



New Qualifications and
Competencies in TVET

GRÆDUCATION

Submitted by FIAP e.V., Greece

BILT Innovation and Learning Practice



In order to contribute towards modernizing and strengthening the Greek TVET system, the GRÆDUCATION project conducts research, development, and testing of educational services to improve the teaching of environmental professions in Greece. Aimed specifically at increasing training and opportunities in the renewable energy sector, the project wants to emphasize the dual aspects of vocational education and training to support partnerships between training institutions and the private sector. The project seeks to do so through co-creative Greek-German development of innovative curricula and knowledge transfer. Such efforts contribute towards the ongoing cultural reform of TVET in Greece, with the implementation of technical Green Skills helping to modernize the TVET system and support the attractiveness of TVET as an education pathway.

- Start date: 07/2017
End date: 08/2021
- Type of implementing institution:
Not for profit/NGO
- Target group:
TVET system in Greece and institutional level partners. Also, teachers, in-company trainers, TVET experts.

FIAP e.V., Greece

The Institute for Innovative and Preventative Job Design (FIAP e.V.) was founded in 2010 by a group of scientists from different disciplines who are connected by the questions and problems of a modern working environment. The institute carries out interdisciplinary research projects to investigate fundamental and applied problems in the field of job design.

Description of activities

GRÆDUCATION is a partnership between Greek and German TVET stakeholders. The project seeks to promote a cultural change towards modern and attractive TVET in Greece and to provide innovation impulses for both systems. GRÆDUCATION focuses on the following activities:

- Integrating green skills and innovative green technologies in curricula of engineering professions, and the digitalization of learning and teaching. The project started with the integration of green skills into a specific job profile (electrician) and continued with implementing green skills through a sectoral approach (sustainable construction/renewable energies).
- Promoting entrepreneurial skills for TVET students and developing new service ideas in the green economy.
- Improving the attractiveness of TVET through marketing campaigns and vocational orientation events in schools in cooperation with Greek enterprises, and improving career perspectives through cooperation with Greek enterprises.

Added value

What current challenges does your initiative address?

Greek society is still suffering from the effects of the economic crisis in 2008-2009. A modern, high quality and prospective TVET system should support national economic growth by providing young people with learning and employment opportunities. To promote and support socially and ecologically responsible community development, TVET systems should furthermore include sustainable options for learning, including opportunities for international collaboration to learn from other TVET systems. GRÆDUCATION seeks to meet these challenges via a Greek-German co-development approach.

Why is this initiative a success?

All project partners committed themselves to a co-creative development process aiming to find new approaches to modernize TVET culture and training programmes in Greece. Another crucial aspect for the success of activities was the collaboration in a network, which includes key actors from all levels (political, institutional, organizational, and practical level). The interdisciplinary perspective and objectives contributed to a holistic reform approach that provides significant innovation impulses for TVET systems in Greece and in Germany, who both learned as part of the process.

What is the added value of this example?

Co-creative Greek-German collaboration with impact on both TVET systems is an important added value, as well as the holistic approach that tries to contribute to competence development in sustainable societies. The international collaboration among teachers and experts widens the perspective in both countries and leads to completely new offers for trainings, which didn't exist before. Greek stakeholders are included in an open and collaborative innovation process that supports the development of customized training solutions.

Impact on curricula

What implications does this example have for current or future curricula?

One specific training curriculum for electricians (occupational approach) and one supplementary module on green skills for the construction and energy sectors (sectoral approach) already emerged from the collaboration in GRÆDUCATION and are implemented in TVET institutions across Greece. Currently, further modules for Greening, Digitalization and key competences in Entrepreneurship are developed and will be integrated in different curricula, system-wide.

How does this example impact TVET systems?

The occupational approach has national impact because the training programme for electricians, which includes new green skills, is now offered across Greece. The modules for sustainable construction developed via the sectoral approach are adaptable to different training regulations and therefore also have a system-wide impact. The project raised awareness of the benefits of green training programmes and inclusion of soft skills, which contribute towards a system-wide effect and promote a cultural change among stakeholders.

How does this example respond to industry and social demands?

The sustainability sector is an important contributor towards the health and performance of the Greek economy. The availability of professionally qualified specialists and innovative, sustainability-oriented entrepreneurship are the prerequisites for exploiting this potential. Companies in Greece indicate a lack of skilled workers in that field, and so TVET provides important support to address this imbalance.

Transferability

Which components of this practice may have practical value to other UNEVOC Centres/TVET institutions?

The holistic project approach, the development of common values and objectives, the co-creative and collaborative development of training offers are components that may have a practical value for other TVET institutions.

What challenges do you see if transferred to another context?

The process of collaborative development of sustainable, innovative and transcultural training services that fit into the local markets is a challenging and agile process. It needs a collaborative culture integrating all actors and a deep understanding of interactive, transcultural service development.

- Implementation partners:
Greece – National Employment Agency (OAED)
and Institute of Education Policies (IEP)
Germany – Chamber of Crafts (Münster)
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- For more information about this practice:
<https://graeducation.org/>
<https://fiap-ev.org>

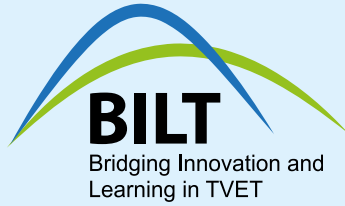
https://graeducation.org/wp-content/uploads/2019/06/TRANSITION_1-19-2.pdf
(in German and Greek only)

Part of the BILT project involves collecting Innovation and Learning Practices* that address systemic challenges within the five work streams of the project, with the purpose to understand what elements lead to their success and can be transferrable to other contexts.

Access more BILT Innovation and Learning practices in the thematic areas of:



*UNESCO-UNEVOC does not endorse any of the practices included in this database and is not responsible for their management or implementation.



The Bridging Innovation and Learning in TVET (BILT) project provides TVET stakeholders with a platform for exchange and supports them to address current challenges in TVET systems, which arise due to technological, social, environmental, and workplace changes.

Within BILT, the overarching thematic area is New Qualifications and Competencies in TVET, which is supported by four work streams:

- Digitalization and TVET,
- Greening TVET,
- Entrepreneurship in TVET, and
- Migration and TVET.

Through regular knowledge exchange, thematic project activities, and expert working groups, BILT offers opportunities for collaboration between UNEVOC Centres and TVET stakeholders in Europe, and a platform for bridging of innovation and learning between European UNEVOC Centers and TVET stakeholders in the Asia-Pacific and Africa regions.

The results of ongoing activities are accessible on BILT's web page and will be disseminated during a BILT Learning Forum.

The BILT project is carried out in collaboration with UNEVOC Network members, coordinated by UNESCO-UNEVOC with support of the German Federal Institute for Vocational Education and Training (BIBB), and sponsored by the German Federal Ministry of Education and Research (BMBF).

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