

26th Annual EfVET International Conference

# Work & Education aligned to the future

Roundtables  
#EfVET17



Friday 27th October

The MET Hotel - Thessaloniki - Greece



## Roundtables

### About Roundtables

Conference offers European project partners the opportunity to disseminate progress, results and products of their Transnational Transfer of Innovation, Development of Innovation and other European initiatives - a key to successful valorization of project outcomes and sustainability. Two sessions of 30 minutes each

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## Roundtables

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LifeOnline



The Life Online Project is a E-Learning project funded by Erasmus + led by Bridgwater and Taunton College, UK with support from partners in Spain, Finland, Slovenia and the UK. This project is being developed to improve the employability and entrepreneurship skills of young people through an online E-Learning platform. E-Learning as a methodology is relatively underutilised but is seen as an innovative medium to prepare young people for the world of work.

This project will harness these digital technologies to encourage and deliver the skills that young people require in order to broaden their employment and entrepreneurship prospects. The project will focus on the five key competency areas under the product of 'Master Your Future': Kick start your Global Journey Think like an Entrepreneur Communicate like a Pro Master the Art of teamwork Manage your Career

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## Safety for Electricians



The Safety4El project has after the first project year delivered rich outputs for training and testing safety for electricians and other employees in the building and construction industry. The materials developed are available in five languages; English, Danish, Greek, Maltese, and Spanish. During the presentation we'll demonstrate:

- an Open Educational Resource based on a Moodle MOOC with hundreds of multimedia supported multiple choice exercises
- safety cases based on videos produced by the partnership.

The content of the course modules has been prepared so it may be used as part of CLIL (Content and Language Integrated Learning), the CLIL scaffolding is based on online units with all words linked to dictionaries in 118 languages, this will help prepare craftsmen and apprentices for mobility.

The project has also produced a Scaffolding Guide, which shows how to prepare a lesson so it becomes CLIL based. The project has two main target groups from the same sector; electricians and electricians' apprentices, but the bulk of the proposed outcomes will also be suitable for all employees and apprentices in the construction industry.

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AppMentor



The need of AppMentor (2016-1-FI01-KA202-022668) has arisen as an increasing amount of the learning is conducted during work based learning and at placements located far from the VET provider. It's too time consuming to travel to the companies and have mentoring sessions on the spot. By introducing and encouraging work mentors and mentoring teachers to start using mobile technology when mentoring will make mentoring a learning experience that is fun, flexible, qualitative & user friendly.

The **outcomes** of the project are : a) AppMentor Online Mentoring Course b) Guidelines on how to implement mobile technology and social media in the mentoring process during work based learning c) An online manual of mobile technology and social media that can be used to facilitate and strengthen the quality of the mentoring process

The **partners** are: Axxell Utbildning Ab, Ekenäs, Finland (Coordinator); Broadshoulders, Hereford, UK; IFSAT, Haardervwijk, Netherlands; Charlottenlund Upper Secondary School, Trondheim, Norway; Nantes Terre Atlantique, Saint Herblain, France 6. Verkmenntaskólinn á Akureyri, Akureyri, Iceland; Education & Mobility, Bilbao, The Basque Country, Spain.

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EMEU4ALL

**EMEU**

*Engineering Mobility In Europe*

The Engineering Mobility in Europe for all VET sectors (EMEU4ALL) project is the successor of the 2016 European Best Practice project, EMEU4Engineering. In this follow-up project 20 European VET teams from Health care, Social care, Sports, Marketing, Catering and Retail develop and offer short 3 weeks' study modules which are embedded in the partners' curricula.

Besides that they develop intensive virtual activities which provide opportunities for much higher numbers of students to work together through Internet on assignments within their own vocational context. In this roundtable we will provide full details of the EMEU concept and how we can help you to set up similar activities within your own EU partner network.

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Reshape the Future

“Reshape the future – Education and Training for migrants and refugees” is an Erasmus+ funded project where the partners are scrutinizing the education and training for migrants and refugees from five different perspectives. These perspectives focus on the recognition of formal and non-formal learning, competencies needed for the educators and counsellors, guidance and counselling needs, education and training for entrepreneurship and quality assurance relating to the educational activities and social integration. The aim is to share the best practises, to identify the problems and challenges and to develop solutions which can be put into practice in partner organizations. Partners involved in the project are Keuda Vocational College (Finland), Alfa College (Netherlands), IFOA (Italy), SIAE (Slovenia), Tietgen (Denmark) and Finska Folkhögskolan (Sweden).

Our round table presentation consists of the following topics: a) the overview of the project; b) the project’s themes; c) good practises found; d) challenges identified.

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## European Knowledge Center for Mobility



The European Knowledge Center for Mobility (EUKCEM) project aims at contributing to a European Area of Skills and Competences and increased EU mobility by offering an one stop shop for important mobility processes including ECVET.

The project supports the quality in mobility by structured step by step information about mobility processes for all actors involved (host organisations, sending organisations and beneficiaries) as well as by a partner search database of quality organisations, that assured to follow certain quality standards and agreed to get rated for their performance by beneficiaries. EUKCEM will add important components to further support coordinators in mobility and also participants. The added contents will be a growing database of ECVET learning outcomes as well as attractive and user friendly tutorials about the five important parts of every mobility project, such as application, preparation, implementation, evaluation and finalisation.

The EUKCEM project aims at adding content on the EUKCEM platform to facilitate the management of mobility project. Video animated tutorials, checklists and training contents delivered in webinars from a practitioner point of view about topics such as “From idea to application”, selection of beneficiaries, definition of learning outcomes... until how to document and prepare the final report will practically support project coordinators.

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TOUR4ALL



TOUR4ALL - aims at developing a training module about accessible tourism to be included in national curricula for Tourism Vocational Education and Training (VET) courses. With suitable training, future tourism professionals currently attending VET education can make disabled and senior guests feel welcome and can even overcome some of the physical and functional barriers that are still present in older buildings and environments.

The pursued objectives of the project are:

- To validate and fine-tune the needs of people with disadvantages and special needs regarding tourism activities;
- To validate the data collected on Accessible Tourism;
- To collect case studies and good practices on Accessible Tourism initiatives across Europe;
- To implement a benchmark analysis of existing VET curricula on Accessible Tourism for VET courses;
- To design and create the structure of the curricula for VET ECVET principles;
- To develop TOUR4ALL training resources;
- To develop the training platform that will host all training resources;
- To test and validate TOUR4ALL training curricula and resources in small-scale pilots in PT, IT and DE;
- To deliver the final publication: "Promoting Accessible Tourism for all people".

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ROI-MOB



The Education and Training 2020 Strategy wishes for a challenging 6% rate of VET students involved in a mobility experience abroad. All people say work experiences abroad are useful, enriching, favour employability, development of one's skills, etc.. What are such statements based upon? Recent and accurate researches are available on the Higher Education side, especially regarding the Erasmus programme. However, it looks like no up-to-date study and statistics are available about the Return on Investment in VET mobility, nor apparently did anybody try to describe it with a single value, able to represent, with proper weights, the range of dimensions and factors affecting it.

ROI-MOB aims at putting some order in these matters, by identifying and testing some indicators suitable to measure the Return on Investment (ROI) in EU VET mobility (especially for 19+ years old participants, and EQF levels 4 and higher), investigating affecting factors and devising methods and tools for turning them into success factors.

Besides presenting the project and its current outcomes, the round table will give participants a chance to share their experience and points of view on these topics, and to co-operate to the project, if they wish so.

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## Job Placement App - JOPAPP



The aim of the project is the creation of a manual for trainers and counsellors, and an app for students to guide and help them in the preparation and development of their job training period abroad.

This tool jopapp is created through the direct application of the innovation model Rainova, implementing and adapting the contents and best practices of the RAINOVA model to a learning environment.

Student should lead the development of their job training process; they should be the driving engine of their own learning process, which would develop their soft skills such as a positive attitude, good communication skills, time management abilities, strong work ethic, problem solving skills, self-confidence, flexibility and adaptability, working well under pressure, competences for innovation in VET students.

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## Junior Job Coach



This ERASMUS+ project aims to address the big European problem of early school and college leaving (ESL), particularly those students who drop out of their vocational programme during their work placement. The human and financial cost of ESL is substantial.

The Junior Job Coach programme will improve the effectiveness and success of work-based learning and apprenticeships by offering students at risk with a little help. It will also offer leadership opportunities to higher-level students and targeted support for employers to get the best out of work placements and apprenticeships.

Partners: ROC Midden Nederland (NL); Cambridge Regional College (UK); BFI OÖ (AT); Gobierno de Navarra (ES) and CPIP (RO).

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iSMEK



Istanbul Metropolitan Municipality Art and Vocational Training Courses (ISMEK) provides the residents of Istanbul with free-of charge artistic and vocational trainings as an adult education organization operating with mass-public education principles since 1996.

Since its foundation we have been providing free vocational, arts and crafts training in 38 districts of Istanbul in 235 course centres for 540 branches. Up to now ISMEK has had more than 2 million graduates. Having more trainees than the students of various universities, ISMEK has become the biggest public university of Turkey with the number of the trainees and courses, the diversity of the training programs and the high-class productions resulting from such programs. Apart from free-of-charge artistic and vocational trainings, ISMEK carries out such organizations as exhibitions, seminars, symposiums, fairs, publications, competitions, panels, conferences and projects. Today ISMEK is regarded as a model institution both in our country and the whole world.

ISMEK Profession Schools provide to resistant of Istanbul employ and improve their ability about their profession, to become expert in their job. These are Culinary Art School, Colpan Ilhan Fashion School, Child Growth School, Information-Accounting and Finance-Graphic Design School, Pastry And Beverage School.

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## European Business Baccaulaureate Diploma



Business Competence in Europe

European Business Baccaulaureate Diploma or EBBD provides students and adult learners having achieved or aiming at a general university entrance qualification with an economic focus to acquire additional qualifications in the fields of Economy, Europe and Mobility. These competences form a homogenous standard across Europe and will be accredited as European Business Baccaulaureate Diploma – EBBD, thus being a label of excellence which is based on but goes beyond the respective national/regional curricula.

The EBBD curriculum defines a graduate profile which can be developed in different manners in different national systems. In a converging Europe the EBBD, in particular at vocational schools, should promote the development of a standard that assists the mobility of graduates and improves their chances for employment. The value of economy-related education will be increased, the transparency of the diploma on a European level will also be increased and the motivation to acquire economy-related competences will be promoted. Soft skills are an essential part of the profile and they are closely integrated into the qualifications and conditions of the diploma.

The soft skills cover especially the requirements of higher education institutes and needs of working life. As a consequence, the introduction of a European Business Baccaulaureate Diploma - EBBD leads to an added value for the economy, for the participating educational institutions and for the graduates. Moreover, it enhances the development of a European area of education in general.

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Commercialpolis



We see many advertisings, every day. How can these advertisings catch your attentions? Storytelling is the new buzz word. But what skills do you need to use storytelling in advertising in the right way?

COMMERCIALPOLIS is an ERASMUS+ Key Action 2 project in which six VET schools and one university, in collaboration with the industry, try to find out what skills and knowledge we need to make an attractive and binding (video) advertising.

How do we do this?

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Progression pathway for employees



We will share experience on a case of a local catering enterprise who developed progression pathways for employees to encourage lifelong learning.

Experienced employees are encouraged to obtain formally-recognised qualifications under Hong Kong

Qualifications Framework (HKQF) through Recognition of Prior Learning (RPL), and to join in-house training programmes accredited under HKQF.

Articulation to tertiary qualifications are being arranged with a local university to complete the step-by-step progression for employees from little or no formal qualifications to become holders of bachelor degree.

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METALS

**METALS**  
MachinE Tool Alliance for Skills

The purpose of the MachinE Tool Alliance for Skills (METALS) is to provide the industry with the entrepreneurial competences that emerging technologies will require.

The alliance is an association including CECIMO, The European Association of the Machine Tooling Industries, and its national associations, some VT providers, research institutes and governance entities from Germany, Spain and Italy.

Association members will design a Leve-5 European Qualifications Framework curriculum, as well as some materials available for public use with an e-learning platform.

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Get Up



Which competences do ourselves – as trainers, teachers, guidance officers, HR managers – need in order to combat gender stereotyping and start valorising differences between men and women as an added value in educational and training settings? Are we effectively monitoring the impact of our educational offer on girls and boys, men and women?

The project GET UP - Gender Equality Training to overcome Unfair discrimination Practices in education and labour market is an initiative promoted by a multi-stakeholder consortium of 7 organizations acting along the education-training and labour market chain and intends to promote a capacity building process for the professionals involved in transition phases.

VET providers, trade unions and employers have developed together a European Minimum Standard of Competences (EMSC) on Gender Equality, coherent with the European Qualification Framework and are now working on a related training offer.

Join us to learn more about the European Minimum Standard of Competences and to share ideas on how to encourage its adoption in your countries!

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QUALT4T2

Qual4<sup>2</sup>

The Qual4T2 - Guiding Teacher Team in their Strategic Planning project focuses on the needs of the teams regarding quality awareness. It intends to further improve quality in VET by guiding teacher's teams in Europe in strategic planning.

Teams in VET educations are facing the problem of prioritizing how to spend their workdays. Teams need to set aims and plan actions for further improvement in their team plans. It is crucial that the right aims are chosen and the right actions planned. This project intends to help in this process providing tools to do so.

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YRITYSAMIS - A new approach in VET



In Kainuu Vocational College has been developed a new pedagogic approach to VET. A way where students learn by doing in schools' enterprises and in their Young Entrepreneur -companies. Method gives students a flexible pathway towards qualification and experiences of entrepreneurship. Team work, cheer, credits. Less lessons, more action. Awarded in many occasions.

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ENGINE4F



The partnership of this project, composed of 10 partners, from 6 different countries, is a well balanced and strong one, as it involves schools, vet schools, universities, SMEs and Order/association of Engineers and addresses a common European need related to the lack of qualified staff within technical and engineering professional areas, especially women. Our project aims at intervening among 8th and 9th grade students – and female students in particular.

At this age and period in the academic life, students still have the time to learn from experience and to be well informed by the time they have to choose a career area or a VET course (at the end of the 9th grade). By increasing the exposure to technical areas and engineering professions and by promoting the learning of STEM related subjects through creative and innovative teaching practices, to be included in the subjects of Sciences, Maths, Physics and Chemistry, we will also contribute, among others, to deconstruct gender stereotypes, promote gender equality within these areas, increase labour market relevance of VET courses and review negative pre-conceived ideas related to VET learning paths.

ENGINE4F supports an Awareness > Action Plan methodology in the first two years and the study of the impact in the third year of its application, followed by the development of a set of activities, separated by area, related to STEM subjects and to be implemented in Sciences, Maths, Chemistry and Physics classes, as a way to complement them and to enhance student's motivation and predisposition for learning.

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LAIT 4.0



Advanced Manufacturing Technologies are the core of the last industrial revolution, known as Industry 4.0. The EU has created a Task Force for Advanced Manufacturing Technologies for Clean Production to co-ordinate EU efforts to increase the competitiveness of Europe's manufacturing industry.

Advanced Manufacturing includes production activities able to improve production speed, productivity, energy and materials consumption, operating precision, waste, pollution management and enabling resource-efficient and low emission production. The retained definition is not linked to any particular industrial sector.

Building up cooperation triangles between VET centres, innovation centres and companies we intend to transfer the expertise and knowledge of innovation centres to VET centres and from these ones to companies.

The idea is to provide VET trainers/teachers with the necessary skills so, first of all, they will be able to incorporate in the VET curricula the training to develop those skills among VET learners so they will be the ones driving the industry 4.0 concept later on in companies and, secondly, they will be able to cooperate with companies (especially SMEs) to become factories of the future.

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## Summer School for Excellence Students



Summer schools are often for students who are slow in their educational program. But what about the excellent students? They also need extra attention to have an attractive and inspiring education.

This round table is about how to make an attractive and inspiring international summer school in which students can learn a lot about their technical and social skills.

This roundtable is not an advertisement to attract new participant because.

The GLR Summer School is only open for GLR partner schools.

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## MentorMigri

Mentoring Migrants on the Upper Secondary Level Education in Finland is a European Social Funds Project (1.3.2017-28.2.2019) aiming at supporting, and assisting migrant students on the Upper Secondary Level Education to complete their studies and to promote equal possibilities for education. It also aims at widening the scale of training in Finnish colleges as well as at improving multicultural skills and knowledge of the students for the needs of regional working life. An important goal is also to improve the two-way integration between migrant and Finnish students.

The practical mentoring work consists of pair and group work with Finnish and migrant students. The mentors-to-be are trained during a two-day training programme and the mentees have been found in several colleges in Central Finland. The mentor students represent the educational fields of Social and Health Care as well as Youth and Leisure Time Instruction.

During the ESF Call 2017, a transnational aspect (TCA) has been taken into the programme for the first time. In MentoMigri, three other European countries are involved, i.e. Belgium, Germany and Sweden. The partners share information, experiences, mentoring models and expertise as well as test each other's methods.

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GROWMAT



The object of the Growmat project is to create new business opportunities in Accessible Tourism for senior and others, particularly extending the out-of-season market.

The concept of the program is to create educational and training courses to help entrepreneurs in tourism and hospitality, training providers in Entrepreneurship, Hospitality and Tourism and generally any people who are associated with customer services to meet elderly needs and to promote accessibility.

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## VET hosting/sendign: Quality Commiment



Through the experience of these last years in hosting and sending Vet students. We have discovered that is not easy to establish reliable institutions that take care specially of quality standards that ensure a full learning and profitable experience within the mobility.

We are convinced that all EFVET members or participants in the conference are on the same page. So what not to share our experiences, protocols and procedures focus on this?

From our side we have develop some strategies and tools that we would like to share and also we will be enchanted to listen needs and solutions related to them during the mobility process by rest of members/participant in the seminar.

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## Trio to Success



In order to make “VET a first choice” (EU New Skills Agenda 2016), effective counselling, innovative teaching methods and entrepreneurial attitude are important. The Erasmus+ project Trio to Success, in its 3 outputs, offers a collection of:

- Tools for effective counselling and coaching;
- Innovative formal and informal training methods;
- Best practices in teaching entrepreneurship.

The roundtable will offer the opportunity to introduce some of these outputs and share links and materials, in particular:

- Tools for supporting students' internships or work experience;
- Reality-based learning process: the model of school-enterprise.
- Potential interest on new projects about these topics will be discussed with the participants.

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## BEEHIVES



Boosting European Exchange on Higher VET and Employer Involvement in Education Structures

The purpose of the BEEHIVES project is to promote European Exchange in Higher Vocational Education and Company Participation in Educational Structures.

A key objective of the Agenda to Modernise and Reform Higher Education in the EU is for Higher Education to more clearly meet job market requirements. Several recent studies highlight Higher Vocational Training's strategic role as a significant driving force when providing high-level skills related to employment and when improving employment rates after graduation.

Higher Vocational Training is an area with confusing policy in many member countries — where HVET is offered in different, structurally separate sectors (SE, VET, CVT) with limited permeability (vertical and horizontal) and, in many countries with limited opportunities for progress.

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## EUROSTEAM



All countries participating in the EuroSTEAM project have the same problem: low performance in maths, science and literacy levels. According to the OECD, this situation is particularly problematic in Italy and Portugal.

To face the challenge faced by participating countries, and to guarantee that students in Europe develop the necessary competences, the consortium is planning to co-develop three “STEAM Camps” and develop teaching materials

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Promote WBL



An exploration of the CPD needs of VET teachers and trainers on how to best understand and promote work-based (WBL) learning opportunities to their key stakeholders - namely students and businesses.

The institutions themselves can play a key role in establishing quality provision as well as improving the stature and impression of WBL.

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## How to improve teachers didactic planning



In order to improve teachers didactic planning and the subsequent benefits of student increased learning, SOSU C have brought new methods of Quality assurance and evaluation in action. SOSU C is a College of Basic Social & Health education programs in Denmark:

- We have a specific case (a) about a new scheme/a didactic concept that we have developed. The scheme is about planning teaching, and how we structure our lectures and organize students learning processes, methods and evaluation.
- The new scheme urge teachers to collaborate more in their pedagogical-didactical planning of teaching and students learning. We will present (b) some of the results from an internal audit process regarding the new didactic concept and a questionnaire given to all teachers – as examples on how quality assessment are carried out at the College.
- We will also (c) present a model: Leavitt's diamond to give an overview of how quality work is just one of the aspects at a College today, where many (other) changes are taking place: Tasks (school reforms and restructuring education), people (the need of more academic trained teachers), structure (teachers have to work in team) and technology (the using of schemes/new planning tools).
- This round table will initiate (d) a common discussion on how quality work and quality assurance is a useful element in the development of both teaching and students learning and how it's also used to 'take the temperature' on how new structures are implemented at a College.

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## Healthy Social Media



Healthy Social Media is to empower young people to critical assess social media and interact more responsibly online, in a way that safeguards their own wellbeing as well as actively contributing to that of others and society in general.

However, social media has come at a price, and due to the scale and complexity of media outlets, and the fact that adults grew up in a pre-digital world: there is an obvious deficiency in support and assistance for children to use media wisely and safety.

Over the past fifteen years' digital advancement has radically changed the way individuals interact, it is becoming an inescapable part of cultural and social structures. This is particularly so far the youth of today, in fact most teenagers do not a time when there was not some form of social media.

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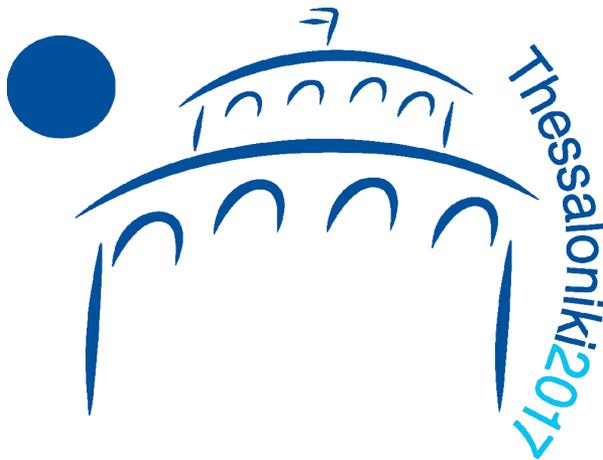
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