

TOWARDS DB TECH EUROPE:

a Don Bosco Network of
Vocational Excellence



DBWAVE

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INDEX OF ACRONYMS

C-VET: Continuing Vocational Education and Training	LTU: Learning and Teaching Unit
DB: Don Bosco	MSs: Member States
DBNs: Don Bosco Networks	NEETs: Neither in Employment nor in Education or Training
DBWAVE: Don Bosco Web for a more Accessible and inclusive VET in Europe	SDBs: Salesians of Don Bosco
EC: European Commission	ToTs: Training of Trainers
EU: European Union	T-VET: Technical Vocational Education and Training
I-VET: Initial Vocational Education and Training	VET: Vocational Education and Training
JSOs: Job Services Offices	WBL: Work-Based Learning
LLL: Lifelong Learning	

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PREFACE

Young people in Europe find themselves today, perhaps more than in the past, navigating a stormy sea. The covid-19 pandemic, the digital and ecological transitions, the precariousness and transformations of the world of work, the return of war in Europe: all of this has rapidly disrupted the apparent calm of the years following the global financial crisis and the evolution of the African and Middle Eastern conflicts of the first two decades of the 21st century.

In this panorama, the DB WAVE project represents a wave that does not want to submerge, but to accompany young people towards safe harbours and seas. DB WAVE is in fact an English acronym for ‘the Don Bosco Web for more Accessible and inclusive Vocational education and training (VET in the English acronym) in Europe’. The project was funded in 2019 by the European Union (EU) Erasmus+ programme. It was joined by 8 partners from the European Salesian network: 7 entities inspired by the Don Bosco experience that promote European VET in 6 European countries (Belgium, France, Germany, Italy, Spain, Hungary) and Don Bosco International, an office representing the Salesians of Don Bosco at the European institutions in Brussels.

The conception of this transnational collaboration was not a whim of improvisation, but the mature fruit of a cooperation that began ten years earlier. Since 2011, the project managers of Salesian schools and vocational training centres in Europe have been meeting annually, each year in a different country. This cooperation has multiplied international mobility opportunities for students and teachers and built a common sense of identity for the promotion of Salesian vocational education and training in Europe.

Meanwhile, through the presence of Don Bosco International at European platforms dedicated to these issues, the representatives of this network have participated in recent years in the activities of the **European Alliance of Apprenticeships**, the European Vocational Skills Weeks, the **Pact for Skills**, interacting with other European networks of VET providers and contributing to the formation of European policies in this sector.

Significantly, this DBWAVE project ended, after two and a half years made particularly difficult by the events described above, in 2022, proclaimed **the ‘European Year of Youth’**. This initiative of the European institutions aims to put the spotlight on the importance of European youth in building a better future: greener, more inclusive and more digital. While it remains to be seen whether the measures put in place live up to the proclamations and expectations, it must be acknowledged that in many European countries the **Sustainable Development Goals**, particularly those referring to education and the inclusion of young people in the world of work, are far from being achieved.

Among the indicators of Sustainable Development Goal number 4, the one dedicated to 'Quality Education', for example, we read: "By 2030, substantially increase the number of young people and adults with the necessary skills, including technical and vocational skills, for employment, decent work and entrepreneurship." And further: "By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the most vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations." Among the indicators of Sustainable Development Goal No. 8, the one dedicated to "Decent Work and Economic Growth", we can instead read: "By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value." And finally: "By 2020, substantially reduce the proportion of young people not in work, education or training."

Europe is not a monolith, so the situation of young people is different in the various countries (a fact, moreover, which is at the origin of many internal EU migrations), but these results are far from being fully achieved even at the level of the European average. In some contexts, there has not even been a significant trend of improvement in the first twenty years of this century. The pandemic and the events of the last two years have set a further setback, but the signs of stagnation were already present beforehand. Europe, on the other hand, is not a remote island. It must therefore question us that on 30 April 2021, the United Nations Economic and Social Council, in its report on progress towards the Sustainable Development Goals in the world, denounced the fact that in 2019, more than one in five young people in the world were not studying, working or training, "a proportion that has remained almost unchanged since 2005".

2022, however, is not only the European Year of Youth. For those involved in Salesian vocational education and training, **2022 is also the year of the 170th anniversary of the signing of the first apprenticeship contract mediated by Don Bosco.** On 8 February 1852 in Turin, in fact, the priest John Bosco intervened as guarantor in the signing of the contract for the young apprentice John Odasso, a carpenter. The contract, also signed by the employer and the apprentice's father, included a series of guarantees on wages, working hours, the rights and duties of worker and employer, rest time and respect for public holidays. A pioneering contract for Turin and for Italy at that time.

After promoting the employment of the young people who attended his oratory through the formula of apprenticeships in local companies, Don Bosco made the choice to promote himself the training necessary to facilitate this transition of young people towards decent employment. 2023 will therefore be the year in which we celebrate the 170th anniversary of the opening of the first Salesian vocational training workshops ('schools of arts and crafts') at the Valdocco house in Turin.

Since then, this experience has expanded to the five continents. Today, the world network of Salesian vocational education and training already counts on some regional or continental networks, such as Don Bosco Tech Africa, Don Bosco Tech India, Don Bosco Tech ASEAN, while the respective networks for America and Europe have yet to be formalised. On the other hand, there have already been European networks of vocational training providers on this continent for some thirty years (practically since the European Communities became a European Union). A step in this direction by individual centres and national VET networks in Europe is therefore consistent with a broader movement towards greater synergies and fruitful coordination of these experiences.

The results of the DBWAVE project's surveys on the educational success of the beneficiaries of Salesian vocational training in Europe, illustrated in this publication, indicate that almost 90% of these young people, one year after completing this training, are continuing their studies towards higher qualifications or working with a stable contract. While we dream of further increasing these results, we recognise the important contribution that this educational alliance is already making for young people in Europe. However, we aim to always accompany the promotion of young people's employability with the promotion of their integral human development.

We dream of a DB Tech Europe which, in a European ecosystem of actors already engaged in this same field, is recognised for the care we place on the letter 'E' of the English acronym VET: Education. We propose to fulfil this mission inspired by Don Bosco's experience and attentive to the challenges of our time: caring for the educational environment of our educational offer, placing at the centre the person of the young person and the development of all his or her dimensions, including the spiritual one, caring for the lifelong training of teachers, promoting an inclusive education of excellence, reaching out to the most vulnerable and marginalised young people, developing internationalisation strategies, monitoring the educational success of our beneficiaries and taking care of relations with businesses, students' families, public authorities and all the actors in the educational ecosystem of the territories in which we are present. In the wake of the **Global Compact on Education** launched in 2019 by Pope Francis, in this journey towards a DB Tech Europe we are committed "to a more open and inclusive education, capable of patient listening, constructive dialogue and mutual understanding", together with all those actors willing to "form mature people, capable of overcoming fragmentations and oppositions and rebuilding the fabric of relationships for a more fraternal humanity".

Miguel Angel Garcia Morcuende SDB
General Councillor for Salesian Youth Ministry
President of Don Bosco International



VOCATIONAL EDUCATION AND TRAINING IN EUROPE: SETTING THE BACKGROUND

Though Europe is on track to meet its 2030 targets on education, progress is uneven on employment and meager on poverty reduction: in 2020, there were 96.5 million people in the EU at risk of poverty or social exclusion, representing 21.9% of the population (27.6 million of whom were severely materially and socially deprived), more than a quarter of the population in Romania (35.8%), Bulgaria (33.6%), Greece (27.5%) and Spain (27.0%), while EU youth unemployment is 22.7% (Eurostat 2021). At the end of 2020, nearly 725.000 more young people aged 15-29 were not in employment, education or training (NEETs) across the EU-27. In contrast to previous crises, the share of inactive NEETs increased twice as much as that of unemployed NEETs (European Parliament, Youth in Europe: Effects of COVID-19 on their economic and social situation, 2021).

There is a direct link between **Unemployment, Poverty and Social Exclusion**. As a result of growing unemployment, young people are experiencing increased levels of poverty and social exclusion. Social and professional inclusion through learning is in times of crisis one of the most important test benches for industrial companies in which the social exclusion begins to involve increasingly large groups of people. Young people, low-skilled workers, adults excluded by the labour market with enormous difficulties to get out of the state of need, without prospects, adequate professional skills and with reduced mobility.

Vocational Education and Training (VET), as a means to foster in particular vulnerable young people's social and professional integration, is a powerful agent of socialization: both initial TVET (I-VET) and continuing TVET (C-VET) share the dual objective of contributing to employability and economic growth, and of responding to broader societal challenges, promoting social cohesion in particular. In the case of disadvantaged groups, such as vulnerable and out of mainstreamed educational services youth, the relevance of VET can be increased by tailoring provision to their needs, by strengthening guidance and counselling and by providing them with the support they need. VET providers can play an important role both in shaping and implementing relevant policies.

The unexpected and violent **outbreak of the COVID-19 crisis** in February 2020, **highlighted, amplified and widened the pre-existing education inequalities** by reducing the opportunities for many of society's most vulnerable people, who need to be supported through holistic education programs and equal access to high-quality VET provisions (2021 Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience, 2021/C 445/13).

European VET providers have the potential to foster inclusion and employability, though the following problems inhibit their full contribution to quality and inclusive VET: VET suffers from a low recognition in society, mainly due to a false perception of lack of career prospects for

VET graduates. In many EU countries, VET providers have detected **an increasing need to improve the employability of especially young people in NEET situation**, who usually risk early school leaving and drop out for formal education. As highlighted by the European Skills Agenda, there is a huge skills mismatch between the labour market, and the new skills required and the training provided: “the twin green and digital transitions are reshaping the way we live, work and interact. The EU’s move to a resource-efficient, circular, digitised and climate neutral economy and the wide deployment of artificial intelligence and robotics are expected to create new jobs, while other jobs will change or even disappear”. There is still very little awareness of Lifelong Learning approach, and the need of continuous and comprehensive education and training opportunities, of integrated services and measures in order to foster young people towards a holistic social and vocational integration.

“Now, more than ever, **Europe needs a paradigm-shift on skills**” (European Commission, European Skills agenda for sustainable competitiveness, social fairness and resilience, 2020). VET schools and centres in Europe, in partnership with all the actors of the “socio-professional integration ecosystem” are crucial and have to fully understand their role, duties and responsibilities in order to support this paradigmatic-shift, from supporting learners to find a job, to provide them with life-long skills for work and life (ILO, Global framework on core skills for life and work in the 21st century, 2021).

Salesian of Don Bosco’s Institutions are active today in 134 countries all over the world, including 19 European ones. As vocational education and training (VET) providers, the Salesians of Don Bosco, founded as a society by Giovanni Bosco (also known as “Don Bosco”) in Turin, Italy, in 1859, formally started their activities in 1870, though Don Bosco himself was able to broker a first apprenticeship contract for a young person attending his informal VET courses already in 1852. Nowadays the Salesians’ VET centers are active in 108 countries, managing about 1845 technical schools and VET centers addressing more than 1.215.000 direct beneficiaries. By “**Salesian VET**”, this publication therefore refers to this worldwide network of educational and training institutions, numbering the Salesians of Don Bosco (SDBs) among the eldest, long-lasting and widest networks of training providers of the world.

In Europe, the Salesian VET counts on **196 VET Centers in 19 European countries** (including 13 EU Member States), **addressing 62.640 learners**¹ (90% of whom being vulnerable youth), with holistic education and VET Services in all the main professional sectors and economic areas. This integral educational offer includes:

- Vocational guidance, orientation and counselling services.
- Both initial and higher Vocational Education and Training, as well as adult education.
- Continuous vocational training paths tailored on the needs of industries and of actors of the private sector, building up partnerships with them.
- Accompanying measures and projects, run in partnership with social works and market actors, aiming to foster young people full social and vocational integration.

Salesian VET is well known in Europe, universally recognized by national and European stakeholders (policy makers, institutions, VET stakeholders and market actors) as a quality brand endorsed by organizations that, in the spirit of Don Bosco, provide at all levels holistic education and quality employment to the most vulnerable youth. According to the assessment done in 2021 on all the European VET Centers, **the average of the Salesian students’ formative success in Europe is the 88.5%**: after one year from their qualification/

¹ In 2021 the Salesian VET national platforms of Italy, Spain, Belgium, Germany, France and Hungary lead a thorough assessment of the European Salesian VET. A final report, published next April 2022 within the Erasmus+ “DB WAVE” project, coordinated by Federation CNOS-FAP, will include detailed statistics and data at national level on the VET Centres’ training offer (learners, services and VET courses, sectors addressed) and on the Salesian students formative success (n. of qualified students who, one year after their qualification/ diploma, are successfully employed or continued their studies).

diploma, the **34,46%** of qualified students have a stable occupation/job, the **54%** is continuing their studies towards a diploma or a higher VET path, while only the **7,3%** is still unemployed².

Most of the Salesian VET Centres in Europe are represented by formally established networks, representing them at the national or, as in the case of Spain, at the regional level. Most of the networks have been established with the explicit aim of formally representing their schools and VET centres; the level of representativeness and membership ranges from partner to partner, from a full legal involvement of the schools, VET centres and of their managers in the decision-making processes of the networks (Italy, France, Germany), to the simple consultation (Spain, Hungary) or to a substantial autonomy of the schools/VET Centres coordinated (Belgium).

The distribution of Salesian VET centres in Europe is clearly visible in the following chart:

N.	Country	N. of VET centres/schools	N. students
1	Albania	2	225
2	Belgium	18	10500
3	Bosnia	1	360
4	Croatia	1	150
5	Ireland	1	410
6	Kosovo	1	400
7	Moldova	1	200
8	Montenegro	1	130
9	Poland	6	400
10	Portugal	1	120
11	Czech Republic	1	250
12	Romania	2	610
13	Slovakia	1	350
14	Ukraine	1	120
15	Italy	63	15000
16	France	28	12000
17	Germany	10	3500
18	Spain	54	14120
19	Hungary	3	1800
TOTAL		196	60645

² The assessment has been done on a statistic samples of 5032 European young people who got their qualification diploma in 2020 and have been interviewed in 2021 in Italy, Spain, Germany, Belgium, France and Hungary.

Some of these centres have already decades of history, while others have been recently created. New ones are going to be opened and the demand for the provision of this educational offer is increasing across the European continent.

The scope of the services provided by the Salesian VET networks to their member schools and VET Centres is very comprehensive and includes:

- Support and coordination for the setting up of internationalization strategies, plans and projects and for the participation of VET schools to international initiatives.
- The continuous development of VET staff professionalism, qualifying and improving their educational, pedagogical, didactical and technical competences through training programs;
- Coordination for the continuous methodological, technical and technological development and improvement of the activities and services delivered by their members;
- Coordination of National wide initiatives and pilots;
- Information, awareness raising and dissemination of studies, research, pilot experiences;
- Providing advice and support concerning all issues specific to this level of education (administrative, legal, pedagogical, HR, finance, strategic policy);
- Representativeness and advocacy at national levels on behalf of their members;
- Exchange of information and policy matters with key stakeholders;
- Fine-tuning the stock management and infrastructural development in the technical schools;
- Coordination and innovation in the fields of school management and quality in VET;
- Consultancy, orientation and pedagogical Coordination;
- Provide a coordinated labour intermediation service through their Job Service Offices;
- Promote the relationship with companies in a work environment based in projects;
- Facilitate the presence in the market of the centres through corporate events related to VET;
- Grant application and management support for national and EU funds;
- Promotion of networking and partnership building at all levels.

3

IMPACT OF DBWAVE PROJECT: OBJECTIVES AND OUTCOMES

The DBWAVE project, whose acronym stands for *Don Bosco Web for a more Accessible and inclusive VET in Europe*, was conceived in 2018 by a group of 8 partners from the Don Bosco VET network in Europe. Indeed, since 2010, Don Bosco T-VET (Technical – Vocational Education and Training) providers in Europe have been meeting on a yearly basis, in contact-making seminars as a way of basic peer learning and comparison. Partnership building process for DBWAVE was agreed on the occasion of one of such meetings in November 2018 in Grasse (France). Partners then endorsed a four-folded strategy, in order to consolidate and realize:

- A.** A geographical balanced partnership on VET in Europe, which would be relevant for the needs analysed and likely to impact at policy level.
- B.** A solid long-lasting partnership based on mutual trust, as well as on the endorsement of a common Don Bosco VET vision and approach, focused on vulnerable youth's employability and social inclusion.
- C.** A balanced experience on VET at the EU level, including both partners with rooted experience in EU-funded actions and newcomers.
- D.** A complementary set of skills and competences with partners that developed effective EU VET tools and practice, so that all the project's partners would be able to lead peer learning in the different core actions envisaged.

The DBWAVE project was finally presented, approved and funded by the European Commission in 2019 under the Key Action 3 (Support to policy development and cooperation) of the Erasmus+ programme.

3.1. IMPACT OF DBWAVE PROJECT: OBJECTIVES

When DBWAVE was at the stage of its design, **challenges** were to be addressed and the urgency to implement this project was given by the EU scenario and the upcoming constraints, mainly in the field of skills employability and matching between, and/or the expected role and contribution of EU VET platforms. More specifically:

- There were considerable obstacles in the **dissemination** of EU policies and tools and many of DB T-VET did not know nor use those instruments.
- There was still **little awareness** of Lifelong Learning approach, and the need of continuous training, even for employed people.

- Even if partners were experienced in working with companies, it was identified an urgent need of increasing the **cooperation among stakeholders involved in training and employment**, in order to break the “silos mentality” and to embrace the mindset fostered, among other initiatives, by the Centres of Vocational Excellence.

Moreover, on the basis of the problems highlighted, **specific needs** were identified, such as:

- weak technical and operational competences of VET providers to meaningful contribute to policy development;
- weak connection between EU policies and tools developed in Europe and grass-root VET provisions implemented at national and regional level;
- a lack of planning approach and of structural multi-actor schemes of trans-border cooperation needed to set up and implement consistent strategies of internationalization.

The enhancement of Don Bosco network was therefore conceived to influence a factual contribution to the EU strategy for VET beyond 2020, in order to meet the expectations of the Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020, with an eye to the upcoming challenges (indeed, at a later stage the project partners also took into consideration the indications presented by the Osnabruck Declaration adopted on 30 November 2020 to agree on a new set of policy actions in VET for the period of 2021-2025). To contribute to the achievement of those objectives, **the DBWAVE**

Project aimed to:

- Contribute to enhance quality, inclusiveness, relevance and EU impact of VET provisions aiming to promote particular vulnerable youth livelihood through employability and social inclusion.
- Increase EU national networks of VET providers’ meaningful contribution to the achievement of the 2015-2020 mid-term deliverables in the field of VET set up in Riga. At the same time, to support EU policy reflection and to take action to enhance EU VET impact and relevance at grassroots’ National and Regional levels through mainstreaming quality and inclusive VET provisions for vulnerable youth and employability.

On the basis of the results to be achieved, DBWAVE endorsed a **four-folded strategy**:

1. Institutional and network building to enhance DB VET accountability, EU relevance, capacity to endorse a planning and development approach and get engaged in EU cooperation.
2. Comprehensive technical and operational capacity building of key VET staff through peer learning and ToTs (Training of Trainers).
3. Cooperative and mutual learning to develop, pilot and scale up VET tools and provision in 5 strategic areas (EU policies and tools, internationalization of the VET networks, JSOs – Job Services Offices and tracking VET graduates’ success, key competences in Lifelong Learning, digitalization and work-based learning).
4. Structured frameworks of cooperation to enhance engagement in EU cooperation and mainstream quality and inclusive VET in formal and non-formal VET settings.

3.2. IMPACT OF DBWAVE PROJECT: OUTCOMES

DB WAVE is a project co-planned by “Federazione CNOS-FAP” (Italy), together with “Don Bosco International” (Belgium, EU liaison office of the Salesians of Don Bosco) and 6 Salesian national VET networks/Provinces (“SMX Province” and “Tech Don Bosco” in Spain, “AMDB” in France, the German Province of the Salesians of Don Bosco, “DBOC” for the Dutch-speaking Don Bosco VET centres of Belgium and “SZIF” for Hungary.)

The project was coordinated by Federazione CNOS-FAP and co-funded by the Erasmus+ Programme of the European Commission. In the last two years and a half, the project represented an incredible means of comparison and cooperation and a concrete work programme, through which the representatives of DB VET Centres involved have been able to work together and make the necessary steps forward towards the building up of a European network of VET providers.

In general, DB WAVE promoted an educational response to increase the employability and social inclusion of young people through vocational education and training (VET). It all started from the idea that VET has a high potential to meet the two-fold objective of increasing young people’s employability and achieving their full social inclusion. It is clear that VET providers through EU platforms can promote inclusion and employability in European societies, though weak skills among learners, poor linkage between EU policies and VET provision on the ground, together with the lack of a planning approach at the different levels, inhibit their full contribution to those objectives.

In this scenario, the DB WAVE project was set up to:

- develop, pilot and replicate at national/regional level tools implemented and adapted by this European partnership in a collaborative way, in order to provide quality resources to facilitate the transition from education to work of VET students in Europe;
- integrate the acquisition of key competences and soft skills with a Lifelong Learning approach, sharing the Salesian preventive system and innovative methodologies.

Among the tools developed by the project’s partnership for the achievement of the above-mentioned objectives, there is a database to monitor the Training Success of Salesian VET students in Europe, which will allow its users to compare data at European level.

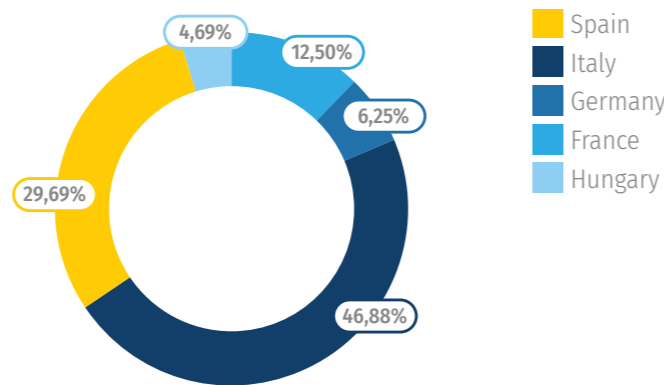
At the time of the project’s drafting, DBWAVE expected to impact on the long run about 60.000 learners and 7.000 VET staff in the EU through:

- Fostering quality, inclusiveness, EU relevance of VET provisions aiming to promote in particular vulnerable youth livelihood through employability and social inclusion.
- Stimulating EU policy reflection and increase national VET networks’ meaningful contribution and engagement (to achieve the 2015-2020 mid-term deliverables of VET set up in Riga).

The data collected by the project’s partners and listed in the following tables and graphics confirm that this potential is there and needs to be further developed.

VET CENTRES AND COUNTRIES DIRECTLY INVOLVED IN THE DBWAVE PROJECT

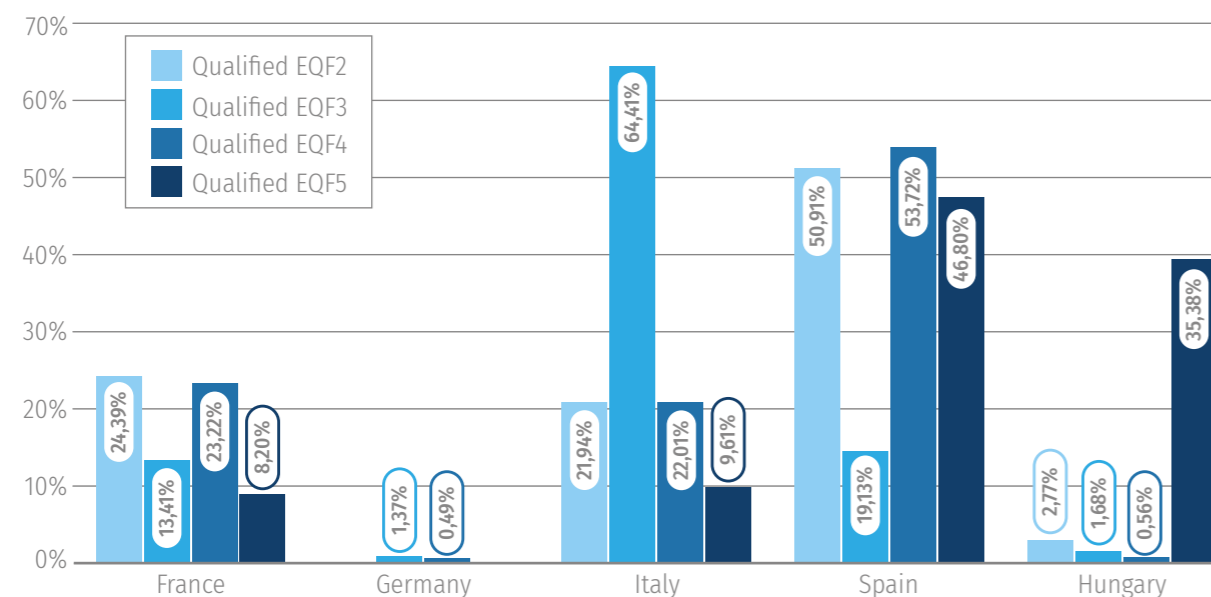
Country	N.	Percentage
France	8	12,5%
Germany	4	6,25%
Italy	30	46,88%
Spain	19	29,69%
Hungary	3	4,69%
TOTAL	64	100,00%



46.88% of the sample is represented by Italian VET centres (30), followed by Spain (19 = 29,69%), France (12,5% representing 8 VET schools), Germany (4 representing the 6,25%). Hungary closes the sample with its 3 VET schools (4,69%).

QUALIFIED/GRADUATED STUDENTS AND TYPES OF QUALIFICATION

COUNTRY	EQF2	EQF3	EQF4	EQF5	Total Qualified	Percentage
France	24,39%	13,41%	23,22%	8,20%	1.390	17,93%
Germany	0,00%	1,37%	0,49%	0,00%	34	0,44%
Italy	21,94%	64,41%	22,01%	9,61%	2.361	30,46%
Spain	50,91%	19,13%	53,72%	46,80%	3.179	41,01%
Hungary	2,77%	1,68%	0,56%	35,38%	788	10,17%
TOTAL	100,00%	100,00%	100,00%	100,00%	7.752	100,00%

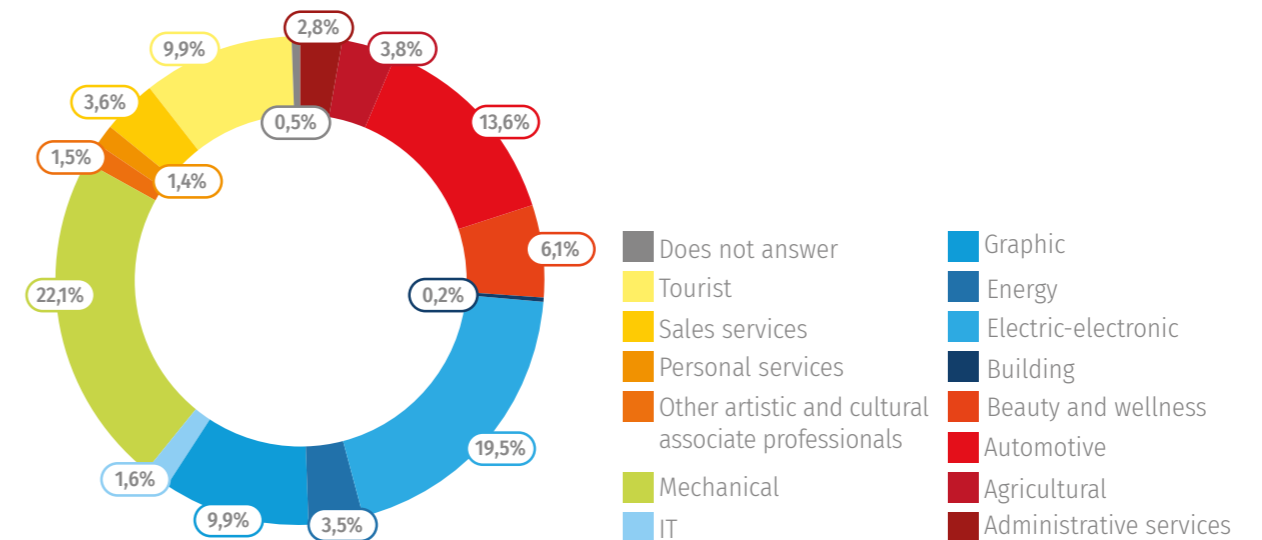


It is interesting to analyse the heterogeneity of the training offer in the 64 VET centres surveyed.

All of them declare to have EQF3 and EQF4 pathways, while EQF2 training pathways are provided by all of them except Germany, which declares not to have EQF5 pathways either. It is useful to note that, although the number of VET centres involved shows a predominance of Italian ones (46,88%=30 Italian VET centres reached), this imbalance is attenuated in the number of qualified students as the Italian percentage drops to 30%, while the 19 Spanish VET centres (29,69%) cover the 41,01% of the total sample. France (17,93%), Hungary (10,17%) and Germany (0,44%) complete the statistic.

VET Sectors involved

SECTOR	Number	Percentage
Administrative services sector	140	2,8%
Agricultural sector	194	3,8%
Automotive sector	686	13,6%
Beauty and wellness sector	308	6,1%
Building sector	9	0,2%
Electric-electronic sector	987	19,5%
Energy sector	179	3,5%
Graphic sector	501	9,9%
IT sector	82	1,6%
Mechanical sector	1114	22,1%
Other artistic and cultural associate professionals	74	1,5%
Personal services sector	71	1,4%
Sales Services sector	184	3,6%
Tourist sector	500	9,9%
Does not answer	23	0,5%
TOTAL	5052	100,0%



It results that trainees of Salesian VET centres in Europe have got a qualification in the following sectors:

- Industrial mechanics (22,1%)
- Electric - Electronic (19,5%)
- Automotive (13,6%)
- Touristic (9,9%)
- Graphic (9,9%)
- Beauty and wellness (6,1%)

TARGET GROUPS

Learners: with Don Bosco T-VET centres catering for 60.000 learners in Europe, out of which around 70% face a vulnerable or exclusion situation due to different factors (socio-economic, learning difficulties, ethnic discrimination, racism). T-VET is a proved good inclusion solution, with the right pedagogy, Don Bosco Preventive System. An improved EU cooperation would turn out providing new learning methods and/or international experiences to increase their social mobility and employability. **5357 VET learners** have been directly involved by the DBWAVE project.

Instructors & trainers: Don Bosco T-VET counts on nearly 7000 educators in Europe. Changing societies and difficult environments are the huge challenges they face to fulfil their education and social task with the learners. DBWAVE wants to allow them to learn from their peers and receive new tools to support their daily mission. **1000 VET staff people (teachers, trainers, project managers, directors)** have been directly involved in DBWAVE activities.

Companies & other stakeholders: Don Bosco has been working 150 years with companies. Lack of resources and time constraints impeded DBWAVE from increasing its cooperation: as a matter of fact, the project aims at fostering systematic cooperation with stakeholders. **250 companies and other stakeholders** working with the partners via JSOs (Job Services Offices) and WBL (Work-Based Learning) schemes have been involved in the DBWAVE project.

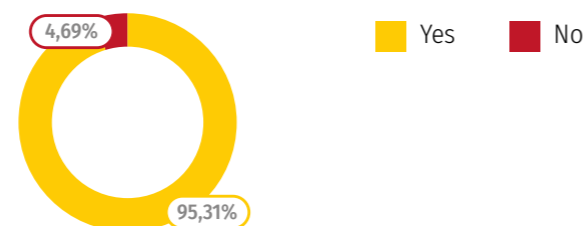
Project Managers: well aware of the impact of EU funded project developed by DB VET providers, they value the investment of being active in Erasmus+. This project was designed to foster the cooperation and update of this group to provide a systematic approach to build outreach youth in need livelihood. **21 trainers and project managers** participated in Peer Reviews and **20 project managers** attended DBWAVE's seminars.

Directors: despite their interest in EU policies, the huge workload does not allow them to implement many EU initiatives. That is why it is a DBWAVE goal to increase their awareness and engagement in EU cooperation. **110 trainers and directors** attended DBWAVE's seminars and **2 directors** also attended DBWAVE's Peer Learning activities.

DATA ON TARGET GROUPS

Does your VET centre work with minors?

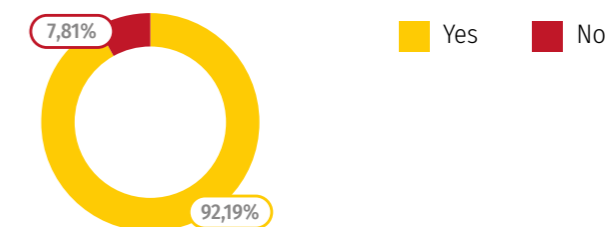
Minors	N.	Percentage
No	3	4,69%
Yes	61	95,31%
TOTAL	64	100,00%



This question clearly aims at investigating whether or not our training offer and our VET schools work with minors. Here the 95,31% answered affirmatively, which is perfectly in line with our Salesian mission.

Does your VET centre work with adults?

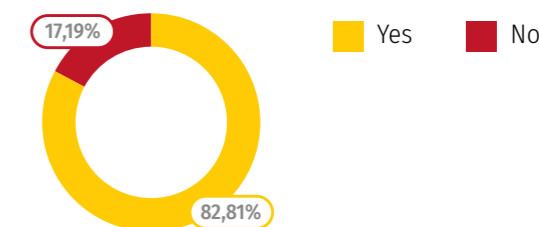
Adults	N.	Percentage
No	5	7,81%
Yes	59	92,19%
TOTAL	64	100,00%



This second question indicates that the vast majority of Salesian VET centres involved in the research (92,19%) promote their training offer also in the field of Continuous Training with a Lifelong Learning perspective.

Does your VET centre work with protected categories?

Protected Categories	N.	Percentage
No	11	17,19%
Yes	53	82,81%
TOTAL	64	100,00%



Starting from the highly inclusive role of the Salesian VET, we have tried to verify if, in its educational and training action, the Salesian VET offer also targets the protected categories (attention deficit hyperactivity disorder, learning disabilities, hearing impairment, visual impairment, mental or physical disability, migrants, mobility problems, NEETs, socially disadvantaged students, language disorders, students at risk of exclusion, students with behavioural problems, students with special educational needs, students with a migration background, students without legal personality, students with trauma (e.g. PTSD), unaccompanied minors, variety of religions, unaccompanied minors, variety of religion) and in this sense the data seem to clearly indicate that most Salesian VET schools (82,81%) work with these categories of learners.

4

TRAINING SUCCESS OF SALESIAN VET
IN EUROPE

As mentioned above, one of the objectives of the DB WAVE project included the development and piloting national/regional level of tools implemented and adapted by the partnership in a collaborative way in order to provide quality resources to facilitate the transition from education to work of VET students in Europe; integrate the acquisition of key competences and soft skills with a Lifelong Learning approach, sharing the Salesian preventive system and innovative methodologies.

Among the tools developed by the partnership of the project for the achievement of the set objectives, there is a database to monitor the Training Success of Salesian VET students in Europe, which will allow to compare data at European level.

The “Tracking Graduates” database, which is available on the official website of the DB WAVE project <https://dbtecheurope.eu/> and that allows an evaluation of qualified students and the collection of the statistical data of the single European Salesian vocational schools/centres belonging to the partner networks of the DB WAVE, has provided a valuable overview and a qualitative assessment of the Salesian training offer, its effectiveness in terms of acquired competences and job placement.

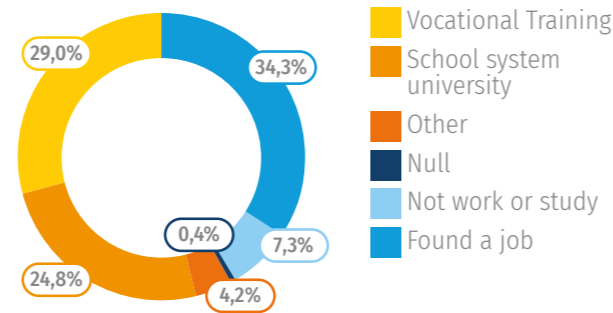
The data gathered have provided clear evidence of the effectiveness of EU Salesian VET: the 59,3% of the former students who got interviewed (5052 youngsters surveyed, representing the 8% of the total number of Salesian VET students) and got a qualification in a Salesian VET centre, has stated that found a job three months after the end of their training path.

More detailed data gathered thanks to the survey carried out through the Tracking Graduates tool are presented below.

WHAT ARE YOU DOING NOW?

Answers from former students one year after their experience in Don Bosco VET

What are you doing now	N.	Percentage
Found a job	1734	34,3%
Not work or study	367	7,3%
Null	20	0,4%
Other	213	4,2%
School system/university	1254	24,8%
Vocational Training	1464	29,0%
Total	5052	100,0%

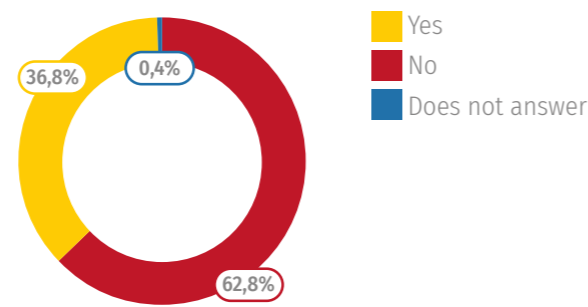


The key question of this research concerns the future of the students one year after graduation. On the basis of the data collected, 34.3% have found a job, 53.8% are continuing their studies (School system/university 24.8% Vocational Training 29%), 7.3% are neither studying nor working, while 4.2% are carrying out "other activities" (i.e. driving licenses, community service). The final percentage of 0.4% did not answer.

FOR THOSE WHO WORK

Did you find a job where you did your internship?

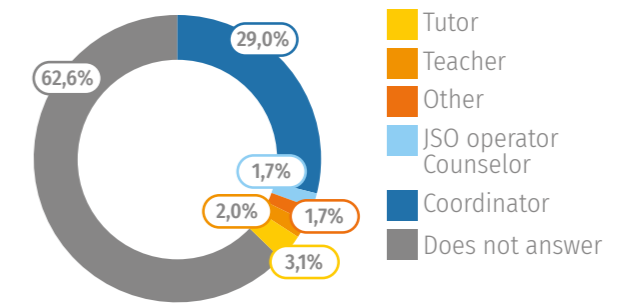
Found job in the internship place	N.	Percentage
No	1089	62,8%
Yes	638	36,8%
Does not answer	7	0,4%
Total	1734	100,0%



According to the data, about 36% of the trainees who were employed at the time of data collection are working where they have had at least one internship experience. This indicates that there is some consolidation between the internship and the future employment of the students, but that there is still plenty of room for improvement in this regard in the future.

Who has supported you in finding a job?

Help in job research	N.	Percentage
Coordinator	502	29,0%
JSO operator/Counselor	29	1,7%
Other	30	1,7%
Teacher	35	2,0%
Tutor	53	3,1%
Does not answer	1085	62,6%
TOTAL	1734	100,0%



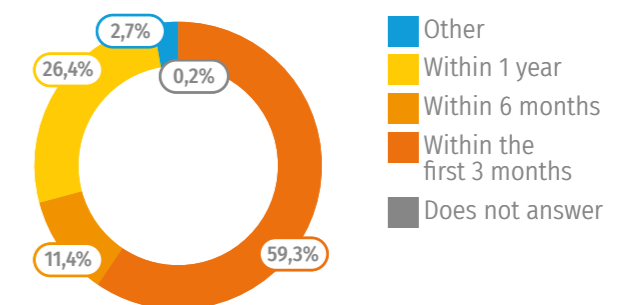
Looking at this data, referring to those who were supported in their job search by the Salesian Training Centre, the 35.8% of the students interviewed have indicated who, in the Salesian Training Centre system, has supported them in their job search (Coordinator - 29%, JSO operator/Counselor - 1.7%, Teacher - 2%, Tutor - 3.1%). Considering how many actors intervene in this orientation process, it is crucial to strengthen the experience of the Salesian Training Centres' Job Services Offices (JSOs), which support only the 1.7% of the students interviewed (Job Guidance/Counselor). These Offices, which are present only in some countries of the European network, are in charge of placement and matching actions aiming at keeping in balance the employment needs of our students and the needs of the labour market.

That's why one of the tools created by the DB WAVE project partnership is a "European JSO Guidelines" which is aimed at consolidating the experience of the JSO already existing in Europe and can provide support for the activation of the same service in countries where this is not active yet.

For this question it is peculiar that most of the interviewed students did not give any answer (62.6%), identifying the TVET centre in the placement phase as a unique structure not referable to a single figure.

After how long, did you find a job?

How long	N.	Percentage
Other	46	2,7%
Within 1 year	458	26,4%
Within 6 months	197	11,4%
Within the first 3 months	1029	59,3%
Does not answer	4	0,2%
Total	1734	100,0%



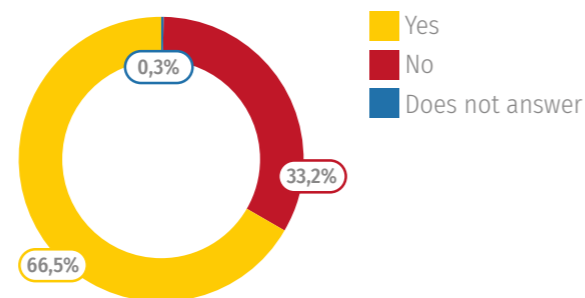
In this context, the most evident percentage data is that 59.3% of the trainees who are currently employed, have found a job within three months after obtaining the qualification.

While the 26.4% of the former students have found a job one year after obtaining their qualification and the 11.4% have been employed within six months.

Four pupils (0.2%) did not answer the question, while 46 of them (2.7%) have indicated different times of employment from those proposed by the research.

Consistency work-qualification

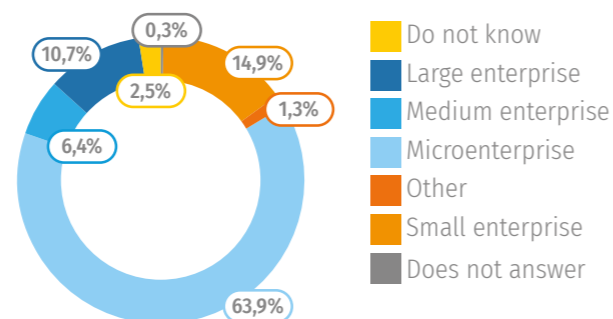
Consistency	N.	Percentage
No	575	33,2%
Yes	1153	66,5%
Does not answer	6	0,3%
TOTAL	1734	100,0%



It is worth noting that the 66.5% (1153) of the former trainees state that they have found a job perfectly consistent with the qualification obtained, while the 33.2% (575) state, on the contrary, that at the time of the interview they were doing a job that was not consistent with the professional qualification or diploma obtained. Only 6 pupils did not answer the question (0.3%).

Type of company in which you work

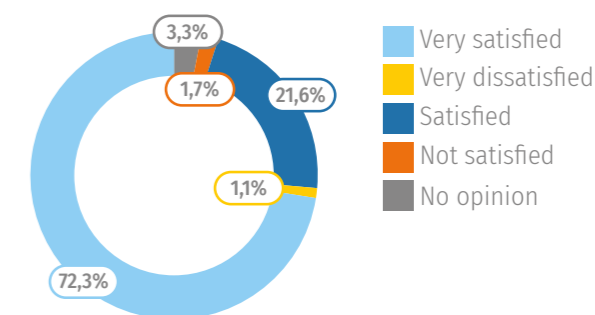
Type of company	N.	Percentage
Do not know	43	2,5%
Large enterprise	185	10,7%
Medium enterprise	112	6,4%
Microenterprise	1108	63,9%
Other	22	1,3%
Small enterprise	258	14,9%
Does not answer	6	0,3%
TOTAL	1734	100,0%



In this context, the 63.9% of the total interviewed are employed in micro enterprises, 14.9% in small enterprises, 6.4% in medium enterprises and 10.7% in large enterprises. The data is completed by 6 students who have not answered the question (0.3%) and 43 (2.5%) who cannot identify the type of company in which they are employed.

Appreciation. Satisfaction level

Satisfied	N.	Percentage
No opinion	169	3,3%
Not satisfied	86	1,7%
Satisfied	1092	21,6%
Very dissatisfied	54	1,1%
Very satisfied	3651	72,3%
TOTAL	5052	100,0%



When asked to evaluate their satisfaction with the training received, the 93.9% of the students interviewed have expressed a positive feedback about their experience in Salesian VET Centres. In particular, the 72.3% (3651) have provided a very positive feedback, declaring that they are very satisfied. The 21.6% has declared that is "quite" satisfied (1092 students) with the training received. The 2.8% of the sample has given a negative opinion on Salesian VET offer, with 86 former students (1.7%) declaring that are not satisfied and 54 students (1.1%) showing a high level of dissatisfaction. The sample is completed by 3.3% (169 students) who did not express any opinion on the question.

5

INTERNATIONALIZATION
OF DON BOSCO VET NETWORKS

The Don Bosco VET providers in Europe, reunited in this partnership under the DBWAVE initiative, share St. John Bosco's educational and pedagogical heritage and their aim is to promote youth professionalism and providing quality based -employable oriented- opportunities.

In this perspective the partnership members realized the need to define some strategic objectives and procedures to embrace a more European and international dimension of their educational strategy, also fostered by the increasing number of funds available at the European and international level.

With the aim of framing all the international activities in a perspective of continuous development processes leading to improve quality, relevance and impact of the TVET sector, and on the other hand, defining and endorsing minimum quality standards to be mainstreamed, each partner has developed an internalization strategy.

Furthermore, this strategy will contribute to enhance functioning, representativeness and relevance at EU level of the DB partners' network and to increase quality and inclusiveness of their VET offers. This work is the result of a collaborative process between the partners, realized through several peer review meetings, under the leadership and long-standing experience of CNOS-FAP.

The aim is to respond to the lack of planning approach and of structural multi-actor schemes of cooperation, identified during the designing of DB Wave project.

Through the Peer Review methodology (a total of 14 peer reviews have been carried out both in presence and in online format) each partner has built up an Action Plan and a strategic internationalization strategy including mid-term objectives, expected results and indicators about: *institutional development, capacity development, operational development and enhancement of quality and inclusiveness of its VET offer.*

••• **Results of the initial assessment « DB T-VET in Europe “Here and There”: an initial assessment of the Don Bosco national networks of VET organizations in Europe »**

••• The initial assessment realized between 2020 and 2021 as a first deliverable of Work Package 1 (Network and institutional building) showed that all the DB WAVE partners have internationalization among their scope of action, or have planned to introduce it. However, even though internationalization was considered as a core part of their action, it was not framed yet into all partners' formal strategies and plans at the time of the initial assessment.

••• Moreover, even though all the Don Bosco schools and VET centers share a longstanding experience of networking and partnership in Europe, cooperation

at European level still happened to be limited at bilateral school-to-school level, with few exceptions (Italy, Hungary, Germany and partly Spain). Regarding this, the enhancement of the VET networks and the upcoming development of a common EU platform would have contributed to scale up networking at European level, to “institutionalize” and frame it into structural schemes of cooperation within a shared DB Tech Europe internationalization strategy.

From the initial assessment it also emerged that although all the networks provide their members with guidance, facilitation of networking processes, information and awareness raising on VET topics, coordination in some regions was not yet structured enough or did happen just on voluntary basis. Very often the amount of dedicated human and financial resources was not consistent with the wide range of services to be provided. In the perspective of filling this gap, the institutional building processes supported by DBWAVE contributed to establish ad hoc terms of references, more consistent organizational charts and action plans, as well as to identify the required (human and financial) resources.

One last key aspect that emerged from the initial assessment was the necessity for partners to start endorsing institutional and capacity development paths in order to enhance their representativeness and capacity to advocate and to participate on VET policy development processes also at European level.

The elaboration of the different strategies has been based on each partners’ context and needs, which have been identified in the assessment phase. Each partner’s Action Plan is therefore the result of a participatory process, based on the exchange of best practices among partners. Some fundamental common elements can be identified among the various strategies:

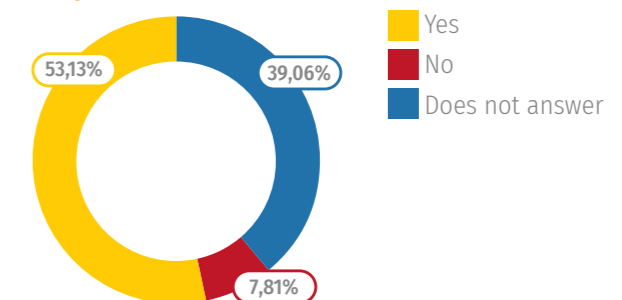
- Setting up an international team with dedicated human and financial resources to become the point of reference for all the international activities of each VET/school/ entity.
- Continuous investment in training courses for the identified internationalization staff and provide job shadowing opportunities to so that they will be able to share good practice and implement innovative methodologies. For this internationalization staff is also of crucial importance being closer to the “field” to assess the real needs and reach more teachers for an effective dissemination of the international opportunities.
- Planning annually international activities as EU mobility programs at school level (both short and long-term mobilities) and fostering schools to participate to the annual Salesian EU project meeting.
- Promoting linguistic internationalization through external certification (e.g. Cambridge, Oxford and Trinity) exams and supporting in setting up bilingual diplomas
- Support to schools in drafting EU mobility projects and in the application process, as well as in the creation of a reliable network of international contacts/partners (particularly inside the Salesian network).
- Establishing annual expected outputs for the international strategic goals for monitoring the internationalization process evolution.
- Consider as privileged target vulnerable students with a higher risk of social exclusion.

In addition to this, a specific **good practice** that emerged from this process is the creation by the Spanish partner “SMX” of “Core guidelines for internationalization”, consisting of procedures to facilitate the inclusion of newcomers and the organization of training events with the aim of welcoming and prepare the less experienced schools/entities. The SMX Province of the Salesians of Don Bosco (Spain) also intends to create a shared provincial structure to support internationalization, both at the Province’s and the local centers’ level.

EUROPEAN PROJECTS

Does your VET centre take part in European projects?

Projects	N.	Percentage
No	5	7,81%
Yes	34	53,13%
Does not answer	25	39,06%
TOTAL	64	100,00%

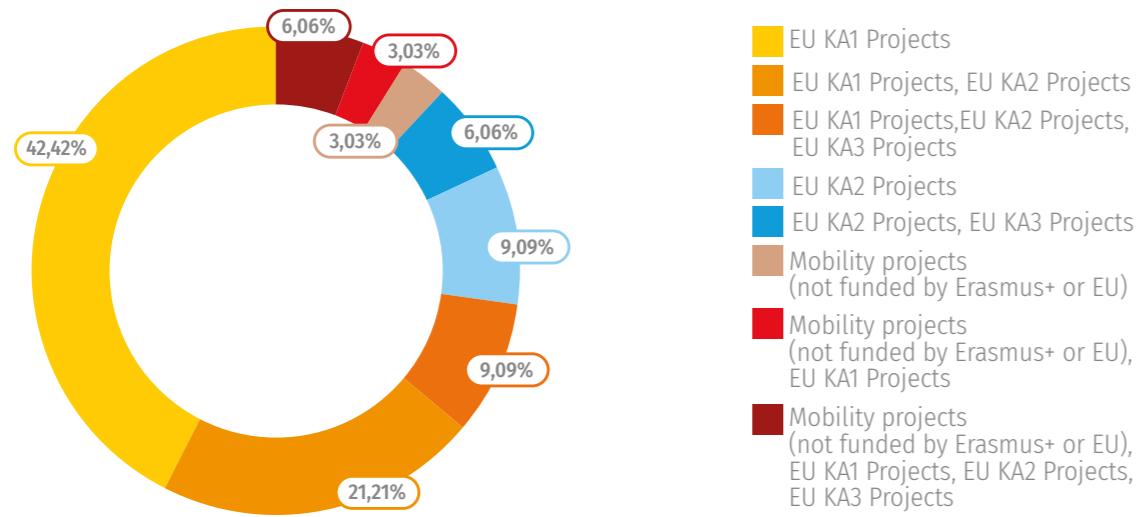


34 VET centres out of 64 (53,13%) answer positively to the question while 5 VET schools (7,81%) declare not to participate in any initiative related to European projects. The 39,06% (25 VET centres) that did not answer the question remains to be assessed and investigated.

Basically, half of the sample participates in European projects, it seems clear the increasing of the idea that the DB WAVE project, together with all the actions of good practices exchange and other Erasmus+ projects that can occur within the network, are considered to be effective resources for improving the competence portfolio of our students and staff also in a European perspective.

Which European projects do you participate in?

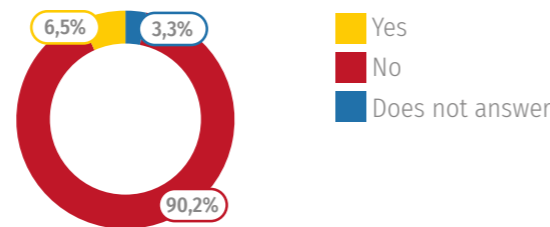
Type of project	N.	Percentage
EU KA1 Projects	14	42,42%
EU KA1 Projects, EU KA2 Projects	7	21,21%
EU KA1 Projects, EU KA2 Projects, EU KA3 Projects	3	9,09%
EU KA2 Projects	3	9,09%
EU KA2 Projects, EU KA3 Projects	2	6,06%
Mobility projects (not funded by Erasmus+ or EU)	1	3,03%
Mobility projects (not funded by Erasmus+ or EU), EU KA1 Projects	1	3,03%
Mobility projects (not funded by Erasmus+ or EU), EU KA1 Projects, EU KA2 Projects, EU KA3 Projects	2	6,06%
TOTAL	33	100,00%



The answers to this question give a clear overview on what are the most common EU projects among the DB WAVE partnership. Although Salesian VET centres have experience in almost all types of European projects, it is clear that the projects for which Salesian network partners apply the most are KA1 mobility projects. This reflects the strategic objective emphasised by the project partners in their internationalisation strategies: to improve the international activities carried out, to take advantage of quality based VET mobility paths abroad, in order to enhance and to update the skill sets of both learners and trainers in Salesians VET Centres, to foster their international profile and potential of employability throughout Europe through exchanges and mobilities within the European context.

Students that took part in international mobility

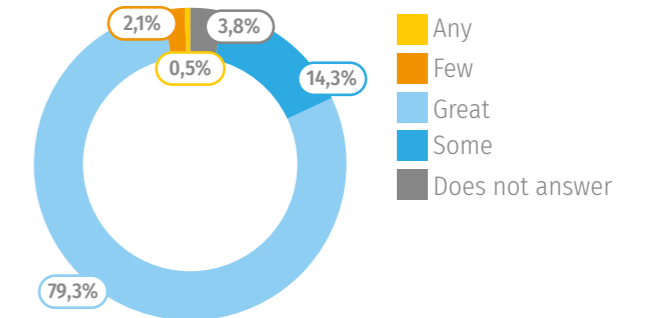
Mobility abroad	Frequency	Percentage
No	4558	90,2%
Yes	326	6,5%
Does not answer	168	3,3%
TOTAL	5052	100,0%



With the aim of verifying the proper functioning of the European network, we tried to understand how many of the Salesians VET centres' students took part in international mobility. The limited percentage of those who took up this experience (6,5%) proves how the Salesian network and its consolidation are representing a compelling necessity, also in terms of amelioration of skills and competences in the European perspective. It is becoming a necessity: 1. The enhancement of the Salesian VET centres' presence in Europe; 2. The reinforcement of international cooperation; 3. The development of technical and operational competences of the VET personnel through peer review actions between trainers and operators of different nationalities. All these objectives will allow this European network to grow in relevance, taking action with perseverance in order to ameliorate and spread the quality of Salesian VET in both formal and non-formal contexts.

How much did you learn during your internship?

Level of competences acquired	Frequency	Percentage
Any	27	0,5%
Few	107	2,1%
Great	4006	79,3%
Some	721	14,3%
Does not answer	191	3,8%
TOTAL	5052	100,0%



What can be deduced from the graph here above is that the percentage of those who remained satisfied by learning outcomes during the internship period amounts to 79,3%. Those who resulted to be somehow satisfied amount to 14,3%. On the other hand, only the 2,1% of the students is not satisfied with the internship, which according to them constituted little significance experience. A small part of the sample judged as completely useless the internship experience with respect to the learning path (0,5%). The remaining 3,8% did not answer.

6

TOWARDS A DB TECH EUROPE:
STRATEGY AND NEXT STEPS

As explained in the previous sections, the Salesian vocational education and training (VET) is well known in Europe, universally recognized by national and European stakeholders (policy makers, institutions, VET stakeholders and market actors) as a quality brand endorsed by organizations that, in the spirit of Don Bosco, provide at national level holistic education and quality employment to the most vulnerable youth. All the VET Centres present in Europe have a long-lasting history of cooperation: their representatives have been meeting every year since 2011 (the first years they met also at the directors' and management level, now they mainly meet at the Euro-projects level).

Since the very first meetings held in this format, it was of utmost evidence to what extent a European network, such as a **"DB Tech Europe"**, representing and coordinating our European VET centres, would have represented a concrete added value in order **to share best practices, methodologies and to develop common projects** with aim of both increasing the **quality** of their VET services offered to their students and trainees at national level, and the **relevance** and visibility of their cooperation (increased number and quality of European mobilities of students and staff, participation to European policy development processes, exchange of approaches and methodologies).

At the same time, it was clear that the Salesian VET Centres and their organizations were different (**different systems**, services offered, competences, capacity and representativeness) from country to country: before the formal establishment of a European network, **an assessment** of the current situation and a comprehensive working programme to foster VET Centres **capacity development, technical and institutional capacity building** at both national and European levels were needed.

The DB WAVE project, at the time of its design, was already aiming at kicking off the process towards the DB Tech Europe and at getting funds to work on building a common understanding in Europe about Salesian VET Systems. From November 2019 till April 2022, the DB WAVE Project allowed partners to implement different activities and set up their own work programme to achieve the following results:

- **To assess the state of the art** with reference to each Salesian national VET network's structure, VET system & services delivered, strategy, international potential): the **Report "Don Bosco Here and there"** (Nov 2021).
- To foster Salesian VET organizations, their staff and managers **technical capacity building and continuous skills development** on VET topics **and build a common understanding/VET background** through staff exchanges (mobility), training sessions, peer and mutual learnings paths realized across Europe.

- To enhance the **institutional and organizational capacities** of each VET network/ Province of DB WAVE to first **represent and coordinate** its schools **at national level**, and to **work together at European level** inside a Salesian network: in 2020 and 2021, through 2 rounds of peer review evaluation, each partners assessed, evaluated, shared suggestions and took action, improving and developing their own international strategies and plans.
- To start building up together a **shared identity and vision** representing the Salesian vocational training and its upcoming network, DB Tech Europe: through a contest launched among the Salesian VET students in Europe, **DB WAVE - DB TECH EUROPE logos** have been developed and the **website <https://dbtecheurope.eu/>** have been launched in three languages. On the website each member of the project and of the future DB Tech Europe have free access to: **1.** Information and contacts about the Salesian VET Centres and their networks in Europe; **2.** News about the projects implemented; **3.** A wide repository of training courses on VET topics; **4.** Publications; **5.** Tools (see next point).
- To work in concrete and develop at **European level shared tools and resources** which the upcoming DB Tech Europe will endorse and offer to its schools, staff and students in order to foster **quality VET education** and to increase the **visibility and relevance of its vision and action in Europe**, among the others:
 - **The Salesian Mobility Charter:** a mutual scheme of cooperation to increase the possibility offered to Salesian VET students and staff in Europe to have a learning and working mobility abroad (at the moment only few schools have funds to plan and realize mobilities);
 - **Tracking Salesian VET graduates' formative success:** a database where every year information about all the Salesian VET Centres in Europe, their course's and students are uploaded and updated (available for the members of the network of for its stakeholders), along with yearly assessment and analysis of the Salesian students formative success (% of graduates who, 6 months after graduation, have been employed or continued their studies).
 - **Guidelines of the Salesian Job Service Offices:** guidelines, including job descriptions, standards, tools to start up or improve the services related to orientation, guidance and job insertion inside a VET Centre.

The added value of a DB Tech Europe

According to the assessment realized in 2019 and to the results of the questionnaires filled in by the representative of over 150 Salesian VET Centres in Europe, the upcoming DB Tech Europe is considered by all DB partners as a core part of their internationalization strategies, where formalized, or, for those who haven't formalized a strategy yet, a key tool to reach their objectives in Europe. The upcoming DB Tech Europe, according to its national VET networks' vision, shall:

- A. Foster a solid international strategy, capable of planning and implementing projects and activities in line with the objectives and mission of its national network.** Also

through a consistent advocacy and network building strategies, it is expected that the new network will boost their representativeness, improve the skills, opportunities of Salesian VET staff and enhance the quality, impact and importance of the VET offer addressed in favour of vulnerable youth throughout Europe.

- B. Become an important player vis-à-vis the European key policy actors when it comes to education and training, lifelong learning and preventing the unqualified dropout of vocational education.**
- C. Bring management and teaching staff thematically together to share expertise, develop, broaden and deepen expertise.** Such a European Network is an opportunity to share materials, to make arise professional learning communities at different levels. In the end, it must lead to a much more efficient use of the available financial resources. It makes no sense to develop the same material in several countries.
- D. Facilitate national partners to increase and align quality education, evaluation system and learning outcomes to the EU standards,** opening a door to the international labour market for trainees and graduates.
- E. Increase the opportunities for students and VET staff mobility and employability across Europe,** also through the design, piloting and institutionalization of innovative mutual schemes of cooperation among members.

Next steps

The process towards a DB Tech Europe has been taken up and thanks to the work and to the share commitment of the DB WAVE partners, the VET schools in Europe can now make reference to a common background and understanding on Salesian VET, although belonging to different national systems. They will take advantage from a **stronger and more effective network** of empowered VET organizations and Provinces, which are more representative and effective at national level and ready to get more engaged and work as a network at the European level too. In 2022, waiting for the Provinces and the Congregation to decide and officially set up DB TECH Europe, all the Salesian VET schools in Europe (particularly those not previously involved in the DBWAVE Project) can continue working together and contribute to build up the network through:

- Joining BWAVE Project and its VET Community (up to April 2022): members of DBWAVE Organizations or any Salesian VET School can have access and contribute to further develop the wide repository of training courses, material, tools and best practices already available within the DB TECH Europe website³ along with the results already produced.
- Participate to trainings, staff exchanges and capacity building programs across Europe in order to deepen the knowledge and understanding of the Salesian VET systems and networks.

³ Visit <https://dbtecheurope.eu/>

- Take action and get involved into the wider dissemination phase (pilots started in December 2021 up to April 2022) which the DBWAVE partners are about to launch with reference to the main common tools developed at European level:
 - **The European Mobility Charter** through which VET Centres can contribute to plan students and staff mobilities as sending and receiving organizations.
 - **Tracking Graduates Database** allowing VET Centres to provide data on students and courses offered, involving its graduates through questionnaires in order to assess their formative success.
 - **JSO (Job Services Offices) Guidelines** enabling experts working in Salesian schools to contribute in the exchange of methodologies and tools and the comparison on quality standards in order to further develop and finalise the guidelines.

The **mission** of a DB Tech Europe would be to set up a European Salesian organization which has the capacity to bring together the Salesian vocational training centers and their networks in Europe, supporting and coordinating their work in this geographical area, with the aim of promoting excellence in vocational training, skill development and job insertion opportunities for young people, in particular the most vulnerable ones.

Its **vision** would aim at representing a reliable network, partner and actor, capable to influence VET policies, to support the meaningful contribution of young people to technological, social, environmental and economic changes through the promotion of their holistic education and professionalism in Europe.

The **overall objective** of a DB Tech Europe would be to support all the Salesian Provinces, VET Centers and their networks in Europe in providing the highest quality holistic technical education and training, particularly addressing vulnerable and poorest youth, an inclusive excellence in VET as a key to foster their social and professional development. With this overall objective in mind, a DB Tech Europe may therefore focus on the following **specific objectives**:

A. [Internationalization]

To foster the internationalization of Salesian VET students' profiles, as a key to increase potential employability, social and professional integration of youth, in particular the most vulnerable ones, in Europe.

- Erasmus+ programs and pilots promoting students' mobility for study and work and internationalization at home
- VET-Business partnership for the activation of apprenticeship programs
- Participation to innovative and relevant calls for proposals at European level on behalf of their Centres and Networks (CoVEs – Centers of Vocational Excellence)
- Promotion of mutual schemes of cooperation (e.g. European Salesian Mobility Charter) to increase resources and opportunities available for the mobility or to enhance the quality of mobility (common standards and criteria for mobility)
- Support to VET Centres and to its network to define, implement follow up and further develop their internationalization strategies and programs at national level.

- Promotes at European level skills competitions in partnership with enterprises
- Develop and implement innovative pilots of mobilities with extra-European partners (ex. USA, Africa, Asia).
- Realize on yearly base the annual meeting of the European Responsible of European projects and other structured opportunities involving and enhancing the cooperation between VET projects managers, staff and directors, with a particular focus on new comers.

B. [Pedagogical, educational and technical support for staff development]

To promote the continuous development of teachers, trainers and managers of the Salesian VET Centres, qualifying, improving and supporting their educational, pedagogical, technical competences and their capacity to endorse the Salesian preventive system into the educational, training and employable oriented services provided.

- Training programs, tools, guidelines, standards, joint programs at European and national levels to deliver services of accompaniment, orientation and integration into the world of work for young people who have finished their VET courses.
- To develop common programs of pedagogy, training, administration for FP in Europe.
- To develop tools for continuous staff training, evaluation models, centers of excellence and European job placement models (national and transnational).
- Helping to create and develop centers of training in VET by promoting the exchange of pedagogical, educational, training, apprenticeship experiences, relationships with trade unions, job centers, employment agencies and companies, in sharing best practices on the excellence of VET SDB.
- To build up a common repository of VET toolkits, courses, guidelines and capacity building programs
- To define continuous capacity building programs, training course and peer learnings on internationalization.

C. [Quality, relevance and inclusiveness of Salesian VET systems]

To improve the quality, relevance, openness and inclusiveness of the Salesian training systems in Europe and increase the access in particular of vulnerable youth to quality based employment oriented opportunities in Europe.

- Programs and actions which foster accelerated growth and sustainable development among the young people most in need (eg. migrants and youth in extreme poverty), to eradicate widespread and severe poverty, to give them a voice, counteract and stop the marginalization of young Europeans in the process of globalization, taking care that none of them are left behind in the course of the ecological and digital transition in Europe.
- Development of innovative WBL and school-to-work transition paths
- Development and adoption at European level of common quality standards (e.g. recognition of non-formal and informal education, quality base apprenticeship) for the VET Centres.

- Programs and actions at European or national level which support the construction of legal and safe migration channels, social and professional integration for young people and families towards Europe (humanitarian corridors, community sponsorships, relocation, resettlement, talent partnerships, ...).
- Planning and implementation of EU/Int. projects aiming at developing innovative methodologies in the VET sector, or to replicate in other national training environments partners' good practices
- Yearly assess at European level the Salesian VET students' formative success, as an example through the updating of the existing Tracking graduates database and, basing on its results, align and update the training offer provided by the VET Centres.

D. [Strategic alliances and partnership building for innovation]

To develop strategic alliances and multi-actor partnerships, able to connect the Salesian VET Centres with key actors of the VET Ecosystem, to co-plan and deliver innovative integrated training and employment services able to impact at system level on an increased social and professional integration of young people in Europe.

- To cultivate relationships with companies, especially multinationals, in order to arrive at the signing framework agreements.
- define new professional profiles not yet provided by the various national administrations but necessary for companies.
- To develop centres of vocational excellences in partnership with all the actors of the skill ecosystem (VET, policy makers, business, research and university, social partners, NGO) particularly addressed to vulnerable youth engaged in basic and higher vocational training courses
- To foster synergies and open up permanent channels of dialogue and interactions in order to keep up innovation in VET (ex. Industry 4.0) and in particular to facilitate the transition of the Salesian systems in Europe towards green and digital VET.

E. [Advocacy and Awareness raising of the Salesian pedagogy, brand and vision on VET]

To promote at international level the Salesian "brand" DB TECH EUROPE, to raise the awareness at European and international levels on the Salesian pedagogy, vision of VET and of vocational training as a professional choice and advocating for their endorsement in the VET strategy, agenda and policy development processes.

- To make the educational and formative reality of the VET centers known as a quality offer to European institutions, businesses and employer partners.
- Enhance the value of VET as a very important part of the charismatic trait of the Congregation and, indeed, as a relevant need in the European context.
- Representing the reality of the SDB FP centers before the EU in the constitution and construction of the political agenda on FP at the European level.
- Manage the institutional presence of the association of networks of FP centers, the synergies and the brand image of it.

- Develop, publish and disseminate position papers, statements and e newsletter on the Salesian VET in Europe.
- Realize events, exhibitions and fairs in Europe and at national level (ex. Vocational skills week) to raise the awareness, to enhance the attractiveness and to bring youth closer to VET.
- Publishing and disseminating toward all the VET Centres studies and reviews of European Policies and trends in VET, facilitating its translation in translation in English, French, Italian and Spanish.
- Building relationships and collaborations with other regional/continental Salesian VET networks (DB Tech Africa, DB Tech India, DB Tech ASEAN, Formación Profesional Salesiana America, etc.), international NGOs and key actors in the field of VET (CEDEFOP, ETF, UNESCO-UNEVOC, ILO, etc.).
- Constantly map and keep updated (through its website) the map of stakeholders and partners of DB WAVE
- To develop the DB Tech Europe brand identity, a strategy and tools to promote it.
- To get involved, through representativeness of DB Tech Europe or of its members, into consultation, working groups, panels of experts, policy reviews, pledges, and/or policy making processes in partnership with relevant key actors (ex. CEDEFOP, EAFA, PACT4SKILLS, PACT4YOUTH, etc.), also leading to policy development.

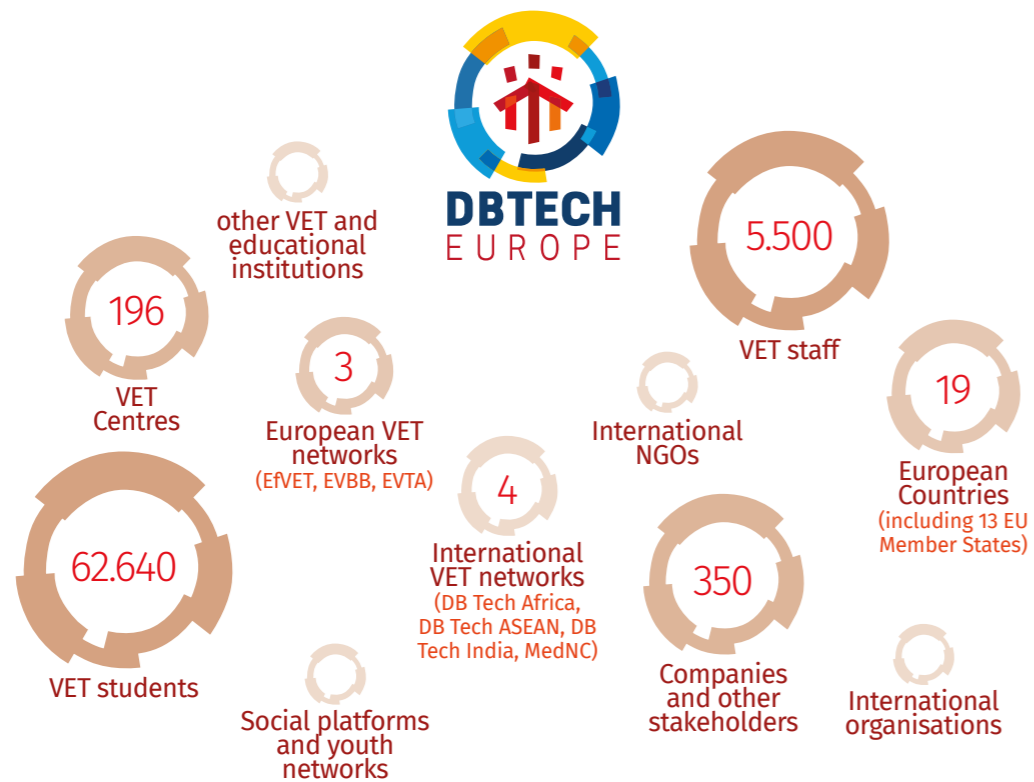
F. [Network building, representativeness, governance and sustainability]

To build up a reliable and accountable VET network, which has consistent and sustainable human and financial resources in order to effectively perform, achieve its goals in the long term, represent and foster the active participation of all the Salesian VET actors in Europe.

- Institutional building process (definition of Statute, infrastructures, equipment, organigram, functions, job descriptions, work processes and capacity development of DB Tech key staff and management, validation and further development of a strategy and operational plan)
- Actions and programs to enhance the financial sustainability of Salesian VET systems (ex. Fees or fund-raising) to intercept private donors' resources in Europe through fostering a diversification of public-private financial sources of income
- Promote the proactive participation of the CFPs in the common structure so that it becomes a strong support for local educational services. Promote the proactive participation of the CFPs in the common structure so that it becomes a strong support for local educational services. That is, take care of the adherence of the CFPs to the strategies of the network, maintaining the principle of proportionality (balance) between the needs of the structure and the size of the service to be provided.
- Establish a permanent steering Committee of VET experts in order to support Db Tech Europe in the delivery of quality based services in favour of its Centres in Europe.
- Manage big data from all SDB training centers in Europe: collect, share and keep updated information across all our centers in Europe (as an example, through the existing Tracking graduates DB WAVE database).

- Give publicity to the proposals of the Rector Major for the provinces, regarding FP, for example, on the balance between government or animation.
- Definition of internal policies.
- Definition of a Communication strategy and of proper resources to keep updated the DB Tech Europe website and repository.
- Definition of a MEAL (Monitoring, evaluation and learning) system.
- Implementation of a consistent Quality control system.

Final beneficiaries of the DB Tech Europe Network





Project DB WAVE - Don Bosco Web for a more Accessible
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