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WELCOME

Joachim James Calleja EfVET President



Dear EfVET Members,

The annual conference in Como has been another success for EfVET. Besides being well attended and very well organised, we had the added privilege of being hosted by COMETA – a living example of the value added that vocational education and training is all about. [Personally the visit to the school was the highlight of the whole of the whole conference. It showed what lies at the heart of VET when looking at it from the point of view of inclusion.](#) However, the conference also illustrated that VET is a matter of quality and excellence. The key note speeches as well as the panel discussions and the workshop sessions brought to the fore a number of challenges that schools, colleges and University-Colleges have when dealing with VET. This is possible because EfVET members are witnesses of what really goes into governing VET, organising VET, financing VET and making sure that all learners leave VET with skills which are relevant to a labour market in constant change.

The EfVET annual conference does have the potential to become [the European VET event of the year](#). And this should be our ambition. As training providers we possess the knowledge, the data, the experience of VET in different contexts between and within each member state. These experience put together are invaluable experiences which we must share in order to ensure that VET really becomes the natural choice for students especially those leaving obligatory education. More than this, VET has the potential to attract learners from all walks of life, from all levels of qualifications and from all sectors of development. It is a sector which is not only growing as part of national education policies but more importantly increasing from the point of view of the labour market itself. For this reason, it is important that industry and other sectors be given a prominent role to play in future EfVET events. These are formidable partners and more than ever before looking towards the education sector of VET as their business companion.

I therefore urge EfVET members to do two things: [the first to be more active towards EfVET and participate in the activities, on social media and in projects and the second to attract more members from their regions and at national level.](#) National Committees should be set up to support the efforts that the central office in Brussels does for its members. Together we can be a force to be reckoned with and an added value to VET not only at the level of policy and the usual “talk about VET” but in the real rapport that needs to be established between VET schools and colleges and society as well and more importantly with industry and those who are engaged in sustainable innovation and growth of our economies.

I therefore urge those interested to engage in this endeavour to express their interest in submitting their [application for the role of Vice President of EfVET for policy](#). This is an important supporting role which our organisation needs at this junction of our development. VET is not about research and analysis, reporting writing, conferences, projects and seminars only. Very often these activities serve solely as education tourism! The real VET is the one our members face every morning at their schools and at their colleges. We need to strengthen this context so that resources are adequately allocated to it and society builds the right image of the added value that VET is to thousands of individuals across Europe.

Call for Candidates: Vice-President (Policy)



The call for application for Vice-President (Policy) is now open.

EfVET will hold its annual election for Vice-President (Policy) position **on Saturday 26th January 2019**.

The successful candidate will be responsible for supporting Policy Issues based on the overall EfVET strategy. Please consider standing for this election to help shape the future direction for our community.

The role and responsibilities of EfVET Vice-President (Policy) are available here-below:

- Call for nomination Vice-President (Policy) – [Description](#)
- [Nomination form](#)

Important information: The college / association of the candidate must be a member of EfVET.



Fully completed application forms (Europass application documents) should be submitted online **by 12 Midnight Thursday 3 January 2019** to: president@efvet.org and vc@efvet.org.

The applicant should be prepared to answer questions from EfVET's National Boards as part of the selection process.

EfVET Members' Internal Hub - Basecamp: Join us!



Welcome to EfVET Members internal exchange hub!

You will find EfVET useful documents, exclusive policy information, call for actions, opportunities for collaboration, and the possibility to chat & share with other members!

EfVET Basecamp platform will be used by EfVET Members to be in touch and to have access to different EfVET internal working groups designed exclusively for you.

- Reduce e-mail flows
- Improve EfVET Members internal communications
- Get in touch with other members

We encourage you to join us, but you can also forward the link to join to other colleagues from your organisations who might be interested.



[Join us by clicking here.](#)

Please see enclosed a [power point presentation](#) with guide on how to use it.

Gaby Tinnemeier, EfVET National Rep. Germany



Gaby Tinnemeier is the head of a vocational school with various branches settled in Soltau, Germany, Lower Saxony.

With about thirteen years of experience in school management she deals with all aspects of change management especially personal management, quality management and of course development of VET. To help students cross the border between general and vocational education she implemented a wide ranged program of orientating practical.

Focussed on integration and inclusion as outstanding target agreements she applied for a school trial in cooperation with a cooperative comprehensive school.

She considers VET networking in Europe to be most inspiring and at the same time most important. She is a trained hairdresser, vocational teacher and school book author.

Gay Tinnemeier was elected as new EfVET National Representative of Germany by EfVET German national board which took place on 26th October 2018 at EfVET 27th Annual Conference.

Anca Crețu, EfVET new intern,



My name is **Anca Crețu** and I will be working as an intern for EfVET for the next six months. I am truly grateful for this opportunity, as I have always been interested in understanding the way that EU institutions function and

operate and I believe this traineeship will give me the chance to learn about it first-hand.

I graduated in International Relations at the Rey Juan Carlos University in Madrid last year. I was born in Romania, but I grew up in Bilbao, so I consider both Spanish and Romanian to be my mother tongues. I am also fluent in English and I have basic knowledge of French, Chinese, Basque and German.

Regarding my working experience, I started with an internship as a sales assistant at Translog Overseas in Madrid supporting the sea freight and air freight operations. Furthermore, I worked as an Export Manager (working grant) for Medop (Basque company dedicated to the manufacturing and sale of Personal Protection Equipment) where I was able to gain experience con-

ducting market research analysis, monitoring clients' work and needs and identifying new business opportunities. At the same time, I have been collaborating as a volunteer with CEAR Euskadi (Spanish Commission for Helping the Refugees) since 2017 in the "Arnasten Group" orientated at organizing activities for the refugees to have contact with the local resources in terms of culture and leisure. Thanks to the above-mentioned experience, that has given me a cross-sectoral approach and the required intercultural skills, I am confident that I can contribute to the integration of professionals and students into the working environment and to their involvement in society as active citizens.

One of my biggest challenges as the new incorporation of the EfVET team will be getting involved in a new and exciting field for me, such as project management. I would like to employ my skills and my experience in helping to promote EfVET's values in the EU arena. In doing so, I would like you to keep updated on our Social Media and follow us on Twitter (@Ef_VET) and Facebook (EfVET)!



Contact: intern@efvet.org

27th EfVET Annual Conference in Como (Italy)

The 27th Annual EfVET Conference on “Rethinking VET for an inclusive Excellence” took place from the 24th to 26th October 2018. This year’s edition was co-organised in cooperation with EfVET Italian member, COMETA Formazione.

EfVET Annual Conference overcame its expectations gathering more than 250 delegates coming from Europe and beyond.

The European Commissioner for employment, social affairs, skills and labour mobility, [Ms Marianne Thyssen](#), addressed a welcome message to EfVET 27th Annual Conference delegates on 25th of October 2018, watch it [here](#).

Also, delegates had the opportunity to learn more about EfVET Thematic Teams (read more on page 9), thanks to the introduction session coordinated by Vice-President (Projects) Stefano Tirati.

The keynote speeches in this edition were given by Melania De Nichilo Rizzoli (Regional Minister of Education, VET and Labour for Regione Lombardia), Joao Santos and Cristina Cofacci (ENEL). Besides parallel sessions were organised for practitioners in VET for Excellence and Leaders and Managers for XXI Century VET.

You can find all the outcomes and pictures from the Conference [here](#).



CONFERENCE

Save the date: 28th Annual Conference - Azores (Portugal)

As announced during the last EfVET Annual Conference, the 28th EfVET Annual Conference will take place in between the 23th and 26th of October 2019 in San Miguel (Azores).

Together with the EfVET Conference Team, Portuguese National Board will host 2019 Conference.



Are you ready for the Azores?



EfVET Portuguese National Board is waiting for you in Azores 2019



EfVET 28th Conference official logo



Sao Miguel Island, Sete Cidades Caldera, Lagoa de Santiago, Azores

EfVET Thematic Teams: Join us!



Alicia Gaban
EfVET Communications Officer

The EfVET Thematic Teams kick-off took place during EfVET Conference on the 24th of October in Como.

EfVET Thematic Teams (TT) are conceived to:

- Become a “think tank”, opinion leader, a point of reference for VET in a specific field
- Aggregate members’ expertise in a specific field
- Promote innovation and business opportunities among members.

There is huge expertise among our members on specific and different sectors, and never before this expertise could be promoted at European level with such simplicity. This expertise, beyond the business’ exploitation, may offer a priceless channel of communication, not only among EfVET and its members, but also among the Commission, other Stakeholders and organisations outside EfVET. Additionally, the communication between sectoral experts may support sectoral networking, exchanges of high-level experiences and practices and valuable upgrade on the sectoral content itself. This high-level knowledge will promote VET in European level and abroad regarding its image, consistency and efficacy.

EfVET identified the following potential focus areas for the Thematic Teams*:

- [Learning mobility](#)
- [Internationalisation](#)
- [Technologies and Industry 4.0](#)
- [Technology enabled learning \(TEL\)](#)
- [Join European Qualifications](#)
- [Social Inclusion](#)
- [School - Enterprise](#)

*join the groups by clicking the name of the Thematic Team

The Thematic Teams have already set up their communications and working spaces via Basecamp, if you would like to join them, please contact ag@efvet.org or click on the provided links per TT. The respective Thematic Team coordinator will share with you their working plan, and indeed, you are more than welcome to share your ideas.

Additional, EfVET Thematic Teams is working as well on the direction of the [Blueprints for Sectoral Cooperation on Skills](#).

Technological progress and globalization offer tremendous opportunities for innovation, growth and jobs. European Commission trying to address skills gaps that may prevent promising industries from growing, has undertaken this initiative, being launched as part of the New Skills Agenda. The Blueprint is a new framework for strategic cooperation in five economic sectors between key stakeholders such as business, trade unions, research, VET institutions and public authorities. These sectors are:

- Automotive
- Maritime technology
- Space – geo information
- Textile, clothing, leather and footwear
- Tourism

What is next?

The Thematic Team coordinators will have to present their working plan 2019 by the end of January.

EfVET participates at the EU Vocational Skills Week 2018



Valentina Chanina
EfVET Project Manager

The third EU Vocational Skills Week organized by the European Commission, in cooperation with the Austrian Presidency of the Council of the European Union from the 5th to 9th November congregated more than 350 participants who joined this edition to discuss about the future of Vocational Education and Training (VET). EfVET delegation included members of the Executive Team, Steering Committee and EfVET Members from different countries. [The fourth EU Vocational Skills Week will take place 14-18 October 2019 in Helsinki \(Finland\).](#)

EfVET is one of the supporters of the EU Vocational Skills Week since their first edition. The aim of the EU Vocational Skills Week is to show that VET is a good/first choice, for young people and adults, leading to excellence in education, high-quality jobs and increased employability. Even more, the EU Vocational Skills Week is actively contributing to the development of the New Skills Agenda for Europe.



During the three days of the EU Vocational Skills Week in Vienna, EfVET representatives, stakeholders, experts and others from European Member States and beyond discussed and worked intensively on the further development of VET in Europe.

VET in the European Union

According to the Eurostat data “Almost half of upper secondary pupils in the EU enrolled in vocational education”; 49% of upper secondary students in Europe participate in upper secondary VET (2016).

EU VET Providers meeting

EfVET Vice-president Stefano Tirati represented EfVET network at the EU VET providers meeting. Mr Tirati highlighted the main three key elements for the future VET and EfVET network:

- Bring all VET providers
- EfVET Thematic Teams
- Mobility+ project

Stefano Tirati underlined that the challenges for VET in today's labour market are huge as “VET playing a crucial role in the social and economic development of any country”. At the same time, VET providers are obliged to aspire to excellence and inclusion, two complementary values which every institution is forced to respect and put into practice. In order to give a response to the main

VET challenges EfVET has launched a new approach with [EfVET Thematic Teams](#) which are focused on the following topics: school-enterprises, social inclusion, VET internationalization, learning mobility, technology enabled learning, joint European qualifications frameworks and technologies and industry 4.0. Furthermore, EfVET is already in cooperation with industries via Blueprints – Sector Skills Alliances (Automotive, Maritime Technology, Space-geo information, Textile, clothing, leather and footwear and tourism).

EU Vocational Skills Week Plenary session: Vocational education and training in Europe: Taking stock and looking ahead

CEDEFOP Acting Director Mara Brugia opened the plenary session saying that “VET has gone in and out of fashion over time. The shock of the economic downturn lifted VET high up on the EU policy agenda and has led to a renaissance of apprenticeships”. On his first participation Director General of DG Employment Mr Joost Korte said that “The 1st principle of the European Pillar of Social Rights is on skills. Our Skills Agenda & EU budget proposals are further proof of our commitment to not only talk about social Europe, but make it real!”. He stressed that “Skills for life are the skills for jobs nowadays: creativity, curiosity, sense of initiative. It's not only about technical skills” he





followed saying that “Excellence in VET means that every single person can develop to the maximum and express their full potential.”

CEDEFOP: The changing nature and role of VET in Europe

Jens Bjornavold (CEDEFOP project coordinator) and Jorg Markowitch (CEDEFOP researcher) presented the main findings of CEDEFOP study on “The changing nature and role of VET in Europe.” The European agency CEDEFOP has been supported by a big research consortium and expert from all 30 countries covered by the study.

Mr Bjornavold said that “Most studies look at the current situation, at least most of the studies I was involved in the last 20 years, there is little research on longer term trends. We should not reduce the development of VET to what happens at upper-secondary level”. As has been said, there has been significant growth of VET at higher level. For example, in many countries a sector of professional higher education has developed. To be able to analyse the changing nature of VET comprehensively CEDEFOP have developed an analytical model which looks at VET from three perspectives:

- Besides the education system perspective, CEDEFOP also took a LM-perspective and a pedagogical perspective;
- Borders between VET and GE have become blurred. Work-based and practice-based approaches are now more frequent in school-based VET, but also in general and higher education.
- Transversal skills inte-

grated in VET curricula. For example, Finland has reduced the number of occupational standards and also in Austria, Germany occupational standards have been merged.

Mr Shyamal Majumdar, Head, UNESCO-UNEVOC, International Centre, gave a global perspective of TVET and skills in the world. He highlighted the UNESCO strategy for TVET priority areas:

- Fostering youth employment and entrepreneurship
- Promoting equity and gender equality
- Facilitating the transition to green economies and sustainable societies

Mr Majumdar added that Europe and the rest of the world face similar challenges and Networking and Partnership are the new Strategic Resources.

Day 2 Panel discussion

The second day was opened by a panel discussion to react to the presentation of the different scenarios and the challenges/opportunities ahead. This panel discussion gathered the views from Margarida Segard (EVBB), Cesare Onestini (European Training Foundation), Loukas Zahilas (Cedefop), Frederic Piccavet (European Apprenticeship Network), Robert Plummer (BusinessEurope) and Agnes Roman (ETUC).

Mr. Onestini, European Training Foundation (ETF) said that “the scenarios show end possibilities, but the starting points of VET systems are different. Also, Ms Margarida Segard from EVBB emphasized that “cooperation with companies and the economy is essential to bring Distinctive VET forward”.

Mr Frederic Piccavet, from European Apprentices Network’s: “we all agree that vocational education and training is the way forward but are different

challenges and labour market is most important.

CEDEFOP expert, Mr. Zahilas said that “the scenarios are more like trends and in the future there will not be one model, but rather elements from the scenarios will be adapted even in parts of the same country”.

The VET Excellence Awards 2018



The VET Excellence Awards 2018 ceremony took place on 9th November. Commissioner Marianne Thyssen said “We want to bring great stories, characters and experiences in the field of VET to people across Europe and beyond. Whatever the results are tomorrow, for me all of you are winners!”.

EfVET members were awarded in two categories: VET Innovators awarded to Xabec Vocational Training Center (Spain) and European Funding for Excellence “Erasmus+ project” which was given to the project Mobile Learning in VET towards 2020, coordinated by EfVET Member Scuola Centrale Formazione. Under this category EfVET project, European Business Baccalaureate Diploma for All (EBBD+), coordinated by Helsinki Business College was as well nominated.

The [EU Vocational Skills Week](#) is not over as you can keep organizing your events or activities until the end of 2018, be part of the EU Vocational Skills history and discover your talent.

VET SKILLS WEEK

EFVET Member Scuola Centrale Formazione Awarded for its Excellence



Maria Lorenzini

Scuola Centrale Formazione

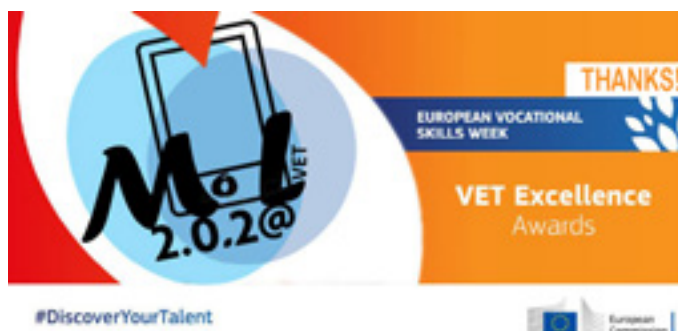
The MoLVET project, coordinated by Scuola Centrale Formazione, wins the Award for Excellence in Vocational Education and Training 2018.

The aim of the third European Vocational Skills Week was in fact to show that VET is a smart choice, leading to excellence in education, high-quality jobs and greater employability.

The Awards for VET Excellence 2018, that celebrated outstanding examples of vocational education and training in Europe, was handed out by Commissioner Marianne Thyssen exactly during the closing conference of the 2018 VET Skills Week.

Scuola Centrale Formazione (SCF) was invited to the event among the candidates for the Award, with the Mo.L.VET 2.0.20 "Mobile Learning in VET towards 2.0.20" project, and finally won in the category "European Funding for Excellence".

The Winner: Erasmus+ project "Mobile Learning in VET towards 2.0.20"



The Mo.L.VET 2020 project was coordinated by Scuola Centrale Formazione with the active participation of 2 of its members: the training centres CIVIFORM, and Fondazione OPERA MONTEGRAPPA. This Award is undoubtedly the result of the hard work and passion of the whole working group: College Cambria UK, Fondation Apprentis d'Auteuil FR, Formatech IT, Galicia Region ES, Innovative Education Action TK, TCMB TK, Università degli Studi di Milano Bicocca IT, Zubeyde TK; a partnership composed by 5 European countries that fruitfully contributed with their professionalism and promotion of the project, disseminating the results at international level.

SCF has long promoted the learners' success, in their personal life and work, so that they can grow up as active citizens in Europe. The "Mobile Learning in VET towards 2.0.20" project, which took place from September 2014 to December 2016, aimed at modernizing education with mobile learning and teaching through technology.

Through the project, multidisciplinary learning modules were designed to help trainees to develop their VET paths, including courses in Electronics, Entrepreneurship, Wellness, English language, Carpentry and Catering sectors.

The use of technology helps improving trainees' motivation and involvement, through the promotion of a higher level of autonomy. Mobile learning helps learners to develop their capacity of problem solving and creativity. Trainers benefit from the widest range of activities and are able to create more interactive lessons.

To ensure the sustainability of the project, a guide on Mobile Learning was developed and published in English, French, Italian, Spanish and Turkish, while all outputs are freely accessible online.

EfVET President shares his vision on the Future of VET



EfVET President Joachim James Calleja shares his vision on the Future of VET at the “Apprenticeships coaches for SMEs” conference organised by EUROCHAMBERS in Brussels.

Prof Calleja, together with Joao Santos (European Commission) and Panyiotis Krashias (European Apprenticeship Network) took part in a final panel discussion on the Future of Vocational Education and Training.

The conference introduced the main findings of the project “Apprenticeships coaches for SMEs (AC4SMEs)” which aimed at training 26 SME apprenticeship coaches by through a European funded project headed by EuroChambres.

The panel discussion on the future of VET was opened by **EfVET President Prof Calleja** who emphasised the importance of bringing different worlds in VET in contact with each other. Actors who are talking and shaping the future of VET must come together and form a common voice and action. Strongest among VET actors are training providers and employers whose prospective alliance can take VET to levels of excellence, attractiveness and impact. If the current trail of events governing VET continues we risk coming spending the next ten years talking about the same problems that we wish to address today. Nevertheless, in order to success in this mission, Prof Calleja, stressed, the importance of VET being allocat-

ed the same resources as higher education. ERASMUS+ discriminates against VET

learners by assigning only 16.5% of its mobility resources. When compared to University mobility this falls short by almost 50%. If we advocate for attractiveness, then resources must be adequately allocated to VET activities. Prof Calleja, concluded his first intervention by saying that is time that assign VET to practitioners and employers the two key actors of the future of VET. Only those who practice VET have the capacity and the legitimacy to speak on behalf of VET, anticipate the impact that the new labour environment will have and ensure that the principles enshrined in the Copenhagen declaration are finally put into practice after sixteen years.

A new initiative that looks into this direction, is the proposed initiative to declare Centres of Vocational Excellence (CoVE), which was introduced to the panel by **Joao Santos** (European Commission). The CoVE's will offer a bottom up approach letting the VET Centres give responses to the rapid changes trend in the labour market, but also offering guidelines to be sure that they provide what the labour market needs. The CoVE's, explained Mr Santos, will collaborate with other VET centres in order to exchange experiences and learning from each other. They will be working at two levels:

- National: operating in a given local context, embedding them closely in the local innovation and skills ecosystems, working with business, Chambers, tertiary education, research, institutions...

Prof Joachim James Calleja
EfVET President
Alicia Gaban
EfVET Communications Officer

- Transnational: through the CoVE's platforms to establish world-class reference points for VET by bringing together partners that share a common interest in specific sectors/trades but also in societal challenges.

Panyiotis Krashias, from the newly set up European Apprenticeship Network (EAN), spoke about how their network identifies the main problems to be tackled in apprenticeship programmes: quality education and quality assurance, rights, responsibility and protection, legally binding agreements, representation, promoting apprenticeships, anti-discrimination and accessible information.

In a further intervention **EfVET President Professor Calleja** said that the major mismatch everyone seems to ignore is the one between the current policies at EU level and at several national jurisdictions and the fast-changing labour environments. Companies and VET teachers, trainers, practitioners and learners cannot wait until a legislation is completed or a recommendation is put into practice, as changes are happening right now with the ever increasing risk of VET becoming an irrelevant source of education and training. Since the Copenhagen process VET has changed immensely but the time is ripe to engage those practicing VET to take centre stage and move forward with VET reform systems. Training providers, practitioners and employers cannot be seen any longer as stakeholders but as key shareholders of the same E&T process. The slow pace of policy-making and legislation is eroding the strengths that VET can provide for the future of the European workforce.

CEDEFOP - Learning providers and the EU Mobility meeting

Jon Harding

EfVET Board Member & National Representative of UK



The Working Group 2: “Learning providers and the EU Mobility: Reinforcing Learning Attractiveness and Employability” took place in Bilbao on 27 and 28 November. The WG was kindly hosted by Alfredo Garmendia, Head of the International Projects Department of Centro San Viator (Hetel), and EfVET National Representative of Spain.

The WG2 forms part of the European Community of Learning providers together with two other working groups (WGs).

The Community was set up last year by CEDEFOP (European Centre for the Development of Vocational Education and Training) together with the six European Associations of VET providers participating in VET4EU2. The EU Commission/DG EMPL is closely associated to.

The Community is monitored by **Tina Bertzeletou**, CEDEFOP expert and addresses VET providers’ priorities and analyses them under their perspective. Following its mandate (2017-20) the Community aims at defining quality guidelines for learning providers and suggestions for the EU Commission in the following three fields:

- Enhancing teachers/trainers’ skills in relation to TEL (WG1);
- Promoting staff learning mobility (WG2)
- Migrants/Refugees’ integration and empowerment through learning (WG3).

Regarding WG2 in particular, the group has 15 members all experts in the field of learning mobility and representing the six Associations above mentioned.

WG2 is chaired by **Jon Harding**, EfVET Board member and external funding & bid manager of the Bridgwater & Taunton College, UK. As with the other two WGs,

Harding’s group held its third meeting in November (27-28 November in Bilbao) where the group worked on the state of art of mobility and the factors hindering the reluctance to participate and solutions to overcome them for the VET providers.

What’s next?

The WG2 will meet again on 8-9 April 2019 in Aveiro, Portugal to define its proposals to the attention of learning providers and the EU Commission.



Download the agenda and documentation [here](#).

ET 2020 Working Group on Innovation and Digitalisation



Vice-president Tirati represented EfVET on 5 October 2018 at the kick-off meeting of the ET2020 WG on Innovation and Digitalization.

From around 60 participants, nearly 90% were National Ministerial representatives from Member States while 10% were from European Union Agencies, such as CEDEFOP and EFT, external experts and VET Providers.

Under the initiative of the European Commission, and specifically DG EMPL, VET providers have been invited to contribute to these debates which mainly focus on national systems and policy reforms.

EfVET had the chance to bring its members' perspectives and views and combine practitioners' insights with the views of National Ministries.

What are the objectives of the Working Group?

There is a great potential of innovation and digitalisation supporting high quality Vocational education and training (VET) and higher VET. Boosting high quality VET and higher VET would further enhance employability and personal development of young learners and people of working age, hence contributing to the competitiveness of companies, sustainable growth and social cohesion. The purpose of the Working Group is to discuss innovation and digitalisation in view of creating more flexible and modern high-quality VET systems. This reflection will be carried out taking into account also other key elements, such as governance and financing under tight public budgets, including the support of VET learning mobility, as well as trends, such as ageing population, circular economy and globalisation.

Stefano Tirati

EfVET Vice-president (Projects)

This first meeting has focused on [reviewing and clarifying the mandate of the Working Group](#), which under the proposal from the EC, is articulated around 8 key points:

1. New pedagogical and andragogical approaches for teachers and trainers (e.g. what and how we teach and train, how we learn)
2. New learning environments and organizational developments in training institutions and companies
3. Use of modern technologies in VET and Higher VET, e.g. Open Educational Resources (OER)
4. Pro-active and flexible VET systems supporting smart specialization strategy and industrial clusters
5. Strengthening key competencies by adapting curricula/training programmes and regulations responsive to rapidly changing labour markets
6. Governance and financing in terms of cost-sharing and investments in infrastructure
7. Quality and excellence in VET
8. Support of VET learning mobility, careers without borders and VET internationalization

A clear consensus highlighted the [first 5 points as priorities](#), while the [last 3 key challenges](#) might not be focused by the WG, as they are tackled by EU initiatives and working groups.

One of the relevant tools presented during the workshop is SELFIE, the Self-reflection tool for digitally capable schools (SELFIE), enabling educational institutions to autonomously evaluate to what extent they are exploiting the opportunities that digital technologies offer.

The dimensions to be analysed via [SELFIE](#) are depicted below.

Last but not least, please remember that this newly established Working Group builds upon the outcomes and deliverables from previous Working Groups who developed 12 policy pointers on teachers and trainers.



For additional info, you may find the full report and video [here](#).

Lifelong Learning Interest group on MFF

Luis Costa

LLLPlatform and EfVET Board Member &
National Representative of Portugal



Integrated in Lifelong Learning Week, the third meeting of the Lifelong Learning Interest Group was held in the European Parliament on Tuesday 4th December. The theme of the meeting revolved around the key question “how can the next MFF (Multiannual Financial Framework) support Europe’s learners?”

Luis Costa, EfVET Portuguese National Representative and Lifelong Learning Platform member of the Steering Committee is attending on behalf of our Network to the Lifelong Learning Week 2018.

How can the next MFF (Multiannual Financial Framework) support Europe’s learners?

In order to address this question, European Commission Vice-President Jyrki Katainen, MEPs Jill Evans and Emilian Pavel attended the interest group to exchange views with Lifelong Learning Platform representatives.

MEPs Jill Evans and Emilian Pavel are really committed with Lifelong Learning Week, as MEP Evans is hosting this year’s edition while MEP Pavel hosted last year week. During the Interest Group, both made the state of play of the ERASMUS + regulation approval process, as members of CULT (MEP Jill Evans) and EMPL (MEP Emilian Pavel), which is expected to have final approval at the European Parliament plenary session on 11 March 2019.

The European Commission Vice-President Jyrki Katainen, responsible for Jobs, Growth, Investment and Competitiveness, underlined the fact that more than 12 million people could be covered by ERASMUS + between 2021 and 2027 as a result of more than doubling the budget and new priorities. Last week, the EU Council of Education ministers reached an agreement on the future lines of the Erasmus+ programme, which according to Commissioner Thyssen will “support mobility for up to 2 million people in VET between 2021 and 2027, three times more than in the current funding period”.

MEP Evans, naturally from Wales and a stronger defender of the remain campaign during the BREXIT referendum, is a key player in discussions on the future of ERASMUS +. However, during the meeting she clarified “at this point I don’t know whether or not my country (UK) will benefit in the future program, depending on the evolution of the BREXIT process”.

The debate was kindly moderated by Conny Reuter, Secretary General of SOLIDAR.



LLLWeek’s activities run until the end of this week and the program can be consulted [here](#).

DO YOUR MOB: Mobility and technologies support



Jon Harding
EfVET Board Member & National
Representative of UK

The event “DO YOUR MOB: Technologies and soft skills: the new frontier of the transnational mobility” took place on the 14th November, organized by Scuola Centrale Formazione (SCF), Italian EfVET Member. This conference counted with Jon Harding, EfVET Board Member, as panelist on behalf of EfVET.

The conference DO Your MOB is an event promoted by Scuola Centrale Formazione for 7 years and totally dedicated to the topic of transnational mobility, as a learning opportunity for learners and trainers. This year the focus was the relationship between the mobility and the technological support, having impact on digital and soft skills of learners and trainers both in the management of the mobility as well as in the fruition of it. [Jon Harding](#), as coordinator of the Cedefop sub-group 2 on “Learning Providers and EU Mobility”, took part of the panel discussion on “Working Group Mobility and Digital impact: the point of view of the network EfVET”, due to his knowledge about this field.

EfVET is supporting and promoting quality innovation and mobility in VET, we aim to promote transnational mobility for both students and staff: building partnership with business to support “employability” for learners. Aligned with these ideas, EfVET presented a report named [“A new generation of VET Mobility programme”](#) which analyse the situation for EU Mobility and offers possible solutions to policy makers. This report was a common work done by EfVET Members and coordinated by EfVET Vice-President, Stefano Tirati. Besides, in order to keep the research in this field EfVET has launched two specific [Thematic Teams](#) on Internationalisation and Learning Mobility to keep the research on these two key topics for EfVET Members.

As a coordinator of [Cedefop sub-group “Learning providers and EU Mobility”](#), the group is looking into the learning-providers experience with mobility that could be the first step in considering whether they are sufficiently addressing emerging challenges. The final goal of the

sub-group would be to organize reflection groups on the findings in view of drawing practical quality guidelines on how to support transnational learning mobility, Jon Harding explained at Do Your Mob event.

The learning mobility can become a powerful tool to motivate students belonging in the so-called “groups at risk”, to reintegrate a learning path. Mobility can increase learning attractiveness and serve as a second chance education for the marginalised whether young or adult.

Impact on using Digital tools to enhance mobility and future skills for the labour market



Using digital tools is important for learners to support their mobility, allowing them to be more inclusive whilst increasing the knowledge of the global change of the digital era.

Increasing digital skill through mobility can support the employability of the workforce in the face of ongoing and future demands of the labour market. Technology also provides the opportunity to expand access to new jobs and to make employment more inclusive.



Jon Harding’s presentation is available [here](#)

VET in Norway: Introduction to Nome Vocational College

Marit Synnøve Hoven

Principal/ Nome Vocational College



In order to become a skilled worker in Norway students first attend a Vocational College for two years, and then a two-year apprenticeship in the occupation you have chosen. At the end of this 2+2-year education you take a test and if you pass that you will get your craft certificate. There are of course some variations, but this is the most common way to become a skilled worker.

In Norway we have 13 different educational programs with subprograms. In addition, our pupils can add a third-year supplementary program for general university admissions certification at school. The demand for certificated persons is very high in Norway.

About Nome Vocational College, Norway

Nome Vocational College is happy to see that the school seems to be more popular than ever as we now celebrate the school's 125th anniversary. We are 115 persons working in different roles and positions at the school to let our 400 students get the best education we can offer. Many of our teachers have their own background from vocational careers, and quite a few teachers have an academic background. We offer 6 different educational programs for students aged 16 to 19, and the school have two campuses situated along the beautiful Telemark canal in Southern Norway. At campus Ulefoss, students come to our school to learn about agriculture, horsemanship, forestry, sustainability and more. We also offer classical grammar school subjects in combination with those programs mentioned above, so most students will have access to universities after they pass their exams after three years here. At campus Ulefoss we have a farm with animals, a stable, forest and more.

At our [campus Lunde](#) pupils come to learn one of these five vocational programs, which are:

- Art, design and architecture is one with hairdressing as the program leading to an apprenticeship. The

students also get lessons in our own hair salon.

- Building operations and constructions – these pupils learn how to build roads, railways and technical infrastructure, like water supplies.
- Electricity and electronics where most of our students seek apprenticeship as an electrician, an electrical appliance technician or a power-supply operator.
- Healthcare, childhood and youth development – and here most of our students get their apprenticeship in health work.

Also, we offer [programs for Technical and Industrial Production](#) where our students may go for apprenticeship in machinery, industrial machinery mechanic, CNC machine operator and so on.

Nome Vocational College are looking for Virtual reality project partners

We are currently working on a project where we will use [virtual reality \(VR\) in our education](#), like mathematics, forestry, health care, hairdressing, electricity and more. We seek partners outside Norway and believe there is no better way to get in contact with other vocational educators than through EfVET.



We would like [to get in touch](#) with schools, colleges and other education facilities to meet up and see if we can join in a partnership for exchanging ideas and experiences in this quite new field of education methods. We are also in touch with academic partners and businesses that can take roles as mentors and researchers.

Photo- Nome Vocational College teachers at a research conference on virtual reality in education.

From the left: Mr Vegar Koslung – teacher in electronics, Mr Arne Martin Hansen-Krone (with those VR glasses – dept manager hairdressing and technical production), Mr Finn Ødegård (pedagogisk leder for campus Lunde), Ms Gro Rantala (dept manager for technical engineering (anleggsteknikk), health care and electronics (elektrikerfag)

NEW MEMBERS

Welcome to EfVET Network!



International Vocational, Technical and Entrepreneurship College (IVTEC) Ajase-Ipo, Kwara State Nigeria, www.ivtec.edu.ng



The mission of the International Vocational, Technical and Entrepreneurship College is to provide market-driven skilled manpower needed at all levels of the Nigerian economy, promote the social and economic well-being of the disadvantaged and underserved persons, while engendering a robust, globally competitive national economy. This mission is achieved through strategic funding and collaborative public-private partnership (PPP) model and a well-rounded curriculum and hands-on delivery method emphasizing theoretical rigour, industrial training and the latest technology, within a transformative, state-of-the-art learning environment.

BBS Buxtehude, Buxtehude, Germany www.bbs-buxtehude.de

The BBS Buxtehude is a regional training center. Its key areas of curriculum provision include studies in business, economy, technology for example automation technology, mechatronics, electronics, metal, automotive, housekeeping, care assistants. They would like to establish relationships with other European vocational schools and a company's active in training apprentices. Goal: finding partners for international work placements and a cooperation in shared projects.



Scuola Centrale Formazione, Mestre (VE), Italy www.scformazione.org



SCF was founded in 1975, it is a no-profit organisation joining together 46 organisations managing 100 VET centres distributed in 11 regions in the North, Centre and South of Italy. SCF works to offer a representative support and a coordinating action to all associates, with a specific interest on methodologies, evaluation, innovation and transfer of best practices. SCF is recognised as National VET provider up to the standards of the Ministry of Labour and has also obtained recently the Erasmus Chart of Mobility.

Finance & Banking - Organisational and HR Development Association (Effebe Association), Rome, Italy www.asseffebi.eu

Non-profit Association involved in the management and development of HR and organizational models mainly for the banking & financial Sector.



NEW MEMBERS



ECI- European Business School Baden -Kurpfalz, Karlsruhe, Germany www.eci-europe.eu/eci-european-business-school/

The ECI is a facility for professional development. Students can obtain the professional further education qualifications "European Business Economist (ECI)", "Certified Business Economist (ECI)" or "Health Economist (ECI)".

Karaliaus Mindaugo profesinio mokymo centras, Kaunas, Lithuania, www.kaupa.lt

King Mindaugas Vocational Training Center is one of the largest vocational education institutions in Lithuania. Over the course of more than 80 years of operation, we have earned the name of a competent and reliable educational institution. The key areas of curriculum provision are Vocational training, adult education, secondary education, early childhood education.



Srednja šola za gostinstvo in turizem Maribor, Maribor Slovenia www.ssgt-mb.si

Catering activity takes an important part in the development of the Slovenian economy and Maribor has a long and important tradition with regards of tourism, hospitality and cooking. The development conditions in the Styrian capital have already dictated the need for educated, professionally trained catering and tourism workers.

AIP Language Institute Valencia, Spain, www.spanishinvalencia.com

AIPP stand for "Advisers for International Programs in Spain", meaning that they offer solutions in the shape of holistic approaches for those educational institutions or individuals wishing to come to Spain to experience a perfect mix of cultural immersion and language learning. Their mission is to provide a high-quality cultural immersion experience together with dynamic Spanish language teaching.



Nome Vocational College, Ulefoss, Norway www.nome.vgs.no

Nome vgs. is a vocational college/school for youth mainly aged 15 to 18. We offer a 2-year education in the following areas: Industrial and technological, Healthcare, Electrical work, Building and construction, Design and craft and Agriculture and forestry.

1 Vocational School of Katoachaia, Greece, www.epalka.eu/wp

The EPA Kato Achaia is based in the city of Kato Achaia and more specifically in the Extended Municipality of Western Achaia. It is located in an extensive rural area and is the only professional high school. The school offers Vocational Education in the following areas: Agriculture, Food & Environment, Computer Science, Administration & Economy, Mechanical Engineering, Electrical Engineering, Electronics & Automation among others.



Fondazione Maddalena di Canossa, Bergamo, Italy www.fmdc.it

The Maddalena di Canossa Foundation is a non-profit organization made up of a group of parents with the desire to continue the educational and training activity that the Canossian Mothers carried out in Bergamo for over 130 years with the management of the Maria Immacolata Educational Institute. Since 1997 Fondazione Maddalena di Canossa has expanded its range of activities by actively engaging in the field of Vocational Training, intending thereby to provide a concrete response to the training needs of a broader population and proposing itself as an educational work in the broad sense. consider all the aspects that contribute to creating the life project of the person who is forming.



SOCIAL INCLUSION

LikeHome portal e-tools to support newly arrived migrants



Alicia Gaban

EfVET Communications Officer

The LikeHome portal is connecting all e-tools, which assist newly arrived migrants or refugees as well as host countries in the assessment of prior learning levels of migrants.

The Erasmus+ funded Project LikeHome works for the European economy by supporting the integration of newly arrived migrants and refugees into the EU labour market and the education system. The objective shall be reached by providing several measures including the adaptation of best practices from all over the world and the development of the LikeHome e-portfolio, the LikeHome e-assessment and the LikeHome database.

e-portfolio

The **LikeHome e-portfolio** is a profile sharing network on the basis of an online-portfolio software (Mahara). Migrants will be able to upload a picture, their CV and their personal profile. The LikeHome e-portfolio is directly connected to the LikeHome e-assessment, therefore it is also possible to upload their LikeHome record of achievement, which they will generate by completing the online-tests (e-assessment) on their portfolio.

e-assessment

The **LikeHome e-assessment** enables migrants to assess their skills in an online test based on self-reflection. In the course of the project the LikeHome team defined the most important skills related to a successful integration in the labour market of your host country. The following eight areas have been identified.

After completing the activities, migrants will get the LikeHome record of achievement, which is a pdf document that illustrates your skill level in the fields below.

- Literacy Skills
- Willingness to learn
- Language Skills
- Digital Skills
- Creativity
- Social and Civic Responsibility
- Sense of Initiative
- Cultural Awareness

Country education profiles database

The **LikeHome country educational profiles database** allows migrants to find and compare information regarding the education, training and certification system of different countries and depending on their EQF levels. In this way, it is also possible to understand the educational levels of all titles offered by the different organisations. It also includes contact information about several educational organisations. Information included in the database covers the following countries:

- Greece
- Italy
- Spain
- Sweden
- Germany
- Austria
- Belgium
- Syria
- Albania



Sexual Diversity in Social Domain Vocational Training



Peter Dankmeijer

Project Coordinator / director of GALE

The SENSE-project: Sexual Diversity in Social Domain Vocational Training was granted by the Dutch Erasmus+ authority to a partnership of GALE (Global Alliance for LGBT Education, Netherlands), Villa Montesca (Italy), CESIE (Italy), DEFOIN (Spain), EUROTraining (Greece), ROC of Amsterdam (Netherlands) and EFVET (European Forum of Technical and Vocational Education and Training). The project will run from January 2019 until December 2020.

The goal of this project is to improve job opportunities of VET students in the social domain by improving their skills to deal with diversity in general and with sexual diversity (=lesbian, gay, bisexual, transgender and intersex issues, LGBTI) specifically. For VET teachers we aim to improve their skills to educate students on this. For VET managers we aim that they include sexual diversity in the curriculum and school policy.

Why we focus on sexual diversity in vocational training Research (2014, Netherlands) found that between 15 and 30% of the students were negative towards LGBTI clients. Teachers find it difficult to deal with students who bring a street culture into the school (Redde et al, 2009). Their macho and rude behavior is not in line with VET competence profiles. Sexual diversity is less visible than religious and cultural diversity because LGBTI students can choose to hide it (Goffman, 1963). Because of this, teachers may even lack basic knowledge and willingness in this area (FRA, 2016). VET teachers in the Netherlands expressed a high need to be trained, but also uncertainty about how raise the topic (Dankmeijer, 2014). Current competence profiles of VET students commonly do not explicitly include diversity skills but only generic client friendliness. The influx of non-tolerant social sector practitioners is already visible in the Netherlands: LGBTI elderly people are forced to go back in the closet when they make use of social services (Leyerzapf, 2013).

What we develop: The project is based on 7 years of research and development in the Netherlands. In this period, a method has been developed that has been evaluated by the Radboud University and found to be effective. In this project we redevelop the method to be even more “owned” by VET providers themselves and to adapt it to situations in different countries. There will be five main products of the project: 1. Trigger Technology: A manual on how to choose and develop “triggers” to facilitate dialogue with VET students on sexual diversity. We are thinking of developing short theatre plays for students, with an educational debriefing afterwards. But triggers can also be other forms of art like movies or a series of rap songs. 2. Teacher training: manuals for teacher trainers and VET teachers on how educate and support students. 3. Spiral Curriculum Consultancy: A manual to support VET teachers and managers to develop a sustainable spiral curriculum. 4. A Competence Framework: for VET students and teachers on how to deal with sexual diversity within the larger context of diversity competences will have been developed and the way has been prepared to include such competences in formal qualification frameworks.

We offer: a needs assessment of how your students view sexual diversity; a free training for teachers (one day); free coaching to help you implement a tailor-made spiral curriculum on social skills, diversity and LGBTI-inclusion travel and accommodation for the participants in international exchange meetings.

We require: that participating schools are committed to combat bullying and exclusion and support that students should learn diversity skills which include sexual diversity to take care of the logistic planning of the training, visitation and participation in exchanges that in between the exchanges, some staff and students offer feedback on the products we develop in the project.



VET4ALL: Inclusive Work-based learning



Stela Stancheva
EfVET Project Manager

EfVET took part in the first partners' meeting of VET4ALL - "Professional Development of VET Tutors & Trainers to enhance social inclusion in WBL" Erasmus+ KA2 project, which was hosted by the project promoter and partner Reattiva and took place on 4th and 5th December in Campobasso, Italy.

This 22-months project is coordinated by a VET school in tourism sector, Bulgaria. The other partners are Centro SanViator, an EfVET member from the Basque Country, a Special VET School from Romania and Hermes Corporation from Malta.

Presentation of countries desk research about WBL for people with disabilities and special needs

During the kick-off meeting all partners have presented the results of the initial desk research about the specifics of the VET education and labour market inclusion of people with disabilities and special needs, as well as some good practices of social inclusion of students and young people from this risk group. The research shows that while in the Basque country and Bulgaria the legislation about access to VET schools and colleges is already inclusive, the case of Romania and Belgium is quite different: the students with special needs study in special schools. In terms of labour market integration, the legislation in Belgium and the Basque Country provides for 3% and 2% quota of jobs for people with disabilities in certain organisations, such as public administration offices(BE) or employers' incentives(both for the public and private sector). The amendments in the Bulgarian Act for people with disabilities(under preparation), suggest similar measures: hiring at least one person with disabilities in organisations with staff from 50 to 99 FTE,

and at least 2% for organisations with 100 and more FTE employees.

Good examples of promoting inclusive labour market

Some good examples of promoting labour market inclusion are the sheltered employment and the [European Youth Guarantee Fund](#), organizing dedicated [Job Fairs](#), or even changing centuries old traditions and rules. The later was done earlier this year by University of Cambridge to allow a Bulgarian student to certify her English language knowledge and have the opportunity to study abroad and eventually become a film producer.

The [Molise Region Minister](#) and the [Director for Education and Training](#) paid a special attention to the objectives of VET4ALL and have expressed their support to all partners. In addition, they have invited Reattiva to present the project in the end of March 2019, in Campobasso, during the [Regional Job Fair for people at risk of exclusion](#).

Next steps

The next task for the partners, before the second meeting in April 2019 in Malta, is to organize focus group discussions about the challenges teachers and trainers face when working with students with special needs and to compile a Guide, to be shared with other practitioners, via the project website (available in due course).



ICARO International Training in Hamburg



Alicia Gaban

EfVET Communications Officer

ICARO International Training took place from the 12 to the 16 of November at the Hamburger Volkshochschule (Hamburg). This training programme counted with the participation of five selected volunteers. The volunteers were adult educators or counsellor guides and were selected by the national partners in their home countries (Servicio Regional de Empleo y Formacion de Murcia; KEK Tehnikes Sholes Epimelitriou Irakleiou; Socialiniu Inovaciju Fondas and Hamburger Volkshochschule).

The International Training aimed to train adult educators on soft-skills and receive feedback from ICARO training platform that will be used by them to orient unemployed adult learners on soft-skills. The five days-training were led by professionals of the Hamburger Volkshochschule in order to tackle the following issues:

- Existing good practices
- On line teaching environments and tools
- Explanation on different training modules to be delivered later with unemployed adult learners.
- Practical tests among peers on different potential situations that may appear during the training with adult learners.
- Workshop activities, debates, round table discussions, exercises and practical activities, case studies presentation and examples of good practice

ICARO International Training

Hamburger Volkshochschule organized the learning materials as follows, read what participants learnt each day:

• Monday

Trainers get to know their different skills and competences. According to the trainers the main advice is to change teachers and counsellors' attitude, as could be crucial when dealing with the target group: unemployed adult learners, but also for them when looking for a new job opportunity.

• Tuesday

A role game was organised with met cards in order to develop a six steps goal mapping. The aim of the meta cards was to identify the barriers or obstacles that the target group can encounter and support them to improve their confidence.

• Wednesday

Volunteers learn on that day, that even if each country has different resources but same problems can be encounter in different countries. With true collaboration, thanks to ICARO, it's possible to make it.

• Thursday

No matter where your career will guide you, you should keep learning and improving your skills for the future.

• Friday

Finally, GRETA competence circle was presented by Hamburger Volkshochschule. This system is developed by all mayor umbrella organisations of Adult Education in Germany with the view to bring that on the EU-level. GRETA in Innovative and Improvement + Competence and Commitment + Assessment, Attitude + Reflection Rolling = Optimistic Outcomes.



Schools 4.0: are we ready for 21st Century?



Alicia Gaban

EfVET Communications Officer

The Schools 4.0 VET Education in innovation is a new partnership Project coordinated by Amar Terra Verde Lda (Portugal), and count as partners with Insignare – associação de ensino e formação (Portugal), Kentro dia Viou Mithisis “Diavima” (Greece), Escola profissional do comercio, escitorios e servicios do Porto- Associacao Raul Doria (Portugal), Køge Business College (Denmark), EPRM, Escola Profissional de Rio Maior (Portugal) and EfVET. The Project will run from September 2018 to August 2021.

The goal of this Project is to contribute to the change of national and European policies at the education level and in all vocationally-oriented schools throughout Europe, with a proven pedagogical tool that will allow them, within their autonomy and their educational project, to be aware of and better prepared to make their school, with their teachers and students, a school facing the challenges of the 21st century”.

The kick-off meeting took place on the last week of November hosted by EfVET in Brussels. As explained by the project coordinator, “Schools 4.0 – Innovation in Vocational Education”, was born from a set of 5 vocational schools belonging to the Network of Schools with Vocational Education guided by researchers from the department of CEDH – Center for Human Development Studies that, informally, organized reflection meetings on the paradigm shifts that must exist in vocational education in order to prepare young people to meet the challenges of the [21st century and whose items are outlined in the 2020 Strategy](#). These Reflection Works have given rise to concerns and proposals aiming solutions that should be tested and which were shared with some international partners (the case of Denmark and Greece), and it was concluded that there was a need to draw

up a verifiable document, above all transferable, and that most vocational schools in Europe could adopt with a success guarantee concerning the change.

What we develop

The activities will be distributed fairly to the various partners in order to define the learning outcomes to be achieved and, as well, the tools for their implementation and consequent evaluation, so that they can be theorized, be discussed and approved at the scheduled transnational meetings, including a training course in real work context on the application of digital tools in new learning environments, so that they meet the profile of the student of XXI century.

The presentation of an Intellectual Output “A Pedagogical Innovation Framework for Vocational Education of Sec. XXI” will be conducted by two UCP researchers, experts in education and training, according to the CV attached to this application.

In view of the importance of this matter, converted for immediate application in the real context of work, it is expected that a framework will be created to rethink pedagogical practices and identify the changes to be introduced in order to move from a nineteenth-century school to a twenty-first century “School 4.0” capable of responding to the current challenges of Vocational Education at European level.



EAPPREN Project Final Conference



Stela Stancheva

EfVET Project Manager

The three-years Erasmus+ project Capacity Building for Intermediary Organisations through e-learning (EAPPREN) has come to its end.

Partners from Greece, Latvia, Bulgaria, Cyprus, Poland, Slovenia, Spain and EfVET met between 22nd and 24th November in Patras, Greece to present the final results from the on-line training of intermediary organisations (federations of industries, chambers of commerce, business support organisations) and the matching tool for connecting apprentices with companies.

'In today's world qualified Apprentices will make Industries and all business enterprises more competitive.

This project is aimed primarily toward those countries where the Apprenticeship framework is in the early stages of development and we are confident it will assist in our capacity to move forward' declared, Kotsonis, General Director of The Federation of Enterprises and Industries of the Peloponnese and Western Greece.

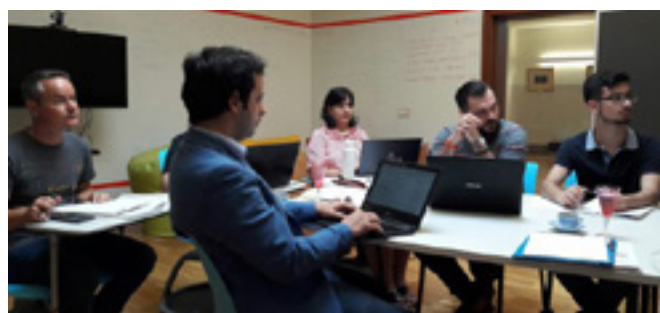
The meeting and the conference have been hosted by EfVET member Federation of Enterprises and Industries of the Peloponnese and Western Greece, which this year is celebrating its 100 anniversary.

The project outputs are the tools, which the partners have developed in order to increase the quality and the quantity of apprenticeship in Europe, with a particular geographical focus in East and South-East Europe.



These can be accessed via the project [website](#).

SWIRL- Student Work experience In Real Life



Stela Stancheva

EfVET Project Manager

The SWIRL- Student Work experience In Real Life Erasmus+ Project Meeting took place in Aveiro, Portugal on 27th and 28th September 2018.

The host, Escola Secundária José Estevão, presented some student projects and employers working with the school in organizing short-term assignments for students in order to let them have real life experience on the job placement. The school management is a member of the local Council for Education in Aveiro and is engaging parents, business owners and intermediary organisations for collecting and matching the business requests for assignments with the school offer of students with relevant interests and skills.

Business-school cooperation

A study visit to Lusogolfe, Lda company has demonstrated the business-school cooperation is providing real life experience for the students and helping them develop skills like time management, responsibility, team-work, respect for others (especially to older people and people with disabilities).

The meeting has been an opportunity to reflect on the one-year progress in research and design work for all expected project outputs and to plan the next steps.

If your school has good examples of cooperation with business or non-profit organisations in providing short-term assignments to students, please contact EfVET central office by sending short description and web-links in an e-mail.



www.studentinitiated.eu



Co-funded by the
Erasmus+ Programme
of the European Union

**We wish to all EfVET Members a
Merry Christmas and Happy New Year!**

**EfVET will keep looking after the Future of VET
in 2019!**





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