EfVET Magazine
The Magazine for VET Professionals

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EfVET PROJECTS

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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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Every organisation is made up of members who are fully dedicated to its objectives, goals and values. EfVET is no exception and I am pleased to say that as President of this European organisation I am surrounded with meaningful persons who tirelessly work towards common agreed targets.

Holding on to the ethos of any organisation during this pandemic is no small feat. Yet technology has been a huge support to us in continuing our job of promoting vocational and professional education and training to such a large audience of members and non-members from across Europe and other parts of the world. But it is was not just technology and its effective gadgets which we push all the time from dawn to dusk. It was all about the human capacity that EfVET has at the Office in Brussels and those scattered all over Europe.

A feature dedicated to our staff in Brussels is very appropriate. Valentina, Maria João, and Vittoria are the engine room of EfVET. They keep this organisation alive. Three different characters and temperaments but one single objective: EfVET and its members. Personally I find huge synergies between them all. Their differences are enriching the organisation. The quality of their work, each in her own domain construct a mosaic of unity in diversity. Although this combination has its own critical challenges, yet I acknowledge that the pandemic has made it much harder to build a professional relationship. Yet I am confident that the organisation was and will continue to be a huge beneficiary from their talents and resilience.

A second important feature of this edition is the focus on projects. And here I must pay tribute to my right-hand man Stefano Tirati for his energy, vision, and foresight in attracting the right partners, the right funding and the right outputs from which EfVET members can greatly benefit. He works tirelessly with our staff in Brussels and several Board and Steering Committee Members to give tangible results for the efforts employed to collaborate and keep EfVET’s name high on the European agenda of projects. Projects are also a good source of income for the organisation. We would be much poorer intellectually and financially without projects. Their profiles show that EfVET is alive and kicking also at the policy level. Our dissemination of results on our web portal is evidence that what projects achieve can be shared and emulated by other members in partner countries. The adversity of the theme is also evidence of the eclectic nature of our organisation. I have picked on the information contained on our web portal of four of our key projects to illustrate this reality.
**DRIVES** is a project that enables the realisation of the aims of the delivery of human capital solutions to the supply chain SMEs through the establishment of an **Automotive Sector Skills Alliance** covering all levels of the value chain (vehicle production, automotive suppliers, and automotive sales and aftersales services). As SSA will establish to build upon the GEAR 2030 work whilst proposing concrete and practical initiatives to address skills challenges, in particular through facilitating **mobility of workers with the automotive industry**. As a report by the OECD on *The Future of Work after COVID-19* reveals, 50% of all employees will need reskilling by 2025 (that's only 4 years from now!) as adoption of technology increases and critical thinking and problem solving top the list of skills employers believe will grow in prominence in the next 5 years. A project such as DRIVES build capacity and foresight.

Similarly, pilot **PoVE Water** is a transnational project that draws upon existing and emerging **vocational competences and skills needed in the water sector**, translating them into an approach of **vocational excellence**. This ensures upward convergence of VET with (EU) knowledge triangles and a strong engagement with the regional economic and social ecosystems. The project intends to create the **infrastructure needed to embed vocational excellence in the water sector in Europe**, thus laying the grounds for vocational education and training programmes development and subsequently competence development of VET students. With COVID-19 still looming large over entire populations, now is the time to build capacity in such vital areas as the provision of water for current and future generations. Students will certainly need (as much as teaching staff members) to readjust to the post-COVID period and to find more effective way of learning in practice theories that yield tangible results for a better quality of life.

A final example of an international project of quality which EfVET is participating in is **SAAM** which aims at supporting the **training and mobility of VET teachers across a wide range of disciplines**. Tapping into already existing network of professional training centres, non-formal training organisations, NGOs and European umbrella organisations, SAAM aims at developing **new curricula, methodologies, technologies, and management** as well as supports **training job shadowing** and knowledge acquisition on **internationalisation transparency tools and educational pathways**. What is so interesting about this project is that 8 EU Member States (Belgium, Frances, Germany, Greece, Italy, Portugal, Spain and Finland) and 16 African countries (Angola, Benin, Burkina Faso, Cabo Verde, Cameroon, Ivory Coast, Eritrea, Kenya, Liberia, Mali, Malawi, Senegal, Sudan, and Tunisia) are participating. The intercultural richness of this project is huge and wide spreading. EFET Members will largely benefit from the results of this intercultural and inter-organisational aspects that the project provides.

The projects that EfVET participates in are building capacity across many partner countries and individual members. They are the heart-beat of our organisation as they pump into it the insights, good practices and policies that make VET a natural choice for millions of learners across and beyond Europe.

> **It is thanks to so many Members that EfVET’s name is high on the list of those wishing to join forces with our organisation. This augurs well for the future and the relevance of EfVET as the leading VET organisation in Europe.**

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**Joachim James Calleja**  
**EfVET President**
The 30th Annual EfVET International Conference

THE EfVET Annual International Conference will take place between the 27th - 30th of October 2021 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 ways 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 guest-rooms.

The winner of the design competition of the logo for the EfVET conference 2021 is Rafael Saapunki. He is studying Business Information Technology at Axxell, a member of EfVET.
Graduated with full marks in Economics from the University of Perugia in 1989, Sylvia began working early in 1990 for a private training services company, as Project Designer. Although she at that time was more interested in economic studies and analysis, she had the opportunity to be trained at the Business School of Administration of Bocconi University in Milan as a Trainer of Trainers. Thanks to this career path she has discovered more deeply human resource management and adult education and how to improve the sector through quality assurance principles and practices. After 6 years of working as an employee she decided it was time for a bigger challenge and in 1997 she decided to step down from that job to start a personal and professional business project: becoming an entrepreneur.

Since then she is still one of the three owners of FORMA.Azione srl, a private company that operates as a consulting company in applying for public funds, mainly addressing the education and training sector as well as being an accredited training centre that specifically accesses ESF funds. She brought her professional expertise in the Quality Assurance system to the company, since then she has been in charge of both the Accreditation and the ISO 9001 certified Quality Assurance System and the Projects Design.

Her expertise has also grown with a specific work area, focused on gender equality in the labour market, in the workplace and in the education, training and labour market chain, thanks to the Executive Master for “Gender Equality Experts in Labour Market Policies”, successfully attended in 2001-2002.

Since 2009 she is the Director of European projects, first also working as project designer and since 2015 more focused on European networks and strategic cooperation partnerships. Thanks to her commitment and participatory leadership style that motivate the European projects team to compete successfully, mainly on ERASMUS+ and REC (Rights, Equality and Citizenship) projects, she now works more as projects coordinator, by supporting other organisations and institutions in applying for funds and/or willing to lead project partnerships.

During these many years of activity she has had the opportunity to deepen the following strategic areas of knowledge and work: first of all, Gender Equality, also being assigned as a GE expert in the National Inclusion Group of AIDP (Italian People Management Association); Quality assurance systems, in particular through the European peer review methodology; Validation of non-formal and informal learning - being also professionally certified as a “Validator”; Media and Information Literacy.

Her vision of the future is based on putting VET, Adult Learning and the Lifelong Learning approach, at the core of the Italian and EU investments, being convinced that Italy should rapidly improve its position in OCSE-PIAAC surveys, by equipping adults and young adults with the right skills to thrive in the next years, completely overcoming the situation that sees Italy as almost the last Country in Europe for Adults’ Literacy.
Behind the EfVET scenes

Maria João Proença, Head of Office & Programme Manager

Could you please introduce yourself and the work you do at EfVET?

My name is Maria João Proença, originally Portuguese although I have left Lisbon very many years ago and have lived in several different countries, working always on the Education Sector (both formal and non-formal) in different areas among which the professional development of teachers and managers and local communities which has undoubtedly allowed me to learn and develop as a professional and as a citizen of the world.

I have joined EfVET as Head of Office & Programme Manager with the main responsibility of supporting the implementation of EfVET Strategic Plan 2019-2021, assuring proper planning, monitoring, and reporting mechanisms. This unfolds in several different tasks from the support to the Executive and Steering Committee, the support in the financial planning and monitoring, the support to the Thematic Teams, support to the Vice-President of Policy and the management of a portfolio of projects.

What exactly is your work within the project management?

The project area of work in EfVET is diverse. It ranges from the analysis of the invitations to join different partnerships, the design of projects and writing applications to the implementation. In a nutshell, my role has been to assure that the Projects Teams of EfVET has the knowledge they need to proceed with the decision-making processes to whether join or not a project partnership; to be responsible for the overall project design and implementation and responsible for the implementation of the activities EfVET is responsible for in the projects I am responsible for. I am currently overseeing 8 projects, 3 KA2, 3 Sectoral Skills Alliance, one KA3 and one pilot funded by JRC. The range of activities varies a lot from the participation in meetings, the administrative and financial management and reporting and, in the cases of the Sectoral Skills Alliance, EfVET has a more technical role and in one of them is the lead of one work package and several different tasks.

What are in your idea the most important topics today to improve VET?

There are several topics, and we would need many pages to go through each one. But if I had to prioritise I would say there are 4 main aspects that would need immediate attention and that are related with the ambitious targets set by the European Commission regarding the twin transition- the transition to a greener and digitalised Europe. Understanding the impact on the labor market and the skills that will be needed, assuring that no one is left behind. This will require from VET providers the capacity to respond, quickly to changes, adjusting IVET and CVET curricula design, working very closely with employers and industry, the capacity to have a forward-looking approach, embedding environmental and social sustainability into vocational education and training curricula and organisational management and increasing the digital readiness of vocational education and training institutions. All this thinking also of the need to continue fostering international cooperation and mobility of learners and staff in a gendered balanced and inclusive ways.

How do you see EfVET and the work done in the enhancement of VET?

EfVET is a key player in the VET arena and has gained increased recognition in these last years at National and European Levels. This is seen by the increased number of Members and the expansion of the Thematic Teams (with 2 additional teams being launched this year), the increased exchange of practices and ideas in EfVET internal channels and the increased invitation to participate in events, meetings, consultations carried out at European Level. EfVET has been playing a key role in the facilitation and establishment of opportunities for networking and establishment of partnerships and work as an incubator for innovative approaches and practices in VET in a very participative and engaging way. All this supports the work done at policy level which is also a key dimension in the enhancement of VET in Europe.
Behind the EfVET scenes

Valentina Chanina, Office & Project Manager

Could you please introduce yourself and the work you do at EfVET?

I hold a University Degree in Medicine and a MA in Administration and Accounting from Open University. I have over 20 years’ experience in working with EU policies and programmes in the fields of adult learning and vocational education and training and with the EU institutions as external expert. My main fields of interest are sustainable funding for lifelong learning and digital learning.

Before, I worked as a communication, project and office manager for the European Association for the Education of Adults (EAEA). Since 2000 I was in charge of the European projects, tenders and gender. My first project was a Socrates pilot project focus on analysis of the adult education. I have coordinated and participated in many European project meetings, events and consultant in several European training and entrepreneurship/digital project. I manged all activities of EAEA, including the events and Grundtvig Awards, publicity and including Operating Grants.

I started to work in EfVET central office in 2011 and have been involved and contributed to the dissemination and implementation of innovative methodologies and tools of training and qualification of young people and adults in the European context.

In addition to my role of Office & Project Manager, since 2011 I have been responsible for the coordination of the EfVET Annual International Conference with the Conference Team and Steering Committee Board and participated in numerous seminars and workshops as a speaker on issues related to dissemination activities.

What exactly is your work within the project management?

In the project management I have experience in elaborating and preparing application and financial reporting and management control. In the past several years I have used my communication skills and experience in the preparation of a whole range of materials (online article, social media, policy/position papers, etc.). I also take care of the elaboration and monitoring of dissemination and exploration plan and strategies, the organisation of project events and activities, as well as the development of advocacy packs for different target audiences and sets of guidelines.

What are in your idea the most important topics today to improve VET?

The main issue is that we are convinced that lifelong learning can contribute to solve some of the problems and to get Europe out of the pandemic crisis and contribute to the Erasmus+ programme 2021-2027. VET should be a first option and a natural one for those who are looking towards learning new skills for a labour market which is not only dynamic because of constant technological changes and vocational education and training is the way forward to bridge the skills gap for the future.

How do you see EfVET and the work done in the enhancement of VET?

I believe that if we with the EfVET member associations provide access to learning for people who currently do not have as much access to the high-quality learning, we might contribute to the social cohesion. So, these are just some of the areas where we believe that the work of EfVET and its members contribute to EU 2027.
Behind the EfVET scenes

Vittoria Valentina Di Gennaro, Communication & Project Officer

_Could you please introduce yourself and the work you do at EfVET?_

My name is Vittoria and I joined the International Secretariat of EfVET in Brussels as a Communication & Project Officer in early 2020. I'm Italian and European, and although I did my studies in Political Science and in International Relations (with a Master in European Projects Planning & Management) in Italy, I soon started my professional career abroad living in different countries before I found down here. Italian mother tongue, fluent in English, French, Spanish, and with a good knowledge of Portuguese, I have worked for local/national bodies, universities, I then joined various international organisations, EU institutions and agencies (European Court of Auditors, Council of Europe, Eurojust) and NGOs gaining experience in several fields, such as human rights, democracy and cooperation, as well as youth empowerment and education. Thanks to my strong interest in the Erasmus+ program I started working for garagErasmus Foundation and volunteering for the Erasmus+ Global Partnership, collaborating with the Erasmus+ Student and Alumni Alliance and the LifeLong Learning Platform.

_What exactly is your work within the project management?_

As a Communication & Project Officer, I take care of the corporate communications of EfVET including the facilitation of communication among Members, and I follow the projects activities, supporting their implementation and leading the communication and dissemination part. Dissemination and exploitation of results are crucial areas of the projects lifecycle since it represents an opportunity to communicate and share outcomes and deliverables, thus extending the impact of those projects, improving their sustainability and justifying the European added value of Erasmus+. “I enjoy the creative part of my work which every time inspires me and suggest new stimuli to follow. Communication is a very broad sector and entails very varied skills and competencies. Attention to detail is also critical and this is also a challenge I like in my daily work”.

_What are in your idea the most important topics today to improve VET?_

I believe that a strong role is and will be played by a stronger digitalisation process and a higher level of internationalisation and mobility of students. On the other hand, there is also a need of ensuring that such digital transformation and internationalisation process are comprehensive and inclusive in order to guarantee equity and inclusion by facilitating the backgrounds and fewer opportunities compared to their peers whenever disadvantage limits or prevents their educational path or participation to mobility programs. Moreover, a higher level of school-industry collaboration will also help develop skills to meet business needs. Involving industry and businesses in the management of vocational schools can provide school leaders with crucial support in developing programs to produce the skills the labor market needs. With industry participation, students can gain relevant workplace skills before graduation. It helps address a recurring challenge where new graduates cannot get jobs while companies cannot find workers with the right skills.

_How do you see EfVET and the work done in the enhancement of VET?_

EfVET seeks to increase more and more its representativeness at national/regional level, expanding its membership and stimulating VET networking, also between VET providers and companies. Moreover, it plays an important role as a European umbrella association and seeks at enhancing its cooperation with other networks and common platforms, such as the VET4EU2, in order to allow maximum synergies and joint efforts to sustain and support decision-makers in the VET policies development and deployment in all EU member states. EfVET is also engaged in promoting VET provision’s quality improvement, propagating the concept of excellence in VET, valorising local contributions of its Members through the EU VET Skills Week in particular. “EfVET initiatives, activities, events have been strengthened, and I am glad that my work contributes to boost EfVET’s presence and increase the impact of its work in EU and beyond in favour of VET”.

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*Portrait of EfVET Staff*

_vittoria.valentina@efvet.org*
EfVET projects for a strong recovery

Introduction to EfVET Projects

EfVET is characterised by a twofold institutional mission, representing the voice of VET providers within the European political debate on vocational education and training, and promoting horizontal cooperation among practitioners, to support innovation and exchange of good practices.

EfVET activities on projects should always keep an eye on both dimensions, be consistent and relevant with European priorities, while serving the needs and interests of members.

Under this perspective, what are the key pillars and strategic goals ahead of us?

At the heart of the Next Generation EU, I see a strong message which we should try to make ours: in times of immense crisis, the only alternative we dispose is to turn challenges in opportunities and see problems as powerful engines to introduce change.

Now is the time to jointly rethink education, learn from each other how to embrace digitalisation to improve teaching and learning strategies, how to embed sustainability and SDGs to make our societies more resilient.

The digital transformation is our new normal. Although 60% of educators never used distance learning before, everyone is more and more conscious that there is no return to the way we operated before COVID-19. Despite the significant improvement already observed on digital skills, we are all confronted with major efforts to up-skill our staff, access to more relevant and interactive resources, introduce more hybrid systems.

The Skills Agenda for Europe and the new Digital Education Action Plan may help us to frame and orientate our work, to boost digital literacy and skills, both at basic as well as at advanced level, and ultimately to contribute to new digital education ecosystems. In this process, we need to face a wide number of transversal challenges, from enduring ethical guidelines on the use of data and Artificial Intelligence, to promoting gender equality and women’s participation in engineering and ICT training pathways.

Green transition is happening, and we believe VET system can play a key influence in boosting not only awareness but also concrete and effective measures to support this process. Skills and competencies are the prerequisite to all priority actions, from renovating buildings to renewable energies, from clean transports and logistics to more sustainable cities and communities. VET is key in promoting a circular economy inspired by and based on SDGs.
How is EfVET supporting VET Providers in this process?

We believe in the value of VET and we welcome the focus on VET Excellence, as a constructive measure to support us in ensuring that VET is perceived as a first quality choice of education in Europe. While fostering its image and attractiveness, VET needs to consolidate its distinct ability to ensure that no one is left behind. That’s why is so important for us to talk and promote the concept of “Inclusive Excellence”.

In this section of the Magazine, we showcase a number of projects in which EfVET and its members lead initiatives aimed at developing and piloting innovative solutions to overcome some of the most urging challenges.

If we want to succeed, we need to work together, fostering our networks and partnerships with multiple stakeholders and industry representatives.

Let’s embrace initiatives like Pact for Skills and partnerships for excellence and innovation, as opportunities to build stronger ecosystems for skills development. Let’s promote VET attractiveness, also via Skills Competitions as effective mechanisms to showcase our talents, innovate training offers and attract learners. Let’s promote Internationalisation, to consolidate bridges and friendships and establishing new cooperation frameworks among VET systems, across the world!

The new Erasmus Programme sounds very promising, as it promises to introduce a number of funding measures specifically designed for VET providers to implement these steps.

In order to get ready, EfVET is committed to support its members by a wide range of initiatives.

First, our Thematic Teams are clusters of VET providers committed to share know-how, tools and resources. EfVET Thematic Teams are an excellent opportunity to boost innovation and networking on key focus areas. We are delighted to see the launch of 2 new Thematic Teams, one on Tourism, a sector heavily affected by the pandemic, and Sustainability through VET, looking at how we can make our societies greener by innovating our training offer.

Secondly, EfVET has recently launched its “Virtual Coffee Breaks”, which aim at becoming recurring cycle of short online meetings, enabling members to share views and expertise on specific areas of interest, as well as allowing a direct dialogue and exchange with representatives of the European Authorities responsible for VET and employment, as well as education, applied research, industry, sustainability...

Last but not least, we are pleased to confirm that, within the first semester of 2021, EfVET will implement online its MarketPlace, which represents a golden opportunity to pitch project ideas, identify new partners and build the foundations for new initiatives and projects.

Please have a look at the following selection of projects, discover more on EfVET website, get in touch with coordinators and with our staff in Brussels.

We are here to help and inspire each other.
What are the main outcomes your project will or have developed?

- Digital Tourism European Organisations Needs Analysis Report;
- Digital Tourism Technician course technological training content & its Job Profile;
- Work Based Learning Skills Assessment Protocol Requirements.

What are the main cooperation opportunities you wish to share with EfVET members?

- Cooperation with other Tourism VET providers in new projects with a similar topic;
- Cooperation with mobility providers in this area.

What are the main interconnections with EfVET Thematic Teams, if any?

- Mobility;
- Digitalisation in Tourism.

Would you like to provide any additional update or share a success obtained within the project?

The project promoted an online dissemination event on February 4 2021, “Digital Tourism: current and future skills”, where participants from all over Europe followed two of project's most relevant results being explained by two partners – the Digital Tourism VET course detailed technologic content, and its Work Based Learning students' selection and assessment requirements. The event also had a presentation of a Digital Tourism student based Portuguese best practices and two external keynote speakers, one from a member of EU DG-EMPL (Unit for VET, Apprenticeship & Adult Learning), who briefed “The New Skills Agenda and the Osnabrück Declaration” and another from a travel agency Business Development Manager, who gave a “hands-on” approach about “Digital Promotion in the Hospitality Industry”. The feedback from the participants was very positive. Following that event, the consortium is now preparing the “Tourism Talks”, a set of short informal online discussions about Tourism related topics, with experts coming from Hospitality companies. Like the previous, these online meetings will be streamlined by project’s Facebook “Digital Tourism Qualification Forum” and its documentation will be placed on the project's website.

Digital transformation brings a number of disruptive changes. This is true not only on how we do things, but also and maybe most importantly, on how we (need to) rethink our processes and more generally our business models. Digital tools have a strong impact on education, on how our trainers may improve teaching strategies, on how learners can, for instance, become more aware about their learning styles and improve their learning strategies. Digital tools and artificial intelligence is already in use to improve management, performance and efficiency of VET institutions as well as help out with labour market intelligence. Vision and digital skills are key.
This project develops a new qualification for one of Europe’s and world’s highest growing sectors: Tourism. This qualification mixes both Tourism and IT skills, meeting the market new trends of consumer choices, mostly online and through peer reviews. The project will provide professional knowledge and skills targeting promotional and marketing strategies based on IT (e-tourism), as digital services raise companies’ profile on generating economic development. Students will also be mobile, as the course will be designed to be implemented in international companies; it will also include long-term WBL, with a minimum of three months. It will reduce seasonality and consequently lower youth unemployment, through a better and more permanent communication with current and potential customers.

The project will provide professional knowledge and skills targeting promotional and marketing strategies based on IT (e-tourism), as digital services raise companies’ profile on generating economic development. Students will also be mobile, as the course will be designed to be implemented in international companies; it will also include long-term WBL, with a minimum of three months. These will be the most important impacts: increased labour (mobility) among recent graduates; increased level of online tourism promotion & interactivity within B2B and B2C in Tourism sector; reduced seasonality in Tourism job market.

Coordinator: Insignare – Associação de Ensino e Formação (Portugal)
Partners: Istituto Tecnico Commerciale Statale F. Scarpellini (Italy), European Grants International Academy SRL (Italy), ACISO – Associação Empresarial Ourém – Fátima (Portugal), Stichting Groen Onderwijs Oost Nederland (The Netherlands), Dutch Foundation of Innovation Welfare 2 Work (The Netherlands), Centro De Formación De Administración Y Hostelería SL (Spain), European Forum of Technical and Vocational Education and Training (Belgium)

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SELFIE PROJECT COORDINATOR INTERVIEW

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SELFIE WBL PILOT PROJECT RESEARCH LEAD

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Background

SELFIE is an online self-reflection tool developed to support schools, including VET, to assess their digital readiness and preparedness by looking at different dimensions such as VET school strategies, infrastructure, teaching practices, equipment, and the experience of learners.

In early 2020, a feasibility study on adapting the SELFIE tool for work-based learning systems in VET concluded that there was a need to focus SELFIE on WBL and to bring VET institutions and companies closer together to jointly discuss how to best embed digital technology in education and training.

In May 2020, the Joint Research Centre launched a call for tenders for Piloting SELFIE for work-based learning contexts in VET (SELFIE WBL) in Germany, France, Hungary, and Poland that was awarded to EFVET.

What are the main outcomes your project will or have developed?

With the support of the National Coordinators and the team in Slovenia, who led the research component, EFVET managed to engage 57 VET colleges and 73 companies (operating in different economic sectors) in 25 different regions in the 4 countries. A total of 11,788 users (trainers, learners, school coordinators and in-company trainers) were involved in the piloting of the tool and 977 participants (learners, trainers and in-company trainers) participated in the qualitative research carried out in addition to the pilot of the tool.

What are the main cooperation opportunities you wish to share with EfVET members?

The topic of digitalisation and technology enhanced learning has been around for some years. The COVID 19 pandemic has raised a sense of urgency stressed also by the pact of skills where digitalisation assumes a core role. SELFIE WBL plays a key role in supporting VET schools to understand the areas that need attention to develop their digital strategies being also recognised as a very useful tool to reflect on already existing strategies. SELFIE WBL is an online tool, free of charge, that can be used by any school in any country in Europe.

What are the main interconnections with EfVET Thematic Teams, if any?

EFVET, via the Technology Enhanced Learning Thematic Team has been promoting the SELFIE tool and will actively promote the SELFIE WBL among Members in recognition of its support to schools regarding the use of digital technologies.

Would you like to provide any additional update or share a success obtained within the project?

One additional success is related to the opportunities the SELFIE WBL pilot has created regarding the possibility of establishing SELFIE WBL peer-networks in different countries and the shared interest in continuing this cooperation with the aim of developing a clear framework for mainstreaming the use of digital technologies in VET.

DO YOU WISH TO KNOW MORE?
CONTACT THE COORDINATORS!

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In May 2020, the Joint Research Centre launched a call for tenders for Piloting SELFIE for work-based learning contexts in VET (SELFIE WBL). The call was intended to target 3 countries specifically: Germany (LOT 1), France (LOT 2), Hungary and Poland (LOT 3). This call for tenders was perceived as a great opportunity for EfVET to further pursuing the work on the digitalisation sector linking it to the work-based learning sector which is very much in line with our Strategic Plan 2019-2021. EfVET has been awarded all the lots and will be piloting the SELFIE WBL tool in the 4 countries and will be working closely with the National Members.

The aim of this Tender was to conduct pilot studies of SELFIE WBL in Germany, France, Poland, and Hungary to test the tool and receive feedback in view of improving it before its eventual online launch. More specifically, the goal was to develop, implement and validate the SELFIE WBL tool that can be useful to VET schools, companies and policymakers at local, regional, national or EU level.

**COORDINATORS:** European Forum of Technical and Vocational Education and Training (EfVET) and the Joint Research Centre (JRC)

**PARTNERS:**
- Germany: BBS Wirtschaft I Ludwigshafen – European School of the State of Rhineland-Palatinate
- France: SEPR – VET centre in Auvergne Rhône-Alpes, Lyon et Annonay
- Hungary: Association for Hungarian Digital Education (AHDE)
- Poland: Polish Foundation of the Opportunities Industrialization Centers “OIC POLAND”
- Slovenia: The Association of Slovene Higher Vocational Colleges who will lead the Qualitative Research Component of the Pilot project across the different countries

**PROJECT INFO**

- Project no.: JRC/SVQ/2020/LVP/ 0291
- Start: 15/07/2020 – End: 22/01/2021

**PROJECT CHANNELS**

- @EUDigitalEdu #SELFIE_EU
What are the main outcomes your project will or have developed?

The art in agricultural and forestry, a database of the VET providers, analysis of focus group and survey about skill gaps and needs. Main outcomes to reach: A set of 10 occupational profiles; 4 training modules available through the open platform in 7 languages; ECVET accreditation material.

What are the main cooperation opportunities you wish to share with EfVET members?

The opportunity of a cooperation among EU countries is to foster the identification and the implementation of good practices and innovative VET approaches and make recognition of the credits achieved during the training at the European level (ECVET) that allowed people to enhance their mobility and their chance to get a better job. UNITO is an HEI, not a EfVET member but partner in FIELDS project.

What are the main interconnections with EfVET Thematic Teams, if any?

Main interconnection have concerned in searching of available frameworks, action plans, materials, studies, to aggregate an agriculture, forestry and bio-economy education and VET providers’ list, in order to develop a Stakeholders strategic map and mobilisation. UNITO is an HEI, not a EfVET member.

Would you like to provide any additional update or share a success obtained within the project?

Success obtained so far are the country and EU focus groups conducted, aiming at collecting qualitative data about skills in the agriculture and forestry, industry, existing training, best training methods, and the bottom-up survey to assess skills needs, skills gaps, training needs and training gaps.
European agriculture is facing many challenges, the Food 2030 policy highlights the vulnerability of agri-production due to the globalisation of the markets, increasing competition, the prices volatility and the economic uncertainty along with the low incremental crop productivity. Those vulnerabilities are stressed by increasing demand for food and feed while environmental concerns increase and climatic changes generate more uncertainties. Moving from business-as-usual agriculture to Sustainable farming is a complex process which requires a system approach, including reshaping the role of the farmer: from a mere producer of food and commodities, into “wise manager of the natural capital”. The purpose of the project is to answer those challenges through the skills prism. FIELDS will rely on previous activities and competences represented in the large consortium to define a sectoral skills strategy; but also on two activities which aim at identifying skills needs and skill gaps in the bio-economy sector and the forestry sector.

The project has the purpose of providing strategies and training in the fields of innovation in agriculture and forestry, with particular emphasis on sustainability, digitalisation and bio-economy. These are the main objectives of the work:

- Identify global trends and skill gaps
- Design a strategy at the EU and Country level to improve the skills
- Provide training material and training pilot to implement these strategies
- Allow transferability of the skills among EU countries following European frameworks (ESCO, EQAVET and so on)
- Provide sustainability and awareness of the project after the project ends


**Description**

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**Objectives**

The project has the purpose of providing strategies and training in the fields of innovation in agriculture and forestry, with particular emphasis on sustainability, digitalisation and bio-economy. These are the main objectives of the work:

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- Provide training material and training pilot to implement these strategies
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**Project Info**

Project no.: 612664-EPP-1-2019-1-IT-EPPKA2-SSA-B  
Start: 01/11/2019 – End: 31/10/2022

**Project Channels**

- www.erasmus-fields.eu
- fieldsproject.erasmus.1
- @SprojectField
- fields-project-erasmus
- FIELDS ERASMUS PROJECT
DRIVES PROJECT COORDINATOR INTERVIEW

What are the main outcomes your project will or have developed?
• Skills Strategy and Roadmap: to build sustainable ecosystem for continuous cooperation on upskilling and reskilling of workforce in the automotive sector.
• Job roles: we identified the job roles of the future, to face upcoming challenges and drivers of change in the automotive sector.
• Learning platform: we have launched this platform to offer courses developed by the DRIVES project partnership.

What are the main cooperation opportunities you wish to share with EfVET members?
Based on the 3 main outcomes, it is clear how the demand of job roles from the industry is linked with the offer of the VET courses. Reducing the gap between "demand" and "offer" is crucial for the success of the Automotive sector.

CHRISTIAN BAIO
PROJECT MANAGER & BUSINESS DEVELOPMENT, SPIN 360

What are the main challenges your project intends to solve?
The aim of the DRIVES project is to implement the Blueprint objectives for the automotive sector, namely the delivery of human capital solutions to supply chain through the establishment of an Automotive Sector Skills Alliance, covering all levels of the automotive value chain.

DO YOU WISH TO KNOW MORE?
CONTACT THE COORDINATORS!

For the project "FIELDS":
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For the project "DRIVES":
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DO YOU HAVE AN IDEA FOR A PROJECT IN THIS AREA?
MAKE A SUGGESTION!

efvet-office@efvet.org
The Development and Research on Innovative Vocational Educational Skills project (DRIVES) will deliver human capital solutions to the whole automotive supply chain through the establishment of an Automotive Sector Skills Alliance, covering all levels of the value chain (vehicle production, automotive suppliers and automotive sales and aftermarket services). Through the network of the partners, DRIVES outcomes will be disseminated EU-wide to more than 300 associations, bringing together more than 270,450 companies of all sizes, representing over 7 million workers.

**OBJECTIVES**

- Assessing and inclusion of existing and proven Skills Frameworks in European countries, modernize them to cope with future automotive trends (using expert analysis companies), and deployment into other countries. Enabling mutual recognition of awards and certificates between formal and informal automotive education, VET and universities, and across Europe in order to enhance the use and success of government funded mobility programmes such as Erasmus+.
- Implementation of a common European automotive skills umbrella and integration of existing skills frameworks (Sector skills council, ECQA, AQUA, SkillMan, Skills Passport, etc.) including pilot trainings.
- Deployment of the Apprenticeship Marketplace by enhancing its effectiveness for automotive job seekers. Creation of IT infrastructure to facilitate dissemination of common job requirements, which will be available for job seekers, training providers (namely universities), VET providers and other stakeholders. Promotion of the portal as a labour market place on local, national and European levels.
What are the main challenges your project intends to solve?

At the moment the main challenge is the outbreak of Covid-19, which is undermining the possibility to organize mobility activities. Our proposal is to demonstrate that it is still possible to organize mobility experiences totally safely and that mobility is the best response to fears and to uncertainty created by the pandemic.

What are the main outcomes your project will or have developed?

The main goal of the project is to introduce the culture of learning mobility in Western Balkans VET systems in order to improve the employability of students and to increase the internationalisation of their schools.

What are the main cooperation opportunities you wish to share with EfVET members?

This project will be a great chance for all the EFVET members to increase their cooperation with Western Balkans organisations, through their participation in activities designed to enhance the mutual understanding and the collaboration among organisations from different countries.

What are the main interconnections with EfVET Thematic Teams, if any?

In next editions, there will be 24 teachers and managers from VET schools in Western Balkans taking part in Thematic Teams and exchanging with the other participants on the issues of digitalisations and internationalisation. Both the issues are crucial for the improvements of VET systems in the very next future to overcome the challenges arisen during the pandemic.

Would you like to provide any additional update or share a success obtained within the project?

Even if, until now, the project activities have been held just online, we were already able to create a network of 122 schools spread in all the Western Balkans. Thanks to that, we could involve 42 teachers in the activities online and we have already selected 40 students and other 18 teachers who are ready to take part in next mobility activities, starting from June 2021.
The project INTERVET Western Balkans aims at creating opportunities for learning mobility in the training centers of Western Balkans and improving the culture of learning mobility in the field of VET. At this aim, the project foresees activities at two levels: on the one hand, the mobility of VET learners and on the other, the competence building of VET staff. The objectives of INTERVET Western Balkans are also twofold: the project will allow participants to have better access to resources related to international training mobility and to learn more about already existing opportunities.

To research, develop, test and mainstream a mobility scheme in the 6 countries of the Western Balkans which is tailor made to the characteristics of this area and addressed to: VET students, recently graduates, apprentices and staff of VET organisations.

To improve the key competences and professional skills of learners, by delivering more work-based learning experiences through mobility actions abroad, thus filling the gap with those needed by the local business sector for the economic development and the same time facilitating their transition to the job market.

To improve the competences of VET organisations staff regarding, transnational mobility; internal management and administration; planning and teaching of sector subjects through mobility

To strengthen the integration and interaction of the different components of the system (VET providers, VET organisation, mobility providers local authorities and etc) and establish networks of stakeholders that will ensure the sustainability of mobility schemes.
What are the main outcomes your project will or have developed?
- A report with the State of Art of the VET system in Africa
- Capacity building for the African VET staff in International mobility

What are the main cooperation opportunities you wish to share with EfVET members?
Asociación Mundus is a EfVET member and together with San Viator (the promotor of SAAM) we can share this incredible and unique experience to work with Africa and we can provide contacts there as VET schools, NGOs and even EU delegation network.

What are the main interconnections with EfVET Thematic Teams, if any?
In SAAM, the thematic team "international mobility" is taking part (EfVET is partner) because next November 2021 65 African VET staff are going to follow a one week training in Brussels and EfVET is the leader of this WP. November 2022 the same programme for African VET teachers.

Would you like to provide any additional update or share a success obtained within the project?
SAAM despite the current circumstances has succeeded in maintaining the close contacts between more than 36 partners organising online meetings and fostering a positive and motivated spirit to thrive.

- 3 flows of incoming and outgoing mobilities among staff, teachers and students.

What are the main challenges your project intends to solve?
- SAAM is a mobility project between European and African continents in VET sector. In the current situation due to the COVID-19 pandemic we are facing a huge challenge in terms of traveling and moving forward.

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In recent years, given the rapid technological developments taking place in the labour market, flexibility, adaptability and continuous learning in training programmes have become a major requirement. One of the most important developments in the sector of TVET in recent years is a paradigm shift that fosters a more holistic approach to adopt and recognise skills acquisition in all types of training, being formal, informal or non-formal (the informal sector represents 80% of African economies). The reality of skills acquisition in Africa, calls for a shift in skilling Africa from a school-based formal TVET system to an inclusive system of Technical and Vocational Skills Development.

**OBJECTIVES**

- To pilot an action of educational mobility between vocational training entities connecting Africa and Europe
- To exchange knowledge, methodologies and good practices among VET centers in Africa and Europe
- To improve knowledge, technical and pedagogical skills of VET staff and centers through teacher, staff and student exchange linking Africa and Europe

**PARTNERS**

**Applicant:** Centro San Viatore (Spain)
**Coordinator:** Asociación Mundus (Spain)
**Partners:** 32 VET organisations across 8 EU Member States (Belgium, France, Germany, Greece, Italy, Portugal, Spain, Finland) and 16 African countries (Angola, Benin, Burkina Faso, Cabo Verde, Cameroon, Chad, Côte d'Ivoire, Eritrea, Kenya, Liberia, Malawi, Mali, Nigeria, Senegal, Sudan, Tunisia)

**VET Centres Africa:** Salesians of Don Bosco (Angola), Don Bosco Training Center Mabubas (Angola), École Professionnelle Salésienne St Jean Bosco (Benin), Escola de Hoteleria e Turismo (Cabo Verde), Plateforme pour la Promotion des Centres Educatifs Familiaux de Formation par Alternance (Cameroon), Centre Prof. Artisanal Rural (Côte d'Ivoire), Salesians of Don Bosco Dekemhare (Eritrea), Don Bosco Boys Town Technical Institute (Kenya), Don Bosco Technical High School (Liberia), Don Bosco Youth Technical Institute (Malawi), John Bosco Institute of Technology Jobitech (Nigeria), Centre de Formation Professionnelle Don Bosco Medina Fall (Senegal), St. Joseph VET Centre Karthoum (Sudan)

**Associated VET Centres Africa:** Centre Prive de la Formation Prof. Don Bosco Dioulasio (Burkina Faso), Institut Technique Don Bosco Ebolowa (Cameroon), École Professionnelle Don Bosco N'Djamena (Chad), Centre Pere Michel de Bamako (Mali)

**Interfaces Africa:** Don Bosco Tech Africa (Kenya), École Supérieure de Management et de Projet (Senegal)

**ONGs Africa:** WeYouth organization (Tunisia)

**VET Schools Europe:** CPIFP Corona de Aragón (Spain), CPIFP Profesor José Luis Grañño (Spain), Escola Pias Mataró (Spain), SEPR (France), Insignare (Portugal)

**Associations of VET Schools:** Ikaslan (Spain), Fundación Tech Don Bosco (Spain), ANESPO – Associação Nacional de Escolas Profissionais (Portugal), Akmi (Greece), Scuola Centrale Formazione (Italy), Čnoš-Fap (Italy)

**EU associations:** EFVET (Belgium)

**PROJECT INFO**

- Project no.: EAC-2019-0573
- Start: 01/01/2020 – End: 31/12/2021

**PROJECT CHANNELS**

- www.saam.global
- @saammobility
- @saammobility
- @saammobility
- SAAM
We are proud to observe that a number of piloting initiatives in this new field of partnerships for excellence and innovation (CoVEs) are initiated and led by EfVET members. This confirms the incredible value and expertise represented by VET Providers. It comes though with a great responsibility. The whole European VET system is looking at these piloting initiatives to see how different stakeholders may cooperate to build new sustainable and effective training ecosystems. The common denominator is Excellence, which is closely connected with and the result of innovation across a wide range of dimensions. Let’s take a closer look.

**What are the main outcomes your project will or have developed?**

- The platform of Vocational Excellence Water, bringing an EU dimension to Vocational Excellence in the water sector;
- An Upscaling strategy, for the PoVE Water, to grow and create a critical mass and sustainable ground for further development.

**What are the main cooperation opportunities you wish to share with EfVET members?**

We are looking to cooperate with other regions that are active in the field of Water. Are you a Vocational School with Water related education or an organisation that works closely with educational partners on the topic of Water? And do you share our ambition to evolve in Vocational Excellence? Contact us!

**What are the main interconnections with EfVET Thematic Teams, if any?**

We have strong links and ambitions in the following EfVET Thematic Teams:
- School-Enterprise
- Internationalisation
- Technology Enabled Learning

**Would you like to provide any additional update or share a success obtained within the project?**

We are expanding our Platform of Vocational Excellence Water initiative throughout Europe and beyond.
Pilot PoVE Water is a transnational project that draws on existing and emerging vocational competences and skills needs in the water sector, translating them into an approach of vocational excellence. This ensures upward convergence of VET with (EU) knowledge triangles and a strong engagement with the regional economic and social ecosystems. The project intends to create the infrastructure necessary to embed vocational excellence in the water sector in Europe, thus laying the grounds for vocational curriculum development and consequently competence development of VET students.

**Objectives**

- Ensure that VET is at the forefront of research and technological developments in the water sector;
- Ensure that current and future water sector professionals have the work attitude, knowledge and competences that the rapid changing EU water industry demands;
- Identify the existing and emerging labour market needs and enhance the responsiveness of initial and continuing VET systems to these needs;
- Promote synergies, cooperation and cross-fertilisation.

**Partners**

**Coordinator:** Friesland college Stichting voor Algemeen Voortgezet Onderwijs (The Netherlands)

**Partners:** Stichting Platform Beta en Techniek (The Netherlands), VITENS NV (The Netherlands), Learning Hub Friesland Foundation (The Netherlands), Glasgow Clyde College (United Kingdom), Mechanics and Technology College of Olaine (OMTK) (Latvia), Riga Technical University (Latvia), MCAST (Malta), Water Services Corporation (Malta), CREA Hydro & Energy ZS (Czech Republic), Mendel University in Brno (Czech Republic), EfVET (Belgium)

**Project Info**

Project no.: 612632-EPP-1-2019-NL-EPPKA2-SSA-P

Start: 01/11/2019 – End: 31/10/2021

**Project Channels**

- [www.povewater.eu](http://www.povewater.eu)
- [@POVEWATER](http://www.povewater.eu)
- [@PoVE Water_Platform of Vocational Education](http://www.povewater.eu)
What are the main outcomes your project will or have developed?
Inclusive Excellence, at didactic, managerial and governance levels, will be formalised into scientifically sound and transferable approaches and tools. These outcomes will be shared via training and networks open to VET practitioners, contributing to a real inclusive VET.

What are the main cooperation opportunities you wish to share with EfVET members?
Inclusion is a crucial issue for most of VET providers. The perspective promoted by GIVE amplifies the opportunities to interact with peers, namely VET trainers, managers, leaders, to promote joint training, events, as well as policy initiatives.

What are the main interconnections with EfVET Thematic Teams, if any?
The Thematic Team on Inclusion is a natural interconnection between GIVE and EfVET members, by sharing emerging tools, models, policy implications, opportunities (training, events, ETC.). The Thematic Team can be a privileged context for the exploitation of GIVE goals and products.

What are the main challenges your project intends to solve?
It is possible to match Inclusion and Excellence into VET practitioners’ real experience. Inclusion does not imply lower standards, excellence can be for everybody. Inclusive Excellence can be the fabric of the VET systems, namely after this global COVID-19 crisis.

What are the main outcomes your project will or have developed?
The project GIVE aims at designing and developing a European Platform of Centre of Excellence devoted to innovating VET sector for the social inclusion of individuals belonging to disadvantaged group. The project aims at consolidating the activities and practices developed at local level by the partners in terms of inclusion, exploiting their outcomes and impacts of Inclusive Excellence.

One of the main objectives of the project is to contribute to the innovation in VET sector for social inclusion of individual belonging to disadvantage groups, with particular reference to learners:

- With a migration background
- With disabilities
- Low skills and obsolete qualifications
- A drop-out history
- With special learning needs
- Difficult socio-economic background

Coordinator: Cometa Formazione Società Cooperativa Sociale (Italy)
Partners: Group spa (Italy), Espoon seudun koulutuskuntaryyn Omnia (Finland), Green Berry Oy (Finland), MCAST (Malta), The Malta Chamber of Commerce and Enterprise Association (Malta), Centro San Viator (Spain), Lantegi Batuak (Spain)
Further composition of the partnership: University Bucharest (Romania), Häme University of Applied Sciences (Finland), EfVET (Belgium)

Project no.: 621199-EPP-1-2020-1-IT-EPPKA3-VET-COVE
Start: 01/11/2020 – 31/10/2024

www.efvet.org/portfolio-items/give-governance-for-inclusive-vocational-excellence/
Welcome to New Members

NORWAY
Byåsen Videregående Skole

ESTONIA
Rakvere Ametikool

FINLAND
Folkhälsan Utbildning Ab

THE NETHERLANDS
Stichting Deltion College

FINLAND
Stadin ammatti- ja aikuisopisto

GREECE
Themistoklis