



28th Annual EfVET International Conference



Robots, Human, Capital and Digital Learning

Managing Transition and Inclusion

Roundtables

23rd - 26th October 2019

Ponta Delgada | Azores, Portugal

#EfVET19

Roundtables

About Roundtables

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

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



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PACETRAINING

1

Have you always wondered how to train people with demanding special needs? Do you think that they are not able to learn professional skills? Do you think that it is impossible for them to get employed?

Come and hear our experiences and learn how to make it possible!

The project aims at developing and piloting an overarching approach to design and run training paths leading to a possible qualification in the field of tourism, hospitality and catering (but also transferable to other vocational sector) for students with demanding special needs.

1 - Design, Development and Piloting of a Training Path Addressed to SN People

2 - Design, development and provision of a Train the Trainers' module targeting performing with SN People

3 - Design, Planning and implementation of ad hoc communication strategy addressed to Companies

4 - The PACETRAINING replication path

At the moment the project is piloting the training path with the target group. We have hands-on knowledge and experience what works and what does not.

College/Institution: Vocational College Live / AFP Colline Astigiane

Presenters: Liisa Metsola, Matteo Gazzarata

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www.pacetraining.eu



Tandem training approach in the Baltic countries through KA3

2

Erasmus+ project "Testing New Approaches to Training VET and Workplace Tutors for Work Based Learning" (TTT4WBL), grant agreement No. 2016-2927/005-001, supports an innovative approach – tandem training – for the training of trainers in work-based learning (WBL) of the Baltic countries – Latvia, Lithuania and Estonia.

A common competence profile of WBL trainers in the Baltics promoting a common Baltic vision while respecting the needs of each particular country in developing the training programs for WBL trainers. The project developed and piloted a sample training program for in-company and vocational education and training (VET) institutions' trainers. Each Baltic country developed its own training program in relation to the national priorities, legal framework and the interests and opinions of involved stakeholders in the particular country and based on a common agreed competence profile of a WBL trainer. A Finnish research institute provided a methodological support based on the analysis of the opinions of involved stakeholders from all the Baltic countries. The project innovation – is the tandem training approach with an added value – sharing and co-creation of knowledge based on the expertise of participants with different professional background in VET institutions and companies.

The round table inviting to share views and experience on WBL tutors training, competence profile of workplace tutor, communication and teamwork between VET and workplace.

College/Institution: Kaunas Chamber of Commerce, Industry and Crafts

Presenter: Ausra Misone

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https://ttt4wbl-project.eu



PARTNERSHIP FOR ECVET

3

PECVET's objective is to link ECVET with the relevant NQF to be able to use learning outcome-based courses, in order to increase the quality and transparency of VET and increase students' mobility and its quality: Students of secondary vocational schools can easily transfer from one education institution to the other or from one education system to another. It would be easy for them to declare the learning outcomes they already achieved and build on them while studying elsewhere.

This will be achieved by the development of learning outcome-based modules (ULO) for chemistry/pharmacy, cosmetics, car mechanics, gastronomy and health care.

The event will be an opportunity to present the project progress and share knowledge about ECVET applications by other VET providers.

College/Institution: SPSCH and EfVET
Presenters: Justina Pluktaite | Valentina Chanina
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<https://pecvet.wordpress.com/>



LEADERSHIP FOR LEARNING IN VET

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The round table will be based on the results from the KA2 project: Best leadership for learning in VET 2017-2019. The project addresses leadership for learning in VET, as Leading students learning and leading teachers learning.

The project is designed to build a transnational network of "leaders for learning"

The organizations constituting the network:

- 1 - Randers Social - og Sundhedsskole, Denmark
- 2 - ROC Da Vinci College, Netherland
- 3 - Cometa Formazione, Italy
- 4 - K-E Menedzsment Standard Kôzpont, Hungary in cooperation with Budapesti Innovatív Gimnázium és Szakgimnázium
- 5 - Haaga-Helia School, Finland

The Network got this feedback on the interim report for KA202-2017-013:

"The partnership seems to be working perfectly and the partners are investing (not figuratively) a lot in the project in order to make it a success. The partnership seems to be very dedicated to the project."

"The transnational meeting seems to bring great value to the partnership and the project itself. The agendas are extensive and good practices connected to the aim of the project - how does best leadership practices appear and what is the critical mechanism that makes the best leadership - are thoroughly handled and discussed."

The purpose of the project is to point out the critical mechanism that makes best leadership for learning practice"

Working with collaborative analysis based on transnational job shadowing, observations and interviews and "what makes best leadership for learning practice" we came up with four analytical categories

The final results of the project will be presented and discussed at the round table:

The experiences and findings from collaboration and sharing best practices in the KA2 project prove the relevance and increasing potential in transnational partnership.

College/Institution: Randers Social-og sundhedsskole

Presenter: Anne-Birgitte Rohwedder

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https://www.linkedin.com/company/leadership-for-leaarning/



CYVETSECURITY. MATERIALS TO INCREASE

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CYBERSECURITY READINESS IN VOCATIONAL TRAINING

Cybersecurity is a topic which has not been explored enough at all levels of education but especially in vocational education. Besides, only professions related to ICT have been dealing with it whereas it has been proved to be an essential skill for all workers, transversal to any professional or even personal field with different levels of expertise according to the area.

Our project therefore lies within different initiatives carried out to build a cybersecurity capacity in Europe, at national and international level, and feeds from the momentum cybersecurity is having in the European agenda by addressing these detected needs.

The project is producing 2 intellectual outputs:

1 - Joint VET curriculum in cybersecurity, defining the corresponding learning outcomes related to main competences in cybersecurity, taking into consideration different professional profiles.

2 - Cybersecurity challenges, materials, developed attending to the difficulty level and the professional profile addressed in each case, to achieve the learning outcomes defined in the previous output. This way, the potential users will have available a set of materials to train and acquire the units of competence identified in the joint curriculum in cybersecurity in VET.

College/Institution: HETEL

Presenter: Tamara Rodriguez

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http://www.cyvetscurity.eu



A PRACTICAL APPLICATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING 6

The roundtable will demonstrate how the Safety4EI project (Safety4EI KA202-2016-016), which is working on improving safety for electricians, has made use of Computer Assisted Language Learning as part of the safety training.

Safety4EI makes extensive use of a platform, Clilstore (being further developed by COOL KA2-2018-1-ES01-KA203-050474, a new EC co-funded project), which links all words in a text to dictionaries covering 118 languages, see example: <http://multidict.net/cs/4711>

It will be demonstrated how a teacher in a few minutes can create online units in the new Clilstore, see an example/ appetizer of how Clilstore has been used in a class <https://youtu.be/t9sAr6f2aLA>.

The presentation will share experiences learned from combining CLIL scaffolding as part of content teaching to cater for students (e.g. with an immigrant background) finding abstract vocabulary a barrier to understanding the content.

More information on:

Safety4EI: www.safety4ei.net

COOL: www.languages.dk

Clilstore: www.multidict.net

College/Institution: SDE College / FAZ

Presenter: Kent Andersen

Contact details: ka@faz.dk

<http://www.languages.dk>



CRITICAL FRIENDS – A WAY TO EXCELLENCE IN INTERNATIONALISATION 7

How can you work for excellence in internationalisation of VET? How to get started? What lessons have we learned after working hands on improving the quality of mobility, international strategy and internationalisation at home?

Ten partners, seven countries, eight peer visits. We want to share our experiences; benefits and challenges of using peer review and creating criteria and indicators internationalisation of VET.

Join us at PREMIER Peer Review – More Impact, Excellent Results roundtable.

The project is co-funded by the Erasmus+ Programme of the European Union.

College/Institution: Luovi Vocational College, Live Vocational College, Kainuu Vocational College

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WORKSAFE DURING WORK-BASED LEARNING

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There is strong evidence that work based learning helps to equip young people with the skills that improves their employability and ease the transition from school to work. Work based learning has been a priority of the European Commission and it has called upon governments, social partners and education and training providers to promote apprenticeships and other forms of work-based learning.

Teachers within metalwork & construction have had concerns when it comes to work safety during work-based learning. It had come to their attention that some small and medium sized companies (SMEs) that receive students for work-based learning tend to ignore health & safety (H&S) standards and regulations. The teachers find it difficult to address issues of poor work safety with the employers/work mentors as they don't want to be considered as too interfering and jeopardize future cooperation. They also feel that they lack the know-how on to address the issue in a professional and correct manner.

Employers of SMEs have raised concerns that they don't know their responsibilities and tasks when it comes to work safety during work-based learning. This makes them worried and (sometimes) unwilling to host (international) students during work-based learning.

WorkSafe intends to clarify and make the division of tasks when it comes to work safety during work-based learning more transparent and thus increase the number of companies willing and prepared to host metalwork and construction students. The project partners of WorkSafe have developed tools and templates etc. that will encourage and improve the cooperation between the VET providers and companies hosting students during work placements. WorkSafe has thus provided teachers and employers/work mentors with tools that will encourage them and employers of SME's to provide students with safe and qualitative learning experiences in companies.

College/Institution: Axxell Utbildning Ab

Presenter: Tanja Halttunen

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<https://worksafe2019.weebly.com/>



SIMULATION AND MEDIA IN HEALTHCARE EDUCATION

9

Simulation and media embedded is the theme of the presentation, but also of the Erasmus + project entitled "E-(m)PACT " (2017-2019).

We address schools interested in working with simulation as a method, in basic HC education and not necessarily involving high fidelity equipment.

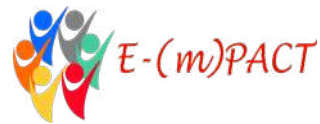
A set of tools to introduce simulation containing: A handbook on how to implement simulation in any HC college, a Guide on how media can support and document simulation and a Guidelines on how to write good scenarios, created during the project, will be presented.

College/Institution: Fundatia Ecologica Green

Presenter: Irina Stanciu

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<http://empact-project.eu/>



DAS PERLEN-KONZEPT®: A CONCEPT FOR PROCESS-ORIENTED TEACHING AND LEARNING

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"Das PerLen-Konzept®" (Personal Learning experiences), which aims at identifying and developing extracurricular competences as well as subject related theoretical knowledge, embraces a moderated, socio-cooperative working approach. It opens up a new form of communication on learning among members in a group and unites the results in form of four differently colored modules.

Lerning-PerLe serves awareness and visualization of all learning experiences associated with activities. (to strengthen your self-confidence, to explore your own learning strategy, to get to know each other).

Subject-PerLe is a different form of proof of achievement in schools. (Alternative to reviews and written work)

Job-PerLe opens up perspectives on one's future career. (Application for internships and training on job fairs especially organized for this purpose)

Each "PerLe" consists of four differently colored pages/modules. These pages/modules make up one "PerLe" and represent at the same time the modular structure of the concept beyond.

CIOS INTERNATIONAL EDUCATIONAL SPORTS PROGRAMME

Module 1 is for remembering and collecting relevant personal learning experiences, which account for acquired skills. These acquired skills are collected on a blue piece of paper. Module 2 is for the so-called guided reflection (respectively prof-lection in case of the Job-PerLe) on the one specific experience the student has chosen out of the collection. This reflection is written on yellow pages.

Module 3 is for visualizing the experience the student reflected on before and respectively for creating an individual record of achievement. A wide spectrum of different forms of visualizing these achievements is possible (e.g. texts, pictures, tables, exercises, videos).

Module 4 is for the feedback from the other members of the group on the individual PerLe. It is written on green pages.

College/Institution: Landesinstitut für Pädagogik und Medien Saarland

Presenters: Dominik Bick & Rüdiger Iwan

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<https://www.lpm.uni-sb.de/typo3/index.php?id=6168>



In 2018 we have launched the Cios International Educational Sports Programme (CIESP) project at Cios Haarlem Hoofddorp in the Netherlands. Students and teachers from Spain and Japan participated in the programme. In 2019 the programme took place in Spain, at one of our partner schools. The programme includes sports, intercultural communication, cultural activities and teaching in English.

The aim of this project is to intensify the cooperation between countries that are offering comparable top education in the field of sports on vocational level. However, we want to cooperate with schools on KA2 level. Our aim is to repeat this project every year and thereby expand the number of participating countries.

Also, we have found out that currently there are many fields of vocational studies present on the EfVET congress, but nothing regarding sports education, health or vitality. By introducing the CIESP-project on the EfVET congress we wish to bring these subjects to your attention and make new partnerships.

College/Institution: Roc Nova College: Cios Haarlem Hoofddorp

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SOLITY – VET SOCIAL UTILITY MONITOR

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The aim of the Erasmus+ KA3 'SOLITY' project is to set up a solid, shared and transferable model to measure the social utility of VET, based on a specific pool of qualitative and quantitative indicators. This is not only a way to measure VET direct and visible impact but also a way to educate society to see the social value of VET, which is on the contrary often perceived as a second choice.

The project is developing a framework that allows to measure the performance of a VET provider in a simple, effective and transferable way. By doing so, it strengthens the link between VET provision and society, raising awareness on the social impact of VET on individuals, local communities and society.

The main challenge for SOLITY is to create a methodological framework which can be used in different EU member states, where different VET systems are in place. Another big challenge is the collection and reliability of the data provided by the VET providers that will use the framework.

College/Institution: ENAIP NET

Presenter: Monica Verzola

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<http://www.enaip.net/en/solity-en/>



LIFE FOSTER

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Co-financed by the EU Commission LIFE Programme and led by the Italian network for VET, ENAIP NET, the LIFE FOSTER project aims at reducing waste in the restaurant industry. The project focuses on these main fields: TRAINING AND EDUCATION, PREVENTION AND COMMUNICATION.

The interconnection between environmental, social and economic dynamics identifies training and education as key instruments to implement the 2030 Agenda for Sustainable Development by the UN.

The project is being implemented in the following countries: France, Italy, Malta, Spain. LIFE FOSTER consists entirely of direct and indirect actions aimed at raising awareness about the problem of food waste and optimal food storage. Since various initiatives have already been undertaken in several EU countries to raise awareness among citizens, producers, canteen and supermarkets, the LIFE FOSTER project has chosen to target the restaurant industry.

The main challenges that the project aims to face are increasing food waste awareness of large and differentiated groups of people – including policy makers, entrepreneurs and citizens –, train a great number of trainers and students, to adopt a sustainable behavior, and replicate the experience in other geographical areas.

Life Foster will complement the other initiatives taken and will be able to fight and complete the missing chain link: downstream respect to producers and upstream respect to citizens.

College/Institution: ENAIP NET

Presenter: Monica Verzola

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<http://www.lifefoster.eu/>



LET'S PLAY VET

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Let's play VET will contribute in rethinking the teaching paradigm through an innovative VET methodology that will put young VET students at the centre of the learning process in a pro-active way. The innovative methodology will be inspired by the concept of learning playlists, meaning a training module constituted by a set of learning experiences that students have to complete to receive a positive evaluation. The learning experiences composing the VET playlists developed in the project will be blended, they will include innovative E-learning assignments; mobility abroad, study visits, seminars, participation in other local community event or initiatives, production of videos of pictures etc.

The expected results of the project are linked to the specific objectives: – an innovative VET playlist module will be created and tested. – increased attractiveness of VET for young people and families. – Increased competences and tool at disposal of VET trainers – Raised awareness in policy makers on this innovative learning tools which can be used in other field of education and sectors, to foster the inclusion of young people with fewer opportunities and improve their transition to the labour market. – Improved integration of key competences and learning mobility in VET curricula The project will improve the competences of VET providers in tackling early school leaving of young people with difficult background in different ways: increasing competences in trainers to support young people with difficult backgrounds, increasing engagement in IVET of young students with difficult background and raising awareness in decision makers about learning playlist as a way to contrast dropout. More or less 2000 people will benefit, both directly and indirectly, of the project.

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DIDACTICS IN VET IN THE DIGITAL ERA

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At CELF (Centre for vocational Education Lolland-Falster) we have some years been working on digitalization of our education and training programs with a focus on both LMS (Learning Management System) and content e.g. digital didactics.

This transition process has challenged our organization at all levels:

- Teachers in the way they prepare and deliver classes;
- Department managers in the need to secure the right competences in the teacher faculty and in the year planning and culture changing;
- College/school management justifying, promoting and handling the response to a massive culture change in the organization.

In 2018 CELF received an ERASMUS+ KA2 grant for the project "Didactics in VET in the Digital Era" (DiVitDE) where we in a strategic partnership with partners from Estonia, Germany, Latvia and Sweden are developing an interactive handbook on how to approach a digital transition process based on our collective experience. At the roundtable we will share CELFs experiences with digital transition of VET (Vocational Education & Training), disseminate the preliminary outcomes in DiVitDE project and have a talk with the roundtable participants about the digitalization of VET.

College/Institution: CELF (Centre for vocational Education Lolland-Falster)

Presenter: Claus Brandt Kristensen

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<https://www.celf.dk/samarbejde/internationalisering/>



GREEN LEARNING ENVIRONMENTS- EDUCATION FOR SUSTAINABLE DEVELOPMENT AT THE WORKPLACE

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By the past pilot experiences, less polluting models of activity can be developed with the help of reskilling and upskilling, but a long-term focus is also needed with regard to the moment when a green industry is achieved. The need for green skills affects all sectors, from water to automotive, from agriculture to fashion, and involves all the steps of the production process, from design to manufacturing to marketing.

Therefore, the industry requires skilled workers who are able to work with an environment-friendly mindset and contribute not only to the development of the green economy but also to its sustainability.

During the roundtables we would like to discuss about:

- 1 - How can so-called "green skills" be acquired by practical training at the workplace?
- 2 - What are the key elements of green skills?
- 3 - Should green skills acquisition be related to specific sectors or is there a transversal approach needed?
- 4 - What is the role of regional/local authorities in building skills ecosystems that foster the development of a green economy and sustainability?

College/Institution: EUC Syd & EFVET

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MUSICXCHAIN

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MusicXchain is an Erasmus KA2 (strategic partnership) project for institutions providing music education on vocational levels.

Presenting the practices of MusicXchain for enabling international co-operation between partners, their staff and students. How MusicXchain encourages students' entrepreneurial mindset and confidence in finding study and work possibilities on European level. Using a common digital platform for co-ordinating projects, exchanges and keep up with new pedagogical developments and sharing ideas within partners.

College/Institution: Gradia Jyväskylä

Presenter: Markku Rinta-Pollari

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<https://blogit.gradia.fi/musicxchain/>



KARANGA – GLOBAL COMMUNITY FOR LIFE SKILLS

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Karanga is a Global Alliance of experts (practitioners, policy-makers, scholars) in Social Emotional Learning and Life Skills. This roundtable aims at sharing the main objectives of Karanga and the opportunities for EfVET delegates to join a community of practice where discovering partners for knowledge exchange, sharing tools, promoting projects.

The relevance of skills in VET cannot be restricted to the technical and professional ones; the impact of social emotional learning and life skills is positively correlated to both professional and personal development of VET learners. The inclusion of these skills in VET curriculum increases the quality and the effectiveness of training and affects the excellence of a VET provider and its trainers.

The inclusion of social emotional learning and life skills in training is not easy: trainers require adequate education and innovative tools, as well as a community of practice to get inspiration by.

Karanga supports policy makers and practitioners from across the world to promote quality and equitable

“SEL and Life Skills” through platforms that connect, coordinate, and drive action. Our three goals are:

1 - Promote understanding of SEL-LS and an awareness of its role in helping VET learners to thrive in school, work and life;

2 - Connect and coordinate international, regional, national and local SEL-LS stakeholders, initiatives, and resources;

3 - Support local and national decision-makers and practitioners with scalable frameworks for implementation and action.

How does Karanga work? The organisation has four main outputs:

A Connected Community – We actively facilitate a global community of trainers and teachers through an online platform and collaborative projects and international events. Implementation Support – We support VET providers, schools and their ecosystems to implement real change by providing resources from the field of social emotional learning and life skills.

Advocacy – We advocate for SEL and Life Skills education that provides all the necessary skills for learning and life. Cutting-edge Research – We provide access to and support for cutting-edge research communities exploring what works best and what might be next.

College/Institution: Cometa Formazione

Presenter: Paolo Nardi

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<https://karanga.org/>



STUDENT WORK EXPERIENCE IN REAL LIFE

19

– SWIRL

The fourth industrial revolution has not only created new opportunities for economy but has also raised the challenges that Europe and the world faces today. Thus, Vocational education and training (VET) can play a crucial role in tackling many of those pressing challenges, such as competitiveness, youth unemployment and social inclusion. Educating students to take initiative and investigate the opportunities of their networks themselves, rather than waiting for others to take the initiative, will increase employability. SWIRL addresses this need by the key focus on Student Initiated Company Assignments. In addition, SWIRL turns the personal network of young people into a professional one.

The aim of working on concrete and real-life company assignments is knowledge generation and valorisation. All steps in the process will be undertaken by students (student initiated) and guided and coordinated by VET college teachers. The fact that the student initiates the company assignment collection and is responsible as of the very first stage of the programme ensures ownership of the assignment and commitment to high quality execution of the case study.

SWIRL is primarily aimed students in vocational colleges. Student from all fields of education will participate in the SWIRL programme, creating a cross-sector approach and allowing students from different backgrounds to learn from each other.

College/Institution: C4G – Consulting and training network

Presenter: Tiago Nascimento and Valentina Chanina

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<http://www.studentinitiated.eu/#>



DIGITAL TOURISM

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This project aims to develop a new qualification for tourism, one of the fastest growing sectors in both Europe and the world. This new qualification aims to blend tourism and IT skills and meet new trends in consumer demand. The course will be delivered mainly online and students' work assessed by peer review. It targets young people between the ages of 15 and 19 and will prepare them to work with both traditional and new business models. Traditional models include Destination Management Companies (DMCs), Destination Management Organizations (DMOs), Global Distribution Services (GDSs), Hotels, Travel Agencies, Companies providing recreational activity leaders and national, regional and local tourist bureaus. New models include companies operating online or using cloud computing services and the digital travel market. This includes meta-search engines, fare aggregators, online travel agencies (OTAs) or traditional travel agencies that wish to develop or expand their online sales. The course will cover all kinds of tourist products including Sun and Sand, Business, MICE (meetings, incentives, conferencing and exhibitions), city breaks, golfing getaways, wilderness trips, cultural excursions, gastronomy holidays etc.

They will be conducting both B2B and B2C transactions according to their job profile which may be the creation, development, promotion or sale of tangible or non-tangible products online at public or private organizations of all sizes. They will use a range of skills and draw on different areas of knowledge from marketing to geography, psychology, IT, arts, history; photography, video and language skills.

The project will provide students with professional knowledge and skills focused on IT-based promotional and marketing strategies (travel technology or e-tourism). Digitalization promotes company growth.

College/Institution: CDEA & EFVET

Presenter: Marijo Irastorza Insausti and Valentina Chanina

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GREEN DATA AND DATA SET

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Europe has an increasing number of data centres, which are consuming a lot of energy. Green Data project aims to provide students with skills, so they are able to work in a green data center and

In today's digital, connected world, the agility with which entrepreneurs employ information and communication technologies is essential to completeness. Data SET strengthens key competences in initial and continuing VET by emphasizing the importance of data analysis skills within larger framework entrepreneurship competences.

College/Institution: TEC DK/UMSZKI HU

Presenter: Vibeke Nørgaard and Ms Szilvia Hegyine

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http://greendata.datatec.dk/



INTEGRATION OF LEARNING OUTCOMES INTO QUALITY MANAGEMENT AND HARMONIZATION OF QUALITY STANDARDS IN VET 22

Want to improve your quality in (VET) education, examination and (student) guidance? Then please join us at our Round table where we will present you the objectives, methodology and outcomes (so far) of the Erasmus+ KA2 QMS4VET project.

By studying and analyzing each VET partners Quality Management System (QMS) with regards to either education, examination or (student) guidance we share best practices of all partners QMS. Outcomes of these analysis result in 'Step by step implementation' advises on a very practical level which can be used by all interested parties in order to improve their quality level. Next to that common understanding of each other's QMS will enhance trust and will improve sustainable partnerships for development of joint ECVET units in the future.

College/Institution: Aventus

Presenter: Durk van Wieren

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<http://www.aventus.nl/qms4vet>



CAREWARE NORDIC 23

Care Ware Nordic: Welfare Technology Solutions for the future.

The goal of Care Ware Nordic is to spread welfare technology in the ÖKS (Oresund-Kattegat-Skagerrak) region through a close cooperation between developers of welfare technologies, educational institutions, professionals and public authorities.

It is a fact that societal problems do not care about boundaries. In a world of global challenges, many problems are not possible to solve only on national level. In this context, with our common history, culture and language a new Nordic cooperation on Welfare Technology makes very good sense.

Welfare technology has become an important element in our efforts to innovate and modernize our common Nordic Welfare Model and the development of welfare technology solutions gains increasing focus both nationally and among the more than 1200 Nordic municipalities.

The Care Ware Nordic project intends to develop common solutions to problems and challenges that we share in the Nordic countries through

- 1 - Sharing of Knowledge
- 2 - Business Development
- 3 - A Common Market and
- 4 - Competence Development in the Health care Sector

The Scandinavian countries promote digitalization and e-health as well as testing of welfare technology on a large scale. Together with our neighbors, we are among the world's leading countries in the field of welfare technology development. The Care Ware Nordic collaboration offers the opportunity to open until now closed and limited

purchasing systems and trade and support knowledge sharing and cross-border exchange of experience in the ÖKS area.

The partners in Care Ware Nordic and the participating companies share a common interest in establishing a strong and a clearly research based market for welfare technology solutions.

The partners in the project consortium are both private and public and are chosen based on current cooperation and common goals of better quality of life for the citizens of the Nordic countries, better and more effective and sustainable solutions for regions and municipalities and growth for companies.

By joining a Scandinavian model for both demonstration and sharing of knowledge in welfare technology, companies get access to a much larger customer base and public purchasers will have access to both a larger supply of welfare technology and more exchange of experience.

All for the benefit of the end users: citizens in need of high quality health care.

The project is supported by the Interreg Öresund-Kattegat-Skagerak program which is a EU program supporting initiatives and projects between Denmark, Sweden and Norway with the aim of solving common challenges in four areas of action one of which is Innovation.

One expected outcome is that the Care Ware Nordic cooperation model continues after the three-year project period and spreads not only to other Nordic countries but also to other European countries.

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MOBILITEACH SUMMER SCHOOLS – INTERNATIONAL TEACHER TRAININGS

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Mobiliteach Summer Schools address teachers and staff of VET schools, educators and trainers from all over Europe to support their continuous professional development. The Mobiliteach format has been conceived and piloted in 2018 and in 2019 thanks to Strategic Partnership Projects and it is now applied in teacher trainings all around Europe. It is based on experiential activities, practitioners' peer to peer learning and exchange of good practices. It allows all participants to be actively involved in all training sessions.

What about the next editions of Mobiliteach?

In 2020 Uniser soc. coop, in cooperation with Fondazione Golinelli, will organise in Italy-Bologna Mobiliteach Summer Schools facing different topics, such as:

- Connecting Art and Science at school
- Science, Society and Sustainability
- Idea Generation and entrepreneurship: training the European Key Competences
- Design thinking for education & project development
- Erasmus + mobility projects: design & management

Participants will go back home with new working tools, with an enlarged European network and with a new challenge: bring innovation into their daily work and within their schools!

This round table will allow to deepen Mobiliteach and to discover more about its future editions.

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