EfVET offers to 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 valorisation of project outcomes and sustainability.

The “Roundtables” represent an occasion not only for conference delegates to learn about interesting initiatives, colleges, and projects promoted by EfVET members, but also for project promoters to provide more in-depth information to all interested people and discuss future cooperation opportunities.
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The European Business Baccalaureate Diploma (EBBD) equips students and adult learners with the necessary competence to master extensive soft skills and business competence in international environment. It is a proof of excellence and readiness for mobility. EBBB graduates receive a harmonised and accredited European qualification for professions in the field of business administration. The certificate increases the opportunities in the job market.

Within this context the objectives of the EBBB PRIME ERASMUS project are, among others:
- To adapt the EBBB portfolio and make it more flexible and adaptable to different countries (developing modular learning units and creating a new accreditation tool)
- To create close links to the work world
- To inform/counsel students/their parents when choosing educational pathways
- To exchange best practices for high-quality learning experiences and work based learning
- To strengthen the net of EBBB graduates and stakeholders.
The project is funded by European Union Erasmus+ KA3 – Support for Policy Reform Networks and Partnerships of Vocational Education and Training (VET) and involves 4 networks from different parts of Europe: the Finnish network European Pathway, Italian networks ENAC - Ente Nazionale Canossiano and Scuola Centrale Formazione (SCF) and the Spanish network Asociación de Directores de Centros de Formación Profesional PU (IKASLAN).

The project activities are to:

- Strengthen cooperation among VET providers by engaging in mutual learning, peer counselling, and capacity building, aimed at raising the quality and attractiveness of VET provision
- Promote and foster the effective use of EU funding instruments
- Support the implementation and dissemination of relevant EU tools and initiatives in the field of VET, whenever possible in national language(s)
- Involve and reach-out to VET providers that do not yet contribute or benefit from European cooperation
- Contribute to the European Vocational Skills Week
- Support the development of an internationalisation strategy at providers’ level, fostering the mobility of leaders, staff and VET learners, as well as the establishment of cooperation partnerships
- Foster innovative learning of key competences in VET (for example, allow flexibility and adaptability to meet individual learning needs) by adapting programme design and assessment.

REX VET - From a rookie to an expert project focuses on the internationalisation skills of VET staff. There will be training modules to support the internationalisation path from a rookie to an expert as well as open learning badges to show the skills.
Project Pilot PoVE Water aims to contribute to the fundamental change in knowledge behaviour & perception and competences of target groups involved (including water technology sector at regional, national and European level). In additional, it plans to contribute to a transformation in education practice and regional policy:

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

In Europe the Water sector faces several challenges. Besides increasing periods of draught and the transition towards a circular economy, the water sector labour market is dealing with an aging workforce. How can we make sure that the current workforce is keeping up with the rapid innovations of the sector? How can we promote the sector as one of the top sectors for youth to work in?

In Europe, schools and Water Industry representatives joined forces in the project Platform of Vocational Excellence Water. Why? To educate THE water sector professional that our future needs. Environmental aware, agile professionals with highly developed 21st century competences and skills.
The project GIVE aims at designing and developing a European Platform of Centre of Excellence devoted to innovating VET sector for the social inclusion of individuals belonging to disadvantaged group. GIVE focuses in particular on learners with specific characteristics:
- a migration background
- disabilities
- low skills and obsolete qualifications
- a drop-out history
- special learning needs
- difficult socio-economic background

The GIVE project aims at consolidating the activities and practices developed at local level by the partners in terms of inclusion, exploiting their outcomes and impacts of Inclusive Excellence. Addressing similar challenges at local level, a common approach can be traced.

There are 5 areas of practices which partners aim at sharing and empowering, consolidating a general, but flexible, set of innovations for their own contexts as well as European.
1. A learner-centred approach where a tailored (personalised) educational project is planned for every learner.
2. Work-based learning as an effective system of training
3. International Mobility in order to offer all its students, notwithstanding any economic, social or physical disadvantage, the possibility to take part in a mobility project abroad.
5. Theoretical framework, instruction design and training will be based on the experience of experts.
100% funded under the Annual Action Programme 2018 of the Pan-African Programme for a Component of an AU-EU Skills for Youth Employment Programme entitled “EU-AU VET mobility project”.

SAAM is a project to pilot an action of educational mobility in the field of vocational education and training to allow the establishment of mechanisms of implicit exchanges through learning, teaching and capacity building between Africa and Europe.

Objectives:
1. To pilot an action of educational mobility between vocational education and training (VET) entities connecting Africa and Europe.
2. To exchange knowledge, methodologies and good practices among VET centers in Africa and Europe. To get both VET systems closer.
3. To improve capacities, technical and pedagogical skills of VET staff and centers in Africa and Europe through teachers, staff and students exchange linking Africa and Europe.

Three (3) Educational fields involved: Engineering and manufacturing, Tourism and Agriculture. Forty (40) months, more than 600 mobilities between Africa and Europe.
The ESW project aims at supporting the renovation of VET systems in Europe with the ultimate goal of tackling Early School Leaving and increasing the employability of youngsters while fostering their active role in the society.

In order to reach this objective, the project intends to further strengthen the key and technical-professional competences of young people attending the VET pathways, analysing and adapting the English UTC model to the Italian, German, and Spanish context.
SUSCOP – Sustainable Cooking for the Planet is about our future. How can the world provide food of good quality with a growing population? In this project we produce learning materials for future chefs on EQF levels 3 – 6.

Proteins are needed in a balanced diet, but they cost a lot to produce. There are alternatives, both vegetal and animal based, like meal worms and crickets. In our western society more and more people are open to live sustainable and change their eating habits.

Chefs play an important role in the images we have about our likes and dislikes. So the students in our colleges have to understand the importance of their role in changing the eating habits of people in the Western world.

Through the learning materials they will be introduced to the concept of sustainability, the types of alternatives proteins and learn how to cook delicious meals. But also how to deal with the yukka effect.

Furthermore, this development brings opportunities for young entrepreneurs as it is a growing market.
The kiNesis E+ Sport project focuses on the social inclusion of school children from vulnerable target groups through sports. More specifically, this project aims to the cooperation between schools and community-based organisations, as well as in the involvement of intermediary organisations such as local authorities, NGOs and sports clubs. The overall goal of kiNesis project is to train physical education teachers who have not received any training related to the specificities that are included in the management of such vulnerable groups of children.

The project’s main objectives are:
- To promotion of social inclusion of schoolchildren from vulnerable target groups through the use of sports.
- The development of the cooperation between schools and community-based organisations (including sport clubs).
- The development of the skills and competencies of physical education teachers.
- The development of the skills and competencies of intermediary organisations related with the promotion of the cooperation between school and community based organisations.

The outputs of the project are:
- The creation and development of a guidebook of at least 30 best practices, related to the promotion of the connection and networking between schools, sport clubs and the wider community in the field of sports.
- The implementation of training courses for intermediary organisations for the promotion of cooperation in the field of sports and the cooperation between education and non-educational organisations.
- The implementation of training courses aiming at the development of the skills of physical education teachers.
- The kiNesis project Model for community-based cooperation in the field of sports.

The project consortium consists of partners from Cyprus (Eurosuccess Consulting), Greece (coordinator), Slovenia, Lithuania, Austria and Romania.
In line with the most advanced processes in the world of makers, Arduino, 3D printers, digital manufacturing, and 4.0 industry, the project ‘Refitting Machine’ aims to provide high-quality digital skills and encourage entry or return to the workforce. To achieve these goals, the partnership has identified a specific field of intervention: the recovery of obsolete machinery through Arduino.

In specific, the project aims to: a) Promote a high level of employment through the creation of a competent, qualified and adaptable work force; b) Promote the acquisition of skills in science, technology, engineering and mathematics (STEM) field; c) facilitate the acquisition of skills by promoting multiple learning approaches and contexts and d) provide support to all learners, including those in disadvantaged conditions or with specific needs.

The Main Results of the project are:
- Experts Program Toolkit: it will be used to create a training material that provides high quality knowledge and skills needed to modernize existing machineries in order to make them ‘smart’ and more adapted to today’s requirements of the manufacturing industry
- ICT Tool for Competence Assessment: it will evaluate the knowledge and starting skills of the target group, identification of the needs of the specific target groups that need to be addressed in order to provide them with useful skills so that they can enter the world of work
- Gamified E-learning Platform: it will serve as an open education digital platform for the provision of the training material developed throughout the project.

The project consortium consists of partners from Italy (Coordinator), Cyprus, Spain, Greece, and Romania.
Digital tools can provide and support technical expertise, but also enhance and develop non-technical skills: “soft skills”. In this round table we want to present two different projects, which both involves digital tools but for very different use: The Leader project and the Visual Literacy project.

The Visual Literacy project presents online courses as well as a toolkit, which enables students and teachers to adopt a more proactive and strategic use of digital visual technology in their learning (and future practice) of engineering.

The LEADER Project supports young adults in various fields of work, to develop appropriate soft skills and increase their chances for professional success. Based on the identification of the Top 10 Soft Skills for the Future of Work, 50 activities suitable for both in-classroom and in-company training were pooled and made accessible for free, on an easy-to-use e-learning platform.
This project is born from the need to address the fact that people with intellectual disabilities are getting older and there are no specific training courses in the vocational training schools for their attention. It is our responsibility to develop training that can be received by young people who study training cycles linked to social or health care or to the community and that allows them to meet the special needs of this group.

An increasing number of people with intellectual disabilities (ID) are reaching more advanced ages today, although they experience special needs that the elderly population without disabilities do not have. Vocational training schools can greatly influence our teachers to acquire the necessary skills to respond to the needs of the group. A prerequisite for healthy aging in the case of people with intellectual disabilities is, according to experts, that they can live their lives according to their preferences and make independent decisions while receiving the support they need. With the reduction of their social network after retirement, they become increasingly dependent on the staff and professionals who work with them in direct care, emerging in the Vocational Training schools the need for forms to teachers of the professional family of Community services on the impact of healthy aging on the collective of people with intellectual disabilities.

OBJECTIVES:
- Create a curriculum for VET students of Socio-Cultural and Community Services.
- Cover the educational gap existing in VET, this is, the care of seniors with intellectual disabilities.
- Strengthen the health promotion initiatives for seniors with intellectual disabilities.
- Gain visibility to the target group of seniors with intellectual disabilities and their needs.
QAVAD is an ERASMUS+ project that seeks to work on improving the accompaniment of elderly people at home to maintain their autonomy and to provide support to carers and professionals working in the home.

QAVAD aims to promote the development or maintenance of cognitive, motor and social skills, which are essential for quality of life (socialisation, recreational activities, sports outside the home, voluntary work, cognitive workshops, etc.).

The QAVAD project will work on good practices in European countries that will be shared and transferred for the creation of shared training and technical methodology, at European level, to update and renew vocational training.
FIGHTARs, as a transnational project, aims to prioritise specific skills/competences for an immersive rescue environment in firefighters training, by providing guidance concerning pedagogical suitable options (didactic value added) as well as by developing, testing, evaluating and transferring several digital enriched training scenarios (“training toolkit”). This helps to create scenario-specific and personal training for firefighters in the piloting EU countries in CZ, LT, SK, EE, DE and CY. The applied methodology, to manager FIGHTARs, includes relevant measures of planning, executing, monitoring, controlling and closing activities.

Further objectives are:
- to support practical learning with new technologies, taught in self-learning and during cooperative sessions (70:20:10 rule)
- to facilitate schools for training materials for equipment, which is too expensive or dangerous in real life to promote professional, social and media skills among firefighters
- to attract young persons to the firefighter’s profession
- to spark interest for a sustainable exploitation and dissemination of FIGHTARs, also after the project

The project will develop, test, evaluate and transfer didactic guidelines for using immersive/digital technologies in firefighters training (IO1) as well as tailor-made learning scenarios (IO2), for using e-learning modules combined with AR and 360° video. To institutionalise it excellence centres for immersive firefighters training (IO3) will be established to cater the local and regional, specific training demands.
Objectives of the project include introducing innovative approaches to teaching by using cross-curricular links involving STEM subjects (Science, Technology, Engineering, Math), thereby contributing to improving the quality of vocational education at partner schools.

A significant contribution for teachers will be the knowledge and use of other and new teaching opportunities, the involvement of ICT in education, the implementation of new methodological approaches to teaching. Students should gain better learning outcomes and increase their motivation to study.

For the successful implementation of the project, four international workshops are planned for teachers focusing on job shadowing, sharing of information on STEM use, group and project teaching. One mobility will be devoted to students who will participate in the international competition.

Main outputs of the project:
- Survey of the current state of using STEM teaching in partner schools
- Methodological guide for planning and creation of STEM-based teaching lessons
- eBook – a portfolio of at least 24 multidisciplinary lessons
- Project for students with different types of tasks using problem-based teaching, videos, quizzes, etc.
- International student competition for two students from each school. Students will work together in international teams and will create presentations on given topics and solve STEM tests.

Partners:
- Střední průmyslová škola chemická Pardubice (Coordinator)
- Abidin Pak Pakmaya Anadolu Lisesi – Turkey
- Valga County Vocational Training Centre – Estonia
- Byåsen videregående skole – Norway
- ITT Michelangelo Buonarroti – Italy
- KES COLLEGE – Cyprus
The need of training for caregivers of people affected by dementia will be covered by the D-Care project, through the creation of an educational program in the form of online learning, where the caregivers of people with dementia will be able to acquire basic skills relating to how to help people with dementia and how to help them avoid feeling isolated. The program can be used in VET education and training in-work training for care staff and volunteers and in adult lifelong learning.
For all – Global 3D printing is a project at the intersection of education, internationalization, innovation and inclusion.

Education is changing: traditional professions are changing with the implementation of digital techniques. The Covid-19 pandemic shows how much we need to expand our digital skills, ways of distance learning, file sharing, online conference calls and the need to share knowledge and collaborate. This also applies or perhaps especially applies to level 2 students.

In this partnership, the idea arose to start a project in which students build a common image that travels around the different schools. The focus is on level 2 and 3 students.

Students so far have learned digital skills in a practical and up to date way; 3D printing. A natural growth and extension is this application to build a shared curriculum with all partners to include and prepare Level 2 students for present-day the labor market.

The objective of the project is creating a shared curriculum of smaller building blocks. Although this project will not focus on the training of teacher, there will be at least one teacher training held during the project. This will be a first step in providing teachers tool, tips and tricks on how to guide level 2 students and keep them on board.

In addition to the program for students, work is being done on a curriculum with a teaching program that is even better suited to the current labor market. Think of innovation, sustainability, quality of education, industry, infrastructure and partnerships. The next step in this phase of the project is a three-week exchange carousel between the participating schools in Europe.

Partners involved are: BBS Soltau - Germany (Participant), Vaxjo Teknikum - Sweden (Participant), Nova College - The Netherlands (Coordinator), Oakton Community college - USA (Partner).
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