COVID-19 beyond 2020: A new generation of VET?
The EfVET Magazine is published electronically on the website and sent to members by e-mail.

EDITOR
Leif Haar

COORDINATOR & GRAPHIC DESIGNER
Vittoria Valentina Di Gennaro

CONTRIBUTORS
EfVET Members

PICTURES
EfVET Members
Pexels (cover); Alamy; Pickpik; iStock; Security Magazine

PUBLISHER
European Forum of Technical and Vocational Education and Training (EfVET)

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.
MESSAGE FROM EFVET PRESIDENT
by Joachim James Calleja

THE 29TH ANNUAL EFVET INTERNATIONAL CONFERENCE
by EfVET Conference Team

EFVET SURVEY ON THE IMPACT OF COVID-19 ON VET: UNDERSTANDING AND SHARING MEMBERS EXPERIENCES
by Vittoria Valentina Di Gennaro, EfVET

COVID-19: THREAT OR CHALLENGE? COMETA FORMAZIONE EXPERIENCE TO INNOVATE TVET
by Paolo Nardi, Cometa Formazione & IATH Academy

COVID-19 AND INTERNATIONALISATION: A DISASTER OR AN OPPORTUNITY?
by Norbert Ruepert, ROC Midden Nederland

THE IMPACT OF COVID-19 IN EUC SYD AND THE VET EDUCATION WORLD IN DENMARK
by Lene Bonnen Sandholdt, EUC Syd

STUDENTS WITH DISABILITIES AND DISTANCE LEARNING: THE POSSIBLE DUO
by Marco Muzzarelli, ENGIM

INTERNATIONAL ACTIVITIES IN TIMES OF "VUCA"
by Katriina Lammi, Keuda

WELCOME TO NEW MEMBERS
COVID-19 has taken all sectors by surprise. Very few were prepared for its negative impacts.

Lessons have been learnt across the board on measures that governments and the private sectors need to take in case another pandemic stalls economies and the normal way of life of billions of people across the globe.

While economies are trying to re-open the doors for a new normal life, there is growing scepticism that we will get back to normal in a few months’ time. Sectors such as aviation, education, commerce, tourism, and others are gearing up to a new normal largely based on technology, more sophisticated health measures, as well as more vigilant processes to ensure that social distancing is kept at all times.

In education, online learning has been adopted across all sectors of schooling, vocational institutions, and higher education. This has brought new ways of interaction but also challenges, which one ought to be addressed before falling into a euphoric mood about the new approach to education and training. While online learning has saved the academic year in practically all educational institutions, the issues related to practical learning and assessment remain.

The advancements in virtual reality and augmented reality technology have helped ease the situation but experience has shown that nothing substitutes the real class or lecture room and the real workshop or laboratory. In Vocational Education and Training, the issue of practical learning and assessment will surely feature in EfVET WebSummit which will take place in October 2020. With travel disruptions across the whole world, the EfVET Steering Committee thought it would be more enticing to organise a WebSummit using the latest technology.

It is our intention to hold a conference on the impact of COVID-19 on Vocational Education and Training, and gather the many varied experiences across Europe and other parts of the world with the scope of enriching the learning process of the future. There is no doubt that one of the main impacts of working and learning online has been that this new experience has had its strengths and its weaknesses.

Strengths can be attributed to flexible hours, more concentration and therefore more outputs in less hours, as well as time and money saving from commuting internally and externally. Weaknesses have also been identified particularly in the education sector related to the lack of personal interaction, the inability to learn by watching practical demonstrations and not
participating in a live environment, lack of adequate home environments conducive to online learning and disruptions caused by the inability to organise and discipline self-learning. These were among other experiences shared among various stakeholders in the education sector from across many countries. **Coupled with these issues is the lack of student and staff mobility which has undoubtedly impoverished the experience that travel provides to learners.**

In addition, many employers have severed apprenticeships in many sectors particularly in those related to tourism, manufacturing, services and other jobs that had to be stopped because of coronavirus. Students following an apprenticeship course had their work-based learning experience stopped without the hope of ever returning back to their original workplaces. This is due to the fact that redundancies have been imposed across the board and the first to suffer have been students in a learning/working process.

**The EfVET Annual Conference in October aims to support members in achieving new insights into how the COVID-19 impacts were addressed from the various stakeholders but in particular by administrators, principals of colleges and Rectors of Universities of Applied Sciences.** Through interactive presentations and small group discussions, as well as the participation of the European Commission, EfVET members will benefit from this online experience and feed into their own particular school or college context. It is still premature to predict how COVID-19 has affected education and training and how this sector will look like in a year’s time.

**However, the exchanges that we plan to have in October will surely shed light on new education technologies that can support the transition from the COVID-19 to the post COVID-19 period bearing in mind the need to ensure that students get their entitlement and qualify in with skills and competences needed by industry.** As unemployment is expected to grow in many sectors, employability in the next year or so will largely depend upon the ability of learning processes that will keep students attracted and glued to educational institutions.

**These are not easy challenges especially for students from marginalised backgrounds, with physical or mental disabilities and those with learning difficulties and without learning support on an individualised basis.** It is expected that a wide range of challenges will be discussed during the EfVET WebSummit. It is up to members to identify areas that they themselves wish to share, as well as best practices and other issues that require more insights and experiences from others. Bringing together these shared practices is the key objective of the next EfVET Annual Conference which for 2020 will be organise online while we postpone our visit to Kuopio for 2021.

"I hope that the participation in the 2020 Annual Conference will be much higher than usual as this can be followed from the comfort of your home or offices saving on time and travel. I also hope that EfVET Members will attract more participants from their school, colleges and Higher Education Institutions and enlarge the EfVET family for the future."
SAVE THE DATE: EfVET WebSummit Conference
Online, 22 October 2020

The 29th Annual Conference in Kuopio has been postponed due to the precautionary measures that the EfVET Steering Committee is taking in response to the outbreak of the post COVID-19, and will be now held in a virtual format.

It is EfVET intention to hold the conference on the impact of post COVID-19 on Vocational Educational and Training and gather the many varied experiences across Europe and other parts of the world with the scope of enriching the learning process of the future. EfVET cordially invites you to our WebSummit Conference “COVID-19 beyond 2020: A new generation of VET?” which will take place on the 22nd of October 2020.

Every year the EfVET Conference includes multiple workshops. Unfortunately, this year because of the COVID-19 and social distancing rules, EfVET has taken the collective decision to have an online session of workshops, which will take place at a later date on the 5th of November 2020.

For more information and registration, please refer to the EfVET Conference web page www.efvet-conference.eu to follow the updates and make sure to have all information needed for both the EfVET Virtual Conference and EfVET Virtual Workshops 2020.

EfVET Conference Team
EfVET Survey on the impact of COVID-19 on VET: UNDERSTANDING AND SHARING MEMBERS EXPERIENCES

© Photo by Security Magazine

EfVET SURVEY ON THE IMPACT OF COVID-19 ON VET: UNDERSTANDING AND SHARING MEMBERS EXPERIENCES

BY VITTORIA VALENTINA DI GENNARO, EfVET

COVID-19 is posing enormous challenges to all organisations and VET colleges all over the world requiring adjustments and reviews of ways of work, management approaches, and finances.

Aware of the great impact that COVID-19 pandemic has caused on the normal functioning of VET colleges, as well as on the implementation of the Erasmus+ programme, EfVET launched two main initiatives with the purpose of understanding such impact at a national and EU level, and exploring the best way to design solutions for the challenges occurring.

On one hand, EfVET invited its members to share their experiences on changes that the related organisations and VET colleges have navigated during this unprecedented time, and the ways they are addressing challenges around communication, equity, attendance, and academic performance, as well as the eventual reopening of school buildings. From the 28th of April to the 24th of May 2020, the survey received 122 responses in total, with the participation of representatives from 15 countries, allowing EfVET to gather information and contributing to improve the quality of the current and future learning processes. A final report will be shared with EfVET Members on a later stage.

On the other hand, the result of such survey has
been of critical importance since it allowed us to understand the impact, measures taken, and recommendations moving forward in order to inform future policy recommendations to the European Commission. At this purpose, EFVET established a consultation group focused on prospecting short-term solutions to the implementation of European Projects, in particular within the Erasmus+ programme - Key Action 1 Learning Mobilities.

The closure of education and training institutions all over the world because of the COVID-19 pandemic had many consequences for Vocational Education and Training. The actions EFVET Members had to put in place as a result of the COVID-19 situation were the suspension of all students and staff mobilities, as well as practical work experience placements and apprenticeships; cancellation of in-place events and transnational project meetings; suspension of classes and delivery of online trainings, using a large variety of digital platforms; the dismissal and reduction of employees’ working hours, or telework for teachers and other staff.

Switching to remote work meant the online teaching and learning for the sector of education and training. Such change has had its challenges and opportunities. Many have experienced difficulty in making sure that the class meets at a particular time, on a given platform and with the same state-of-mind that normally takes place when people meet face-to-face. Accessing a platform, downloading material, sharing texts and interacting is not the same as when a normal classroom or lecture room is being used. In addition to the lack of digital skills, one of the challenges is, in fact, to keep the participation of the students and motivation of the teachers high.

In particular, EFVET Members consider that students miss seeing each other every day, and teachers worry about the challenges and inequities that their students will face when the support that schools provide are that much harder to access. However, they have a well-being policy for staff and students in place in order to cope with and help mitigate the psycho-emotional impact of the current situation.

In addition to free online trainings and tutorials, they provided facilities and equipment for both students and staff, as well as technical support. Counselling and personal coaching for students, academic and personal orientation, tutors and psychologists monitoring are also among the actions they put in place in order to mitigate the psycho-emotional impact of the pandemic. Assistance and special helpline student 24/24 or constant contact for follow-up, some also special treats like flowers or other attentions at home, as well as flexibility in staff timetables. Furthermore, many colleges, companies and associations among our Members gave support for the COVID-19 emergency, such as masks, protection glasses and gloves, 3D printed plastic masks/visors and respirators.

On the other hand, some see this pandemic not as a threat, but as a challenge and an opportunity for the future, in particular regarding the increase or update of digital competence and the technological knowledge, as well as a change in new ways of working and teaching (and learning) and, therefore, the possibility students can reappreciate school life. Furthermore, more flexibility and stronger adaptation, as well as autonomy have been observed through both teachers and students. In addition, this will hopefully lead to change and consolidate procedural and administrative issues, as well as in pedagogical approach, education and applied methodology.

An objective fact is that VET students could not have trainings and, especially when it comes to vocational trainings, the practical aspect is lost. Because of this, it is most likely that they will have a lack of improvements and loss of practical and professional skills. Furthermore, students lose the opportunity for internship experiences in companies. This can lead to a lack of trust to access to labor markets and higher level of school drop-outs.

The COVID-19 pandemic is expected to have a great financial impact on EFVET Members organisations which is still to be determined, even though the expectation is that it will correspond to a loss for many. Besides this, the VET sector has responded immediately to the crisis, but not without challenges.

The consequences of this situation and the uncertainty regarding the immediate future of the mobilities brought EFVET to some short-term solutions, based also on the results of the survey. The priorities to support VET colleges and professionals:

- Digitalisation of work and technical methods
- Access to and availability of a higher number of activities and resources adapted to e-learning
- Implementation of tools and methods of teaching and evaluating
- Re-activation of mobilities in Virtual and Blended modalities ensuring social inclusion.
COVID-19 crisis represents, with no doubt, a terrible threat to our health, social life, and economic welfare. Notwithstanding this, as every problem, it can play an important role in stimulating our systemic and personal resilience. In this article, the experience of Cometa Formazione and IATH Academy has been described in terms of practices and actions to cope with this crisis, trying to still pursuing their model of “Inclusive Excellence”.

For Cometa Formazione VET school and for many other centres in Italy, COVID-19 let current and new problems emerge, urging a faster and more effective solutions to, often endemic, conditions of the VET system. It is possible to mention at least 4 elements:

1. **Updating VET curricula in terms of contents and skills**: companies and society are experiencing a dramatic paradigm shift in terms of technologies, activities, and rules. The relevance of some skills, namely digital, are paramount, as well as the knowledge of how production of goods and services have to change to cope with the new safety code.
2. **New didactic methods have to be implemented**, including digital and blended classes. It is not just a change of “environment” from a physical to a virtual one, because it implies new educational practices to keep fostering learners interest, attention and participation in a virtual space.

3. **Equity and well-being of the VET community** (trainers, learners, staff) are becoming a major issue in the daily management of VET services to leave no one behind. Access to web or to devices is crucial but not self-evident for everyone. The emotional storm affecting people as single persons and community, have highlighted the relevance of social-emotional learning and life skills for a complete human development. Without well-being there is no effective learning, as this crisis has shown us.

4. **TVET centre has to activate an interplay among the many actors of the VET ecosystem**: during this crisis and even more later, it is important to collaborate with the business sector, the policy-makers, and the community (families first of all) to cope with the many emerging challenges. In the last months, the opportunity of this interconnection among actors has been more evident than ever.

In connection with the challenges mentioned above, there are some examples emerging from the daily practice of Cometa VET school and IATH Academy. In terms of re-thinking curricula, since May our HVET college IATH has promoted a program of webinars, “Summer Live IATH 2020“, offering its students and Alumni the opportunity to meet international managers and professionals from the Tourism sector. They are invited to share their experience in managing this crisis and planning the future post-COVID, in order to give learners insights and suggestions to be ready to enter the job market.

IATH and Cometa Formazione, since the end of February, have immediately shifted their **trainings online**. As mentioned, it is not just a change of training environment, but it affects trainers’ practice. As soon as online classes were introduced, every day, tutors have been active in welcoming learners on the platform, checking for those not connected, supporting learners and teachers during the lectures. Teachers have promoted online meetings with experts (e.g; during science class, learners met one of the most important scientist of Northern Lights), to stimulate learners' interest. Similarly, at IATH, students of Digital Marketing have realised, as their own project work, an integrated tourism marketing plan for the Lake Como area. On April 30th, the launch of the plan was broadcasted by the students themselves and the faculty, with the online presence of the most relevant stakeholders in the local and regional ecosystem.

In terms of equity and well-being, it has been clear very soon learners’ emerging need of a sense of happiness. The first action played by tutors was to stimulate this need proposing discussions or ad hoc activities. Some tutors proposed learners to keep a diary to take note of the emerging worries or fears. Then, together, they face them and try to support each other working on learners’ awareness (who am I? what can I do for the community?). An even stronger support than usual was due to keep working on learners’ motivation, with all due flexibility and possible creativity: weekly,
2-hour web sessions on specific topics were organised, including Phylosophy (to stimulate life skills and SEL), dialogues on social awareness, group working on news and fake news, among the others.

Collaboration is crucial outside and inside the VET centre. It has been immediately evident how trainers could not manage this crisis alone. Team-working and coordination is essential to share positive events or problems emerging with learners, colleagues and, also, at personal level. Ad hoc meetings among trainers, tutors, and with families or companies were great to cope with the emergency together and more effectively.

In conclusion, COVID-19 is clearly teaching us the relevance of a new value proposition in education and training, where we have equity and well-being and not just employability.

The great role of our trainers and tutors in updating methods and contents, but also the need of an ecosystemic approach where multiple actors have to play their responsibility. And, finally and most importantly, that we need to foster a new attitude: what we need is not just “changing something”, rather “being able and ready to continuously change”, together.
COVID-19 is having a huge impact on our lives wherever we live. We are in lockdown, working from home and in some cases even affected ourselves or our family with the virus. We are all very aware that it is not over yet and that it will have a lasting impact.

For those of us involved in international cooperation the struggle is more wide ranging. Students and staff had to be brought back at an instant at substantial extra cost and with much stress. Planned mobilities are on hold now and we are dealing with the financial consequences of bringing students and staff back and of unfinished projects. Some of us who rely on arranging mobilities or on Erasmus projects might even be facing financial ruin. There is more. Apart from dealing with the immediate impact of the ban on international mobility we also worry about what the future might bring or not bring.

When can we expect normal activities to resume or will they ever? It is reasonable to assume that staff, students and parents will not accept a return to the “normality” before...
Corona just like that. It will take quite a while before our colleagues will be open to travel like before. And then what about our hosts? Will our partner schools, companies, intermediaries be welcoming our students and staff with open arms?

Probably it will not be so easy. There is a fear in Europe of a second wave of infections limiting opportunities for travel, many partners may not be open for business again and even the Erasmus programme may suffer from the crises, if funds are diverted for economic relief. There is also this shift towards de-globalisation which has been on-going for a while now brought about by the ever-increasing might of China. It is reasonable to expect that this process will be accelerated now. So, the outlook for international cooperation in vocational education seems to be bleak. But is it really that desperate?

My view is that we need not to worry too much - but we do have to change and adapt to this new reality and make the best of it for the benefit of our students and colleagues and ultimately for our societies. There are opportunities out there that we have to take on board and use to our advantage. Many VET schools in Europe have shifted to online teaching; teachers and students are getting used to online learning and online assessment. What seemed to be a long-standing mirage is becoming a reality. A reality that is here to stay. At the same time travel is viewed in a different light. Airlines are on the verge of bankruptcy and while some governments are willing to bail them out, they do demand changes, especially on how they will run their operations in a more sustainable manner. This reflects the discussion and developments already underway in international cooperation as seen with the new sustainable travel option in Erasmus+.

So, what are our options? In my view, we have to accept the limitations and embrace the possibilities that these new developments bring us. Not to stop with international mobility as it is too important for the future of this still precious European project, but to do it in a more sensible and more diverse manner. That means that we have to create more opportunities for virtual exchange through e-Twinning and every other appropriate digital technology so that many more students can benefit from this valuable experience than is ever possible through physical mobility. We also have to be more aware of the quality of our international mobility. Too much in Erasmus has been on shifting people (the race for the 10%) instead of on the quality of the whole experience in preparation and after care. The Erasmus programme itself also needs to change for that as you can only build high quality long-standing exchanges if you are sure that you will receive funding for more than one or two years.

As aspiring organisations though and as responsible persons within these organisations, we can also make a difference: to make sure that international mobility is not an isolated activity but part of a permanent programme integrated in the curriculum. We must seek to build long-lasting relationships with other VET schools, companies to ensure these high-quality exchanges that include reciprocity. Relationships that are focused on good knowledge of each other’s education systems, strengths and weaknesses, on shared values and on respect. These we have to build, to strengthen and to cherish. Then we can show to the outside world, to our students and staff that international mobility is an important, worthwhile investment for the future and, perhaps, even to take risks for. If we can do that together with Erasmus Plus, with our authorities and with each other then surely, we can come out of this crisis so much stronger.
Suddenly, EUC Syd turned quiet and empty almost unrecognizable. A few voices from principals’ offices and then silence, emptiness and all lights went out. In the beginning we thought it would only last a short while, two weeks – four at the longest. However, we got wiser during the first phases of the lock-down.

From the teacher’s perspective, it was a total change overnight. From having plans for teaching till not knowing how to do it and no plans at all. It became overnight a very different job, but the teachers grew from apprehensive to experienced and got very good at it. They found their didactics and became confident in using all available tools and platforms, at EUC

"Absence makes the heart grow funder" (Shakespeare)

Written by Lene Bonnen Sandholdt, Head of International Department, based on interviews with Mr. Poul Kirkegaard, Head of Development, and Mrs. Christina Ackermann, Associated Professor teaching IB and Technical Upper Secondary and student survey at EUC Syd in Denmark.
Syd it is I-Learn and TEAMS. Teaching went from completely analog to completely online – it went from emergency teaching to distance learning. Teaching also developed from asynchrony teaching with providing a text/task and some questions – the students handed in the answers and got remarks from their teachers to a more synchrony teaching. Lessons were set up; teacher and students present in the “class” and group work were facilitated. That helped a lot to everybody’s well-being and motivation in the situation.

The teachers had various ways of engaging students in the well-known classrooms. They experienced that this new way of teaching was hard for the weakest and most challenged students. Those students lacked participation on-line and had often their cameras turned off during sessions. The teachers also felt that the students became very distant and hard to reach. After 2½ months of lock-down also the strongest students, who has been doing well until now, are feeling stressed and talking about leaving school. They miss the human interaction and the social aspects of learning. No diversion, no inspiration, no sequencing and change of scenes – just them and their screen 24/7.

The students miss their teachers and the teachers miss their students. We might always have known but now we heartfelt experienced it. Education is more than just words. It is being together, learning together, communication, change of scenes, stimulation of several senses and much, much more. On-line education is with a very locked-on-target agenda, classroom education gives the possibility to change agenda according to class needs and topicality. If you look at the lock-down from management point of view, some things stand out clearly; EUC Syd continued running almost as usual. All functions were in impeccably operation. It was clear that the success of this laid on the foundation on an established working community. If you were not part of these communities, e.g. due to the function of your position, the risk for loneliness and lower working quality was much higher and that goes for all levels in our organisation. Quality on-line community is based on quality communities in real working life.

It was difficult for management to keep an overview of daily teaching like before. Teaching activities became invisible and many solutions found for the same problem. Therefore, weekly protocols with lesson plans, materials and number of teaching hours were handed in every week to keep control of quality of teaching. Another quality control of the education performed will be measured by the tests, marks and final grades that the students will get from their teachers by the end of this term. How does that look in a benchmark against last year’s exam grades?

The lock-down also gave EUC Syd the possibility to gain land. We knew that on-line education and teaching would become more in demand. Here we got the excellent opportunity to learn what we knew was coming to us. Complete digitalisation was implemented over-night Instead of slowly step-by-step introducing it. We had done on-line education before but usually in the context of students and teachers being present.
Therefore, the adaptability for changes were in place and very quickly faculty found their form and didactics for the new situation.

Many **on-line teaching materials** were already in place and IT-support of a high quality and experience also to keep teaching “up in the air”.

A survey amongst our students shows:

**What did you miss the most?**
- Fellowship and community at school
- My teachers
- Workshops and group work

**What did you gain using digital education?**
- Freedom in my own planning
- Responsibility for my own learning
- Getting better at digital learning

**All our COVID-19 experiences and gained knowledge will lead to more quality-filled programs and on-line organisation at EUC Syd. That is for sure. Now all our students and apprentices are back at school and it is, as when young cattle is let our on spring grass – they love it - and so do we all!**
STUDENTS WITH DISABILITIES AND DISTANCE LEARNING: THE POSSIBLE DUO

BY MARCO MUZZARELLI, ENGIM FOUNDATION (ITALY)

The vocational and educational training institution ENGIM, is currently ensuring presence and continuity to its over 8000 students, within its 25 educational centers.

Through video lessons, digital media and virtual areas, from Bergamo to Rome, from Venice to Turin and Ravenna, all educators are fighting on the front lines to keep students involved in the activities daily and to prevent the school dropout. Particular attention has been paid to students with disabilities from the start. Within the educational courses designed for disabled students, keeping them “trained” on the soft skills, is crucial as much as maintaining alive the hard ones: what are the attitudes that these pupils should have to successfully connect with their colleagues and their company mentors? What should they say during the coffee break and where should they stay during it? What is the best behavior to adopt during a meeting? All these questions might seem trivial at a first glance; however, if you try to place them into a specific framework, where students affected by autism spectrum disorders or cognitive impairments are
concerned, the difference between distance teaching and face-to-face classes becomes crystal clear.

«Right from the outbreak of the emergency—underline the coordinators of courses for students with disabilities of ENGIM Piedmont—we looked at the issue of how to carry on the teaching activities with the physical and cognitive impaired, both young and adult. In Piedmont, ENGIM is the educational institution offering the widest range of courses devised for People with Disabilities; thus, the effort we put into it has been really huge». This dedication has been fully repaid by the students and their families, who have taken on the new experience with enormous enthusiasm.

The amount of lessons provided in distance teaching weekly has been steadily increasing: we started with a handful of hours, enabling students to get accustomed with the new practices and then we raised the amount to 15-20 hours a week. The technological support has been essential to ensure not only the learning continuity (with platforms such as Google Meet, Classroom, and Moodle) but also the “distance” development of the soft skills. In one of our courses devoted to people affected by level 1 autism, taking place in the ENGIM education center located in Turin, we are successfully running a project work in distance learning by using the software STUDIO 2.0, which allows students to simulate real situations, like the coffee break or the team work.

«From many years we have adopted the LEGO bricks in teaching with astonishing results and we can proudly claim that we are among the few embracing this kind of practice in Italy, thanks to the collaboration with conBricks4kidz®, an educational program born in the USA proposing a ground-breaking teaching method which unites theory and practice by means of the re-known LEGO bricks.

Being unable to carry on the activities with bricks started in class, we decided to make students recreate “the subject of study” by the aid of STUDIO 2.0, the software used by the LEGO experts to project structures and lay down guidelines».

In Veneto the web radio No Sleep ENGIM Radio has been set up. The initiative was brought forward by the ENGIM educational center of Thiene. The radio airs every Tuesday and Thursday at 6 o’clock p.m.

«In order to turn the distance learning practice into a way to promote closeness and not to leave anyone behind, we decided to expand our education offering including cross-cutting activities available to every student», explains the ENGIM Veneto Integration Representative. «We made the project NO SLEEP ENGIM RADIO, the web radio involving all the students of ENGIM Thiene, including those with disabilities, as radio speakers and copywriters». The web radio project is accompanied by the regular learning activities of the different courses, supplied in distance teaching.

«To ensure real integration», details further, «we must keep in mind the customized paths we devised and the tools we planned to use for the students before the interruption of
the lessons because now we are called to revise them to make them perfectly fit to every pupil “in distance learning”. For instance, we reached the conclusion that an hour video lesson conducted in synchronous mode is equivalent to two hours of face-to-face learning, in terms of concentration and attention span».

Most of the courses promoted by ENGIM are meant to develop the “cleverness in the hands”, where practice is a qualifying part of the process. It has made a huge effort to adequate all the educational practice to the distance teaching and the commitment has been even greater in projecting an educational model for the disabled.

That’s how ENGIM tried to be there as a training community focusing on its students and on devising new ways of connecting with them and their families.
INTERNATIONAL ACTIVITIES IN TIMES OF “VUCA”
BY KATRIINA LAMMI, KEUDA (FINLAND)

“VUCA refers to a volatile, uncertain, complex, and ambiguous operational environment, where anticipating coming events is extremely difficult”

Keuda is a vocational training provider in Southern Finland. We are a rather large training provider in Finland, currently the 6th biggest one. We have a team of 3,5 persons working full time on international activities, and a larger team of 20 teachers working with us in the 11 campuses.

When COVID pandemic hit the world in March 2020, we kick-started the planning of Keuda's international activities. The sooner the better, with almost all our activities halting to corona-stand-still. But how to plan in times of VUCA?

The Futures Platform is a tool to forecast how various phenomena might impact the society. The platform, created by futurists, and updated daily using artificial intelligence, gives a name and shape to future phenomena.

My team first used the TT VET 4.0 “EfVET-radar” to discuss which phenomena we thought could be important for our future work. Thanks we thought could be important for our future work.

Thanks to Kari Puualainen and Sulevi
Strengthening phenomena: Telepresence and the Use of Avatars
“Telepresence means creating a feeling of presence through various technologies, even though the person is not physically present... the increasing acceptance of telepresence... helps people to seize opportunities that in the previous times would have necessitated travelling.”

Strengthening phenomena: Remote Work and Distance Education
“In the wildest scenarios, most offices and educational premises would become redundant thanks to remote work and education. All work and education that could be done online would also be shifted there.”

Strengthening phenomena: Teaching and Learning 2.0
“As information production becomes automated and as repetitive work is conducted by robots... the role of humans is expected to be particularly essential in tasks requiring creativity, ingenuity, or flexibility... A variety of technologies enable multiple simultaneous means of presence: physical, virtual, social, and mobile.”

Wild card: Domestic Tourism
“Tourism and business travel have been suffering from a significant decrease in travellers due to worldwide quarantines and travel restrictions. In the future, this development may be accelerated by the worsening economic situation everywhere, the rising plane ticket prices, the general awareness of the risk of infection associated with travelling”.

In the workshop, linking these phenomena to our discussions, our focus was brainstorming on 4 themes:

- International skills of learners
- International skills of staff
- International skills of working life partners
- Education export

We are now wrapping up all the ideas, then comes prioritizing, and finally an action plan for 2021-2024.

What else have we done in Keuda to tackle work after COVID?
To share how to teach and work during COVID, an online weekly TEAMS meeting was set up to any interested colleague. In each online 1-hour webinar, 3-4 colleagues demonstrated their solutions. This not only provided support and gave ideas how to use various tools and technologies Keuda already had in place, and whom to ask for help, but also showed us that we are managing all right.

My team also started to experiment arranging an online discussion “lesson” in English with 2 partner schools. We linked up language teachers and students and arranged a 1-hour online meeting with 9 students and 4 staff members. The students soon relaxed and found the courage to start speaking. One Finnish student even took others to a pony ride outside, showing the surroundings online via his mobile phone!

The experience was very positive and we discovered that even for the shy ones it is fun to follow the discussions, hopefully lowering the threshold to start speaking themselves. Another example we experimented with is e-gaming tournaments together with Finnish and Slovenian students. Needless to say: we got very excited, and now have many ambitious plans for continuation!

In times of VUCA one thing seems to be clear: all kinds of distance learning/communication/VR and AR technology will be in use, more and more, and will open up opportunities for VET-providers on many and various levels. I’d like to pose the question: if we do not follow this trend, are we in the losing team? Another important question in my mind is: how do we spend the valuable f2f-time with our learners?

A recommendation to create a test-ID in Futures Platform, have a look in the COVID-radar! Visit www.go2.futuresplatform.com

© Photo by Keuda International Instagram Profile
Welcome to new members
1. **PAKISTAN**
   - CPPEX GLOBAL
   - www.cppexglobal.org

2. **SPAIN**
   - ONECO
   - www.oneco.org

3. **PORTUGAL**
   - C4G
   - www.c4g.pt

4. **BELGIUM**
   - Katholiek Onderwijs Vlaanderen
   - www.katholiekonderwijs.vlaanderen

5. **PORTUGAL**
   - Dreamshaper
   - www.dreamshaper.com

6. **THE NETHERLANDS**
   - MBO Amersfoort
   - www.mboamersfoort.nl

7. **ITALY**
   - ENGIM - Ente Nazionale Giuseppini del Murialdo
   - www.engim.org

8. **UNITED KINGDOM**
   - London Metropolitan College International
   - www.london-met-college.co.uk