

PART 1

An inventory of needs for people in difficulty



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Abbreviations

ASD - Autism spectrum disorder

ECEEA – European Education and Culture Executive Agency

EU – European Union

ISCED – International Standard Classification of Education

OECD – Organisation for Economic Co-operation and Development

PIAAC – Programme for the International Assessment of Adult Competencies

SEN – Special Education Needs



1. Vulnerable groups description

Finding solutions for the education and school and social inclusion of students from vulnerable groups is a challenge for all societies. These challenges come both from the diversity of the characteristics of these groups and from limited possibilities of society, in general and of educational institutions in particular, to meet these requirements. People from vulnerable groups, regardless of their category, can be active and valuable participants in the life of society, as long as the education system is adequate to their special needs. In this perspective, in the educational system, starting from the level of preschool education to the level of higher education, teaching methods and strategies must be chosen in accordance with the student profile, especially since the student has a series of special needs such as: students with disabilities, low skilled students, students with migration background etc.

In the context of our project we will refer to the following six categories of vulnerable groups:

- Students with disabilities;
- Special educational needs;
- Low skilled;
- Students with migration background;
- Drop-out history students;
- Students with difficult socioeconomic background.

We considered that these categories can be clustered into two broader groups as follows:

- a. the first group includes category of students with disabilities, special educational needs and low skilled, in which the vulnerability is related to a number of individual / internal factors
- b. the second group includes students with migration background, drop-out history students and student with difficult socioeconomic background, in which the vulnerability is related to a series of environment / society factors

2. Group in which vulnerability is related to individual/ internal factors

2.1. Special education needs (SEN)

In Garner's view, the term SEN is often used to emphasize the learning difficulties encountered by a certain part of the school population. These barriers can be determined predominantly by factors that are related to the individual such as physiological and psychological factors but also by factors related to the environment and society or a combination of them (Garner, 2009, p. xii).

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or

- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means (Department for Education, 2001):

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA (Legal Education Authority), other than special schools, in the area
- b) for children under two, educational provision of any kind.

2.2. Students with disabilities

There are numerous terms in the literature that are used when referring to disability. Some of these, such as impairment or handicap, are used incorrectly as synonymous with disability.

"Impairment refers to the loss or reduced function of a particular body part or organ (e.g., missing limb). A disability exists when an impairment limits a person's ability to perform certain tasks (e.g., walk, see, read). A person with a disability is not handicapped, however, unless the disability leads to educational, personal, social, vocational, or other problems ... Handicap refers to a problem or a disadvantage a person with a disability or impairment encounters when interacting with the environment. A disability may pose a handicap in one environment but not in another." (Heward, Alber-Morgan & Konrad, 2017, p. 3). In this context, it is important to ensure favorable environmental conditions for the development of the students with disabilities that will allow them to maximize their own potential.

2.2.1 Categories of disabilities and their main characteristics

- Intellectual disabilities
 - **More or less significant delays in development according to their degree of disability** – children with mild intellectual disabilities are not identified before entering the school, or when difficult academic work is required; children with moderate intellectual disabilities show important delays in their development during kindergarten and as they grow older the discrepancies in overall intellectual development and adaptive functioning grow wider; children with severe intellectual disabilities show delays visible at birth or shortly afterward;
 - **Difficulties in memorization** – slow learning rates, difficulty in maintaining and generalization of what they have learned, difficulties in both long-term and short-term memory. Children with intellectual disabilities take longer than do their age-matched peers without disabilities to recall information and have more difficulty handling larger amounts of cognitive information at one time;

- **Difficulty in sustaining attention** to learning tasks that contribute to student's difficulties in acquiring, remembering, and generalizing new knowledge and skills;
 - Children with intellectual disabilities **fail to transfer or generalize newly learned knowledge and skills** in new situations, which are different from the conditions in which they learned those skills;
 - **Lack of interest** in learning or in problem-solving tasks;
- **Learning disabilities** - "Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia... Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage" (IDEA, 2004)
- Difficulties in listening, reasoning, memory attention, perception and processing of visual or auditory information;
 - Difficulties with phonological and phonemic awareness;
 - Reading comprehension problems related to difficulties with working memory;
 - Difficulties with all written expression tasks, including handwriting, spelling, punctuation, vocabulary, grammar, and expository writing;
 - Problems in numerical reasoning and calculation, problem solving related to working memory problems;
 - Low level of self-esteem, tendency for negative self-perception (or as an inherent characteristic or as a result of painful history of frustration and disappointment with academic results);
- Autism spectrum disorder (ASD);
- Many children with autism have deficits in cognitive tasks and skills, in the ability to regulate their own behavior, such as planning, goal setting, cognitive and behavioral flexibility, working memory, and selective attention;
 - The speech of children with ASD who can speak consists largely of echolalia (immediate or delayed) - textual repetitions of what people around them have said and non-contextual phrases without any apparent communicative purpose. (Van Santen, Sproat, & Hill, 2013);
 - Concrete or literal processing of verbal information without understanding of idioms, metaphors, sarcasm or humour;
 - Uneven skill development – areas of relatively superior performances that are unexpected compared to other domains of functioning;
 - Obsessive attention on a specific object or activity (Carlisi & all, 2017)
- Deafness and hearing loss
- More or less accentuated difficulties in communication and language skills, academic achievement and social-emotional functioning according to their type and degree of hearing loss (Wie, Hugo Pripp & Tvette, 2010);
 - Difficulty with all areas of academic achievement, especially reading and math;
 - Behavioral difficulties in school and social situations. Even a slight hearing loss can cause a child to miss auditory information which can lead to behaviors that seem immature, inattentive or distracted (Heward, Alber-Morgan & Konrad, 2017, p. 279);

- Predominantly concrete thinking. This concrete thinking is overcome with the acquisition of verbal language.
- Blindness and low vision
 - Blind children perform more poorly than sighted children do on cognitive tasks that require comprehension or related different items of information; impaired or absent vision makes difficult to understand the connection between experiences
 - Visual impairments determine a limited contact with the environment and, consequently, have a negative impact on incidental learning;
 - Delays and deficient neuromotor development; difficulties in gross motor skills as balance; impossibilities, or limited possibilities to perform motor activities through imitation;
 - Social difficulties determined by inability to see and respond to the social signs such as smile, greetings gestures, facial expressions etc. (Heward, Alber-Morgan & Konrad, 2017, p. 239)

2.3. Low skilled students

In OECD (2019) low skilled adults are defined as:

- Adults with low educational levels, namely those whose highest qualification is at lower-secondary level (ISCED 0-2), which means they have not completed high-school or equivalent, or
- Adults with low cognitive skill levels, namely those who score at proficiency level 1 or below in the literacy and/or numeracy dimension of the OECD survey of Adult Skills (PIAAC). These are adults who can at most complete very simple reading tasks, such as read brief texts on familiar topics, and mathematical tasks, such as one-step or simple processes involving counting, sorting, basic arithmetic operations and understanding simple percentages.

In addition, the above-mentioned source considers that low digital skills are an obstacle to adults' societal and economic participation and constitute an additional dimension of low skills

The same study underlined that many adults with low abilities have different inequalities in their own development: for example, they may have low levels of literacy and calculation, but at the same time may have skills such as the ability to drive different vehicles or take care of customers. Adults may also have low skill levels, but may have acquired skills through years of professional experience that are equivalent to those associated with formal qualifications.

Analyzing the features of these three categories of vulnerable groups we were able to synthesize three **commune characteristics**:

1. **Difficulties in information processing** - Difficulty at any of the following levels: information collection and representation, retention, retrieval but especially in understanding and operationalizing information.
2. **Developmental delays** - More or less accentuated delays in the areas of communication, cognition, emotional maturity, skills development
3. **Unequal development** - More or less accentuated inequalities in their own development/presence of a high potential in some areas associated with difficulties in other ones

3. Group in which vulnerability is related to environment/ society factors

3.1. Low skilled students

Children and young people from migrant backgrounds are defined in the Eurydice report "as newly arrived/first generation, second generation or returning migrant children and young people. Their reasons for having migrated (e.g. economic or political) may vary, as may their legal status – they may be citizens, residents, asylum seekers, refugees, unaccompanied minors or irregular migrants. Their length of stay in the host country may be short- or long-term, and they may or may not have the right to participate in the formal education system of the host country". The phrase "children and young people from migrant backgrounds" and "migrant children" or "migrant young people" are used when we refer to children or young people newly arrived who have not yet been enrolled in the education system, instead, "students from migrant backgrounds" and "migrant students" are used when we refer to those already in school. (EACEA, 2019, p. 11)

PISA classifies students into several categories according to their immigrant background and that of their parents (OECD, PISA 2015 Results – Excellence and equity in education Volume 1, p. 243):

Non-immigrant students (or students without an immigrant background) - students whose mother or father (or both) was/were born in the country where they sat the PISA test, regardless of whether the student himself or herself was born in that country or economy.

Immigrant students (or students with migration background) - students whose mother and father were both born in a country/economy other than that where the student sat the PISA test.

- First-generation immigrant students are students whose parents are also both foreign-born.
- Second-generation immigrant students are students born in the country/economy where they sat the PISA test and whose parents are both foreign-born.

Migrant students face a number of obstacles, including (EACEA, Integrating students from migrant backgrounds into schools in Europe):

- Lack of information in the school regarding the academic and non-academic aspects of migrant students upon their arrival
- Inappropriate grade placement
- Non-adaptation of verbal discourse to the ability of understanding of students who have another mother tongue
- Insufficient support for learning and lack of social and emotional support;
- Insufficient home-school cooperation
- Low sense of belonging associated with being a victim of bullying in school

3.2. Drop-out history

There is no universally accepted definition of dropout. Dropouts are typically defined as students who leave school (not including transfers) before they graduate from high school with a regular diploma. Some students leave school before entering ninth grade, but most drop out during their high school years (Shannon & Bylsma, 2006).

Research shows that dropout occurs more frequently in children from low-income families who are members of a minority ethnic group and receive less educational support at home, who have fewer opportunities for non-formal learning. Students who fail to graduate feel generally less involved in school and participate in less extra-curricular activities. Outside of school, students with drop-out spend less time talking about their school activities with their parents and less time reading, they are also more likely to work outside of school and to report enjoying work more than school (Lee, 2005, p. 174).

The consequences of students leaving school (Lee, 2005, p.175) before graduation appear to be negative both for the individual student and for society as a whole because they have low-level academic skills and in consequence, face difficulty in finding employment and an adequate income. They have less chance of receiving additional education necessary to remain competitive. They are also more likely to live with family or guardians and are more likely to commit a crime and to live in poverty.

Some research has focused on the students themselves, or their family circumstances, as the root of the problem of dropouts. These studies have identified dropouts as those who are likely to be students (Shannon & Bylsma, 2006):

- from low socioeconomic backgrounds
- who move or change schools frequently
- with poor academic achievement
- with poor school attendance
- who have repeated one or more grades
- who speak a primary language other than majority
- who attend school in large cities
- who have friends or family members that dropped out
- who have an illness or disability
- who become pregnant
- who have low self-esteem or self-efficacy.

3.3. Difficult socioeconomic background

Sociologists define socioeconomic status (SES), in terms of an individual's income, occupation, education, and prestige in society. These factors tend to go together, so SES is most often measured as a combination of the individual's income and years of education because these are most easily quantified" (Slavin, 2018, p. 67).

There are a number of characteristics of children who come from economically disadvantaged backgrounds. Students from lower-class backgrounds are less likely than middle-class students to enter school knowing how to count, name letters, cut with scissors, or name colors and their parents are less likely to be extensively involved with the school.

Students with difficult socioeconomic background are less likely to be good at following directions, explaining and understanding reasons, and comprehending and using complex

language. They are more likely to have health problems, to be homeless and to move from school to school. All these factors can determine a delay in their cognitive development.

Potential challenges for students with difficult socioeconomic background (The IRIS Center, 2012):

- Having their basic needs met
- Few educational resources at home (e.g., books, computers)
- Less access to enrichment (e.g., tutors, museums)
- Limited access to transportation
- Reduced opportunity to participate in extracurricular activities at school or in the community
- Transiency or homelessness
- Poor nutrition
- Inadequate healthcare
- Less help with homework
- Delayed language development
- Read to less frequently at home

Analyzing the features of these three categories of vulnerable groups we were able to synthesize three **commune characteristics**:

1. **Social emotional difficulties** - Difficulties in emotional self-control, social awareness and social involvement, coping with changes in personal and social life all with a negative effect on adaptation;
2. **Low sense of belonging** - Diminishing the psychological feeling of connection to a social, cultural or professional group with implications on the level of involvement and attachment that an individual has to the community;
3. **Low life satisfaction** - Low self-perceived ability to cope with daily life, low self-esteem in relation to the difficulty of achieving goals embodied in an unfavorable attitude towards one's own life.

In addition to these common characteristics for each category of vulnerable groups, we were able to identify three common cross-sectional characteristics for all six groups analyzed:

1. **Limitations in communication process** - Difficulties can occur at any of the following levels: encoding, transmitting, and decoding information. Difficulties can be caused either by language barriers or by difficulties in receiving and processing information.
2. **Low level of learning motivation** - Low interest in learning, low self-confidence, anxiety caused by repeated failures, negative attitudes or exaggerated demands
3. **Difficulties in school and social inclusion** - Inability / reduced ability to fully participate in school life as well as in the economic, social, political and cultural life.

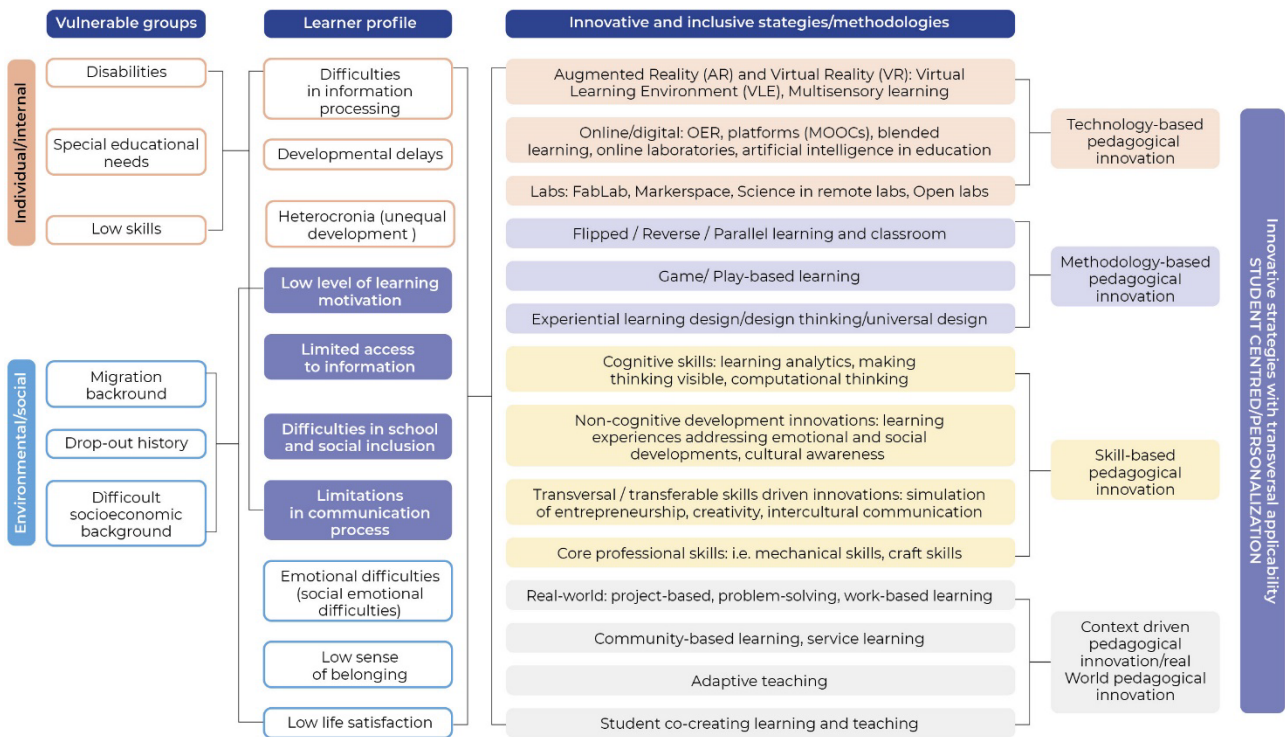


Figure 3 - Learning characteristics of vulnerable group and innovative and inclusive strategies/ methodologies

PART 2

An inventory of innovative pedagogies, practices and study programs in all partners institutions



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1. Background

The inventory of innovative and inclusive practices was developed according to a rigorous methodology for the selection of relevant practices produced by the University of Bucharest, the WP2 coordinator, and addresses mainly the VET Centres involved in Erasmus Project KA3 – Support for Policy Reform, Centres of Vocational Excellence / ECEEA 33/2019 **Governance for Inclusive Vocational Excellence** (GIVE): Centro San Viator (hereinafter referred to as San Viator), Cometa Formazione SCS (hereinafter referred to as Cometa), Espoon Seudun Koulutuskuntayhtymä Omnia (hereinafter referred to as Omnia) and Malta College of Arts, Science and Technology (hereinafter referred to as MCAST).

2. Objective

The objective of the innovative and inclusive pedagogies inventory of relevant practices is to select, according to the specific methodology presented in Reference Framework for Innovative and Inclusive Pedagogies (RFIIP), the relevant practices from GIVE VET centres that can be implemented in other Vocational Excellence centres.

3. Methodology

The inventory of the innovative and inclusive pedagogical practices is sustained by the theoretical robust documentation which was summarized in the reference framework for innovative and inclusive pedagogies (RFIIP) and it is based on the selection methodology developed within the project (see D.2.1.A). Methodology included one data collection instrument that had to be filled in by VET centre from the consortium.

Each GIVE VET centre has done a self-assessment exercise using an instrument for data collection. Every centre had to select minimum 3 practices. Training sessions were organized by the University of Bucharest for a better understanding of the data collection instruments.

Within the process of collecting innovative pedagogies, practices and study programs there have been received 13 practices from the VET centers participating in GIVE project.

VET center	Practice
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San Viator	<ol style="list-style-type: none"> 1. Basic Vocational Training (FPB) programs 2. Tailor-made training with international mobility 3. Dual Vocational Training for young people 4. Applications of virtual reality in teaching
Cometa	<ol style="list-style-type: none"> 1. The Order - end-to-end cycle of receiving and processing a customer order through to fulfillment 2. Teaching methods with active participation 3. Mini Master in Hospitality Management
Omnia	<ol style="list-style-type: none"> 1. Recognising vocational competences and skills in pre qualification services, in Youth Workshop 2. Language supported employment model 3. Co-creating/Co-developing
MCAST	<ol style="list-style-type: none"> 1. Apprenticeship & Work-Based Learning 2. Making Action Plan (MAP) Sessions 3. One-to-one (or Small group) support

Table 1 – Centralization of innovative pedagogies, practices and study programs

4. Description of the innovative pedagogies practices

4.1. San Viator

4.1.1. Basic Vocational Training (FBP) programs

Brief description

The general objective is the orientation and social-labour inclusion of young people between 15 and 19 through the development of the knowledge, skills and aptitudes necessary to successfully face labour and social inclusion. The Basic Vocational Training programs offers youngsters who are in the process of obtaining the Compulsory Secondary Education Degree a space where they receive support and accompaniment to improve their academic, personal and social skills aimed at achieving school success.

The specific objectives of the program are:

- Reducing risk factors for this type of student such as: expelling, roaming the streets and the lack of schooling that this entails, learning deficits, possible pre-criminal behaviours to which their situation can lead and absenteeism.
- Reinforce curricular aspects that promote the basic competences necessary for their adequate school and social integration and to achieve the graduation.

- Develop the acquisition of tools with which to adequately manage their frustration in the academic and social field.
- Learn conflict resolution techniques and social skills, as well as the internalization of values such as respect and tolerance, and thus carry them out in your day to day. Develop social skills that favour positive and functional behaviours at social, family and personal levels.

The function of the educators who work with these young people is the design and execution of the tasks of academic support, preparation of exams and continuity of the agenda of the different subjects that are worked to obtain the Certificate of Compulsory Secondary Education (minimum qualification that can be achieved in Spain) and inform about courses, modules and complementary training that young people can take at the end of Basic Vocational Training.

This program offers young people individualized attention, internalizing the norms, limits, social skills and values necessary for a correct coexistence in society.

4.1.2. Tailor-made training with international mobility

Brief description

This is a project designed for young people with fewer opportunities for whom the formal educational system has failed.

To improve their employability, the tailor-made training programs have been developed and linked to Professional Certificates. The curriculum was adapted to the specific needs of the group to improve the students' chances of obtaining the degree. These adaptations are both curricular and methodological, always respecting the technical skills that have to be acquired by the students.

To complete the training, the students have the opportunity to carry out an internships abroad, thanks to Erasmus +.

4.1.3. Dual Vocational Training

Brief description

Dual Vocational Training is aimed at young people between 16 and 29 years old who want to learn a profession at work, as well as companies that are committed to young people and want to help train the professionals of the future. The program combines training and paid employment in a company.

The target is represented by the students with special needs. The training is adapted specific for the needs of the students in order to improve learning and personal skills. The program guide and support people in their training and in their job search, as well as monitor their progress individually.

4.1.4. Applications of virtual reality in teaching

Brief description

In order to improve the level of the employability of the students with special educational needs the San Viator Center use the virtual reality in the teaching-learning process of technical competences. More than 50% of the students managed to enter the labour market in the 6 months after completing the course.

Based on the success of the practice, the pedagogical practice has been incorporating in other professional specialties such as the automotive sector, welding or vehicle painting. The application of virtual reality in education turned out an useful tool for students with difficult labor insertion: young people with some type of intellectual disability; adolescents and young people at risk of social exclusion or who for some reason have not achieved the compulsory secondary qualification and who are helped to obtain a qualification that allows them to continue their studies or join the labor system with certain guarantees.

4.2. Cometa

4.2.1. The “Order”

Brief description

The "Order" is the end-to-end cycle of receiving and processing a customer order through to fulfillment.

Didactic Order management is not conducted in isolation; it relies upon almost every department in a school, from Language&Communication, Mathematics, Science, Arts, History, and so on. When mastered effectively, order management ensures the understanding of the workflow needed to run a project in practice. By establishing efficient processes, it is possible to blend learning and the understanding of real-life aspects of students' future jobs. It helps maintaining customer satisfaction and protecting the school's reputation.

4.2.2. Teaching methods with active participation

Brief description

Teaching methods with active participation are used in Cometa, especially in in-class learning. The term "teaching methods" refers to lesson rhythm, setting and continuous interaction. Teachers use teaching methods in order to make learning active, cooperative and effective. Teachers choose to use teaching methods with active participation right from learning design stage; they use it also in the evaluation phase, by using authentic learning tasks. In turn, Active methodologies, do have a strong impact on inclusion, since active methodologies are intrinsically able to personalize the flow of the lesson.

4.2.3. Mini Master in Hospitality Management

Bried description



The MiniMaster initiative trains future waiters/waitresses and housekeepers for the local hospitality sector, including hotels and restaurants directly involved in the program and offering both internships and work based learning on their premises. The basic approach relies on a pedagogical framework of Human Integral Development. This includes four main areas of activity:

1. Welcoming and interview. During the interview, the tutor aims to establish a relationship based on trust with the learner, identifying their psychological profile and skills, in order to create personalized learning plan;
2. Training: a 1,300 hours course including 960 hours of internship. Basic and technical skills are core, with additional emphasis on local culture;
3. Tutoring, with personalized support on both professional skills and human development, and soft skills;
4. Matching students with prospective companies for their work placement.

4.3. Omnia

4.3.1. Recognizing vocational competences and skills in pre-qualification services, in Youth Workshop

Brief description

The practice is based on the idea is that the learning occurs away from a formal school environment. The Youth Workshop consists of different professional workshops (or in a real work place). The competence-based evaluation is assessed by curriculum criteria and is done by a teacher. Thus, the person is able to accomplish the whole study module while s/he is in Youth Workshop. The other option is that the person receives a certificate to point out the competences that are more narrow than the whole study module. And that is taken account if s/he continues studies in a vocational institute. This narrower certificate will then be recognized when the further personalized study plan is made.

4.3.2. Language supported employment model

Brief description

The idea of the model is to support the strengthening of the employee's work-related language skills and at the same time develop work community skills in this language-conscious operating model.

4.3.3. Co-creating/Co-developing

Brief description

Service developing with customers (young adults) using co-creating methods such as learning cafes and group conversations. Including customers to developing projects and processes promotes social empowerment of young adults. Inclusion of customers is possible at all levels from strategic creating to service implementation. The methods are chosen in order to target groups skills.

By participation to co-creating process students can practice working life skills, community skills and social skills. Successful process promotes students' self-esteem and empowerment. Students identify new ways of influencing. Including student to developing our services we can create more customer-oriented practices that respond to the student's needs.

4.4. MCAST

4.4.1. Apprenticeship & Work-Based Learning

Brief description

The Apprenticeship and WBL Department liaises with different stakeholders, including industry partners and students to promote apprenticeship positions and strengthen MCAST's links with industry. As part of the college's strategic plan, MCAST strives to Position Work-Based Learning (WBL) as the heart of all professional and vocational training programs offered by MCAST. Placement opportunities also form part of the Award programs delivered by the learning support unit. These programs target students with special intellectual and physical needs and thus promote an inclusive approach at the workplace.

Students on placement, apprenticeships of internships are visited by MCAST lecturers who supervise their progress. Discussions are also held with their host organization so as to maximize learning opportunities.

4.4.2. Making Action Plan (MAP) Sessions

Brief description

Students with certain disabilities require more preparation and arrangements for them to access the curriculum. Such students include those with certain physical disabilities, autism, depressive disorders and anxiety. In order to provide relevant support right from the start of the course, a MAP Session is held by involving the student, parents, a member from the Inclusive Education Unit, the institute Deputy Director, the institute Support Services Coordinator, the respective Student Mentor (if applicable), the Learning Support Educator (if applicable), and ideally all the lecturers that will be teaching the student. The meeting is started by an introduction about the student's disability after which the student/parents express their concerns, aspirations, challenges, and suggestions. This is then followed by a discussion of the student's needs and access arrangements that could be offered in each individual subject that the student will be studying. If necessary, any arrangements agreed upon are discussed further with the respective management and implemented accordingly.

By bringing all the stakeholders, especially the lecturers, on board right from the start, any issues relating to accessing the learning material as well as the assessments are addressed in the beginning of the academic year. This provides the required guidelines for lecturers and students to follow.

4.4.3. One-to-one (or Small group) support

Brief description

At MCAST students who are following any course from lower levels to degree level are offered this possibility to be given support in either key skills or vocational units either on one-to one basis or more preferably small groups. Students apply directly with the Learning Support Unit (LSU) for this kind of support practice where individual attention is given to these students to help them finalize their units and hence the respective courses.

This pedagogical practice is crucial to enable students to finalize their units. The team of lecturers within the Learning Support Unit are dedicated and have an ethos of support frequently upskills themselves to provide support to students in their areas of expertise. They use alternative skills to be able to help and support such students

5. Conclusions

Analyzing the practices from the point of view of innovative pedagogies clusters we can observe that the majority of the pedagogical practices are assessed as functional and outstanding. Each innovation pedagogy cluster was scored between 1 and 4. The '1' means 'not existing yet'; the '2' means 'existing/ work in progress'; the '3' means 'consolidated/functional'; the '4' means 'excellence/outstanding'.

In the mapping of good practices carried out by the partners, two practices (practice 5 & practice 7) need improvements on the new technologies used in the learning-teaching process. One practice (practice 13) is not there yet related the new technologies used with students.

The practices show a variety of particularly inspiring initiatives, which provide further ideas on how to address a particular topic or a target group, or what innovative and proven methods to use when working on disadvantaged groups of students.

Table 1 – Practices collected from GIVE VET centres consortium

No.	Practice	Technology based	Context / Community-based	Design-based (methodology)	Skill-based
1	San Viator - Basic Vocational Training (FPB) programs	3	4	4	4
2	San Viator - Tailor-made training with international mobility	3	4	4	4
3	San Viator - Dual Vocational Training for young people	3	4	4	4
4	San Viator - Applications of virtual reality in teaching	4	3	4	4
5	Cometa - The "Order"	2	4	3	4

6	Cometa - Teaching methods with active participation	4	4	4	4
7	Cometa - Mini Master in Hospitality Management	2	4	3	4
8	Omnia - Recognizing vocational competences and skills in pre qualification services, in Youth Workshop	3	4	-	-
9	Omnia - Language supported employment model	3	3	4	3
10	Omnia - Co-creating/Co-developing	3	4	4	4
11	MCAST - Apprenticeship & Work-Based Learning	n.a.	3	2	3
12	MCAST - Making Action Plan (MAP) Sessions	n.a.	n.a.	n.a.	n.a.
13	MCAST - One-to-one (or Small group) support	1	3	2	3

PART 3

GIVE Reference Framework for Anticipatory, Entrepreneurial and Agile Governance (RFAEAG)

An inventory of good practices of effective VET governance in support of excellence through inclusion



Abbreviations

CBOs - community-based organisations
CoVE – centres of vocational excellence
CPD – continuous professional development
ECEEA – European Education and Culture Executive Agency
EQF – European Qualification Framework
EU – European Union
GIVE - Governance for Inclusive Vocational Excellence
IfE – Institute for Education
IVE - inclusion based vocational excellence
KA – Key Action
MLG - multi-level governance
PAI – Individual Action Plan
RFAEAG - Reference Framework for Anticipatory, Entrepreneurial and Agile Governance
RFIIP - Reference Framework for Innovative and Inclusive Pedagogies
SDG – sustainable development goal
UM – University of Malta
UNESCO – United Nations Educational, Scientific and Cultural Organization
UNESCO – UNEVOC – UNESCO International Centre for Technical and Vocational Education and Training
VET – vocational education and training
VETNET- European network of researchers in VET
WP2 – working package 2

1. Background

The inventory of innovative practices in functional governance was developed according to a rigorous methodology for the selection of relevant practices produced by the **University of Bucharest, the WP2 coordinator**, and addresses mainly the VET Centres involved in Erasmus Project KA3 – Support for Policy Reform, Centres of Vocational Excellence / ECEEA 33/2019 **Governance for Inclusive Vocational Excellence** GIVE, due to their pivotal role in the IVE Governance. The other partners' involvement is equally relevant in the social construct endeavour.

2. Objective

The objective of the VET governance inventory of relevant practices was to select, according to the specific methodology, all governance practices of the GIVE-CoVE involved entities which contribute at **bringing inclusion as focal in all VET achievements**. The selection methodology was designed to identify the current governance practices that make inclusion central to the VET excellence.

3. Methodology

The inventory of the innovative practices is sustained by the theoretical robust documentation which was summarized in the governance reference framework RFAEAG and it is based on the selection methodology developed within the project (see D.2.1.b). Methodology included a set of four instruments as clusters of MATRIX dimensions: **Governance strategic attributes, Governance performance, Governance regional context, and MLG functional Governance**.

The practices selection methodology recommends a series of instruments for the self-assessment conducted by the GIVE partners, with the methodological back up of the University of Bucharest. Training sessions were organized for a better understanding of the research instruments. Self-assessment has been chosen in view of supporting improvement during the GIVE project at partner level and to facilitate the institutional platform consolidation based on better understanding of the partner practices.

The inventory of innovative practices addresses mainly the VET Centres involved in the **Governance for Inclusive Vocational Excellence** (GIVE) project, due to their centrality in the IVE Governance. The inventory presented in the below section is constituted from the responses provided by the GIVE - CoVE partners. The innovative and relevant practices identified by the project partners are listed in the order of all six dimensions of the MATRIX, organized in 4 clusters: **Governance strategic attributes, Governance performance, Governance regional context, and MLG functional Governance**.

4. Overview of GIVE – CoVE relevant practices

4.1 Governance strategic attributes

CENTRO SAN VIATOR: Dual Training Programme for young people with fewer opportunities/Dual training for people with intellectual disabilities

From the **government of Spain**, there are some **measures** articulated to facilitate the labour insertion of people with special educational needs.

The economic benefits that replace wage income in Spain can be categorized differently according to different points of view. On the one hand, they can be categorized according to the type of disability, that is, differentiating between temporary and permanent disability; On the other hand, they can be categorized according to the work history of the beneficiaries, that is, differentiating the tax benefits (where eligibility is based on the classification of the beneficiary in the tax regime of the Social Security System and on compliance with various requirements of contribution) of non-contributory benefits (granted to those who have not contributed to the Social Security System or whose contributions are insufficient).

There are several job opportunities for Spaniards with disabilities that vary according to individual ability:

1. Occupational centres, which aim to provide occupational therapy and personal and social adjustment for those who cannot be integrated into other schemes;
2. Special Employment Centres, which carry out productive work and ensure paid employment, participating regularly in market operations;
3. Supported employment, which is open market employment with ordinary companies but with the necessary supports inside and outside the workplace (there have recently been significant advances in supported employment¹⁶);
4. Ordinary employment, that is, employment in standardized companies, the public sector and self-employment where the majority of workers do not have disabilities.

In order to promote the labour integration of people with fewer opportunities, several legal instruments of positive discrimination have been implemented. These have been designed to promote employment in the ordinary labour market. Other existing measures include the reserve quota (2% for companies with more than 50 workers) and its alternatives, labour adaptation measures, financing of instruments to prevent specific risks in the workplace and provisions to promote access to employment in the workplace public bodies (adaptation of aptitude tests). It should be noted that the regulation of incentives for the promotion of Supported Employment is almost non-existent.

Consequently, actions in this area are financed mainly through European funds and donations from associations and foundations. However, the announcement of grants and subsidies for the implementation of programs aimed at the normalized integration of people with disabilities seems to predict the future co-financing of innovative projects that ensure the transition from sheltered to ordinary employment, such as supported employment and other methods.

The dual training model for people with intellectual disabilities emerges as an innovative solution to respond to the needs and main difficulties that the group presents in terms of professional training and occupation:

- Low participation in the labour market: people with disabilities have a lower participation in the labour market, with an activity rate of 37.4%, 40 points below the population without disabilities (77.2%). In the specific case of people with intellectual disabilities, the situation is aggravated, since it is the group with the lowest participation in the market (27.5%). Regarding occupation, the data does not improve: the employment rate of people with disabilities is 24.3%, more than 32 points lower than that of the general population.
- Low educational level: 36.4% of people with disabilities have primary education or lack formal training, compared to 13.4% of people without disabilities.
- Relationship between training and occupation: if we add to this analysis the convergence of training and occupation data, it should be noted that only 4.12% of the contracts signed in 2019 were for people with disabilities included in the category of "No studies". And yet, recruitment has doubled in the last 10 years among people with disabilities who have some degree of vocational training.
- Lack of adapted training offer: the current accredited training offer based on the content of the professional certificates has an average duration of between 200-300 hours and modules of work practices that do not exceed 80 hours. These formulas are insufficient for the acquisition of the professional competences required both due to the duration and the lack of practical hours in real work environments.
- Lack of stable training offer: to the aforementioned lack of adaptation is added the lack of continuity in the training offer, subject to annual calls that interrupt the training process of the person, affecting the loss of acquired skills.

The dual vocational training system has a long tradition in countries such as Germany, Austria, Denmark, the Netherlands and Switzerland, where between 40% and 70% of young people choose this path; These countries being those with the lowest youth unemployment rate: Germany (7.2%), Austria and Denmark (10.1%) compared to Spain with 49.6% points above the European average. The main virtue of the system is the establishment of a bridge between the educational field and the workplace, which is summarized in the following advantages for both young people and companies: Youths:

- Allows real contact with work, gaining experience and professional competitiveness and greater integration between theory and practice, as the educational centre is not the only source of learning
- They acquire the responsibilities that derive from the development of the work activity, mature before teamwork and receive an education oriented to the reality of their professional sector
- They improve their employability by having acquired a more solid work experience than in traditional vocational training, they receive remuneration during their stay in the company and they have a first vocational work experience in their professional sector.

Companies:

- Ensures worker training in professional skills more adapted to their needs Reduces the costs of adapting new workers to the job.
- Helps with the planning and strategy of human resources in the medium and long term in the new entry, replacement and expansion of personnel.

DUAL VOCATIONAL TRAINING PROPOSAL: KEY ELEMENTS AND ADAPTATIONS

The proposal is framed within the socio-labour insertion model for people with intellectual disabilities as a mixed resource in which training and employment are combined as one of the elements of the insertion itinerary.

The main objective is to professionally train people with intellectual disabilities, offering them an opportunity for accreditation at the end of the process and reinforcing the development of their personal and social skills. In this way, their level of qualification and their future employment possibilities are increased. The most appropriate formula to respond to this need is found in dual vocational training programs through training and apprenticeship contracts due to the methodological characteristics of the system and the main adaptations it allows for the group of people with disabilities, mainly intellectual disability:

- Carrying out on-the-job training, learning by doing methodology
- Extension of the maximum duration of contracts from 3 to 4 years
- Possibility of incorporating a training offer adapted to the specific needs of the group
- Non-application of the maximum age limit of 25 years
- Other measures deemed appropriate by the competent administrations to facilitate and encourage the signing of contracts for training and learning. Our dual training proposal, therefore, is defined by the following key elements and adaptations:

1. Pre-employment training: prior training for the establishment of work, personal and social skills necessary for adaptation to the work context that facilitate the choice of the professional profile of people with intellectual disabilities through vocational guidance from the practice of one or more professional activities. With a duration that can range from 3 months to 6 months, it is especially intended for young people who have just finished the compulsory school stage or people who require a definition of their professional profile. Although it is not the object of development of this document, it is necessary to bear in mind that it is the main entry way to the training cycle of dual training, considering it as the first phase of the process. Therefore, its viability will have to be ensured either through the adaptation of basic vocational training programs, occupational positions or as part of the training and apprenticeship contract.

2. Training programs of up to 3 years, following the structure and duration of the dual vocational training programs for young people from other European countries such as Germany (with an offer of 350 degrees with programs of an average duration of 3 to 4 years), Austria (depending on the professional branch, the duration of training varies between 2 and 4 years, although it is usually 3 years), Switzerland (with a training offer of more than 400 options framed in 52 professional careers, with an average duration of 2-3 years duration), Denmark or Norway (with similar formats). All of them are based on a modular system that gives the training sufficient flexibility so that, once completed, the young person acquires the appropriate level of qualification to improve their employability. The adaptation that is carried out in these countries of the vocational training programs for vulnerable groups is in no case of shorter duration than that of the rest of young people, but quite the opposite: the hours are extended and it is

developed in specific environments that simulate conditions similar to those of ordinary companies.

In our case, we take advantage of the context of special employment centres or companies with Corporate Social Responsibility in order not to create simulations and for the person to learn from real practice in a work context. In Spain, dual training for young people through training and apprenticeship contracts is planned for duration of up to 3 years (depending on the collective agreement of the activity sector in which the apprentice is being trained). At Centro San Viator, it establishes 1-year contracts, aligned with our strategic plans for inclusion and improving employability. The preliminary analysis to determine the duration of the Dual Training plan was developed in collaboration with the companies, the quality department of the Centro San Viator as well as with the regional social agents. We also have the help of the Amadip Esment Foundation of the Balearic Islands, which is a benchmark in this matter.

In order to obtain the necessary financing, we have the collaboration of the Basque Employment Service, LANBIDE, dependent on the Basque Government. We held regular meetings with them for about a year with the aim of determining the structure of the Dual Training plan and how to include it in the Decrees that the Basque Government publishes annually on Dual Training.

Basic vocational training programs distribute 2,000 hours of training over two years, combining technical training of one or more Level 1 professional certificates plus lifelong learning competencies (e.g. applied science and communication and society).

In the case of people with intellectual disabilities, the regulations, both in dual and basic vocational training, allow adaptations in time (through an extension in the contract in the case of dual training or programs of variable duration depending on the demands of the target group in basic vocational training) and in training programs (through the inclusion of specific training that responds to the needs of the group as a complement to creditable technical training).

Based on these adaptations, the professional training model for which we are committed is configured in a 1-year training program with the possibility of extending it up to 3 in an exceptional way in case the person requires it, in which technical skills will be worked on level 1 together with a transversal training adapted with content based on basic competences (linguistic, logical-mathematical and digital technology) and personal development competences (social and civic, autonomy and initiative, self-knowledge and disposition for learning and healthy work habits).

The proposed training itinerary is of the same duration as that of other young people but will require, as we will see below, an adaptation of the learning time, especially for the reinforcement of technical competences since, by not being able to make significant curricular adaptations that affect objectives related to the general training of the degree, the hours of training will have to be extended so that the person with intellectual disabilities can acquire them.

3. Distribution of the percentage of training and work (support in 100% of learning): as indicated, the main adaptation required by the person with intellectual disability is the extension of the training time for the adequate acquisition and consolidation of competences both technical and transversal. That is why, in our proposal, we consider the total hours of the contract as learning

time and, as such, it must always have the presence and accompaniment of a trainer, either from the professional profile or from the guiding tutor.

The division between training time and work time is diluted, since the person will train the skills 100% of the time thanks to the continuous support of the professional in any of the contexts (either in the classroom or in the workplace).

4. Creditable technical training: the training program to work on technical skills will be based on the contents of a Level 1 Professional Certificate (CP1) or the combination of two CP1 modules depending on how you want to complete the person's professional profile.

This level of qualification is chosen because it enables the development of profiles related to assistant or auxiliary positions under supervision for the execution of the activity. These occupations have a greater job opportunity for the group both in ordinary companies and in special employment centres, as we have been able to contrast from the experience developed from the labour insertion service. We discard other levels that require the development of the activity in a totally autonomous way (CP2) or responsibility in the coordination / supervision of tasks and / or teams (CP3 level). To reinforce the hours of technical training within the training program, the complement of a training specialty (whether existing or newly created) related to the activity of the professional certificate on which the contract depends is introduced as an adaptation.

5. Complementary training for personal and social development: we seek a comprehensive training of the person, not only learning the technical skills of a profession, but also the acquisition of autonomy to function and integrate both in the labour and social context. The training program to work on transversal skills will be based on the contents of the training specialty "Social and personal skills for people with disabilities".

6. Learning by Doing is one of the methodological foundations of dual training and is characterized by:

- Learning based on real situations and not against hypotheses
- Contextualized learning and, therefore, directly applicable and easily generalizable to other similar situations
- The apprentice faces the situations that occur on a daily basis, detecting and solving problems that prepare him and provide him with strategies and tools for the future. This methodology, of proven effectiveness, is being applied in a generalized way in different fields and educational levels, from infantile to university stage. There are successful experiences in Spain, such as the case of the European Lyceum in Madrid at the level of Early Childhood and Primary Education, the Colegio Montserrat de Barcelona in Secondary and Baccalaureate and the degree in Entrepreneurial Leadership and Innovation (LEINN) from the University of Mondragón, based in the Team Academy of Finnish origin. Thanks to the adaptation allowed by contracts for training and learning for people with intellectual disabilities, we bet that most of the learning takes place in the workplace (80%) compared to 20% of the hours of training that are they teach in the classroom. This means that, out of a 38.5-hour week, the apprentice spends 31.5 hours in the work context, learning functionally from real practice, avoiding excess theoretical content and simulated environments.

7. Continuous evaluation of the progression for the supervision of the acquisition of both technical and transversal competences and the readjustment of the necessary supports. It will be focused on the direct observation of the performance of the apprentice through the collection of daily information. Every six months, special attention will be paid to the analysis of said information in order to determine where the learner is in reference to their learning process and assess the need to maintain or modify the objectives / contents of the training program, as well as the specific supports that the person will receive in the next period. At the end of the entire process, a training evaluation will be carried out in the different professional competencies of the certificate for its accreditation.

8. Professional teams for the comprehensive training proposed. Trainers, in addition to teaching a profession, work on personal and social aspects and accompany the apprentice throughout the process, guiding him through the different stages of it. The main figures involved are:

- Professional profile trainer: professionals in the activity with training and teacher training to teach their profession.
- Counsellor-tutor: pedagogical technician, teacher, educator with experience in training and accreditation as a teacher. They are in charge with the provision of complementary training in personal and social aspects and of accompanying the apprentice throughout the training itinerary for the evaluation and readjustment of the supports. As an adaptation, almost twice as many professionals will be required as for general dual training for young people: a ratio of 10 apprentices per professional profile trainer and 24-32 (4 groups of 6 to 8 apprentices) per tutor counsellor, compared to the ratio of 15 / 1 and 60/1 for the rest of the youth. In addition to other support professionals for the provision of personal and social adjustment services for workers with disabilities from the Special Employment Centre, as stated in Royal Legislative Decree 1/2013, of November 29, which approves the Consolidated Text of the General Law on the Rights of people with disabilities and their social inclusion.

9. CEE as learning environments. The protected work context makes it easier for the apprentice to receive the necessary support throughout the training process while carrying out a real work activity without generating simulated practical situations. Thus, the functions established in art. 43 of Royal Legislative Decree 1/2013, of November 29, which approves the Consolidated Text of the General Law on the rights of people with disabilities and their social inclusion, for special employment centres as rehabilitation environments, therapeutic and social integration that provide the worker with personal development and improve their social adaptation; fulfilling a fundamental role in the labor integration of the person and being a step to make the leap to the labour insertion in ordinary company.

COMETA: Leadership model in Cometa: The Cometa approach to decision-making represents an example of anticipatory, entrepreneurial and agile governance since its origin, preferring a system based on relations rather than control. The context, in fact, gets more and more complex: today, changes happen exponentially. In human relations complexity is even bigger. Starting from an experience of foster families, this paradigm inspired an original model of decision making: from the «analysis-solution-control» to relationship, facilitating agility and flexibility, promoting entrepreneurial mindset in the staff and encouraging anticipatory governance thanks to a wider vision on the situation. First of all, Cometa decision making model

is based on horizontal rather than hierarchical processes. It replicates the educational approach between trainer and learner. Care of human relations is more important than fast solutions: this approach, although more complex than others, enhances people commitment and accountability, deepens brand awareness and stimulates entrepreneurship. The relation becomes the basic unit of decision, at every level: from the single business unit to the board (holons rather than hierarchies, encouraging processes and functions rather than official roles). There are several examples of these “holons”. In terms of mission, CF can count on a Steering Council caring of the original value proposition and spirit of the organization, setting the pace of the development. The trigger for every decision, rather than a rigid multiannual strategy, is the emergence of needs from the community of learners or trainers. In relationship with this emerging data from reality, the Steering Council identifies strategic directions and confirms management decisions. Also at operational level the relational approach is the essential method of sharing, taking and revising decisions: in all the different activities, working in teams (“équipes”) is the basic conditions. The principal works in cooperation with the team of managers for management decisions, while a group of trainers (the Innovation Lab) supports him in the revision or consolidation of the didactical practices. Tutors, in charge of the learners’ educational plans, share their proposals concerning every learner in a weekly meeting where also experts are invited to provide tutors with a psychological supervision on the cases. A team approach is also present in the HR department, Sustainability & Development, Administration & Accountability. The relational approach characterize also the involvement of external stakeholders: donors (some of them involved in an Advisory Board supporting decision making through high level technical and managerial skills; others contribute through an association sharing sources, networks and skills for daily activity); volunteers provide great contribution in the operations, influencing the activity; companies, as partners in the training, including programs definition, training provision and regular needs assessment (anticipatory dimension of governance). Finally, relational approach is relevant also in supporting policy advocacy. Cometa, since its beginning, has been working to highlight quality and impact of its innovation (promoting innovations in policies), as well as spreading a new culture throughout the local, national and international communities of policy-makers. This approach based on relations and sharing implies complexity. It is not sufficient to make decision making processes more smooth, but to «foster» the other members of the staff and also external stakeholders. This Cometa model requires to be open to the «unforeseen», living in a constant relationship with reality and people. This attitude is crucial to generate creativity and to thrive leadership in the organization.

LANTEGI BATUAK: The Lan Eskola educational project aims to improve the employability of people with disabilities. Nevertheless, it goes further than the strictly educational sphere. Taking UNESCO’s SDGs (Sustainable Development Goals) as our reference, we are looking to make a direct impact on goal number 4: “Quality education: guaranteeing inclusive, equal, quality education and promoting life-long learning opportunities for all”. More specifically...

- 4.4: “Between now and 2030, considerably increasing the number of young people and adults with the necessary competencies, in particular technical and professional, to enable their access to employment, decent work and entrepreneurship”;
- 4.5: “Between now and 2030, eliminating gender differences in education and ensuring equal access to all levels of teaching and vocational training for the vulnerable, including people with disabilities, minorities and children in vulnerable circumstances”

- and 4.a: “Building and adapting educational installations to take into account the needs of children and adults with disabilities and gender differences, thereby offering safe, non-violent, inclusive and efficient learning situations for all.”

...the Lan Eskola Project also aims to tackle goal number 5: “Gender equality”; number 8: “Decent work and economic growth”; and number 10: “Reduced inequalities”. As part of the goal for “Decent work and economic growth”, we aim to respond specifically to the following...

- 8.5: “Between now and 2030, attaining full and productive employment and decent work for everybody, including young people and people with disabilities, as well as equality in remuneration for work done”
- 8.6: “Between now and 2030, considerably reducing the proportion of young people not in employment or education or receiving training of any kind”.

Based on this scheme of impact, I would like to highlight the influence of the Lan Eskola project on the whole of our society, and to contextualise the importance and significance of projects such as this for people with the greatest difficulties. Our goal is inclusion and our path is excellence through governance.

In order to respond to the improvements called for by the University of Bucharest, I will give an **overview of international and regional strategies and I will attempt to specify our fundamental theories, the challenges we have encountered along the way and some of the solutions we have developed to tackle them. I will thus attempt to identify the characteristics of governance and demonstrate that the Lan Eskola project is an example of best practice.**

The Lan Eskola was born of the necessity detected within Lantegi Batuak related to people’s development and improving their employability. This objective sits well with our quest for excellence through innovation and inclusion which we have striven for since embarking on our G.I.V.E.-C.O.V.E. project.

The objective and the horizon we are working towards is in line with, and closely linked to, different strategic policies. From the global vision of the Millennium Development Goals (MDGs) to micro strategic planning as defined by Lantegi Batuak for the development of our inclusive project. From the macro to the micro approach, and including the regional, provincial and European strategic plans which we have based our own project on to form the Lan Eskola training project which is adapted, geographically broad and diverse. There follow some of the key points which make up part of the project:

Recommendations from the Board, 24th November 2020, concerning education and vocational training (EVT) for sustainable competitiveness, social justice and resilience 2020/C 417/01

- New Skills Agenda for Europe for sustainable competitiveness, social justice and resilience 2020.
- Organic Law on Education (LOE, 2006)
- The European Council 2009 and their Strategic Framework “Education and Training 2020 (ET 2020)” make continuous references to innovation and creativity in education. Goal number 4 of the ET2020 sets out the need to “increase creativity and innovation in all levels of education and training”.

Likewise, and in an international context, the UNESCO's Education Framework 2030 establishes one of its SDGs as seeking to "guarantee inclusive, equal, quality education and to foster life-long learning opportunities for all." Education is conceived as being "a public asset, a common global asset, a fundamental right and a base from which to guarantee the fulfilment of all other rights."

- On a national level, the Ministry of Education's Centre for Investigation and Educational Documentation (CIDE) drew up a study on educational innovation in Spain in 2011, in which it defined innovative education and inclusion as the two fundamental axes of the Lan Eskola project.
- The International Convention on the Rights of People with Disabilities was passed on 13th December 2006, laying the solid foundations for our work to support the quality of life of these people.
- Lantegi Batuak Strategic Plan 2019-2022.

Framework Plan for developing inclusive education 2019-2022. Basque Government
Lantegi Batuak Strategic Plan 2015-2017.
Lantegi Batuak Strategic Plan 2019-2022.

Our framework has thus been centred on strategic global policies and plans, and as such, has met, on a pre-emptive basis, the attributes of governance. Our strategic, multi-annual vision clearly demonstrates the forward-looking characteristic implicit in the make-up of our Lan Eskola project.

The essence of the design and development of our training project is its enterprising, stimulating character, where creativity and innovation are key factors for continuous improvement and have been the pillars of our project from conception and design through to planning and execution.

Malta College of Arts, Science and Technology – MCAST: The College engages in innovative inclusion activities through ERASMUS+ programmes, The Centre of Applied Research and Innovation, ESF funded projects, and the introduction of innovative processes to enhance the support of students with disabilities and increase training accessibility. Furthermore, MCAST programmes undergo a periodical cyclical review process to ensure relevance to industry, thereby ensuring innovative practices across all training programmes. Inclusion related training is also regularly offered to staff members in the form of Continuous Professional Development. The College also supports research innovation initiatives by both academic and management staff through financial grants and paid research days. Innovation is also promoted through research studies carried out as part of the Masters in Vocational Education Applied Research and Masters in Research Methods programmes offered by the College.

OMNIA: Skills Centre for Mirgants as it self is an example of innovative services. It's planned and now run by multisectoral team representing different organisations. Our functions are strategy based. (1) Youth workshop activities and coaching in real working life environments. This is one of our new activities and we lack impact data. Youth find it attractive but due to Covid there has been some difficulties to implement the service. (2)

Governance performance

CENTRO SAN VIATOR: Networking strategy with the participation of third sector entities, companies and VET schools.



COMETA: The “Minimaster” for migrants Cometa Formazione since 2009 has been developing special programs for migrants aiming at providing them with an effective training, a social support and a guided transition to job market. The collaboration with local institutions, social cooperatives dealing with migrants and companies, has always been crucial. More in details, migrants attending Cometa courses are mainly minors or young adults. Minors live in special communities managed by NGOs, funded, according to the Italian law, by the local Municipality. They get a temporary visa, although, in many cases, they ask for asylum because of their origin from unsafe countries (war conditions, persecutions based on religion or gender). The “Minimaster” is a one-year work-based training program started in 2010. The Minimaster’s success relies on (1) a strong cooperation between VET, local companies and community in both setting and managing the program, highly work-based in terms of trainers and training environment ; (2) training on updated professional competences, as well as general ones (Italian and English languages, Italian culture); (3) socio-emotional learning, e.g., communication skills, relationship building with local entrepreneurs. In a nutshell, the Minimaster initiative aims at reducing the risk of social exclusion and unemployment of migrants, closing skills gap faced by local companies, and changing the negative attitudes of host communities towards this vulnerable group. The Minimaster was created as a common initiative by Cometa Formazione (CF) and the local companies operating in the tourism sector. It does not provide learners with any specific title, but it includes a strong work-based experience and a smoother transition to work in the companies involved in this program, through a long internship, followed by a temporary contract after the training. Initially focused on the hospitality sector in a broad sense, since 2018 the Minimaster has a specific focus on housekeeping (MMHK) as explicitly requested by the company partners. In the specific case of the MMHK, it was a group of companies which outlined the existence of a skills gap in the job market concerning skills in housekeeping. Companies suggested Cometa to be leader of a new training program focused on housekeeping and possibly involving current unemployed young people, namely migrants. The presence on the Lake Como area of a high number of migrants was, in fact, a social challenge for the whole community. The program was then created, funded and planned collaboratively by the same companies and CF, in order to address the specific and continuously updated competences required by the market. CF, in conjunction, was in charge of supporting learners on the development of general skills, including Italian language and culture, and soft skills. Soft skills are of paramount importance for this specific target who has often experienced dramatic challenges affecting their psychological capabilities and social attitude. To this extent, the staff includes not only professional staff of the company partners, but also trainers able to work with foreigners to teach Italian and English, as well as local culture and traditions. A strong personal support is provided by tutors, in charge of general assistance of young migrants in their personal and professional development, as well as in legal and bureaucratic tasks concerning their conditions as migrants. This program has been also studied by international partners (namely University of Kansas) and has been highlighted as one of the best practices by UNESCO-UNEVOC among the practices of their network. The activation of the Quintuple Helix, as mentioned, is evident in the direct involvement of several actors at both local and international levels: beside CF as VET centre (and the inner community of trainers, teachers, tutors, other learners), local NGOs, companies, as well as researchers and international organizations play a role in its consolidation.

LANTEGI BATUAK: ADAPTED ACADEMY: Co financed by the council and developed by Lantegi Batuak. The work process carried out within the framework of specific calls for public competitions for people with intellectual disabilities. Likewise, it aims to delve into the keys to success and good practices highlighted by their good quantitative and qualitative results. For the development of this new model, a tactical and advocacy network is set up with the creation of a working group made up of agents from the Third Sector and the Public Administration. In order to reach the horizon set by the network, a project of personal accompaniment and adapted, accessible and innovative training supports is designed within Lantegi Batuak: The Adapted Academy. This academic structure is aimed at providing coverage and support to men and women with intellectual disabilities in Bizkaia, with the aim of facilitating their labour inclusion in public employment. The quality of life of people is linked to employment and the development of skills through it. Also with the social participation that supposes to contribute value as citizens and active citizens.

Malta College of Arts, Science and Technology – MCAST: MCAST collaborates with multiple social partners both from industry and the social sphere including NGOs, Kordin Correctional Facility, Commission for the Rights of People with Disabilities, Human Rights Directorate, Social Welfare Services, state hospitals and childcare centres as well as various government ministries and entities.

OMNIA: The City Board of Espoo has recently confirmed Espoo's participation in the Finnish Municipality Experiment on Employment to be carried out in 2020–2022, in which municipalities will assume broader responsibility for organizing employment services. The objective of the experiments on employment is to more efficiently promote the employment and education opportunities of unemployed jobseekers and to find new solutions for improving the availability of skilled labour. We have actively developed pre-qualification services. Opening the possibilities to enter activities to improve one's competencies and life skills. Our development work has based on collaboration with the three municipalities owning Omnia, industry in our region and our customers and students. (1) Skills Centre for Migrants are designed and implemented in collaboration with employment office and City of Espoo. Purpose is to activate unemployed migrants and support their way to work life or via education to work life. (2)

4.3 Governance regional development context

CENTRO SAN VIATOR: TECHNICAL AND SOCIO-LABOURAL SKILLS TRAINING PROGRAMMES FOR YOUNG PEOPLE AT RISK OF SOCIAL EXCLUSION

COMETA: School-enterprise model: Since its beginning, Cometa Formazione (CF) has been strongly cooperating with local industries in the hospitality, wood and textile sectors to provide learners with the competences required by the business sector. Moreover, the same TVET provision was initially planned as a co-provision developed in both the school premises and the local enterprises (Scuola-Bottega Program, "School-Company Program"). Two main categories of competencies were pursued by the curricula and program structures: (1) technical skills, as emerging in the business sector environment; and (2) entrepreneurial/transversal skills (growth mindset, also including team working, time management, stress management, self organization, to mention some), as required by the same companies and consolidated through a personalized

support in the school activities (tutoring). Since then, the vision kept going on unmodified, although the training in companies for learners has been formalized as annual (7-week) internships or apprenticeships schemes. Regular meetings between the company tutor and the school tutor let new competency requirements emerge, in order to update Cometa TVET provision. However, the most interesting element of the CF approach consists of the application of the reality-based learning model, based on the introduction of real entrepreneurial activities inside the school environment and strictly connected to the daily TVET provision: the “School-Enterprise Model” (Modello Scuola-Impresa). The Regional Government in charge of VET policy at the end of the ‘90s, realized the importance to rethink VET provision in order to increase quality and improve learners’ employability. After several meetings with CF leaders, the Regional Government in 2003 accepted the School-Enterprise model as a possible and legal training scheme. To date, one restaurant, two bars, one catering & banqueting company, one bakery, one carpentry and one fashion studio are actively operating in the CF school, managed and led by both school trainers and learners, open to customers (private or companies) in a real market environment. CF learning process model therefore focuses on the internal companies’ production process, where learners are required to deliver real products/services for real customers. To this extent, the TVET centre organization and structure required a brand-new set up: classrooms become workshops, trainers and teachers become managers, evaluation is a concrete step involving external customers. The paradigm shift in the didactical paradigm is possible mainly because of the great investment in training for trainers and tutors: to this extent, the collaboration with academia (starting with the University of Bergamo) has been crucial to provide the staff with a regular training in didactic innovation, methods and practice-led research. The role of companies has been important not only in the start-up stage; regular dialogues (among in-company and school tutors) on trainees’ experience during internships is paramount for training needs assessment, as well as company involvement in designing, and sometimes directly training, part of the programs. Their collaborative role make no space for any competitive feeling against the school-enterprises, rather it is the opposite: they cooperate and have commercial relations in order to keep this initiative alive, thus facilitating a high-level training environment for learners. As mentioned, the School-Enterprise model requires a strong cooperation at local level (companies, university, trade associations, public institutions); however also the vertical multilevel governance plays a relevant role: the legal framework has been consolidated at National level, making the School-Enterprise approach a national opportunity for every VET centre; international collaborations in the research sphere validate results, provide visibility and contribute to consolidate the model, namely in relation to their policy implications.

LANTEGI BATUAK: We are a non-profit-making organisation generating employment opportunities for people with disabilities, with the aim of maximising their social inclusion personal development and quality of live. We aim to be benchmark model, contributing to sustainability and social cohesion in Biscay, by offering advanced solutions to our clients alongside our support and baking for the inclusion of people with disabilities. **LAN ESKOLA:** In Lan Eskola we develop training for employment, for people with disabilities: - Certified Training. - Dual Training. - Non-credited training. - Our training programmes are always linked to employment opportunities and improving employability. Our aims are: - to maintain and improve the employability of everybody who takes part in our training programmes. - to help all our trainees attain greater levels of personal and professional autonomy. - to favour knowledge acquisition. - to improve employment opportunities. The structure at Lan Eskola takes the form of a

constellation: - Cooperative classrooms. - Flipped classrooms. - Distributed and diverse training. Our Keywords: Made maker, Learning by doing, Creativity, Art and handcrafts, Made maker Learning by doing, Creativity, Art and handcrafts, Multiple Intelligence, 100% capable, Project-based learning and Service based learning COUNSELLING AND RECRUITMENT DEPARTMENT IN LAN ESKOLA: Counselling service has the aim to support people with disability in order to improve their employment opportunities To get this objective we help them to be able to define and manage their own training and employment projects. In our sessions we work with them to develop all the skills that help them get a job.

Malta College of Arts, Science and Technology – MCAST: MCAST provides support to all students with particular needs and/or disabilities giving them the opportunity to join any course at all EQF levels and across all the College institutes. This is done through the Inclusive Education Unit, the Learning Support Unit and the Student Outreach Department and Integration Unit. Students in EQF levels 1-3 are also supported by Student Mentors who follow students closely.

OMNIA: The City of Espoo is one of the owners of Omnia and thus closely related to Omnia's training and guidance activities. The city is known as a hub of know-how, research and development, but it also strongly emphasizes participation. Espoo won the international Intelligent Community Award 2018. As the City is connected also to this project, the achievements and results will be an essential part of the whole planning of migrant training and youth employment activities. Omnia's strategy for the following year is said in two key words that are "Sustainable Future". Here inclusion in all its aspects is one of the main aspects. The project results will be presented and shown in all relations to the inclusion under the umbrella of sustainability. We have on-going development on methods supporting our students and work life instructors e.g. helpdesk to support students WBL, offering different youth workshops to meet the needs of youngsters and work life. (1) Planning, developing and implementing the youth employment ecosystem work in our region. Our clear goal is to cut the youth unemployment into half until the end of 2022. (2)

4.4 Multilevel functional governance – relevant practices

CENTRO SAN VIATOR

A.1. Skills anticipation: -

A.2. Skills formation – learning partnerships: Among the WORK-BASED LEARNING EXPERIENCES (WBL) that are offered internally in our organization at a local / national and international level, the following stand out:

FPE (FIRST PROFESSIONAL EXPERIENCE) is based on the idea that learning in a real work environment can be an effective alternative to education or employment on its own, especially for those young people who do not adapt well to formal education or not they can access suitable work for themselves. On this basis, the program offers work-based learning in which the most significant factor is the time spent in the workplace.

This approach has had a proven positive effect on participants, providing them with:

- An introduction to the world of work and a particular industry and company and an understanding of the workplace culture.



- General and job-specific skills and knowledge in the workplace and occupational networks, all of which increase your chances of employment upon completion.
- A sense of progress and achievement and the perception that they can make decisions, fostering their confidence and commitment.
- The motivation to work towards a formal qualification or participate in additional training.

The initiative aims to complement on-the-job training, which is important for meaningful learning, and off-the-job training, which allows for reflection on work practices. This is done through soft skills workshops and interviews with an educational mentor. The professional development element of the program is intended to help students dispel any misconceptions they may have about the workplace and achieve positions that participants can learn from and benefit from the placement.

A. THE STRENGTH OF THE TECHNICAL COMPETENCES WITH AN INTERNATIONAL VISION

The keys to this project would be the following:

- Aimed at people with intellectual disabilities without prior qualifications in the technical areas
- The objective is to provide a Professional Certificate of level 1 to the youngsters that allows them to better access the ordinary labour market with a qualification.

The principal professional certificates adapted for students with intellectual disabilities are:

1. PROFESSIONAL CERTIFICATE LEVEL 1 IN AUXILIARY ACTIVITIES IN RETAIL

In 2015, we started the first professional certificate. Three students got a job in ordinary companies. They did their internships in different companies.

2. PROFESSIONAL CERTIFICATE LEVEL 1 IN WAREHOUSE AUXILIARY ACTIVITIES

In 2015, we started the first professional certificate. Three students got a job in ordinary companies. They did their internships in different companies.

3. PROFESSIONAL CERTIFICATE LEVEL 1 IN AUXILIARY OPERATIONS OF INSTALLATION AND MAINTENANCE OF ELECTRICAL AND ELECTRONIC EQUIPMENT

In 2017 started the first professional certificate in Auxiliary Operations of installation and maintenance of electrical and electronic Equipment doing their internships in companies of the sector.

4. PROFESSIONAL CERTIFICATE LEVEL 1 IN AUXILIARY OPERATIONS OF MACHINE MANUFACTURE

In 2017 started the first professional certificate in Machine Manufacture doing their internships in companies of the sector in Italy (ERASMUS+).

5. PROFESSIONAL CERTIFICATE LEVEL 1 IN AUXILIARY ACTIVITIES IN NURSERIES, GARDENS AND GARDEN CENTRES

In 2017 began the first professional certificate in Auxiliary activities in nurseries, gardens and garden centers doing their internships in companies of the sector in Finland (ERASMUS+)

6. PROFESSIONAL CERTIFICATE LEVEL 0 IN SOFT SKILLS

All the professional certificates are complemented by this training that combined social skills, communication skills, character traits, attitudes, career attribute, social intelligence and emotional intelligence.

RELATIONSHIP WITH THE COMPANIES: STRATEGIC ALLIANCE

Since 2016 we have been collaborating with some companies offering them new opportunities and training programs about technical competences for their employees with mental disabilities or mental illness. Reinforcing this initiative, the students can go abroad to do the internships in companies of the sector.

B. WORK PLACEMENTS ABROAD FOR DISADVANTAGED YOUNGSTERS

Our project Aurrerantz + has evolved, grown and adapted to the new needs that our students have demanded. As an example of that we could point that this year we have decided to include a group of students with a new profile. Since 2016 we haven't teaching "professionalism certificates" to students with intellectual disability who already are working in protected companies and they need to get their training accredited. We believe that doing their work placement abroad will help them to improve their self-esteem and autonomy, both at a professional and personal level. Likewise, we have considered this is the right moment to add to this internationalization process a new dimension. We have included our teachers in our mobility so that all this process does not finish with our students. To accomplish this task we will count with our European partners, who offer our students, and now, also our teachers, the chance to extend their academic training in other countries.

We want to offer to the participants an European work experience that enables them to improve their professional competences and increases the opportunities to get a job. We have chosen different types of mobility in each case:

1. VET students who will have their work placement in companies abroad. The students will be divided according two different profiles:
 - a. Young people between 16 and 21 years old, mentally handicapped enrolled in a program that combines basic training with specific training carried out in workshops of different specialities. GIVE- Governance for Inclusive Vocational Excellence Project
 - b. Young people between 15 and 19 years old who have not reached the minimum goals in ESO (compulsory secondary education) in their centres of origin and attend the Centro San Viator. These students come to us with serious self-esteem issues and dragging problems (social, cognitive...) that have prevented them from getting their degree.

2. VET students who will have a study period abroad, theoretical + practical. They are students who are studying VET Middle Degree (EQF3). Most of these students come from a VET education and therefore have already suffered school failure and have or have had risk of social exclusion.

CHANGES regarding the participants' profiles:

Students with intellectual disability who are already working in protected companies and are studying/have studied at our school to get the professional certificate (in different areas)

completely accredited. They will do part of their work placement abroad and we are sure that it will help them to improve their self-esteem and autonomy.

VET teachers who will get the chance during a week to know, via job shadowing, the best educational methodologies in schools that have years developing them.

The long path this project has done, starting in 2007, has allowed us to know that the participants with special needs and the students at risk of exclusion cannot be alone during the mobility; and we cannot forget that some of them will be minors. That's why we need two teachers from the school travel with each group, so they can monitor and support the participants during the whole period.

The number of carers has not been arbitrarily done, it has been analysed and carefully studied. Just a carer would not be enough, if something happened with a participant and he/she had to be accompanied (to the hospital, doctor, etc.), the rest would be alone. But we also understand that more than two carers would be unreasonable. Experience also allows us to see that from an organisational point of view more people often cause a logistics problem, as for example, a minibus can only sit 9 people.

We are aware that this project aims to allow the participants to acquire autonomy, but we cannot ignore that some of them need a planification and supervision of daily tasks as hygiene, feeding, means of transport...

In 2007 our project Aurrerantz started to ease the mobility of 8 intellectually handicapped students (and 2 carers) while they were doing their work placement. Through all these years the project has developed including participants from other different sections of Centro San Viator. So in this new call we apply for the mobility of 81 participants (with 12 carers) during two school years with different approaches:

- Work placement
- Training in VET schools + companies
- Job shadowing for teachers.

Some references / bibliography used by Centro San Viator are:

https://www.ippr.org/files/publications/pdf/making-inclusion-work_Apr2017.pdf#page=5

<https://www.esmentescola.es/en/dual-training/>

<https://campus.usal.es/~inico/investigacion/invesinico/employment.pdf>

A.3. Skills formation – career guidance and counselling support services: -

A.4. Skills formation – inclusion specific support services: -

A.5. Internal efficiency with focus on teachers/trainers/other professionals: -

A.6. External efficiency with focus on employment related transition: -

A.7. IVE – financing, funding, costing and budgeting: -

A.8. IVE as a catalyst: -

COMETA



B.1. Skills anticipation: The Minimaster was created as a common initiative by CF and the local companies operating in the tourism sector. It does not provide learners with any specific title, but it includes a strong work-based experience and a smoother transition to work in the companies involved in this program, through a long internship, followed by a temporary contract after the training. This structure makes the Minimaster a flexible program, planned and implemented according to the concrete and update requests of the companies. Initially focused on the hospitality sector in a broad sense (Minimaster Hotellerie – in Italian “Minimaster Alberghiero MMA”), since 2018 the Minimaster has a specific focus on housekeeping (MMHK) as explicitly requested by the company partners. In the specific case of the MMHK, it was a group of company (including the ones managing the most relevant hotels on Lake Como) which outlined the existence of a skills gap in the job market concerning skills in housekeeping. Companies suggested Cometa to be leader of a new training program focused on housekeeping and possibly involving current unemployed young people, namely migrants. The presence on the Lake Como area of a high number of migrants (mainly asylum seekers and refugees) was, in fact, a social challenge for the whole community. The program was then created, funded and planned collaboratively by the same companies and CF, in order to address the specific and continuously updated competences required by the market. CF, in conjunction, was in charge of supporting learners on the development of general skills, including Italian language and culture, and soft skills. Soft skills are of paramount importance for this specific target who has often experienced dramatic challenges affecting their psychological capabilities and social attitude. To this extent, the staff includes not only professional staff of the company partners, but also trainers able to work with foreigners to teach Italian and English, as well as local culture and traditions. A strong personal support is provided by tutors, in charge of general assistance of young migrants in their personal and professional development, as well as in legal and bureaucratic tasks concerning their conditions as migrants. All the current and emerging competencies, including both at technical and socio-emotional level, are discussed on a regular basis by CF and the company partners, in order to identify them and to adapt the program.

B.2. Skills formation – learning partnerships: Training in Cometa is based on the reality-based learning process (Arenas Diaz et al., 2020; Mele and Nardi, 2018; Bengo et al., 2018), an innovative learning approach adopted for all the different groups of learners, but initially designed for former dropout learners. In line with well-known approaches - learning by doing (Dewey, 1916), experiential learning (Kolb, 1984), and action learning (Marquardt & Yeo, 2012), both the professional training and the general education are integrated into a learning process based on involving students in the design and production of real products for real customers in school's workshops. Thus, the whole learning process, including all the mandatory professional, basic, cultural and human skills in the educational curricula, has been designed accordingly to a production process. Henceforth, the emerging result consists of a hybrid of school and workplaces (Cremers et al. 2017), a laboratory where “theoretical thinking” has to be in connection with “technical making” and practice, with the same dignity (Gardner, 1983). Learners in CF are involved in a real job experience in one of the 3 workshops-enterprises (called “bottega”). There are 3 workshops-enterprises (called “bottega”) in Cometa, namely: Bottega del gusto (Taste); Bottega del legno (Wood); Bottega del tessile (Textiles). The reality-based learning approach is based on project works and on educational units. Starting from the abilities that need to be obtained by every single learner, teachers design educational paths, which accompany students during their project realization. Students unroll typical work activities in

order to acquire basic, transversal and technical-professional competences. The educational tasks of the working environment are planned not in a practiced manner, but following a holistic approach: learners are introduced to the entire production chain to gain a complete vision, but also to discover their talents and preferences. Furthermore, during the entire learning process transmission of skills to learners includes by default: (a) professional and technical competences; (b) general skills, such as abilities referring to the administration of the product and the process (languages, history, public speaking, etc.), and promotional skills (mathematics, science, economy, etc.); (c) entrepreneurship and soft skills, emerging from every aspect of the learning/production process. The educational model of CF organizes the learning process in four different phases: 1. Design; 2. Project; 3. Production; and 4. Evaluation. At the end of every section a product is being created: (a) a mood panel, (b) a project or prototype, (c) a product or an event and (d) a report. The whole process is repeated once or twice per year, according to the relevance of the task. It is not a rigid model, but it depends on various factors, such as the class and the projects. Moreover, this learning process can be adapted to different sectors. The reality-based learning approach has been regularly evaluated through a qualitative-quantitative analysis of outcomes and impacts, since 2016, in cooperation with Politecnico di Milano. The analysis outlines mainly positive results in terms of human and relational growth; cultural and professional growth; school dropout reduction and public system savings; employment increase. In particular:

- human and relational growth: 95% of students recognize their soft skills increased, more than 75% of students believe that they have been helped to accept the others and the diversities and more than 80% of students admit their relations are improved. Some of them declared: “Working in a group with peers, adults and people with disabilities helped me to accept all people”; “I had the opportunity to meet and work with people external to school”; “I was helped to face difficulties”; “I had the possibility to discuss and share opinions”;
- cultural and professional growth: 93% of students believe they have been grown professionally. Some of them declared: “The work activities at school allowed me to acquire the useful professional knowledge because I was obliged to do my best, understanding my strengths and weaknesses”; “The “learning by doing” approach is very effective because while you are doing something and you do not understand it, you can immediately ask and better understand it. So, while you learn the practice, you can also learn the theory”; “In my opinion, the most interesting activity is the orders management, where you have to collaborate with peers and improve your skills”; “I worked in front of real customers and I learnt from mistakes”.
- school dropout reduction and public system savings: every year Cometa trains about 50 students who have left school. 90% of them had completed their new career at Cometa. These students generate about 650.000€ public savings per year.
- employment increases: so far, since 2012, more than 60% of former students got stable employment and are no longer completely dependent on their families (the average salary is 900€/month); 70% of employed students work in the same field of the educational path carried out; the employment rate of graduates is 8% higher than other VET schools in Italy. A final aspect of the implementation of the School-Enterprise model concerns its sustainability. CF bases its activity on a mixed model (social enterprise and charity), whereby the regional system of school allowances is integrated with other economic resources to deliver the referenced training offer. According to the latest data available pre-pandemic, only 42% of costs is covered by government public resources (school allowance system); 27% derives from the revenues of the school-enterprises operations; 31% relates to projects funded by private donors, public or company foundations, and national or international institutions.

B.3. Skills formation – career guidance and counselling support services: The tutor is a function required by the Regional regulations and is represented in each vocational training school. His/Her task is to take care of the job-school rotation. At Oliver Twist School, this function mostly fills an educational role. The tutor is the reference point for one or two classes (on average 25 pupils per class) and he/she supports the educational pathway of each student, thus trying to put together a "tailor-made" educational pathway through activities and projects aimed at ensuring that each student achieves successful education and excellence. In this educational relationship with the student, one of the activities to be completed is the rotation between work experience and school attendance. The training project is always developed by the school tutor in co-partnership with the company tutor. The project document is then regularly shared with the school manager in charge of relations with the community before being submitted to the approval of the relevant stakeholders (School legal representative, Company legal representative, pupil). Throughout the entire internship, the pupil will be supported by the school tutor who will periodically visit the host company. The focus of such visits is to establish a direct contact with the pupil and the company tutor, but also to conduct separate meetings with one of the two individuals for monitoring purposes and also to identify any issues that may arise during the internship period.

B.4. Skills formation – inclusion specific support services: Cometa is implementing individualized learning paths because the cognitive patterns of each pupil differ from one another. So, inclusion as a resource leads to individualized didactics and the pupil takes on the leading co-role of his/her becoming of age and of his/her growth. The educational offer plan is calibrated to the uniqueness of each pupil's needs. Enhancement of strengths and development of individual talents are taken care of, just like frailty is supported through the search for adequate teaching methodologies and strategies and appropriate compensatory measures. Interventions are modulated based on the accomplished learning levels, in the spirit of an evaluation that is truly instrumental to learning and not of learning. Lesson planning is characterized by intentionality as it stems from observation and is aimed at delivering education of the individual; contextualized, as it is referred to that specific pupil and his/her story; systematized, as it proceeds day after day with consistent small steps, and flexible, as it is adaptive to changes. It is therefore about planning and designing rather than a schedule; a schedule implies a preset vertical teaching vision, a sort of a drill, with goals to be achieved, timelines to be met, regardless of the class. The teacher has knowledge and the pupil has to learn what the teacher says. Organization is a preliminary step and prevails over enactment. What Cometa does, through personalized intervention, is indeed to plan and design around its focus, that is the pupil. Aims, methods, tools and aides are selected and oriented flexibly, the teacher and the pupil share co-responsibility and they co-learn jointly. Inclusion as a resource has pointed out the need to get to know the pupils better and better. Therefore, it has led to look for a new cognitive tool. A classification model derived from the International Classification Functioning (ICF) was introduced on an experimental basis; it brings about a new vision of the concept of health, intended as global biological, psychological and social wellbeing of the person. At Cometa, inclusive action, is felt as a task of all the players in the school system. The role of the special educator does not only belong with the specifically designated teacher, but it evolves into special education including the entire educating community, thus becoming a supportive network, that is an inclusive context. The co-teacher shares role, responsibilities, and

decisions concerning the disabled but also pupils with SLDs and SENs, with the entire school faculty. Complexity of the classes demands more resources, the special education co-teacher being one of those. As such, a co-teacher has developed enhancement actions both for the pupils and the teachers.

B.5. Internal efficiency with focus on teachers/trainers/other professionals: Since 2016, Cometa has also developed an applied-research Centre (Cometa Research) involving more than 20 internal teachers, tutors and staff as action-researchers. Cometa Research has then consolidated a practice of research, consisting in training activities (Ph.D. courses, lunch seminars, and support to teachers-researchers), aiming at developing innovation models and practices for the training activities for Cometa staff and other national and international VET providers and institutions coming from Italy & several other countries.

B.6. External efficiency with focus on employment related transition: Cometa Placement Service accompanies students to employment upon obtaining their qualification as well as young people and unemployed or migrants. These activities represent the second pillar of work-to-employment transition, once again according to a well-defined process where positive results are continuously monitored. It aims at providing employment counselling service to former unemployed alumni in the first place and secondly to job seekers that apply for such service. Counselling implies various steps and activities that are differentiated also by target: hence, it is a real educational and training pathway, a free-of-charge counselling offer the students can freely join by “actively” committing to seeking a job. Between twenty and thirty students averagely attend the program every year, they take part in it and set themselves at play, through tangible and active work that is done both in team as well as individually and raises their awareness and knowledge of self; sometimes a young person needs to find the energy and motivations required to effectively address his/her personal job-seeking effort. For this reason, flexibility plays a key role, though as part of a well-defined process: practical and technical information is under continuous update and it is delivered in a fashion that is adaptive to the degree of maturity and experience of the young person. The program develops along various moments where each student is guided to go through an introductory job interview down to the definition of a skill balance, management of the relation between desire and reality, drafting of an effective CV or an individualized cover letter, whereby the student learns about the relevant use and value of these tools at a first employment contact, registration with temporary employment agencies, visits to a labour exchange office; active search for companies in the surroundings through specialized internet web sites, online databases, newspapers. Classroom activities are also open to comparing each other’s experiences, sharing difficulties, but support and guidance by the teacher do build a sense of self-trust that changes people and makes them more effective during a job interview, promoting their application, presenting their own experience. Nothing is ever taken for granted and students are prepared to gradually get to know the labour market without concealing any of its difficulty or complexity, but rather teaching them how to consciously and effectively tackle them, understanding the value of different viewpoints, that is one’s own and the employer’s or that of a staff recruitment agency. The key point, ever since the very first meeting, is the signature of a “pact” with the young person: in line with Cometa Formazione’s pedagogical approach, no educational or training initiative can be received passively without this diminishing effectiveness of the effort. Therefore, the young person is requested to underwrite the joint

building of a counselling pathway which calls for his/her responsibility, spirit of initiative and proactivity.

B.7. IVE – financing, funding, costing and budgeting: Cometa Formazione bases its activity on a mixed model (social enterprise and charity), whereby the regional system of school allowances is integrated with other sources / economic resources to deliver the referenced training offer. More precisely: - The standard training offer as per regional legislation has been integrated by the organizational model of the school/enterprise that results into to a professionalizing workshop methodology and allows production of arts and crafts whose market contributes to cover part of the expenses. - Guidance of students during their school path (orientation) and support (placement) on school leaving are ensured by the job placement office as accredited by the Region of Lombardy which receives funding for employment (Youth Guarantee program and FIXO program). - Fundraising and project design activity is carried out by an office (which also operates for other Cometa organizations) and is aimed at collecting private or company donations, and participating in local, national / international calls for tender.

B.8. IVE as a catalyst: Rather than a single practice; cooperation is usually based on Erasmus+ projects.

LANTEGI BATUAK

C.1. Skills anticipation: Lantegi Batuak's vision today is to be a benchmark, contributing to sustainability and social cohesion in Biscay, offering advanced solutions to our clients through support, and accompanying people with disabilities on their path to inclusion. Most of all, we accompany people with the greatest difficulties in accessing the labour market.

The organizational structure of Lantegi Batuak can be encapsulated in the following image: On the one hand we have the industrial sector, working with companies dedicated to cabling, electronics, mechanics, etc. And then we have the service sector which includes gardening, cleaning, hospitality, etc. The support sector is common to both of the above and includes personnel and development, administration, systems, marketing and communication...and amongst these departments, in the area of personnel, is the training sector where we have set up and developed Lan Eskola.

This short introduction to Lantegi Batuak gives us the context in which to frame the creation of Lan Eskola within our organization, as an example of a visible improvement in our management and governance.

In 2015, two European projects in the training sector (Gazteability and Aukerability) were accepted and we decided to expand our training staff. What would those two projects look like? How should the money be invested?

Training and up-skilling people has always been an important part of Lantegi Batuak's story, and the strategic reflections which took place between 2015 and 2017 in the organisation were already looking at the idea of boosting development objectives through training. We also debated the creation of a new line of work which would enable us to set up a networked training platform in order to generate employment opportunities - LAN ESKOLA.

With this strategic vision in mind, it was decided that the European funds would be invested in establishing the LAN ESKOLA we had been toying with for the last few years. Once we had decided on the direction the European projects would take, the training team began to design the new LAN ESKOLA to incorporate innovations, with long-term goals and encapsulating the basic ideas of the organization itself, its values and organizational culture, and the social and labour context we found ourselves in. The team also bore in mind the needs highlighted by agents from the Administration, as well as referencing areas for improvement identified by other teams from our own organisation.

The early designs marked the horizon to strive for and the challenges to overcome, and defined the key elements we would work with. Underlying all of this was the mission statement the project would work towards: innovating the educational project in the sphere of "training for employment" in order to improve the employability of people with disabilities and thereby increase their autonomy.

The method we used in creating, setting up and developing the project is similar in many respects to Lean Startup methodology, used globally by entrepreneurs. The theory behind Lean Startup is the idea that the most effective way to design a successful product or service is via rapid feedback loops which we attained by putting our project into practice and into the hands of clients and agents as early as possible:

- We began the loop with the Construction phase where our ideas became reality, and by creating our first Minimally Viable Product (MVP). We were not aiming to create the perfect product, but to produce something which would give us sound feedback and help us to validate the hypotheses we were working with in relation to marketing our products and services.
- Once we had developed our first product, we moved on to the Measurement phase where we took our products and services to market and collected the results and feedback related to these initial hypotheses.

Finally we moved on to the Learning phase where we analyzed the information collected during Measurement and were able, with the knowledge we now had about our products and services, to see how they fitted into the market (what qualities needed reinforcing, what was not valued by the user or end-client, which client needs were we most effective in solving, etc.) Thanks to this learning tool, we are able to begin a second loop and will go back to developing a better design for our products and services.

C.2. Skills formation – learning partnerships: Following on with the same philosophy throughout the process of creation and setting up the Lan Eskola project over the 6 years of its existence (since its inception in 2015 to the present day, November 2021), we have experienced a truly energized process which is constantly testing and evolving. It is always open to incorporating new tendencies thanks to the active participation of public-private agents (multi-disciplinary teams from different departments in our organization, social networks, the University of the Basque Country and Basque Public Administration). At the start, we were undertaking actions and at the same time designing, advancing and evolving in our use of didactic methodologies and the focus of the project itself. Believing that it didn't make any sense to wait for months until we had the perfect design, we knew that taking the project into our classrooms and having it accompany our

day-to-day administration and training sessions would give us the key information necessary to redefine, improve and optimize the project. So, armed with this open, real-life, resilient focus, our students with disabilities have been material in flipping their role and participating in the design, evolution and continuous improvement. This new participatory element should make us reflect on the importance of incorporating the viewpoint of the people we are aiming to help in a more effective and integrated way. In those processes of improvement where people with disabilities have participated actively, the results have been more abundant, better and more robust, and have allowed for a smoother and more effective generation of changes in administration, in systemizing the process and in the use of didactic tools and methodologies. Thus, by incorporating these people in the process of governance, we have produced a much richer and more complete picture.

C.3. Skills formation – career guidance and counselling support services: -

C.4. Skills formation – inclusion specific support services: The initial design at the outset of the project had the following characteristics and values:

- “The essence of the project will be to give the students the leading role.
- One of the underlying principles behind this training, apart from acquiring knowledge and improving employability will be to enjoy the learning process and to generate a greater amount of autonomy amongst the students.
- One of the main tools used during the learning process will be gamification.
- The training will take place in small groups where students are pampered and treated as individuals”.

A result of the process of improvement in management and systems is that governance is reinforced and optimized. Likewise, we have made a special effort to adapt the training materials.

We have created what we have come to call "The gift of knowledge" which unites all the materials the student needs in order to complete their training. The gift box of knowledge (which is presented to the students under this very title) contains the following elements:

- A manual with the input material which will be seen in class, adapted to make it cognitively accessible. Cognitive accessibility has the objective of making every communicative process or content easy to understand by anybody, including people with comprehension difficulties.
- A manual of transversal subjects, also designed to be accessible and easy to read.
- A poem which encapsulates the essence, mission and values of Lan Eskola. The poem has been put into an envelope which the student will discover when they open their gift of knowledge, adding an element of surprise and motivation.

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We have created what we have come to call "The gift of knowledge" which unites all the materials the student needs in order to complete their training. The gift box of knowledge (which is presented to the students under this very title) contains the following elements:

- A branded pencil case.
- A branded memory stick.
- Games of skill to work on their concentration, to work with their group and to have fun.

- Post-its to foster creativity.
- A packet of pills for every emotion (boiled sweets).
- A branded anti-stress ball.
- Tools to use for the practical exercises.

All the above elements comprise the gift of knowledge and the fact that they are given as a "Present" makes the student take to the course more eagerly and, in addition, tailors the course more closely to their individual needs and skills. This is only one example of good practice in the processes of governance where active listening has led to effective execution and the incorporation of improvements.

1. After restructuring the training area focused on employability skills, all of the training and administrative issues which take place over the academic year are much more systemised and measured thanks to the above-mentioned participative, pre-emptive and flexible processes of governance.
2. The creation of LAN ESKOLA has put a special emphasis on projecting, publicising and making the project visible, including the examples of best practice and the feedback gathered to date. Another key element we should include in our G.I.V.E. framework is linked to governance.

At the end of 2018, and after three years designing and running the project in parallel, we decided to stop and reflect on the path travelled so far. In order to do this, we arranged a meeting with all of the coordinators involved in the Lan Eskola project and organised a feedback session to focus on the project. As a result of that feedback, the following rather urgent aspects requiring improvement came to light:

- Improving the project coordination
- Improving internal communication channels

Explaining better how LAN ESKOLA works

- Ensuring that our students are better equipped by the end of our training
- Extending the courses, as people often need more time to assimilate the contents
- Improving the rate of employability of people with mental disabilities
- Talent-spotting outside Lantegi Batuak
- Slowing the call for students by LAN ESKOLA, seeing that the work teams from Lantegi Batuak, who make up those groups taking the courses, are currently overwhelmed
- Working more with the students' expectations in mind, explaining exactly what the courses can provide and the real possibilities of finding work once the training is over.

C.5. Internal efficiency with focus on teachers/trainers/other professionals: The way of profiles of adaptation of the task to the person (JOB PROFILING METHODOLOGY) in the internal management processes.

The scope of our management system covers all the processes, areas, activities that the organization has to respond to the needs of the people of the organization, especially for people with disabilities and for our customers, orienting us to their needs and expectations.

For this, we have an organizational model based on multidisciplinary teams, as well as specific areas such as cross-sectional support to the entire organization, which coexist with temporary

project teams that are formed to develop projects or apply specific knowledge, and that can collaborate both internally and externally to achieve the objectives established in the project.

With regard to internal management, some of the processes and procedures must be stated, in which the management system is specifically described, responsibilities for the achievement of the established objectives and for a correct and effective management of the processes of the organization.

C.6. External efficiency with focus on employment related transition: Within the key processes to be developed by the organization, it is important to highlight those processes that lead the management of people and the consecution of our mission. LB's mission is to generate job opportunities for people with disabilities, preferably intellectual, to achieve maximum development and quality of life. **INDIVIDUALIZED SUPPORT PLANS:** Management of individualized plans for people with intellectual disabilities and mental disorders, to improve their development and autonomy in the workplace and social environment.

Individual support plans are developed in 6 steps and are valid for two years.

1. Initial supports
2. Personal Goals Interview
3. Design of the Individual Support Plan (PAI)
4. Return interviews with the person and with family referents
5. Commissioning
6. Evaluation

The method of profiles of adaptation of the task to the person is valued to be able to apply its different utilities, already commented, in step III, design of the MYP. Below is a list of tasks to be carried out during the MYP design, which guide and focus the meeting and allow you to have the most complete vision possible of the person and the supports you need in your socio-labor itinerary:

- Check the profile and see possible itinerary. Assess if the person is a candidate to promote.
- Apply, within the profiling method, the deterioration/aging protocol (40 or more years always and people with significant deterioration regardless of age). Assess related issues such as the process of modifying legal capacity, possible new references, application for residence, retirement...
- -Assess and set training objectives based on the scores obtained in the profiling method).
- -In the appropriate cases, analysis and assessment of vulnerable people in work environments that are accessed by means of transport from Lantegi Batuk. Based on the guide, which sets minimum scores in the profiling method:
- -If it is not the first IAP: review the previous IAP (goals, objectives and other supports).
- -Analyze goal interview and determine; goals to be achieved (deadline, start/end date, responsible, support) and goals to be dismissed.
- -Review guidelines.
- -Review personal data (the /t support to people will bring the revised file); Updated disability certificate, modification of the updated legal capacity and copy of sentence, driver's license, knowledge of languages, updated training...
- -In case of people with follow-up in CSM... assess current situation.

Management process that is in turn a first-order management indicator (Number of PAI designs made per year) and that permit measure, manage and develop sustainable and effective way the

process, since they are well-defined processes and integrated into the work dynamics of the teams of professionals, they make the most of the personal resources and knowledge of the participants and allow the learning of new team members in a rapid way by participating in the meetings of design from the incorporation to the position.

C.7. IVE – financing, funding, costing and budgeting: -

C.8. IVE as a catalyst: -

MALTA COLLEGE OF ARTS, SCIENCE AND TECHNOLOGY – MCAST

D.1. Skills anticipation: Educational institutions engage in industry consultation initiatives in order to determine the skills required for effective training programmes that are relevant to industry needs, thereby ensuring successful employment of graduates.

D.2. Skills formation – learning partnerships: MCAST signed a 3 year agreement with the Air Conditioning Importers Association (ACIA). Students enrolled in the Diploma in Heating, Ventilation and Air-Conditioning will benefit from a sponsorship and will train in the newly equipped workshop. <https://www.mcast.edu.mt/2020/07/03/agreement-with-air-conditioning-importers-association-acia/>

D.3. Skills formation – career guidance and counselling support services: On a national level, the I Choose fair is considered a best practice as it brings together different institutions and organisations, thereby providing a wide exposure to students and enabling them to discuss training and career opportunities with experts in various industries.

D.4. Skills formation – inclusion specific support services:

MCAST collaboration with the Human Rights Directorate and the University of Malta

The Human Rights Directorate handle the administrative aspect of the I BELONG Programme, with assistance from Student Outreach Department at MCAST and the equivalent at University of Malta (UM). MCAST and UM provide lecturing staff for Stage 1 (MCAST) and Stage 2 (UM). The programme is funded by the National Government and co-funded by the EU.

As part of the Migrant Integration Strategy & Action Plan (Vision 2020), the 'I Belong' Programme aims to provide a holistic approach to integration. The first step in this direction would be through the knowledge of the country's official languages and cultural awareness. The courses cater to applicants with a migration background, mainly asylum seekers, refugees, and third-country nationals residing in Malta.

In terms of governance elements, the practice of providing free targeted education to adult migrants responds to the need of an anticipatory strategy to integrate migrants into society, especially in regards to the workforce and community-based traditions and festivities. This has been particularly relevant and effective in improving basic literacy and digital literacy amongst the refugee population, some of whom had never experienced formal education. Moreover, the

certificates obtained from the completion of this programme can be used to obtain Long-Term Residence Status for Third Country Nationals, making it a relevant practice.

MCAST collaboration with the Institute for Education

The Institute for Education (IfE) provides a number of online, physical and hybrid courses aimed at educating educators, learners and parents. The IfE is supported by the Ministry for Education and Employment as well as EU funding.

While MCAST provides free in-house CPD sessions, it also collaborates with the IfE to promote their sessions with MCAST staff and provide them with the opportunity to gain additional training from experts and professionals from other organisations and institutions. Courses at IfE give special focus to inclusion in an educational setting.

This relevant practice greatly impacts internal development and organizational culture of MCAST.

Stipends

Students' Maintenance Grants are provided by the Government of Malta for students furthering their studies on full-time basis in higher education. The Students' Maintenance Grants' Scheme operates under a set of regulations and the respective Legal Notices namely Submidinary Legislation 605.06 in determining their eligibility.

<https://education.gov.mt/en/studentsgrants/Pages/Our%20Services/Stipends-and-Grants.aspx>

Supplementary Allowances are additional monetary funds awarded to students facing certain circumstances of proven hardship, including financial difficulties.

<https://education.gov.mt/en/studentsgrants/Pages/Our%20Services/Supplementary-Grants.aspx>

This relevant practice promotes inclusion by supplying students at MCAST and other higher education institutions in Malta with the financial aid to access tools, research and services required to further their education. This positively influences both the academic and personal life of students, particularly those from disadvantaged backgrounds and low-income families. It facilitates these students' active participation in their academic and extra-curricular communities, and thus leads to a more culturally and socio-economically varied student body which in turn promotes inclusivity.

Moreover, the financial supplement acts as an incentive for youths in Malta to pursue higher education, and has contributed to a number of students being financially able to choose education over immediately entering the labour market once compulsory education is complete at the age of 16.

D.5. Internal efficiency with focus on teachers/trainers/other professionals: The Institute For Education in Malta provides CPD training in various areas including inclusion. Such training is designed according to the current demands related to educators. The IfE CPD is available to the public and efforts are made to disseminate information about CPD opportunities to all

public employees. This is done through circulars that are disseminated by the communications office the respective public institutions or government bodies. Participation in these CPD opportunities is free of charge.

D.6. External efficiency with focus on employment related transition: MCAST carries out a tracer study to determine a number of key factors including: 1. The matching of skills acquired through MCAST training to the skills required in industry 2. The utilisation of acquired skills at the workplace. 3. The rate of student employment in their area of specialisation. The outcome of this study informs the design of new courses, and restructuring or modification of current courses in order to ensure that the training delivered is abreast with current industry requirements and developments. MCAST also participates in several Erasmus+ KA2 projects with the aim of identifying and addressing gaps in the skills provided by our curricula in relation to the industry needs. MCAST is involved in several projects, including consortia working around the themes of re-skilling and up-skilling, lifelong learning, digital skills and competences, implementation of AI for more inclusive education and development of soft skills and awareness among educators and student engagement of non-traditional students.

D.7. IVE – financing, funding, costing and budgeting: Through the co-funding mechanism (Exceptional Funds) available in Erasmus+ KA2 projects, MCAST has been able to invest in upgrading the digital facilities at the College. Among others, MCAST is the beneficiary for the project Telepresence Robots in Education (2020-1-MT01-KA227-SCH-092408) which will allow MCAST to invest in a telepresence robot that will greatly improve the learning-experience for students with mobility issues. MCAST is also a partner in Introducing Artificial Intelligence to Vocational Schools in Europe (2020-1-LT01-KA202-078015) which will enable MCAST to invest in a robotic arm while developing a new unit in Introducing AI. This unit is being piloted at the Institute of ICT, but eventually students across institutes will benefit from the possibility of following this unit. This guarantees a more up-to-date training programme which takes modern robotics and AI into consideration in their curriculum, thereby helping MCAST students compete in the contemporary job market.

D.8. IVE as a catalyst: MCAST acts as an external verifier for mathematics, English and Maltese of the GEM16+ exams. Moreover MCAST has a member of staff on the GEM16+ board of studies.

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