

## EfVET Newsletter – December 2010

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## Message from the President - December 2010

### Dear Members

It is my pleasure to introduce this, the last newsletter of 2010. Since I last wrote to you, the EFVET Steering Group have been very active on several fronts.

I am delighted to report that Conference 2010 was highly successful with over 200 delegates from 18 countries. Feedback from those present was extremely positive with an excellent mix of speakers and interactive sessions. During Conference we were very pleased to welcome Joao Delgado from the Commission. He invited EFVET and its colleagues in EUproVET, EVTA and EVBB to prepare a joint declaration from VET providers to the Ministerial Conference in Bruges held by the Belgian Presidency of the EU.

You can read a brief report of the event in this newsletter. A big thank you to Stelios and colleagues in the other networks for his leadership and commitment in preparing what was a major milestone in our participation in the discussions surrounding the EU Education and Training Strategy 2020.

Ruud Bolsius, Tibor Dori and Stefano Tirati have continued to work on the review of our strategic direction and marketing strategy for final approval at our next Steering Committee in Brussels at the end of January.

In terms of marketing and promotional actions – to support our membership drive and widen our representation – we are working on display material, a new brochure and corporate image to support our activities.

EFVET in association with EUCIS-LLL has been invited to hold a reception and exhibition on Lifelong Learning (incorporating VET) to be held in the European Parliament on the week commencing March 14 th 2011. At this event we will concentrate on raising the awareness of VET in Europe and the importance of VET in the EU strategic policy arena.

On an organizational front EFVET is consider staffing support in our Brussels Central Office. This will greatly assist our work moving forward and ensure we have the capacity to extend our network and support you all, as members, more effectively.

Finally, let me express my best wishes for Christmas and the New Year – may you all have a peaceful, happy relaxing break.

Warmest regards to you all



**Peter Hodgson**  
**President, EfVET**  
president@efvet.org

## **Message du Président - décembre 2010**

C'est avec grand plaisir que je vous présente notre dernier bulletin de l'année 2010. Notre Conférence Annuelle était un grand succès avec 200 participants de 18 pays. Les opinions étaient vraiment positives à cause des présentateurs divers et des sessions interactives. Pendant la Conférence nous étions fort contents d'accueillir Joao Delgado de la Commission Européenne. Il a invité EfVET et nos collègues d'EUproVET, d'EVTA et d'EVBB à préparer une déclaration jointe des institutions VET à la Conférence Ministérielle à Bruges organisée par la Présidence Belge.

Vous pouvez lire un rapport de cet évènement dans ce bulletin. Je voudrais remercier Stelios et des collègues dans les autres réseaux pour sa direction et son engagement pour préparer un développement significative dans notre participation aux discussions sur la Stratégie VET 2020. Ruud Bolsius, Tibor Dori et Stefano Tirati ont continué à examiner notre stratégie future et notre de stratégie de Marketing. Leurs décisions seront présentés à notre prochaine réunion du Comité de Pilotage à Bruxelles à la fin de janvier 2011.

Nous travaillons sur une brochure et d'autres documents qui nous aideront à attirer plus de membres et élargir notre représentation en Europe. On a invité EFVET en association d'EUCIS-LLL de participer à une réception et une exposition de LLL et VET, qui auront lieu au Parlement Européen pendant la semaine qui commence le 14 mars 2011. Notre but c'est de promouvoir l'importance de VET pour l'avenir de l'UE.

EfVET considère à ce moment, l'idée d'employer une personne dans notre bureau à Bruxelles. Un employé nous aidera à servir nos membres plus effectivement et élargir notre réseau.

Finalement, je voudrais vous souhaiter tous Joyeux Noël et Bonne Année 2011.

Mes amitiés

Peter Hodgson  
Président  
president@efvet.org

## **Announcement of next year 's conference in Malta**

The Announcement of next years conference will be on the website early January.

Leif Haar

## **Joint Declaration on the EU strategy 2020**

On December 7<sup>th</sup> in Bruges, Belgium, the informal Council of Ministers for Education and Training approved the Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020 (EU strategy for 2020).

EfVET along with EVTA, EVBB and EUproVET were asked by the Commission and the Belgian presidency, for the first time, to prepare a joint declaration on the EU strategy 2020. After several meetings and long deliberations among the representatives of the four Associations, the joint declaration was finalized and sent to the Commission and the Belgian presidency on November 30<sup>th</sup>. The joint declaration was part of the documents circulated to all the ministerial delegations and the press.

Representatives of the four Associations were invited to participate at the Ministerial meeting, again for the first time, in Bruges and were given 15 minutes in the agenda to present the declaration to the ministers, in total 34 delegations, and the Commissioner. The Vice President of EfVET, Stelios Mavromoustakos, presented the joint declaration on behalf of the four Associations.

I will like to extend my thanks and appreciation to the representatives of the other three Associations, Tommaso Grimaldi, Peter Backfisch, Rene van Schalkwijk, Manfred Polzin, John Mountford and Kuhn Fritz-Gerhard and the policy committee members of EfVET, Geoff Scaplehorn and Louis Costas for the excellent work. Special thanks goes to Pete Hodgson and Leif Haar for their valuable contribution and support over and above all the other dues.

The joint declaration is available at the link provided or on the EfVET website under news. The Bruges Communiqué is also available on EfVET website under news.

Stelios Mavromoustakos  
Vice President



joint declaration  
Bruges 07 December

## News from EfVET Denmark

The Danish section of EfVET has decided to build up a national website for the Danish members, and Stelios D. has agreed that we are allowed to do just that as a part of [www.efvet.org](http://www.efvet.org). This might be a good idea for some of the other member countries...

Vibeke Nørgaard

## Member News

Bircham University has just been re-accredited by the Education Quality Accreditation Commission <http://www.accreditation.info/>

This has been quite helpful and beneficial for us and we would like other members of EFVET to take advantage of this.

The Education Quality Accreditation Commission establishes academic, institutional, ethical and business standards; it examines and evaluates institutions in terms of these standards; and grants accreditation to those who qualify. Its accrediting program employs procedures similar to those of other recognized educational accrediting agencies. Eligibility for Education Quality Accreditation is open to education institutions from all over the world.

Accreditation is important because it gives the assurance to the public, in particular to prospective students, that you, as an education provider, meet quality educational standards in the global market.

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William Martin  
CEO & Vicepresident  
Bircham International University  
<http://www.bircham.edu>

## SOME CURRENT VET POLICIES AND INITIATIVES

### The Development of National Qualifications Frameworks in Europe

CEDEFOP has compiled and published this comprehensive report on the progress made by each EU and EEA member state to formulate a National Qualifications Framework. Most are devising an eight level structure to reflect the European Qualifications Framework. France has recently presented its NQF to the EQF Advisory Group and this has been accepted.

To date Malta, Ireland and the four countries of the UK have matched their NQFs to the EQF.

The annex from the CEDEFOP report summarises the progress made in each country and the anticipated completion date. It is anticipated that most would achieve the task by the end of 2011. Also included was the list of national agencies undertaking this role.

To read the full report or view the summary outlining these developments in the other 23 Member States you will find it on the Cedefop website at [www.cedefop.europa.eu/EN/publications/16666.aspx](http://www.cedefop.europa.eu/EN/publications/16666.aspx)

### The "Skills Agenda" in the EU 2020 Strategy

Jan Figel Commissioner had outlined the Skills issue in this phrase:

"The major future challenges in the education field are how to reform our learning systems to prepare our young people "for jobs that do not exist yet, using technologies that have not been invented yet, in order to solve problems that have not even been identified yet"

"New Skills for New Jobs"

The European Commission has drafted a strategy document "**Priorities for enhanced European cooperation in VET 2011-2020**"

In summary the areas for development were:

- Developing a strategic approach to internationalisation of IVET and CVET and international mobility
- Making IVET an attractive learning option
- Quality Assurance
- Quality of Teachers and other VET Professionals
- Enabling flexible access to training and qualifications
- Fostering innovation, creativity and entrepreneurship as well as the use of ICT in both IVET and CVET
- Promoting equity, social cohesion and active citizenship – inclusive IVET and CVET
- Greater involvement of VET stakeholders and greater visibility for the achievements of European cooperation in VET
- Coordinated governance of European and national instruments in the areas of transparency, recognition, quality assurance and mobility
- Intensifying cooperation between VET policy and other relevant policy areas
- Implementing the principles underlying the governance and ownership of the Copenhagen Process

- Short term deliverables 2011-2014 for example VET promotion campaigns, EQAVET development, 15% benchmark on the participation of adults in lifelong learning, progress towards ECVET implementation.
- Encourage partnership for creativity and innovation
- Take preventive and remedial measures to maximise the contribution of VET in combating early school leaving
- Establish communication strategies for different stakeholders

### **Latest developments on the promotion and validation of non-formal and informal learning and links to the implementation of the EQF**

*'(Member States are recommended) to use an approach based on learning outcomes when defining and describing qualifications, and promote the validation of non-formal and informal learning in accordance with Common European principles (2004), paying particular attention to those citizens most likely to be subject to unemployment or insecure forms of employment, for whom such an approach could help to increase participation in lifelong learning and access to the labour market.'*

#### Challenges

- Validation arrangements are not sufficiently known or accessible to individual users – the local/regional infrastructure is not in place;
- There is a wide diversity of validation initiatives taken at national, regional, local and sectoral levels and co-ordination between these initiatives is generally lacking;
- Validation arrangements are not properly integrated into regular qualifications systems and/or frameworks which makes it difficult for the outcomes of the validation process to be used for accumulation and transfer purposes;
- Validation arrangements do not interact sufficiently with other instruments and services; notably guidance, credit transfer etc.;
- The outcomes of validation are not trusted as equal in quality to those of formal education and training institutions;
- Validation is not generally seen and treated as an integrated part of human resource development practices in enterprises.

If the full potential of validation is to be released, to make better use of the already existing knowledge, skills and competences in society, then these challenges have to be addressed in a coordinated and coherent way. If not, there is a danger that, in most countries, validation will remain a service for a minority.

The following points can be used as a starting point for discussions.

- the role of validation of non-formal and informal learning in the national qualifications frameworks;
- the extent to which validation forms a normal route to qualifications (equal to formal education and training);
- how the use of learning outcomes in standards and curricula can be used to facilitate validation;

- the role of quality assurance in strengthening the trust to validation (as equal to formal education and training);
- how the new NQF levels and descriptors can be used as a basis for guiding individuals on the potential use of validation for access, progress and accumulation;
- how existing services, for example guidance and employment services, can play an integrated part in validation along with education and training institutions and stakeholders.

### **Considerations for a set of common criteria and procedures for the inclusion/alignment to NQFs of qualifications awarded by international non-government bodies**

*"International qualifications" is meant to denote qualifications developed and awarded by international non-government organisations (such as sector or professional bodies or multinational companies), without the involvement of government authorities of any country.*

- The qualification to be included/aligned to the NQF should be based on learning outcomes that can be clearly associated with the learning outcome-based descriptors of a certain NQF level.
- The decision on the inclusion/alignment of an international qualification in an NQF is a national competence. For reasons of European transparency, these international qualifications should also be described in the format agreed by the EQF AG.
- Progression opportunities for further learning and potential access to jobs or fields of employment for those who have acquired the international qualification should be described. The description of the qualification should explain if the qualification or parts of it can be acquired via validation of prior learning.
- The international non-government awarding body that aims to link its qualification(s) to an NQF should clearly explain in which countries and in which sector it awards qualifications. It should also explicitly state if its qualification(s) has already been included in the NQF of another country or is in the process of applying for the inclusion of its qualification to another NQF.

## The ESCO Proposal



### **EUROPEAN SKILLS COMPETENCIES OCCUPATIONS TAXONOMY**

Economic and social classifications serve both statistical purposes and practical applications. For example, to collect and advertise job vacancies, Public Employment Services or private placement companies use classifications of occupations, often based on the International Standard Classification of Occupations (ISCO).

In the field of education and training, the International Standard Classification of Education (ISCED) is used to compile data on attainment levels and qualifications.

For several years, a shift in recruitment patterns from approaches based purely on 'occupations' and 'formal qualifications' towards new concepts such as 'skills' or 'competencies' has been observed. Skill and competence profiling is increasingly used by employers to recruit, while reforms are on-going in many Member States to ensure that education and training systems develop skills, knowledge and competencies that are easily understood, compared and transferred across countries. Such evolutions call for including skills and competencies into existing classification systems.

The development of ESCO has been agreed at the European level as one of the major outcomes of the New Skills for New Jobs initiative developed by the European Commission jointly with Member States, to build a 'common language' bringing together the worlds of work and of education. ESCO is meant to serve as a new standard, complement or even replace existing national as well as sectoral occupational and educational classifications. It can provide a classification for all operators and actors that have not developed their own system, and serve as a common reference for the various systems currently in use across the EU, to improve their compatibility and interoperability. ESCO will benefit to both employers and job seekers, by improving significantly the process of matching vacancies. ESCO will enrich the knowledge base on skills and competencies to support the development of adequate services and new employment and training initiatives.

Geoff Scaplehorn

EfVET UK Representative.

## Transfer of Innovation and Development of Innovation projects in which EfVET or its members are a partner

### Women Entrepreneurs in Rural Tourism



This new Transfer of Innovation project aims to build the skills of women entrepreneurs involved in rural tourism and crafts to improve the quality of training provided by the VET sector. It builds on the findings of a previous project European Rural Tourism Development (ERTD).



The focus of the first meeting held in Bristol, UK, in November was on our approach to a needs analysis and to the development of a WERT community. A successful entrepreneur, Judith Green, also participated in discussions about the needs of existing businesses and women entrepreneurs who wish to enter the sector.

The partnership includes: Norton Radstock College (lead partner), UK; EDEX, Cyprus; Association of Cypriot Women in Tourism, Cyprus; CDEA, Spain; YSAO, Finland; Vocational Centre of Parnu County, Estonia; Estonian Rural Tourism Organisation; PRISMA, Greece and EfVET. For more information, see the website <http://europe.nortcoll.ac.uk/wert/>

### International Development Officer Validation of non-formal and informal learning



The IDOLearn project conference was held on 8th October in the historic Centre international d'études pédagogiques conference in Sèvres near Paris.

The conference showcased the outcomes of the IDOLearn project which seeks to recognise and validate informal and non-formal learning for those working on international activities. These outcomes were set in the context of their contribution towards international development.

During the conference, there was a mix of knowledge sharing, debate and networking. Pete Hodgson, President of EfVET, presented the European Lifelong Learning Programme in the context of the revised strategy for Education and Training for 2020.

Partners are currently finalising the training product which builds on pilot testing. IDOLearn partners come from Finland (Co-ordinator), Romania, France, Greece, Germany, Italy, Norton Radstock College (UK) and EfVET. For more information please go to [www.idolearn.net](http://www.idolearn.net)



## **Envolve – Nature Based Entrepreneurs and VET Providers Learning and Working Together**



Partners in the envolve project are currently piloting different ways of working closely with nature based entrepreneurs to provide training opportunities for young people. A handbook of best practice is being produced as a source of ideas for engaging more closely with the employer sector on a win: win basis.

For example in the UK, photography students have taken photos for a rural holiday cottage website; ICT students have helped entrepreneurs to link their businesses through an electronic map and horticulture students have carried out practical conservation work for rural enterprises and written assignments based on innovative business plans.

Project partners are: University of Helsinki Ruralia Institute (Lead Partner), The Finnish Nature-based Entrepreneurship Association and Yla-Savo Municipal Federation of Education from Finland; Eesti Maaulikool Estonian University of Life Sciences; Rogaland School and Business Development Association from Norway; Centro Servizi Cultura Sviluppo Srl, Research Centre for Cultural Development from Italy; Norton Radstock College from the UK; Euracademy Association from Greece and EfVET. For more information, see the website <http://www.luontoyrittaja.net/envolve/>

### **Coaching Skills for Teachers to foster Entrepreneurship (entre-coach)**

This is a new project, a Transfer of Innovation. There are 5 core partners: Norton Radstock College (UK), Politeknika Ikastegia Txorierra (ES), Haaga-Helia University of Applied Science (FI), Bildungsmarkt Vulkan (DE) and Euro Contact Business School (HU). We also have 2 business organisations working with us – GWE Business West from the UK and Work-Lan from Spain. EfVET is also a partner. A Swiss silent partner has also joined, Swiss Occidental Leonardo.

Innovation and entrepreneurship is vital to both enterprises and countries that need to transform new ideas rapidly into technical and commercial success in order to maintain growth, competitiveness and jobs. Increasing cooperation between VET and enterprises is highlighted in both national and EU policies; SMEs account for 99% of European companies.



It is recognised that teachers may not have the skills needed to allow fostering of entrepreneurship and innovation amongst their students, whether young people or adults.

This project will adapt and improve two previous projects and create a new entre-coach role and competences. Two courses will be delivered; the first (the entre-coach teacher course), where 12 entre-coach teachers will be taught coaching, innovation and entrepreneurial skills and the second course will be delivered in each of 4 countries, to create 40 entre-coaches.

## **Network Promoting E-learning for Rural Development - e-ruralnet**

A successful national workshop was held in Covilha (Portugal) in mid-September attended by various organisations from Portugal. A project team meeting followed.

The project has created a guidance tool, which is a friendly tool using Games Based Learning (GBL). The GBL tool uses a character named Alfred; this aim of this is to perform a skills check with new users; the game produces a certificate that identifies the person's training needs. This can be used offline and will prove useful (we hope) to the Training Providers and individuals that have assisted with the research on the project.

This is a 3-year Transversal project, with 13 Partners. The project website is available at [www.e-ruralnet.eu](http://www.e-ruralnet.eu). The training providers questionnaires are now completed, but we are looking for providers who can persuade their students to complete questionnaires – either as an e-learning student or a member of the control group (those who have not participated in any e-learning). If you would like to assist with the research, choose your flag and go to the questionnaires part of the website. It should only take about 10 minutes to complete.

We are also looking for people to join our network. Please contact a partner from the list if you are interested.



## Cultural Awareness in Vocational Training through E Learning

### Cultural Integration

From 2006-2008 *Politeknika Ikastegia Txorierrri* collaborated with Centres from Finland, The Czech Republic, Germany and Ireland, in the **CATIT** Pilot Course, which was a training course for Technical trainers who work with students from different cultures. Following on from CATIT,

*Politeknika Ikastegia Txorierrri* is now (2009-2011) coordinating the CATEL Project to transfer the CATIT course material to an online e learning format alongside partners from Germany, Estonia, Turkey and Efvet.

The main objective of the **CATEL Project** is to **improve the integration of immigrant students into the education system and the workplace**. *Politeknika Ikastegia Txorierrri* has designed and developed an internet platform which will be used to motivate and prepare teachers and trainers who work with immigrants and whose role is to help students integrate and successfully complete their studies.

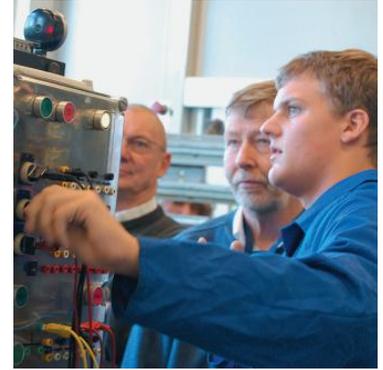
The CATEL pilot course is now underway in each partner country. Visit: [www.catelproject.net](http://www.catelproject.net)

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## **MOVET II – Recognition of European learning outcomes in the field of mechatronics engineer vocational training**

**EfVET at the launch of a Transfer of Innovation from a successful initiative**

**Munich, 2 December 2010**



It is with great pleasure that EfVET is supporting as dissemination and valorisation partner this follow up project arising from the achievements and outcomes gained within MOVET, a Leonardo da Vinci project focused on promoting transnational cooperation and learning mobility experiences between Germany, Denmark and Finland.

The innovative aspect of the project is the focus on ECVET and its implementation in order to promote mutual recognition of learning outcomes among different institutions and different countries who have, as we all know very well, very structured and quite dissimilar educational systems.

MOVET II represents an enlarged partnership counting on the support of two new VET providers from Slovakia and Check Republic, in addition to the original Consortia, composed by experienced VET providers and worldwide leading companies coordinated by Technical University of Munich.

The objectives of this new initiative are ambitious as it aims at developing and testing overall 7 transnational modules, 4 new ones in addition those developed within MOVET I, which are:

1. PLC
2. Hydraulics
3. BUS
4. CAD/CAM **New**
5. CNC **New**
6. CNC advanced **New**
7. Electropneumatics **New**

Another insight on the quality of the project: at the kick off meeting nearly 50% of participants are representatives from the companies, among others BMW, SWM, MTU Aero Engines. The active involvement of the companies ensures the consistency of the learning programmes and outcomes with the real needs of the industry.



In February 2011 the partners will apply to their respective Leonardo da Vinci National Agencies for mobility grants in order to overall 80 mobility beneficiaries, who will attend the different modules offered across Europe.

Let's now meet some of the new project partners.

**Slovakia on board – Monika Hodnicka, Upper Secondary School of Mechanical Engineering, [www.strojsnv.sk](http://www.strojsnv.sk)**



**EFVET:** could you briefly present your school and the main sectors?

**Monika:** our school has over 400 full time students. The main departments are mechatronics, graphic systems, technical management, logistics, electronics and car construction.

**EFVET:** do you have experience in European projects?

**Monika:** we have participated twice in Comenius Projects, one lasted 2 years and the other one lasted 3 years. We have also participated in Lifelong Learning Programme for Teachers. In both of these projects we gained lots of positive experiences.

**EFVET:** what do you expect from your participation in MOVET II?

**Monika:** mainly we expect that our Slovak students will get the qualification in other European countries, which can be recognized in their home country.

Students can compare their knowledge, competencies and skills with other students from other countries.

Students will also be able to overcome their prejudice towards foreign cultures and counties. They can make new friends and get new contacts which may be very useful for them in the future. Last but not least, student will be highly motivated to learn foreign languages.

**EFVET:** do see a potential impact of the MOVET II project on the Slovak Vocational Training System?

**Monika:** we think that within the VET system in Slovakia the most important impact is a high chance for our students to be employed by industrial companies in EU.

Furthermore, via the exercise proposed by MOVET our VET system can be compared and become transparent to colleagues from Germany, Denmark and Finland. I am sure that the mobility exchanges to be developed within the project will have a strong impact both at individual as well as at institutional level.



**Company's perspective – Christian Gampenrieder, Production Manager at Seidenader, [www.seidenader.de](http://www.seidenader.de)**

**EFVET:** Why are you taking part in this initiative?

**Christian:** Our company is a new partner in MOVET, we got involved via one of the VET schools with whom we have a close and long lasting cooperation a reliable partner that we can trust. They said to us: you are an ideal partner for MOVET, so we got curious and now we are on board.

**EFVET:** can you tell us a bit more about your company?

**Christian:** Our company Seidenader is a 150 years old machine manufacturer, specialized in the health – medical sector, providing ad hoc solutions to our customers. We export 85% of our products and in order to play in the global market, we need technicians who can work all over the world in a professional and effective way.

**EFVET:** so how do you train your technicians?

**Christian:** since the 90s we have built an in house mobility scheme: 100% of our apprentices have, within their training, generally during their third and last year, the opportunity to go abroad for a learning mobility experience. This might last 1 to 3 weeks depending on the complexity of the installation or the maintenance intervention we have to provide our customers. Simply one or two of our apprentices join the team of our professional technicians and go abroad with them at our expenses.

**EFVET:** how do you evaluate the impact of learning mobility on



your apprentices?

**Christian:** until the 80s our company was composed by around 150 staff members. We realized then the difficulty to identify on the labour market experienced and well trained technicians. We decided we should take an active role in training our staff and started to recruit apprentices. Today we are overall 320 employees, among them currently 45 are apprentices. You should know that 70% of our apprentices stay within the company.

**EFVET:** what do you expect from MOVET II?

**Christian:** as we are starting to get involved in such an initiative we want to keep a low profile. We plan to involve overall 6 apprentices within the learning mobility opportunities offered by the project. There will be 2 students in the field of mechatronics, 2 in industrial mechanics and 2 in CNC.



For any further information and/or for following the MOVET II activities please contact the project coordinator:

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New deadline for manuscripts: **1 March 2011.**

**Best Wishes for a Merry Christmas and a Happy New Year**

