31ST EFVET ANNUAL CONFERENCE 2022

THE FUTURE SKILLS REVOLUTION FOR VET AND CVET IN EUROPE

Roundtables
26th-29th October 2022
Hotel Scandic // Kuopio, Finland

#EfVET22
About Roundtables

31st EFVET ANNUAL CONFERENCE 2022
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Conference offers European project partners the opportunity to disseminate progress, results and products of their Transnational Transfer of Innovation, Development of Innovation and other European initiatives - a key to successful valorization of project outcomes and sustainability.

This is the opportunity for conference delegates to learn about interesting initiatives, colleges and projects promoted by EFVET members.
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1. International competencies:
   learning outcomes of internationalisation
   for students & teachers

Nuffic is the Dutch organisation for internationalisation in education. From primary and secondary education to vocational and higher education, research and adult education. Internationalisation is not a purpose in itself. It is a means to prepare students for learning, living and working in an intercultural society and an international labour market. For which we believe you need international competencies. Our ambition is for all pupils and students to have the opportunity to acquire international competencies, whether at home or abroad. In 2020, Nuffic developed a model which provides insight in possible learning outcomes of internationalisation activities, abroad and at home.

However, it is equally important for education staff to acquire international competencies. Both for their own professional development, as well as to help them guide their students in attaining international competencies. Therefore, we’ve developed a new model that reflects possible learning outcomes of internationalisation for teachers and staff.

Both models will be presented during our proposed presentation. Additionally, we would dive into the roles of teachers in students’ development of international competencies.

College/Organisation: Nuffic
Presenters: Gabriela van Staden and Jette Thönissen
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Project website: www.nuffic.nl/sites/default/files/2020-08/international-competence.pdf
2. Discover the most exciting learning community in Europa: eTwinning

Discover the most exciting learning community in Europa: eTwinning. A free international experience for every student.

The initiative ‘eTwinning opened doors for more than 1 million teachers across Europe. Over 17 years ago eTwinning was one of the first free online tools to make exclusively online international collaboration possible. Today eTwinning is a strong community of teachers in Europe and beyond where teachers and students continue to learn and grow everyday it offers a solution for ALL your students to gain an international experience and work on their intercultural skills. For free and without travelling.

We believe that all students deserve the chance to explore the world around them, without the possible limitations of having to travel. To meet their peers from other countries, communicate, learn new languages, and gain new perspectives. This inclusive form of internationalization at home (within the borders of your own classroom), allows every student to gain the skills they need not only for their future profession, but also for the future world.

eTwinning is also a great way to develop your own international skills and network as a VET teacher. These skills are also part of being a futureproof teacher. To ‘practise what you preach’ and never stop learning. Through eTwinning teachers have given a new impulse to their work, expanded their international network and learned new pedagogical practices.

During this round table meeting we will show various practical examples of how you set up an eTwinning collaboration and show what the impact of such projects are. We will provide tips on how to start your own virtual collaboration and basically show you right away how to use eTwinning.

3. GIVE Governance for Inclusive Vocational Excellence

Centres of Vocational Excellence (CoVEs) offer specialist training and support for employers and learners in defined vocational areas and developing into an important component of EU vocational education and training policy. CoVEs networks reflect national and regional economic priorities and vary in their sector coverage. They aim to provide quality vocational skills, diffusion of innovation, support entrepreneurial activities and knowledge and innovation hubs for companies, while working with centres in other countries.

The VET sector needs a comprehensive initiative that plays a key role in supporting the implementation of the policy objectives, priorities and action to upskilling and reskilling the workforce by pooling efforts and setting up partnership supporting digital and green transitions.

GIVE project focused on the project’s scope: the possibility of joining VET excellence and inclusiveness as a crucial challenge for the future. The baseline for GIVE activities are the several inclusive VET excellence models that are already being implemented by a number of VET centers in Europe, which are addressing integral human development (that include professional, transversal and coping skills), as a more substantial VET excellence. Thus, GIVE aims to work on the specific capabilities of people and empower them through training, activities and support using management and leadership approaches so they are able to cope with the challenges of the XXI century.

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Project website: www.etwinning.nl

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4. Learning through Gameplaying - HABILITAS

One of the current needs of the labour market in what qualified staff is concerned is the sector of Personal Caregiver/Geriatrics. The objective of this Project is to help transform groups of social and economic disadvantage (SEN and/or with learning difficulties students) into autonomous, useful people by providing a full range of innovative, appropriate and accessible Personal Care Assistance/Geriatrics education resources that can also be easily used in e-learning approach and to promote social inclusion and employability.

The partnership will thus develop: Resources: a suite of appropriate learning resources that build literacy and technical competencies related to the Sector of Personal Caregivers / Geriatrics Technician in 4 main areas: Diet & Nutrition; Basic health care; Community and social intervention; Animation activities - for the SEN or/and Learning Difficulties VET students, to include:

- A set of 25 microlearning courses/curricula with a gamification strategy dealing with the above mentioned Geriatrics main areas, for the development of competencies in the respective professional area. It will include the e-curriculum, e-guidelines and e-contents (mainly e-presentations of easy understanding for each learning unit, according to the target group specificities).
- A collection of 25 themed tutorial videos for each selected theme, will be produced and uploaded in Youtube
- A compendium of 25 inclusive web-quest challenge-based educational resources, (4-6) for each selected theme; they will support IO1.
- A Bespoke Platform with a gamification methodology based on objectives and learning results achievement. It will contain at least the same number of games as the number of micro-learning courses and will support IO1. It will be also developed and populated with all the innovative learning resources mentioned in the previous outputs.

A short-training event for teachers/trainers, especially focused on micro-learning methodology, gamification strategies and WebQuests. All resources developed will be in online formats in 5 partner languages.

College/Organisation: AEVA - Escola Profissional de Aveiro
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Project website: habilitas.aeva.eu

5. Virtual Reality - piloting in Vocational Education and Training

Join us to hear about outcomes of piloting Virtual Reality in general, and specifically in English communication! We will share with you some challenges and solutions, some assignments, and inform you of any upcoming events the partnership may arrange on the use of VR in teaching and learning.

College/Organisation: Keski-Uudenmaan koulutuskuntayhtymä Keuda
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Project website: www.vrinvet.eu
6. Assessing Digital Maturity in Colleges - ADMIC

Digital transformation could be defined as “anything from IT modernization (for example, cloud computing), to digital optimization and the invention of new digital business models. The Global Edtech Landscape 3.0 report states that “schools, colleges, universities and institutions are now enterprises with increasingly complex and sophisticated needs”. Furthermore, “this area of transformation supports the management of the three dimensions of education as an operational business: the institution itself, students and staff”. EU VET institutions face challenges in developing approaches to deliver quality and inclusive education through virtual means, whilst ensuring support for learners, staff and trainers is in place to help them adapt to online/distance learning.

This breakout session will explore how VET colleges assess their digital maturity and use this to accelerate digital transformation. Participants will work towards the following goal: What are the strategic implications for VET colleges in accelerating digital transformation and how will it shape the future of work, specifically in the design, delivery and management of VET provision at all levels. In groups, participants will be asked to consider Digital Strategy & Leadership, Digital Culture, Digital Skills and Capabilities, Data and Decision Making and Developing Ecosystems and their role in creating and delivering Digital Value.

College/Organisation: Gradia
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Project website: admic.eu

7. European Business Behaviour and Democracy

We have developed the EBBD portfolio in three Erasmus+ projects. The last project EBBD Prime ended this this and we would like to introduce the renewed and updated portfolio for interested colleges.

EBBD provides students and adult learners with an economic focus options to acquire additional qualifications in the fields of Economy, Europe and Mobility. These competences form a homogeneous standard across Europe. Thus, EBBD is a label of excellence which is based on national/regional curricula but goes beyond.

Besides the economic nucleus of the qualification transversal skills based on European frameworks for digitalisation, entrepreneurship and life-long learning are an essential part of the profile.

As a consequence, the introduction of the EBBD leads to an added value not only for the graduates, but also for the economy and the participating educational institutions. It enhances the development of a European Education Area in general.

College/Organisation: Business College Helsinki
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Project website: ebbd.eu
8. Think and act like an entrepreneur - a practical recipe to boost the entrepreneur skills with a tasty mixture of General Knowledge, Economics and English - cheers!

Personal initiative and entrepreneurial thinking and action are essential for young people who want to help shape the economy and society of tomorrow (https://www.udh-ch.ch). Both can be trained and learned. At present, however, the subject of “entrepreneurial thinking and action” is given too little attention at vocational schools in Switzerland. We would like to change that. As part of the pilot project “Entrepreneurial Thinking and Acting at Vocational Schools in Switzerland - Economic, Social and Ethical Dimensions”, we are currently testing the implementation of the myidea.ch program as part of general education classes (ABU). The link with vocational education is planned in the extended program myidea professional.

At GBS St.Gallen, we are bringing together content from entrepreneurship, business and general education classes in a pilot project. At the same time, we train the English language by carrying out teaching sequences using CLIL (Content and Language Integrated Learning). The contact with start up founders is a motivating element of this semester. Afterwards, the students deepen the skills they have learned during eight weeks of supervised, self-organized in-depth work. To this end, they implement their own project ideas or work on the solution to a problem.

Summary of the presentation (german):


College/Organisation: GBS St.Gallen
Presenters: Jürg Peiffer and Daniel Kehl
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Project website: www.myidea.ch
www.techpreneurs.ch
www.gbssg.ch/blog/blogdetail/lernende-schnuppern-start-up-luft.html
9. DOCE (Digital & Online Creativity Education)

The current COVID-19 crisis has accelerated the need for modernisation and digital transformation of education and training across Europe. While many institutions are well resourced and have considerable knowledge and experience in providing effective remote/online teaching and learning to students, others are not so fortunate. During this global crisis educators have found themselves having to adapt and learn very quickly in ‘real time’ how to plan and deliver an engaging and inclusive curriculum ‘remotely’, while simultaneously helping their students adapt to the huge change in how they acquire new knowledge and skills.

The goal of this 18-month project was to advance and reinforce the ability of teachers in vocational education and training institutions to develop and deliver effective, high quality, inclusive digital education within the creative sector and beyond.

Was the project successful and what were the highlights and challenges during the implementation of this project?

This is an opportunity to learn about the results and implementation of this project but also to find partners in this field of education.

College/Organisation: Grafisch Lyceum Rotterdam
Presenter: Sjoerd Wanrooij
Contact: wanrooij@glr.nl
Project website: www.doce-project.eu

10. CS-21 “21st century skills for the creative industry education”

In this project, the partners aim to define the most relevant 21st century skills for the creative industry education, by analysing the gap between industry needs and educational (VET) offerings.

Subsequently they aim to bring these skills into VET education by proposing it as an integrated part of the vocational education and the creative design process. To do so, the project will organize training weeks where vocational teachers will receive professionalization regarding the relevant 21st century skills and will immediately apply these by coaching international student projects. This way, the teachers will receive knowledge and build up experience at the same time, so they can act as ‘ambassadors’ towards their colleagues at home. In the meantime, practical tools and exercises will be tested on the spot, and experiences will be exchanged regarding the implementation of these programs and tools at the home institutions. The overall objective will be the professionalization of the participating teachers as well as their peers at home, and the implementation of the 21st century skills in the strategic agendas of the schools, and, via international networks like EGIN and the IC, also in other schools.

Is the project successful so far and what were the highlights and challenges during the implementation of this project? This is an opportunity to learn about the results and implementation of this project but also to find partners in this field of education.

College/Organisation: Grafisch Lyceum Rotterdam
Presenter: Sjoerd Wanrooij
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Project website: www.cs-21.eu
11. Supporting Alliance for African Mobility -SAAM

Utilising an already-existing network of professional training centres, non-formal training organisations, NGOs and European umbrella organisations, SAAM aims to support the mobility of VET teachers across a range of disciplines. This alliance targets the development of new curricula, methodologies, technologies and management, as well as supports training job-shadowing and knowledge acquisition on internationalisation, transparency tools and educational pathways.

The "Supporting Alliance for African Mobility" will create a VET network based on peer-to-peer connections between VET centres in Africa and Europe in order to obtain successful results, provide a bigger impact and create real and prosperous connections. EU staff from VET centres travel to Africa in mixed groups of teachers and staff from different EU countries.

The African hosting VET centres organise a two-week job-shadowing period where the EU teachers have the chance to observe, study and understand the VET system in their hosting country.

The EU staff gather information during their job shadowing period in African System, a specific overview of the VET system in each African country, and a list of recommendations to fill the gap between the European and the African VET systems, by highlighting the good practices observed that can nourish the European education.

The report and conclusion will be based on the EQAVET framework and indicators.

12. CESAR – Circular Economy Skills And Awareness Raising

CESAR– CIRCULAR ECONOMY SKILLS AND AWARENESS RAISING is an Erasmus+ Key Action 2 - Cooperation among organisations and institutions – project, composed of 7 partners, from 5 different countries (Finland, Germany, Italy, Portugal and Spain) with a shared commitment to raising awareness of the Circular Economy among the academic and training communities.

Circular Economy is an economic model based on the reduction, reuse, recovery and recycling of materials and energy, replacing the end-of-life concept of the linear economy, with new circular flows of reuse, restoration and renewal, in an integrated and sustainable process, materialized through the coordination of production and consumption systems in closed circuits. It is also part of the modernization and transformation needed for the EU to become the world’s first major economy to go climate neutral by 2050, as per the long-term strategy put forward by the Commission in November 2018.

Furthermore, the EC is currently reflecting on which steps are now needed to make Europe more sustainable. This transition has the potential for the creation of a wide diversity of job typologies, but for that, is necessary re-skill the actual and future workforce, aligning it with the needs and challenges of this new economic model, where different types of circular activities require different skillsets.

So, education, awareness raising and training are fundamental elements for this move towards a Circular Economy, and the schools have a major role in it. The teacher profession is also considered an indirect circular job due to its contribution on educating the future consumers and workforce on the circular economy. Teaching can be considered as an indirect circular job due to its contribution on educating the future consumers and workforce on the circular economy.

Within this context, CESAR project aims to:

- Raise awareness on circular economy;
- Enhance the power and benefits of circular economy;
- Promote awareness among teachers and students on greener methodologies and approaches;
- Establish students’ initiatives to investigate local and regional problems that require sustainable and/or circular solutions,
• Enhance the students’ skills for circular economy, helping to prepare the future workforce for the transition challenges from the linear to the circular economy. In order to achieve this, the partnership designed and developed a set of educational and training materials that can be used by the teachers on the VET (and other schools) courses to promote the awareness raising and skills development of the students on CE subjects.

The project will produce:
1. A Set of Educational Materials for Awareness Raising in Circular Economy.
3. The Programme of a Course in Circular Economy for VET students that can be used by schools in curricular units, within the scope of their curricular flexibility and autonomy.

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13. GreenVETnet

New European Network for the Green Skills in Vocational Education and Training is ERASMUS+ project consisting of co-operation between 9 partners from 8 countries. Savo Consortium for Education is the coordinator of the project.

We work on the overall development objective to further mainstream the integration of sustainability aspects in VET by enhancing the competences of staff involved in VET on sustainable development. One of the key questions is how, practically, education and training, and skills can develop and support the green transition. Our focus is to identify core green skills that should be incorporated in VET programmes. We use the Green Comp (the European sustainability competence framework) as a common framework to identify the core green skills of different sectors.

Project establishes a methodology for educators’ skills training in some of the key sectors that come with the greatest opportunity for growth of green jobs. Key sectors are hospitality management and tourism, business and administration, logistics/transport and construction sector with the goal to enhance the VET educator’s skills and knowledge on sustainability potentials of their own field. In-depth studying of green skills and building future will be emphasised in Learning, Teaching and Training Activities (LTTAs) of the key sectors end invited VET teachers or staff.

The project portal is a platform for peer-learning, exchange of experiences and know-how. It helps VET staff to identify the best practices on how VET can act as a bridge to the sustainable development of working life and support the green transition. Also, there will be events in each participative countries to spread the knowledge of curriculum planning incorporating green skills on November 2023.

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Duration of the project is 01.01.2022 - 31.12.2023

College/Organisation: Savo Consortium for Education
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Project website: greenvetnet.eu
14. TELEGROW Enhancing the Teleworking Digital Skills for the Middle-aged employees

TELEGROW project aims to equip VET Trainers and providers with necessary knowledge and tools in order to (re)train and upskill employees aged 50+ and help them work efficiently from home.

Before COVID-19, teleworking was adopted by very few countries and in very few sectors and thus a great number of employees lacked experience in remote working with a low digital expertise. Employees aged over 50+ tend to have fewer ICT and digital skills than younger employees and face more challenges in terms of acquiring new digital knowledge. The TeleGrow project aims to deliver a useful training tool to help employees aged +50 develop their digital skills and adapt effectively in the new reality of remote working. The project will focus on the provision of relevant VET skills in two groups:

- VET Trainers
- VET learners

VET Trainers will be able to implement new training courses digitally centered and working practices that better answer today’s economic and societal and educational challenges. VET learners in the age group of 50+, will be encouraged to teleworking condition by equipping them with the necessary hard and soft skills to involve themselves as deeply as possible in being a part of this digital transformation.

RESULTS
There will be 4 main results of the TeleGrow project:

- IO1: TeleGrow Interactive Report
  Each partner country will produce a national report regarding teleworking conditions in the national context which will develop an common interactive map on the current state of teleworking in each partner country.

- IO2: How to stay gOLD Training Guide
  A modular training tool Guide with transversal soft skills applied to teleworking focusing on maintaining work-life balance.

- IO3: How to TeleGrow Training Modules
  Creation of the Training Moduar content of the project – a modular training tool with transversal digital hard skills that will equip the older professionals with necessary skills of the digital era and were required by the COVID19 pandemics, making this swift a vital requirement.

- IO4: TeleGrow Hub (e-learning platform)
  The TeleGrowing Hub will be an e-learning platform designed in a dual format: For the VET learners/employees aged 50+, and for the VET providers. There will be also open sources like e-books, video, etc.

College/Organisation: Florida Centre de Formació Coop.V.
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Project website: telegrow.erasmus.site
15. VOXPOP Academy Europe

Bringing young people in Europe together, promoting the exchange of ideas and developing an understanding of other/different opinions is more important than ever. VoxPop is a project financed by Erasmus + Programme (2020-1-NL01-KA226-VET-083133) that is aiming to do just that. With partners in Italy, Romania, Portugal and The Netherlands it has developed a tool called MixUp.

MixUp brings young people online together so that they can exchange ideas and share experiences. It does this by matching students from different countries based on their opinions on topics that are important to them such as racism & discrimination, freedom of speech, and gender equality. The matching, however, is not an agreement on these topics but on the difference of opinion. So that they get in touch with young people that think differently.

This tool is aimed at citizenship education primarily but it can also be used in other circumstances. Development is supported by scientific research of the University of Utrecht.

College/Organisation: AEVA
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16. E+ KA2 European e-Transport Network for VET - ENT4VET

The aim of this project is to narrow the skill gap between electric transport, VET education and labour market needs. This supports the attractiveness of electric vehicles contributing to the EU Green deal.

Project objectives and activities:
• Study the e-transport network of 3 host partners (incl. SWOT analysis).
• Discussion and analysis of possibilities for student & staff ‘e-transport mobilities’.
• LTT activity/training ‘How to improve my networking skills and competences?’
• Studying ‘e-transport best practices’ (teaching materials and methodologies) + Dis-cussion about ‘e-transport FAQ’s + finding answers’ with e-transport work life representatives.
• Participating in one or more meetings where English is used for communication.
• Participating in one or more cultural experiences.

At the roundtable session:
- we would especially like to discuss with you about how to utilise large subject-based networks in general
- we will be presenting the concept Study and Network Event activity that we have developed for knowledge sharing in e-transport field

College/Organisation: Salpaus Further Education and Salesians Sarria
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17. Industry 4.0 and online learning

To succeed in Industry 4.0, educators will be required to radically rethink their models, methods, and offerings to meet the needs of industry and a rapidly changing society. The main goal of vocational education and training is to provide competent workers for companies and support individual opportunities to learn. New technology, via remote and digital learning facilities, offers larger possibilities to learn and study when studying is not bounded to location or time. This is one of the priorities in this project. The aim is to organize learning opportunities for students in vocational education and training by utilizing physical, modern learning equipment in partner organizations and creating virtual learning modules for students and teachers in VET. The concrete objective of the project is to create joint on-line learning course “Sustainable smart manufacturing and solutions”.

College/Organisation: Ylä-Savo Vocational Institute
Presenter: Inkeri Taurula
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Project website: www.vlefactory.eu

18. Time to teach Sustainability together - Sustainability in shared CLASS-rooms (SCLASS)

A group of partners from 6 European countries has developed a website that provides you with inspirational material and collaborative teaching modules based on the Sustainable development Goals. The website also offers you a Teacher’s Guide on how to teach in a virtual classroom with students from another country. It is all free and at your disposal.

The project started November 2020 and will end 31st of October 2022.

Visit the website: https://sclass.eu/ - here you also find the six partner schools and training centers that developed the website and the material (Belgium, Austria, Spain, Italy, Portugal and Denmark (lead).

The main objectives of the SCLASS project have been:
- Develop common teaching modules in sustainability and the UN global development targets across disciplines for the youth group in Europe
- Develop a European tool for teacher partnerships to promote global skills of the youth
- A digital partner resource platform for teaching and teacher-students collaboration

The idea is that you get all the inspiration and tools at our website - and find your partners for a new collaborative project in for instance European School Education Platform or the Facebook page that we will create as well. In these platforms you can announce which of the teaching modules you would like to try out with teachers from other European countries. You find guidelines on the website under ‘Find a partner’.

In this roundtable we would like to invite you into the website and give you a short introduction to the different pages and tools. PLEASE BRING A PHONE so that you can enter the website during the roundtable. We invite you to be active and give feedback and ideas on how we can make the most of the Teaching Modules and the Teacher’s Guide. Tell us how you imagine you can use it in your schools and training centers. What are the challenges but also the added value when it comes to working together in shared, virtual and cross-border classrooms? - we give some of the answers at the website - but we are curious about your inputs.
We are looking forward to meeting you around the table.
Malene Olsgaard from ZBC, Danish Lead Partner of SCLASS

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**College/Organisation:** Zealand Business College (ZBC)
**Presenter:** Malene Olsgaard
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**Project website:** www.sclass.eu

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**19. Training Teachers and Trainers for the 4.0 paradigm - FIT for 4.0**

Fit for 4.0: training trainers and teachers for the 4.0 paradigm” is a three years educational and innovative project (September 2019 – December 2022), which involves 10 partners in 8 European Countries: Italy, Austria, Belgium, Denmark, Finland, Portugal, Sweden, the United Kingdom. They represent a competent and skilled mix of excellent European VET players, in the spirit of providing for a true “strategic partnership”.

Starting from the will of the partners to take up the challenges and invitations proposed by UE in educational field, the priorities of this project are to open education and innovative practices in a digital era and to support the uptake of innovative approaches and digital technologies for teaching and learning. Industry 4.0, digital revolution, smart factories, global interconnection are the keywords describing the present developments of the labour world, and VET can become “the first choice” to live this transformation.

At present, only a few training centres in Europe can exploit necessary equipment and, even more important, most of teachers and trainers are not aware of the dimension of such changes, or are able to exploit the required tools, conceptual and methodological first, rather than technological. Some of them need a clearer picture of the nature, implications and real meaning of the 4.0 paradigm, which is not only "Industry" 4.0 and technology. Therefore, in order to make VET sustainable, this project aim is to update its times and tools, favouring collaboration among teachers/trainers, learners, training providers, companies, social parts, local authorities.

The Massive On-line Open Course (MOOC) delivering the training units for the train-the-trainer programme. It includes exercises, in-depth information, links to open educational resources (OER). All material (video clips, text, drills, quizzes, infographics, examples, web links, etc.) is meant to also provide a base for building further learning activities either face-to-face or for distance learning.

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**College/Organisation:** EFVET
**Presenter:** Valentina Chanina
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**Project website:** www.fitfor4-0.eu
20. SET THE TONE | Gender safety at work

Gender-based violence and harassment at the workplace deprive people of their dignity and represent a threat to equal opportunities and safe working environments. SET THE TONE project has been working on the last 2 years to tackle it by engaging employers and employees in becoming positive players in reporting and countering these phenomena.

We will be presenting you the:
1. Online training, with modules on general knowledge of sexual harassment; norms, concepts, and practice of harassment at the workplace; analysis of language, prejudices, stereotypes biases, and norms that encourage or condone sexual harassment.
2. The European Alliance, that your organisation is also invited to join!

College/Organisation: FORMA.Azione srl
Presenters: Sylvia Liuti & Chiara Palazzetti
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Project website: set-the-tone-project.eu

21. QUANTUM | QUAlity Networks: fine – TUning Monitoring systems for better performances in VET

Which monitoring tools and strategies are in use in your organisation and country to monitor Placement rate of graduates from VET programmes (EQAVET Indicator 5) and the level of utilisation of acquired skills at the workplace (EQAVET Indicator 6)?

With the QUANTUM project we have set up multi-stakeholder quality networks in Italy, Austria, Portugal and Slovakia to improve the capacity of VET systems to plan and deliver quality vocational training and the efficacy of the monitoring and assessment initiatives.

Join us to learn more about the process of setting up the Quality Networks and the tools adopted to foster a common approach among providers, policy makers, employers' representatives, etc.

College/Organisation: FORMA.Azione
Presenters: Chiara Palazzetti & Sylvia Liuti
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Project website: www.quality-networks.eu
22. TRANSVAL-EU | Validation of transversal skills across Europe

Transversal skills are an implicit part of the existing validation and guidance processes.

TRANSVAL-EU is a large-scale experimentation on how to make transversal skills more explicit and to embed the lessons learned in validation and guidance provisions. The project proposes innovative approaches for the validation of transversal skills acquired through non-formal and informal learning (VNFIL), which are being piloted in five countries – Austria, Belgium, Italy, Lithuania and Poland.

By joining this roundtable, you will learn about the Transversal competences framework developed by the project and the many tools mapped across Europe for assessing, certifying and validating such skills.

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23. Excellent Education

No one will wake up one day as a top talent. You have a lot of influence on yourself. But education also plays an important role in promoting excellence. About 5 to 10% of the VET students can achieve considerably more than the current curriculum offers them. Students who want and can get the opportunity to follow extra programs with an added value will reach more than is expected in advance. Excellence programs can act as a catalyst to stimulate students to achieve higher goals. The excellence programs focus not only on cognitive performance, but also on craftsmanship, creativity, entrepreneurship and international competences. With excellence programs, attention will be paid to excellent pupils in VET education and this will have a positive effect on the branding of VET.

The main question is: What is excellent education and how do we offer it to students?

College/Organisation: Køge Business College, Denmark and Jongleren, Spain
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24. Open science technologies Acceleration for a new generation of Student entrepreneurship, Innovation and Sustainable development - OASIS

With the fast-evolving pattern of the market-needs because of revolutionary technologies such as Industry 4.0, AI, robotics and machine learning, a new shift in human resource requirements map is at hand leaving HEIs with an inevitable time-pressing challenge to adjust the learning processes to yield particular competencies that expand way beyond the technical knowledge that has been the focus for many decades.

In addition, there is a significant gap between the learning skills of graduates from the HEIs and what the companies and enterprises want. To alleviate this gap, firstly a Network with OPEN SOURCE professionals (HEIs and enterprises) will be established with HEIs and Companies from the countries originated HEIs. This network will provide feedback on the new state of the art courses that will be developed and taught in Partner Country HEIs to enhance the knowledge, tools and skills of the graduates and increase their attractiveness to enterprises. These courses will incorporate the latest and newest technologies on OPEN SOURCE technologies.

Enterprises will be integrated in the courses by having students solve real-life OPEN SOURCE case studies provided by enterprises, with seminars by OPEN SOURCE professionals and practical placement to promote entrepreneurship. The courses will utilize new pedagogical approaches with interactive exercises, use of videos, social networks, flexible learning path, blended courses etc. to enhance learning capacities. The courses will be available on a virtual learning portal thus providing them also by distance learning and enhancing their accessibility.

The project aims to develop and share support capabilities in the area of open science (OS) to drive the EU’s digital transformation and sustainable development. The project facilitates the adoption of OS technologies in education through practical applications, training, and mentoring activities for the management of real educational and labour oriented problems with an aim to increase openness in intellectual property.

College/Organisation: EFVET
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25. PR.E.S.T.O - Promoting people with disability Transnational mObility

Awareness on social inclusion of people with intellectual disabilities has been increasing thanks to measures and actions adopted at both National and European levels. The EU promotes the active inclusion and full participation of disabled people in society. Giving them the opportunity to do an internship abroad can represent an important chance to enrich their cv and to present themselves with greater determination in the face of potential employers. Unfortunately, due to lack of specific information regarding the mobility of people with disabilities, many VET providers are led to imagine that having people with disabilities involved in a mobility project entails a great deal of extra work and possible complications. At the same time there is a poor connection between the world of VET organisations and that of NGOs focused on people with disabilities, therefore the number of people with ID engaging in a mobility is still very low.

Developing partnerships supporting the setting up and implementation of internationalisation strategies for VET providers. PR.E.S.T.O. puts in place a training and awareness raising strategy useful to pro-mote quality mobility of VET learners with disabilities and to foster VET internationalisation. The partnership will identify, test, and evaluate Guidelines and training tools aimed at enabling VET providers (managers and project designers) to plan and manage quality mobility paths for disabled people and that will facilitate their engagement in international cooperation paths.

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