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**Welcome message by Joachim James Calleja** **4**

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**Farewell message by Santiago García** **5**

---

**EfVET new officers** **8**

---

## **CONFERENCE**

**Annual Conference last updates** **7**

---

**The future of Vocational education and training, J.Santos** **8**

---

**EFVET Thematic Teams: let's cooperate!** **11**

---

## **POLICY**

**EfVET Position Paper on VET Mobility** **13**

---

## **GET INVOLVED!**

**EU Vocational Skills Week 2018** **14**

---

**EU Code Week 2018** **15**

---

## **NATIONAL**

**Vocational Education in Sweden** **18**

---

**NEW MEMBERS** **17**

---

**VET Internationalisation** **19**

---

**School Enterprise & WBL** **20**

---

**Social Inclusion** **21**

---

**Technology Enabled Teaching & Learning** **22**

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# WELCOME

## Joachim James Calleja EfVET President



**D**ear EfVET Members,

It is with great pleasure that I address you in this September issue of the EfVET Magazine.

As many of you are aware, I have been elected as the [new EfVET President](#) a position which requires a huge amount of commitment towards the ideal of supporting VET provision so that VET becomes a natural choice for learners and workers.

EfVET is an association of training providers. It is therefore directly engaged with learners, their aspirations, their problems, the resources needed to make learning attractive, the support of stakeholders' in particular social partners, the image VET enjoys within particular countries, regions and localities. Training provision transforms talking and writing volumes about VET into a reality check of what works and what does not work for VET.

The [challenges for VET](#) in today's labour market are huge as VET is playing an increasingly crucial role in the social and economic development of any country. The implications of Industry 4.0 on VET are mostly concerned about the relevance, responsiveness and value of VET in an increasingly global economy. It is all about talent, competitiveness and how to build a responsive VET system in time for the future. Artificial intelligence, robotics, new work practices and automation are already transforming economies, productivity and service provision. [VET must respond effectively and efficiently while keeping its education and training context at the highest standards.](#) At the same time VET providers are obliged to aspire for excellence and inclusion two complementary values which no other institution is forced to respect and put into practice.

These are frameworks which as training providers we cannot overlook. On the contrary these are in my view, the new challenges that we should address within EfVET and with other similar organisations of VET training providers. Together we will determine that training providers are at the core of VET policy and practice. As practitioners our closest partners should be those where our learners will find employment, will further their career and will aspire for a better quality of life. Employers, leaders of non-governmental organisations, entrepreneurs, political and social leaders and all those engaged in innovation should be our closest partners in advocating diverse VET systems that act as pathways to a better life for millions of Europeans.

In moving towards this possible VET alliance, I wish to pay tribute to all my predecessors and in particular our immediate past President [Santiago Garcia Gutierrez](#) for their invaluable contributions during the tenure of this position. Like my predecessors, I wish to work in a team of committed individuals whose key objective is to be of service to all members of EfVET and to training providers who will be invited to join [EfVET and strengthen their national advocacy for a more resourceful VET system.](#)

I count on your support.

Joachim James Calleja  
President EfVET



## Santiago García

Former EfVET President

**D**ear Members,

Welcome to the September issue of the EfVET Magazine.

This will be a short message from my side, and the last one as EfVET president. Due to personal and work circumstances, I have to take the sad decision of leaving EfVET. It has been a very difficult decision, but I'm sure it is the best for EfVET and for me.

During these two years I have tried to do my best to serve you and EfVET, but it has not been possible to fulfil all the ideas, projects, visions and expectations. I do apologize for all the mistakes I have done and hope you will forgive me, because I tried always to do what I considered the best for EfVET. I am sure the new president, with the help of all the team and all of you, will do it much better than me.

I can only say thanks to all of you. Thank you for your trust, your support, your closeness, your kindness, your friendship, your patience and understanding. Thank you also for your hard work to make VET a first choice, and to improve EfVET and make it a well-known and valued organisation in Europe. It has been a real and undeserved honour to be your president during these two years. I have learnt a lot, and I have received more than I have given.

I would like to be able to say good bye in person to all of you, but that will not be possible.

I will carry you and EfVET inside my heart, and hope to meet you again somewhere in the fu-

ture. I remain at your disposal for whatever you may consider I can be of any help to you.

I am sure you will support the new president as you have done with me. That will be a guarantee for EfVET to keep on growing and becoming an even more relevant stakeholder in the European VET field.

I wish you all the best in the future, in your jobs, schools, organizations and families. Once again, thank you, thank you, thank you. Warmest regards.



Santiago García  
Former President EfVET

### Joachim James Calleja, EfVET President



Professor Joachim James Calleja has been involved in vocational education and training since 2001. He served as Cedefop Director from 2013 to 2018. Prior to his appointment as Director of Cedefop he served as Permanent Secretary (State Secretary) of the Ministry of Education and Employment (2011-2013) in his native Malta. Currently, he is Principal and CEO of Maltese EfVET Member, Malta College of Arts, Science and Technology Malta (MCAST).

In 2005 he was entrusted with the setting up of the Malta Qualifications Council where he served as its Chief Executive for five years. Under his leadership Malta launched its National Qualifications Framework and related legislation leading to the validation of informal and non-formal learning, quality assurance and accreditation. His career started in 1986 at the Foundation for International Studies at the University of Malta followed by appointments at the United Nations International Institute of Aging (1995-1998) and the Ministry of Economic Services (1998-2001).

In 2001 he was appointed Administrative Director at MCAST followed by a short spell at the European Training Foundation in Torino.

Professor Calleja is a graduate of the Universities of Malta (B.A. Hons Educ; 1981), Padua (D.ED; 1986) and Bradford (Ph.D; 1991) and an accredited commercial mediator at CEDR London. A prolific writer, Professor Calleja has published several books and articles and edited publications in a number of countries. He is the co-author of the Malta Referencing Report of the Malta Qualifications Framework to the EQF and the QF-EHEA. His uninterrupted international career in education spans over 35 years. He has been Malta's delegate on the EQF Advisory Board, the Bologna Follow-Up Group and Cedefop's Governing Board.

As EfVET's new President, Prof. James Joaquin Calleja, will shape and communicate the vision of EfVET. He will continue the excellent work done by its predecessors: participating in different European forums and representing EfVET member's views and interests.

### Liisa Metstola, re-elected EfVET Treasurer



Liisa Metstola, was re-elected as EfVET treasurer by the Steering Committee. Metstola, has held this position for the last two years with a with successful results.

She works as a development director at Invalidisäätiö (Vocational College Live) in Helsinki. She is in charge of the student support services; international affairs; both national and international project activities; quality issues; staff development and marketing and communication.

She is a member of the college's executive team.

She has over 25 years experience in vocational special needs education and she is a specialist in competence based qualifications. She has extensive experience in various EU-project activities since 1995. She is a member of the international group of the Finnish Association for the Development of Vocational Education and Training AMKE.

## 27th International Conference: fully booked



EfVET Conference Team

**E**fVET has to announce that registrations for its 27th Annual Conference 2018 were closed by July 25th. [More than 250 delegates will take part of the Conference](#), which is a new record on EfVET attendance of conferences. And still, more than 30 members are on the waiting list for the Conference.

We would like to thank all the delegates for expressing such a big interest. The EfVET Conference Team is working hard to ensure a great conference experience for all of you. Even more, for those who could not attend we will make all conference materials available afterwards on EfVET website.

As previously announced, this year's Conference will be focusing on 'Rethinking VET for Inclusive Excellence', taking place from the 24 to the 27 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.

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, initialising common projects and develop new cooperation opportunities. EfVET wish to launch EfVET Thematic Teams to cluster EfVET members around key sectors or thematic areas. [Find on page 11 article about EfVET Thematic Teams](#). Therefore, we highly recommend to booking your flights on Wednesday or the day before, so you can attend the session on Wednesday 24th October at 14.00!

The conference will bring together practitioners, researchers, European Commission 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.

Preliminary draft of the programme and first confirmed speakers can be found on [EfVET conference website](#).

## The future of Vocational education and training *Vocational education and training for the future!*



### João Santos

*Deputy Head of Unit in the DG for Employment, Social Affairs, & Inclusion at the European Commission*

**To reflect on the future of VET, let's make a short journey through time, starting from the recent past, as it is important to know where we are coming from, if we want to build a future with solid foundations.**

At the occasion of the [official opening of the new school year in The Netherlands, King Willem-Alexander praised vocational education and training](#), and said that "VET graduates are the engine of the Dutch economy".

In The Netherlands and in all European countries, Vocational education and training has a key role to play in driving economic development as well as fostering social inclusion and individuals' quality of life.

Initial VET features [13 million learners in Europe](#), and nearly 50% of all upper secondary education students. In 2016, around 45% of the adult population in Europe (25 to 64 year olds), were involved in some form of continuing vocational training. That's more than 100 million people!

Since 2015, Member States, the European Commission social partners and in particular the VET providers, have been giving priority to implement the 5 Riga Deliverables on the topics of work-based learning, quality assurance, access to training for all, key competences, and teachers and trainers.

The 2016 Skills agenda has confirmed these 5 priorities, and also called for reinforcing action on the attractiveness of VET, graduate tracking, mobility of VET learners (in particular long-duration mobility), and higher VET.

Just to mention a few initiatives on which we have been working together: the [European Vocational Skills Week](#) to raise the attractiveness of VET (initially an idea of the VET provider Associations), the [Upskilling Pathways](#) to address the needs of more than 60 million low-qualified Europeans, the [European Alliance for Apprenticeships](#) having already provided more than 860.000 opportunities for young people, and the [European Framework for quality and effective apprenticeships](#) to ensure that those apprenticeship offers are of the highest standards of quality.



Although there is still much to be done, all of us working on VET throughout Europe have good reasons to be optimistic and proud of our common achievements in these recent years.





## In search of a “future-fit” VET...

In spite of progress, this is no time to feel comfortable and sit back on our achievements. This is the reason why we have been involving all VET stakeholders to reflect on the Future of VET, and later this year the Advisory Committee for Vocational training will adopt an opinion with a vision on the future of European cooperation on VET.

During the Vocational Skills Week in Vienna, Cedefop will also be presenting the results of a 3-year project on the “Changing nature and role of vocational education and training (VET)”. The project aims to improve our understanding of how vocationally oriented education and training has developed and changed in the past two decades (1995-2015) and, on this basis, point to the main challenges and opportunities facing the sector today and in the future.

We are experiencing changes in the labour market at exponential speed. There are dynamic developments in the economy, society and technology, which have a significant impact on our way of working and living. Disruption and complexity seem to now be “the norm”. What does this mean for the way we teach and learn? How will VET have to reposition itself to continue providing skills that are relevant for companies, individuals, and

society in general? These are among the issues that require our collective intelligence and reflection.

There is a general consensus that VET, to be future-fit, should be based on three core elements: i) provide the core skills that support the development of individuals, and their employability in both the short as well as in the long-term; ii) a flexible provision adapted to the changing needs of companies and individuals while taking advantage of new technologies, and iii) a culture of cooperation and partnership, that includes a comprehensive governance of VET aimed at excellence, inclusion and effectiveness.

## EU funding to support investing in people

And of course, to prepare the future, you also need the appropriate means to deliver effective responses to the challenges!

The Erasmus programme has enabled millions of young Europeans to study, train or learn in another country, while broadening their experience and awareness of the world, and increasing their future job and life opportunities.

The Commission on 30th of May 2018, presented its proposal for the 2021-2027 Erasmus programme.

It aims to be more ambitious and more innovative:

### More ambitious

- **Increase the number of beneficiaries:** doubling the programme’s budget will make it possible to support up to 12 million people between 2021 and 2027 – three times as many as in the current financing period.
- **Reach out to people from all social backgrounds:** through new formats and easier access for smaller and grassroots organisations, the new programme will make it easier for people from disadvantaged backgrounds to participate.
- **Build stronger cooperation with the rest of the world:** mobility and cooperation with third countries will be boosted, through a combination of physical and virtual mobility.
- **Focus on promoting forward-looking study fields:** more attention will be given to study fields such as renewable energy, climate change, environmental engineering, artificial intelligence or design.

In the areas of **VET and adult education**, the new Programme will significantly increase the key targets for mobility:

- **Triple** the number of VET learners and staff that will be given the opportunity to go abroad: from 650 000 to around 2 million people;
- **Multiply by six** the number of adult education staff that will be given the opportunity to go abroad: from 50 000 to 300 000 placements.





## More innovative

To be more innovative, the programme will in particular:

- Open the [mobility of VET learners and staff](#) to international cooperation world-wide.
- Provide opportunities also for people on the labour market to engage in a mobility experience while they are upskilling and reskilling ([continuing VET](#)).
- Provide support for the set-up of platforms of [“Centres of vocational excellence”](#), to act as drivers of excellence and innovation with a proactive role in local and regional economic and social development strategies.
- Introduce [“small scale” transnational partnerships](#) with simplified access procedures, which will strengthen the participation of small organisations in the Adult Education and VET sectors.

## Beyond Erasmus

In addition to Erasmus, the InvestEU initiative will have a particular window for Skills development, and the [European Social Fund](#) will play an even larger role for VET, in particular in terms of promoting equal access to and completion of, quality and inclusive education and training, including facilitating learning mobility for all.

The reflection and preparation for the future is at its start... bringing challenges and opportunities for which we need cooperation from all stakeholders!

## Concluding remarks

At the very beginning of her mandate, Commissioner Thyssen de-



cidated that she would put forward policy proposals and initiatives to make [“VET a first choice”](#). The 2015 Riga Conclusions set the tone of our work, and the Skills Agenda, provided a wider framework for action. The recent Commission proposals for the ESF+ and Erasmus programmes for the period 2021-2027 in which support for VET has been strongly reinforced, are proof that this Commission is serious about translating policy priorities into concrete action to make [“VET a first choice”](#).

The [European VET provider Associations](#) have been a key partner on our mission to enhance European VET policy cooperation, and tailor our funding programmes to respond to the needs of the sector. EfVET has been a leader in this process, and we are counting on you to continue doing so.

I would like to take this opportunity to thank [Santiago García Gutiérrez](#), the outgoing president of EfVET. As President of EfVET in recent years, Santiago has not only been a good friend, but an inspirational leader of your organisation. The quality of his contributions on your behalf, the constructive way in which he has engaged with the European Commission, and his contribution to strengthen the sense of [“European VET community”](#) among all of us, deserves a special word of gratitude for his work. I am sure that Santiago will continue to be at the forefront of our

efforts to advance the VET agenda, and his passion for our work will be as determined in the future, as it has been in the past.

And of course, I am also very pleased to welcome your [new President James Calleja](#). I have known James for quite some years. We have shared many stages when discussing VET, and I must say I always felt impressed when listening to him. His strategic vision, his solid views on the future of VET, and his qualities as a public speaker have always been an inspiration. I will now have the pleasure of working with your new president in a completely new role, and I want to congratulate you for the excellent choice you have made. We need VET provider Associations with a strong and constructive voice, and you have responded to that appeal by choosing someone with a rich experience in our field of work.

**See you all at the 2018 Como Conference on [“Rethinking VET for Inclusive Excellence”](#).**

## EfVET Thematic Teams: let's cooperate!



Special  
Pre-Conference on  
Wednesday  
24th October  
See you in Como !!!

Stefano Tirati & P.G.Anastassopoulos  
*EfVET*

**Some months ago, we started mapping the data and the needs of our members. This has emerged as a necessity by our ever-growing members, as well as by the growing number of changes taking place in each country. Furthermore, EfVET is aware about the importance of promoting horizontal cooperation among our members and providing opportunity for their growth. Starting from these considerations, a brilliant way of upgrading our network services would be to implement the Thematic Teams.**

### What are these Thematic Teams?

EfVET Thematic Teams (TT) are conceived to:

- Become a “think tank”, opinion leader, a point of reference for VET in a specific field;
- Aggregate members’ expertise in a specific field;
- Promote innovation and business opportunities among members.

There is huge expertise among our members on specific and different sectors, and never before this expertise could be promoted in European level with such simplicity. This expertise, beyond the business’ exploitation, may offer a priceless channel of communication, not only among EfVET and its members, but also among the Commission, other

Stakeholders and organisations outside EfVET. Additionally, the communication between sectoral experts may support sectoral networking, exchanges of high-level experiences and practices and valuable upgrade on the sectoral content itself. This high-level knowledge will promote VET in European level and abroad regarding its image, consistency and efficacy.

### How can this be achieved?

The Thematic Teams will be supported by EfVET regarding their existence and promotion in very consistent means. This could be described by promoting initiatives and common projects among EfVET members (or external ones) and stakeholders, as to attract funding. This will increase the capacity of EfVET’s staff to support the Thematic Teams and their activities. The communication and collaboration will be enhanced and supported in small groups by publishing articles in specific time and frequency, which are going to be disseminated among all our members and of course the Stakeholders in all levels (via all our channels with support of EfVET Communication Officer).

Although Industry 4.0 is across Europe, we strongly believe that physical communication can hardly be replaced. In these aspects we will implement face to face meetings / workshops twice per year, one will

be held through the comfort breaks at the EfVET conference and another will be run partly financed by EfVET’s budget. But to maintain a coherent communication we offer for free our communication software, online project management tools and videoconferencing software, additionally to our office in Brussels.

EfVET is constantly asked to contribute in the designing of a common European Policy, in VET, so the Thematic Teams’ contribution could be priceless for a better future of VET itself. The reflections on specific sectors will be stated by our members providing their expertise through inputs for specific and focused surveys, papers, researches as well as promoting new projects and business opportunities..

EfVET identified the following potential focus areas for the Thematic Teams

- **School-Enterprise**
- **Technologies and Industry 4.0**
- **Social Inclusion**
- **Learning Mobility**
- **Internationalization**
- **Joint European Qualifications**
- **Technology Enabled Learning**

An additional great example of how this can be achieved is to link EfVET Thematic Teams with the [Blueprints for Sectoral Cooperation on Skills](#).

# CONFERENCE

Technological progress and globalization offer tremendous opportunities for innovation, growth and jobs. European Commission trying to address skills gaps that may prevent promising industries from growing, has undertaken this initiative, being launched as part of the New Skills Agenda. The Blueprint is a new framework for strategic cooperation in five economic sectors between key stakeholders such as business, trade unions, research, VET institutions and public authorities. These sectors are:

- [Automotive](#)
- [Maritime technology](#)
- [Space - geo information](#)
- [Textile, clothing, leather and footwear](#)
- [Tourism](#)

Another six sectors will be added by the European Commission the following months:

- additive manufacturing;
- construction;
- green technologies & renewable energy;
- maritime shipping;
- the paper-based value chain;
- the steel industry.

## Can I become a member of a Thematic Team?

Not only a member, you can even become the coordinator of your Thematic Team. Thematic Teams (TT) have an open and inclusive approach.

Our goal is to allow any EfVET member to join any TT which is relevant and coherent with their VET activities and practices. We ensure this open and inclusive approach.



## Coordinators

A couple of experts from different countries are needed in each Thematic Team; in order to propose and apply priorities and specific objectives to be achieved; they will organize the face-to-face workshops, promote implementation of projects / initiatives and coordinate yearly action plan.

## Members

They will produce one article per semester, disseminated via the EfVET communication channels, take part in face-to-face workshops, may propose and join projects / initiatives, contribute to action plan, etc.

It is free for all our members but participating in Thematic Teams is subject to having paid EfVET's annual membership.

## Is there a deadline?

Already some of our members have answered the survey launched in the previous months. But it is an ongoing procedure. This doesn't mean that we will wait forever. We thank our members already answered providing us with really valuable data and we have already started prepar-

ing the creation of the Teams. We strongly believe that we should not finish this procedure without giving the opportunity to all our members (even the new ones that are many) to miss the chance. The changes in organizational level, that take place in many countries, along with the new EU strategies are forcing us to redesign the survey. So even those who have already answered might have another look and see the changes.

The survey will stay open again until 12/10/18. [Get involved!](#)

## Do you wish to be a coordinator?

In the meantime, and since you are interested on becoming a coordinator of a Thematic Team, please send us your brief individual and organizational profile, plus a draft of your vision in terms of actions and priorities you would like the Thematic Team to focus on.

We will hold two special session during the Annual Conference in Como:

- on 24/10/18 at 10.00, with all those wishing to coordinate a Thematic Team
- on 24/10/18 at 14.00, with all members wishing to join the EfVET Thematic Team

These will give us the opportunity to get to know each other and launch this exciting initiative which will help to boost interaction and cooperation among EfVET network of VET providers.

## EfVET Position Paper on VET Mobility



**Andrea Lombardi (UNISER CEO, Italy) on behalf of EfVET introduced the new position paper “A new generation of VET Mobility Programme” to a Stakeholder Meeting at the European Parliament, hosted by MEP Emilian Pavel and organised by the Youth Intergroup, on the topic “Erasmus+ 2021-27 Pupils Mobility and VET”.**

Andrea Lombardi started his introduction addressing a few words about who VET learners are as a target group “pupils which failed in school education, kids with difficult social and economic background, young people with fewer opportunities and at risk of social exclusion. Although, we all agree and work toward a “VET as a first choice”, for many learners today still VET is the only possible choice, and Erasmus the only way to live a mobility experience”.

The position paper outlines the main results provided by EfVET online consultation on VET Mobility Programmes and it focuses on the elaboration of the surveys collected from EfVET members, active in VET mobility, representing through their networks:

- 276 VET providers and 23 Mobility providers
- 17-member states
- Over 4.000 VET learners and staff mobilities a year

“A new generation of VET Mobility Programme” presents a series of recommendations to ensure that future mobility programmes will be inclusive for this wide part of VET learners, by considering short term mobility as important as Erasmus Pro. With regards to budget issues, EfVET paper propose the possibility to separate the **two budget lines**, “ensuring that the minimum individual support will be sufficient to cover all the costs of the experience, in order to avoid financial burden on participants which would prevent their participation into the programme”, as Lombardi explained at the European Parliament.

The **VET charter** is an essential part of the position paper, and EfVET is glad to see that this approach would be followed. The VET Charter is proving to be a first step to make mobility a regular part of VET curricula. As EfVET recommends for the future programme a smooth renewal process for charter holders as well as the flexibility to allow those organisations to include other schools and as multipliers of mobility opportunities thanks to the experience they developed.

Lombardi shared EfVET vision for a future “where mobility opportunities will be available in any VET school in Europe and pointed out **Mobility Consortia** as a model to push forward in order to make it happens”. Additionally, he suggested “to substitute in the programme guide the word “intermediary organisation” with “Mobility providers”, as is mentioned at EfVET position paper.

As a result of EfVET consultation, Lombardi explained, “that we see that the use of external support from professional organisation is a relevant phenomenon, which more and more VET providers decide to go for. To adopt a technical name would be a first step to highlight the need for experience and precise quality standards from organisations wishing to provide these services”.

Michael Teutsch, Head of Unit of Schools and Multilingualism, DG- Education, Youth, Sports and Culture, European Commission) agreed on the need to encourage Mobility Consortia, making sure they can be open to wide to newcomers along the time.

Angel Gudiña, Don Bosco International Executive Secretary, stressed the importance to recognize Mobility providers, remarking that in their network too there is a need to support VET centers with the growing numbers of incoming nobilities.

The “Erasmus+ 2021-27 Pupils Mobility and VET” stakeholder meeting represented another step forward in the pathway to improve VET mobility in the next Erasmus programme.

At least but not last, [EfVET Annual Conference 2018](#), will represent a unique moment to gather stakeholders and institutions together to talk about the future of Vocational Education and Erasmus+ programme.



[Download full document](#)

# GET INVOLVED!

## European Vocational Skills Week 2018



Let everyone know what you are doing for VET excellence

**THE REGISTRATION FOR YOUR EVENT IS OPEN!**

**A**fter two successful campaigns, the third [European Vocational Skills Week](#) will be taking place in Vienna from [5-9 November](#).

The Week is dedicated to inspiring people to discover and improve their talents through vocational education and training (VET). As well as encouraging more people to participate and learn what it has to offer.

There are many ways to take part in the communications campaign in the run up to Vienna, either by running your own event or by spreading the word about the Week. Keep an eye out soon for the launch of our interactive map, which will display all your events and activities. [Register your event today!](#)

If you're interested in running an event for European Vocational Skills Week, we have a host of promotional materials to help. Visit EC dedicated [promotional materials page](#).

### Agenda announced by European Commission

**Monday 5 November:** A press conference will take place on the first morning of the event, before Commissioner Thyssen will visit a VET school in Belgium. There will be a variety of national opening events. In the afternoon, the events will begin in Vienna, with a variety of VET site visits. Senior Member State government officials for vocational training will meet.

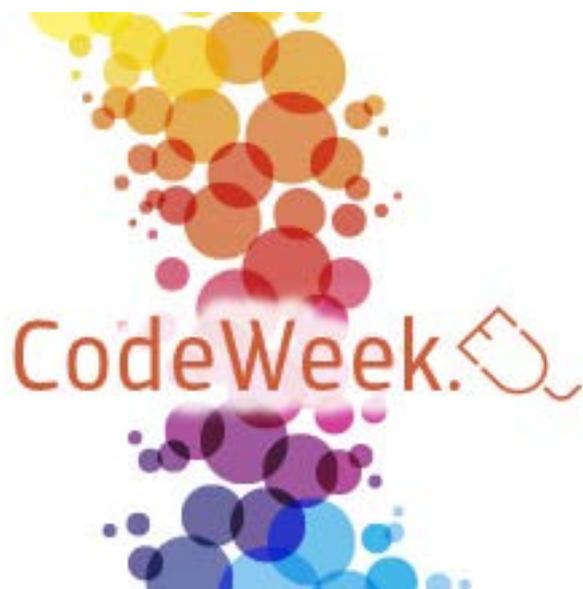
**Tuesday 6 November:** The second day will take place at Austria Center in Vienna, with senior government officials meetings taking place all day, alongside a EQAVET Forum in the afternoon.

**Wednesday 7 November:** A series of events will take place on the third day at the Austrian Economic Chambers, including VET site visits, meetings of EU VET researchers and providers, and the European Apprentice Network. The European Vocational Skills Conference will begin in the afternoon. There will be networking opportunities over dinner. An 'Open Minds' evening will encourage people to choose any VET topic and discuss freely.

**Thursday 8 November:** The fourth day will begin with a continuation of the European Vocational Skills Conference. The afternoon will host the European Alliance for Apprenticeships, which will celebrate its 5th anniversary and launch of support services. Alongside, will be the EU-OECD (Organisation for Economic Cooperation and Development) Forum, where discussions will be around making adult learning work for the future. The evening will celebrate the 2018 European Vocational Skills Week award nominees at the Museumsquartier.

**Friday 9 November:** The Week will end on the Friday at the Austrian Economic Chambers with a European Vocational Skills Week Closing Conference and a lunch for participants to enjoy before leaving.

## EU Code Week 2018



*Save-the-date*  
**EU Code Week 2018**  
6-21 October 2018

[EU Code week website](#)

**E**U Code Week is a grass-roots movement that celebrates creativity, problem solving and collaboration through programming and other tech activities.

The idea is to make programming more visible, to show young, adults and elderly how you bring ideas to life with code, to demystify these skills and bring motivated people together to learn.

[EU Code Week](#) was launched in 2013 by the Young Advisors for the Digital Agenda Europe. The European Commission supports EU Code Week, as part of its strategy for a Digital Single Market, In the Digital Education Action Plan the Commission especially encourages schools to join the initiative. [The goal is to reach 50% of all schools in Europe by 2020.](#)

[Schools](#) at any levels and teachers of all subjects are especially invited to participate in EU Code Week, to give the opportunity to their students to explore digital creativity and coding. Learn more about the initiative and how to organise your activity via the webpage dedicated to teachers: [CodeWeek.eu/Schools](#)

### [Code Week in numbers](#)

In 2017, 1.2 million people in more than 50 countries around the world took part in EU Code Week. An additional 1.3 million young people were engaged in Africa Code Week, which is a spin-off initiative run by SAP and non-for profit organisations.

### **How can coding benefit your students? What is in it for you as a teacher ?**

We believe anybody's basic literacy in a digital age must include an understanding of coding and the development of crucial competences related to computational thinking, such as problem solving, collaboration and analytical skills.

Learning how to code can empower your students to be at the forefront of a digitally competent society, develop a better understanding of the world that surrounds them and get better chances to succeed in their personal and professional lives.

Code Week offers all students the possibility to make their first steps as digital creators, by providing schools and teachers free professional development opportunities, teaching materials, international challenges and opportunities to exchange.





**Kristina Hessel**

*Komvux Malmö Universitetsholmen*

**T**he upper secondary school offers both theoretical and vocational programmes for students 15-18 years old. All programmes include 3 years and give admission to university, given that 90 % of the course points are passed.

There has been a political discussion leading to the present government reappointing certain theoretical courses as compulsory on vocational programmes, as it was presumed that when English, Mathematics and Swedish/Swedish as a second language on higher levels were optional in vocational education, it caused those programmes to decline as they, incorrectly, were believed to be a dead end.

Today some [35 percent of the adolescents choose one of the vocational programmes](#). 15 weeks' workplace-based learning is part of the content and base for grading in some courses. This is not the case for adult learners, but still work practice is an important part for them as well.

The same national courses are being followed by all categories, but as the aim of adult education is compensational and the goal is to get people over 20 in gainful employment or further studies as soon as possible, adults don't always need to study a full programme. For example, nurse assistants get a diploma after having passed all courses in programme specific subjects and specialization module plus Social science, Psychology and Swedish.

As a guarantee for quality in this area, a nationwide Health & Care College organisation attracts hundreds of schools to get certification to be approved to issue the diploma. Another example is the Technical College association; a quality stamp on educations where municipality, education providers and companies cooperate to increase the attractiveness and quality in technical oriented educations.

### **Apprenticeship**

Apprenticeship is a path that both young and older students can choose. Validation is frequently asked for and has become an integrated process in adult education. Blended learning and distance studies become more and more popular.

### **Adult education in Sweden**

Adult education in Sweden decades ago used to engage "the talent pool" consisting of women in the labor reserve wanting to transfer from the kitchen to a vocation of their own, while nowadays supply of students often comes from citizens with a foreign background.

All stages of education in Sweden are open to private initiatives; financed by public means and operating under the same governmental curricula, courses and quality inspection as municipality driven schools. 15 % of the pupils in primary school have chosen independent schools and 26 % of students in upper secondary. The number is increasing. Independent schools are regarded not as competitors to public schools, but complementary. The free choice is highly appreciated by both parents and students. What frustrates many people is the fact the three are big school groups operating in Sweden and making profit as any company. An often heard comment is: What's the problem if a "free" school reaches as good or better learning outcome with less money compared to a municipal school?

### **Higher vocational education**

Higher vocational education offers opportunities for adults to specialize in different vocational areas where the demand for qualified labour is high. When there is for example a lack of nurses, as in Sweden, nurse assistants with special skills are needed to relieve nurse colleagues. It is regarded important to make possible for those with a vocational education to have career opportunities and go for further education.

## Welcome to EfVET new members



### **KPEDU, Keski-Pohjanmaan ammattiopisto, Kannus, Finland**

[www.kpedu.fi](http://www.kpedu.fi)

The Federation of Education in Central Ostrobothnia consists of 7 vocational schools and an adult education unit. We arrange vocational upper secondary education for young students (16-19 years) and for adults. Additionally we are an active partner in development projects and cooperate with working life in our region. Our main campus is in Kokkola, In the middle of Finland, by the sea. Part of our schools are in countryside.

### **EPPAS, Prague, Czech Republic** [www.eppas.cz](http://www.eppas.cz)

Eppas is a non-profit association that brings more than ten years of experience in cross-sectoral and multisectoral traineeships and aims at good practices, high quality placements and of course at full incoming services provided (work placement, key competences assessment, project documentation, monitoring, evaluation, accomodation, language course, 24/7 emergency, airport transport and cultural events). Based in Prague, Czech Republic, Eppas connects this vibrant and multicultural city in the heart of Europe and its international, demanding and highly professional work environments with potential and motivated candidates for priceless work experience.



### **Euroform , Rende, Italy** [www.euroformrfs.it](http://www.euroformrfs.it)

The association is a Training Agency accredited to the Calabria Region and operates in the field of training and guidance, paying particular attention to transnational mobility, within which it realizes: placement programs (traineeships) for students, young workers, or new graduates and exchange programs for training experts.

### **Escola Artística e Profissional Árvore, Porto, Portugal** [www.arvore.pt](http://www.arvore.pt)

Escola Árvore is a vocational school dedicated to an education focused on active citizenship and the development of training in areas that require artistic skills, particularly in the field of plastic expressions, with new technologies as a complementary tool.



### **Spesia Vocational College, Järvenpää Finland** [www.spesia.fi](http://www.spesia.fi)

Spesia is a new school, but it has strong roots. The school is run by the Vocational College Spesia Oy, owned by the Invalid Association and S. and A. Bovallius Foundation sr. Bovallius has organized vocational training since 1905 and the Invalid Association since 1942.

### **Accademia europea di Firenze, Florence,Italy** [aefonline.eu](http://aefonline.eu)

AeF, since its foundation in 1992, has the goal of spreading mobility for young people, students, unemployed and experts. Over 3000 participants took part in programs abroad, both with programs funded by the European Union (Leonardo da Vinci, Youth in Action, European Voluntary Service, Erasmus Plus among others) and through non-funded programs (traineeships abroad or study holidays).



# NEW MEMBERS

## State Vocational Education Institute, Bratislava Slovakia [www.siov.sk](http://www.siov.sk)

The State Institute for Vocational Education provides basic pedagogical documents for teaching and study departments, further training of pedagogical staff and coordinates co-operation with domestic and foreign entities in order to equip schools with technology and to ensure current tasks, especially in the field of retraining. The Institute also includes the Slovak Center of Training Companies, which acts as a specialized workplace for the task of coordinating the activities of the training companies.



## Prackica Training and Consulting, Seville, Spain [www.prakticaformacion.eu](http://www.prakticaformacion.eu)

We are a multidisciplinary team composed of professionals with more than 15 years of experience in the sector of training for employment and the creation of companies. Our business project is committed to practical training and the acquisition of experience because we think that they are the way to the personal and professional development of young Europeans.

## Komvux Malmö Universitetsholmen , Malmö, Sweden [uhkv.skola.malmo.se](http://uhkv.skola.malmo.se)

Municipality driven school for adult learners in vocational education. Main Key areas of curriculum provision: Health Care, assistant nurse education.



Komvux Malmö  
Universitetsholmen

## Asociación FP Empresa , Madrid, Spain [www.fpempresa.net](http://www.fpempresa.net)

The Association of Professional Training Centers FPempresa, is a non-profit association of national scope, which welcomes both public and private centers, and was born as an evolution of an innovation project convened by the Ministry of Education in the spring of 2011. Since then and once the innovation project has been completed, the association intends to contribute to the promotion and promotion of Vocational Training in our country by facilitating the exchange of experiences and good practices between VET and companies.

## Escola Esment Professional, Palma de Mallorca, Spain, [www.esmentescola.es](http://www.esmentescola.es)

Esment Escola Professional is an idea of Amadip Esment fundació. An entity that serves people, detects their needs, offers support to cover them and is committed to society and the common good. Esment Escola Professional shares these values

Esment  
Escola Professional



## Gewerbliches Berufs- und Weiterbildungszentrum, St.Gallen, Switzerland

[www.gbssg.ch](http://www.gbssg.ch)

The GBS St.Gallen offers apprenticeships in around 50 industrial occupations a solid education and includes a wide range of continuing education courses, from the course to the federally recognized course at the Higher Technical School HF of the Baukaderschule St.Gallen and the School of Design St.Gallen. Thus, the important education center of eastern Switzerland underlines the importance of practical vocational training.

## Fundacja MODE - Move and Develop Foundation Wrocław, Poland <http://mode.wroclaw.pl>

In parallel with the work on the professional competences of young people, we cultivate civic attitudes, respect for human rights, and the development of the idea of democracy. Without these values, our world would be a grim place. That is why we care about them in every project.



## Students and teachers on the silk path

### Patrizia Carfagna

*Headmistress  
IIS Brunelleschi da Vinci Frosinone, Italy*



Last April, thirteen students together with a teacher and the headmistress of the Institute returned to Frosinone after spending two weeks in China.

Thanks to the agreement signed back in November with the schools of the whole Shandong Region, the project has allowed the International Relationship class to live an unforgettable experience.

During their stay in China the students have not only had the occasion to attend lessons in Chinese schools in Weifang, but also had the chance to visit some prestigious Universities like the ones in Beijing and Xi'an. What's more, they have visited many famous monuments and museums. Furthermore, they have visited the Weichai industry, an important company that provides engines for cruise boats, luxury yachts, industrial machines and also Ferrari competition cars.

During their stay the students have experimented how Chinese school system works, spending some days in a college together with their Chinese mates. By doing so, they were able to observe all the differences standing between the two cultural approaches.

The first and major difference they have come across is the fact that the daily work rate is very tight. Education at secondary level is up to the school system and not up to the families, as the students live in the school. As a matter of fact, they couldn't help but notice that lessons started at 7.00 a.m. in the morning and ended at 9.p.m with just few breaks for lunch and dinner. On top of this they have noted the strong discipline and the strict rules in school.

Secondly, they have observed the differences in subjects studied and in methodologies focused on a study-by-heart approach rather than a critical one. Some activities were performed by the Italian and Chinese students all together there included Chemistry, Painting, Laboratories and Sports, according to a previously scheduled program.

The evenings dedicated to the kitchen were particularly entertaining. The Chinese mates taught to cook the Chinese ravioli while the Italians prepared home-made pasta with Bolognese sauce.

Among the most beautiful memories we should mention the creation of kites by our students under the guidance of Chinese students. As Weifang hosts the most famous kite festival in the world, the students had a lot of fun flying their kites decorated with bright and original designs.

In Beijing and Xi'an, the students have spent some days with the Chinese students studying Italian in the University. By doing so, the Chinese students could practice Italian whilst the Italian ones could practice some Chinese, a language they have in their school program of International Relationship sector too.

On the last day in Weifang high school, the students were involved in a very touchable farewell ceremony. After the presentation of some of the activities done all together, and after the speeches of the Directors of the Chinese and Italian school, the students exchanged small gifts between them and their emails contacts. They greeted each other with a warm hug and the wish to meet each other again in Italy.

Despite the practical difficulties met in the organization of this trip in China it has greatly enriched not only our minds but also all our hearts.

In conclusion, we can say with no doubt that the experience has been much more effective than a thousand of lessons in classroom and has provided inclusion skills, acceptance of diversity, tolerance education that make us truly "citizens of the world".



## Launch of MASTER project in Northern Ireland



**Sarah Johnston**  
MASTER Project coordinator

**The launch of the Erasmus+ 'Mainstreaming Student Entrepreneurship' MASTER project took place at Lagan Valley Island (24 August 2018) with guests from Young Enterprise NI, vocational, education and training providers from across Northern Ireland, enterprise partners and local entrepreneurs.**

Lisburn & Castlereagh City Council led the European funded project, worth 220,000 euros, which has produced a Student Entrepreneurship Toolkit and other resources that are now available on an open platform for anyone to implement.

Speaking at the launch, Chairman of the Council's Development Committee, Alderman William Leathem, said:

"This is the first Erasmus+ funded project for the Council and I am delighted with the results. Aimed at promoting an entrepreneurial mind set for students aged 16 and 24 today's launch is the culmination of two years hard work. All the practical tools which have been produced are evidence of what can be achieved through a real partnership approach. Investing in our young people, instilling an entrepreneurial spirit and nurturing their ambition will pay dividends and I am delighted that the council has led on such a beneficial project."

The Erasmus+ 'Mainstreaming Student Entrepreneurship' MASTER project has developed four main resources; a Needs and Opportunities Analysis stating the case for an integrated, cross sector approach to student entrepreneurship education; a guide to creating such an approach between organisations within the Vocational, Education and Training sectors; a Student Entrepreneurship Support Toolkit and a project website to ensure long term exploitation of the projects' results, information and teaching resources.

Alderman Leathem added:

"I would like to acknowledge the other partners in the project and especially Young Enterprise NI who facilitated the delivery of the pilot exercises in local schools. The valuable lessons that have been learnt from this project will make a significant impact on local education and training providers who are now tasked with driving forward an entrepreneurial spirit in our young people and cultivating entrepreneurial competence in all students. This in turn will benefit the local economy regardless of the career path they choose."



All resources relating to the project are available at: [www.studentstartup.how](http://www.studentstartup.how).

For further information about this project, please contact Sarah Johnston at [sarah.johnston@lisburncastlereagh.gov.uk](mailto:sarah.johnston@lisburncastlereagh.gov.uk)



## Tour4all: final conference in Brussels



**Alicia Gaban**  
*EfVET Communications Officer*

**On 6th September the final Conference of TOUR4ALL project “The role of accessibility training in the tourism sector” took place at the European Economic Social Committee in Brussels (Belgium).**

The final conference gathered together various stakeholders and practitioners, including VET providers and training centers, tourism associations and enterprises working on the field of accessible tourism.

The event was hosted by Ms. Madi Sharma, who opened the first panel session stressing the importance of ‘making people without disabilities to understand what is to live with one, but also to raise awareness that people with disabilities are consumers, employers, entrepreneurs. We need to invest in them’. That is why a project like TOUR4ALL has put the emphasis on a better access to tourism for people with disabilities, but how? Developing a module on Accessible Tourism for VET students, teachers, and Tourism professionals. Better trained human resources will provide better services and the tourism sector and society will benefit from it.

Nuno Martins, project coordinator from CEPROF – Centros Escolares de Ensino Profissional (Portugal), introduced TOUR4ALL to the audience, stressing that “this project aims to change curricula in Europe first, but why not also on a worldwide perspective”. Considering, that the EU is number 1 tourism destination, we can’t afford to leave behind this experience to people with disabilities. The first step to improve their experiences is by launching an adequate training resources to VET tourism schools. Martins, also highlighted the relevance of SMEs on this process as sometimes they don’t know how to deal with accessibility, but even worst there is no specific training for them either. TOUR4ALL introduces 9 modules via Moodle platform to tackle these issues via specific training sessions.

TOUR4ALL Lithuanian partner, Ugnė Šakūnienė, who represents the Lithuanian Association of People with Disabilities (LŽNS), introduced practical examples of accessible experiences which prove the need of TOUR4ALL training

but also a general change of mind, and make cities accessible. LŽNS, has as future plans – cooperation with Ministry of Science and Education with the purpose to incorporate TOUR4ALL module into the Lithuanian learning system for students who are planning to work in the tourism sector.

The **panel discussion on “The situation of citizens with disabilities in the EU”** was opened by MEP Helga Stevens, who welcomed TOUR4ALL training as, is a good step to ensure that persons with disabilities are not left behind. We should bear in mind that “we are still talking on accessibility while it’s easy: exclusion always cost money, accessibility will cost money in the short term, but it will bring benefits in the long term’.

The European Commission representative, Inmaculada Placencia Porrero (DG-EMPL, Unit of Disability and Inclusion) put the emphasis on the EC ongoing initiatives such as European Disability Strategy 2010-2020, European Disability Act, European Pillar of Social Rights or the Access City Award.

Civil society organisation representatives: Alba Gonzalez (Policy Officer at CMB’s EU Liason Office), Frank Sioen (Advocacy Officer at ENIL) and Blandine Bouniol (Deputy Director for Advocacy at Humanity & Inclusion) bring to the debate practical examples of how inclusion should be. Gonzalez, remarked the lack of harmonization among EU Members States, which makes implantation of accessible rules really complicate. Even more, for people with disabilities regarding transports or accessible buildings. Sioen, fully agreed on this, adding that when traveling people with disabilities are travelling, planning should not determinate their travel destination, but should be the other way around. And indeed, both of them agreed that only involving people with disabilities in public debates and policy reforms we can go one step ahead. Bouniol, added that accessibility in the tourism sector is the way to reach independent living.



Learn more: [www.tour4all.org](http://www.tour4all.org)  
[Conference materials](#)



## VET\_GPS project: celebrating 1 year of a fruitful cooperation!



**Alicia Gaban**  
*EfVET Communications Officer*

VET\_GPS celebrates this month one year since the partnership started to work towards the development of a wide set of tools, guides and materials addressed to trainees, VET managers, VET counsellors and VET trainers/teachers, in order to improve their soft skills, which are essential for their personal development, social participation and workplace success. 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.

The first year of the partnership has focused on developing the "Guide for the integration of the Soft Skills in VET offer" to be available to VET providers and professionals, supporting them in the integration of strategies and practices in their VET centers, fostering the development of trainees' soft skills.

Based in the results of the guide, partners started to work on two other products:

**1. Toolkit for Professional Guidance and Coaching**, that includes a soft skills self-assessment tool, a soft skills development programme and counselling guidelines to support counsellors in the guidance and coaching trainees;

**2. Programme for Professional Development of Trainers/Tutors**, consisting in a training programme, with theory, exercises and activities to be available to VET professionals (trainers, counsellors and/or tutors) and used in their daily classes.



These products will be tested in VET centres in Portugal, Spain, Italy and Austria during 2019.



In case you are interested in taking part of this pilot, please visit the project's website ([vetgps.eu](http://vetgps.eu)) and search for the National contact of your country.





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