European Forum of Technical and Vocational Education and Training

MAGAZINE

MARCH 2018
The EfVET Magazine is published electronically on the EfVET website and sent to members by email.
Dear Members, welcome to the March issue of the EfVET Magazine.

As this is my first message in 2018, I hope the year has begun for all of you full of energy to continue working in so many different projects to raise the attractiveness of VET and make it a first choice, as the Commissioner Thyssen uses to say.

For EfVET this is an important year, because following what we proposed to the AGM in Thessaloniki and I mentioned in my last message, we have increased our Executive Team in order to tackle all the challenges we are facing. At the Steering Committee in January, Stefano Tirati – well known among you, after so many years working for EFET – was elected as Vice-president for projects, and Ute Schmitt, EfVET German representative and vice principal of BBSW1 in Ludwigshafen, as new secretary. And just some hours before I write these lines, Hans Lehmann, Vice-Principal of EUC Syd in Denmark, was selected to become the second Vice-President of EFET, in this case in the field of policy. With their huge expertise in the fields of projects, management and policy, all of them will contribute to the development of the new strategy we are developing for EfVET. Thank you Ute, Stefano and Hans for your willingness to engage and collaborate even more with EfVET.

As a result of these changes, Rasa Zygmantaite is leaving the Executive Team, although she will continue being the Lithuanian representative at the Steering Committee. In January we had the opportunity to thank her for all these years as secretary of EfVET, but I would like to express here my deep gratitude to Rasa, with whom I worked some years before coming to the Steering Committee. She has played an important role inside our family during the last years, and now from a different place she will still be contributing with her knowledge and commitment, and also with her continuous smile. Thank you, Rasa, labačius.

In that strategy, we are working on the setup of thematic clusters on relevant topics of interest for you. Those clusters will be a fantastic tool to exchange information on the different subjects, to promote and give relevance to your daily work, and also as a source of ideas to feed the policy debate on the future of VET. You know that the European Commission and CEDEFOP are looking beyond 2020, on the new challenges VET systems are facing across Europe. In February there was an interesting conference in Thessaloniki to discuss about that future, where EfVET was of course well represented. And inside the framework of the Bulgarian Presidency, there will take place a conference in Sofia in April, with the title “VET as a first choice”, where several of us will be on behalf of EfVET. Moreover, the platform of European VET providers, VET4EU2, will meet in March in Thessaloniki, besides the 1st Annual Meeting of the European Community of Learning Providers. In that meeting, we will discuss with the European Commission about our role in the development of the European strategy post 2020. As you see, lot of interesting discussions going on in the next few weeks.

With the new Erasmus+ call, many of you are asking EfVET to play the role of disseminating partner. As you know, Pete Hodgson is working part-time as project manager, but he deserves to have a personal and family life, and for that reason his contract will terminate by the end of June. To be able to give the needed support and attend all the tasks related to projects, we have launched an offer to cover the post of project manager. You can find all the information about the offer in our social media and also in our website.

Let me remind you the importance of subscribing yourselves in the internal part of the website. There we have a dedicated space only for you as EfVET members. And I would like also to highlight the chance you have to disseminate news, projects and relevant information through our communication channels. Don’t hesitate to contact Alicia for that purpose!

The programme for our annual conference, next October in Como, is progressing thanks to our conference team and the effort of the Italian organizers. You will get more information as soon as the programme and the conference website are available.

And please, remember once more: we need you to make EfVET stronger and more influential. Thank you again for helping us in this inspiring and rewarding task.

Warmest regards,
Stefano Tirati, Vice-President (Projects)

Stefano Tirati graduated in educational sciences at University of Florence, where he has worked for 3 years, after attending a postgraduate course in Human Resources Management, at Middlesex University in London.

From 1995 till 2016 he has directed CSCS, a vocational training centre implementing IVET, apprenticeships, CVET, vocational guidance, entrepreneurial support.

Since 1995, Stefano has lead several research and pilot projects, with a local, regional, national or international dimension.

He has been responsible for establishing, nurturing and further expanding partnerships involving a wide range of stakeholders: local VET providers, SMEs and multinational businesses, public authorities, research centres, chambers of commerce, social partners.

In 2016 Stefano launched a new startup, Learningdigital.eu supporting corporate and educational providers to manage learning processes in digital environments.

Stefano currently cooperates with the following organizations:

- Educational manager at ENEGAN, an Italian energy trading company, being responsible for e-learning solutions for the nation wide sales force;
- Advisor at Eurofound, in the FOME research project, focusing on apprenticeship systems and advanced manufacturing;
- Researcher at Italian University Line, online university of the Italian Ministry of Education, developing teacher training and teachers CP;
- Vice President of EfVET, being responsible for fostering horizontal cooperation among members and implementing policy strategies through projects.

For full profile, click here.

Hans Lehmann, Vice-President (Policy)

Hans Lehmann is Vice-Principal at EUC Syd, a regional college, offering upper secondary technical education, International Baccalaureate, vocational education and adult training.

Hans Lehmann is responsible for the vocational educational programs, adult training and internationalization and he is CIO for IT Center Syd.

He holds a Master’s Degree in English and an MBA in educational management from University of Leicester. Hans has a long experience from 15 years’ work at a business college and has been with EUC Syd since 2004.

One of the main focus areas for development in his job is the application of digital learning, and the consequences for teaching and learning.

Also the training for a global work force is important, and therefore has a long and wide experience from international projects and networks, EU programmes, UNESCO Learning Cities and a strong cooperation with, among others, Chinese and French companies and colleges.

He is also head of the European Secretariat for TA3, the Transatlantic Training Technology organization, of colleges and educational institutions in Europe and the USA.
**Ute Schmitt - Secretary**

Ute Schmitt has a diploma in business education and management training from the University of Mannheim.

For 23 years she worked at BBS Wirtschaft 1 in Ludwigshafen, first as VET teacher in business administration (including bilingual courses) and German language.

Since 2006 she is one of the two vice principals and director for educational affairs.

She has participated in several European projects related to innovation, excellence and mobility in VET and also in several EfVET Conferences.

In 2016 she cofounded the German national board, was appointed its president and German representative in the EfVET Steering Committee, which she joined in July 2016.

She collaborates actively with regional and national German VET networks (including representatives of the dual system and VET networks of the German national agency for VET). She is also responsible for the accreditation of EBBD colleges in Germany and Southern Europe.

In November 2016 she has been elected EBBD e.V. secretary.

In January 2018 EfVET Steering Committee elected her as EfVET secretary. Until the next elections of the German National Board at the Conference in Como she will also be German Representative in the Steering Committee.

**Andreas Loizou - National Rep. of Cyprus**

Dr. Andreas Loizou is the Automotive Technology Coordinator and Lecturer at Intercollege Nicosia since 2014. He is responsible for the academic courses and professional training coordination. He is also a member of Intercollege’s Internal Quality Assurance Committee.

Andreas received an Automotive Engineering degree from the University of Huddersfield, and a Masters in Vehicle Technology & Management from the University of Bradford (UK). He then pursued a PhD at the same university (2012), funded by IMechE, UK. After his PhD studies, he worked as a post-doc for EU projects at Frederick University in Cyprus for two years, where he also taught as a visiting lecturer.

Andreas is an associate member of the Institution of Mechanical Engineers (IMechE) and a member of the Society of Automotive Engineers (SAE).

He has published a number of scientific articles in highly ranked conferences and journals in the fields of automotive and additive manufacturing.

Andreas has experience in European FP7 projects in his field. He is also involved in several Erasmus+ projects regarding the ECVET framework and participated in seminars concerning vocational training. One example is the project ECVET Permit (2015-2016) which aimed for the permeability and transferability from non-formal to formal education and training system in the subject of automotive.
EfVET is looking for a project manager to join Brussels Staff.

The selected candidate will be confident in all forms of communication, proficient in the use of Microsoft Office software and other IT-Tools required, have extensive knowledge of all relevant European project programs and able to provide excellent representation with the ET/SC, the project partners and stakeholders and members of EfVET.

**Job Responsibilities**

- Responsible for the implementation of EfVET’s tasks and responsibilities in European projects.
- Closely cooperate with the vice president projects, the work group projects, the EfVET Executive Team and Steering Committee.
- Cooperate and interact with EfVET members involved in the implementation of EfVET projects.

**Essential criteria**

- Strong experience in coordinating projects and project management.
- Extensive knowledge of European policy and decisions with regard to VET.
- A good working knowledge of spreadsheets, databases, word processing.
- Be a competent IT user.
- Excellent English skills.
- Proven customer service skills.
- The ability to communicate effectively with internal and external stakeholders.
- The ability to work accurately with a high attention to detail.
- The ability to follow instructions, anticipate priorities and manage workload.
- Previous work experience in an NGO.
- A flexible, approachable style of working with others to achieve successful outcomes.
- A drive to achieve quality in all aspects of the role.

**Desirable criteria**

- Have previous experience of working with external partners.
- Have a proven track record for coordinating projects.

**Application Forms**

To apply for this position please, email your CV, together with a cover letter and reference "Project Manager" by **Wednesday 21 March 2018**, to president@efvet.org, secretary@efvet.org and vc@efvet.org.

[Full job description click here]
In 2012 the EU set up the initiative “Rethinking Education” to reform education systems across the EU so as to meet growing demand for higher skills levels and reduce unemployment. And in January 2018 the European Commission issued a proposal for a Council recommendation on promoting common values, inclusive education and the European dimension if teaching.

In the context of the proposal it is written that “High quality and inclusive education and training, at all levels, is essential in ensuring social mobility and inclusion, in offering our citizens knowledge and skills to succeed in the labour market, but also in promoting the competences of critical thinking and a deeper understanding of our common values”.

To contribute to the debate on this topic, we have decided our Annual conference topic to be “Rethinking VET for inclusive excellence”.

EFVET Annual International Conference will take place in between the 24-27 of October 2018 in the Sheraton Hotel, Lake Como, Italy.

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

The conference will bring together practitioners, researchers and educators from around the world, who are engaged in Vocation Training and Education. The Conference will host delegates from more than 150 institutions and it will cover more than 72 hours, 30 roundtables and 6 workshops.

Full details of the programme and theme will be available in May on the EFVET Website.
A n international group of researchers and educa-
tional experts is implementing a research project, supported by CEDEFOP “The changing nature and role of VET in Europe”, which aims at analysing the develop-
ment of vocational education and training in the EEA countries.

This analysis will help the EU stakeholders and European as well as National policy makers to prepare to meet the challenges, VET is experiencing due to the societal and technological changes is societies.

The project is a three-year research action, involving international experts and researchers for conducting analysis as well as VET experts for discussing and co-
menting on the outcomes of the research.

Two VET experts – Stefano Tirati & Rasa Zygmantaite- have been invited by CEDEFOP to participate as review-
ers and discussants since the early stages of the project (2016).

The second meeting of an extended group of experts and project researchers’ team took place in Thessaloniki on the 20-21st of February 2018.

During VET in the 21st century – Future trends and priorities’ workshop, the outcomes of the first stages of the project were presented and discussed.

The researchers have presented draft papers on their research on external drivers, influencing VET develop-
ments. The analysis was done in specifically selected countries, covering VET in the EEA from the geographical and systematic perspectives.

Rasa Zygmantaite was invited to review and comment on the report of the developments of the German VET system in the period of 1995-2015. She took the opportu-
nity to point out to important findings of the report, high-
lighting the strong points as well as weaker areas of the German VET, which is well known for the dual learning and high rate of apprenticeship based learning. These influences by external factor was in the focus of the project research at this stage.

The workshop will build on the ongoing findings of the (2015-2018) Cedefop project on ‘The changing nature and role of vocational education and training in Europe’.

Download documents from the workshop ‘VET in the 21th Century’
The European Commission hosted the first European Education Summit in Brussels on the 25th of January 2018. The summit explored how to capture the latest knowledge and insight into education and discussed how to turn these aspirations into reality. Around more than 500 participants, including EU education ministers, stakeholders and business leaders, discussed how citizens can benefit from a future European Area, how education could help in our common values.

Ms. Smantha Christoforetti, ESA Astronaut, said that a cultural shock should be a mandatory experience for every youngest and how her education helped her in becoming an astronaut. Ms. Audrey Azoulay, Director-General of UNESCO dressed UNESCO and the European Commission mutually supports one another in the ambitions to improve mobility – “Academic Mobility Convention” (to be adopted in 2019).

In the high-level panel discussion “Countdown to 2025: a vision for the European Education Area” MEP Petra Kammerervert underlined that she is favour of EU Education Minister agreeing on common goals states and Erasmus+ become more successful through reinforced cooperation when it comes to teacher training and exchanges mobility in Vocational Education and Training.

To implement the European Education Area, the European Commission will make use of funds and instruments provided by the Erasmus+ programme, its successor and other funding EU schemes.

Also, the European Commission is currently collecting feedback on how to improve the structure and content of programmes. On the top of that, they are currently working on a proposal for the budget post 2020 to be present in May 2018.

Some Heads of European states or government expressed their support for a budget increase. The European Parliament currently calls for a tripling of the Erasmus+ budget.

The Erasmus+ Coalition (gathers over 40 European-wide networks and civil society organisations representing the major beneficiaries of Erasmus+ programme at all levels) has launched the “Erasmusx10” campaign emerged when European political leaders started advocating for a significant uplift of the programme’s budget. Find more information here.

Download documents from European Education summit here
BBS Wirtschaft 1 in Ludwigshafen was selected as the only VET college in Germany to participate in the initiative “Leistung macht Schule” of the German Government and the governments of the Federal States.

On 30th January 2018 the initiative “Leistung macht Schule” (performance sets a precedent) started with a nation-wide kick-off in Berlin. This initiative strives to promote talented and capable students with a willingness for achievement – no matter what age, gender, origin or social situation.

The German ministry of education and the federal states fund this project with 125 Million euros. 300 colleges comprising different types of schools and sectors participate in the first phase (2018 – 2022) of this nationwide initiative.

At that point Berufsbildende Schule Wirtschaft 1 in Ludwigshafen and long-time EfVET member is the only VET college participating not only in the federal state of Rhineland-Palatinate but throughout Germany. This is honour and obligation at the same time. Especially for VET colleges it is true what the German minister for education and research, Johanna Wanka, stated in her opening speech: “In many class rooms, there are undetected talents. We want to find and promote these students early on, because equal opportunities and fair education also means offering talented and capable young people optimal possibilities for learning and personal development.”

Vice-President of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republik of Germany and Minister for education in Rhineland-Palatinate, Stefanie Hubig, emphasized: “Identification and promotion of talents is equally important to supporting weaker students. In order to deal with the more and more complex problems in our world we need highly competent people, who have learnt to think and work with both alert intelligence and social responsibility. Therefore, we must promote high achievers and low achievers alike. In a more and more heterogeneous society the challenge is, to detect these potentials even where one might not expect them at first glance.”

Especially VET colleges can offer many opportunities demanding and facilitating talented and capable students and apprentices striving for high performance. Internationalization in VET – as implemented at BBS Wirtschaft 1 in Ludwigshafen – can provide and help acquire additional qualifications and competences, for instance EBBD, ECDL, foreign language certificates, but also internships abroad in general. Cooperation with universities or universities of applied sciences can open the doors to junior studies where students and apprentices attend lectures and sit for examinations, gaining ETCS credits while still at school/in training.

Increasing digitalization in economy and colleges provides new challenges – particularly motivating for talented and capable students and apprentices, but also offer new opportunities for individual encouragement and promotion during lessons.

Within the frame of this 10-year initiative BBS Wirtschaft 1 in Ludwigshafen has been enabled to further develop this profile based on scientific monitoring and increased support by the federal state of Rhineland-Palatinate, for instance by having access to specific teacher training and cross-sector networking and help creating an overall concept. In this context it is our main concern to showcase that VET in particular, closely connected to reality of life and work offers diverse and multi-faceted opportunities and chances for talented and capable students and apprentices willing to show excellence.
On 1st of February, as new EfVET Vice President, Stefano Tirati has visited INDIRE, the National Agency for the Innovation of the School System of the Italian Ministry of Education.

During the first meeting, Maria Chiara Pettenati, Director of initial training for newly appointed teachers, has depicted the learning path developed by her team, consisting in both online educational activities as well as territorial workshops and in-school mentoring, as represented by the picture above.

For further information on the new initial teacher training programmes: www.neoassunti.indire.it

New Italian legislation
According to the new Italian legislation, only those teachers and trainers who successfully complete this learning pathway may see their fixed term employment contract transformed into a permanent one.

Maria Chiara and her team have been responsible to structure the learning process and monitor its implementation, achieving an extraordinary impact at national level. In only four years, from 2014 till 2018, around 185,000 newly employed teachers and trainers in Italy have accomplished their initial training. Indeed this represents a significant share of educational staff, whose total population in Italy is estimated in 750,000.

This implies that a new generation of teachers is ready to take on board the challenge of innovating the Italian school system, in line with the Ministry objectives to invest in continuous training and upgrading infrastructure and equipment.

Several correlations and ground for cooperation have been highlighted also with regards to the objectives of the European Commission Digital Education Action Plan, which calls for enhanced efforts at all educational levels to foster digital competencies. The Digital Education Action Plan is closely linked to the new initiative of the Italian Ministry of Education Generazioni Connesse.

Italian Network of Higher VET
The second meeting, has offered the opportunity to present EFVET and #EFVET18 International Conference to the Italian Network of Higher VET, whose executive committee was gathering at INDIRE to present findings of the research aimed at updating the national qualifications. The Italian Network of Higher VET, “Istituti Tecnici Superiori” is composed by nearly one hundred Foundations spread across the country, each adopting a public-private partnership model and a similar governance disciplined by the Ministry of Education. Typically, ITS include VET providers, Businesses, Research Bodies, Local Authorities.

The members of the Network are grouped within professional families:
- Energy efficiency
- Sustainable mobility
- New life technologies
- New technologies for the Made in Italy
- Innovative technologies for creative and culture sector and tourism
- Information and communication technologies

Common grounds of cooperation between EfVET members and the Italian Network of Higher VET have been discussed, such as raising the profile and attractiveness of VET, implementing applied research on VET learners and innovating national curricula and qualifications.

Italian Network of Higher VET
www.sistemaitis.it
Welcome to EfVET new members

EuroSuccess Consulting Ltd, Nicosia, Cyprus
www.eurosc.eu
Our aim is to provide consulting services through continuous and up-to-date information and support to businesses, individuals and various organized groups with the main goal of constantly developing them, through various Projects and Opportunities, funded by National and European funds.
Contact: Giorgios Giorgakis - Managing Director: george@eurosc.eu

ENAIP NET, Milan, Italy
www.enaip.net
ENAIP NET is an Italian consortium that offers vocational training and job placement services. The international area, coordinated by Enaip Veneto, works on European funded projects and takes care of the relations with partners and those international subjects that deal with training and work policies.
Contact: Monica Verzola - Chief Int. Business Development Officer: international@enaip.net

High School of Chemistry (SPSCH), Pardubice, Czech Republic
www.spsch.cz
SPSCH Pardubice is a secondary technical school, that has taught chemistry for over 70 years and. The school, located in the town of Pardubice, is an educational institution of trans regional importance; the students come from the Pardubice region and the neighbouring regions.
Contact: Miroslava Katzerová - Project manager: katzerova@spsch.cz

Kaunas technical vocational education centre, Kaunas, Lithuania
www.kautech.lt
Kauno technikos profesinio mokymo centrų (Kaunas technical vocational education centre). The centre consists of 5 departments: Transport, Mechanic, Small business organization, Department of wood processing and Construction. Students are offered lower-secondary education in gymnasium classes of technological trend, upper secondary and post-secondary non-tertiary education.
Contact: Aida Ilona Gruzinskiene - Project Manager: aida.gruzinskiene@kautech.lt

INSIGNARE - Associação de Ensino e Formação, Ourém, Portugal
www.insignare.pt
Insignare is a non-profit association, which has been working for more than 20 years in the areas of teaching and vocational training, under the supervision of the Ministry of Education. Within the varied range of vocational courses available, Insignare provides level 4 secondary education courses with both vocational and academic qualification. Moreover, it also provides vocational training through short courses for adults, thus promoting lifelong learning.
Contact: Sergio Fernandes - Head of Training & Employment Dept.: gci@insignare.pt
Welcome to EfVET new members

EsproMinho - Escola Profissional do Minho Braga, Portugal
www.esprominhonaeuropa.pt
The EsproMinho educational project was developed in 1989 and since always we have been striving for the development of professional training in Portugal seeking to also develop quality international projects relevant to our goals as well as the European dimension. We want to continue learning and sharing learnings.

Contact: Cláudio Marques - Director Executivo: claudio-marques@esprominho.pt

ENAC Ente Nazionale Canossiano, Verona, Italy
www.enac.org
ENAC is a no-profit organisation – established in 1993 – which provides education and training, consultancy and vocational guidance, professional retraining and labour market services through its several Canossian Schools and VET Centres. ENAC brings together 98 Schools and VET centres located in 10 Italian Regions.

Contact: Luca Calligaro - EU project manager: luca.calligaro@enac.org

BBS Verden, Verden, Germany
www.bbsverden.de
BBS Verden is the only VET school in Verden County and offer a variety of VET programs. They are partners of the regional economy in the dual system of vocational training. We support the graduates of general education schools with a variety of vocational training programs when they enter the professional world.

Contact: Manfred Runge - manfred.runge@bbs-verden.de

ASSOCAM SCUOLA CAMERANA, Torino, Italy
www.scuolacamerana.it
Since 1959, the year of its foundation, Scuola Camerana has lived in symbiosis with the evolution of the Piedmontese industrial fabric. From the first workbenches for mechanical adjusters and the first machine tools, to modern machining centers, to cutting-edge technologies and to LEAN Production: the continuous comparison with the production reality is one of the secrets of the success of the Camerana School.

Would you like to get in touch with other EfVET Members?
Share your project ideas? Find your next project partner?
Then, subscribe to EfVET Members platform
www.efvet.org/register
The project partners have been very active over recent months continuing to develop common learning resources to form the bank of materials, assignments and tasks to support the GROWMAT learning programme aimed at Growing your Market in Accessible Tourism.

The partnership has decided to refer to this market as ‘Inclusive Tourism as this best reflects the concept of tourism for All’.

Key ‘Business case’

As part of the resources, the partnership has developed a key ‘Business case’ outlining the scale and importance of Accessible tourism as a significant contribution to assisting SME’s and those offering a tourism experience enabling them to develop a tailored business case for the development of their business offer.

The transnational partners will be meeting in Patras to finalise the training programme in mid March 2018.

The final training course will hopefully contribute to VET institutions training programmes with a raft of resources to improve the vocational content of existing VET Tourism curricula.

The project is on the way to creating 2 courses to meet demand and develop and exploit the growth in the tourism offer - based on meeting the demands of those seeking to remain active in their later life.

The main course is aimed at VET students seeking to gain qualifications that reflect the changing nature of tourism, an ageing population and the recognition that active ageing is paramount in today’s age.

Growmat website
www.growmat.eu
VET_GPS is a European funded project managed by a consortium of 9 partners coming from different EU countries; Portugal, Spain, Italy, Austria and Belgium. Launched in October 2017 under the Erasmus + Strategic partnership initiative.

The project aims at developing and presenting a wide set of tools, guides and materials addressed to trainees, VET managers, VET counsellors and VET trainers/teachers, fostering the holistic development of trainees. The project is focusing on the acquisition, development and assessment of soft skills by trainees attending VET training, essential for their personal development, social participation and workplace success.

In summary VET-GPS seeks to produce:

- A Guide for the integration of the Soft Skills in VET offer
- A Toolkit for Professional Guidance and Coaching
- Programme for Professional Development of Trainers/Tutors
- A Quality Framework and Platform for the Cooperation in VET System

The project aims to:

1. Promote the motivation and engagement of trainees in training, preventing the risk of dropping out and
2. Reduce the mismatch between the soft skills acquired by trainees in their VET path and the labour market needs.

Kick-off meeting

A kick-off meeting took place in Matosinhos (Portugal) in November 2017, city where the headquarter of the promoter of the project is placed.

Since then, the consortium has been working on the 1st intellectual output of the project, aimed at developing a guide for soft skills. To achieve this, each partner have carried out a national report on the subject, aiming to find a global definition of soft skills and to establish summative list of soft skills appropriate to include in the VET_GPS project.

Beside this activity, the consortium has developed two reports relating to two previous projects (In-VET and EMPLOY) which are being used as contextual start to the progression of VET_GPS. The next step is for the partnership was to interview staff that participated on these projects to know more about the impact they had on all the involved participants and to understand what kind of soft skills are, in the opinion of the staff, more relevant for the integration of young trainees in the labour market and SMEs.
The TECHSenior project team meet in Patras, Greece in mid March.

The project team is currently working on translating the learning materials developed so far for the course programme in their own languages and creating the learning objects for the e-learning course to support those in their older years.

It should be noted that in the process of identifying the tools with which to support older people in their use of technology, cultural differences come in to play.

The partnership have selected 5 topics to concentrate on and the partnership will seek to tailor the learning programme to accommodate these differences. It was recognised early in the project that it would be impossible to reflect all the technology out there.... better to concentrate on 5 major influencers.

Cultural differences

For instance in Greece - there is a tendency to use Viber, in Denmark - they do not use WhatsApp, whereas most there within the partnership do. This has proved quite complicated to address...

Finally we decided that each country should concentrate on the technologies familiarly used in their environments.

The partnership have selected 5 topics to concentrate on and the partnership will seek to tailor the learning programme to accommodate these differences. It was recognised early in the project that it would be impossible to reflect all the technology out there.... better to concentrate on 5 major influencers.

TechSenior Multiplier Event in Brussels

Last January, partners participated on the multiplier event regarding in Brussel.

The main topic of the event was that lifelong learning is increasingly important in order to keep up with new IT technologies in society. The demand for basic IT skills has evolved following the rising number of official digital solutions in many countries and acquiring basic IT knowledge and skills is therefore essential for older people to improve their independency and their ability to function in an increasingly digital society.

During the event, there were four main parts. First of all, Ms. Marny Thompson, from Age UK Bath & North East Somerset, commented on the research that has been carried out into existing training. Secondly, Mr. Panagiotis Anastassopoulos talked about how to use technology in terms of design, development and testing. Thirdly, Ms. Bodil Mygind Madsen, from SOSU Aarhus, suggested different plans for implementation for the training.

Finally, Ms. Francesca Operti, from EAEA, emphasized the importance of life skills to active citizenship in this new digital society.

In conclusion, these are the main aspects that the TECHSenior project is now delivering:

• Research into existing training of elders in each country, including focus groups ports and case studies;
• Co-creation (Living Lab), curriculum, competences, learning outcomes for modular courses;
• Experience of teaching elderly and those with functional diversity for partners;
• Development of a training course for trainers/teachers to be used in training of care staff or directly in training of old people;
• Design, development and testing of workshop and e-learning.

TechSenior website: www.techsenior.eu
MASTER “Mainstreaming Student Entrepreneurship” is designed to improve entrepreneurship education for students of all ages, not just those individuals who express an interest in starting a business.

Entrepreneurship is now understood as a mind-set with a specific set of competences of value to all individuals not just those who want to start up or run a business. These competences – creativity, innovation, risk-taking; autonomy, initiative; problem solving and design etc. are all very valuable traits and skills for students which better their chances for success in all aspects of their professional (and personal) life.

The initiatives will be selected based on an extensive analysis of best practices in fostering student entrepreneurship. It will include information for VET teachers and trainers on how to best make use of the initiative, pedagogic strategies, sources of further information and support etc.

Following an implementation and feedback round, the final toolkit will be published in a professionally designed PDF format and made freely available as from June 2018.

Thanks to the unique structure, our Mainstreaming Student Entrepreneurship will generate a tangible impact on the ability of 80+ intermediary organizations to liaise with key actors and to provide information, guidance, training to students, who as a result, will be more likely to become to develop entrepreneurial mindsets and possible set up their own businesses.

Student Entrepreneurship Toolkit

The Student Entrepreneurship Toolkit consists of guidelines for the implementation of 10 innovative initiatives which develop early stage entrepreneurial activity in VET students and which are highly replicable in all types of institutions.

These initiatives might include business plan competitions, entrepreneurship one-stop-shop, mentoring, apprenticeship style entrepreneur training, (Dragon’s Den style) idea presentation events, amongst others.
In support of policy priorities of the European Education and Training Strategy 2020, reaffirmed through the Bruges declaration and more recently through Riga, the EAPPREN project - a KA3 Erasmus + initiative is seeking to contribute to building closer relationships between Businesses and Education in order to stimulate quality improvement in European Apprenticeship pro-grames across member states. It began with a focus on how to bring these key stakeholders together to offer high quality Apprenticeships for young and more mature learners with the objective of improving employment opportunities and meeting the skills mismatches evident in today’s labour market environment.

Two aspects of this need for quality in Apprenticeship programmes form the main focus of the EAPPREN project - namely the role of Intermediary organisations in supporting both businesses and education and equally to stimulate the Apprenticeship offer amongst Small and Medium sized Enterprises (SME’s).

The project tackles these issues in two ways:

Firstly through the development of an online training programme directed at SME’s and Intermediary organisations - the latter best described as Business support agencies; Chambers of Com-merce and other stakeholders - eg Municipalities, Voluntary Organisations.

This forms the basis of ‘capacity building’ - providing these organisations with a deeper aware-ness of what makes for effective Apprenticeship programmes and provides a range of tools and assessment processes to stimulate the expansion of Apprenticeship take up amongst SME’s in particular. We all know that large companies are very capable and active in the delivery of Apprenticeships, but for SME’s it is not so easy. They require more support and assistance in ensuring they facilitate skills development for both their own labour force skills but also are able to broaden the scope of programmes to ensure the Apprentice is armed with a broad range of skills to meet sector needs.

Secondly the project is developing a ‘Matching tool’ to assist in bringing together SME’s and potential Apprentices.

The Intermediary organisations such as the Chambers of Commerce have a big part in this process. Equally they have a role in working closely with both the businesses they support and the VET providers. SME’s and VET Providers need to understand each other, understand their lan-guage and their motivations and part they play in the effective delivery of Apprenticeships.

Finalising and testing the training programme

EAPPREN partners are well on the way to finalising and testing the training programme and currently building the Matching tool and the final programmes will be launched later this year. The programme will then be rolled out to stakeholders across Europe. It is envisaged that it will con-tribute to the tools available to support Apprenticeship developments in Member States.

Later this year the Partnership will share the EAPPREN training package and Matching tool to VET providers, Intermediary organisations and SME’s alongside con-tributing to the police development arena through such initiatives as the European Alliance for Apprenticeships and the work of CEDEFOP in supporting the expan-sion of Work based learning as an effective pathway to success.

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

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