

EfVET Newsletter – March 2010

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Message from the President (March 2010)

Dear Members

Welcome to this our March 2010 newsletter. As usual there is a wealth of information and interesting articles, especially around your European project partnership and policy discussions with the European Commission.

Life within EfVET continues to move apace on several fronts described in brief below. There are also a number of challenges we need to respond to pro-actively to maintain our growth; services to members and last but not least our work with EUCIS LLL platform and the Commission. This at a time when I am sure many of you and your organisations face funding pressures resulting from these recession driven times.

Now is not the time to remain complacent, but to rally forth with renewed vigour to ensure our learners gain the benefits of our work in the European arena.

I set out below a few of the key developments over recent months:

On the policy front:

EfVET representation/ activity with the European Commission

Several of the Steering Group have represented EfVET at a number of conferences and seminars bringing stakeholders and the Commission together to discuss progress and developments at policy level. Our vice resident, Stelios Mavromoustakos was invited to the EU / CEDEFOP conference on 'New Skills and New Jobs' and Geoff Scaplehorn continues to work closely with the Commission on EfVETs behalf on ECVET, EQARF and the EQF process. Their reports of these events will be shortly available to members on www.efvet.org.

EfVET and EUproVET

Discussions have been on-going over recent months with our colleagues of EUproVET – the new organisation set up by MBORaad in the Netherlands around the possibility of collaborating in the policy arena. EUproVET is a new organisation based around National Associations of Colleges. It is in our interests to collaborate on EC policy influence to represent the European VET sector in policy

debates. The formal agreement will be signed in June 2010 providing for a joint policy committee to determine policy positions of mutual concern and to promote these with the Commission.

EUCIS LLL Platform.

As you will know EfVET is a founding member of EUCIS LLL (see www.eucis-lll.net) and now has over 19 European Education and Training Networks in its membership. I am delighted that EUCIS LLL has now been formally recognised as a monopoly forum with a budget line within the EU budget. EUCIS LLL is currently completing the Administrative processes to draw down the annual funding to support its work programme. Members are encouraged to follow this and participate in the public seminars / workshops and discussion forums in coming years. This is the first time DG EAC has supported stakeholders directly in their quest to raise the profile of Education and Training stakeholders in the policy arena through a direct funding process. EfVET will continue to maintain its profile within EUCIS LLL.

Supporting members Leonardo projects in 2010.

EfVET continues to be invited as partners within members Transfer and Development projects as dissemination partners. I thank those who have done so. It is incumbent on EfVET to ensure we provide the necessary support to fulfil these obligations. Our role is expanding in this regard and as such the Steering Group is in the process of re-organising to ensure this is in place. Project contractors should be aware that there is a template on the projects section of the website – once completed and submitted – the project will be uploaded to the projects site.

There is a wealth of good practice / learning materials / resources through these projects available to all members and I encourage you to access this for your use.

Conference 2010

This will be held in Lisbon – however the dates have had to be changed having discovered Lisbon is full on our original dates. The new dates are October 13th to October 17th – see the detailed note in this newsletter. The theme, marketing details and registration will be on line via our web site in the near future.

Challenges ahead for EfVET

Membership – With a growing trend toward merger within some countries and the pressures of re-structuring in others there is a constant need to maintain and bring in new members. You as members can play a role working with your National Representatives to promote EfVET and its services. If you all took responsibility for attracting 1 new member each – the outcome would be significant.

Marketing EfVET

You may recall that Ruud Bolsius from KPC Groep and an expert in International Marketing volunteered last year to help EfVET devise a marketing strategy to facilitate our future development. He has been joined by Stefano Tirati (IT) and Tibor Dori (Hu) National representatives to work on

this in the coming months. On behalf of EfVET I thank him for his commitment and energy in this regard.

On a final note I wish to thank my colleagues on the EfVET Steering Group for their continued assistance and work in moving EfVET forward.

Warm wishes to you all – good reading



Peter Hodgson
President
president@efvet.org

Message du Président (mars 2010)

Chers Membres,

Bienvenue à notre bulletin de mars 2010. Comme toujours il y a une grande sélection d'information et d'articles intéressants, surtout au sujet de vos partenariats de projets européens et nos discussions sur la politique VET avec la Commission Européenne.

EfVET continue à développer très rapidement et dans toutes directions. Il existe plusieurs défis auxquels EfVET doit répondre pour maintenir cet épanouissement, améliorer les services pour ses membres et très important notre coopération avec EUCIS LLL et la Commission. Tout ceci pendant une période de crise économique et de réductions de financement dans toutes vos organisations.

Nous avons redoublé nos efforts pour que nos apprenants continuent à bénéficier de notre travail concentré sur les institutions VET européennes. Je vous en cite quelques exemples : Les politiques et la représentation d'EfVET dans les institutions de la Commission; Plusieurs membres du comité de pilotage ont représenté EfVET à un nombre de conférences organisées par la Commission. On a invité notre Vice-Président Stelios Mavromoustakos à participer à la Conférence UE/CEDEFOP "New Skills, new jobs". Geoff Scaplehorn continue à coopérer avec la Commission pour EfVET sur les développements d'EQF, d'ECVET, d'EQARF. Vous en trouverez les rapports de ces initiatives sur notre site web www.efvet.org

EfVET et EUproVET

Nous avons poursuivi des discussions récemment avec nos collègues d'EUproVET – une nouvelle organisation établie par MBO Raad au Pays Bas - sur les possibilités de coopérer sur les questions politiques de VET. EUproVET est basé sur les Associations Nationales d'Institutions VET. Il nous vaut bien de collaborer sur ces questions pour influencer leur

développement et pour représenter le secteur VET dans ses débats et consultations. L'accord formel de cette collaboration sera signé en juin. Cet accord envisage un comité représentant des deux organisations qui déterminera une position commune et présentera nos opinions auprès de la Commission.

EUCIS LLL

EfVET a été, comme vous le savez, un des membres fondateurs d'EUCIS LLL qui maintenant comprend 19 réseaux membres. Je suis fort content de vous confirmer que la Commission a récemment EUCIS LLL accepté de financer ce forum du budget UE.

Je vous encourage alors à participer aux conférences publiques, aux ateliers et aux forums de discussions dans les semaines à venir. C'est la première fois que DG EAC a formé un réseau VET de cette sorte.

Projets Leonardo 2010

EfVET continue à être invité de jouer un rôle de dissemination dans les projets Transfer and Innovation. Le comité de pilotage commence un procès de restructuration pour implementer ce rôle. Vous trouverez des détails et des documents ci-dessous.

Conférence

On a changé les dates de notre conférence 2010. Les nouvelles dates sont du 13 octobre au 17 octobre au Portugal.

Membres

Je vous demande tous de faire de grands efforts pour augmenter le nombre de nos membres en expliquant la valeur et l'influence d'EfVET dans le secteur VET européen.

Pete Hodgson
Président

19th Annual EFVET Conference

13st – 16st October 2010



Improve Vocational Education and Training in Europe: We can do it! Even better!

Que fazemos, Lisboa, os dois, aqui,

na terra onde nasceste e eu nasci?

E de novo, Lisboa... (Alexandre O'Neill)

Lisbon, what both of us do,

where you were born and me too

And again, Lisbon... (Alexandre O'Neill)

THE 19 th Annual EFVET CONFERENCE

realising Europe as a worldwide leader in formulating a knowledge society.

The XIX EFVET Conference will provide a broad assessment of this Strategic framework and the contribution of VET institutions. The XIX EFVET held in Lisbon when Europe rehearses the first steps of a new strategy built on the ashes of what was the ambitious strategy launched in Lisbon at the turn of the millennium. Forget Lisbon? Lisbon should be remembered as the starting point for considering education and training as key priority domain of development strategy of the European Union.

In fact, last year, the European Commission launched the new Strategic Framework for Education and Training 2020. This Strategy framework sets the priorities for the Commission in promoting and stimulating Education and Training reforms over the next 10 years.

The framework and priorities have been through a comprehensive review and consultation process with major stakeholders including EFVET and EUCIS- LLL. Priorities have been set and work programmes established.

With this backdrop, Lifelong Learning and Vocational Education and Training remain the cornerstone of European policy, not only to implement current reforms but to improve vocational education and training / lifelong learning and embed these as the mechanism for to make this objective a reality. It will consider how the priorities identified within the framework, and the tools associated with it, will support the development of Vocational Education and Training in Europe. It will provide an opportunity to explore how best we can bring about change and improvement; address the skills agenda; ensure we prepare our learners for their place within a highly skilled, innovative labour market and how we might move forward to make it even better.

Conference will explore these issues in depth, through keynote presentations and workshops.

We intend to draw up a final Conference report on our considerations and discussions following Conference to present to other Stakeholders and the European Commission with a view to contributing to the EU strategy for improving our Education and Training systems.

There will be an opportunity to participate in workshops allied to the theme which will inform the final report on Conference.

THE WORKSHOP

1. Challenging times, positive action: Management in a time of funding pressures
2. Pedagogical innovation: Sharing good practice in meeting the needs of learners (blended learning, self learning and the harnessing of social networks within the learning process)
3. Vocational education and training: What makes a good learning environment? (Attractiveness, quality, guidance, mobility)
4. "From cradle to grave:" Education and training as levers of the promotion of social cohesion (validation of non-formal and informal learning, learning by doing, volunteering an awareness of self within the community)
5. New skills for new jobs: Will VET and LLL become a central issue everywhere? How can we work for it?
6. Why do they drop out? How to address the needs of learners in danger of leaving school or disengagement in education and training?

THE ROUND TABLE FOR PROJECT DISSEMINATION

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 valorisation of project outcomes and sustainability.

To book a Roundtable to present your projects, please complete the separate booking form for roundtables. Please ensure you provide an outline of the project and details of your partnership when you book.

THE MOBILITY MARKET PLACE

Following the success of the marketplace at recent conferences it is intended to continue this to stimulate and bring potential partners together to plan and develop new mobility links – either through Leonardo, Comenius and Grundtvig mobility or Erasmus programmes. This year it is envisaged that 'mobility groups' will be formed along occupational / skill sector lines (eg:

Engineering/automotive; Energy; Tourism; Health and Social Care; Business Administration and Informatics).

E DE NOVO, LISBOA...

From 13 to 16 October, Lisbon will be the meeting place of stakeholders that contribute, through education and training, to the construction of one inclusive Europe with more cohesion.

In Lisbon, where the land ends and the sea begins, EFVET will launch the program lines to meet the challenges of this decade.

Be part of this process. Welcome to Lisbon!



19TH ANNUAL EFVET CONFERENCE



Lisboa 13th - 16th
October 2010

This year's conference venue will be Hotel Altis, a symbol of elegant and genuine Portuguese hospitality.

Ideally situated in the centre of Lisbon, a short walk from Avenida da Liberdade and from the historical quarters, this hotel is closely associated with the recent history of Portugal and frequently hosts high-profile events. The building and interior design, and the works by Portuguese artists that can be found throughout the hotel, create a uniquely memorable personality and atmosphere.

Hotel Altis & Altis Suites
Rua Castilho, 11
1269-072 Lisboa - Portugal
Tlf: 351 21 310 60 16, Fax: 351 21 310 60 61

Note: Please do not contact the hotel to arrange your bookings for the conference individually. All bookings must be done through EFVET in order for you to get the privilege of a discount. More details about the bookings will be announced shortly on the EfVET website.

Luis Costa and Leif Haar, The EfVET Conference Team

Conference: New Skills for New Jobs: Action Now

4 February 2010 Brussels

In December 2008 the European Commission proposed a strategy ('New Skills for New Jobs. Anticipating and matching labour market needs', COM (2008) 868 Final) to help ensure a better match between skills and labour market needs and to organize the assessment of the Union's future skills and jobs requirements on a permanent basis. As a result a group of experts was set up in March 2009 to report on New Skills for New Jobs.

On 4th February the findings of the expert group were presented in Brussels under the title "New Skills for New Jobs: Action Now". The report is available on line at

<http://ec.europa.eu/social/main.jsp?catId=568&langId=en>

and at

http://ec.europa.eu/education/focus/focus2043_en.htm

The experts group findings are grouped in four priorities detailed in 34 specific recommendations. The four priorities are:

- a. Provide the right incentives to upgrade and better use skills for individuals and employers
- b. Bring the worlds of education, training and work closer together
- c. Develop the right mix of skills
- d. Better anticipate future skills needs

The study clearly demonstrates the gap between job market needs and education. EU is not yet highly skilled enough to guarantee its future success. You are all urged to go through the findings to assist you in developing new programs or amending existing ones.

The Commissioner for Employment, Social Affairs and Inclusion, Mr Vladimir Spidla stressed that we must all rethink education and training. New skills can compact unemployment and EU must double its financial effort if Europe is to become world class incubator for job skills.

Odile Quintin indicated that 80% of population is under skilled and schools must change their curriculum to meet the new skills need. Teachers must be retrained and Universities should open up for new type of students and nontraditional programmes.

Aviana Bulgarelli, Director of Cedefop, pointed out that jobs lost during the recession were primarily low skill jobs. In fact, high skill jobs had an increase during the recession. Studies by Cedefop indicate a continuation of this trend up to 2020. The demand for medium and high qualifications will increase while a sharp decrease for the low qualification jobs will be observed for the same period. All relevant documents are available at:

<http://ec.europa.eu/social/main.jsp?catId=822&langId=en&eventsId=232&furtherEvents=yes>

It includes a short summary of the conference, the power point presentations given by experts, opening speeches and the expert group report. An interested recent publication on 'Measuring Creativity' is available at:

http://ec.europa.eu/education/news/news2089_en.htm

Stelios Mavromoustakos
Vice President

The Simulated Company project: a best practice in several HETEL VET Schools in the Basque Country

It is not easy to reproduce some aspects of administrative and commercial management in the classroom. Furthermore, it is also difficult to instil in students certain habits and attitudes that are essential for administrative personnel. Company simulation and, more specifically, the SEFED Programme of Company Simulations for Educational Purposes, meets this clear need of Vocational Training schools and enhances our teaching work.

The company simulation methodology employs a simulated company as its main tool. This simulated company is set up within the school by creating the administration office of a non-existent company. The simulated company sells its products to the other simulated companies in Spain (currently numbering 200) and Europe. The idea is to generate business relations, purchases and/or sales with other simulated companies so each can reproduce normal administrative processes (collection, payments, hiring, accounting, tax forms, etc.).

This allows the students to learn within the context of a professional atmosphere that reproduces normal working conditions. This context makes it much easier for the students to learn how to handle the real situations and functions they will encounter in their future employments.

The following aspects will ensure that this “staging” is as close as possible to the real world:

- The office set up in each school. In our opinion, the aspect of the office is essential. The physical setting of the simulation should resemble as much as possible a real office in terms of workstation distribution, offices, computer resources, office material, organisation, etc.
- The support of the Simulation Centre. In the case of schools in the Basque Country and Navarre, GESLAN SL is the company in charge of simulating essential services, such as banking, public employment, taxes, provision of services not currently simulated by other companies, etc.
- The support of local companies. These help us to initially determine the characteristics of the products we plan to sell and establish administrative procedures that are close to reality.

In “*La Salle-Berrozpe ikastetxea*” VET School in the Basque Country of Spain we set up our simulated company (Salle-Lan Biltegiak, SLS) in the 2003-2004 school year. The company is now in its sixth year and the accumulated experience has confirmed our initial intuition: **it is definitely worth the effort!**

The first year was particularly intense, as can be expected from implementing a project —a simulated office, in this case— from scratch. Over the years, the company has gradually improved. We have streamlined processes and details with the co-operation of other simulated companies and the simulation centre, GESLAN SL.

Both teachers and students have provided very positive feedback on the work carried out in the simulated office. We teachers are happy because it allows us to work on aspects that we could not handle before, and the students because they have a space available that brings them closer to what a real job is like, making them much more confident in their abilities.

Several HETEL VET schools (www.hetel.org) have implemented the **Company Simulations for Educational Purposes "Simulated Company" project** and have acquired several years' experience in the project. In general, the schools which implement this project with their students provide for the High Degree Vocational training course in administration and finance (full time students that have finished their Baccaalaureat and join a two year Vocational Training course on Administration and Finance.

The following HETEL VET schools are currently working on this project: Diocesan and Jesús Obrero in Vitoria, Zabálburu Ikastetxea in Bilbao, Maristak in Durango, Lea Artibai Ikastetxea in Markina, CF Somorrostro in Muskiz, La Salle Berrozpe in Andoáin, Irungo Lasalle in Irún, Nazaret Zentroa in San Sebastian and Instituto Cuatrocientos in Pamplona. All are VET Schools of the Basque Country in Spain.

Natalia Gastón

Teacher at La Salle Berrozpe, Andoain

Project head

ngaston@lasalleberrozpe.com

New SC member from Denmark – Vibeke Nørgaard

Vibeke Nørgaard is representing the Danish EFVET members after Louise has retired. Vibeke works as "Head of International Relations" at Technical Education Center Copenhagen (TEC), a position she has filled out since 2000. TEC / Vibeke has a great national and international network and is active in most European programmes – as promoter or partner. TEC has been a member of EFVET for quite some years and participates in the yearly conferences. Vibeke is looking forward to working with the national board in Denmark and the Steering committee.



Teknisk Erhvervsskole Center • Nordre Fasanvej 27 • 2000 Frederiksberg • 38 17 70 00 • www.tec.dk

New SC member from Sweden - Kristina Hessel



My professional background is teaching Psychology, Sociology and Political science for some 15 years before switching to school leadership. I worked for more than 10 years as a deputy head at Malmö Latin School, the Social Science Programme. We developed a bilingual (Swedish/English) branch which included work practice in different European countries, and later project work abroad for third year students. I've been part of many exchanges and international training courses as well as Socrates/Comenius and Grundtvig projects.

For the last two years I've been headmistress for adult education; assistant nurses. My next project will be to arrange for work practice for students in Poland and in Norway. And of course to open up for others to come to Malmö.

The Öresund region is very hot for the moment, and pressure and urge to integrate the south of Sweden to the east of Denmark in many fields is strong. Many people commute daily from Malmö/Lund to Copenhagen and Danish families living on the Swedish side of the border are not unusual. Higher wages in Denmark and lower housing costs in Sweden are the factors behind.

I'm very grateful to have been given the opportunity to take Sofia's place during 2010 in the EfvET Steering Committee. Mobility within the field of vocational education and in the labour market – isn't that the goal for all the international exchanges we arrange for the young? It's hard to find a more vivid, dynamic and future aiming field.

Learning in the Workplace / Sweden

It all started with a political decision in 1997 that all staff in the field of home care and health care in the municipality of Malmö should have as a minimum, the formal competence of an assistant nurse. Over the years different actions have been undertaken to educate assistant nurses. Nevertheless, there are some 900 employees without proper education in the social service system. They work in the customer's home and often perform medical work on delegation from nurses. Now, the authorities have decided to guarantee quality in home care. This project will also create a basis for development and improvement in the field.

Knowledge and connections to research is asked for, especially in the care of the old. At the same time it's important to strengthen the individual as well as the collective learning in the workplaces. The qualification process, that the keepers go through, is a tool too for developing the workplaces into learning organisations.

The lifelong learning concept means focusing the work as an environment for learning. Sustainability, in the leadership too, is very important of course, and to achieve this, the process has to be under constant change and development. Long time goals have to be made visible.

This is how the project works: 25-30 employees, chosen by their boss and coming from 3-4 different local districts are relieved from work 1,5 day per week. They get full pay during the educational period. One day is reserved for lessons with teachers from the school normally handling assistant nurses students studying full time during a period of 48 weeks, including 10 weeks work experience. In every workplace, there is a well established assistant nurse who has been educated at University of Malmö, part time during 5 weeks, together with 7 teachers from Rönnens gymnasium, adult education department. They are all prepared to support, instruct and teach the students for a period of about 1 year. Most of the teaching takes place in specially equipped premises close to the workplaces. On some occasions, the students come to school in the evening to get practical training in special "method rooms" with instruments etcetera. They also have access to the school library and education films as well as to the computer room. One of the courses is Computing. Part of the concept is networking between the participating workplaces in the different city districts. It is an advantage if more than one participant from each workplace takes part in the project. We're now doing the third round. Each round starts with a 2 days gathering in a resort by the coast, outside Malmö with teambuilding and presentations from stakeholders.

The courses are given in four modules and the content is adjusted to the needs of the students. By using knowledge from one course the students don't need to study the same phenomenon more than once. The approach is holistic and integrative. Time will be saved this way as it will through using the web based platform too.

The content is the same as assistant nurses go through in the full time adult education; in all 14 courses, covering the medical, social, cultural, psychological aspects as well as the working environment. 1.400 study points compared to the 3 year long education of 2.500 study points young people, 16-18 years old in upper secondary school, are given in the national Health Care programme.

Our students are working together or by themselves. They mostly work in groups of 8. Important elements of the set-up is knowledge inventory and practical instructions. The cooperation between the teachers and the pedagogical instructors is very important. The instructors also get personal time with the teachers where they can discuss didactics and pedagogy. The instructors have an important role, connecting the theoretical stuff to practical reality illustrated by situations in daily life. Assessment is made with a validating view.

Already from the beginning the importance of evaluating the project outcome as a basis for further activity, was emphasized.

There has been a discussion about to what extent the teachers include experiences from the instructor when deciding the grade in each course.

Everyone agree on the importance of the working team taking an active interest in what the student is doing. The bosses also have a key importance in supporting and adjusting to the need of the students.

A problem is that initially the project meant an increased workload for the instructors. We assume that the role of the teacher is modified in a project like this, but this still remains to be examined. The student ask for teacher's participation in daily tasks with care seekers.

There is an ongoing dialogue between teachers about to what extent the education is constructed so that practical experience is used in different learning situations.

Concepts that are focused are for example "learning dialogues" and "time for reflection" and "informal learning", "learning as a natural part of workplace activity". Researchers from Malmö University have written two reports so far.

A small problem has been that no stand-in is there to replace the student when studying. Too much focus has been on the teachers instead of on the instructors and it has been difficult to really engage the working teams. The reason behind has been found to be lack of interest from the boss one level up in some cases, and too little information on a broad approach.

One student says that "everyone think what they do is the best way to do it" and "there is no consensus out there".

Time, space and support from the bosses is essential to successful education of these students and of the learning process including the working team. Active leadership is needed to engage all staff. There is no doubt that the students get a higher degree of self esteem after having finished the process. In some cases students in the end change their method of working. And that activities that were carried out on routine before, now are done with a deeper understanding. They also know their own rights better.

When asked, the students say they have got new knowledge about medicines, illnesses, the human body, psychology and computing science. The professional language has also improved and they can take part in conversations at work better than before. Silent knowledge has been taken out in the light.

After the first round, parts that have been developed are:

- more detailed descriptions of how to carry out the project
- a higher degree of participation from the instructors
- a higher degree of flexibility and individual adjustment
- more frequent and tighter contacts between teachers and instructors

"Before I knew how to do it, but not why, as I know now" – this statement from a student is a good way of ending these lines.

Kristina Hessel, March 2010

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



The LIFE project Train the Trainer Pack is being piloted in partner countries. Jim Crawley, Head of Lifelong Learning at Bath Spa University, said: "The Project is not only interesting and forward looking, but also highly relevant to the current teaching situation in the UK."

The Pack includes some very useful activities to embed life skills into vocational teaching. One example is a cultural awareness activity, which has proved very popular with teachers in Cyprus. The pilot in Italy has proved to be a positive experience for trainers and in Spain the LIFE pack has been integrated into 'emotional intelligence' training. A VETPRO initiative instigated by the Lithuanian partner, involves teachers experiencing the LIFE pilot in different countries.

For more information, visit the website <http://www.life-keyskills.info/> or contact rosaleen.courtney@nortcoll.ac.uk



Trans-national project partners include Norton Radstock College as co-ordinator, Cebanc- Cdea (ES), CSCS (IT), Marijampoles Vocational Education & Training Centre (LT), IMCS Intercollege Ltd (CY), Pascal Education Ltd, (CY), Marijamoples Chamber of Commerce (LT), KEI IVAC Basque Institute for Qualifications & Vocational Training (ES), Bath Spa University and EfVET.

International Development Officer Validation of non-formal and informal learning

A training package is currently being developed for those who are new to international development work in VET institutions. Ways of assessing and validating informal and non-formal learning will also help more experienced International Development Officers to gain recognition and identify areas for continuing professional development. The training and assessment methods will shortly be tested in partner countries. The partnership includes members from Finland (Co-ordinator), Romania, France, Greece, Italy, Norton Radstock College (UK) and EfVET. For more information on project progress go to www.idolearn.net.

Find out more about the IDOLearn training and assessment package at the project conference which will be held in October 2010 at the historic CIEP conference venue in Sevres near Paris. Details will be published in the next EfVET newsletter.

Envolwe – Nature Based Entrepreneurs and VET Providers Learning and Working Together

Partners in the envolwe project have had an enthusiastic response from nature based entrepreneurs in looking at ways to co-operate with VET colleges. Each partner is testing a best practice cooperation model which they will pilot over the coming months. Entrepreneurs come from a range of businesses including fjord exploration trips and sea urchin farming in Norway.



Project partners are: University of Helsinki Ruralia Institute (Lead Partner), The Finnish Nature-based Entrepreneurship Association and Yla-Savo Municipal Federation of Education from Finland; Eesti Maaulikool Estonian University of Life Sciences; Rogaland School and Business Development Association from Norway; Centro Servizi Cultura Sviluppo Srl, Research Centre for Cultural Development from Italy; Norton Radstock College from the UK; Euracademy Association from Greece and EfVET. For more information, see the website <http://www.luontoyrittaja.net/envolwe/>





TACTALL – The Accessible City – Tourism for All

Jenifer Litman MBE, Chief Executive of the UK national charity (Tourism for All), made the keynote address at an accessibility awareness workshop for the TACTALL project. Pictured here with Pete Hodgson, President of EfVET, Jenifer explained the business case for a change in attitudes towards accessibility and how training for staff in the tourism sector could help.

Partners are co-ordinator Cdea (ES), Norton Radstock College (UK), Gruppo Adapta (ES), CSCS (IT), Neils Brock College (DK), Euro_Contact Business School (H) and EfVET. Social partners include Pantagrue (IT) and Bath Tourism Plus (UK).

For more information, go to www.tactall.org .

QUAVETS – Quality improvement in Vocational Education and Training.

A successful meeting was held at Trondheim during which sector representatives from health and catering reviewed the outcomes of questionnaires. At the next meeting in Lisbon, the painting and receptionist sector representatives will do the same in preparation for the final meeting in June and the final report.

The partnership includes: Iceland (co-ordinator), Norway, Lithuania, Spain, Portugal and two partners in the UK – ACER and Norton Radstock College.

More information can be found on the project website:

<http://www.idan.is/throunarverkefni/quavets/>



Modular e-course with virtual coach tool support

The course has been tested with 'Clara' – the 'coachbot' avatar who will assist and guide participants, testing their skills at the start and end of the course. Piloting is taking place with trainees in the health and social care sector.

For more information, go to <http://www.forcom.it/coachbotproject/>

Network Promoting E-learning for Rural Development - e-ruralnet

In order to improve and expand the documentation of e-learning supply and demand in rural areas, research has taken place and is being discussed at a transnational meeting in Estonia in March.



The main deliverable of the project will be to create a guidance tool using Games Based Learning (GBL) to familiarise users with the process of selecting and using e-learning products; and make available this tool to the network and any other interested organisation.

There are 13 partners, including EfVET - .Euracademy Association–Project Promoter (GR), PRISMA-Centre for Development Studies)GR) –Project Coordinator, University of Helsinki, Ruralia Institute, Seinajoki Unit)FI), Nicolas Copernicus University (PL), University of Rostock (DE), .Norton Radstock College (UK) Hungarian Academy of Sciences, Centre for Regional Studies (H), Mediterranean Institute for Sustainable Development (ES), EMMERCE EEIG (SE), Estonian Information Technology Foundation (EE), EduLearn, Software and Multimedia, Lda (PT), IBIMET (IT), Typical Mutations – Web Services LLP (GR).

The project website is available at www.e-ruralnet.eu

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Implementation of ECVET

Pilot project in Finland: FINECVET

The Recommendation on the European Credit system for Vocational Education and Training (ECVET) formally entered into force in June 2009. The purpose of ECVET is to facilitate recognition of prior competence and studies completed in another European country. ECVET makes comparison of learning outcomes acquired at home and in other countries easier, treating learning experiences abroad as normal part of training. Although voluntary, the European Commission strongly urges Member States to initiate Europe-wide testing of the ECVET system. The application of the instrument is based on mutual trust and transparency among VET providers.

FINECVET

The FINECVET project, supported by the Finnish National Board of Education, pilots the application of ECVET in the Finnish vocational education and training system for transnational mobility. The project has had two previous phases, the first starting already in December 2004. During the two phases, the project produced models for necessary documentation and, in addition, information on the applicability of the system in various vocational qualifications.

Now, the FINECVET project has entered its third phase to be concluded by December 2011. In the final phase, the project will focus on the ECVET process, assessment, documentation and quality assurance. The overall aim is to make ECVET better understandable and applicable, particularly among teachers.



Picture 1: Mr Michel Aribaud from the European Commission at the launching seminar of the FINECVET project in Helsinki, February 2010

Organisation of the FINECVET project

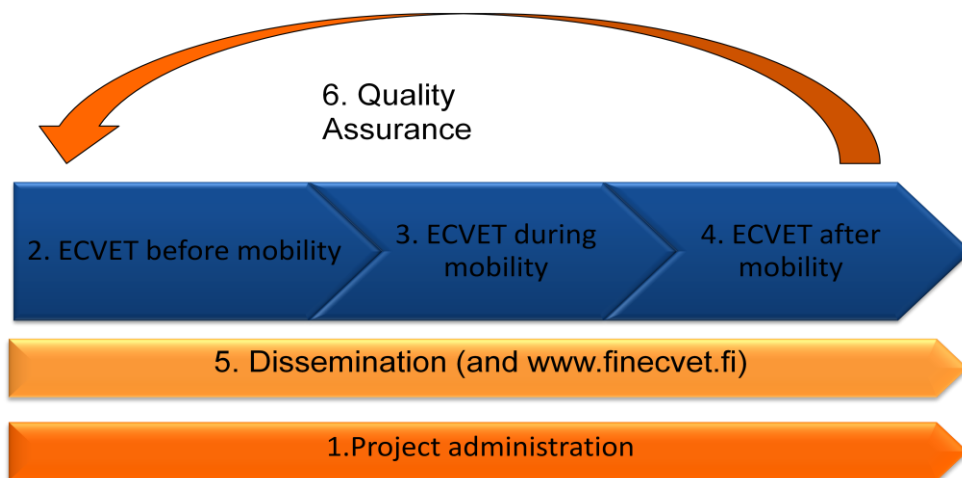
Six Finnish VET providers act as project coordinators each piloting the ECVET model in 1-3 vocational, further and specialist qualifications together with their European partners. Testing covers

the following sectors: social and health care, business and administration, culture, and technology and transportation. To this end, the coordinators cooperate with other Finnish vocational institutions in their field.

The project brings together representatives of education administration, social partners, VET providers, principals, teachers and students.

Special attention will be placed on information dissemination and the project website will open in May 2010.

FINECVET process and "work packages"



Picture 2: FINECVET process and "work packages"

The Finnish VET providers participating in the FINECVET project are Joint Authority of Espoo Region, Omnia; Helsinki Business College; Kainuu Vocational College; City of Vantaa – Vantaa Vocational College Varia; Salpaus Further Education; and Federation of Swedish Ostrobothnia for Education and Culture – YA!

Further information:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

http://www.cedefop.europa.eu/etv/upload/etvnews/news/4900-att1-1-ecvet_ga_final.pdf

<http://www.ecvet-projects.eu/>

<http://www.finecvet.fi> (May 2010)

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The EFVET Newsletter is published electronically on the EFVET website and sent to members by e-mail.

New deadline for manuscripts: **1 June 2010.**