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Message from the President (December 2012)

Dear Member, I am delighted to present this forward to our December edition of our newsletter. I apologise for the delay in getting this to you. My colleagues have been waiting for my message. Always ‘last minute’. Since Conference in October life has been somewhat manic, as no doubt for many of you, with project claims deadlines, new project starts at the same time as demolishing a third of my College and rebuilding a new campus – all at a time when VET institutions are facing continued financial pressures. For those of you who know the ‘Life of Brian’ song – ‘always look on the bright side of life’

All very exciting.

Conference

Thank you to those who attended and contributed to the debates and discussions at our 21st EfVET International Conference to be held in Palma de Mallorca from 24th – 27th October 2012. The dynamics were electric and the deliberations extremely valuable. EfVET is currently putting together the Conference report that will go to the European Commission and other Stakeholders including our colleagues on the Joint VET provider forum – EVTA, EUproVET and EVBB. A big thanks you to the Director-General of DGEAC, Mr Jan Truszczynski, who joined us at Conference and saw at first hand the work of EfVET.

The EfVET Conference team is already working with our partners in ISMET to organize the 2013 Conference in Istanbul – this will be a first for us and is an exciting prospect offering greater collaboration with our Turkish colleagues.

Membership drive:

Those attending Conference will have seen the beginning of a new campaign to drive up membership in under- represented member states. Our new Corporate image and marketing materials are being updated in the coming months and the membership campaign will be launched shortly following our Steering Committee meeting in January.
Other news:

I had the great pleasure of speaking on VET in Europe recently at the invitation of the Basque Government and Tknika, to Vocational institutions launching an initiative to foster transnational mobility across the municipalities and regions around the Pyrenees. An excellent example of regional governments working together in the interests of learner and staff mobility. I wish the project (PireMOBV) every success in their endeavours.

At the same time Stelios Mavromoustakos was presenting EfVET to a conference in Romania and Vibeke Norgaad our Danish National Representative represented EfVET at the Ministerial Reception hosted by the Commissioner for Education and Culture to celebrate the 10th Anniversary of the Copenhagen process.

Our presentations and brief reports will appear on the EfVET website www.efvet.org shortly. Keep abreast of the discussions and developments on the new funding programme 2014-2020 via the website. Whilst the political debates have been raging in recent months the Commission officers have involved stakeholders including EfVET to discuss the potential implementation of the programme – an excellent opportunity to share our views and influence the structure.

In conclusion – I hope you enjoy reading the newsletter – a good Christmas gift to your colleagues. If you have any interesting news about your institution or developments affecting VET in your regions/countries we would welcome your contributions to future newsletters by way of a short article. It is good to share these across the EfVET network.

Finally, may I wish you all a relaxing break over the Christmas period.

Peter Hodgson
President, EfVET
21th Annual EfVET Conference

Conference Gallery and Conference Files you can visit the website for more information. http://www.efvet.org/index.php?option=com_content&task=blogsection&id=3&Itemid=18

Outcome of 21st Annual EfVET Conference
Palma de Mallorca 24th – 27th October 2012

attachment.pdf

Geoff Scaplehorn
EfVET Steering Committee

The Steering Committee has a break from their meetings on the 8th September 2012 outside the EfVET building Rue d’Arlon 40 in Brussels.

EfVET members can use the meeting facilities in Rue d’Arlon. Contact Valentina Chanina, efvet-office@efvet.org, Tel: +322 2343763.
New Swedish member of EfVET Steering Committee

Barbro Willners graduated from Teacher Training College and Stockholm University in 1973.

Worked as a teacher in grade 4 – 9 national compulsory schools, main subjects Swedish and History. Became a head teacher 1986 in the Commune of Nacka, Stockholm and moved in 1990 to Paris, France to take up the post of Director of the Swedish School in Paris.

Barbro founded in 1994 Sweden’s first International School grade P – 10 in the Commune of Nacka which was financed by public funding.


She moved back to Sweden in 2000 and became the Director of Bladins International, Compulsory and Upper Secondary School in Malmö.

Barbro was asked 2005 to join the community schools in The Department of Education in Malmö and became the Director of Frans Suell and Jorgen Kocks Upper Secondary School [www.malmo.se/franssuelljorgenkock](http://www.malmo.se/franssuelljorgenkock) a vocational training school in The City of Malmo. We offer a lot of different exciting programmes and activities for student from 15 – 20 years of age. We offer National programmes like;

Business and Administration-, Handicraft-, Hotel and Tourism-, Restaurant Management and Food-, Natural Resources Use-, Child and Recreation programmes-

We offer also several introduction programmes, preparatory courses, programme, oriented individual selection courses and also an Upper Secondary School for individuals with learning disabilities.

In adult learning offer we the same programmes and courses as above. Barbro is married to Magnus Lundh a Swedish Lawyer and has a son of 36 years of age working in Oslo. And finally, she is very honoured to join the EFVET network.

Barbro Willners
TKNIKA INNOVA wins award from University of Oxford

EFVET member TKNIKA wins award in online competition to identify the most outreach and innovative activities carried out by organizations within the Atlantic Region (transnational cooperation between Ireland, Spain, France, Portugal and the United Kingdom).

Examples of innovation networks included initiatives that engage private and public sector, interactions with commercial organisations that lead to new technological developments, or activities that connect with policy makers and support policy making process. The competitions aimed academics, practitioners and stakeholders focused on knowledge transfer, tourism, and e-government collaboration with particular links to the Atlantic Area (Ireland, Spain, France, Portugal, and the United Kingdom).

The competition was organised by the Oxford Internet Institute at the University of Oxford, as part of KNetworks project.

November 15, 2012
EfVET member Tknika, Basque country, Spain wins an International award for Innovation

Dear José Ramón Gómez
(jrgomez@tknika.net)

On behalf of the Oxford Internet Institute and the KNetworks project we are pleased to inform you that your application at the ‘Platforms for Networked Innovation Competition’ with the project TNIKA INNOVA (Regional Innovation Management Model) has been nominated by the jury with the following recognition: Joint third place equivalent to an award of €2,500.

The award ceremony will be given the next Thursday 15th of November during the dinner of the ‘Networks of Regional Innovation Workshop’ at the historic Old Common Room at Balliol College in the University of Oxford. The following link provides more information about the programme www.knetworks.eu/programme

We are able to provide expenses for travel and accommodation. As soon as we hear about your interest to participate in this activity, our colleague Pauline Smith pauline.smith@oii.ox.ac.uk will get in contact with you to coordinate the required travel arrangements to participate in the ceremony. Alternatively, if you cannot attend, please us know so that your award can be made in your absence, and Pauline will contact you about details.

Congratulations! And we look forward to seeing you next week and hearing from you,

KNetworks Team
Oxford Internet Institute
University of Oxford
events@oii.ox.ac.uk

Jose Luis Fernandez Maure
Nazioarteko Kudeaketa
International Management
"It's about Europe. It's about you. Join the debate" – 2013 is the 'European Year of Citizens'

2013 has been officially named "The European Year of Citizens". 20 years after the introduction of EU Citizenship, the year will focus both on what has already been achieved for citizens and on meeting citizens' expectations for the future. Events throughout the European Year will explain how people can directly benefit from their EU rights and which policies and programmes exist. The European Year will also stimulate an EU-wide debate with citizens about what the European Union should look like in the future and which reforms are needed to improve their everyday lives.

The European Year of Citizens coincides with the 20th anniversary of the introduction of EU Citizenship, when the Maastricht Treaty came into force in 1993. 2013 will also be the year when the Commission adopts its next EU Citizenship Report, which will present further targeted EU initiatives to remove the remaining obstacles that hinder citizens from fully enjoying their rights. One year before the European elections 2014, it is also the right moment for a broad debate about the future.

To prepare the ground for the European Year, the Commission held a broad public consultation between 9 May and 9 September 2012 asking citizens what problems they have encountered in exercising their rights as EU citizens. The contributions, which are currently being analysed, will feed into the Citizenship Report to be published on 9 May 2013.

As part of the Year, politicians have started holding debates with citizens directly about the future of Europe. Such debates will be held all across the Union over the course of 2013. Everyone will be free to join the debates.

http://ec.europa.eu/europeandebate/interactive_map/estonia/index_en.htm

The first debates have already taken place in Spain, Austria and Germany and many more are still to come.

The European Year of Citizens will be officially launched by a debate with citizens in Dublin on 10 January 2013, coinciding with the start of the Irish presidency of the Council.

An EU-wide alliance of civil society organisations has set itself up expressly to collaborate with the Commission on the European Year. This ‘European Year of Citizens Alliance’ (EYCA, http://ey2013-alliance.eu/) is a key strategic partner representing civil society.

The EYCA of which EUCIS-LLL is a member, has established three working groups to explore aspects of European Citizenship. EUCIS-LLL has agreed to research good practice in Citizenship Education in EU Member States. If you know of examples of good practice in your country, please contact Geoff Scaplehorn on scaplehorn@scaplehorn.eu, as he is coordinating this information on behalf of EUCIS-LLL.

Geoff Scaplehorn
COMMUNICATION FROM THE EUROPEAN COMMISSION – NOVEMBER 22 2012

Rethinking Education – Investing in Skills for better Socio-Economic Outcomes

PRIORITIES FOR MEMBER STATES

The varying nature and urgency of the challenges facing Member States requires the use of different instruments implemented over different time scales, and joint action is needed from the worlds of both education and employment. Efforts to boost the supply of relevant and high quality skills must go hand-in-hand with targeted actions to smooth the transition from schools to work, reduce obstacles to mobility and improve the functioning of the labour market so young people have wider access to job opportunities.

The forthcoming Youth Employment Package will call on Member States to step up efforts in the area of work-based learning, mobilities and traineeships, and to promote partnerships (including education) supporting the implementation of Youth Guarantees as an immediate response to the youth unemployment crisis.

In line with the actions put forward in the 2012 Country Specific Recommendations, the European Commission invites Member States to push forward educational reforms to combat youth unemployment and boost skills supply through the following actions:

1. **Promote excellence in vocational education and training (VET).** Key actions are developing, according to national circumstances, high-quality dual VET systems, aligning VET policies with regional/local economic development strategies namely for smart specialisation, enabling permeability with other educational offers, developing short cycle tertiary qualifications (2 years) focused on identified areas of skills shortage especially where there is growth potential such as ICT, healthcare and green skills, and strengthening local, national and international partnerships and networks between companies, especially SMEs, and VET providers.

2. **Improve the performance of student groups with high risk of early school leaving and low basic skills.** Key actions are putting in place high quality and accessible early childhood education and care, reinforcing the learning of basic skills such as literacy, numeracy and basic maths and science, early detection of low achievers in basic skills across all phases of schooling, and providing individualised support as well as implementing evidence-based strategies to reduce early school leaving.

3. **Strengthen the provision of transversal skills that increase employability such as entrepreneurial initiative, digital skills and foreign languages.** Key actions are to ensure that measures are taken to introduce transversal skills across all curricula from early stages of education up to higher education, using innovative and student-centred pedagogical approaches, and to design assessment tools through which levels of competence can be effectively assessed and evaluated. All young people should benefit from at least one practical entrepreneurial experience before leaving compulsory education.
4. **Reduce the number of low-skilled adults.** Key actions are setting national targets and strategies, increasing incentives for adult training by companies, validating skills and competences acquired outside formal education, and setting up access points (one-stop shops) that integrate different lifelong learning services such as validation and career guidance offering tailored learning to individual learners.

5. **Scale up the use of ICT-supported learning and access to high quality OER.** Key actions are modernising the ICT infrastructure of schools, supporting ICT-based teaching and assessment practices, promoting the transparency of rights and obligations of users of digitalised content, establishing mechanisms to validate and recognise skills and competences acquired through OER and supporting education and training institutions to adapt their business models to the emergence of OER.

6. **Revise and strengthen the professional profile of all teaching professions** (teachers at all levels, school leaders, teacher educators). Key actions are reviewing the effectiveness as well as the academic and pedagogical quality of Initial Teacher Education, introducing coherent and adequately resourced systems for recruitment, selection, induction and professional development of teaching staff based on clearly defined competences needed at each stage of a teaching career, and increasing teacher digital competence.

Implementation of these reforms will not be successful without increasing the efficiency of funding in education. In order to address this complex challenge, the Commission calls on Member States to stimulate national debates on ways to provide sustainable funding mechanisms to enhance stability and efficiency, while channelling support towards those who tend to participate less. Among these, particular attention should be devoted to developing funding schemes for VET and adult learning financed via shared responsibility between public authorities, enterprises and appropriate individual contributions (e.g. sectoral training funds, training levies, etc) and aimed at attracting large companies and SMEs to provide work-based VET training.

**CONCLUSIONS**

Europe will only resume growth through higher productivity and the supply of highly skilled workers, and it is the reform of education and training systems which is essential to achieving this. This Communication and the country analysis provided in the accompanying Staff Working Documents are intended to give the impetus to governments, education and training institutions, teachers, businesses and other partners alike to pull together, in accordance with national circumstances, in a concerted push for reform. At national level, Member States are now invited to pursue their reflections on this document through debates with their Parliaments and relevant stakeholders in order to press ahead with reforms.

The Commission will ensure that the contribution of education and investment in skills to growth and jobs is fully reflected in the European Semester. It will use European platforms of dialogue such as the Open Method of Coordination in the field of Education and Training, the Bologna process for Higher Education and the Copenhagen process for VET as well as the funding instruments to stress the sense of urgency on the priorities identified here.

Geoff Scaplehorn

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Transfer of Innovation and Development of Innovation projects in which EfVET or its members are a partner

Women Entrepreneurs in Rural Tourism

Eleven women entrepreneurs and two teachers from Finland recently visited WERT course participants from the UK to share ideas and develop international marketing skills.

Project partners have developed a growing network of women entrepreneurs and a flexible training course which has can be delivered in an informal way to suit local needs. An online WERT community has also been established as part of the DestiNet portal, a knowledge network for sustainable tourism in Europe. http://destinet.eu/who-who/civil-society-ngos/wert.

The partnership includes: Norton Radstock College (lead partner), UK; EDEX, Cyprus; Association of Cypriot Women in Tourism, Cyprus; CDEA, Spain; YSAO, Finland; Vocational Centre of Parnu County, Estonia; Estonian Rural Tourism Organisation; PRISMA, Greece and EfVET. For more information, see the website www.wertedu.eu.
Coaching Skills for Teachers to foster Entrepreneurship (entre-coach)

We are pleased to announce that the 4 pilot courses (Hungary, Spain, Finland and UK) have all been regarded as successful by the participants; 100% of the participants would recommend the course to their colleagues and the course gained an overall mark of 84% and also by the entre-coach teachers running the course.

The aim of the Entre-Coach pilot course was: “To enable the learner to understand some of the skills required by successful entrepreneurs and be able to relate to these in order to establish credibility as an entre-coach; gain some specific coaching skills to work with and coach an entrepreneur.”

In general terms, the Entre-Coach pilot course has been a success; there seems to be clear demand for this type of a course and the planned structure and way of delivery works well, with flexibility and allowing some room for some adaptation. All would recommend this course to their colleagues; comments include the fact that it was personally enriching, use of the tools in their general teaching, good for personal development, regard coaching tools as better suitable to meeting the requirements of the new curricula and see the potential use of the tools also in personal life.

Some comments:
- Useful professional development tool
- Helps and orientates possible entrepreneurs
- Good for creating a collaborative and co-operative learning and working environment
- Useful for tutor-student discussions, academic advising, career planning
- Good for start-up school
- Useful to set up as a course in its own right, to help people set-up or change their own business

and some small changes:
- Needs a real-life entrepreneur for keynote
- Real case studies needed
- More time for practice (a lot)

EfVET Round Table

We had useful and interesting discussions at the two rounds in Palma with lots of people talking to Kitte and Marny about the project and the outcomes. This project in now completed and held the last project meeting in Bristol, UK in September.
Partners are Norton Radstock College (UK), Politeknika Ikastegia Txorierri (ES), HAAGA-HELIA University of Applied Science (FI), Bildungsmarkt Vulkan (DE) and Euro Contact Business School (HU), GWE Business West (UK), Work-Lan (ES) and EfVET.

Project website is www.entre-coach.eu.

**LIFE 2**

The LIFE 2 Train the Trainer Pack was discussed at a round table at the EfVET Conference. Participants tried out one of the activities from the pack about ‘Ethics in Business’ which encourages learners to look at an idea from different perspectives (the entrepreneur, the planner, the community).

The Pack has been produced for teachers to help learners develop employability and entrepreneurship skills within the vocational curriculum. This includes ‘soft’ skills such as problem solving, creativity, teamwork, presentation and also job seeking.

The partnership includes: Norton Radstock College (lead partner), UK; Cebanc, Spain; Niels Brock Business College, Denmark; ANESPO, Portugal; TEHNE, Romania, Bath Spa University, UK and EfVET. For more information, go to www.life-2.eu
This project is co-ordinated by CDEA (ES). Partners are Norton Radstock College (UK), Mattia Innova (ES), Euro Contact Business School (HU), INSIGNARE (PT), University of Timisoara (RO), EfVET (BE).

There was a third team meeting in Fatima (Portugal) in September; the course is being finalised and translated to all partner languages; the pilots will run in 2013.

A round table was held at EfVET Conference, attended by members from various countries, who had an interest in the project.

The project was accepted and recognised as a suitable project for ‘European Year of Active Ageing: 2012’.

More information at www.tafcity.eu
Foundations for Work

Founding Agency: Education & Culture DG Lifelong Learning Programme  
Ending Date: 1st October 2012 - 30th September 2014

Summary: Fondation for Work aims to increase the integration of young immigrants into the labour market of their host countries by producing a multilingual, multicultural training course which will allow them to acquire the basic competences and transferable work skills needed to open up progression opportunities either directly into employment and/or to further vocational qualifications. A secondary aim is to make VET providers more aware of the variety of needs within the migrant population and thus better equipped to support this subgroup.

Thus, our specific objectives include generating an up-to-date analysis of the needs of this particular group relating to standards in basic competences; transferring and adapting the existing FfW course materials into a multimedia DVD and resource pack for VET teachers and thoroughly testing it with both migrants and trainers. Exante and ex-post dissemination through stakeholder networks, focused communication, high-profile events and the mapping of routes to accreditation will further maximize mainstreaming potential.

Our multilingual training course will be accessible in content and low-tech in delivery to engage learners with low qualifications and self-confidence. By focusing on skills such as oral communication and team work, ICT and personal finances, and using a learner-centric methodology, the project will effectively facilitate the acquisition of basic competences needed to succeed in the world of work, while also boosting confidence and attitudes of value in host countries, leading to more successful employment recruitment and retention in a wide range of occupations.

Partner organisations on the programme are:
- DiversityWorks (UK)
- Fundacion Laboral del Metal (Spain)
- Folkuniversitetet Kursverksamheter vid Lunds Universitetet (Sweden)
- Canice Consulting (UK)
- Jesuit Refugee Service Romania (Romania)
- Doras Luimini (Ireland)
- European Forum for Vocational Education and Training (Belgium)

Contact Details: Mr James Mage, Email: james@diversityworksnl.com

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Transfer of Innovation Project Modules for Vocational Education and Training for Competences in Europe

The European Credit system for Vocational Education and Training (ECVET) is being increasingly tested in practice. This system is intended to facilitate students’ periods spent abroad as part of their training, and above all enable recognition of learning outcomes attained abroad. Through its instruments, the LEONARDO DA VINCI transfer of innovation project MOVET II (Modules for Vocational Education and Training for Competences in Europe II) offers the possibility of having technical competences – which have been acquired within the scope of professional training abroad – recognised by the home training institution. After having acquired from the forerunner-project MOVET initial insights and informative progress reports concerning exemplary implementation of mobility in the training sector of mechatronics technicians, the focus in MOVET II is on recognition and transparency of vocational competences in skilled occupations in the metals sector.

Initial situation
The development of personal and social competences of future skilled employees from work-related periods abroad (mobility) is a significant factor when companies decide to send their students abroad. The gain in the technical expertise sector has been somewhat neglected up to now, but it harbours in addition enormous potential for further developing European mobility in the vocational training sector. It is necessary to present these vocational-field specific technical competences transparently, in order to enable a subsequent recognition by the home training institution. MOVET II takes this as its starting point and develops modules and recognition instruments for the transnational qualification of professions within the metals sector. For the participants concerned, there is moreover a particularly European value in linking the elements of ECVET to the structures of the European Qualifications Framework (EQF). It will therefore be specified at the beginning of MOVET II that all modules are to be aligned to EQF level 4. Setting the niveau at level 4 corresponds to the categorisation of the three to four year metals training programmes of the participating countries.

MOVET II – Procedural method
Two approved approaches are selected for module development. Firstly, analysis of the curricula is undertaken for mechatronics technicians from Germany and the participating partner-countries of Denmark, Finland and Slovakia, in order to find suitable content for transnational modules. Secondly, the project relates to the VQTS-model (Vocational Qualification Transfer System) and utilises the competence matrix for mechatronics technicians and the matrix for mechanics in industry analogous with the one developed in the MOVET II project. The VQTS-model utilises a
A systematic process for the description of work-related competences and benefits the vocational schools from the four participating countries as a common starting point for the development of modules. The English-language modules are specially conceived for transnational exchange and uniformly structured according to learning outcomes. The target group for the three-week learning units in each case are students in their second and third year of training. The six qualification modules for automation technology, which have been tested within the scope of transnational mobility, are:

- BUS SYSTEMS IN COPENHAGEN, DENMARK
- BUS SYSTEMS IN PORI, FINLAND
- CAD/CAM (COMPUTER-AIDED DESIGN AND MANUFACTURING) IN WEIDEN, GERMANY
- CNC (COMPUTER NUMERICAL CONTROL) IN SPIŠSKÁ NOVÁ VES, SLOVAKIA
- E-PNEU (ELECTRO-PNEUMATIC CONTROL) IN MUNICH, GERMANY
- HYDRAULICS IN COPENHAGEN AND PLC (PROGRAMMABLE LOGIC CONTROL) IN MUNICH, GERMANY

MOVET II stands out particularly by having tested these results in practice within the project’s duration. Students from all four participating countries take part in the modules and the final examinations. Specially designed guidelines for the validation of learning outcomes, for formulating a Memorandum of Understanding as well as for the development of help in the implementation of mobility. The Memorandum of Understanding, recognised as a declaration of intent between the training institute partners, sets out agreements on competences which are to be achieved during the period of training abroad, on the training programme offered during this period, the names of contact persons, as well as responsibilities of the participants. The framework conditions for mobility according to ECVET criteria are thus transparent for all participating partners.

**Recognition through transparency**

A recognition by the home training institutions of technical competences attained abroad can only take place if the content of the learning path, as well as of the examination entitlement are sufficiently transparent, and thus at the same time reasonable. Here, MOVET II takes a further step towards realising an ECVET. Specially developed and multi-staged competence defining processes are therefore necessary. The examination process is coordinated with the learning outcomes and can be evaluated via the taxonomy table developed by the Department of Pedagogy at the Technische Universität München. Course assessment is subdivided into a theoretical and a practical examination part, as well as a final technical discussion between students and their supervisor. After successful completion of the modular unit, the participants receive a certificate as a means of verification for their home training institute.
The MOVET taxonomy table – a transparency-enhancing instrument

By breaking down the entire learning path into concrete learning outcomes, the content of the six above-named modules becomes quite transparent for the partner institutions. In order to be able to perform an optimized classification of the technical level of the modules offered by the foreign vocational schools, MOVET has developed the taxonomy table. This represents the foundation for the collaboration of the participating educational institutions. It prepares the way for the recognition of content in nationally varying training courses and for mutual trust in the individual examination procedure in each case. Indeed, each individual learning outcome can be located in this table and identified through its numerical code. The visualisation of the level of complexity thus obtained, offers the transnational education partners an optimised insight into the educational aspirations of the module. The degree of recognition follows according to the assessment of the home educational institutions.

Outlook

From October 2012, the continuation of the acquired approaches and instruments from both of the LEOARDO DA VINCI transfer of innovation projects MOVET and MOVET II follows via the regular application of mobility at the relevant national agencies of the participating countries. The current partners are presently involved in discussions with further vocational schools in various countries in order to consider expansion of the existing network. The opening up of the scheme to further job profiles would be desirable. The competence matrix could thus be expected to render considerable support. In the same way, the effectiveness and inter-professional application of the taxonomy table will be further scientifically examined. The central aim is still to facilitate recognition through transparency in European vocational education. Go MOVET!

EfVET has been an active partner in the MOVET2 Project as disseminating partner. Full details of the project can be found on the above website. For additional information contact Geoff Scaplehorn scaplehorn@scaplehorn.eu

Geoff Scaplehorn
Social Inclusion of Students/Learners with Special Needs into Mainstream Vocational Education and Training and Labour Market

The SOS-network was presented at two round table sessions during Palma de Mallorca EFVET Conference. SOS-network is about social inclusion of students/learners with special needs into mainstream VET and the labour market. The target group is teachers and trainers at VET schools and institutions, but also employers and counsellors that meet these young people when they have left school. The main objective is to help young people of an age of 16-25 that experience barriers to education and labour market to either complete their education or to get into the labour market. We do this by compiling interesting practice as presented in cases that describe different learning and training sessions, and also to identify tools and methods that work, not just in one region or state but all over Europe.

The main product of the SOS-network is the online-portal which will include descriptions of barriers to education, cases of interesting approaches to teaching and working with these young people, methods and tools available for downloads and access to definitions, other sites working with similar issues, organisations and experts within this field. Moreover, a strong focus will be put on identifying specific competences and skills that characterize these young people in order to create a new and positive approach to these young people. The idea is to turn the focus from drop-outs (it is the student’s own fault) to push-out (how can the institutions/schools/labour market be better at including these young people).

The round table sessions included a dozen people, mainly from Finland, the Netherlands, the UK and Spain, who all expressed interest in having access to tools and methods that could help teachers/trainers in approaching students/learners in risk of becoming early school leavers or excluded from the labour market. This specifically was pointed at as one big need. Also the possibility of having cases that described the teaching/learning in practice was met with interest as a point of getting inspiration to change the approach in daily work.

The SOS-portal can be found here: www.sosnetwork.eu


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SUPREME - summary

The SUPREME project addresses student drop-out issues in VET institutes by setting up a mentoring program and ensuring intensive and continuous cooperation between VETs and SMEs. It’s a practical interpretation of several EU and national priorities.

The project has an innovative approach to drop-out prevention in VETs, based on the successful Dutch mentoring program MentorProgramma Friesland (MPF). Because of the proven success of the program, it needs to be expanded, optimized and implemented throughout the EU. At this point, MPF is not defined in a manual or handbook. To be able to implement MPF throughout the EU and to have direct impact on the target group, it is necessary to gain in-dept knowledge of the situation in the partner countries and to adapt the method to the different situations. A practical handbook will be developed that describes the mentor program and how to run it, how to find & bind world of work mentors and how to implement it in long-term strategy. Now, MPF is a method rather than a methodology.

Aim of SUPREME is to develop the talents of young people and to support them in their career, studies and/or private life, in order to prevent student dropouts in VET. The project will set up pilot sessions with VETs and SMEs in the seven partner countries. It is based on a combination of the best approaches to mentoring from the partner regions and their positive experiences in this field.

Aims and objectives
- to develop the talents of young people and to support them in their career, studies and/or private life, in order to prevent student dropouts in VET;
- an innovative approach to connect VETs and SMEs;
- jointly develop a mentoring handbook and tools along the way and (by doing so) contribute to a yearly decline in drop-outs in VETs;
- bringing practical elements to training programs;
- implementing competence-based education;
- establish collaboration with stakeholders.

Partners

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<th>Country</th>
<th>Organisation</th>
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<tbody>
<tr>
<td>NL</td>
<td>MentorProgramma Friesland (ROC Friesland College)</td>
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<tr>
<td>BE</td>
<td>EfVET</td>
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<tr>
<td>NL</td>
<td>Inqubator Leeuwarden</td>
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C-TEST – Summary

VET students and VET-level employees currently have insufficient knowledge about Clean Technologies and sustainability and how to implement these broad themes in practice in SMEs. The EU has made it clear that investing in these qualities is important for a sustainable Europe. The European Council stated in Dec 2010 that this basis in VET-education is weak in its “Council conclusions on education for sustainable Development”. Likewise, the European Ministers for Vocational Education and Training stated in the Bruges Communiqué: “Just as information and communications technology skills are essential for everybody today green skills will be important to almost every job in the future”.

The current VET students have gained somewhat more theoretical knowledge about these topics in the current curricula but the former VET-students didn’t receive any training on these subjects during their education. These were non-issues during their time in VET institutions. C-TEST aims to fill this gap by training VET students and VET level employees on these subjects.

This consist of the following activities: 1) implementing the results of C-TEST in the curricula of VET institutions, 2) organizing a yearly seminar specifically on these topics for the students and VET-level employees working for SMEs in the region, 3) organizing a Training Day at an SME where VET students and employees can put the knowledge into practice. The students will gain valuable experience on applying the learned materials into practice together with the employees who can educate them on real life experience in this field. The materials for C-TEST will be based on the previous LLP project RESNET and will be adapted and completed to fit the training needs of the VET students. The materials will be made available online to ensure a greater impact and to make it accessible for all people.

Main outputs are the tools & methods developed in the project. The main results are the e-learning course, the manual for a hands-on approach to realize the Training Day and finally the databases for the VET-institutions comprising the different skills of the former students. C-TEST aims at contributing to the economy by boosting the knowledge of green employees and VET-students in order to contribute to the sustainable growth of SMEs. The well balanced consortium will develop tools to be implemented universally and organize the materials in such a way that any VET institute in the EU can easily adapt and apply it to their specific situation.

The project intends to impact directly more than 200 persons, who will be actively involved in activities of the project, in all partner countries. Moreover, the partnership intends to spread the results and outcomes among many other people, both on an European and national scale. The project will thus contribute to the Copenhagen mandate (making learning more accessible and engaging) and the Lisbon agenda (making the EU the most dynamic and competitive economy).
The Ent-teach project addresses entrepreneurship in Senior Secondary Vocational Education institutes. Lead partner BDF, manager of an incubation centre where VET and University students can start up their company or fulfil their internships, experiences low awareness of starting your own company as a job option at VET students or former VET students. Statistical data on the typical profile of start-up entrepreneurs support this experience.

The project has an innovative practical approach to stimulating entrepreneurship among students in VET institutions by providing their teachers with the tools and materials to educate, inspire and motivate their students for them to be able to pursue a career as an entrepreneur. The project will be based on successfully implemented material developed in the former Leonardo da Vinci ViPiA project and the entrepreneurial way of teaching & training by the members of the project consortium.

Aim
The central aim of the project is to equip VET teachers to teach students the emerging skills of entrepreneurship with a focus on the (start-up) micro enterprise. VET students who finish their studies are usually expected to continue their education elsewhere or start a job. Some former students however start up their own firm. Most teachers are unaware of this next step a student takes after graduation. Relations between teachers and world of work should be improved, especially the relations between VET teachers and former VET students of (start-up) micro firms.

By applying the results of this project in VET institutes, (1) teachers gain insight to competences that are required for the entrepreneurs of today and tomorrow, (2) teachers can involve entrepreneurs (former students) in the classroom and together address the students of today, and
(3) teachers can better interest, support and educate VET students to pursue a career as an entrepreneur.

Main outputs are the tools & methods shared and developed in the project. Input comes from the different training experts and end-users from the partner countries. The main final result is a standardized and well documented but yet hands-on approach to teaching entrepreneurship in VET institutes through young and small firms involvement that has been pilot tested at VETs in the partners’ countries and fine-tuned during the project’s lifespan. The consortium will develop tools to be implemented universally and organise the materials in such a way that any VET institute in the EU can easily adapt and apply it to their specific situation.

EU input / impact is ensured by involvement of partners with a central role in their respective countries on the edge of education and entrepreneurship. The consortium consists of training material and methodology developers, business training and support organisations, a VET institute, a Chamber of Commerce, a VET teachers’ association, and a EU-wide network association of VET providers (EFVET).

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Best Wishes for a Merry Christmas and a Happy New Year.