EfVET is a unique European-wide professional association which has been created by and for providers of technical and vocational education and training (TVET) in all European countries. Its mission is to champion and enrich technical and vocational education and training through transnational co-operation by building a pan-European network of institutions.

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1/ Introduction
EfVET and the National Representative of Netherlands are pleased to announce its fifth annual Award for Excellence, recognizing outstanding contribution from EfVET members.

Since 2016, EfVET has celebrated excellence in Vocational Education Training and Adult Education. The EfVET Dutch members decided on the 16th of June 2016 to honour EfVET and give an award to the EfVET organization to celebrate its 25th anniversary.

EfVET Award of Excellence is intended to honour people, organizations, or projects that have had a lasting and important impact on promoting, improving or innovating VET education, specifically at the European level.

Ms Marloes de Vries
EfVET National Representative of Netherlands

Stelios Mavromoustakos, Iñaki Konde, Joachim James Calleja, René van Schalkwijk and Valentina Chanina.
2/ PROJECTS:
Digital Learning
"Empowering Education Systems in Information Security”  
I SECURE  
EFFEBI  
European Project / Digital Learning  
Country: Italy

Project Description

“Empowering Education Systems in Information Security” I SECURE (2015-1-IT02-KA201-015005) is an Erasmus+ Project that promotes the strategic use of ICT in teaching and learning programmes as a precondition for the development of innovative pedagogical methodologies at secondary school level (11-18 years old) in Bulgaria, Italy, Spain and The Netherlands.

To develop and disseminate an ‘information security culture’ as a crucial step in the digitalization process of educational contexts, the Partnership has developed:

- Needs and Gaps Analysis of the implementation of Information Security in school systems
- ‘I SECURE Agent’ Professional qualification (EQF Level 4).

Further information about ISECURE Project is available on the project website: www.isecure-edu.eu
Achivements of nominated

Effebi Association was one of the main proponents of I SECURE Project and actively contributed to both the project management and its implementation.

In terms of project management, Effebi was the Methodological Coordinator of the project, having the role to guarantee the coherence among the Partners and the harmonization of the working process throughout the overall implementation period of the project.

According to Siemens’ connective perspective, learning is network creation and “knowledge” is a particular configuration of connections between existing or new nodes.

The combination of different technologies can support the development of enriched learning content with the provision of simple interfaces that allow teachers to share knowledge and experiences. On the methodological dimension, this calls for far beyond the simple integration of technological channels. Learning environments can be featured as embedded and open ecosystems, living structures that are developed, discussed and managed by committed communities and where the critical success factor is the active engagement of users that access, share and builds knowledge, competences, values and identities in a continuous interaction within the community and the external relevant environments.

In this framework, Effebi Association was responsible for assuring the implementation of new learning models that are addressing the Flexibility paradigm, conceiving the learning environment as a flexible space resulting in a “co-design of learning spaces” and composed by multiple components (communication tools, codes, languages, training aids, open resources and ad hoc resources) that are in an interactive and
complementary relation. The TEL I SECURE eco-system, was conceived to be a social and cultural space where the learner moves, explores, draws on the surrounding opportunities to create own experience, adapting the acquired knowledge to previous representations.

In terms of project implementation, instead, Effebi coordinated two key activities – the Needs and Gaps Analysis for identifying the concrete problems and challenges in the field of Information Security at secondary school level and the Piloting activity to test project’s results.

The Needs and Gaps Analysis explored teachers, students and parents’ priorities and concerns about cybersecurity. In particular teachers, as educators, felt responsible for students’ learning and are motivated to acquire and transfer to their students more information on the topic. They also agree on the importance of having an Information Security Education course curriculum, as a compulsory subject within the school programme, supported by an effective educational strategy at school level in coordination with national Policies. Besides, the implementation of collaborative activities on this topic was identified by stakeholders as an opportunity for schools for establishing an “educational alliance” with families, which is fundamental for fighting incorrect behaviours on the Internet.

Taking into consideration the training needs identified for the target groups through this field research, Effebi Association and other Partners, with the support of the school staff and experts involved in the interviews and focus groups, developed the current structure and contents of the I Secure Agent professional qualification.

The Piloting activity was aimed at assessing the adequateness and the effectiveness of the contents of the “I Secure Agent” training course and at beta-testing the TEL I Secure platform with end-users to identify the presence of any technical and methodological issue. For this reason, the testing phase was structured in two stages:

1. National training event: face to face training modules with teachers for the assessment of the training course contents.
2. Collaborative learning activity on ‘social networking’: an online collaborative learning exercise to test the TEL I Secure eco-System platform and its functions.

In all countries the continuous communication and dissemination of the Project with the same stakeholders guaranteed not only a general interest in the Project's progression but also a constant involvement of these actors and, subsequently, it allowed the participation of at least 15 testers per country. The heterogeneity of the group which included teachers and headmasters, supervisors, students, parents perfectly matched with the project's aim of promoting the strategic and innovative use of ICT at the school level through the involvement of the main players (teachers) and the final beneficiaries of education (students).

The ‘I Secure Agent’ course gained a favourable consensus among its audience: the course was defined to be very well structured in terms of learning outcomes and contents; profitable for the course's final users (the teachers) who felt to have improved their professional skills; relevant for enhancing the digitalization of education programmes in schools. Also the TEL I SECURE Platform received very positive feedback for its architecture and variety of tools and activities. The presence of technical and didactical tutors contributed to the effective functioning of the Platform and guaranteed suitable support to the users.

In conclusion, the testing results revealed the success of the initiative, both at the single country level and also at the European level because of the partnership composition and regional distribution that covered the main European regions.

In particular, the partnership is composed as follows:

- Ufficio Scolastico Regionale Lazio (Italy)
- Finance & Banking, Associazione per lo sviluppo organizzativo e delle risorse umane (Italy)
- E-CO e-Learning Studio (Italy)
- Open University The Netherlands (The Netherlands)
- Inercia Digital (Spain)
- University of National and World Economy (Bulgaria)
- Multidisciplinary European Research Institute of Graz (Austria)
The “Enhance self-awareness and balance the personalized learning in ESL prevention through a Smart Learning Environment” - ENABLE (2016-1-IT02-KA201-024610) is an Erasmus+ Project aimed at developing an innovative methodological and technological approach to prevent Early School Leaving (ESL) from secondary schools, especially from iVET through the promotion of Smart Learning.

Environments to guarantee full access and participation of the so-called at-risk students in the learning processes.

According to the information note issued by CEDEFOP (2013), dropping out of school represents 1.25% of GDP of European economy and it is considered a social and economic emergency: in Europe 10.6 % of the 18-24 olds in 2018 are early leavers with Italy and Romania presenting the highest rates – 14% and 16 % respectively (EUROSTAT, 2019). On the other hand, a study by the Italian National Agency (INDIRE, 2015), indicated lower dropout rates in schools engaged with technology in education.

At European level, different policies were implemented and it emerged that more effective use of learning technology can foster in students
the development of skills needed to manage their careers, especially soft skills and increase students' awareness of their own educational goals in terms of learning outcomes and usefulness.

In this framework, the ENABLE project aimed at reducing early school leaving by designing, validating and implementing a new learning ecosystem. Main project activities include:

1. Needs Analysis in terms of school drop-out rate, sharing best practices on identifying the at-risk students and the prevention of ESL: the Consortium performed study research to identify main factors that negatively impact on dropout rates.

2. ENABLE Technology Enhanced Methodological Approach on ESL: an innovative and replicable methodological approach for inclusive smart learning activities, identifying career-oriented soft skills and competences for students was developed.

3. The ENABLE Smart Learning Environment: the online learning ecosystem where all soft skills-related training materials are integrated, includes:
   - Self-learning activities through mobile learning
   - Collaborative-learning activities followed by teachers
   - Learner portfolio, where the student can enter their informal experiences
   - Gamification related to soft skills, linking them to concrete work situations
   - Learning a tracking system to help teachers understanding when learners are struggling to pass the course, to provide them with appropriate support.

ENABLE project involves seven partners from four European countries (Italy, Lithuania, Romania and Sweden) composing a transnational partnership. All Partners brought important experiences in the field of education, especially in terms of Early School Leaving.
In particular, the partnership is composed as follows:

- I.I.S. Federico Caffè (Italy)
- Ufficio Scolastico Regionale Lazio (Italy)
- Finance & Banking, Associazione per lo sviluppo organizzativo e delle risorse umane (Italy)
- Kaunas Science and Technology Park (Lithuania)
- Daukantas school (Lithuania)
- ‘Gh. Lazar’ National College (Romania)
- Folkuniversitetet (Sweden)

For further information visit the website http://www.enableproject.eu/index.php/en/

Achievements of nominated

Effebi Association was one of the main proponents of ENABLE Project and actively contributed to both the project management and its implementation.

In terms of project management, Effebi was the Methodological Coordinator of the project, having the role to guarantee the coherence among the Partners and the harmonization of the working process throughout the overall implementation period of the project.

Problem-based learning (PBL) is a student-centred pedagogy in which students learn about a subject through the experience of solving an open-ended problem which gives students the chance to discover knowledge in a meaningful and applicable way.

As a result, ENABLE partnership considered Problem-Based Learning methodology to be the best representation for inclusive smart learning activities for several reasons:

- Higher knowledge retention
- More appropriate use the knowledge learned
- Activation of prior knowledge: students apply knowledge to understand new information
- The similarity of contexts in which information is learned and later applied
- Opportunity to elaborate on information that is learnt during the problem-solving process.

In terms of project implementation, instead, Effebi coordinated two key activities – Needs Analysis in terms of school drop-out rate and the Piloting activity to test the project’s results.

Concerning the Needs Analysis, the
Consortium investigated the main reasons related to early school leaving from school. The persistently high level of youth unemployment in the EU is a serious problem: Labour market entrants with the lowest levels of educational achievement face the highest risks of unemployment. However, from the research emerged that a cross-sectoral approach providing better coordination of formal, non-formal and informal learning would facilitate smoother transitions from school to work.

The complexity of the ESL phenomenon highlighted the need for refocusing the culture of soft/transverse or psycho-social skills, and metacognitive or reflective skills, which act as a motivational stimulus to academic success.

Research shows that the choices made in schools illustrate a wide range of actions, both in the factors that influence the decision to drop out of school, both in the advice and suggestions of students and teachers to combat early school leaving. All partners, in survey and interviews, identified as soft skills best suited to prevent ESL those included in a very broad view of the development of civic skills and relational ones such as:

- Interpersonal skills
- Communication
- Flexibility
- Responsibility
- Teamwork
- Work ethic.

Based on Needs Analysis’ results, Effebi Association and all partners developed learning materials for students directly-related to key soft skills. Following this, Effebi was responsible for coordinating the Piloting activity to test and validate the online environment hosting learning activities. According to research conducted by Adobe, “Z Generations” see tech and creativity as important and intersecting aspects for their identities as it fosters innovative thinking and makes them better prepared for the future workforce. In particular, technology can provide a useful environment for developing skills for the knowledge society and specific objectives for promoting language learning, developing entrepreneurship and the overall need to enhance the European dimension in education.

Because of this technological vocation, young students’ best learning performance is triggered by doing/hands-on experience
(e.g. Lab work, creating content). Following this input, the ENABLE online learning environment was developed to provide teachers and students with a ‘virtual’ space for sharing and interaction. To assess and validate the platform as well as the training materials, Effebi was responsible for coordinating the Piloting activity aimed at:

- catch potential problems
- determine if any adjustments or adaptations to the program were necessary
- reveal unforeseen challenges
- gauge the students’ reaction to the program
- improve the students’ career-oriented skills and create their competences portfolio.

The Piloting activity was organized with both teachers and students who were asked to evaluate their learning experience. Teachers who took part in the piloting stated that the learning activities provided have the potential to develop the competences and to improve employability opportunities of young people and found very helpful the use of PBL approach to enhance the quality of education. For this reason, they would recommend the use of the platform to other schools and teachers.

Students and tutors appreciated both the variety of methodologies presented (audio-visual material, creative exercises, simulations, role-plays etc.) and the balance between individual exercises and workgroup. This was very important to respond to different learning styles and needs. In particular, students were well engaged and interested throughout the training thanks to the clear organization of the training sessions, the practicality of the activities, the very well-structured exercises that were also relevant to the participants to facilitate understanding of the scope and importance of the educational material.

The pilot test was also a good opportunity to begin building community awareness and strengthening key partnerships, which will be important and helpful for a successful full-scale implementation as well as with the sustainability of the project.
EfVET Award of Excellence 2019: nominates

3/ PROJECTS: Entrepreneurship
«From Theory to Action - ActYouth EU»

Eurosucsess Consulting
European Project / Entrepreneurship

Country: Cyprus

Project Description

«From Theory to Action - ActYouth EU» is a European project funded by the European Commission under the EU programme Erasmus+. The main goal of the project was to develop a system aiming at recognizing, evaluating and developing horizontal skills of young people, students and graduates (particularly entrepreneurship skills, such as initiative and creativity).

Also, ActYouth EU aimed at improving higher education, targeting at smart, sustainable and comprehensive developmental fields, such as:

- Youth on the Move,
- Digital Agenda for Europe,
- Skills for jobs
- The Entrepreneurship Action Plan 2020

A strategic partnership of five expert organizations from four European countries (Cyprus, Poland, Lithuania, Portugal) is formed to ensure maximal dissemination and exploitation in the EU. These organizations are Eurosucsess Consulting (the coordinator of the programme), the European University Cyprus, the University of Aveiro in Portugal, the OIC Poland Foundation Foundation in Poland and the Vyatus Magnus University in Lithuania.
The programme has a duration of 24 months which has begun in October 2015 and will be completed in October 2017. The short-term objective of ActYouth EU is to create and provide a structured and analytical methodology accompanied by appropriate "training tools" to trainers and academics who are responsible for the improvement of horizontal and entrepreneurial skills of young people. All the skills that the students will acquire will have a positive effect in finding work increasing European competitiveness and social cohesion.

The prospective results that will be derived from the implementation of the project are:

- ICT tool for competence assessment for students and graduates,
- Training package for trainers and educators, and
- On-line simulation game - a tool to improve the entrepreneurial and transversal skills of students and graduates.

The main aim of the EU YOUTH: FROM THEORY TO ACTION project, in which Eurosuccess Consulting was the coordinator, was to foster the employability and innovative potential of young people /students & graduates by upgrading and developing their competencies for entrepreneurship, entrepreneurial attitudes and other transversal competencies necessary for successful entering the labour market. This aim was to respond to the educational challenges of higher education in Europe and all members of the EU.

The project implementation was divided into 9 WPs. The 1st WP concerned the project management, the 8th WP – Promotion, dissemination and exploitation, and the 9th WP – Quality control, Monitoring and Evaluation. The WPs 2-7 included direct activities leading to the project results. Division of the project into work packages and defining their aims and deliverables enabled to order the project implementation. Transparent rules of management and direct contacts between all project partners were the base of effective project coordination. To ensure the proper project management Eurosuccess Consulting developed the Management and Financial Plan which included the timetable defining all activities, project outcomes/products, time limits, project milestones, risk
management etc.

The partnership was based on 5 important aspects: (1) previous experience in transnational projects and transnational cooperation, (2) expertise in the areas required and level of competence on it (Education & Training; Entrepreneurship), (3) complementarity of the project partners, (4) access to the direct and indirect target groups (research, dissemination, exploitation), (5) geographic coverage to ensure maximum dissemination and exploitation in EU.

The ActYouth EU project has had an intense impact on its target groups and stakeholders, primarily at the partner countries as well as in the rest of EU, providing tools and materials for further transfer of the knowledge in other EU countries and their institutions. Furthermore, through the usage of its tools and results, long-term, is expected to have a positive impact on improving growth rates and create more jobs, which complies with Europe's growth strategy for the coming decade "smart, sustainable and inclusive growth".

More information about the project can be found at www.actyouth.eu

The final products derived from the ActYouth EU project are ready and uploaded to the project website. These concern:

- O1 - Regional research analysis report & Competency profile of a student/graduate entering labour market
- O2 - ICT tool for competence assessment for students and graduates (including the User’s guide of the ICT tool for competence assessment).
- O3 - Training packages for trainer/educator and trainee/student.
- O4 - Online simulation game / Educational tool to foster the entrepreneurial and transversal skills and attitudes of students and graduates (including User’s guide of the simulation game).
Please note that the versions are available in English and all national languages of the consortium: Greek, Lithuanian, Polish and Portuguese.

All main project products, which will be maintained after EU funding, are ICT tool for competence assessment, Decision-making simulation company, Training packages per competence (for student/graduate and trainer/lecturer). All products were translated into the national partners’ languages plus English and are available for public usage after the project implementation through various means.

ActYouth EU project will impact on trainers and lecturers of higher education providing them with well-focused and complex methodology and tools to improve the efficiency in incorporating transversal skills such as entrepreneurial and enterprising skills, which will have a positive effect on the employability of graduates, improving European competitiveness and social cohesion. To maximize impact, ActYouth EU has sought direct involvement of lecturers and SMEs in project activities where it benefited from their experience. Involvement in the partnership of different kind of actors assured a fruitful exchange of knowledge and experiences between business and academic sectors and joint development of innovative learning/teaching toolkits that can effectively answer to actual and future labour markets needs on entrepreneurial skills and transversal related competencies.

The Exploitation Strategy included the sustainability issues, with actions concerning the life of the project and beyond the project lifetime. The project results will be used by all project partners and become part of their offer. They can be easily incorporated into a traditional educational path delivered by higher education institutions.

The partners and their networks assured a wide coverage at the international, national and local level. A wide EU cooperation was essential for addressing the EU skill shortage for entrepreneurship skills and transversal competences; a long-term, goal-oriented KA between Education and Business was crucial for setting the proper objectives, further co-developing and capitalizing the distributed knowledge and resources needed for the design, implementation and further sustainability of the
EfVET Award of Excellence 2019: nominates project. The EU level of the project (1) enhanced the development of competencies for entrepreneurship of students and graduates in the project countries, (2) fostered and widened the competencies of EU teaching staff, sharing the possibility to use innovative approach, (3) developed the innovative approach to competency development based on the competence assessment, (4) contributed to unification of the educational and training standards to recognize the learning outcomes, (5) tracked the competency development of students to prepare them to successful entering the labour market, and (6) developed co-operation between the education and business sectors different countries.

Information and access to all project outputs are available at www.actyouth.eu
French Cook Masterclasses

ALFMED
Project / Entrepreneurship

Country: France

Project Description

Over 14 years ALFMED – Language accredited centre and Mobility provider - located in the South of France is actively involved in the vocational CATERING sector through:

*Transnational Mobility Projects inbound and outbound: we have hosted 350 Erasmus cook learners from all over Europe (Spain-Germany-Ireland-the UK – Greece-Hungary – Belgium- Italy – Slovakia) and we have sent 60 French Erasmus cook learners (from Lycée Bourquin) in 5 different countries

*Language programs dedicated to French Chefs for the French professional association of Chefs ‘Toques Blanches du Roussillon’ (in English)

Since 2017, we have implemented together with ‘Toques Blanches’ Chefs (including Michelin starred) and a local Catering VET school Lycée Bourquin some unique French Cook Masterclasses.

Initially, such a concept has been developed for a group of learners accompanied by Catering and Oenology teachers.

Finally, we have set up 5 French Cook Masterclasses sessions on specific dates in 2018 and 2019 mainly dedicated to Catering and Oenology teachers and managed by Michelin starred Chefs from
‘Toques Blanches’. We ended up with a total number of 18 Catering and Oenology VET teachers from several countries (UK-Ireland-Germany-Belgium-Hungary-Greece) who experienced these Masterclasses and enjoyed best practice exchanges.

These **French Cook Masterclasses** consist of:

- 5 full days of training and job shadowing depending on sessions and season focus on chocolate – lamb – wine pairing – festive meals – Easter tradition etc ...
- 2 half-day Masterclasses in the VET school Lycée Bourquin: job shadowing with VET teachers at the school high-class facility
- 3 half days Masterclasses held in restaurant kitchens with French Michelin starred Chefs (belonging to ‘Toques Blanches’
- Discovery sessions of local Gastronomy products:
  - Professional tasting session with the local association of Wine producers CIVR : Wine AOC /fortified natural wines
  - Guided visits of agricultural domains to learn about the production of wines – Local cheeses – Organic products – Epicerie fine innovative local products (Abies Lagrimus)

**Highlights**

- Because sessions are planned on specific dates chosen by Toques Blanches Chefs, in regards to season and availability, Masterclasses are open to a large scope of VET schools and therefore allows to guarantee a mix of nationalities so to make sure that teachers can enjoy a European exposure.
- Presentations and tasting done by French professionals are facilitated by ALFMED (done in English) and always organised in professional settings
- Professional stakeholders are involved in the program: Toques Blanches Association and – CIVR Wine producer Trade Union on the side of SMEs, ALFMED and VET school ‘Lycée Bourquin’ on the side of VET.
- Gastronomy trends, up to date technics, innovative products and recipes are shared among participants so to integrate them into curricula
EfVET Award of Excellence 2019: nominates

Context

• Perpignan stands in the region Occitanie Pyrenees-Mediterranean, we are proud of our 48 Michelin-starred chefs who have raised the region's gastronomy to new heights of gourmet achievement, flavour and elegance.

• Michelin-starred Chefs as well as renowned qualified Chefs Toques Blanches valour local products and seasonal cuisine based upon both tradition and ‘nouvelle’ French cuisine. They do provide a highly treasured job shadowing as professional experience in a French context.

• Nestled between the Pyrenees mountains and the Mediterranean coast, Perpignan coastal plain offers a wide range of products: from wine to artichokes, green lettuce, organic tomatoes, apricots, peaches, apples, cherries and strawberries... Pyrenees lamb, Conflent duck foie gras, seafood, local traditional products inspire Chefs and open large horizons for creativity.

Achivements of nominated

This Masterclass project has been made possible thanks to a long-term collaboration between ALFMED and local stakeholders such as the Professional Association of Chefs ‘Toques Blanches’, the VET Catering school ‘Lycée Bourquin’ and the Wine producer Trade union CIVR.

What did we learn from this “Cook” Erasmus student & staff experience? What are our achievements?

• The French language is not compulsory if participants have strong motivation and technical competences

• French Chefs are willing to share their “savoir-faire” as far as they find ‘passion’ among Erasmus+ participants

• Participants are afraid by the language barrier but they end up with an incredible Cuisine experience both inside the restaurant and outside as France is THE place to learn about Cooking

• Cook teachers are the best mentors for apprentices. Better for them to understand the context where their students will operate and how they can overcome mobility difficulties

• Job shadowing gives a
tremendous opportunity to exchange best practice in terms of technics & products, intercultural communication, language improvement

- Masterclasses not only provides pedagogical knowledge to teachers but also career insights and opportunities for their students on the labour market
- Cook Masterclasses became rapidly popular among our partners because it is an effective way to strongly connect Chef’s entrepreneurship values to VET competences
- Exchanges with Michelin starred Chefs provide an amazing and innovative exposure to excellence in VET. This excellence aims at lever curriculum improvement.

What’s next?
After 18 months of experience and exchanges with all the stakeholders Cook Masterclasses are evolving into 4 directions at the initiative of ALFMED:

- Wine producer Trade union CIVR intents to be more involved and propose to enlarge the Wine tasting session to tasting sessions of traditional Vinegar AOC (used in cooking)
- Chefs association Toques Blanches organizes yearly in October a Chef apprentice competition (teams of 2) called ‘Saveurs Méditerranéennes” during the Harvest Festival of Banyuls. This year, in Oct 2019 they open the Team competition to any EU VET candidates. So far, ALFMED managed to recruit apprentice teams from Belgium and Ireland that will compete against 3 French teams. Accompanying teachers are welcome to be part of the Jury of Chefs.
- An Irish VET school intends to duplicate the Masterclass concept into their school so to enlarge best practice exchanges and curriculum improvement through a European network.
EfVET Award of Excellence 2019: nominates

**VET4ALL**

Reattiva
Project / Entrepreneurship

Country: Italy

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**Project Description**

VET4ALL project is is an Erasmus+ Project. The promotion of inclusive education and lifelong learning for learners with disabilities is one of the priority areas set up by the European Disability Strategy 2010-2020. Moreover, in the Bruges Communiqué the European Commission suggests increasing the possibilities for disadvantaged learners in VET by offering alternative pathways, innovative VET training formats, more Work-Based Learning (WBL) in the main forms present at EU level. Further, The European Agency for the Development of Special Needs Education has published a study on the competences of an inclusive teaching in 2012, where 4 main competences are requested: valuing learner diversity; supporting all learners; working with others and continuing professional development. These are competences required and which are by far not reflected in the VET training programmes. Students with special needs/disabilities need, therefore, to have a personal plan of study which includes WBL experience and tailored on them and the enterprises, on the other hand, need to be trained to support the envisaged target group. VET4ALL represents a reply to the above-mentioned problems as it aims to reach the following objectives:
• Train teachers and staff working with the target group to make WBL or internship experience more fruitful and aimed to future job insertion even in an European context;

• Develop flexible pathways which connect the VET formal school curriculum to WBL for students with disabilities/special needs;

• Foster the implementation of ECVET principles and tools and develop an innovative approach to Mobility in order to facilitate the access for students with disabilities/special needs;

• Support enterprise mentors and staff during the WBL/internship experience of students with disabilities/special needs.

Achievements of nominated

The integration of students with disabilities and special needs into work-based learning context is a big problem in Europe. The problem is the difference itself between the world of work and schools. Obviously, students with disabilities and special needs need to learn how to deal with particular situations during work experiences and to this end they need to be assisted and prepared much more by the school and, most of all, by well-equipped and experienced teachers. Government should provide more incentives, financial, fiscal or other, to those employers who choose to support work-based learning schemes for students with disabilities and special needs.

Disabled work (registered with a fund) are entitled to grants to offset the costs of work tools or clothing required because of disability. Fund also have discretion to assist with purchase of clothing, aids or adaptations to help with daily living. Combining benefits with work for disabilities and chronically ill people the administration of the health and invalidity insurance, through local offices of non-profit organisations, also plays an important role in employment counselling, financing of training, and especially in stimulating return to the workplace.
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