27th Annual EfVET International Conference

Rethinking VET for Inclusive Excellence!

Roundtables

Friday, 26th October 2018
Sheraton Hotel • Como, Italy

24th to 27th of October 2018
Sheraton Hotel • Como, Italy

@ef_VET efvet.org

www.efvet.org

#EfVET18
About Roundtables

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

This is the opportunity for conference delegates to learn about interesting initiatives, colleges and project promoted by EfVET members.

Three sessions of 30 minutes each
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European Pathway  
a GATEWAY to Work (EPaG)

EPaG is a partnership project of seven Finnish VET organisations together with European partners. It is a pilot project funded by European Commission in order to pilot and develop long-term (6 - 12 months) internships abroad. The intention is to enhance the competences and employability of the participating apprentices on a trans-European level. At the same time, the project is answering the growing demand for shifting learning to workplaces and speeding up the students’ transition to labour market that the reform of vocational education in Finland has brought since 1.1.2018. Short-term (less than 6 months) mobility periods have been executed in Finland already for a long time. These periods enhance the participants’ personal and social skills and competences. Longer mobility periods on the other hand greatly enhance the vocational competences and employability and thus benefit the participating companies. The project began in August 2017 and will end in January 2019. Altogether 22 Finnish young students, apprentices or graduates have taken part in this project. About one-half of the mobilities are still going on. The participants represent many professions mainly from the Hotel and Restaurant, Technical, Social and Health Care as well as Food Industry fields. Partner countries involved are e.g. Sweden, UK, Belgium, Spain, Hungary and Italy.

College/Institution: Kainuu Vocational College  
Presenters: Risto Virkkunen | Mari Kontturi  
Contact details: Risto.virkkunen@kao.fi

Pace Training

The project aims to counteract the dependency people with special needs have on their family to support them. This will be done by promoting the active citizenship of the target group by acquiring skills which they may use for the labor market which in the project’s case will focus on the hotel and restaurant sector. The target group will become more independent and may be able to earn a source of income through the attaining skills at their own pace with qualified trainers.

To achieve such result, it is vital to design, pilot and implement specific training programmes that will foster their abilities and provide them with proper skills to make them suitable and attractive for the employers too. Therefore, the project aims at developing and piloting an overarching approach to design and run training paths leading to a possible qualification in the field of tourism, hospitality and catering (but also transferable to other vocational sector).

College/Institution: Invalidisäätiö  
Presenter: Liisa Metsola | Matteo Gazzarata  
Contact details: liisa.metsola@keskuspuisto.fi

https://www.pacetraining.eu/
Learning Advanced Industrial Technologies 4.0 - LAIT4.0

Industry 4.0 is the name given to the last industrial revolution, which is based in new ways of interaction among people, machines and data, combining the real world of production with the virtual world of information and communication technology. In order to establish industry 4.0 in a company, it is necessary to count with workers with the skills to meet the requirements of this new approach. In this context, the VET system should seek to provide a broader set of skills and job specific capabilities and close the existing IT skills gap.

Industry 4.0 calls for a new approach of IT know-how, in combination with organizational and soft skills and therefore, vocational training needs to be structured in a different way and integrated in the industry 4.0 by cooperating with technological centres and companies, completing the triangle innovation-education-business.

Given this background, with LAIT 4.0 the partners want to contribute to the achievement of these objectives:

• **Provide VET teachers** with knowledge about industry 4.0 technologies and with the skills to transfer this knowledge to VET learners and to SMEs.

• **Develop the technological and organizational skills of VET learners** in order to give a better answer to the current demands of industrial companies, especially those involved in advanced manufacturing (CNC, virtual welding, robotics...).

• **Improve the access of companies**, specially SMEs, to the knowledge of research and innovation centres to apply it to their own economic activity- Increase cooperation between VET centres, research and innovation centres and companies, enhancing the triangle education-innovation-business.

During the project, 18 VET teachers were trained in industry 4.0. in IK4 Tekniker, a technological centre in the Basque Country which is a European reference in the field.

These 18 VET teachers transferred this knowledge to other 50 teachers during a short course. Around 1200-1500 learners will benefit from the upgrade of skills of their teachers.

On the other hand, twenty companies were involved in the project and worked with the 18 VET teachers to walk towards the implementation of industry 4.0. and become a factory of the future.”

College/Institution: HETEL

Presenter: Tamara Rodriguez

Contact details: international@hetel.org

www.lait40.eu
Safety for Electricians

Safety4El

The Safety4El project has delivered multimedia rich outputs for training and testing safety for electricians and other employees in the building and construction industry. The materials developed are available in five languages; English, Danish, Greek, Maltese, and Spanish.

During the presentation we’ll demonstrate:
- Free and ready to use videos including 3D VR materials for use in safety cases
- an Open Educational Resource based on a Moodle MOOC with hundreds of multimedia supported multiple choice exercises

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

The project has target groups from the same sector; electricians and electricians’ apprentices, but the bulk of the proposed outcomes is also suitable for all employees and apprentices in the construction industry.

College/Institution: SDE College and EFVET
Presenters: Kent Andersen | Valentina Chanina
Contact details: ka@sde.dk

www.safety4el.net

International path of VET staff

From international rookie to international expert

Get inspired by taking the steps from international rookie to international expert. Build international paths for VET colleges and staff.

The idea of the project is to include the international path to the process of staff development in participating VET colleges and to increase the goal orientation and planning of international activities. We will develop a tool for recognition and validation of international skills and competences. We will describe the steps of internationalization path and design badges and pilot them both in Finland and during exchanges abroad.

Objectives:
- To develop the skills and competences of the VET staff and activities of the VET colleges by internationalization.
- To improve the planning and setting objectives of international activities and the utilization of the results.
- To create a system to help the validation and recognition of the international skills and competences, to pilot the system and to take the internationalization path and learning badges to use in colleges.
- Join us to learn more!

College/Institution: Luovi Vocational College
Presenters: Jussi Kajande | Minna Sandberg
Contact details: mari.kontturi@luovi.fi

https://finvet.fi/en/kv-polku/home
Developing the Skills of Community & Health Workers

At a glance summary look at good practice in care for refugees and asylum seekers in areas except the first entrance and hot spot areas. It is primarily aimed at service commissioners and providers working in local authorities in children’s and adults’ services. It will also be of interest to asylum seeker and refugee organizations and voluntary organizations in these areas.

The training of professionals in these “second” areas is very innovative! Most of the projects running so far are aiming in first entrance areas. The project will also help to educate the local societies on the refugee humanitarian problem. The social care services should use a rights-based approach, considering the person as an individual and assessing their need thoroughly, rather than viewing them solely through the lens of status and eligibility.

College/Institution: Centro San Viator
Presenters: Alfredo Garmentia | Sylvia Liuti
Contact details: a.garmendia@sanviator.com

http://score.training/

E-trainers

e-trainers - Bridging the Digital Divide between Students and Teachers

e-trainers is a learning platform with which you will spend less time preparing your lessons while getting your students more engaged. e-trainers is made out of three methods that were developed and proved by teachers like you. All the three methods are based on bridging the digital divide between students and teachers.

The methods include adaptations for special needs students. You can freely download and customise the material for your class. And if you need support, this is provided through an ongoing coaching service. It is made by teachers for teachers and a lot of useful knowledge is just a few clicks away.

College/Institution: Apro Formazione S.c.a r.l.
Presenters: Nicola Alimenti | Minke Kloppenburg
Contact details: n.alimenti@aproformazione.it

www.e-trainers.eu
QUAL4T2

QUAL4T2 stands for “Further Quality Improvement for VET, guiding teacher Teams in Europe in strategic planning”. The project runs till 10 May 2019, and during the conference we will share the results of our one-year pilot, referring to the transnational pilot report and best practices that occurred while we tested a toolkit with Quality tools in 5 different countries. We will also share our experiences and efforts to influence the culture of Quality Improvement in teams. The QUAL4T2 project is funded by the European Commission through the Erasmus+ KA2 Grant program. It supports teacher teams in VET schools in their use of quality assistance mechanisms like the Plan Do Check Act cycle. We aim to use a bottom-up approach when getting teams aware of quality mechanisms and address teachers in teams as the professionals that they are. The development of prototype products mixed with indispensable teacher feedback tends to lead to a further change of quality culture and a set of final quality tools that help teams in further development of their quality mechanisms.

QUAL4T1 and 2. After the successful implementation of the QUAL4T project, that focused on quality awareness by individual teachers, it deemed only a small step to a follow-up project named: Further Quality Improvement in European VET, guiding teacher Teams in their strategic planning (QUAL4T2). The value of the first project but also the needs for the follow-up project were clearly expressed in the final feedback of teachers and trainers from The Netherlands, UK, Spain and Italy, where the pilots took place. In QUAL4T2 the project partners aim to contribute directly to the improvement of outcomes of quality systems in Europe’s institutes, by investing in teachers’ professionalization to develop more effectiveness and involvement of teachers/trainers in the quality strategic planning.

Needs. Teams in VET education are facing the problem of prioritizing how they spend their work day. Teachers need to teach, coach, visit companies, prepare lessons, but also meet as a team to evaluate student results and other outcomes. As a follow up teams need to set aims and plan actions for further improvement in their team plans. It is crucial that the right aims are chosen, and the right actions planned! Teachers stated in their feedback in the first QUAL4T project, that they still feel they don’t have enough knowledge and tools to write a good year plan and follow the PDCA-cycle. And this definitely is needed to connect the institutes’ long-term strategy and policy with the short-term actions on the ‘work floor’ by the teams.

Target group. The main project target groups are educators: teachers in their teams, supported by quality staff and management. These educators will be approached as professionals, triggering them to further develop in the topic of quality improvement of their own program in the classroom, but also as a team.

The project aims to introduce and further implement a bottom up approach for the design of strategic planning in VET institutions by teams. Setting good targets for continuous improvement of their education programs is not an easy job for teacher teams! By providing teams with good and easily accessible material to help them in their strategic planning, the project partners expect teams to write better and sustainable team plans. Thus, in the end leading to a better use of their working hours, a better performance towards the students and finally to a more efficient use of their financial funds.

College/Institution: Landstede
Presenters: Margrieta Kroese | Gitte Dyrlov
Contact details: mkroese@landstede.nl
www.qual4t-project.org
Why?
Because of changing social, school and economic conditions, pupils face new challenges regarding physical and mental health. On the background of globalization, technical change and the development of the fourth industrial (r)evolution (in Germany called Industrie 4.0), not only technology, but also humans, must become more and more efficient, flexible and faster.

Despite all the positive aspects this change includes, there is also a negative impact on our everyday life at school and work. Current studies show for instance that – as a result of the digitization of almost every section of our life – people more and more suffer from back- and headache due to long sitting and from vision disorders due to working at a monitor for too long.

The constant availability regarding job issues is a burden to the employee’s private life. This leads to the point that the work-life balance is unsettled, which can lead to the fact that even students suffer from burnout syndrome and feeling overburdened by school, work and family. In order to escape the challenges of everyday life, some students stay away from school and accumulate absences, especially during exam periods. Others are retreat into the digital world or become addicted.

What?
The project “Health 4.0 - Health in school also means health in professional life”, is intended to start here in order to give pupils at a vocational school suggestions and concepts by they can stay healthy in time of industry 4.0. Even at an early stage student should learn that nutrition, training, self-responsibility, stress and time management can help to stay healthy in the increasingly fast – paced world.

How?
The five partners from Austria, Luxembourg, Poland, Norway and Germany are all vocational schools. Every single school has already recognized the problem and is working on this with different focuses. This project aims to link the already existing concepts of the individual schools and to create a holistic health concept for students, focused on the changing society.

The focus will be on a special break concept, in order to provide students opportunities for physical activity during the whole day at vocational school. A nutritional concept based on fresh fruit and healthy eating is also part of the concept. An essential element of this concept includes teachers as models for healthy lifestyle. Therefore, theories and models should also be taken into consideration in order to rethink and, if necessary, adapt behavior. Teacher’s health shouldn’t play an insignificant role. In the long term, this project will help to develop and establish a holistic health concept to prevent the negative effects on health caused by industry 4.0 and to encourage other schools to implement it.

College/Institution: Rudolf-Rempel-Berufskolleg Bielefeld
Presenters: Marita Haase | Deborah Oyeniran
Contact details: has@rrbk.de
https://gesund4-0.jimdo.com/
LAMOS EU aims at increasing the transnational employability by shaping and developing the system supporting the transnational labour mobility and adaptability of employees/workers/individuals in foreign/international environment with the active participation of companies, stakeholders and training providers.

The objectives of the project are: a) Improving the transnational adaptability of the workforces; b) Enhancing the competitiveness of small and medium-sized enterprises, through promoting the adaptability of enterprises and workers; c) Increasing the availability of professional transnational career guidance; d) Improving the capacity of counsellors and employment & recruitment agencies.

Project target groups: 1.) Direct: employees working in foreign environment, individuals interested in transnational labour mobility, counsellors, partner organisations and their staff. 2.) Indirect: companies and their HR departments, target organisations: VET organisations and institutions, training providers, trainers/consultants of the target organisations; public and private labour actors (employer associations, labour offices, employment agencies).

Except Eurossuccess Consulting (project Coordinator), the partnership consists of organizations coming from Poland, Greece, Germany and Spain.

Duration: 01/12/2016 – 30/11/2018

College/Institution: Eurossuccess Consulting
Presenter: Giorgos Giorgakis
Contact details: george@eurosc.eu

www.lamos-project.eu

Junior Job Coach is a E+ project that started in 2016 with partners from Spain, Romania, Austria, UK and the Netherlands. The project is developing a peer support system for vulnerable young students or apprentices in vocational education. These vulnerable students often drop out of a workplace of placement due to their insecurity, lack of social skills and/or inexperience.

When they drop out of the workplace or placement they generally also drop out of education. Higher grade students are trained as junior job coaches so that they can support these students and prevent potential problems from escalating, mainly through social media. The coaches are not a replacement for support from school in the company. The project has developed a set of competences for Junior Job Coaches, a training programme with certification and a toolkit for companies.

This result will be presented and discussed at the round table.

College/Institution: ROC Midden Nederland
Presenter: Norbert Ruepert
Contact details: n.ruepert@rocmn.nl

www.juniorjobcoach.eu
Youth unemployment in Europe remains a significant problem, despite slightly declining numbers, and it has severe long-term consequences for young people, the economy and society as a whole. It can best be tackled before it even occurs, through a successful transition from education to work. Effective solutions for such a complex issue bring together all relevant stakeholders. Schools, universities, companies, trade unions, job agencies, youth organisations, politicians and administrators can unite their competences, partners and initiate joint action in order to support young people’s transition to work according to the collective impact approach.

StartNet follows this preventive approach at two levels: in Italy through a pilot network in Apulia and Basilicata, and in Brussels, building a platform for dialogue between the pilot-network and other projects in Europe.

The network of StartNet Italy is composed of the Italian National Education Ministry, regional governments and education departments, schools and students, chambers of commerce, employers, unions and the civil society, who jointly develop and implement strategies for young people’s transition into working life. This includes projects on career and school guidance, internships, prevention for early school-leavers, cooperation between schools and enterprises as well as promotion of entrepreneurship skills.

StartNet Europe is connecting the pilot network in Italy with other innovative initiatives from Austria, Belgium, Finland, France, Germany, Italy, Slovakia, Spain and Switzerland to exchange good practices, learn to overcome common challenges (outreach, multi-stakeholder cooperation, funding, monitoring, future of work etc.), support common goals or interests. The two levels inspire and reinforce each other.

The ultimate objective of StartNet is to improve youth employment solutions in Southern Italy, to create, reinforce and sustain regional partnerships for innovation in education and employment. At the European level, it aims to promote innovative solutions and practices, contribute to EU policies, programmes and fostering regional implementation across Europe.

Through a full-time monitoring, StartNet measures and aims to increase the impact of all its actions as well as the project overall at all stages.

StartNet is a project co-funded by Stiftung Mercator and coordinated by the Goethe-Institut in Rome and Brussels.

College/Institution: StartNet & Goethe-Institut
Presenter: Jan Wilker
Contact details: jan.wilker@goethe.de
https://www.goethe.de/ins/be/fr/kul/eur/stn.html
Service learning in liquina chico, peru

Seminole State began its relationship with Luquina Chico, a small Aymaran community located on a peninsula in Lake Titicaca, Peru, in 2016. Our intent was to forge a lasting relationship with a community where our students (with faculty guidance), could apply the knowledge and skills they acquire in their programs of study to solving real-life issues in the community. These problems could pertain to infrastructure (or lack thereof), water and sewage to name a few. Each year Seminole State sends a group of students led by a faculty member to Luquina Chico, and together our students engage with the community and draw upon their education to improve the lives of the residents. Currently, we have identified five projects in Luquina Chico, and intend to return on an annual basis until the projects are completed.

College/Institution: Seminole State College of Florida
Presenters: AnneLiese Busch | Michael Staley
Contact details: buscha@seminolestate.edu

https://www.youtube.com/watch?v=zQmb4A-5IHY

GET-UP

Education and career paths are often guided by gender-based stereotypes from the first stages. Professionals in transition phases along the education-training-labour market chain often are not sufficiently aware of the role they can play in reinforcing such discriminations and lack specific competences.

The main priority of the project is to address the stereotyping of educational and career choices and to promote gender equality in education, training, career guidance and at the workplace. GET UP has launched a capacity building process for the professionals who intervene in transition phases by developing and delivering a training on gender equality based on a common European Minimum Standard of Competences to be defined and is developing innovative tools to raise awareness on the issue among youngsters and adults - such as a Serious game and short videos.

Join us during the Conference in Como to know more about the training opportunities (offline and online) and the awareness-raising tools developed!

The project is financed by the REC - Rights, Equality and Citizenship programme run by DG Just.

College/Institution: FORMA.Azione srl
Presenters: Sylvia Liuti | Chiara Palazzetti
Contact details: liuti@azione.com

www.getupproject.eu
Student Work Experience in Real Life-SWIRL

Student Work Experience in Real Life-SWIRL project enhances the development of teaching and learning methods and contents, to ensure students gain appropriate competences for future working life and make learning more attractive. SWIRL supports new forms of working through new forms of learning: letting VET students collect, execute and present real-job tasks using the latest pedagogical and digital tools. Concretely, SWIRL aims to:

Empower VET students and boost their confidence and self-esteem by letting them realise the power of their own networks. SWIRL connects the students personal identity to their professional identity.

Develop students competences for future working life by increasing their sense of responsibility, networking skills, entrepreneurial mindset and pro-active attitude.

Increase the pool of work based learning opportunities for students.

Develop VET teachers’ educational and pedagogical skills by enabling VET school teachers to work with their students on Student Initiated Case Study Collection in cooperation with externals and by offering them the knowledge, tools and network to set up the SWIRL programme.

Use students network to develop and increase the VET-Business partnerships. Increase the quality of the execution of Company Assignments by students by truly engaging the student on a personal and professional level.

ICARO

The project Innovative on Soft Skills for Adult Learners (ICARO) aims at designing a customised training path adapted to the needs of each participant in order to get their (re)integration in labour market. ICARO will work with long-term unemployed adult learners, low-skilled and people facing difficulties to access to labour market.

ICARO goes a step beyond and it will recognize the skills acquired by the learners after the practical application of the curriculum. On the other hand, ICARO will improve the training of adults educators/employment officers working with long-term unemployed adult learners. 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.

ICARO Project will have an impact on the participating adult learners who will see improved their employability as well as in relevant stakeholders (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). Stakeholders will extend their knowledge about soft skills development and capacities in adult education provision for increased employability.

Project outcomes: a) Transnational Report on accredited tools/programmes on soft-skills for adult learners; b) Soft skills assessment Toolkit – Personalized and Customized Service Strategy; c) Training curriculum on soft skills for unemployed adult learners; d) Handbook for Adult Staff; e) Blended learning programme - “From home to work”; f) Accreditation; g) Case studies.

College/Institution: EFVET
Presenters: Stela Stancheva
Contact details: ss@efvet.org
http://www.studentinitiated.eu/

College/Institution: EFVET
Presenter: Alicia Gaban Barrio
Contact details: ag@efvet.org
www.icaro-softskills.eu/
The core objective of this research was to evaluate impact of VET mobility projects on further career paths of mobility participants. The tracer study also covered intercultural and social dimensions of mobility experience stemming not only from learning by doing but also from learning in other national and cultural contexts. The vast majority of graduates agrees that such a training experience provided them with an opportunity to try their hand in the world of work.

Moreover, the respondents note significant differences between professional experience gained in Poland and abroad, claiming the importance of the coherent strategy for planning domestic and foreign internship programmes. According to former trainees this kind of synergy between learning abroad and at sending school significantly improves the quality of provided training and its impact on their further professional careers. It should be added, however, that such impact claims to be dependent on various factors, such as the length of stay, the nature and extent of work, recruitment criteria and the quality of organisational arrangement and mentoring provided. This may indicate the salience of the sending and receiving institutions organisational capacity to deal with vocational mobility of learners.

Foundation for the Development of the Education System

College/Institution: Foundation for the Development of the Education System  
Presenters: Michał Pachocki | Agnieszka Rybińska  
Contact details: mpachocki@frse.org.pl

www.frse.org.pl

Commercialpolis

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

Every day we see lots of commercials. What can we do to make these commercials catch someone’s attention? Storytelling is the new buzz word. But what skills do you need to use storytelling in the right way?

I enjoy showing you the results of this project, but more importantly; Commercialpolis is a project in which students, staff and companies work together. Commercialpolis is a “hands on” project. There are five meetings for which students from each of the seven participating countries make a pre-meeting assignment and five to six mixed teams make an assignment during the meeting. All teams are inspired by keynote speakers and all the results are given feedback by staff from local companies. A unique way to work and learn in a multi-cultural and multi-disciplinary way.

Would you like to see more? Would you like to be inspired? Please come and see me.

College/Institution: Grafisch Lyceum Rotterdam  
Presenters: Sjoerd Wanrooij  
Contact details: wanrooij@glr.nl

www.commercialpolis.eu
Commercialpolis is a unique project in which students, staff and companies work together to learn more about storytelling in commercials. But earlier projects have shown an unexpected and important learning outcome:

We are all in the same business namely the creative communication world, but we all have a very different views on education and a very different approach to a challenge.

We have so much to learn from each other: Teachers, students and companies.

The Commercialpolis way has shown to be a very productive way of learning. Let’s use this concept again. Let’s bring students, staff and companies together to learn more about our different ways of working in the creative communication world.

Would you like to join forces?

College/Institution: Grafisch Lyceum Rotterdam
Presenters: Sjoerd Wanrooij
Contact details: wanrooij@glr.nl

VET_GPS

VET_GPS - Guiding tools for Professional Skills development in VET focuses on the acquisition, development and assessment of soft skills of trainees attending VET training, essential for their personal development, social participation and workplace success, contributing to: the reduction of early School Leaving/ combating failure in education; overcome skills mismatches between the training & labour market needs and the promotion of rates of employability, by providing career guidance. Soft Skills are recognized to be the success factor enabling individuals’ well-being, self-confidence, autonomy and responsibility; fulfillment of education/social and professional lives, career development and higher income. The set of Soft Skills is often referred to as non-measurable by conventional tests or exams, as they include a wide range of skills related to individual mind-set, such as: capacity building, learning to learn, persistence, resilience, creativity, self-discipline, self-reflectiveness, acting autonomously. Soft Skills can be life or work-oriented, but some of them are both. That is the main reason why individuals possessing higher range and levels of the set of Soft Skills will be better prepared to obtain educational and professional qualifications and be better prepared for the world of work, but also of live meaningful, sustainable and more responsible lives in a constant and changing world. At the end we expect to have a wide set of tools resources, exercises and training materials supporting VET trainees and VET professionals, allowing the inclusion of soft skills in regular VET offer to prevent early drop outs and increase the employability rates of recent qualified trainees, through the acquisition, development & assessment of soft skills, in line with market needs.

College/Institution: EFVET
Presenters: Alicia Gaban Barrio | Valentina Chanina
Contact details: ag@efvet.org

www.vetgps.eu
Measuring Return on Investment from European VET Mobility - ROI-MOB

All people say work experiences abroad are useful, enriching, favour employability, development of one’s skills, etc. What are such statements based upon? Are there any studies or statistics about that declared worthiness, or better indicators to describe it and methods to measure it, in order to search for it from the very inception of mobilities and assess it downstream, to improve quality of offer, attractiveness to participants and companies, and to provide data to better focus mobility policies on EU territories?

ROI-MOB aims at putting some order in these matters, by identifying and testing some indicators suitable to measure the “Return on Investment” (ROI) in EU VET mobility (especially for 19+ years old participants, and EQF levels 4 and higher), investigating affecting factors and devising methods and tools for turning them into success factors. This is done through a huge statistical survey among students, companies and VET providers involved in VET mobility. Collected data are analysed and findings conveyed into a single, composite, statistical figure, to build up a comprehensive “system of measurement”, including a “toolbox” for exploitation in partner and other organisations.

College/Institution: Istituto Formazione Operatori Aziendali - I.F.O.A.  
Presenters: Luca Boetti | Valentina Chanina  
Contact details: boetti@ifoa.it  
http://www.roi-mob.eu/

Capacity Building for Intermediary Organisations through e-learning - E-APPREN project is aiming to build the capacity of the intermediary organisations to support apprenticeships through the organisation of e-learning courses. The intermediary organisations are going to identify 30 best practices that could be replicable in their countries and make a research for the identification of the training needs of the staff working in the intermediary organisations on the one hand and mentors/ staff working in SMEs on the other hand. On the basis of this research, the partnership is going to develop e-learning training material and then organise e-learning courses to intermediary organisations in the partner countries but also in a European level.

The emphasis of the training courses would be put to the raise of the awareness of the apprenticeships to SMEs but it would touch many other subjects related with the organisation of an apprenticeship.

College/Institution: EFVET  
Presenter: Stela Stancheva  
Contact details: ss@efvet.org  
www.eappren.eu
IMC (INTERNSHIP MANAGEMENT CENTRE)

Foyle International, with over 20 years’ experience in hosting and sending students on internship programmes throughout Europe has developed its own specific Internship Management Centre software, specifically aimed at monitoring and controlling quality within an international mobility programme such as ERASMUS +. The Internship Management Centre (IMC) is an innovative, cloud based, web application which is capable of managing, assigning, assessing, monitoring and generating critical documentation for work placements. Whilst guaranteeing information security, it permits adaptability and accessibly to clients by permitting access from a wide scope of devices internally and externally to the business organisation or educational establishment.

The real point of interest of this framework is that it can drastically diminish an organisation’s administrative work load by creating reports automatically, providing dashboard snapshots of crucial information, email notifications, and a great deal more. The framework decreases the general expense to an organisation in terms of time and money; it additionally gives a strong database that is not dependent on a solitary staff member’s knowledge. The IMC framework could conceivably be more productive to a business by eliminating bottlenecks such as the limiting factor of the amount of students a business can handle, due the expansive amount of administration and documentation required for each student. The framework can overcome this scenario by automating the administrative work, hence potentially increasing the maximum capacity of students a business can have.

College/Institution: Foyle International
Presenters: Paul Murray
Contact details: paul@foyle.eu


SEPLO ECVET

SEPLO stands for ‘Simplifying the Evidencing Process for Learning Outcomes’. It is a two-year European project, funded by the Erasmus Plus, delivered in partnership with 6 European organisations. Our aim is to demystify ECVET and create resources which allow for easy implementation into distinct national contexts, thus increasing the opportunity for European learners to go abroad and enrich their learning through mobility experiences.

The SEPLO project has produced six intellectual outputs, which fall into three broad categories:

- Mapping of Accrediting Bodies
- Guidance on the Assessment of LOS
- Support for Vocational Colleges, Mobility Participants and Host Organisations

We have tested these resources with our partner organisations and with participants directly involved in the mobility activities of our partners so to make sure we have covered all types of situations. All the “Support for Vocational Colleges, Mobility Participants and Host Organisations” have been developed into interactive resources that we believe are the most easier to understand and use through the ECVET process for all stakeholders: this is what we intend to present while avoiding too ‘boring’ presentation! Available in 3 languages.

College/Institution: ALFmed Languages & Mobility
Presenters: Florence DELSENY SOBRA
Contact details: f.sobra@alfmed.com

http://www.seploecvet.eu/
Technical and health care VET education to refugees

With the recent absorption of refugees and the prosperous economy in Europe two challenges can be recognized. How to integrate these newcomers in our society and how to solve the lack of professionals in the health care and technical sector. Combining these two challenges might be a part of the solution. I would like to share the outcomes of two Erasmus+ KA2 projects during ‘my round table’.

Within the ‘Inventory for Care à la carte’ project an inventory of the possibilities for tailor made health care education for refugees within Denmark, Germany, Turkey and the Netherlands is made, resulting in analysis of best practices/pearls of possibilities within each project country. Through the ‘Intercultural competence in VET for wood, metal and vehicle technology’ project, VET organizations from Sweden, Germany, Austria and the Netherlands are developing an e-learning module for technical VET teachers who have to (or will) teach refugees. A useful and handy tool for better understanding and more effective and efficient education.

College/Institution: Aventus
Presenters: Durk van Wieren
Contact details: d.vanwieren@aventus.nl

GROWMAT
Growing the Market in Accessible Tourism

25% of the total EU population is aged between 55-80 years. This demographic change increases tourism demand that opens new and emerging markets. Recessions tend to hit younger workers harder than older. EU youth unemployment is 24%, twice as high as the adult jobless rate. Self-employment is often seen as a way out of unemployment. Many young people embark on entrepreneurship, with varying degrees of success. DG Enterprise and Industry in 2012-2013 built a picture of Accessible Tourism in the EU. This research convinced partners that there was an enormous potential to grow the market in Accessible Tourism, giving much needed work to young people, providing new opportunities to new and existing entrepreneurs. This project delivers accessibility as a new opportunity for the tourism market, creating a modular course using innovative methods: a) co-creation (Living Lab) and including disabled people in the curriculum design; b) 4 modules cover entrepreneurship, including social enterprise; accessibility awareness and comprehension; c) a standard that could be embedded into any curriculum with EU certification pursued; accessible tourism; d) marketing accessible tourism (to open up the out-of-season market for older persons). It also creates co-operation between education, business, social enterprises, NGOs and similar to raise awareness of accessibility. A business case for accessible tourism will be created, to ensure businesses recognise the potential of the market available.

College/Institution: CDEA
Presenters: Marijo Irastorza Insausti
Paloma Enriquez Ordoñez
Contact details: m.jirastorza@ceban.com
https://growmat.eu/
ENGINE4F

The partnership of this project, composed of 10 partners, from 6 different countries, involved vet schools, universities, SMEs and Order/association of Engineers.
It addressed a common European need related to the lack of qualified staff within technical and engineering professional areas, especially women. It also intended, indirectly, to increase labour market relevance of VET courses, specially attracting girls into more technical VET areas so that a balance of gender was achieved.

Our project aimed at intervening among 8th and 9th grade students - and female students in particular. By increasing their exposure to technical areas and engineering professions and by promoting the learning of STEM related subjects through creative and innovative teaching practices, to be included in the subjects of Sciences, Maths, Physics and Chemistry, we also contributed, among others, to deconstruct gender stereotypes, promote gender equality within these areas, increase labour market relevance of VET courses and review negative pre-conceived ideas related to VET learning paths.

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

The project also comprised the creation of a Virtual Learning Environment (VLE - http://www.pragmaeng.it/engine4f/ ), which acted as a portal giving information on career areas, curiosities, examples of career opportunities within each area, possibility to upload or download documents, etc.

At the end of this project it was expected that not only the number of female students and students in general pursuing VET courses focusing on engineering/technical areas increased, but also preconceived negative ideas related to VET courses and engineer career opportunities decreased.

A better understanding of employment opportunities related to these areas, along with increased motivation for learning Maths, Physics, Sciences and Chemistry; development of soft-skills leading to decision-making, problem-solving, etc. (through activities implemented also in each school of the partnership), was also expected and achieved.

College/Institution: AEVA - Escola Profissional de Aveiro

Presenters: Ms. Ana Ribeiro

Contact details: ana.ribeiro@aeva.eu

www.engine4f.aeva.eu
TECHSenior - Technology for Assisting Senior

Active ageing creates wellbeing in everyday life and supports rehabilitation. The internet is a very useful tool to help you remain in touch with friends, shop, bank and find out about new hobbies and interest. The internet has made life easier and is an excellent source of information, but it’s important to use it safely connecting to it.

The project intends to support independent living by the use of technology.

The aim of the project is to:
- Develop a training program supporting elderly people to live an autonomous life.
- Make elderly people less dependent on help from their partner, children, volunteers and professional caregivers.

The project addresses:
- Trainers and teachers of care workers
- Volunteers
- Elderly people

College/Institution: SOSU Østjylland
Presenters: Jan Sig Wadsholt
Contact details: jw@sosuoj.dk

www.techsenior.eu

Mobiliteach Summer School

Competences & skills needed to implement Erasmus+ mobility projects belong to few VET providers. There is a need to train teachers/staff on the planning and management processes. Mobiliteach is an international Summer School addressing teachers of VET Schools and staff of Mobility Coordinating Organisations interested in improving their competences on how to plan & manage mobility projects. Conceived by a network of experienced partners cooperating thanks to a 2-years KA2 project, the Summer School is based on trainers' storytelling, practitioners' peer to peer learning and on the exchange of good practices. The methodology is based on experiential learning and active involvement of participants. It includes a combination of indoor activities, oriented at promoting interaction among the attendants and simulations of real life situations, and outdoor activities where experiential learning is addressed by immersion of participants into the local culture from a personal/professional point of view.

Participants gain new technical tools, a deeper understanding of different points of view of mobility stakeholders and a new challenge: developing or improving learning mobility projects in their VET centres! Final aim? Supporting VET providers wishing to integrate mobility in their curricula while providing a training opportunity for their teachers/mobility coordinators. Our dream? To bring Erasmus to all schools and training centres providing life changing experiences to their students!

College/Institution: Uniser soc coop
Presenters: Lucia Mancino
Contact details: lucia@uniser.net

www.mobiliteach.net
Innovation means spirit of initiative but must be cultivated and channeled: this is the idea behind the project, started since 2008, by the Chamber of Commerce of Como. The aim of the project is to support students from secondary schools and VET institutions in developing entrepreneurial skills, by the mean of creating their own product/enterprise and taking part in a final competition among them.

Three basic principles:
1. to help create a synergy between the world of school and the world of work;
2. collect and convey the spirit of initiative through the value and the method of co-designing, and building a system;
3. to confirm the value of the method as an instrument of “making things”.

The project covers the whole school-year and takes on the characteristics of a “project method”, within which skills and training are developed.

It ends with an event day, June 5, which emphasizes all the projects developed with dedicated moments and in which the goal of doing continues with a proposal of short afternoon workshops and the award ceremony of the winners of the Ideimpresa Award.

The instrument:
“Ideimpresa” is the Innovation Award, that the Chamber addresses to all students of upper secondary schools in the province of Como. Each year has been touched a different topic, always paying attention to sustainable development. includes several steps, in which students develop their innovative idea with the support of the Chamber which provides them with contacts with businesses, institutions, and cultural operators, as well as specific training.

The steps of the project:
1. administration of collective and individual training (in direct contact with companies and cultural operators);
2. healthy spirit of competition (diversified prizes for all the participants, including teachers and school of belonging);
3. teamwork (min.3 max 6 students);
4. emergence of the concepts of feasibility and communication of an idea;
5. final event attended by all the protagonists with the presentation of all the participating ideas.

All the ideas in the competition will be presented during the Innovation Day which will be held in the local Innovation Hub (ComoNExT) in June.

Consolidated Partners include Research centres, Enterprises, Universities, including: ComoNExT, Politecnico di Milano, Università degli Studi dell’Insubria, Conservatorio Musicale, Accademia Delle Belle Arti A.Galli, Trade Associations.

College/Institution: Camera di Commercio di Como
Presenters: Immacolata Tina
Contact details: tina@co.camcom.it

https://www.youtube.com/user/CameraCommercioComo/playlists?sort=dd&view=50&shelf_id=5
Notes

Editor: EIFET conference team
Graphic & Layout Edition: Debora Battistessa, Graphic Designer CREATIVA DESIGN
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