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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 cooperation and building a pan-European network of institutions that could lead European VET policies.

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Inside this issue...

- Message from **EfVET President** .................................................. 1
- Announcements .................................................................................. 3
- EfVET Conference 2019: **Materials** ................................................ 4
- Interview with ... **EfVET Conference newcomers** ................................ 5
- EfVET Award of Excellence ... **French Mastercooking** ....................... 6
- Conference Workshops ....................................................................... 7
- EfVET Conference 2020... **Kuopio (Finland)** .................................. 10

**FOCUS: EU VOCATIONAL SKILLS WEEK 2019**

- EU Vocational Skills Week 2019, Helsinki ........................................ 11
- ET 2020 WG ..................................................................................... 13
- Bridging the gap between research and practice in VET ...................... 14

**POLICY**

- EfVET as a key VET policy stakeholder in the EU ............................ 16

**NATIONAL ZOOM**

- The long march of education in Portugal ........................................... 17

**BEST PRACTICES**

- VET on the Moon, **EfVET Italy** ...................................................... 19
- Do your MOB, **SCF** ........................................................................ 20
- Early School Workers, **ENAC** ...................................................... 21
- SEDU and EU VET SKILLS Week, **SEDU** ..................................... 22
- Talent of the future trainees’ professional skills development, **EfVET** 23
- Protection, data and professional digital identity, **Escuela Profesional Xavier** 24

**WELCOME TO NEW MEMBERS** ...................................................... 25
The 28th EfVET Annual Conference in the striking settings of the Azores archipelago may have been one of the turning points in the development of European education and training. The interaction between prominent stakeholders in industry and VET providers has enabled over three hundred participants to engage in a real dialogue between the world of education and the world of employment. The platform for the debate was provided through three-panel discussions and workshops.

In the first panel discussion on the future of the workplace and VET, the role of practitioners and businesses brought to the fore the importance of sharing experiences between educators and employers. With technology dictating the future, jobs will be highly dependent upon the wisdom of cooperation between those who educate and those who provide jobs. Education is no longer confined between the walls of a school, a college or a higher education institution. It is neither the prerogative of formal education. People are acquiring knowledge everywhere, at any time and in different forms. It is therefore imperative that educators experience the role of employers and vice versa, employers seek to understand the way formal education is imparted in private and public institutions.

The second-panel discussion established the fact that at the heart of vocational and professional education lies work-based learning. The partnership between theory and practice is increasingly gaining in importance with the advancements in technology. No sector can claim that it can live without the influence and impact of technology. With growing generations versed only in technology-oriented language and the use of artificial intelligence, pedagogy is changing rapidly and with it the attractiveness of education and training. In this context, the walls of formal education must open up to embrace the real world of employment. And similarly, places of work must adopt learners and engage teachers regularly. Panellists agreed that the future of education and training lies in linking the two worlds in a structured and synergized approach. Failure to keep to them apart will certainly result in increased mismatching and a low-skilled workforce.

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In this perspective, the final panel discussion captured the most intriguing question of the conference namely whether the stakeholders in vocational and professional education should henceforth assume the role of shareholders. While employers showed reluctance towards their role as shareholders, they recognized the fact that the current role of stakeholders might not be sustainable in the long-term. They might still, complain about not finding the right skills for the jobs they create. With over 5.5million vacancies in Europe unfilled, this is already a reality. The current voice of European institutions promoting vocational education is not yielding the desired results which were expected after the launch of the Copenhagen process in 2002. Low skilled workers are still high; the number of lifelong learners is improving but not matching the expectations of the labour market; unemployment still a huge
challenge in many member states of the European Union and vocational education, apprenticeship, work-based learning, recognition of prior learning and mobility in VET still far below the target expectations set years ago.

In this scenario, the voices within the workshop, sessions echoed the need for VET providers and employers to take the lead in managing European VET in the various aspects and dimensions. Focusing on internationalization and mobility, digital learning, school-enterprise relations, higher VET and apprenticeship, industry and innovation and key competences, participants shared a common vision that of a future VET engaged in concrete learning experiences within and outside national territories supported by industry. VET requires a strong united voice that advocates change and innovation in the sector and its profile among international organizations. Meeting this challenge is one of the frontiers of the future of VET.

EfVET’s strategic plan for 2019-2021 advocates for a stronger voice for VET. The plan is underway and with the addition of a staff member at the Brussels, we look forward to its implementation within the agreed timeframes. Thinking VET strategically is not only desirable but necessary. The conference in the Azores revealed the need for more dialogues between VET providers and those engaged in employment. Education and training are constantly being shared between the two sectors of “educators”. In schools and colleges as well as in HEIs, educators play their part for approximately twenty-five years of a persons’ lifetime; the rest of the expected lifelong learning is largely in the hands of those running workplaces, work experiences and creating work opportunities. It is with this spirit of sharing and supporting each other’s worlds that EfVET will forge new partnerships and platforms of cooperation. The future of the two worlds is destined to merge more than ever before. Robots, human capital, and digital learning are the bases upon which educators and employers will mould learning and working.

The challenge today is in managing the transition from two worlds into one world.
Alicia Gabán Barrio, EfVET Communications Officer & Project Assistant will leave EfVET by the 31st January 2020 and start a position at the European Association of Public Water Operators (Aqua Publica Europea) by the 3rd February.

We are sorry to say goodbye to Alicia, who worked in EfVET for 3 years. She did an excellent job for the communication area: EfVET Newsletter, Magazine, Basecamp, updated our social media channels (Twitter, LinkedIn, Facebook, YouTube) and other communication tasks with the EfVET members.

As communication and project assistant at EfVET, she learned about the role civil society plays in the development of vocational training and how formal and non-formal sector can drive educational innovation.

Also did she a great job as a project assistant for several projects like ICARO, Healthy Social Media, Tour4All, LikeHome, DC4Work, VETGPS, DRIVES, Early School Workers, PECVET and Let’s play VET.

We wish Alicia thanks for everything and a great future.
EfVET Annual Conference 2019: Materials

The EfVET Annual Conference welcomed more than 300 delegates in Ponta Delgada (Portugal).

You can already download the Conference Materials here.

Access to full photo album
The EfVET Annual Conference has become a milestone for every VET Professional, not only in the Europe region but also beyond.

On this occasion, it gathered over 300 participants coming from 29 different countries.

In this edition, we would like to hear the impressions of first newcomers from the South, Spain, to the North, Denmark, but also from abroad, Hong Kong.

And don’t forget Kuopio (Finland) will welcome the 2020 edition of EfVET Conference.

**Miguel Ángel Buendía Vas (Salesians Sarrià, Spain), Honar Abdollahi (NEXT Education Copenhagen, Denmark) and Jackie Hau (Hong Kong Qualifications Framework, Hong Kong) attended for the very first to the EfVET Annual Conference this year.**

Jackie stresses “Networking and have an update on the latest development of VET in European countries, especially in the impact of IT applications in VET” as one of her main expectations. On the other hand, Miguel Ángel and Honar looked at the information via the EfVET Conference website and wanted to get to know in more detail the main areas of work from the association.

EfVET Annual conference focused on “Robots, Human Capital & Digital Learning – Managing Transition and Inclusion.” For delegates this is a key topic as right now the educational system has to cope with fast changes in the labour sector. But, what are the main challenges for implementing the AI in education? Miguel Ángel points out “sources, investment, methodologies. Each country has a different reality and approach towards AI. Hence this kind of conferences are really important as is the occasion to learn and share good practices with other peers and bring to our VET College. The new technologies are moving forward quicker than society, that’s one of the biggest challenges on how to cope with the fast trends and also how to adapt to these changes”. Honar sees a major challenge on how to inform teachers and head of departments about this and how it could be implemented in the curriculum and teaching methods. Jackie, adds that resources are also needed, both physical equipment and human expertise.

EfVET Conference congregated participants from 29 countries and for the newcomers is a place to learn and share experiences from peers. Jackie, Miguel Ángel and Honar agree that one of the main highlights are the roundtables and the opportunity to network. Miguel Ángel adds “EfVET Conference is providing the time and space to support the exchange of contacts with sessions such as the Marketplace”.

This year’s conference highlighted the importance of the SDGs in VET, Honar shares “I really got inspired by the 17 development goals and how sustainability has to have a bigger focus in VET, and this is one of the main focus’ at our organization, so I was very intrigued by how other schools have implemented that” highlights as one of the lessons that she learnt.

The three of them agree that they will recommend EfVET Annual Conference 2020 to other peers, as “a great opportunity for us to get connect with European countries in the development of VET and Quality Framework” says Jackie. In his case, Miguel Ángel, after his first conference is recommending to become an EfVET Members as “brings knowledge, opportunities and a common vision for the Future of VET”.

**Become a member**
The EfVET Award of Excellence 2019 was given to the project “French Cook Masterclasses” run by EfVET French member ALFMED.

-founded in 2005 in Perpignan, ALFMED is a Language accredited centre and Mobility provider.

Thanks to its two core activities ALFMED has managed to build up a bridge between the SME’s world and VET sector: between the French association of professional Chefs “Toques Blanches”, the catering VET school Bourquin and European VET Cook network. This was made possible through the staff training program called “French Cook Masterclasses” organized since 2017.

The EfVET Award of Excellence 2019 was given to the project “French Cook Masterclasses” run by EfVET French member ALFMED.

Where does this idea come from? How was it made possible?

Actually, ALFMED on the local level is actively involved in the Catering sector. As an accredited training centre, ALFMED is providing English language programs for Toques Blanches’ Chefs association. As Mobility provider, ALFMED is coordinating outbound Mobility for the state-of-the-art Catering VET school Bourquin, inbound Mobility of EU students placed in high standard restaurants in the Perpignan region. These two long term collaboration allowed ALFMED to imagine the implementation of a larger European-wide project in line with its VET internationalization vision.

Initially, in 2017 the concept has been developed for a group of Greek learners accompanied by Catering and Oenology teachers. Then, five French Cook Masterclasses sessions followed in 2018 and 2019, dedicated to Catering for a total number of 18 VET teachers (UK-Ireland-Germany-Belgium-Hungary-Greece) who experienced these Masterclasses and enjoyed best practices 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).

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

The French language is not compulsory if participants have strong motivation and technical competences. In the case of French Chefs, they are willing to share their “savoir-faire” as far as they find ‘passion’ among Erasmus+ participants. At first, the 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. The job shadowing gives a tremendous opportunity to exchange best practices in terms of technical competences, intercultural communication and language improvement.

Finally, the Cook Masterclasses not only provides pedagogical knowledge to teachers but also career insights and opportunities for their students on the labour market. That’s how the “Cook Masterclasses” became rapidly popular among the EU catering community because it is an effective way to strongly connect Chef’s entrepreneurship values to VET competences.

What’s next?

For the next call KA2, ALFMED is working on a project called Master Euro Chef Initiative: MERCI!

Thanks to the EfVET conference market place held in the Azores, ALFMED could talk with some potential partners... but is still looking for a state-of-the-art Catering school in Denmark. Why? because the Danish cook curriculum is based upon the French Chef Escoffier ‘Guide Culinaire’ written in 1902. ... Looks that Excellence in Cuisine stands for a long time.. surprised?
Six workshops on trending issues for the VET system.

WS1 INTERNATIONALISATION OF VET

This workshop organised and moderated by NUFFIC & Thematic Team focused on Internationalisation at home (I&H) and in particular on eTwinning. It highlighted why I&H is an unmissable component of a student’s educational background and how eTwinning could be used as a tool to create a fruitful international collaboration. In this session, insightful best practices of a VET school were shared, including tips and tricks on how to start a successful eTwinning activity. As the world around us has become increasingly interconnected and technology has become a permanent tool in a student’s life, I&H serves as an excellent starting point for students to obtain the necessary skills and competences to live in an international and intercultural world. In a job market which is also increasingly becoming globalised, I&H will set the tone for students to be engaged in activities that will stimulate their world as adult workers. VET schools offer excellent backdrops for I&H in the various sectors of employment. Using eTwinning as a hub of activity, I&H will assist teachers to communicate, collaborate, develop and share projects with other VET colleagues across Europe.

Moderator: Tibby van Dijk and Nilay Avar
Rapporteurs: Andre Schoonhoven and Andrea Lombardi.

WS2 DIGITAL LEARNING

In an age in which technology dominates practically all the spheres of life, digital learning is the new language of education and training. The objective of this workshop was to share knowledge between VET schools and college on the impact of digital technology on learning and on developing skill sets that are relevant to the world of employment. With industry 4.0 taking centre stage in all future trends of production and service provision, students need to grasp the added value of digital learning and translate its universal value in prospects of employability. In various VET Colleges and schools, digital learning is already part and parcel of curriculum development and programme delivery. The workshop shared such experiences with the focus of linking initiatives between VET provision and exchange of expertise and teachers who have had already a positive impact on skills development through digital learning. The involvement of companies and VET schools in advanced automation, 3D print, cloud computing, computer-powered skills need analysis was further explored and shared with participants during this session.

Moderators: Iñigo Araiztegui and Panagiotis G. Anastassopoulos
Rapporteur: Tibor Dőri

Presentations and report
Work-based learning is at the heart of VET. This workshop aimed at gathering VET providers whose training approaches are based on students producing real products for real customers in the same locality or region and those who promote apprenticeship programmes across many of their education and training courses. The relationship between schools and enterprises today is necessary to ensure that the speed of change in industry seeps through the education and training structures in VET schools and colleges. Without this relationship, schools will be cut off from the real world of work and risk preparing students for work placements which doesn’t exist anymore. Apprenticeship programmes are also putting at risk the knowledge and experience of teachers and mentors in vocational schools and colleges. The experience gained by students in apprenticeship programmes must be complemented with bespoke teacher training programmes in the industry. Teachers in VET cannot afford to lose contact with the industry. The workshop aimed at sharing some of the experiences teachers had with the following students after an apprenticeship programme or a prolonged experience in the industry. Will the link with industry transform learners and teachers into real partners in education and training? This is the challenge that VET schools and colleges will face when a large number of their learners are exposed to real work in real work environments. Meeting this challenge is one of the frontiers of the future of VET.

**Moderators:** Domingos Borges and Ana Ribera  
**Rapporteur:** Rui Pereira Caeiro

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**WS4 HIGHER VET AND APPRENTICESHIP PROGRAMMES**

Higher VET and apprenticeship programmes will inevitably exemplify the added value that Level 5 and higher qualifications (Levels 6, 7 and 8) will have in higher education institutions outside the traditional university structures. Learning by doing will cease to be exclusively attached to lower qualifications in any qualification’s framework. Already several universities, and in particular universities of applied science, attach particular attention to practical work experiences in sectors such as those of engineering, architecture, care, teacher training, social work, design, business and enterprise and the creative arts among others. This workshop aimed to further the understanding of HVET (particularly EQF Levels 5 and 6) within the context of apprenticeship programmes but more importantly within the framework of learning professional skills and acquiring competences required by regulated professions. Panellists and participants were allowed to share their experience of VET provision at Levels 5 and 6 through apprenticeship programmes or other learning experiences attached to work-based learning in real or simulated workplaces. With the advancement of technology and new work practices, learning on the workplace will have no limits and no boundaries. VET schools and Colleges are being challenged to create not simply a rapprochement between the world of E&T and the world of work but of a two-tier system in which work, and education overlap continuously. At the heart of this workshop lied the objective of pushing VET to higher levels of skill acquisition where jobs will be in demand much more than at lower levels of competence.

**Moderator:** Stylianos Mavromoustakos  
**Rapporteurs:** Victoria Thompson and Jon Harding

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**Presentations and report**
Innovation and E&T are becoming synonymous in VET provision. VET school, college or university will remain relevant and competitive unless it invests heavily in research and sustainable innovation. Technology is systematically empowering learners and teachers with new knowledge, new skills and new opportunities for learning and working. At risk are the programmes of study and education and training that VET schools and colleges manage year in year out. The focus of this workshop was to focus on training programmes and the pace with which industry is rapidly changing the world of work. Is there enough leeway between the developments in industry and the developments in VET schools and colleges? Is E&T 4.0 real or simply a cliché to outwardly show that education is moving at a slower but steady pace with industry? Where do VET schools and colleges stand when speaking of sustainable innovation? In teaching entrepreneurship are schools enterprising enough? In addressing these questions, panellists and participants shared their experiences but also recommended steps that authorities need to take to bring VETR schools and colleges at par or close to developments within industry and other places of work. This workshop brought up recommendations that elicited authorities at European and national levels to walk the talking and invest seriously in VET provision.

Moderator: Kari Puumalainen
Rapporteur: Vibeke Holtum Bendix Nørgaard

WS6 THE FUTURE WORKPLACE AND KEY COMPETENCES

The ILO report on Work for a brighter future (2019) proposes a human-centred agenda for the future of work that strengthens the social contract by placing people and the work they do at the centre of economic and social policy and business practice. Among the proposals lies three overarching recommendations namely an increase in investment in people’s capacities, an increase in investment in the institutions of work and an increase in investment in decent and sustainable work. This workshop aimed to explore to what extent VET schools and colleges play a role in achieving these objectives. Talks on the future of work has been going on for quite some time. This report is one of the most comprehensive approaches to a reality which starts from education and training and finishes at places of work and in a new rapport between industry and VET provision. Panellists and participants were asked to share experiences of investment in VET provision (people’s capacities), investment in institutions of work and investment of decent and sustainable work as platforms for the attractiveness of VET. The future workplace will be one in which robots will work side-by-side with human capital. To what extent is this reality being addressed in VET provision and with the active participation of businesses and modern work environments? If this relationship is strong then VET provision continues to attract. If on the other hand this rapport is weak or inexistent then VET will continue to repel rather than attract. The bottom line is serious investment. Is this really on the political agenda at European and national level?

Moderator: Raimo Sivonen
Rapporteur: Gaby Tinnemeier

Presentations and report
EfVET will organise the 29th Annual Conference in Kuopio, Finland.

Kuopio is a middle-sized city located in the middle of Finland about 400 km north of Helsinki. The city has 118 600 inhabitants and it's the centre of Northern Savo. You can arrive at Kuopio by flight (7 flight/day) or if you want to see Finnish landscapes you can take a train from Helsinki (12 trains/day).

In Kuopio, you can enjoy the EfVET conference but also good food. The region of Kuopio has been selected as the European Region of Gastronomy 2020.

The preparatory phase of the conference is still ongoing and the final practicalities will be share with you soon. But I can promise that there will be a good possibility to see something about the Future of Work, new technology in teaching, school-enterprise co-operation and other topics which categorizes Finnish way of VET.

EfVET conference in Finland will be a different experience. We are trying to make your stay as smooth as possible and are trying to offer you a possibility to see what is typical in the Finnish VET system but at the same time to explore what the future of VET might be.

On behalf of EfVET and Finnish EfVET members, I'm honoured to invite you to join our next EfVET conference 2020. EfVET family is going to meet again in Kuopio, Finland!

Kari Puumalainen (National representative of Finland)
EU VOCATIONAL SKILLS WEEK IN HELSINKI

EfVET Members have organised events and activities as part of the European Vocational Skills Week, joining the more than 1670 events across Europe. In addition, some EfVET Members could attend to the European Vocational Skills Week Conference which took place in Helsinki from the 14-18 October.

The 4th edition of the European Vocational Skills Week was held in Helsinki, Finland. This year’s theme was focused on ‘VET for All – Skills for Life” and it was aimed at continuing to encourage young and adults to discover their talent through Vocational Education and Training.

Ms Marianne Thyssen, European Commissioner for Employment, Social Affairs, Skills and Labour Mobility in her opening speech said, “I am incredibly impressed by the VET projects that I have seen, and more convinced than ever that VET is a “First choice”, leading to rewarding and exciting careers. I am therefore very pleased that we have reached more people than ever before during this fourth edition of our VET Skills Week, and I hope that they will spread the word about the quality of vocational education.”

CEDEFOP Learning providers working groups

The Helsinki’s conference gathered many workshops and meetings focusing on the skills needed in working life, digital skills and the quality of education provision. EfVET Steering Committee and members of EfVET were presented during the four days.

The three CEDEFOP Working Groups of Learning providers had the opportunity to meet during the first day of the conference. The working groups are tackled: 1. The challenge of Technology-enhanced learning: enhancing teachers’ and trainers’ e-skills, 2. The EU Mobility: Reinforcing Learning Attractiveness and Employability and 3. Migration: Empowerment and Integration through Learning.

EfVET Members are actively engage in these working groups. Jon Harding (EfVET Steering Committee) moderated the Working Group 2 on Learning providers and the EU Mobility: Reinforcing Learning Attractiveness and Employability.

CEDEFOP working groups have been active for the last two years, creating a community of VET providers who are sharing experiences and building a strong community of practice in VET. On top of that, they are developing a network for improving VET’s image at national and EU levels while providing direct insight into VET realities and working at the grass-root level.

The conclusion of the three groups was presented at the end of the day. Jon Harding presented the results of the WG2 focused on EU Mobility, underlying that “for the VET staff, learning mobility experience is an important component of policies relating to teachers and trainers. Moreover, a reflection is needed on the specific quality-related dimensions of mobility, and guidelines and their implementation to learn from their application to cover mobility of VET teachers.”

A real VET experience

During the three days, Finnish VET colleges, professional, trainers showed best practices at the VET EXPO exhibition. EfVET members had the chance to visited and familiarise themselves with Finnish AI applications, but also with the policy work of ETF or CEDEFOP.
Tanja Halttunen, from EfVET Member Axxell (Finland), participated in the panel discussion “Consultation session on VET in the Erasmus+ future programmes.” Tanja stressed how important it is that “VET providers commit to providing equal opportunities for all VET students to participate in Erasmus+ mobilities”.

Closing EU Vocational Skills Week conference

The closing panel for the EU Vocational Skills Week allowed key stakeholders to address the audience with their key messages. The panel counted with the presence of Liisa Metsola, EfVET Treasure and from EfVET Member Luovi (Finland) and other stakeholders (Lifelong Learning Platform, European Apprentices Network, ETUC, UNESCO) and Manuela Geleng, DG-EMPL Director for Skills, European Commission.

Liisa Metsola underlined “at the workplace students can acquire skills that on HVET and VET school can foster equally effective compared to the industry environment. Skills relating to interacting with teachers, colleagues, enterprise and staff. Also, the only work environment can offer insights into the organizational structure and organizational behaviour and their difficulties. Actually, for example in few European countries, employers complain more about the the graduates' soft or transversal skills such as communication, troubleshooting, decision-making, leadership and problem solving, than of their technical skills and knowledge.

Closing EU Vocational Skills Week conference

On behalf of VET4EU2 Matti Isokallio gave Commissioner Marianne Thyssen a special gift made by VET students to thank her for her commitment towards VET and promoting the EU Vocational Skills Week.

The ceremony concluded with the closing speech of Commissioner Thyssen, who thanked all the organisers, students, teachers and participants for putting together another successful edition of the VET Skills Week.

A final surprise was the musical rendition from Week volunteers (VET4EU2 and DG-EMPL) and students, who sang a song they composed by them for this occasion.

Next edition

Next year’s edition will take place from 9-13 November 2020 in Berlin (Germany). The focus of 2020 will be on “Excellence of VET and education in the digital times”.

Further information about the VET Skills Week events in Helsinki can be found here.
ET2020 WORKING GROUP IN HELSINKI

On the 15th of October the European Training 2020 (ET2020) Working Group in Innovation and Digitalization met in Helsinki in the European Vocational Skills Week. EFVET was represented there by Mr Panagiotis G. Anastassopoulos.

The discussions focused on the competence-based in VET and the digital solutions offered to us, the VET providers. During the Working Group, some of these solutions offered in Finland were presented. Moreover, the new features of the SELFIE tool were presented.

All the members of the ET2020 WG participated actively in the Joint Session on Artificial Intelligence.

The meeting ended with a presentation around the plans made by the next Croatian European Union Presidency which will start in January 2020.

Makerspaces for Education and Training: Exploring future implications for Europe

The work of the ET2020 has moved forward in the last months. Recently VUORIKARI RIINA; FERRARI ANUSCA; PUNIE YVES created a report with the title “Makerspaces for Education and Training: Exploring future implications for Europe”

This report explores the long term potential that makerspaces and making activities can bring to education and training in Europe. Through developing four scenarios with an outlook to 2034.

The writers support anticipatory thinking and help policymakers, makers and educators to better envision and debate “the added value that makerspaces and making activities can offer for education and training in Europe”. The “Makerspaces for Education and Training” also outlines three unique aspects of makerspaces which make them appealing to education and training.

Mapping of Centres of Vocational Excellence (CoVEs)

The Centres of Vocational Excellence (CoVEs) are developing into an important component of EU Vocational Education and Training (VET) policy.

During late 2018 and early 2019, an exercise was conducted to delineate CoVEs in terms of their main characteristics, with a view to informing the concept and the development of EU support plans. This report presents the findings of this mapping exercise.
The EU Vocational Skills Week represents indeed the “Estates General” for the European VET system, involving the most relevant groups of stakeholders. To this extent, it is an incredible opportunity to discuss, from different points of view, the future of VET people and VET ecosystem: policies, school and company practices, research evidences. An opportunity, moreover, to bridge that existing gap between research and practice.

For the second time, I was invited as researcher: Cometa VET school, since 2016, has established a Centre of Applied Research in Education and Training I work for. Henceforth, I was part of the delegation of the Vocational Education and Training Network VETNET: it is an open network of academic and non-academic researchers focusing on initial, higher and continuing VET and learning across the lifespan. More than 30 researchers from VETNET and ESREA (European Society for Research on the Education for Adults) have gathered during specific sessions to debate namely on 4 main topics.

First, the current trends in research on VET have been discussed in a position paper by Mantas Sekmokas (DG EMPL - Unit E3, VET, Apprenticeships and Adult learning). After the recent strong attention paid to big data and statistical evidence, it was underlined the lack of causal assumptions (why do some results emerge?; how to get some results?); qualitative research can help, encouraging more impact analysis and policy evaluation. Furthermore, aggregation of different evidences should be encouraged, to offer stakeholders a more complete representation of a very complex and heterogeneous ecosystem like VET. The most relevant challenge, however, remains the capability of institutions (from policy-makers to practitioners) to produce and absorb evidences on VET.

One session focused on the analysis on apprenticeship as a model of training. Beside the analysis of the Spanish case (by Monica Moso, Fundacion Bankia), prof. Michael Gessler (University of Bremen) outlined an interesting “Apprenticeship Maturity Model”: he described 6 different levels of implementation of apprenticeship, based on 14 specific dimensions, as pointed out by ILO and EU documents (Nägele, C., Gessler, M., Stalder, B. E., & Milana, M. (Eds.). (2019). VET for all – skills for life. Report on the VETNET & ESREA research workshop during the fourth European Vocational Skills Week in Helsinki, 16.10.2019. https://doi.org/10.5281/zenodo.3489723). The session was quite inspiring in offering a strong interpretative taxonomy and outlining potential directions for reforms at macro-level or innovations at micro-level.

Adult learning was the third main topic. Sofie Cabus (University of Leuven) shared results of the ENLIVEN Project on the accessibility of adult VET across different socioeconomic groups and its impact on economic growth. She brought evidence that societies, facing larger dissimilarities in adult learning opportunities across educational levels, fare worse than societies with equality in opportunities. Ellen Boeren (University of Glasgow School of Education), afterwards, offered insights into the categorisation of education and training structures available for younger vulnerable adults in Europe. Both the keynotes have been an excellent kick off for a wide discussion among the audience.
One session was also organized to promote a wider internationalization of research projects, promoting a debate between European delegates and several researchers from outside EU, including Russia, Australia, South America.

Which lessons can be learnt, which the impact of these activities? I would suggest two main emerging considerations.

First, a stronger collaboration between researchers and VET providers should be promoted. Due to my position as researcher and practitioner in a VET school, the differences of views between the two groups are often consistent: which are the most relevant issues, which are the results of specific policies or didactic innovations, the concrete obstacles or problems on adopting specific measures... At the same time, researchers and practitioners can mutually support each other's work: collecting and sharing data or experience from the daily activity of teachers, trainers and learners on one hand; on the other hand, sharing tools and methods to analyse those data. Such a collaboration, aimed at influencing policy-making, is the milestone of the knowledge triangle the Commission is pushing by the Centre of Vocational Excellence initiative.

Finally, notwithstanding the presence of so many different stakeholders categories, the dialogue at the EU Vocational Skills Week cannot be taken for granted. Focused and specific sessions are hugely important for every group; at the same time, beyond plenaries, more parallel sessions gathering different stakeholders as speakers (and audience), possibly based on specific topics rather than groups, can provide a stage for a fruitful debate and confrontation. A suggestion for the next event in Berlin...

For more information on VETNET activities and interest on collaboration, please email me at: paolo.nardi@puntocometa.org.
EFVET AS A KEY VET POLICY STAKEHOLDER IN THE EU

Stelios Mavromoustakos (EfVET Vice President - Policy)
Adrianna Adamantiou (Intercollege, Cyprus)

Since 1991, EfVET has strived to become a key VET policy stakeholder in the European Union, by taking many initiatives and actions towards the development of VET, TVET and Higher VET.

The letter of the former Commissioner of Employment, Social Affairs, Skills and Labour Mobility, Marianne Thyssen, clearly demonstrated the level of appreciation and degree of acceptance of EfVET as a key-stakeholder.

“It was an honour for me to be the Commissioner for Employment, Social Affairs, Skills and Labour Mobility the past five years. It was an honour to work with European Forum of Technical and Vocational Education Training and I am proud of the work we achieved together, especially when it comes to giving a greater profile to vocational education and training.” Letter to President Joachim Calleja from Marianne Thyssen, 19 November 2019.

The road to this letter was long and difficult, as we faced many challenges along the way, but, with perseverance, hard work and good collaboration among our team and the other VET Associations, we managed to improve the image, acceptance and recognition of VET in Europe. The first milestone in our collaboration with the other VET Associations was the Bruges Declaration in December 2010, where the European Associations of VET Providers (EFET, EUproVET, EVBB and EVTA) worked together to present the joint declaration to the Conference of the Ministers of Education in Bruges, Belgium. The European Commission adopted this declaration as an official document and this states the first collaborative effort of the VET providers in Europe.

The concerted effort of the four associations continued, and with the addition of two more association (EURASHE and EUCEN), led to the Barcelona Declaration, a milestone declaring the intention of all parties to intensify their collaboration for the further enhancement of VET. This declaration drove to the creation of the VET4EU2, as a culmination of the will of all Associations to foster their cooperation.

This collaboration led to a new milestone, the establishment of the Platform of the European Associations of VET Providers in February 2015, which brought the VET4EU2 closer to the Union decision making bodies. One of the most important outcomes of the Platform is the European Vocational Skills Week, which allows championing vocational education and training as a career path choice.

Besides, the commitment and work of the VET4EU2 reflects in much more policy statements, as the Frankfurt declaration (2012), the statement on the EU Riga declaration on VET (2015) and the Position Paper on Education post-2020 (2018). The VET4EU2 has been engaged in numerous European Commission working groups such as the EQF Advisory, ECVET Users’ Group, EQAVET Steering Committee, EUROPASS Advisory Group, ET 2020 Adult Learning, the ET 2020 Working Group 2016-2020 and acts as an observer in the ACVT meeting.

Our vision as EfVET and VET4EU2 is to continue working closely with the new European Commission to support the fulfilment of the strategic objectives as announced by the new President, Ursula von der Leyen.
Many EfVET members were in the Azores in October to attend our annual conference, this time in São Miguel, the largest of the nine islands of this autonomous region of Portugal. More than 300 participants had the opportunity to visit a vocational school and get in touch with our initial youth qualification model.

Vocational schools represent a new generation of educational policies launched in 1986 with the approval on a very consensual basis of the Parliament's, the Education System Foundation Law (Lei de Bases do Sistema Educativo). Hence, vocational schools and vocational courses were launched in 1989 and we are in the present school cycle celebrating 30 years of existence.

The curriculum matrix is based on three-year training, in which 25% of the curriculum is done in a real work context (in a company or organization) and the other socio-cultural and scientific components together allow the achievement of the double certification: school, equivalent to the compulsory education of 12 years, and professional, corresponding to EQF level 4 of the qualifications table adopted by the European institutions and followed by Portugal.

**Hallmarks of VET in Portugal**

Curricular flexibility, modular organization, respect for the pace of learning of each student, these hallmarks make the distinction in our vocational education, which began as a second chance and today is increasingly the first choice.

Thirty years later, more than 40% of secondary school age, aged 15-18, are now on dual certification pathways and vocational schools provide training to over 40,000 young people each year, thus contributing to raising the qualification of the Portuguese population. At the same time, this is contributing to combat early school leaving that was 30 years ago one of the highest rates in Europe and is now approaching the European average by strides, although still below.

**The long march**

This vocational education is the direct result of Portugal's entry into the then European Economic Community (EEC) and the good use of the resources made available under the European policy of economic and social cohesion, especially the European Social Funds (ESF) and the European Regional Development Fund (ERDF).

The establishment of vocational education in 1989 was the right decision, made at the right time and with the right resources, after a long march of erratic policies, in particular as regards compulsory education and initial qualification of youth.

One hundred years ago, in 1919, during the first republic, compulsory schooling was established 5 years and eight years later the dictatorship reduced to 4. As if that were not enough, in 1956 it was established by the same dictatorship, with the same dictator, the compulsory education of 4 years for boys and 3 for girls ...
For a short time. As recent facts prove, stupidity can win temporarily but not forever. Democracy recovered in 1974 allowed us to take a fresh look at education, to end a system where the “choice” of children was at the age of ten, when they had to “choose” to go to high school (liceu), or a commercial or industrial school, or simply integrate immediately the labour market.

Ten years ago, in 2009, the government took the initiative to establish compulsory schooling from 6 to 18, which was then interpreted as a giant leap in a country with a tradition of small steps. Ten years later, the bet is won. Of course, there are problems, difficulties, but the growth crisis has so far been managed sensibly and with balance.

If at the level of initial youth qualifications we have approached what is happening in other countries in Europe with traditionally robust systems, we have a long deficit for adults who at the own age have been impacted by public policies that have devalued education. But this is another matter, which we will recover here a day later.

Portugal PISA results

One last note in this long march that should make us very proud, is the latest PISA results. PISA is the OECD’s Programme for International Student Assessment and measures 15-year-olds’ ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges.

Portugal achieved for the first time results “significantly superior” than the average of countries. In most of them with comparable data, science performance has not changed significantly since 2006, despite scientific and technological advances in that period. In 18 years of PISA results, Portugal was the only OECD country to maintain positive developments.

In this report, we can also see that gender counts. Although similar to each other, results in key areas hide differences, some more significant than others, in the gender of the student assessed. Girls generally get better reading results than boys, while they do better in science and mathematics. But this is also another matter, which we will recover in another opportunity.

The bottom line is that our march has been a long one, but there is still a way to go … imagine, like all sweet dreams, where we can still get!
On the 29th of November, EfVET and EVTA co-organised the event VET ON THE MOON: Excellence, Inclusion and Internationalisation of VET” at the 29th edition of JOB&Orienta, Verona Exhibition Centre (Italy).

The event aimed to discuss three key issues for the Vocational Education and Training (VET) sector: Excellence, Inclusion and Internationalisation. The “VET on the Moon” event will gather prestigious experts to discuss these three main subjects from the National, European and International views with:

- **Manuela Geleng**, Director for Skills – European Commission – DG Employment, Social Affairs and Inclusion
- **Cesare Onestini**, General Director ETF – European Training Foundation
- **Stefano Tirati**, Vice-president of EfVET – European Forum of Technical and Vocational Education and Training
- **Giorgio Sbrissa**, President of EVTA – European Vocational Training Association
- **Shogo Richard Mlozi**, CEO – National College of Tourism, Tanzania
- **Luigi Fabbris**, Full Professor – Department of Statistical Sciences, University of Padua

The debate was moderated by Silvia Giopp (EVTA) and Davide Orlandini (IFOA, EfVET Italian Member). Both European networks, EfVET and EVTA, are committed to promoting excellence, inclusion and internationalisation.

Global competition, digitalisation, social inclusion are just some of the new challenges that Europe is facing today. These trends are having a clear impact on the structure and development of the labour market. As a result, the skills to be acquired and learned should be new ones, going one step ahead as those skills learn today might not be useful for the jobs of tomorrow. Hence, the Vocational Education and Training (VET) has proved to provide effective tools to address these socio-economic challenges and look into the future of work.

The VET on the Moon event showed how vocational training plays a strategic role in the debate of the future of the labour market in Europe, but also how it contributes to the well-being and development of the communities in which it operates, including in the international sphere.

Stefano Tirati (EfVET Vice president) said “We see that many EfVET members have been counted among the examples of EU Vocational Excellence and we believe that we are working in the right direction. For example, the Italian example of the Istituti Tecnici Superiori (ITS). Why is the ITS a world example recognised as excellence? Because it gathers:

- Public /private partnerships
- Knowledge triangle
- Innovation, pedagogical and innovation -savvy culture.

Above all for the results: the effectiveness of technical vocational tertiary courses in terms of job placement.”

Tirati stressed how inclusion as excellence is based on the ability to network, companies by enhancing the heritage and productive traditions of the territory with policymakers and local authorities that multiply the effectiveness not only of training but also of the transition to work. He underlined “the inclusion of excellence has a huge impact, not only at individual participants level but also as a social impact measurable in economic terms, of the value of work, of the pride in being of the world of vocational training”.

**Verona Job&Orienta job fair**

This Job&Orienta job fair is gathering visitors from the world of work, school and training.

Some EfVET Italian members such as ENAIP, ENAC or MCAST showed good practices during the Verona Job & Orienta 2019 fair and organised the workshops. For example, ENAC (EfVET Italian Member) together with students and teachers of Canossian Vocational Training Centers, showed best practices related four areas: fashion, graphics design, wellness and agri-food.
DOYOURMOB 8TH EDITION, THE SOCIAL IMPACT OF LEARNING MOBILITY

Over 100 participants, professionals from the Vocational Educational and Training from all over Europe, met in Bologna on the 4th of December to discuss international mobility. This year too DOYOURMOB (DYM), the international meeting promoted by Scuola Centrale Formazione (SCF), that gets to its 8th edition, drawn the attention of European networks and partners who SCF collaborates within the framework of mobility projects, strategic partnership or international cooperation.

The event counts every year on the collaboration of the Italian National Agency Erasmus Plus INAPP and, since 2015, on the active participation of the Directorate General for Work and Social Affairs of the European Commission. DYM is also connected to the European Vocational Skills Week. This year, it focused on the social impact of transnational mobility as an element supporting the broader ongoing debate on the impact of Vocational Education and Training systems in Italy.

The conference opened with the greeting from Patrizio Bianchi (Councillor for the coordination of European policies on development, school, vocational training, university, research and work of the Emilia-Romagna Region): “The whole world of vocational schools lives on experiences, and today experiences must be carried out outside our school walls, our city or our country. Supporting transnational mobility means having an idea of the school no longer as a place where you transfer notions, but as a place where children can learn to manage complexity, to see the multiplicity of human experience. Therefore travelling, crossing new worlds is a fundamental element for teaching that can read not only the present but also to equip ourselves for the challenges of the future, that by definition will be different from the past “.

The Social Impact of EU mobilities also implies measuring the social “VALUE” of the mobility itself. This can influence the choices for the future in undertaking renewed strategies and generating new quality standards within the international and cooperation activities.

The research on the Social Impact of the mobility, funded with the support of the Ministry of Labour and presented during DYM, has been conducted in collaboration with AICCON, a study centre of the University of Bologna. The projects analyzed in this research were funded under the Erasmus Plus 2014-2020 program and within a specific channel addressed to the so-called “Mobility Charters” assigned to SCF in 2015.

Sportello, Sportello2 and Sportello3 KA1 projects implemented from 2017 to 2019 were analysed for a total of about 793 transnational mobilities. A transversal data reading, which examines the mobility activities globally, allows us to have a glimpse on some “impacts” resulting from processes of organizational transformation of the whole “sending system” and a greater degree of internationalization of regional IVET systems: transnational mobility generates further mobility which is probably the greatest expected impact in the light of the community policies and the guidelines of the next Erasmus program.
EARLY SCHOOL WORKERS

ENAC and other ESW partners organised a Consensus Conference in the frame of the EU VET skills week.

The Consensus Conference took place at the Catholic University of Sacro Cuore (Brescia) on the 9th of May and it represented an important moment to read, discuss and validate the UTCs Transferability Guidelines with the support of experts and relevant stakeholders.

The new identity of VET centres lies at the intersection between school and work, as several international and national experiences showed. Contemporary VET centres embrace and unify learning needs with the progressive undertaking of a worker’s identity. Moving from these assumptions the Conference addressed the following topics:

- during the morning the ESW project and the UTC Warrington model were presented; Italian education and training experts intervened to discuss the evolution of organizational models in the VET system
- In the afternoon the participants worked in thematic workshops to discuss in detail and validate the guidelines on the transferability model of the UTCs.

The thematic workshops focused on the elements that lie at the heart of the UTCs model:

- **Workshop 1**: discussed how UTCs organise school time and learning spaces and how they form and manage class groups. Some practical indications were validated to replicate the experience in other contexts.
- **Workshop 2**: Hiring staff with the right characteristics and setting up an organisational model is essential to create an encouraging learning environment for children. The WG focused on the variables that characterise the English context and on what can be transferred from this experience.
- **Workshop 3**: The group discussed how to create a curriculum that integrates professional and socio-emotional skills as well as identify the main variables to replicate teaching models based on “learning by doing” and more specifically Project-based Learning
- **Workshop 4**: focused on how to organize an efficient learning assessment model that takes into consideration professional and soft skills as well as experiences outside the school context (alternation, etc.), and that takes on the characteristics of a “formative assessment” that is useful to those who receive it.

**ESW Intellectual Output 1 (IO1)**

The output is now available in the four languages of the project, which was made possible thanks to the wide project collaboration. The IO1 is made up of five sections, accompanying the reader to know University Technical Colleges and UTC Warrington in particular, then extracting the “concept model” of UTC (with its pedagogical, didactic and organisational features), and finally drawing the “transferability guidelines” – open and modular – for “exporting” the UTC methodology in other contexts.

- **Section 1** – “What are University Technical Colleges”
- **Section 2** – “UTC Warrington”
- **Section 3** – “The concept model”
- **Section 4** – “Transferability guidelines”
- **Section 5** – “Transferability guidelines across national contexts”

The next phase of ESW has already begun, and partners are designing curricula by sector, combining national standards and innovative UTC elements. They are doing so by using and applying IO1, but the Output is also open for the public and other educational institutions and operators, both as a practical study tool and as a base for pedagogical reflection.

**www.earlyschoolworkers.eu**
Seinäjoki Joint Municipal Authority for Education

Sedu has had busy autumn related to international activities and participating actively at the EU Vocational Skills week 2019. Internationality has been one of the key themes in all of the eight study locations of Sedu during the last few months.

International Day 30th of August

Together with the regional Opinlakeus – a network of schools, Sedu organized an International Day at the end of August, highlighting different international activities in the South Ostrobothnia region. The event offered an international start to the school year, and it gathered dozens of representatives from different schools to learn about each other’s activities and providing a good platform to discuss cooperation possibilities for the future. One of the main targets of the day was to inspire new teachers and other staff members to take part in European and international cooperation.

NY12h-Camp 9th of October 2019

NY12h-camp (Junior Achievement) was organized at Kurikka Campus in cooperation with VET Institute Sedu and the High School of Kurikka. The non-formal camp gave a great boost for entrepreneurship for students wanting to learn an entrepreneurial way of thinking. The participants solved the challenges presented at the start of the camp. The camp helped students to widen their social network by doing creative tasks and co-operate in an international environment. Participants represented 14 different nationalities. This was not a school day – it was an experience!

Stories around the world 7th of November

During the international week, Sedu organized various events and activities for students, staff and people outside of the school. The main activity of the week was the seminar “Tarinoita maailmalta” (Stories around the word). The seminar gathered around 200 student and school staff and focused on themes such as student and staff mobilities, international cooperation, thoughts and experiences of immigrants. The event was also part of the national “Nenäpäivä”-week the Red Nose Day. The purpose of Nenäpäivä is to raise awareness and gather donations to help children in 17 countries in Africa, Asia and South America. Sedu is an official partner of Nenäpäivä-organisation. www.nenapaiva.fi.

European Skills Week, Finlandia House 13th of October 2019

The international coordinator of Sedu Terhi Haapala participated in the “VET in and for the World” conference at Finlandia House. The parallel session focused on International mobility of learners and staff outside Europe. The session aimed to discuss the current state and experience with VET mobility actions in a global context, and how mobility can be fostered to modernise VET provision as well as enrich the learning experience. Terhi Haapala is the project coordinator of the national Go Global project, which is a network of 11 different VET providers in Finland. The project focuses on mobilities to three African countries and Nepal. In her speech, Terhi shared experiences related to planning and implementing mobilities in Uganda, done by the network.
On Tuesday the 26th of November, the final conference of the VET_GPS – Guiding tools for Professional Skills development in VET was held under the title “Talent of the future trainees’ professional skills development” and organised by EfVET in Brussels.

The main goal of this meeting was to introduce the four main products of VET_GPS project and the process of a pilot test to be done with the support and on VET schools, involving counsellors, trainers and trainees.

The two-year funded project, started in October 2017 and it was coordinated by Mentortec (Portugal) and gathered partners from Spain (CECE and Politeknika Ikastegia Txorierri), Portugal (ANESPO), Italy (Connectis and Pixel Firenze), Austria (Blickpunkt Identität,) and Belgium (EfVET). The partnership is focus 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 and labour market needs, and then the promotion of rates of employability, by providing career guidance.

The “Talent of the future trainees’ professional skills development”, which was among one of the more than 1,675 events organised in the context of the European Vocational Skills Week, was organised by EVET. The conference was opened by Leif Haar (EVET), Andrela Monteiro, the project coordinator from Mentortec, offered an overview of the project and how the main target audience where reach. The most challenging was to reach SMEs as the VET-Business cooperation remains as one of the pending subjects as Monteiro explained. The main resources are already available on the project website:

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

Klaus Linde-Leimer, (Blickpunkt Identität) explained the main resources from the project the methodologies behind the resources. Followed by Andrea Anzanello (Pixel Firenze) who presented the VET-Business Quality Framework developed by VET_GPS.

The second session was dedicated to the presentation of different good practices at the European and regional level from EVTA, EARLALL and the Lifelong Learning Platform.

The afternoon session closed with two European presentations, first from Anna Barbieri (European Commission, DG EMPL), who offered an overview of what the European Commission has accomplished in the last term and the challenges ahead such as the follow-up of the European Pillar of Social Rights, the new Skills Agenda, the approval of the next Erasmus+ programme or the European Education Area.

www.vetgps.eu
On the occasion of the European Vocational Skills Week, ESCUELA PROFESIONAL XAVIER held an informative session about the importance of the privacy of our data and the influence that digital identity may have on VET students future work placements. The main goal was to make young people aware of the (mis)use of their data and the importance of their presence on the net for employment.

Generally speaking, it is still remarkable how many young people do not know the basic standards of data protection or how much personal information they share with companies without realising the implications that this could have in their future. On the contrary of what we could think, there is a broader awareness around how they share their information via the social media platforms. This is reflected in the INCIBE report of 2019 (Activities, Mediation, Opportunities and Risks online for minors in the era of media convergence) where 74% of children from 9 to 17 years old said that “they know what information they can or should not share online”.

It is still a fresh concern on what type of applications we install on the mobile or what personal and home devices we have connected to the Internet or what data they store and share. Neither are the measures that we can take as consumers to protect our personal data. During the conference, it was recommended to read the book “Datanomics”, where its author, Paloma Llaneza, makes us think with numerous examples on the work carried out by companies with our data.

For this reason, and following some advice from experts in privacy, it is recommended to download few mobile applications and only those in which we trust, review the permissions granted, introduce additional security measures in our accounts and get used to searching through search engines from which we leave no trace. Also, we recommend reading the Twitter threads on Manuela Battaglini's privacy and data.

On the other hand, at the employment level, our future graduates and job seekers have a simple way of differentiating themselves from other candidates. Few young people have a professional and/or academic presence on the social media platforms, even more, only a minority have a website or personal blog and social networks with content that can have a positive impact on those companies that are recruiting staff. From Vocational Training we must work with these types of tools to create a professional digital identity that reflects the technical skills of our graduates in VET.

We leave you here the presentation used for this event in the framework of the #EUVocationalSkills Week of this year 2019.
EFVET NEW MEMBERS

LICEUL TEHNOLOGIC FRANCISC NEUMAN
ARAD
(ARAD, RO)
www.liceul-neuman.ro

IUS Lifelong Learning Center (IUS Life)
(Sarajevo, BA)
https://life.ius.edu.ba/en

CIFP César Manrique
(Santa Cruz de Tenerife, ES)
https://cifpcesarmanrique.es

Pärnumaa Vocational Education Center
(Pärnu linn, EE)
http://hariduskeskus.ee
We wish all EfVET Members a Merry Christmas and Happy New Year!

EfVET will keep looking after the Future of VET in 2020!