

EfVET Newsletter – March 2012

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Message from the President (March 2012)

Dear Member, welcome to this, the March 2012 edition of our newsletter. I trust you are all keeping well. I would like to express a very warm welcome to our new members, recently joining the Network from Greece and Spain (Pais Vasco).

With regard to membership, we are currently preparing new and extensive promotional material to include the benefits of membership; how to get the most out of membership services and partnership. In addition the brochure will include information sheets on all the European Lifelong Learning Programme projects where EFVET is a disseminating partner. It is our intention to produce this in several languages in order to launch a major membership drive in those countries under represented in EFVET. This work is being co-ordinated through my own college: Norton Radstock College and with the help of Marta and Valentina – our Central Office Staff in Brussels.

Members of your Steering Committee continue to be very active representing EFVET on a number of Commission or EUCIS-LLL working Groups on key thematic issues relating to ET Strategy 2020. We are extremely grateful for their commitment and time devoted to these activities. EFVET continues to work with our other European VET Associations to promote VET at policy level and Stelios Mavromoustakos will be attending the EUproVET Conference in June this year and an upcoming conference on VET through the Danish Presidency.

This brings me on to the next EFVET Annual International Conference which will take place in Palma, Majorca from 24th to 27th October 2012. Conference will provide an ideal opportunity to share good practice and consider possible collaborative partnerships in preparation for the launch of the new Lifelong Learning Programme 2014 – 2020. Registration details and hotel booking forms are available on the website: www.efvet.org Full details of the programme and theme will be available by the end of March 2012. Register early (before 30th July) for the discounted rates.

I would like to conclude by congratulating Stelios Mavromoustakos who was elected for a further 2 year term at our Steering Committee meeting in late January. The position of secretary still needs to be filled, but Marian de Villanueva stays in this role whilst we prepare a new process of nominations – these will be prepared and uploaded on our website.

I finish with a big thank you to all my colleagues on the Steering Committee and our staff in Central Office for their continued efforts and support.

I look forward to meeting you all again at our conference in October 2012 in Palma and in the meantime I wish you all my best wishes.



Peter Hodgson
President, EfVET

Méssage du Président (mars 2012)

Chers Membres,

Soyez la bienvenue à notre bulletin de mars 2012. J'espère que vous allez bien. Je voudrais accueillir chaleureusement nos nouveaux membres – le réseau de Grèce et d'Espagne (Pais Vasco).

Concernant de nouveaux membres, nous préparons actuellement des matériaux de promotion, y compris des bénéfices d'être membre d'EfVET, de profiter des services d'EfVET et de son partenariat compréhensif. Aussi la brochure contiendra de l'information sur les projets de la Programme de Lifelong Learning où EfVET a le rôle de partenaire de dissemination. Nous avons l'intention de traduire cette brochure en plusieurs langues pour lancer une campagne d'adhésion, surtout dans les pays où nous n'avons pas beaucoup de membres. La coordination de cette campagne sera basée dans mon institution – Norton Radstock College avec l'assistance de Valentina et Marta à notre bureau central à Brussels.

Des membres de notre Comité de Pilotage continuent activement à représenter EfVET sur les groupes de travail de la Commission Européenne et d'EUCIS-LLL. Nous remercions nos collègues pour leurs engagement et le temps qu'ils passent à poursuivre ces activités.

EfVET continue à travailler avec nos autres Associations Européennes de VET de promouvoir VET au niveau de politique et Stelios Mavromoustakos assistera à la Conférence d'EUproVET en juin et une conférence sur VET pendant la Présidence danoise.

Et finalement à la Conférence Annuelle d'EfVET qui aura lieu à Palma, Majorca du 24 au 27 octobre 2012. Notre conférence vous donnera l'occasion de partager des bonnes pratiques et de considérer des partenariats de collaboration pour préparer le lancement du programme "Erasmus for All "2014-2020. Vous trouverez des détails de régistration sur le site web: www.efvet.org. Réduction avant le 30 juillet 2012.

Je voudrais féliciter Stelios Mavromoustakos qui a été élu comme notre Sous-Président encore une fois pour deux ans. On cherche toujours un nouveau secrétaire, mais entretemps Marian de Villanueva continuera à jouer ce rôle pendant que nous préparons un autre processus de nomination et d'élection.

Je remercie tous nos membres du Comité de Pilotage.

Mes meilleurs voeux.



Peter Hodgson
Président, EfVET

21st Annual EfVET International Conference

The next EfVET Annual International Conference which will take place in Palma, Majorca **from 24th to 27th October 2012**. Conference will provide an ideal opportunity to share good practice and consider possible collaborative partnerships in preparation for the launch of the new Lifelong Learning Programme 2014 – 2020. Registration details and hotel booking forms are available on the website: www.efvet.org Full details of the programme and theme will be available by the end of March 2012. Register early (before 30th July) for the discounted rates.



2008-2012 ECVET Pilot Projects

The results of 11 2008-2012 ECVET pilot projects were presented in a final conference in Brussels on 22-23 February. The ECVET recommendation calls upon Member States to implement ECVET in gradual stages, starting in 2012. The eleven projects tested ECVET in various economic sectors and involved Ministries, Chambers, schools and VET providers. Information on all projects can be found in <http://www.ecvet-projects.eu>.

The 11 projects and their results

1. Transnational units of learning outcomes and a qualitative performance-oriented assessment methods- AEROVET project
2. Recognized mobility of learners in the field of automobile maintenance- ASSET project
3. Testing a joint ECVET-ECTS implementation- Be-TWIN project
4. Enhancing mobility between learners in the performing arts sector in Europe- CAPE-SV project
5. An international mobility network for the chemical industry- CREDCHEM project
6. A model of Transparency of Learning outcomes Units- M.O.T.O project
7. ECVET system for No borders in tourism' hospitality European Training and WORD-N.E.TWORK project
8. Manual for describing learning outcomes in view of ECVET mobility- OPIR project
9. Sustainable network of training centers using ECVET for mobility- NETINVET project
10. An ECVET Toolbox for the training of master craftspersons- SME-Master Plus project
11. Value Learning Outcomes in the Grande Region- VaLOGReg project

Stelios Mavromoustakos
Vice President



EUCIS-LLL

The European Civil Society Platform on Lifelong Learning
is glad to invite you to its **Annual Conference**

Social Innovation for Active Inclusion

Lifelong Learning Contribution for a Better Tomorrow

14 May 2012 - Leuven, Belgium

Dear,

EUCIS-LLL would like to invite you to its [Annual Conference](#) on «**Social Innovation for Active Inclusion: Lifelong Learning Contribution for better Tomorrow**» on 14 May 2012 from 9:30 to 18:00 in the Auditorium "Zeger Van Hee" in College De Valk (KU Leuven University) **Leuven**.

This event will gather actors coming from the various sectors of education and training all around Europe. It will tackle and propose innovative ways to combat educational disadvantage and fight youth unemployment. The conference will also provide a specific insight on the opportunities of intergenerational learning, in the context of the current European Year 2012 on Active Ageing and Solidarity between Generations. Keynote speakers include Androulla VASSILIOU*, Ramon FLECHA, Ides NICAISE, Pierre MAIRESSE...

Topics of the workshops are:

- Access and participation in education and training: combatting educational disadvantage
- Challenges and opportunities of migration within education and training systems
- The opportunities of intergenerational learning in lifelong learning
- Education and training role and contribution to alleviate youth unemployment

As a key stakeholder, we would be honoured by your participation. Check out the [programme](#) and [register](#) before 15 April to benefit from our early rate conference fee!

We look forward to welcoming you during this event.

Kind regards,

Gina Ebner,
President of EUCIS-LLL

With the support of





EUCIS-LLL

The European Civil Society Platform on Lifelong Learning
is glad to invite you to its **Annual Conference**

Social Innovation for Active Inclusion

Lifelong Learning Contribution for a Better Tomorrow

14 May 2012 - Leuven, Belgium

Draft programme

09:30 Registration

10:00 Welcome words

◆ Gina EBNER, President of EUCIS-LLL

◆ Androulla VASSILIOU*, European Commissioner for Education, Culture, Multilingualism, Sport, Media and Youth

10:20 Keynote speeches

◆ Ides NICAISE, University of Leuven, *Coping with social inequalities: the challenges for education and training systems*

◆ Ramon FLECHA, University of Barcelona, *Strategies for inclusion and social cohesion from education in Europe*

11:10 Coffee break

11:30 Thematic workshops

◆ Access and participation in education and training: combatting educational disadvantage

◆ Challenges and opportunities of migration within education and training systems

◆ The opportunities of intergenerational learning in lifelong learning

◆ Education and training role and contribution to alleviate youth unemployment

13:00 Lunch

14:30 General report on workshops' key messages

15:00 World Café

On recommendations on innovative strategies to fight discriminations and inequalities at European, national, and regional levels

16:30 Coffee break

17:00 Policy feedback

◆ Joke van der LEEUW-ROORD, EUCIS-LLL Vice-President

◆ Pierre MAIRESSE, Director "Lifelong learning and 2020 strategy", DG EAC, European Commission

◆ Kyriakos COSTEAS, Attaché for Education, Culture, Youth, Cyprus Permanent Representation to the EU

18:00 Close



VENUE

De Valk College
Tiensestraat 41
3000 Leuven
Belgium

Registration

The registration form is to be sent before 1st May. Register before 15 April and benefit from our early rate conference fee!

Conference language: English

CONTACT

EUCIS-LLL
info@eucis-lll.eu
0032 2 234 61 36
www.eucis-lll.eu

Looking forward to your active participation in this conference!

With the financial support of the European Commission and with the support of

EUCIS-LLL Public Hearing on «*Social Innovation in Education and Training*»

EUCIS-LLL organised this Public Hearing on "Social Innovation and Training" in Brussels on March 6 2012 in order to discuss what is meant by "Social Innovation"

Today little is known about social innovation compared to the vast amount of research into innovation in business and science. EUCIS-LLL understands **social innovation as changes in ideas, practices and institutions that aim to resolve existing social, cultural, economic and environmental challenges** for the general interest. We talk about "social" innovation because society is at the core of the analysis. In education and training, it covers a wide range of models from childcare to web-based learning, second-chance schools, to the delivery of learning in prisons or inhospitals. Social innovation supports greater inclusion and equity in our education and training systems and in our societies. EUCIS-LLL considers that access and participation to learning is a crucial determinant of social cohesion, economic competitiveness and the exercise of citizenship. If social innovation aims to resolve existing challenges then innovation should take place at all levels and in all sectors of education and training in a lifelong learning perspective. Indeed, struggling against risks of exclusion requires innovative initiatives not only in applying new technologies but also in proposing innovative pedagogies and looking at more sustainable governance and partnerships. Social innovation is also about finding the appropriate drivers to give people enthusiasm about acquiring learning. Peer learning activities and the participation in European or International projects or networks proved to be very positive in motivating actors and for capacity building.

The following contributors gave presentations on successful case studies:

- Welcome words from Ariane RODERT, EESC representative, rapporteur of a Committee opinion on "Social entrepreneurship and social enterprise", Sweden.
- Christopher CLOUDER, Director of the Botin Platform for Innovation in Education and CEO of the European Council for Steiner Waldorf Education which spans some 680 schools in 27 countries.
- Nils PHILLIPS, Malmö Centre for Social Entrepreneurship, Folkuniversitetet, member of the European Association for the Education of Adults
- Martin BEGAUD, GENEPI, organisation promoting students' volunteering in Prisons
- Joe CULLEN, MENON/Tavistock, Links-up project

Closing words

- Lieve VAN DEN BRANDE, Senior Policy Officer responsible for "ICT and education", Directorate General Education and Culture, European Commission

A report of this Public Hearing with the presentations can be found on the EUCIS-LLL website – www.eucis-lll.eu.

Geoff Scaplehorn

“Erasmus for All” EUCIS-LLL Response to the Proposals

“Erasmus for All” is the new programme proposed by the European Commission on 23 November 2011 for education, training, youth and sport. The draft regulation is now being discussed at the European Parliament and Council. The coalition praises the proposed budget of 19 billion EUR while acknowledging that it is a minimum allocation necessary to have a real impact in the current economic crisis and to match the ambitious targets of the Europe 2020 strategy. It also welcomes the commitment to simplify the programme. However it considers that some adjustments could be brought to the proposed Regulation in order to ensure a greater impact and European added value.

This concerns the need to reinforce the lifelong learning dimension and the recognition of key and transversal competences and skills gained through non-formal education, to strengthen the complementary aims of learning – active citizenship, social inclusion and employability as equally important. Furthermore, it is crucial to better acknowledge the importance of civil dialogue and civil society and the support to them. The coalition invites EU institutions to take into account the arguments that underlie each of these statements. It also presents very concrete proposals in order to simplify the management and administration of the future programme.

A summary of the key observations:

- All sectors should be given equal importance and the structure needs to be clarified in order to ensure that the programme is tailor-made for each learner group.
- We call for a clearer recognition of non-formal education
- Cooperation for innovation and good practices should aim towards common goal
- Most of our networks feel that the denomination “Erasmus for All” is not appropriate
- “Lifelong Learning” or “Learning Europe” might be more appropriate
- The introduction should mention EU policy commitments as regards social inclusion
- EU institutions should take into consideration individual, organisational and systemic impact
- Support should be given not only to activities with clearly measurable short-term effects but also to those that promote general, long-term development
- Targets should not only be quantitative and learning mobility should be accessible by all EU citizens regardless of their social background
- Although we understand that the aim of the proposed student loan guarantee scheme is to increase mobility, we see it as a very unwelcomed break with the European tradition of offering grants
- The aim of the programme should be to support a holistic approach to learning, providing means to develop competences throughout life. The Regulation is too much focused on improving people’s employability/skills
- Acquiring and improving key and transversal competences encompass developing active citizenship and social cohesion as well as employability
- Education to European citizenship should be a strong element in the Regulation
- Many European networks and platforms are very active in translating, disseminating and involving educational actors in EU policy-debates and projects and initiating a multipliers’ effect within the broader society. Their role is crucial and cannot be undermined notably by cutting the operational support to them.
- In order to perform their task these organisations need to receive a sustainable support from the EU. Organised at EU level, most of them do not qualify for support from the national level

- Operating grants have the added value of supporting the functioning of these networks and platforms in a more sustainable way than with projects
- Article 9 should further make a reference to a structured dialogue in education and training and to European platforms and Forums that make it happen
- An article should be added on stakeholders' consultation stating that "*The Commission shall have a regular dialogue with the beneficiaries of the programme and relevant stakeholders and experts*" as in the Europe for Citizens programme
- Clarification on the role of national agencies. National agencies have a key role to play but it is crucial to have common EU priorities to have the most effective impact
- The selection process should be reviewed as it is now distant and dialogue is lacking. More transparency is requested on the way applications are evaluated: quality feedback should be given to all applicants
- The final evaluation of projects should focus on evidence (results). It is reported that auditing requirements represent a huge burden on the time and resources of civil society organisations and for the European Commission.
- Alongside the administrative and financial simplification, it is crucial to improve guidance and information
- Revising application forms. More coherent and understandable application forms based on: "who, what, why, when, for whom and how"
- Applying a 2-step procedure especially for very competitive grants. It is generally agreed that preparing a transnational project takes around 6 months with no guarantee that it will be selected at the end. It would be more effective to adopt a two-step procedure: sending a first proposal and, if accepted, submitting the whole application
- Setting up a database of applicants. Information about applicants could be stored centrally (i.e. legal status) to avoid applicants sending the same documents again and authorising officers checking them again
- Applying common rules. National Agencies and the Executive agency should propose more flexible deadlines to ensure greater participation
- Suppressing bank guarantee. The pre-financing guarantee required by some agencies is very problematic for many organisations
- Developing the use of lump sums. Lump sum systems tend to be easier; they enable smaller organisations to take part in EU projects
- Cost effective eligibility periods. This rule is mentioned as being rigid and ineffective. The eligibility period should be based on the activities and not on the day of purchase
- Double ceiling. Today grants are expressed both as a maximum amount and as a maximum percentage defined in the grant agreement as a proportion of eligible costs
- Specific financial support to follow on with successful projects (follow up on impact evaluation process).
- Facilitating joint exchange ideas and processes on EU financial projects on the same range of education/training areas
- Set-up an online platform to facilitate knowledge exchange for stakeholders and to provide direct/indirect support on sponsoring specially focused on communication and media dissemination
- It is important to strengthen the preparation and follow-up phases of learning mobility
- More flexibility about the "10%" rule. More flexibility should be given in order to reallocate parts of the budget
- Possibility to adapt the level of indirect costs. It is recognised in many member states that indirect costs represent more than 7% of the total budget

- Simplify amendment requests
- Late payments and unequal instalments procedures. Many organisations reported late payments with money arriving 3-4 months after the project has started, with very negative impact on delivery
- Recognising volunteer work as contributions in kind
- Indirect costs should be applicable. Applicants should be able to ask for indirect costs when they apply to call for proposals even if they receive an operational grant
- Suppress the non-profit rule. Organisations that use EU operating grants to cover their core costs while they are running other projects that generate some surplus, have to give all this built-up surplus back to the EU even if the activities of these projects are not related to the activities carried out for the operational grant
- Flexible co-funding ratio. More flexibility should be allowed on the percentage ratio of co-funding for not-for-profit making organisations, for small and average-sized organisations that do not already receive important funding at national or regional levels

At a meeting of representatives of EUCS-LLL Member organisations on February 22 2012, the following information was reported.

It seemed that **Doris Pack** (EPP), CULT Committee rapporteur, was not supportive of the Regulation proposal as it was notably about merging everything under the "Erasmus" label. The different groups were nominating shadow rapporteurs. The Member States were also not convinced about the proposal as it stood. A majority seemed to support the idea of having a separate chapter on Youth; most wanted to reintroduce target groups/a more sectoral approach; a majority was in favour of changing the name; some wanted to extend

Systemic impact to individual and organisational impact; to open the international dimension to different sectors; to lessen the focus on employability; keeping pupil and adult mobility. These were still open discussions. The Danish Presidency was supposed to present a "**presidency document**" at the next meeting but it is not known what this would be – a new version or a declaration. Furthermore, the Council asked the European Commission to provide clarifications on the structure.

The full text of this EUCIS-LLL position paper has been posted on the EfVET website- www.efvet.org.

Geoff Scaplehorn

Europe Mobility Network – Raising the Quantity and Quality of Work Placements in Europe

Europe Mobility Network is a community of Mobility Coordinators, an interactive group of people joined together by the common interest in translational learning mobility. The aim of EUM Network is to stimulate the raise of quantity and quality of work placements in Europe by promoting interaction and cooperation among those who are responsible for mobility initiatives.



The platform is open to vocational training providers, universities and non formal education actors who accomplish work placements abroad. At the moment the platform group counts over 50 organizations from 15 countries and more than 5.000 work placements opportunities.

Joining the EUM community is free and the benefits are many. As a member of the community you can for example; identify partners for future joint mobility projects, offer your hosting opportunities, access to quality work placements abroad and discover new funding opportunities.

Main features of the online community

All members are given an overview on all registered community members, and the integrated search engine enables each member to browse the database according to different criteria's. For example: geographic, sector of education, name of organization or coordinators, volume and characteristics of learners and economic sectors. This enables the members to search hosting and sending partners or work placement opportunities.

For the communication between the community members the EUM platform has a Forum where you can interact and exchange post and news, and an Internal Messaging System so that the members can communicate with each other directly.

There is a section dedicated to the upload and exchange of documents, and a section where each member can insert events such as workshops, activities and conferences.

EUM Network Community members

The Europe Mobility Network already counts a large number of members from all over Europe. Join us now and don't miss this unique opportunity!

Joining the Europemobility Network is free, and if you join before the end of the Month, your profile will be visible in the next issue of the Catalogue!

Find out more on how to join our network on www.europemobility.eu

Or contact directly the project coordinator:

Cscs IT ...00 39 05735044
Cscs ES ...00 34 944344093
Cscs GB ...00 44 1422570750
Cscs DK ...00 45 69960337
Cscs NL ...00 31 208080031

Stefano Tirati

Experts´ Workshop on Vocational Training Excellence in Brussels

TKNIKA (Institute of innovation for Technical and Vocational Training and Lifelong Learning), located in the Basque Country, has taken part in the second panel of experts on excellence in vocational training organized in Brussels by the European Commission.

José Luis Fernández Maure, on behalf of TKNIKA, had the opportunity to discuss with four other representatives of Ireland, Denmark, Holland and Bulgaria, and under the advice of three other experts from the European Commission, on the factors that better contribute to know when Regions, Vocational Training Systems or Networks providing vocational training had reached the degree of excellence.

The purpose of these workshops of experts is at first glance to analyze good practices in different areas, be aware of the development of initiatives that could be considered innovative and prepare a report with recommendations to the European Commission about the factors that contribute to the recognition of excellence, but also, and more important, as a guide to develop intervention strategies for institutions, networks or VET providers that can improve the performance of the systems of vocational training in the regions or countries.

The debate and contributions focused on the following factors:

1. Networking among vocational training centers, mixed networks with VET institutions, companies, technology and research centers , universities, regional and local institutions.
2. Need to take a step forward to allow the creation of networks of networks that could be referential for other countries.
3. Rates of mobility of VET students in the three systems, initial, continuing and occupational.
4. Level of development of quality systems.
5. Existence of systems for the management of innovation in VET providers and the impact of the development of this system in the number and amount of innovation projects being developed by the organizations.

6. Need of institutional and organizational leadership to improve vocational training systems.
7. Rates of teacher training strategies in companies.
8. Mobility limited to periods among VET teachers, University teachers and skilled workers.
9. Need to continue developing entrepreneurship strategies that enable the creation of new businesses
10. The obligation to start working on strategies for intrapreneurship. The Future of new businesses goes through the need to design new kinds of relationships that enable workers with the possibility of creating businesses within businesses.

Finally, this panel of experts of excellence in Vocational Education and Training where TKNIKA played an active role, will produce a report with recommendations to the European Commission that will serve as a guideline for member states.

José Luis Fernández Maure
International Manager
TKNIKA



RAINOVA (Regional Approach to Innovation for VET and learning communities)

Vocational Training centres and, in general, most small and medium sized companies do not have tools or systems that let them manage innovation properly. Their management systems are more geared towards tackling the tasks that are their day to day work rather than creating time and resources for forward planning that would enable them to work on innovative projects.

The RAINOVA project follows the general aim of encouraging development of innovation systems for the regions represented by the project partners. In order to achieve this aim, firstly we will need to analyse the role played by educational institutions in the innovation system, particularly those working in the field of Vocational Training. So, the study of the different regional innovation systems represents one of the objectives of this project, tackling relations between the different agents within them and how they participate in the innovating process.

In the same way, after having analysed the different innovation systems regionally, the project will tackle the challenge of proposing an innovation management model that can be used by any of the agents in these systems, adapting as necessary. This will create a shared vision of the innovating process, in terms of organisations and as a regional system.

Finally, the management model will be piloted with a small number of organisations - VET institutions, companies and research organisations.

The results of the regional studies and the piloting of the innovation management model will allow project partners to propose initiatives that will work with their respective systems. In order to guarantee shared learning between the different regions and their respective systems, creating a network of regional innovation systems is proposed, encouraging its development and evolution.

The project will develop in 5 key phases:

1. Studying the situation of regional innovation systems
2. Designing an Innovation Management Model
3. Drawing up action plans for the Regional Innovation Systems
4. Piloting the Innovation Management Model
5. Creating of the Regional Innovation Networks

Members of EfVET (Adastra Education, CSCS, EUC Syd, IKASLAN, TKNIKA) partners from four other countries, partners from China and Canada and EfVET as an organization are active partners in this project approved by Brussels in 2011 and being developed between 2012 to 2015.



Rainova Project Coordinator
Jose Luis Fernández. Maure
TKNIKA AND IKASLAN



ELEVET - Electrical Engineers Vocational Education Transparency

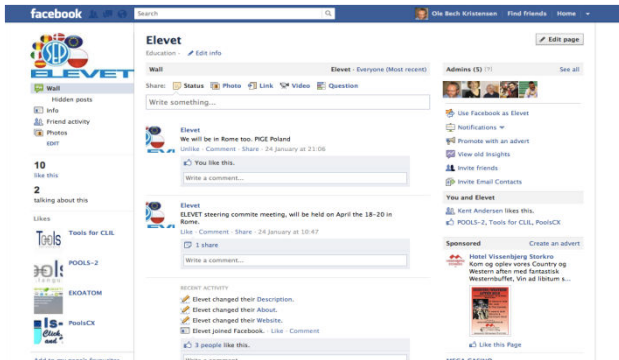
Electrical engineers vocational education transparency (ELEVET) is a European project coordinated by the Association of Polish Electricians (SEP). The general objective of ELEVET is to improve the mobility of the young professionals through the creation of a European system of recognition and transfer of the learning outcomes of VET in the civil and industrial construction sector. At the end of the project tangible outcomes will be available, mostly measurable in a progressive reform of the present VET recognition of titles between Member States.

First results - Elevelt Introduces EQF in Electrician's Education in Denmark

A description of the competencies of the electrician's education in EQF has been already developed by the Danish partner. At the current stage the model is developed in Danish language and will be available in English in the beginning of March. The EQF acts as a translation device to make national qualifications more readable across Europe. The core of the EQF concerns eight reference levels describing what a learner knows, understands and is able to do. Levels of national qualifications are placed at the levels ranging from basic (level 1) to advanced (level 8). This enables a much easier comparison between national qualifications. EQF applies to all types of education from school level to academic, professional and vocational.

Due to the work done in Denmark most learning outcomes of the electrician's education are at level 4 and 5 - and a few ones at level 3. The English version of the framework will be presented at the project website in first half of March 2012.

EFVET is one of the partners within ELEVET and responsible for the dissemination of project results and outcomes as well as for the communication of project results to a European wide audience of decision makers and stakeholders.



For more information on the project

Visit www.elevelt.sep.com.pl

Contact the project coordinator.
office.elevelt@sep.com.pl

Visit the ELEVET facebook page.



**PRODUCING OPEN ONLINE
LEARNING SYSTEMS FOR
CENTERS OF EXCELLENCE**



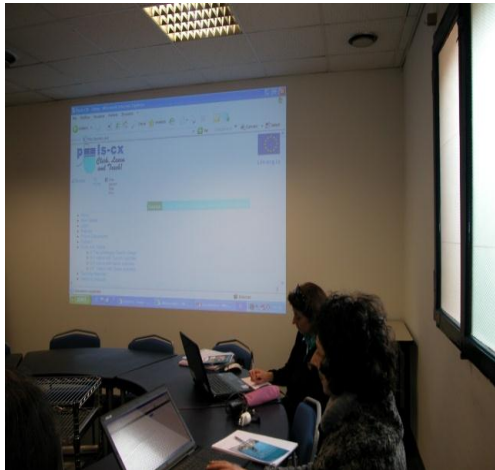
POOLS-CX has reached its implementation status. Project meetings and workshops in Pistoia, IT, and Larissa, GR were dedicated to the transfer of innovation and training of the IT, GR and TR trainers.

In service training courses were delivered by the Turkish and Italian partners in January, 2012.

Project partners and the new trainers will form Centers of Excellence in IT, GR, and TR. Next partner meeting will be held May, 2012, in Istanbul, TR.

Partners will evaluate the achieved results and establish future strategy of the project. More information on:

www.poolscx.eu



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



Women Entrepreneurs in Rural Tourism

Women entrepreneurs in Cyprus, Estonia, Finland, Greece, Spain and the UK are currently piloting a new course designed to help them develop their business skills. Feedback so far has been very positive particularly as the course is very practical and participants are happy to share their experiences with others. The course includes making the most of the internet to market a business, managing finances and legal aspects and developing a sustainable business. Participants will present their business plans in the final session.



The next partner meeting will be held in Cyprus in April when the pilot group will be involved in evaluation of the course.

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 now piloting the entre-coach course 2 in Hungary, UK, Spain and Finland. We plan to train 40 entre-coaches. The UK started its pilot with 10 teachers at the beginning of February. Early days but all attendees are still planning to attend the next workshop! There are 5 in total, with e-learning and various activities between the monthly workshops. The other country pilots are just starting, so feedback next newsletter.

Our next meeting will be held in Bilbao at the end of March.

Partners are Norton Radstock College (UK), Politeknika Ikastegia Txorierrri (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. Our (silent) Swiss partner is Swiss Occidental Leonardo.

Project website is www.entre-coach.eu.

Life 2

Research is currently taking place on the needs of teachers, learners and employers in terms of embedding life skills into vocational teaching. Particular emphasis is being placed on developing employability and entrepreneurship skills within the vocational curriculum.



New activities and examples of good practice will be presented at the next partner meeting in San Sebastian, Spain for inclusion in the LIFE 2 Train the Trainer Pack.



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.

TAF CITY



This is a new project, co-ordinated by CDEA (ES). Partners are Norton Radstock College (UK), Mattia Innova (ES), Euro Contact Business School (HU), INSIGNARE (PT) and University of Timisoara (RO).

The 'kick-off' meeting was held in San Sebastian in December 2011 and research is currently underway to identify training needs from the target groups current and future workers involved in the tourism and other service sectors and local government services).

This project is based on an initiative launched by the World Health Organization (WHO) designed to promote the creation of "age friendly environments". Under this initiative a system was developed for assessing municipalities' degree of "friendliness" and promoting the creation of a network of "Age Friendly Cities". Two of the partners work in 'Age Friendly Cities' – San Sebastian and Maribor.



Rosaleen Courtney
Norton Radstock College



ANESPO cooperates with the Ministry of Education of East Timor, to implement Technical and Vocational Education Programmes

Early in December last year, a Delegation of East Timor Ministry of Education, headed by the Vice-Minister, Mr. Paulo Assis Belo opened negotiations with ANESPO which were concluded with a Cooperation Protocol signed on 18th February by Mr. João Câncio Freitas, Minister of Education of East Timor and the President of ANESPO, Mr. José Luis Presa.

From 26th February until December 2012 16 Portuguese teachers and trainers will be working on this programme that includes design of curricula, preparation of training manuals and training of trainers, for courses included in National Curriculum Vocational Education Training.

This protocol will last 3 years and is fully funded by the Government of East Timor.

On March 29th next, a public session will take place at Tirgu Mures, Romain, to evaluate and present results of first year of Project "Drumul Spre Succes" – The Way to Success.

Project is underway since early March 2011 and is focused on helping young students in transition from school to professional life. The role of ANESPO – National Association of Professional Schools, which participates in the Project as transnational partner, is to provide assistance to Romanian partners in matters related with internships and guidance.

For more information, please go to <http://www.spresucces.ro>

Luis Costa
Director Executive ANESPO

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