

PART 1

GIVE - Updated Reference Framework on Vocational Excellence through for Innovative and Inclusive Pedagogies



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Abbreviations

CoVE	Centres of vocational excellence
EC	European Commission
ECEEA	European Education and Culture Executive Agency
EQF	European Qualification Framework
ETF	European Training Foundation
EU	European Union
GIVE	Governance for Inclusive Vocational Excellence
ILO	International Labour Organization
OECD	Organisation for Economic Co-operation and Development
RFIIP	Reference Framework for Innovative and Inclusive Pedagogies
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	International Centre for Technical and Vocational Education and Training
VET	Vocational education and training
WP2	Working package nr. 2

1. Updates for Reference Framework for Innovative and Inclusive Pedagogies

A qualitative education that ensures the maximum exploitation of the individual potential of each student must be centered on the students, on their needs and characteristics. The need to individualize the learning process is obvious in the case of educating students belonging to vulnerable groups. For this it is fundamental to know what are the characteristic features of each category of vulnerable groups as well as their main educational needs. In this sense, it is necessary to use an adequate methodology to assess the level of development of students and, in relation to the chosen level of development, their educational needs.

1. Limits of the revision

The Coronavirus crisis influenced directly the process of collecting innovative and pedagogical practices and also the revision of the Reference Framework. The selection of practices planned to be realised by self-assessment was supposed to be followed-up by focus groups discussions allowing the involved multiple actors to discuss the responses. The objective of the focus groups was aiming to highlight the innovation of the pedagogical practices in order to assure the transfer of the practices to other work packages of the project. Also, the focus groups would have supported the documentation of the impact of the pedagogical practices on the disadvantaged groups of students.

The online alternatives allowed to reach reasonable results but asks for further inquiry of the relevant practices capable to robustly sustain an inclusion based vocational excellence approach.

Anticipated limits of the selection of practices make it difficult to draw salient conclusions from the data. Nevertheless, they highlight important areas for further consideration in the development of knowledge and practice around issues of inclusion based vocational excellence.

One of these issues is the categorization of disadvantage. The practices provided refers only to the general term of “disadvantaged learner” and don’t give any information of the disabilities that some of students may have.

Other limit lies in the degree of generality of the description of the practices, but this can be managed with in depth discussion with the VET centres.

1.2. What this version of RFIP is reviewing

The updated Reference Framework for Innovative and Inclusive Pedagogies is adding two Annexes.

Annex 1 represents a centralization of the learning characteristics of vulnerable groups of students and innovative and inclusive strategies/ methodologies recommended for students with disabilities.

Annex 2 was developed as proposal for assessment of the specific needs in terms of learning for students with disabilities. The scope of the assessment is to analyse the innovative and inclusive practices received from the VET centres taking into consideration the disabilities and not only the disadvantaged groups of students. These forms summarize the main areas of development that we need to consider in the complex assessment of the student.

2. Report on the state of the art documented by exhaustive desktop-based research on active, innovative, and inclusive pedagogies, including the theoretical approach of the related typology of the learning needs addressed by the project

2.1. General theoretical background

The clearly expressed goal of GIVE project is "to offer a trigger for the consolidation of a European Platform for the analysis and development of practices and tools in terms of pedagogical framework and governance for a really inclusive and excellent VET system, as well as leaders' and trainers' training in EU and beyond" (GIVE application project, 2019).

This aim, certainly consonant with different strategic documents and policies (Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience , Osnabrück Declaration 2020 on vocational education and training as an enabler of recovery and just transitions to digital and green economies, endorsed on 30 November 2020), EU New Skills Agenda, 2020 and many important others), is built around some important key words: **excellence through innovation and inclusiveness**.

Apparently, these terms seem contrasting and difficult to conciliate. "Excellence in learning is the goal of all education and training systems both within and outside the European Union (EU). In the area of vocational training, excellence is traditionally contrasted with inclusiveness. However, there is a growing recognition in policy as well as in practice that these two goals have to go hand in hand" (ETF, 2020, pg.8). This is the challenge of GIVE project as well, to prove the vocational excellence "may also imply an enlarged, more comprehensive and inclusive conceptualization of skills provision – addressing innovation, pedagogy, social justice, lifelong learning, transversal skills, organizational and continuing professional learning and community needs" (ETF, 2020, pg.14).

Therefore, excellence and innovation are not contrasting with inclusiveness, they support each other, sharing close interrelationships; „excellence without equity risks leading to large economic and social disparities; equity at the expense of quality is a meaningless aspiration" (Schleicher, 2014).

Promoting inclusive VET practices means constructing learning opportunities for each and every student, providing them support to engage purposefully in their development. For GIVE network, this means designing and implementing an equitable and holistic approach, consistent with:

the premise that each individual has to be accepted as unique and unrepeatable;
the ability to identify and enhance personal excellence;



the ability to take into consideration all aspects of the learners' life cooperating with all the main stakeholders (family, social services, etc.).

2.2. Innovative pedagogies: definitions and taxonomies

From a general perspective, innovative pedagogies are focused on creating a stimulating and conducive learning environment where good, relevant, and robust learning can occur. When attempting to deepen the concept's understanding, one can notice that the concepts are not easily defined. Some opinions emphasize the creative and generative potential of teaching practices and environments, others are focused on the use of creative methods and techniques or, in some cases, on technology-enhanced learning (Ciolan et al, 2020, pg. 6).

Also, the term "innovative pedagogies" is being used with increased frequency in relation to the learning outcomes (knowledge, skills, responsibility and autonomy or knowledge, skills, attitudes and values) that are needed for today's students to thrive and shape the world, create and contribute to a better future, as well as how instructional systems can effectively develop them (Ciolan et al, 2020, pg.7).

A consistent perspective of the idea of innovative pedagogies, relevant to the present approach is the one developed within OECD's project "Innovative Pedagogies for Powerful Learning" (IPPL), which builds on the "Cs" framework:

- Combinations – Pedagogical approaches;
- Content – Pedagogies for what?;
- Context matters;
- Connoisseurship – Expert application;
- Change – Embedding innovative pedagogies.

Different taxonomies were designed for clustering innovative pedagogies; for instance, OECD's Teachers as Designers of Learning Environments. The Importance of Innovative Pedagogies (Istance & Paniagua, 2018, p. 79), takes into consideration the following directions: blended learning, gamification (engagement through play and the pedagogies of games), computational thinking (problem-solving approach through logic), inquiry in a complex world, embodied learning (capitalizing on creativity and emotions), multiliteracies and discussion-based teaching – Fostering critical thinking and questioning.

Another perspective, as the one developed by a working group coordinated by University of Bucharest in the framework of an European project (CIVIS Alliance), describe the following clustering structure of innovative practices relevant mainly to higher institutions specific (see Ciolan at all, 2020, pg. 10):

Table 1 - Innovative pedagogies clusters

- | | | |
|-----------|------------------|---|
| 1. | Technology-based | online/digital: OER, platforms (MOOCs), blended learning, online laboratories, artificial intelligence in education ; Augmented Reality (AR) and Virtual Reality (VR): Virtual Learning Environment (VLE),, Multisensory learning; Labs: FabLab, Makerspace, Science in remote labs, Open labs. |
|-----------|------------------|---|
-

2.	Context / Community-based	Community-based learning, service learning; Real-world: project-based, problem-solving; Work-based learning.
3.	Design-based (methodology)	Structure (micro-programs / micro- credits etc.); Methodologies Flipped / Reverse / Parallel learning and classroom Experiential learning design / design thinking / universal design Game- / Play-based learning
4.	Skill-based	Cognitive skills: learning analytics, making thinking visible, computational thinking; Non-cognitive development innovations: learning experiences addressing emotional and social development, cultural awareness, empathy, etc.; Transversal / transferable skills driven innovations: stimulation of entrepreneurship, creativity, intercultural communication, etc.; Core professional skills: job-related skills

In the process of the analysis of the innovative and inclusive pedagogies practices should be take into consideration the contextual drivers specific for the VET centers.

Table 2 - Organizational/ Contextual drivers for inclusive and innovative pedagogies practices

1.	Governance	Anticipatory, entrepreneurial, agile, etc. (see GIVE governance framework).
2.	Staff	Ready, willing, capable
3.	Learning partnerships	Cooperation of stakeholders (learning triangle)
4.	Logistics	Needed materials, time, space

2.3. Educational and career support services to enhance learning

VET as a system has a broad range of functions and outcomes, which can be summarized mainly under three main headings:

- **personal development** - VET, at least for young people and special needs groups, has to impart key competences in VET, personal skills, social skills, and life skills as well as technical or job-specific skills or occupational competencies. Skills development relates not only to technical or job-specific skills, but also to a whole range of key competences and soft or transferable skills and competences. As highlighted by the OECD in its PIAAC survey, „individuals with poor literacy and numeracy skills are more likely to find themselves at risk of economic disadvantage and unemployment” (European Commission, 2014).

- **occupational competence**, including technical or job-specific skills - starts with having the technical skills and knowledge that are needed to perform a job well, but also comprises certain more general or “meta-skills” that are becoming more and more important, like teamwork, customer orientation, and the ability to learn and organize by oneself. Moreover, entrepreneurial skills are gaining importance in most countries where self-employment is often the most realistic option for many VET graduates.
- **educational mobility** - refers to the recognition of VET certificates within the overall education system in a country or internationally while VET graduates receive credits that provide or facilitate access to higher levels of VET, or to higher education in the general education system (European Commission, 2014; Kehl, Kohlheyer & Schlegel, 2013).

These outcomes are important as they are key in identifying the learning support services that complete the actual programs of training.

According to the EU Skills Agenda which states that skills are a pathway to employability and prosperity, and a vehicle for innovation, the role of skills intelligence and information for making better career choices and for more effective sector-based skills strategies are central (Walsh & Azzoni, 2016).

Consequently, another way of looking at the roles of VET systems in relation to skills intelligence leads to the following support services related to certain processuality of skill development:

- Skills development, enhancement and compensation (related with skills formation):
 - Academic and learning support to achieve academic readiness/ functionality/ enhancement;
 - Special needs support;
- Skills anticipation, identification and guidance:
 - Career, educational and vocational support, coaching and mentoring;
- Skills implementation:
 - Work related inclusion and transition support;
 - Social inclusion support.

2.3.1. Dimensions

By support services we refer to a set of services offered to the beneficiaries of the VET training system on several dimensions: (1) educational/ learning support and (2) career guidance and counselling, including in work settings and career transitions.

(1) The term educational/ academic support may refer to a wide variety of instructional strategies, educational services, or school resources provided to students in the effort to support them accelerate their learning progress, catch up with their peers, meet learning standards, or generally succeed in school and fulfil their potential.

In practice, academic support encompasses a broad array of educational strategies, including tutoring sessions, supplemental courses, summer learning experiences, after-school programs, teacher advisors, and volunteer mentors, as well as alternative ways of grouping, counselling, and instructing students. Academic support may be provided to individual students, specific student populations (including at risk students and youth, such as non-native speakers, disabled students), or all students in a school. Educational policies may require schools to provide academic support to certain student populations, such as identified special-education needs students, or schools may voluntarily create support programs to address specific performance results or trends, such as large numbers of dropouts, course failures, behavioral problems, etc. While the term academic support typically refers to the services provided to underperforming students, it may be used in reference to “enrichment” programs and more advanced learning opportunities provided to higher-achieving students.

While the design and purpose of academic-support programs may vary widely from school to school, the following are some representative examples of common forms of academic support:

- **Classroom-based strategies.** Teachers continually monitor student performance and learning needs, and then adjust what they teach or how they teach to improve student learning.
- **School-based strategies.** Schools create academic support opportunities during the school day, such as learning labs, to increase the instructional time that academically struggling students receive, while also varying the way that instruction is delivered. For example, if students in a course primarily learn in large or small groups that all work at the same pace, students in a learning lab or other support program might work one-on-one with a teacher and be given more time to practice skills or learn complex concepts.
- **After-hours strategies.** Schools may provide after-school or before-school programs, usually within the school building, that provide students with tutoring or mentoring, or that help students prepare for class or acquire study skills, for example.
- **Community-based or outside-of-school strategies.** Community groups and volunteer-based learning programs, often working in partnership with local public schools, may provide a variety of programs, such as reading programs for young students, that are connected to what students are learning in school.
- **Vacation-break strategies.** Strategies such as summer school or „summer bridge programs” may be created to help students catch up (if they fell behind during the previous year) or prepare for the next grade (if there are concerns, they might struggle academically or drop out of high school). Similar support programs and learning opportunities may be provided during vacation breaks in the fall, winter, and spring.
- **Technology-assisted strategies.** Schools may use digital and online learning applications, such as visual simulations or gamed-based learning, to help students grasp difficult concepts, or teachers may use course-management programs that allow them to archive course materials and communicate with students online. These options may be self-directed by students or overseen by teachers, or they may be provided during the school day or they may allow students to work from home at their own pace. (The Glossary of Education Reform, 2014a)

In addition to the various support settings and delivery strategies described above, academic support may also have a specific educational focus or goal. A few representative examples:

- **Relationship-based support.** In schools, strategies such as teaming or advisories may be used to build stronger and more understanding relationships between teachers and students. The general idea is that students will be better served and more effectively taught if teachers know students well and understand their distinct learning needs, interests, and aspirations.
- **Skill-based support.** In some cases, schools may decide to create a literacy program, for example, that provides all students with more concentrated instruction, practice, and guidance in reading, writing, and communicating. The support may be provided during regular classes, during the school day, or after regular school hours. Support that focuses on math skills or technological literacy are two other common examples.
- **Needs-based support.** Many or most forms of academic support are based on identified learning needs, and schools will provide supplemental or intensive instruction, practice, and guidance to students who are struggling academically or who have specialized needs – these can include students with learning disabilities, physical disabilities, or developmental disabilities; migrant students who are learning the official language(s), or students who are performing academically or developing intellectually well below or above the expectations for their age or grade level. (The Glossary of Education Reform, 2014a).

(2) Guidance and counselling – represent a “range of activities designed to help individuals to take information, advice educational, vocational or personal decisions and to carry them and

guidance (IAG) out before and after they enter the labour market. Guidance and counselling may include: counselling (personal or career development, educational guidance); assessment (psychological or competence/ performance related); information on learning and labour market opportunities and career management; consultation with peers, relatives or educators; vocational preparation (pinpointing skills/competences and experience for job-seeking); referrals (to learning and career specialists). Guidance and counselling can be provided at schools, training centers, job centers, the workplace, the community or in other settings” (Cedefop, 2014a). In light of the project the term of “career” should be defined. Career is defined in a modern perspective, as an individual’s work-related and other relevant learning and life experiences, both inside and outside of organizations, that form a unique pattern over the individual’s life span. This definition recognizes both physical movements, such as between levels, jobs, employers, occupations, and industries, as well as the interpretation of the individual, including his or her perceptions of career events (e.g., viewing job loss as failure vs. as an opportunity for a new beginning), career alternatives (e.g., viewing limited vs. unlimited options), and outcomes (e.g., how one defines career success). Moreover, careers do not occur in a vacuum. An individual’s career is influenced by many contextual factors, such as national culture, the economy, and the political environment, as well as by personal factors, such as relationships with others (e.g., dual-career marriages) (Sullivan & Baruch, 2009).

Career guidance and counselling refers to services intended to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers (IEAVG). Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. Career guidance makes information about the labour market and about educational opportunities more accessible by organizing it, systematizing it, and making it available when and where people need it. (OECD, 2004)

(3) Job placement services take place at the interface of VET and employment. Although placement is a key function of the labour market system and in particular of the public employment services it is more and more widely acknowledged that training providers also have a role to play. This covers issues like networking with local companies, internships, and preparation for job search (how to identify job opportunities and how to apply). These services could include also counselling, coaching or mentoring for beginners in the world of work and their employers can also be found more and more often. It is known that the first couple of months in a job are decisive for stable employment. Support provided by counsellors, coaches or mentors can reduce the risk of failure during this period. This is very important for special needs groups and in particular for those who opt for self-employment.

2.3.2. Educational and career support services: definitions and taxonomies

The support services aim at:

- Learning support;
- Special needs support;
- Career, educational and vocational support;
- Work related inclusion and transition support;
- Social inclusion support.

For the purpose of this project, we will refer to the following set of support services:

Table 3 - Learning and career support services

Aims	Services
Learning support	Learning development services: Co-curricular or integrative curriculum; Remedial activities; Advisory services and special supportive courses; Academic coaching; Academic mentoring.
Special needs support	Special needs assistance (dyslexia, dyscalculia, ADHD, Autism spectrum disorders, developmental coordination disorder, gifted etc.)
Career, educational and vocational support	Career guidance and counselling services: Guidance (including assessment and testing and information); Career Counselling (including career construction, development, and management); Rehabilitation counselling; Advising.
Work related inclusion and transition support	Job matching; Placing services; Workplace inclusion; Transition from school or training to work services; Coaching and mentoring.
Social inclusion support	Cultural context change; Context learning change (formal, informal); Transitions (portability of acquired learning outcomes).

Table 4 presents definitions and short descriptions for the educational and career support services:

Table 4 - Definitions and descriptions for educational and career support services

Learning support	<p>Learning development services include:</p> <p>Co-curricular or integrative curriculum refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum. Co-curricular activities are typically, but not always, defined by their separation from academic courses. For example, they are ungraded, they do not allow students to earn academic credit, they may take place outside of school or after regular school hours, and they may be operated by outside organizations. That said, these traditional distinctions between academic and co-curricular programs are being eroded in some schools. A few examples of common educational opportunities that may be considered co-curricular include student newspapers, musical performances, art shows, mock trials, debate competitions, and mathematics, robotics, and engineering teams and contests. But given the differing interpretations of the term, as well as its many potential applications, it's best to determine precisely how co-curricular is being used in a particular educational context (The Glossary of Education Reform, 2014b).</p> <p>Remedial activities are „activities or programs aimed at helping students with learning difficulties or supporting students that may need to develop better learning skills as well as master content” (UNESCO-IBE, 2013).</p> <p>Advisory services and special supportive courses are sometimes offered during the training process. The aim of these measures is twofold: to prevent or at least reduce or mitigate dropout – which is still a common feature of many training programs – and to make sure that the participants perform well in the final assessment, thus increasing the number of successful graduates.</p> <p>Academic coaching is a process designed to focus on skill development and behavior change to deliver improved performance. Coaching is usually delivered one-to-one (ELGPN, 2014).</p> <p>Academic mentoring represents a relationship between a less experienced individual and a more experienced individual known as a mentor through which the mentor facilitates and supports learning. It can involve a one-on-one relationship or a network of multiple mentors. The network can contain peers, 'step-ahead' peers, or supervisors. (UNESCO-IBE, 2013). Another perspective describes mentoring as a developmental process that involves a transfer of skills and knowledge from the person with more experience to another with less experience, the transfer being made through learning, dialogue and personal example. In other ways, it can be a learning partnership between colleagues (EMCC Romania, 2020).</p>
Special needs support	<p>Special needs assistance services (dyslexia, dyscalculia, ADHD, Autism spectrum disorders, developmental coordination disorder, gifted etc.) include:</p> <p>Special needs education - educational activity and support designed to address specific needs of students with disabilities or students failing school for reasons known to impede optimal progress (Cedefop, 2014a).</p>

**Career,
educational
and
vocational
support**

Career guidance and counselling services, involving career construction and development, career management services include:

Career counselling includes all counselling activities associated with career choices over a life span. In the career counselling process, all aspects of individual needs (including family, work, and leisure) are recognized all integral parts of career decision making and planning (Zunker, 2016). **Career development** as defined by the American Counselling Association „is total constellation of psychological, sociological, educational, physical, economic, and change factors that combine to influence the nature and significance of work in the total life span of any given individual (Engels, 1994).

Career guidance – “a range of activities that enable citizens of any age, and at any point in their lives, to identify their capacities, competences and interests; to make meaningful educational, training and occupational decisions; and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used” (Council of the European Union, 2008).

Rehabilitation counselling - A systematic process intended to facilitate person-centered decision-making, this process is utilized to select, plan, and achieve goals with individuals with disabilities related to personal, career, and independent living. The Rehabilitation process includes the tasks of assessment, developing a rehabilitation plan, implementation and service delivery, follow-up, and consultation. Rehabilitation counselling address varied issues within the rehabilitation counselling context. Rehabilitation counsellors work collaboratively with individuals with disabilities, their support systems, and their environments to achieve their personal, social, psychological, and vocational goals. (CACREP Standards 2016)

Advising - helping individuals and groups to interpret information and choose the most appropriate options. Cultural relativity starts to be important here to establish critical bridges between different culturally-based valuing systems. Advising must incorporate care for specific world-view of migrant groups and the way it can articulate with local systems. (Cedefop, 2014b)

Work related inclusion and transition support

Work related inclusion and transition services include:

Job matching - The purpose of support and matching is to get a job or start studying as quickly as possible. The intention is to provide people who are far from the labour market with special and individually adapted efforts (matching, guidance) that lead them to work or study and increase their prerequisites for getting a job. (Cedefop, 2014a)

Placing services - Job placement is “process of supporting individuals to find **jobs matching** their skills” (Cedefop, 2014a).

Workplace inclusion services - Workplace inclusion is an organizational effort and practices in which different groups or individuals having different backgrounds are culturally and socially accepted and welcomed, and equally treated. These differences could be self-evident, such as national origin, age, race and ethnicity, religion/belief, gender, marital status, and socioeconomic status or they could be more inherent, such as educational background, training, sector experience, organizational tenure, even personality, such as introverts and extroverts (Global Diversity Practice)

Transition from school or training to work services - move from education or training to employment, covering the period between leaving education and entering the labour market (Cedefop, 2014a). Another perspective is that

Transition refers to the process of moving from one education, employment or training situation to another. This would include a move out of the labour market, for example into unemployment or to look after children, and the move **back into employment**, education or training after a period of not being in work, education or training (ELGPN, 2014).

Coaching or mentoring for beginners in the world of work and their employers can also be found more and more often. It is known that the first couple of months in a job are decisive for stable employment. Support provided by coaches or mentors can reduce the risk of failure during this period. This is very important for special needs groups and in particular for those who opt for self-employment.

Social inclusion support

Integration services including cultural context change (i.e. immigrants), institutional change (i.e. school/ city/ country), transitions (one cycle to the other) etc.

„The concept of **integration** reflects the access that migrant individuals have to receiving countries’ culture, language, systems and networks. It includes their ability to use such access effectively to live their lives with minimum welfare, in safety, and to develop themselves as professionals, community/social agents and more broadly as human beings. It is assumed that both the immigrant individuals/communities and the receiving society influence the integration process and that mutual adaptation is likely to be necessary for its success” (Cedefop, 2014b).

All these supportive measures are still underdeveloped or even non-existent in many VET systems. But there is a trend to introduce such instruments in order to make the rather expensive training programs more efficient and effective. For donor interventions in VET, which often emphasize the inclusion of special needs groups, it is almost a must to consider such complementary actions.

3. Methodology for the assessment of the specific learning and training needs for each type of disability and at-risk learner in the target groups of the CoVE partners

3.1. Introduction

This methodology is an instrument for guiding the user in the activity of knowing students belonging to vulnerable groups: students with disabilities, students with special educational needs, low skilled students, students with migration background, students with drop-out history and students with difficult socioeconomic background.

In order to make an adequate assessment, the global psychological analysis of the subject must have both a longitudinal aspect, which includes several stages of development, and a sequential psychological analysis on a certain stage of development.

The evaluation of the student's potential and level of development is necessary for an adaptation of the learning process to his psycho-individual particularities. Thus, the school has the possibility to carry out educational interventions based on the knowledge of the specifics of the mental development and of the own rhythm of evolution of each student.

The evaluation must be multidimensional in order to be able to highlight both the areas in which the student has a superior development, and the areas in which he encounters difficulties and which must be compensated.

Multidimensional evaluation includes:

- Clinical evaluation - is focused on the disorder located at a level of the body (lesion or organic destructuring); it is especially important for vulnerable groups: disabilities, special educational needs;
- Social evaluation - is focused on the problems faced by people belonging to vulnerable groups in terms of adapting to the requirements of society and their social inclusion;
- Psychological evaluation - aims to evaluate the development of psychological functions and processes, with an important role in creating a psychological profile of each student. This should include both the student's strengths and the less developed areas;
- Educational evaluation - is a complex form of knowledge of the student's individuality, necessary to achieve an education focused on the students and their interests. It is essential for a school of diversity that capitalizes on students' skills, ensures equal educational opportunities and eliminates marginalization or socio-educational exclusion.

The educational objectives have as fundamental objectives:

- evaluation of the potential for school progress (evolution / development through education / learning);
- identifying and applying the types of learning that favor the progress and harmonious development of the personality;
- identification of the educational needs (individualized curriculum) and of the ways through which the pedagogical and social assistance is realized;
- evaluation of the duration, specificity and strategies of psycho-pedagogical assistance with complementary educational purpose.

All these assessment forms are used in conducting a complex assessment of people belonging to vulnerable groups: people with disabilities, students with special needs, migrants etc.

The main objectives of this evaluation methodology are:

- Knowing the psychological profile of people belonging to vulnerable groups by highlighting the strengths and the least developed aspects of their development that need to be compensated;
- Identification of the causes of behavioral manifestations or developmental delays with a negative impact on students activity performance;
- creating a profile of the student who belongs to a vulnerable group in order to adapt the educational activity to their particularities;
- carrying out an educational activity focused on the individual needs of each student.

3.2. General rules regarding assessment process

The correctness of the analysis in the psychological evaluation depends on the investigation techniques and on the corroboration of all the information regarding the evaluated person.

In carrying out the psychological assessment, a number of general rules must be taken into account:

- rules regarding the evaluated psychological aspect:
 - permanent reporting to the psychogenetic and psychodynamic landmarks that characterize the age (stage) of development in one area or another of the psychological activity;
 - taking into account some characteristic phenomena that can influence the psychological profile:
 - sensitive periods of physical, psychological and psychosocial development, nuanced according to age;
 - development niches;
 - abilities or skills to fill a “gap” or to overcome a difficulty;
 - the phenomenon of compensation or self-compensation of some limits determined by a disability;
 - favorable / unfavorable social context, stimulating / inhibiting, positive / negative;
- rules regarding the analysis of conditions that may have an unfavorable effect:
 - it is necessary to be taken into account the family environment (disorganized, super-authoritarian, emotionally deficient and educational / moral), as well as the stability of positive but especially negative influences on personality;
 - it is important to take into account the significant life events such as: educational regime such as extreme laissez-faire, changes of status and social role, events with dramatic impact such as death, divorce, etc. or with positive consequences;
 - taking into account the environmental conditions (economic standard, material conditions, context and climate of family life, work, social) or personal conditions (fatigue, over or under stress, personal dissatisfaction etc.)

Methods used in evaluation

Psychological evaluation must be carried out with the help of an appropriate methodology of investigation and interpretation (in terms of content, tools and psychological tests used, conditions of application, time affected, analytical or synthetic perspective of interpretation etc.)



The main methods of collecting data in the evaluation of students (including those from vulnerable groups) are:

- observation;
- interview;
- survey;
- analysis of the activity's products;
- psychological tests.

Selection of the appropriate method / test is made according to:

- the phenomenon studied (each psychological process / function having specific content and manifestation);
- students' age / ability to understand / execute (according to the stage of development);
- the objective for which the psychological evaluation is made (self-knowledge, professional selection, recovery, etc.).

The results of the evaluation based on the methods, tools and tests applied to a student are included in a psychological assessment form, a tool that provides, in a synthetic and organized way, the significant information about the evaluated person.

The file is designed to represent a mirror of the student's life and development, which ends with recommendations, both for favorable environmental conditions and for unfavorable, critical environmental conditions, in which the subject may be at some point.

In order to increase confidence and accuracy, each sequence in the worksheet is completed on the basis of direct observations, by applying appropriate psychological tests, but also by obtaining data on the student's behavior and activity - in the instructional-educational process - from teachers who work with them.

For the sequences regarding the medical aspects, the doctor or the medical file can be consulted and the information obtained from the parents or relatives regarding the evolution of the student can be capitalized, from the mentioned perspective.

In the context of complex assessment, it is necessary to consider:

- the main types of activity of the student, related to the chronological and mental age levels;
- the types of relationships established by the student in the community (with peers of the same age or with adults);
- the types of requirements formulated towards the student and their possibilities to face them adequately, the types of attitudes and involvement of the student in solving some practical or theoretical tasks;
- the ways of practical and / or mental action through which the student manages to overcome the difficulties arising in solving some problems;
- the ways of elaborating some adaptive behaviors in the conjunctural situations and in the stable ones;
- the significance of the progress made in time and through specific forms of psycho-educational influence;
- the level reached in their psychological development, in relation to the chronological age and compared to the subjects of similar age;
- the stage of socialization and involvement of the student in the community;
- the level of integration in the community and the contribution of the subject to the cohesion of the group, in determining its creativity, etc.

The psychological and developmental aspects evaluated and registered in the evaluation form are systematized in 6 analysis sections. These sections should be addressed in the assessment of all students, including those in vulnerable groups, but each section has a different weight depending on the type of vulnerability as shown in the following table.

Table 5 – Proposal for design of data collection form for assessment of the learning and training needs for each type of disability of students.

	Special educational needs students	Students with disabilities					Low skilled students	Students with migration	Students with drop-out history	Students with difficult socioeconomic background
		Intellectual	ASD	Learning	Hearing	Visual				
Section 1: General information about students and their family.										
Section 2: Data on the students' health and physical development.										
Section 3: Data on the development and peculiarities of the predominant motor behaviour and physical activity										
Section 4: Development of behaviour and intellectual activity										
Section 5: Development of practical and artistic-creative activities.										
Section 6: Indications for the development of sociability and micro-relationships of a socio-affective type.										

Color code

Moderately focus	Very important

4. Methodology for selecting innovative and inclusive practices and list of selection criteria used for their identification

4.1. Mapping innovative and inclusive practices; screening methodology

Screening of the innovative and inclusive practices (both theoretical approach and best practices that could be shared, developed or implemented) will create robust evidence related to the topics. It will seek out those practices that exhibit fulfilment of the criteria and show potential for adoption across other organization. The internal self-assessment exercise (developed by each organization from the consortium) will be performed against the agreed principles and criteria and will be based on a clear definition of what an innovative and inclusive pedagogy stands for.

The framework we build to analyse the relevant practices has two purposes:

- **An evaluative purpose**, meant to validate identified examples by assessing them against a specific number of principles, criteria, dimensions.
- **A descriptive/analytical purpose**, meant to help us understand different aspects, specific to that practice, the main characteristics.

4.2. From lessons learned to best and relevant practices: defining terms

There is a wide variety in terminology describing the practices worthy of replication and dissemination; concepts are frequently used interchangeably, without clear terminological boundaries. Here there are some examples of concepts:

- **Lessons learned** – according to International Labor Organization, a lesson learned is an observation from project or program experience which can be translated into relevant, beneficial knowledge by establishing clear causal factors and effects; It focuses on a specific design, activity, process or decision and may provide either positive or negative insights on operational effectiveness and efficiency, impact on the achievement of outcomes, or influence on sustainability (ILO, 2014).
- **Emerging good practice** – a lesson learned may become an emerging good practice when it additionally shows proven marked results or benefits; an emerging good practice is any successful working practice or strategy, whether fully or in part, that has produced consistent, successful results and measurable impact; it implies a mapped logic indicating a clear cause-effect process through which it is possible to derive a model or methodology for replication (ILO, 2014).
- **Good practice** - a good practice is an activity process, methodology that is functional, works well, while being „ethical, fair, and replicable, succeeds in achieving its objective(s), and therefore can be recommended as a model' (Good Practices for Urban Refugees, a platform managed by a team of UNHCR staff working in the Division of Program Support Management and the Policy Development and Evaluation Service).
- **Best Practice** – is a technique or methodology that through experience and research has proven reliably to lead to the desired result (WHO, 2017). The idea of best practice should not

inhibit the used, due to the superlative included in the concept. „Best practice is not about a state of perfection, being the gold standard or referring to the only elements that have been shown to contribute towards making interventions work or successful” (UNAIDS, 2017). It is mainly about “being innovative, developing creative solutions; showing a positive impact on the level of implementation of migrants’ rights; having a sustainable effect, especially by involving migrants themselves; and having the potential for replication” (International Organization for Migration (2004).

- **Promising practices** – comparative with the best practices, the promising ones are those susceptible of producing positive effects which have not yet been empirically tested.
- **Evidence-based practices** – interventions that are accompanied by an acceptable number of research studies that proved their functionality and their ability of producing positive effects when carried out in educational settings.

For the purposes of this project, we use and consolidate the term of relevant practices, defined as any functional initiatives that produce visible effects and results that are powerful enough to exhibit potential relevance beyond the specific context of their initiation.

The innovative and inclusive relevant practices we aim to identify, and further exploit describe significant experiences produces by research, literature or experience, deserving to be disseminated and replicated for producing new knowledge and development. They refer both to processes and educational products, to results and resources that can be efficiently transferred, after being vetted against certain specific criteria.

4.3. Principles and criteria for defining and selecting innovative and inclusive pedagogies

The several principles and criteria for identifying emerging innovative and inclusive good practices are to be taken into consideration. The following proposal includes some worldwide agreed standard performance criteria (like relevance, effectiveness, efficiency, sustainability, as they were described by different international institutions - WHO, 2012), accompanied by specific items, relevant to GIVE network interventions. Therefore, the principles and criteria are tailor made for the purposes of the project; they are neither exhaustive (not being able to fully cover all the variety of practices existent) or exclusive.

Moreover, the proposal of the analysis framework based on all these has to be discussed and agreed upon within the GIVE network and peer reviewed by external experts, as a collaborative, widely inclusive exercise (an example of functional practice in itself).

In general terms, the identified practices are supposed to:

- **Foster inclusiveness, equitable and personalized approaches.** Practices considered relevant have to foster an effective inclusion of different groups of individuals participating in education; a special focus will be put on practices supporting learners belonging to disadvantaged groups, with particular reference to those with the following characteristics:
 - with a migration background;
 - with disabilities;
 - with low skills;

- with a drop-out history;
- with educational special needs;
- with social and economic disadvantages.
- **Foster pedagogical innovation – the practice** shows creative thinking and approaches, contributes to an innovation in learning experiences of the participants. This aspect includes the idea of **fostering digital innovations** – by adopting recent e-learning methodologies and tools and integrating them in instructional design approaches.

Key principles for inclusive and innovative pedagogical approaches are identified and briefly described below. They reflect key values of VET practice excellence:

Table 6 - Principles for inclusive and innovative pedagogical approaches

1. Learner centered	Personalization = having the ability to adapt the pedagogical approach to the characteristics and needs of the individual (person).
2. Reality-based learning	Authentic tasks, learning from problems to solve, from experience, from the real world. A real process, from customer request to product/service delivery.
3. Labour-market related	Fostering work-based learning as an effective system of training, where also basic skills and life skills are strongly supported and integrated. Customized programs for each student, together with companies, to make talents emerge and to facilitate integration into the labour market.
4. Management & faculty supported	Faculty (professors, tutor) is attracted, selected, trained in a very specific way to participate in the process. The role of management and managerial practices is central in supporting innovative and inclusive approaches.
5. Beauty/aesthetic value	Environment matters, environment aesthetic value permeates learning in artisanal contexts.
6. Openness/flexibility / adaptability	Approach based on benchmarks , comparisons with the external world (institutions, research, companies). Promoting adaptative reactions – by designing and implementation interventions able to respond simultaneously to the needs of the student and the labour market (companies)
7. Ethical soundness, respect of the human rights	The practice is respectful with ethic values and guarantees the safeguarding of dignity; it reflects the basic universal principles of human rights (Mateus, Pinho, 2019).
8. European dimension and internationalization	Strengthening European dimension, promoting internationalization; promoting intercultural communication and transnational mobility.

Criteria are more operational **determining factors** for an inclusive and innovative pedagogy in TVET. While principles reflect mainly values to be embedded in the approaches, criteria are technical targets to be met by a relevant practice.

Table 7 - Criteria for inclusive and innovative pedagogical approaches

1. Relevance	The aims of the intervention have to be consistent with beneficiaries' needs, their priorities and, in the same time, with wider strategic priorities.
2. Effectiveness	The practice must work and achieve results that are measurable (WHO, 2017).
3. Efficiency	The resources are converted to results in a functional and optimal way.
4. Sustainability	The practice, as carried out, has the capacity to be maintained in the long-term with the use of existing resources (WHO, 2017).
5. Technical feasibility	The good practice, due to its structure, it is easy to learn and is possible to implement (Mateus, Pinho, 2019).
6. Replicability	The practice has the potential for being transferred or scaled up to broader target groups or different contexts.
7. Impact	The practice have the potential to show individual and organizational behavioral change, to produce positive effects on the broader learning / working environment.
8. Traceability	The practice can be documented, can show evidence/results that prove its usefulness.

Now, when trying to identify a **relevant practice for inclusive and innovative pedagogy in VET**, we have a system comprising 4 (four) innovation clusters, 8 (eight) principles and 8 (eight) criteria to work with. As all practices are contextual, and the context of our analysis is the VET institutions, we can add four contextual / organizational conditions to be met in order to allow for these practices:

When using all these elements to assess practices, we can develop a more sophisticated assessment /scoring system, or go for a simpler, qualitative approach.

- 1 = not there yet
- 2 = existing / work in progress
- 3 = consolidated / functional
- 4 = excellence / outstanding

We have tried to come up with a graphic representation to re-unite all the clusters, principles, criteria, contextual / organizational conditions and support services, obviously referring to the target groups of our GIVE project, in the Figure 1:

Figure 1 – Reference Framework Innovative and Inclusive Pedagogies practices Infographic



CRITERIA

- Relevance
- Effectiveness
- Efficiency
- Sustainability
- Technical feasibility
- Replicability
- Impact
- Traceability

ORGANIZATIONAL/CONTEXTUAL DRIVERS

- Functional governance
 - Focus on learning partnership
 - Focus on management & faculty support
- Good resourcing (i.e. human resources, needed materials, time etc.)

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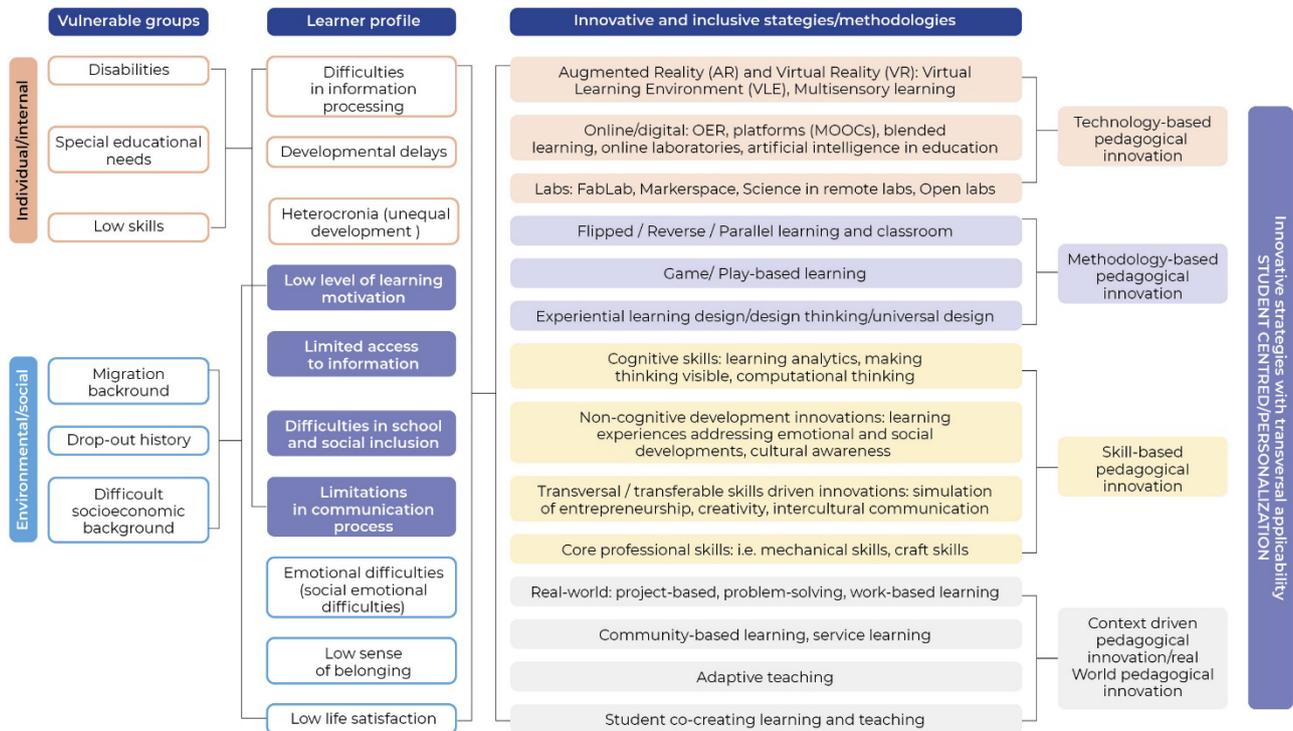
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Annex 2.6 – Learning characteristics of vulnerable group and innovative and inclusive strategies/ methodologies



Annex 2.6 – Learners needs assessment form

EVALUATION RESULTS RECORD FORM – (narrative form)

I. General information about the child and their family

1. Name and surname: _____
2. Date of birth: _____
3. Age of enrollment in kindergarten and school: _____
4. Type of school: _____
5. Father's age _____: Mother's age: _____
6. Profession of father: _____ Profession of mother: _____
7. Brothers: _____
8. Sisters: _____
9. Other family members living with the child: _____
10. Living conditions _____
11. Relationships between parents _____
12. Relationships between parents and children _____
13. Parents' attitude towards the child's educational problems _____
14. Relationships between parents and the teaching staff _____
15. Who is in charge of the child's education and for how long _____
16. The mother's attitude towards some difficulties that the child presents _____
17. Methods and procedures used by the mother in educating the child _____

II. Data on the child's health and physical development (To be completed by the doctor or specialist, according to the medical record) _____

III. Data on the development and peculiarities of the predominant motor behaviour and physical activity

1. Volume and variety of movements: _____
2. The tempo and rhythm of the movements, coordination and finality _____
3. Combinatory of movements, transfer of movements: _____
4. Laterality in the execution of movements: _____
5. Spontaneity and initiative in the execution of movements: _____
6. Learning movements, plasticity in mastering new movements: _____
7. Motor abilities: _____
8. Type of motor games: _____

IV. Development of behaviour and intellectual activity:

IV. A. a) Objective or verbal perceptual-action type

1. Identification: known objects _____
2. Recognition: new objects _____
3. Perception of the relationships between features - image integrity: _____
4. The relationship between the perceptual image and its name: _____
5. The relationship between the perceptual image and the action with the object _____
6. Perception of inter-object relations:
 - spatial _____
 - thunderstorms _____
 - quantitative _____
7. Types of predominant perceptions: _____
8. Special perceptual qualities: _____

IV. A. b) Of symbolic-representative type

1. Correctness, clarity: _____
2. Intuitive: _____
3. Stability: _____
4. Operational: _____
5. Types of representations:
 - static _____
 - kinetic _____
 - transformation – anticipatory _____
6. Specific forms of representation:
 - mathematics _____
 - regarding natural phenomena _____
 - on social phenomena _____
 - regarding actions, activity _____
7. Symbolic games (imitation, based on representations): _____

IV. B. a) Language and communication

1. Volume, variety: _____
2. Semantics - the meaning of the words used: _____
3. Phonation: _____
4. Grammar structure: composing sentences - phrases: _____
5. Language-activity relation: _____
6. Forms of language:
 - soliloquy _____
 - dialogue _____
 - monologue – collective _____
 - monologue _____
6. Verbal expression: _____
7. Verbal, spontaneous communication, conditions, circumstances: _____
8. Special qualities: _____
9. Conveying and understanding the meaning: _____
10. Types of speech disorders (oral and written): _____

IV. B. b) Thinking

1. Volume of knowledge:
 - understanding the meaning _____
 - causality and relationships _____
2. Types of definitions:
 - enumerative _____
 - concrete _____
 - general _____
 - abstract _____
3. Processes with first degree operating functions:
 - analyze _____
 - synthesis _____
 - generalization _____
 - comparison _____
 - systematization _____
 - abstraction _____
 - concretization _____
4. Processes with second degree operating functions:
 - reversibility _____
 - associativity _____
 - combinatory _____
 - classifications _____
 - series _____
 - groups _____
 - class inclusions _____
5. Types of understanding:
 - concrete-intuitive _____
 - verbal-generalized _____
6. Types of problem solving:
 - solutions-decisions _____

- ways of solving _____
- 7. Types of thinking: _____
- 8. Special qualities: _____

IV. B. c) Imagination

1. Content of imaginative representations: _____
2. Intuitive - plasticity: _____
3. Forms of imagination
 - Reproductive _____
 - Combinatory _____
 - Creative _____
4. Forms of objectification:
 - Game _____
 - products of the activity _____
 - behaviour _____
5. Real-fiction relationship: _____
6. Types of imagination: _____
7. Imagination games: _____
8. Special qualities: _____

IV. B.d) Memory

1. Printing, fixing: _____
2. Retention, duration:
 - voluntary _____
 - involuntary _____
3. Reproduction: _____
4. Recognition: _____
5. Immediate - remote memory: _____
6. Forgetting: _____
7. Memory types:
 - sensory-concrete _____
 - verbal-logical _____
8. Special qualities of memory: _____

IV. B. c) Attention

1. Orientation: _____
2. Concentration: _____
3. Selectivity: _____
4. Types of attention: _____
5. Attention-interest relationship: _____
6. Attention instability: _____
7. Attention games: _____
8. Attention in learning: _____
9. Special qualities: _____

V. Development of practical and artistic-creative activities



V. A. Usual skills and technical abilities

1. Usual handling skills: _____
2. Practical manual skills: _____
3. Technical skills: _____
4. Learning and problem solving skills: _____

V. B. Creative skills
a. artistic type

1. Responsiveness to:
 - harmony of forms _____
 - volume harmony _____
 - harmony of proportions _____
 - harmony of movement _____
 - colour harmony _____
2. Ease of mastering the appropriate technique:
 - drawing, practice _____
 - painting, coloring _____
 - modeling, plastic _____
 - constructions – cubes _____
 - plastic of movements – dance _____
 - play a song with and without scores _____
 - graphic skills _____
3. Easily perceive, interpret, understand a drawing, paintings, written text: _____
4. The relationship between interests and attitudes: _____
5. Special skills: _____

b. acting type

1. Increased receptivity and sensitivity to: the feelings of the characters in the story, of the people: _____
2. Easy imitation of emotional states, life situations, etc.:
 - gestures _____
 - expressive behavior _____
 - mime-pantomime _____
 - verbal conduct _____
3. Easily transpose into a character: _____
4. Dominance of the dramatization game: _____
5. Relationship between interests and skills: _____
6. Special skills: _____

c. literary type

1. Receptivity and sensitivity to poems, stories: _____
2. Playing with fidelity and ease some stories and lived experiences: _____
3. The original rendering, in a unique form, of some well-known stories and lived events: _____
4. Creating new stories and poems: _____
5. Ease and richness of verbal expression in stories, poems and lessons: _____
6. Interest-skills relation: _____

d. technical type

1. Receptivity and easy understanding of spatial ratios of size, proportions, spatial arrangement in volume and plan: _____
2. The receptivity and easy understanding of the mode of operation and the arrangement of the construction elements, of some simple technical devices: _____
3. Ease and rigor of execution, articulation of construction actions:
 - mental plan of action _____
 - order of actions _____
 - speed, rigor _____
 - correct use of the material _____
5. Interest-skills relation: _____
6. Construction games and technical skills: _____

V. C. Mathematical skills

1. Easily perceive, represent and understand quantitative, numerical, spatio-dimensional relationships: _____
2. Easily abstract these relationships: _____
3. Easy operation with abstract-numeric symbols: _____
4. Interests – skills relation: _____
7. Special skills: _____

VI. Indications for the development of sociability and micro-relationships of a socio-affective type

1. Level of integration in the group or class group: _____
2. Child's attitude in the community:
 - ease and speed in establishing relationships _____
 - the number of children with whom he establishes relationships _____
 - spontaneity in establishing relationships _____
3. Receptivity and willingness to establish referential relationships with other children:
 - with children of the same age _____
 - with older children _____
 - with younger children _____
 - with adults _____
 - only with certain children _____
4. The position and role of the child in the group _____
5. Social autonomy _____

VII. Conclusions

EVALUATION RESULTS RECORD FORM – (synthetic form)

SECTION I – CHILD AND FAMILY BACKGROUND

1. Name and surname: _____
2. Date of Birth: Year _____ Month _____ Day ____ Place _____
3. Age of father: _____ Age of mother: _____
4. Profession of father: _____ Profession of mother: _____

FAMILY SITUATION

5. Brothers
 1 brother 2 brothers 3 or more brothers
6. Sisters
 1 sister 2 sisters 3 or more sisters
7. Other members of the family living in the same home
 Grandparents Uncles, aunts Other members
8. Living conditions
 Very Good Good Poor
9. Relations between the 2 parents
 Affectionate, good Distant Poor
10. Relations between parents and child
 Affectionate, good Distant Poor
11. Attitude and involvement of parents towards child's education
 Motivated Indifferent Occasional
12. Who spends time for child's education and how long
 Parents Grandparents Others
13. Attitude of mother towards possible problems of the child
 Interested Uninterested

SECTION II: DATA ON HEALTH AND PHYSICAL DEVELOPMENT OF THE CHILD

(To be filled in by doctor or specialist, according to the medical record)

SECTION III: DATA ON DEVELOPMENT AND CHARACTERISTICS OF MOTOR PREDOMINANT BEHAVIOR AND PHYSICAL ACTIVITY

1. The volume and variety of movements
 Large Limited Non-existent



- | | | | |
|---|----------------|-------------|--------------|
| 2. Coordination and finalization of movements | Good | Limited | Non-existent |
| 3. Laterality in the execution of movements | Right-handed | Left-handed | Ambidextrous |
| 4. Acquiring of movements, plasticity in learning the new movements | Good | Limited | Non-existent |
| 5. Types of more frequent movements | Global-general | Soft | Combined |

SECTION IV: BEHAVIOR AND INTELLECTUAL ACTIVITY DEVELOPMENT

A) SENSORY-MOTOR; B) NOTIONAL-IMAGINATIVE; C) ACTIONAL-VERBAL

IV. A. a. Perceptual-actional, objectual or verbal

- | | | | |
|--|-----------|-----------|--------------|
| 1. Detection | Good | Selective | Non-existent |
| 2. Identification: known objects | Good | Partial | Non-existent |
| 3. Recognition of new objects | Good | Partial | Non-existent |
| 4. Ratio between perceptual image and its name | Developed | Limited | Non-existent |
| 5. Perception of inter-objectual relations | Spatial | Temporal | Quantitative |
| 6. Types of dominant perceptions | Visual | Auditory | Kinesthetic |
| 7. Perceptive faculty | Developed | Limited | Non-existent |

IV. A. b. Representative symbolic

- | | | | |
|---|-----------|---------|--------------------------------|
| 1. Volume of completeness | Developed | Limited | Insignificant |
| 2. Correctness, clarity | Developed | Limited | Non-existent |
| 3. Generalization, selectivity, systematization | Existent | Partial | Non-existent |
| 4. Types of representations | | | |
| a. Visual | | | |
| b. Auditory | | | |
| c. Kinesthetic | Static | Kinetic | Transformational– anticipatory |

IV. B. a. Language

IV.B.d. Memory

1. Imprint and fixation		
Logic	Mechanic	Deficit
2. Preservation, Duration		
Voluntary	Involuntary	Deficit
3. Memory recalling		
Good	Poor	
4. Recognition		
Good	Poor	

IV.B.e. Attention

1. Defining elements		
Orientation	Concentration	Selectivity
2. Types of attention		
Voluntary	Involuntary	

SECTION V: DEVELOPMENT OF PRACTICAL AND ARTISTIC-CREATIVE ACTIVITIES

V.A. Habits, usual and technical skills

1. Skills in handling usual objects		
Developed	Limited	Insignificant
2. Skills in constructive actions (cubes and other materials)		
Developed	Limited	Insignificant
3. Hygiene and cleanliness (orderliness) habits		
Developed	Limited	Insignificant
4. Technical and manual skills		
Developed	Limited	Insignificant
5. Learning and problem-solving abilities		
Developed	Limited	Insignificant

V.B. Tendencies, creative skills

1. Special "personal" perceptual-imaginative receptivity towards...		
harmony of shapes	harmony of volume	
harmony of proportions	harmony of movement	
harmony of colors		
2. Reproduction (rendition) with ease and fidelity – ease in learning proper technique		
drawing, practice	painting, color	
modeling (shaping), plastic art	gluing, collage	
constructions – cubes	flexibility in movements – dance	
song playback by and without notes		
graphical skills		

3. Easy reproduction (by imitation and imagination) of moods, situations etc.

gestures	expressive conduct	
mime-pantomime	verbal conduct	
4. Easy character play

Yes	No
-----	----
5. Receptivity and sensibility for poetry, stories, story and poetry discs (CDs)

Yes	No
-----	----
6. Telling true-lived stories and real life accounts with ease and fidelity

Yes	No
-----	----
7. Ease and verbal richness in story-telling, poems and class courses

Yes	No
-----	----
8. High receptivity and understanding of spatial relationships of size, proportions, spatial placement in volume and plane

Yes	No
-----	----
9. Ease and rigor of execution, sequence of actions when building

mental level of action	order of actions	
speed, rigor	correct usage (choice) of material	

SECTION VI: INDICATORS OF SOCIABILITY DEVELOPMENT AND OF SOCIO-AFFECTIVE MICRO-RELATIONS

1. Classroom level of integration

High	Low	Non-existent
------	-----	--------------
2. Child's attitude in community: ease and speed in establishing relationships

High	Low	Non-existent
------	-----	--------------
3. Receptivity and disposition for establishing referential relationships with other children

children of same age	children of higher age	
children of lower age	adults	
certain children only		
4. Types of relations of communication

affective	verbal	
-----------	--------	--
5. Types of relations of cooperation

passive	active	
---------	--------	--
6. Types of relations of cooperation

is dominated	dominates	
--------------	-----------	--
7. Social autonomy

Independent from others		Dependent on others
Labile in reactions		

CONCLUSIONS

PART 2

GIVE - Updated Reference Framework for Anticipatory, Entrepreneurial and Agile Governance



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Abbreviations

ACVT	Advisory Committee for Vocational Training
CAS	complex adaptive systems-
CBOs	community-based organisations
CoVE	centres of vocational excellence
ECEEA	European Education and Culture Executive Agency
EQF	European Qualification Framework
EC	European Commission
EU	European Union
GIVE	Governance for Inclusive Vocational Excellence
ICT	Information and Communications Technology
IVE	inclusion based vocational excellence
KA	Key Action
MLG	multi-level governance
NGOs	nongovernmental organizations
NPM	New Public Management
PAA	policy arrangement approach
PPPP	people partnership with private-public agents
RFAEAG	Reference Framework for Anticipatory, Entrepreneurial and Agile Governance
RFIIP	Reference Framework for Innovative and Inclusive Pedagogies
SDG	sustainable development goal
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	International Centre for Technical and Vocational Education and Training
VET	vocational education and training
VET4EU2	VET for you too
VETNET	European network of researchers in VET
WEF	World Economic Forum
WP2	working package 2

1. Introduction

The Erasmus Project KA3 – Support for Policy Reform, Centres of Vocational Excellence / ECEEA 33/2019 **Governance for Inclusive Vocational Excellence GIVE** aims at designing and developing a European Platform of Centres of Excellence devoted to innovate VET sector for the social inclusion of individuals belonging to disadvantaged groups, particular references being given to learners with a migration background, disabilities, low skills and obsolete qualification, a drop-out history, special learning needs, difficult socio-economic background.

1.1. GIVE context calls for place-based interventions

Inequality is getting worse, and the price is paid by human dignity.

The wealth gap is here to stay! The world's 2,153 billionaires hold more cumulative wealth than 4.6 billion people - a group equal in size to more than half of the global population - according to a report published in early 2020 by Oxfam International. This is ruining the human dignity, a consequence at individual level, having also societal influences by nurturing the populist rhetoric and disintegrating the social fabric in many countries.

The global gender parity gap in terms of health, education, politics, and the workplace is also a reality. The systemic racial discrimination is creating significant social and financial barriers; at risk citizens are those belonging to religious, ethnic or having an immigrant background.

The people with disabilities continue to have limited access to tailored information and services; societies prejudice their contribution to community development by stereotypes that do not fuel their personal and professional advancement.

The future is uncertain and unsecure for the many. The climate change will produce massive disruption like migration caused by desertification and migration.

The last simultaneous crisis, the global coronavirus health crisis and the conflict in the Eastern part of Europe are the “new normal – uncertainty”.

1.2. Inclusion – the new paradigm embraced by GIVE

This is why in the updated version of the RFAEAG we call for **Inclusion** to be understood as going beyond charity and corporate social responsibility, beyond binary thinking.

“Inclusion is a process rather than an outcome, and participation is essential”. (Beth Ziebarth, Director of the Accessibility Program for the Smithsonian Institution, and Katherine Ott, Curator in the Department of Medicine and Science at the Smithsonian's National Museum of American History).

It is often claimed that greater educational equality of opportunity is associated with greater social cohesion and that education is correlated with several indicators of social cohesion such as civic engagement, life satisfaction, a reduced level of criminality, increased political stability and

democratisation (Campbell, 2006; McMahon, 1999; OECD, 2006). Several authors have distinguished between the quantity and the quality of education in relation to social cohesion.

VET education seems to have an especially important role in reinforcing the link between educational opportunity and social cohesion. Studies by the Centre for Research on the Wider Benefits of Learning (UK) have shown the positive effect of vocational learning on social capital, political attitudes and health. Using data from the European Values Survey, Preston and Green (2008) find a positive relationship between VET and greater educational equality and between greater educational equality and improved civil and political liberties. They argue that this evidence supports their statement that VET has an important role in promoting social integration and social cohesion.

However, not much research has been carried out on the relationship between VET and social cohesion.

Therefore, GIVE is proposing

(i) Social Inclusion by design

Inspired by the Strategic Intelligence: global issue of the World Economic Forum, here follow some critical elements we draw attention on and which are considered by the GIVE project:

- Inclusion is about diversity! Inclusion is about solidarity and not about what has been identified as a “deficit model”!
- “inclusion” involves the broader process of changing social norms, values, and attitudes, while addressing unconscious biases and stigma, and adapting policies and practices in schools and training centres accordingly and favouring the diversification of the competences provision in a LLL perspective.
- inclusive education must leverage technology to reinforce the equitable access and increasingly personalized learning; redefining when and where learning takes place and paving the way for greater flexibility and access should be high on the agenda, together with adaptive learning.
- technology has been proposed as a solution for resolving issues related to unequal access to education, for example in rural or hard-to-reach communities.
- however, research has also highlighted that new learning tools do not always enable engagement with hard-to-reach groups - and it is critical that the drive towards education innovation is matched by a monitoring of its effectiveness in providing the right returns.

(ii) Social cohesion by inclusive design

- social cohesion is “a characteristic of society which depends on the accumulated social capital”, while social capital is “an individual’s contribution made in an effort to promote cooperation with others. Incentive of an individual to invest in social capital is related to the extent of his or her access to social institutions such as education, health services or employment, i.e. to the extent of social inclusion”. (Oxoby (2009)
- **“inclusive design is a people-centred strategy for innovation**, rooted in progressive, post-World War II ideas about providing ways for the marginalized and excluded - whether economically, culturally or technologically - to gain greater access.

Although they both have a similar purpose, it is important to recognize how **inclusive design**, which focuses on collaboration resulting in ‘one size fits one person,’ is different from the “**universal**” design and its ‘one size fits all’ mandate.

Current issues in the world of inclusive design that merit close attention include accessibility and disability, sustainability, human dignity, and the inclusiveness of cities. (Strategic Intelligence - WEF, curated in partnership with the Smithsonian Institution).

(iii) Economic inclusion

Inspired by the EBRD practice and methods of work related to economic inclusion (Strategy for Inclusion 2016-2021)

- Economic inclusion, the opening up of economic opportunities to previously under-served social groups, is integral to achieving a transition towards sustainable market economies.
- An inclusive market economy ensures that **anyone** regardless of their gender, place of birth, socio-economic environment, age or other circumstances **has full and fair** access to labour markets, finance and entrepreneurship and, more generally, **economic opportunity**.
- Promoting an inclusive market-based system is about efficient (human) resource allocation rather than being a social policy choice.
- But **there is also a political dimension to inclusion**. Beyond its contribution to efficient markets, fair and equitable access to economic opportunity is essential in fostering broad support for market reforms and, ultimately, sustainable market economies.
- **Economic inclusion is therefore an important transition quality**. If people are given a chance to succeed, they are more likely to participate in the workforce, pursue education, or engage in other activities that lead to economic growth. This, in turn, strengthens the transition process.

This leads to the GIVE “Inclusion double helix”

(iv) Social and economic inclusion by inclusive design

- Agglomeration of firms (Marshall, 1890/1920), location of industries (Weber, 1929), cluster – “economic diamond model” (Porter, 1998), the “new innovation diamond” (Guth, 2004): **a similar CoVE approach?**
 - specialization should favour diversity and not the polarization;
- knowledge (competences) flows and spill overs primarily focused on competitiveness, organized according to the **industrial network theory** (Axelsson&Easton, 1992), offer lessons on “uncertainty reduction” through the network relationships: the “social exchange can build trust and reduce risk in a network”.

Taking advantage of all the above, by maintaining the industry/business leadership, GIVE is focusing on inclusive design for an “inclusion diamond powered by vocational excellence”.

1.3. GIVE background of the Governance for Inclusive based Vocational Excellence

The GIVE- Reference Framework for Anticipatory, Entrepreneurial and Agile Governance (RFAEAG) has been documented throughout:

- robust desktop-based research;
- multicriterial methodology aiming at the elaboration of a functional governance focused matrix, that include quantitative indicators and qualitative benchmarks, for at least the mentioned VET functions in the GIVE project concept;
- an inventory of case studies qualified as good practices in the governance, created through both theoretical approach and internal self-assessment exercise (based on a proposed methodology to be elaborated under WP2) will be performed against the agreed matrix in view of bridging the governance theory and practice gaps. It will seek out those practices that exhibit fulfilment of the criteria and show potential for adoption across other organisations.

The project considers the organizational culture, architecture and developmental paradigms, leadership and management of the VET Centres that already have the excellence assumed in their organizational mission as central elements inducive to organic interconnection with other community entities. All together, these entities form an eco-system whose governance capable to generate excellence through inclusion will be documented by the project.

Over the last decades, the term ecosystem has proliferated as a metaphor for thinking differently about the future of education and training, moving beyond a top-down systems approach. Similar trends one can notice for the term governance.

Therefore, beyond conceptual clarification contextualised to the logic of the project, the first task was to concentrate on effort to synthesize and compare **evidence about IVE functional governance and screen innovative practices of IVE functional governance**. The goal was three folded:

- to collect and structure evidence on collective action and shared responsibility of multiple actors in VET fostering excellence through inclusion;
- to gather innovative and trendsetting evidence to document key performance indicators, organisational processes and quality management approaches focused on the internal enablers of VET excellence through active, inclusive pedagogies;
- to provide a documented foundation for the work to be undertaken within the project in relation to the value of multilateralism and the external enablers of the VET excellence through inclusion, in particular of the agile, entrepreneurial and anticipatory governance.

2. Methodological perspective on the RFAEAG updating

2.1. Review sources

The current update is informed by the GIVE project partners contribution during related practices selection and mapping, consisting of:

- (i) opinions expressed during “online focus groups”;
- (ii) statements in the course of the training sessions, both the common ones and those addressing the specific requirements of some partners;
- (iii) responses to the practices’ selection process, and by
- (iv) provided practices.

Also, the observation of the processes of information and collection of practices, of the feedback offered during the GIVE Research Unit meetings and of the Advisory Group, contributed to the review.

2.2. Review – key messages

The mapping exercise and the process that includes the actions concluded with the above sources on which the review is based, documents, in principle, the conclusion that the RFAEAG and its modeled MATRIX are validated.

However, fine-tuning is definitely necessary during next WPs of the GIVE project due to limits below highlighted.

2.3. Limits of revision

The Coronavirus health crisis (Covid 19) changed significantly the methods of work. The selection of practices planned to be realised by self-assessment was supposed to be followed-up by focus groups discussions allowing the involved multiple actors to discuss the responses. The protocol of the focus group was aiming at highlighting what makes the CoVE special I relation to IVE, followed by testimonials of the disadvantaged learners.

The online alternatives allowed to reach reasonable results but asks for further inquiry of the declared good practices capable to robustly sustain an inclusion based vocational excellence approach.

Anticipated limits of the selection of practices make it difficult to draw salient conclusions from the data. Nevertheless, they highlight important areas for further consideration in the development of knowledge and practice around issues of inclusion based vocational excellence.

One of these issues is the categorization of disadvantage. The practices provided, either use the general term of “disadvantaged learner” or enumerate them with no specific relation to an enabler or determinant of the governance, which may difficult, if not impossible, to correlate governance attributes with specific disadvantaged category in case of a given practice.

Other limit lies in the degree of generality with which the causal relationship between what is declared as relevant practice and the result is highlighted. In most cases, the analysis does not reach the level of determinant, which makes it difficult to draw firm conclusions.

Under these conditions, the next activities of the project will focus, inter alia, on the above mentioned limitations and maybe a possible revision of RFAEAG MATRIX will be justified.

3. What this version of RFAEAG is reviewing

The updated RFAEAG, hereinafter named RFAEAG-up, is adding more theoretical background for concepts perceived by the authors during the interactions with the project partners as being in need of further explanation, as well as adjustments to some the methodological instruments for improved clarity.

Aspects to be scrutinized through next GIVE project activities:

- Further explore the good practice causality in relation to IVE functional governance determinants;
- For the practices declared at stage 3 and 4, in principle estimated as innovative and replicable, further analysis will be necessary for spotting out the contextualization key descriptors;
- For the practices declared at stage 1 and 2, further reflection is necessary to identify improvement, in relation with current or potential new IVE functional governance determinants;
- Particular attention to be given to the quintuple helix composition of governance entities, in particular related to sustainable development and disadvantaged learners representation;
- Suggest an analysis of current definition of the vocational excellence in its relation to inclusion: analyse reasons why the developmental stages are so low when referring to innovative contexts or regional development, namely smart specializations training attended by disadvantaged learners

4. The state of knowledge in the field of anticipatory, entrepreneurial and agile governance

4.1. Governance epistemology

Following the work of Douglass North (1990), governance has for a long time been associated with the quality and predictability of institutions. More recently there has been a growing interest in going beyond institutions and also analysing structural variables that determine the quality and performance of institutions.

Over the last two decades, governance has become a catchword in the social sciences (Kjær, 2004; Jordan, 2008). Although scholars still argue over the theoretical conceptualizations of the term (Arts and Visseren-Hamakers, 2012; Ruhanen et al., 2010), it is generally agreed that effective governance occurs when societal actors cooperate in order to solve collective problems (Driessen et al., 2012; Gonzalez and Healey, 2005; Kooiman, 1999; Mayntz, 1998).

Governance is widely recognized as one of the crucial preconditions for political, social, and economic development (Cubbin and Stern, 2006; Degnbol-Martinussen, 2002; Goodwin, 1998; Graham and Fortier, 2009; Kaufman and Kraay, 2002). Governance, as opposed to government, involves the collaborative engagement of the public in addressing common problems (see multilevel, multilateralism, multi-stakeholders, citizens included).

There is growing evidence that the co-construction of public policy greatly reduces information asymmetry (like in the case of vulnerable groups) and transactions costs for government and assures coherence between policy measures and outcomes:

- 'model' of governance, often derived as an empirical, non-normative or normative theory (including regulatory governance, participatory governance, multilevel governance, meta-governance, and collaborative governance). Descriptive and theoretical perspectives will equally be considered;
- governance as process;
- management and assessment of the governance quality and impact. Normative and non-normative.

4.2. GIVE Governance philosophy and methodology

Key to the GIVE governance is its future and people centric approach defined by the strategic attributes, which are anticipatory, agile and entrepreneurial. That translates into CoVEs' empowerment to augment their performance by powering the internal enablers through the external ones, which, on their turn, are nurtured by the respective strategic attributes of the GIVE governance.

GIVE governance is modelled by theoretical and cognitive basis that resonates with its strategic attributes in a variety of taxonomies, approaches and conceptual knowledge, of which we retain:

- i) complex adaptive systems - CAS;
- ii) social networks;
- iii) multi-level governance - MLG;
- iv) quintuple helix, innovation based and sustainable development driven.

Based on the conceptual foundations of the general theory of systems, any microsystem belongs to a holarchy that can be self-organized or can be organized in various structural schemes. A holarchy is a connection between holons, where a holon is both a part and a whole, as coined in 1967 by Koestler, A. ***"The Ghost in the Machine"***, Penguin Group, (1990 reprint ed.).

These conceptual bases put forward the shaping of GIVE governance into building blocks and analytical units, regarded as criteria for GIVE modelling. Reflecting the logic of the holon and holarchy, we correlate the inclusion based vocational excellence (IVE) with its **"regional development context"**, that represents a **building block**, with **holistic and integrated** characteristics as **criteria**. This logic will be further followed into the methodological approach of the GIVE Reference Framework.

Governance mode in case of GIVE CoVEs, which aims at inclusion based vocational excellence (IVE), is an accumulation of "centralised, decentralized, interactive and self-governance modes" (inspired by Driessen et al., 2012).

Governance modes define the interaction and interdependence of multiple agents, illustrating the multilateralism of the collective action. In terms of spatial arrangement of the multiple agents, complexity implies multiple facets. For consistency in the GIVE modelling definition, the facets are considered **building blocks**. Again, we recognise the holarchic relationship where each holon is a "level" and a "pillar" of organization, and all are ultimately descriptive of the same set.

The top can be a bottom, a bottom can be a top, the same is with left and right, and, like a fractal, the patterns evident at one level can be like those at another.

To the VET ecosystem we associate the **vertical dimension of multilevel governance (MLG), a building block**, which is defined by the decision-making levels in VET related public policies (each level represent / is treated as criterion in the GIVE modelling). Each level, wherever it is in the hierarchy, is in itself a "complexity" and, therefore, its knowledge presupposes not only its research as a whole (holistic), but also of the "parts" that compose it, including their integration levels.

It is important to emphasize that each level of decision has its own individuality, works according to specific laws, and is structured according to the **quintuple helix geometry (represents a building block)**.

In the logic of actors' involvement, as agents of action and change, the GIVE governance builds on the **people partnership with private-public agents (PPPP)**.

As underlined, inclusion based vocational excellence (IVE) is a complex problem that calls for collective action of multiple actors in addressing solutions. The IVE complexity leads to the involvement of several actors having concrete institutional roles in the punctual solution of what is on the agenda, from the multitude of IVE issues. They thus create variable geometries of the connections they make, depending on the legitimate interest they represent. The variable interactions of different actors, according to their institutional mandate, to obtain negotiated solutions to a variety of IVE related problems is similar to the mode of operation of complex adaptive systems.

So, Axelrod, & Cohen in their work „**Harnessing Complexity. Organizational Implications of a Scientific Frontier**” (2000) refer to all **complex adaptive systems (CAS)** that are made up by large number of agents that interact, and form a complex net of connections and dependences, indicating the environment in which the agents / the partners evolve. Inside the network, due to the structural and functional differences, the partners react differently to the diverse categories of stimulus. **Various types of interdependences may appear between the members of the network**, but it is certain that **none of them can exist outside the network**.

The fundamental idea of the Complex Adaptive Systems represents the selection of the strategies that allow some of the agents to adapt to the influences generated by the other networked agents.

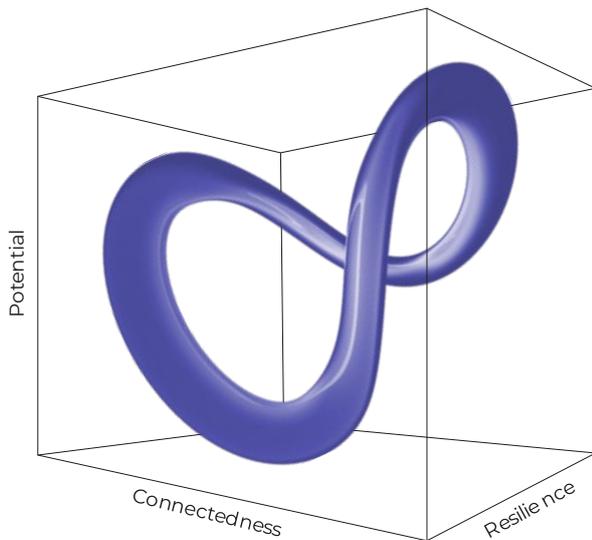


Figure 1

Governance strategic attributes exploit the Complex Adaptive System (CAS) perspective, inter alia, as illustrated by the **Panarchy Theory in three-dimensional space by the variables potential, connectivity, and resilience** (Holling, Gunderson, & Peterson, 2002).

The interpretation by Homer-Dixon (2011) highlights **“the adaptive cycle”** from which we retain for the GIVE governance the need to **flatten and decentralize the decision-making hierarchies** and move the capacity to address the collective complex

problems outwards and downwards to as many agents as possible.

In this context the two building blocks of the MLG are meant to create PPPPs and highlight the balance between local-central governance. However, **resilience is also about autonomy** that raise questions on the **connectivity** (one of the three variables of the Panarchy theory) that beyond a certain point – beyond the middle of the range – produce negative consequences, rising **potential** for cascading failure, and declining **resilience** overall (the other two variables of the Panarchy theory).

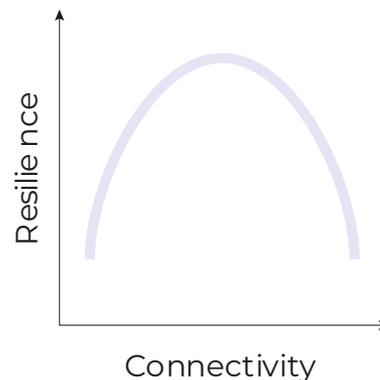


Figure 2



Figure 3

Bernd Scholz-Reiter illustrates the **Characteristics-of-Complex-Adaptive-Systems** in a suggestive self-explanatory manner

Some authors writing on governance consider the concepts of **governance and network to be tightly connected**. Among others, Erik Hans Klijn and Joop Koppenjantoo explore this relation in their work "**Governance networks in the public sector**", published in 2016

Governance takes place within networks of public and non-public actors, and the interaction between these groups makes processes complex and difficult to manage. Consequently, different steering and management strategies are required compared to more classical approaches.

The focus in this case is on the complex interaction process in a network of public, private, and societal actors, including individuals, groups, organizations, and groups of organizations (Kooiman, 1993; Rhodes, 1996; Kickert et al., 1997; Sørensen and Torfing, 2007).

To sum-up this section, in case of GIVE, we appreciate that the CoVE management board should behave as a system that adjusts or adapts to its external environment in real time, as that environment changes.

At the same time, the CoVE management board interacts with multiple agents that are part of the constellations formed by the two building blocks of the MLC. We acknowledged autonomy at the CoVE level, however this will fuel performance only if the "strong state" will equally allocate resources to empower delivery at excellence standards based on inclusion and will be loyal to all levels.

Consequently, we propose to associate the **strategic attributes of the GIVE governance**, as documented by the review of relevant literature earlier highlighted, with the following determinants/determinant factors:

Table 1. Determinants of the GIVE governance strategic attributes

Anticipatory	Entrepreneurial	Agile
strategic vision	risk taking (disruptive change)	flexibility
multiannual strategy	innovative (possible futures)	adaptability (unlearning)
foresight/prospective studies	creative (beyond one size fits all)	resilience

4.3. GIVE Governance performance

4.3.1. GIVE governance quality

GIVE governance quality is approached as a combination of methods mainly inspired by theoretical perspectives of the **policy arrangement approach** - PAA (Arts and van Tatenhove, 2004; Van Tatenhove and Leroy, 2000) and informed **by** relevant literature (e.g. Visseren-Hamakers, Arts and Phung Dang, 2015) on **governance capacity and institutional capacity**.

The policy arrangement approach - PAA is a mid-range theory (Arts and van Tatenhove, 2004; Van Tatenhove and Leroy, 2000) that builds on neo-institutionalism (March and Olsen, 1989), network theory (Marsh and Rhodes, 1992), the advocacy coalition framework (Sabatier, 1987, 1988), and discourse analysis (Hajer, 1995).

We also acknowledge the approach of governance as **New Public Management (NPM)**, which emphasize on improving performance and accountability, or as **market governance** (Hood, 1991; Osborne and Gaebler, 1992; Kettl, 2000; Pollitt and Bouckaert, 2004; Fenger and Bekkers, 2007). Under this definition, **the role of governments is to steer rather than to row** (Osborne and Gaebler, 1992). Government should set goals and formulate policies. The implementation of policies and the delivery of services are best left to other organizations or separate public agencies that can be held accountable through the use of clear **performance indicators** and other market mechanisms, like contracts, competition, **and benchmarks**. However, education and training go beyond the efficiency which looks central to the NPM and focus primarily on the outcomes of the delivered services. Judged exclusively in terms of costs, inclusion will not go up on the agenda and will not show results. Still, for efficiency we propose, for the logic of the GIVE project, to acknowledge "best out of an optimal investment".

Although, as previously mentioned, the conceptualizations of governance are different, they share some elements. All of them emphasize the **process** of governing rather than the **structure** of government. They also acknowledge the limits of governmental power. This supports the notion that governments in dealing with complexities shift from a government approach – implying that they use their formal hierarchical position to unilaterally impose solutions – to governance, in which their focus is on the process through which outcomes are achieved. As Pierre and Peters (2000: 194) state, **'The strength of the state has become contextual and**

entrepreneurial rather than, as was previously the case, something derived from the constitutional and legal strength of the state institutions.'

Governance capacity (Visseren-Hamakers, Arts and Phung Dang, 2015) is defined as the ability of societal actors to work together in order to solve collective problems (Knill and Lehmkuhl, 2002; Nelissen, 2002). It is shaped both by the agencies of individual actors and the wider institutional and structural settings influencing the collaboration. It includes:

- the potential of actors' cooperation and
- the performance in terms of solving collective problems (Arts and Goverde, 2006),

both of which are the outcome of actors' interactions (Caffyn and Jobbins, 2003; Pahl-Wostl, 2009), and evolve under and are influenced by wider social contexts (Healey, 2002).

Actors' interactions, which refer to their mutually influencing relations, take place at both structural and strategic levels (Kooiman, 1999, 2000). **Structural** interactions are shaped by **institutional settings**, which determine the actors' behavior (Hyden et al., 2000; Kjær, 2011; March and Olsen, 1995), their relations (Caffyn and Jobbins, 2003; Gonzalez and Healey, 2005), and the flow of resources for collective action (DiGaetano and Klemanski, 1993; Healey, 2006). **Strategic** interactions, on the other hand, take place when **actors' interests, values, norms, ideas, and frames of reference shape their choices** in collective action (Caffyn and Jobbins, 2003; Knill and Lehmkuhl, 2002; Kooiman, 1999).

Institutional capacity (Visseren-Hamakers, Arts and Phung Dang, 2015) refers to the degree to which rules and procedures enable actors to work together in order to solve collective problems (Bhagavan and Virgin, 2004; Cornell, 2002; Savitch, 1998; Solokow, 1979; Wickham et al., 2009; Willems and Baumert, 2003); comprises potential and realized capacity (Li and Zusman, 2006) and is also influenced by socioeconomic contexts (Phelps and Tewdwr-Jones, 2000).

We observe that between the concept of governance capacity and that of institutional capacity there are

- commonalities (collective problem solving) and
- differences (capacity of actors and functioning of institutions).

That is, because authors still debate the link between potential capacity and realized capacity. For example, although many authors agree that governance capacity and institutional capacity are context-dependent (Gonzalez and Healey, 2005; Grindle, 2007; Healey et al., 2002; Phelps and Tewdwr-Jones, 2000), it is still an open question how socioeconomic factors influence actors' interactions (Gonzalez and Healey, 2005).

4.3.2. GIVE governance quality management

Governance quality management may be understood as the composite measures established to verify that processes and procedures are in place, which, when effective, ensure the quality and quality improvement of inclusion based VET governance.

The measures often have a regulatory or legislative underpinning and status and can relate to quality standards with underlying principles, criteria and indicators. A quality assurance measure does not control or assure quality per se: rather, it assures that a given procedure is being followed

and that it meets certain requirements. The procedure, if it is a good one, will increase the probability that there is a quality result. If there is a feedback loop, any inadequacies will be reported and fixed, thus increasing quality. There is a word of caution! Quality assuring procedures can be implemented, but the rendered services can be low quality; thus, every care must be taken that measures are based on a vision for “inclusion based vocational excellence” and that they are appropriate, understood, accepted and effective. Documented by the consensus grounded governance capacity related literature, the focus of the governance quality management is on **processes** adopted in the collective transformative problems solving by the involved multiple agents, on **impacts**, as well as on the analysis of the related **institutional settings**.

4.3.3. GIVE governance performance determinants

GIVE governance performance, a building block of the GIVE governance construct, associates the following descriptors, methodologically approached as criteria: effective, efficient, participatory, collaborative, accountable governance. The collective interventions for collective problem solving are approached from their results perspective and accountability. The institutional settings and the processes adopted in the collective transformative problems solving by the involved multiple agents should be concomitantly participatory and collaborative.

Reflecting the relevant literature and the theoretical basis of the governance philosophy of the strategic attributes, determinant factors correlated with specific criteria create the following architecture of the GIVE governance performance building block:

effective (results oriented)	accountable	efficient (process oriented)
functionally connected	follow the purpose	adaptive (fit to the purpose)
adequately resourced	transparency	empowered (social learning)
clear and transparent roles	loyalty of levels	innovative

participatory	collaborative
equity and inclusiveness (“vulnerables” are represented)	social networks - engagement
trustfulness (common understanding of roles and responsibilities of the agents involved in the MLG)	shared governance (e.g. Blockchain governance)
legitimacy/representativeness (the voice of the “vulnerables”, including those in the informal sector of the economy)	societal partnerships (quintuple helix)



Figure 4. GIVE performance building block, criteria and determinants

GIVE CoVE RFAEAG as above designed is proposing solution-oriented actions to the challenges defined by the authors of the CoVE mapping done in 2019. The Annex 4 reflects the proposed approach.

4.4. RFAEAG – MATRIX: multicriterial definition of the Anticipatory, Entrepreneurial and Agile Governance of the Inclusion based Vocational Excellence

4.4.1. RFAEAG – MATRIX: conceptualization

Through our gnoseological substantiation, in the construction of the present taxonomy, we have identified essential building blocks of the VET eco-system governance for excellence through inclusion, integrated systemically by the conditionalities set through (i) the regional development context, organised as building block. The other building blocks, as above revealed, are the

multilevel geometry of the institutional arrangements (ii) - (iii) and the qualitative determinants of the governance (role and responsibilities of actors involved in the institutional arrangements (iv) – (v) as highlighted by (ii) and (iii), as well as the decision making processes outlined for each of the VET functions (vi), functional governance, acknowledged by the GIVE project.

We emphasize that the building blocks are treated as subsystems of the eco-system, subsequently any criteria seen as an analytical unit represents in itself a sub-system with its complexities and therefore approached as complex adaptive systems. Under these circumstances, the criteria represent the holons of the holarchy, as earlier defined.

It is assumed that governance processes can be found in any education and training area, and unlike other approaches, these can be observed and analysed from a non-normative perspective (inspired by Hufty, 2011).

As before mentioned the CoVE the functional governance has also to be analysed from the perspective of its the strategic attributes - approached as external enablers, and the CoVE internal enablers, as organizational culture, institutional development, as well as leadership and management. The analysis results and respective correlations are presented in the Annex 3.

The MATRIX is multipurpose.

It can serve for the diagnosis, for capacity building, for monitoring and evaluation.

It is based on a methodology that investigates governance processes, where various stakeholders interact and make decisions regarding collective issues in the domain of the inclusion-based excellence in VET, thus creating or reinforcing social norms, according to the culture in which the social interaction is taking place and institutions. In our case, institutions are approached according to Samuel P. Huntington view as "stable, valued, recurring patterns of behaviour". Further, institutions can refer to mechanisms which govern the behaviour of a set of individuals within a given community; moreover, institutions are identified with a social purpose, transcending individuals and intentions by mediating the rules that govern living behaviour. According to Geoffrey M. Hodgson, it is misleading to say that an institution is a form of behaviour. Instead, Hodgson states that **institutions are "integrated systems of rules that structure social interactions"**.

The interlinked and interdependent core elements represented by building blocks, criteria, determinant factors and benchmarks set out the GIVE governance Reference Framework. They are displayed by several instruments proposed by the GIVE project.

Here below are the building blocks and the related criteria. Next sections will introduce the other elements.

1. Regional development characteristics – criteria/analytical units
 - a. Holistic
 - b. Integrated
 - c. Innovation and smart specialization
 - d. Social Cohesion focused
 - e. Sustainable development supportive – links with SDGs
2. Governance MLG structure/vertical - multiple levels- criteria/analytical units (see Figure 8)

- a. Trans-national
- b. National
- c. Sectoral
- d. Regional
- e. Local
3. Governance MLG structure/horizontal Quintuple Helix – criteria/analytical units (see Figure 8)
 - a. Business agents
 - b. Public administration agents
 - c. Universities, Research organizations
 - d. Civil society organizations (NGOs and CBOs)
 - e. Sustainable development agents
4. Governance strategic attributes – criteria/analytical units
 - a. Anticipatory
 - b. Entrepreneurial
 - c. Agile
5. Governance performance - criteria/analytical units
 - a. Effective
 - b. Efficient
 - c. Participatory
 - d. Collaborative (collective action / networks / partnerships / shared responsibility e.g. Blockchain governance)
 - e. Accountable
6. Functional Governance- functions analysed¹ by the GIVE
 - a. Skills intelligence: (i.a.) anticipation of skills needs; (i.b.) learners profile and potential;
 - b. Matching schemes – skills formation: (ii.a.) VET tailored supply and personalized inclusive pedagogies; (ii.b.) guidance and career advice;
 - c. Internal efficiency with focus on: (iii.a.) teachers/trainers/other professionals and (iii.b.) quality improvement;
 - d. External efficiency with focus on: (iv.a.) transition to work; (iv.b.) employability, career perspective;
 - e. Financing, Funding, Costing and Budgeting.

The vocational excellence is referring to the **knowledge triangle**, while the GIVE project proposes the quintuple helix. Below we present the difference. The **Quintuple Helix** is more relevant due to the high consideration the project is giving to learners as active democratic citizens, proactively contributing to the local integrated development and to sustainable development.

¹ The GIVE project does not minimize the importance of the other functions, and is including the partiality of the approach among the project risks to distort conclusions

GIVE: governance of human capital development - quintuple helix

Figure 5. Quintuple helix

4.4.2. RFAEAG: MATRIX design

The building blocks and criteria are clustered functionally into the following groups by having the CoVE focally positioned:

- regional development context (1)
- architecture – multilevel geometry of the institutional arrangements (2) and (3)
- qualitative determinants of the governance (strategic attributes and performance descriptors) (4) and (5)
- vocational excellence functions (6)

Under the conditions set by group A, the related groups B and C criteria (process determinants and institutional arrangements descriptions) are outlined for each of the VET functions, group D (functional governance) acknowledged by the GIVE project. (see Annex 2.2. and 2.3) For those functions that are key to the purpose of inclusion-based excellence in depth analysis will be carried out.

The proposed methodology is based on variable geometries created by the criteria interplay. There is an interaction of both criteria and building blocks. Altogether, form an eco-system capable to generate vocational excellence through inclusion. Over the last decade, the term eco-system has proliferated as a metaphor for thinking differently about the future of education and training, moving beyond a top-down system approach. Similar trends one can notice for the term governance.

QFAEAG 2.4. AƏQW*CIUE-# ájt řm! -ěřž n! č


Figure 6. GIVE governance inclusion diamond

The interplay of the criteria and of the building blocks is forming **the GIVE Governance essentials**. That represents the optimal multidimensional connections between criteria of different building blocks, and between building blocks themselves. The geometry of connections is documented by the project and represents the **GIVE Governance MATRIX**.

RFAEAG MATRIX has criteria on each of the 6 building blocks/facets and the CoVE is centrally placed. The respective criteria can be external enablers of inclusion-based vocational excellence, to which by the epistemological construct we associate determinants, and benchmarks.

The Matrix has also a spatial illustration in the figure 7.

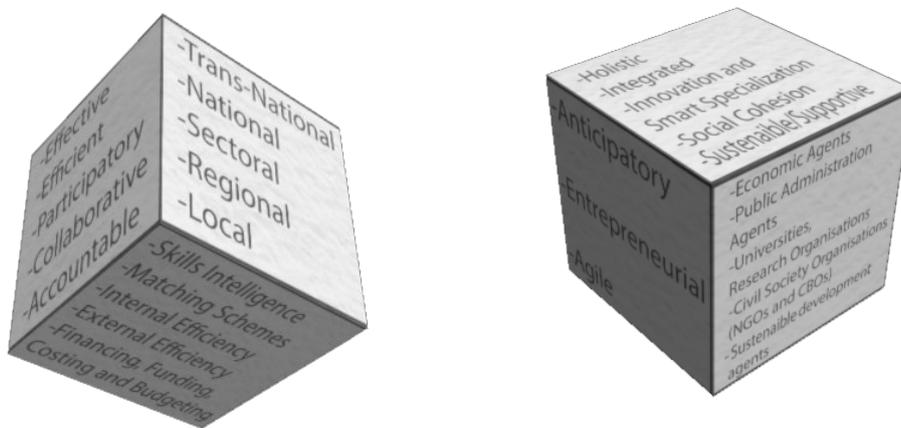


Figure 7. GIVE – Governance MATRIX CUBE model

The cube facets define the eco-system, allow contextualization, and describe GIVE governance through external enablers. At the centre of the cube is the CoVE to which we have associated internal enablers.

The centrality of the CoVE to the building blocks suggests also a visual representation of the building blocks as CoVE satellites in the Governance landscape.

The multidimensional Reference Framework – RFAEAG MATRIX is not perfect. It does not incorporate all perspectives and challenges of inclusion, due to the GIVE project logic to focus on just two of multiple interventions, those that are immediately associable to vocational excellence. We name here inclusive innovative pedagogies and governance. Furthermore, some criteria and determinant factors are far from ideal.

The RFAEAG /MATRIX purpose is to create reasonable guarantees of the inclusion-based vocational excellence. Therefore, GIVE Matrix is seen as the **“inclusion diamond powered by vocational excellence”** under the firm assumptions that:

- Social inclusion is powered by economic inclusion, forming **“the Double Helix of Inclusion”** (proposed by GIVE) that is fuelled by **“the Double Helix of Learning and Work”** (see Malitza, & Giarini, 2003);
- Social inclusion is getting a **lifelong perspective (lifelong employability related)** through anticipatory, entrepreneurial and agile governance;
- Social inclusion is the outcome of inclusive design, it is process, which **focuses on collaboration resulting in “one size fits one person”**;
- Social inclusion is powered by social capital, cultural capital, intellectual capital and human capital, as well as economic capital and natural capital, moving away from the **“deficit model”**.

4.4.3. RFAEAG – MATRIX : criteria methodology - indicators and benchmarks

The GIVE Governance methodology is driven by the idea that there never will be a model; the model will never be fixed; it is constantly adapting. Thus, it refers to modellization rather than suggesting a model. Like in the Developmental Evaluation (Patton, 2011), GIVE Governance marks the difference from a classic modelling approach to a non-linearity unfolding approach. In the classic modelling approach, we plan just around impacts. In the non-linear version we look principally at the way endeavours unfold. Yet, impacts will not be completely neglected.

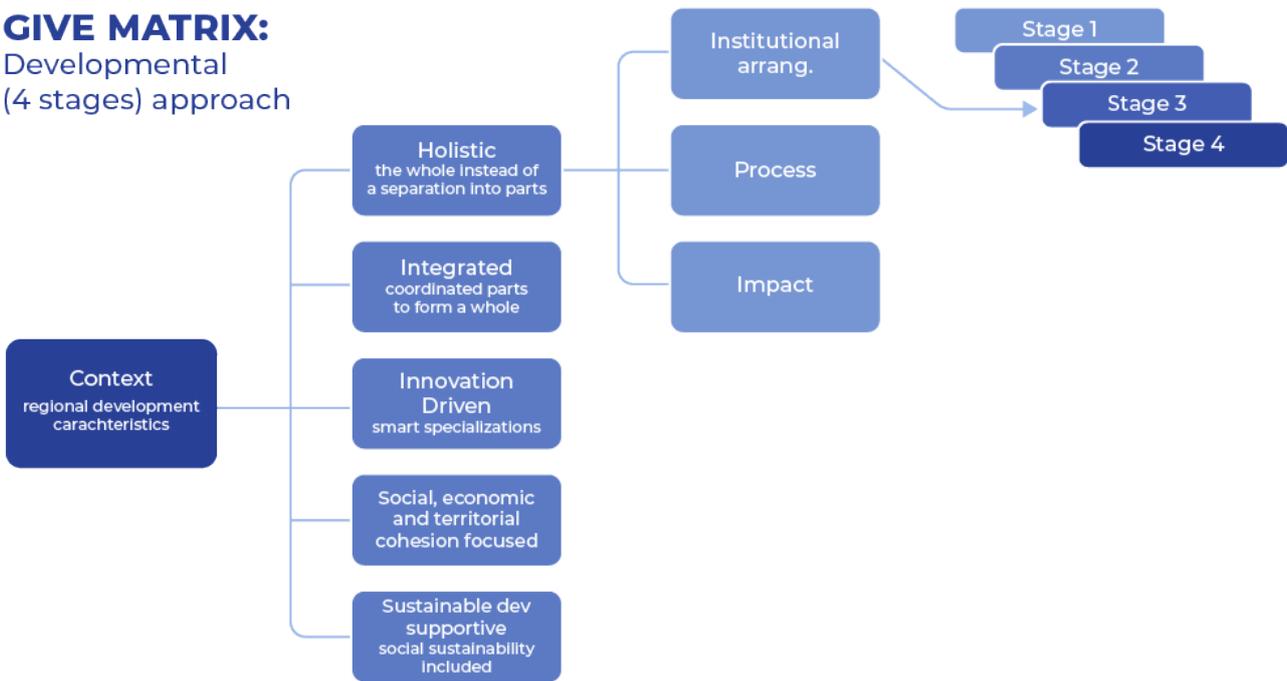
The GIVE Governance modelling focuses on supporting something that keeps changing. There is no stable or consistent mode of action for inclusion when individuals' diversity is huge. It is more about supporting learning to inform action, to adapt. Following Patton (2011) on this “means to make changes within systems, which involves getting beyond surface learning to deeper understanding of what happens in a system”. As earlier mentioned, the governance of the inclusion based vocational excellence (GIVE) is approached as governance of complex adaptive systems, of thinking systems, forming a constellation around a focal point that is CoVE. And this constellation alone does not solve the inclusion complex problem, unless to the vocational excellence other key services will not be added at community level, complementing public policies measures.

The multiple stakeholders involved in the IVE governance have to understand “how the system they want to change is operating and make changes that go beyond temporary and surface solutions to change the system itself. This involves double learning” (Patton, 2011).

Under this fundamentally different paradigm, the focus will therefore not be on quantitative indicators. Instead, developmental stages are defined for guiding towards that governance that builds and fosters IVE.

In the following, we will portray the updated envelope of methodological instruments

Building block 1, the context set by regional development where CoVE is located, is analysed according to the scheme defined in the Annex 1 and schematically illustrated in the bellow Figure 8.

GIVE MATRIX:
 Developmental
 (4 stages) approach

Figure 8. GIVE MATRIX – developmental approach

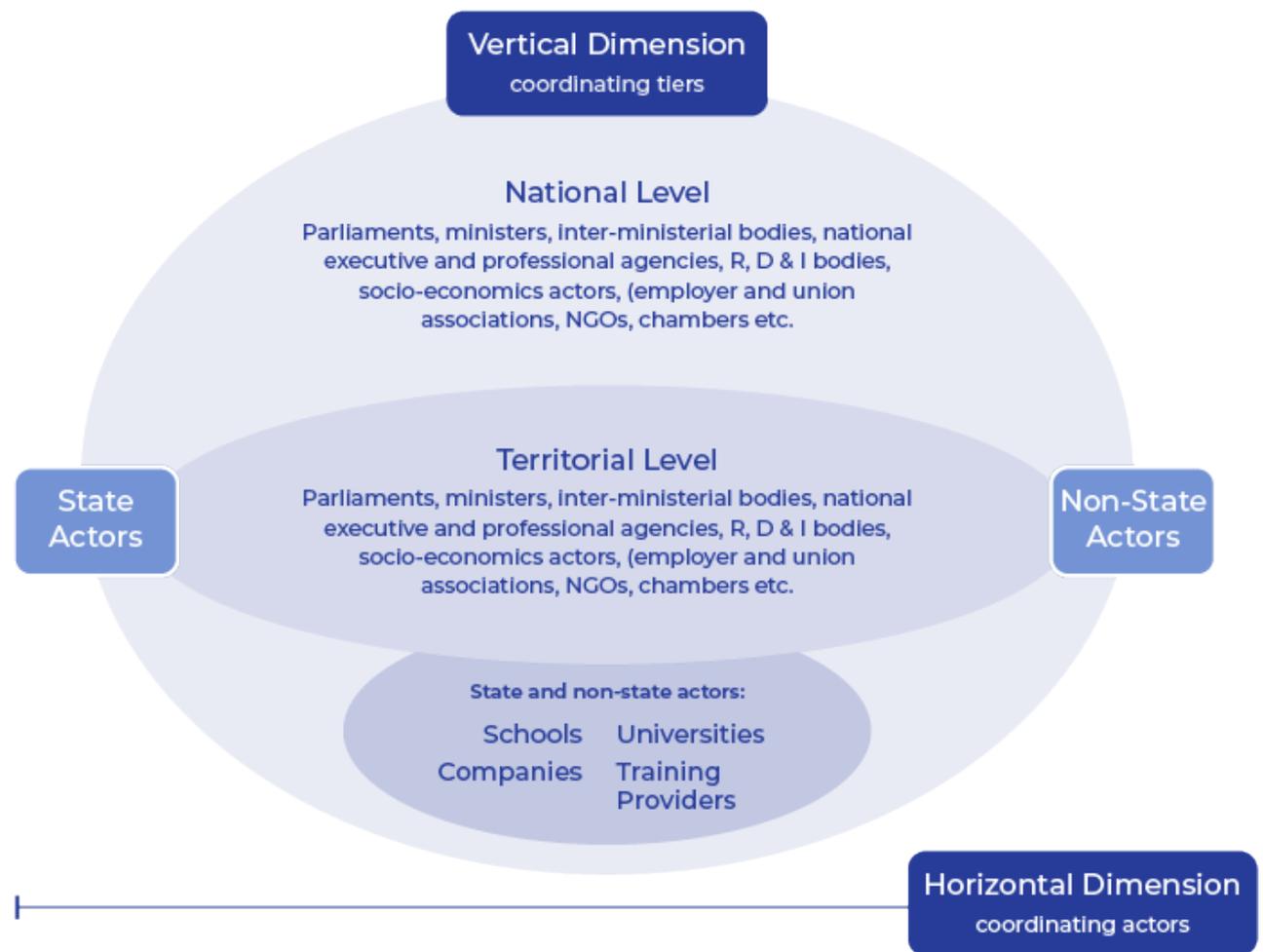
The self-assessment of the developmental level for every analytical unit, named also criterion, has been done for determinant factors related to CoVE's roles and responsibilities in strategic planning, in the implementation, as well as in the impact evaluation. The formulation and the numbering have been updated in view of a more self-explanatory instrument. Here below we indicated how, and the **Annex 1 up** is the revisited version.

building block	Criterion	Determinant factors	Benchmark - developmental stage			
			1	2	3	4
CONTEXT Regional development						
a.1./b.1/...		CoVE contribution to the regional strategy limited to an input				
a.2./b.2		CoVE contribution to the regional strategy Elaboration, as member of the coordination team				

a.2.		Implementation (there are roles and responsibilities assigned to CoVE)				
a.3./b.3/...						
a.3.		Impact (there are impact indicators that refer to the CoVE contribution)				
a.4./b.4./....						

Building blocks 2 and 3 are illustrated in the Figure 9 (Serban, 2013). Their benchmarking is done according to methodology presented in the Annexes 2.2 and 2.3.

Figure 9. GIVE Multilevel governance



The other dimensions related instruments remain unchanged.

The criteria of **building block 4** are presented in the above Table 1 and the benchmarking is in the Annex 2.4.

In case of the **building block 5** they are illustrated in the Figure 4. Their benchmarking is done according to methodology presented in the Annex 2.5.

In summary, a more visual representation of the methodological correlations of the dimensions, criteria and determinants is added for supporting the understanding of the MATRIX of the RFAEAG modelization.

CNŪE-ādl šdāč-QFAEAG
Dh̄ dl r̄h̄l r̄-zl č-ēljZšdč-ēžāšnāč



Figure 10. RFAEAG MATRIX modelization logic



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Annex 1 CONTEXT Regional development

Would you describe the VET regional development context your approach to quality assurance as one where:

		1	2	3	4	
a1.	Holistic (the whole instead of a separation into parts); e.g. there is a transversal theme of human capital fostering, explicitly addressing inclusion and cohesion, to which all relevant actors contribute.	CoVE contribution to the regional strategy limited to an input.				
		CoVE contribution to the regional strategy Elaboration, as member of the coordination team				

a.2.		Implementation (there are roles and responsibilities assigned to CoVE)				
a.3.		Impact (there are impact indicators that refer to the CoVE contribution)				
b.1.	integrated (coordinated parts to form a whole); e.g. there is a strategy of education and training development, explicitly addressing inclusion and cohesion, coordinated with other sectoral strategies.	CoVE contribution to the regional strategy limited to an input.				
		CoVE contribution to the regional strategy Elaboration, as member of the coordination team.				
b.3.		Implementation (there are roles and responsibilities assigned to CoVE)				
b.4.		Impact (there are impact indicators that refer to the CoVE contribution)				
c.1.	Innovation driven (smart specializations); e.g. there is a strategy for R&D&I (smart specialization included) , explicitly mentioning CoVE role and responsibilities, coordinated with other sectoral strategies.	CoVE contribution to the RDI regional strategy limited to an input.				
c.2.		CoVE contribution to the regional strategy Elaboration, as member of the coordination team.				
c.3.		Implementation (there are roles and responsibilities assigned to CoVE)				
c.4.		Impact (there are impact indicators that refer to the CoVE contribution)				
d.1.	Social, economic, and territorial cohesion focused; all aspects are observed.	CoVE contribution to the cohesion regional strategy that includes social, economic and territorial dimensions limited to an input.				
d.2.		CoVE contribution to the regional strategy Elaboration, as member of the coordination team.				
d.3.		Implementation (there are roles and responsibilities assigned to CoVE).				
d.4.		Impact (there are impact indicators that refer to the CoVE contribution).				

Annex 2.2_2.3 – Reference framework anticipatory, entrepreneurial and agile governance

	Skills anticipation	Learning partnerships (curriculum, training programmes, learning at the workplace, teaching, competences assessment, certification)	Career guidance and counselling support services	Inclusion specific support services	Teachers, trainers other professionals (e.g. pedagogues, counsellors) (continuous professional development, including team teaching/work placement)	Career perspective (labour market matching); graduates find a job or become self-employed	Financing	Funding	Costing	Budgeting
Building block 2 MLC vertical										
Trans-national										
National										
Sectoral										
Regional										
Local										
CoVE – mgt board										
Building block 3 MLC – horizontal: quintuple helix										
Economic / business agents										
Public admin. / public institutions agents										
Univ / tertiary education institutions / research org – other schools / centers / VET providers										
Civil society org (NGOs / CBOs / CSOs)										
Sustainable development agents										

Note

- The stages will be established by referring to both processes and impact approach, considering the following developmental particularities
 - **Limited evidence:** Low attention given to systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes;
 - **Limited evidence but accumulating relevant data:** Moderate development of systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes;

- **Significant evidence and real world data:** Significant development of systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes;
- **Extensive and real world data:** Significant and sufficient development of systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes

1 = not there yet;

2 = existing / work in progress;

3 = consolidated / functional

4= excellence / outstanding

Respondents may accept to document their developmental stage choice by offering short examples.

Annex 2.4 GIVE RFAEAG: Governance strategic attributes

Would you describe your approach to CoVe strategic attributes as one where:

Governance strategic attributes

a.1.	Anticipatory				
a.2.		Institutional arrangements - Roles and responsibilities set according to the existing strategic vision and the multiannual strategy			
a.3.		Implementation - Resource allocation , monitoring and evaluation procedures fit to the multiannual strategy objectives			
a.4.		Impact (there are impact indicators that refer to the CoVE contribution) - Strategic vision based on foresight/prospective studies			
b.1.	Entrepreneurial				
b.2.		Institutional settings - Roles and responsibilities designed for adequately addressing creative thinking at organizational level, innovative futures creation and risk taking management. Cove is explicitly involved.			
b.3.		Implementation - The implementation plan has space and resources for continually assessing new innovative possible futures, reflecting on disruptive change and management related risks .			
b.4.		Impact (there are impact indicators that refer to the CoVE contribution) - creative beyond one size fits all.			
c.1.	Agile				
c.2.		Institutional settings - flexibility - coordination and collaborative settings include mechanisms encouraging new partners involvement			
c.3.		Implementation - The design of the implementation plan of the visionary multiannual strategy foresees			

c.4.	mechanisms and resources for in time adaptability (e.g. digital solutions for communication)				
	Impact (there are impact indicators that refer to the CoVE contribution – resilience- readiness to accept deviations from the original planning and to accommodate the new innovative solution , information flows and lessons learned				

Note

- The stages will be established by referring to both processes and impact approach, considering the following developmental particularities
- **Limited evidence:** Low attention given to systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes;
- **Limited evidence but accumulating relevant data:** Moderate development of systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes;
- **Significant evidence and real world data:** Significant development of systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes;
- **Extensive and real world data:** Significant and sufficient development of systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes

1 = not there yet;

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Respondents may accept to document their developmental stage choice by offering short examples. These can be written in the respective determinant factor rubric.

Annex 2.5. Governance performance criteria

Would you describe your approach to CoVE performance criteria as one where:

Governance performance criteria

a.1.					
a.2.	Effective	Institutional settings - All multiple agents are functionally connected – the coordination mechanisms are clear, simple and inclusive. there are clear and transparent roles assigned to every actor, CoVE included			
a.3.		Implementation is adequately resourced			
a.4.		Impact - procedures and adequate tools for collecting and analysing relevant data specific to foreseen results are available, technology embedded			
b.1.					
b.2.	Efficient	Institutional settings - There are innovative schemes to empower (social learning) the multiple actors involved in the collective action in view of securing results achievement			

b.3.		Implementation - Governance remains adaptive for ensuring the fit to the purpose				
b.4.		Impact – governance follow the impact targets set up/revised in view of adding value to the investments in the IVE				
c.1.						
c.2.		Institutional arrangements The institutional settings and the processes adopted in the collective transformative problems solving by the involved multiple agents are participatory , equitable and inclusive (“vulnerables” included)				
c.3.		Implementation - There is a common understanding of roles and responsibilities of the agents involved in the multiannual strategy action plan, agreed by consensus, as prove of trust and pro-active engagement				
c.4.	Participatory	Impact – participation comply with agreements on legitimacy/representativeness (e.g. including the voice of those in the informal sector of the economy)				
d.1.						
d.2.		Institutional arrangements - There is formal engagement of multiple agents to collaborate in order to solve collective transformative problems according to the VET functions.				
d.3.		Implementation - Shared governance (e.g. Blockchain governance) accompanies the formulation of the shared vision and the related strategic action plan implementation.				
d.4.	Collaborative	Impact - The societal partnerships, both the vertical multi level and the quintuple helix agents of the GIVE governance are taking evidence based decisions and act in view of results achievement.				
e.1.						
e.2.		Institutional arrangements - The collective actions of multiple agents are organised by making explicit roles and responsibilities for communicating decisions, future actions and get the community support for their interventions that follow the purpose of IVE				
e.3.	Accountable	Implementation includes explicit actions for securing transparency of decisions , activities and results				
e.4.		Impact - There are specific mechanism and instruments dedicated to ensuring autonomy of CoVE and the loyalty of levels of the governance				

Note

- The stages will be established by referring to both processes and impact approach, considering the following developmental particularities
- **Limited evidence:** Low attention given to systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes;

Institutional development

<p>Long-term strategic planning for institutional development is aligned with the regional holistic development and Learners inclusion and excellence are explicitly addressed. Organizational design is fully taking on board the internal and the external enablers. Coherence between strategic goals, values, communication, competences, and the talent classification</p>	<p>Encourage multiple alternatives as potential solutions to one challenge with risks alleviations actions included . Coherence between strategic goals, values, communication, competences, and the talent classification.</p>	<p>Learners Inclusion and excellence are embedded into the CovE's organisational design and related processes. People centric mentality proved by investments in individuals/staff empowerment. Encourage teams that are challenge/problem focused, self-organised, autonomous and collaborative.</p>
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Leadership and management

<p>Recruit and empower prospective minds in the leading roles. Create the right mindset to manage changes and evolutions. Boost the partnering for the best ever long term inclusion and excellence of learners.</p>	<p>Use new technologies that supports better results. Create the right mindset to manage changes and evolutions. Boost the partnering for the best ever long term inclusion and excellence of learners.</p>	<p>Learners inclusion and excellence are part of the CoVE vision and mission. Change management is alive and dynamic by inducive environment and by creating bridges between old and new, between unlearning and new learning.</p>
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GIVE Partners:



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