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Q&A

Q: Any news how far is the process of launching the new Program that will follow the Erasmus+ one?

A: The multiannual financial framework of the European Union is the long-term budget of the EU. It sets the total spending of the European Union and includes information about expenses, financial projects and distribution of funds for different activities, in line with the priorities of the EU. The next multiannual framework will cover the **period 2021-2027** and it will also contain the funds for the Erasmus+ Program. According to the information published by the European Commission, on 30 May 2020, the Commission adopted its proposal to double the Erasmus programme budget which will reach 30 billion euros in the upcoming period. Further details on the multiannual financial framework, including **its timeline, can be checked [here](#)**.

Please note that in light of the upcoming multiannual framework, the European Union has launched the invitation to **apply for the 2020 Erasmus accreditation** in the fields of adult education, vocational education and training, and school education **for the Erasmus Programme 2021-2027**. Accredited Erasmus organisations will gain simplified access to Key Action 1 funding opportunities under the future Programme (2021-2027). All applications must be presented **by 29 October 2020 at 12.00**. More information can be found on the website clicking on this [link](#).

Q: I hear a lot about the European countries. I wanted to ask how we intend to pivot this in Africa.

A: Erasmus+ is open to many individuals and organisations, although eligibility varies from one action to another and from one country to another. Eligible countries are divided into two groups, Programme countries and **Partners countries (including countries in Africa)**. Although Programme countries are eligible for all actions of Erasmus+, Partner countries can only take part in some, and are subject to specific conditions. More information on eligibility is available on the pages for specific opportunities (both for individuals and organisations), as well as the Programme Guide.

Moreover, as discussed during the webinar, Africa is a very relevant continent for the EU and for the European Training Foundation (ETF) as a European Agency. For example, Morocco has already been invited to be a part of the ETF work and Tunisia recently asked to join as well. Furthermore, ETF received a request from the European Commission to do a mapping exercise of Centres of Excellence in sub-Saharan Africa in 10 different countries. This is not validated yet, but maybe from September onwards ETF will be able to work more in Africa as well.

Q: ETF said one of its focus areas is digitalisation. Do you have benchmarks and indicators in regards to digitalisation? How does ETF measure/assess excellence?

A: ETF considers excellence as a developmental process and commitment is crucial in this process. The dimensions of excellence are self assessed through the self assessment tool that ETF has developed. It sets clear indicators for each dimension, including digitalisation, to measure the level of development of the Centres of Vocational Excellence (CoVEs). ETF is looking at three different levels of development: foundation level, medium level and advanced level. Level is measured through the set indicators. Since the beginning of July 2020 ETF is testing the tool with four selected CoVEs, from the EU and also outside of the EU. There will be a second round of



testing also in Russian and French with a scoring element and then, in September 2020, ETF will be able to share the self assessment tool with everybody.

Q: How could a country become a partner of the European Training Foundation (ETF)?

ETF started with 17 countries outside of the EU, but there is the idea to expand. Countries which are interested in getting involved can contact ETF, that has already developed a template to be filled in to collect information about interested countries (“who they are” and “what they do”). Georgios Zisimos (Georgios.Zisimos@etf.europa.eu), ETF representative during the webinar, gave his availability to be contacted for more information on this issue.

Your Inputs and observations

Please access your Peer Learning Clubs Basecamp workspaces, share also there your thoughts and feel free to contribute with further discussions. Exchange your views with your peers and become one of the protagonists of the four final policy papers that will be published.

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- Bangladesh needs more attention on Training of Trainers (ToT) issues as this is considered as the manipulative issue for other issues.
- Could we start Mutual Recognition of Certification in Skills Occupations through online / blended learning, especially for those where all the learning domains can be assessed using a Learning Management System? Can we Introduce Entrepreneurship Education and certification mutually?
- Some common occupational standards need to be accredited internationally so that the diversity of the workforce will be increased and get decent work. Furthermore, common occupational standards could remove the workforce diversity. Regional qualification frameworks could be converted in international qualification frameworks. This could reduce the labour and costing of occupational standards prepared nationally.
- Considering that a weak point in my region (Constanta, Romania) is represented by the companies which are not open enough to enter the VET system, they are not motivated enough and their human resources are poor or have the minimum disponibility to develop collaborations with VET schools. We tried many ways to motivate them, but maybe they need more at the European level. Maybe we attract them in some European projects in order to give the VET students and to the communities what they need.

Main survey findings

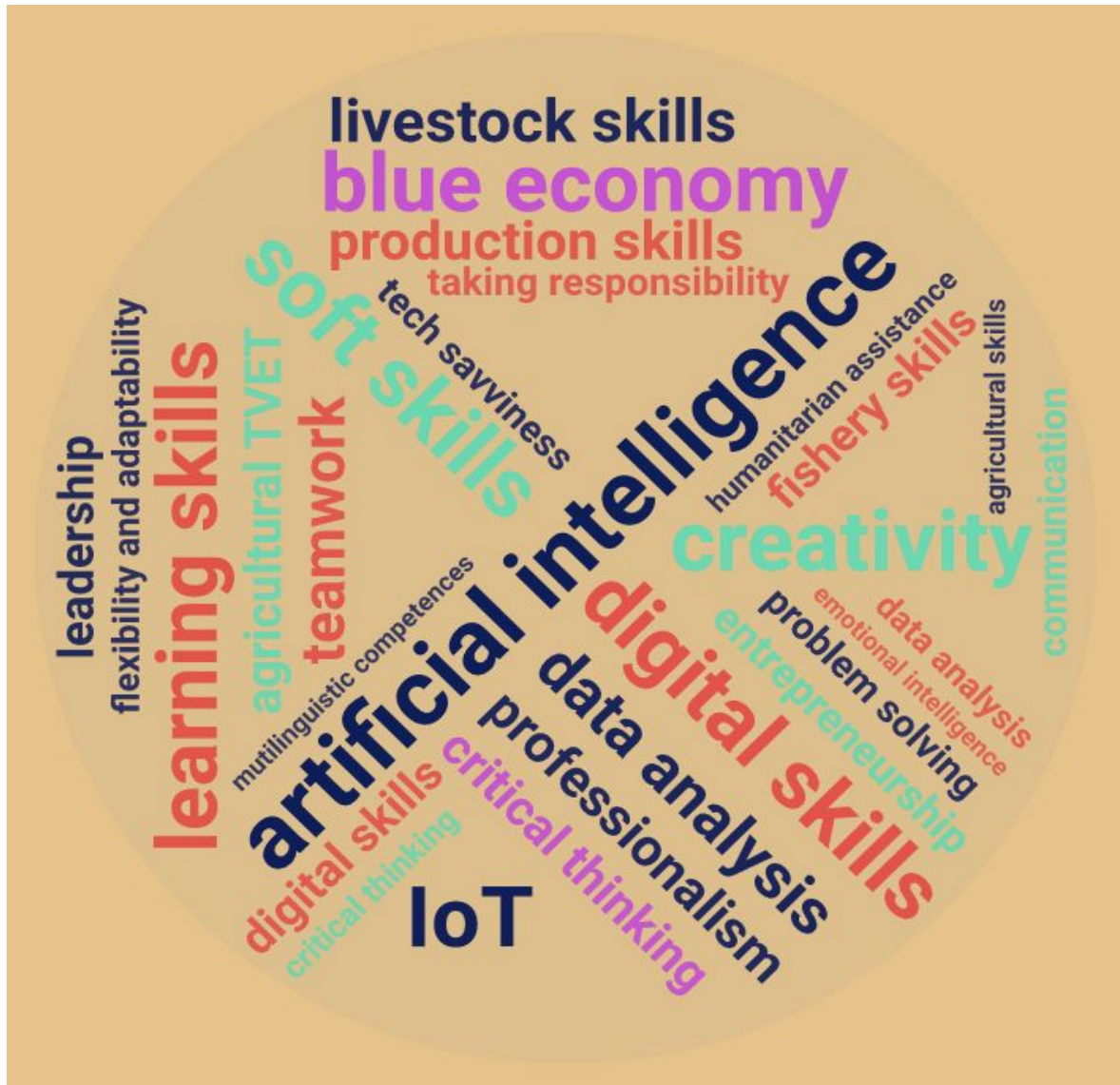
Which are in your opinion the most important challenges to face in relation to skills development and transnational cooperation?

- Ensure transnational recognition of skills and qualifications
- Study field-related activities in enterprises
- Creating schemes of transversal skills and learning applications
- New learning and teaching methods (new multidisciplinary curricula, learner-centered and real problem-based teaching and learning)
- Transnational exchanges of students, researchers, teaching staff and company staff

What are for you the three main future challenges in skills development and transnational cooperation?



What are for you the main emerging future skills in any sector?



Please, include any relevant comment/information you think is relevant

- Companies and institutions should start to think differently, but unfortunately they still have the same mind set and believe things will be back to normal at some point in time.
- We have to understand that humanity is in danger.
- I want to ask specifically that we create that bridge to engage the African community. We understand the limitations and issues that arise in such communities but what we are here to create a change and I think it is possible.
- Vocational training must be one step ahead of technological development in order to be able to prepare competitive workers for the labor market. Anticipating the need for qualifications and skills is very important.
- It is high time to focus on recognition of soft and transversal skills.
- Agricultural TVET and Research may be empowered.