

EfVET Newsletter – December 2011

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Message from the President (December 2011)

Dear Member, welcome to the December edition of our newsletter . I would like to wish you all a pleasant relaxing break over the festive season and on behalf of all on the Steering Committee send our warm wishes for the New Year.

EfVET has had an extremely busy and successful year on many different fronts, the highlight of which was our 20th International Conference held in Malta. It was, as usual, a highly interactive event culminating in a range of recommendations and conclusions that have gone to the Commission – highlighting a series of actions/steps necessary to meet the priorities of VET in Europe from the perspective of VET institutions. Our thanks to all who helped in its organisation and execution.

The Conference team and Steering Committee are close to making a decision, in terms of venue for our 2012 Conference - the dates for which are 24th to 27th October 2012. Members and other interested parties will be informed directly in January and through our web site www.efvet.org

On a broader policy front , EfVET representatives have been working through the VET Associations Policy Group and the Commission (DG EAC) are keen to receive contributions on issues facing VET as they seek to meet the policy priorities and short term deliverable targets set out in the Bruges Communiqué.

Moreover, our work with EUCIS-LLL, continues to move at a pace – with reports and conclusions on good practices addressing social inclusion, active citizenship and many more – full details and reports are available through the EUCIS link on our website.

IMPORTANT NOTE: 'ERASMUS FOR ALL' – the new LLP programme has been published and there is a short period of consultation taking place as we speak before it goes for ratification by the Council of Ministers. EUCIS – LLL working group – with EfVET represented by Geoff Scaplehorn has recently published a position paper and press release – available on the website. Very shortly, EfVET will be surveying members via an electronic e-questionnaire to gain your views – this is crucial since there is a strong leaning toward Higher Education both in budget terms and in philosophy. Please watch out for this on the website and express your opinions/views. EfVET will then bring these together in to a position statement to go to the Commission in January.

Central Office and Web management

Our two staff Valentina and Marta – are settling in well and proving invaluable to our work and communication across EfVET. They are extremely helpful, efficient and enthusiastic and already are making a difference in terms of our effectiveness and tightening up our procedures and administrative processes. Our thanks also to Stelios Demosthenous for his excellent management of the EfVET website. He is busy creating an updated version to include a forum facility to enhance communication with members and enable greater discussion on major issues facing us all.

In this newsletter you will find a whole series of updates on projects promoted within EfVET and its members along with more detailed articles on our work with the Commission. We hope you find these of interest.

Membership – I would like to welcome several new members who have joined us recently and look forward to working with you all in the coming year. Next year will see the launch of our new membership drive to bring more members in to the fold.

Finally – please note that elections are to held for two Executive / Officer posts (Vice President and General Secretary) whose two year term comes to an end. Nomination papers are on the website and nominations are welcome from all paid up members. The deadline is January 15th for nominations with elections taking place at the Steering Committee meeting to be held at the end of January 2012.

To conclude, I would like to thank all the Steering Group representatives for their commitment and dedication to build EfVET in to the force it is today and look forward to continuing to build an effective forum in to the future.

Seasons greetings to you all



Peter Hodgson
President, EfVET

Méssage du Président (décembre 2011)

Chers membres

Soyez la bienvenue à notre bulletin de décembre. J'espère que vous passerez de bonnes fêtes de Noël et de la part de tous les membres du comité de pilotage je voudrais vous souhaiter Bonne Année 2012

EfVET a éprouvé une année extrêmement active et fructueuse de tous les aspects. L'événement le plus interactif, comme toujours était notre Conférence Annuelle en Malte. Les résultats de la conférence ont été une gamme de recommandations et conclusions, qui seront présentées à la Commission Européenne et qui mettront en évidence une série d'actions nécessaires

pour répondre aux priorités de VET en Europe du point de vue des institutions VET. Je voudrais remercier tous ceux qui nous ont aidés à l'organisation et la réalisation de notre conférence.

L'équipe de conférence et le comité de pilotage sont sur le point de prendre une décision sur la venue de notre prochaine conférence dont les dates seront du 24 au 27 octobre 2012. Nous informerons nos membres de la décision par notre site web www.efvet.org

Sur la question de politique européenne, des représentants d'EfVET travaillent par le groupe politique des associations VET et la Commission DGEAC et essaient de répondre aux priorités de politiques et des cibles livrables à court terme proposés dans la Communiqué de Bruges. Nous voudrions recevoir de nos membres des opinions des défis rencontrés par les institutions VET.

Nous continuons à coopérer avec EUCIS-LLL. Vous trouverez des rapports et les détails de nos activités sur notre site web. Il y a aussi un lien direct au site d'EUCIS-LLL.

Information importante 'Erasmus for All' le nouveau programme de Lifelong Learning vient d'être publiée, jointe à une période courte de consultation.

Un groupe de travail d'EUCIS-LLL sur lequel EfVET est représenté par Geoff Scaplehorn, a publié un document de position et un communiqué de presse. Vous les trouverez sur notre site web. Bientôt nous mettrons un e-questionnaire sur notre site web et nous vous demandons de nous répondre et nous donner vos opinions – ceci est crucial, car le programme proposé met un grand accent sur l'Education Supérieure et concernant le budget et concernant la philosophie.

Dans notre bureau central à Bruxelles, l'assistance de Marta et Valentina pour atteindre les objectifs d'EfVET s'avère être une valeur inestimable. Je voudrais remercier aussi Stelios Demosthenous, qui développe actuellement le site web d'EfVET. Il ajoute un forum qui améliorera des communications avec nos membres et facilitera nos discussions sur les défis de VET dans l'avenir.

Je voudrais aussi accueillir nos nouveaux membres et j'attends avec impatience l'occasion de travailler avec vous tous.

Finalement il y aura des élections pour de deux membres de l'exécutif d'EfVET – vice-président et secrétaire général. Vous trouverez les papiers candidature sur notre site web. La date limite pour les nominations est le 15 janvier 2012.

Je voudrais remercier tous les membres du comité de pilotage pour leur soutien infatigable à développer la position concrète qu'EfVET connaît aujourd'hui.

Joyeux Noël à tous



Peter Hodgson
Président, EfVET

EFVET 20th ANNUAL CONFERENCE – MALTA 2011

Positive action to enhance Vocational Education and Training within a Lifelong Learning Agenda

SUMMARY OF CONFERENCE CONCLUSIONS

The theme of the conference this year was to discuss the proposals outlined in the Bruges Communiqué published in December 2010. The five workshops resulted in a range of observations and recommendations on these proposals and it is intended that these will form part of a report to EU Commission officials which outlines the extent to which EfVET can assist in and contribute to the implementation of the short-term and long-term deliverables identified in the Bruges Communiqué.

His Excellency Dr George Abela, President of Malta, in his opening speech, described the EU key objectives of VET as follows:

“Europe wants to become smarter, more sustainable and more inclusive. To achieve this we need flexible, high quality education and training systems which respond to the needs of today and tomorrow. The rapidly changing face of technology makes it imperative that individuals be specialized in a particular skill or skills for only this can prepare to find satisfactory employment. Europe must focus on facilitating regular career change during a lifetime, reducing early school-leaving and poorly educated young people”

Hon Dolores Cristina, Minister of Education for Malta outlined the Maltese objectives thus: “We are investing heavily in vocational training and in other sectors of education. We are aware that the acquisition of key competences in compulsory education is paramount to active citizenship, employability, economic growth, competitiveness and inclusion. Our educational target is that no one is left behind, that social benefits and security are means to acquire assistance but not dependency unless absolutely necessary. ”

Mr Joao Delgado, Head of Unit, European Commission DG EAC summarised **The Bruges Communiqué** in this way:

“We want our economy to be based on knowledge and innovation. We want it to be more resource efficient, greener and more competitive. And we want it to generate high employment.”

The main points were:

To give maximum access to lifelong learning by enabling people to learn throughout life. To increase mobility within and beyond Europe with increased opportunities to gain experience abroad during vocational education and training. To raise still further the quality of vocational education and training that gives learners the right skills for specific jobs. To create more inclusive and accessible vocational education and training for the disadvantaged people in our societies. To nurture creative, innovative and entrepreneurial thinking in vocational trainees and students.

REPORTS FROM THE WORKSHOPS

Workshop 1

Improving the quality and efficiency of VET and enhancing its attractiveness and relevance.

Quality and labour market relevance

Good practice and examples

- Flexible pathways for professionals to gain teacher competences. Sweden
- Cooperation with labour market in consortium, enhances further training Denmark
- Work based learning extended to answer to demand from the labour market for skilled workers. Finland
- Methods originated and made by Augusto Boal, Forum theatre and in Norway/Sweden – Forumplay. Elegant methods for improvement.
- Self evaluation of teachers by teachers in small groups. The result describes a problem/challenge they afterwards work with this concrete example in a qualitative way to improve the quality.

Workshop 2

Making Lifelong Learning and mobility a reality (working with enterprises)

- HOW CAN WE ENABLE FLEXIBLE ACCESS TO TRAINING AND QUALIFICATIONS?
- Board and management should be **more involved** and foster mobility
- Institutions should have consultants who could support students and explain to them their possibilities for placements abroad
- Creating individual portfolios, which would include competences gained in international placements
- International mobility should be part of the educational process
- **To create a need to be involved**
- More flexible timing of the placement- the students should have a possibility to choose

Closer links to business locally on advising on their needs in the future

Workshop 3

Enhancing creativity, innovation and entrepreneurship

- Five factors identified that can foster creativity in the educational system :
 - a) Need
 - b) Freedom
 - c) Interaction
 - d) Environment
 - e) Curiosity
- One recommendation to the commission would be to convince to the other agents, universities and companies about the need to cooperate with the VET system in developing strategies to foster creativity.

Workshop 4 **Promoting equity, social cohesion and active citizenship**

- Teachers need to become aware of all a learner's problems outside school
- Need to monitor attendance and check reasons for absence (visit home?)
- Follow up and overcome reasons for absence (domestic issues, financial worries, bullying, learning difficulties, medical problems etc. (Teacher or Counsellor to work with/assist the social worker?))

Workshop 5 **Working in partnership at European, National and local level**

- Objectives and deliverables formulated too wide reduce into realistic units
- Role of National Agencies varies per country
- Policy making feels like a one way stream

Geoff Scaplehorn

ERASMUS FOR ALL – The EU Programme for Education, Training, Youth and Sport 2014-2020

The EU Commission is presenting a proposal for Regulation of the European Parliament and the Council to establish the "**Erasmus for All**"- a single programme for Education, Training, Youth and Sport – to follow the Lifelong Learning Programme, which reaches its conclusion in 2013. The Programme reflects the priorities of the 2020 strategy and its flagship initiatives. It represents a crucial investment in people, an investment which will benefit both individuals and society as a whole by contributing to growth and ensuring prosperity. It is now widely recognised that education and training are more important than ever for innovation, productivity and growth, especially in the context of the current economic and financial crisis, yet the potential of Europe's human capital remains underexploited. More needs to be done to ensure that education and training systems deliver the knowledge and skills required in an increasingly globalised labour market.

Evaluations show that the 2007-13 EU programmes have already achieved significant systematic impact, far beyond the benefits to individual participants. However the Lifelong Learning Programme is a complexity of six multiple sub- programmes, with more than 50 objectives and over 60 actions.

Such complexity must give way to a **simpler, streamlined architecture**, one which strikes a better balance between harmonisation and flexibility.

The '**Erasmus**' name is widely recognised among the general public in EU and non-EU participating countries as a synonym of EU learner mobility but also European values such as multiculturalism and multilingualism, so it is proposed that the programme be named '**Erasmus for All**'

'Erasmus for All' will:

- increase coherence and strengthen the lifelong learning approach, by linking support to formal and non-formal learning throughout the education and training spectrum
- broaden the scope for structured partnerships, both between different sectors of education and with business and other actors
- provide flexibility and incentives, so that the budget allocation between activities, beneficiaries and countries better reflects performance and impact.

Furthermore, for the purposes of communication and dissemination, the brand name will be associated with the main education sectors as follows:

- **Erasmus Higher Education** – associated with all types of higher education in Europe and internationally
- **Erasmus Training** – associated with vocational education and training as well as adult learning
- **Erasmus Schools** – associated with school education
- **Erasmus Youth Participation** – associated with non-formal and informal learning among young people

A streamlined architecture

In order to ensure greater coherence, synergy and simplification and allow for innovative funding mechanisms, the architecture of the proposed Programme will support **three types of key action**, which are complementary and reinforcing:

- **Learning mobility of individuals:** Mobility will represent a significant share of the increased overall budget. This increase, together with a focus on the quality of mobility, as well as a concentration of priorities and efforts, should increase the critical mass and impact beyond the individuals and institutions involved.
(Studying at a partner institution, teaching, gaining work experience or participating in a volunteering or exchange project abroad will be included in this action. Learning Mobility has the potential to raise the level of key competences and skills of higher importance to the labour market and society; reinforce participation of young people in democratic life; enhance the modernisation and internationalisation of education institutions, both to the benefit for EU and third countries).

Erasmus for All support for mobility will focus on four key activities:

- Staff mobility, in particular for teachers, trainers, school leaders and youth workers
- Mobility for higher education students (including joint/double degrees) and vocational education and training students
- Erasmus Master for master degree mobility of higher education students, through a new loan guarantee mechanism.
- Youth mobility, including volunteering and youth exchanges

- **Cooperation for innovation and good practice:** There will be a stronger focus on strengthening innovative partnerships between educational institutions and business. For higher education, the emphasis will be on capacity building, concentrating on neighbourhood countries as well as strategic partnerships with developed and emerging economies. *(Transnational cooperation projects are essential to encourage transparency, openness and excellence and to facilitate exchange of good practice between institutions. In order to contribute to the governance and implementation of Europe 2020 and open method of coordination activities, the Programme will provide **strengthened support to cooperation projects** aimed at developing, transferring and implementing innovative education, training and youth practice. Finally, the new programme will boost international cooperation and capacity building in third countries.)*

Erasmus for All support for cooperation will focus on four key activities:

- Strategic partnerships between education establishments/youth organisations and/or other relevant actors
 - Large scale partnerships between education and training establishments and business, in the form of Knowledge Alliances for higher education and Sector Skills Alliances
 - IT support platforms including e-Twinning
 - Capacity building in third countries, with a strong focus on neighbourhood countries
- **Support for policy reform:** Policy reform will be targeted at: strengthening the tools and impact of the open methods of coordination in education, training and youth, implementing the Europe 2020 strategy and promoting the policy dialogue with third countries and international organisations.

(Evidence-based policy making, strong country analysis and multilateral surveillance are all critical for the achievement of Europe's strategic priorities. Mutual learning at EU and international level has proven its worth in terms of effectiveness of education investments and in helping Member states implement new policies and reforms. The various EU transparency tools created under the Lifelong Learning Programme have had an immense impact)

Erasmus for All support for policy reform will focus on three key activities:

- Support to open methods of coordination (ET 2020, EU Youth Strategy and the European Semester (Europe 2020))
- EU tools: valorisation and implementation
- Policy dialogue (stakeholders, third countries, international organisations)

Sport Action

With a view to developing the European dimension in sport, the Programme will provide support for the following activities:

- transnational collaborative projects
- non-commercial European sporting events of major importance
- strengthening of the evidence base for policy making in the field of sport
- capacity building in sport
- dialogue with relevant European stakeholders

The Programme will focus on: strengthening good governance and the knowledge base for sport in the EU; promoting health-enhancing physical activity; exploiting the potential of sport to foster social inclusion, promoting dual careers through education and training of athletes; tackling transnational threats such as doping, match fixing, violence, racism and intolerance.

Erasmus for All: Investing in our Future

The EU faces one of the most challenging times since its origin. There will be no sustainable solution to the crisis without a manifest pledge to achieve both excellence and equity through education, promote mobility and shape a European identity based on the multiculturalism and diversity that characterises the European model.

The sole way forward is to invest in Europe's people. This new programme aims at giving the chance to millions of persons across Europe, but also worldwide, to benefit from a unique international experience.

The pivotal role of the EU as a catalyst to generate economic dynamism and political stability can only be ensured if private, public, national and international actors clearly state their unequivocal commitment to build the future on the basis of education and training.

Geoff Scaplehorn



European Forum of Technical
and Vocational Education
and Training

EfVET

ELEVET - Electrical Engineers Vocational Education Transparency

Electrical engineers vocational education transparency (ELEVET) is a European project coordinated by the Association of Polish Electricians (SEP). SEP is the largest Polish creative organization of a scientific and technical kind uniting electrical engineers of all specialties and people whose professional activity is connected with vastly understood electrical engineering from electronics to power engineering.

The general objective of ELEVET is to improve the mobility of the young professionals through the creation of a European system of recognition and transfer of the learning outcomes of VET in the civil and industrial construction sector.

At the end of the project tangible outcomes will be available, mostly measurable in a progressive reform of the present VET recognition of titles between Member States.

This general impact will produce visible effects, such as:

- a) improved mobility of the professionals of the electrical engineering sector, with opening up of new markets for them and easier international cooperation. This will be possible thanks to the mutual recognition of credits and learning outcomes
- b) the CV of the target group will become more attractive and modern thus facilitating the access to the labour market, thanks to the insertion of a professional path strongly rooted on modern soft skills
- c) a certain number of VET schools, at medium term, will have reformed their courses and offer by taking into account the learning outcomes proposed by the new framework
- d) the ECVET credits will be tightly connected with ECTS. In this way a harmonised lifelong learning path for electrical engineers, linking university and VET will be proposed in Europe

EfVET is one of the partners within ELEVET and responsible for the dissemination of project results and outcomes as well as for the communication of project results to a European wide audience of decision makers and stakeholders.

For more information on the project visit : www.elevet.sep.com.pl
Or contact the project coordinator. office.elevet@sep.com.pl.

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



Women Entrepreneurs in Rural Tourism

The final version of the WERT training manual is ready and pilots of the course will run from December to April in Cyprus, Estonia, Finland, Greece, Spain and the UK. There was considerable interest from different countries in the training products which were presented and discussed at the EfVET Conference in Malta.

At the September transnational meeting in Iisalmi, Finland, partners visited several women's rural tourism businesses to understand more clearly the training needs of women entrepreneurs involved in rural tourism and crafts and discuss how the training can best be delivered.



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 www.wertedu.eu



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

A European handbook of successful VET and small business co-operation has been published and can be accessed via the project website (see below). The handbook provides a source of ideas for engaging more closely with the employer sector on a win: win basis. The project outcomes were presented at a round table during the EFVET Conference.

Project partners are: University of Helsinki Ruralia Institute (Lead Partner), The Finnish Nature-based Entrepreneurship Association and Ylä-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)



Part 2 of the coaching course was held in Berlin, early September. All participants were assessed as being suitable for entre-coach teachers. We are now in the middle of creating Course 2 – realising how hard it is to create 2 courses in one 2-year project!

The entre-coach course will be piloted next year in four countries – Hungary, UK, Spain and Finland. We plan to train 40 entre-coaches.

We held a roundtable at EfVET in Malta – maybe you tried our dart game to see how high your risk-score was?

Partners are Norton Radstock College (UK), Politeknika Ikastegia Txorierri (ES), HAAGA-HELIA University of Applied

Science (FI), Bildungsmarkt Vulkan (DE) and Euro Contact Business School (HU), GWE Business West (UK), Work-Lan (ES) and EfVET. Our (silent) Swiss partner is Swiss Occidental Leonardo. Project website is www.entre-coach.eu.

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



The final workshop/conference was held in Florence in November; the conference has its own website - www.eruralnetconference.com. The project also had a roundtable at EfVET in Malta.

The project has delivered reports on the state-of-the-art of e-learning across Europe, how WEB2 technology and m-learning is being used and progress in the different partner countries. These will be available on the project website, together with many case studies from across Europe.

The project has created a guidance tool, which is a friendly tool using Games Based Learning (GBL), available on the project website. It is a useful tool to test potential learners IT skills.

The project website is available at www.e-ruralnet.eu.

New projects – LIFE 2

Building on the success of the first LIFE project, the LIFE 2 project started in November.

The focus is on helping teachers to embed life skills into their vocational teaching with a particular emphasis on developing employability and entrepreneurship skills.



During the first meeting in the UK, the Bath Chamber of Commerce Director gave his views on what skills and attitudes employers are looking for.

The partnership includes: Norton Radstock College (lead partner), UK; Cebanc, Spain; Niels Brock Business College, Denmark; ANESPO, Portugal; TEHNE, Romania, Bath Spa University, UK and EFVET.

Rosaleen Courtney

New from Cedefop - The involvement of employers and trade unions is crucial to achieve an open labour market that values all forms of learning CRM:0011816



CEDEFOP

European Centre for the Development
of Vocational Training

28 NOVEMBER 2011
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The involvement of employers and trade unions is crucial to achieve an open labour market that values all forms of learning.

The common [European tools for education and training](#) - such as Europass, the European Qualifications Framework (EQF) and the European credit system for vocational education and training (ECVET) - will make it easier for citizens to pursue learning throughout their lives, and to document their skills and knowledge in a form which is recognised by employers and the labour market across Europe.

Employers and trade unions are important partners in the implementation of these tools. Cedefop's conference '*Common EU tools for education and training - Working together for shared vocational education and training policies*' - taking place on 24-25 November in the European Parliament - was organised together with and for the social partners. Common to all the tools is their focus on the **outcomes of learning**, on what a person knows, understands and is actually able to do, rather than a concentration on how, how long and where somebody has been learning. The focus on learning outcomes is helpful to employers and employees alike - clarifying for learners the objective of their learning process and clarifying for employers what they can expect from a particular qualification.

There is agreement between employers and trade unions that the shift to learning outcomes provides an opportunity to increase the **transparency** of education and training, to improve the **relevance** of qualifications and to make education and training institutions **accountable** for what is delivered. The European qualifications framework and the national qualifications framework now being established in all EU countries has helped to promote the learning outcomes perspective.

Both employers and employees pointed to the growing importance of identification and assessment of skills and competences acquired outside the formal education system, at work and in life. To succeed at the labour market, **individuals must be able to have their skills and competences systematically identified and documented**. Social partners underlined the need of a coherent approach for validating learning in the workplace and the key role they have in this process together with sector representatives. Europass, ECVET and the arrangements for validation of non-formal and

informal learning can - separately and in combination - support citizens to better present and represent their full experiences.

Social partner representatives, employers and employees, confirmed their commitment and underlined that increased action is needed at European, national and local level. Social partners need to be directly involved in the definition of learning outcomes and how they are used in standards, curricula and teaching methods.

More information:

Cedefop Briefing note: Shaping lifelong learning: making the most of European tools and principles:

https://events.cedefop.europa.eu/EUtools2011/images/stories/EUtools/shaping%20lifelong%20learning.pdf?wt.mc_id=PR20111128&utm_campaign=PR20111128

Cedefop Briefing note: Qualifications frameworks in Europe: modernising education and training:

https://events.cedefop.europa.eu/EUtools2011/images/stories/EUtools/qualifications_frameworks.pdf?wt.mc_id=PR20111128&utm_campaign=PR20111128

Conference website:

https://events.cedefop.europa.eu/EUtools2011/?wt.mc_id=PR20111128&utm_campaign=PR20111128

EU common tools on the Cedefop website:

http://www.cedefop.europa.eu/EN/understanding-qualifications/index.aspx?wt.mc_id=PR20111128&utm_campaign=PR20111128

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The EFVET Newsletter is published electronically on the EFVET website and sent to members by e-mail.

New deadline for manuscripts: **1 March 2012.**

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

