



European Forum  
of Technical and Vocational  
Education and Training



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Editor  
Leif Haar  
lha@brock.dk

Layout & Webmaster  
Alicia Gaban  
ag@efvet.org

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# WELCOME

## Santiago García EfVET President



**D**ear Members, welcome to the June issue of the EfVET Magazine.

Since my last message in March a lot of interesting events have taken place in connection with VET across Europe, and EfVET – all of you – has been represented there.

Apart from the usual meetings of the working groups we are participating in, we attended the “[VET as a first choice](#)” conference organised by the Bulgarian Presidency and the meeting of the [European Community of learning providers](#) at CEDEFOP premises in Thessaloniki, as I mentioned in March. Besides, EVTA organised a meeting with representatives from the DG Employment (Joao Santos), CEDEFOP (Steven Bainbridge) and Solidar (Conny Reuter) in Venice, where the presidents of EVBB und EfVET were invited to participate in a debate over “[Strategy, jobs and society](#)”. And last week many EfVET members were present at the fantastic encounter on vocational training “[Anticipating the future](#)” in San Sebastian. There we could learn about industry 4.0, strategic development in VET, entrepreneurial skills, advanced automation, challenges for the future, and many other issues in this critical moment of designing the post 2020 strategy. There it was announced, in the framework of the new EU budget, the idea of creating [a network of Centres of Vocational Excellence](#). Thanks to the great job of our communication team, you can follow all the debates and find the information in our social networks and webpage.

As I promised when I was elected, EfVET has to be the channel to transmit your views, opinion, concerns and ideas about VET. For that purpose, we have launched several [surveys](#) to receive your feedback on issues like our policy strategy, the Erasmus + program, the creation of the thematic teams inside EfVET and a more general one to update our data about our members, in order to represent you better before our stakeholders. I have to tell you that in all our meetings with the Commission, CEDEFOP and other institutions we can realise how valuable our work and contributions are. We are in a really good position to influence the new policy for VET. So I would like to thank all of you for participating in our surveys, and encourage those who have not yet net done it, to take a bit of time to answer. It is very important for EfVET’s future.

This month brings also changes inside EfVET structure. Rasa Zygmontaite has left her college in Lithuania, and for that reason she is also leaving our Steering Committee. The new Lithuanian representative is [Paulius Čepas](#), director of Kaunas Technical Vocational Education Centre

and an ECVET expert. Once again, my most sincere gratitude to Rasa for all what she has done these years, and my warmest welcome to Paulius. We have also increased our staff in Brussels, with the coming of [Stela Stancheva](#) to be our project manager replacing Pete Hodgson, who will be leaving end of June. Again, my big thanks to Pete, and a warm welcome to Stela, the new member of our EfVET family. With all these changes, we aim to improve our organisation in order to serve you better, because you are the real protagonists in EfVET.

Finally, the coming months will also be very busy around VET and EfVET. It would be impossible to list all the coming events, but I would like to thank all of you for your commitment and effort to attend those events and make EfVET more visible and known. We will keep you informed through our website and social media. But let me remind you a couple of important milestones in the next months. In September there will be [elections for President and Treasurer](#). During this month we will publish the call for all those who want to candidate to any of those posts. And of course, our [conference in Como](#) is drawing near. The website and all the information to register is already available, [register](#) before 31st and get an early-bird price. Thanks to the effort of the conference team. Thank you to you all!

I wish you to enjoy your well-deserved holidays, and please, don’t forget to participate in our surveys and register for the conference in Como. As usual, the best VET Conference of the year!!!

Once again, thank you for your contribution to make EfVET stronger.

## 27th International Conference: open for registrations



### EfVET Conference Team

**E**fVET is pleased to announce that [registrations](#) for its 27th Annual Conference 2018 are officially opened. As previously announced, this year's conference will be focusing on 'Rethinking VET for Inclusive Excellence', taking place from the 24th to the 27th of October in the Sheraton Hotel, Lake Como, Italy. Together with the EfVET Conference Team, Italian EfVET member Cometa Formazione will host the 2018 Conference.

In the daily global challenges of educational and training activities, the importance to help students, mainly young kids, to develop a personal resilience is paramount. Entrepreneurial and digital skills, and creative thinking are only some of the main key elements pointed out in the recently EU documents, including the EU Skills Agenda in 2016. That's why this year's edition main focused is on: Industry and Innovation 4.0; HVET and Higher Apprenticeships, Inclusive VET and Digitalisation, following the major trends in VET education.

The Conference will continue to be highly interactive, providing considerable opportunities to network and find new partnerships. That's why 2018 edition introduces some innovative changes. On Wednesday afternoon, it will start with a session, which allows EfVET members to meet within Thematic Teams (Clusters) with

the aim of sharing good practice, network, promoting innovation and opportunities among members, initiating common projects and develop new cooperation opportunities.

EfVET wishes to launch EfVET Thematic Teams to cluster EfVET members around key sectors or thematic areas and has asked the members in June to replying a [online survey](#). Therefore, we highly recommend to book your flights on Wednesday or the day before, so you can attend the session on Wednesday 24th June at 14.00!

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.

Programme and theme are already available, [here](#). [Register](#) before 31st of July and get an early-bird price, also don't forget that you can [book your roundtable session](#) and your hotel!

### Paulius Čepas, EfVET Lithuanian Rep.



**P**aulius Čepas (born February 15, 1980, Kaunas, Lithuania) is the director of Kaunas technical vocational education centre and a scholar awarded the PhD in social sciences. Studied psychology (B.A., 2001 and M.A., 2003) and education sciences at Vytautas Magnus University where he earned his PhD

degree by successfully defending the dissertation “Modelling of the development of the employability competency in vocational education and training” in 2008.

Started career as a vocational education teacher in 1999, later becoming the Head of vocational education department at Public institution Kaunas Vocational Training Centre for Service Business Specialists and holding the position for 11 years. In 2009 he acquired the category of teacher supervisor, followed by the second management category in 2010. Worked also a lecturer at Vytautas Magnus University and Aleksandras Stulginskis University from 2004 to 2011. In 2012 was appointed the director of Public institution Kaunas Mechanics School which, after merging with Kaunas Construction Training Centre, was reorganized into a new legal entity under his leadership in 2016. Dr. Čepas has been the director of the new legal entity Kaunas Technical Vocational Education Centre since.

Dr. Paulius Čepas has been actively involved in the initiation

and implementation of programmes of initial and continuing vocational education and training matching the demand of the labour market as well as the application of the European credit system for vocational education and training (ECVET) in the vocational education system of Lithuania employing his experience as a national expert of ECVET.

Under the leadership of Dr. Paulius Čepas Kaunas Technical Vocational Education Centre received Erasmus+ vocational education and training mobility charter in 2017 and funding for the development of sectoral training centres. He also encourages close cooperation of Kaunas Technical Vocational Education Centre with Dainava Ward of Kaunas city and the Lithuanian Riflemen’s Union.

Along with his team Dr. Čepas lead Kaunas Technical Vocational Education Centre to success receiving the award of the best educational institution of the year presented by Kaunas Chamber of Commerce, Industry and Craft in 2017. Dr. Čepas has been an active member of Lithuanian academic society, the fields of his interest being vocational education and training, employability, development of organizations and psychology. He publishes research articles and participates in more than 10 conferences and trainings annually in the field of vocational education, broadening his experience in the training programmes completed in Poland, Austria, Belgium, Hungary, Belarus and Germany (2014-2018).

### Stela Stancheva, EfVET Project Manager



I am glad to join EfVET as project manager and support the organization in achieving its goals.

I have both technical and business background and almost twenty years of experience in managing projects funded by various EU programmes. I am particularly interested in innovation and sustainable development and related to these skills and competences.

I am in Brussels since 2012 and in my previous job I have been working in projects aiming at the modernisation of the Higher Education in EHEA and attracting young people to STEM subjects. Those were supported by EU Erasmus, TEMPUS, FP7, Erasmus+ and H2020 programmes.

Before that, for three years I have been managing research, innovation and trans-national cooperation projects in a research center in Italy.

Between 1996 and 2008 I have been working for the sustainable development of Ruse Region in Bulgaria by providing support to start-ups and SMEs and leading the team of Ruse energy efficiency agency.

This is why, I believe I can support you to fulfil yours and EfVET mission through relevant projects.

[ss@efvet.org](mailto:ss@efvet.org)

## VET as first choice, EU Presidency Conference



**Ute Schmitt**  
*EfVET Secretary*

The European Conference dedicated to “Vocational Education and Training – the choice of preference” was held on 24 and 25 April 2018 in Sofia. EfVET was represented by Santiago Garcia (EfVET President), Ute Schmitt (EfVET Secretary) and Paolo Nardi (EfVET Member/ on behalf of Cometa VET School).

EfVET presence had a valuable relevance, as in words of EfVET President, [Santiago García Gutiérrez](#) “Our network wants to contribute to give VET a higher visibility by sharing good practices and then achieved the goal of making, as the title of the conference states, VET a first choice.”

The event was regarded as a milestone in the framework of the Bulgarian Presidency of the Council of the EU and featured the possibilities and advantages that vocational education and training provide.

Besides political evaluation, results of research on the topic and sharing of “Best Practice” for making VET a first choice, participants could also see VET in action in various vocational schools (“Henri Ford”, “M. Lomonosov” Vocational Secondary Schools, the Secondary School of Tourism and the Secondary School of Hairdressing and Cosmetics) demonstrating their skills in the course of the Conference.

Based on the [CEDEFOP opinion survey on vocational education and training](#) in Europe we came to realize that:

- There is a positive perception of vocational education at upper secondary education in Europe (on EU average 68%);
- However, compared to general education it is still considered as a less attractive career path (on EU average 74 %) and;
- Most people ( EU average 75%) still think that stu-

dents with low grades are directed towards vocational education.

This image will only be further improved, if permeability to tertiary and HE will be facilitated, if VET is not a dead end. And in general – as James Calleja, director of CEDEFOP, pointed out “If VET is not a first choice for politicians, also financially, it won’t be a first choice for parents and students”.

EfVET members – Cometa (Como/Italy) and BBS Wirtschaft 1 (Ludwigshafen/Germany) presented Best Practice examples – School-Job Integration and EBBD (European Business Baccalaureate Diploma) – directly addressing the issues pointed out by the Commission and CEDEFOP providing important elements that help making VET a first choice, such as internationalization, permeability to tertiary and higher education, real work experience and entrepreneurial skills.

### Next EU Presidency: Austria 2018

The next EU Presidency will be directed by Austria (from July to December 2018). They already announce that one of the first conferences which they will organise will be focus on “The Future of Vocational Education and Training in Europe”, flagging the importance of the topic for the Presidency. It will take place in Vienna, 9-10 July 2018.

The conference aims to initiate expert level discourse, focussing on current and future challenges presented to European VET systems. It will bring together European stakeholders, officials and experts in the field of VET to discuss a joint vision of VET in Europe post 2020 in light of impacting factors and to identify the required policy responses at the national and the European level.

## CEDEFOPs' initiative on quality in VET delivery



**Rasa Zygmontaite**  
*EfVET Former SC member*

**E**fVET team is continuing its engagement in the CEDEFOPs' initiative on quality in Vocational education and training through three key areas: technology enhanced learning, EU mobility and tackling integration of migrant population through learning. Since the start of the project, Rasa Zygmontaite, former Secretary and SC Board member of EfVET is coordinating Sub-group 2 (EU Mobility). The project's coordinator on CEDEFOP side is Mrs. Tina Bertzeletou.

The project held its annual assembly in Thessaloniki in March, where all three groups met to discuss the progress and the share outcomes and achievements at this stage with their co-experts from VET4EU2 associations, CEDEFOP experts and representatives of the European Commission.

Since the work and communication is done remotely, using e-mail and a web platform for communication and content sharing, it is essential for group members to meet at least twice a year and discuss as well as readjust the pace of the community.

The members of the group were asked to reflect on several key areas:

- Learning mobility for students and teachers: are both segments receive adequate/equal focus? How important mobility is for a VET institution and how can all parties, participating in this process ensure adequate quality? What impact do successful international practices (both, student and staff level) make on the institution?
- The benefits and impact of this Community of Practice of us all as experts and practitioners and on the institution?
- Request from the DG EMPL Unit 2 of the European Commission to present our suggestions for improvement of Erasmus+ mobility in the next EU funding period.

The discussion highlighted several key and generally acknowledged benefits of leaning mobility on personal, institutional and EU level on one hand and pointed out some problematic areas still to be improved.

Following two sessions of discussion on best practices from FI, ES, DK, PL, FR, PT and on the survey by an Italian intermediary organization, the group identified key problems in relation to mobility from the perspective of students -staff- institutions and companies.

The annual assembly provided Sub-group members with the opportunity to deepen on their work, reflect on submitted contributions, outputs and challenges, and programme their work taking also into consideration that -at least part of- the outcomes should be available by end 2019. Plenary sessions allowed all community members to come together for the first time, to become aware of the three Sub-groups' work and to plan collectively the community's next steps.

On the EU Commission part, Mr. Joao Santos, Deputy Head of Unit 2, DG EMPL, provided the community the latest update on the European VET priorities and policies including those on technology enhanced learning, on learners' mobility and on migrants and refugees' learning.

Next meeting of the sub-group 2 is scheduled for November 27-28 in Bilbao, Spain, by courtesy of Alfredo Garmendia, member of sub-group 2, to host it.



**More information about the workshop [here](#)**

## 'When will the impossible happen? – It is happening now!'



**Ute Schmitt**  
EfVET Secretary

The inspiring conference “[International Encounters on Vocational Training](#)” about the future of work was organized by the VET Department of the Basque Country, together with EfVET member, TKNIKA in San Sebastian.

All keynote speakers and conference participants agreed on one thing: Our industries’ and societies’ needs change more quickly than ever due to big data, the internet of knowledge, artificial intelligence and virtual/augmented reality etc. Our world is becoming more and more complex, everything is interconnected. In many cases a normal human reaction to change is fear, in particular the fear that robots will completely replace humans in the future, that there is no future of work. But, that does not have to be the case. On the contrary, statistics presented during the conference show that the opposite is true: Germany has the highest rate of robots per capita in Europe and is close to full employment. The important question is, how we face and handle changes or as [Jens Liebe](#), Senior Programme Expert at UNESCO-UNEVOC said: “Change that is done to you is frightening .... Change that is done by you is exhilarating.”

As EfVET president [Santiago García Gutiérrez](#), stated during the International Networks panel: “Change in itself is not good or bad. The important question is why do we have to change and what will be the intention of this change. The main challenge with regard to VET and its adaptability to the speed of change are teachers and trainers. We need to attract the best teachers, train them well and additionally ensure continuing professional development. If there is a future for mankind, then there is a future for VET, because VET is about people. It is providing crucial services for people, helps people and makes the world more sustainable”.

[Jorge Arévalo](#), Vice-Minister of Vocational Education Training in the Basque Country pointed out, that only creative approaches put into action will enable us to shape the future in the way we want it to be. VET systems have to adapt to the new technology, but they also have the obligation to emphasize and strengthen uniquely human competences that cannot be replaced by machines and artificial intelligence, such as emotion and feelings, imagination and creativity, intuition and the capability to improvise. Original human skills are mainly connected to emotional competence.

There can be artificial intelligence, but there can never be artificial emotion. Technology is there to support us, but we are the ones to create. Or as [Steve Bainbridge](#) from CEDEFOP phrased it: “VET has to train people to manage technology and improve things for people.” And [Shyamal Majumdar](#), Head of the UNESCO-UNEVOC, who will also be a keynote speaker at our next conference in Como, emphasized: “If inclusion and solidarity are not taken into account the world might be broadening technically but shrinking from the human point of view. Mere technical development is not enough to survive in this changing world.”

How can this be achieved? According to [Dana Bachmann](#), European Commission, Directorate-General for Employment, Social Affairs and Inclusion, we can only get our systems ready for the future, when they are based on the European Pillar of Social Rights, in particular including a right for lifelong learning and with a stronger focus on learning after IVET and leaving formal education. This requires innovative learner based approaches, starting with assessments of existing competences and modularized study programmes only focusing on the competences not yet acquired, enabling individual learning paths, as for instance provided in Finland. Additionally, IVET must prepare students to jump into insecure future labour markets. Hence, transversal skills need to be taken even more into account, even at the cost of technical skills as they will be quicker replaced and employees need to be able to adapt to the change. Or as Steve Bainbridge phrased it: We need to break the age bound systems of education and training as we have it now, be less rigid, better acknowledge informal and non-formal learning and offer proper guidance. – We know what has to be done. Now we need to find out, how to do it.

These challenges cannot be mastered in isolation. Collaboration within Europe and beyond European borders is crucial. The Centres of Vocational Excellence – planned by the European Commission – with VET providers that are well linked to companies and research within regions, in Europe and beyond European borders, providing innovation hubs that allow innovation initiated by VET will be of utmost importance in this context. VET teachers are open to collaborate and passionately share good practices.... We need to give them more opportunities to do so.



Ágústa Unnur Gunnarsdóttir  
*EfVET Iceland*



Secondary schools in Iceland are for students 16 to 19/20 years old. Students can choose either a classical grammar school or a course-based/modular secondary school. The latter type of school is the regular one, according to legislation. It is integrated and offers many different lines of study within the same school, both vocational and academic. This kind of schools are also open to disabled students – they are schools for everyone.

**An Icelandic upper secondary school is integrated for students at all levels and offers academic, vocational and art education**

### Fjölbrautaskólinn í Breiðholti (FB)

FB is the first school in Iceland that was organized this way. FB stands for Fjölbrautaskólinn í Breiðholti and the word „fjölbrautaskóli“ means a school with many lines. The logo of our school really tells it all: a tree with a broad and common core which divides into smaller and narrower branches. Our values are shown in the logo: respect, diversity, creativity.

FB is an inclusive upper secondary school, established in 1975 in Reykjavik, Iceland. The lines of study are: (a) vocational education for carpenters, electricians, beauticians and nurse assistants; (b) academic education preparing for matriculation where students can put special emphasis on social studies, science, IT, languages or sports; (c) arts education preparing for matriculation where students can put special emphasis on fine arts, textiles or innovation; (d) education for disabled students, where students can also take some courses from other study

lines and (e) preparatory education for students in order to better help them carry out their learning in the regular lines of study.

Most young people in Iceland start with study lines preparing for matriculation. Only about 14% of 16 year olds register for vocational education, which becomes more attractive when they get older. Many vocational students either have already finished a high school degree or register for vocational education around or after the age of 20. For those students our offer of an evening school in FB comes in handy and many finish their education along with full participation in the job market.

The VET-system in Iceland usually offers school education and apprenticeship combined, but some lines of study are mostly school based - as for example the education for nurse assistants. The curricula is currently being revised and discussions have been of whether vocational education should be shortened to 3 years, just as recently was done with academic education preparing for matriculation. The main challenge of our educational system is to get more young people to choose vocational education, to make it more attractive for 16 year olds. Another issue is how we can challenge the norm and get more girls to choose technical lines of study and more boys to choose lines of study that emphasize the softer skills.



**Learn more about FB**  
[www.fb.is](http://www.fb.is)

## EfVET Denmark Annual AGM & visit to Brussels

**Annie Kær Philipsen**  
**Hans Severinsen**  
*EfVET Denmark*



**D**anish EfVET board held its annual AGM in April 2018. In order to attract executive managers from our 27 members colleges, the AGM was held right after a two days annual conference hosted by the Danish Association for Vocational colleges.

Many smaller colleges have been merging during the last couple of years leading to fewer members.

The following subjects were discussed:

- EfVET as policy and member network organization and benefits from membership and the annual European conference
- EU and EfVET policy and upcoming policy agenda for programs after 2020
- Status of internationalization at Danish colleges – amount of resources still depending on college economy
- Operation of internationalization at colleges – how do we raise the level of internationalization integrated in college life, how do we support each other.

### Danish EfVET national board visits Brussels

In March 2018 the Danish EfVET board visited Brussels and EfVET's "main office". We had interesting meetings with:

- Maxime Cerutti, Director Social affairs Department Business Europe
- Helen Hoffmann DG-EMPL, Unit E3-VET Apprenticeships & adult learning (VET policy officer in EU commission)
- EfVET staff: Valentina Chanina and Alicia Gaban

The main subjects discussed during the meeting included: image of VET, how to engage SME's in apprenticeships, shortage of skills in EU, parents counselling,

quality assurance in VET, annual EfVET conference and European Vocational Skills Week 2018.



The meeting with [Maxime Cerutti](#) revolved around image and shortage of VET students in the EU countries. There are quite a lot of similarities all over Europe.

Ms. [Hoffmanns](#) in the Directorate-General for Employment, Social Affairs and Inclusion and had a very informative presentation of: Policy updates: European initiatives on Vocational Education and Training & Apprenticeships and New skills agenda for Europe. It was a nice opportunity to see and hear what is coming up in the near future e.g. about further use of apprenticeships and forthcoming ERASMUS PRO.

A part from the professional subjects it is also very great and good for our future cooperation to do some networking and be familiar with each other in the board and the central.



資歷架構  
Qualifications  
Framework

10 Years of Success in QF  
Lifelong Learning for Brighter Future

### EfVET Network welcomes HKQF as a member

The Qualifications Framework in Hong Kong (HKQF) is a seven-level hierarchy covering qualifications in the academic, vocational and continuing education sectors.

Qualifications recognised under QF are quality-assured and level-rated in accordance with objective and well-defined standards.

HKQF aims to promote lifelong learning with the objective of enhancing competitiveness of the local workforce. HKQF has been officially established by the Education Bureau (EDB) of the Government of the Hong Kong Special Administrative Region (HKSAR) since May 2008.

The formulation of policy, strategy and direction on the development of HKQF is under the ambit of EDB, and the Qualifications Framework Secretariat (QFS) serves as its executive arm to implement and promote HKQF.



Website of HKQF  
[www.hkqf.gov.hk](http://www.hkqf.gov.hk)



Access to HKQR is free for all  
[www.hkqr.gov.hk](http://www.hkqr.gov.hk)

**KaWing FUNG**

Senior Manager, Qualifications Framework Secretariat.

As a useful tool to facilitate lifelong learning for the public, the Qualifications Register of Hong Kong (HKQR) is an online database with useful information on qualifications, including the Level, Credit Size and Award Title. Learners can find out the level of difficulty, learning hours and the title of each programme to plan for further studies and in-service training.

All qualifications on HKQR are quality-assured and recognised under HKQF.



## Welcome to EfVET new members



### **Cibap vakschool voor verbeelding, Zwolle, The Netherlands**

[www.cibap.nl](http://www.cibap.nl)

Cibap Vocational College for the Creative Arts is a leading secondary vocational education college where talented students are challenged to excel as future professionals in the creative industry.

### **IES Pedro de Tolosa, San Martin de Valdeiglesias, Spain**

[www.iesptolosa.net](http://www.iesptolosa.net)

Middle School in San Martín de Valdeiglesias (Spain).



### **Qualifications Framework Secretariat, Hong Kong**

[www.hkqf.gov.hk](http://www.hkqf.gov.hk)

The Education Bureau (EDB) of the Government of the Hong Kong Special Administrative Region (HKSAR) officially launched the Qualifications Framework (QF) in Hong Kong on 5 May 2008.



### **ALFMED, Perpignan, France**

[www.alfmed.com](http://www.alfmed.com)

ALFMED is a Language Academy that proposes a unique experience to learn French in the sun in a favorable setting and in total immersion. The core activity of ALFMED consists in 3 sectors of activities: Offering French linguistic and cultural immersion; Providing continuous Language training and International and European Mobility projects management & counselling for VET schools, High Education training centers and SMEs.

### **Foyle International, Derry, UK**

[www.foyle.eu](http://www.foyle.eu)

Foyle International is a language school based in the beautiful and historic city of Derry, North West Ireland. As the longest established language school in Northern Ireland, and the first to receive the prestigious British Council Accreditation marque, we pride ourselves on providing quality courses and an excellent, friendly service.



**CARMA**  
Non-formal learning for student motivation



One of the main aims of the [CARMA project](#), funded by the European Commission under the Erasmus+ Programme, includes the application of the [Reciprocal Maieutic Approach \(RMA\)](#) and other Non-Formal Learning (NFL) Techniques, such as “The Box of Emotions”, “Coding”, “Petal Debate” and “Group Investigation”, in everyday classroom activities as a collaborative learning approach to increase the motivation and engagement of students and learners. This approach was piloted by a group of 26 teachers and 7 non-formal learning experts, from seven European countries (Italy, Spain, Portugal, Austria, Turkey, France and Belgium), during the full academic school year, complemented with sharing sessions where teachers presented the results of the experimentation to other colleagues, parents and stakeholders. The results of this phase were shared and debated during the CARMA’s European Evaluation Seminar, that took place in November, in Istanbul.

*“An amazing experience!”* is how Ana Fernandes, an English teacher from Portugal, described her participation in the CARMA Evaluation Seminar, that took place in Istanbul, last November.

The purpose of the seminar was to gather a group of 23 teachers and experts in (non-formal) education – who have participated in the pilot experience of the CARMA project – to share with their peers their experiences in using RMA and other Non-Formal Learning Techniques in their classrooms, as part of their classroom activities.

### CARMA Pilot Testing

For two days, this group of European teachers and experts together with the coordinators of the CARMA project and its Policy Expert in school education, reflected

on the strengths, weaknesses, opportunities and threats (SWOT Analysis) they faced during the delivery of the non-formal methods and RMA with their students and in their schools. In their feedback, it was highlighted that the overall experience with CARMA has increased interaction not only between students and teachers, but also between the teachers themselves. With the application of RMA and NFL techniques, teachers felt that the social abilities and the self-expression of their students and learners had increased, as well as their sense of responsibility towards learning. In their feedback, teachers and experts also referred that this experience has also planted the seeds for a better relationship between students and teachers, as students became less bored of formal education settings, as much as they also felt safer and more open to participate in classroom debates and activities.

However, the pilot experience also confirmed that teachers (and even students) are not actually prepared to implement teaching activities or to use alternative learning methods, that are not foreseen in the curricula. Hence, an initial feeling of “waste of time” was generally felt by the teachers, until they had a grasp of how the techniques could be implemented and which benefits they could (would) observe. In their feedback, **most teachers highlighted the importance of teacher-training in alternative learning techniques and methods**, focusing on the implementation of the methods (as there is a wide variety), the importance of “pre-planning” (and the adjustments that are required in terms of timing and relation with the school curricula) and, finally, on how the assessment of the learning process occurs. Also, when asked about weaknesses of the CARMA RMA and NFL techniques, most teachers referred the fact that students and learners are not used to giving opinions and ideas or even expressing emotions.



## ...the celebration of an amazing experience!

This posed for quite of a challenge in the beginning of the pilot, which was quickly surpassed with the continuance of the implementation of the actions. Yet, the opportunities that this group of teachers and experts recognised were also significant!

### CARMA Piloting feedback

- CARMA has increased interaction not only between students and teachers, but also between the teachers themselves;
- Teachers (and even students) are not actually prepared to implement teaching activities or to use alternative learning methods, that are not foreseen in the curricula;
- Teachers highlighted the importance of teacher-training in alternative learning techniques and methods, focusing on the implementation of the methods;
- Students and learners are not used to giving opinions and ideas or even expressing emotions.

“When we integrate NFL methods, we don’t stop formal education: we try to optimise formal education.” – this was how Linda Castañeda, from University of Murcia summarised the overall experience in Spain – and the optimisation can be quite simple to implement: it could start right at the teacher educational programmes, where they could learn already from an early stage about RMA and NFL techniques through CARMA activities; or, specifically regarding the CARMA’s resources, these could include the integration of non-verbal communication techniques, such as theatre and drawing, as an opportunity for students and learners that have more difficulties in expressing themselves verbally. It could also consider the creation of non-formal evaluation mechanisms and resources that could accompany the techniques.

Ana Fernandes, a Portuguese teacher, was one of the CARMA pilot participants, and has implemented a few non-formal learning techniques in her English class-



rooms. During the Evaluation Seminar in Istanbul, Ana was interviewed by CARMA partners and revealed “It was an amazing experience and I will, for sure, continue to implement these techniques in my classroom because I can see how my students are getting better abilities when dealing with the subjects that I am teaching. Furthermore, it has also been an interesting experience for myself, as a teacher, because when I am teaching, I am doing it for my students and myself, and not just for the system”.

The feedback from teachers during the seminar raised important points to consider concerning the provision of inclusive and effective education to meet the school education challenges we face in Europe today, such as reducing the rate of early school leaving, increasing basic skills among young people and increasing the social inclusion of learners. Teachers offered key suggestions to policy makers, leaders in school education and to their own school institutions on how to change current education systems to effectively motivate and engage students and learners through collaborative teaching and learning.

Teachers’ feedback will be developed as a set of policy recommendations for school education based on the results of the piloting.

[CARMA evaluation seminar.](#)

For further information about CARMA, please contact the project coordinator [Mrs. Rosina Nduke](#)



## Active Ageing and the impact on VET curricula in EU



Growing the Market in Accessible Tourism (GROWMAT)

**Peter Hodgson**  
EfVET Project Manager

As many of us recognise, particularly those of us who have already reached an age whereby we might be considered 'Seniors', Europe is facing a demographic shift as we move to an ever increasing Ageing population. This will have a significant impact on the Economic and Social well being of people across Europe and indeed globally. This impact will be on many levels. At Policy levels (National, regional and local) in terms of Transport strategies; housing provision; community and social development; environmental and greening strategies; Health and Social Care Services and indeed at many levels of society. Are we prepared for this? Should we be taking a long term view rather than the short termism within the political arena? Are our VET qualifications reflecting this shift and the need to change our service offer?

From an economic perspective there needs to be a greater understanding and awareness of the impact of Ageing populations on the services and products offered. Are businesses geared to address the needs of 'Seniors'? Are young people studying vocational qualifications prepared within their training to have a greater understanding and awareness of the shift in service/ product offer that such a demographic change will demand? Equally - how might we support an Ageing population to make the most out of life? How might we assist them (by them I mean myself included) to remain Active and provide a high quality of life? how do we ensure they can access confidently the technologies of the modern age?

The European Commission and many National Governments recognise the growing impact of ageing and in recent years have supported a raft of projects, funded by Erasmus + and its forerunner the LLL Programme. To name a few co-ordinated by EfVET members: TACTALL - The Accessible City - Tourism for All TAF CITY - The Age Friendly City - building on the World

Health Organisation initiative INTGEN - Inter-generational mentoring for Entrepreneurs

These, plus others, have developed new training programmes to address the need to ensure public authorities, communities and indeed businesses can create positive policies and strategies for market growth based on the need to promote Active Ageing.

Three current projects by EfVET members, with EfVET itself taking an active part, currently take this issue further - concentrating as they do on specific dimensions resulting from this demographic shift.

**Growmat** and **Tour4All** are based around the concept of Accessibility and Inclusion within the Tourism and Hospitality sector. Growmat is developing a training package for Tourism enterprises (SMEs) to maximise the market opportunities afforded by the ever increasing 'Senior' population. Tour4all - a project focussed on the impact of Active Ageing on the Tourism offer in terms of improved Accessibility for all - recognising that the service offer needs to reflect the needs of all sectors of the population. Both offer the opportunity to improve and build on the curriculum of these sector specific vocational qualifications. The third project is Technology based, entitled **TECHSenior** developing a learning programme to encourage and build the confidence of those less familiar with the technologies of today - particularly related to 'Seniors' and removing the fears associated with new communication tools and tackling the Internet



If you are interested in following us as we progress to completion of these learning packages then visit [www.efvet.org](http://www.efvet.org)

## BOOST EU – FDI advisors



**Giorgos Giorgakis**

*Eurosucces Consulting - Managing Director*



**E**urosucces Consulting participates in the European project “Boosting EU economy through training of Foreign Direct Investment advisors” - Boost EU – FDI advisors, an Erasmus + project co-funded by the EU with the main aim to support the work of FDI advisors. The project started on 01/09/2017 and will conclude on 31/10/2019.

### What is BOOST EU –FDI advisors?

“Boosting EU economy through training of Foreign Direct Investment (FDI) advisors” is a project with the aim to increase foreign investments by developing a unique training programme which will equip FDI advisors with all the knowledge, skills and competences needed to provide all in one support for internationalization and relocation of foreign investors in one place.

### What are the objectives of this project?

The main objectives of the project are:

- To improve quality and access to vocational education and training,
- To improve knowledge and skills of employees in relevant consulting companies,
- To improve employability of adult learners.



### Who can benefit from BOOST EU --FDI advisors?

FDI advisors, included in the training programme, will be able to provide information and support in all relevant fields (from selection of the right type of investment opportunity, opening and running the business to real estate investment, reallocation, funds raising and after care services). They will gain valuable knowledge and skills to attract potential foreign investors and thus contribute to national GDP increase, development of new jobs and other positive effects in their countries.

The BOOST EU products will be available in all national languages of the project: Slovenian, Greek and Croatian.

### The consortium

The International dimension of the BOOST EU – FDI advisors project is ensured by a consortium of partners and other relevant organizations from three European countries: Slovenia (Replika-Coordinator, B2), Cyprus (Eurosuccess Consulting) and Croatia (Magnet, PAR Business School).

### News from the project

The consortium is in the process of developing the outputs of the project. Stay tuned for more news about the project. If you require more information about the project, please contact us via email at [info@eurosc.eu](mailto:info@eurosc.eu) or



Learn more [www.eurosc.eu](http://www.eurosc.eu)



**Pete Hodgson**  
EfVET Project Manager

European VET providers and their counterparts in the European Business Community are well aware of the drive to improve and extend the opportunities provided through **Apprenticeships** and **Work Based Learning** pathways, especially for young people seeking to enter the labour market of today and in to the future.

Indeed many providers are working closely with local, regional and national businesses to extend these pathways to de-velop the skills necessary to meet the challenges within a global marketplace. In many Member States the shift toward Work Based Learning and Apprenticeships in particular are well developed and operating within a National framework in terms of skills devel-opment and curriculum design and delivery. Both VET Institutions and Businesses are working together to arm young people with the skills necessary to meet the needs of companies for a highly skilled workforce. However some are further ahead than others in terms of delivering such training within National frameworks. More can be done a particular challenge is that of meeting the needs of Small and Medium sized Enterprises (SME's). It is a key focus of European VET policy to promote high quality skills through these pathways.

Moreover the policy debate recognises that these pathways offer a val-u-able opportunity to address the perception of VET as a inferior route to success compared to the traditional academic pathway from school to University. These policy drivers alongside efforts by VET institutions to work closely in partnership with Business seek to change this perception to ensure VET is seen as a 'first choice option for young people as they strive to succeed in the real world of work.

In the drive to promote high quality pathways through Apprenticeship and Work Based Learning two new initiatives have been developed to contribute to the tools necessary to ensure quality in such provision. Eappren and Promote WBL, both are supported through the Erasmus+ programme that has enabled the training pro-

grammes to be developed. It is hoped that all Stakeholders will find them useful additions to the toolkit of resources and training to support and assist their efforts at improving high quality Vocational Education and Training opportunities for all.

**EAPPREN** is a project that seeks to build the capacity of Intermediary Organisations such as Chambers of Commerce, business support agencies et al to contribute through support and advice to SME's, in particular, to expanding business/education partnerships to ensure skills needs and gaps are met they offer staff within Intermediary organisations the opportunity to undertake a training course, module in format, designed to raise their understanding of Apprenticeships and Work based learning so as to support SME's and VET providers acting as a bridge in the development of such opportunities for skill development. This, alongside a training course directed at SME's seeks to raise the awareness of the added value of working together in partnership with the VET sector.

Both courses are in e-learning format and can be accessed through [www.eappren.eu](http://www.eappren.eu). The materials and resources are in English and partner languages (Greek, Latvian,Bulgarian, Spanish, Slovenian and Polish) and can be adapted for use in any mem-ber state. In addition the project has developed a Matching tool to link young peoples interests to SME's seeking to recruit under an Apprenticeship banner.

A final conference and workshop will take place in Patras in September 2018 where people can see the value added of the training packages. Details to follow.



## ... and Work Based Learning



### How you might help us!

If you would like to assist us in promoting, or even using the training packages your assetnce would be gratefully received.

The Partners, including EfVET are currently launching the e - learning courses and we would be grateful if Members could promote the opportunity to undertake the training programmes amongst your con-tacts with Intermediary organ-isations or Small and Medium sized en-terprises.

Click [here](#) to register to the training programmes is We would be grateful as well if your own staff wish to take up the training which should offer a board insight in to the rolls of all stakeholders involved in making Apprenticeships a high quality pathway to success for young people.

CCI-Dobrich, our Bulgarian partner is launching EAP-PREN at a series of events within the Bulgarian Presidency timeframe:

- On 11-th of June in Sofia will take place European Parliament of Enterprises, organised by the Bulgarian CCI and Eurochambres in the frame of the Bulgarian Presidency of the Council. One of the modules is : Skills - forms of learning and practice.
- On 12-th of June, also in Sofia, the project will be presented to the Presidents of the 31 Chambers in Bulgaria.

### Work-Base Learning

Promote WBL - this latter project has devised a training package to assist VET Teachers and Trainers involved in the delivery of Apprenticeship and Work Based Learning with the tools - curriculum design; assessment methodologies; and examples of good prac-tice, drawn from several members states - to assist them to build high quality provision for young people. In addition to the resources and examples of good practice in methodologies, it also seeks to stimulate interest in this pathway to ensure young people gain the necessary skills and competences to make their experience second to none in terms of skills development. Follow us on [www.promotewbl.eu](http://www.promotewbl.eu)

In conclusion - both these initiatives are seen as important contributors to the support for the expansion of high quality Apprenticeships and Work Based Learning pathways and are seen as real opportunities to reinforce the European policy priorities for VET includ-ing contributing the work of there European Alliance for Apprenticeships in which EFVET itself is heavily involved.



For more information on both the above please view [www.efvet.org](http://www.efvet.org) and we will happily direct you to the training programmes.

# PROJECTS

## School-work/job shadowing experience in The Netherlands



**Edina Furlan**  
*IIS Brunelleschi Da Vinci*

Some students of the branch Construction, Environment and Territory of the IIS Brunelleschi /Da Vinci in Frosinone (Italy) have just come back from The Netherlands where they have been involved in a number of training, school-work and job shadowing activities, some of the distinctive traits of this Italian school.

Thanks to the efforts of its headmaster, Mrs Prof.ssa **Patrizia Carfagna**, who has always strongly believed and supported the students' need to complete their own training by direct and effective comparisons and experiences with other European and extra European countries, and thanks to Innotec and EfVet the school is a member of, it has been possible to arrange a mobility for students and teachers. The latter have attended a specific job shadowing programme in order to compare their own teaching methodology with their foreign colleagues' ones.

The project was financed by the Region of Latium thanks to the "Fuoriclasse 2 – School work in Europe" Programme. Together with their principal and some of their technical teachers, such as Mr Francesco Raffa, Biagio Lisi and Angelo Frioni, students had the opportunity to sightsee three important Dutch cities, such as Amsterdam, Groninga and Dordrecht, and to visit two technical-vocational schools. In particular, they have been welcomed by ROC Alfa College in Groninga and "Da Vinci College" in Dordrecht where they had the possibility to attend lessons involving the use of Revit, a sophisticated 3D design, robotics, electronics and ICT at an advanced level.

Students were given the opportunity to create perfectly working mini drones and 3D printers, thanks to the two Dutch contact teachers, Rink van Dijk e Andre Schoonhoven, who have made this experience come true.

## Student Work in Real Life

**Valentina Chanina**  
*EfVET*

On March 5-6, 2018, the second meeting of this Erasmus+ KA2 project took place in Birmingham, UK. During the meeting, the partners discussed an update on the intellectual outcome of the project. How we could help young people's experience of using knowledge and skills? Does young people enable to enter in the work force?

Many ideas brought up in the first intervention made by IO 1 BIZ-Edu Alliance Setup Toolkit: teachers need concrete tools and lesson plans; soft skills can be used in the Finnish curriculum instead of presenting their skills; parents need support in confidence in building vocational identity; in Portugal, there is a lack of workers with VET qualification and skills; in the UK, careers curricu-

lum is individual (secondary level); when it comes to the student mentoring programme, students act as ambassadors for work life; communication skills and empathy are needed as part of soft skills; it is important to give sensitivity to teachers to see different needs of the students, tools for the teachers to work in these situations; company assignments and internships preventing the drop-out of students.

Secondly, IED is starting the platform development in March 2018. The first version is thus coming for comments and the platform has some materials in the form of Moodle course. Thirdly, BTTF is preparing a company handbook about SWIRL, which has two main purposes: promote SWIRL in companies and implement SWIRL in companies.



Learn more [www.studentinitiated.eu](http://www.studentinitiated.eu)

## Soft-Skills for Adult Learners?



**Alicia Gaban Barrio**  
*EfVET Communications Officer*

In today's society, there is a need for adults regularly to enhance their personal and professional skills and competences. Given the current instability in the labour market and the need to reduce the risk of social exclusion, this applies particularly to people with low levels of skills and qualifications.

ICARO partners had in common the same goal: to improve the employability of adult learners who have been longtime unemployed. Taking into account that Europe is going through a long and difficult period of economic crisis, it is vital to improve the employability of adults who might be low skilled and could suffer even more from economic difficulties. In particular, the improvement of soft-skills can increase the possibilities of getting a job. When we talk about soft-skills, we refer to skills that are cross-cutting across jobs and sectors and relate to personal competences (confidence, discipline, self-management) and social competences (teamwork, communication, emotional intelligence).

The ICARO Project aims to have a real impact on the participating adult learners in terms of improving their employability through training in soft skills related to digital literacy, communications, entrepreneurship and cultural awareness. This training accessed through an online platform will also be piloted and evaluated by a range of stakeholders in education and training (labour market officers, teachers from vocational training schools, non-governmental organizations, small and medium-sized enterprises, local and national policy makers in the sphere of education). Additionally, stakeholders will extend their knowledge about soft-skills development and capacities in adult education provision for increased employability.

Not only that, it is intended that Adult Counsellors or trainers will learn how to motivate adult learners through

national and international training of trainers through the ICARO project activities. In fact, one key success factor in the practical implementation of ICARO methodology is the appropriate training of adult staff to be able to successfully reproduce the methodology with end-users.

### What would you expect from the ICARO project?

In practice, ICARO project is working on developing different intellectual outputs which will be used to develop the heart of the project, the "training curriculum". Firstly, we have developed a Transnational Report on accredited tools/programmes on soft-skills for adult learners which brings together information about the situation in the partner countries on Educational, Training and Consulting Services to improve the employment-related soft-skills of adults. Following this report, partners will present a soft-skills assessment toolkit, re-designed to assist adult educators'/employment counsellors in assessing the level of knowledge in soft-skills of adult learners.

The next steps will include the pilot testing of the training curriculum which aims to provide learners with the information, knowledge and skills to increase their ability and opportunity to obtain employment. Following this, Five adult counsellors or trainers per organisation will be invited to attend the Blending learning programme – "From home to work" face to face training session in Hamburg in November 2018.

The ICARO project advocates the self-direction of the learner through the training programme, facilitating adult learners to accumulate and validate learning units at their own pace.



Learn more

[www.icaro-softskills.eu](http://www.icaro-softskills.eu)

## Apprenticeship Alliance.eu



Valentina Chanina  
EFVET

**O**n the 25-26th April 2018, the Regional Apprenticeships Alliances partners met in Nantes (France) to finalize the WPs and discussed on final conference.

The regions toolkit to develop regional apprenticeships alliance is already ready. The toolkit is designed to support effective stakeholder's engagement through the medium of Regional Apprenticeship Alliance for SMEs.

An effective Regional Alliance should be able to change and influence strategy in their region. Ideally the individuals being sought will have a variety of different skill sets and backgrounds. Apart from the compelling strategic rationale for becoming involved in a RAISE Alliance (in terms of benefits for businesses and young apprentices) forming an Alliance can be a powerful way to provide advocacy and support to apprentices and their employers.

Individuals in position of influence in the region involved in Alliance actions can open doors, raise the Alliances profile and encourage buy in from others.

Today when SMEs face some big problems related to start up, innovation and growth, they find help in an ever-evolving, well financed and proactive ecosystem of intermediary organisations: chambers of commerce, enterprise support offices in local authorities, regional economic development agencies. The vast majority of these organisations do not currently provide guidance and training to SMEs on the subject of apprenticeships.

Apprenticeships Alliances will held their Final Conference on 21st of June in Brussels. [Register](#)



Learn more [www.apprenticeshipalliances.eu](http://www.apprenticeshipalliances.eu)

## DC4WORK meeting in Matosinhos

**O**n April, the partners involved in DC4WORK project met in Matosinhos, Portugal to exchange their research in each partner country.

DC4Work has as main beneficiaries staff and professionals (e.g. trainers, consultants, tutors, among others) of Small and Medium Enterprises from the sectors of tourism and commerce/trade. Overall, all professionals that may act as multipliers and promoters of Digital Competences in SMEs are potential beneficiaries of the project.

The first Output has been brief presented and discussed during the presentations. Its aim was to perform a comprehensive study on the awareness and practices existent in the SMEs of the sectors of tourism and commerce/trade, in what concerns the measure, promoting and development of employees' digital competences at their workplace.

Collection of surveys is to understand the panorama of the measure and development of digital skills of workers

from SMEs of the sectors of tourism and commerce in partners countries. All partners were involved in the identification of innovative/good practices focused on the improvement of digital competences at the workplace.

The recommendation from derived are:

- Networking of SMEs & Vocational training professional for joint initiatives;
- Sharing awareness of importance of digital competences in digital disruption of the working life, and sharing knowledge about best practices in on-demand competence development.

The next step is the Intellectual Output 2 'Guidelines'. BFI Tirol partner showed a video describing "Hans" as a model for the targeted group in tourism. The first draft will be done by the end this year.



Learn more [www.dc4work.eu](http://www.dc4work.eu)

## EQF5 improving employment rates



**Danel Ocio**  
*Former EfVET intern*

The 6th Project Meeting and 5th Multiplier Event for the project SHINE were held from the 18th to the 20th April 2018 in the Craft College (EfVET Member) in Zagreb.

### Multiplier event

On 19th April the multiplier event of the SHINE Project was held. Drazen Maksimovic, from the Craft College (OUZG – EfVET Member) presented the project along with the coordinator, Luca Boetti. Boetti stressed the difference between employment and employability and stated that EQF5 is the most powerful tool possible to offer 100% employment rates. Thus, the problem is not seeing the right way to make EQF 5 grow, but to be able to follow it in order to harmonise HVET systems across Europe. In this respect, he said that it is essential to fight against the lack of acknowledgement and of social acceptance of VET and that a system approach is therefore needed. Furthermore, he claimed that financing is still part of the game and that soft and technical skills are crucial.

The following topics were also mentioned during the Multiplier Event: Master Craftsmen Exams (Good practice example in HVET), Innovative Governance Models in HET, Importance of Triple Helix in VET, Active Employment Policy Measures, Qualification standards development, Evaluation in VET, Position of HVET in Development of Centres of Excellence and Master 5 – SHINE's follow up project.

### 6th Project Meeting

The 6th project meeting was hosted by Craft College (OUZG). Overall, the project coordinator confirmed that the outcomes are aligned with what was foreseen on the project application. On this stage of the project partners

are going to provide final comments and validation for Intellectual Output 6 (Assessment of local action plans) and Intellectual Output 7 (Identification of policies to improve usage of EU tools in HVET: ECVET, ECT, ESCO).



Next step will be the development of Intellectual Output 8 (Definition of possible indicators and channels/processes for policy improvement at national/EU level). Besides, USVR Veneto will be leading Intellectual Output 9 (Review of outcomes by involving Triple Helix stakeholders).

Finally, EfVET discussed the communication and dissemination for the activities foreseen until the next meeting which will be held in Venice. The dissemination role focuses on the following: partners' Facebook and LinkedIn, SHINE website, public relation events and press releases. The activities that have been done so far are the following: SHINE website, SHINE newsletters, a dissemination brochure and multiplier events in Germany, Sweden, Belgium, Romania and Croatia. Last but not least, the meeting discussed the possible follow-up to SHINE, taking into account Horizon 2020.

 [Learn more www.projectshine.eu](http://www.projectshine.eu)

# PROJECTS

## Preparing young people for Life and Work



Peter Hogdson  
EFVET

**B**oth Business and VET providers recognise the importance of ensuring the curriculum of today prepares young people for the world of work - that is ensuring they gain the necessary skills to meet the challenges of today and tomorrow - both in terms of theory and practice. It is crucial that VET providers and the curriculum they offer are geared to meeting the needs of modern day business and industry. The advent of Industry 4.0; the importance of digital skills driven by technological change; the practical vocational skills are matching the needs of their sector needs remain crucial, however as we move to a more collaborative approach to the Vet offer bringing business and VET providers together to jointly build the skills necessary for work in the future - the importance of Life Skills and in particular 'soft skills' remains a priority.

The nature of work is changing rapidly. Unlike myself, the new generation and those to come will be facing unprecedented change in their working life. No longer employed in one environment or even sector - young people today will move regularly from one environment to another. Practical skills can be developed in the workplace as well as simulated within an Education setting. What will remain important are the Life Skills and Soft skills that enable people to work together; be creative; solve problems; take initiative; share for example alongside the basic characteristics of motivation; resilience; to name a few.

This has been recognised for many years but often VET Teachers and Trainers have not necessarily recognised that they are preparing people with these skills as a natural part of their work. This is not to say that they are failing their young charges - but to say that these skills are often lost in translation.

The two Erasmus Plus projects called LifeOnLine and VET-GPS seek to offer VET Teachers and Trainers a set of new tools - learning materials and resources adaptable to any level of Vocational Training to enhance their curriculum offer.

### LifeOnLine: key competences in life skills

LifeOnLine has developed a training resource; learning materials, tasks and activities including Assessment methodologies that reinforce the need for young people to be more entrepreneurial and thus make them more employable in today's age. By Entrepreneurial, we mean - a mindset of critical thinking; taking initiative; problem solving; not afraid of taking risk; learning from mistakes - not necessarily how to become self employed. LifeOnLine has developed two training programmes for young people alongside teacher/Trainer guides to facilitate their delivery to assist in the development of Employability and Entrepreneurship Training. Prepared and tested in all partner languages these training packages offer modular resources to support these skill developments

### VET\_GPS - Guiding tools for Professional Skills development in VET

VET-GPS - a new project is looking at the development of training packages in the wider aspect of 'soft skills'. These are seen as both attributes/attitudes and characteristics associated with operating in today's work environment - but not only in associated with work - but more generally in young people's ability to contribute their communities and society as a whole

This project in its early stages will eventually provide a whole raft of resources, training packages and training guides to support the building of Soft Skills in to the curriculum of the VET offer.

For more information on both the above please view [www.efvet.org](http://www.efvet.org).





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[www.efvet.org](http://www.efvet.org)

**@**

[efvet-office@efvet.org](mailto:efvet-office@efvet.org)



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[@ef\\_vet](https://twitter.com/ef_vet)



Rue d'Arlon 40  
B-1000 Brussels  
Belgium  
Tel.: +32 (2) 2719084