, DAPP Mikolongwe Vocational School has expanded its activities as far as reaching out to weaker students in remote areas by setting up Satellite Centres in the 4 DAPP Teacher Training Colleges and through the use of a mobile training centre where female youth are trained in tailoring.

Alongside the formal courses, the school offers training to less-privileged youth who have no formal qualification enabling them to enter into a formal training course under an informal sector, particularly in shoemaking. The average number of students is approximately 300 taking formal/long term programs and 450 taking informal/short courses. Approximately 50 % of the youth enrolled are female.

The duration of the formal training courses offered ranges from 4 months to 3 years including periods of attachment. The entry requirement into formal training courses is the Malawi School Certificate of Education (MSCE) while for non-formal courses the entry requirement is that trainees should be able to read and write and should have a strong interest and motivation to learn.

Non-formal courses can be offered either on campus or as by means of outreach, depending on the partner's preference.

In the formal training courses, the school uses the TEVET Authority harmonised curriculum, i.e. TEVETA.

The Technical, Entrepreneurial and Vocational Education and Training (TEVET) Authority is a regulatory body that was established in 1999 by an Act of Parliament with the mandate to regulate, promote and facilitate sustainable provision of quality technical, entrepreneurial and vocational education and training in Malawi.

One of the programmes regulated and facilitated by the TEVET Authority is Formal Apprenticeship. The Formal Apprenticeship Programme is a modular competence-based training delivered through registered TEVET Provider Institutions and industrial work placement. The training programme certification comprises levels of achievement1 to 4, as part of which trainees acquire practical and theoretical knowledge in the occupation of their choice. The purpose of the Formal Apprenticeship Programme is to generate qualified and competent artisans and technicians for existing and prospective industry, thereby creating both revenue and self-employment. The tailormade curriculum approved by the TEVETA is also used for non-formal courses.

DAPP Mikolongwe Vocational School has also introduced extension services for Agriculture training which targets young farmers from which 10 % of the members are people with disabilities – thereby promoting inclusiveness.

The school is disability friendly and has specific structures and different physical aid wheelchairs. The school also accommodates students with special needs and all students with learning difficulties are assisted according to their needs.

The school is located in a remote area far from town which is quiet and conducive for learning.

From 2019 to 2021, under the Agri-Business courses, the school trained 500 youngsters as part of the "Jobs for Youth (J4Y)" project. The project targeted youth around Malawi and aimed at creating an environment for young people to participate in economic activities which would enable them to become self-reliant. Participants completed their short course in incubation trainings in various agri-business programs including poultry, pig farming, horticulture and mushroom production. Under J4Y, out of 341 Incubates, 205 students have gone on to start their own business. The number of jobs created has increased because it includes spouses and/or dependants who also earn an income from the business or the diversified occupations which an incubate has established as a direct result of their training at the Incubation Centre.

In 2021, the school merged the Agriculture and Edible Horticulture programmes. This programme gives a broader choice to students who wish to specialize in agriculture. It also takes into consideration that most international examination bodies are costly.

The school offers services to the local community by implementing short courses in simple and viable agricultural farming methods, construction, tailoring and other subjects.

Sixteen permanent teachers are employed at the school: seven of them women and nine of them men. The school's staff is prepared for and trained to deal with diversity, equity and inclusion. Teachers use both local and modern methods of delivery. There is no specific training for teachers in dealing with mentally disabled students and they work only with those with physical disabilities.

DAPP Malawi tracks progress through its impact-monitoring project. Students who have graduated are populated in a basic database administered by Mikolongwe vocational school with details including name, age, place of work or business and their current status after completing their training.

https://www.dapp-malawi.org/

2 – DAPP Ponesai Vanhu Technical College (Zimbabwe)

Ponesai Vanhu Technical College is run as part of a DAPP Zimbabwe project. It is located outside Harare, around 150 kms in the bush, in a rural area which was established shortly after the independence of Zimbabwe.

Since 1980, DAPP Zimbabwe has developed a strong base as an organisation in the country. In the early years after Zimbabwe's independence, DAPP was mainly involved in short term projects, e.g. the construction of schools and clinics and the establishment and founding of farming cooperatives on some of the commercial farms that were bought by the Government of Zimbabwe. These projects were implemented all over the country and gave DAPP the opportunity to acquire broad knowledge of the variety and diversity of their nature, their potential, as well as the people and their needs and culture in a new and free Zimbabwe. More than 30 projects were carried out during the first five years of operation. In 1985, DAPP Zimbabwe took a new approach to its work and started longer-term development projects, i.e. small-scale industries were established at the Ponesai Vanhu centre.

In 1986, DAPP Zimbabwe started fundraising projects in Zimbabwe with a triple aim, i.e. to contribute to the economic development in the country; to give people access to affordable clothes of good quality; and to raise funds for operation of social projects – all through the selling of second-hand clothes donated by people in Europe which were shipped to Zimbabwe and then sold in retail outlets. This created direct employment with DAPP Zimbabwe and, at the same time, created employment in the informal trade sector. Over the next years, DAPP Zimbabwe was able to expand its activities substantially due to this arrangement. In the early 1990s, DAPP Zimbabwe expanded its activities into farming, further work within education, social support and, later, in the fight against HIV and AIDS.

Over the past 10 years, DAPP Zimbabwe has contributed to the promotion of the socioeconomic development of vulnerable groups in the following areas: education – including the training of teachers in vocational education and early childhood development – health (HIV and AIDS, TB, malaria, maternal, child and neonatal health and nutrition), agriculture, food-security and environmental and community development.

DAPP Ponesai Vanhu Technical College's target groups are mainly young people aged between 18-35 years and extremely vulnerable youths such as young women or individuals with disabilities. Students come from all over the country, mainly from rural communities and, in this way, the college contributes to the empowerment of such territories.

The college is registered with the Ministry of Higher and Tertiary Education and offers educational and training services and government-certified courses which are known as HEXCO Courses and are examined by Zimbabwe's Higher Education Examination Council. These courses have a duration of between one and three years. Since the beginning, around 6 500 students have graduated from the college.

Conventional long courses are implemented in the following areas: Horticulture, Business Studies and Motor Mechanics.

In 2019, the college introduced short courses. These courses were organised after carrying out a survey in partnership with Bindura University of Science education based on which it was decided to include extremely vulnerable young women and young people with disabilities in two districts, i.e. Bindura and Shamva. For these courses, they work with the local university. Since members of the target groups had very low skill levels and their level of education did not allow them to qualify for the normal government system for vocational training and education, the college regulated the courses downward together with the university in order to be able to allow them to gain specific skills-based training. Since then, 437 individuals have acquired training through this public-private partnership.

The short courses focus on Motor Vehicle Maintenance (specifically, motor and tractor mechanics); Building (bricklaying and blocklaying); Beauty Therapy (cosmetology), Auto Electrics and Electronics, Clothing and Textiles, Electronics and Gadget Repair, Computer Operations and Packages, Confectionery and Bakery Studies, Metal Fabrication, Smart Agriculture and Electrical Engineering (domestic appliance servicing).

Courses are facilitated in languages according to level of education, disability and students' comprehension. Vernacular language is used for training and examination.

Tailor-made courses are also available to members of the community.

Participants are trained to solve technical tasks and introduce innovative working approaches in their communities. They are trained at DAPP Ponesai Vanhu Technical College not only in their selected field but are also taught skills for becoming active, productive and constructive members of society that will participate in building peace and unity in their communities. They can opt for formal employment or self-employment after graduation. With the skills they gain, these young people can fend for themselves by means of employment or by creating self-employment and they therefore become productive members of society.

DAPP Ponesai Vanhu Technical College also offers outreach training in Bindura, Shamva and Gutu with an emphasis on Building Studies including a work placement for students undertaking training, supervision during work-based learning, counselling and mentorship of graduates.

https://dapp-zimbabwe.org/project/vocational-school-ponesai-vanhu-techincal-college/

3 – HOSPITALITY AND TOURISM SCHOOL OF TIRANA (Albania)

The Hospitality and Tourism School of Tirana is a public vocational school founded in Tirana by the government in 1959. It is the biggest school in Albania in the field of tourism and hospitality, in terms of the number of students who attend the school, i.e. 900 students are attend the school every year and approximately 230 students graduate from it every year. Graduates are well regarded in the hospitality industry not only in Tirana but all over the country. Students attending the school are trained not only in hospitality and tourism but also in food technology by providing quality programmes in preparation, cooperation culture, a friendly environment and a wide range of professional activities in terms of equity and inclusion.

The municipality has also supported the school since 1995.

In 1995, with the support of the Austrian Government, the school opened its hotel branch, which started with 21 students. At the beginning, this was an important contribution on inclusiveness, especially for the focus on the professional education of girls.

In 2000, it became clear that there was high demand from students who wanted to attend courses at the school, it was decided to change the name from Food and Technology School to the Hospitality and Tourism School of Tirana.

The school's mission is to provide is education with elements of citizenship, as well as critical thinking, free initiative, along with the skills for the labour market. The school provides qualitative curricula with skills required in the labour market, a flexible education including internships within companies and sharing of learning experiences.

The school is "open"; anyone may be enrolled, regardless of social grouping and citizenships. All kinds of discrimination are banned in the school, and everyone can take part included in any planned activities. The school accepts student from all over Albania and its location is easily accessible by public transport and very close to the city centre.

The school has different facilities, laboratories as well as modern infrastructure and equipment and the Albanian State – which funds the school – increases the school's budget 15 % from year to year.

The school has two branches:

- Hospitality and Tourism, popular among young people and the branch that gives the school its name)
- Food and Technology, the original sector at the time the school was founded in 1959 and which was subsequently retained.

The school programme is structured with 2+1+1 years. This relates to flexibility in the labour market, as the students have the opportunity of being hired directly into the labour market.

For the first two years, they complete a general hospitality and tourism programme, and in the additional +1 year they are trained in more specific areas such as confectionery, bartending and hotel reception. In the additional years, students benefit from a programme in managerial preparation for the hospitality industry.

A new profile offered by the school known as the Tourist Guide programme was introduced in 2021 and is based on a system of 2+2, meaning that in the first few years, students get a general education before receiving more specific education.

At the 4th level of the qualification framework, students graduate. They receive a certificate of professional skills and in 2021/2022, 98 % of students successfully graduated at Level 4 of the Albanian Qualification Framework; at Level 3, 97 % of students are certified and they can start their work experience under these conditions, whereas at Level 2, 100 % of students are certified.

The Hospitality and Tourism School of Tirana is the only school in Albania that effectively meets the requirements of the labour market, and as students complete their study path at the school, they are quickly employed and quickly become active in the labour market all over the country.

4 – LEPL "AKHALI TALGA (New Wave)" College (Georgia)

The LEPL "AKHALI TALGA (New Wave)" College is a leading professional vocational institution with many years of history located in the country situated on the Black Sea coast, specifically in Kobuleti, Adjara.

It was founded in 1964 on the basis of a technical vocational school and was created as a result of a successful reform. In 2012, it became one of the first colleges to be authorised in the region.

In Kobuleti in 1963, a secondary technical vocational school was established. The institution has been growing and developing over the years. As a result of many successful reforms, in 2012, for the first time in the history of the country, a college was established on the grounds of the school, gained authorisation and was granted the status of "new wave" college.

In parallel with the authorisation processes, training programs and relevant material resources were improved.

Since 2015, the LEPL "AKHALI TALGA (New Wave)" College has been actively involved in the process of developing framework documents as well as piloting modular programs. During its 2016 re-authorisation, the college was granted permission to implement 29 modular programmes by decision of the Vocational Education Authorisation Board. Today, the college is authorised to provide 33 educational programmes (including 4 dual programmes) and 2 264 professional students. The material and technical base and equipment of the college meet the requirements of modern standards. The college has an adapted environment for people with disabilities and boasts a dormitory and a hotel. In addition to long-term programmes, the college also offers short-term training courses commissioned by both individuals and governmental and non-governmental organisations.

The college constantly strives to improve quality and is involved in all important projects implemented in Georgia. In 2016, the college was one of the first in the country to successfully implement the European Quality Management Model EFQM (Road to Perfection).

The college employs 105 highly qualified teachers, most of whom are engaged through relevant businesses. Their training is carried out both inside the country and abroad within the framework of international projects and with the assistance of foreign partners.

The college actively cooperates with various vocational education institutions, both within the country and abroad. particularly its close cooperation with Estonia at Valga Vocational School and Germany at the Brilat Savalin College in Berlin. Exchange programs for teachers and students are implemented as part of these arrangements.

LEPL Public College "New Wave" is owned by St. Kobuleti, with its land plot located at # 154 Rustaveli St. (area 9104 m2) and three training and several auxiliary buildings located on this plot, the total area of which is 7 299.3 m2. In total, there are 40 training laboratories and 21 auditoriums for theoretical teaching on the institution's premises. The college has a study hotel, a dormitory, two kitchens, two restaurants, a sports field, as well as means of transportation (5 units). It is adapted for people with different abilities, i.e. it is built with standard ramps, elevators, etc.

From 2017 to 2018, the college had a branch in Batumi and in 2018, it started working to open a branch in highland Adjara, in the small town of Khulo.

To meet the requirements of modern standards, the college takes constant care of the development of material and technical equipment, along with the improvement of teachers' qualifications. The college provides quality education to 105 highly qualified vocational education teachers, most of them are engaged by means of relevant businesses, who are trained both within and outside the country through international projects and with the assistance of foreign partners.

The college implements about 33 educational programmes (including 4 dual and 2 integrated programmes) and 1 222 professional students. In addition to its budget and long-term programmes, the college conducts short-term training courses and vocational training programs commissioned by individuals, governmental and non-governmental organisations.

The professional programs (modular) include Tourism: Hotel service, Restaurant service, Culinary art, Confectionary, Tour-operator, Guide, Bartender; Construction: Flooring and slab works, Painting, Water supplier system, Electricity, Air conditioning, Welding, Operation of cranes and similar vehicles; Business: Accounting, Office, Finances, Event manager, Logistics; Personal services: Hairdresser and Healthcare; Forestry; IT; Art.

Since it is necessary to have appropriate business partners for each programme, the college maintains close partnerships with the private sector meaning that representatives from companies are involved in the learning and training process. The college collaborates with professional teachers continually and new curricular and learning materials are developed based on the needs of professional students. All students have the chance to become familiar with their future workplace. During the learning

process, students visit different companies, construction partners offer informative tours and duties or responsibilities of the different professional profiles are explained.

The college was the first in the country to validate the European Form of Quality Management (path to Excellence).

In order to gain European experience, the college actively collaborates with different professional education institutions. In terms of implementation of joint educational programs as well as exchange programs for vocational education teachers and students, the college collaborates closely with Estonia, Germany, Poland. https://kpc.ge/

5 – TINK Technology and Humanity College (Türkiye)

TINK – the Technology and Humanity College – was established in 2017 in Istanbul as a private K-12 educational institution that is human-centred and uses technological opportunities to the fullest.

Technology is the core element: TINK trains young people to integrate technology into their education, social life and career through gaining digital competences and the spirit of entrepreneurship.

K-12 is a term used in education and educational technology in the United States, Canada as well as in other countries, and is a short form for the publicly supported school grades prior to college. These grades go from kindergarten (K) and the 1st to the 12th grade (1-12). It refers to the provision of modern information technology at every level of the education path.

Although the Turkish Ministry of National Education's Anatolian High School curriculum is applied, TINK has a unique curriculum that has been developed by its academic team to equip their students with the skills, knowledge, values, attitudes and competences required to "survive" in the digital age.

The TINK Diploma program is focused on raising a generation of entrepreneurial-minded students with digital-age competences and skills. At the end of their path, TINK students should be able to integrate technology into their education, social life and career.

TINK Diploma's academic success is complemented by a specially curated TinkArt Program that was developed by a group of acclaimed Turkish artists.

The school is a SAT exam centre – the exam usually required to enter American universities.

TINK has a rich curriculum in the digital field and has received several rewards such as the nomination in 2020 among the 100 most innovative schools in the world by the T4 Foundation. (https://t4.education/). T4 Education is a foundation that has built on its team's collective experiences in education, a digital platform, that has brought together a global community of schools and educators from around the world, who, when faced with school closures due to the pandemic, wanted to know how to navigate the 'new normal' and seek to advance their agency to improve education for all.

In 2020, TINK was named as one of the top 100 most innovative schools in the world by T4 Foundation.

The TINK educational model aims at encouraging young people to become solution-oriented in order for them to be able to make their dreams a reality.

The educational vision of TINK is based on the commitment that "being at peace with the opportunities provided by technology in the digital world creates an important opportunity for children to realise their dreams. In this world, where the sky is the limit, children who can dream and realise those dreams will be successful". They aim at shaping "visionary students" and are committed to remaining open to change and to putting into practice educational actions to prepare the future generation.

TINK mission can be resumed in the founder's words: "we all dream, we all believe in a better world, we all work together for sustainability, for innovation and for a better society".

The TINK team wants to make their students able to dream by providing them with all the skills and possibilities so that they can make their own dreams come true.

The TINK academic approach consists of looking at education in a holistic way; by preparing students for life and not only for work.

Consistently, the TINK educational model focuses on the development of cognitive skills, interpersonal skills, and intrapersonal skills and responds to the need for rethinking education given that education is changing fast and that we live in a globally connected world. The TINK educational model prioritises the concept of solution-oriented young people who combine thought and action with their individual personalities.

In building their educational model, TINK has taken into account five drivers of education revolution: school management system, big data and how to use it, assessment, profiling and feedback, i.e. gathering data enables continuous assessment of students, real-time evaluations, as well as curating personalised experience for each student by means of technology and flipped and blended learning.

The founder and team at TINK are convinced that its educational mission must consist of the following:

improving young people's ability to turn away from skills, knowledge and attitudes that are no longer relevant and to acquire new skills in order to be prepared for careers that do not yet exist

changing young people's ways of thinking in terms of creativity and innovation, critical thinking, problem solving, decision making and learning to learn (i.e. meta-cognition) should be a priority

preparing young people for living in the world: citizenship, life career, personal and social responsibility, cultural awareness and competence are key issues.

The TINK Diploma is based on the following outcomes:

COGNITIVE SKILLS: processing and cognitive strategy, knowledge, creativity;

INTERPERSONAL SKILLS: collaborative group skills, leadership;

INTRAPERSONAL SKILLS: intellectual openness, work ethic and responsibility, self-efficacy.

TINK promotes the 3Cs approach, i.e. curiosity, connectivity and the creation of values.

6 – TÜRK TRAKTÖR

TürkTraktör, one of Türkiye's production pioneers, started its industrial life in 1954 and, over the years, has become one of the important organisations of the country with its export to more than 130 countries, especially in North America and Europe. The corporate structuring of TürkTraktör, the first manufacturer in the Turkish automotive industry, is formed by the partnership of Koç Holding, another expression of trust in our country, and CNH Industrial, one of the world's largest tractor and agricultural equipment manufacturers.

Having the ability to produce New Holland, Case IH and Steyr brand tractors at the same time, TürkTraktör is the only design centre in the world for New Holland TDD and Case IH JX series tractors and different special series. It is the world's main production centre for Utility Light series tractors and the world's only engineering and production centre for 66 series transmissions. TürkTraktör Ankara Factory is located on a total area of 257 325 m2, including open and closed parts. TürkTraktör Erenler Factory has a total area of 402 162 m2, of which 68 613 m2 is closed. The production capacity of the two factories is 54 000 tractors per year. TürkTraktör, which has a strong production technology, has gear and heat treatment facilities, engine production facilities, quality control laboratories, engine and body test devices, computer-aided design and production infrastructure under its own production roof in Ankara.

TürkTraktör Erenler Factory introduces Türkiye to contemporary technology and high product quality with its state-of-the-art paint shop, assembly lines and quality control laboratories. Erenler Factory supports nature-friendly production with the "green building" concept by making maximum use of sunlight as well as low energy and water consumption.

TürkTraktör has continuously increased its product range with its investments in technology and R&D studies and has further strengthened its position in the market with the high-quality products it produces. In addition to all these features, TürkTraktör is Türkiye's first R&D centre in its sector, registered by both the state and CNH Industrial. With its R&D studies, market research and analysis, TürkTraktör keeps track of the pulse of the sector and produces by taking into account the expectations and demands of Turkish and global farmers from the first stage of production to the end. For this reason, one in every two tractors sold in these lands today bears the signature of TürkTraktör. TürkTraktör, which meticulously maintains the sensitivity it has shown in its production during and after sales, reinforces its mission of being the reliable companion of farmers with its dealer network and services throughout

Türkiye. The organisation, which is responsible for providing on-site support as well as on time, provides flawless mobile technical service for the continuity of the farm labour.

Knowing that a malfunctioning tractor means loss of income for the farmer, TürkTraktör is breaking another ceiling in Türkiye with the commendable manner in which it has established after-sales services.

Quality, environmental awareness and occupational safety have become a way of life at TürkTraktör. Thanks to practices carried out with the active participation of its employees, TürkTraktör has confirmed its integrated management system that guarantees quality, environment and occupational safety with many awards and certificates.

TürkTraktör is responsible for being the first company among CNH Industrial companies to have an integrated management system certificate. Additionally, TürkTraktör has ISO 27001 Information Security Management System, ISO 10002 Customer Complaint Management System, ISO 50001 Energy Management System certificates and ISO 14064 Greenhouse Gas Emissions verification. Going forward, TürkTraktör aims to maintain its leadership in the tractor and agricultural equipment markets and the growth it has achieved over the years, further strengthen its dealer structure, continuously improve service and after-sales support services in line with customer demands and continue to introduce new products and services to Turkish farmers.
TürkTraktör, which designs and produces the farmer's companion tractor within its own structure with the responsibility of protecting labour and also brings together the equipment needed by farmers with Turkish agriculture, will continue to be one of Türkiye's production pioneers tomorrow, as it is today. As TürkTraktör, we continue our activities with the aim of being a company that respects the environment and society in order to leave a liveable world to future generations. We have implemented our sustainability strategy in this vein.

The Internal Entrepreneurship and Innovation Unit aims to produce, develop and implement innovative ideas within TürkTraktör. As a unit that focuses on growth, sustainability, and agility, they carry out innovative work to create added value within and outside the institution. By evaluating potential collaborations with start-ups within the scope of Open Innovation, they aim to support entrepreneurs, strengthen the existing ecosystem and create new growth areas for TürkTraktör.

The Focus Areas in the company are Artificial Intelligence and Robotic Process Automation in agriculture and industrial operations, Autonomous Agricultural Vehicles, Experience for farmers and construction companies, Digital Tools and Applications in agriculture and industrial operations, E-commerce for tractors, agricultural and construction machinery, Agricultural Machinery and Equipment, Production and Agriculture Technologies, Sustainable and Green Energy solutions.

7 – BURSA COŞKUNÖZ EDUCATION FOUNDATION

The institution was founded by technical teacher M. Kemal Coşkunöz in 1988 in Bursa who is also the founder of Coşkunöz Holding. His entrepreneurial spirit was apparent from the early stages of his business life and in 1949, by setting up his own workshop, he became the first person in Türkiye to produce cutlery from a mould. The school has been active since its foundation as a non-profit organisation with the status "public benefit foundation" and the vision to become pioneers in the field of technical education and training.

As a vocational and technical education institution, the foundation aims to educate learners as individuals who are loyal to the Republic of Türkiye's main principles and values, confident, productive, and sensitive, and to provide them with the professional knowledge, skills and competences to help create a qualified workforce based on the needs of our country and of the labour market. The school premises offer a machinery workshop, automation, electric and electronic laboratories, technical drawing and social skills classrooms, welding workshops, hydraulic and pneumatic laboratories, computer laboratories and a virtual reality learning space, social and recreational areas both for students and teachers. The foundation also delivers scholarships, research and development opportunities, and building and equipment grants addressed to the implementation and construction of new premises.

The training activities provided by the foundation focus on the followings:

1.   Applied Vocational Training Programme

It started in 1988 with the aim of ensuring that high school graduates would acquire professional training and the needs of the industries for a skilled workforce would be met. Students who succeed in finishing the 18-month long programme obtain a vocational high school diploma according to the protocol signed with MoNE (Ministry of National Education). If they wish, graduates can find employment at Coşkunöz Holding or leading companies of the industry that are involved in the co-operation network of the foundation. The programme has so far helped 402 students to gain a qualification.

2.   MoNE In-Service Training Programmes

Under the protocol signed with MoNE, technical teachers employed by the Head Department of Vocational and Technical Education of MoNE are able to develop their professional skills, get acquainted with new technologies and reinforce their skills during visits to factories. In-service training programmes are held in Machinery Technology, Electric & Electronics Technology, Welding Technology and Automation Technology. About 6 920 technical teachers have benefited from this programme in the framework of a lifelong learning approach and continuous upskilling of the teaching workforce.

3.   A Leadership Development Program: Your Work, Our Future

With the "Your Work, Our Future" project designed and launched co-jointly by the Coşkunöz Education Foundation and the Provincial Department of National Education of Bursa, it aims to lead vocational and technical high schools into the future, improve the administrative approaches of school principals, shape students' lifelong learning by increasing self-awareness and convey the expectations of the business world in a systematic way. More than a hundred vocational and technical high school principals in Bursa are involved in the project, which is carried out for three years on a variety of topics, including leadership, leadership coaching and intergenerational communication. During the programme, principals and deputy principals meet with senior executives of leading brands from various industries. Furthermore, company visits are organised for participants to get acquainted with the new technologies, systems and standards.

4.   Training courses

Vocational and technical training courses are provided in the following sectors: MIG – MAG Welding, TIG Welding, Electric Arc Welding, Resistance Welding, Oxy-Fuel Welding, Electric-Electronics and Automation, Hydraulics - Electro-hydraulics, Pneumatic - Electro-pneumatics, Industrial Electric – Electronic PLC, Robotic Programming, Industrial Maintenance and Repair, Mechatronic System Design and Applications, Machinery Training Programmes such as CNC Lathe Operating/Milling Programming, AutoCAD – SolidWorks, Technical Drawing, Machinery Maintenance and Repair, CAM Training (Computer Assisted Manufacturing), Mould Design and Sheet Metal Moulding, 3-Dimensional Design (Catia V5) and Press Operating.

5.   Sector-Specific Training

This type of training has two main focuses, on one side the Personnel Development Training on the topics of Time Management, Effective Communication and Conflict Management, Effective Presentation Techniques, Effective Teamwork, Transitioning from 'I' to 'We', Strategical Planning and Management, Stress Management, and Meeting Management, with the objective to improve the staff wellbeing. The other focus is on Lean Manufacturing Continuous Training on the topics of Lean Basic Training & Lean Factory Simulation, Problem Solving, Techniques + Kaizen, SMED + Visual Management & 5S + Standard Business & Poka Yoke + T-Card, Line Stabilization (Yamazumi) Simulation + VSM (Value Stream Mapping - Current Status & Future Status Design), Process Optimization + Hoshin Kanri, with the aim to provide up-do-date technical skills.

6.   Training of People Working in Dangerous and Perilous Jobs

People who are working in jobs that are categorized as hazardous and perilous as per Occupational Health and Safety Law No 6331 are obligated to receive vocational training. Under protocols signed with the Provincial Department of National Education of Bursa, all individuals working in hazardous and perilous jobs need to be provided with vocational training and achieve certificates, starting from year 2010. About 21 453 employees have been trained and granted certificates so far.

7.   New Generation Training and Experience Platform for the Business World

Let-X provides business world training to users in a digital environment with high-quality and realistic visual content enriched with cutting-edge technology. The training content is developed by expert instructors and industry professionals and prepared in accordance with all the relevant rules and legislations. A standard quality training independent from the instructor's skills is envisaged, along with complete learning and experiencing thanks to applied learning supported by theoretical information. This also includes full support for industrial digital transformation with training supported by cutting-edge technologies.

All these activities are carried out respecting all values and ethical principles, working in a value-driven way with customers, employees, and stakeholder and looking at innovation as a way of life, taking care about the progress in all sectors covered by the school and acting in a sustainable way.

8 – AMAL PETACH TIKVA ENTREPRENEURSHIP CENTER ISRAEL

The Center – a leading education institution of the Amal Network in Israel – is a high school located in the district of Petach-Tikva in Tel Aviv, with 1 200 students attending courses from grades 10 12. The school offers a variety of majors and trends such as Biotechnology, Computer Science, Electronics, Diplomacy, Science, Sports, New Media and contains a college with 160 students.

The Center's objectives include maintaining entrepreneurship as a mindset, providing skills training and innovative tools, fostering international cooperation and liaising with businesses and industries peppering students to the real world and enhancing their potential through advanced pedagogy. It is not a "regular" school but an environment that encourages inspiration, creativity and self-expression which provides hybrid and blended learning with a lot of rooms and open spaces for individual, online and teamwork activities.

The Center provides additional knowledge that other schools do not usually perform such as self-management skills and teamwork activities, complex problem solving, social and environmental responsibility and sustainability and a sense of influential ability, meaning, faith and desire to shape tomorrow world as a better place and assume leadership roles.

Amal educators share their experience with colleagues in a framework of peer-to-peer learning and provide a unique and ground-breaking learning approach by collaborating and creating a global network of knowledge and expertise. The focus is on training for entrepreneurial and innovative thinking, co-facilitation of integrated courses with the involvement of a specialist and a teacher.

The approach and methodology used is based on Adaptive Leadership which envisages nine skills, such as embracing diversity of views from all stakeholders, evaluating views objectively and taking advantage of the views that create a positive impact on the organisation, let go of non-productive practices and strategies that are not serving the core purpose, being open to experimentation and encouraging innovation from the stakeholders, invest resources behind the innovative techniques and strategies; patience, persistence, perseverance, and willingness to undergo the process of change; acknowledge failures in experimentation; link change initiative to the core value of the organisation; foresee any resistance and reluctance to implement new changes and embracing and addressing such resistance positively.

The entrepreneurship programme provides the right competences to establish a start-up and offers brainstorming and ventures activities, it creates community initiatives and allows students to participate in National and International competitions, it enables participants to make effective Presentation skills and achieve Business English abilities. The programme is accompanied by leading Hi-Tech companies and mentors.

The Center operates through more than 100 high schools and colleges in Israel with a Project-Based Learning app and a professional learning community offering international innovation laboratories. The Center's mission and theory of change provide knowledge, skills and mindset from the worlds of entrepreneurship and hi-tech for training students for leadership in tomorrow's social and professional environment.

The objectives of the entrepreneurial Center are to promote a culture of entrepreneurship and innovation throughout the school, to provide students with knowledge, skills and mindset of entrepreneurship and raise ability to influence, to prepare students to become leaders in a global technological labour market.

Regarding the structure of the Center, it acts as incubator for students' initiatives, provides programmes and courses of entrepreneurship, technology, and innovation; some courses are integrated in the main school subjects, such as Sustainable Diplomacy – in English, Social activism in History, etc, providing mega educational events such as hackathons, bootcamps, hi-tech tours, competitions and conferences.

Programmes are led in a conjunction with schoolteachers and professional experts, scholarship students from partnering universities, businessmen and hi-tech volunteer, young facilitators-experienced students from the Center who act as peers.

The entrepreneurial incubation process implies the need to identify a line of business, market research, a path for validation, the generation of a business model, a marketing plan, the development of a prototype, an impact and sustainability model and participation in hackathons and competitions.

9 – ISTANBUL CHAMBER OF COMMERCE

The Istanbul Chamber of Commerce is an institution that organises and records the commercial transactions of individuals and commercial institutions located in Istanbul. In addition, the Chamber also keeps records for these companies. The activities of the Istanbul Chamber of Commerce are for the most part carried out in the central building located in Eminönü.

The Istanbul Chamber of Commerce consists of two main bodies, one made up of elected members and one made up of appointed members. The bodies formed by election are the Meslek Komiteler (Professional Committees), the Oda Meclisi (Chamber Assembly), the Yönetim Kurulu (Board of Directors) and the Disiplin Kurulu (Disciplinary Board). The bodies established by appointment are the Genel Sekreterlik (General Secretarat) and the Şube Müdürlük (Branch Directorate). There are 257 council members and 347 committee members who are appointed as results of elections held every four years, thus making up the structure of the Istanbul Chamber of Commerce.

It is one of the largest Chambers of Commerce in the world with a registered membership of 350 000. The Professional Committees of the Istanbul Chamber of Commerce consists of approximately 90 elected Professional Committees. These committees are categorised according to NACE codes and are determined by the number of companies active in the related sector.

Istanbul Chamber of Commerce operates with the vision of increasing the share of its members in international trade, guiding them through global economic developments and contributing to the rise of Türkiye as a regional power. The Chamber of Commerce is aware of its crucial role regarding the need to respond to the structural and current issues faced by the private sector, enhance Türkiye's international trade power and provide a safe and stable development environment for the national economy.

Istanbul Chamber of Commerce carries out its work in line with the mission of supporting the development of all aspects of economic and commercial life. As an institution dedicated to the future of Türkiye, the Istanbul Chamber of Commerce encourages rapid development and expansion of trade, small-scale industry and service sectors based on its mission. It strives to develop new overseas markets and organises trade shows. It identifies and tries to eliminate the obstacles before the development of the business world.

The Istanbul Chamber of Commerce executes procedures concerning its members quickly and without delay. It keeps the public informed and helps maintain professional ethics and solidarity by its very nature. It co-operates with all kinds of public and private, professional, scientific, social and cultural entities with a view to furthering the development of the nation. It has been striving for both elevating the values owned by Istanbul and facilitating the operations of its members in their daily business operations since its establishment in 1882.

The Istanbul Chamber of Commerce is at the heart of Türkiye's economic outlook and has therefore adopted a service concept which refers to customer-oriented service having three steps. The first of them relates to the duties and responsibilities which are concerning with the execution of many legal documents from registration to exporting processes determined by the law. In addition, it organises educational activities for its members to gain a perspective and strategy coming from local to global. Its other main duty is to protect the commercial rights and benefits of its members. As the leading foundation of the Turkish economy, the Istanbul Chamber of Commerce has always made an effort and carried out all its duties prudently and it has become a source of commercial advice spread from Türkiye to all over the world.

The Chamber is also involved in education and training initiatives, such as the introduction of 14 schools to the Turkish educational world. Since the beginning of 2010, it has established are four vocational schools, an autistic children's educational centre, eight primary schools – one in Lice, Diyarbakır and the others in Istanbul – and one multi-program high school.

The Istanbul Commerce University was established by the ICOC Waqf and started to offer education in the 2001-2002 academic year. The President of the university is Dr Sabri Orman and the Head of the Board of Trustees is Erhan Erken, a member of the ICOC Council. The university has started to provide education in its own buildings in Küçükyalı purchased in 2007 in addition to its quarters in Üsküdar. Almost 4 000 students are pursuing undergraduate degrees while 412 students are completing postgraduate courses. The Istanbul Commerce University consists of five faculties, an English preparatory department, and one vocational high school, three institutes (social sciences – science and engineering – foreign trade), two centres (the EU application and research centre and the continuous training) and one unit (the IT security application and research unit).

An interesting initiative implemented by the Istanbul Chamber of Commerce is the "One-Stop Shop Limited Liability Company" which offers support to individuals in setting up a business without the need for them to immediately pay for trade registry fees, thereby facilitating them to start working and earning without delay to generate revenue. The Chamber provides a service that helps new entrepreneurs to complete tax and security registration and finalise all the steps required to become a legal entity.

ANNEX 2 – ENE SISI FACTSHEET

ETF Working together Learning for life
European Training Foundation

ETF Network for Excellence

May 2024

Sharing innovation in social inclusion:
The role of centres of vocational excellence: Let's excel together!

MORE THAN 320 CENTRES
51 countries worldwide:
18 ETF PCs; 10 EU MSs;
18 Sub-Saharan Africa;
3 South Asian, Switzerland
and Chile (South America)
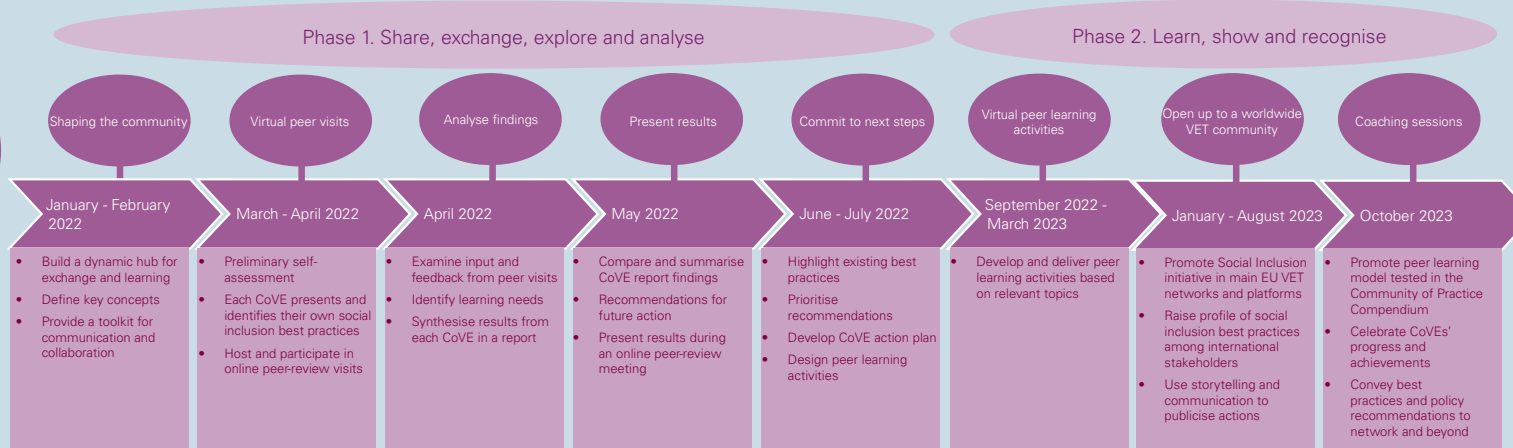
DIVERSITY
INCLUSION
BELONGING
EQUITY

10 ENE priority areas
- Lifelong learning and vocational excellence
- Education-business cooperation (e.g., work-based learning, public-private partnerships)
- Pedagogy and professional development
- Entrepreneurial dimension of vocational excellence
- Industry 4.0/5.0 and digitalisation
- Autonomy and institutional development (financing, leadership, governance)
- Going green – supporting sustainable goals
- Smart specialisation – mobilising innovation, ecosystems, and SMEs
- Excellence in social inclusion and equity
- Career guidance and vocational excellence

Centres of Vocational Excellence (CoVEs) are vocational institutions recognised for excellence in identifying and imparting relevant, high-quality, specialised technical skills. They are innovation hubs with strong ties to industry and business. They strive to provide exemplary initial training for young people and continuing education for adults, guiding them as they upskill and reskill through flexible, timely training programmes designed to meet the skills companies need.

Created in December 2020, the **ETF Network for Excellence (ENE)** is a platform designed to encourage knowledge sharing, namely the continuous exchange of best practices among new and existing CoVEs at local, national, and international levels. ENE builds bridges and partnerships with other CoVEs within the EU and beyond and covers eight priority areas.

BUILDING HUMAN CAPITAL THROUGH SOCIAL INCLUSION

The **ENE Sharing Innovation in Social Inclusion initiative** draws on the collective experience of nine CoVEs in innovative social inclusion practices to enhance visibility, collaboration and support innovative social inclusion practices. It is supported by ENAIP NET and aims to put social inclusion at the heart of human capital development. CoVEs are leading the way by revitalising social mobility and guaranteeing equal access to relevant education. The initiative seeks to use input from CoVEs to:

- offset public discourse on **skills** and vocational education and training (VET) with the broader social and cultural roles VET plays;
- reduce socio-economic inequalities and increase **social mobility;**
- promote **socialisation** by providing learners with a professional identity and a sense of belonging to a professional community;
- prepare learners for the **civic** role they play in society; and
- foster **equity** by opening up learning pathways to marginalised groups.

Phase 1. Share, exchange, explore and analyse

Phase 2. Learn, show and recognise

ENE Social Inclusion: timeline

Shaping the community	Virtual peer visits	Analyse findings	Present results	Commit to next steps	Virtual peer learning activities	Open up to a worldwide VET community	Coaching sessions
January - February 2022	March - April 2022	April 2022	May 2022	June - July 2022	September 2022 - March 2023	January - August 2023	October 2023
• Build a dynamic hub for exchange and learning • Define key concepts • Provide a toolkit for communication and collaboration	• Preliminary self-assessment • Each CoVE presents and identifies their own social inclusion best practices • Host and participate in online peer-review visits	• Examine input and feedback from peer visits • Identify learning needs • Synthesise results from each CoVE in a report	• Compare and summarise CoVE report findings • Recommendations for future action • Present results during an online peer-review meeting	• Highlight existing best practices • Prioritise recommendations • Develop CoVE action plan • Design peer learning activities	• Develop and deliver peer learning activities based on relevant topics	• Promote Social Inclusion initiative in main EU VET networks and platforms • Raise profile of social inclusion best practices among international stakeholders • Use storytelling and communication to publicise actions	• Promote peer learning model tested in the Community of Practice Compendium • Celebrate CoVEs' progress and achievements • Convey best practices and policy recommendations to network and beyond

ETF Working together Learning for life

European Training Foundation

ETF Network for Excellence

May 2024

INCLUSION

LAUNCHING SOCIAL INCLUSION – LEAVING NO ONE BEHIND

Launched on 13 December 2021, the Sharing Innovation in Social Inclusion initiative aims to share and consolidate locally sourced, innovative inclusion practices and activities. ENE and ENAIP NET will actively participate by opening up their networks in ETF partner countries and EU Member States. The nine participating CoVEs are:

- Hospitality and Tourism School, Albania
- LEPL College 'Akhali Talga', Georgia
- Shimon Peres High Tech and Arts High School, Israel
- Amal Petach Tikva Entrepreneurship Center, Israel
- Tink Technology and Humanity Colleges, Türkiye
- TürkTraktör, Türkiye
- Istanbul Chamber of Industry, Türkiye
- Bursa Coşkunöz Education Foundation, Türkiye
- MD4 Centre of Excellence in Food Processing and Service, Moldova

SHARING INNOVATION IN SOCIAL INCLUSION – ACHIEVING EXCELLENCE

The main objective of the ENE Social Inclusion initiative is to recognise excellence in social inclusion through:

- innovative solutions that focus on innovative teaching, learning and technology, and the communication of findings to the initiative's broader community, which includes ETF partner countries and EU Member States;
- a Community Practice Platform that allows participating CoVEs to benefit from peer reviews;
- increased visibility and opportunities for cooperation among CoVEs;
- the identification of development needs and creation of partnerships that remove barriers for marginalised groups seeking access to training and employment; and
- the sharing of tools and best practices with private sector companies, public sector entities, such as universities, and policymakers in partner countries.

Projected outcomes include:

- regular exchanges among CoVEs about best practices that inform long-term decision-making and action plans;
- evidence that VET learners need a broad range of skills and key competences to manage their professional lives in a labour market that demands a high degree of adaptability in the long term; and
- a resilient multi-stakeholder network that embraces the public and private sectors.

WHAT'S IN THE ENE SOCIAL INCLUSION INITIATIVE FOR PARTICIPATING COVES?

Members of the initiative will benefit from:

- unique opportunities to participate in peer-learning activities and be inspired by peers;
- the possibility to exchange knowledge and experience on best practices for social inclusion;
- access to a wide and diverse network of CoVEs as well as stakeholders in the public and private sectors in ETF partner countries and EU Member States; and
- high visibility in Open Space, the ETF online platform.

FURTHER INFORMATION

Interested in joining ENE Sharing Innovation in Social Inclusion initiative?

Please write to us at: ETF.Network.for. Excellence@etf.europa.eu

www.etf.europa.eu/ene

ANNEX 3 – VIRTUAL PEER-VISITS, PEER-LEARNING MEETING, ONLINE THEMATIC MEETINGS, DEVELOPMENTAL STORIES

BLENDED AND VIRTUAL PEER-VISITS

Sharing Innovation in Social Inclusion: Virtual peer visit to Hospitality and Tourism School of Tirana, Albania. Building a network for excellence one step at a time

On May 18th, the journey to build a strong network of CoVEs under the **ENE SISI – Sharing Innovation in Social Inclusion initiative** was enriched with another important chapter: the virtual peer visit to the **Hospitality and Tourism School of Tirana, Albania** organised by ETF in collaboration with ENAIP NET.

The visit kicked off with institutional greetings from **Ejvis Ghisti**, **Director General of the National Agency for Education, Vocational Training and Qualifications of Albania** (Ministry of Finance and Economy) and **Ana Zacharian**, Co-Founder and CEO of the **Albanian Skills Organisation.** The latter intervention is particularly significant because the peer visit was, in fact, also part of the **Albanian Vocational Skills Week.**

The agenda then continued with first insights on the CoVE, with an overview by **Director Flutura Vaqarri**, institutional greetings from **Monika Mott** (Head of Department of OeAD Austria, which has supported the institute since 1995) and the experience of the business partners working with the school: **Gid Shakiri** (GM at M.K. Hotel), **Juna Beqiri** (HR manager at Maritim Plazza Hotel)**, Eni Xheko** (GM at Xheko Imperial Hotel) and **Arta Sino** (Administrator of Prestige resort).

Then came a moment for a virtual tour of the institute by means of a video detailing its environment and teaching facilities, along with the intervention of **Denisa Meco** (Head Department of Foreign Language) and **Donald Vogli** (VET teacher). This was followed by in-depth presentations on the topics of innovation and green transition by **Besim Xhaja** (Head Deparament of Quality Assurance) and **Elmira Qerimaj** (a teacher in the area of Food and Beverages). Last but not least, a student, **Voltisa Zerellari**, gave a valuable first-hand account of her experience in the VET world.

The visit was an interesting and offered an opportunity for reflection, insight and exchange of best practices for all participants, both among the organising staff and representatives of other CoVEs.

These experiences are essential to build a strong network that pushes for continuous improvement in the provision of VET education for all participants.

AGENDA

https://openspace.etf.europa.eu/sites/default/files/2022-06/AGENDA%2018%20May%20Tirana.pdf

PRESENTATIONS

https://openspace.etf.europa.eu/sites/default/files/2022-06/Presentations%20online%20event%20on%2018%20May%202022.pdf

Sharing Innovation in Social Inclusion: Virtual Peer Visit to Shimon Peres High Tech and Arts High School, Tel Aviv, blended Peer Learning

https://openspace.etf.europa.eu/blog-posts/sharing-innovation-social-inclusion-virtual-peer-visit-shimon-peres-high-tech-and-arts

On the 3rd March, ETF ENE team with **Shimon Peres High Tech school** from Israel organised the SISI: **Virtual Peer Visit to Shimon Peres High Tech and Arts High School, Tel Aviv, blended Peer Learning** with participation of all the members of ENE initiative under Sharing Innovation in Social Inclusion: Skills for inclusion: the role of centres of vocational excellence | ETF (europa.eu)

It was a very meaningful moment for the SISI partnership. Deep emotions were stirred up while listening to young people who are living under siege in Ukraine. The video speaks for all of us: https://drive.google.com/file/d/1_Ec-nCwiucMrLX8j9OV08kh-AMmMliXc/view?usp=sharing and helps us to better understand the urgent need of students to be able to talk about the current tragic events affecting them.

The link to this peer learning school was accompanied by the virtual tour of the school. Here is the virtual visit link: Shimon Peres High Tech and Arts High School | Weinstein Vaadia Architects | Archello. For more information, please see the presentations attached.

PRESENTATION

https://openspace.etf.europa.eu/sites/default/files/2022-04/english%20uc%20.pdf

https://openspace.etf.europa.eu/sites/default/files/2022-04/Peres%20Entrepreneurial%20%20center-%20Israel-%203.2.2022.pdf

https://openspace.etf.europa.eu/sites/default/files/2022-04/yazamut%20start%20cup%20presentation.pdf

Sharing Innovation in Social Inclusion: Blended peer visit hosted by Tink Technology & Humanity College, Istanbul, Türkiye

https://openspace.etf.europa.eu/blog-posts/sharing-innovation-social-inclusion-blended-peer-visit-hosted-tink-technology-humanity

On the 1st April in Istanbul, Türkiye, the Ministry of National Education jointly with ETF ENE team and one of key Turkish member, Tink Technology & Humanity College, Istanbul, organised a blended peer-learning session with participation of all members, i.e. SISI: Sharing innovation in Social Inclusion: blended peer visit hosted by Tink Technology & Humanity College, Istanbul, Türkiye | ETF (europa.eu). What a great experience of hybrid peer learning organised by students! The link to the peer learning school was accompanied also by the school's virtual tour – all prepared by students. Here is the virtual visit link . More about the conceptualisation of teaching and learning can be found here: https://hundred.org/.../tink-technology-and-humanity....Tink – Teknoloji ve İnsan Kolejleri (tinkturkiye.com)

TINK TECHNOLOGY PRESENTATION

https://openspace.etf.europa.eu/sites/default/files/2022-04/Tink%202021-2022%20School%20Visit%2001042022_1.pdf

Blended peer visit hosted by LEPL College Akhali Talga New Wave

https://openspace.etf.europa.eu/blog-posts/blended-peer-visit-hosted-lepl-college-akhali-talga-new-wave

On Wednesday, June 22nd, the fifth and penultimate peer visit was held as part of the ENE SISI initiative. The host for the day was LEPL college Akhali Talga - New wave (Kobuleti, **Georgia**), which followed a packed agenda illustrating the innovative inclusion activities and practices carried out at the centre.

A complete overview of the centre's activities was provided by project co-ordinator, Teona Menaphire, and acting principal, Kakha Bolkavadze. The college is one of the most relevant education structures in

the Adjara region with a long tradition of activity since 1964 and a strong international vocation, both in the training of learners and trainers. The structure is well-equipped with state-of-the-art laboratories and recreational areas, as well as inclusive architecture for different needs.

At the moment, the school offers 33 different educational programmes, including 9 dual system programmes and 3 integrated, spanning from healthcare, agriculture, art, to IT, tourism, construction, business, and services to the consumer. More than 1 000 students are currently undertaking these programmes. It also offers short term training courses.

Ms **Anna Bezhanishvili**, Head of the Analysis Division of the Vocational Education Department at the Ministry of Education and Science of Georgia, contributed greatly to the visit with her speech on the strategic vision of vocational training and its future prospects.

Various members of school personnel offered insights on different aspects of the centre's day-to-day activities, namely public relations (PR and marketing manager, Nino Mzhavanadze), work-based learning and dual system (practice manager, Tamar Tedoradze), orientation, career planning and partnership with public and private entities (Sopho Romanadze), quality standards (quality manager, Irma Megrelidze), and professional training/retraining programmes (Rusudan Gugeshashvili and Tamar Tedoradze).

A particularly valuable intervention considering the initiative's focus on inclusion was made by **inclusion specialist, Lia Dolidze**, who explained inclusion practices carried out at the school in detail. The dedicated office for inclusive education was established in the school in 2013. Ever since, a precise methodology for inclusion has been implemented in all the centre's performance areas, from the aforementioned inclusive infrastructures to active research and informative campaigns for people with disabilities. This was followed by an interview with the candidates to get a clearer perspective as to what their specific needs are, followed by a practical test and tailoring of the special supports needed. These supports can come in the form of student hostels, transport, special assistance, sign language translation and/or vouchers. The process is constantly being revised, also in the context of the profile of certifications and international exchange programmes (specifically Erasmus+ projects), as well as other extracurricular activities such as competitions, festivals and exhibitions.

Inclusion is a cross-cutting issue also in other areas of activity. Such is the case in awareness-raising events about disabilities and other sensitive issues which are organised by the public relations office and a dedicated project to provide professional training in hotel reception and accommodation.

Lastly, success stories were shared by partnering private companies that host the school's students (Georgia Palace Hotel & Spa Kobuleti (Georgia Five Star Luxury, Family Holiday Hotel & Beach Summer Resort (gph.ge) , Radisson Blu Hotel Batumi (Waterfront Hotel in Batumi, Georgia | Radisson Blu Hotel, Batumi (radissonhotels.com), LTD "Road", Hotel "Chateau Kvirike"(Hotel Chateau Kvirike, 4* Luxury, Kobuleti |).

The visit ended with a presentation by two students who gave their views on the importance of the training and opportunities they received in LEPL Akhali Talga.

The Ministry of Education And Science of Georgia (mes.gov.ge) has jointly implemented many reforms in education and training for employment and inclusion with its public and private partners. There are many public and private colleagues that contribute to Georgia's government strategic goals: **State Community/Vocational Colleges**, **Colleges founded with Government Participation and Private Vocational/Community Colleges.**

It has been both thrilling and motivating to see how much can be achieved through these reforms. The contributions outlined clear strategic planning with an emphasis being placed on harnessing opportunities in international projects and the collaboration with the employers to achieve the centre's objectives. The focus on social inclusion is part of a strategic perspective and this has been confirmed not only with Ms. Bezhanishvili's words but also by the presence of dedicated professional figures in this sense and of a "scientific" approach to career guidance and assistance tailoring.

This was yet another rich and inspiring contribution that featured in the cycle of peer visits performed in this first phase of the SISI initiative.

AGENDA

https://openspace.etf.europa.eu/sites/default/files/2022-06/BLENDED%20PEER%20VISIT%20HOSTED%20BY%20LEPL%20COLLEGE%20NEW%20WAVE%202022%20June.pdf

ETF ENE SISI initiative: Peer learning visit to Ponesai Vanhu Technical college, Zimbabwe

https://openspace.etf.europa.eu/blog-posts/etf-ene-sisi-initiative-peer-learning-visit-ponesai-vanhu-technical-college-zimbabwe

On July 1st 2022, the final virtual peer visit to a CoVE for the cycle of peer learning activities related to the ENE Sharing Innovation in Social Inclusion initiative took place. The host of the day was DAPP Ponesai Vanhu Technical College, Zimbabwe.

The history of the college begins in 1981, right after Zimbabwe's independence. It has so far produced more than 5 500 graduates through the years and it currently offers both long courses (1-2 years) and short courses (4-8 months, specifically targeted towards the inclusion of extremely vulnerable young women and people with disabilities) and focuses especially on offering opportunities to those living in rural areas of the country.

For this centre, as well as for the featured **Chaminuka Training Centre**, inclusion is not only a cross-cutting issue but also a true core value in its activities. Inclusion, both in terms of gender equality and needs linked to disabilities, is a priority with a holistic, systematic approach including the community at all levels both inside and outside the institute; from learners to trainers, from local chiefs to government ministers in Zimbabwe and the international organisations. These steps are being taken by the centre since 2019 in the context of the **TVET For All program**, in collaboration with **Leonard Cheshire Disability Zimbabwe**, a leading not-for-profit organisation for disability inclusion in the country, and with both the Belgian government and private entities in Zimbabwe.

The first step towards inclusion is, in fact, cultural. Vulnerable people must be identified by involving their families and the local chiefs since they are often kept "hidden" by their communities. Vulnerable girls are often unable to attend school from an early age since they are married and have babies to tend to. In this case, they need to be given daily counselling about the importance of professional training and of maintaining an income. Rural youth, which is hard to reach for both geographical and social reasons, is targeted through **outreach training programs**. Then comes the need assessment and adaptation, as well as the constant monitoring of activities, granting a training offer which takes into account not only the job market needs but also the learner's needs and the necessity of training not only professionals but complete and responsible community members.

The programme resulted in a systemic adaptation of the centre in the profiles of:

- Infrastructural adaptation (ramps, adaptive entrances, toilets and sanitation facilities, lowered windows, etc);
- Training materials and curricula adaptation (translation, braille textbooks, DVDs in sign language, audiobooks in MP3 format, disability friendly software, sign language training), including tailored assistive devices based on students' specific needs;
- Training of trainers on inclusivity practices and on the use of adaptive materials and teaching techniques;
- Psychosocial support and counselling for the students;
- Involvement of other students through the creation of **peer groups** which create a safe environment for the disadvantaged learners. In the case of vulnerable female learners, the groups resulted in the creation of a saving group and the collective purchase of professional materials.

Despite many technical difficulties, a group of stakeholders from both Ponesai Vanhu and Chaminuka centres were able to intervene to offer a complete and exhaustive picture of the activities and didactical offers.

The meeting taught attendants a lesson whose value goes far beyond the context of VET: education represents a cornerstone in building strong, resilient and inclusive communities. Using the words of one of Ponesai Vanhu's graduates, "these programmes can change your life".

The first cycle of peer activities for the SISI initiative ended out this rich, meaningful day. These visits represented unique occasions for the centres to learn, to build a constructive dialogue and to form a

strong network for excellence. The initiative is not over though. New activities are foreseen for the coming months. The event was organised by ETF ENE SISI initiative together with ENAIP NET and Humana.

More material about the event can be found at the following link.

https://openspace.etf.europa.eu/events/ene-sisi-sharing-innovation-social-inclusion-virtual-peer-visit-hosted-ponesai-vanhu

This event is part of ENE **SISI initiative – Sharing Innovation in Social Inclusion** whose aim was to recognise excellence in social inclusion through innovative solutions that focus on innovative teaching, learning and technology and the communication of findings to the initiative's broader community.

This peer learning exchange hosted by **PONESAI VANHU VOCATIONAL COLLEGE** in Zimbabwe is part of the regular exchanges among ETF ENE CoVEs about best practices that inform long-term decision-making and action plans. This is evidence that VET learners need a broad range of skills and key competences to manage their professional lives in a labour market that demands a high degree of adaptability in the long term.

This peer visit follows the other peer visits hosted by Israeli, Turkish, Albanian, Malawian and Georgian ENE members in the period from March to June, 2022. It will be a unique opportunity to closely observe the reality and the work of the Ponesai Vanhu Vocational College in Zimbabwe.

The event will be jointly organised by ETF, ENAIP NET and Humana. The event will be held in English.

AGENDA

https://openspace.etf.europa.eu/sites/default/files/2022-06/Agenda%20virtual%20peer%20visit%20Ponesai%20Vanhu%20Vocational%20college_Zimbabwe.pdf

DAPP GRANT PROJECT FACTSHEET

https://openspace.etf.europa.eu/sites/default/files/2022-07/DAPP%20Grant_project_fact_sheet%202%2026%20Apr.pdf

PONESAI VANHU PRESENTATIONS

https://openspace.etf.europa.eu/sites/default/files/2022-07/ENE%20SISI%20initiative%20-%20DAPP%20Ponesai%20Vanhu%20ZImbabwe%20presentation%20materials.pdf

ETF Network for excellence – SISI – Sharing Innovation in Social Inclusion – VIRTUAL PEER VISIT HOSTED BY MIKOLONGWE VOCATIONAL SCHOOL – MALAWI

https://openspace.etf.europa.eu/events/etf-network-excellence-sisi-sharing-innovation-social-inclusion-virtual-peer-visit-hosted

This event is part of an ENE initiative called SISI – **S**haring **I**nnovation in **S**ocial **I**nclusion – whose aim is to recognise excellence in social inclusion through innovative solutions that focus on innovative teaching, learning and technology, and the communication of findings to the initiative's broader community which includes ETF partner countries and EU Member States.

The peer-leaning event hosted by MIKOLONGWE VOCATIONAL SCHOOL in Malawi is part of the regular exchanges among ETF ENE CoVEs about best practices that inform long-term decision-making and action plans; evidence that VET learners need a broad range of skills and key competences to manage their professional lives in a labour market that demands a high degree of adaptability in the long term.

This peer visit follows the other peer visits hosted by Israeli, Turkish and Albanian ENE members in the period from March to May. It will be a unique opportunity to closely observe the reality and the work of the CoVE MIKOLONGWE VOCATIONAL SCHOOL in Malawi.

The event will be jointly organised by ETF, ENAIP NET and Humana. The event will be held in English.

More material about the event can be found at the following link: https://openspace.etf.europa.eu/blog-posts/etf-network-excellence-sharing-innovation-social-inclusion-sisi-initiative-peer-visit

The visit was hosted by **DAPP – Mikolongwe Vocational School**, Malawi. The day's busy agenda was engaging and involved all the institution's key stakeholders, namely administrators of the centre, trainers and learners. The session was moderated by Enock Juma, the DAPP partnership manager. After the opening greetings and an introductive video about the centre's activities and premises came an address by Charles Salema, Principal of the school, followed by the contribution of Zachariah Viano (Deputy Principal) focusing on the mobile project implemented by the centre in the rural and most remote areas of the surrounding territory. They offered a detailed picture of the activities carried on by the centre both in its premises and on the territory of south Malawi.

Inclusion of disadvantaged people – and, in particular, of vulnerable girls- is a cross-cutting issue for the centre. In this regard, it is worth mentioning the **mobile training project**, as it undoubtably represents a best practice for the social inclusion of people from disadvantaged backgrounds. A van containing the equipment reaches the most disadvantaged rural areas in the south of the country. It moves to a new village every four months to offer vulnerable girls aged 18 to 35 programmes in tailoring and embroidery, as well as in basic business management. The project has been active since 2016 and has been taken up by more than 270 girls so far, thereby improving their livelihoods and creating job opportunities (with a particular focus on entrepreneurship skills) in areas in which there is shortage of professional trainers. The mobile project fits the framework of a broader range of outreach programmes directed towards disadvantaged students of the rural areas and is implemented in partnership with prestigious international organisations. Some programmes are static and do not change location periodically. In addition, the TRIO system and teacher training programmes were presented.

Lastly, three students shared their point of view about the functioning of the centre. Students live on campus and share their daily lives both inside and outside of classes. They are actively involved in decisions regarding the management of the centre, as well as in a number of extracurricular activities.

The peer visit left the participants with a renewed sense of the significance of what VET can represent as a tool for inclusion and a source of opportunities for people coming from a disadvantaged background. Our initiative is increasingly enriched by the valuable interventions of our featured CoVEs.

 MIKOLONGWE PRESENTATION

https://openspace.etf.europa.eu/sites/default/files/2022-06/malawi_pp1.pdf

AGENDA

https://openspace.etf.europa.eu/sites/default/files/2022-06/AGENDA%20SISI%20peer%20visit%20MVS%20Malawi%2013-06-2022.pdf

PEER-LEARNING MEETING IN SAN SEBASTIÁN

The ENE SISI peer learning activity in San Sebastián, Spain: bridging the first and second parts of the initiative

LINK: https://openspace.etf.europa.eu/blog-posts/ene-sisi-peer-learning-activity-san-sebastian-spain-bridging-first-second-part

On November 17th, 2022, the last Peer Learning Activity under the ENE SISI-Sharing Innovation in Social Inclusion Initiative was held. The meeting was hosted on the premises of Tknika, College of Technology of the Basque Government, in San Sebastián, Spain. A prestigious setting, not only for the hi-tech and accessible environments provided by Tknika's state-of-the-art venue but also because the **2022 European Forum on Vocational Excellence,** in which the ENE Network members took part, **was held simultaneously on November 15th and 16th**. ENE SISI members were actively **involved in the live plenary session organised by the ETF Network for Excellence (ENE)** *'Centres of Vocational Excellence as engines for vocational education and training development' – Skills for inclusion and the role of Centres of Vocational Excellence.* **The aim** of this session **was to present ETF Network for Excellence (ENE) developments achieved by its members on the impact that technology, digitalisation and innovative and inclusive policies and practices in different contexts can have on enhancing skills for inclusion.** It also addressed the latest policies and digital tools in this context. Partners shared their countries' policies and actions on how VET/Vocational Excellence can be drivers of skills provision for social inclusion. Their panel discussion provided a unique perspective from outside European borders.

The peer-learning activity (PLA) on November 17th was presented an important opportunity for summarising and developing the themes that emerged from the six peer visits organised online from March the 3rd to July 1st, 2022 (attended by CoVEs from Israel, Türkiye, Albania, Georgia, Malawi, and Zimbabwe), as well as topics highlighted in the self-reports and peer reviews produced by the CoVEs members of the ENE Network. It was a moment of conclusion for SISI's first phase as well as an overture for the second phase, which began in 2023.

The PLA was made even more meaningful and important by the circumstance that, after months of working together remotely, *SISI members eventually had the opportunity to sit together in the same room face-to-face and share their valuable perspectives, experiences and insights without. Israel, Türkiye, Albania, Georgia, Malawi and Zimbabwe and representatives from VET providers and policymakers had a fruitful mutual exchange of experiences and good practices, highlighting the deep vocation of VET in acting as an effective driver for social inclusion.*

Some of the core topics of the session can be heard directly from the words of some of the protagonists of the peer learning activity in Developmental Stories. Each of the nine video interviews will be published in the following weeks on this blog and on the ETF Youtube channel.

However, looking at what had already been done was not the only purpose of the session. **Addressing relevant themes connected with the core Social Inclusion in detail – from the relevance of innovative technologies to the concept of excellence as the ability of VET providers to answer to the needs of their context – and bringing together the different expertise of the participating CoVEs has paved the way for the second phase of the initiative.** In the upcoming months, four online thematic meetings will take place. They will harvest the experience of the first phase of ENE SISI and design a roadmap for an integrated approach to Social Inclusion in the VET world.

CYCLE OF ONLINE THEMATIC MEETINGS

ETF NETWORK FOR EXCELLENCE – SISI: SHARING INNOVATION IN SOCIAL INCLUSION – Technologies for Social Inclusion in Education and Work – first online thematic meeting

https://openspace.etf.europa.eu/events/etf-network-excellence-sisi-sharing-innovation-social-inclusion-technologies-social

Open Space, 27/04/2023

Welcome to the ETF Network for Excellence – Sharing Innovation in Social Inclusion (SISI) **Technologies for Social Inclusion in Education and Work –** first thematic meeting.

This online event will take place from 11:00 to 12:30 CEST on May 4th, 2023, via Zoom.

The ENE was launched in 2020 by the European Training Foundation (ETF) to support Centres of Vocational Excellence (CoVEs) and vocational education and training (VET) providers in delivering high-quality skills through strategic partnerships.

With over 270 members from more than 40 countries, the ENE aims to promote excellence and innovation in VET to support lifelong learning.

The SISI initiative, implemented in collaboration with the ENAIP NET, conducts peer activities and reviews to share best practices in VET. ***Developments and present results of peer learning and reviews conducted within the partnership will be presented during the first thematic meeting, as well as selected practice examples.***

The meeting will also provide reflections and policy recommendations on how VET institutions, policymakers, employer organisations and other relevant stakeholders can work together to support the skills for inclusion agenda.

It will address what has been learned by SISI members from 2021-2022 and will look ahead towards 2023.

The focal point of this thematic meeting is technologies for social inclusion in education and work. The meeting will provide insights into how technology can be used to promote social inclusion in VET delivery and ensure that everyone has access to quality education and training.

Join us to learn about the latest developments, the results of peer learning and reviews and selected practice examples in VET. Engage in discussions about policy recommendations and learn how you can work with VET institutions, policymakers, employer organisations and other stakeholders to support skills for inclusion on the agenda.

Don't miss out on this exciting opportunity to enhance your VET skills and improve your career prospects.
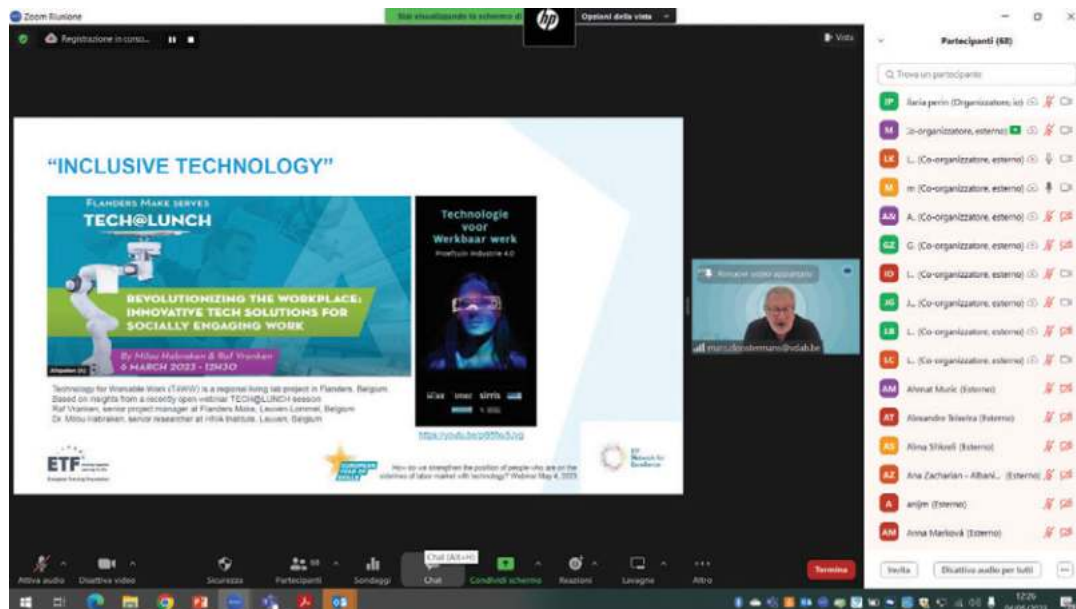
Let's work together to promote excellence and innovation in VET and support lifelong learning.

LINK TO WEBINAR: https://youtu.be/ut9wjFgk0pU

ETF NETWORK FOR EXCELLENCE – SISI: SHARING INNOVATION IN SOCIAL INCLUSION: Pedagogical Innovation for Social Inclusion – second online thematic meeting

https://openspace.etf.europa.eu/events/etf-network-excellence-sisi-sharing-innovation-social-inclusion-pedagogical-innovation

Open Space,

The ENE SISI initiative- Sharing Innovation in Social Inclusion – Skills for Inclusion that comes under the ETF Network for Excellence **is hosting** the second online meeting focusing on **Pedagogical Innovation for Social Inclusion on May 11th, 2023, 11:00 -13:00 CEST.**

The webinar will feature presentations on the developments, results and policy recommendations from peer learning and reviews conducted within the partnership.

The session aims to promote social inclusion and equity in education through the introduction of new pedagogical practices.

This session will focus on the innovative pedagogies of two of the schools of the **HUMANA network**, both of which are also members of the ETF Network for Excellence and actively participate to the activities organised by ENE SISI initiative: **Mikolongwe Vocational School, Malawi (DAPP Malawi)** and **Ponesai Vanhu Technical College, Zimbabwe (DAPP Zimbabwe)**. Since 1997, Mikolongwe Vocational School has provided rural youth, school leavers, orphans and underprivileged youths from all over Malawi with the necessary skills and training for accessing employment opportunities. Ponesai Vanhu Technical College was founded in 1981, shortly after Zimbabwe's independence. The College targets extremely vulnerable youths aged between 18 and 35 years (rural youth, women and girls, students with disabilities, etc.).

The role of social inclusion in HUMANA's TVET programmes will be also presented. HUMANA People to People is an international network of 29 local NGOs working towards the sustainable development of vulnerable communities, focusing on Sub Saharan Africa, Latin America and Asia.

Today, HUMANA's member organisations run a total of 16 TVET Schools in rural areas of Angola, Guinea Bissau, Malawi, Mozambique, Namibia, South Africa, Zambia and Zimbabwe. All TVET programmes –both formal or informal – are an intrinsic tool for targeting and empowering rural youth, women and girls, people with disabilities, migrants and other disadvantaged groups.

The event is crucial as it highlights the importance of continuous learning and experimentation, challenges traditional teaching practices and explores new ways of engaging with students while promoting social inclusion.

ETF Network for Excellence – SISI: Sharing Innovation in Social Inclusion - Work Based Learning and Social Inclusion – third online thematic meeting

https://openspace.etf.europa.eu/events/etf-network-excellence-sisi-sharing-innovation-social-inclusion-work-based-learning-and

Open Space, 18/05/2023

The European Training Foundation (**ETF)'s Network for Excellence** (**ENE**) was launched in 2020 and supports CoVEs (Centres of Vocational Excellence) and VET providers towards excellence in relevant and quality skills delivery through strategic development partnerships. The global **ENE network has more than 270 members from more than 40 different countries** – and it continues to grow. The purpose of ENE is to promote excellence and innovation in VET to support employment and education systems in a lifelong learning perspective.

Within ENE, the **Sharing Innovation in Social Inclusion –Skills for Inclusion VET initiative (SISI initiative)** conducts peer activities and reviews and provides structured peer learning and practice sharing. It is implemented in collaboration with the ENAIP NET.

https://youtu.be/sCZsKTIFH1U

As part of this third thematic meeting, some of developments were discussed and some of the **results of peer learning and reviews** conducted within this partnership as well as selected practice examples were provided. It also included **reflections and policy recommendations on how VET institutions, policymakers, employer organisations and other relevant stakeholders work together to support the skills for inclusion agenda**. It summarised what we have learned as SISI members in the period from 2021 to 2022, and what we can expect in 2023.

The online webinar focused on how **work-based learning** can play a crucial role particularly for individuals with fewer opportunities and/or from marginalised communities who face barriers to accessing education and employment opportunities.

The aim of the meeting was to show how learners can be endowed with hands-on experience in real work settings and how work-based learning enables them to develop the practical skills, knowledge, confidence and job-specific competencies that thereby increase their employability and social mobility.

By addressing the skills gap between job seekers and employer needs, work-based learning can ensure that learners are prepared to meet the demands of their chosen field. Overall, **work-based learning offers a transformative pathway to access employment opportunities and achieve economic empowerment, thereby promoting social inclusion.**

ETF Network for Excellence – SISI Webinar: Sharing Innovation in ROADMAP TO SOCIAL INCLUSIONS – 4th online thematic meeting

https://openspace.etf.europa.eu/events/etf-network-excellence-sisi-webinar-sharing-innovation-roadmap-social-inclusions

https://youtu.be/bEIdh4p4_tE

Event: 28/06/2023

The ETF's Network for Excellence (ENE) goal is supporting Centres of Vocational Excellence (CoVEs) and VET providers in delivering relevant and high-quality skills through strategic development partnerships.

As part of the ENE, the Sharing Innovation in Social Inclusion (SISI) – Skills for Inclusion VET initiative plays a crucial role.

The ENE SISI conducts peer activities, reviews and facilitates structured peer learning and practice sharing. Implemented in collaboration with the ENAIP NET, SISI provides valuable reflections and policy recommendations on how VET institutions, policymakers, employer organisations and other stakeholders can work together to support and consolidate locally sourced, innovative inclusion practices and activities, and to put social inclusion at the heart of human capital development.

Webinar highlights:

- Gain insights into the roadmap to social inclusion in VET;
- Learn about successful case studies and design for social impact;
- Discover methodologies and tools for building action plans;
- Understand the future steps of the initiative.

Who should attend?

The online meeting is aimed at ENE SISI members, namely:

- Professionals in the field of vocational education and training;
- Policy and decision-makers in education and employment sectors;
- Representatives from VET institutions and training providers;
- Employer organisations and industry stakeholders;
- Experts in social inclusion and skills development.

This webinar offers a unique opportunity for knowledge sharing, networking and collaborative discussions on social inclusion and vocational education and training.

It is a chance to connect with like-minded professionals and gain valuable insights to support your work in promoting excellence and innovation in VET.

DEVELOPMENTAL STORIES

https://openspace.etf.europa.eu/blog-posts/ene-sisi-peer-learning-activity-san-sebastian-spain-developmental-stories

Here you will find the nine interviews from the Peer-Learning Activity hosted by Tknika, The College of Technology of the Basque Government in San Sebastián, Spain that was held on November 17th, 2022, as part of the ENE SISI – Sharing Innovation in Social Inclusion Initiative, with contributions from CoVEs from Israel, Türkiye, Albania, Georgia, Malawi and Zimbabwe.

Developmental story n°1: partnership

Ms Flutura Vaqarri, Director of the Hospitality and Tourism School of Tirana, Albania, describes how a solid partnership between the school, businesses and public institutions has been granting a remarkable employment rate to this VET centre's graduates since 1995. It represents a collective effort for partnership which continues to grow to this day: an excellent example of integration between training offers and employment. Ms Vaqarri provides insightful reflections on how the Hospitality and Tourism School of Tirana, Albania impacts the formulation of the policies at sector level.

https://youtu.be/nVAIXi_K7-0

Developmental story n°2: technologies and social inclusion

Mr Lev Berman, Head of the Amal Shimon Peres Entrepreneurship Center in Tel Aviv, Israel, shares his insights and practical examples about which enabling factors can support the smooth introduction of digital technologies targeting disadvantaged individuals. Technologies represent an incredible opportunity for inclusion, as they bring together different fields of knowledge concurring to creating accessible, inclusive training. Their applications are varied and well-articulated and they incorporate numerous profiles, including both pedagogical and psychological profiles.

https://youtu.be/dAygFeOZHrs

Developmental story n°3: accessibility

Mr Enock Jumah, Manager of the DAPP Mikolongwe Vocational School, Malawi, illustrates the steps undertaken by his organisation to grant accessibility to trainees with disabilities, from the initial assessment to the establishment of tailored facilities. The school also investigates how to involve students from rural areas and collaborates with them by supporting their small business start-ups with the aim of improving the general rural community's wellbeing.

https://youtu.be/3DOap8TFwxs

Developmental story n°4: effective policies

Mr Mirian Memarne, International Programme Coordinator at LEPL College Akhali Talga, Georgia, recalls how effective collaboration between public institutions and teachers offers the chance to provide sound digital training to their students, despite harsh conditions due to COVID-19.

https://youtu.be/dTTltza8uDI

Developmental story n°5: guidance for a VET system

Mr Jordan Banda, from the TEVET Authority in Malawi, describes the process of ensuring VET institutions in Malawi meet the governmental standards for VET training. TEVET Authority in Malawi is works diligently with DAPP Mikolongwe Vocational School and with other schools. This is another best

practice on how policy institutions and centres of excellence are closely linked and how they impact upon each other.

https://youtu.be/lciJrbrKhLs

Developmental story n°6: women's training

Ms Priscilla Chihota, grants administrator for the DAPP Ponhesai Vanhu Technical College, Zimbabwe, discusses how the community, as a whole, should be targeted in a systemic rights-based approach in order to ensure female participation to education. She remarks that the process of ensuring the implementation of the right to female education in the context of Zimbabwe is not only about raising women's self-awareness and offering a tailored didactical plan but must also be accompanied by a socio-sanitary intervention.

She then offers her insights about how the College targets the most disadvantaged and vulnerable individuals in rural areas.

https://youtu.be/t-flEU1Rtol

Developmental story n°7: community

Stimulating a sense of community in trainers is fundamental to allow them to become active citizens and to foster inclusion by linking VET providers with its surrounding community. Ms Zeynep Dereli, founder and manager of Tink Technology and Humanity College of Istanbul, Türkiye, highlights how this is a shared effort between her centre of excellence, local government and civil society. She also describes how reaching inclusion passes through policy makers' advocacy and a constant grass-roots assessment approach.

https://youtu.be/PiiVuSz94e0

Developmental story n°8: training and businesses

Mr Besim Xhaja, Head of the Development Unit of the Hospitality and Tourism School of Tirana, Albania, describes how the partnership between the school and the local businesses can lead to a continuous improvement of the training offer. He also discusses social inclusion as a systemic approach in the school teaching model.

https://youtu.be/OsxPM8LwMAk

Developmental story n°9: leave no one behind

The government of Zimbabwe has a mandate of leaving no one behind: Ms Grenia Chaomba, district social welfare officer in Zimbabwe, describes the process of ensuring an equal access to education to the most vulnerable and marginalised students by working with the training centres on the territory and the local chiefs. People with disabilities face social stigma in Zimbabwe. Therefore, ensuring access to education means involving the community in shifting perspectives in terms of identifying these individuals and assessing their needs.https://youtu.be/i-6KTwHqonU