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Capacity building in the field of Vocational Education and Training (CB VET)

Erasmus+
Enriching lives, opening minds

2021-2027

ENFP National Focal Points

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About CB VET

Capacity building projects are international cooperation projects based on multilateral partnerships between organisations active in the field of VET in:

- EU Member States
- Third countries associated to the Programme
- Third countries not associated to the Programme

CB VET projects aim to support the **relevance**, **accessibility**, **responsiveness** of VET institutions and systems in third countries not associated to the Programme

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Objectives

- **Build capacity of VET providers to strengthen cooperation between private and public stakeholders in VET** for demand-oriented and opportunity-driven VET interventions;
- Improve the **quality and responsiveness of VET** to economic and social developments to enhance the labour market relevance of skills provision;
- Align VET provision to **local, regional and national development strategies**.

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Thematic Areas – Focus on one or more

VET teachers/trainers professional development

Key competences, including entrepreneurship

Public Private Dialogue Partnerships in VET

Quality assurance mechanisms

Capacity Building in VET

Innovation in VET

Work-based learning (for young people and/or adults)

Green and digital skills for the twin transition

…

Skills matching with current and future job opportunities, including in promising value chains under development

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Activities

- Creating and developing **networks and exchanges** of good practice between VET providers
- Creating **tools, programmes and other materials to build the capacity** of institutions from third countries not associated to the Programme
- Creating mechanisms to **involve private sector** (design and delivery of curricula, work-based experience)
- **Developing and transferring pedagogical approaches**, teaching and training materials, including work-based learning, virtual mobility, open educational resources and better exploitation of the ICT potential
- Developing and implementing **international (virtual) exchange activities for staff** primarily

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Horizontal Aspects

Applicants are required to take into account:

Inclusion and diversity

Environmental sustainability

Digital dimension

Common values, civic engagement and participation

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REGIONAL PRIORITIES

Caribbean

- Priority will be given to regional projects (projects involving more than one eligible third country not associated to the Programme) or projects in least developed, lower and upper middle income countries;
- Priority will be given to projects that contribute to the respective geographic Multi-annual Indicative Programme322 at country or regional level.

You are encouraged to work with partners in the **poorest and least developed third countries not associated to the Programme.**

For least developed countries; migration priority countries, lower and upper middle income countries see the Programme guide – section "Eligible countries" (pages 36-37, English version)

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Eligibility criteria

Who can participate?

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What countries can participate?

- **EU Member States** (27 countries)
- **Third countries associated to the Programme** (6 countries) - North Macedonia, Iceland, Norway, Serbia, Lichtenstein and Türkiye
- **Third countries not associated to the Programme** (102 countries) - Regions 1,2,3,9,10 and 11

Indicative total budget
EUR 25 250 170 (call 2024)

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Regions Covered – Third Countries not Associated to the Programme 2024

1. Western Balkans (Region 1) - 7 066 939 €
2. Neighbourhood East (Region 2) - 3 599 898 €
3. South-Mediterranean countries (Region 3) - 4 000 000 €
4. Sub-Saharan Africa (Region 9) - 8 283 333 €
5. Latin America (Region 10) - 2 000 000 €
6. Caribbean (Region 11) - 300 000 €

Total 25 250 170 €

The full list of countries see the Programme guide – section "Eligible countries"

Region 2 except Belarus

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What types of organisations can apply?

Erasmus+ Programme Guide

Eligible participating organistions:

- Vocational education and training providers
- Other public or private organisations active in the field of VET or in the labour market (non-exhaustive list):
  - VET providers;
  - Companies, industry or sector representative organisations;
  - National/regional qualification authorities;
  - Employment services;
  - Research institutes;
  - Innovation agencies;
  - Regional development authorities etc.

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Consortium Composition

APPLICANT/ COORDINATOR	PARTICIPANT (full partner, affiliated entity or associated partner)
EU Member States (27) + **Third countries associated to the Programme (6)** Iceland Liechtenstein Norway North Macedonia Serbia Türkiye	**EU Member States (27)** + **Third countries associated to the Programme (6)** + **Third countries not associated to the Programme** in Regions 1, 2, 3, 9, 10 and 11 (see section “Eligible countries” in Part A of the Erasmus+ Programme guide) **Exception**: *Organisations from Belarus (Region 2) are not eligible*

Number and origin of participants

At least 3 countries and 4 partners

- At least 4 organisations
- From a mínimum of 3 countries:
  - 2 organisations from 2 different member states / associated to the programme
  - At least 2 organisations of at least 1 third country not associated to the programme

The number of organisations of a third country not associated to the programme must be equal or higher than member states or third countries associated to the programme

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To keep in mind!

Erasmus+ Programme Guide

ATTENTION: WHO CAN BE APPLICANT/COORDINATOR?

- Any public and private organisation active in the VET field and legally established in an **EU Member State or eligible third country associated to the Programme.**
- Organisations from third countries not associated to the Programme cannot be coordinators.

NOVELTIES:

- **Cross-regional projects are not eligible.**
- **“Multiple submissions” are now possible (one organisation can submit more than 1 application)**

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Snapshot of previous calls and running projects

Selection results 2022 and 2023

	2022	2023
Submitted projects	121	162
Inadmissible projects	4	2
Ineligible projects	23	15
Evaluated projects	93	145
Projects reaching threshold and above (60 points and more)	58	87
Selected/signed contracts	58	60 (but final number in February 2024)

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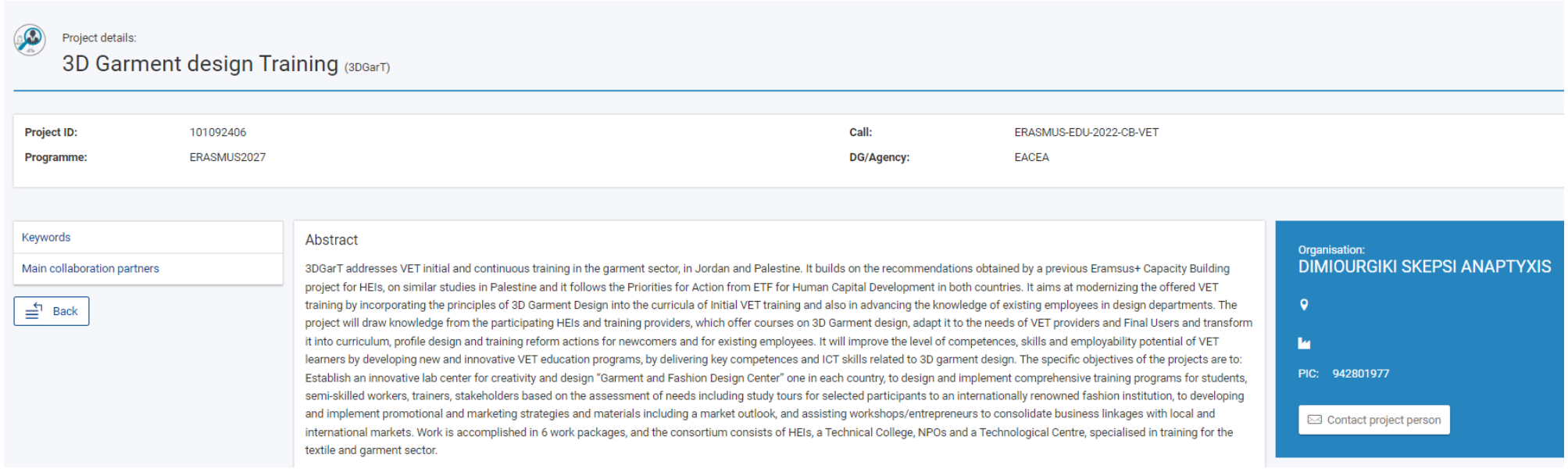
Running projects

- You can see the selected projects in the Funding & Tenders Portal call pages
  - 2022 - Funding & tenders (europa.eu) – Click on ‘Funded project list’ – 58 projects
  - 2023 - Funding & tenders (europa.eu)



Project details:

3D Garment design Training (3DGarT)

Project ID:	101092406	**Call:**	ERASMUS-EDU-2022-CB-VET
Programme:	ERASMUS2027	**DG/Agency:**	EACEA

Keywords

Main collaboration partners

Back

Abstract

3DGarT addresses VET initial and continuous training in the garment sector, in Jordan and Palestine. It builds on the recommendations obtained by a previous Eramsus+ Capacity Building project for HEIs, on similar studies in Palestine and it follows the Priorities for Action from ETF for Human Capital Development in both countries. It aims at modernizing the offered VET training by incorporating the principles of 3D Garment Design into the curricula of Initial VET training and also in advancing the knowledge of existing employees in design departments. The project will draw knowledge from the participating HEIs and training providers, which offer courses on 3D Garment design, adapt it to the needs of VET providers and Final Users and transform it into curriculum, profile design and training reform actions for newcomers and for existing employees. It will improve the level of competences, skills and employability potential of VET learners by developing new and innovative VET education programs, by delivering key competences and ICT skills related to 3D garment design. The specific objectives of the projects are to: Establish an innovative lab center for creativity and design "Garment and Fashion Design Center" one in each country, to design and implement comprehensive training programs for students, semi-skilled workers, trainers, stakeholders based on the assessment of needs including study tours for selected participants to an internationally renowned fashion institution, to developing and implement promotional and marketing strategies and materials including a market outlook, and assisting workshops/entrepreneurs to consolidate business linkages with local and international markets. Work is accomplished in 6 work packages, and the consortium consists of HEIs, a Technical College, NPOs and a Technological Centre, specialised in training for the textile and garment sector.

Organisation:

DIMIOURGIKI SKEPSI ANAPTYXIS

PIC: 942801977

Contact project person

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How to apply?

Call background and tips for preparing a good application

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Call information – Erasmus+ Programme Guide

Duration

1 or 2 or 3 years

Budget

Total EU grant for all projects:
25 250 170 €
Estimated EU grant per project: **from 100.000 € to 400.000€**
EU grant can cover maximum of 80% of a total budget of a project

Where to apply

Funding and Tenders opportunities portal

Call ID: ERASMUS-EDU-2024-CB-VET

Deadline

29 February at 17:00:00
(Brussels time - CET)

Usually you could expect selection results in July-August. If selected, contracts are signed until November.

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Financial mechanism – Lump Sum Type II

- Funding rules are set in the Erasmus+ Programme Guide
- EU grant is maximum 80% of the estimated budget.
  - Maximum EU grant: 400 000 EUR
  - Minimum EU grant: 100 000 EUR
- 20% - Contribution from sources other than the EU grant (own resources, financial contributions from third parties or income generated by the project)

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Feedback from our monitoring

A Good needs análisis helps to implement the project

quality > quantity (in the objectives, in deliverables, in the number of consortium members…)

Communication and dissemination from the first day

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How to find coordinator/partner

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How to find a coordinator or partners? (I)

1. If you already have contacts with VET providers in EU or third countries associated to the Erasmus+ Programme, get in touch with them **to check if they plan to apply** under this action.

2. Contact **European networks** of VET Providers (e.g. EVTA, EVBB, EfVET, EUproVET) and networks that represent higher education institutions also active in the field of VET (e.g. EURASHE, EUCEN).

3. Organization active in **lifelong guidance, counselling, learning mobility and career management** contact the European network Euroguidance.

4. Involve other organizations from your country – make your project stronger.

5. Involve other organizations from **other countries of the same region** – it might be they have contacts to organizations from EU/third countries associated to the programme.

How to find a coordinator or partners? (II)

6. Erasmus+ VET-related projects (2014-2020) on the Erasmus+ Project Results Platform. Please use the 'advanced search', selecting Erasmus+ Programme and within the different actions please focus on vocational education and training.

7. Use the section "*Partner search announcements*" - https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/how-to-participate/partner-search - in the Funding & Tenders Opportunities Portal (FTOP)

8. Contact VET experts from you country you know – it might be they help you to find a coordinator/partner.

9. **CEDEFOP – European Centre for Development of VET** https://www.cedefop.europa.eu/en , **REFERNET** – is a network of institutions. It provide information on national vocational education and training (VET) systems and policies in the EU Member States, Iceland and Norway. https://www.cedefop.europa.eu/en/networks/refernet/national-partners

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How to find a coordinator or partners? (III)

10. EPALE (Electronic Platform for Adult Learning in Europe) platform and/or you could register to the Community of European VET practitioners.

11. The Katapult Network includes a network and matchmaking tool to build relationships with new partners. The direct link to the matchmaking tool is here. How does it work?

12. If you are a member of the European Training Foundation (ETF) Open Space, you may look for partners there. In particular, you may contact the Network run by the European Training Foundation (ETF) that includes numerous VET centers in Europe and ETF partner countries as well as the ETF Quality Assurance forum that involves more than 20 countries. In this context, you may consult the ETF regions and countries.

13. Contact **National Erasmus+ Office** (see the list here), which may have received requests for cooperation from potential CB VET applicants.

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Useful tips

✓ **Be coherent:** avoid contradictions and “cut and paste” style applications

✓ **Be concrete:** use examples, justify your claims, provide evidence

✓ **Be clear**: read the questions carefully, provide information in the correct order as indicated in the form

✓ **Be explicit:** take nothing for granted; don't assume that experts have prior knowledge; avoid abbreviations or explain them

✓ **Be realistic:** the application is the basis of your project to be; it is also the cornerstone of the commitment you will sign

✓ **Remain focused**: concentrate exclusively on what is asked of you

✓ **Eligibility:** make sure you have followed all instructions and that the proposal meets all mandatory requirements

✓ **Keep it simple:** use short sentences, vary the length if you wish to make it more interesting but keep it simple and focused

Key Resources

- Erasmus+ Programme Guide – Call information and requirements
- Funding & Tender Opportunities Portal – To Apply, see running projects, finding partners…
- EACEA Website – Recordings of info sessions

Contact us! EACEA-EPLUS-CBVET@ec.europa.eu

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Thank you

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ANTILLEAN DIGITAL CULTURE

YOUNG ARTISTS TRAIN AND PROMOTE DIGITAL CULTURE IN THE CARIBBEAN

https://claudia.arcsculturesolidali.org/

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arcs CULTURE SOLIDALI

AHS asociación HERMANOS SAÍZ

Centro Nacional de Superación para la Cultura
MINISTERIO DE CULTURA - CUBA

Centro de Coordinación para la Colaboración Internacional a la Cultura Cubana

UCI Universidad de las Ciencias Informáticas

MINISTERIO de Cultura
REPÚBLICA DE CUBA

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CONSORTIUM

ARCS Culture Solidali, ARCS (Italy – coordinator) | D'Antilles et D'Ailleurs, D&D (Martinique, France) | Asociación Hermanos Saiz, AHS (Cuba) | Centro Nacional de Superación para la Cultura, CNSC – MINCULT (Cuba) | Universidad de Ciencias Informáticas, UCI (Cuba) | Ecole Supérieure d'Infotronique d'Haïti, ESIH (Haiti) | Dominica Arts and Crafts Producers Association, DACPA

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OBJECTIVES AND ACTIVITIES

To create, accredit, test, and scale a multi-level VET training program in Digital Culture tailored to the Caribbean region's specific characteristics in order to…

OBJECTIVES AND ACTIVITIES (CONT.)

OBJECTIVES	ADDRESSED THROUGH	BASED ON
Reinforce links: artistic VET <> labour market <> local, national, Caribbean digital transformation policy <> digital education <> community needs.	Conceptualization	MIPS, national legislation, local contexts

OBJECTIVES AND ACTIVITIES (CONT.)

OBJECTIVES	ADDRESSED THROUGH	BASED ON
Build capacities of consortium organisations and their staff ▲ inclusion (digital gap, mainstream gender inclusion, green & intercultural skills), ▲innovation (transnational and collaborative curricular development, region specific digital culture), ▲internationalization (transnational trainings, multi-language, multi-cultural, regional network) and ▲digital transformation (digital skills, equipment)	Contents / working methods / activity design	» Staff training » Learn-by-doing approach » Train-the-trainer approach » WP1 and management methodology » Collaborative processes

OBJECTIVES AND ACTIVITIES (CONT.)

OBJECTIVES	ADDRESSED THROUGH	BASED ON
Develop innovative and region-specific curriculum for digital transition creation of CLAUDIA course and teacher training - Caribbean specific digital culture course to implement within different types of VET contexts and organisations (multilevel, multi-certification, multi-accreditation to assure applicability in a wide range of contexts)	Activities (WP2, WP3)	» Course development: curriculum, training materials, accreditation and certification framework » Teacher training (40) and teacher guide » Guide for course integration in diverse institutional settings

OBJECTIVES AND ACTIVITIES (CONT.)

OBJECTIVES	ADDRESSED THROUGH	BASED ON
Improve key competences and links to labour market/communities of 40 VET students	Activities (WP4)	» Piloting of the CLAUDIA course » Collective virtual exhibition

OBJECTIVES AND ACTIVITIES (CONT.)

OBJECTIVES	ADDRESSED THROUGH	BASED ON
Awareness raising in local communities	Activities (WP4)	Internships based on digital culture project development linked to communities/placements taking into account intercultural and sustainable aspects (40 projects, one per student, promotional videos)

OBJECTIVES AND ACTIVITIES (CONT.)

OBJECTIVES	ADDRESSED THROUGH	BASED ON
Regional and cross-regional experience sharing and course multiplication	Activities (WP5)	» Local multipliers » Final conference (Havana) » Launching of the CLAUDIA network (& sustainability strategy)

WHERE ARE WE AT?

» Management, monitoring and evaluation has been successfully implemented to date

» Staff was trained in Dominica

» Course has been developed

» Teacher training has been designed – will be piloted by Cuban staff at the end of March and in Italy with all project staff mid-April

» Dissemination has been undertaken (visual identity, web, social networks and partner webs, presentation of the project in multiple academic and international conferences, in the LAC cluster in Panama, to the Trinidad and Tobago Commerce Representation Office in Cuba with link to arts, culture, crafts sector in CARICOM area, among other activities)

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THE CLAUDIA COURSE

COURSE CURRICULUM

(EN, ES, FR)

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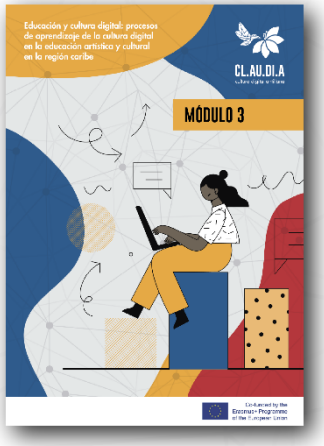
PLAN DE ESTUDIOS “CULTURA DIGITAL ANTILLANA”

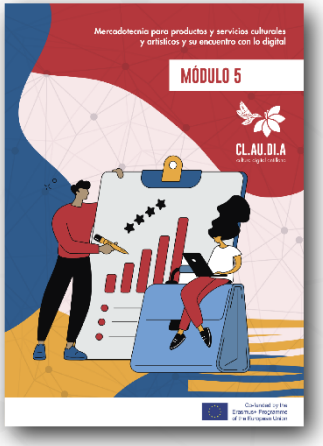
MÓDULO 01

MÓDULO 02



MÓDULO 03

MÓDULO 04



MÓDULO 05

MÓDULO 06

MÓDULO 07

ACREDITACIÓN Y CERTIFICACIÓN

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PLAN DE ESTUDIOS "CULTURA DIGITAL ANTILLANA"

Nivel de certificación 0 (autocertificación basada en horas de dedicación al estudio autónomo (EA))

Nivel de certificación 1 | **Nivel de certificación 2** | **Nivel de certificación 2**

[1] Horas de estudio autónomo (selección de lecturas, videos, investigación de webs, etc.)
[2] Horas de clases sincrónicas (hojas de método de actividades para ser lideradas por docentes)
[3] Horas de ejercicio de práctica autónoma (hojas de método de actividades para ser realizadas por el/la estudiante de manera autónoma)
[4] Prácticas
[5] Tutorías
[6] Memoria final
[7] CARICOM QUALIFICATION FRAMEWORK FOR TVET (Marco de cualificación para la educación y formación vocacional de CARICOM) se basa en un sistema de créditos equivalente al sistema europeo de transferencia de créditos (ECTS) en donde aproximadamente debe haber 10 horas clase por 15-20 horas de trabajo autónomo para un total de 25-30 horas de trabajo del alumnado.

Módulo	Total de horas	EA[1]	CS[2]	EPA[3]	P[4]	T[5]	MF[6]	Temas	Actividades sincrónicas y de práctica autónoma
Mod 1. Valores para una cultura digital caribeña inclusiva y sostenible: género, interculturalidad y medio ambiente en el Caribe (1 crédito)[7]	25	10	10	5				0. Introducción al curso "Cultura digital antillana" 1. Interculturalidad y cultura digital en el Caribe 2. Igualdad de género y cultura digital en el Caribe 3. Sostenibilidad ambiental y cultura digital en el Caribe 4. Casos de estudio de proyectos digitales inclusivos y sostenibles en el Caribe y la integración de valores en prácticas de cultura digital	· La tabla de la identidad social · Explorando mi identidad en mi creación artística · Entendiendo y evitando la apropiación y la tergiversación cultural · Desmontando estereotipos: identificación y análisis de imágenes sexistas en entornos online · Explorando el Atlas de Justicia Ambiental · Aplicando la sostenibilidad en la creación artística · Análisis de casos de cultura digital en el Caribe
Mod 2. Habilidades y herramientas para la promoción de la cultura digital: arte y cultura joven en el mundo digital, marcos competenciales, y estrategias de resiliencia digital en la región del Caribe (1 crédito)	25	8	9	8				1. Arte, juventud y cultura digital en América Latina y el Caribe 2. Marcos para el desarrollo de competencias digitales 3. Desafíos y estrategias de resiliencia digital en la región del Caribe	· Explorando ecosistemas digitales en prácticas artísticas · Evaluación y mejoramiento de competencias digitales mediante la exploración de diversos marcos competenciales y cursos · Transformación digital: evaluación y estrategias en el arte caribeño
Mod 3. Educación y cultural digital: procesos de aprendizaje de la cultura digital en las enseñanzas artísticas y culturales en la región Caribe (1 crédito)	25	10	10	5				1. El papel de la educación en la promoción de la cultura digital en el Caribe 2. Enfoques pedagógicos y procesos de aprendizaje para la enseñanza de la cultura digital 3. La educación digital en el Caribe: Algunas tendencias exitosas en el área, que contribuyen al desarrollo cultural y artístico 4. Integración de la cultura digital en los sistemas educativos formales e informales 5. Contribución a la formación de habilidades y desarrollo de capacidades para la producción cultural futura del Caribe	· Reflexión sobre el papel de la educación en la promoción de la cultura digital en el Caribe · Explorando enfoques pedagógicos en cultura digital · La educación digital en el Caribe: estudio de casos de éxito · Integración de arte/cultura en la educación digital · Prueba participativa · Diseñando y enseñando cultura digital en la comunidad
Mod 4. Participación y cultura digital: promoción de la participación digital para el desarrollo de proyectos (1 crédito)	30	10	15	5				1. Inclusión digital y compromiso en el Caribe 2. Estrategias para promover la participación digital entre las comunidades diversas 3. El papel de las plataformas digitales en el fomento de la participación cívica y la construcción de comunidades 4. Diseño e implementación de proyectos digitales para el desarrollo comunitario	· Curadores digitales · Seguridad digital y bienestar en el arte · El papel de las plataformas digitales en el fomento de la participación cultural y la construcción de comunidades · Creación colectiva digital · Conexiones artísticas caribeñas · Abordando desafíos digitales en el arte caribeño · Creación de estrategias digitales para fomentar la participación cultural en la comunidad · Soluciones digitales para el arte y la cultura
Mod 5. Mercadotecnia para productos y servicios culturales y artísticos y su encuentro con lo digital (1 crédito)	30	15	10	5				1. Características del mercado de productos y servicios culturales y artísticos y su encuentro con lo digital 2. El producto cultural en la era digital 3. El precio, la distribución y la comunicación de productos culturales en la era digital 4. Crear un modelo de negocio cultural para la era digital	· Estudio de mercado para productos culturales · Conceptualizando el producto cultural · Precio, distribución y comunicación de productos culturales en el entorno digital · Análisis de casos de estudio en modelos de negocio cultural digital · Diseño de un plan de negocio cultural utilizando el business model canvas
Mod 6. Ejercicio final transversal de los módulos: creación de exposición colectiva en realidad aumentada (1 crédito)	30			30				Introducción a SPARK AR Studio Exposición virtual colectiva con Virtual Art Gallery	
Mod 7. Incubadora de proyectos de Cultura Digital (5 créditos)	125				105	10	10	Práctica laboral, tutorías y elaboración de la memoria	
Total de horas	290	53	54	58	105	10	10		

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CHALLENGES

External

- » “So close yet so far” situation in the Caribbean (additional coordination to meet)
- » Travel budget very affected by touristic seasons (double the budget) – difficult pacing with project timeline (move planning around within project logic)
- » Security situation in Haiti (not go)
- » The US blockade on Cuba (flexibility and creativity)

Internal

- » Difference in partner sizes, reach, built capacity (support each other, put in the time to make up for the differences, empathy, solidarity)
- » Multiple working languages (go slow, use Googletranslate for emails)
- » Cultural differences, particularly in pacing and communication styles, channels, etc. (Whatsapp, monthly virtual meetings, bonding, patience, open-mind, flexibility)
- » Project management against deadlines (plan clearly and ahead, convey importance of deadlines, staff training in project management)

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Visit our website

https://claudia.arcsculturesolidali.org/

Feel free to download and use the CLAUDIA course!

(Available for download starting April 2024)

THANKS FOR LISTENING! ☺