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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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WELCOME TO NEW MEMBERS
Message from EfVET President

VET is all about excellence and social inclusion. For many years, VET institutions have had their raison d'être in providing education and training to millions of European who otherwise had had their chances of finding a job or a career in jeopardy. EfVET is in the forefront in promoting social inclusion and skills for all.

The theme is prominent in every annual conference and in many of the projects in which it involves itself. It is social inclusion that makes VET such an important sector of education. By social inclusion institutions aim at giving learners the chance to explore their talent and transform their skills and competences into employability.

With Industry 4.0 and the developments and accessibility of technology today, young people have a new partner in learning! It is YouTube and Internet the current sources of knowledge today. Accessibility to knowledge is everywhere from bus stations, to airports, shopping malls, trains, buses, cinemas you name it!

This implies that education and training is available at any time anywhere. It also implies that social exclusion can be defeated in a more rapid manner. Yet we are aware that social exclusion still has its roots deep in many portions of societies across the old continent even though universal education has been with us for decades.

VET providers are fighters of social exclusion. Unlike other sectors in education, VET embraces all talents even no talent can find its way to a hidden skill that may save a person's livelihood. By adopting a learning by doing approach, learners are given the opportunity to use their hands and their minds at the same and without the exclusion of one or the other. It is the use of wise hands that makes VET so special and yet so challenging.
Administrators, teachers and policymakers are all aware of the benefits of work-based learning. Yet work-based learning is far more expensive that learning by listening, reading and writing. It requires material, space, machinery, technology and more importantly dedicated teachers who have had the experience of working while learning and learning while working. These are the key factors that determine whether VET is for social inclusion or not.

Social inclusion comes at a price whichever way it is tackled by policymakers.

If it is ignored, then the cost of ignorance is much higher than that of education. If it is heeded to, it requires targeted investments in VET Colleges which not all governments are ready to provide in several European and non-European countries. Yet experience has shown in several developed countries in Europe that when employers join forces with educators and when public funding increases for VET, results show an improvement in the elimination of social exclusion and a workforce with skills that make it employable for as long as possible.

It is investment in VET that can eliminate social exclusion.

Every person has a natural inclination to learn, succeed and live a quality life.

Almost every person has talents that can allow him or her to be productive or be able to render a service to others. It is the VET learning environment within Colleges and Applied Universities, in industry or at home that can unfold processes of learning conducive to jobs and careers. But it is funding that can transform for many learners social exclusion into social inclusion.

EfVET is an organisation, a network and a voice for European VET that considers social inclusion as the all-embracing mission for VET institutions.

Through this Magazine we would like to encourage and support activities and measures that promote social inclusion. Too many young people in Europe finish without skills after completing compulsory education. The number of low skilled workers runs in millions. Those not in employment or in education is also way above expectation in the developed world. It is high time to address this issue with funding measures targeted to eradicate social exclusion. ERASMUS+ is an excellent vehicle that can support initiatives across Europe. EfVET will continue to do its utmost to promote its own STUDY VISITS for its members so that we share good practices, we learn from each other and we work together.

With every day that passes without concrete action, more learners continue to fall by the way side. It is our mission to prevent social exclusion and to invest more energy into lobbying for funding that supports activities that give people a second chance in life.

JOACHIM JAMES CALLEJA
EfVET President
The 29th Annual EfVET International Conference  
Kuopio, Finland, 21-24 October 2020

EfVET Annual International Conference will take place between the 21st -24th of October 2020 in the Scandic Kuopio Hotel, Kuopio, Finland.

The main focus will to highlight opportunities for development and solutions, not only from the viewpoint of changing working life but also from environmentally friendly practices and person-centred approaches that challenge the one-size fits all approach.

Our societies will continue to need industries whose activities will burden our environment, but with the help of new technologies and new innovative way of learning and working, we can reduce the burden on the environment, educate individuals to be environment-friendly and conscientious citizens and bestow upon future generations a better planet than the one we possess today.

At the event, we will look at the changing operating environment from the social, educational, business and student perspective. Through panel discussions and workshops proceedings of the conference will focus on the interface between new technologies in learning and the links between working life and the requirements of sustainable development.

The conference will bring together practitioners, researchers and educators from around the world, who are engaged in Vocation Education and Training. It will host delegates from more than 150 institutions and it will cover more than 72 hours, 30 roundtables and 6 workshops.

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

The full details of the programme and theme will be available in May on the EfVET Conference Website, where you can register for the event and hotel guestrooms.

EfVET Conference Team
EfVET is pleased to announce that Mr Giorgos Giorgakis has been appointed as a new member of the Steering Committee, particularly representing Cyprus. EfVET family welcomes him on board, while saying goodbye and giving thanks to the former member, Mr Andreas Loizou, for his work and contribution he gave during his mandate. We also wish him best of luck in his new professional challenge and career.

Member of the National Representative for Cyprus, Giorgos Giorgakis, is the founder and Managing Director of Eurosuccess Consulting, active in the field of project management, training & consulting services as well as accredited VET Center from the Human Resource Development Authority of Cyprus, the relevant public authority as regards to training and education.

Graduated from the European University of Cyprus, with a Master Degree (MBA) in Business Administration in July 2008, he has developed, managed and implemented more than 85 EU and National (FP, LLP, JUSTICE, ERASMUS+, etc.) projects since 2006.

He is also responsible of the development team for various applications regarding both EU and National funding schemes, for businesses and physical entities, so as to create and develop their business' operations or innovative ideas and bring them to life. As regards to the delivery of training programs, Giorgos has an extensive experience concerning the development of innovative and practical solutions, for businesses and other organisations.

In addition, he has been actively involved in preparing and implementing public tenders especially in regards to HR Development, Management and Consulting. Lastly, he has been evaluator regarding the evaluation of various proposals under the programs of Lifelong Learning, Erasmus+ & EEA, and Norway Grants.

“I am thrilled of being part of the EfVET Steering Committee! Together with my colleagues from various EU countries and contexts, we will aim to develop further and support the EU VET institutions, with the guidance of the Commission”, he stated. “Furthermore, one of the challenges of the upcoming years will be to strengthen the Cypriot network of EfVET”.

New Member of the Steering Committee
New Staff Member of the EfVET Brussels Office

The European Forum of Technical and Vocational Education and Training (EfVET) is pleased to welcome a new Communications & Project Officer, Vittoria Valentina Di Gennaro, to its International Secretariat in Brussels. Vittoria is originally from Italy and will be working from the Brussels office of EfVET.

Vittoria has a strong interest in Education, VET, Youth, and the Erasmus+ program and gained her work experience in the communications sector and in the project management. She has worked for local/national bodies, universities, international organisations, EU institutions and agencies, and NGOs, gaining experience in several fields, such as human rights, democracy and cooperation, as well as youth empowerment, education and culture, among the others.

Her interest in Erasmus+ program and Education was confirmed when she started volunteering for the Erasmus+ Global Partnership and working for garagErasmus Foundation, collaborating with ESAA, the Erasmus+ Student and Alumni Alliance, and other Youth organisations, such as the LifeLong Learning Platform (LLLP) and European Youth Forum.

Vittoria's educational background includes a Bachelor’s degree in Political Science, and two Masters degrees, one in International Relations and one in European Projects Planning and Management. Italian mother tongue, fluent in English, French, Spanish, and with a good knowledge of Portuguese, Vittoria will be working at the International Secretariat taking care of the corporate communications of EfVET, as well as of projects activities, supporting their implementation and leading the communication and dissemination part.

"I’m very enthusiastic about joining EfVET, and excited about the projects I will be working on within the organisation in the future. I’m also very confident about my role in ensuring communication and interaction within the network in order to promote EfVET aspiration in growing even more and increase its visibility", she stated. “I am glad that my work as a Communication & Project Officer will contribute to strengthen EfVET’s presence and increase the impact of its work in EU and beyond in favour of Vocational Education and Training".
Inclusive Excellence in VET: the experience of Cometa Formazione
by PAOLO NARDI, Cometa Formazione (Italy)

“We need to offer excellence to everyone, to all VET learners [...] no one should be left behind. In short, education should be both excellent and inclusive” - Thyssen’s message to EfVET Conference 2018).

In the recent EU policy on VET, the paramount vocation “to leave no one behind” is clearly stated, by promoting a “whole-school approach” in education for sustainable development (EU Council Conclusions, 2010).

The Bruges Communiqué (2010) mentions VET role in promoting social cohesion and facing societal challenges, underlining its dual objective: excellence and inclusion. Also the Riga Declarations (2015) claim to “quality and attractiveness of accessible and inclusive VET” by “more flexible and permeable systems”. The EU New Skills Agenda (2016) invites VET to work on “personal fulfilment and development, social inclusion, active citizenship and employment”, in line with the strategy of “a resilient, inclusive and sustainable growth at
at territorial level” (Communication Strengthening Innovation in Europe’s Regions, 2017).

In the current context of global challenges (skills mismatch, unemployment, technological paradigm shift), the role of VET in driving both inclusion and excellence is paramount. The experience of Cometa Formazione – Oliver Twist VET school, shows the relevance of new approaches in the VET system. A system where developing students’ capabilities (Nussbaum, 2011) becomes the main goal of teaching and training activities: future workers need not only professional skills for a (less and less) permanent job, rather they have to develop personal capabilities to keep themselves employable and smart citizens, the only way to safeguard social cohesion in the next decades (Nussbaum, 2010; Alessandrini, 2014).

Cometa Formazione, since its beginning, has been trying to educate students, mainly from disadvantaged groups. Due to this specific target group, Cometa has developed the pedagogical approach of Inclusive Excellence (Mele and Nardi, 2018; Nardi et al., 2018), providing students with high quality professional skills, but carefully fostering their social and emotional skills. It is possible to summarize this approach in four main elements:

1. Personalization
As also recently promoted in the Finnish VET system, personalization of learning pathways is a key driver for excellence in VET and a crucial condition for inclusion. Personalization implies a tailored programme based on learners’ attitude and competencies; there are three activities:

- **Observation**: tutors analyse and monitor learners’ skills assessment (foundational, professional and non-cognitive skills).

- **Planning** (and re-planning): after the preliminary observation, as well as during the monitoring, a personalized project is planned (and adapted) for every learner. It is important to share the project with relevant stakeholders (colleagues, parents, social services) and, of course, the learners themselves.

- **Team Supervision**: the success of a personalized project is related to the ability to include different points of view from other colleagues in charge of this task, in a “community of practice” model.

2. Reality-based training models
Training based on real tasks and challenges helps not only the development of professional skills, but also (even more) non-cognitive skills. The reality-based learning in Cometa (School-Enterprise), challenge-based learning in Euskadi
(Ethazi) or Nordic countries, the project-based learning in The Netherlands, offer an extraordinary opportunity of learning in a quasi-company environment, but still in school.

3. Work-based Guidance
The quality of internships, apprenticeships and transition to job rely on an effective preparation, monitoring and assessment. In Cometa, managing the relation with the company is crucial to prepare a solid training environment and a useful induction: an “educational pact” among Cometa, the company, the learners and their families is the starting point. In Cometa, the work-based guidance model includes:

- **Preparatory step**: to guide and support learners to raise awareness on their strengths and weaknesses (skills balance), train them to prepare the main documents and activities related to internship or job search (CV, interview, cover letter).

- **Monitoring and Assessment step**: during the internship/apprenticeship, tutors monitor learners’ performances and provide coaching. Specific activities (visits in the company, weekly reports) and tools (personal or group scenarios) have been developed.

4. An agile Governance model
A VET centre aiming at an Inclusive Excel-
Why exclude when it is much more beneficial to include!

-Social Inclusion and Skills for all through international collaboration at Axxell

by TANJA HALTTUNEN, Axxell Utbildning Ab (Finland)

One of the biggest challenges VET faces today is to educate students that possess the skills that the employers of today and tomorrow are looking for. As long as I have worked within VET this has been the challenge.

However as long as VET providers and staff working within VET aren’t willing to adapt and implement the idea of social inclusion and actually trust that every single VET student has the ability to develop their skills set, take ownership for their learning and create their own success stories, we will not be able to provide equal opportunities to all students and provide them with the skills-sets that they deserve.

I’ve been fortunate to work for a Finland-Swedish VET provider called Axxell since August 2008. One of my first assignments, as an international coordinator, was to write an international strategy that points out Axxell’s vision of providing equal opportunities, equity and social inclu-
-sion in a way that enables skills development through international collaboration. As one of the first VET schools in Finland, we begun to send students with less opportunities and who were at risk of social exclusion on international mobilities alone or in small groups of four. As one of the biggest cornerstones in our international strategy was TRUST we have never sent teachers to chaperone students. Axxell chose to believe that students would embrace mobilities as a way to find hidden strengths and skills.

Before Axxell begun sending students with fewer opportunities on international mobilities, we wanted to know what kind of support these students wanted and in needed, in order for them to embrace this opportunity and go on a mobility abroad. To build up frameworks for this we needed to learn from the experts themselves, the experts being students who were at risk of social exclusion or had plans to drop out of VET. In 2009 Axxell took part in a Leonardo Da Vinci partnership project, “Enhance Mobility for students at risk of social exclusion”, where the aim was to develop tools that would help VET providers and teachers to encourage and support students to make an investment in students’ future by providing all students equal opportunities to participate in international mobilities.

During the two years of the “Enhance Mobility” project 24 students from Finland, Sweden, Germany, Poland, and Greece, who had faced different kinds of obstacles in life and who came from different social backgrounds, helped the international coordinators and teachers working within the project to understand how students like them should be motivated to go on international mobilities and how we could convince VET providers and teachers to implement the idea of equal opportunities for all.

This was the beginning of a decade of working with providing students with equal opportunities to take part in international mobilities and to see international mobilities as a tool for social inclusion and skills development.

Since 2009 Axxell has coordinated or been a partner in many European projects that have focused on social inclusion, skills development and providing all students, regardless of their history or background, equal and fair opportunities to take part in international mobilities.

Among the project I want to highlight are IDETIC; a LdV mobility project where the aim was to show Axxell’s management what impact European mobilities have on helping students with fewer opportunities recognize and develop their hidden skills and why Axxell can’t afford to exclude
these students from mobilities. SOS-Mobilities (LdV Transfer of Innovation project) developed frameworks, checklists and a manual that would help **encourage teachers to include students with fewer opportunities in international mobilities.**

Erasmus+ KA1 projects LearnMob1, 2 and 3 all focused on providing students regardless of age, background or past history with **equal opportunities** to develop skills through European mobilities. Erasmus+ KA2 project DIDO-dropping in the dropouts aims at increasing the learning motivation of adult students throughout Europe, by developing an online toolkit with effective and practical methods to reduce the dropout rate in adult education.

Erasmus+ KA2 project WorkSafe developed tools that helps VET providers and teachers to ensure that students can learn in safe learning environments nationally and in Europe while doing WBL. The Erasmus+ KA2 project VET@work is currently working on developing tools that help map out skills that the labour market wants and creating frameworks for how to set up collaborations between VET and work that helps increase 21st century skills of VET students. The above mentioned project have had and still have a true impact on how Axxell works with **social inclusion, equity, equal opportunities** and developing skills that employers want and need future employees to have.
Inclusiveness in the DNA

by AINHOA DE LA CRUZ & ALFREDO GARMENDIA, Centro San Viator (Spain)

Mobility at European level in the Erasmus+ framework is presented for Vocational Training schools as an opportunity that we must take advantage of to favour the inclusion of students with fewer opportunities.

But... What do we mean when we talk about young people with fewer opportunities? And what is even more important... what kind of answer can the vocational training schools in Europe offer to their specific needs?

In this increasingly changing Europe we face, being able to respond in a global way to the needs of our society is not only a right but an obligation that we have to assume like Vocational Training providers.

When we talk about young people with less opportunities, we refer to all those people who, due to bio-psychosocial issues, need a timely or continuous methodological adaptation and resources so that they acquire the necessary socio-personal and technical skills to enjoy a full life.

The European mobilities offered by Erasmus+ are an opportunity for these
young people to put into practice all those skills that have been acquired in the Vocational Training Schools and that need to be developed in a real environment. In addition, the empowerment for them to enjoy a unique experience of living with people from other countries, interacting with companies where acquiring new learning is a unique and unrepeatable experience that will help in the process of socio-labour integration of young people.

**Internationalization and inclusion are two sides of the coin for Centro San Viator**, which implies that there is a close interdepartmental collaboration and that necessarily goes through networking with the department of social innovation, training for employment and the team of teachers who work on a daily basis with young people with fewer opportunities.

This is how the European project Aurrerantz+ was born in 2006, as an innovative formula that sought to respond to the **needs of young people with intellectual disabilities, school dropouts, migrants and people at risk of social exclusion**. Initially, the project was focused on the participation in European projects of social inclusion but gradually derived from something much more concrete, becoming ourselves who organized the mobility of young people to different European countries.

The experience has shown us how during their stay abroad our young students acquire all those skills they need to, upon their return, be able to access the labour market with the maximum guarantees of success. In addition, their level of self-esteem and self-concept improve markedly feeling able to enter the job market on equal terms with respect to other young people who are also studying at Vocational Training Schools like ours.

It is precisely the Vocational Training schools who have to take over and assume that we are part of the solution to the problem of social exclusion and that we have a relevant role in the process of integrating people with less opportunities. Our close relationship with the companies, as well as the deep knowledge we have of the skills and competences that must be acquired by these young people to access the labour market, make us co-responsible in removing the barriers that hinder their socio-labour integration.
Social inclusion: the strategy for the development of education in Bulgaria

by EVGENIYA BARBAROVA, High Vocational School of Tourism “Dr Vasil Beron” (Bulgaria)

Social inclusion covers activities aimed at:
- Training of persons with low education and without qualification.
- Support for employment and social integration of people with disabilities and special needs.
- Quick transition of young people from school to the labour market.
- Recognition of non-formal and independent learning.

Social inclusion directly corresponds to Objective 1 of the United Nations Sustainable Development Goals, namely: "Eradicating poverty in all its forms and everywhere".

In the strategy for the development of education in Bulgaria, social inclusion is mentioned as one of the main tasks for vocational education and training. It is vocational schools that carry out activities facilitating and ensuring the successful inclusion of young people, people with disabilities and special needs, of structural/or long-term/unemployed persons, of persons without professional qualifications in the labour market.
The team of Vassil Beron Vocational High School of Tourism recognises the challenges of vocational education and training and the need to carry out activities aimed at social inclusion, leading to increased economic activity and employment in the economy.

The main task of the school is to guarantee the quality of vocational education of young people with a view to their successful realization on the labour market. In order to accomplish this task, the school periodically updates its curricula according to the needs of the business. The high school team provides training in professions and specialties that are needed in the labour market. Considering the fact that internships in real work conditions and workplaces are an important factor in facilitating the transition of young people from learning to employment, the High School for Tourism maintains long-term partnerships with companies in the tourism sector, which provide workplaces for practical training of students.

As a result, 100% of the students in the school conduct their practice in real conditions, and over 60% of the graduates begin work in the acquired specialty. In addition, the Veliko Turnovo High School of Tourism has implemented Erasmus+ projects, providing internships to students in real jobs at tourism companies in Florence, Italy. This further motivates the students and gives them confidence for successful professional realization.

The second activity aimed at social inclusion is the education of people with disabilities and special needs. At the Veliko Turnovo Tourism High School children with special educational needs are trained. The aim is that they acquire a qualification in their chosen profession in the field of tourism. This is a relatively new activity for the school and therefore the teaching staff is looking for ways to explore and share good practices in teaching children with special educational needs.

This is the reason for the school to become involved in: “VET4ALL - Professional Development of VET Tutors and Trainers to Enhance Social Inclusion in Work-Based Learning”, within which a handbook will be developed with partners from Italy, Malta, Spain, and Romania for inclusion of children with SEN in vocational training and in international mobility.

The school plans to include children with special needs in internships next year in Florence, Italy. This will motivate the students and give them confidence that they can have successful professional realization and social integration.

Vocational High School for Tourism - V. Turnovo also carries out other activities
aimed at promoting social inclusion. We organize and conduct adult vocational training courses. These are mostly for unemployed job seekers.

The school also offers validation of competencies that have been acquired independently or informally. This procedure is most often taken by adults who practice a profession without a professional qualification. In order to certify their professional skills, individuals show documents for their experience of practicing the profession, after which a committee at the school evaluates the level of proficiency in the Professional Acquisition Standard. If the person covers all competences, he/she will take the State examination for certification and acquisition of professional qualification.

Vocational High School of Tourism - Veliko Tarnovo is one of the few non-economic vocational schools that provides enhanced entrepreneurial training. The school has own training companies in which students create and sell their own product and realize it by reporting a financial result, developing a business plan, researching the market, conducting advertising activities, and compiling accounting documents. The school encourages the building of an entrepreneurial attitude, which is the basis of young people's economic activity, and the strive to develop their own businesses and create jobs.

It is time for vocational education to be seen as the key to the sustainable development of the economies of all countries of the European Community and as a factor for social inclusion and overcoming poverty.
Social inclusion and skills for all - from the perspective of a Danish VET college

by ANNIE Philipsen, SOSU H (Denmark)

One of the big issues in Denmark, in Vet and in our college, is getting enough students in VET. We have numerous activities to present our educations and numerous activities in cooperation with primary and secondary schools as well as counsellors, work-life, municipalities etc.

In the Capital Region, a cooperation of the Region, municipalities, schools,

SOSU H is situated in the Capital region of Denmark, and offers Basic Social and Health education programs.

counselling and VET colleges have created a whole program towards VET knowledge, pointed at the pupils leaving school in a year or two. It is called Skills; Test your skills.

All 8th Grade pupils in the Capital region visit a VET college for 1 + 2 days. During these days, they test their skills in different VET educations. Among other things, they do a group competition in handling the different skills and use elements from different VET education areas to create a music festival.

By the end of this program, all the pupils join a large education fair, where they once more, are invited to - in a different setting - test their skills. It is a hands-on educational fair with a focus on young role models from all participating VET educations.

Besides these activities we have, in cooperation with youth counselling organizations, other school-leaving - boost your skills - programs for pupils of any age. We call them ‘bridge building’ activities between school and VET education.

Pupils, due to leave primary school in some years go to a 3 - 5 days program (or maybe even longer) in a VET college, and we know that approximately 30% of our new students in our Entry courses at SOSU H, have been in an earlier ‘bridge building’ activity.

These activities are for pupils in the Capital Region at our college, some pupils visit more colleges. We have around 13.000 pupils in 8th Grade in the region.

In college we also work with skills and are very engaged in Danish Skills competition for Social- and Health Care assistants (Practical nurses program EQF level 4).

Facts: In 2019 20 % of school leavers apply for a VET education, after 9th. or 10th. grade, but in the Capital Region it´s only about 13%. It is a governmental ambition to raise these numbers. At least 25% in 2020 and 30% in 2025 of the school leavers should apply for a VET education.

Purpose is to raise the general opinion of VET in general & Basic Health Care educations in particular, but also, as a side effect, participation in Skills competition, raise the general level in the actual education.

Unfortunately these activities do not, in a sufficient way, meet the needs of getting more students to choose a VET education, but we constantly find new ways and work to improve these figures.
The “Brigata del Pratello”, the first training “Osteria” inside the juvenile prison of Bologna

by MARIA LORENZINI, Scuola Centrale Formazione (Italy)

In the historic street of the inns, the vocational training centre FOMAL launches an innovative project that aims to live detention as an opportunity for regeneration.

An ambitious project is born on Pratello Street in Bologna, conceived and carried out by Fomal - Fondazione Opera Madonna Del Lavoro, associated member of the Scuola Centrale Formazione and accredited by the Emilia-Romagna Region for Professional Training in the catering sector: "Brigata del Pratello" is the first "Osteria" inside the juvenile prison, a welcoming place, full of meaning, meant to support the educational challenge of young people, with the belief that each person can always "start again" to carry out his/her personal project of growth and autonomy.

The project, carried out in collaboration with the Juvenile Penal Institute (IPM), envisages that young prisoners - while they spend their sentence - participate to a training course which includes the
particular experience of the contact with the public during the regular opening schedule and therefore access to a real job. Young prisoners are protagonists of the project: they are involved as cooks or waiters, they put their learning into practice by confronting real "customers" and aim to reach the standards of the labour market.

Since 2010, FOMAL has been active in the "prison of Pratello" with training pathways preparing the young people to work in the cooking sector, transforming the time lives within those walls into a resilient learning of a craft that prepares their social (re)-inclusion. Starting in January 2020 - after a few dinners based on targeted invitations - the experience "inside the walls" was opened to the large public, with a program of themed evenings, dinners-events in which it is possible to participate by reservation on the website (www.brigatadelpratello.it).

The cooking service is realized with the precious collaboration of professional chefs, who take care of the training. Professional educators, in collaboration with the surveillance staff, support chefs and maître in the running of the kitchen Brigade, carrying out educational, orientation and motivational interventions, facilitating the management of the group. For each dinner-event, 6-8 young people are involved in turn (3-4 kitchen assistants, 3-4 waiters). Every month the Osteria hosts about 40-45 people who will eat dishes (with a free contribution to support the project), cooked with
vegetables grown in the garden in the outdoor areas of the prison.

The reasons at the base of this project are certainly linked to the desire to put people at the center and support a process of social inclusion, but also – as Beatrice Draghetti, the President of Fomal, says “to make the city aware of this place and of the young people who live inside. Often behind many crimes there is a lack of motivation towards life and lack of hope, of positive opportunities, therefore also the lack of a certain responsibility the community should assume.

This Osteria open to the public is a challenge for anyone who wants to have at heart the present and the future off all the members of the community, without prejudice, without categories, without rankings, in order to go towards new possibilities".
The Accademia europea di Firenze as an example of bridge-to-Europe for Italian VET schools

by SIMONE FALCHI, Accademia europea di Firenze (Italy)

Accademia europea di Firenze is a mobility provider based in Florence, in the heart of Tuscany. It was born in 1992 as a non-profit association dedicated to youth work, international mobility and nonformal education, and it's still doing great after 28 years, with more passion and drive then ever. We are a stable team of full time professionals, all of us had different experiences abroad, ranging from work, study, internships, training courses, language courses etc.

International mobility is our profession and our daily commitment 365 days a year, but it's safe to say that it's firstly a personal mission and vocation for each one of us.

Internships are our main skill, and we're working everyday to improve our knowledge and understanding of our labour market and our interaction and relationship with local companies. All to provide our trainees with the best chance to grow as young workers and as open minded european citizens. Commitment and dedication...
are the key.

We're in love with Europe and the values of interculturality and multiculturalism, which are our personal culture and deeper believes. We work everyday believing in our active role in the cross-cultural process of international mobilities, where it's required to build bridges of relationships, sharing, listening, learning and being open to changing.

We are happy members of EfVET, as it's a large and inspiring community for benchlearning, and matter of fact, we invited many of our partners to join too – and some of them did! We also joined following the suggestion of another member, who actually invited us several years ago, and it's now our turn to spread the word!

We strongly believe in this power of exchange and learning from others. In fact we daily interact with our partners facilitating the circulation of inspiring ideas, good practices, useful information about anything involved in our work. From mobility projects technical aspects, to pedagogy and methodologies, interesting partners, schools, systems, events and so on.

EfVET is also part of this sharing and learning experience, as it's a phenom-

enal platform for open minded stakeholders, to grow ideas and partnerships, learn from others and hear directly from Institutions.

Being the bridge-to-Europe for those italian VET schools we collaborate with (but also as Europeenthusiasts!) we believe it's our role to help and lead them to build boundaries and connections to other european actors.

There's a big work that needs to be done on italian schools and the whole VET system in Italy. From making it more technical and effective towards the labour market, to giving much more importance to work-based learning, to participating more in the european initiatives such as the European Skills Week or networks, improving the access to fundings and spreading the culture of benchlearning and sharing.

This would enable them to be more proactive and understand the importance of reaching out to Europe for more opportunities or personal and professional growth for students, teachers and the VET system.

If you share our values get in touch with us and let's start a fantastic story together!
“Hospital Gastronomy” Award from Ministry of Education in Portugal and Ilídio Pinho Foundation - Fátima’s Hospitality Vocational School among the 50 best projects by CARINA JOÃO OLIVEIRA, Insignare (Portugal)

The award ceremony of the 16th Edition of the Foundation Ilídio Pinho’s Prize “Science at School - Development of Portugal”, a partnership with the Ministry of Education, took place last February 12th, 2020, in Aveiro, and Fátima’s Hospitality Vocational School was awarded by the Minister of Educa-
tion, Mr. Tiago Brandão Rodrigues, and by Mr. Ilídio Pinho, the President of the Foundation bearing his name.

“Hospital - Gastronomy” is a project that makes the whole educational community proud, especially for the recognition of the entire year of work and innovations that involved the technical area of Cook and Pastry, together with the company Trivalor.

After several stages of selection, the national jury revealed the list of the 50 winners of this 16th edition, among 1390 projects competing from public and private schools.
Hospitality School of Fátima, a VET school, received an Honorable Mention that above all rewards the work developed in the community in a collaborative way, with companies and institutions that are of significant importance in the medical sector and in the society.

The challenge started in 2019 and included a partnership between our School and one of the largest food and catering suppliers in the health sector, the Trivalor Group, and also with the Cascais Hospital – one of the best hospitals in Portugal.

This partnership allowed students and trainers in the technical fields to be innovative, by designing and applying medically and nutritionally validated menus for patients, with special needs in terms of food and nutrients, but whose final result was intended to be different from the traditional “hospital food”.

An important part of this work was also the need to respect budgets and equipment traditionally available in hospital kitchens. In the end there was an evaluation by the different stakeholders involved in the project.

The School highlights not only the award that values all those who contributed to it, but above all the concept of improving the lives of patients in hospitals, foreseeing that one day the result can be applied in hospitals all over the country.

This school is a member of the European organization EfVET, which continuously is the source of inspiration for the work in innovation and differentiation of projects, being an important network of contacts and experiences exchanging across Europe.
OnTrack: A system for VET graduates
by MARIA THEODOROU, Intercollege (Cyprus)

The Erasmus+ project "OnTrack" (2018-2020) aims to develop a tracking system for graduates of Initial Vocational Education and Training at schools and institutes. The main objective of the project is to first thoroughly analyse the context and needs of each project country and on this basis to develop a tracking system at institute level which can later be integrated into the quality assurance system of the VET provider.

The tracking system aims to collect qualitative and quantitative data from VET graduates relating to further training, employment, career paths, labour market relevant skills and competences, etc. This should enable feedback on the quality assurance systems of the training providers and contribute to the further design of VET programmes and planning, implementation and design of learning processes.

The data collected should also be of assistance in vocational counselling, in supporting vocational training participants or in networking with the labour market. In addition, vocational training providers are to be supported in establishing the tracking mechanism.

The project coordination is managed by the Technical University of Kosice (TUKE), in Slovakia and the rest of its members are: Intercollege (Cyprus), IEK DELTA and IDEC (Greece), Politeknika Ikastegia Txorierri (Spain), Astra (Slovakia), Eurofortis (Latvia), Navet (Bulgaria), 3S Research Laboratory (Austria).
The first Intellectual Output “VET4ALL Didactical Guidelines for Training VET Staff” was finally ready and it is now downloadable from the VET4ALL project website in the following languages: English, Bulgarian, Italian, Spanish, French, and Romanian.

The results of the partner countries, the information gathered by a desk research made in preparation of the project by each partner, as well as trips for teachers when dealing with work-based learning for students with disabilities and special needs, are also available. In the meantime, with regard to the second Intellectual Output of the project the “VET4ALL Training Curriculum for Professional Development of VET tutors and Trainers to enhance social Inclusion in Work-based Learning – VET4ALL” by VALENTINA CHANINA, EfVET (Belgium) VET4ALL project objectives are focused on the training of teachers, staff and in-company mentors working with students with disabilities and special needs to make their work-based learning experiences more fruitful and oriented to their transition from school to work.
**VET Staff**, we developed a specific module of the curriculum, covering a certain topic. Based on the difficulties and needs pointed out by stakeholders involved in the focus groups, we included in the training modules subjects such as:

- how to **deal with the target group** before and during **work-based learning**
- how to **improve the planning and management of flexible and tailor-made work-based learning**, at National and EU level
- how to **apply Supported Employment measures**

The **learning outcome approach** and the **learning-unit design** have been used so that the outcomes of each training module become more visible, understandable and transparent for its users at EU level. The Training Curriculum is now ready, and it is in its stage of testing phase by each partner organisation through **local training courses addressed to teachers and VET staff**.

The **learning outcome approach** and the **learning-unit design** have been used so that the outcomes of each training module become more visible, understandable and transparent for its users at EU level. The Training Curriculum is now ready, and it is in its stage of testing phase by each partner organisation through local training courses addressed to teachers and VET staff. The next step will be the development of the **“VET4ALL Mobility Vademecum for Accompanying Persons of Students with Special Needs”**: a very practical tool to be supplied to teachers/staff to lead a mobility path for students with special needs.

For more information visit our website: www.vet4all.org
New members since beginning 2020
Welcome to New Members

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SEPR
www.sepr.edu

2. FINLAND
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6. SWITZERLAND
Movetia
www.movetia.ch

7. ESTONIA
Kuressaare Ametikool
www.ametikool.ee

8. SPAIN
Institut Camps Blancs
www.inscampsblancs.cat

9. SWITZERLAND
Berufsbildungszenrum Olten
https://bbzolten.so.ch/startseite/

10. THE NETHERLANDS
De Leijgraaf
www.leijgraaf.nl

11. IRELAND
Equipeople Ltd
www.equipeopleworkexperience.com

12. FINLAND
Prakticum South Savo
www.practicum.fi

13. SWITZERLAND
Route2China
www.route2china.ch

14. IRELAND
European Career Evolution
www.ece-ireland.com

15. SWITZERLAND
RCST Rockfield College of Sciences and Technology
www.rcsedu.ch

16. SLOVENIA
Skupnost višjih strokovnih šol Republike Slovenije
www.skupnost-vss.si

17. ESTONIA
Viljandi Kutsēõppekeskus - Viljandi Vocational Training Centre
www.vikk.ee

18. FRANCE
Association ouvrière des Compagnons du Devoir et du Tour de France
www.compagnons-du-devoir.com