MAGAZINE
DECEMBER 2017
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Dear Members, welcome to the December issue of the EfVET Magazine.

Since the last message a lot of very important events have taken place. In September the platform VET4EU2 met in Brussels, first the members themselves and then with the European Commission. In those meetings we established a framework of closer cooperation among all the associations and also with the DG Employment.

In October I had the honour of representing all the VET providers at the DGVT meeting in Tallinn. There we had a very interesting and fruitful discussion about the future of VET. CEDEFOP has launched a project on this, and in the coming year the first conclusions will be published. For this look into the future your help, as people close to the reality of what is happening in your schools, will be of the utmost importance. So when the debate comes up, your views and opinions will be very much welcome.

At the end of October we enjoyed our 26th Conference in Thessaloniki. A wonderful and interesting meeting, with top-level speakers, inputs from CEDEFOP and the Commission, and workshops, that in the online voting we did for the first time were described by the members present as “interesting, inspiring and very satisfactory”. I would like to thank the team responsible for the conference’s organisation, especially Panagiotis Anastassopoulos and the Greek team, Leif Haar and our EfVET Office Team, Valentina and Alicia. And of course, all the members who contributed to the success of the conference.

During the conference there were two special and for me very emotional moments, both with the same protagonist. As you would remember, last year the Dutch Board decided to set up an Award for Excellence. Peter Hodgson was the first holder, and in Thessaloniki he handed it over to Stelios Mavromoustakos. And during the AGM Stelios announced officially he will leave EfVET vice-presidency next January. I cannot but acknowledge the marvellous task carried out by Stelios during all these years, and thank him for making EfVET – together with Peter and others – what it is today. It has been an honour and a pleasure to work with and learn from you, Stelios, and we will keep on along the way you showed us. We will miss you at our meetings.

So a new stage is opened for EfVET, full of internal and external challenges, in order to continue responding to your needs and to maintain our position in the European forums where the future of VET is decided. To be able to fulfil all these tasks, we need more hands. For that reason, as it was decided in our AGM, we will increase the numbers of members in our Executive Team. Next January we will elect two vice-presidents and secretary. The call is already open to all members, and the deadline for applications is the 20th of December. On our website you can find all the information and the task descriptions for each role.

And last but not least, at the end of November, two weeks ago, nearly 1000 people – with a numerous and important representation of EfVET’s members – met in Brussels for the 2nd European Vocational Skills Week. Three days to talk about VET and Higher Education, for networking, strengthening our position and giving voice to you in front of the main European VET stakeholders. Let me just highlight two events related to EfVET and the Skills Week. First, as a result of the conversations I mentioned above, the six associations inside VET4EU2 (EfVET, EUproVET, EVBB, EVTA, EUCEN and EURASHE), with the presence of Dana Bachmann and Joao Santos, from DG EMPL, signed a Memorandum of Understanding, to set up the collaboration framework among them. And second, during the Award Ceremony in the closing day, the Award for Innovative VET Provider went to one of our members, ROC Da Vinci College, in The Netherlands. Marloes de Vries, EfVET Dutch representative, received the prize from the Commissioner Marianne Thyssen. Congratulations to Marloes and all at Da Vinci for the great job they do in favour of VET.

Again December, and Christmas is drawing near. A time for peace, joy and family. I would like to wish all of you and your families all the best for this holy season and 2018, full of events regarding VET and EfVET: Como, Vienna... But that will be next year.

Warmest regards and Merry Christmas!!!
Call for Candidates: Vice-Presidents’ & Secretary of EfVET

The call for applications for Executive Team & Steering Committee is now open.

EfVET will hold its annual election for the Executive Team & Steering Committee on Saturday 27 January 2018 in Brussels.

Please consider standing for this election to help shape the future direction for our community.

The roles and responsibilities of members of the Executive Team & Steering Committee are available:

• Open call for nomination: Vice-President (Policy)
• Open call for nomination: Vice-President (Projects)
• Open call for nomination: Secretary

All the documents with the tasks descriptions can be find here.

Fully completed application form should be submitted by 12.00pm (Midnight) Wednesday 20 December 2017

To be returned:
president@efvet.org, rasazyg@gmail.com, vc@efvet.org.

EfVET new intern, Danel Ocio

My name is Danel Ocio Esparza and I will be working as an intern in EfVET for the next six months. I am very glad to have been given this opportunity, since this traineeship may enable me to make my way through the EU environment in the future.

I just graduated in a Double Major in International Relations and Translation and Interpreting at the Pontifical Comillas University in Madrid, also studying during my second year at McGill University and the Catholic University of Lille. Apart from being fluent in English and French, I have basic knowledge of Chinese and Basque and my mother tongue is Spanish.

As far as my work experience is concerned, I have been working as a research assistant at Ana Palacio’s law firm (Former Minister of Foreign Affairs in Spain). Likewise, I have worked as an English and French to Spanish translator and as a translation project manager, where I was able to manage the entire life-cycle of multiple localization and translation projects. Last but not least, I have also collaborated in several education fairs as a liaison interpreter. Thanks to the above-mentioned experience, which has given me the necessary intercultural communication skills, I do believe that I would succeed in helping students and professionals to integrate into the working atmosphere and become active citizens.

My major challenge as a new member of EfVET will be to help coordinate EfVET’s projects and strengthen EfVET’s voice in the EU arena. In so doing, I would like you to keep updated on our Social Media and follow us on Twitter (@Ef_VET) and Facebook (EfVET)!

I am looking forward to meeting all of you soon!!

Contact: intern@efvet.org
This year Annual Conference welcomed more than 200 delegates and a high-level line-up of speakers from the EU Institutions and Greek education and business sector.

We have made a small selection from some of the best moments of the conference. You can find all the outcomes from the Conference here.
Save the date: 27th Annual Conference to Lake Como

As announced during the last EfVET Annual Conference, the 27th EfVET Annual Conference will take place in between the 24th and 27th of October 2018 in the Lake Como, Italy.

Together with the EfVET Conference Team, Italian EfVET member Cometa Formazione will host 2018 Conference.

We invite you all to save the date and to stay tuned to EfVET communications channels for the latest updates!

Have a look to 27th Annual Conference Introduction video here

EfVET Conference Logo.

Alessandro Mele and Paolo Nardi during EfVET 27th Annual Conference presentation.

The Lake Como will welcome the 27th Annual Conference 2018.
EfVET participates at the EU VET Skills Week 2017

The 2nd EU vocational Skills Week has taken place from the 20 to 24 November in Brussels. EfVET members have represented the EfVET network all week, strengthening the collaboration with key policy makers and bringing to the debate EfVET ideas and proposals.

On the top of that, we are really proud to announce that the VET Award for Excellence 2017 to Innovative VET Provider went to EfVET Member ROC Da Vinci College (The Netherlands), represented by EfVET Dutch Representative Marloes de Vries.

Congratulations!

As announced by the Commissioner Marianne Thyssen the next EU Vocational Skills Week will take place during the Austrian Presidency to the Council of the EU, in between the **5-9 November 2018 in Vienna**.

European Vocational Skills Week website
#DiscoverYourTalent: Students at EU VET Skills Week

**Alexander Blaabjerg**  
Student at TEC - Technical Education Copenhagen, Working at DISA - Norican group

I am studying to become an automatic technician at TEC where I have an apprenticeship at DISA. I work in the test department, and I am testing large machines made for casting. These machines are made to cast really fast automatically, and are replacing manual slow production.

This is a big subject to the VET initiative, as production is becoming more and more automatic and machines and robots are taking over the jobs within mass production. This particular subject was mentioned very much at the conference, and I will also come back to it later in this article.

The conference dealt very much with VET, which means Vocational Education and Training. This topic is very important to me and the reason why I am the student representative board member at my school, representing the line Automatics. Furthermore, I was offered to be a part of the Erasmus+ project, which resulted in 6 weeks at a factory in Scheyern in Germany.

European Vocational Skills Week is a conference where the focus is all about VET. The problem in many countries, e.g. in Denmark, is that the training facilities is focused on becoming an engineer, so people that choose the craftsman education often feel the need to train their skills to become engineers. I think it is important that we also have a focus on employees who enjoy working with their hands to build and construct things. Instead of changing vocational direction, we have the opportunity for VET.

VET is very important because of the constant change and development in the world. We constantly invent new machines, new things, and ways to use robots. Furthermore, the robots get cheaper and cheaper as the market of robots grow, so more and more companies invest in robots. Many people believe that the robots steal the low skilled jobs, and they are afraid that jobs will disappear in the future. But I am not afraid, because it has always been like that. Every time we invent something new, and some jobs gets obsolete, new job opportunities arise. For instance, in my company we make casting machines, which has replaced manual labor within this specific area. When this machine was invented, a lot of people lost their jobs. However, for each machine we build, we have someone to design it, someone to order parts, someone to program it, someone to sell it, someone to build it, someone to wire it and someone to test is. This is just an example, because there are many more people behind the machines. So every time we invent something and people lose their jobs, many more jobs will emerge. The history has always shown it.

But this is also exactly why we need to focus on VET. At this conference a lot of important topics came up, but one of the most important was the lifelong learning. Because of all the development in the world, we constantly need to learn and build on our skills.

At the conference, most of the note speakers were experienced people, who had had the same job for a long time, and who are not affected by the constant change as so many others. It could have been nice to hear something from a company who had felt the change in the world - for instance the car industry. Some of the speakers were students, however, they too came from jobs which were not severely affected by the constant change. It would have been interesting to have a few speakers from more technical jobs or jobs which must change because of constantly changing work situation.

In my point of view I think this conference is really important for both schools, but also for managers of different companies. The managers have a big responsibility with regard to educating their employees.

Many employees have skills that they do not use in their jobs, and the reason could be that the manager is not aware of the skills. A listing of employees’ skills and course attending in a structured system should be able to put focus on that.

I was at a one of the conferences where they talked about tools and which one we use in each company to have lifelong learning. I think it would be a good idea if the managers had a system showing which courses
could be interesting for the specific job, and a system showing which employee has attended which course and has which skills. This could be a very important tool.

One of the note speakers pointed out that it is a bad thing that people get older and older at the Technical colleges. Well, I am one of those “older”, and I still believe that it is better to have skilled and dedicated students, who have found out which line to pursue, rather younger persons who might not be sure that they have found the right field yet. Older students have tried different jobs, and have finally found their passion. When people find the wrong jobs at a young age, I do not think that they are interested in building on their skills within their fields. Therefore, it is really important to help people finding the right path, so we have a lot of people who want to use their life on lifelong learning. To build on their skills, and make the future a better place.

Someone at the conference said that the future is here, but I do not believe that – and if they do, I think the will get a big surprise in some years.

This conference was really important, and it was some very interesting topics. During one of the topics it was mentioned that Denmark was among the 3 best countries to have well-functioning apprentice training. It would have been very relevant to interview people from the countries where it already works, so we can inspire other countries to find a way to make it work.

We have to figure out how we can make the jobs in each country similar to each other in Europe, because we travel more and more around the world, to share our skills, but the educations in each country are so different. When I traveled to Germany to work there for 6 weeks, my German colleagues thought that I was an electrician, and when I told them that I work with robots and programming, they thought I was an engineer. It would be nice if in Europe we could find equal education direction so we could easier work all over Europe.

I really recommend the conference because it takes up really important and relevant topics for discussion. In the smaller discussion groups, people had the chance to share opinions and share how it is in their places. I can also really recommend other students to join, to get a peek behind how much work the EfVET and other initiatives make within the exchange between the countries.

I learned a lot, and I hope to have the chance to participate again in the future.
The Erasmus+ Programme Guide 2018 has been published on 25th of October.

The Erasmus+ Programme Guide is the key document for anybody who would like to have a thorough knowledge of the Erasmus+ programme. Participants and participating organisations can find full details of all the opportunities supported by Erasmus+.

The 2018 Programme Guide is also available as an online version, with a more user friendly, accessible format to make it easier to find information.

This call for proposals covers the following actions of the Erasmus+ Programme:

- **Key Action 1 (KA1): Learning mobility of individuals**
- **Key Action 2 (KA2): Cooperation for innovation and the exchange of good practices**
- **Key Action 3 (KA3): Support for policy reform**
- **Jean Monnet activities**
- **Sport**

**KA2 Sector Skills Alliances**

The general Erasmus+ Call for Proposals 2018 EAC/A05/2017 is open for applications, under the Erasmus+ Programme Guide 2018 – Key Action 2 Sector Skills Alliances.

Sector Skills Alliances aim at tackling skills gaps with regard to one or more occupational profiles in a specific sector. They do so by identifying existing or emerging sector-specific labour market needs (demand side), and by enhancing the responsiveness of initial and continuing vocational education and training (VET) systems, at all levels, to the labour market needs (supply side). The total budget earmarked for the co-financing of projects is estimated at a maximum of 28 Mio €. Each grant will amount between 330,000 € (Lot 1) and 4,000,000 euros (Lot 3). It is expected to fund around 15 proposals.

Application deadline: 28th February 2018 at 12:00 midday (Brussels time)

**KA3: Joint Qualifications in Vocational Education and Training**

The objective of the call is to support the preparation or setting up of joint VET qualifications including at higher level or the improvement of such existing qualifications.

The transnational qualification should comprise strong work-based learning and a mobility component, address learning outcomes, quality assurance and proper recognition while making use of relevant European tools and instruments.

Against the background of high youth unemployment, skills mismatch and shortages as well as the need for higher level skills at sectoral level, joint VET qualifications have the potential to address these challenges and ensure that VET response better to labour market needs.

Application deadline 31st January 2018 at 12:00 midday (Brussels time)
The Peer Learning Conference was organized in collaboration by the European Commission, CEDEFOP and the Quality and Qualifications Ireland on the 9 and 10 of November in Thessaloniki (Greece).

Qualifications frameworks (QF) are introduce all over the world. In Europe 35 countries are working towards comprehensive frameworks, addressing all levels and types of qualifications, formal education and training at all levels and in some cases outside formal education.

Nearly 100 participants from EU member’s states, other European countries, Oman and South Africa participated with the objective of discussing the QFs impact and added value on policies and practices and the learners and citizens.

The experience of the early countries with NQFs who have already contacted impact studies showed that the implementation of such studies are not easy and the timeframe from any measurable results is 5-10 years from the implementation time.

Follow up

The final outcomes are not ready but as soon as will be available will communicate them to you.

In the meantime you can read the Peer Learning Conference background paper here.

CEDEFOP summarized the current European experience:

- Most countries are moving toward comprehensive NQFs
- International comparability
- Cross-sectoral stakeholders involvement and coordination increasing
- Making boarder range of qualifications visible
- Reinforced and more consistent use of LO
- Updated and extended qualifications standards (more EQF level 5 qualifications)
- Comprehensive NGFs makes higher VET visible (EQF levels 5-8)
- More systematic implementation of validation of non-formal and informal learning
The role of teachers and school heads in improving the status of VET: public hearing was organized jointly by the European Economic and Social Committee (EESC), the European Trade Union Committee for Education (ETUCE) and the European Federation of Education Employers (EFEE). On the occasion of the second European Vocational Skills Week, the European Social Partners in Education, EFEE and ETUCE, have wished to promote, through this event, the role of the education social partners in improving the quality of VET and apprenticeship systems across Europe.

Social dialogue in education

The first panel has addressed the extent to which social dialogue in education is effective in contributing to the improvement of the status of VET. In so doing, Tatiana Babrauskiene, from FLESTU in Lithuania, has stressed that two main aspects should be dealt with: a change in the generational pension system and an emphasis on the continuous professional development of teachers, reinforced by EU budget. On the other hand, Dirk Debroey has emphasized that the main challenge in current VET is the promotion of apprentices, where the triangle schools-enterprises-teachers stands out. The major problem lies in the fact that, even though there is a very well-developed VET system, there is still a gap between VET education and general education and this is a social gap.

Further actions

Secondly, the event has discussed further actions that the European Union should be taking. Juan Stanley, from the European Training Foundation, has stated that in many schools, there is a lack of autonomy and ambition on the part of teachers. Thus, responsibilities must be transferred to these. In addition, he has claimed that there is an issue of recruitment, since the process is not truly professional. For instance, political factors intervene, which is damaging in the long run for the performance of schools. Last but not least, he has pointed out another major issue: although there are many educational tools, most of them are not linked to the practice of instruction.

Conclusions

Finally, Moriarty (EFEE President) and Blower (ETUCE President) have drawn the following conclusions:

There should be a focus on improving the quality of VET institutions to enhance learning environments that are free of gender stereotypes for stands and work environments for teachers, trainers and school leaders;
There should be a concrete promotion for the involvement of social partners in the development of high quality apprenticeships and work-based learning schemes;
Thirdly, particular attention should be paid to promote further investment in the VET systems in particular to teaching, workshops and equipment of VET institutes to keep up with technical developments;
Finally, there should be an enhancement of the professional technical training and upskilling of VET teachers, trainers and school leaders.
Rasa Zygmantaite, Secretary of EfVET, participated in the conference “ESCO: connecting people and jobs”, where the ESCO developers presented the V.1 of the framework.

What is ESCO?
ESCO is the multilingual classification of European Skills, Competences, Occupations and Qualifications. The ESCO classification identifies and categorises skills, competences, qualifications and occupations relevant for the European labour market and education and training.

ESCO is an open data system, linked to other existing tools and platforms, such as EURES, EQF, ISCED 2013, etc., providing an easy way for the users/service providers in building their applications, such as job matching, career guidance and self-assessment tools to citizens.

Rationale
The development of the system is an answer to the changing situation in the labour market, functioning in the digital era and is a part of the EC agenda on Digital Single Market. The participants could choose from 21 workshops, where projects, platforms and systems, that are linked or supporting ESCO were presented. The ESCO system is still being finalized and links are being established to the existing tools and platforms.

Follow up
www.ec.europa.eu/esco/portal/home

How can EfVET members benefit from ESCO?

- It is a good tool for career guidance specialists at institutions (e.g. creating student’s e-profiles and e-portfolio).
- It is a tool for our graduates who are building their career in the digital age to find the right employment.
- It is a good tool for VET and other educational institutions to ensure transparency in qualifications, using unique descriptors and terminology.
Towards a European Education Area by 2025

The European Commission set out its vision for how we can create a European Education Area by 2025.

The ideas formulated are intended as a contribution to the EU Leaders’ meeting on 17 November 2017 in Gothenburg, where they will discuss the future of education and culture. The Commission believes that it is in the shared interest of all Member States to harness the full potential of education and culture as drivers for job creation, economic growth and social fairness as well as a means to experience European identity in all its diversity.

According to the European Commission a European Area of Education should include:

- **Making mobility a reality for all:** by building on the positive experiences of the Erasmus+ programme and the European Solidarity Corps and expanding participation in them as well as by creating an EU Student Card to offer a new user-friendly way to store information on a person’s academic records;
- **The mutual recognition of diplomas:** by initiating a new ‘Sorbonne process’, building on the “Bologna process”, to prepare the ground for the mutual recognition of higher education and school leaving diplomas;
- **Greater cooperation on curricula development:** by making recommendations to ensure education systems impart all the knowledge, skills and competences that are deemed essential in today’s world;
- **Improving language learning:** by setting a new benchmark for all young Europeans finishing upper secondary education to have a good knowledge of two languages in addition to their mother tongue(s) by 2025;
- **Promoting lifelong learning:** by seeking convergence and increasing the share of people engaging in learning throughout their lives with the aim of reaching 25% by 2025;
- **Mainstreaming innovation and digital skills in education:** by promoting innovative and digital training and preparing a new Digital Education Action Plan;
- **Supporting teachers:** by multiplying the number of teachers participating in the Erasmus+ programme and eTwinning network and offering policy guidance on the professional development of teachers and school leaders;
- **Creating a network of European universities** so that world-class European universities can work seamlessly together across borders, as well supporting the establishment of a School of European and Transnational Governance;
- **Investing in education:** by using the European Semester to support structural reforms to improve education policy, using EU funding and EU investment instruments to fund education and setting a benchmark for Member States to invest 5% of GDP in education.
- **Preserving cultural heritage and fostering a sense of a European identity and culture:** by developing – using the momentum of the 2018 European Year of Cultural Heritage – a European Agenda for Culture and preparing a Council Recommendation on common values, inclusive education and the European dimension of teaching;
- **Strengthening the European dimension of Euronews,** which was created in 1993 by a number of European public broadcasters, with the ambition of having a European channel offering access to independent, high quality information with a pan-European perspective.
The renewed legislation on vocational education and training will be implemented in 1.1.2018. The reform will change qualification structure, funding and methods in education system. The current supply-oriented approach will be refocused into a demand-driven approach. The goal of the reform is to create VET-system which will respond to the expectations of work life which are needed after 2020.

For students reform gives more chances to study in educational institutions, at workplaces and in digital learning environments even better than nowadays.

Qualification structure will be changed from a total of 351 vocational qualifications to 164. The biggest change will effect on vocational adult education and training where there will be new qualifications which are more broad-based than they are at the moment.

Qualification structure will be changed from a total of 351 vocational qualifications to 164. The biggest change will affect on vocational adult education and training where there will be new qualifications which are more broad-based than they are at the moment.

The reform will also increase working life orientated ways of learning. It will change also the ways of on-the-job learning. The use of apprenticeship training will be added and the new training agreement and also the flexible combination of training agreement and apprenticeship are implemented in VET.

The new funding system will be implemented. Funding is divided in three parts: 50% of total funding is based on volume of students, 35 % of funding on the basis of all completed qualifications and parts of qualifications and 15 % of funding on the basis of employment and transfer to further studies.

The education providers are mostly supporting the reform. The situation is still quite challenging because of the large-scale budget cuts which has been implemented in 2014 – 2017. The scale of budget cuts has varied from 10 – 35 % of total funding depending the structure and location of education provider.

The change of training models will also reform the work and profession of vocational teacher. Work will concentrate more in students’ skills and competences and teacher will be more like coach or mentor to help student to achieve his/hers personal goals. This will be supported by other specialists and also workplace instructors.

The target, financial model and the timescale are tight but I believe that through the reform the Finnish Vocational system will help to develop even more high-class system which will support future’s workers even better than nowadays. It will also give new possibilities and tools for internationalization VET.
Welcome to new #EfVETMembers

**Grafisch Lyceum Rotterdam, Rotterdam, The Netherlands:**
www.glr.nl
This small-scale school for Preparatory Secondary Vocational Education is located in Rotterdam Blijdorp. The Grafisch Lyceum Rotterdam for Design and Media is a school with a maximum of 500 students. The VMBO for Design and Media has four programs, which prepare the students for a future in the world of media, design and new technology.
**Contact**
Sjoerd Wanrooij - Senior International Officer: info@glr.nl

**Fjölbautaskólinn í Breiðholti, Reykjavík, Iceland**
www.fb.is
FB was established in 1975 and was the first community college of its kind in Iceland. The college is one of the largest secondary schools in Iceland with a staff of 110 teachers.
**Contact**
Ágústa Unnur Gunnarsdóttir - Communications Director agu@fb.is

**The Placement Factory, Edinburgh, United Kingdom**
www.theplacementfactory.co.uk
The Placement Factory works to support the transnational mobility of Europeans students offering work placements for VET and Higher Education students in Edinburgh.
**Contact**
Fanette Genais Macpherson - Managing Director: info@theplacementfactory.co.uk

**The Manufacturing Technology Centre, Coventry City, United Kingdom**
www.the-mtc.org
The Manufacturing Technology Centre (MTC) was established in 2010 as an independent Research & Technology Organisation (RTO) with the objective of bridging the gap between academia and industry – often referred to as ‘the valley of death’.
**Contact**
Mr Christian Warde - Head of Skills Development: christian.warden@the-mtc.org

**BBS Soltau, Soltau, Germany**
www.bbssoltau.de
BBS Soltau is a competence center of vocational education in their region. They promote professional mobility by teaching foreign languages and internships abroad.
**Contact**
OStd’in Gaby Tinnemeier: verwaltung@bbssoltau.de

**CIFP As Mercedes Dept. of Water & Energy, Lugo, Spain**
www.cifpasmercedes.org
**Contact**
Alberto Pereira, cifp@cifpasmercedes.org
The project INCLUSIVE VET aims to establish inclusive and accessible VET, in order to secure equal participation in school, work and society, for everyone regardless of individual disposition.

Within this project, 7 VET organisations, coordinated by the ROC de Leijgraaf (NL), work together to develop tools for inclusive approaches in vocational education programmes.

Inclusion accepts many definitions but in the framework of this project, the partners have come up with this one:

‘Every unique student feels welcomed in the school, is included in the group and receives person centred education. Teachers, in collaboration with regional partners, offer structure and a personal plan with appropriate interventions when needed. They challenge students in their development and guide them towards society and work/further education.’

Intellectual Outputs

During the project, the partners have been working to develop 2 intellectual outputs:

• A Guideline ‘How to implement Inclusion in school and its environment’: this guideline gives an action plan on how to implement Inclusion in the school and its environment. It describes which steps to undertake to become a tailor made implementation plan.
• A Training Tool ‘All on Board’: This training tool is a manual that enables trainers to help school personnel, social workers and employers to get familiar with the subject inclusion and their development of guiding skills in an inclusive environment. The manual describes a training method that trainers use to organise their training. It focuses on the content/theory but also on the conditions, methodology, working styles and training materials.

5-day event in the Netherlands

Last September, VET teachers from the schools involved in the project attended a 5-day training event in the Netherlands to improve their guiding skills for an inclusive education and to design their own training event within their own countries, which will be based on the training tool “All on Board” and which will include VET teachers and other professionals related to inclusion.

This training will be part of the pilot phase of the mentioned intellectual outputs, which started just last October and which will go on until next May 2018. Once the outputs are tested and improved if necessary, they will be available in the project Website.

About INCLUSIVE VET

www.inclusive-vet.eu/index.html
Following a very successful Roundtable event held at the 26th EfVET Annual International Conference in Thessaloniki, Greece toward the end of October 2017, the Project partners are meeting in Maribor, Slovenia to progress the development of the GROWMAT Learning programmes aimed at growing the market in Accessible Tourism.

GROWMAT is an Erasmus Plus development initiative designing a learning programme aimed at raising awareness of the importance of Accessible tourism in growing the market which recognises the Tourism market potential resulting from an Ageing population.

Course on Inclusive Tourism
The Course will be badged as INCLUSIVE TOURISM and deliver 4 modules:

• Module 1 - Accessibility awareness
• Module 2 - Inclusive Tourism
• Module 3 - Entrepreneurship
• Module 4 - Marketing - a specific toolkit

In addition to this course aimed at young people in Initial VET, a separate course is being designed for use with SME’s, start-ups and existing tourism businesses, whether in Hospitality, catering, tourism attractions, accommodation providers etc.

Accessible Tourism Champions
Within the project, partners have been building a transnational network of Accessible Tourism Champions.

Partners have been actively engaging organisations and individuals from the sector who are willing to join the Champion network. One such organisation from the UK - Visit Guildford has expressed real interest in participating following the partners visit. Below one can read the flavour of the conversation and their willing future collaboration with GROWMAT.

Visit Guildford
Enthusiastic champions Visit Guildford are already keeping us busy. Thank you to Tourism Marketing and Development Manager Diana Roberts for inviting Tracey Torble, from GROWMAT partner T2 Consulting, to talk about the project at her June quarterly meetings with representatives from tourist attractions and venues in and around the town of Guildford in the United Kingdom.

In the County of Surrey, Guildford is a popular destination benefitting from the peace and quiet of beautiful countryside coupled with quick and easy access to London. The group’s approach to accessibility is already mature, but members are keen to build on their success and embrace new opportunities from an increasingly diverse market.

Acknowledging the reality of tourism that spans three generations of grandparents, parents and children, they recognise that welcoming everyone means widening understanding of accessibility needs and working towards a one size that really does fit all, not just a perceived minority. It was enlightening to hear real examples of the complex planning required to ensure successful visits for those with additional needs that are not necessarily physical, and it was encouraging to hear ideas for relatively simple improvements and solutions.

This is what GROWMAT is about thinking outside the box to extend a proactive welcome to as many potential customers as possible and providing an inclusive, equal, welcoming experience for everyone. It’s not just about wheelchair access.

We look forward to working with the Visit Guildford team as the project develops, taking on board their obvious expertise and sharing in return our own findings and the products we develop.
Do you want to become an e-trainer? An e-trainer is a teacher or trainer who makes use of digital tools in the classroom.

Three projects, Cobuilding; EMPLOY and DIGIComp are using the material to create an open and interesting approach to deal with digital material in the easiest way. First results on our website but we are not done yet! In December 2017 you can find loads of easy downloadable material there.

Material that can be used for teachers and trainers to become really good in working with digital sources in the classroom.

Cobuilding, Digicomp and Employ from the past years provide great material which can be used to do and create great things with your students. But the idea is to prepare you as teacher or trainer to use in a simple and user-friendly way all kinds of digital tools to inspire and teach your students or your youngsters or whoever your target group may be.

Cobuilding shows how to use video as a didactic method, Employ uses key transversal competences for training methods, Digicomp shows how to critically use the internet and web for educational methods.

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The first kick-off meeting DC4WORK took place in Frankfurt (Oder), Germany. The project aim is to make strong use of the positive, promotive perception of digital competences and their importance for employees but also trainees at work, in society and on a political level.

The first meeting was focused on:

- IO 1, a strategy paper that contains useful recommendation and guidance for SMEs in terms of enhancing digital competences of their staff based on research results and IO2, concrete guidelines for “Digital competence promoters” in SMEs in terms of what they should know and be able to do.
- Dissemination
- Financial rules

During the meeting each partner gave a short presentation and a short overview of ideas on the project and digital competences 4.0. Participants received an insight into the European Digital Competence framework as basis for project work.

The first research phase has been discussed, in particular how the partners will research the state of the art regarding the promotion of digital competences in SMEs of the two sectors tourism and commerce in partner countries.

DC4WORK website: [www.dc4work.eu](http://www.dc4work.eu)
The VET-GPS project partners attended the first meeting of this new project in Porto, Portugal last week of November.

The partners are developing a professional development programme aimed at integrating soft skills into the VET curricula for young people. The aim of which is to a) prepare young people with the skills to meet today’s and future labour market needs and b) to prevent early leaving.

Efvet and several Efvet members are contributing to the development process including CECE, ANESPO, Politknika Txorrieri.

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**EMPOWER**

**Valentina Chanina**
EFVET Project Manager

EMPOWER is an exciting new Erasmus + project which aims to significantly improve young people’s ability to critically assess the online and social media content they consume and create, empowering them to become responsible, confident digital citizens. Check out http://www.empowerme-project.eu for more details.

We are working to provide you with a set of resources and tools to support you to help young people to make responsible choices about what they do online. These resources include:

- A Good Practice Catalogue of leading and innovative approaches to teaching media literacy and critical thinking as linked to healthy online behaviour and active citizenship.
- A Digital Citizenship Education Toolkit comprising open, online resources that Teachers and Educators can use with young people to explore the topic and strengthen their own skills.
- A Teachers’ Guide to Digital Pedagogy - a user-friendly, interactive online resource to support teaching staff in developing their own digital competences and mainstreaming digital literacy skills in their teaching and youth work activities.

By completing our questionnaire https://www.survey-monkey.com/r/empowerVETquest, you are contributing to our Good Practice Catalogue.

Please complete this survey by December 18th - we would be extremely grateful.

**About EMPOWER**

www.empowerme-project.eu

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**VET GPS getting ready young people for labour market**

**Pete Hodgson**
EFVET Project Manager

The VET-GPS project partners attended the first meeting of this new project in Porto, Portugal last week of November.

The partners are developing a professional development programme aimed at integrating soft skills into the VET curricula for young people.

The aim of which is to a) prepare young people with the skills to meet today’s and future labour market needs and b) to prevent early leaving.

Efvet and several Efvet members are contributing to the development process including CECE, ANESPO, Politknika Txorrieri.
Innovative Curriculum for Adult Learners on soft skills

The kick-off meeting of ICARO (Innovative Curriculum for Adult Learners on soft skills) Erasmus Plus funded project, took place on the 21 and 22 of November in Murcia. It was hosted by the Project Coordinator Servicio Regional de Empleo y Formacion de la Region de Murcia (Spain) and counted with the presence of representatives from all the partners organisations: Technikes scholes epimelitriou Irakleiou, Greece, Dublin City University, Ireland, Socialiniu Inovaciju Fondas, Lithuania and Hamburger Volkshochschule, Germany, and EFVET.

The ICARO project goal is to design an accredited curriculum on soft skills for adult education as part of an innovative methodology with a holistic approach of the adult learner (case management) and with customized training oaths taking into account social and multicultural issues of Adult Education learners, which can be achieved effectively only through transnational partnership. Adult learners staff will have the opportunity to exchange experiences and knowledge to offer and innovative and collaborative training programme.

One of the core aspect of the project is establishing Local Actions Groups with experts from the different partners’ countries. These groups will count with of trade unions, local and regional authorities and Government representative. Some of the partners already established their LAGs and started to work on the development of IO1. A list of key stakeholders will be provided in order to keep them regularly inform about ICARO project last updates.

Dissemination and Communications activities

The Dissemination and Communications activities will be coordinated by EFVET with the partners’ support. During the meeting, they agreed on the project’s logo, website name and setting up the different social media channels. In addition to this, four newsletters will be send, Press Conferences and multiplier-events will be organised by partners.

EPALE

The project will pay special attention to the EPALE platform, as is an open membership community for teachers, trainers, researchers, academics, policy makers and anyone else with a professional role in adult learning across Europe. This platform will be exploring by partners, and in principle we will create an account and post relevant information about this platform. Jane O’Kelly (Partner – Dublin City University) Irish EPALE Ambassador will guide partners in this task.

Common definition of soft skills

As the project looks into the development Innovative Curriculum for Adult Learners on soft skills, one of the main aspects was to find a common definition of that Soft Skills. After a research process, partners decided to use as a frame the one given by Skills Panorama “Skills that are cross-cutting across jobs (see Job-specific skills) and sectors (see Sector-specific jobs) and relate to personal competences (confidence, discipline, self-management) and social competences (teamwork, communication, emotional intelligence)“.

This output will include glossary with terms of reference for further explanation of the terms use along the different outputs and materials. Then we will identify the different soft skills and finally a needs of analysis will follow.

Alicia Gaban
EFVET Communications Officer & Project Assistant
The EAPPREN project enters its second phase moving from development to implementation of the new Training programme. The partners met recently for their 3rd Transnational project team meeting to plan this next phase. The Training programmes designed and developed focus on 2 key aims:

Firstly, building capacity amongst Intermediary Organisations to take an active role in promoting and supporting high quality Apprenticeships in the partner countries and beyond and

Secondly training small and medium sized enterprises (SME's) to understand the primary characteristics associated with taking on Apprenticeships and participating in the delivery of high quality Apprenticeship programmes in partnership with VET providers and other stakeholders.

Courses developed within the EAPPREN
The courses developed are being offered both through a ‘blended learning’ approach and also through e-learning. The courses are modular in format covering key areas of knowledge, competences and learning outcomes, including:

- Module 1: The Basic Principles of Apprenticeship
- Module 2: Before the Apprenticeship
- Module 3: Organisation and Monitoring of the Apprenticeship
- Module 4: The Evaluation of the Apprenticeship
- Module 5: Developing a Supportive Environment for the Apprenticeship
- Module 6: The National context of Apprenticeships in partner countries

Whilst the primary outcome of the Training programmes is to encourage closer partnership between the companies, VET providers and intermediary organisations to boost the opportunities available to young people entering in to jobs via Apprenticeship programmes - these will also contribute to the drive to improve the attractiveness of Apprenticeships as a pathway into success employment. The project is directly aligned to the European policy priorities as set out in the Riga Declaration and definitely aligned at a practical level to the 20 guiding principles for high performance Apprenticeship provision recently published by the European Commission and CEDEFOP.

EAPPREN partners are turning their attention to ensuring the project training programme contributes to the toolkit of resources being developed to support work based learning and apprenticeship.

The recently published report on 20 guiding principles necessary for high performance apprenticeships suggests that in many member states only 50% of the criteria are present in their national systems this applies to many of the Baltic and neighbouring states within the EU. As such there is considerable scope for influencing the development of national frameworks, EAPPREN will undoubtedly assist in the process of reform.

The partnership is drawn from a number of EU member states (Latvia; Bulgaria, Cyprus, Greece, Spain and EFVET. that brings together Federations of Industries, Chambers of Commerce, Business support organisations and Vocational Education and Training providers.

About EAPPREN

www.eappren.eu
On 9th of November, CT Ion Bratianu, Romanian partner organised a workshop in order to disseminate the SHINE project among Timisoara education community.

An introduction of the project was given by the project coordinator Mr. Boetti. SHINE is focused on Higher Vocational Education and Training (HVET), especially for qualifications around EQF level 5, as has a relevant role, and a tremendous potential to that aim. SHINE targets actors governing and managing HVET programmes, as well as students, aiming at bridging the gap among local economic contexts and goals set by corresponding regional Smart Specialization Strategies, by acknowledging the role and innovative potential of high-level technical professional profiles.

Followed the presentation of the Local Actions Plan presented by Mr. Crivelli (Confindustria Veneto SIAV Spa). In each country of training partners (Italy, Germany, Sweden, Romania, Croatia) a Local Action Plan has been developed. Such plans consider specific contexts and suggesting the best possible offer in terms of methodologies, content and tools. Single plans move from a general context analysis, linking between business and training system, policies in force, etc.), to detailed strategies and operating procedures for training organisations linked to local business/entrepreneurial systems. Each plan also includes criteria to define its implementation, assess their real outcomes and their effectiveness in terms of improvement of innovation capacity, attractiveness for the production system, performance.

The Head of Erasmus office of the Universitatea Politehnica din Timisoara explained how the Erasmus Programme has been developed at the University. They have been involved for the last 7 years, more that 300 students outgoing students and 100 incomings, but also academic staff and administrative professionals have benefited from the Erasmus Plus programme.

A representative in charge of the VET programmes explained the VET system in Timisoara County. He expressed his concerns regarding the demographic decreased, which has a significant impact on the reduction of students attending VET schools. Adding that “we should clarify to our students that there are not better jobs than others”.

Mr. Boetti concluded the workshop saying that VET could be the first option as can meet the needs of the labour market faster.

About SHINE

www.projectshine.eu
Survey on EQF, ECTs...
Work-based learning in Europe: supporting teacher’s role, PROMOTE WBL multiplier event was organised by EfVET and Creative Alliance, UK proved a great success with some 40 or so participants drawn from the 240 delegates from over 24 countries attending the EfVET Annual International Conference.

This pre-Conference event provided an opportunity to share the work of the Promote WBL partnership in developing the training programme to support more effective work based learning opportunities for young people across Europe.

A brief introduction to the workshop / seminar by Peter Hodgson (Projects Manager, EfVET) linked the projects aims and objectives to the wider policy objectives of the European Commission and reviewed the synergy with other initiatives such as the European Alliance for Apprenticeship and the work of CEDEFOP. It was noted that this project and its training programme would contribute to the primary goal of expanding opportunities through work based learning set out in the recent Riga Declaration.

Noel Dunne (Director of Creative Alliance, UK and Carl Quinn, Project Co-ordinator shared with participants the work undertaken so far in the projects timeframe concentrating on the Intellectual Output related to the development of the training programme modules. The primary target audience for this would be VET Teachers and Trainers providing a tool kit and resources to support young people making the most of Work Based learning opportunities.

An underlying emphasis is placed on the value of closer collaboration and partnership between VET providers and the business community.

Participants were divided in to several groups to discuss 3 key questions and explored their own models of practice and in deed experiences. These were shared with the project team and would be used to refine the product as it moves through its development phase.

The workshop was delighted to hear from the Director of CEDEFOP, James Calleja, in a key note speech reinforcing the potential of Work based learning and the importance of shared roles of stakeholders in making work based learning more effective and a positive pathway to skills and competence development. He shared with the participants an overview of the challenges faced and the degree to which different European member states were implementing reforms to meet this objective.

In addition to this multiplier event, the Contractors, Creative Alliance held two roundtable sessions during the Conference itself where delegates took the opportunity to discuss in more depth the development activity in Promoting WBL.

A big thanks to all participants for their feedback and contributions to the projects development.

About PROMOTE WBL

www.promotewbl.eu
**Student Work Experience In Real Life (SWIRL)**

Valentina Chanina  
EFVET Project Manager

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Student Work Experience In Real Life (SWIRL) new Erasmus Plus funded project kick-off meeting took place on 1-2 November 2017, in Seinäjoki, Finland.

The aims of SWIRL project are bringing VET and the world of work closer together by encouraging the students to take initiative and investigate work opportunities in the companies of the region through their own networks. The first day partners had a short presentation from “Into Seinäjoki” and the day after from “Xport”, which will become associate members of the project.

This first meeting was focused on:

- Intellectual outputs
- Dissemination
- Quality Management
- Financial rules

During the meeting, partners decided to include as Associate partners “Into Seinäjoki” and “Xport”.

SWIRL expected impact

Improve the competences of initiative & pro-activeness and self-confidence of the students
Increase the students’ sense of responsibility, networking skills and entrepreneurial mind-set
Enhance the development of teaching and learning methods -Bring VET students and the world of work closer together
Led to long term apprenticeships or internships for VET students and job opportunities
Create regional partnerships and networks
Create Open Education Resources available for everybody

Finnish National Agency for Education attended to the meeting

Due to the location of the meeting, Finland, a representative from the Finnish National Agency for Education was invited to the project meeting. The representative presented the Erasmus Plus financial rules.

Please Like us on Facebook

Kent Andersen and Valentina Chanina presented the project outcomes from the first project year at the roundtables sessions organised at the 26th EFVET Annual Conference.

The project consortium compiles online multimedia safety cases (video, sound recordings, and photos) for training risk assessment. There are Risk Assessment cases where the cases are based on the participants watching a video where they’ll point out all the work environment issues they observe during the video.

Safety for Electricity presented Safety Cases

Valentina Chanina  
EFVET Project Manager

The materials can be found at the project website with the Open Educational Resources (OER).

This has been developed in the project with the aim to improve safety for electricians and other employees in the employees in the construction industry.

About Safety4el

http://safety4el.net/  
Like us on Facebook
Best wishes for a Merry Christmas & a Happy New Year

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