

PART 1

Monitoring methodology elaborated for the innovative and inclusive pedagogies



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1. Key perspectives on the concept

"Monitoring is the continuous assessment of project implementation in relation to agreed schedules, and of the use of inputs, infrastructure, and services by project beneficiaries. It is an integral part of good management by a project implementing agency. Its main objectives are to provide continuous feedback on implementation, and to identify actual or potential successes and problems as early as possible to facilitate timely adjustments to project operation." (World Bank, Project Monitoring and Evaluation, Operational directive. Online: <http://web.worldbank.org/archive/website00660/WEB/OTHER/6E5138-2.HTM?OpenDocument>)

"Monitoring and evaluation always relate to pre-identified results in the development plan. They are driven by the need to account for the achievement of intended results and provide a fact base to inform corrective decision making. (...) Information from monitoring needs to be used to encourage improvements or reinforce plans. Information from systematic monitoring also provides critical input to evaluation." (UNDP, Handbook on Planning, Monitoring and Evaluating for Development Results, 2009, p.81-82)

"Project monitoring is an integral part of day-to-day management. It provides information by which management can identify and solve implementation problems and assess progress." (European Commission, Project Cycle Management Handbook, 2000, p.25)

Monitoring is a continuous process of collecting and analyzing information about a programme, and comparing actual against planned results in order to judge how well the intervention is being implemented. It uses the data generated by the programme itself and it makes comparisons across individuals, types of programmes and geographical locations. The existence of a reliable monitoring system is essential for evaluation (ILO, Basic Principles of Monitoring and Evaluation, pg.1), http://ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_546505.

Monitoring and evaluation are, primarily, learning processes about the successes and critical aspects of a project / program / policy. Collection, analysis, and interpretation of information in the respective project, accompanied by critical reflection on the implemented activities, is an effective tool to keep the initiatives focused on achieving the expected results.

When operating a monitoring and evaluation system / process, we need to understand the following distinction:

- **Internally operated** monitoring (and evaluation), as management function dedicated to keeping focus on achieving the results and to serve as continuous improvement basis.
- **Externally operated** monitoring (and evaluation), not to be mixed with external evaluation, is an externalization of the function, when internal capacities and / or resources is not in place.

2. Internal monitoring methodology for Innovative and Inclusive Pedagogies

Monitoring is considered by the WP2 team a key element of the implementation process that target the effectiveness and efficiency in developing and implementing assigned activities; it is regarded as an internal management responsibility at all levels and an on-going process throughout the implementation of the WP2 specific actions. Moreover, internal monitoring and evaluation of the above-mentioned activities are considered useful tools for ensuring proper and timely implementation of the whole project.

This monitoring methodology is mainly dedicated to the internal functioning of the project, ensuring both the achievement of the proposed objectives in WP2, but also providing valuable information to the project management for making the necessary connections and transitions to WP3 and other WPs in the project.

Primarily, is a self-assessment and reflection tool for the team developing the framework for innovative and inclusive pedagogies, but also a tool for the project management to follow up and make decisions, and the four VET Centres to get accustomed to their tasks of data collection and practice documentation through a process consultancy.

The models and instruments provided in the framework have two roles:

- Primarily, to provide the VET Centres with a consistent and accurate system for documenting examples of relevant practices in the field of innovative and inclusive pedagogies;
- Secondly, to build up, based on those practices, a more complex training program to disseminate and make scalable those practices, after being validated.

2.1. Monitoring process for development of the innovative and inclusive pedagogies framework

Number	Steps of the process	Indicators
1.	Review of the relevant literature	Systematic review with conclusions of existing relevant literature on innovative inclusive pedagogies in TVET
2.	Development of the structure of framework	Structure and principles of the Framework for innovative and inclusive pedagogies
3.	Validation of the structure and principles of the framework with WP3 representatives for future coordination	2 X validation panels with WP3 specialists

4.	Development of the frameworks	1 framework for innovative and inclusive pedagogies developed and operational
5.	Training of the VET Centres representatives for using the framework and transfer of the instruments for practice collection	1 formal training organized for all members of the alliance 1 training package developed and used
6.	Collection of relevant practices from VET Centres, based on developed framework and its instruments	3 practices (min.) per VET Centre on innovative and inclusive pedagogies
7.	Support for teams in VET Centres for data collection and usage of existing tools	Min. 4 bilateral meetings available (at request) for clarifications and support on using frameworks and collecting data
8.	Analyse collected practices for innovative and inclusive pedagogies	Conclusions of analysis to serve potential revisions
9.	Refine the first version of the framework for innovative and inclusive pedagogies	1 st revision of the framework based on practice analysis

The main responsible for taking forward the monitoring process is the team of WP2, in the attempt to ensure the logical and methodological transition towards next stages of the project. According to the developed framework, after being trained, the representatives of the VET Centres collected and documented practices in innovative and inclusive pedagogies, as it can be seen in the *inventory*.

In order to ensure the coherence and consistency of the collected practices with the principles and structure of the framework, the following monitoring process is being followed.

2.2.1 Monitoring process for collection of innovative and inclusive pedagogies practices

Number	Steps of the process	Indicators
1.	Landing the methodological framework and tools for collecting and documenting practices to each VET Centre, partner in the project	Data collection tools ready to be used by each partner
2.	Iteration 1: collection of first round of practices	Min. 1 practice per partner

3.	Analysis of the consistency and feedback on first delivered practices	One-to-one feedback meetings for first iteration
4.	Iteration 2: collection of minimum 3 practice per partner	Min 3 practices per partner delivered to WP2 team
5.	Analysis of the consistency and feedback on first delivered practices	One-to-one feedback for second iteration
6.	Iteration 3: revisions by each partner and closing of the process	Final versions of min. 3 practices per partner on innovative and inclusive pedagogies
7.	Development of the monitoring report on development process for innovative and inclusive pedagogies framework and for collection of relevant training practices from partners	1x monitoring report for innovative and inclusive pedagogies

This part of the monitoring methodology is meant to follow the process of collecting relevant practices, as described in the **Reference Framework**, through a process of interaction and cooperation with VET Centres. The final collection of relevant practice will be part of an **Inventory**, but they will follow a systematic process as described above. The role of the process is to help partners identify, document, validate and revise the submitted practices to come to a stage they can be further developed in a training and dissemination program, for scaling up in other institutions, by the contribution of the next stages of the projec

PART 2

Monitoring methodology for Anticipatory, Entrepreneurial and Agile Governance (AEAG)



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1. Key perspective on the concept

Monitoring and evaluation are, primarily, learning processes about the successes and critical aspects of a project / program / policy. Collection, analysis, and interpretation of information in the respective project, accompanied by critical reflection on the implemented activities, is an effective tool to keep the initiatives focused on achieving the expected results.

According to an important scientific reference: “Monitoring is a continuous process of collecting and analysing information about a programme and comparing actual against planned results in order to judge how well the intervention is being implemented. It uses the data generated by the programme itself and it makes comparisons across individuals, types of programmes and geographical locations. The existence of a reliable monitoring system is essential for evaluation” (ILO, Basic Principles of Monitoring and Evaluation, pg.1). http://ilo.org/wcmsp5/groups/public/-/-ed_emp/documents/publication/wcms_546505).

In the same context, “Monitoring is the continuous assessment of project implementation in relation to agreed schedules, and of the use of inputs, infrastructure, and services by project beneficiaries. It is an integral part of good management by a project implementing agency. Its main objectives are to provide continuous feedback on implementation, and to identify actual or potential successes and problems as early as possible to facilitate timely adjustments to project operation.” (World Bank, Project Monitoring and Evaluation, Operational directive. Online: <http://web.worldbank.org/archive/website00660/WEB/OTHER/6E5138-2.HTM?OpenDocument>).

When operating a monitoring and evaluation system / process, we need to understand the following distinction:

- **Internally operated** monitoring (and evaluation), as management function dedicated to keeping focus on achieving the results and to serve as continuous improvement basis.
- **Externally operated** monitoring (and evaluation), not to be mixed with external evaluation, is actually an externalization of the function, when internal capacities and / or resources is not in place.

2. Internal monitoring methodology regarding the anticipatory, entrepreneurial and agile governance (AEAG)

Monitoring is considered by the WP2 team a key element of the implementation process that target the effectiveness and efficiency in developing and implementing assigned activities; it is regarded as an internal management responsibility at all levels and an on-going process throughout the implementation of the WP2 specific actions. Moreover, internal monitoring and evaluation of the above-mentioned activities are considered useful tools for ensuring proper and timely implementation of the whole project, but especially, regarding the anticipatory, entrepreneurial, and agile governance.

This monitoring methodology is mainly dedicated to the internal functioning of the project, ensuring both the achievement of the proposed objectives in WP2, but also providing valuable information to the project management for making the necessary connections and transitions to WP3 and other WPs in the project.

Primarily, is a self-assessment and reflection tool for the team developing the Framework for the Anticipatory, Entrepreneurial and Agile Governance, but also a tool for the project management to follow up and make decisions, and the four VET Centres to get accustomed to their tasks of data collection and practice documentation through a process consultancy.

The models and instruments provided in the framework have two roles:

- Primarily, to provide the VET Centres with a consistent and accurate system for documenting examples of relevant practices in the field of the anticipatory, entrepreneurial and agile governance.
- Secondly, to build up, based on those practices, a more complex training program to disseminate and make scalable those practices, after being validated

2.1. Monitoring process for development of the AEAG framework

Number	Steps of the process	Indicators
1.	Review of the relevant literature	Systematic review with conclusions of existing relevant literature on the anticipatory, entrepreneurial, and agile governance in TVET
2.	Development of the structure of framework	Structure and principles of the Framework for the Anticipatory, Entrepreneurial and Agile Governance.
3.	Validation of the structure and principles of the framework with WP3 representatives for future coordination	2 X validation panels with WP3 specialists
4.	Development of the frameworks	1 Framework for the Anticipatory, Entrepreneurial and Agile Governance developed and operational.
5.	Training of the VET Centres representatives for using the Framework on for the Anticipatory, Entrepreneurial and Agile Governance adapted to TVET and transfer of the instruments for practice collection	1 formal training organized for all members of the alliance 1 training package developed and used

6.	Collection of relevant practices from VET Centres, based on developed framework and its instruments	3 practices (min.) per VET Centre on the anticipatory, entrepreneurial, and agile governance
7.	Support for teams in VET Centres for data collection and usage of existing tools	Min. 4 bilateral meetings available (at request) for clarifications and support on using frameworks and collecting data
8.	Analyse collected practices for the anticipatory, entrepreneurial, and agile governance	Conclusions of analysis to serve potential revisions
9.	Refine the first version of the Framework for the Anticipatory, Entrepreneurial and Agile Governance	1 st revision of the framework based on practice analysis

The main responsible for taking forward the monitoring process is the team of WP2, in the attempt to ensure the logical and methodological transition towards next stages of the project, in line with the specific topic. We are carrying out the entire work focusing the specific approach on the anticipatory, entrepreneurial, and agile governance.

According to the developed framework, after being trained, the representatives of the VET Centres collected and documented practices in the anticipatory, entrepreneurial, and agile governance, as it can be seen in the *inventory*. To ensure the coherence and consistency of the collected practices with the principles and structure of the framework, the following monitoring process is being followed:

2.2. Monitoring process for collection of the Anticipatory, Entrepreneurial and Agile Governance practices

Number	Steps of the process	Indicators
1.	Landing the methodological framework and tools for collecting and documenting practices to each VET Centre, partner in the project	Data collection tools ready to be used by each partner
2.	Iteration 1: collection of first round of practices	Min. 1 practice per partner
3.	Analysis of the consistency and feedback on first delivered practices	One-to-one feedback meetings for first iteration

4.	Iteration 2: collection of minimum 3 practice per partner	Min 3 practices per partner delivered to WP2 team
5.	Analysis of the consistency and feedback on first delivered practices	One-to-one feedback for second iteration
6.	Iteration 3: revisions by each partner and closing of the process	Final versions of min. 3 practices per partner on the anticipatory, entrepreneurial, and agile governance
7.	Development of the monitoring report on development process for the anticipatory, entrepreneurial and agile Governance framework and for collection of relevant training practices from partners	1x monitoring report for the anticipatory, entrepreneurial, and agile governance practices

PART 3

Monitoring report and recommendations for improvement of the Reference Framework for Innovative and Inclusive Pedagogies



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The whole process of monitoring, both the process of developing innovative and inclusive pedagogies Reference Framework and, based on that, collection of relevant practices from VET Centres was based on a series of indicators.

Generally, when we focus on monitoring and evaluation indicators, they can pertain to one of the following categories:

- Output indicators: intentional (or non-intentional) products of a project / program, what is "produced" as result of activities;
- Outcome indicators: behavioral changes at individual or organizational level as result of the project / program implementation.
- Impact indicators: sustainable improvements at the level of target groups / beneficiaries (direct and indirect).

As we are here in an internal monitoring process, we have defined a series of **process indicators**, we analysed the fulfilment of each, and the situation is presented below.

1. Development of the innovative and inclusive pedagogies framework

Development of the innovative and inclusive pedagogies framework was one of the key responsibilities of the University of Bucharest team, under the work planned in WP2. The team is having the academic and research expertise needed for the task: specialists in educational science, in special needs education, in learning support services, in TVET research, but also in TVET policy and practice.

Indicators	Status
Systematic review with conclusions of existing relevant literature on innovative inclusive pedagogies in TVET	Delivered, contained in the document on innovative and inclusive pedagogies Reference Framework, and with developments for future publications
Structure and principles of the Framework for innovative and inclusive pedagogies	8 principles and 8 criteria developed and validated
2 X validation panels with WP3 specialists	Panels were taking place and the framework was validated
1 framework for innovative and inclusive pedagogies developed and operational	See deliverable innovative and inclusive pedagogies: Reference framework for enabling and promoting innovative and inclusive pedagogies

1 formal training organized for all members of the alliance	Common training organized online for all VET Centre representatives
1 training package developed and used	Training package developed (see deliverable "Training package")
3 practices (min.) per VET Centre on innovative and inclusive pedagogies	All four VET Centres managed to provide 3/4 relevant practices for innovative and inclusive pedagogies.
Min. 4 bilateral meetings available (at request) for clarifications and support on using frameworks and collecting data	4 bilateral meetings at demand for support on understanding matrix and collecting documenting relevant practices (one common and 3 individual)
Conclusions of analysis to serve potential revisions	An inventory of conclusions based on practices analyses to be used in revision for next version of the Framework.
1 st revision of the framework based on practice analysis	To come on next stage of the project (ongoing)

All process indicators concerning the development of the innovative and inclusive pedagogies Framework and then the data collection matrix were fulfilled, with a small delay due to delayed start of the project, but also to the time needed to accommodate teams and conceptual framework. When conceptual framework is envisaged, we have to mention a long and productive series of discussions and workshops with WP3 representatives. Construction of the framework was, up to now, an iterative process in which we collected feedback both via validation panes with WP3, but also from one-to-one discussions and written feedback from each partner.

The last indicator, meaning a revision of the framework based on practice analysis is still to be achieved, mainly because a substantive revision should come not just based on written description of the practices, but also on the future steps in the project: training, scaling up etc.

Getting all participants accommodated with the innovative and inclusive pedagogies (and Governance) framework and matrixes was a long and not necessarily easy process, as is not just about transfer of a product and tools, but also building up a common understanding at the level of the whole partnership.

2. Collection of innovative and inclusive pedagogies practices

Collection of practices was realized after organizing and delivering the training for all participants, making sure the knowledge transfer is there. Moreover, WP2 offered just in time support and consultancy for the four VET Centres.

Indicators	Status
Data collection tools ready to be used by each partner	Developed framework for collection of practices (link/annex)
Min. 1 practice per partner	Delivered, a first draft of practice par partner
Delivered, a first draft of practice par partner	5 x meetings to calibrate understanding of methodological framework and principles and criteria for collecting relevant practices
Min 3 practices per partner delivered to WP2 team	13 x practices delivered according to the established procedure and structure
One-to-one feedback for second iteration	3 x feedback sessions
Final versions of min. 3 practices per partner on innovative and inclusive pedagogies	13 x practices in final form delivered by the 4 VET Centres
1x monitoring report for innovative and inclusive pedagogies	Current document = monitoring report

The final result of the process is the collection and documentation of a number of thirteen examples of relevant practice, validated according to the defined structure, but also to the principles and criteria presented in the methodological framework.

3. Recommendations for improvement of innovative and inclusive pedagogies framework

As result of both conversation with our partners, but also analysis of the collected practices, we were in the position to identify a series of recommendations for improvement of out innovative and inclusive pedagogies Reference Framework.

Nevertheless, the improvement of the innovative and inclusive pedagogies Reference Framework is a process, and the final version will come with the evolution of the project implementation.

- The matrix in the framework needs to have an even stronger and visible correlation with the structure to collect and document practices.
- The double role (evaluative and descriptive) of the framework in relation to relevant practices should be further explained and internalized by representatives of VET Centres and made more operation in the document.
- A simple procedure ("one pager") on how to use the framework may prove beneficial for other users, not having possibility to take part in all discussion and benefit from training and consultancy.
- Giving more focus to the dimension of "groups at risk" / inclusive pedagogies in the framework, so that better orients collection of relevant practices.

During the next stages of the project, we plan to continually collect information and feedback about usage of the framework and its relevance in practice, to be able to have all necessary evidence in producing a final draft.

PART 4

Monitoring report and recommendations for improvement of the Framework for the Anticipatory, Entrepreneurial and Agile Governance



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The whole process of monitoring, both the process of developing AEAG (Anticipatory, Entrepreneurial, Agile Governance) Framework and, based on that, collection of relevant practices from VET Centres was based on a series of indicators.

Generally, when we focus on monitoring and evaluation indicators, they can pertain to one of the following categories:

- Output indicators: intentional (or non-intentional) products of a project / program, what is "produced" as result of activities.
- Outcome indicators: behavioral changes at individual or organizational level as result of the project / program implementation.
- Impact indicators: sustainable improvements at the level of target groups / beneficiaries (direct and indirect).

As we are here in an internal monitoring process, we have defined a series of **process indicators**, we analysed the fulfilment of each, and the situation is presented below.

1. Development of the AEAG framework

Development of the AEAG Framework was one of the key responsibilities of the University of Bucharest team, under the work planned in WP2. The team is having the academic and research expertise needed for the task: specialists in educational science and educational management, in educational and VET governance, in TVET research, but also in TVET governance policy and practice.

Indicators	Status
Systematic review with conclusions of existing relevant literature on the anticipatory, entrepreneurial, and agile governance area, adapted to TVET	Delivered, contained in the document on AEAG Framework, and with developments for future publications
Structure and principles of the Framework for the Anticipatory, Entrepreneurial and Agile Governance adapted to TVET	8 principles and 8 criteria developed and validated
2 X validation panels with WP3 specialists	Panels were taking place and the framework was validated
1 Framework for AEAG developed and operational	See deliverable AEAG: Reference Framework for the Anticipatory, Entrepreneurial and Agile Governance adapted to TVET

1 formal training organized for all members of the alliance	Common training organized online for all VET Centre representatives
1 training package developed and used	Training package developed (see deliverable "Training package")
3 practices (min.) per VET Centre on anticipatory, entrepreneurial, and agile governance – AEAG	All four VET Centres managed to provide 3/4 relevant practices for anticipatory, entrepreneurial, and agile governance -AEAG
Min. 4 bilateral meetings available (at request) for clarifications and support on using frameworks and collecting data	4 bilateral meetings at demand for support on understanding matrix and collecting documenting relevant practices (one common and 3 individual)
Conclusions of analysis to serve potential revisions	An inventory of conclusions based on practices analyses to be used in revision for next version of the Framework for the Anticipatory, Entrepreneurial and Agile Governance adapted to TVET
1 st revision of the framework on based on practice analysis	To come on next stage of the project (ongoing)

All process indicators concerning the development of the AEAG Framework and then the data collection matrix was fulfilled, with a small delay due to delayed start of the project, but also to the time needed to accommodate teams and conceptual framework. When conceptual framework is envisaged, we have to mention a long and productive series of discussions and workshops with WP3 representatives. Construction of the framework was, up to now, an iterative process in which we collected feedback both via validation panes with WP3, but also from one-to-one discussions and written feedback from each partner. This category of meetings and trainings were oriented to develop and increase the level of awareness on the topic of the anticipatory, entrepreneurial and agile governance adapted to TVET.

The last indicator, meaning a revision of the framework based on practice analysis is still to be achieved, mainly because a substantive revision should come not just based on written description of the practices, but also on the future steps in the project: training, scaling up etc. Related to the anticipatory, entrepreneurial, and agile governance, it is important to mention that sometimes, the social "prestige effect" have affected the process of collecting reliable data, but it has been under control through some online meetings, organized in parallel.

Getting all participants accommodated with the AEAG (a model for the Anticipatory, Entrepreneurial and Agile Governance adapted to TVET Framework and Matrix) was a long and not necessarily easy process, as is not just about transfer of a product and tools, but also building up a common understanding at the level of the whole partnership.

2. Collection of AEAG the anticipatory, entrepreneurial and agile governance practices

Collection of practices was realized after organizing and delivering the training for all participants, making sure the knowledge transfer is there. Moreover, WP2 offered just in time support and consultancy for the four VET Centres, concerning the for the anticipatory, entrepreneurial and agile governance adapted to TVET.

Indicators	Status
Data collection tools ready to be used by each partner	Developed framework for collection of practices (link/annex)
Min. 1 practice per partner	Delivered, a first draft of practice per partner for the anticipatory, entrepreneurial and agile governance area, adapted to TVET
One-to-one feedback meetings for first iteration	5 x meetings to calibrate understanding of methodological framework and principles and criteria for collecting relevant practices
Min 3 practices per partner delivered to WP2 team	36 x practices delivered according to the established procedure and structure
One-to-one feedback for second iteration	3 x feedback sessions
Final versions of min. 3 practices per partner on AEAG	36 x practices in final form delivered by the 4 VET Centres
1x monitoring report for AEAG	Current document = Monitoring Report on for the Anticipatory, Entrepreneurial and Agile Governance adapted to TVET

The final result of the process is the collection and documentation of **a number of 36 examples of relevant practice**, listed in the inventory and validated according to the defined structure, but also to the principles and criteria presented in the methodological framework.

3. Recommendations for improvement of the AEAG framework

As result of both conversation with our partners, but also analysis of the collected practices, we were in the position to identify a series of recommendations for improvement of our AEAG Framework.

Nevertheless, the improvement of the AEAG Framework is a process, and the final version will come with the evolution of the project implementation.

- The Matrix for the Anticipatory, Entrepreneurial and Agile Governance adapted to TVET in the framework needs to have an even stronger and visible correlation with the structure to collect and document practices.
- The double role (evaluative and descriptive) of the framework in relation to relevant practices on for the anticipatory, entrepreneurial, and agile governance adapted to TVET should be further explained and internalized by representatives of VET Centres and made more operation in the document.
- A simple procedure ("one pager") on how to use the framework may prove beneficial for other users, not having possibility to take part in all discussion and benefit from training and consultancy.

During the next stages of the project, we plan to continually collect information and feedback about usage of the framework and its relevance in practice, to be able to have all necessary evidence in producing a final draft, which will characterize a consolidated future for the anticipatory, entrepreneurial and agile governance, adapted to TVET institutions.

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