



European Commission new actions to support Vocational Education and Training in times of Covid

Part I: Update on recent policy initiatives at EU level

Recent policy initiatives at EU level

**European Skills Agenda
for sustainable
competitiveness, social
fairness and resilience**

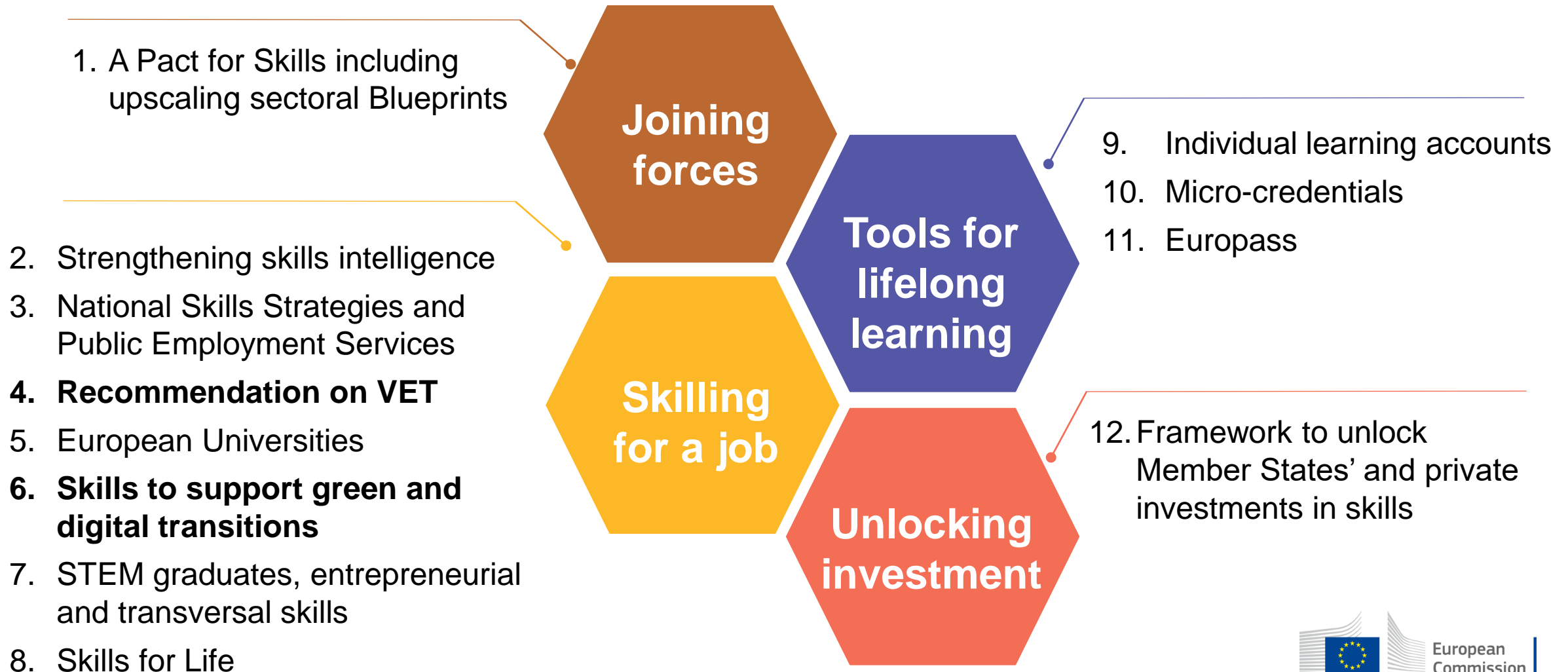
**Proposal for a Council
Recommendation on
Vocational Education
and Training**

**Osnabrück
Declaration**

**Communication on
achieving the European
Education Area**

**Digital Education Action
Plan
2021-2027**

New skills agenda – Building Blocks



Council Recommendation on VET (highlights)

Common indicators

- Share of employed graduates: **82 %**
- Share of VET graduates exposed to Web Based learning: **60 %**
- Share of VET learners benefiting from a mobility abroad: **8 %**

Member States common objectives for 2025

- VET adapting to labour market changes
- Flexibility and progression opportunities at the core of VET
- VET as a driver for innovation (digital and green transitions)
- VET as an attractive choice (for learners, teachers, organizations)
- VET promoting equality of opportunities
- VET underpinned by a culture of quality assurance (i.e. peer reviews)

Implementation by using EU transparency tools and funding + Partnerships with social partners and intermediaries

Commitments at EU level

- Governance mechanisms (ACVT, DGVT)
- Ensure that VET is included in EU Recovery Plan
- Support to structural reforms of apprenticeships (EAfA, support service)
- Support to 50 Centers of VET Excellence
- Support to digitalization of VET provision (Competence frameworks, SELFIE)
- EU VET as a global reference for skills development
- EU funding sources
- Monitoring of the Recommendation

Osnabrück Declaration on VET

Short term actions at
national and
European levels

EU Member States
EEA Countries
EU Candidate Countries
European social Partners
European Commission
+ Support of VET providers
and learners associations

Resilience and excellence through quality, inclusive and flexible VET

Establishing a new lifelong learning culture

Sustainability - a green link in VET

European Education and Training Area an international VET

European Education Area by 2025



1



Quality in education and training

- Boost basic and transversal skills
- More mobility and cooperation opportunities
- Support lifelong acquisition of language competences
- Develop a European perspective in education



2



Inclusion and gender equality

- Pathways to School Success
- 50 centres of excellence for VET
- European Approach to micro-credentials
- Gender-sensitive teaching



3



Green and digital transitions

- Education for Climate Coalition
- Greening of education infrastructure
- Council Recommendation on education for environmental sustainability
- Digital Education Action Plan



4



Teachers and trainers

- 25 Erasmus Teacher Academies
- European guidance for national career frameworks
- European Innovative Teaching Award



5



Higher education

- European Universities full roll-out
- Development of a European Degree
- Legal statute for alliances of universities
- Erasmus+ Mobile App



6



Geopolitical dimension

- Team Europe approach
- Strengthen cooperation with strategic global partners
- Expand international dimension of Erasmus+

Digital Education Action Plan (2021-2027)

Priority 1

Developing a high performing digital education ecosystem

- Robust infrastructure
- Digital equipment
- Teacher professional development
- Updated teaching and learning practices and new approaches to assessment
- High-quality digital education content and secure platforms

Priority 2

Enhancing digital skills and competences for the digital transformation

- Sound understanding of the digital world (digital literacy and knowledge of emerging technologies)
- Basic and advanced digital skills
- Gender gaps in digital and STEM studies and careers
- Cross-national data on student digital skills
- Certification of digital skills.

Part II: Covid 19 context Adapting EU level actions in VET

- Understanding the situation
- Adapting the Erasmus+ programme
- Giving guidance to national authorities

Understanding the situation

European Commission Survey (DG EMPL) – April/June 2020

https://ec.europa.eu/social/vocational-skills-week/fight-against-covid-19_en#7

Cedefop Community of apprenticeship experts Report – April 2020

https://www.cedefop.europa.eu/files/cedefop_community_apprenticeship_experts_synthesis_how_are_european_countries_managing_apprenticeships_to_respond_to_the_coronavirus_crisis.pdf

Adapting the Erasmus+ programme

Urgency measures

- Extension of projects duration
- Blended mobility encouraged
- Adaptation of related financial rules
- Physical mobility remains the rule but “Force majeure” can apply
- Increased flexibility in project budget management

Mid-term measures

- Launch of an **extraordinary call** targeting digitalisation of VET organisations (100 M€)
- Preparing the **future programme**:
 - Use of Platforms (EPALE, eTwinning, future SEG)
 - Blended mobility in all types of VET actions possible
 - Financial support
 - Dedicated award criteria in cooperation projects



Blended learning in school
education – guidelines for the
start of the academic year 2020/21

Education and
Training

Guidance to National Authorities



Distance Learning Network

National and regional representatives nominated by
Directorate-General Schools and Higher Education

- **Support the continuity of effective learning during the COVID-19 crisis**
- **Share experiences and approaches**
- **Discuss challenges and opportunities for national and regional support**

<https://www.schooleducationgateway.eu/en/pub/resources/publications/blended-learning-guidelines.htm>



Blended learning in school education – guidelines for the start of the academic year 2020/21

LEARNER ASSESSMENT

WELL-BEING OF STAFF AND PUPILS

COLLABORATION AND SCHOOL COMMUNITY

QUALITY ASSURANCE – EVALUATION AND FEEDBACK

SCHOOL LEADERSHIP

- Shared vision
- Collaborative school culture
- Supporting teacher decision-making
- Curriculum objectives
- Capacity to use tools
- Targeted support to learners
- Wider community support
- Liaising with local and national authorities

LEGISLATION TO SUPPORT DECISION-MAKING

- Authorising the use of a blended model
- Core provision to all
- Evidence base
- Guidelines
- Access to professional development
- Related legal requirements
- Quality assurance processes
- Other education levels

MANAGING IN-SCHOOL AND DISTANCE LEARNING ENVIRONMENTS FOR ALL LEARNERS

- School timetable
- Access to devices
- Digital tools
- Support staff
- Parents and guardians
- Learner management of environments
- VET and work-based learning

TEACHERS – ROLE, COMPETENCES AND WORKING CONDITIONS

- Teaching and learning approach
- Mindset
- Risk-taking and innovation
- Assessment for learning
- Supporting pupils as individuals and community
- Reflection and development
- Sharing practice
- Leadership roles
- Wider community
- Newly qualified teachers
- Working conditions



Blended learning in school education – guidelines for the start of the academic year 2020/21

SCHOOL LEADERSHIP

LEGISLATION TO SUPPORT DECISION-MAKING

MANAGING IN-SCHOOL AND DISTANCE LEARNING ENVIRONMENTS FOR ALL LEARNERS

TEACHERS – ROLE, COMPETENCES AND WORKING CONDITIONS

LEARNER ASSESSMENT

- Transparency
- Equity
- Self-efficacy
- Familiarity
- Regularity
- Diversity
- Flexibility

WELL-BEING OF STAFF AND PUPILS

- Causes of anxiety and stress
- Developing guidance
- Developing competences
- In-school dialogue

COLLABORATION AND SCHOOL COMMUNITY

- Maintaining communication
- Teacher collaboration
- Pupil identity and belonging
- Parents and families
- External stakeholders
- Use of school site

QUALITY ASSURANCE – EVALUATION AND FEEDBACK

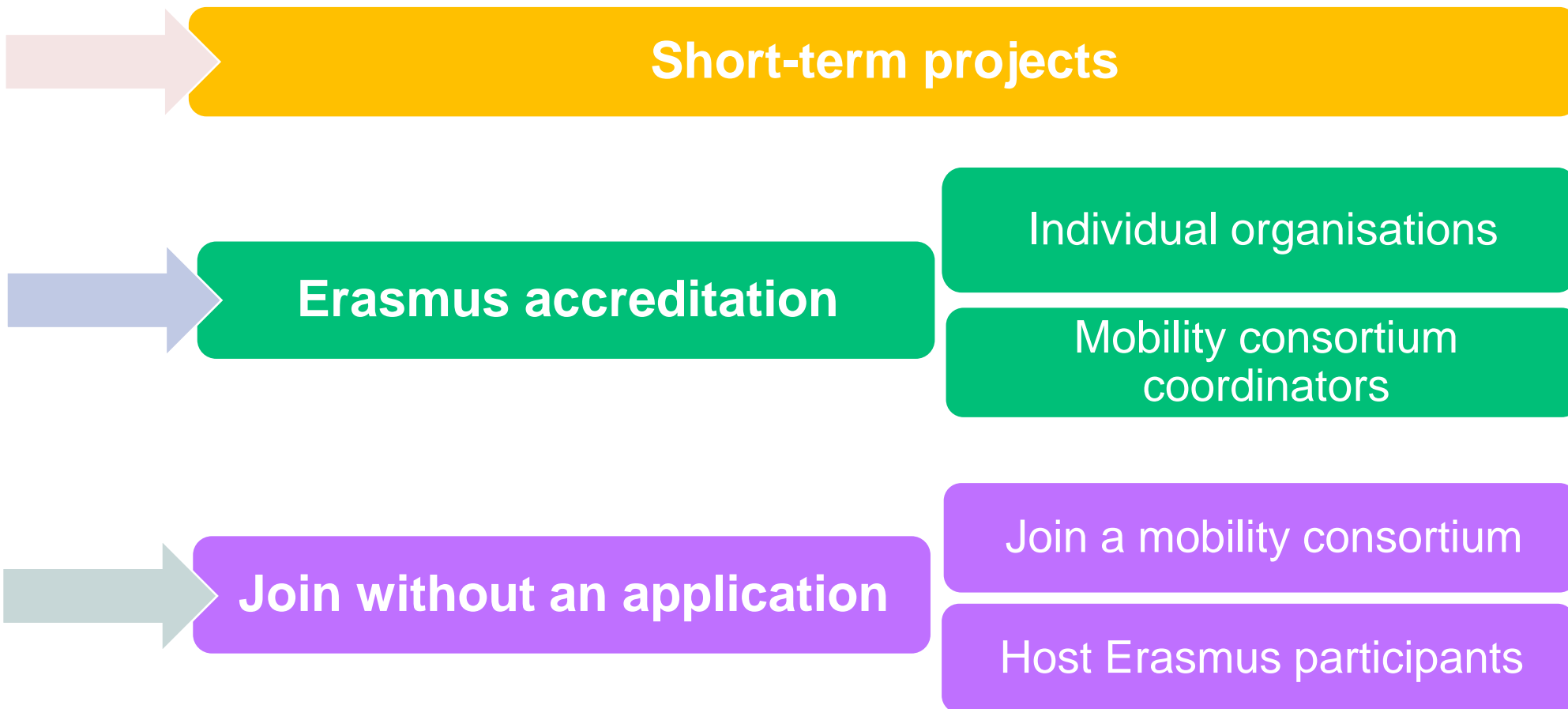
- Teaching and learning outside school
- School climate/culture
- Managing staff resources
- Monitoring practices and new developments
- Other providers

Part III: Preparing the future Erasmus programme

- Support to mobility
 - Support to cooperation
- in Programme Countries and beyond

Key Action 1 – Support to VET mobility

How to
join?



Available mobility activities in VET

Staff mobility

- ▶ Job shadowing (2-365 days)
- ▶ Teaching or training assignments (2-365 days)
- ▶ Courses and training (2-30 days)

Learner mobility

- ▶ Short term learning mobility (10-89 days)
- ▶ Long-term learning mobility – ErasmusPro (90 to 365 days)
- ▶ Participation in skills competition

Blended activities

- ▶ All mobility activities of staff and learners can be combined with virtual components to create 'blended activities'

Other supported activities

- ▶ Invited experts (2-60 days)
- ▶ Preparatory visits
- ▶ Hosting teachers and educators in training (10 to 365 days)

International mobility for VET learners and staff - Our plans

Caveat: 2021 programme guide not yet finalised

Applicants

- are located in Erasmus Programme Countries
- must be Erasmus **Accredited** VET Organisations
- Will integrate international mobility flows in their annual budget requests in parallel to Intra-European mobilities with **budget ceiling**

**From 2021
call onwards**

**Managed by Erasmus
National Agencies**

Financed with Intra-European
credits (Heading 2)



Mainly outgoing mobilities
but incoming mobilities possible
to ensure reciprocity

Key Action 2- Cooperation opportunities



Partnerships for Cooperation

Small-Scale Partnerships

Cooperation Partnerships

Erasmus
National
Agencies



Online platforms: eTwinning, SEG, EPALE



Partnerships for Excellence

Partnerships for Innovation

Centres of Vocational Excellence

Erasmus Teacher Academies

Alliances

Forward Looking Projects

Education and
Culture
Executive
Agency

#EUVocationalSkills

#DiscoverYourTalent

Thank you



© European Union 2020

Unless otherwise noted the reuse of this presentation is authorised under the [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) license. For any use or reproduction of elements that are not owned by the EU, permission may need to be sought directly from the respective right holders.

Slide xx: **element concerned**, source: **e.g. Fotolia.com**; Slide xx: **element concerned**, source: **e.g. iStock.com**

