



ERASMUS+ EICON

Sixth transnational project meeting

4: Meeting focus „Transition & target scenarios“

Introduction to the topic

What is available?



1: Pedagogy & teaching
/ learning approaches



2: Technology &
infrastructure



5. Leadership



3: Links to
employment /
labour market



4: Stakeholder
involvement,
collaboration &
partnerships

Definition: Target Scenario

- A target scenario is a **desired future image** an organisation wishes to achieve.
- A target scenario is similar to a vision, but it is **an attainable picture of the future**, often linked to a concrete time horizon.
- In practical terms, a target scenario describes **where the journey is to go**.
- Example: *“In 5 years from now we will have ICT-based VET implemented in all programmes. This will encompass blended-learning in all subjects, computer-based simulator trainings as well as remote support via ICT during practice phases in companies.”*

EICON's contribution to target scenarios

- Increasing inclusive capacity does **not necessarily require** to use ICT
 - e.g. innovative pedagogical approaches, capacity building initiatives or approaches to change attitudes
- EICON'S project title contains: *"... with information and communication technologies (ICT)"* Although not in detail, EICON set **ICT as a key element** of any target scenario.
- At the same time, EICON does **not expect that ICT will be beneficial in all cases**. Rather, it is recommended that ICT should only be considered in those cases where technology can play its strengths.
- Conversely, this means that EICON cannot contribute if a VET organization aims at a target scenario that does not rely on ICT.

Definition: Transition Scenario

- While target scenarios are very common, it is often forgotten to mention **how these targets can be achieved** concretely.
- Transition scenarios must take into account **the specific starting point an organization takes** (the status-quo, for instance with regard to technological infrastructure, inclusive pedagogy, inclusive mindsets, openness for change etc.). All changes need to be planned from this baseline.
- Every organisation needs **individual solutions** for a suitable transition path that leads it from the current status to the desired status.



Pirilampo

(Firefly)

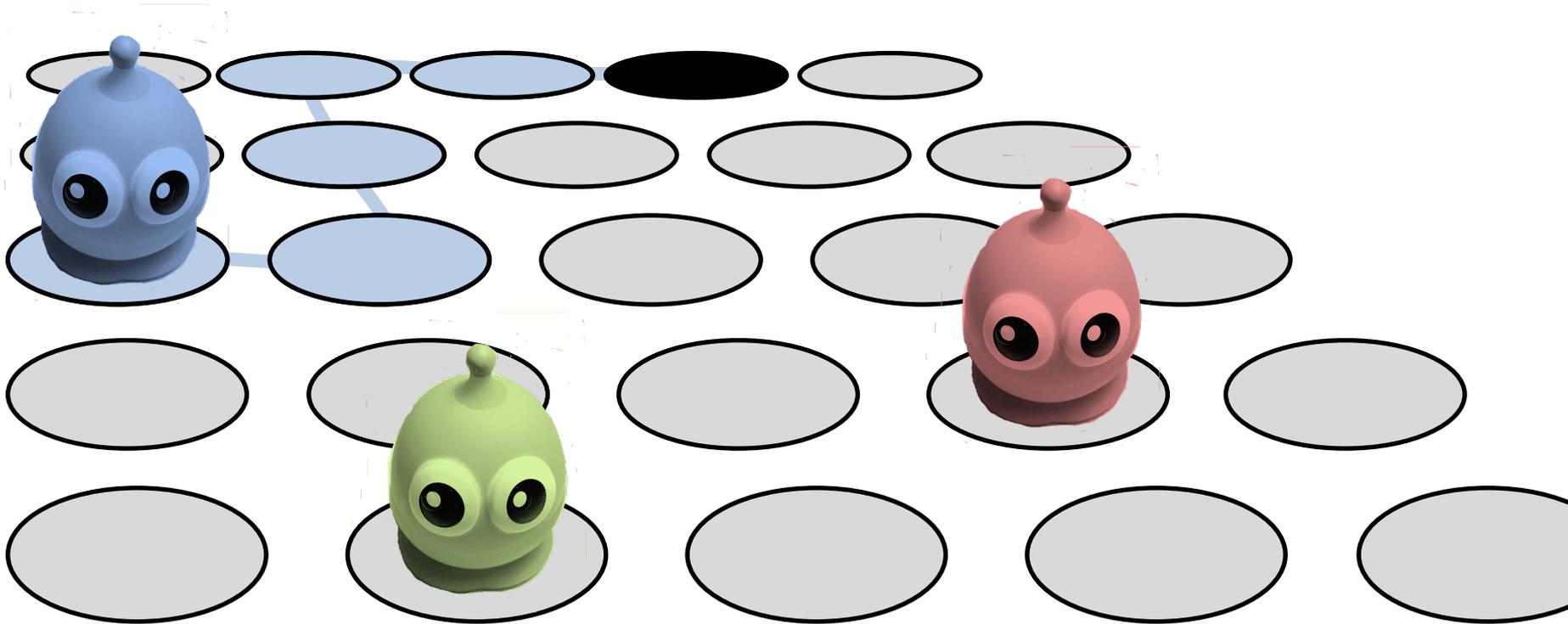


Solidarity campaign with national scope, in favour of CERCI's. The Pirilampo Mágico Campaign officially opened on 11 March 1987, and since then it has become one of the most participated solidarity campaigns in Portugal.

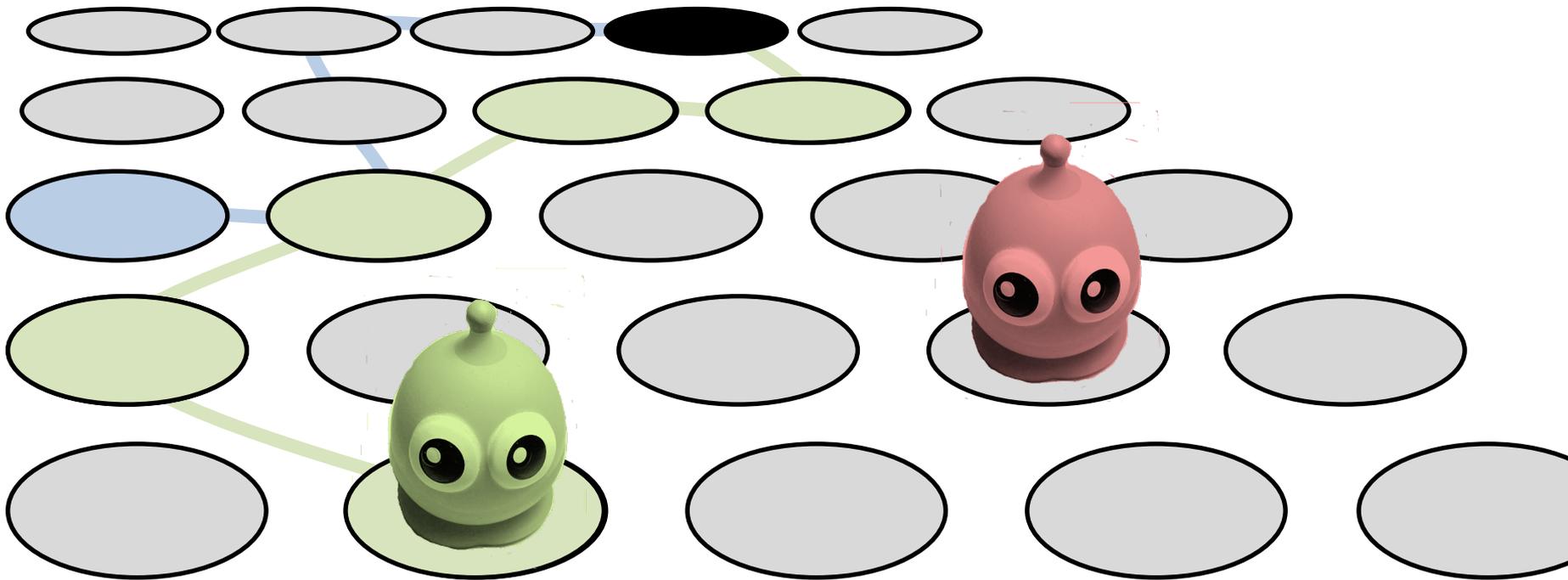


RELEVANCE FOR DIFFERENT VET ORGANISATIONS

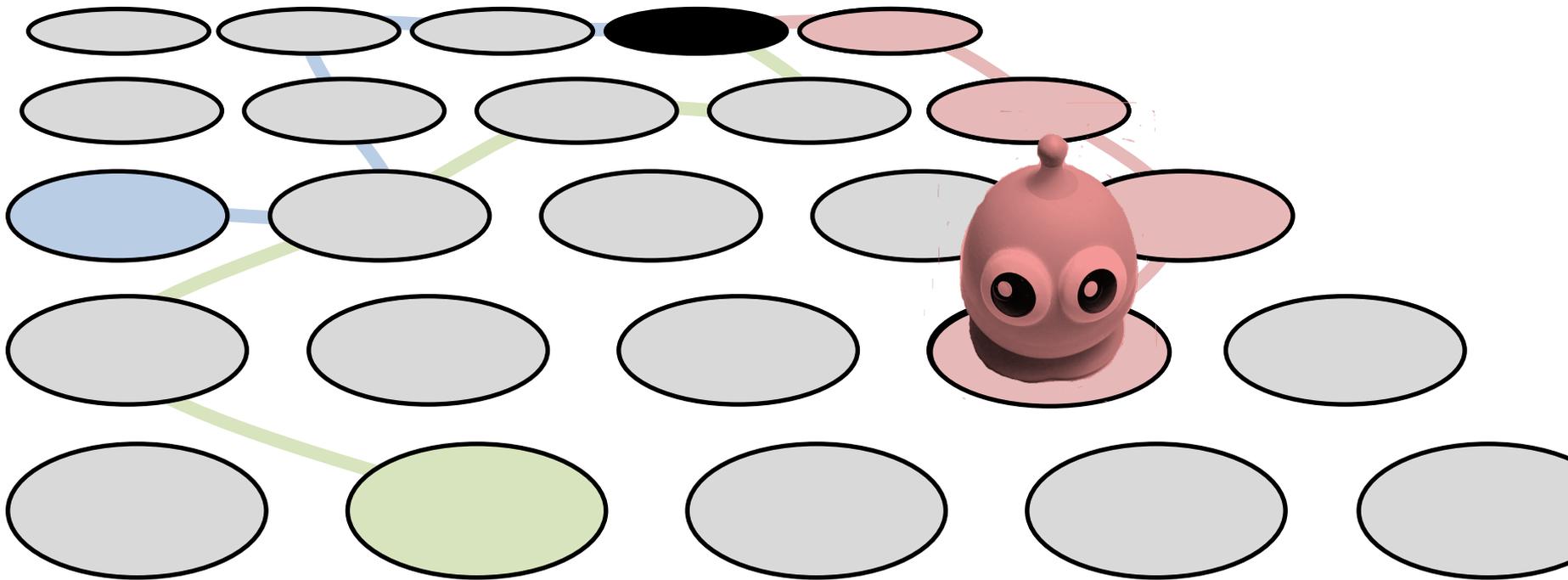
Same target – different starting points



Same target – different starting points



Same target – different starting points



How can EICON help to determine an organisation's specific starting point?

- With regard to **technologies**, the EICON checklists run users through a review of their current status quo
- Partly, also **organisational preparedness** is part of the EICON checklists
 - e.g. “Do you have procedures in place that ...”

Unfortunately, the situation is even more complicated ...

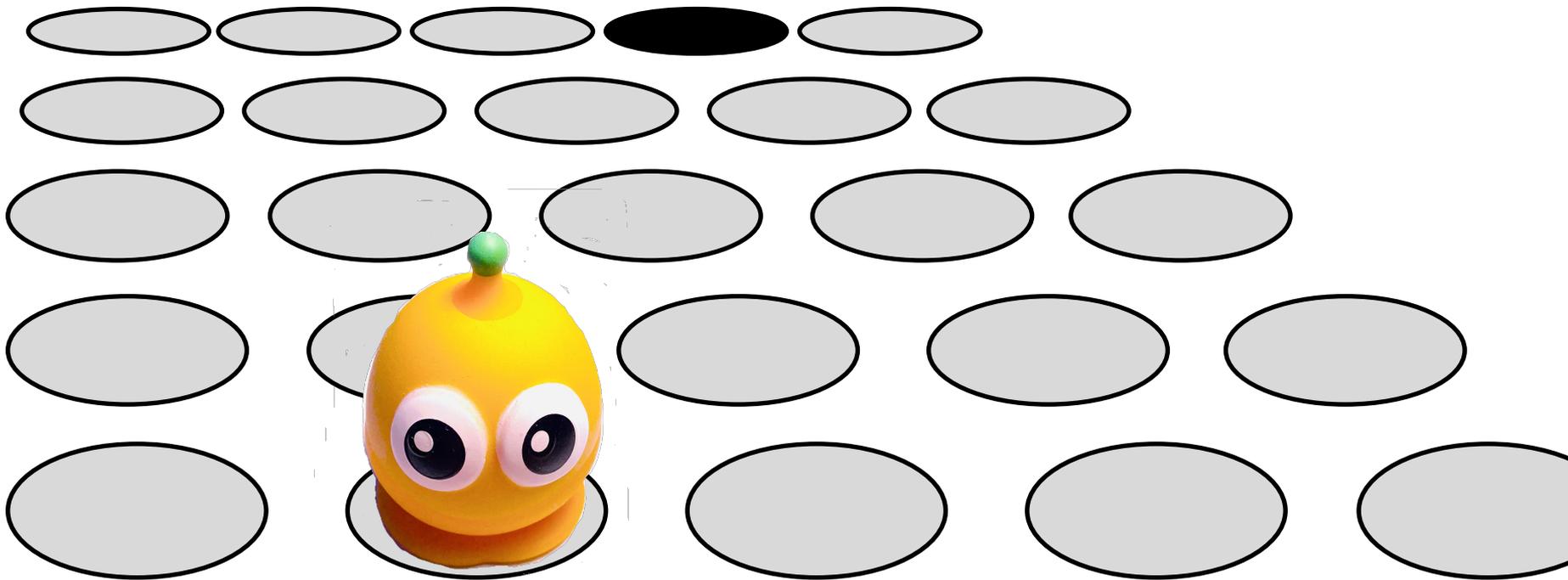
- For simplification, we assumed that different VET organisations might have the same target scenario
- This, however, is unlikely. If we look into the industry, we hardly find any two companies that have the same vision or the same plan what they want to achieve, e.g., in 5 years.
- Rather, each VET organisation will have also **an individual target scenario**
- This needs to be developed by each VET organisation by themselves



RELEVANCE FOR AN INDIVIDUAL VET ORGANISATION

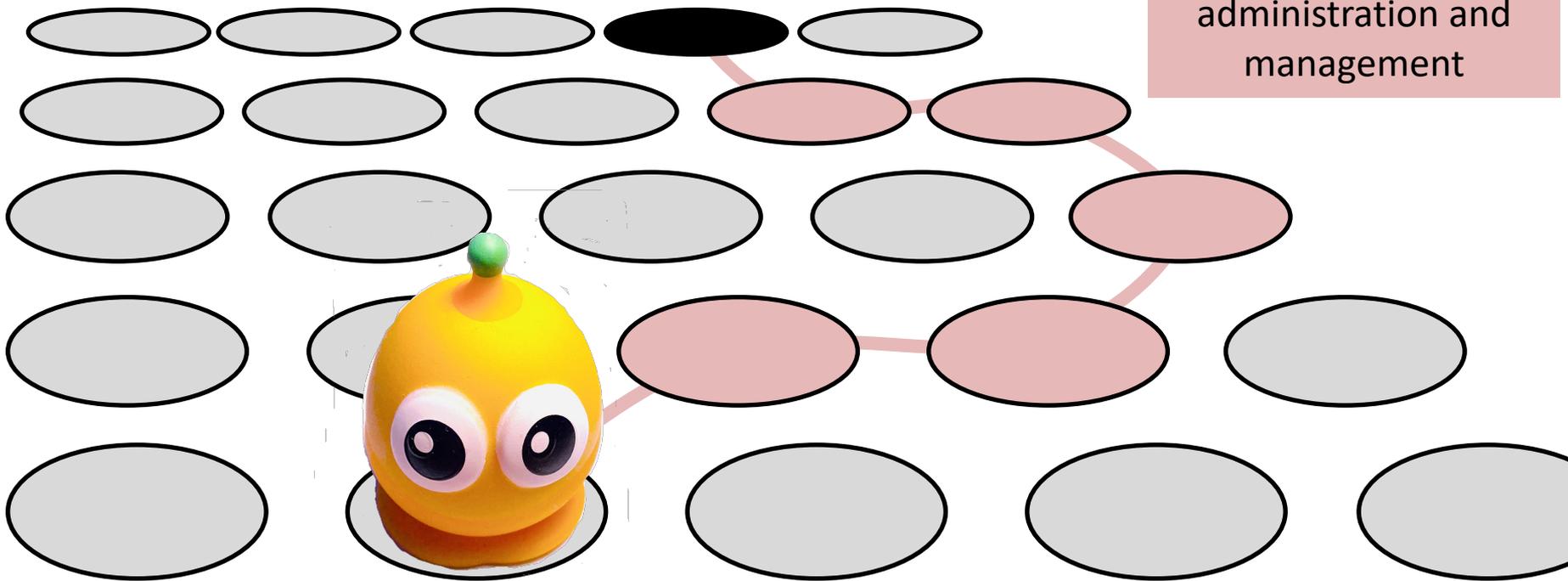


Same starting point and same target – but different transition paths



Same starting point and same target – but different transition paths

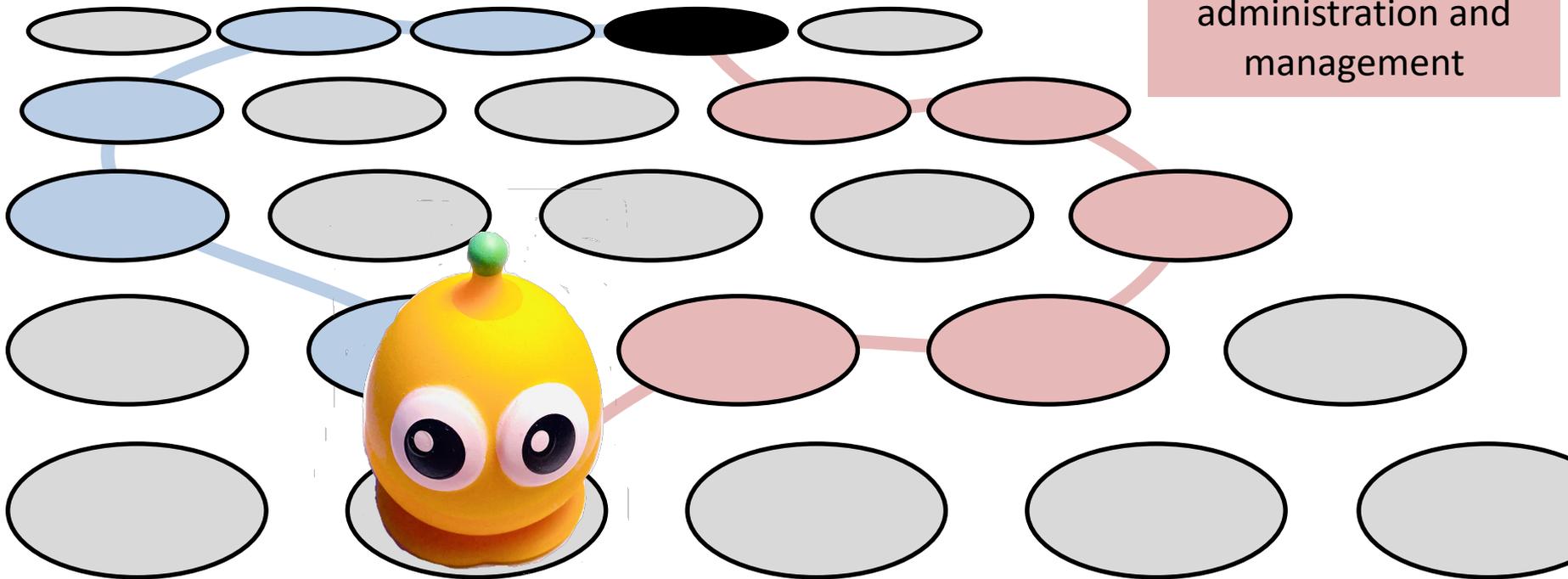
Implement ICT in a
class, expand it from
there to all classes,
finally onboard
administration and
management



Same starting point and same target – but different transition paths

Start a steering group with members from teaching staff, administration, management, parents and external stakeholders, define a set of pilot projects in all relevant areas, start, implement and assess them

Implement ICT in a class, expand it from there to all classes, finally onboard administration and management



EICON's specificity with regard to transition scenarios

- EICON places the **organisation as a whole** in the focus, and not just education and training practice, because inclusive capacity requires changes not just at classroom level.
- Implicitly EICON also promotes a **participatory approach**, i.e. transition scenarios that take the views and opinions of the relevant stakeholders into consideration.
 - Checklists should always be worked through together with a group of representatives of the different stakeholder groups. This is the only way to ensure that the different points of view and perspectives are properly taken into account in the design of the change process.



Transition management

- Different alternating stages are involved:
 - predevelopment phase,
 - take-off phase,
 - acceleration phase and
 - stabilisation phase

Transition management

- Different alternating stages
 - **predevelopment phase**
 - take-off phase,
 - acceleration phase and
 - stabilisation phase

To be determined from other sources:

- the level of **inclusive pedagogy** implemented already
- the human side, e.g. the teachers, students, parents etc., in general: **stakeholders' readiness** (e.g. inclusive mindsets, openness for change) for joining that journey

- Knowing exactly where you stand is the prerequisite for defining appropriate steps towards a goal.
- **Analyse the status-quo** of an organisation regarding its technological set-up and use of ICT to facilitate, support or safeguard inclusion.
- This analysis could be **part of the data gathering** in an organisation before any change processes are initiated or even decided.

Transition management

- Different alternating
 - predevelopment phase
 - **take-off phase,**
 - acceleration phase and
 - stabilisation phase

Do we have sufficient examples included?

- do the **questions contain ideas** by themselves (through appropriate phrasing)?
- do we need to **expand on more specific examples,** as we did for our first checklist?

- Questions in the various checklists **concentrate numerous ideas** on how ICT could be used in concrete terms to increase inclusion capacity.
 - When a checkpoint in a checklist asks whether a technology is capable of this or that, it is intended that the users of the checklist consider whether this idea would not also be suitable for implementation in their own organisation.
- Hence, checklists could **serve as a pool of ideas** informing the following implementation phases in the change process.