



European
Commission



Erasmus+ Centres of Vocational Excellence

Call for proposals EACEA 33/2019

Online info session

5 November 2019

Education,
Audiovisual
& Culture
Executive Agency



welcome |

we're glad you're here!



European
Commission

Education, Audiovisual & Culture
Executive Agency

Aim of the info session

Call For Proposals

- ✓ To provide potential applicants with **information** about the **Call** and the **application process**
- ✓ To give the opportunity to **ask questions** about the **Call** and the **application process**



Agenda

11:00	Welcome Tapio SÄÄVÄLÄ, Head of Unit (EACEA A5)
11:05	Policy context, objectives of the call and expected results João SANTOS, Deputy Head of Unit (DG EMPL E3)
11:25	How to prepare and submit an application? Gloria BARILARI, Project Manager (EACEA A5)
11:45	Break
11:55	Financial aspects Damiano CARBONI, Financial Officer (EACEA A1)
12:10	Questions and answers All speakers, moderation Michèle GROMBEER, Head of Sector (EACEA A5)
12:30	Closure of the event Michèle GROMBEER, Head of Sector (EACEA A5)





Meet our
speakers



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Questions and answers



EACEA-EPLUS-VET@ec.europa.eu



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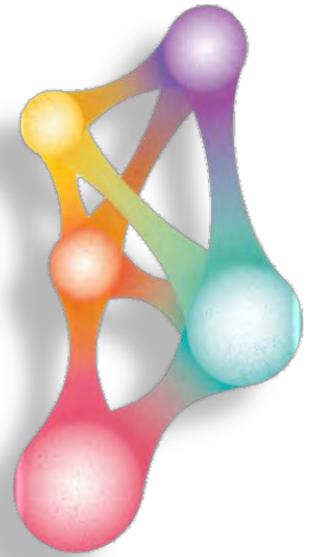
Policy context, objectives and
expected results



The initiative on **"Centres of Vocational Excellence"**

*Online information session on the
Call for proposals EACEA 33/2019*

Brussels, Belgium, 5 November 2019



Joao SANTOS

Deputy Head of Unit
European Commission,
Directorate General for Employment, Social Affairs and Inclusion
Unit E3 - Vocational training, Apprenticeships and Adult learning

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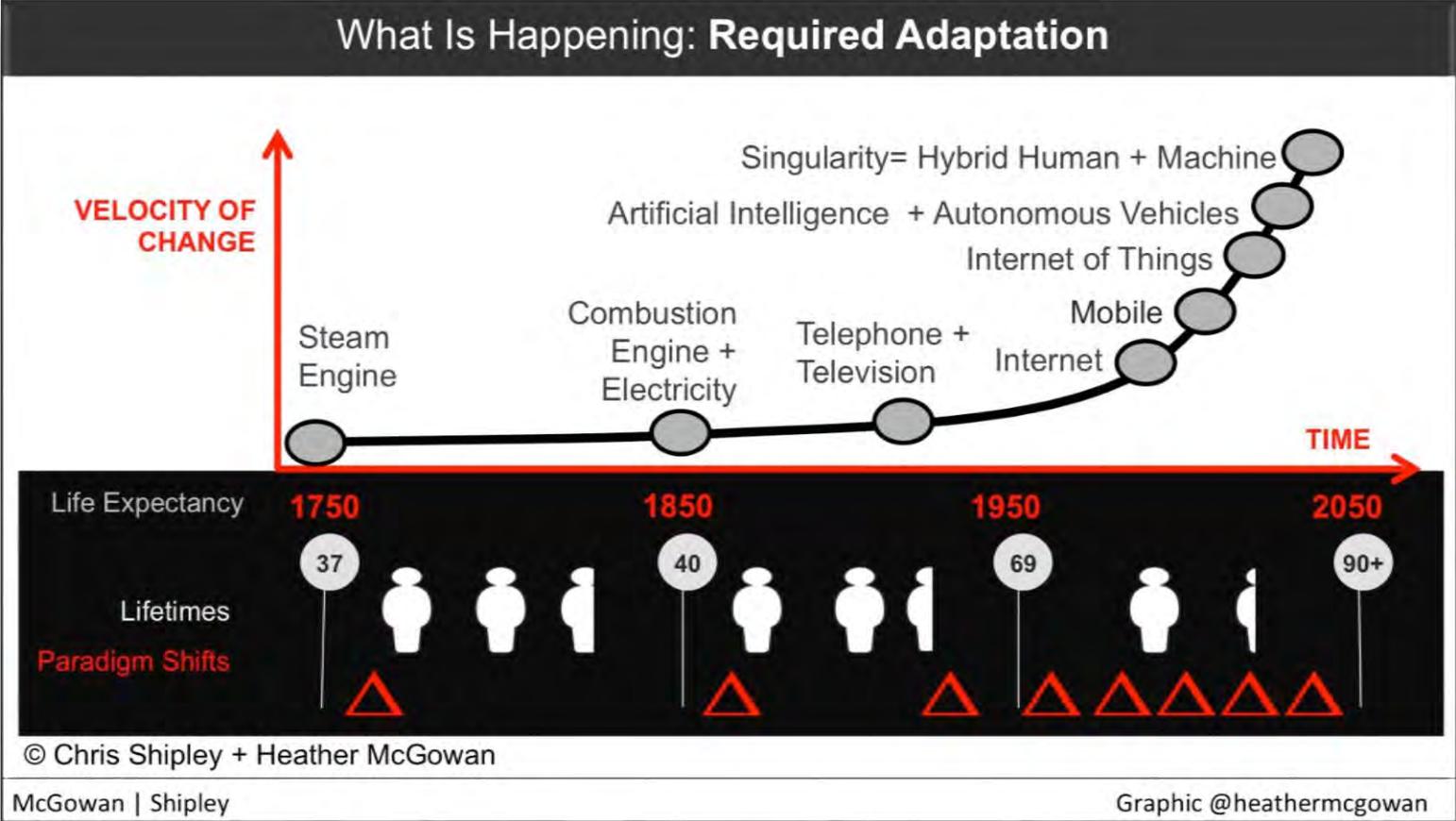
[linkedin.com/in/JoaoSantosEU](https://www.linkedin.com/in/JoaoSantosEU)



[@JoaoSantosEU](https://twitter.com/JoaoSantosEU)



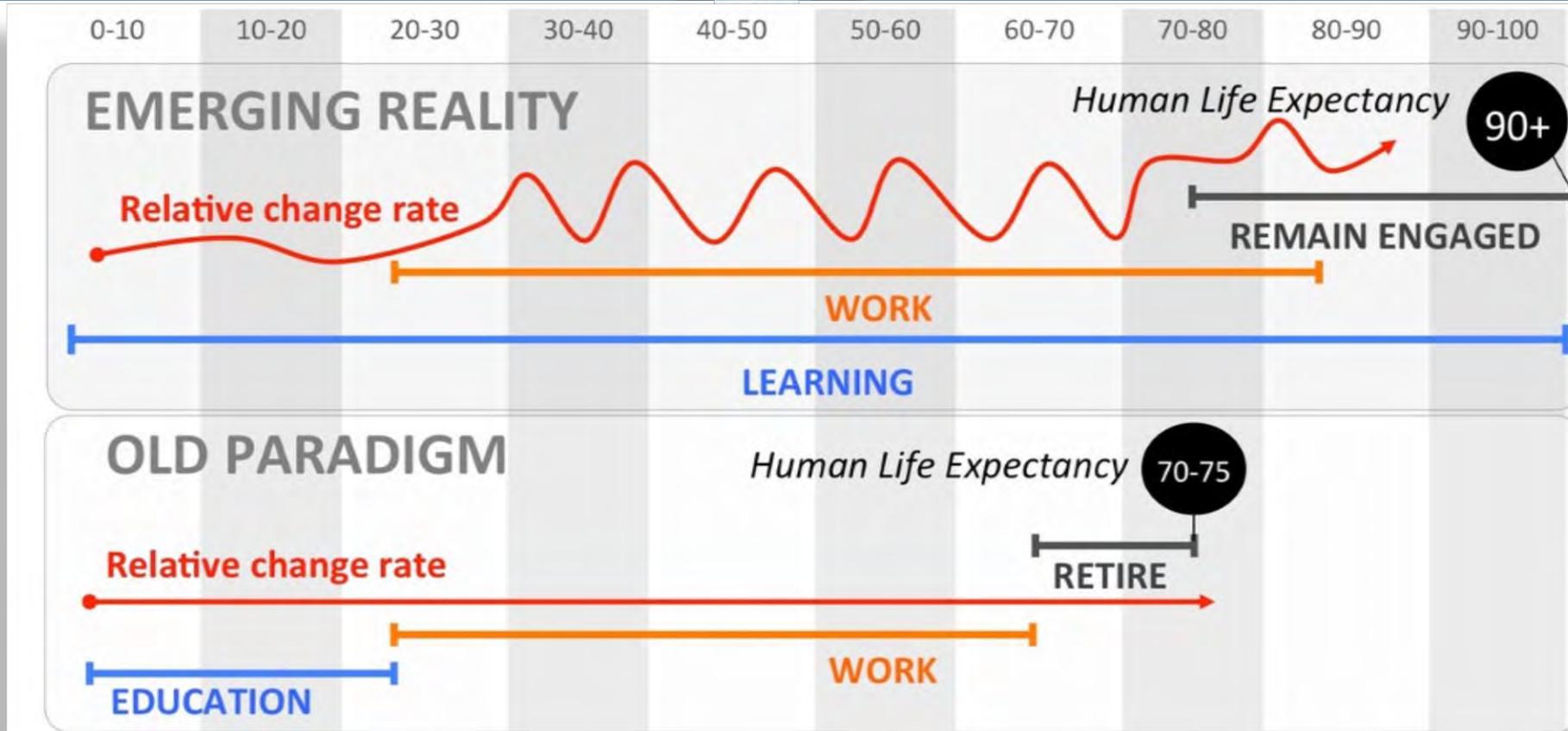
**DISCOVER
YOUR TALENT!**



Moving from being "educated", to lifelong learning "engagement"



@Heather McGowan



Understanding “Science” based and “Practice” based Innovation



The role of applying scientific findings and technologies in Closed research and development environments is diminishing.

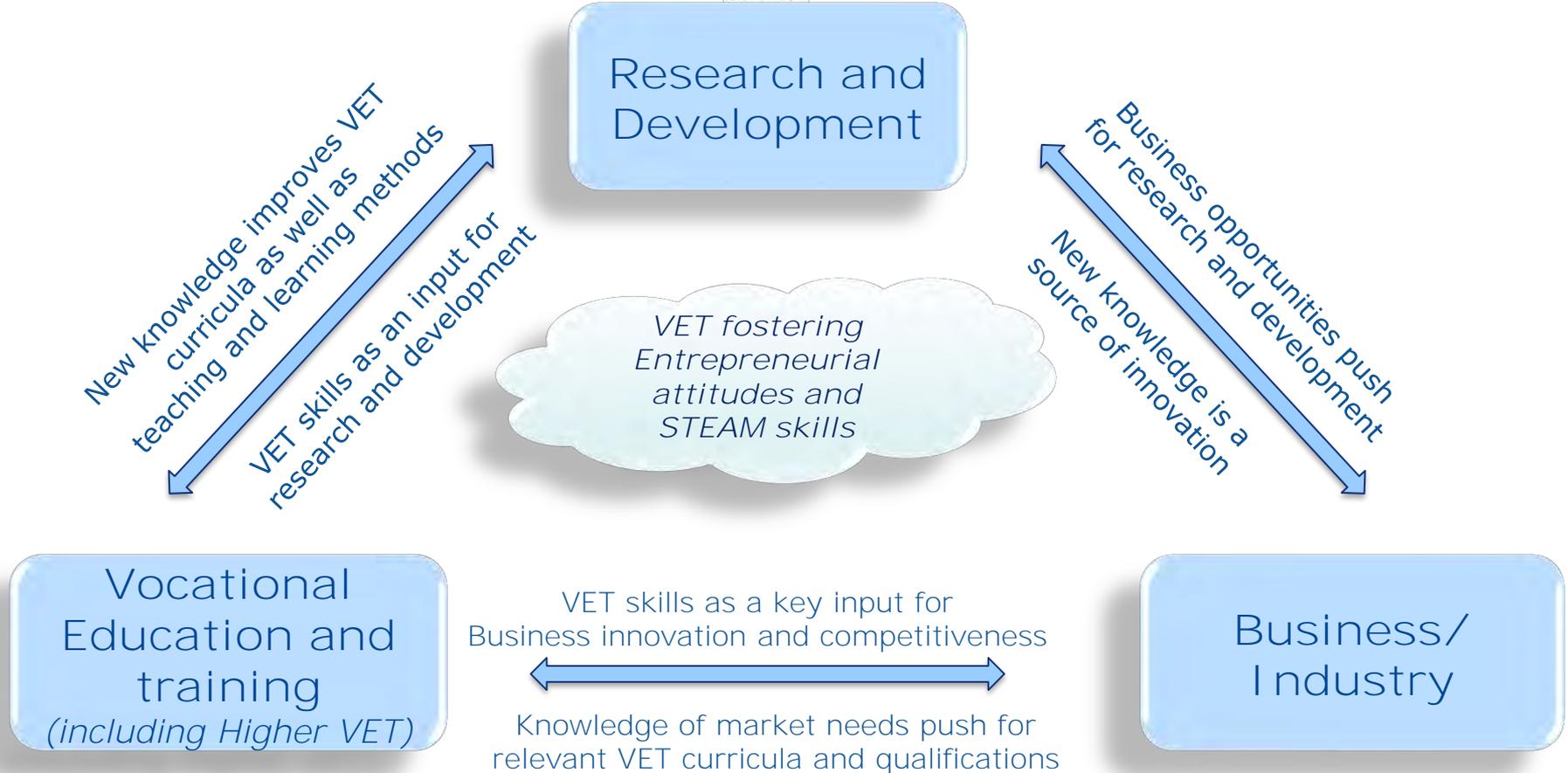
According to the Innovation in Europe survey, only **4%** of innovations are based on academic research. The survey also shows that the most significant sources of innovation are customer contacts, company networks and the like. These produce **96%** of innovations.

So, if scientific research is the initiator for only a fraction of innovations, there is reason thoroughly to consider the birth mechanisms of innovations and what methods would work best in their promotion. Innovations usually evolve from a practical need, and they are developed in a context that is far removed from the environment where scientific innovations are produced.

Vesa Harmaakorpi

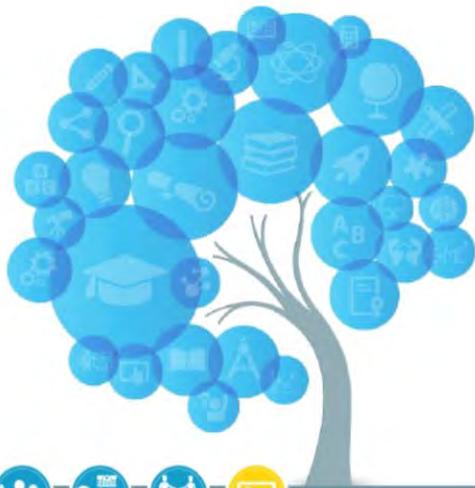
Professor of Innovation Systems at Lappeenranta University of Technology, Lahti Area, Finland

VET pro-active in the “Knowledge triangle”





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Mapping of Centres of Vocational Excellence

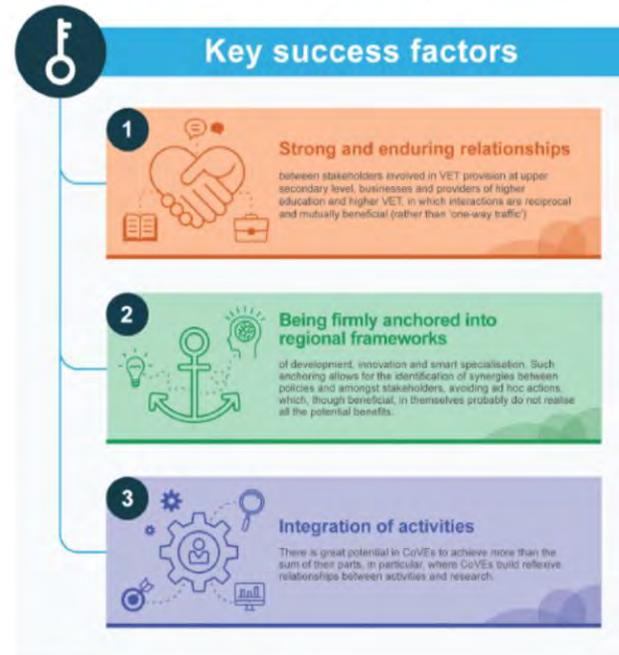
(CoVEs)

Produced by the ET 2020 Working Group on Vocational Education and Training (VET)

Education
and Training

Development of CoVEs

There are three key factors that underpin the success of CoVEs, shown in the pictogram below.



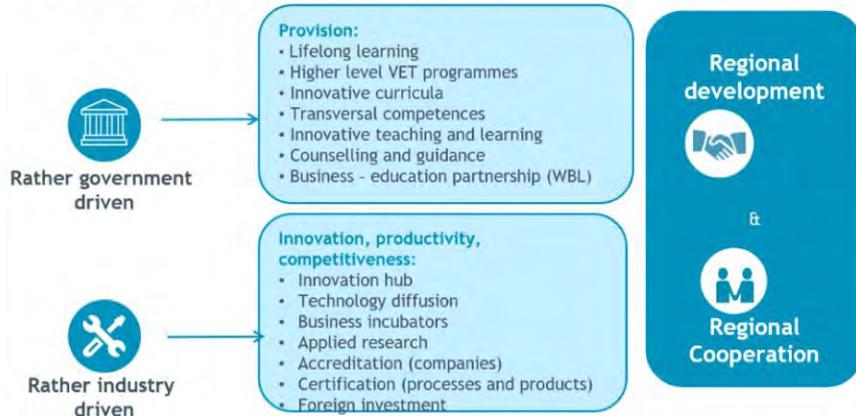
CENTRES OF VOCATIONAL EXCELLENCE – AN ENGINE FOR VET DEVELOPMENT?*

Executive summary (draft)



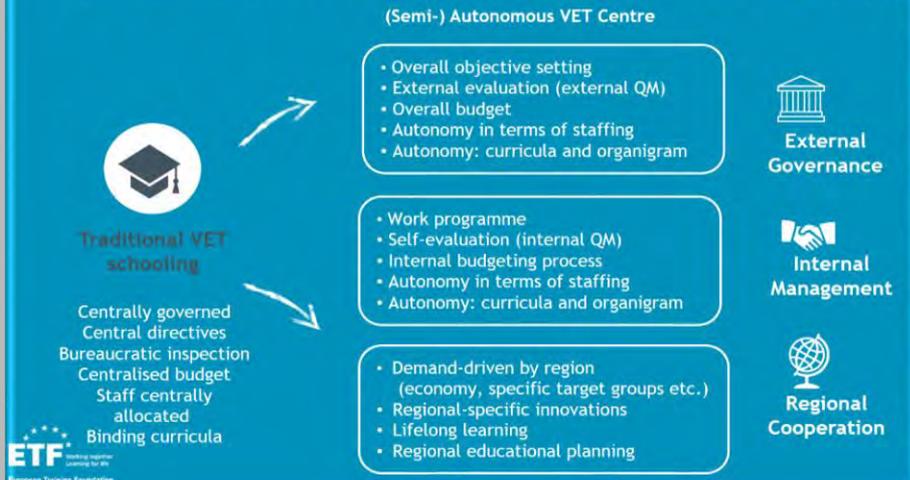
* The publication "Centres of Vocational Excellence – an engine for VET Development?" will be published early 2020

Drivers for Centres of Vocational Excellence



6

From traditional VET schooling to more autonomy



Skills and Smart Specialisation

*The role of Vocational
Education and Training
in Smart Specialisation
Strategies*

Hazelkorn, Ellen
Edwards, John

October 2019



5 Conclusions and Policy Recommendations

This report has reviewed a wide range of issues influencing the role of VET in smart specialisation strategies. While VET has traditionally been viewed as a significant part of secondary/upper secondary education, it is increasingly a core component of education provision at all levels. However, the important point is not at which level VET is delivered, but what role VET can play in supporting diffusion of innovation, providing relevant skills for industrial development and overall supporting local/regional innovation ecosystems.

In summary, the key messages emerging from this discussion are:

- Focus on human capital is fundamental to the sustainability of the regional innovation eco-system. Accordingly, VET has a strong capacity to deliver and play a major role in smart specialisation strategies: helping retain and attract talent, generate absorptive capacity in the societies and economies in which they are located, and to help build sustainable more equitable communities;
- Increasing collaboration between different parts of the education system, schools, VET and research universities, enterprise and civil society are key to ensuring that the regional networks are strong; neutral regional brokers including VET institutions have a key role to play in strengthening these ties as well as through joint projects and sharing facilities;
- VET curricula should be outcome-oriented and responsive to the labour market – balancing supply and demand, and widening the opportunities for learners of all abilities, ages, ethnicities and race to live successful and sustainable lives;
- Changes are required in the way in which VET and other educational providers organise curriculum in order to enhance and widen participation to a more diverse student cohort, including adult learners;
- The formation of regional innovation clusters comprising education and research institutions can help generate critical mass and nurture social ties with other parts of the public sector and with business and the community to maximise the use of available resources;
- Leadership capacity is required across all partners with the ability to create a shared vision for the future.

Table 4 highlights the key enablers for success as well as identifying some of the main barriers. There is however, much more work to be done in bringing VET to the attention of policy makers and practitioners in the field of innovation and smart specialisation, as well as the field of local and regional development more broadly. At EU level there are a number of recommendations that can be made including:

- Increase the awareness of innovation and the smart specialisation approach within the ET2020 agenda, stressing the importance of working across government to enlarge the policy mixes of regional innovation strategies.
- Make the most of centrally managed EU funding programmes especially the Erasmus+ funded Platforms of Centres of Vocational Excellence, Sector Skills Alliances and other Key Action 2 and 3 programmes to increase dialogue and cooperation in using VET to boost innovation in regions.
- Promote the use of VET for innovation within the ESIF, in particular during the programming stage for the multi-annual framework post 2020, both from the ESF and the proposed ERDF specific objective on Skills for Smart Specialisation, Entrepreneurship and Industrial Transition.
- Promote cooperation between VET institutions and their representatives and managers of S3. At EU level this can be done through raising awareness in the S3 Platform, including the thematic platforms and the targeted support to S3 implementation.

UNESCO-UNEVOC trends mapping

Innovation in TVET

What is innovation in TVET?

As mentioned previously, the transition to green economies, the implementation of digital technologies in the world of work and the emergence of new forms of entrepreneurship, among others, are not only changing the profile of jobs but are also creating new possibilities for generating solutions for social and economic problems. The speed and scale of change calls for a broad process of transformation, with TVET institutions increasingly acting as drivers of innovation in their local ecosystem, and in parallel innovating the learning processes and products offered to youth and adults and increasing citizens' potential to innovate. As TVET adapts itself to the impacts of significant social, environmental and economic disruptions, innovative practices emerge with great potential to rejuvenate the future of TVET.

Systems of innovation can incorporate many different types of actors and can be organized around different activities, depending on the context. Similarly, the financing and delivery of TVET also involves different types of public and private stakeholders. It can be taken in different forms and be found in formal, non-formal and informal settings. With this in mind, a general definition of innovation in TVET needs to be broad enough to be applicable in these different contexts. After reviewing different definitions of innovation from previous literature and engaging the international TVET community in an extensive virtual debate, this study proposes the following broad definition of innovation in TVET:

Innovation comprises substantial change in the way TVET is practiced by an institution, making it progressively more relevant to its economic, social and environmental context.

This definition has two parts. First, innovations in TVET refer to 'substantial changes', that is to say, systematic transformation of TVET towards new practices, not only from a theoretical point of view, but also from a performative perspective. Second, innovations in TVET must be of relevance to external actors (e.g. developing solutions to local social and economic problems) or to TVET systems, networks and schools (e.g. deploying new teaching and learning methods).

Moreover, interactions with the global TVET community also showed that the definition could be understood from two different perspectives. First, TVET institutions can enhance regional and national capacities to generate and implement innovation. From this perspective, TVET institutions act as producers of innovation with aims to create value and benefits for external actors (e.g. development of applied

research or consultancy services). Second, TVET institutions are also capable of producing and implementing different types of innovations to improve the quality of TVET and to generate benefits for internal actors, such as students and TVET staff (e.g. new teaching and learning processes and entrepreneurship).

It is also important to note that, while the definition is broad enough to be relevant to different contexts, some participants of the virtual conference organized on innovation in TVET referred to the technological gap between developed and developing countries and its impact on the way TVET systems, networks and schools in developing countries understand what innovation in TVET is:

"In the developing world, innovation often implies trying to catch-up with other developed states. Whereas in developed nations, innovation most likely means forging ahead into uncharted waters"

(A participant from Jamaica)

While focusing exclusively on the definitions of innovation in TVET provided by TVET institutions from developing countries, it is possible to perceive a great focus on the idea of innovation as a 'solution' to different types of social, economic and environmental problems, with a specific focus on labour market issues. In general, innovation in TVET in developing countries refers to providing quality education with social inclusion, social engagement, and solving community problems.

Exploring the link between skills development and innovation

The link between innovation and TVET can be explored from multiple dimensions. On one hand, the development of innovation and technologies shapes skill demands and therefore the types of skills TVET needs to cater to. On the other hand, skills development also contributes to the development of systems of innovation by providing skilled labour that are able to help shape and develop the system.

Traditionally, literature on the role of TVET in the processes of innovation development commonly identify skills development as one of the mechanisms of skills formation and diffusion, oriented to equip different types of workers not only with general and specific skills, but also with innovation-related skills such as creativity, analytical thinking, problem-solving and leadership. From this perspective, TVET is considered as a key instrument for equipping the workforce with the skills required for the 'jobs of tomorrow' (Tether et al., 2005).

BRIEFING NOTE

Innovation and training: partners in change

Vocational education and training is contributing to innovation and training is becoming more innovative

Education and training are encouraging the creativity and innovation that can transform economies and societies. At the same time, innovation in new forms of cooperation and changes in curricula, teaching and technology are bringing greater flexibility and modernising vocational education and training (VET).

VET supporting economic and social innovation

Many recognise higher education's role in stimulating innovation, but VET's contribution is understated. VET at all levels, as well as academic higher education, can stimulate innovation. Although most innovation indices do not take account of VET, the Innovation Union Scoreboard shows that the impact of upper secondary education on innovation in the EU is increasing. This matters because, according to Eurostat, in 2013, around 49% of the 22 million learners at upper secondary level in the European Union (EU) were in VET. Developing their ability to innovate can bring considerable economic and social benefits. Learning at the workplace also has a positive impact on innovation performance (1).

EU countries recognise this and are trying to tap the potential of all VET learners. The Netherlands regards VET as the basis of a 'learning' economy. In 2013, France set a national goal to improve VET to support economic recovery. Denmark integrates creativity and innovation in its VET programmes to strengthen its position as a knowledge society.

VET also supports social innovation. Civic competences and social awareness skills acquired through VET not only improve work organisation, but also strengthen civil society. In Germany, VET programmes to integrate young adults with special needs into mechatronics apprenticeships illustrate the close partnership between VET and social innovation.

(1) Cedefop (2012). *Learning and innovation in enterprises*.

The programmes were awarded the Hermann Schmidt prize for innovation in VET and contributed to social innovation. They promoted equity by integrating people at a disadvantage into the labour market while developing social and interpersonal skills, including tolerance in society as a whole. Other countries are also using VET to change society. Under Hungary's social inclusion strategy, key competences of the Roma population are being developed through continuing VET tailored to their specific needs. Estonia and Lithuania are influencing attitudes by using VET to develop key competences, not only for employment, but also to promote an inclusive and tolerant society.

Figure 1. Reasons for recent innovation initiatives in VET, EU+, 2014



Source: Cedefop, based on examples from ReferNet.

Reasons for and types of innovation in VET

To help people innovate, initial and continuing VET must become more creative and innovative; there is evidence that VET is changing across Europe. Cedefop's ReferNet network, based in EU Member States, Iceland and Norway (referred to as the EU+), provided some examples of recent innovation

initiatives and reasons why they were undertaken (Figure 1) (2).

These reasons include a need for new skills as a result of technological change and globalisation. In Germany, for example, digitisation and flexible manufacturing processes have already prompted debate about new approaches to VET that emphasise digital skills (Box 1). But other factors are also encouraging innovation in VET, such as demography, financial constraints and the aim to attract more students to VET.

At their meeting in Riga in June 2015, the European Commission, Member States, EU candidate countries and social partners reaffirmed innovation as a principle of VET modernisation. European VET policy encourages innovation in VET at all levels in various ways, including new learning methods, use of technology and new funding mechanisms. It also

Box 1. VET of the future (*Berufsbildung 4.0*)

Flexible production in smart factories that integrate different work stages and processes through digitalisation and networks of interacting systems and tools: this is the vision of Industry 4.0 (3), or the fourth industrial revolution.

The new technologies, working environments, organisational structures and different forms of internal and external cooperation of Industry 4.0 have major implications for initial and continuing VET at all levels. In addition to a strong core of technical and generic skills and competences, skilled workers will need digital and problem-solving competences and knowledge management abilities. Social and communication skills, team work and autonomy will also be more important.

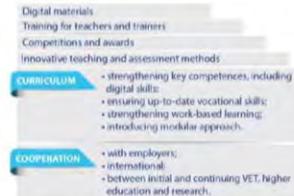
Germany's Federal Institute for VET (BIBB) is already talking to experts from vocational practice and research and drawing up proposals on how Industry 4.0 can have the skills it needs.

Learning may need to be structured differently. Virtual learning environments, that can reduce the costs of expensive training; new partnerships, different learning venues and hybrid qualification routes in collaboration with higher education could all be part of *Berufsbildung 4.0* – the VET of the future.

(3) VDI/ASME (2015). *Industry 4.0*. White paper: A discussion of qualifications and skills in the factory of the future: a German and American perspective.

(2) Information and data cover the 28 EU Member States, Iceland and Norway.

Figure 2. Types of innovation measures in VET, EU+, 2014



Source: Cedefop, based on examples from ReferNet.

promotes stronger cooperation, particularly on work-based learning, between VET institutions, higher education, research organisations and enterprises. Taking European VET policy as a starting point, ReferNet has given some insights into the types of innovation taking place in VET (Figure 2). It should be noted that the examples reflect innovation in the countries concerned. Innovation lies in doing things differently and what is innovation in one context may be standard practice in another.

New forms of cooperation

Innovation lies in cooperating with new partners and in the fresh ideas new contacts can generate. Cooperation between employers and VET is strengthening. The Czech Republic is testing new cooperation models between VET providers and enterprises to promote work-based learning. Sweden's 'college concept' is based on strong cooperation between different levels of education (secondary, higher and adult) and the world of work. In Hungary, the Chamber of Commerce and Industry is now a key partner with government in all VET-related matters. In Ireland, industry has an important influence on VET curricula, while in Poland, VET programmes are approved by employment councils.

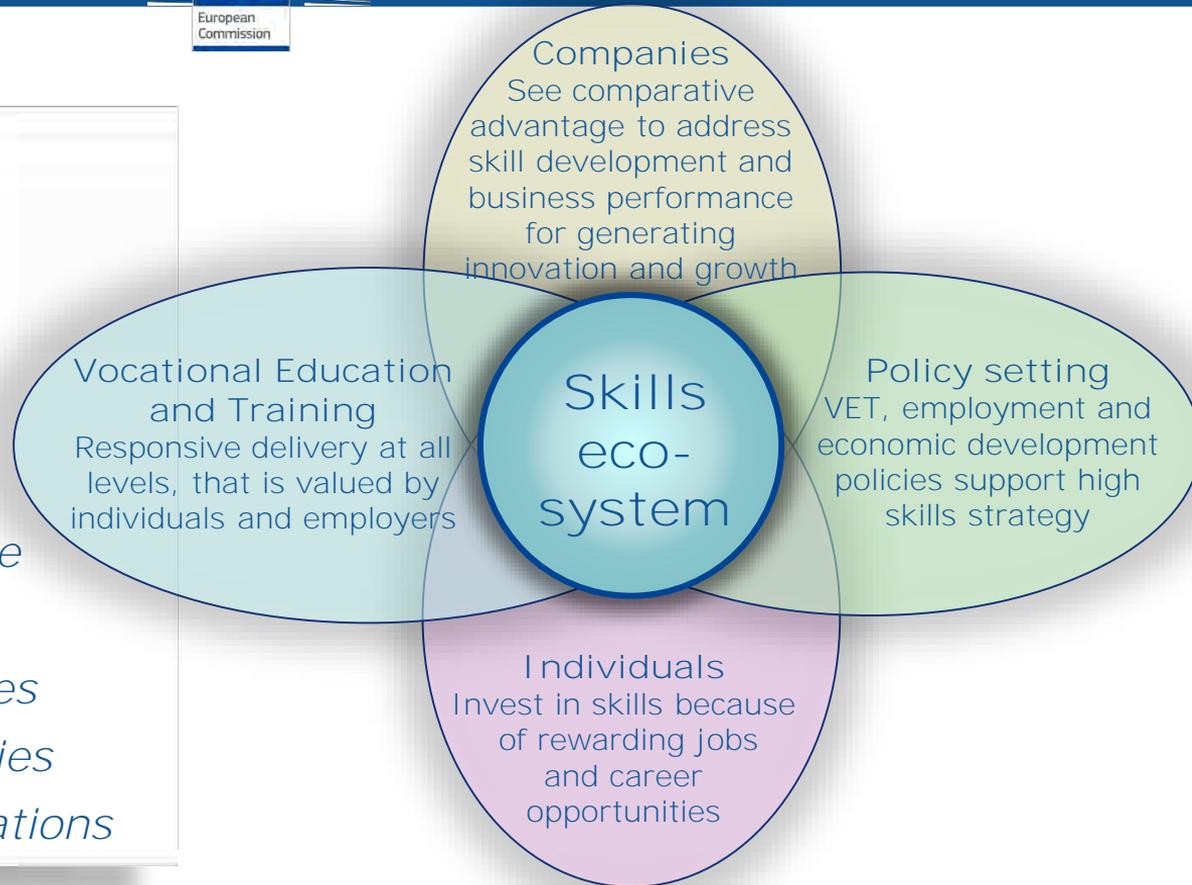
International cooperation is also boosting innovation. Lubuskie province in Poland and Brandenburg State in Germany, have established an education cluster to encourage cooperation. The cluster shares resources (workers, learners and infrastructure) between the municipalities, education providers and enterprises, as well as higher education and research institutions. Italy's *Porta futuro* centre for guidance, training and employment drew from the experience of France's *Cité des métiers* and Spain's *Porta 22*. Through the European alliance for apprenticeships, countries with

CoVE's fostering local/regional "Skills ecosystems"



Bringing together:

- *Policy makers*
- *Companies*
- *Chambers*
- *Trade unions*
- *VET institutions*
- *Universities of applied science*
- *Research centres*
- *Employment services/agencies*
- *Regional development agencies*
- *Professional or sector associations*





- Strong and enduring partnerships - VET providers (including VET at tertiary level), higher education institutions, and businesses, in which interactions are reciprocal and mutually beneficial
- Anchored into frameworks of regional development, innovation and smart specialisation - allows for the identification of synergies between policies and amongst stakeholders, avoiding ad-hoc actions
- Integration of activities - CoVEs achieve more than sum of the parts





Foster Vocational Excellence at two levels

LOCAL / REGIONAL / NATIONAL

Through Centres of Vocational Excellence (CoVE)

Operating in a given local context, embedding them closely in the local innovation and skills ecosystems, working with businesses, chambers, tertiary education, research institutions, public authorities, etc.

INTERNATIONAL

Through Platforms of CoVE's to establish world-class reference points for VET by bringing together partners that share a common interest in:

- Specific sectors/trades - *such as aeronautics, e-mobility, green technologies, healthcare, textiles...*
- Societal challenges - *such as integration of migrants, Digitalisation, AI, SDG, upskilling and reskilling...*

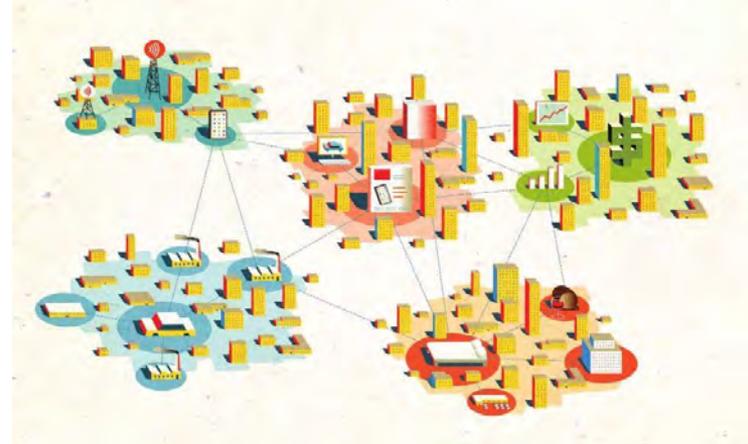
Platforms of Vocational Excellence

On what will they cooperate?



Platforms connecting training providers, their networks, and chambers, for:

- Capacity-building, sharing experience and know-how among partners
- Internationalisation strategies for mobility of *learners, staff, VET leaders*
- Innovative teaching and training methods (*building on Digitalisation*)
- Anticipating future skill needs
- Developing Joint VET curricula
- Project based learning
- Trans-national applied research projects
- Sharing of resources and equipment
- Active in trans-national Knowledge triangle





Activities clustered in three groups:

1) Teaching and learning



2) Cooperation and partnerships



3) Governance and funding



Typical activities of CoVE's

Pro-active partner in local development



Regional development,
Smart Specialisation,
Knowledge triangle



Providing both Initial and continuing VET at all EQF Levels



Innovative curricula, & Teaching & training methodologies (PBL, Interdisciplinary...)



Higher VET, and Flexible pathways with Schools and Universities

Quality assurance feedback loop, learner tracking



Validation and Guidance



Vocational Excellence

Governance (social partners, national and local governments VET providers, development agencies...)



Cost-sharing, sustainable funding, and effective use of EU funding



Technology diffusion and Innovation Hubs



Incubators supporting entrepreneurial initiatives



Partnerships for: Skills anticipation, Apprenticeships, T&T exchanges...



Activities related to *Teaching and learning*



- 1) Lifelong learning continuum approach. Combining offers of initial VET qualifications, with offers of continuing training for upskilling and reskilling.
- 2) Providing guidance services, as well as validation of prior learning.
- 3) Innovative curricula that focus both on technical skills and key competences
- 4) Innovative learner-centred teaching and learning methodologies,
- 5) Fostering learner excellence through actions that incentive VET learners to explore their innovation and creative potential
- 6) Developing modular and learner-centred trans-national VET learning provision
- 7) Providing higher level VET programmes and developing flexible pathways and cooperation mechanisms between VET and higher education institutions.
- 8) Initial and continuing professional development of teachers and trainers
- 9) Establishing strong quality assurance mechanisms (may include working towards certification based on national/international standards e.g. ISO 21001 or EFQM).
- 10) Establishing effective feedback loops and graduate tracking systems

Activities related to *Cooperation and partnerships*



- 1) Creation and dissemination of new knowledge in partnership with other stakeholders, e.g. through joint R&D with universities, R&D units in companies, etc
- 2) Establishing business-education partnerships for apprenticeships, internships, sharing of equipment, exchanges of staff and teachers, etc.
- 3) Providing SMEs with technical support, needs assessment, as well as tailor-made training to support their offers for apprenticeship and up-skilling/re-skilling
- 4) Working together with local SME's through innovation hubs, technology diffusion centres, and applied research projects
- 5) Providing or supporting business incubators for VET learners to develop their entrepreneurship skills and initiatives.
- 6) Developing internationalisation strategies to foster learner/staff mobility
- 7) Campaigns and activities aimed at raising the attractiveness of VET
- 8) Participating in national and international skills competitions,
- 9) Developing "International VET campus/academies"

Activities related to *Governance and Financing*



- 1) Ensuring effective governance at all levels involving relevant stakeholders, particularly companies, chambers, professional and sector associations, national and regional authorities and social partners.
- 2) Actively engaging in the overall national Skills governance systems and linking with employment and social policies at local, regional, national and European level.
- 3) Integrating into economic and innovation strategies and systems at local, regional, national and EU levels to proactively co-shape innovation and growth.
- 4) Developing sustainable financial models that combine public and private funding, as well as income generating activities.
- 5) Supporting the attraction of foreign investment projects by ensuring timely provision of skills for companies investing locally
- 6) Making full use of national and EU financial instruments and Funds.

Centres of Vocational Excellence

Overview of 2019 selected projects



Title	Talentjourney	Excellent Advanced Manufacturing 4.0	Digital Innovation Hub for Cloud Based Services	Open Design School	Platform of Vocational Excellence Water
Sector	IoT in Smart manufacturing	Advanced Manufacturing	Cloud computing	Cultural and creative industries	Water sector
Countries	5	4	5	9	6
EU Grant	953.550 €	799.332 €	999.882 €	874.093 €	998.022 €
Coordinator	Šolski center Nova Gorica (SI)	Tknika (ES)	Helsinki Business college (FI)	Basilicata Foundation (IT)	Friesland college (NL)
Partners	13	8	10	9	11

5 projects selected. Duration 2 years. Total grants: €4.624.879



KA3 Specific call

Support for "Platforms of Centres of Vocational Excellence (CoVE)"

- Support for 5 Pilot projects running for 4 years, based on innovative cooperation methods, for the establishment of **Platforms of CoVE's**
- Strategic approach to development of skills-ecosystems at local level and in line with local growth and innovation strategies
- At least 4 programme countries, at least 8 full partners, with at least 1 company or industry representative, and 1 VET provider in each country
- Can be focused on any EQF level but must also include levels 3, 4 or 5
- Budget **€20.000.000**, with maximum EU grant **€4,000,000** per project
- Published 15 October 2019. Deadline for applications February 2020.

Resources on CoVE's



- 1) The European Commission mapping study on approaches to Centres of Vocational Excellence
<https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8250&furtherPubs=yes>
- 2) The executive summary of the forthcoming report the European Training Foundation: Centres of vocational excellence – an engine for VET development? - An international analysis
<https://www.etf.europa.eu/en/document-attachments/centres-vocational-excellence-engine-vet-development>
- 3) The report by the Joint Research Centre on Skills and Smart Specialisation - The role of Vocational Education and Training in Smart Specialisation Strategies
<https://s3platform.jrc.ec.europa.eu/-/skills-and-smart-specialisation-the-role-of-vocational-education-and-training-in-smart-specialisation-strategies>
- 4) The Cedefop Briefing note Innovation and training: partners in change
<https://www.cedefop.europa.eu/en/publications-and-resources/publications/9103>
- 5) The UNESCO-UNEVOC report presenting the results of the trends mapping study on Innovation in technical and vocational education and training (TVET)
<https://unevoc.unesco.org/go.php?q=UNEVOC+Publications&lang=en&null=&null=&akt=id&st=&q=6273>
- 6) The Erasmus+ call **for pilot projects on CoVE's**, published on 15 October 2019
https://eacea.ec.europa.eu/erasmus-plus/funding/ka3-centers-of-vocational-excellence_en
- 7) The European Commission information note regarding the initiative on Centres of Vocational Excellence.

Follow your passion

Vocational Education
and Training is a first choice.





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Erasmus+ Centres of Vocational Excellence

Call for proposals EACEA 33/2019

Online info session

How to prepare and submit an
application

The background features several interlocking gears in green, yellow, red, and blue. Two black stick figures are shown running across the gears. In the top left corner, there is a brown icon of a pair of pants.

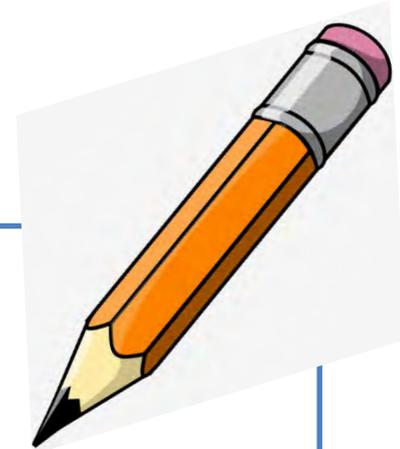
HOW TO PREPARE AND SUBMIT AN APPLICATION



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Executive Agency

MAIN POINTS



- ✓ Timetable
- ✓ Budget
- ✓ Admissibility requirements
- ✓ Eligibility criteria
- ✓ Exclusion criteria
- ✓ Selection criteria
- ✓ Award criteria
- ✓ Submission of applications
- ✓ Application documents



Timetable

Deadline	20 th February 2020 – 17:00 Brussels time
Evaluation period	February – June 2020
Information to applicants	July 2020
Grant agreements	August – September 2020
Starting date of projects	1 st October 2020 or 1 st November 2020

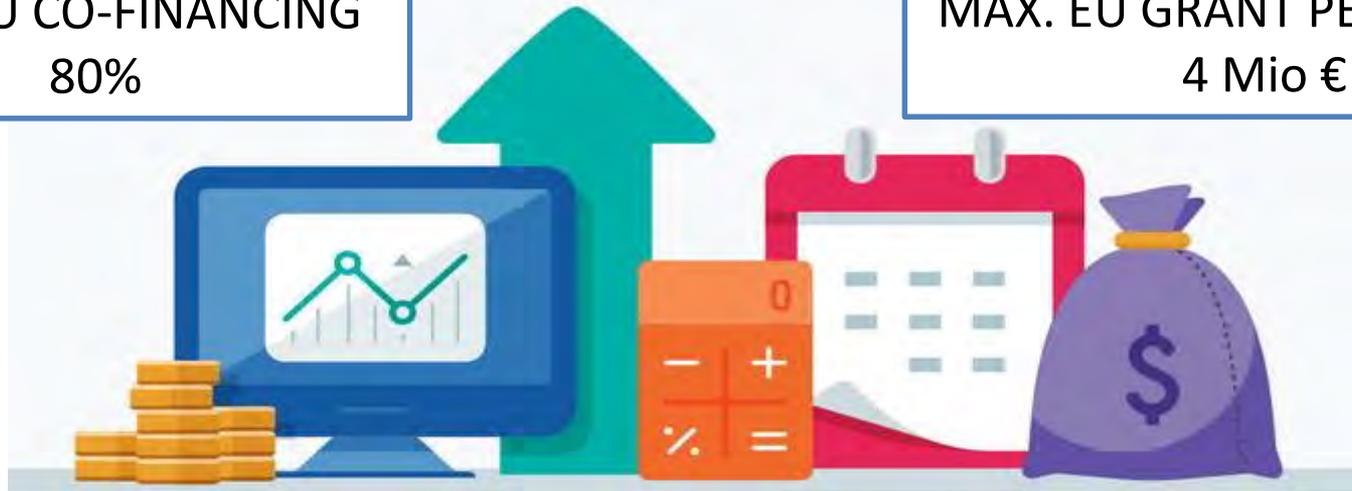


BUDGET

BUDGET AVAILABLE
20 Mio €

MAX. EU CO-FINANCING
80%

MAX. EU GRANT PER PROJECT
4 Mio €



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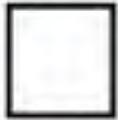
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ADMISSIBILITY REQUIREMENTS

Online submission by 20/02/2020 (17:00 Brussels time) via the official application form (eForm)

COMPULSORY ANNEXES	APPLICATIONS IN EU OFFICIAL LANGUAGES
<ol style="list-style-type: none">1. Detailed description of the project2. Declaration of honour3. Balanced estimated budget	





ELIGIBILITY CRITERIA



Eligible countries

FULL PARTNERS + ASSOCIATED PARTNERS

*Austria, Belgium, Bulgaria,
Croatia, Cyprus, the Czech
Republic, Denmark, Estonia,
Finland, France, Germany,
Greece, Hungary, Ireland,
Italy, Latvia, Lithuania,
Luxembourg, Malta, the
Netherlands, Poland,
Portugal, Romania, Slovakia,
Slovenia, Spain, Sweden,
United Kingdom (special
conditions)*

**28 EU
MEMBER
STATES**

*Iceland, Liechtenstein,
Norway, Republic of
North Macedonia,
Serbia, Turkey*

**NON-EU
PROGRAMME
COUNTRIES**



Eligible countries

ASSOCIATED PARTNERS

- ✓ Erasmus+ Programme countries
- ✓ Partner countries neighbouring the EU
- ✓ Other Erasmus + partner countries

- ❖ Demonstrated added value to the CoVE
 - ❖ Participation with no funds



Eligible partnerships



Minimum 8 full partners

From at least 4 E+ Programme countries (including at least 2 EU Member States)

<i>In each country</i>	At least 1 company OR 1 industry representative OR 1 sector representative
	At least 1 VET provider (at secondary and or tertiary level)
<i>Coordinator one of these types of organisations</i>	
<i>Any other organisations active in VET and the world of work</i>	
<i>Legally established organisations</i>	

EQF
levels



NATURAL PERSONS ARE NOT ELIGIBLE



Eligible activities

at least 3
activities from
Cluster 1
**Teaching and
learning, and**

at least 3
activities from
Cluster 2
**Cooperation
and
partnership**

at least 2
activities from
Cluster 3
**Governance
and funding**

EQF
levels

Starting date: 1st October or
1st November 2020

Duration: 4 years

Place: EU MSs + Non EU
Programme countries



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Exclusion criteria

Applicants must sign a

DECLARATION ON THEIR HONOUR

certifying that they are not in a situation of exclusion

If applicable, evidence of any
REMEDIAL MEASURES
to be annexed to the declaration



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Selection criteria

OPERATIONAL CAPACITY <i>Appropriate professional competencies and qualifications</i>	FINANCIAL CAPACITY <i>Stable and sufficient sources of funding</i>
Declaration of honour	Declaration of honour
Description of relevant skills and experience of project staff	Profit and loss account
List of previous running projects	Balance sheet



Award criteria

Criterion	Maximum points	Threshold
Relevance of the project	35	18
Quality of project design and implementation	25	13
Quality of project consortium and cooperation arrangements	20	11
Impact and dissemination	20	11
MINIMUM TOTAL SCORE 70 /100 POINTS		



Relevance of the project

✓ Link to policy

✓ Consistency

✓ Innovation

✓ Regional dimension

✓ Cooperation and
partnership



✓ European added
value

✓ Internationalisation

✓ Digital skills

✓ Green skills

✓ Social dimension



Quality of project design and implementation

- ✓ Coherence
- ✓ Methodology
- ✓ Structure
- ✓ Management
- ✓ Budget
- ✓ Financial and quality control



Quality of project consortium and cooperation arrangements

- ✓ Configuration
- ✓ Upward convergence
- ✓ Geographical dimension
- ✓ Commitment
- ✓ Tasks
- ✓ Collaboration



Impact and dissemination

- ✓ Exploitation
- ✓ Dissemination
- ✓ Impact
- ✓ Sustainability



How to submit an application

1. Register all partners in the Funding and tender opportunities portal and get a **PIC** number
2. Complete all required **application documents**
3. Complete and submit your **eForm**



Application documents

eForm

3 annexes

a) Detailed project description

b) Estimated budget

c) Declaration of honour



Search for partners?

Ongoing Erasmus + projects



https://ec.europa.eu/programmes/erasmus-plus/projects_en



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Contacts

EACEA – Unit A5

EACEA-EPLUS-VET@ec.europa.eu

Call webpage

https://eacea.ec.europa.eu/erasmus-plus/funding/ka3-centers-of-vocational-excellence_en



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Thank
you!!



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Break





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Financial aspects

Characteristics of the budget

- Budget based – reimbursement on the basis of actual eligible costs
- Maximum %age of funding 80%
- Maximum grant 4.000.000 euro

General advice on budget

- Start drafting the budget early
- Very high number of co-beneficiaries
- Get the most accurate information possible from your co-beneficiaries
- The excel budget will be the reference for the budget requested

General advice on budget

- Check coherence between the data in the budget and data in the application
- Each budget item should find its correspondence in the application
- Each activity/outputs described in the application should find its correspondence in the budget

General advice on budget

- Avoid too generic description of budget items
- DO NOT copy/paste data in the table, you have to fill it in manually
- Use the same name of partners (no acronyms) as in the e-form

How to fill in the table

- 1 - Start with the summary sheet
- Fill in all green cells
- Duration
- Title and acronym of the project etc.
- 2 - Identify partners and countries (see next slide for instructions)
- 4 Complete each detailed table for each partner with:
 - Working days (in coherence with the content part of the application form)
 - Each green cell should be filled in to arrive at a total.

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Before completing this table please read carefully the instructions available on
CALL FOR PROPOSALS – EACEA 202019 – Erasmus+ Programme
Guidelines for applicants.

Language: Language selected

Action: Centres of Vocational Excellence

Duration number of months: 24 From: 01/10/2020 To: 30/09/2024

Grant: 4.000.000,00

Organization name

Project acronym

Project title

Part I - Consolidated figures

Item	Total costs	Working days
Heading A		
Staff costs	0,00	
Heading B		
Travel & subsistence costs	0,00	
Subcontracting costs	0,00	
Other costs	0,00	
Total Direct Costs (A+B)	0,00	
Indirect costs (up to 7%)	0,00	
Total costs	0,00	

Part II - Distribution of grant by organisation

Partner	Name	Country	Total costs	EU Grant	Cofinancing
0	P01		-	-	-
1	P02		-	-	-
2	P03		-	-	-
3	P04		-	-	-
4	P05		-	-	-
5	P06		-	-	-
6	P07		-	-	-
7	P08		-	-	-
8	P09		-	-	-
9	P10		-	-	-
0	P11		-	-	-
1	P12		-	-	-
2	P13		-	-	-
3	P14		-	-	-
4	P15		-	-	-

- .
- .
- .

R e v e n u e	Total EU grant	0,00	0,00%
	Total CO-FINANCING	0,00	0,00%
	Total revenue	0,00	

Part II - Distribution of grant by organisation

	Beneficiary		Total costs	EU Grant	Cofinancing
	Name	Country			
P01			-	-	-
P02			-	-	-
P03			-	-	-
P04			-	-	-
P05			-	-	-
P06			-	-	-
P07			-	-	-
P08			-	-	-
P09			-	-	-
P10			-	-	-
P11			-	-	-
P12			-	-	-
P13			-	-	-
P14			-	-	-
P15			-	-	-
P16			-	-	-

all organisations participating in the project should be listed, following the same order as in the eForm and the project description. Every single partner should be identified with its full name and a country (to be selected from the drop down list).
P1 is the applicant organisation.

Consolidated Budget
worksheet



Detailed budget tables

- Sheet 1: Consolidated Budget (summary sheet)
- Sheet 2: A. Staff (The number of working days will be validated)
- Sheet 3: B1. Travel & subsistence (for staff members)
- Sheet 4: B2. Equipment (rent, purchase, lease)
- Sheet 5: B3 Subcontracting (specific tasks not performed by the consortium)
- Sheet 6: B4 Other (Audit certificate, dissemination, T&S non-staff,...)
- Sheet 7: Indirect costs (flat rate up to 7% of the eligible costs;
=> costs related to general administration of the project incurred by the beneficiary)
- Sheet 8: Revenue sources (Grant /Co-financing - own funding /other sources)



Always keep in mind

The budget should provide for appropriate resources necessary for success, but should neither be overestimated nor underestimated



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Questions and answers

Questions and answers



EACEA-EPLUS-VET@ec.europa.eu



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Closure



Closure of the event

Thank you for your attention!

We invite you to ask any further **questions** to:

EACEA-EPLUS-VET@ec.europa.eu

*The INFODAY was recorded
The **video** and **presentations** will be available on
the EACEA website in the coming days*



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thank you

merci
obrigado
grazie
gracias
kitos
спасиби
tack
köszönöm
хвала
danke
aciü
teşekkür ederim
Dank u
hvala vam
tak
bakka þér
σας ευχαριστώ
ddiolch 'ch
dakyj
dziękuję
ありがとう
תודה
Tapadh leibh
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благодаря
mulțumesc
tanan teid
Дзякуй
спасибо
trugarez
Ви благодарам
谢谢
धन्यवाद
Go raibh maith agaibh
Paldies