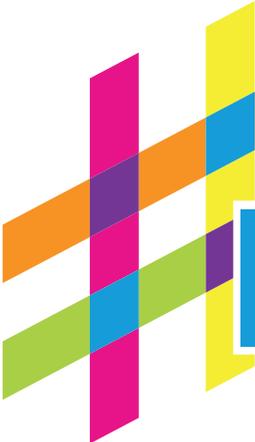


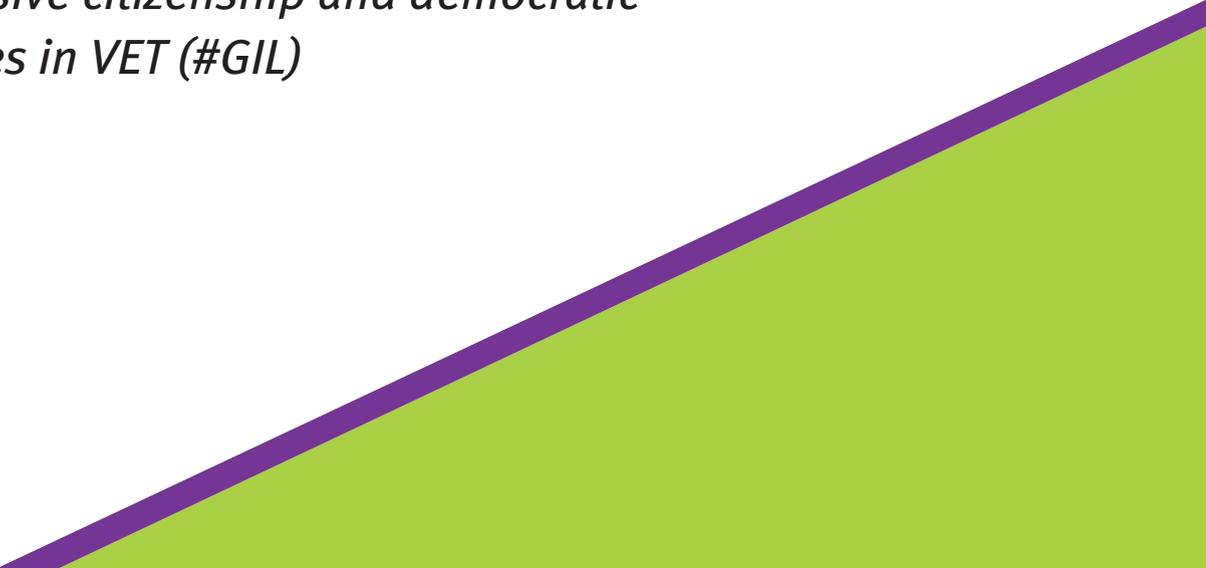


EN



Get Involved

**Conceptualising a label for VET providers
for inclusive citizenship and democratic
processes in VET (#GIL)**



Imprint

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Credits

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1. Introduction and Background

This concept for a label was developed within the Erasmus+ project #GetInvolved – Supporting democracy and citizenship in VET (<https://getinvolved-project.eu/>).

For the context of this label, two other project outputs are of relevance, the #GetInvolved training (IO1) and the #GetInvolved Self-Monitoring Tool (IO3) as they present a prerequisite for an application to receive the #GIL.

The #GetInvolved training [<https://getinvolved-project.eu/train-the-trainer-workshop>] is a one or two-day training for teachers and trainers in VET. Through multiple and diverse methods, they learn how to raise awareness for discrimination and exclusion mechanisms such as how to empower themselves and their students in order to make change happen. The #GetInvolved Self-Monitoring Tool is a checklist-like tool which can be used by companies, schools and other institutions within the VET sector, to examine their structure and raise

awareness of potential discrimination, participation possibilities or similar. The tool consists of different categories and has a self-explanatory, easy to use format.

The concept for a #GetInvolved label for VET providers, as presented in this report, seeks to provide recognition for VET providers that are actively engaged in promoting inclusive citizenship and democratic processes in their institutions. The label's pillars 'diversity' and 'participation' align with the European Commission 2019-24 priority 'A new push for European democracy' which aims to strengthen democratic values such as commitment to fundamental human rights and equality between women and men, rural and urban communities, young and old people, as well as empowerment and participation. It also involves a strategy for the rights of persons with disabilities.¹

¹https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/new-push-european-democracy_en

2. Objectives and target group

Objectives

#GetInvolved seeks to establish a label that recognises active engagement in inclusive citizenship and democratic processes in VET.

For a label to achieve its objective, it should be based on a concept including a framework, criteria and requirements that must be met by all those wishing to obtain the label (inclusive approach). Applicants for the label are not in competition with each other. Each eligible VET provider who meets the respective criteria can be awarded with the label.

This is different from an award procedure which would be competitive and where applicants would be in competition with each other. Nevertheless, when describing the label, we refer to 'award criteria' that will be applied in order to assess whether a VET provider fulfils the criteria to be awarded the label.

The #GIL label seeks to recognise and reward the efforts of all those teachers, trainers, learners, managers, and other stakeholders who actively work towards promoting inclusive citizenship and democratic processes in organisations providing vocational education and training.

The label seeks to support and encourage improvement processes and accompany the development of VET providers into a more democratic and self-reflective institution. It will help to motivate and encourage VET providers to pay attention to and improve their democratic structures.

The labelling process helps VET providers to assess where they stand with regard to their democratic processes and structures and gives them an opportunity to outline and visualise 'where they want to go' (e.g. in the direction of the advanced label).

Ultimately (but this could be the focus of another – future project) the label could promote networking and cooperation among VET providers in the field of inclusive citizenship in the dimensions of diversity, participation and social engagement.

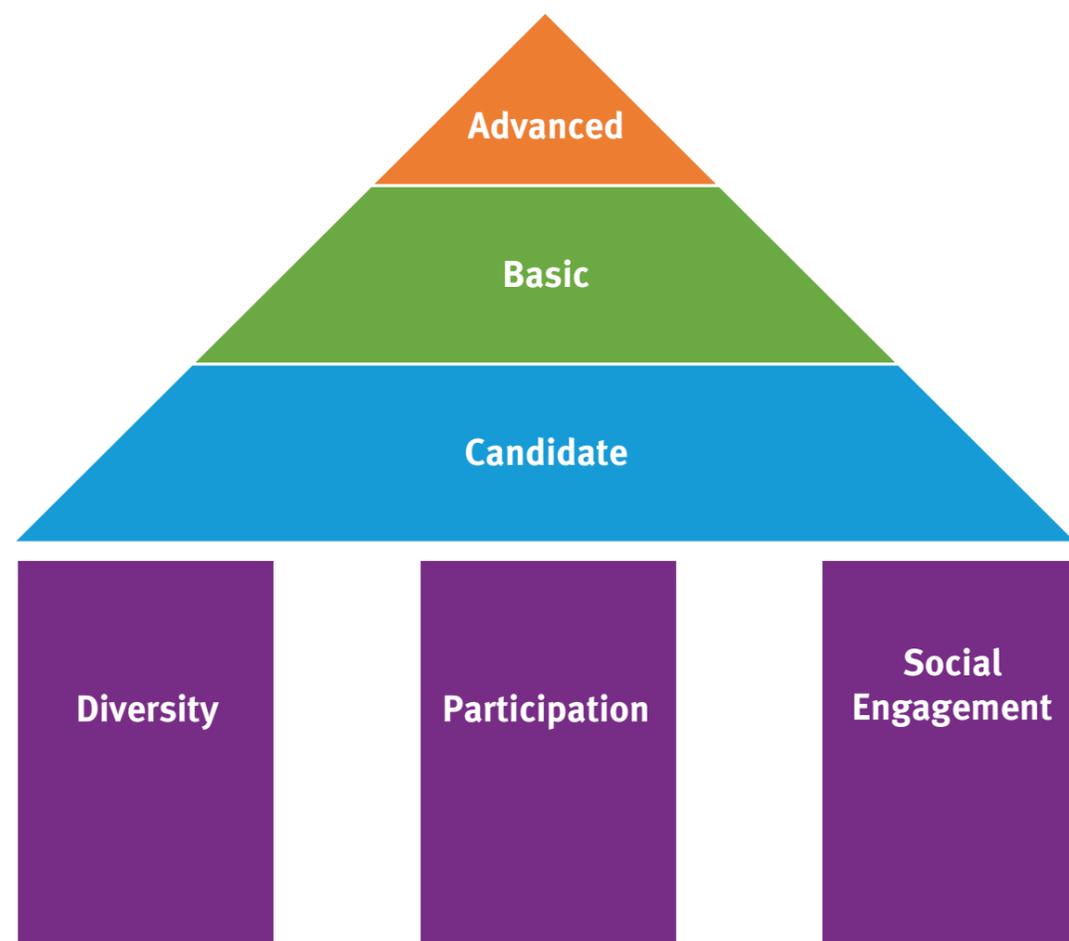
Target group

The #GILabel will be a label for organisations providing vocational education and training (such as different types of vocational schools, training centres and companies training young employees such as apprentices or trainees; thereafter summarised as 'VET providers'). The label aims to give recognition to organisations' efforts in the fields of inclusive citizenship and democratic processes and structures, including topics of diversity, participation and social engagement in general, focusing on self-monitoring and reflecting both their own views and how they are viewed by others.

The label will show to the outside world that the organisation is willing to self-reflect, and to ensure a positive working and learning environment for everyone. This shall help VET providers to stand out among competitors, to attract learners, motivated teachers or trainers and even companies to cooperate with, as they would know about the open mindset of the institution.

3. Key principles (overall approach) of the #GetInvolved label

There will be two different 'levels' of the label, and an additional a 'candidate status'. The label will focus on the three thematic fields (pillars) of Diversity, Participation and Social Engagement.



Interested VET providers can choose which of the labels they wish to apply for. The award criteria and application process are laid out in more detail in chapter 4.

A candidate for a #GILabel has signalled interest in applying for either the basic or the advanced #GIL in the future but does not yet fulfil the criteria for the label, or is aware that they will need more time to fulfil the required criteria to be awarded a Basic or Advanced label. The candidate status is suggested as an intermediary step to motivate institutions, particularly smaller ones, to work towards achieving the #GIL in the future, to already recognise engagement in the specific areas of the labels from the very beginning.

Holders of the Basic #GIL have fulfilled selected award criteria, while holders of the Advanced #GIL have fulfilled significantly more of the award criteria. The differentiation between the Basic #GIL and the Advanced #GIL in particular seeks to acknowledge that the excellent level of performance that the Advanced #GIL requires might not be attainable for some VET providers simply due to their smaller size or capacity. The introduction of the Basic #GIL, which signals that the VET provider has reached a good level of performance with regard to inclusive citizenship and democratic processes, is thus in particular (but not only) intended for smaller institutions with more limited capacity.

The overall approach of the #GetInvolved label focusses on 3 pillars; VET providers need to take action in at least one of these in order to be eligible for the label. These are diversity, participation and social engagement. While they all partially overlap, they each have a slightly different main focus:

Diversity

The diversity pillar seeks to highlight actions to create equal opportunities among different groups, especially those who are more likely to fall under the category of 'people with fewer opportunities', as defined e.g. in many 'Diversity Charters' across Europe² or in the Erasmus+ Inclusion and Diversity strategy for Youth³. These include: gender, age, origin (e.g. refugee status), skin colour, sexual orientation, religion or belief, physical or mental disability, or social background.

Actions or measures to promote equal opportunities among different groups may cover a wide range of initiatives. Examples may include:

- Barrier-free access to buildings / rooms
- Social funds to finance trips for those whose families do not have the financial means themselves
- Use of inclusive language (e.g. they/them)
- Sign language classes for 'everyone'
- Anti-discrimination workshops

In the application for the label, evidence can be provided through pictures, videos and/or reports.

²<https://www.eudiversity2022.eu/european-diversity-month-2022/eu-platform-of-diversity-charters/>

The Erasmus+ Programme, for example, describes people with fewer opportunities as those 'for economic, social, cultural, geographical or health reasons, a migrant background, or for reasons such as disability and educational difficulties or for any other reasons, including those that can give rise to discrimination under article 21 of the Charter of Fundamental rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the programme.'

³https://ec.europa.eu/migrant-integration/news/europe-erasmus-youth-inclusion-and-diversity-strategy_en

Participation

The participation pillar seeks to recognise measures leading to (more) participation in decision-making processes in the organisation. It aims to reward strategies to encourage active participation in the organisation's democratic practices.

'Participation' can be defined as being 'concerned with issues of power', focusing on 'the structures, processes, and methods through which power imbalances are alleviated (or not) and decisions are made with at least an attempt toward due consideration to the interests of those affected.'⁴

Examples to promote participation may include:

- Workshops on 'How democracy works'
- Events to promote participation in elections (e.g. at communal level, at European level, ...)
- Support for grassroots projects
- Bottom-up approaches to decision-making within the organisation

In the application for the label, evidence can be provided in the form of videos, pictures, documents and reports.

Social Engagement

Social engagement refers to one's degree of participation in a community. The social engagement pillar aims to encourage engagement in and for the community. 'Community' is not strictly defined, meaning activities could focus on the local level, as well as national or international level.

For the purposes of the #GIL, social engagement is less linked to activities for social inclusion of the students or trainees themselves, but rather focuses on 'outside' activities, meaning participation in collective activities which focus on issues outside of the VET provider's premises, such as community development, local mobility or climate action.

Key elements of social engagement include activity (doing something), interaction (at least two people need to be involved in this activity), social exchange (the activity involves giving or receiving something from others), and lack of compulsion (there is no outside element forcing an individual to engage in the activity).⁵

Examples include:

- Fundraising for local organisations
- Fundraising for international organisations
- Activities for the local community (e.g. cleaning the public park / collecting garbage at the beach, ...)
- Taking part in 'Fridays for Future' activities

In the application for the label, evidence may once again be provided by means of videos, pictures, documents and accompanying reports.

A more elaborate list of potential activities can be found in Annex 1.

4. Features of the #GetInvolved label

4.1. Communication and Promotion

In terms of communication of information, the label and all related procedures will be provided on a website. Initially, room could be made on the project's current webpage: www.getinvolved-project.eu.

To ensure more outreach, we propose a multi-channel approach through the website, additional newsletters to VET providers, specific information campaigns alongside initiatives such as the European Diversity Month, which takes place in May of each year (e.g. using #EU-diversitymonth to attract more attention), as well as various target group specific social media channels (such as LinkedIn, Twitter, TikTok, Facebook groups or Instagram).

Support and guidance could be provided to prospective applicants in the form of guidance documents, templates, a FAQ section and/or chat-bot on the webpage, as well as possible bilateral support through either in-country or European level team members.

Network / Community of practice

Ideally, once more institutions become active in the project, a community of practice will be supported, through offering a space for communication, such as recurring online sessions to exchange best practices, or online webinars and trainings on specific topics, as well as possible contributions to newsletters.

Applicants could be given access to info packs about activities (such as online workshops, or training seminars) and access to a potential networking platform. This platform could facilitate the exchange of best practices through online webinars, and provide information and support via newsletters and online (or on-site) trainings – depending on the financial support available.

Protection against unauthorised use does not seem to be a major issue of concern for this type of initiative, as research conducted on existing label initiatives has shown⁶. Thus, no specific measures will be taken in this regard.

4.2. Language

In the development stage, English and the project languages Italian, German and Polish will be the main languages for describing the requirements and criteria as well as the application process. The concept of the #GIL can later be translated into the respective languages of countries joining the piloting or roll-out phases of the label – for this, national partner organisations could be selected to carry out the eligibility checks in their national languages.

4.3. Governance and management / Awarding body

When creating a new label, it is important to clarify the following questions:

- Who are the owners of the tool? (e.g. umbrella organisation)
- Who are the developers/managers of the tool?

It is important to distinguish on who is in charge of which part of the process of issuing the label:

- Organisation that issues the label
- Organisation that has developed the label
- Organisation that is responsible for the operational management of the procedure

A given institution can also take on more than one of these roles.

⁴Neema Kudva and David Driskell, "Creating Space for Participation," Community Development <https://organizingengagement.org/models/five-key-dimensions-of-participation/>

⁵Thomas R. Prohaska; Lynda A. Anderson; Robert H. Binstock (5 April 2012). Public Health for an Aging Society. JHU Press. pp. 249–252.

⁶Research conducted for the European Training Foundation (unpublished) analysed a set of different labelling and award procedures that address education and training providers. None of the initiatives had specific measures to protect from unauthorised use in place. <https://openspace.etf.europa.eu/pages/feasibility-quality-award>

The role of the awarding body of the #GILabel should, ideally, be assumed by a European umbrella organisation active in one (or more) of the following sectors:

- in the fields of diversity, participation, social engagement, active citizenship: such an organisation would be able to give profound thematic input and could facilitate networking among stakeholders in the fields of the three pillars
- in Vocational Education and Training in general: such an organisation would be able to inform their members and networks about the existence of the label and therefore potentially raise its impact.

This European level organisation would then work in close cooperation with national partner organisations ('satellites'), initially, for example, those active in the #GetInvolved project, who would act as the managers or 'developers'. In the future, the European organisation could either take the leading role in management as well, or find more national-level partners to cooperate with.

It is important to establish and maintain good cooperation between the European umbrella and national partner organisations to manage and further develop the label.

Possible umbrella organisations to be approached would include:

- ECIT Foundation (on European Citizens' Rights, Involvement and Trust): It was established in 2015 as a European think-tank, based in Belgium, concentrating on European Citizenship. ECIT views itself as a 'resource of know-how, research, and contacts, but also one of support for civil society organisations, academics and policy makers when they work on this theme.'
- The European Vocational Training Association – EVTA: It is one of the most well-known European networks in the field of Vocational Education and Training, representing VET providers across Europe. It works to facilitate the relationship between stakeholders in the field of VET, in order to enable them to share knowledge and practices on how to shape education and training for the future, and foster excellence in VET.

4.4. Funding and cost model

The question of a long-term funding and cost model is crucial for the sustainability and longevity of the label. Theoretically, there are the options of public and private funding, as well as individual versus 'group' funding.

Application costs can be minimised by offering online tools which do not have high maintenance cost. The main costs will derive from financing human resources to evaluate applications, and award the label, as well as operational management of the procedure.

Ideally, the cost of managing and issuing the label would be covered through the cooperation with a (publicly funded) non-profit organisation, through grants or through minimum application fees.

However, it is unclear whether public schools would have the means (and/ or willingness) to pay for this, on top of making the human resources available to carry out the internal assessment and preparations for application.

Therefore, ideally, the costs would be covered through public funds. The possibility of sustainable long-term funding through an EU programme or the permanent adoption into national/European policy and funding strategies should be envisaged, although this might not be easy to achieve in the short term.

5. Step by step: Award criteria and application

This chapter lays out the award criteria for the different types of the #GILabel and describes the application process in detail.

5.1. Award criteria

There are certain criteria which any potential label holder must fulfil in order to be awarded the label. Structured as a build-on approach, the label foresees that candidates (i.e. interested VET providers) need to fulfil the criteria for being an official candidate to the #GIL as the first step when interested in the Basic level. The Advanced label requires slightly more effort, and can either be applied for progressively, i.e. after having been awarded the Basic level, or directly. VET providers with an already excellent track record in promoting inclusive citizenship and democratic processes in their institutions may thus directly apply for the Advanced label.

Candidate status for the #GetInvolved label

For all levels, including the candidate status, it will be necessary to fulfil the following requirement:

Conducting a self-assessment

Reflection on the institution's status quo and current practices is a prerequisite for every interested organisation, and a first step to become aware of inherent structures, and of possible room for improvement. It is recommended to make use of the self-monitoring tool provided by the #GI project (IO3 - self-monitoring tool) to conduct this self-reflection.

The self-assessment touches upon questions of power structures, diversity, participation, further training opportunities, and social engagement, both at institutional as well as on teacher/trainer level.

Evidence to be provided:

Applicants need to provide evidence of their

self-assessment either in the form of the filled-in self-assessment tool or alternatively a written self-reflection report. This functions as proof of an institution's reflection on their own current practices in the specific fields. The filled in documents or the report will have to be uploaded together with the label application.

Basic #GetInvolved label

In order to be awarded the #GIL Basic level, in addition to conducting the self-assessment, the following criteria have to be met:

Action plan for promoting inclusive citizenship and democratic processes

After a thorough internal analysis among the VET provider's management, ideally including representatives of all groups, an action plan should be developed. This can be done either by the management, or by a designated working group. In either case, the action plan will have to be signed by the institution's management in order to show willingness to act at the highest levels.

Developing the action plan will ideally be accompanied by a Mini Future Workshop, where the status quo is analysed versus a vision for the future, with a collection of ideas and aims. Evidence to be provided: The action plan will have to be transmitted electronically together with the application.

Further training on relevant topic

Every institution willing to apply for the #GIL will have to ensure that a certain number of teachers/trainers get the opportunity to take part in further training focusing on one of the three pillars of the #GIL (diversity, participation, social engagement). An ideal setting would be a training such as the one developed within the #GI project (deliverable 1 – train the trainer workshop).

First time applicants will have to show that at least 5% of their staff participated in a training in the year before. For renewal of the label, over the course of 2 years, 10% of staff will have to have taken part in such a training, after 4 years, it will have to be an additional 10%.

Evidence to be provided: Certificates of attendance of relevant events to be sent together with the application.

Carrying out activities (Annex 1)

One activity from each of the three pillars (diversity, participation, social engagement, as listed in Annex 1) will have to have taken place in order to qualify for the #GIL Basic level. At least 15% of learners or trainees will have to be involved.

Evidence to be provided: Evidence provided may include lists of attendance, audiovisual documents, as well as short reports that describe the activities that took place in detail.

Advanced #GetInvolved label

The advanced level is aimed at larger organisations, meaning organisations with a higher number of staff and learners, as the additional activities mainly target learners and some of the criteria cannot be fulfilled by small organisations, due to possible privacy issues.

In order to be awarded the #GIL Advanced level, all of the above criteria need to be met. Additionally, the following criteria apply:

Survey among learners

A self-experience survey among learners about their experiences regarding discrimination and participation has to be carried out. This can be

done via an online survey tool assuring data security and privacy.

Evidence to be provided: Evidence may include graphs, or a short report on survey results.

Trainings / workshops for learners

Additionally, trainings and workshops on the topics of diversity or participation will be offered to learners, not only to staff.

Evidence to be provided: Evidence provided may include lists of attendance, audio-visual documents, as well as short reports that describe the activities that took place in detail.

More staff trainings

First time applicants will have to prove that at least 10% of their staff has taken part in a related training in the year before the application. For re-application, staff trainings will have to be offered to at least 30% of staff within 4 years. Evidence to be provided: Certificates of attendance of relevant events to be sent together with the application.

More activities

Activities will have to involve at least 25% of the learners of the respective institutions. Evidence to be provided: Evidence provided may include lists of attendance, audio-visual documents, as well as short reports that describe the activities that took place in detail.

Optional for all

Network / Community of practice

Ideally, once more institutions become active in the project, a community of practice will be supported, through offering a space for communication, such as recurring online sessions to exchange best practices, or online webinars and trainings on specific topics, as well as possible contributions to newsletters. At a later stage, it could be discussed whether active participation in this network should become a criterion for renewing the #GIL.

#GI Team

VET providers install a permanent working group (e.g. that learners could take as a 'free elective' subject) to engage in topics around

diversity, participation and social engagement and to ensure the following-up of the action plan. Ideally, all relevant stakeholders should be represented in the working group, including learners, faculty, staff but also stakeholders from the wider community.

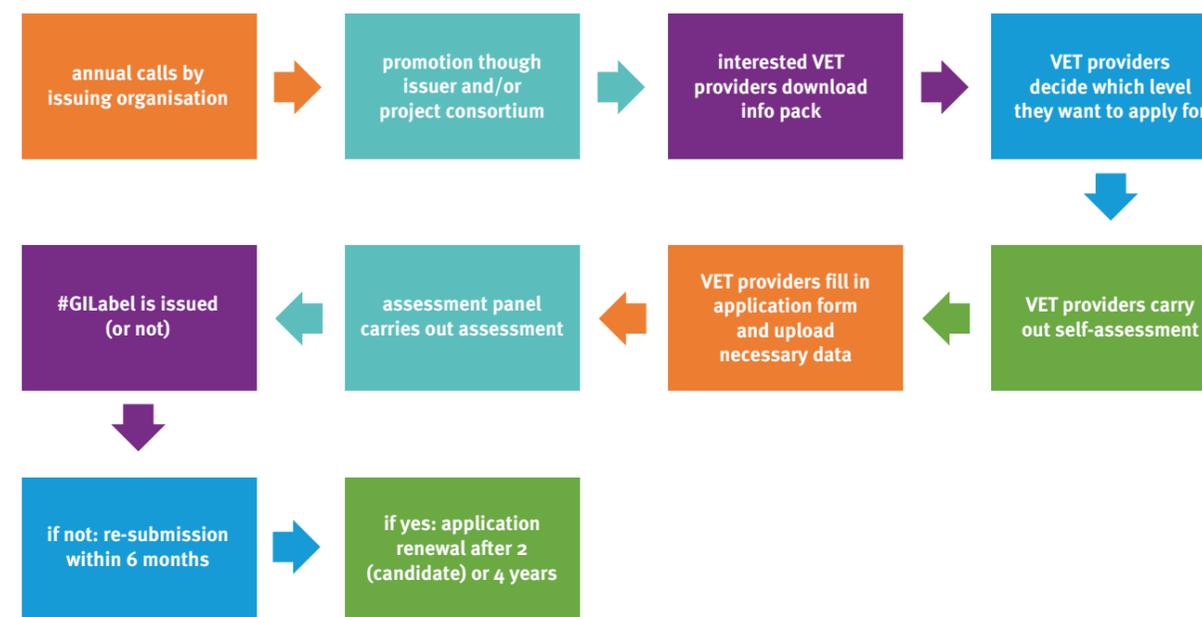
5.2. Application process

The application process is based on the following three key pillars:

a. Annual calls for application will be issued on the website (downloadable/online application form).

b. Annual calls will be promoted through the issuer (e.g. ECIT Foundation) and partner networks of the project consortium.

c. The process is open to VET providers, i.e. entire organisations may apply; a signature from the management is needed for the application (to confirm their full commitment, as an entire organisation, to promoting inclusive citizenship and democratic processes).



A sample application form (in English language) can be found in Annex 2.

Applications can be submitted in English, as well as in all languages in which local 'satellites' are active. In the current project, this would be Italian, Polish and German. Ideally, all EU languages would be covered. The website, description of award criteria and process will first be available in English language, with more languages to follow as soon as partners in the respective countries are found. As one of the main target groups are schools and learners, the use of the respective national languages is seen

as a way to be as inclusive as possible. The use of the English language can be seen as a way to encourage participation in activities within foreign language classes.

6. Evaluation / Assessment

Who can apply?

All VET providers (schools, training organisations) as laid out above (section 'target group'). Ideally, the label would be available to applicants from all EU Member States. In the beginning, as a first step, it could be open to institutions in the countries piloting the label.

Submissions can be accepted by any person active in the institution, provided that they can prove (e.g. through a signature by the school board or management) that they are acting on behalf of the VET provider (e.g. any teacher, trainer or other staff of the VET provider, but also principals, school boards, ...) This is proven through uploading a signed letter of commitment.

There will not be any requirement to be part of a specific network, and VET providers may also be active at various educational levels (from primary to tertiary level).

Applications are filed on behalf of one individual VET provider. The possibility of nomination of another VET provider is not foreseen.

Applications can be submitted electronically through a web portal, or alternatively by e-mail.

Evidence requirements:

All applicants will have to upload (or send via e-mail) the following documents together with the application form:

1. A signed letter of commitment by the schools' representative (e.g. head teacher, principal, director, management board or quality assurance responsible)
2. Proof that they have engaged in self-assessment/reflection by providing a filled-in self-assessment template (#GI project IO 3 self-monitoring tool) or by providing a short written self-assessment report.
3. Action plan to be uploaded / sent via e-mail (required only for the Basic #GIL and the Advanced #GIL).
4. Certificates of participation in staff training on topics related to one or more of the pillars (required only for the Basic #GIL and the Advanced #GIL).
5. (Audio-)visual proof of any activity carried out under one or more of the three pillars (required only for the Basic #GIL and the Advanced #GIL).

It will be important to clearly specify what kind of evidence is needed to underpin compliance with the award criteria. At the same time, VET providers should also be granted some flexibility to decide how they comply with the criteria and what evidence they provide to support this. They will be able to choose whether they want to upload or e-mail the documents.

Assessment panel or board

Applications will be assessed by an assessment panel (board), consisting, at least for the first round, of the project consortium, with the support of a network of national experts (for language barriers).

In a possible pilot stage, the panel would consist of the core members of the project partnership, in cooperation with the teachers and trainers who took part in teacher training activities.

At a later stage, the panel/board would be made up of representatives of the European umbrella organisations, in cooperation with members from the national 'satellite organisations', which would ideally include experts in inclusion, diversity, citizenship and participation, as well as experts in organisational development and sociology.

Quality and relevance of provided evidence:

The task of the assessment panel is to check applications according to the quality and quantity of provided evidence.

The assessment procedure is set up as a four-stage process:

- Eligibility check: a light-touch assessment to make sure only valid and complete applications proceed to the next stage – this can be done by selected members of the assessment panel.
- Review: a thorough review of the application and submitted documentation by the panel members. The workload can be shared among the panel members with a short presentation in front of the whole board at the end. In any case, each application should be independently assessed by at least two members of the panel.

The review will be carried out with the help of a quality criteria matrix, or a checklist with relevant points and indicators

- Labelling decision: a decision will be taken

among the board members, with at least a 2/3 majority of 'yes' votes in order to be awarded the #GIL.

- Communication of labelling decision: awardees will be informed bilaterally of the award decision. Information on labels awarded and awardees will subsequently be publicly provided on the website or online portals.

There will be no scoring, thus not a ranking of 'winners' but simply successful applications and unsuccessful applications.

Together with the decision on award or non-award of the label, applicants will receive a short justification of the decision. For successful applications, this will consist of a short summary of the strong points of the application. For unsuccessful applications, the reasons for the non-award (and related possible recommendations for improvement) will be pointed out.

6.1. Award

As for the Candidate #GIL, Candidates will not directly be awarded, but will be granted official 'candidate status', which means they will be allowed to officially call their institution 'candidate to the #GILLabel'.

Successful applicants for the Basic and Advanced levels of the #GIL will receive the following package:

- Official use of the #GIL-Logo for the respective level (basic or advanced)
- Plaque: a pdf template for printing and/or a digital badge (basic or advanced)

There will be no further differentiation between basic and advanced, as their target groups mainly differ in size - the basic version being rather targeted to smaller organisations, whereas the advanced is rather targeted to bigger VET providers.

6.2. Appeal and re-submission

What happens if an application does not meet the requirements?

If an application does not meet the requirements, the VET provider is entitled to re-submit their application within 6 months. This additional period granted should give them time to make necessary improvements to their application. Only those parts of the application which did not meet the award criteria will have to be re-submitted.

Candidates who did not sufficiently fulfil the criteria for being awarded the label they applied for, will receive concrete feedback on the weaknesses of their application. Ideally, they would be consulted independently, and accompanied for an eventual improvement process and re-submission.

The re-submission could also be accompanied by an FAQ section or a chat-bot to help with uncertainties. If resources allow for it, there could also be (online)-workshops for applicants.

In case the assessment/evaluation will be carried out 'live' through e.g. an online interview, the VET provider will receive direct feedback.

6.3. Validity and renewal

For how long is the #GILabel valid?

The #GILabel is issued with a limited period of validity for all three types, in order to mirror recent developments and achievements, and to not become outdated or obsolete. The label loses its validity unless renewed.

- The Candidate status has a validity of 2 years and can be renewed twice. The limited possibility for renewal supports the developmental vision of the label. VET providers committed to embracing inclusive citizenship and democratic processes in their institution are expected to implement appropriate action to achieve either the 'Basic' or the 'Advanced' label in due course. VET providers with a candidate status that advance particularly fast do not need to wait for two years before submitting their application for one of the two labels.

- The 'Basic' label has a validity of 4 years, with annual option to upgrade to the advanced label.
- The 'Advanced' label also has a validity of 4 years.

Both the 'Basic' and the 'Advanced' #GIL can be renewed for an unlimited number of times.

How to renew the label?

To apply for a renewal, the same procedure applies as for the first-time application, i.e. the evidence requirements and documents to be submitted remain the same, in order to ensure that the self-reflective nature of the label can be guaranteed. It is however expected that the workload for an applying VET provider decreases year by year, as they become used to conducting self-reflection and reporting on it on a regular basis. Applications for renewal are possible once per year, following the same schedule as the call for first-time applications.

The decision on the 'ideal' period of validity is not an easy one. From a quality assurance perspective, shorter periods may be preferred. If periods are too short, however, the workload for preparing the application for renewal may become unmanageable for VET providers, discouraging them from taking part in the procedure altogether. The suggested period of 4 years takes into account both perspectives. Once the label is implemented, it is recommended to evaluate the period of validity after a certain period of time and consider adjustments, if called for.

7. Annex 1: List of activities

This list is not exhaustive, but should give applicants a good understanding as to which types of activities and topics would qualify for being awarded the #GIL. The three pillars are not to be viewed completely independent from each other. Many topics offer linkages and may relate to more than one pillar.

Diversity (anti-discrimination / awareness-raising / inclusion)

- Making marginalised groups heard
- Addressing Gender-topics
- Accessibility (,physical' improvements to include handicapped people, inclusive architecture)
- Photo-stories, challenges, contests on diversity aspects
- Key-note speakers, project days, Workshops
- Invite external experts / NGOs to speak about specific topics (racism, accessibility, inclusion etc)

Participation (democracy / power structures / decision-making – no ,Alibi participation')

- Participation within the institution (budget-decisions, ...)
- Participation in society (elections, decision-making at local level)
- Possibility to comment vs. actual participation
- Petitions for public transport in rural areas
- How to ensure political participation (e.g. of handicapped people)
- Informing about (e.g. local or European) elections

Social Engagement

- Food-sharing (learners vote where to give food to)
- Fundraising activities (if justified - item raising for social institutions, e.g. elderly/homeless/refugees; animal shelters only if really justified; fundraising runs)
- Sponsoring of ,social' activities (by companies)
- Cooking for (charities)

- Pro-climate activities (petitions, promotion of ,green' mobility, cleaning day / beach cleaning, urban gardening)
- Cooperation with schools abroad / Cooperation with companies abroad or ,allowing' apprentices to go on mobility abroad
- Commemorative culture (Erinnerungskultur)
- Build cupboard for book exchange (e.g. trainees in carpentry)

Further Training in one of the above topics (#GI Training or similar Learning Outcomes)

8. Annex 2: Draft application form

Application for the #GetInvolved Label

Objective:

The #GI Label recognises active engagement in inclusive citizenship and democratic processes in VET.

Eligibility criteria:

This label is open to all VET providers in all EU Member States (i.e. organisations providing vocational education and training, including schools, training centres and companies) and at various education levels.

Information about the VET provider applying for the label:

Name of the VET provider:  _____

Type of VET provider: school
 company
 training centre
 other: please specify:  _____

Postal address:  _____

Country:  _____

Contact person for this application:

First name:  _____

Last name:  _____

E-mail address:  _____

Telephone number:  *Please include the international code* _____

Principal information about the application:

Profile of the applicant:

 *Please provide a short description of your organisation; its level and type, number of learners and teachers; type of education and training offered, focal areas, priorities, community in which it operates. Max. 150 words.*

Engagement to promote inclusive citizenship and democratic processes in VET:

 *Describe the measures and actions taken by your organisation to promote inclusive citizenship and democratic processes in VET. Describe to which extent different stakeholder groups (e.g. teachers and trainers, learners, parents, cooperating partners) have been involved and how. Max. 400 words.*

This application is to obtain : Candidate status
 Basic #GetInvolved Label
 Advanced #GetInvolved Label

Application – General part:

Self-assessment report:

 *Describe how you have conducted your self-assessment. Provide completed self-monitoring tool (e.g. from #GetInvolved) or alternatively a written self-reflection report.*

Letter of commitment:

 Provide signed letter of commitment. The letter must be signed by a legal representative from the school (e.g. headteacher, principal, director or management board, as applicable).

Application – Specific part (not required for Candidate status):

Action plan for promoting inclusive citizenship and democratic processes:

 Provide your action plan. This document should clearly describe the ongoing and planned actions and initiatives taken by your organisation to promote inclusive citizenship and democratic processes in vocational education and training. Describe which target groups are addressed and how.

Evidence of further staff training:

 Provide evidence of further training undertaken/provided. Evidence must clearly illustrate that at least 5% of the VET provider's staff participated in a relevant training during the past 12 months (10% of staff for renewal applications and for the Advanced #GIL).

Evidence of learning opportunities provided for learners (Advanced #GIL only):

 Provide evidence of trainings, workshops, etc. provided to learners on topics related to diversity, participation and/or social engagement (only required for Advanced #GIL).

Evidence of activities supporting diversity:

 Provide evidence of activities undertaken to support diversity in your organisation. Evidence must illustrate that at least 15% of the learners have been involved in a related activity (25% for the Advanced #GIL).

Evidence of activities supporting participation:

 Provide evidence of activities undertaken to support participation in your organisation. Evidence must illustrate that at least 15% of the learners have been involved in a related activity (25% for the Advanced #GIL).

Evidence of activities supporting social engagement:

 Provide evidence of activities undertaken to support social engagement in your organisation. Evidence must illustrate that at least 15% of the learners have been involved in a related activity (25% for the Advanced #GIL).

Survey among learners (Advanced #GIL only):

 Provide evidence of survey among learners undertaken regarding their experiences related to discrimination and participation.

Eligibility and exclusion criteria:

- I confirm that I have the right to submit this application on behalf of the VET provider that I am representing. I confirm that the VET provider applying for this label complies with the eligibility criteria as stated above.
- By submitting this application, I agree that for any text, videos, images or other material provided together with this application, my organisation is the sole author and right holder and that the provision of these materials does not violate any copyright, right of privacy or any other right of a third party.
- By submitting this application, I agree that in case of award of a #GetInvolved label the #GetInvolved partners may publish certain data related to my organisation, in particular the name of my organisation and its location and the applicant profile.
- I agree that in case of award of a #GetInvolved label, the #GetInvolved partners may use without restrictions all documents and audio-visual material (e.g. pictures, videos) that were provided together with this application.

Consent:

All personal data are processed in accordance with the provisions of Regulation (EU) 2018/1725 of the European Parliament and of the Council of 23 October 2018 on the protection of natural persons with regard to the processing of personal data. Your replies to the questions and any personal data requested are required to process your application and will be processed solely for this particular purpose by the partners of the #GetInvolved project.

- I have read and agree with the processing of my personal data for the purpose of this application.

Make your notes

