



European Forum  
of Technical and Vocational  
Education and Training

## **EXCELLENCE IN VET - Making the difference**

**What makes Vocational Education and Training an attractive pathway to success?**



***Good Practice***

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## Workshop 1 Higher VET and its role in enhancing excellence in VET

### Title of the Good Practice Example:

### ETHAZI

#### *Short description of the challenge faced*

There is an ever increasing demand on the market for professionals who, in addition to technical skills, can also credit some transversal skills such as teamwork, creativity, adaptation to change, digital skills, communication, personal and social responsibility, etc.

Companies require a new profile for employees. According to this, the VET system needs to face a new transformation in order to continue providing a service updated to current and future challenges.

Consequently, parents and students are asking VET centres to take the necessary steps to adapt their teaching practices to these new requests of the labour market.

Within this context, the ETHAZI project is being carried out.

#### *Description of the solution/s developed or adopted*

ETHAZi means High Performance Cycles. It is a training programme which provides VET teachers some key elements to carry out their work efficiently in new active-collaborative environments. Ethazi considers that the best way of teaching comes from students learning by doing, so the Ethazi training programme requires from participants an active collaboration in the learning process: previous elaborations, different types of elaborations along the training sessions and some contributions at the end of the training period.

Collaborative challenge-based learning is the key element underlying this learning model. Problems are proposed to participants, which are organized in teams. These problems are considered as challenges by participants and they must acquire the necessary knowledge to overcome such challenges.

Ethazi requires a deep reinterpretation of the learning mechanics. The key elements of this model are:

- Inter-modularity
- Self-managed cycle teacher teams
- Evaluate to evolve in skill development
- Adapting learning spaces
- Digital skills

The programme has been running as a pilot experience since the 2013-2014 academic year with 5 VET Centres taking part in it. 320 VET student and 90 teachers have been involved in the programme since teachers taking part in Ethazi commit themselves to renew their teaching practices taking into account the dynamics acquired through this initiative.

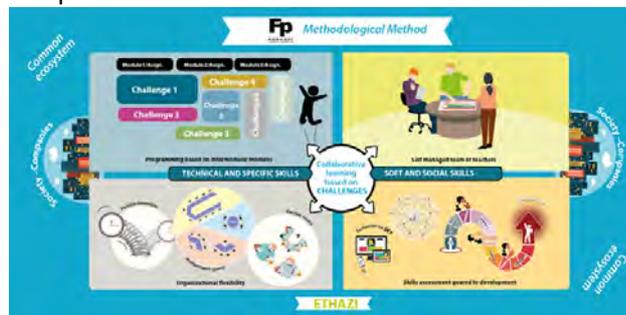
New 25 centres are already taking the first steps to implement the ETHAZI model in coming years. The programme is coordinated by Tknika.

#### Target group

- Teachers which learn new teaching methodologies more adequate to current needs of students and companies.
- Students who learn to work in teams and acquire professional skills in a faster and more efficient way.
- Companies which realize that their demands for new skills are being

addressed by VET centres.

- Political and educational authorities which have at their disposal a new scheme to display their educational policies and achieve their priorities.



## Effects

- Teachers learn new dynamics and new techniques to renew the teaching-learning process.
- The methodology in the classroom is upgraded and the traditional transmission of knowledge deed is replaced by a competence-based learning process.
- The classes become more dynamic, more fun and more effective for both teachers and students.

Students feel more attracted to these new ways of learning and their training and degree of satisfaction increases greatly.

**Areas for development (How might you make improvements?):**

- Increasing the number of schools and teachers taking part in this type of initiatives, so that the competences-based learning initiatives become more popular.
- Recognizing the innovative work and the commitment of these teachers.
- Changing the VET curricula to update and implement the new techniques.
- Renewing the current learning scenarios so that these collaborative and team work techniques can be displayed comfortably.
- Applying the ICTs more regularly in order to manage the learning process and to improve the process of evaluating the competences acquired by the students.

## Transferability

Such initiatives are fully transferable to other environments and education and training sectors. It is also compulsory to do so, since the act of transferring skills, behaviours and attitudes requires other type of techniques different from those commonly used in many VET centres today.

## Further details

<http://ikastaroak.tknika.net/course/index.php?categoryid=20&lang=es>

[https://www.youtube.com/playlist?list=PLOYSs5\\_FlYnVdNLKc2yY\\_eyk\\_TXATSduo](https://www.youtube.com/playlist?list=PLOYSs5_FlYnVdNLKc2yY_eyk_TXATSduo)

<http://fpeuskadinews.net/>

<https://www.youtube.com/watch?v=J4foI0h9J-k>

<https://prezi.com/t49f6zxzewwz/copy-of-ethazi/>

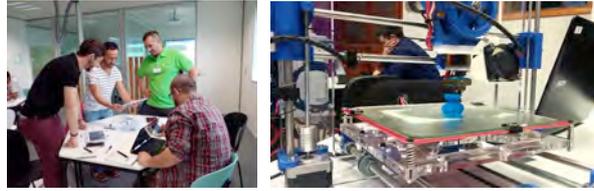
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## Photo



## Title of the Good Practice Example:

## BWG

### *Short description of the challenge faced*

- Engaging with employers in order to support progression of their employees/apprentices onto Higher Apprenticeships, as it not only means they have to release their employees from the workplace for longer, but also means that they would be investing financially on a larger scale.

### *Description of the solution/s developed or adopted*

- Promote Higher VET as a tangible alternative to University, allowing the learner the opportunity to develop further and higher skills on a personal and professional basis, of which the outputs can be benefitted from by the employer almost immediately, and therefore having a positive impact on any business.
- This also means that the learner can develop those skills in conjunction with their employer, keeping any fees to a minimum, on a personal basis, but allowing the employer to develop skills in that individual that impact their business from start point through to achievement.

## Target group

- Employers/stakeholders – all sectors
- Employees/candidates/current learners
- Teachers/Assessors

## Effects

### Positives:

- Progression for learners that allows degree level achievement without the same financial implications
- Learners are building a career whilst developing and learning skills and knowledge
- Employer investment in their future and current workforce

### Areas for development (How might you make improvements?):

- Identification and development of further Higher VET opportunities in a wider group of sectors
- Promote Higher VET further to all target markets as a viable option to rival attendance at University, and support BWC local and geographical needs

## Transferability

By assessing current lower level provision, and identifying where Higher VET can be implemented to allow progression routes for current or new learners and employers to take advantage of

**Further details**

[Bridgwater College Apprenticeships Page](#)  
[Bridgwater College Higher Education Page](#) – please see video link  
at bottom of page

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## Workshop 2 - The importance of good quality Advice and Guidance - Why do learners make the choices they do? Why is VET cool/ not cool? Who is advising whom?

### **Title of the Good Practice Example:**

### **Co Building a Good Guidance**

#### ***Short description of the challenge faced***

The intent to plan the TOI starts from the results achieved by the LdV Partnership project “Co-Building a Good Guidance”, awarded by the European Commission with the “Star Project 2011” label. The main problem analysed by the partners reveal how the students have problems to find appropriate jobs after the end of their studies. The students don’t know what to do in the future and express fear to enter in the labour market. The main cause of these problems is the poor motivation of the students. A part of the target group would like to change training because the present training is not appropriate for them after a while. Furthermore, they express a general fear of not finding a job, a condition that increase their confusion about the training they are following.

The present training of the students is not appropriate for them after a while because they don’t clearly know the links between the course and the job they want to do. Furthermore, the difficulty to get the information about the occupations and the poor knowledge of the students from families increase the doubts of the students about their training.

The students’ fear of not finding a job is generated by the lacks of experience in the work environment, as well by the difficulty to understand different aspects linked to professions and labour market.

Sometimes the students have difficulties to understand the necessity and importance of a school training to do a professional career. This problem can increase their difficult understanding of the aspects linked to professions and labour market and to the course they are attending. The causes of the problem should be searched and dealt with in the guidance field.

Another cause of the students’ poor motivation is the difficulty to think about their career choice, a problem which affected many students before they start their actual training. The students find it difficult to get involved in decisions about the class and the school, sometimes because they have a poor motivation, other times because they are just not allowed to be involved in the school life.

The difficulty for the parents to have access to information about guidance decrease the support they might give to their sons/daughters in relation with jobs, labour market and courses. Gender stereotypes affect student’s choice of training and career.

The project purpose is to improve the motivation for school of the students. In order to achieve the project purpose two main results must be achieved: decreased number of students that would like to change training and increased ability to think about career choice.

The links between school and labour market can be improved if students improve their understanding of the necessity and

#### ***Description of the solution/s developed or adopted***

importance of the training they are doing to be able to have a professional career in their future, and improving as well their awareness about guidance. Improving the flexibility of vocational training curricula following the needs of the labour market leads to the improvement of correlation between education and labour market.

The increased ability to think about career choice can be achieved if students improve their involvement in the decision of the class. Students should get to know themselves in a better way, while trainers have to use tools and methods adapted to the student's needs. Thanks to these objectives achievement student's fear of not finding a job can be reduced, as well as their decision to continue their training, with a reduced number of students that change training as a result.

The transfer of the innovative method of guidance "Co building a good guidance" improves the described objectives.

#### **How?**

The students of each partner, in cooperation with the guidance and training staff, develop a new tool/instrument for the description of a profession in a specific sector using the visual arts as a mean of expression.

The international contest "Steps to my future" is launched every year in Europe in order to collect all videos made by the students. Schools have to register to the contest, read carefully the method fiche, the contest regulation and all available material ([see project toolkit](#)) in order to develop properly the activity. Within the project lifetime, a training for trainers programme was organised by the partners. The on-line toolkit for trainers and future developments of e-learning tools are going to sustain this part of the project for new schools/Countries interested to use the method.

The didactic approach is multi-disciplinary. It is essential the active involvement of a guidance operator/trainer for the coordination of the didactic activities with the other trainers involved. The trainers guide and coach students, that manage the creative, management and operational aspects of the activity in autonomy.

The method has already been transferred in 80 schools of 5 Countries involving more than 2000 students and 300 trainers. Students already described 37 professions with more than 200 videos.

The development of the innovative guidance method increases the following competences of students: Key competences: languages, ICT, Mother tongue communication; Transversal competences: creativity, autonomy, time management, work in groups, problem solving, communication, self-confidence, motivation, personal development, leadership, responsibility, organisation skills, learning, actor/ Proactive/ Active part, self-awareness, gender awareness, equal opportunities; Technical competences : professional skills, health and safety in work place, quality assurance, workplace organisation.

Students attending their 2nd year of professional and vocational

## Target group

training for the development of the innovative method of guidance.

Students in lower secondary education that have to choose the right training and career thanks to the videos made by their mates. Trainers that learn how to use this innovative method working in multidisciplinary teams.

## Effects

Positives:

- The methodology is an innovative way of approaching the world of work, employment and education
- Active, motivated and committed students who are working on their skills and knowledge about their (future) job!
- An appealing method that students and teachers are enthusiastic about
- Students increase competences in the field of cooperation, communication, creativity, leadership, team work and autonomy, using ICT and technical skills.
- The method increases the motivation of the students
- special needs students need at least two years of work with the method, because the first year results according to students' evaluation matrixes are not satisfactory.

Areas for development (How might you make improvements?):

- The training of trainers material and programme should be developed in order to guarantee the access to the method to all European Countries/schools/trainers/students
- The method should be transferred to lower secondary schools leavers that are choosing their future training/career

## Transferability

The innovative method of guidance is transferable to other target groups. The partners' institutions are planning the further geographical and sartorial transfer of the method in their territories. The method can be applied to lower secondary school leavers that have to decide their upper secondary education studies or to any level/class of secondary education programmes. The method in itself stimulate the final beneficiaries to think about an issue with a critical approach, working in team to get a final result that can solve their difficulties/problems. It can be applied to other target groups as well.

The project results are available in the [www.goodguidanceplus.eu](http://www.goodguidanceplus.eu) website. The deliverables details and files are downloadable in the links section of the site: trainer's toolkit and ADAM database.

## Further details

## Contact details

For more details about the project you can contact the nearest national contact point:

### ITALY

APRO Formazione s.c.a.r.l. - [www.aproformazione.it](http://www.aproformazione.it)

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<b>Photo</b>	More than photos we suggest you to see some video <a href="http://www.goodguidanceplus.eu">www.goodguidanceplus.eu</a>
<b>Title of the Good Practice Example:</b>	<b>High quality traineeships through mobility organized by an economic development board.</b>
<b>Short description of the challenge faced</b>	As a follow-up from the successful Erasmus + internships, Politeknika Txorierrri-HETEL asked us to arrange more placements for young workers who had recently graduated. The Basque Government finances this program for recently graduated VET and university graduates under 30, called Global Training.
<b>Description of the solution/s developed or adopted</b>	Participating companies offer real assignments to provide international workexperience for young workers from the Basque Country We as receiving partner, Brainport Talent Centre, select all the assignments from companies, and the partner abroad, HETEL, selects potential candidates. The receiving partner, is a delegate from the participating companies. Brainport Talent Centre makes the perfect match for the traineeship, take care for housing, introduction, tutoring etc. State who were the targets e.g. teachers, learners, stakeholders, vocational sector, etc. Learners and graduated young workers
<b>Target group</b>	
<b>Effects</b>	Positives: <ul style="list-style-type: none"> <li>• 50 % of the trainees is offered a job after the traineeship</li> <li>• Sustainable; every year we receive a growing number of candidates. Last year we had 25 trainees over.</li> <li>• It is organized by an economic development board which is a Triple Helix conglomeration of the industry, local government and education.</li> </ul> Areas for development (How might you make improvements?): <ul style="list-style-type: none"> <li>• Building up relationships with area's with the same DNA</li> <li>• Support of government or chamber of commerce , education, industry: Triple Helix</li> <li>• Individual interviews with potential candidates</li> </ul>
<b>Transferability</b>	The same can be done to other fields
<b>Further details</b>	<a href="http://www.brainportdevelopment.nl">www.brainportdevelopment.nl</a> <a href="http://www.brainporttalentcentre.com">www.brainporttalentcentre.com</a> <a href="http://www.talentbox.nl">www.talentbox.nl</a>
<b>Contact details</b>	<a href="mailto:t.vandepas@brainportdevelopment.nl">t.vandepas@brainportdevelopment.nl</a>

## Photo



## Workshop 3 - Quality Assurance and its role in VET

### Title of the Good Practice Example:

### Vocational learning in another European – or Worldwide Country

#### *Short description of the challenge faced*

Ad 1. English context and living in the campus.  
Ad 2. Preparation of our students should be much better and the selection criteria should be sharpened to accelerate internationalisation outside Europe.

#### *Description of the solution/s developed or adopted*

Criteria for selection of our students must be developed.

#### Target group

Vocational students and teachers.

#### Effects

Positives:

- Develop competences like 'self-reliance', 'independence', 'English language'; 'Intercultural Intelligence',

Areas for development (How might you make improvements?):

- Preparation time of our students before they travel.

#### Transferability

Through an Excellence Program for Excellent Students so that we could transfer this concept to other locations of the Aeres Group. E.g. we have started with research done by our Degree Students on certain themes in 2013 in Ethiopia, after that we have started with projects for vocational students and teachers in one location. Currently we have transferred the project Ethiopia to 5 locations in vocational education and even 4 VMBO (14 - 15 year of age students) locations in 2015 with different work packages on themes of Poultry, Horticulture, Dairy, Water.

#### Further details

[www.aeresinternational.nl](http://www.aeresinternational.nl) (look at project Ethiopia of Aeres.).

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See website photo's and video's.

### Title of the Good Practice Example:

### Quality assurance in VET in Finland – support and evaluation

#### *Short description of the challenge faced*

VET Quality Strategy in Finland states that

- Quality management will be made systematic at all levels

of operation and all forms of VET. In support of this aim, the steering tools in VET will be developed to support quality assurance and continuous improvement. By 2015 the VET providers will have effective quality system / operational system. In addition, a set of criteria and a process, applicable to different kinds of VET provision, will be developed for auditing QA systems.

- Systematic and long-term support will be given to VET providers at different stages of QA work in developing their quality management by means of self-evaluation and peer learning, as well as peer review, recognition and incentives. In addition, quality improvement tools and support will be developed for VET providers at different stages of quality management.

**Description of the solution/s developed or adopted**

From 2011 to 2015 National Board of Education has granted project funds to several QA networks in VET to enhance quality assurance and quality management (systematic and long-term support). In 2014 several networks piloted the national criteria of QA in VET.

At the beginning of 2015 all VET providers in Finland had to arrange a self-evaluation of their quality assurance based on the national criteria developed in the piloting projects.

35 VET providers also received an external audit. The results of the self-evaluation and the audits will be published in November 2015. VET providers will use these results in their QA development plans.

**Target group**

The whole VET sector

**Effects**

Positives:

- VET providers have received support in QA on a national (project funding) and regional level (QA networks)
- the results of QA self-evaluation and auditing will help VET providers in making their QA development plans

Areas for development ( How might you make improvements?):

- the system of national QA self-evaluation and auditing has to be decided on (cannot be a one-time effort)
- executing the QA development plans and evaluating the results

Can be transferred throughout VET

**Transferability**

**Further details**

[http://oph.fi/english/education\\_development/quality\\_assurance\\_and\\_evaluation](http://oph.fi/english/education_development/quality_assurance_and_evaluation)

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**Title of the Good Practice Example:**

***Short description of the challenge faced***

**SGP & HOBVIDE**

To achieve their objectives, VET institutions need to establish a management system, they also need a common reference model to assess and improve their practices.

So far, many VET centres have been using EFQM as their assessment model, many have followed the ISO 90001 requirements and similar rules and standards for creating management systems:

- 9 certified centres with 500 EFQM points
- 51 certified centres with 400 EFQM points
- 55 centres that are ISO 9000 certified
- 21 centres that are ISO 14000 certified
- 6 centres that are ISO 18000 certified
- 13 centres that are certified as “Investors in People”

The experience of recent years has taken us to adopt a different approach for the management of vocational training institutions:

- The first is to work on a single management system, called SGP (Processes-based System), based on processes owners and teams.
- The second is to establish a model of management and self-evaluation and improvement, Hobbide, easy to understand and aligned with a processes-based system.

The SGP is a proposal to base VET school management on processes that are key to achieving their objectives and are managed by owners and teams with a wide degree of autonomy. Hobbide is a model inspired on the EFQM and recognized by EFQM as a good practice, with a transverse axis and orderly vision who can relate easily with the processes of the SGP; thus the process owners can use to evaluate and improve processes without difficulty understanding.

Thus, the challenges for Hobbide are:

- To help the VET centres to achieve a high level of performance and results
- To support the centres in their needs for continuous improvement
- To encourage shared interpretation and application of the EFQM model in VET.
- To facilitate and standardize management processes self-evaluation and improvement of schools.

To help align the objectives of the VET system and the objectives of the centres.

Hobbide a Model for Management, Self-Assessment and Improvement of the Basque VET System, is a programme that has been running since 2004 and has undergone a new update, Hobbide 2013, which entails improving its on-line Self-Assessment Tool eHobbide (recognized by EFQM as a good practice), its

***Description of the solution/s developed or adopted***

communication system, Tkalitatea blog, and its own inner management with new Communities of Practices. This programme which is coordinated by the Innovation and Improvement Area of Tknika.

This model aims to promote and guide the VET centres in conducting self-assessment processes that help them find out the results being obtained in different management areas: learning process, alliance management, resources, academic results, etc. According to the results obtained, Improvement Plans are designed in order to implement new initiatives, establish strategies, responsibilities, and set objectives in each centre.



## Target group

Hobbide is targeted at:

- VET centres in order to improve their quality management.
- VET Centres Management teams
- Improvement Teams
- Communities of practices among VET centres
- Stakeholders of VET centres

## Effects

- It is based on the Fundamental Concepts of EFQM, it faithfully observes all its elements (Agents and Results)
- It brings together the EFQM model and the Processes Based Management System (SPG) of the Basque VET
- Alignment of VET centres with a same Quality Management Model
- Creation of team of expertise to implement Hobbide in VET centres: Improvement Area of Tknika
- VET leaders and Teachers' training on the model
- Tools to facilitate the self-assessment: eHobbide
- Set of indicators
- Positive effect on daily management and results:
- School failure decreases
- Greater degree of VET students' satisfaction
- Greater degree of employers' satisfaction
- The divide between VET centres and business is smaller than ever
- The position of VET education improves regarding secondary and tertiary education

- It shows the linking relations among the Areas of the different Management Building Blocks (horizontal reading)
- It shows the dependence relationships among the different Management Stages (vertical reading)
- It gives inspiration for the continuous improvement

**Areas for development (How might you make improvements?):**

- VET Leaders' decision taking on adoption EFQM Model is vital
- We have to start with a teachers training programme on the EFQM model.
- It is a good advice to implement new etools (eHobbide) to facilitate the autoevaluation process.
- Benchmarking among VET centres helps creating a culture of excellence in the VET sector.
- Dissemination of good practices with the EFQM Model is necessary.

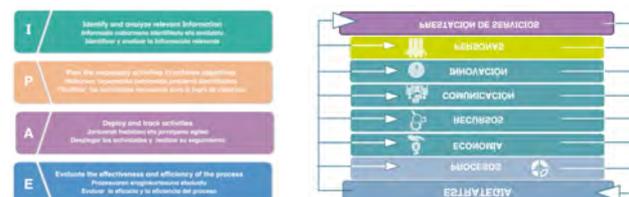
**Transferability**

A lot of expertise in elaborating management strategies, running autoevaluations and managing indicators has been achieved in the Basque VET system along the last 15 years.

Other VET system could benefit from this experience on implementing EFQM models:

- Using existing materials and documents for training and management
- Adopting existing tools
- Reducing the difficulties
- Shortening implementation deadlines.

Etc.



**Further details**

- <http://tklitatea.tknika.net/hobbide/>
- <http://fpuskadineus.net/>
- [http://www.hezkuntza.eiqv.euskadi.eus/r43-2356/es/contenidos/informacion/agencia\\_calidad/es\\_calidad/adjuntos/hobbide1.pdf](http://www.hezkuntza.eiqv.euskadi.eus/r43-2356/es/contenidos/informacion/agencia_calidad/es_calidad/adjuntos/hobbide1.pdf)
- [http://www.hezkuntza.eiqv.euskadi.eus/r43-2356/es/contenidos/informacion/agencia\\_calidad/es\\_calidad/adjuntos/hobbide2.pdf](http://www.hezkuntza.eiqv.euskadi.eus/r43-2356/es/contenidos/informacion/agencia_calidad/es_calidad/adjuntos/hobbide2.pdf)
- <http://es.slideshare.net/aqcalidadfp/presentacin-hobbide-presentation>

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**Photo**



**Title of the Good Practice Example:**

**The QUAL4T project**

***Short description of the challenge faced***

Although we already have good quality systems in our educational organizations, the QUAL4T project consortium concluded that still not all teachers seem to be fully engaged. When asked, teachers for instant state that it is hard for them to feel (and get) involved in quality subjects and indicators that they have no influence upon. By involving them in what they DO feel that they can influence addressing their professional skills, by changing paper into action, by focusing on teaching and learning process and building toolbox instruments that they can straight use for quality improvement. But mostly by involving them and evaluating with them, we want to improve a positive attitude. From our experience of last year we know this method works!

***Description of the solution/s developed or adopted***

With the QUAL4T project seven European partners aimed to provide teachers and trainers with good materials to help them improving quality in Vocational Education. By directly addressing them the consortium aimed to activate them to work on an improving Quality Culture: 'Are you the teacher that wants to improve quality of education for better results for your pupils? Or are you the quality staff member wanting to improve quality culture in your team or school? Use our project! Our products are best practices or specially designed to bridge a gap, and... for direct use for all days quality improvement in Vocational and Adult education!'

We reached our aim by designing a toolkit for teachers, to be used in quality improvement. As teachers are allowed to adapt each of the 34 tools following their own needs, teachers were very positive about the toolkit. Teachers were involved from the research phase, leading to the design of 34 instead of 12 quality instruments! To make sure that they can also use the Quality Guide that we made, we used icons leading to an easy and quick use of the Guide. This was highly appreciated by the target groups. The fact that in this project in all participating countries the quality management went to the teachers to get in direct touch with them and listen to them, instead of only going to them with lists or questionnaires lead in all partners institutes to a strong input for quality culture improvement and professionalization. The distance between quality assurance and quality improvement culture by teachers got less, and this is very promising for continuing the investment in quality culture.

**Target group**

Teachers / trainers  
Quality staff in any educational organization  
(Work field)

**Effects**

- Positives:
- Teachers felt more involved in quality
  - Teachers started to work with the quality instruments

more easily, because they were triggered to adapt the tools to their own needs

- As we have the website [www.qual4t-project.org](http://www.qual4t-project.org) where all tools can be downloaded in word versions for free, we found that also other institutes and countries started to download the products. Before the project end we already reached the 1500<sup>th</sup> product download!

Areas for development (How might you make improvements?):

- We would be happy to continue to work together on a follow up Quality project

## Transferability

The QUAL4T toolkit can be used in ALL VET SECTORS on ALL LEVELS.

It can also be used in other EDU organizations such as Secondary Schools or University or Higher VET.

## Further details

Our website is: [www.qual4t-project.org](http://www.qual4t-project.org) and you can find the quality toolkit and the quality guide in 6 languages under the button Products. The toolkit includes questionnaires for teachers, students and employers, but also a Management Summation.

## Contact details

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For partners contacts see the website under: Partners

## Photo



## Title of the Good Practice Example:

*Short description of the challenge faced*

*Description of the solution/s developed or adopted*

## Quality Assurance and its role in VET

Danish education is mainly regulated and financed by the state - and all VET colleges are state-funded/supported, self-governing institutions. At the same time the government need to assure the quality of the VET institutions somehow.

In August 2015 there has been a reform of the Danish VET educations, establishes four overall objectives for vocational education and training. The four objectives are to be translated into measurable result targets for monitoring the development of VETs at central level and at school level.

One of the four objectives is, that the trust and well-being in the

VETs must be strengthened, and the result target is:

- The well-being of the students must be gradually increased up until 2020.

The objectives provide a clear frame and direction the vocational institutions during the coming years.

At Tradium (together with many other VET colleges) we have measured the students well-being during a lot of years. This has been done in our own way, and for the use of quality assurance and improvements.

## Target group

- The VET students
- All vocational colleges
- The government

## Effects

Positives:

- More focus on the well-being of the students (evidence shows that the well-being is an important issue for being able to learn)
- Possibilities for benchmark with similar VET colleges
- Possibilities to focus the energy, where it is needed the most

Areas for development (How might you make improvements?):

- Better possibilities to benchmark VET educations
- Even more focus on making improvements
  
- The idea could be transferred to other areas than VET

## Transferability

## Further details

Description of Danish VET and the Reform 2015:

<http://eng.uvm.dk/>

Tradium student well-being report 2014: <http://www.tradium.dk>

## Contact details

Project Coordinator

Anne B. Mortensen

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## Workshop 4 - Digital skills and excellence - the business case digital skills. How do we communicate that VET also needs new learner profiles in response to this kind of skill

### **Title of the Good Practice Example:**

### **SOSU Nord Vocational Care Lighthouse**

#### ***Short description of the challenge faced***

Technology and teaching are constantly changing and developing, and that poses a challenge for SOSU Nord as an educational institution. In 2015 and 2016, a learning environment will be established, in which teachers and students will have the opportunity to try new teaching methods, and in which teachers can share their knowledge on everything from technology to teaching methods.

#### ***Description of the solution/s developed or adopted***

The goal is for SOSU Nord to become a focus of technology-based learning, demonstrating the college's social commitment and – even more important – creating more and better educational tools while ensuring further involvement of IT in the education. SOSU Nord wants to meet the students at their technological eye level – the college thus engages and motivates the students by basing the education on the digital competences that the students already have.

The goal of “SOSU Nord Vocational Care Lighthouse” is to make technology-based learning much more than digitalised material. The vision of SOSU Nord is to think totally out of the box with regard to education – this includes everything from classrooms to teaching methods as well as guidance and support for the teachers who are going to teach in these new and innovative ways. “SOSU Nord Vocational Care Lighthouse” should be seen not only as a vision, but also as a paradigm shift in understanding how teaching, educational facilities, and technology interact that thus ensures a world-class education.

In order to support all employees and ensure that the transition to becoming the educational institution of the future is anchored within the faculty, SOSU Nord has established an educational digitization unit in early 2015 that aims to ensure that teaching is anchored within technology-based learning.

SOSU Nord will succeed in making its vision come true because the college not only prioritises digitalisation, but also recognises the importance of supporting the teachers theoretically as well as practically in the transition process from traditional teaching methods to technology-based learning.

All students will receive an iPad as they begin their education at SOSU North.

In connection with the establishment of “Learning Lab”, “SOSU Nord Vocational Care Lighthouse” will incorporate telepresence to the highest extent. Physical learning environments will be connected virtually – not through traditional and simple video conference systems, but through a technology of such a high

## Target group

quality that two learning environments will in effect become one. Thus, the learning environments can be used for teaching as well as for meetings. It is integral to this vision that the new teaching methods give rise to new ways of providing individual students with feedback. The days of handing back an assignment with red correction marks are passé – why not give feedback through telepresence? This will create a dialogue space independent of time and space, which in turn might promote understanding between teacher and student regarding the student's learning. SOSU Nord strives to improve our students, to make them co-producers and to prepare them for the reality that awaits them. That is why "SOSU Nord Vocational Care Lighthouse" is not only an educational vision, but also a mindset for the students to take with them into their careers. They will become digital pioneers who can inspire and innovate in both the public and private sector.

## Effects

Positives:

- The project is new, so there is no resulting activities yet
- Areas for development (How might you make improvements?):
- Our aim is to ensure that people are trained to work in and develop the social and health sector and the educator sector with the latest knowledge regarding new and relevant technologies. We create a highly qualitative training environment, where students can acquire a high level of vocational competences, matching the different training programs. We are dynamic and enterprising workplace, closely interacting with surrounding companies, local, regional and national government as well as the EU.
  - SOSU Nord desires to ensure that the workforce of tomorrow are able to handle the technologies of tomorrow.

## Transferability Further details Contact details

Training Manager Gitte Hundstrup Nielsen [gini@sosunord.dk](mailto:gini@sosunord.dk)

## Photo



## Workshop 5 - Skills updating through workforce development programmes - a partnership approach

**Title of the Good  
Practice Example:**  
*Short description of the  
challenge faced*

### **BOTTEGA SCUOLA (SCHOOL WORKSHOP)**

The program Bottega-Scuola is hugely in connection with the national and local context of education policy: in 2014, dropping out is one of the most severe problems of the educative system, recognized at European level. The path towards Europe 2020 targets (dropping out level under 10%) is still far to get: in 2013, in Italy, the rate is 17%. The number of Italian NEETs, in 2013, increased to 26%, from 22.7% in 2011. Furthermore, at national and regional level, the gap between the education system and the job market is wider and wider, due to both the decrease of public investment in education and the rapid changes in the economic context where new skills are required (i.e.: ICT, knowledge of the English language).

The Province of Como, in particular, shows a dropping-out rate higher than 30% in 2014. One of the reasons of this level concerns some youth-related issues which affect the attitude of young people to get maturity and responsibility, often due to poverty or lack of family ties. This problems, unfortunately, can have consequences in terms of poor performances at school and, eventually, dropping out. At the same time, in 2014, the unemployment rate in the province of Como was 9%, but more than 25% for young people (15-29 years old).

Both the presence of youth problems and the youth unemployment rate show the importance to offer new educative and training paths in line with the cognitive and non-cognitive skills required by companies. The economic crisis, to some extent, has shown up its root in terms of cultural and personal crisis: education becomes an essential aspect to generate people responsible and ready to face reality with all its problems.

*Description of the solution/s  
developed or adopted*

**The Bottega-Scuola is a training method applied in the Oliver Twist vocational training school; it involves in a wide local partnership teachers, tutors, local craftsmen, local entrepreneurs in both planning and formation activities.** Bottega-Scuola aims at youth employability and entrepreneurship, as it develops students' skills involving them in producing real products for the market. It is a **flexible program, where each student, according to her/his learning needs, follows a personalized step across several modules** which can be attended according to their personal skills to be developed or increased. Apprentices, after the program, are able to: manage competences in one of the available areas (carpentry, restoration, decoration, fabric, and tourism); generate a start-up; be involved in the generational change of local craftsmen. **The Bottega-Scuola provides training and education in particular for those students at risk of dropping out;** they can fulfil the legal obligation to attend school until and beyond the age required by the Italian law. Students,

learning by doing with the Bottega-Scuola method, reach not only the minimum level of education and training in order to receive an official qualification, but, following and developing their talents, they can raise up those non-cognitive skills which are essential for the process of personal maturity and responsibility, at the bottom of the spirit of entrepreneurship.

Cometa Formazione has implemented a **road map** which is yearly reviewed and improved according to the results. The first step concerns the **training needs assessment** which relates with the socio-economic context of the territory where most of the students can, eventually, be employed **according with the competences required by the local industrial sectors: Cometa has a network including more than 500 entrepreneurs**. This assessment helps in identifying the Maestro (Master Craftsman) who will be in charge of training the apprentices in the Bottega-Scuola. The **Maestro is selected from local artisans** by a recruitment process where the applicants are interviewed on their experience and competences. As important as the Maestro, the selection of tutors is crucial: they will accompany apprentices in their needs, and they will assist the Maestro in his/her guidance to the apprentices. **The educational staff, in accordance with the Maestro, approves a general training plan**, including: the schedule of training (organized into modules), the skills to be developed and the activities to be implemented in order to get the students reach those skills. Activities which can be dangerous or not relevant are clearly identified and prohibited. Besides, for each apprentice, **a personal training plan is realized, identifying a personal path towards the achievement of the training general skills**.

Apprentices are required to share the training plan. The student/apprentice, under the guidance of the Maestro, carries out all the tasks he has been in charge of. The product to be realized or the task to be reached can be related to either a specific work on external commission or a project work; in every case, the apprentice can develop specific competences, skills and knowledge, according to both the general and his/her personal training plan.

The Maestro and the tutor help the apprentice to recognize and interiorize those skills he/she gains: regular meetings are organized for an on-going assessment. At the end of the program, Cometa Formazione and the Maestro evaluate whether and to what extent the apprentice has reached those goals identified in the training program (employability, qualification or specific level of competences).

## Target group

Cometa Formazione, since its origin, deals above all with young people **at risk of dropping-out** or with **different aspects of disabilities, drop-out students, unemployed young adults** (beyond the legal obligation to attend school), **young immigrants**; different plans can be arranged for each category of apprentices.

## Effects

Positives:

- good results in terms of placement
- development of specific skills related with the selected training area
- development of non-cognitive skills (high rate of students which conclude the program)

Areas for development (How might you make improvements?):

- fundraising and sustainability: implement

## Transferability

Cometa staff has been working in last years in modelling the Bottega-Scuola approach. We believe that modelling is the step before implementing its transferability (which will always be conditioned to the environment where it will be introduced). We plan to produce in next months some guidelines in order to share and discuss the main steps of the approach. There are 3 main pillars:

- ✚ Education planning:
  - ✓ Analysis of the work processes
  - ✓ Modelling of the value chain of the different workshops
  - ✓ Matching between the didactic goals and activities and the value chain
  - ✓ Identification of the organizational structure
  - ✓ Analysis of the monitoring and evaluation processes
- ✚ Testing
  - ✓ Monitoring of the activities
  - ✓ Evaluation and reporting
  - ✓ Analysis of the outcomes and impacts
- ✚ Final revision and reprogramming
  - ✓ Analysis of success and failures
  - ✓ Review of the model

## Further details

<http://www.puntocometa.org/home/english-area/what-we-do/school/>

## Contact details

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## Photo



## Title of the Good Practice Example:

*Short description of the challenge faced*

## TKGUNE

According to the Directorate-General for Enterprise and Industry of the European Commission, more than 99% of all European businesses are SMEs. And the fact is that SMEs do not have an easy access to innovation. SMEs, as a direct consequence of budget, personal and time restrictions do not get an easy access to innovation.

But, if we say that :

- our companies need to change in order to be able to continue

**Description of the solution/s developed or adopted**

- being competitive in the future ;
- 99% of all European businesses are SMEs;
- And SMEs do not get an easy access to innovation,

We should conclude that something needs to be done in order to facilitate the access to innovation of our SMEs.

We must notice as well the strong link between SMEs and the Vocational Educational and Training System (VET) (maybe not in all European Countries).

According to E2020, it is expected that for the year 2020, 76% of jobs will require some kind of qualification directly related with Vocational Education and Training.

Now, following the previous argument:

- SMEs need to have an easier access to innovation
- In the near future, the majority of workers will come from the VET sector.

Thus the VET system should facilitate ways of accessing innovation to our SMEs and this could be done by SMEs and VET centres working together to develop joined actions

TKgune is an Innovation, Technology Transfer and Competitive Development Network of VET centres which aims at introducing and improving technology in Basque companies. TKgune provides an offer which includes advanced training courses and technical services in RDI, with the aim of fostering the continuous improvement and the innovation processes and products of SMEs, which will facilitate their access to emerging and high added value markets.

Public and private Vocational Training centres can participate in the TKgune initiatives supported by the Basque Government.

The TKgune programme is divided into five STRATEGIC ENVIRONMENTS covering the following technological areas:

- Energy
- Automotive
- Manufacturing
- Automation
- Creative Industries

27 VET centres will take part in this programme along the academic year 2015-2016. The TKgune programme provides the following services:

- Support to Innovation: Assessment on managing calls for funding. Creativity Processes and Innovation Plans.
- Advanced and tailored training on new technologies.
- Specific technological services on improvement and innovation. Some examples: Development and integration of hybrid and electric vehicles. Validation of machining tools. Finite element simulation. Zero-energy building. Electric power generation for isolated flow measurement locations. Material substitution. Optimisation of forging processes. Improvement of a process. Definition of a new process. Improved metal fabrication processes for companies in the pharmaceutical and food industries.

The TKgune programme is coordinated by Tknika. The project teams in the different technological areas are participated by teachers at the VET centres and professionals at the SMEs. This programme is supported by the Vice-Ministry of VET of the Basque Government.

**Target group**

- The main target groups of the TKgune programme are the SMEs which have an opportunity to be more competitive.
- VET centres teachers which become experts on new technologies and projects management.

## Effects

- VET students which participate in the innovation project and get an updated technological training.
- Industrial workers and unemployed people who will have a greater employment offer at their disposal.
  - Allows the cooperation between VET centres and SMEs and creates networks.
  - The role of the teacher is extended: apart from the educational work he/she also becomes a project manager who is in charge of developing and managing projects.
  - It becomes a funding source for the centres. This way, they can invest more money in updating their staff and equipments.
  - As a result of the close relationship with the enterprises, both teachers and students understand what the latest trends and the real needs of enterprises are. This way the curriculum could be continuously updated.
  - It supports the local economy by helping the SMEs to face the challenges of the current economic situation.

It supports the employability of youth by providing a better education to students who have a profile that meets SMEs needs.

**Areas for development (How might you make improvements?):**

- More funding sources and resources for managing the increasing coordination activity.
- Better dissemination of TKgune's activities and results.
- Improve the culture of innovation in the zone to boost SMEs' participation in this type of initiatives.

This experience is completely transferable to environments with similar industrial background. It will be necessary to increase the cooperation and teamwork culture between SMEs and VET centres to launch a programme like this. The VET system should also be adequate to face the challenge.

In regions with other type of economical background, the initiative should be adapted to local customers' demands and expectations.

## Transferability

## Further details

- <http://www.tkgune.eus/>
- <http://www.tknika.eus/liferay/>
- <https://www.youtube.com/user/tknkanala/videos>

## Contact details

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## Photo



## Workshop 6 - The shift toward building on learning outcomes - approaches to learning methodologies - how do we adapt?

### Title of the Good Practice Example:

### VoCoL

#### *Short description of the challenge faced*

There is a mismatch between the skills of VET students and those demanded by employers, especially related to transferable skills such as communication, team work, organization... This makes it difficult for recent VET graduates to access to jobs and companies also face the problem that when these graduates start to work, they don't work efficiently enough until they develop these skills during their job.

#### *Description of the solution/s developed or adopted*

Based on the situation described above, HETEL is taking part in a European project promoted by Dundee and Angus College (Scotland). The VoCoL project aims to develop a cooperative learning methodology applied to VET. Through this methodology, VET students need to solve different challenges working cooperatively, which means they develop different transferable skills such as communication, adaptation, organization, flexibility, problem solving, negotiation or leadership. This way, when they graduate they have already developed these competences demanded by companies.

Besides, the methodology is also based on the building of learning triangles, formed by VET teachers (who have received training in this methodology to apply it later on in the class), VET students, who learn by this methodology to develop their transferable skills, and employers, who give feedback on the competences they demand and attend some of the classes to check by themselves how this methodology works and how students indeed learn how to work in a work-based context.

### Target group

VET students, VET students and employers.

### Effects

Positives:

- VET teachers have developed their teaching skills by learning a new methodology which can be applied in any vocational area
- VET students develop the skills they will need when starting a job before graduating, increasing their chances to get a job and improving their performance at work.
- The relation between VET centres and companies results reinforced as they work together for a better preparation of VET students, adapted to the professional demands.

Areas for development (How might you make improvements?):

- The methodology needs to be passed to other VET teachers.
- There is still room to improve the assessment of the competences developed by the students.
- As the project is still in progress, we haven't measured yet

## Transferability

the real impact of this methodology in the employability of VET graduates and in their performance in companies.

The methodology is addressed to the development of transferable skills so it is easily transferable to any area of VET. The activities developed by the VET teachers during the VOCOL project can be used in any field (they come from different fields as well, such as electricity, mechanical manufacturing design or informatics), maybe with some adaptation to the different contexts.

## Further details

The results of the VoCoL project are uploaded in the project Website: <http://vocoltriangles.eu/>

A video is also available in this link:

<https://youtu.be/YUspTmthFGg>

## Contact details

international@hetel.org

## Photo

These are the VET teachers who received training in cooperative learning applied to VET. They attended a course in Iceland provided by an expert in this matter (Intercultural Iceland):



## Title of the Good Practice Example:

### PIU – a Danish programme to stimulate work placements abroad.

#### *Short description of the challenge faced*

One of their biggest challenge in Denmark right now is to find a company, where the students can do there Vocational Education and Training. (VET)

In the future labour market, we will discover that many companies have a lot of contact with foreign companies, or just doing some business with another country.

In many Danish companies it is expected that the employees are able to talk at least one foreign language.

#### *Description of the solution/s developed or adopted*

In Denmark, the VET program is from 2 - 5½ years. The most typical is 4 years in which they receive theoretical and practical education at a vocational college, combed with practical training in a company. VET program in Denmark structured, as a so-called dual system where the student spends part of the time at a vocational college and a part of the time, working in a company, as an apprentice. So it is therefore possible for the student to have a part of his / her main course abroad.

## Target group

The student is able to travel and to work all over the world, except some countries the Danish foreign minister do not allow, because it is too dangerous. That means all companies all over the world

are the target group.

Positives:

## Effects

- The students get a possibility to discover another country, and experience about a foreign culture.
- The students get a better possibility to finish their education.
- The student will learn new working methods. In addition, how to deal with people, with another ethnic background.
- The student will be more “attractive” for the companies, if they have some working experience from VET abroad.

Areas for development (How might you make improvements?):

- It’s difficult to convince the student about the benefits they get to do some of their main course abroad.
- It is necessary to have more information about the subject, and to make it much easier to find a company in a foreign country.
- Invite the students who have been abroad to tell other students about their experiences.

## Transferability

The PIU-programme is open to all trainees who have completed a basic course in vocational education, or have similar skills.

- Companies in Denmark, who have signed a contract with a student.
- Trainees who have completed a basic course, but not signed a training contract with a company in Denmark, may instead sign a contract with a company abroad.

## Further details

[www.ufm.dk/piu-ordningen](http://www.ufm.dk/piu-ordningen) ,

[www.europa.eu/youreurope/citizens/index\\_da.htm](http://www.europa.eu/youreurope/citizens/index_da.htm) ,

[www.borger.dk](http://www.borger.dk) , [www.uds.dk](http://www.uds.dk)

## Contact details

See annex concerning PIU (Practical training abroad)

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Project Coordinator

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## Title of the Good Practice Example:

*Short description of the challenge faced*

## **New qualifications and new methods for learning**

In past years, our school has received a more and more complex and diverse group of pupils. Some of the pupils have a very low mobility when it comes to education, and the background and qualifications of the pupils are more diverse now than ever – many of the pupils come from a background of poor education and/or many years of uneducated employment in the field. This means that it is a greater challenge for the teachers to provide differentiated training for the pupils. At the same time, the

vocational schools have had their founding cut for the past 3-4 years and will continue to do so for the next years.

The work life that awaits the pupils has also become more complex. There are fewer resources in the social- and healthcare sector, and there is an increasing reliance on welfare technology. This means that the pupils must develop better innovative and adaptive skills during their training.

The teachers are already pedagogically well qualified, but because of the great complexity of this challenge, it is not possible for the individual teacher to find a solution to this challenge on their own – instead we have to find an organizational solution. The training has to be more differentiated and targeted to the specific pupils in the class and their different premises for learning, and at the same time, it must develop the pupils' innovative and adaptive skills.

The great variation in the group of pupils and difference between classes demand new qualifications for the teachers. They have to be able to analyze the learning requirements of both the individual pupil and the collected group, and they have to be able to adjust the learning setting accordingly. This necessitates collaborative qualifications within the group of teachers and an increased readiness to solve the task in an untraditional and unknown way. That means that the teachers will be challenged in their view of learning and teaching and to become more innovative.

***Description of the solution/s developed or adopted***

One of the primary focuses of the learning methodologies developed in the project have been on making the pupils more independent and active. The learning methodologies have been based a more on pupil-differentiated learning, where the pupils themselves differentiate how they work with assignments, rather than teacher differentiated learning, where the teacher decide which pupil gets which assignment.

The structure of the school day was based on short presentations by the teachers at the beginning of the day (max. 20 minutes), followed by assignments for the pupils. The teachers developed two different learning methodologies for the assignments for the pupils: one called 4:3, and one called Waterhole pedagogy.

In 4:3, the pupils have to complete 4 mandatory assignments and then have the option of doing 3 voluntary assignments, all of the assignments based on a specific theme. In each of the assignments, the pupils have the option of answering extra questions. The pupils have to complete the 4 mandatory assignments first, but they can decide in which order, they want to complete them, and whether they want to work on their own, in pairs or in groups. After they have completed the mandatory assignments, they decide if they want to do the voluntary assignments or maybe go back and answer some of the extra questions in the mandatory assignments, if they haven't already answered those.

In Waterhole pedagogy, there are a number of stations with assignments, all within the same theme. There are both mandatory and extra questions at each station. The pupils have to

complete all the stations, but they can decide in which order, they want to complete them, and if they want to work alone, in pairs or in groups.

In both learning methodologies, the teacher will be in the classroom and walk around between the students, but the teacher will have a more consulting and coaching role than in a traditional classroom setting. Both learning methodologies allow the pupils to differentiate the level on which they work on the assignments – if they find the assignments easy, they can do more assignments, and if they struggle, they can focus on the mandatory assignments. The theme of the assignments will often be a cross-curricular theme. Typically, the pupils will work one theme during one school day or one school week.

## **Target group**

The initial, first-tier targets were teachers who had to develop collaborative and innovative qualifications to provide a new way of teaching. The teachers, in turn, have developed new learning methodologies that are meant to make the pupils more independent, more innovative, and more adaptive, and so the pupils are the second-tier targets.

## **Effects**

Positives:

- The pupils have become more independent and have a new responsibility for their own learning.
- The teachers' role is more that of a consultant, than of a lecturer.

Areas for development (How might you make improvements?):

- Because the pupils are working more on their own, they have a greater need of feedback.
- To make the themes of the assignments cross-curricular, it is necessary for the teachers to have preparation time together. However, in the everyday-life this can be a challenge, and so it needs to be a focus point when the teachers' schedules are planned.

## **Transferability**

In the beginning of the project, we had an employee of Jordbrugets UddannelsesCenter Århus (an agricultural VET-school) give a presentation of their learning methodology, Waterhole pedagogy, to inspire our teachers. One group of our teachers chose to develop a learning methodology that closely resembled this learning methodology, and the other group of our teachers chose to develop their own learning methodology, which was inspired by the Waterhole pedagogy, but perhaps didn't demand the same level of cross-curricular assignments for the pupils.

The curricula and educational setting of the agricultural educations are very different from the curricula and learning setting of our educations, but we still found the learning methodology to be easily transferable to our learning setting. We therefore believe that the two learning methodologies, we developed, can easily be transferred to other educational settings.

## **Further details**

Further details of the project can be found on the school's website (in Danish): <http://sosuranders.dk/indhold/om->

[skolen/udviklingsprojekter/projekt-nye-kompetencer-og-nye-veje-til-differentiering/](https://www.sosuranders.dk/skolen/udviklingsprojekter/projekt-nye-kompetencer-og-nye-veje-til-differentiering/)

## Contact details

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## Photos





[www.efvet.org](http://www.efvet.org)

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