



European Forum
of Technical and Vocational
Education and Training

EfVET Virtual Roundtables 2020

November 19, 2020



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Education and Training

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About EfVET Roundtables

EfVET offers to European project partners the opportunity to disseminate progress, results, and products of their Transnational Transfer of Innovation, Development of Innovation and other European initiatives - a key to successful valorisation of project outcomes and sustainability.

The “Roundtables” represent an occasion not only for conference delegates to learn about interesting initiatives, colleges, and projects promoted by EfVET members, but also for project promoters to provide more in-depth information to all interested people and discuss future cooperation opportunities.



InMobVET

Social Inclusion through Mobility in VET

Marianna Araouzou, Eurosucccess Consulting (CY)

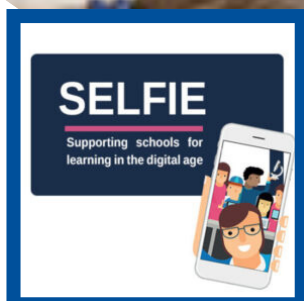
The InMobVET project proposes to trace the new way to ensure the inclusion of young people in difficulty (learning difficulties, fewer opportunities due to socio-economic and cultural background, etc.).

The project aims to support young people with difficulties in vocational education and training with an intercultural approach resulting in mobility abroad.

The main results of the project are to develop a guide for educators on empowerment and motivational strategies and a training module on interculturality for young people with fewer opportunities. For mobility, a web application will be developed, which will facilitate professional and language learning during that period.

The project is a strategic partnership under the Erasmus+ program.

Project website
I Virtual roundtable
II Virtual roundtable



SELFIE WBL

SELFIE for work-based learning

Ralph Hippe, JRC - Joint Research Centre (BE) & Maria João Proença, EfVET (BE)

SELFIE is a tool designed to help general and vocational schools embed digital technologies into teaching, learning and student assessment. It can highlight what's working well, where improvement is needed and what the priorities should be. The tool is currently available in more than 35 languages, with more languages to be added over time and has been used by more than 660 000 users since its launch in October 2018.

The roundtable will provide an overview of the tool and the extension of SELFIE for work based learning contexts which has been designed to improve the use of digital technologies for training purposes in vocational schools and training companies and to facilitate their cooperation. It is currently being piloted in various European countries.

[Project website](#)
[Virtual roundtable](#)



e-trainers

New skills and tools for VET

Nicola Alimenti, Apro Formazione (IT)

The Erasmus+ project E-TRAINERS (2016-1-IT01-KA202-005535) set up a VET staff e-learning course addressed to trainers, teachers, and guidance operators.

The e-learning course includes three modules (DIGICOMP, COBUILDING, and EMPLOY) aiming at bringing teachers to A2/B1 level of the DigCompEdu Framework in digital teaching.

The E-TRAINERS course apply the Project Based and the Problem Based approaches of training, fostering the acquisition of technical knowledge and skills with practical exercises and simulations before to apply them with final beneficiaries.

Today 1450 users from 48 Counties, out of which 23 EU Countries, attended the online course.

The course is available in 9 languages: English, German, French, Italian, Spanish, Dutch, Latvian, Croatian, Slovenian.

Have a try [here](#)!

Project website
Virtual roundtable



PAL WOMEN

Eduardo Lazaro, Florida Centre de Formació (SP)

The Erasmus+ project PAL WOMEN aims to empower female integration and improve their basic competence and skills in terms of entrepreneurship and marketing by enhancing their access to training and qualification for low skilled, through continuing adult education, promoting workplace learning, providing training activities and mentoring procedures.

[Project website](#)
[Virtual roundtable](#)



ENREAC-HEI

ENhance REseArChers and HEI staff skills

Chrystalla Panayi, Eurosuccess Consulting (CY)

For the period up to 2025, half of all the jobs in the market are projected to require high-level qualifications, but also entrepreneurial capacities, ability to manage complex information, think autonomously, use resources, communicate effectively and be resilient and flexible.

The ENREAC-HEI projects aims to support HEI trainers and educators to deliver sessions on Research skills and Open Science practices.

Project website
I Virtual roundtable
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PECVET

PECVET

Partnership for ECVET

Justina Pluktaite, Upper Secondary School of Chemistry Pardubice (CZ) & Valentina Chanina EfVET (BE)

PECVET's objective is to link ECVET with the relevant NQF to be able to use learning outcome-based courses, in order to increase the quality and transparency of VET and increase students' mobility and its quality: Students of secondary vocational schools can easily transfer from one education institution to the other or from one education system to another. It would be easy for them to declare the learning outcomes they already achieved and build on them while studying elsewhere.

This will be achieved by the development of learning outcome-based modules (ULO) for chemistry/pharmacy, cosmetics, car mechanics, gastronomy and health care. The event will be an opportunity to present the project progress and share knowledge about ECVET applications by other VET providers.

[Project website](#)
[Virtual roundtable](#)



CultVET

Joint Qualification in the field of Cultural Tourism

Chara Triteou, Eurosucccess Consulting (CY)

Cultural tourism is the spearhead of any efforts for the diversification of the tourism offer particularly to overcome the seasonality of the “sea and sun” model. However, human capital resources for an enterprise operating in the cultural tourism sector is in great need.

CultVET, a 3-year-long project, aiming at contributing to the further growth of the tourism sector through the development of a European Joint Qualification for VET (Vocational & Educational Training) centres in the cultural tourism field, with a strong work-based component.

The participants in this Joint Qualification will have the chance to be trained through a joint curriculum based on the needs of the sector, taking into consideration the European experience collaborating with their colleagues in other countries and learning through their participation in a real work environment.

In this presentation, the partners will present the project, the joint curriculum, the training course that is currently taking place online and the benefits for the target groups.

Project website
I Virtual roundtable
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D-care

Respect and Respite

Panagiotis G. Anastassopoulos, p-consulting (GR) & Marny Thomson, Age (UK)

The need of training for caregivers of people affected by dementia will be covered by the D-Care project, through the creation of an educational program in the form of online learning, where the caregivers of people with dementia (professionals and non-professionals), will be able to acquire basic skills relating to how to help people with dementia and how to help them avoid feeling isolated. The program can be used in VET education and training, in-work training for care staff and volunteers and in adult lifelong learning.

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WinERA

Fostering EU wine through a new era of specialized training for organic and biodynamic wine-producers in EU

Maria Koumparou, Eurosucccess Consulting (CY)

“WinEra – Fostering EU wine through a new era of specialized training for organic and biodynamic wine-producers in EU” is an Erasmuss+ project that aims to enhance the competitiveness of the European wineries through the development of their potential for production and promotion of organic and biodynamic wines.

The project supports organic viticulture in Europe, integrating into a common curriculum all aspects concerning the development of organic viticulture.

The expected outcomes includes a comprehensive training course, e-learning platform, manual for trainers, and guidebook on certification of organic & biodynamic wine.

Project website
I Virtual roundtable
II Virtual roundtable



SWIRL

Student Work Experience in Real Life

Tanja Rajala, SEDU (FI) & Valentina Chanina, EfVET (BE)

The fourth industrial revolution has not only created new opportunities for economy but has also raised the challenges that Europe and the world faces today. Thus, Vocational Education and Training (VET) can play a crucial role in tackling many of those pressing challenges, such as competitiveness, youth unemployment, and social inclusion.

Educating students to take initiative and investigate the opportunities of their networks themselves, rather than waiting for others to take the initiative, will increase employability. SWIRL addresses this need by the key focus on Student Initiated Company Assignments. In addition, SWIRL turns the personal network of young people into a professional one.

The aim of working on concrete and real-life company assignments is knowledge generation and valorisation. All steps in the process will be undertaken by students (student initiated) and guided and coordinated by VET college teachers. The fact that the student initiates the company assignment collection and is responsible as of the very first stage of the programme ensures ownership of the assignment and commitment to high quality execution of the case study.

SWIRL is primarily aimed at students in vocational colleges. Student from all fields of education will participate in the SWIRL programme, creating a cross-sector approach and allowing students from different backgrounds to learn from each other.

[Project website](#)
[Virtual roundtable](#)



Let's play VET

Enhancing Learning Experiences through Playlists

Tania Romualdi, Associazione Cnos Fap Emilia Romagna (IT) & Valentina Chanina, EfVET (BE)

Let's play VET will contribute in rethinking the teaching paradigm through an innovative VET methodology that will put young VET students at the centre of the learning process in a pro-active way.

The innovative methodology will be inspired by the concept of "learning playlists", a training module composed of a set of learning experiences that students have to complete to receive a positive evaluation. The learning experiences composing the VET playlists developed in the project will be blended, they will include innovative E-learning assignments; mobility abroad, study visits, seminars, participation in other local community event or initiatives, production of videos of pictures etc.

The Guidelines on the use of playlists for VET providers represents a scientific support to the project. The guidelines are also giving to European VET providers instructions to start using the e-platform for creating its own playlists modules, thus contributing to the final objective to the project of increasing attractiveness of VET in Europe.

Let's Play VET project has followed the "Learning" philosophy and definition "we believe learners can best define their purpose when they are at the centre of their learning." This has defined for the partners a different way of teaching and involving the students into the lessons and how to deliver their assignment.

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[Virtual roundtable](#)



REX VET

**From a rookie to an expert –
International paths for VET staff**

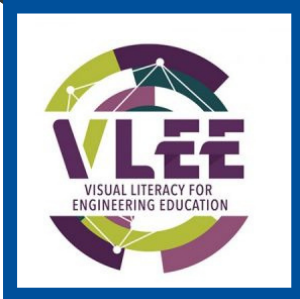
**Jussi Kajander Luovi Vocational College (FI) &
Taavi Tuisk, Kuressaare Ametikool (EE)**

REX VET partners want to share their work on building an international path for VET staff in Europe. You will hear more about:

- Mapping the international skills of the staff in partners organisations;
- Personal development path model in international skills for staff in VET;
- Training package to support the skills development;
- Digital learning badges to document and recognise the learning and skills gained in internationalisation.

REX VET partners are from Finland, Kuressaare Ametikool from Estonia, ENAC from Italy, San Viator from Spain, and Alfa-college from The Netherlands. The project is coordinated by Luovi Vocational College from Finland.

[Project website](#)
[Virtual roundtable](#)



VLEE

Visual Literacy for Engineering Education

Alfonso Martín Erro, Universidad Politécnica de Madrid (SP) & Vibeke Nørgaard, TEC (DK)

Visual Literacy for Engineering Education (VLEE) is based on the recognition that visual thinking and related skills are a key area of competence for today's engineers and in vocational training across all engineering disciplines because of the relationship between spatial reasoning and graphic representation to problem solving and creativity. It recognises that the possibilities for developing these competences have grown exponentially thanks to the proliferation of digital technology.

[Project website](#)
[Virtual roundtable](#)



SAAM

Supporting Alliance for African Mobility

Alfredo Garmendia, Centro San Viator Sopuerta (SP) & Béatrice Bellet, Asociación Mundus (SP)

SAAM (Supporting Alliance for African Mobility), is the first-ever pilot experience of educational mobilities in VET education between Africa and Europe, funded under the AU-EU Skills for Youth Employment Programme. SAAM's main goal is to exchange knowledge, methodologies, and good practices among VET centers in Africa and Europe. Besides, it aims at improving the knowledge, technical, and pedagogical skills of VET staff and centres. SAAM tackles the fields of engineering and manufacturing, hospitality and agriculture, but it also intends to expand the areas of action and the countries and institutions it impacts, through a strategic alliance that will last over time.

In this round table we will present the call for proposals in which this unprecedented project is included and how it was conceived by the coordinating organisations. We will explain the objectives of the project and the activities set out to achieve them, as well as the work methodologies, the expected results and the progress that has already been achieved.

The three phases of the project and its activities will be explained, as well as how the mobility activities have been adapted to the current context. We will discuss the challenges of being part of such an adventure at a unique moment in History, and we will share the stories of resilience and adaptation behind the efforts of the last few months.

We will be speaking with protagonists inside and outside the SAAM team, with the participation of professionals in the field of vocational training who are in African countries. We will explain first-hand how the VET centres' staff will travel to African countries to carry out an on-site study together with their peers from the different African countries involved.

[Project website](#)
[Virtual roundtable](#)



DRIVES

Development and Research on Innovative Vocational Education Skills

Christian Baio, SPIN360 (IT)

The focus of DRIVES work is to support the Sectoral skills intelligence in the Automotive Sector. It includes the definition of future skills and job roles needs as well as the identification of trends and Drivers of Change that influences it.

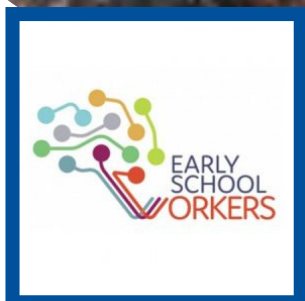
We have analysed the needs of the industrial stakeholders and also the offer from VET providers across the European Automotive Sector.

This overall intelligence gathering and analysis within Automotive skills agenda, led to the designing of a Strategy and Roadmap first released in May 2020 and with updates in following years.

The Strategy and Roadmap includes correspondent Key Actions directed to sector stakeholders. It supports the Automotive Skills Agenda with clear indication of the actions to be taken and stakeholders to be involved to perform and support these actions. It aims to create a sustainable, pragmatic and systematic approach in order to have skills needs gathering within a Europe-wide framework that encompasses reference definitions in the sector and a centralised DB for training and education offer across Europe.

The roundtable will present the concept and promote discussion among (automotive) stakeholders around the different Key Actions to collect different perspectives on the demand and offer sides for improvement of the pursued roadmap for the sector.

[Project website](#)
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Early School Workers

Luca Calligaro, ENAC - Ente Nazionale Canossiano (IT)

The presentation will focus on the main results of the ESW project, namely:

INTELLECTUAL OUTPUT 1: UTC transferability guidelines UTCs are innovative schools in the UK and their approach seems to be capable of addressing and preventing the Early School Leaving (ESL) problem, as well as the lack of key competences among young people. In these schools knowledge and skills are acquired through the resolution of real problems or projects.

Their approaches deliver an innovative training concept, which is able to narrow the gap between knowledge and competences acquired at school and those required by the companies. The possibility to reach these excellent results has been possible thanks to innovative methodologies and by re-thinking spaces, times and learning approaches.

The first Intellectual Output consist of a report on the University Technical Colleges – UTCs and how to transfer the model in other contexts. The IO1 analyses the following variables: Ideal dimensions of schools; Organisation of times and spaces; Organisation (professional figures, organisation chart, etc.); How to relate with the companies; Identity of the training enterprise and identity of the student as a learning worker; Connection with national standards; Standard soft skills PiXL Edge (Leadership, Organisation, Communication, Initiative and Resilience); How to realise the PBL didactic model (Problem and Project Based Learning); How to personalise the learning process; How to use the technologies.

INTELLECTUAL OUTPUT 2: Methodological framework and common tools for developing new curriculum. The partnership designed a methodological framework and created tools useful for the creation of new training paths (curriculum) based on the UTC model. This tool allows to combine the national standards of Italy, Spain, and Germany with the innovative elements of the UTCs.

[Project website](#)
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LIFE FOSTER

**Barbara Archesso & Francesca Danda,
ENAIP NET (IT)**

Co-financed by the EU Commission LIFE Programme and led by the Italian network for VET, ENAIP NET, the LIFE FOSTER project aims at reducing food waste in the restaurant industry. The project focuses on these main fields: TRAINING AND EDUCATION, PREVENTION AND COMMUNICATION and is being implemented in France, Italy, Malta, and Spain.

The interconnection between environmental, social and economic dynamics identifies training and education as key instruments to implement the 2030 Agenda for Sustainable Development by the UN – particularly. LIFE FOSTER consists entirely of direct and indirect actions aimed at raising awareness about the problem of food waste, through training on the application of methods, tools, and practices for food waste prevention in restaurants. Since various initiatives have already been undertaken in several EU countries to raise awareness among citizens, producers, canteen and supermarkets, to reuse food surpluses (i.e. downstream of the problem), the LIFE FOSTER project has chosen to focus on prevention (i.e. upstream of the problem) through the involvement of the restaurant industry. The impact of the actions on the food waste problem is measured through a tool – the Food Waste Flow Balance – that provides information on food waste generated, energy, and water consumption, combined with their economic value.

The main challenges that the project aims to face are increasing food waste awareness of large and differentiated groups of people – including policy makers, entrepreneurs and citizens –, train a great number of trainers and students, to adopt a sustainable behaviour, and replicate the experience in other geographical areas. LIFE FOSTER will complement the other initiatives taken and will be able to fight and complete the missing chain link: downstream respect to producers and upstream respect to citizens.

Project website
Virtual roundtable



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