EfVET Newsletter March 2013

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Message from the President March 2013

Dear Members, welcome to this our MARCH 2013 newsletter – a little behind schedule as we have been awaiting confirmation of venue for our next Conference in October 2013. I would like to begin this forward by thanking all those who have contributed articles; information and project progress articles for the newsletter. It is an excellent means of sharing our development activities across the EfVET family and to a wider pan European audience of stakeholders.

Conference 2013

Those of you attending conference 2012 in Palma will know that we decided to hold our conference in Istanbul and over the past 5 months the Conference Team have been actively exploring this option with the assistance of colleagues from ISMEK, especially Karem Koker. Unfortunately we have discovered that venues and accommodation are so expensive that this option has had to be closed. The only affordable possibilities were so far outside central Istanbul – logistically it would not have worked. I would like to thank Karem and ISMEK for their sterling efforts over recent months and hope that circumstances allow us to reconsider in future years. It would have been wonderful to have extended EfVET’s presence in a new country with which we are increasingly engaged.

So ... where? I am very pleased to announce that a suitable and affordable alternative venue has now been secured and can announce that the EfVET Conference 2013, taking place 23\textsuperscript{rd} to 26\textsuperscript{th} October 2013 will be........ The Royal Olympic Hotel, ATHENS.

A big thank you to our Greek colleague Panaghiotis G Anastasopoulos and Leif Haar for their rapid resolution in finding a venue. In doing so we discovered that our fellow VET provider network partners, EVBB, will be hosting their annual conference in Athens on the same dates. Perfect!. The two networks are now exploring the potential for some joint elements in both conferences – either a joint workshop or joint networking event – we hope this will offer added value to both events. The theme of Conference and programme will be announced shortly with registration possible from late April through our website.

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Staffing at Central Office:

EfVET has renewed its staff share agreement with EAEA at Central Office, Rue d’Arlon, 40, Brussels and I would like to welcome Francesca Operti to the EfVET fold, replacing Marta Lottes. Francesca and Valentina are proving extremely effective in assisting EfVET in all its work. Francesca and Valentina have been sharing the ever increasing workload since November 2012. They are busy building a comprehensive database of VET institutions across the whole of Europe in order to meet our new membership drive and expand our project dissemination activities.

Other news:

EfVET continues on a regular basis to be represented at a number of EC working groups, expert teams and conferences – too many to set out here, however reports of these are accessed on our website www.efvet.org and remain actively engaged in the development of EUCIS-LLL.

In conclusion – I hope you enjoy reading the newsletter and I wish you well.

Peter Hodgson
President, EfVET

Message du Président Mars 2013

Chers Membres,

Soyez la bienvenue à notre bulletin du mars 2013 – un peu retardé parce que nous attendions la confirmation du lieu pour notre conférence en octobre 2013. Je voudrais remercier tous ceux qui ont contribué des rapports de projets, des articles et de l’information à ce bulletin. C’est un moyen excellent de disseminer des détails de nost activités à nos membres et plus largement à tant de parties prenants tout au long d’Europe.

Conférence 2013

Ceux de vous qui ont participé à notre conférence à Palma, sauront que nous avons décidé d’organiser notre conférence à Istanbul et nous collègues du comité de pilotage ont travaillé pendant les derniers 5 mois pour en explorer la possibilité en collaboration avec Karem Koker d’ISMEK. Malheureusement, les hotels au centre d’Istanbul sont trop chers et les hotels aux prix plus modérés se trouvent loin du centre. Nous esperons organiser notre conférence dans l’avenir dans ce nouveau pays si attirant. En attendant je voudrais remercier Karem et ISMEK pour tous leurs efforts pour nous accueillir en Turquie.

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Où maintenant? Je suis fort content d’annoncer que nous avons trouvé un lieu alternatif –
La conférence d’EfVET 2013 aura lieu du 23 au 26 octobre au Royal Olympic Hotel
Athènes!


**Notre Bureau Central**

Nous avons renouvelé notre accord avec EAEA à notre bureau central – 40 rue d’Arlon, Bruxelles. Je voudrais accueillir Francesca Operti à la famille d’EfVET. Comme nous avons annoncé dans notre bulletin Marte Lottes nous a quitté pour retourner à son pays. Valentina et Francesca continueront notre travail pour créer un base de données des institutions VET en Europe, pour coordonner une campagne pour attirer de nouveaux membres et pour disseminer les résultats de nos projets.

**Autres Nouvelles**

EfVET reçoit régulièrement des invitations de représenter nos membres aux conférences organisées par la Commission Européenne, des ateliers, des réunions d’experts – trop nombreux pour citer ici, mais vous en trouverez des rapports sur notre site web [www.efvet.org](http://www.efvet.org)

Peter Hodgson
President, EfVET
22nd EfVET Annual Conference

The next EfVET Annual International Conference which will take place in Athens, Greece from 23rd to 26th October 2013. 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 April 2013. Register early (before 30th July) for the discounted rates.

Leif Haar
**EfVET Facebook**

EfVET would like to inform you that we have recently launched a new space for the exchange of information and information.

We invite all over the world to join us Facebook-group. If you haven not added a like to our Facebook page please consider doing so now: [Facebook](http://www.facebook.com)

Valentina Chanina

**Hotel agreement for EfVET members**


Contact person: Ms. Lauryn Uytterhaegen

[reservations@thonhotel.be](mailto:reservations@thonhotel.be)

costumer number: TH22617270

Reference: EfVET account

Valentina Chanina
Rethinking Education

The European Commission launched in 2012 a new strategy called “Rethinking Education” to encourage Members States to take immediate action to ensure that young people develop the skills and competences needed by the labour market and to achieve their targets for growth and jobs.

Europe needs a radical rethink on how education and training system can deliver the skills needed by the labour market. The youth unemployment rate is close to 23% across the European Union, yet at the same time there are more than 2 million vacancies that cannot be filled. Europe needs a radical rethink on how education and training systems can deliver the skills needed by the labour market.

To ensure that education is more relevant to the needs of students and the labour market, assessment methods need to be adapted and modernised. The strategy also calls on Member States to strengthen links between education and employers, to bring enterprises into the classroom and to allow young people to meet employers, to bring enterprise into the classroom and to give younger people a taste of employment through increased work-based learning.

Rethinking Education in brief:

- There needs to be a much stronger focus on developing transversal skills and basic skills at all levels.
- A new benchmark on foreign language learning: by 2020, at least 50% of 15 year olds should have knowledge of a first foreign languages and at least 75% should study a second foreign language.
- Investment is needed to build world-class vocational education and training systems and increase levels of work-based learning.
- Technology, in particular the internet, must be fully exploited. Schools, universities and vocational and training institutions must be supported by well-trained, motivated and entrepreneurial teachers.
- Funding needs to be targeted to maximise the return on investment. Debate at both national and EU level is needed on funding for education especially vocational education and higher education.
- A partnership approach is critical. Both public and private funding is necessary to boost innovation and increase cross-fertilisation between academia and business.
The working document Vocational education and training for better skills, growth and jobs which accompanies the strategy can be found on the website of the European Commission DG-Education and Culture.

Survey of Members’ Opinions

As discussed at the EfVET Annual Conference in Majorca, the EfVET Steering Committee is keen to collect members’ opinions on issues which affect the development of VET in Europe.

The questions for your comments on the “Rethinking Education” Paper on VET are shown below, but we would ask you to access the EfVET website to complete the survey. The website address is www.efvet.org. We would ask you to answer the questions by indicating to what extent the key challenges and actions are already implemented and/or implementations are planned in your country. Your answers will form the basis of a position paper to be presented by EfVET to the European Commission.

***************

Communication from the European Commission
Rethinking Education: Investing in skills for better socio-economic outcomes
Vocational education and training for better skills, growth and jobs

The “Rethinking Education” Communication supports the Member States by identifying a range of issues relevant for improving the efficiency of education and training systems. Recent Cedefop data shows that, at the medium level, European VET graduates are more successful than candidates from general education in finding employment (see Figure 1). This applies in particular to graduates from VET programmes with strong workplace orientation. The same data also shows that VET candidates are better paid than candidates from general education, even if this decreases over time. However, enrolments, attractiveness and quality of VET vary significantly across countries.
Question 1

Are VET courses generally attractive and inclusive, with highly qualified teachers and trainers using innovative learning methods, in good facilities, with a high labour market relevance?

Comments:

Question 2

Is initial VET (IVET) of high quality which enables learners to acquire specific vocational skills combined with key competences and which is seen by all stakeholders as an appealing option of the same value as general education?

Comments:

Question 3

Is work-based learning included in all initial VET courses, ensuring that young people have the knowledge, skills and competences they need for a successful first step into the labour market? Are companies engaged as training providers, together with VET schools or other education/training institutes?

Comments:

Question 4

Is easily accessible and career-oriented continuing VET (CVET) made available for all employees, irrespective of their educational background, which facilitates both competence development and career changes?

Comments:

Question 5

Is there permeability between the different education and training sub-systems (school education, VET, higher education, adult education) which caters for the validation of non-formal and informal learning, including competences acquired in the work place?
Comments:

Question 6

What extent are there opportunities for transnational mobility of VET students and VET professionals?

Comments:

Question 7

Are there easily accessible and high-quality lifelong information, guidance and counselling services, which form a coherent network and which enable learners to take sound decisions and to manage their learning and professional careers?

Comments:

Question 8

Which model of work-based learning is common in your country?

a. Alternance schemes which integrate companies as training providers together with VET institutions (“dual system”)
b. On the job training periods in companies which are incorporated into VET programmes leading to formal qualifications.
c. School-based programmes which incorporate training kitchens, restaurants, hairdressing salons, motor vehicle workshops serving the general public or junior or practice firms, real business/industry project assignments which aim to create a “real life” work environment.

Comments:

Name: Country:

Institution:

PLEASE COMPLETE THIS SURVEY BY APRIL 15 2013.

Thank you for your help and involvement.
Civil Society Platform on Multilingualism - Reaction to Communication "Rethinking Education"

The Civil Society Platform on Multilingualism, representing 23 pan-European NGOs, welcomes the acknowledgement in the European Commission’s Communication *Rethinking Education* that multilingualism is considered a priority, particularly through the Commission working staff document on language skills.

However, we regret that these two documents focus mainly on growth, employment, skills and tools, with no mention of the importance of linguistic and cultural diversity. The Communication’s concentration on economic aspects is understandable in the light of the present world crisis. Too narrow a focus can be self-defeating, however. Economic improvement needs more innovation, which in turn needs more creativity. And creativity needs to be stimulated through creative learning environments, innovative new tools, and through continuous integration of the arts and culture in learning environments. There is ample evidence to show that the regular use of several languages actively stimulates creativity, and thus could make a direct contribution to solving Europe's economic problems. A key element in European educational policy is that intercultural dialogue and mutual understanding of the diverse cultures living in Europe need to be fostered, and European values, such as solidarity, promotion of education, social inclusion and equality need to be strengthened. These issues should remain on top of the multilingualism agenda even in times of economic crisis, and should be considered in the implementation of this Communication and included in the next Communications from the Commission.

The Platform calls upon European policymakers to recognize and utilize the role of culture in all of its expressions (including theatre, cinema, literature, song, etc.) and the importance of the circulation of cultural works in the promotion of linguistic diversity and multilingualism. Culture is per se a transnational, multilingual phenomenon and thus a key motivator for language learning.

Effective language learning is a lifelong process. Neither the *Europe 2020* goals nor the *ET2020* objectives are achievable if adults are not also targeted. The Platform regrets the Communication’s lack of attention to adult language learning, in particular in non-formal contexts. A more structured approach is needed, including targeted assessments, focused policies and specific funding. We particularly regret that the Communication neither endorsed nor even mentioned the policy recommendations¹ made by the Civil Society Platform to promote Multilingualism, published in 2011, which offer several specific and innovative proposals to foster multilingualism and contribute to the *Europe 2020* goals, particularly that of lowering the percentage of early school-leavers to below 10%, with obvious consequences for the economy and society generally.

In the context of the Rethinking Education Communication, the Platform's recommendations on education\(^2\) deserve particular attention, especially in the field of early learning language, adult language education, the need to explore scientifically which second language most encourages subsequent language learning, and the role of language to promote social inclusion and equality. Attitudes towards language learning need to change from a very early age, and the teaching of languages should consider the combination of knowledge and skills in appropriate learning environments that engage the citizens and stimulate all senses. Above all, the link between multilingualism and economic progress needs to be acknowledged, e.g. language and cross-cultural communication competence clearly aids economic localisation activities. It is possible to do things better, while costing less.

Geoff Scaplehorn

**Report on the EESC Conference March 6 2013 in Brussels Civil Society Day 2013**

As European as we can get! Putting together economy, solidarity and democracy”
EU leaders need civil society to legitimise their decisions

European leaders can no longer rely solely on elected politicians to pass on messages from their citizens. They also need civil society to ensure that their policies are more firmly rooted in citizens’ concerns, and to make their decisions more legitimate. Civil society represents millions of Europeans in all walks of life. The crisis has been further strengthening its role, both as a mouthpiece for voicing discontent, and also in providing an extra pair of hands, to act where help is needed and where budget cut-backs have reduced the welfare state to a minimum.

If the EU wants to regain the trust of its citizens and continue to operate, then all governments, EU leaders and civil society stakeholders must make the case for EU reform. Local engagement of people, their businesses and associations will give more powers to EU civil society, to bodies such as the European Economic and Social Council and ultimately to European citizens. These were the highlights of the Civil Society Day debates organised yesterday by the EESC in Brussels as part of the European Year of Citizens.

Over 250 civil society representatives gathered in Brussels to seek ways in which the young and old in Europe could gain better knowledge of their EU rights and become involved in the democratic life of the Union. Participants called on the EU institutions to stop putting procedures before results and

involve citizens in actions and campaigns that affect them directly.

On the Civil Society Day, President Nilsson launched the book “Civil society and democracy – the citizens’ shortcut to the EU”. It will serve as a guide for how citizens’ organisations can make their voices heard more clearly in Brussels. The examples, drawn from all over Europe, reflect just a fraction of all the work and passion that is put into civil society action on a local level and show how it can be successfully amplified on a European level.

Consult the book here.

Geoff Scaplehorn

**Workshop on SMEs involvement in apprenticeships/Work-Based Learning 5 March 2013 in Brussels**

*Report by Geoff Scaplehorn who represented EfVET*

The European Commission presented the concept of an "European Alliance for Apprenticeships". CEDEFOP presented facts and figures on apprenticeships in SMEs

**Incentives: How to encourage SMEs to become involved in apprenticeships?** Introduced by: Ms H. Hoffmann, UEAPME

In this session the challenges and opportunities for SMEs' participation in work-based learning were discussed. National incentives which are suitable to the needs of SMEs were presented. Examples from the hotel and restaurant sector in Belgium Flanders and the construction sector in the UK illustrated this point.

Discussion followed on what motivates a small- or medium-sized company to get involved in apprenticeships and what were the difficulties and respective solutions. Also was there a problem for SMEs to attract high skilled apprentices. If so, what could be done to overcome this problem

**Governance: How does networking help?**
Introduced by: Mr T. Mayr, IBW Austria

The Austrian employers’ representative (IBW) highlighted which type of governance made apprenticeships attractive to companies. Further examples illustrated the role of intermediary bodies, such as chambers of commerce, sector federations and company networks. Portugal illustrated the role which VET providers played in seeking cooperation with SMEs. The UK trade unions representative showed how big and small companies could work together to develop high-skilled apprenticeships.
Discussion followed on what were the intermediaries that supported SMEs with apprenticeships programmes and what type of services could they provide. Additionally how could company networks help in pooling apprentices and how did company networks work (what type of agreements, etc. Finally what role did training providers have to help SMEs get involved in work-based learning?

Geoff Scaplehorn

Europemobility Network

Since their introduction in 1987, European mobility programmes supporting work placements abroad have registered a constant but modest increase in the number of beneficiaries.

Still a low percentage of students from VET go abroad as part of their educational path.

The recent boost of allocated budget, from the European Commission within the LLL Programme as well as from certain member countries in northern Europe via national dedicated funding, is going to amplify the volume of exchanges but a multiplier effects is required if we are to achieve the objective of 80.000 VET students going abroad each year. Europemobility Network aims at stimulating both the quality and quality of work placement abroad by establishing a pan European
network of professionals, experts and mobility coordinators responsible for planning and accomplishing learning mobility initiatives.

The European Commission has financed three major research projects (2005-2007) to increase mobility in VET and, among them, the MoVe-iT initiative have been focusing on fostering: "the development of transnational mobility leading to qualifications as an integral element of vocational training pathways at European level, by identifying all the obstacles to such development and concrete solutions for overcoming them." Based on the results of these research initiatives, and on former TOI project, Europemobility Network stimulates both quantity and quality of mobility in VET, by promoting awareness on the obstacles as well as on the tools, methodologies and solutions available.

The first Europemobility Network organized its International Conference in Paris on 21-22 November 2012. The French National Agency for the Lifelong Learning Programme as well as many other key stakeholders of learning mobility had confirmed their willingness to meet and exchange views and experiences on promoting quality and quantity of work placements abroad. The Award Ceremony of the Video Contest has been held at the Salon Européen de l’éducation.
ECVET4Practitioners: Transferring and Promoting the ECVET Tool to Practitioners in Vocational Education and Training

There is no doubt that in today’s highly global and competitive labor market, one of the most important contributing factors to the employability of young people is the opportunity to receive transnational education and practical training while studying for their qualification. However, European reports show that the mobility rates of Vocational Education and Training (VET) learners still remain quite low. The EU sets a mobility target rate of 3.5 per cent for VET learners by 2020, a considerable increase from the current 1 per cent.

**Intercollege** is the project coordinator of the recently launched **ECVET4Practitioners** project which aims to facilitate and promote student transnational mobility as a recognized and integrated part of VET qualification programmes – in particular within the **hospitality sector**. The project aims to achieve this goal by developing a mobility network in hospitality which will utilize the European Credit transfer system for Vocational Education and Training (ECVET) – between VET providers in five countries: Cyprus, Finland, Netherlands, Spain and UK. An on-line training toolkit for VET practitioners (instructors, administrators, career counselors etc.) will be developed with step-by-step instructions and ready-to-use templates for VET institutions across Europe that wish to implement the ECVET tool.

The ECVET4Practitioners project is co-funded by the European Comission’s Lifelong Learning Programme under the Leonardo da Vinci (LdV) Transfer of Innovation sub-programme.

**The Project Consortium**

Five established VET providers across five EU countries with a total student population exceeding 35,000 and strong links with national and EU VET Associations (EfVET, EVTA, EUproVET) form the core of this consortium. The core partners are: Intercollege/Cyprus, Jyväskylä College/Finland, Horizon College/Netherlands, Westminster Kingsway College/UK and CDEA/Spain. In addition, two associate partners with specialize expertise in Hospitality and Catering will provide valuable industry input and help exploit the ECVET benefits and key principles to the industry both at national and European level. The associate partners are: Kenwerk/Netherlands and Cyprus Hotel Association.

**For more information:**

If you wish to learn more about the project please visit the project website at [www.ecvet4practitioners.com](http://www.ecvet4practitioners.com)
Projects in which EfVET or its members are a partner

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

**LIFE 2**

The LIFE 2 Train the Trainer 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 pack is currently being piloted by teachers and learners in partner countries. Employers have been involved throughout the project to check that workplace needs are addressed.

Following a conference in Slovenia, the project was recently selected as an example of innovative teaching by a European Commission initiative ‘Enabling teachers for entrepreneurship education: examples of practice across Europe.’

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](http://www.life-2.eu)

**TAFCITY**

The course has now been translated into all partner languages and Spain is leading the way with the first workshop held on 18 February. Other partners have scheduled their training; all will be finished by June.

Municipalities, charities and volunteer organisations who work with older people are showing great interest in the work of this project. As our poster (below) says – anyone and everyone can get old, so everyone should have an interest in making their neighbourhood or city ‘Age-Friendly’.

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

More information at [www.tafcity.eu](http://www.tafcity.eu)
Anyone can get old, all you have to do is live long enough

Groucho Marx

We are all living longer than our ancestors, but are we ready for an ageing population? In just 28 years, 22 per cent of the global population will be aged 60 and over. This means that for the first time in history, by 2050, there will be more older people than children; the impact will eventually be seen on all public services.

This project, with partners from across Europe, is aiming to create a course to raise awareness and give some practical ideas and solutions in order to make neighbourhoods and cities more age-friendly.
How resilient are you? This new project explores how to help individuals develop their ability to ‘bounce back’ from life’s challenges such as unemployment by using internal and external resources. An online toolbox including positive health promotion approaches and guidelines for identifying students at risk will be developed.

Research is currently being conducted with training and education institutions, local authorities and community organisations to develop a positive lifelong learning approach to wellbeing using resilience theory. There are benefits in education such as reducing drop outs and for employers such as reducing sickness absence.

Partners include Blickpunkt Identität, Austria (lead partner); Medizinische Universität Wien, Austria; Listaháskóli Islands and Mimir-simenntun, Iceland; Norton Radstock College, UK; CSCS, Italy; Folkhålsan, Finland and Greek Academic Network with Impacts and Netunion as external partners.

**EMPLOY: Design Your Future Employability**

EMPLOY (2012-2014) aims to offer educationalists, employment services and students, graduates and jobseekers with a toolkit of activities which promotes intelligent, engaged and creative acquisition of key non academic or technical competences. Targets will DESIGN THINK their way to success on the job market, developing the competences demanded by all sectors of industry.

This project is an imperative for students to use their energy, skills and creativity positively to gain employment and for careers staff and trainers to employ innovative tools to help job seekers and young graduates reach their employment objectives.

The project is co-ordinated by Politeknika Txorierri (ES), with partners from England, Poland, Italy, Netherlands and Turkey.

As a collateral part of the project, research will be carried out on the credit allocation systems in VET in each partners country. Attempts will be made to allocate EQF type credits to competences gained in the future project programme, further promoting the capacity of competing for jobs internationally.

For further information, visit our website [www.employ-project.com](http://www.employ-project.com)
ADEPTT

Teachers play a pivotal role in the delivery and promotion of entrepreneurial mindsets. Often teachers are relied upon to translate policies into practice even when the aims, content and work methods of entrepreneurship education are unclear. Greater efforts need to be made to build up teacher confidence and skills to promote creative and entrepreneurial learning and abilities in an active learner-centric approach.

The ADEPTT partnership is composed of 13 institutional partners from 8 EU countries (Spain, Iceland, Belgium, Netherlands, England, Wales, Portugal and Norway) and the project will provide a more focused, hands-on training model that contributes to supporting and improving entrepreneurial teaching practice.

A teacher training module will be produced, aiming to bolster teacher confidence by adopting more innovative and entrepreneurial behaviour through a personalized and self-guided process that builds on elements already present in their teaching. ADEPTT is a starting point to offer existing curricula a fresh approach through practitioner-generated ideas that are small-scale, low-cost and low-risk that lead to new actions, positive change in teaching practices and improved outcomes for students and educational institutions.

The pilot courses are just starting and will complete by June 2013. For more information, the project website [www.adeptt.eu](http://www.adeptt.eu) or the blogspot at [http://adeptt.blogspot.com/](http://adeptt.blogspot.com/)

BESTVET (VET Total Development System)

Engineers Ireland, in partnership with leading VET Training centres from around Europe, is undertaking a project to implement a workable guide for the transfer of quality development systems from HE to VET centres and staff across Europe.

Alongside Engineers Ireland, partners are the County Louth Vocational Education Committee, INOVINTER (PT), CECE (ES), Euroform RFS (IT) and Norton Radstock College (UK).

The TOI, which commenced October 2012, will look to implement a set of development best-practices in each partner organisation, enabling them in turn, to document and report on the effectiveness of this transformation. The result will be a ‘process map’ for the implementation of pedagogical systems of truly world-class standard across the VET sector.

The project partners held their first project symposium in Lisbon in November. The purpose of this symposium was for Engineers Ireland to share knowledge of its award-winning Mentoring Masterclass to the project partners. This combines a wealth of mentoring theory with practical role-
playing mentoring exercises to ensure that the partners left Lisbon with the required competence to implement mentoring in their own organisations. The success of the Masterclass was reflected in the symposium evaluation report conducted by external auditor Dr. Kiran Sarma, National University of Ireland, Galway.

By the end of the project, each project partner will be equipped for the implementation of a mentoring system, a system of learning contracts and an on-line learning management system in their institution. This will mean that world-class standards of pedagogical best practice can be utilised and embedded by the VET teachers, trainer, tutors and managers.

The EXPANDVET Project addresses the problem of improving quality assurance systems in VET. The project will transfer good practice and innovation techniques to four EU countries (Lithuania, Austria, Poland and United Kingdom) from the previous BEQUAL project - "Benchmarking Tool for Quality Assurance in VET".

The main purpose of the project is the development and adoption of self-evaluation approaches and cultures, and also the practical application of the Common Quality Assurance Framework (CQAF) - which is poor in some countries.

The project has started well, and VET institutions from across Europe are invited to be part of the work by undertaking the self-evaluation questionnaire on the BEQUAL site.

Visit the lead partner’s website to find out more information: http://chamber.lt/EN/layout/set/print/Home/Projects/Ongoing/EXPAND-QUALITY-ASSURANCE-IN-VET-BENCHMARKING-TOOL-LLP-LdV-TOI-2012-LT-0117

The picture below shows the Expandvet team at their first project meeting in Athens in November 2012.
EMPLOY: Design Your Future Employability

EMPLOY (2012-2014) is a European project funded by the Lifelong Learning LEONARDO programme and developed by 8 key partners from Belgium, Italy, the Netherlands, Poland, Spain, Turkey and the UK.

The present economic situation and increased competition for jobs makes preparation more relevant than ever before. The EMPLOY project is an imperative for students to EMPLOY their energy, skills and creativity positively to gain employment, and for careers staff and trainers to EMPLOY innovative tools to help job seekers and young graduates reach their employment objectives. It is essential that VET providers and graduates or jobseekers gain necessary personal and professional advantage to enter the job market.

EMPLOY focuses attention on preparing jobseekers and graduates to stand out from the rest by recognising and addressing the personal competences to the modern worker needs in a changing work environment; the 21st century workplace or employer demand technical and procedural skills but the decisive factor when choosing an employee are the personal competences he/she brings to the job.

Using findings from existing research and the survey carried out in ITALY, the NETHERLANDS, POLAND, SPAIN, TURKEY and the UK as to the key competences universally required, the EMPLOY partners will create a Methodology based on DESIGN THINKING principles and LIFE Skills, adding creative activities to enable targets to plan, practice and present a confident and practical competence portfolio to future employers in their local area or overseas. A training workshop will be available for all training staff or agents who wish to implement the Methodology.

In line with the Bruges Comuniqué (2010) and the Europe 2020 strategy, EMPLOY aims to enhance the performance of VET education in facilitating the entry of young people to the labour market. The EMPLOY project will create a methodology which empowers young people and the unemployed to gain or create employment in line with EU needs for increased competitiveness.

As a collateral part of the project, research will be carried out on the credit allocation systems in VET providers in each partner country. Attempts will be made to allocate EQF type credits to competences gained in the future project programme, further promoting the capacity of competing for jobs internationally.

Website: http://www.employ-project.com/
EfVET together with 9 other partners attended the first kick off meeting of the Capacity-Building for the Lifelong Learning Programme (CB4LLP) project on 10-12 December in Pistoia, Italy.

Under the key activity of dissemination and exploitation of results, CB4LLP aims at incorporating LLP into EU local and institutional development strategies, creating and promoting new Capacity Building methodologies and practical tools for EU stakeholders.

CB4LLP contributes to promoting, among relevant stakeholders, with special reference to public administrators, decision makers and educational providers at all levels, the adoption and exploitation of LLP projects and results by fostering their ability in including existing LLP tools and solutions into development strategies at local, regional, national and European level.

Over the next two years, the project aims to facilitate the exploitation of Lifelong Learning Programme projects’ results creating and promoting new Capacity Building methodologies and practical tools for sectoral, regional, national and European stakeholders. EfVET will provide its implement effective promotion, Mobile web site and disseminate the project outcomes to a broad array of stakeholders.

Coordinator: Centro Studi “Cultura Sviluppo”
Partner:
Coopération Bancaire pour l’Europe GEIE, BE
EUCIS-LL, BE
Central Denmark EU Office, DK
EfVE, BE
European Minds, SE
Lapplands Gymnasium, SE
ΣΥΝΔΕΣΜΟΣ ΓΙΑ ΤΗ ΒΙΩΣΙΜΗ ΑΝΑΠΤΥΞΗ ΤΩΝ ΠΟΛΕΩΝ, GR
Asset Τεχνολογική ΕΠΕ, GR
University of Sarajevo, School of Economics and Business, BA
ENTANGLE

The ENTANGLE project aims at providing VET teachers with the skills and competences in order to improve the quality of the entrepreneurship training and develop new programmes better adjusted to the business world. Thanks to that the project will contribute to the increase of VET students starting their own enterprise.

ENTANGLE will effectively strengthen the liaison between VET professionals and this emerging kind of working life called entrepreneurship. By doing so, it will provide the VET teachers’ with the capacities for doing better their job, coping with future challenges of the globalised world and giving career guidance to individual students.

An innovative approach
The ENTANGLE project has an innovative approach to entrepreneurship teaching in VET institutes (VETs). It adopts a full scale method with supporting materials and tools, a direct and practical approach not yet applied in most VETs. In particular the project has the objective of improving the quality of: lessons, learning material, advice, guidance and VET-small entrepreneur/former VET student relations.

The project is led by Foundation Maimona and carried out by a consortium composed by 6 partners: Business Development Friesland, First Elements Euroconsultants Ltd, European Forum for Vocational Education and Training, European Leadership Institute Ltd, Fundació Joan XXIII and Slovak University of Agriculture in Nitra. Among them there are training material and methodology developers, business training and support organisations, VET organisations, universities that train future VET teachers and the EU-wide network association of VET providers (EfVET).

ENTANGLE kick-off meeting
The first partner meeting took place in Brussels, Belgium at the EfVET premises on the 29th October 2012. There the partners had the opportunity to deepen their knowledge of each other and to discuss the implementation’s of the project. Furthermore, partners planned activities for the next months. These will include:

- A Situation Status Quo research and analysis, to ensure the correct focus and integration of the existing and new to-be developed materials regarding target group needs;
- A development phase to modify, improve and enrich existing materials on the topic and develop additional materials and tools;
- A transnational pilot testing and evaluation around, with 5 VET teacher participants from each partner country that will trial the course and provide the consortium with quantitative and qualitative feedbacks which will be used to compile a series of recommendations.

In the next months the first ENTANGLE product which consist of the acquisition of statistical (and demographical) data on vocational education and entrepreneurship in VET will be available: stay tuned.

More information soon available in the project website: www.entangleforvet.eu
ELEVET International Focus Group with VET Experts Warsaw-Poland
January 2013

ELEVET is a European project coordinated by the Association of Polish Electricians (SEP). SEP is the largest Polish creative organization of a scientific and technical kind uniting electrical engineers of all specialties and people whose professional activity is connected with vastly understood electrical engineering from electronics to power engineering.

ELEVET International Focus Group with VET Experts took place on 17-18 January 2013 in SEP Office in Warsaw, with 2 experts per partner (without EFVET Belgium): PIGE Poland, CECE Spain, SDE College Denmark, SIER Romania, SEP Poland.

Prof. Jerzy Barglik- the President of SEP welcomed guests. The meeting was conducted by SEP Secretary General - Mr. Andrzej Boron – ELEVET Project Manager.

The goal of the meeting was to consult VET experts from different countries in order to analyse the findings of the WP2 and WP3 and to discuss common criteria for the VET framework.

Moment Suprême

A report of Rianne te Brinke, student Stenden University, NL

From Thursday the 29th of November until the 1st of December the Supreme Project of Mentorprogramma Friesland took place. An event mainly organized by MBO and HBO students, and I was one of them. Since the beginning of November I am an intern at the Mentorprogramma Friesland. This is my story about Supreme, a great and useful experience.

During the Supreme project, ten guests from six different European countries came to Leeuwarden to learn about Mentor programs, as a kick-off of a two-years during project where these guests will develop a mentor program in their own country. The guests came from Belgium, Finland, Italy, Portugal, Turkey and Lithuania and some of them had never been in Holland before. During the three days, we had a very busy but interesting schedule for our guests. This schedule was based on learning about mentor programs, learning from each other’s experiences, meeting the different stakeholders of Mentorprogramma and seeing the city of Leeuwarden. Due to the fact that there was so much to tell and so much to show, we had a couple of long, intensive but fun days with our guests.
The project could not have been any better, also thanks to our wonderful guests. In the story below I would like to share the program of Thursday. Just one day, because telling everything would be way too much.

On Thursday we started with a warm welcome by Szilvia Simon, hostess of the Supreme project, manager at Mentorprogramma Friesland and supervisor from the organising students. Secondly there was a presentation about the Dutch school system and what Friesland has to offer according to education, presented by students. Then the guests introduced themselves and their company, so everybody got to know each other. During this morning program, one of the students entered the room dressed like Zwarte Piet. This was also one of the student initiatives, since we wanted to show our guests a typical Dutch habit. Some guests knew the story behind Zwarte Piet, but for others it was a total new and fun experience. After a presentation about mentoring and going through the program for the coming two years, we had lunch and a guided tour through Friesland College. The guests could see how the students work at the student company and ask questions to them.

The afternoon started with the so-called ‘round table conversations’, were special guests of the Mentorprogramma Friesland were invited for. The special guests were mentors, mentees and other persons that are involved with the program. They all had an own table, and the guests could have talks with them and ask questions about mentoring. This way they could really hear and see the experiences of mentors and mentees.

Next, one of the students presented a very personal story about her experience with mentoring, and how it changed her life. An impressive story that showed how essential mentoring can be. After this the guests joined a workshop given by students, about what is most important when it comes to personal development. The workshop was a hit, since interesting discussions were triggered. This day ended with a drink at the Irish Pub and a dinner at the Walrus, were the guests could meet more stakeholders of the Mentorprogramma Friesland. All in all the kick-off of the Supreme project was a big success, for the Mentorprogramma Friesland, the guests and the organising students. I am happy that I was a part of this and that everything went well. We would like to thank the guests for this great experience and are looking forward to the next meeting.

Rianne te Brinke, student Stenden University
The RAINOVA project, funded by EACEA, follows the general aim of encouraging the development of regional innovation systems and the creation of interlinked Regional Innovation Networks that bring together the key actors for innovation and knowledge transfer to meet the objectives of the Europe 2020 Strategy.

One of the purposes of RAINOVA project is to examine the current situation in each region in terms of innovation systems and strategies, identify actors in the field of innovation, describe their role in the general innovation process, set out the network of existing relationships, and identify standards, programmes and other available resources related to innovation management in each region.

Another aim of the project is to design an Innovation Management Model to be implemented in each partner region. Last, but not least, the project aims to establish Regional Innovation Networks able to bring together European key actors involved in innovation and knowledge, and to support the creation of the International Innovation Network.

The project is carried out by 14 project partners from all over the Europe: Ikaslan Gipuzkoa (ES), EUC Syd (DK), Swedish TelePedagogic Knowledge Centre AB (SE), Adastra Cymru Ltd (GB), Mazhar Zorlu Teacher Training Center (TR), Tknika (ES), Lower Silesian Innovation and Science Park (PL), CSCS - Centro Studi “Cultura Sviluppo” (IT), Colegau Cymru/Colleges Wales (GB), Tolosaldea Garatzen - Lehiberri (ES), REK, Riksföreningen för e-Kompetens (SE), University of Pitesti (RO), Paul Garvey Consultancy Limited (GB), EfVET - European Forum of Technical and Vocational Education (BE), with 2 extra-European associated partners CSMC - International Machine Tool Institute from Tianjin (CN), CEGEP de l'Outaouais (CA).
C-TEST aims to contribute to the knowledge of employees and vocational education students to secure sustainable growth of companies. The project educates former students, the employees of today, on new topics as clean technologies and sustainability. On the other hand, it trains current students, the future employees, on how to use this knowledge in practice in their future working careers.

The learning materials C-TEST offers are based on the materials developed by the Slovakian University of Agriculture. The materials will be adapted and completed to fit the training needs of both students and employees across various countries. The materials will be made available online to make it accessible for all people.

The main results are an e-learning course, a manual for green colleges to set up a Training Day for students at a company, and tools for connecting alumni (employees) to school.

C-TEST stands for Clean Teach Employees and Students. The project has been funded with support from the European Commission through the Leonardo da Vinci - Lifelong Learning Programme. The Leonardo da Vinci Programme funds practical projects in the field of vocational education and training. Initiatives range from those giving individuals work-related training abroad to large-scale co-operation efforts.

The first partner meeting took place in Leeuwarden, The Netherlands. It provides a report on program and the resulty action points for the partners involved.
The C-TEST consortium is a group of vocational green colleges, training professionals and research institutes from 7 countries in Europe.

**C-TEST project partners:**

- Nordwin College (Netherlands)
- Business Development Friesland (Netherlands)
- Boyle Chamber of Commerce (Ireland)
- Slovak University of Agriculture (Slovakia)
- Vacimezo KASZK (Hungary)
- Canice Consulting (United Kingdom)
- Energidalen (Sweden)
- EfVET - European Forum of Technical & Vocational Education & Training (Belgium)

C-TEST project website: [www.c-test.eu](http://www.c-test.eu)
“Heppy” The Health Assistance in Hospital and at Home


The Heppy project, Healthcare: Parents Pathways and functional profile, is funded by the European Commission in the framework of the Lifelong Learning Programme Leonardo Da Vinci – Development of Innovation sub programme.

At this stage, has started the training for professionals Health Careers as to provide them the skills for an holistic and systemic approach to assisting people that focuses the attention on the comprehension of personal needs and resources of the patient himself, through the synergic combination of two methods: Methodology of parents pedagogy and Narrative Based Medicine (NBM)

The contents of the course have been focus on:

- the development of the awareness of the personal history of the patients, in order to make them describe their story, needs, social role and everyday life.
- the involvement of the patient's family
- according with International Classification of Functioning professionals Health Careers learn from the patient and patient’s family and relatives activities and participation: learning and applying knowledge, general tasks and demands, communication, mobility, self of the impact that care, domestic life, interpersonal interactions and relationship, major life areas, community, social and civic life the understanding the illness and the disability has on the social life.

Marian de Villanueva departamento.europa@cece.es
VET providers all over Europe experience the same problem: students leave education or training without completing it. Most of these early school leavers struggle with social, mental or learning problems and many end up being not in education, employment or training (NEET).

Some Feedback about the local reference group (LRG) meetings:

- A need for clearly defined methods and conceptualized practices
- The teachers benefit from methods that can be used in daily practice
- A more conscious approach is needed.
- How to reduce barriers to education
- How to involve the target groups in lifelong learning
- More coordination between the outcome of educational institutions and the labour market needs is required.

A half day seminar will be organized in Brussels on the **24th April 2013**. The seminar will showcase previous LdV funded projects that have created best practice cases and methodologies that address the issue of young people dropping out of education.

Selina Martín  selina.martin@cece.es
POOLS – CX

POOLS – CX (Producing Open Online Learning Systems for Centers of Excellence) is now approaching the Final Report deadline. Products of the two years of activity are now ripe and ready to be picked up by VET language teachers and students.

Go to the project website, www.poolscx.eu, Click, Learn and Teach! You find there Course Book Manual, Course Development Manual, Videos suitable for Language Teaching, DIY videos that teach you how to produce your own teaching materials, Online Exercises, and CALL units that demonstrate how to produce CALL materials.

Based upon the experience and expertise acquired by POOLS teams in RO, DK, and UK, the project created and developed Centers of Excellence in Italy, Greece, and Turkey. POOLS fleet has now three new fully equipped ships with well trained crews on decks and is sailing towards new horizons!
We mean serious business

Project partners from six European countries joined forces in the Ent-teach project. Ent-teach stimulates entrepreneurship amongst VET students by providing teachers with tools and materials to educate, inspire and motivate students for entrepreneurship. Students will be made aware of the possibility to actually pursue a career as an entrepreneur.

Ent-teach: a practical approach to stimulating entrepreneurship among VET students.

Team brainstorm on materials to be developed
The Ent-teach project team gathered to brainstorm on the Ent-teach materials. All agreed on the same subject: always keep in mind the target group: VET-students! The materials that are going to be developed should be easy to digest, contain simple and direct writing, be student friendly and engage the student.

The discussion led to a selection of the following units:
Unit 1. Understand Entrepreneurship
Unit 2. Opportunity Recognition
Unit 3. Market Analysis
Unit 4. Financial Management
Unit 5. Intellectual Property Management
Unit 6. Project Management
Unit 7. Exit Strategies

Besides these units there will be case studies, learning activities, how-to's and video's to support the training materials.

Ent-teach project partners

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New deadline for manuscripts: 1 June 2013.

EfVET wish all members Happy Easter!