

**GIVE Reference
Framework for
Anticipatory,
Entrepreneurial and
Agile Governance
(RFAEAG)
Matrix state of the art
at CoVEs and partners
level**



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Abbreviations

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

1. Background

The GIVE project aims at designing and developing a European Platform of Centres of Excellence devoted to innovate VET sector for the social inclusion of individuals belonging to disadvantaged groups, particular references being given to learners with a migration background, disabilities, low skills and obsolete qualification, a drop-out history, special learning needs, difficult socio-economic background.

The mapping exercise was launched 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.

Centres of Vocational Excellence (CoVEs) are characterized by adopting a **systemic approach** through which VET institutions actively contribute to co-create **skills ecosystems**, together with a wide range of other local/regional partners. CoVEs are expected to go far beyond the simple provision of a quality vocational qualification. **The GIVE project aims at structuring a Platform of Inclusive Excellence as a solid focal point for inclusive governance and training practices** (theory, activities, tools) **able to foster VET excellence**. Mentioning societal challenges in the current call confirms the relevance of inclusion as a cross-sectoral dimension for VET excellence. In the recent EU policy on VET, the paramount vocation “to leave no one behind” is clearly stated, by promoting a “whole-school approach” in education for sustainable development (EU Council Conclusions, 2010). The Bruges Communiqué (2010) mentions **VET role in promoting social cohesion and facing societal challenges, underlining its dual objective: excellence and inclusion**. Besides, teachers are called to “a strong commitment to training: in the use of new technologies; to improve learning to learn competencies; how to cater for diversity and inclusion; and to meet the needs of disadvantaged learners” (Communication “Rethinking Education”, 2012). Also the Riga Declarations (2015) claim to “quality and attractiveness of accessible and inclusive VET” by “more flexible and permeable systems”. The EU New Skills Agenda (2016) invites VET to work on “personal fulfilment and development, social inclusion, active citizenship and employment”, in line with the strategy of “a resilient, inclusive and sustainable growth at territorial level” (Communication Strengthening Innovation in Europe's Regions, 2017). Stakeholders show similar views. “A vision for the future Vocational Education and Training by 2030” report (ACVT, 2018) aims to “Excellent, inclusive and lifelong VET”; the VET4EU2 Declaration (2018) states that “**vocational education should be inspired by a holistic and humanistic vision of education and development**”. Finally, the European Pillar of Social Rights aims at a VET with “accessible, attractive, valued and innovative quality assured provision for all [... in order to] foster excellence, inclusion, effectiveness and shared responsibility”, in line with SDG4. Based on this policy context, **the GIVE project can offer a trigger for the consolidation of a European Platform for the analysis and development of practices and tools in terms of pedagogical framework and governance for a really inclusive and excellent VET system, as well as leaders' and trainers' training in EU and beyond.**

GIVE VET Centres description¹

Cometa Formazione (CF) manages a VET centre pursuing the aim to educate students, mainly from disadvantaged groups (with a migration background, disabilities, low skills and obsolete qualifications, a drop-out history, and learning disabilities). CF is the Italian Centre of Excellence of the UNESCO-UNEVOC international network, promoting good practices and advocacy on SDGs and innovation in VET. CF has developed an innovative model of VET to address the major societal challenges in the next decades. The developed pedagogical approach of Inclusive Excellence (Mele and Nardi, 2018; Nardi et al., 2018), provides students with high quality professional skills, but carefully fostering their social and emotional skills. CF has got 80 staff members; approximately 460 students. CF has a stage & placement office accredited in the Lombardy Region for employment and career services, with a network of 700 companies. CF has an applied-research Centre involving more than 20 internal teachers, tutors and staff members. It is a member of the European network of researchers in VET (VETNET). CF is active in training for trainers, organizing workshops for national and international education providers and institutions.

Omnia, the Joint Authority of Education in Espoo Region is a multi-sector education provider with ca. 45 000 learners (of which about 8 000 in vocational education) and 900 members of personnel. Omnia is promoting inclusion, skills and well-being of citizens and boosting the vitality of municipalities, communities and enterprises of the region. Omnia has established partnerships with 2200 companies and participates strongly in the region's services for business and commerce. Omnia shares in this project network two best practices that are related to students with special support for guidance, training and study skills. Firstly, Omnia has been tasked with bringing a team of various professionals, counsellors, and public authorities under one roof to promote centralised services and to better serve migrants and introduce them to the labour market in a quicker, more efficient way. The result is the Skills Centre for Migrants in Omnia. Secondly, Omnia Youth Workshops, helping young people find a relevant channel to education or employment and regain their ability to manage their lives. Omnia is the UNESCO-UNEVOC centre in Finland.

The Malta College of Arts, Science and Technology (MCAST) is the largest vocational institution in Malta. The student population stands at 6700 full-time and 4500 part-time students. MCAST employs over 800 people. The Mission Statement clearly emphasizes the **international dimension of the education and training** to be provided to all its students.

Its main role is to provide VET qualifications from EQF levels 1 to 7 to Maltese young people in order to satisfy the requirements of the local industries.

The College is made up of 6 Institutes and offers courses in ICT, Business Management and Commerce, Engineering and Transport, Creative Arts, Community Services and Applied Sciences.

MCAST firmly believes in Inclusion and offers various initiatives and opportunities to support learners with learning difficulties/disabilities, immigrants and persons with social problems to benefit from free and supported VET.

MCAST teaches Entrepreneurship skills and runs a business start-up and incubation Centre. Students with business ideas are encouraged to set up show at this Centre and free mentoring and guidance is provided.

MCAST is the UNESCO-UNEVOC centre in Malta.

¹The VET centers descriptions are based on the GIVE project application

Centro San Viator (CSV), founded in 1953, offers training from Kindergarten to Formación Profesional Básica (EQF 3), Grado Medio (EQF 4) and Grado Superior (EQF 5) to meet the needs of more than 1000 students working with a staff of about 90 professionals. CSV offers courses for unemployed people, in order to respond to the high percentage of unemployment that currently exists in this region. Complementing the offer CSV also promotes training courses for active workers.

CSV is a school with a strong social character and a priority objective: helping people with fewer opportunities, threatened by social exclusion. CSV receives about 150 students a year who have been in the educational system which has failed them. CSV also has 5 classrooms with about 60 young students (aged 16-20) who are mentally disabled (slight-medium).

CSV has a department focusing on projects that ease the inclusion of different groups who are in exclusion (or at risk). From this area CSV implements tailor made training courses to increase the employability of these groups. It is also accredited with Erasmus Charter for Higher Education and the Erasmus+ VET Mobility Charter.

2. Objective

The objective of the VET governance mapping exercise was to highlight the current state of the art of the governance practices of the GIVE involved entities. The analysis is designed to highlight the main enablers of the current governance practice that makes inclusion central to the VET excellence achievement, in a given context, by observing the determinants spotlighted by the research based documented and modelled MATRIX. The findings of the mapping will inform the work of the other WPs of the GIVE project. The scope is to co-create a design of the governance, a construct demonstrated as capable to enable the IVE, that is replicable by empirical social research, offering meaningful recommendations on contextualised enabling factors.

3. Methodology

The mapping exercise design has to ensure consistency with the good practices' selection methodology, taking into consideration that the mapping consists in the analysis of the inventoried data.

The mapping of the practices is sustained by the theoretical robust documentation which was summarized in the governance reference framework RFAEAG (see D.2.1.b) and builds on the methodological approaches used for the selection of the innovative practices in functional governance (see D.2.1b), being a consistent continuation of the respective approach, notably the analysis of the inventoried practices.

Having regard to the purpose of the analysis which is focusing on highlighting key enabling factors of the current governance practice that makes inclusion central to the VET excellence achievement, the methodology should clearly state to what enablers is referencing the collected data.

The collection of data is documented by the practices selection methodology that recommended a series of instruments for the self-assessment conducted by the GIVE partners, with the methodological back up of the University of Bucharest. Therefore, the

enablers description come from that methodology, which, at its turn, is documented by the Governance Reference Framework and, subsequently by the research based documented and modelled MATRIX.

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 mapping exercise addresses mainly the VET Centres involved in the **Governance for Inclusive Vocational Excellence** (GIVE) project, due to their centrality in the IVE Governance. The other partners involvement contributes to the findings' validation.

3.1. The mapping exercise context – key methodological elements

The screening methodology is investigating governance processes, where various stakeholders interact and make decisions regarding collective issues in the domain of the inclusion-based excellence in VET, thus creating or reinforcing social norms and institutions. It is assumed that governance processes can be found in any education and training area, and unlike other approaches, these can be observed and analysed from a non-normative perspective (Hufty, Marc (2011)).

The anticipatory, entrepreneurial and agile governance practices inventory and the related mapping methodology are nurtured by the RFAEAG methodology that, by design, tracks the following aspects that are core to the **governance performance**.

- focus on both
 - ✓ governance processes and
 - ✓ impacts
- facilitate the examination of both
 - ✓ **Structural interactions**, shaped by institutional settings, which determine the actors' behavior (Hyden et al., 2000; Kjær, 2011; March and Olsen, 1995), their relations (Caffyn and Jobbins, 2003; Gonzalez and Healey, 2005), and the flow of resources for collective action (DiGaetano and Klemanski, 1993; Healey, 2006) and
 - ✓ **Strategic interactions**, taking place when actors' interests, values, norms, ideas, and frames of reference shape their choices in collective action (Caffyn and Jobbins, 2003; Knill and Lehmkuhl, 2002; Kooiman, 1999).
- put emphasis on the interplay between
 - ✓ **governance capacity**, defined as the ability of societal actors to work together in order to solve collective problems. **The GIVE addressed collective problem is IVE** (definition based on Knill and Lehmkuhl, 2002; Nelissen, 2002) and
 - ✓ **regional socioeconomic contexts** which are identified as key elements in the **Vocational Excellence** definition;
- ensure correlation of the functional IVE governance processes and related institutional settings and strategic interactions, on the one hand, with the strategic attributes of the anticipatory, entrepreneurial agile IVE governance, as proposed by the GIVE Governance Reference Framework, on the other hand.

In the logic of the RFAEAG GIVE project, the **IVE governance is described through 6 dimensions**, also named facets. Several analytical units correspond to each dimension. The proposed methodology is based on the variable geometries created by the analytical units' interplay. The interplay of the analytical units that are forming the GIVE Governance essentials consists of the geometry of the optimal multidimensional connections between

analytical units and related facets. The scheme is documented by the project and represents the **GIVE Governance MATRIX**.

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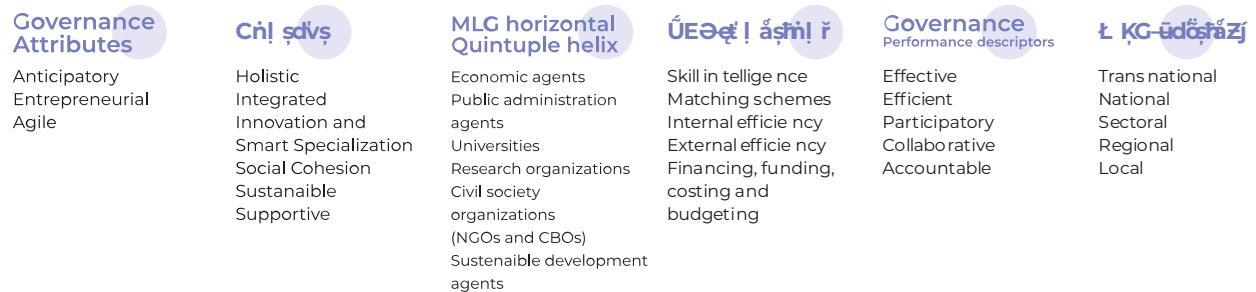


Figure 1 GIVE RFAEAG MATRIX

3.2. The mapping exercise - IVE Governance enablers

Every single analytical unit of each of the 5 out of the 6 dimensions/facets includes enablers of inclusion-based excellence in VET.

Here below are reminded the enablers for each of the MATRIX dimensions, and where the case, they are associated to the analytical units.

For each dimension, the enablers turned into essential determinants, which are central to the data collection tool that was used through the self-assessment process. The respective tools are attached and annexes presenting them are mentioned.

GIVE – Governance facets (MATRIX dimensions)

1. Regional development characteristics – determinants and benchmarks in the Annex 1
 - 1.1. Holistic
 - 1.2. Integrated
 - 1.3. Innovation and smart specialization
 - 1.4. Social Cohesion focused
 - 1.5. Sustainable development supportive – links with SDGs
2. Governance MLG structure/vertical - multiple levels-determinants and benchmarks in the Annex 2.2
 - 2.1. Trans-national
 - 2.2. National
 - 2.3. Sectoral
 - 2.4. Regional
 - 2.5. Local
 - 2.6. CoVE management board

3. Governance MLG structure/horizontal Quintuple Helix² – determinants/benchmarks in the Annex 2.3
 - 3.1. Business agents
 - 3.2. Public administration agents
 - 3.3. Universities, Research organizations
 - 3.4. Civil society organizations (NGOs and CBOs)
 - 3.5. Sustainable development agents
4. Governance strategic attributes/criteria – determinants are illustrated in Table 1 + Annex 2.4
 - 4.1. Anticipatory
 - 4.2. Entrepreneurial
 - 4.3. Agile

Table 1 Determinants of the GIVE Governance strategic attributes

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

5. Governance performance criteria- determinants are illustrated in the Figure 2 (in relation to management/decision making) Annexe 2.5
 - 5.1. Effective
 - 5.2. Efficient
 - 5.3. Participatory
 - 5.4. Collaborative (collective action/networks/partnerships/shared responsibility e.g. Blockchain governance)
 - 5.5. Accountable

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

²The **Quintuple Helix is the model in the focus** due to the high consideration the project is giving to learners as active democratic citizens, pro-actively contributing to the local integrated development and to sustainable development.



Figure 2 GIVE performance determinants

participatory

- equity and inclusiveness (“vulnerables” are represented)
- trustfulness (common understanding of roles and responsibilities of the agents involved in the MLG)
- legitimacy/representativeness (the voice of the “vulnerables”, including those in the informal sector of the economy)

collaborative

- social networks - engagement
- shared governance (e.g. Blockchain governance)
- societal partnerships (quintuple helix)

 6. Functional Governance applied to GIVE (see functions) – **Annexes 2.2 and 2.3**

- Skills intelligence: (i.a.) anticipation of skills needs; (i.b.) learners profile and potential;
- Matching schemes – skills formation: (ii.a.) VET tailored supply and personalized inclusive pedagogies; (ii.b.) guidance and career advice;
- Internal efficiency with focus on: (iii.a.) teachers/trainers/other professionals and (iii.b.) quality improvement;

- (iv) External efficiency with focus on: (iv.a.) transition to work; (iv.b.) employability, career perspective;
- (v) Financing, Funding, Costing and Budgeting.

3.3 GIVE MATRIX: From enablers to determinants state of the art

The state of the art of MATRIX determinants is self-assessed based on qualitative indicators/benchmarks. They are conceptualised as developmental indicators similar to progress mapping indicators and associated to the GIVE functional governance defining elements, specifically institutional arrangements, processes and impact.

The developmental stage will be self-assessed by referring to both processes and impact approach, considering the following developmental particularities:

1. limited evidence: **Low** attention given to systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes;
2. limited evidence but accumulating relevant data: **Moderate** development of systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes;
3. significant evidence and real world data: **Significant** development of systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes;
4. extensive and real world data: **Significant and sufficient** development of systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes

In the analysis of the determinants for each of the 6 dimensions we will use the description of the stage of development that includes their specific particularities, namely

1. **Low** attention given to systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes
2. **Moderate** development of systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes
3. **Significant** development of systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes
4. **Significant and sufficient** development of systematic and structured processes/procedures that ensures IVE is on the agenda and CoVE contributes

Developmental stages 3 and 4 will be highlighted in the analysis by using bold font in view of making the results of the screening easy to read.

3.4 Methodological limitations

There are limitations regarding the methodological approach used for data collection (inventory) and analysis (mapping):

- Partners involved may not be familiar with the assessment criteria. Therefore, risk alleviation action included induction training followed by tailor made support as depicted during the training interaction (see deliverables 2.2. and 2.5);
- The very high degree of differentiation of the institutional practices, which will be the analysis subject, could create problems of classification and of assigning indicators;

- The granularity of the data collection in relation to the disadvantaged groups may not be carefully observed when defining the governance practices, and the risk is to address them as a general category of “disadvantaged learners”;
- There is a risk of subjectivity in the case of self-assessment processes that cannot be ignored and that should be considered from the very beginning;
- At the level of such a complex methodology, some sublimated forms of the prestige effect (perceived at institutional level) are expected to occur, which could lead to a risk of alignment to the average, or to a slight diversion of the results towards a more institutional favourable positioning.

4. Inventoried Data analysis

The analysis is performed from two perspectives (i) identifying the GIVE CoVE(s) declared determinants at the developmental stage 3 and/or 4. Practices that are at these stages of development are likely to be used as reference interventions by other VET centres; (ii) highlighting of the MATRIX state of the art at the level of each GIVE CoVE.

4.1 Declared developmental stages of each and every IVE Governance determinant

4.1.a GIVE Inclusion Diamond - CoVE Governance performance dimension

The Governance performance determinants are listed below

Table 2 Governance performance determinants

effective (results oriented)	accountable	efficient (process oriented)
<ul style="list-style-type: none"> • functionally connected 	<ul style="list-style-type: none"> • follow the purpose/feed back 	<ul style="list-style-type: none"> • adaptive (fit to the purpose)
<ul style="list-style-type: none"> • adequately resourced 	<ul style="list-style-type: none"> • transparency 	<ul style="list-style-type: none"> • empowered (social learning)
<ul style="list-style-type: none"> • clear and transparent roles 	<ul style="list-style-type: none"> • loyalty of levels 	<ul style="list-style-type: none"> • innovative
participatory		collaborative
<ul style="list-style-type: none"> • equity and inclusiveness (“vulnerables” are represented) 		<ul style="list-style-type: none"> • social networks - engagement

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

a.1. Effective governance

According to the self-reported data regarding the governance effectiveness the developmental stages of the determinants are as follows:

- All VET centres, Omnia, MCAST, Centro San Viator and COMETA, declare there are significant evidence and real world data that all multiple agents are functionally connected and the coordination mechanisms are clear, simple and inclusive. There are clear and transparent roles assigned to every actor, CoVE included.
- Two VET centres, Omnia and MCAST, declare limited evidence, but accumulating relevant data and the other two, **Centro San Viator and COMETA, declare significant evidence and real world data about adequate resources.**
- MCAST and Centro San Viator declare limited evidence, but accumulating relevant data regarding procedures and adequate tools for collecting and analysing relevant data specific to foreseen results, technology being embedded. **Omnia and COMETA declare significant evidence and real world data regarding procedures and adequate tools for collecting and analysing relevant data specific to foreseen results, technology being embedded.**

All in all, when referring to systematic and structured processes/procedures that ensures IVE on the local agenda and CoVE explicit role (implementation and impact), the findings are reflected below

Table 3 Developmental particularities of CoVEs regarding the **Effective** IVE governance performance

EFFECTIVE				
Developmental stages	1	2	3	4
governance essentials				
Institutional arrangements			OMNIA MCAST CENTRO SAN VIATOR COMETA	
Implementation		OMNIA	CENTRO SAN VIATOR	

	MCAST	COMETA
Impact	MCAST	OMNIA
	CENTRO SAN VIATOR	COMETA

a.2. Efficient governance

According to the self-reported data regarding the governance efficiency the developmental stages of the determinants are as follows:

- (i) The collected data enhance limited evidence in the case of MCAST, significant evidence and real world data in the case of Omnia and Centro San Viator, extensive and real world data in the case of COMETA for the innovative schemes to empower (social learning) the multiple actors involved in the collective action in view of securing results achievement;
- (ii) There is limited evidence in MCAST, significant evidence and real world data in Omnia and San Viator, and extensive and real world data in COMETA that governance remains adaptive for ensuring the fit to the purpose;
- (iii) There is limited evidence in MCAST, significant evidence and real world data in Omnia and San Viator, and extensive and real world data in COMETA that governance follow the impact targets set up or revised in view of adding value to the investments in the IVE.

All in all, when referring to systematic and structured processes/procedures that ensures IVE on the local agenda and CoVE explicit role (implementation and impact), the findings are reflected below

Table 5 Developmental particularities of CoVEs regarding the **Efficient** IVE governance performance

EFFICIENT				
Developmental stages	1	2	3	4
Governance essentials				
Institutional arrangements		MCAST	OMNIA CENTRO SAN VIATOR	COMETA
Implementation	MCAST		OMNIA CENTRO SAN VIATOR	COMETA
Impact	MCAST		OMNIA CENTRO SAN VIATOR	COMETA

a.3. Participatory governance

According to the self-reported data regarding the governance efficiency the developmental stages of the determinants are as follows:

- (i) There is limited evidence but accumulating relevant data in MCAST, significant evidence and real world data in Omnia and San Viator and extensive evidence and real world data in COMETA showing that the institutional settings and the processes adopted in the collective transformative problems solving by the involved multiple agents are participatory, equitable and inclusive ("vulnerables" included);
- (ii) There is limited evidence but accumulating relevant data in Omnia and significant evidence and real world data in MCAST, San Viator and COMETA about a common understanding of roles and responsibilities of the agents involved in the multiannual strategy action plan, agreed by consensus, as prove of trust and pro-active engagement;
- (iii) There is limited evidence but accumulating data in MCAST and significant evidence and real world data in Omnia, San Viator and COMETA that participation comply with agreements on legitimacy or representativeness (e.g. including the voice of those in the informal sector of the economy).

All in all, when referring to systematic and structured processes/procedures that ensures IVE on the local agenda and CoVE explicit role (implementation and impact), the findings are reflected below.

Table 6: Developmental particularities of CoVEs regarding the **Participatory** IVE governance performance

PARTICIPATORY				
Developmental stages	1	2	3	4
governance essentials				
Institutional arrangements		MCAST	OMNIA CENTRO SAN VIATOR	COMETA
Implementation		OMNIA	MCAST CENTRO SAN VIATOR COMETA	
Impact		MCAST	OMNIA CENTRO SAN VIATOR COMETA	

a.4. Collaborative governance

According to the self-reported data regarding the governance collaboration the developmental stages of the determinants are as follows:

- (i) There is significant evidence and real world data in Omnia and San Viator and extensive evidence and real world data in MCAST and COMETA there is formal

- engagement of multiple agents to collaborate in order to solve collective transformative problems according to the VET functions;
- (ii) There is significant evidence and real world data in all VET centres regarding shared governance (e.g. Blockchain governance) accompanies the formulation of the shared vision and the related strategic action plan implementation;
 - (iii) There is limited evidence but accumulating relevant data in MCAST and significant evidence and real world data about the societal partnerships, both the vertical multi level and the quintuple helix agents of the GIVE governance are taking evidence based decisions and act in view of results achievement in Omnia, San Viator and COMETA.

All in all, when referring to systematic and structured processes/procedures that ensures IVE on the local agenda and CoVE explicit role (implementation and impact), the findings are reflected below

Table 7 Developmental particularities of CoVEs regarding the **Collaborative** IVE governance performance

COLLABORATIVE				
Developmental stages	1	2	3	4
governance essentials				
Institutional arrangements			OMNIA CENTRO SAN VIATOR	MCAST COMETA
Implementation			OMNIA MCAST CENTRO SAN VIATOR COMETA	
Impact		MCAST	OMNIA CENTRO SAN VIATOR COMETA	

a.5. Accountable governance

According to the self-reported data regarding the governance collaboration the developmental stages of the determinants are as follows:

- (i) There is significant evidence and real world data in Omnia, San Viator and COMETA, and extensive evidence in MCAST that the collective actions of multiple agents are organised by making explicit roles and responsibilities for communicating decisions, future actions and get the community support for their interventions that follow the purpose of IVE.
- (ii) There is significant evidence and real world data in all VET centres implementation includes explicit actions for securing transparency of decisions, activities and results.

- (iii) There is limited evidence but accumulating relevant data in MCAST, significant evidence and real world data in Omnia and COMETA and extensive evidence and real world data in San Viator that there are specific mechanism and instruments dedicated to ensuring autonomy of CoVE and the loyalty of levels of the governance.

All in all, when referring to systematic and structured processes/procedures that ensures IVE on the local agenda and CoVE explicit role (implementation and impact), the findings are reflected below

Table 8: Developmental particularities of CoVEs regarding the **Accountable** IVE governance performance

ACCOUNTABLE				
Developmental stages	1	2	3	4
governance essentials				
Institutional arrangements			OMNIA CENTRO SAN VIATOR COMETA	MCAST
Implementation			OMNIA MCAST CENTRO SAN VIATOR COMETA	
Impact		MCAST	OMNIA COMETA	CENTRO SAN VIATOR

The relevant practices of the GIVE - CoVEs institutional settings and governing processes related to coordinating mechanism and relations between the societal partnerships, both the vertical multilevel and the quintuple helix agents of the GIVE governance aiming at supporting Inclusion based Vocational Excellence are registered in the following table.

Table 9 Relevant practices of the GIVE - CoVEs institutional settings and governing processes supporting IVE governance performance

Organization	Relevant practice of GIVE – CoVE
OMNIA	<p>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 labor. 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.</p>
MCAST	<p>MCAST collaborates with multiple social partners both from industry and the social sphere including NGOs, Kordin Correctional Facility, and 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.</p>
CENTRO SAN VIATOR	<p>Networking strategy with the participation of third sector entities, companies and VET schools.</p>
COMETA	<p>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</p>

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. 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 that 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.

(iv) GIVE Inclusion Diamond - Governance strategic attributes dimensions

b.1. Anticipatory governance

This section of data analysis will be devoted to the description of the strategic attributes of the governance. Regarding the anticipatory capacity, CoVEs assume the following developmental particularities:

- (i) There is limited evidence but accumulating relevant data in COMETA, significant evidence and real world data in MCAST, extensive evidence and real world data in Omnia and San Viator that roles and responsibilities are set according to the existing strategic vision and the multiannual strategy.
- (ii) There is limited evidence but accumulating relevant data in COMETA and significant evidence and real world data in Omnia, MCAST and San Viator resource allocation, monitoring and evaluation procedures fit to the multiannual strategy objectives.
- (iii) There is limited evidence in MCAST and, respectively, significant evidence and real world data in Omnia, San Viator and COMETA their strategic vision is based on foresight/prospective studies.

All in all, when referring to systematic and structured processes/procedures that ensures IVE on the local agenda and CoVE explicit role (implementation and impact), the findings are reflected below

Table 10: Developmental particularities of CoVEs regarding the **Anticipatory** IVE governance performance

ANTICIPATORY				
Developmental stages	1	2	3	4
governance essentials				
Institutional arrangements		COMETA	MCAST	OMNIA CENTRO SAN VIATOR
Implementation		COMETA	OMNIA MCAST CENTRO SAN VIATOR	
Impact	MCAST		OMNIA CENTRO SAN VIATOR COMETA	

b.2. Entrepreneurial governance

According to the self-reported data regarding the governance efficiency the developmental stages of the determinants are as follows:

- (i) There is significant evidence and real world data in Omnia and MCAST and extensive evidence and real world data in San Viator and COMETA roles and responsibilities are designed for adequately addressing creative thinking at organizational level, innovative futures creation and risk taking management and CoVE is explicitly involved;

- (ii) There is significant evidence and real world data in Omnia, MCAST and San Viator and extensive evidence and real world data in COMETA the implementation plan has space and resources for continually assessing new innovative possible futures, reflecting on disruptive change and management related risks;
- (iii) There is limited evidence but accumulating relevant data in MCAST, significant evidence and real world data in Omnia and San Viator and extensive evidence and real world data in COMETA about the impact indicators that refer to the CoVE contribution- creative beyond one size fits all.

All in all, when referring to systematic and structured processes/procedures that ensures IVE on the local agenda and CoVE explicit role (implementation and impact), the findings are reflected below

Table 11 Developmental particularities of CoVEs regarding the **Entrepreneurial** IVE governance performance

ENTREPRENEURIAL				
Developmental stages	1	2	3	4
governance essentials				
Institutional arrangements			OMNIA MCAST	CENTRO SAN VIATOR COMETA
Implementation			OMNIA MCAST CENTRO SAN VIATOR	COMETA
Impact		MCAST	OMNIA CENTRO SAN VIATOR	COMETA

b.3. Agile governance

According to the self-reported data regarding the agile governance the developmental stages of the determinants are as follows:

- (i) There is significant evidence and real world data in Omnia, respectively extensive evidence in MCAST, San Viator and COMETA about the flexibility of institutional arrangements; coordination and collaborative settings include mechanisms encouraging new partners involvement;
- (ii) There is significant evidence and real world data in Omnia and MCAST and extensive evidence in San Viator and COMETA the design of the implementation plan of the visionary multiannual strategy foresees mechanisms and resources for in time adaptability (e.g. digital solutions for communication);
- (iii) There is limited evidence but accumulating relevant data in MCAST, significant evidence and real world data in Omnia and San Viator, and extensive evidence and real world data in COMETA about resilience and readiness to accept

deviations from the original planning and to accommodate the new innovative solution, information flows and lessons learned.

All in all, when referring to systematic and structured processes/procedures that ensures IVE on the local agenda and CoVE explicit role (implementation and impact), the findings are reflected below

Table 12 Developmental particularities of CoVEs regarding the **Agile** IVE governance performance

AGILE				
Developmental stages	1	2	3	4
governance essentials				
Institutional arrangements			OMNIA	MCAST CENTRO SAN VIATOR COMETA
Implementation			OMNIA MCAST	CENTRO SAN VIATOR COMETA
Impact		MCAST	OMNIA CENTRO SAN VIATOR	COMETA

The relevant practices of GIVE – CoVEs which indicate the institutional settings and governing processes aiming to accommodate innovative solutions in view of supporting Inclusion based Vocational Excellence are listed below.

Table 13 Relevant practices of GIVE – CoVEs supporting IVE

Organization	Relevant practice of GIVE – CoVE
OMNIA	<p>Skills Centre for Mirgants as itself is an example of innovative services. It's planned and now run by multisectoral team representing different organisations. Our functions are strategy based.</p> <p>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.</p>
MCAST	<p>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</p>

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.

**CENTRO
SAN VIATOR**

Dual Training Programme for young people with fewer opportunities.

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 intrapreneurship. 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 revision decisions: in all the different activities, working in teams is the basic conditions. The principal works in cooperation with a 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 has been working to highlight quality and impact of its innovation, as well as spreading a new culture throughout the local, national and international communities of policy-makers. It is not sufficient to make decision making processes smoother, 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.

- (iv) GIVE Inclusion Diamond - Regional context of the GIVE - CoVE and its partners in the region

c.1. Holistic governance

According to the self-reported data regarding the holistic governance the developmental stages of the determinants are as follows:

- (i) there is limited evidence but accumulating relevant data in MCAST and significant evidence and real world data in Omnia, San Viator and COMETA of CoVE contribution to the elaboration of regional strategy;
- (ii) There is limited evidence but accumulating relevant data in COMETA, significant evidence and real world data in Omnia and San Viator, extensive evidence and real world data in MCAST there area roles and responsibilities assigned to CoVE;
- (iii) There is limited evidence in MCAST and significant evidence and real world data in Omnia, San Viator and COMETA there are impact indicators that refer to the CoVE contribution.

All in all, when referring to systematic and structured processes/procedures that ensures IVE on the local agenda and CoVE explicit role (implementation and impact), the findings are reflected below

Table 14 Developmental particularities of CoVEs regarding the **Holistic** IVE governance regional context

HOLISTIC				
Developmental stages	1	2	3	4

governance essentials

Institutional arrangements	MCAST	OMNIA CENTRO SAN VIATOR COMETA	
Implementation	COMETA	OMNIA CENTRO SAN VIATOR	MCAST
Impact	MCAST	OMNIA CENTRO SAN VIATOR COMETA	

c.2. Integrated governance

According to the self-reported data regarding the agile governance the developmental stages of the determinants are as follows:

- (i) There is limited evidence but accumulating relevant data in MCAST and significant evidence and real world data in Omnia, San Viator and COMETA of CoVE contribution to the elaboration of regional strategy;
- (ii) There is significant evidence and real world data in Omnia, San Viator and COMETA, extensive evidence and real world data there are roles and responsibilities assigned to CoVE;
- (iii) There is limited evidence in MCAST, limited evidence but accumulating relevant data in COMETA, significant evidence and real world data in Omnia and San Viator there are impact indicators that refer to the CoVE contribution.

All in all, when referring to systematic and structured processes/procedures that ensures IVE on the local agenda and CoVE explicit role (implementation and impact), the findings are reflected below.

Table 15: Developmental particularities of CoVEs regarding the **Integrated** IVE governance regional context

INTEGRATED

Developmental stages	1	2	3	4
governance essentials				
Institutional arrangements		MCAST	OMNIA CENTRO SAN VIATOR COMETA	
Implementation			OMNIA CENTRO SAN VIATOR COMETA	MCAST

Impact	MCAST	COMETA	OMNIA CENTRO SAN VIATOR
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c.3. Regional development innovation driven governance

According to the self-reported data regarding the agile governance the developmental stages of the determinants are as follows:

- (i) There is limited evidence but accumulating relevant data in MCAST and San Viator and significant evidence and real world data in Omnia and COMETA about CoVE contribution to the elaboration of the regional strategy;
- (ii) There is moderate evidence but accumulating relevant data in COMETA and significant evidence and real world data in Omnia, MCAST and San Viator there are roles and responsibilities assigned to CoVE;
- (iii) There is limited evidence in MCAST, limited evidence but accumulating relevant data in Omnia and COMETA, significant evidence and real world data in Centro San Viator there are impact indicators that refer to the CoVE contribution.

All in all, when referring to systematic and structured processes/procedures that ensures IVE on the local agenda and CoVE explicit role (implementation and impact), the findings are reflected below

Table 16 Developmental particularities of CoVEs regarding the Innovation driven IVE governance regional context

REGIONAL DEVELOPMENT INNOVATION DRIVEN

Developmental stages	1	2	3	4
governance essentials				
Institutional arrangements		MCAST CENTRO SAN VIATOR	OMNIA COMETA	
Implementation		COMETA	OMNIA MCAST CENTRO SAN VIATOR	
Impact	MCAST	OMNIA COMETA	CENTRO SAN VIATOR	

c.4. Social, economic and territorial cohesion governance

According to the self-reported data regarding the agile governance the developmental stages of the determinants are as follows:

- (i) There is limited evidence but accumulating relevant data in MCAST and COMETA, significant evidence and real world data in Omnia and San Viator of CoVE contribution to the elaboration of regional strategy;
- (ii) There is significant evidence and real world data in all VET centres there are roles and responsibilities assigned to CoVE;
- (iii) There is limited evidence in MCAST, significant evidence and real world data in Omnia, San Viator and COMETA there are impact indicators that refer to the CoVE contribution.

All in all, when referring to systematic and structured processes/procedures that ensures IVE on the local agenda and CoVE explicit role (implementation and impact), the findings are reflected below.

Table 17 Developmental particularities of CoVEs regarding the **Social, economic and territorial cohesion** IVE governance regional context

SOCIAL, ECONOMIC AND TERRITORIAL COHESION

Developmental stages	1	2	3	4
governance essentials				
Institutional arrangements		MCAST COMETA	OMNIA CENTRO SAN VIATOR	
Implementation			OMNIA MCAST CENTRO SAN VIATOR COMETA	
Impact	MCAST		OMNIA CENTRO SAN VIATOR COMETA	

c.5. Sustainable regional development governance

According to the self-reported data regarding the agile governance the developmental stages of the determinants are as follows:

- (i) There is limited evidence in MCAST, limited evidence but accumulating relevant data in COMETA, significant evidence and real world data in Omnia and San Viator of CoVE contribution to the elaboration of regional strategy;
- (ii) There is limited evidence but accumulating relevant data in MCAST, significant evidence and real world data in Omnia, San Viator and COMETA there are roles and responsibilities assigned to CoVE;
- (iii) There is limited evidence in MCAST, limited evidence but accumulating relevant data in COMETA, significant relevant evidence and real world data in Omnia and San Viator there are impact indicators that refer to the CoVE contribution.

All in all, when referring to systematic and structured processes/procedures that ensures IVE on the local agenda and CoVE explicit role (implementation and impact), the findings are reflected below

Table 18 Developmental particularities of CoVEs regarding the **Sustainable development** IVE governance regional context

SUSTAINABLE REGIONAL DEVELOPMENT				
Developmental stages	1	2	3	4
governance essentials				
Institutional arrangements	MCAST	COMETA	OMNIA CENTRO SAN VIATOR	
Implementation		MCAST	OMNIA CENTRO SAN VIATOR COMETA	
Impact	MCAST	COMETA	OMNIA CENTRO SAN VIATOR	

The relevant practices of the GIVE - CoVEs involvement in the regional context aiming at supporting Inclusion based Vocational Excellence are registered in the following table.

Table 19 Relevant practices of the GIVE - CoVEs involvement in the regional context aiming IVE

Organization	Relevant practice of GIVE – CoVE
OMNIA	<p>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.</p> <p>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.</p>

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.

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" (ModelloScuola-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.

4.2. Declared developmental stages of each and every IVE governance determinants

4.2.1. MLG developmental declared stages by specific functions are presented synthetically for the CoVE partners in the below table

Table 20 Multilevel Functional Governance [vertical and horizontal/quintuple helix dimensions]

SKILLS ANTICIPATION

	MCAST	CENTRO SAN VIATOR	COMETA
MLG/vertical – Transnational	Yes, MCAST is highly active on an international level and is co-author in various project outputs.	SEPIE (d)4 CEDEFOP (a)2 EFVET (o) YES FORUM(o)1, TKNIKA(a)3	UNEVOC A (https://unevoc.unesco.org/home/UNEVOC+Publications/language=en/akt=detail/qs=6570); ETF-ENE A; StiLLLearning E+ KA2 project D (https://www.stilllearning.net/research), Cometa is co-author

MLG/vertical – National	<p>1. Malta Further and Higher Education Authority (MFHEA) – https://ncfhe.gov.mt/en/Pages/referencing_report.aspx;</p> <p>2. Ministry for Education (MFED) – https://curriculum.gov.mt/en/Pages/Home.aspx;</p> <p>3. JobsPlus – https://jobsplus.gov.mt/job-seekers-mt-MT-en-GB/guidance-services/occupational-handbook-2018</p>	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4	Excelsior A (https://excelsior.unioncamere.net/index.php?option=com_content&view=featured&Itemid=435)
MLG/vertical – sectoral	MCAST and other public educational training providers in collaboration with lead industry members as well as targeted associations such as The Chamber of Commerce, The Chamber of SMEs etc.	DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4	Business 33nglish33ions have their studies

MLG/vertical – regional	not applicable	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERNMENT (d)4 https://www.european-agency.org/country-information/spain/legislation-and-policy https://www.sepe.es/HomeSepe/ https://www.lanbide.euskadi.eus/inicio-lanbide/ https://www.lanbide.euskadi.eus/formacion-lanbide-/informacion/formacion-ofrecida-por-lanbide/	NA
MLG/vertical – local	not applicable	https://www.european-agency.org/country-information/spain/legislation-and-policy https://www.sepe.es/HomeSepe/ https://www.lanbide.euskadi.eus/inicio-lanbide/ https://www.lanbide.euskadi.eus/formacion-lanbide-/informacion/formacion-ofrecida-por-lanbide/	Informally, Cometa VET centre works with local companies (non structured interviews) for its training needs assessment
MLG/vertical – CoVE Management Board	1. MCAST AI Strategy: https://www.mcast.edu.mt/wp-content/uploads/AI-Strategy_Final.pdf	x	Cometa set up an Advisory Board (quarterly meetings) involving representatives from several sectors, also to discuss about skills anticipation

	2. MCAST Globalisation Strategy: https://www.mcast.edu.mt/wp-content/uploads/MCAST-Globalization-Strategy_Final.pdf#:~:text=The%20MCAST%20Strategic%20Plan%202019,integration%20of%20non%20Maltese%20students.3				
Current development stage of	3	3		2	

collaborative interactions

MLG/horizontal – economic agents/business	MCAST collects feedback from businesses for skills anticipation purposes to ensure relevant development of courses.	DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERNMENT (D)4	Local companies (hotels, textile, wood) and their associations
MLG/horizontal – public administration/public institutions	Different ministries are involved in the establishment of qualifications and warrants to cater for the specific industry's future needs.	DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERNMENT (D)4	International organizations (UNEVOC; ETF)
MLG/horizontal – universities/tertiary education institutions/research organizations other VET providers	All the above collaborate between themselves as well as with third parties to ensure that the Maltese education system serves industry needs.	UNIVERSIDAD DE DEUSTO (A) 3, UNIVERSIDAD DE MONDRAGON (O) 3, UNIVERSIDAD DEL PAIS VASCO (O)4	University of Bergamo (researchers, no official agreement with the university)
MLG/horizontal – civil society organizations (e.g.NGOs/CBOs/CSOs)	Civil Society Organisations collaborate closely with educational institutions to provide opportunities for students to	Caritas (f)4, ONCE(f)4, APNABI (F)4, GORABIDE (F)4, GIZAKIA (F)4	NA

carry out
community
social
responsibility
initiatives that
enable
students to
become active
citizens.

**MLG/horizont
al –
sustainable
development
agents**

Various
sustainable
development
agents
collaborate to
promote skills
in sustainable
development
in education
and training
programmes
developed by
different
institutions.

DEMA (A)3, DFB (d) 4, NA
LANBIDE (D) 4,
FUNDACION
INSERTA (A) 4,
BASQUE
GOVERMENT (D)4

**Current
development
al stage of
collaborative
interactions**

3

3

3

**Relevant
practice**

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

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

ensuring
successful
employment
of graduates.

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.

SKILLS FORMATION – LEARNING PARTNERSHIPS

MLG/vertical – Transnational	The European Union Programmes Agency (EUPA) is the main organisation responsible for coordinating funds and projects on a trans-national level	DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, Caritas (f)4, ONCE(f)4, APNABI (F)4, GORABIDE (F)4, GIZAKIA (F)4	EfVET network (www.efvet.org); StartNet network (https://www.startnet.org/); Karanga alliance for social-emotional learning (www.karanga.org); UNEVOC. All these partnerships/networks have an Advisory role on this topic for Cometa
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	(https://eupa.org.mt/).		
MLG/vertical – National	Different institutions are free to develop partnership initiatives with other organisations on a national level. For example, MCAST has partnerships in place with other local educational institutions to provide various learning opportunities to students following courses at different levels (e.g. MCAST Partner Schools Project: https://www.maltatoday.com.mt/comment/blogs/74377/partner_schools_qualified_and_skillled#.YMxvfWgzZPY)	DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, Caritas (f)4, ONCE(f)4, APNABI (F)4, GORABIDE (F)4, GIZAKIA (F)4 https://www.lanbide.euskadi.eus/formacion-lanbide-/informacion/formacion-ofrecida-por-lanbide/	The National Law “La BuonaScuola” (law 107/2015) was the result of an advocacy work played also by Cometa; this document introduces the concept of School-Enterprise, one of the Cometa practices
MLG/vertical – sectoral	Sectoral representatives can initiate	https://www.lanbide.euskadi.eus/formacion-lanbide-/informacion/formacion-ofrecida-por-lanbide/	NA

	<p>partnerships with different educational institutions that provide benefits to both industry and VET institutions. For example, MCAST has a partnership with the AC Importers Association for the provision of apprenticeships and other forms of collaboration.</p>	<p>on-ofrecida-por-lanbide/ DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, Caritas (f)4, ONCE(f)4, APNABI (F)4, GORABIDE (F)4, GIZAKIA (F)4</p>	
MLG/vertical – regional	not applicable	DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, Caritas (f)4, ONCE(f)4, APNABI (F)4, GORABIDE (F)4, GIZAKIA (F)4 https://web.bizkaia.eu/es/-/formaci%C3%B3n	Regione Lombardia Law n.19/2007, concerning regional VET and in particular the School-Enterprise model.
MLG/vertical – local	not applicable	DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, Caritas (f)4, ONCE(f)4, APNABI (F)4, GORABIDE (F)4, GIZAKIA (F)4	NA
MLG/vertical – CoVE	The Commission for the Rights of	https://www.dema.eu/s/categoria/desempleo/empleo-y-formacion/	NA

Management Board

People with Disabilities (CRPD) is the national agency that is typically involved in providing guidance and feedback to MCAST regarding inclusive education practices

<https://web.bizkaia.eu/s/es/-/formaci%C3%B3n>

Current developmental stage of collaborative interactions	3	3	3
MLG/horizontal – economic agents/business	MCAST is responsible for apprenticeships and other forms of Work-Based Learning (WBL). Therefore the Apprenticeship office together with institutes of the college are constantly seeking opportunities for placements,	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4, DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4	Local companies are stable training partners for Cometa

apprenticeships or internships with various economic agents (<https://www.mcast.edu.mt/2021/06/15/apprenticeship-recovery-plan/>).

In addition, entities such as the Malta Chamber of Commerce, Enterprise and Industry develops consultation documents to promote business interests through training and education.

MLG/horizontal – public administration /public institutions

MCAST has learning partnerships with various other public institutions for training and/or upskilling. E.g.:
 1.<https://www.mcast.edu.mt/2021/06/04/new-mcast-ba-course-on-public-projects/>
 2.<https://agri>

DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4, DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4

Regione Lombardia is the political level for VET policies

	kultura.gov. mt/en/arpa/ Documents/ guidelines/g uidelinesMtY frainingSche meEN.pdf		
MLG/horizontal – universities/ter tiary education institutions/res earch organizations other VET providers	University and tertiary education institutions engage in various projects to develop learning partnerships for their respective stakeholders.	UNIVERSIDAD DE DEUSTO (A) 4, UNIVERSIDAD DE MONDRAGON (O) 3, UNIVERSIDAD DEL PAIS VASCO (O)3 Caritas (f)4, ONCE(f)4, APNABI (F)4, GORABIDE (F)4, GIZAKIA (F)4	University of Bergamo: we activated an agreement for a PhD in apprenticeship for Cometa trainers and tutors on “Training and Analysis of the Job Market”
MLG/horizontal – civil society organizations (e.g.NGOs/CBO s/CSOs)	There are various NGOs and civil society organisation s that cooperate with education and training institutions. For example, MCAST students at all levels do a 20 hour community work component, whereby they do voluntary work at different NGOs and similar	Caritas (f)4, ONCE(f)4, APNABI (F)4, GORABIDE (F)4, GIZAKIA (F)4	NGOs dealing with migrants in Como area

	organisation s.		
MLG/horizontal – sustainable development agents	Educational institutions collaborate with national and international sustainable development agents through various projects. For example, MCAST offers the Advanced Diploma in Environmental Sustainability (https://www.mcast.edu.mt/courses/as4-03-21/) and collaborates with other sustainable development agents: https://www.mcast.edu.mt/2020/06/03/mcast-collaboration-with-european-partners/	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4	NA
Current developmental stage of collaborative interactions	3	3	3

Relevant practice

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/>

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.

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);

- 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
- 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

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

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 48ngli-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

2. PROFESSIONAL
CERTIFICATE LEVEL 1
IN WAREHOUSE
AUXILIARY
ACTIVITIES

In 2015 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

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

sector in Italy (ERASMUS+).

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

In 2017 began the first professional certificate in Auxilliary 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

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.

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 mobilities 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 mobilities 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 specialties.

GIVE- Governance for Inclusive Vocational Excellence Project n°. 621199-EPP-1-2020-1-IT-EPPKA3-VET-COVE

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 mobilities; and we cannot forget that some of them will be minors. That's why we need that 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 organizational 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>

SKILLS FORMATION – CAREER GUIDANCE AND COUNSELING SUPPORT SERVICES

MLG/vertical – Transnational	<p>Career Guidance: MCAST is currently involved in 2 project namely, YouNG Goes Further Project and OPENSEL: https://www.mcast.edu.mt/mcastinternationaloffice/</p> <p>Counselling: Since innovative practices in counselling typically derive from innovative academic research outcomes rather than practical projects, MCAST is not involved in transnational initiatives.</p>	<p>SEPIE (d)4 CEDEFOP (a)2 EFVET (o)1 YES FORUM(o)1, TKNIKA(a)3 DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERNMENT (d)4</p>	<p>Trio to Success E+KA2 project (https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-PL01-KA202-016951); Tracktion Project (https://tracktionerasmus.eu/)</p>
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MLG/vertical – National	<p>Euroguidance in Malta promote best practices in career</p>	<p>DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERNMENT (D)4</p>	<p>Ministerial Decree nr. 139 dated 22 August 2007, the Italian Ministry of Education, has codified the Citizenship soft skills by drawing on the European legal requirements</p>
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	<p>guidance: https://www.euroguidance.eu/malta Career guidance in Malta is represented by the Malta Career Guidance Association however it is not considered a regulatory body. The Council for the Counselling Profession is the national regulatory board. Counselling is also a warranted profession and is regulated by the Maltese Law as per Act 34 2016 Chapter 538: https://legislation.mt/eli/cap/538/eng/pdf</p>	<p>Caritas (f)4, ONCE(f)4, APNABI (F)4, GORABIDE (F)4, GIZAKIA (F)4 https://www.european-agency.org/country-information/spain/legislation-and-policy https://www.sepe.es/HomeSepe/ https://www.lanbide.euskadi.eus/inicio-lanbide/ https://www.lanbide.euskadi.eus/formacion-lanbide-/informacion/formacion-ofrecida-por-lanbide/</p>	<p>for Key Skills for lifelong learning</p>
<p>MLG/vertical – sectoral</p>	<p>Counselling sectors: eating disorders, substance misuse, online addiction,</p>	<p>https://www.european-agency.org/country-information/spain/legislation-and-policy https://www.sepe.es/HomeSepe/ https://www.lanbide.e</p>	<p>NA</p>

teenage
 pregnancy,
 alcohol
 addiction,
 domestic
 violence,
 psychiatric
 services,
 smoking
 cessation,pro
 miscuity,
 sexual
 exploitation,
 support to
 criminals on
 probation.

[uskadi.eus/inicio-lanbide/](https://www.uskadi.eus/inicio-lanbide/)
<https://www.uskadi.eus/formacion-lanbide-/informacion/formacion-ofrecida-por-lanbide/>
<https://www.dema.europa.eu/es/categoria/desempleo/empleo-y-formacion/>
<https://web.bizkaia.eus/es/-/formacion>
 DFB (d)4,
 LANBIDE(d)4, EBI
 (d)4, HETEL (a)3,
 BASQUE
 GOVERNMENT (d)4

MLG/vertical – regional	not applicable	https://www.dema.europa.eu/es/categoria/desempleo/empleo-y-formacion/ https://web.bizkaia.eus/es/-/formacion https://www.uskadi.eus/inicio-lanbide/ https://www.uskadi.eus/formacion-lanbide-/informacion/formacion-ofrecida-por-lanbide/ DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERNMENT (d)4	NA
MLG/vertical – local	not applicable	X	NA
MLG/vertical – CoVE	MCAST Career Guidance	x	NA

Management Board

Policy:
https://www.mcast.edu.mt/wp-content/uploads/DOC_055_REV-D_CAREER_GUIDANCE_POLICY_AND_PROCEDURE.pdf
 MCAST
 Counselling
 Policy:
https://www.mcast.edu.mt/wp-content/uploads/DOC_031_CORP_REV-G_SUPPORT-SERVICES-POLICY.pdf
 National
 policy on
 career
 guidance:
<https://education.gov.mt/en/resources/Documents/Policy%20Documents/Career%20guidance.pdf>
 Further
 information:
<https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/malta/34-career-guidance->

	and-counselling		
Current developmental stage of collaborative interactions	3	4	3
MLG/horizontal – economic agents/business	Since counselling is more focused on the emotional well-being of individuals rather than career development , it is not actually involved in respect to industry careers.	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4	Gi Group (working with Cometa on this specific issue, namely in the case of migrants)
MLG/horizontal – public administration /public institutions	The I Choose fair is an annual event organised by the Ministry for Education. It involves the collaboration of various public and private educational institutions who provide information about career prospects to secondary and post-	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4, DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4	Regione Lombardia

secondary students:

1.
<https://education.gov.mt/en/IChoose/Pages/I%20Choose.aspx>

2.
<https://www.independent.com.mt/articles/2019-07-19/local-news/I-Choose-Education-Ministry-holds-event-to-help-students-choose-career-6736211112>

Since counselling is more focused on the emotional well-being of individuals rather than career development, it is not actually involved in respect to industry careers.

MLG/horizontal – universities/tertiary education

The University of Malta is the main training

UNIVERSIDAD DE DEUSTO (A) 4, UNIVERSIDAD DE MONDRAGON (O) 3, UNIVERSIDAD DEL

University of Bergamo

institutions/research organizations other VET providers

provider for counselling (<https://www.um.edu.mt/socialwellbeing/study>) and career guidance (<https://www.um.edu.mt/cis/studentlife/currentcourses>).

Career guidance and counselling support is offered for free in all publicly-funded educational institutions, including compulsory education schools, post-secondary institutions such as MCAST and also the University of Malta. (<https://www.um.edu.mt/cis/studentlife/currentcourses>)

The Gestalt Psychotherapy Training Institute is a private

PAIS VASCO (O)3, HETEL (a)3, BASQUE GOVERMENT (d)4

	<p>institution offering qualifications in psychotherapy: https://www.eaptigptim.com/</p>		
<p>MLG/horizontal – civil society organizations (e.g.NGOs/CBOs/CSOs)</p>	<p>The following organisations offer training related to counselling and well-being:</p> <p>1. The Malta Association for the Counselling Profession: http://macp.malta.org/</p> <p>2. Malta Psychotherapy Association: https://www.facebook.com/MaltaAssociationForPsychotherapy/</p> <p>3. Willingness: https://willingness.com.mt/</p> <p>4. Lync: https://www.lyncmalta.com/</p>	<p>Caritas (f)4, ONCE(f)4, APNABI (F)4, GORABIDE (F)4, GIZAKIA (F)4, FUNDACION INSERTA (A) 4</p>	<p>NA</p>
<p>MLG/horizontal – sustainable development agents</p>	<p>not applicable</p>	<p>DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3,</p>	<p>NA</p>

		BASQUE GOVERNMENT (d)4	
Current developmental stage of collaborative interactions	3	3	4
Relevant practice	<p>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.</p>	<ul style="list-style-type: none"> · We ease our students' flexible ways to pay for the school transport, which is about 110€ a month. When the family cannot pay, we tell them they can do it when their economic situation will be better, calling to their good will to pay years after their children finish with us. · All our students can take part in a mobility project, no matter their economic situation. If needed, we can even provide some pocket money. 	<p>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</p>

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.

SKILLS FORMATION – INCLUSIO SPECIFIC SUPPORT SERVICES

<p>MLG/vertical – Transnational</p>	<p>MCAST is continuously involved in various EU projects regarding inclusion such as:</p> <ol style="list-style-type: none"> 1. STEAM 4 SEN: https://www.steam4sen.eu/en/ 2. Governance for Inclusive Vocational Excellence: https://www.efvet.org/portfolio-items/give/ 3. Inclusive Engagement of Non-Traditional Students in 	<p>SEPIE (d)4 CEDEFOP (a)2 EFVET (o) 1YES FORUM(o)1, TKNIKA(a)3</p>	<p>UN Convention on the rights of persons with disabilities (ratified by the Italian Parliament through Law no. 18/2009); Your Career is Waiting E+KA2 project involving Cometa</p>
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Professional
Higher
Education(In
clusiPHE):
[https://inclusi
PHE.eu/](https://inclusiPHE.eu/)

4. Qual.AI.ty
Engagement
: Fostering
Student
Engagement
through AI-
driven
Qualitative
Quality
Assurance
Practices:
[https://qual-
ai-ty.eu/](https://qual-ai-ty.eu/)

5. TrinE-
Telepresence
Robots in
Education:
[https://ec.eur
opa.eu/progr
ammes/eras
mus-
plus/projects
/eplus-
project-
details/#proj
ect/2020-1-
MT01-KA227-
SCH-092408](https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2020-1-MT01-KA227-SCH-092408)

6.
Soundwords:
Graphic
Story Telling:
[https://sound
words.europ
abuero.wien/](https://soundwords.europabuero.wien/)

7. Make In
Class –
Developing
Maker-based
Learning

	paths in class to prevent early school leaving: https://www.makeinclass.eu/		
MLG/vertical – National	<p>The Ministry of Education is the main driver for nation-wide inclusion strategy: 1.https://education.gov.mt/en/Documents/Special%20Needs%20and%20Inclusive%20Education%20in%20Malta%20%20AD-%20External%20Audit%20Report.pdf 2.https://mea.gov.mt/en/Public_Consultations/MEDE/Documents/A%20Policy%20on%20Inclusive%20Education%20in%20Schools%20-%20Route%20to%20Quality%20Inclusion%E2%80%8B.pdf</p> <p>Services and support are also</p>	<p>DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERNMENT (d)4, DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERNMENT (D)4 https://www.sepe.es/HomeSepe/ https://www.lanbide.euskadi.eus/inicio-lanbide/ https://www.lanbide.euskadi.eus/formacion-lanbide-/informacion/formacion-ofrecida-por-lanbide/ https://www.dema.europa.eu/categoria/desempleo/empleo-y-formacion/ https://web.bizkaia.eus/es/-/formaci%C3%B3n</p>	<p>Law n. 104/1992; Law 244/2007; Guidelines on the integration of pupils with disabilities – 2009; Guidelines on the right to education for pupils and students with Specific Learning Disability (SLD) – July 2011, (enclosures to Minist. Decree no. 5669, enforcing Law no. 170/2010); Directive MIUR “Active measures for pupils with Special Educational Needs (SEN) and community organizations for inclusion” – December 2012.</p>

governed by
law and
guided by
the
Commission
for the
Rights of
People with
Disability
(CRPD):<https://www.crpd.org.mt/resources/legislation/>
The Human
Rights
Directorate is
also involved
in the
development
of
consultation
documents:
<https://humanrights.gov.mt/en/Pages/default.aspx>
The
Foundation
for Social
Welfare
Services
(FSWS) is an
overarching
entity
responsible
of various
support
organisations
targeting
vulnerable
groups.
FSWS is
therefore
indirectly
involved in

devising
strategy and
regulations:
<https://fsws.gov.mt/en/fsws/Pages/welcome-fsws.aspx>

**MLG/vertical –
sectoral**

The CRPD is the primary regulating agent in relation to disability: <https://www.crpd.org.mt/publications/>
The Foundation for Social Welfare Services (FSWS) is an overarching entity responsible of various support organisations targeting vulnerable groups. FSWS is therefore indirectly involved in devising strategy and regulations: <https://fsws.gov.mt/en/fsws/Pages/welcome-fsws.aspx>

DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4, DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4
<https://www.sepe.es/HomeSepe/>
<https://www.lanbide.euskadi.eus/inicio-lanbide/>
<https://www.lanbide.euskadi.eus/formacion-lanbide-/informacion/formacion-ofrecida-por-lanbide/>
<https://www.dema.eus/categoria/desempleo/empleo-y-formacion/>
<https://web.bizkaia.eus/es-/formaci%C3%B3n>

NA

MLG/vertical – regional	not applicable	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4 DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4 https://www.sepe.es/HomeSepe/ https://www.lanbide.euskadi.eus/inicio-lanbide/ https://www.lanbide.euskadi.eus/formacion-lanbide-/informacion/formacion-ofrecida-por-lanbide/ https://www.dema.eus/categoria/desempleo/empleo-y-formacion/ https://web.bizkaia.eus/es-/formaci%C3%B3n	NA
MLG/vertical – local	not applicable	X	NA
MLG/vertical – CoVE Management Board	MCAST's Strategic Plan: https://www.mcast.edu.mt/wp-content/uploads/MCAST-Strategic-Plan-2019-2021-1.pdf	x	Supporting Teachers Service & tutoring Service at Cometa
Current developmental	3	4	3

stage of collaborative interactions

MLG/horizontal – economic agents/business

Future Focus: https://futurefocus.com.mt/ Malta Leadership Institute: http://maltaleadershipinstitute.com/en/home.htm	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERNMENT (d)4	NA
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MLG/horizontal – public administration/public institutions

not applicable	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERNMENT (d)4	Ministry of Education
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MLG/horizontal – universities/tertiary education institutions/research organizations other VET providers

University of Malta: https://www.um.edu.mt/socialwellbeing https://www.um.edu.mt/educ MCAST: https://www.mcast.edu.mt/courses/cs6-03-21/ , Full Prospectus 2021-22: https://www.mcast.edu.mt/mcast-prospectus-2021-2022/ Institute For Education: https://institute	UNIVERSIDAD DE DEUSTO (A) 4, UNIVERSIDAD DE MONDRAGON (O) 3, UNIVERSIDAD DEL PAIS VASCO (O)3	Researchers from Università Milano-Bicocca
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	teforeducatio n.gov.mt/en/ Pages/default t.aspx		
MLG/horizontal – civil society organizations (e.g.NGOs/CBOs/CSOs)	not applicable	Caritas (f)4, ONCE(f)4, APNABI (F)4, GORABIDE (F)4, GIZAKIA (F)4	NA
MLG/horizontal – sustainable development agents	not applicable	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4, DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4	NA
Current developmental stage of collaborative interactions	3	3	3
Relevant practice	The Human Rights Directorate handle the administrative aspect of the I BELONG Program, with assistance from Student Outreach Department at MCAST and the equivalent at University of Malta (UM).	DUAL TRAINING FOR PEOPLE WITH INTELLECTUAL DISABILITIES FORMACION DUAL From the government of Spain, there are some measures articulated to facilitate the labor insertion of people with special educational needs. The economic benefits that replace wage income in Spain can be categorized differently according	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 as well as development of individual talents are taken care of, just like frailty is supported through the search

MCAST and UM provide lecturing staff for Stage 1 (MCAST) and Stage 2 (UM). The program 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' Program 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

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 centers, which aim to provide occupational therapy and personal and social adjustment for those

for adequate teaching methodologies and strategies and appropriate compensatory or dispersive 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 a co-responsibility and they co-learn jointly. Inclusion as a resource has pointed out the need to get to know the

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

who cannot be integrated into other schemes;

2. Special Employment Centers, 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 labor integration of people with fewer opportunities, several legal instruments of positive discrimination have been implemented. These have been designed to promote employment in 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, 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.

population, some of whom had never experienced formal education. Moreover, the certificates obtained from the completion of this program can be used to obtain Long-Term Residence Status for Third Country Nationals, making it a relevant practice.

ordinary labor market. Other existing measures include the reserve quota (2% for companies with more than 50 workers) and its alternatives, labor 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.

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

organisation
al 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
Submidiaary
Legislation
605.06 in
determining
their
eligibility.

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

and-
Grants.aspx

Supplement
ary
Allowances
are
additional
monetary
funds
awarded to
students
facing
certain
circumstanc
es of proven
hardship,
including
financial
difficulties.

[https://educa
tion.gov.mt/e
n/studentsgr
ants/Pages/O
ur%20Service
s/Supplemen
tary-
Grants.aspx](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.

INTERNAL EFFICIENCY WITH FOCUS ON TEACHERS/TRAINERS/OTHER PROFESSIONALS

MLG/vertical – Transnational	Erasmus+ KA1 VET, HE and International Credit Mobility that allow MCAST staff to participate on mobilities in Programme and Partner countries with the aim of Training and Teaching. MCAST is also	SEPIE (d)4 CEDEFOP (a)2 EFVET (o) 1YES FORUM(o)1, TKNIKA(a)3 http://www.sepie.es/index.html https://tknika.eus/en/	EfVET events; ATEE events; ECER conferences; UNEVOC, CEDEFOP and ETF documents play an important role for Cometa in professional development of trainers
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partnered in
several
Erasmus+
KA2 Projects
that develop,
test and pilot
courses
aimed at
Trainers and
Teachers
including:

1. OPENSEL:
<https://www.facebook.com/Opensel-106904597523393/>

2. STEAM 4
SEN:
<https://www.steam4sen.eu/en/>

3. TreP-
Professional
Training in
Restorative
Practices:
<http://www.osmalta.org/TReP>

4. R.A.I.S.E
(Raising
Awareness
and Interest
in STEAM
Employment
) Project:
<https://raiseprojecteu.com/>

5. InTraRed-
Innovation
Transfer
Ready SMEs
(partner):
<https://www.i>

ntrared.eu/en/

MLG/vertical – National

The following organisations are involved in the development of related regulations and training:

1. <https://lifelonglearning.gov.mt/>

2. <https://jobsplus.gov.mt/courses>

3. <https://www.mcast.edu.mt/wp-content/uploads/PD6-E16-20-Bachelor-in-Vocational-Education-and-Training-Honours.pdf>

4. <https://instituteofeducation.gov.mt/en/Pages/Prospectus/Prospectus%202021-22.aspx>

5. MCAST – e.g. <https://www.mcast.edu.mt/2021/05/24/graduates>

DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERNMENT (d)4, DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERNMENT (D)4 <https://www.sepe.es/HomeSepe/> <https://www.lanbide.euskadi.eus/inicio-lanbide/> <https://www.lanbide.euskadi.eus/formacion-lanbide-/informacion/formacion-ofrecida-por-lanbide/> <https://www.dema.eus/categoria/desempleo/empleo-y-formacion/> <https://web.bizkaia.eus/es-/formaci%C3%B3n>

National events and courses

-of-myear-
course-
eligible-for-
permanent-
teachers-
warrant/
Learning
Support
Educators
(LSEs)
support
students in
Primary,
Secondary
and certain
Post-
Secondary
education
institutions
(e.g. MCAST).
The
conditions
and
obligations
of LSEs are
defined by
the Malta
Ministry for
Education in
liaison with
the union
representing
LSEs:
<https://education.gov.mt/en/Documents/Sectoral%20Agreement.pdf>
Training and
progression
for LSEs is
based on the
successful
completion
of the

courses listed below. Such training programmes are offered by both public and private training providers. The below links feature the training programmes available at MCAST:

1. <https://shortcourses.mcast.edu.mt/course/208>
2. <https://shortcourses.mcast.edu.mt/course/209>
3. <https://shortcourses.mcast.edu.mt/course/210>
4. <https://shortcourses.mcast.edu.mt/course/393>

MLG/vertical – sectoral

There are no specific requirements for CPD, however IVE related staff are highly encouraged by the institution to

DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4, DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE

Collaborations are active with Universities through specific projects for educational staff professional development

continuously participate in several CPD sessions. Methods institutions use to encourage staff to participate in CPD includes:

1. making CPD sessions free and regularly available
2. allowing staff to take special paid leave to participate in CPD in Malta and abroad
3. promoting CPD sessions offered by external providers and funding staff participation when possible
4. subsidising or discounting MCAST short-term courses to staff members

GOVERNMENT (D)4
<https://www.sepe.es/HomeSepe/>
<https://www.lanbide.euskadi.eus/inicio-lanbide/>
<https://www.lanbide.euskadi.eus/formacion-lanbide-/informacion/formacion-ofrecida-por-lanbide/>
<https://www.dema.europa.eu/es/categoria/desempleo/empleo-y-formacion/>
<https://web.bizkaia.eus/es/-/formaci%C3%B3n>

MLG/vertical – regional

not applicable

DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3,

NA

		BASQUE GOVERNMENT (d)4 DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERNMENT (D)4 https://www.sepe.es/ HomeSepe/ https://www.lanbide.e uskadi.eus/inicio- lanbide/ https://www.lanbide.e uskadi.eus/formacion -lanbide/- /informacion/formaci on-ofrecida-por- lanbide/ https://www.dema.eu s/categoria/desemple o/empleo-y- formacion/ https://web.bizkaia.eu s/es/- /formaci%C3%B3n		
MLG/vertical – local	not applicable	X		NA
MLG/vertical – CoVE Management Board	These efforts are reflected in the MCAST Strategic Plan 2022-2027 and the MCAST Internationalisation Strategy: https://www.mcast.edu.mt/wp-content/uploads/MCAST-Strategy-22-27_CONSULT	X		NA

ATION_SPRI NG-2021.pdf			
Current developmental stage of collaborative interactions	3	3	2
MLG/horizontal – economic agents/business	<p>The below are only two examples of economic agents:</p> <p>1. Future Focus: https://futurefocus.com.mt/</p> <p>2. MLI: http://maltaleadershipinstitute.com/en/home.htm</p> <p>The complete list of courses accredited by the MFHEA, including courses related to IVE can be found here: https://mfhea.mt/list-of-licensed-providers-and-accredited-programmes/</p>	<p>DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4, DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4</p>	<p>Companies funding training initiatives</p>
MLG/horizontal – public	<p>1. Institute For Education:</p>	<p>DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3,</p>	<p>International institutions providing research material</p>

administration /public institutions	<p>https://instituteofeducation.gov.mt/en/Pages/default.aspx</p> <p>2. JobsPlus: https://jobsplus.gov.mt/courses</p> <p>3. Lifelong Learning: https://lifelonglearning.gov.mt/</p> <p>4. FSWS: https://fsws.gov.mt/en/Pages/default.aspx</p> <p>The complete list of courses accredited by the MFHEA, including courses related to IVE can be found here: https://mfhea.mt/list-of-licensed-providers-and-accredited-programmes/</p>	<p>BASQUE GOVERNMENT (d)4</p> <p>DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERNMENT (D)4</p>
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MLG/horizontal – universities/tertiary education institutions/research organizations	<p>1. MCAST: https://www.mcast.edu.mt</p> <p>2. University of Malta: https://www.um.edu.mt/</p> <p>The</p>	<p>UNIVERSIDAD DE DEUSTO (A) 4, UNIVERSIDAD DE MONDRAGON (O) 3, UNIVERSIDAD DEL PAIS VASCO (O)3</p>	<p>University of Bergamo; Turin; Cattolica; Bocconi</p>
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other VET providers

complete list of courses accredited by the MFHEA, including courses related to IVE can be found here:
<https://mfhea.mt/list-of-licensed-providers-and-accredited-programmes/>

MLG/horizontal – civil society organizations (e.g.NGOs/CBOs/CSOs)

1. Aditus Foundation: <https://aditus.org.mt/> Caritas (f)4, ONCE(f)4, NA APNABI (F)4, GORABIDE (F)4, GIZAKIA (F)4
2. The Malta Autism Centre: https://www.facebook.com/autismcentre.mt/about/?ref=page_internal
3. SOS Malta: <http://www.sosmalta.org/home?l=1>
4. Deaf People Association: <http://www.deafmalta.com/courses.html>
 The complete list of courses accredited

by the MFHEA, including courses related to IVE can be found here: <https://mfhea.mt/list-of-licensed-providers-and-accredited-programmes/>

MLG/horizontal – sustainable development agents	The complete list of courses accredited by the MFHEA, including courses related to IVE can be found here: https://mfhea.mt/list-of-licensed-providers-and-accredited-programmes/	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4, DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4	NA
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Current developmental stage of collaborative interactions	3	4	3
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Relevant practice	The Institute For Education in Malta provides CPD training	Since 2016, Cometa has also developed an applied-research Centre (Cometa Research) involving more than 20 internal teachers, tutors and staff as action-
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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 of the respective public institutions or government bodies. Participation in these CPD opportunities is free of charge.

researchers. Cometa Research has then consolidated a practice of research, consisting in training activities (Ph.D. courses, lunch seminars, 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.

**EXTERNAL EFFICIENCY WITH FOCUS ON
EMPLOYMENT RELATED TRANSITION (EG. CAREER
PERSPECTIVE/LABOUR MARKET MATCHING**

MLG/vertical – Transnational	1. Young Goes Further: https://www.mcast.edu.mt/young-goes-further/ 2. TreP– Professional Training in Restorative Practices: http://www.osmalta.org/TReP	SEPIE (d)4 CEDEFOP (a)2 EFVET (o)1 YES FORUM(o)1, TKNIKA(a)3 https://www.european-agency.org/country-information/spain/legislation-and-policy https://www.sepe.es/HomeSepe/	Traktion E+KA2 project, where Cometa has been involved
MLG/vertical – National	1. Lino Spiteri Foundation: https://linospiterifoundation.org/ 2. JobsPlus: https://jobsplus.gov.mt/ 3. Peace Lab: http://peacelab.org/services/	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERNMENT (d)4, DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERNMENT (D)4 https://www.lanbide.euskadi.eus/inicio-lanbide/ https://www.lanbide.euskadi.eus/formacion-lanbide/-/informacion/formacion-ofrecida-por-lanbide/ https://www.demas/categoria/desempleo/empleo-y-formacion/ https://web.bizkaia.eus/es/-/formaci%C3%B3n	NA
MLG/vertical – sectoral	not applicable	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERNMENT (d)4	NA

		DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4 https://www.lanbide.euskadi.eus/inicio-lanbide/ https://www.lanbide.euskadi.eus/formacion-lanbide-/informacion/formacion-ofrecida-por-lanbide/ https://www.dema.eus/categoria/desempleo/empleo-y-formacion/ https://web.bizkaia.eus/es-/formaci%C3%B3n	
MLG/vertical – regional	not applicable	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4 DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4 https://www.lanbide.euskadi.eus/inicio-lanbide/ https://www.lanbide.euskadi.eus/formacion-lanbide-/informacion/formacion-ofrecida-por-lanbide/ https://www.dema.eus/categoria/desempleo/empleo-y-formacion/	NA

		https://web.bizkaia.eu/s/es/-/formaci%C3%B3n	
MLG/vertical – local	not applicable	X	NA
MLG/vertical – CoVE Management Board	MCAST carries out tracer studies however such studies do not discriminate between inclusion students and not: https://www.mcast.edu.mt/2021/02/05/mcast-graduates-register-high-full-time-employment/?fbclid=IwAR3vDuMloP4KgV9LsxjHx_YseadYeODtN5GgKcyQNdFLxwiQBT7BVb1cDNg	X	Cometa has activated a Placement Office
Current developmental stage of collaborative interactions	3	4	3
MLG/horizontal – economic agents/business	The complete list of courses accredited by the	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERNMENT (d)4	Local companies; Gi Group; companies funding projects for employment of people with disadvantage.

MFHEA, including courses available to individuals from disadvantaged backgrounds :
<https://mfhea.mt/list-of-licensed-providers-and-accredited-programmes/>

MLG/horizontal – public administration /public institutions

<p>1. Institute For Education: https://instituteforeducation.gov.mt/en/Pages/default.aspx</p> <p>2. JobsPlus: https://jobsplus.gov.mt/courses</p> <p>3. Lifelong Learning: https://lifelonglearning.gov.mt/</p> <p>4. FSWS: https://fsws.gov.mt/en/Pages/default.aspx</p> <p>The complete list of courses accredited by the MFHEA, including</p>	<p>DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4</p> <p>DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4</p> <p>DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4</p> <p>DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4</p>	<p>Regione Lombardia</p>
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	<p>courses available to individuals from disadvantaged backgrounds :</p> <p>https://mfhea.mt/list-of-licensed-providers-and-accredited-programmes/</p>		
<p>MLG/horizontal – universities/tertiary education institutions/research organizations other VET providers</p>	<p>1. MCAST: https://www.mcast.edu.mt</p> <p>2. University of Malta: https://www.um.edu.mt/</p> <p>3. Institute of Tourism Studies (ITS): https://its.edu.mt/</p>	<p>UNIVERSIDAD DE DEUSTO (A) 4, UNIVERSIDAD DE MONDRAGON (O) 3, UNIVERSIDAD DEL PAIS VASCO (O)3</p>	<p>University of Bergamo</p>
<p>MLG/horizontal – civil society organizations (e.g.NGOs/CBOs/CSOs)</p>	<p>1. Aditus Foundation: https://aditus.org.mt/</p> <p>2. Platform Human Rights Organisation Malta: http://www.humanrightspatform.org.mt/members-item/foundation-for-</p>	<p>Caritas (f)4, ONCE(f)4, APNABI (F)4, GORABIDE (F)4, GIZAKIA (F)4</p>	<p>Contrada degli Artigiani, social cooperative from the Cometa network</p>

	shelter-and-support-to-migrants/		
MLG/horizontal – sustainable development agents	Sustainable development agents in Malta: - Ministry for Research, Innovation and the Coordination of Post-COVID-19 Strategy - Ministry for the Environment , Sustainable Development and Climate Change - Ministry for Energy, Enterprise and Sustainable Development Agents involved in employment transition: - Ministry for Inclusion and Social Wellbeing - Ministry for Social Justice, the Family and Children's Rights	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4 DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4	NA

- Ministry for Finance and Employment
- National Literacy Agency
- National Employment Agency
- Sustainable Development Network
- Circular Economy Malta

The agents listed above are involved in sustainable development and employment transition as indicated above. While definitely present, the day-to-day interaction between these agents is not always openly publicised. Often it is evidenced through collaboration between above agents on the development of policy and joint-participation

	in national initiatives.		
Current developmental stage of collaborative interactions	3	4	4
Relevant practice	<p>MCAST carries out a tracer study to determine a number of key factors including:</p> <ol style="list-style-type: none"> 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 <p>The outcome of this study informs the design of new courses, and restructuring or modification</p>	<p>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</p>	

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,

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

implementation of AI for more inclusive education and development of soft skills and awareness among educators and student engagement of non-traditional students.

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.

GIVE> FINANCING, FUNDING, COSTING AND BUDGETING

MLG/vertical –	MCAST	SEPIE (d)4	NA
Transnational	makes use of international funding schemes such as the Erasmus+ programme to finance several projects that improve the curricula on offer, the learning	http://www.sepie.es/index.html	

environment
 and staff
 members'
 skills and
 competence
 s. MCAST also
 makes use of
 other
 European
 funding,
 especially for
 improving
 the built
 environment
 on campus.
 Apart from
 Erasmus+
 MCAST also
 has the
 Applied
 Research
 and
 Innovation
 Centre
 (ARIC)
 whereby
 funds are
 sought from
 other
 funding
 programmes
 . Lecturers
 can also
 apply for and
 can be
 assigned
 research
 contact
 hours and
 can also seek
 such external
 funding.

**MLG/vertical –
National**

MCAST is a
 public body
 and
 therefore

DFB (d)4,
 LANBIDE(d)4, EBI
 (d)4, HETEL (a)3,
 BASQUE

NA

receives most of its funding through the National Government. Moreover, the government funds student internships that are vital for the practice-based VET form of education delivered at MCAST. The Government also funds several community-oriented programmes such as the I Belong Programme for refugees and immigrants and several schemes to assist young mothers, prison inmates and high-school drop-outs to return to education or improve future work prospects.

GOVERNMENT (d)4
DEMA (A)3, DFB (d) 4,
LANBIDE (D) 4,
FUNDACION
INSERTA (A) 4,
BASQUE
GOVERNMENT (D)4

MLG/vertical – sectoral	<p>MCAST has agreements with specific sectors such as the Health Sector, the Maritime Sector and the Agricultural Sector to allow for student placements as part of the students' curriculum.</p> <p>https://www.cedefop.europa.eu/fr/publications-and-resources/data-visualisations/apprenticeship-schemes/schemes/mcast-apprenticeships Student apprenticeships are typically financially covered by the employer and the government. As a mitigating effort to COVID-19, the Apprenticeship Recovery</p>	<p>DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4 DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4</p>	NA
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Plan has also been recently launched. Through this programme all financial costs will be absorbed by the government in order to encourage employers to take on students, thereby making it increasingly possible for all students, including disadvantaged ones to find apprenticeships and future employment: <https://www.mcast.edu.mt/2021/06/15/apprenticeship-recovery-plan/>

MLG/vertical – regional

not applicable

DFB (d)4,
LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERNMENT (d)4, DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERNMENT (D)4

Dote Lavoro: it is a specific funding provided by the Regional Government to VET centres based on the number of students

MLG/vertical – local	not applicable	NONE	NA
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MLG/vertical – CoVE Management Board	The MCAST management structure is as follows: Board of Governors Principal and CEO Deputy Principal Administration Deputy Principal Research and Innovation Deputy Principal Business Development and Quality Assurance Director Procurement Director Partnerships Office Director European Projects	X	Cometa has developed a specific sustainability mix based on public fundings, selling of the School-Enterprise products, fund-raising (public and private donors).
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Current developmental stage of collaborative interactions	3	4	3
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MLG/quintuple helix – economic	Leading businesses in the Maltese industry	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE	Private and Company donors
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agents/businesses

sponsor MCAST in several ways. Of note, companies often provide materials for students to use in the practical lectures (ex. Electronics companies providing switches to use by IET students). Companies also offer sponsorship for events such as the MCAST Freshers' Week held at the start of the academic year. The Malta Gateway to Industry (MG2i) is the commercial arm of MCAST. It offers bespoke courses catering to industry needs, the income from which has been used

GOVERNMENT (d)4
 DEMA (A)3, DFB (d) 4,
 LANBIDE (D) 4,
 FUNDACION
 INSERTA (A) 4,
 BASQUE
 GOVERNMENT (D)4

	for MCAST funding.		
MLG/quintuple helix – public administration and public organizations	As a public institution, MCAST is mainly funded by the Maltese Government. MCAST administrative employees fall under the Permanent Secretary of Public Services, while academic employees fall under the Ministry of Education.	DFB (d)4, LANBIDE(d)4, EBI (d)4, HETEL (a)3, BASQUE GOVERMENT (d)4, DEMA (A)3, DFB (d) 4, LANBIDE (D) 4, FUNDACION INSERTA (A) 4, BASQUE GOVERMENT (D)4	Regione Lombardia; Public foundations and Public Institutions funding innovation projects (CARIPLO Foundation; Intesa San Paolo; ...)
MLG/quintuple helix – universities/tertiary education institutions/research organizations	MCAST has several partnerships with Higher Education Institutions (HEIs) and VET providers for the Erasmus+ Programme, as well as a partnership with Northumbria University to deliver the Northumbria University Bachelor of Science (Honours) in	X	NA

	Nursing Studies.		
MLG/quintuple helix – civil society organizations/ community based organizations	not applicable	DFB (d)4, LANBIDE(d)4, BASQUE GOVERNMENT (d)4	NA
MLG/quintuple helix – sustainable development agents	not applicable	DFB (d)4, LANBIDE(d)4, BASQUE GOVERNMENT (d)4	NA
Current developmental stage of collaborative interactions	3	3 & 4	3
Relevant practice	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	ALREDY SENT	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

(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 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.

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.

4.2.2. The current developmental stages declared by specific functions are presented synthetically in the below table

Table 21 Current developmental stages by specific function declared by GIVE-CoVE partners

	MCAST	CENTRO SAN VIATOR	COMETA
SKILLS ANTICIPATION			
MLG/vertical – Current developmental stage of collaborative interactions	3	3	2
MLG/horizontal – Current developmental stage of collaborative interactions	3	3	3
SKILLS FORMATION – LEARNING PARTNERSHIPS			
MLG/vertical – Current developmental stage of collaborative interactions	3	3	3
MLG/horizontal – Current developmental stage of collaborative interactions	3	3	3
SKILLS FORMATION – CAREER GUIDANCE AND COUNSELING SUPPORT SERVICES			
MLG/vertical - Current developmental stage of collaborative interactions	3	4	3
MLG/horizontal - Current developmental stage of collaborative interactions	3	3	4
SKILLS FORMATION – INCLUSIO SPECIFIC SUPPORT SERVICES			
MLG/vertical – Current developmental stage of collaborative interactions	3	4	3
MLG/horizontal - Current developmental stage of collaborative interactions	3	3	3
INTERNAL EFFICIENCY WITH FOCUS ON TEACHERS/TRAINERS/OTHER PROFESSIONALS			
MLG/vertical - Current developmental stage of collaborative interactions	3	3	2
MLG/horizontal - Current developmental stage of collaborative interactions	3	4	3
EXTERNAL EFFICIENCY WITH FOCUS ON EMPLOYMENT RELATED TRANSITION (EG. CAREER PERSPECTIVE/LABOUR MARKET MATCHING)			

MLG/vertical - Current developmental stage of collaborative interactions	3	4	3
MLG/horizontal - Current developmental stage of collaborative interactions	3	4	4
GIVE> FINANCING, FUNDING, COSTING AND BUDGETING			
MLG/vertical - Current developmental stage of collaborative interactions	3	4	3
Current developmental stage of collaborative interactions	3	3 & 4	3

4.3. MATRIX state of the art at partner level

Table 22 MATRIX state of the art at COMETA level

COMETA

MATRIX dimension	Criterion	Governance essentials	Determinants developmental stage
Governance performance	Effective	Institutional arrangements	3
		Implementation	3
		Impact	3
	Efficient	Institutional arrangements	4
		Implementation	4
		Impact	4
	Participatory	Institutional arrangements	4
		Implementation	3
		Impact	3
	Collaborative	Institutional arrangements	4
		Implementation	3
		Impact	3

Governance strategic attributes	Accountable	Institutional arrangements	3
		Implementation	3
		Impact	3
	Anticipatory	Institutional arrangements	2
		Implementation	2
		Impact	3
	Entrepreneurial	Institutional arrangements	4
		Implementation	4
		Impact	4
	Agile	Institutional arrangements	4
		Implementation	4
			4
Regional development context	Holistic	Institutional arrangements	3
		Implementation	2
	Integrated		3
		Institutional arrangements	3
		Implementation	3
	Innovation driven		2
		Institutional arrangements	3
			2
	Social, economic, and territorial cohesion focused		2
		Institutional arrangements	2
		Implementation	3
			3

	Sustainable development supportive (environmental, economic and social sustainability)	Institutional arrangements	2
		Implementation	3
		Impact	2

Table 23 VET functional MLG at COMETA level

VET functional MLG: COMETA	MLG Vertical Determinants developmental stage	MLG Horizontal Determinants developmental stage
Skills anticipation	2	3
Skills formation – learning partnerships	3	3
Skills formation – career guidance and counselling support services	3	4
Skills formation – inclusion specific support services	3	3
Internal efficiency with focus on teachers/trainers/other professionals	2	3
External efficiency with focus on employment related transition	3	4
IVE Financing, funding, costing and budgeting	3	3

Table 24 MATRIX state of the art at MCAST level

MCAST			
MATRIX dimension	Criterion	Governance essentials	Determinants developmental stage
Governance performance	Effective	Institutional arrangements	3
		Implementation	2
		Impact	2

Governance strategic attributes	Efficient	Institutional arrangements	2
		Implementation	1
		Impact	1
	Participatory	Institutional arrangements	2
		Implementation	3
		Impact	2
	Collaborative	Institutional arrangements	4
		Implementation	3
		Impact	2
	Accountable	Institutional arrangements	4
		Implementation	3
		Impact	2
	Anticipatory	Institutional arrangements	3
		Implementation	3
		Impact	1
Entrepreneurial	Institutional arrangements	4	
	Implementation	3	
	Impact	2	
Agile	Institutional arrangements	4	
	Implementation	3	
	Impact	2	
Regional development context	Holistic	Institutional arrangements	2
		Implementation	4
		Impact	1

	Integrated	Institutional arrangements	2
		Implementation	4
		Impact	1
	Innovation driven	Institutional arrangements	2
		Implementation	3
		Impact	1
	Social, economic, and territorial cohesion focused	Institutional arrangements	2
		Implementation	3
		Impact	1
	Sustainable development supportive (environmental, economic and social sustainability)	Institutional arrangements	1
		Implementation	2
		Impact	1

Table 25 VET functional MLG at COMETA level

VET functional MLG: MCAST	MLG Vertical Determinants developmental stage	MLG Horizontal Determinants developmental stage
Skills anticipation	3	3
Skills formation – learning partnerships	3	3
Skills formation – career guidance and counselling support services	3	3
Skills formation – inclusion specific support services	3	3
Internal efficiency with focus on teachers/trainers/other professionals	3	3
External efficiency with focus on employment related transition	3	3

IVE Financing, funding, costing and budgeting	3	3
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Table 26 MATRIX state of the art at OMNIA level

OMNIA			
MATRIX dimension	Criterion	Governance essentials	Determinants developmental stage
Governance performance	Effective	Institutional arrangements	3
		Implementation	2
		Impact	3
	Efficient	Institutional arrangements	3
		Implementation	3
		Impact	3
	Participatory	Institutional arrangements	3
		Implementation	2
		Impact	3
	Collaborative	Institutional arrangements	3
		Implementation	3
		Impact	3
Accountable	Institutional arrangements	3	
	Implementation	3	
	Impact	3	
Governance strategic attributes	Anticipatory	Institutional arrangements	4
		Implementation	3
		Impact	3

Regional development context	Entrepreneurial	Institutional arrangements	3
		Implementation	3
		Impact	3
	Agile	Institutional arrangements	3
		Implementation	3
		Impact	3
	Holistic	Institutional arrangements	3
		Implementation	3
		Impact	3
	Integrated	Institutional arrangements	3
		Implementation	3
		Impact	3
	Innovation driven	Institutional arrangements	3
		Implementation	3
		Impact	2
	Social, economic, and territorial cohesion focused	Institutional arrangements	3
		Implementation	3
		Impact	3
Sustainable development supportive (environmental, economic and social sustainability)	Institutional arrangements	3	
	Implementation	3	
	Impact	3	

Table 27 MATRIX state of the art at SAN VIATOR level

SAN VIATOR

MATRIX dimension	Criterion	Governance essentials	Determinants developmental stage
Governance performance	Effective	Institutional arrangements	3
		Implementation	3
		Impact	2
	Efficient	Institutional arrangements	3
		Implementation	3
		Impact	3
	Participatory	Institutional arrangements	3
		Implementation	3
		Impact	3
	Collaborative	Institutional arrangements	3
		Implementation	3
		Impact	3
	Accountable	Institutional arrangements	3
		Implementation	3
		Impact	4
Governance strategic attributes	Anticipatory	Institutional arrangements	4
		Implementation	3
		Impact	3
	Entrepreneurial	Institutional arrangements	4
		Implementation	3
		Impact	3
	Agile	Institutional arrangements	4

Regional development context	Holistic	Implementation	4
		Impact	3
	Holistic	Institutional arrangements	3
		Implementation	3
	Integrated	Impact	3
		Institutional arrangements	3
		Implementation	3
	Innovation driven	Impact	3
		Institutional arrangements	2
		Implementation	3
	Social, economic, and territorial cohesion focused	Impact	3
		Institutional arrangements	3
		Implementation	3
	Sustainable development supportive (environmental, economic and social sustainability)	Impact	3
		Institutional arrangements	3
		Implementation	3

Table 28 VET functional MLG at COMETA level

VET functional MLG: SAN VIATOR	MLG Vertical Determinants developmental stage	MLG Horizontal Determinants developmental stage
Skills anticipation	3	3
Skills formation – learning partnerships	3	3
Skills formation – career guidance and counselling support services	4	3

Skills formation – inclusion specific support services	4	3
Internal efficiency with focus on teachers/trainers/other professionals	3	4
External efficiency with focus on employment related transition	4	4
IVE Financing, funding, costing and budgeting	4	3&4

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