



EfVET Roundtables 2023

Rhodes / October 27, 2023





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.

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INDUSTRY 4.0

1.1 ROBOCUP - DEVELOPING SKILLS IN SAFE ROBOTICS

Presenters: Pernille Bjerre and Kristin Skare

Email address: kristin.skare@osloskolen.no and peb@rts.dk

Name of college/organization: RTS and Kuben Videregående Skole

Website: www.robocup.website

The project has four partners. Egibide in Basque Country, Keuda in Finland, Kuben Videregående Skole in Norway and Roskilde Tekniske Skole in Denmark. The project has been running since January 2022 and have now completed the four learning activities, in this project named MicroChallenges - Get a Grip, Test for Success, Play Safe and Better Together.



RoboCup is about developing skills in safe robotics for VET learners. But it is also about making friends across borders. We have - with great success - had a total of 51 students involved in project. The students have been participating in the four MicroChallenges held in the four partner countries. Every MicroChallenges have had 16 students - four from each partner school - participating. They have been developing skills in Robotics as well as improving on their social skills, communication skills, cooperation skills and time management skills.

The roundtable will be a presentation of the results from the four MicroChallenges and the learning material for the RoboCup.

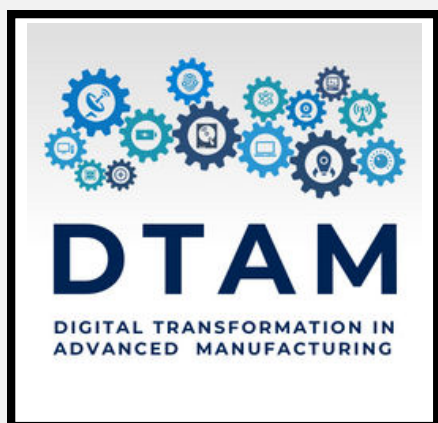
1.2 DIGITAL TRANSFORMATION IN INDUSTRY 4.0

Presenters: Anabel Menica and Stefano Antona

Email address: amenica@politeknikatxorierrri.eus and s.antona@aproformazione.it

Name of college/organization: Politeknika Txorierrri

Website: <https://dtamproject.eu/>



The DTAM Project facilitates the digital transformation in advanced manufacturing.

Industry 4.0. covers the set of technologies that are allowing the leap to the digital and connected industry. Large companies already have innovation departments that allow them to integrate digitization, but small and medium-sized companies often do not have the resources to tackle such a major change and need the support of external agents to help them. The Digital Transformation in Advanced Manufacturing-DTAM project wanted to meet this skills gap. The DTAM initiative has defined an educational curriculum to train EU technicians to deploy and manage digital tools in Smart Manufacturing. The curriculum focuses on deploying and managing digitalisation technology in the Advanced Manufacturing sector.

The DTAM project will run until the end of 2023 under the coordination of Politeknika Txorierrri (Spain) with a budget of almost 1 million euros linked to the European Union Erasmus+ SSA programme. The DTAM consortium brings together 10 organisations from Spain, the Netherlands, Italy, Greece and Bulgaria representing different stakeholders sharing a common vision: vocational education and training providers, higher education institutions, digital transformation experts and sectoral representatives are collaboratively designing, testing, refining and exploiting an integral curriculum in digital transformation competence for mid to high level EU technicians, available in English and all 5 partner languages.

In this session, we will present the main project outputs: the 5 online modules on Cybersecurity, Sensorica, Machine Learning, Big Data and Soft Skills and their connected IoT labs for hands-on practical training; the Self- Assessment Tool on Soft and Technical Skills; and the Training Curricula and Methodology.

1.3 ALLVIEW PLATFORM FOR VET EXCELLENCE IN EUROPE

Presenters: Alessia Di Francesca and Valeria Buscemi

Email address: alessia.difrancesca@ceipes.org and valeria.buscemi@ceipes.org

Name of college/organization: CEIPES

Website: <https://allview.eu/>

Industry 4.0 refers to the current trend of automation and data exchange in manufacturing technologies. As the world is rapidly progressing towards Industry 4.0, it is essential that teachers are trained to keep up with these changes so they can prepare students for the future workforce. Preparing students for the future; industry 4.0 is changing the way businesses operate, and it is crucial that students are ready for the future workforce. Improving teaching methods; teachers who are trained on Industry 4.0 can incorporate new technologies and teaching methods into their lessons, creating more engaging and effective learning experiences for students. Keeping up with industry changes; industry 4.0 is constantly evolving, and teachers who are trained on the latest developments can keep their curriculum up-to-date and relevant. encouraging innovation; industry 4.0 encourages innovation and creativity in the workforce. By training teachers on these concepts, they can inspire students to think outside the box and develop new and innovative ideas. This can lead to a more dynamic and innovative workforce, which is essential for businesses to stay competitive in the global marketplace.

Due to this different reason the partners of ALLVIEW – Alliance of Centres of Vocational Excellence in the Furniture and Wood Sector (project number: 621192-EPP-1-2020-1-ESEPPKA3- VET-COVE) are implementing different actions to fosters the above-mentioned objectives.

ALLVIEW is a project financed under the Erasmus+ programme KA3 – Support for policy reform. The project is carried out thanks to the cooperation of 24 partners from different European countries, backgrounds, and expertise for a duration of 4 years (2020-2024).

ALLVIEW project focuses on the role that professional excellence centers have in EU VET policy, a topic which today is becoming of a great importance. In particular, the project focuses on VET centers of excellence of two specific sectors: furniture and wood. In these two sectors, EU VET schools seek to implement effective laboratory activities for the training of their students using “traditional methods” of wood and furniture manufacturing. However, what emerges from the analysis of these two sectors is that there is a lack of training on certain topics related to technology, innovation and both on social and environmental challenges.

In this regards the ALLVIEW project consortium of partners also wants to experience a learning based on the dual system in which students and teachers, through practical internships and in-company training, are able to prepare the workforce of the future by equipping them with the most innovative skills required by the labor market.

In addition, and with this goal, ALLVIEW project is involving the main representatives of the sector and the regional training authorities with the aim of adapting all the results to the sectoral needs and aligning them with all the main VET policies, ensuring their sustainability.



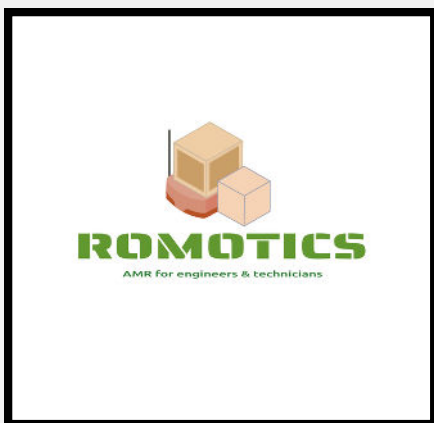
1.4 AUTONOMOUS MOBILE ROBOTS IN INDUSTRY 5.0 – ROMOTICS

Presenter: Anabel Menica

Email address: amenica@politeknikatxorierrri.eus

Name of college/organization: Politeknika Txorierrri

Website: <https://www.romotics.eu/>



The project will help prepare students (future workers) for emerging technological realities in the automated systems and robotics fields for the Industry 5.0 scenario where there is even more collaboration between humans and robots. ROMOTICS has developed an online Training course in Autonomous Mobile Robots (AMR) with self assessment tests. As the three core project partners with AMRs in their centres (AFPI Eure Seine Estuaire, APRO and Politeknika Txorierrri) all have different robot brands, the materials will cover these differences providing standard/universal materials that are extremely useful for creating and demonstrating general programming applicable to any AMR.

ROMOTICS has also developed a Teachers toolkit with 6 real challenges for Automation and Robotics learners using a Challenge-Based Collaborative Learning approach. The Teachers Toolkit, which includes pedagogical support, can be used by any educationalist for their professional development. The Challenge Based Methodology provides general tools which will allow teachers to develop their own challenges for their own students in different fields.

We are pleased to share our project results during our round table session.

FUTURE OF VET AND THE GREEN ECONOMIES

2.1 TOURING - PACT FOR TOURISM SKILLS – TOWARDS A GREENER AND A MORE DIGITAL TOURISM ERA

Presenters: Valentina Chanina, Federico Tubiello and Stefano Tirati

Email address: vc@efvet.org, f.tubiello@aproformazione.it and st@learningdigital.eu

Name of college/organization: EfVET / Apro Formazione S.c.a r.l./ Learning Digital

Website: <https://touringproject.eu/>



TOURing, whose full title stands as “Pact for TOURism Skills – Towards a greener & a more digital Tourism Era”, focuses its attention on the next phase of activities and aspirations for the sector targeted – namely tourism. Current and ongoing trends are interpreted from the perspective of the medium-long term future, in order to anticipate the challenges ahead through proactive actions to be implemented in the tourism sector.

TOURing aims at reshaping the Tourism micro & SMEs by upskilling them over the green and digital skillsets in order to build a tourism sector of tomorrow that is economically, digitally and environmentally viable in the long-term through the implementation of more sustainable and digital models within Tourism micro & SMEs in the post-covid environment.

In particular, the project is funded under the Forward-Looking call's Lot 2 “Vocational Education and Training”, following Priority 3, namely “Supporting the Pact for Skills”. Exploring further the meaning and scopes of this Lot and its related priority, it is possible to understand the strategic importance and value of TOURing in the European framework of action grants. In synergy with the Pact for Skills for Tourism, a branch of the larger initiative, TOURing will enjoy the mutual support of the activities of the Pact, while supporting the same strategic objectives for the touristic sector.

Come to our roundtable!

2.2 EUROPEAN E-TRANSPORT FOR VET (ETN4VET)

Presenter: Durk van Wieren

Email address: d.vanwieren@aventus.nl

Name of college/organization: Aventus

Website: <https://www.aventus.nl/european-e-transport-network-vet-etn4vet>



Interested in easy access to curriculum for electric vehicles? Join the ETN4VET roundtable.

It needs no longer discussion that to reduce CO2 emissions, the transport sector is facing a huge electrification (e-bikes, e-cars, e-trucks, etc.). This also had its impact on VET education since this new technology for maintenance and repair has to be integrated in the curriculum.

How nice if you could share new teaching materials and methods and not completely '(re)invent the wheel' by yourself. The ETN4VET platform offers this opportunity. 14 VET partners from 11 countries already share their ideas and materials. If you are interested in profiting from this platform: join my roundtable.

2.3 THE ALLIANCE FOR BATTERIES TECHNOLOGY, TRAINING AND SKILLS – ALBATTs

Presenter: Katarina Sandbacka

Email address: katarina.sandbacka@vamia.fi

Name of college/organization: Vamia/ATEC

Website: <https://www.project-albatts.eu/en/home>

It is anticipated that Europe will need 800 000 workers for the emerging battery industry by 2025. Approximately 75% of these are blue collar workers with a VET background. In order to meet these needs, there is an urgent need to prepare IVET and CVET around Europe for this challenge and to find flexible means of up-skilling and reskilling the existing workforce in sectors such as the automotive industry, gas industry and cellulose sector.

ALBATTs (Alliance for Battery Sector Skills) is a European Erasmus+ project considered the only consortium supporting the transition to electrification of transport and green energy in Europe at VET level with regards to the skills and education needed in the battery value chain. The aim is to make Europe a competitive and self-sufficient player in the battery ecosystem, enabling European industry to have a highly skilled workforce and expertise in battery development and production

By bringing together 20 organisations from 11 European countries, ALBATTs establishes guidelines regarding the demand and supply of skills, covering the entire life cycle of the battery value chain, from raw materials to second use and recycling of stationary and mobile batteries. The partners have mapped the current state of the sector, technology used, job roles and needed job skills for the sector. In addition, available education and training in Europe has been mapped. Based on the results, the project has developed an educational framework, job skill cards for the battery sector, designed and piloted courses and developed means for to train the trainers. In addition, the partnership seeks to develop EU wide recognition for the sector. A blueprint with recommendations to the European Commission, national authorities, VET schools and companies will be delivered and disseminated.

The project runs from 2019 to 2024 with a budget of €4 million and includes key stakeholders in the battery sector, including industries, R&D organisations, IT company, public authorities, European sector associations, education and training centres and universities.

The logo for ALBATTs, featuring a stylized battery icon with three green bars of increasing height, followed by the text 'albatts' in a lowercase, sans-serif font.

2.4 YOUTH CLIMATE EMPOWERMENT

Presenters: Inge Jakobsen and Tina Biil Eriksen

Email address: ij@khs.dk and te@khs.dk

Name of college/organization: Køge Business College



This project include students and teachers from Friedrich-List- Schule in Lübeck, Germany, Politeknika Txorierrri, Bilbao, Spain, Landstede, Zwolle, The Netherlands, Agnieten College from Zwartsluis, The Netherlands and Køge Business College, Køge, Denmark. In this project the overall idea is that students in mixed groups of nationalities learn more about the climate crisis. Even though they cannot make the large changes themselves, they should get the idea that small changes can lead to larger changes if you work together. First year the students have worked with finding climate solutions for their local schools, making climate campaigns to their fellow students at the schools and implement their climate solutions at the schools. Second year the focus is on the local municipalities, where the students will work on climate solutions for the local municipalities and afterwards make campaigns, so more citizens get aware what their local municipalities work on regarding climate solutions.

The outcome of this project so far is that the students' climate solutions have been making a Green Day at the schools to create awareness of the climate crisis and that students work on enlarging their climate handprint, which is a way to do good by reducing your individual CO2 emissions in contrast to the CO2 footprint which is about greenhouse gases that are generated by our actions. As this project focuses on the climate handprint and the empowerment of students, we try to have a positive approach on a topic which has far-reaching consequences and can easily end up causing climate anxiety.

2.5 ACT!. TAKING ACTION IN SCHOOLS FOR A MORE SUSTAINABLE WORLD THROUGH SUSTAINABLE DEVELOPMENT GOALS

Presenter: Bodil Mygind Madsen

Email address: bmm@sosuoj.dk

Name of college/organization: SOSU OSTJYLLAND

Website: <https://act-project.eu>

The Sustainable Development Goals (SDGs) encompass 17 objectives established by the United Nations with the aim of addressing the world's most significant challenges by 2030. These goals serve as a valuable framework for understanding and addressing urgent global issues. Challenges such as malnutrition, gender inequality, poverty, climate change, and injustice require action from everyone, particularly the younger generation.

With over 40% of the global population falling within the age range of 10 to 24, this represents the largest youth population ever. In order to find solutions to global issues, it is essential for the next generation to be aware of these problems. A constructive approach to achieving this is by educating them about the SDGs.

The ACT project is dedicated to developing the necessary tools and methodologies that enable children and teachers from different countries, diverse educational backgrounds, and cultural contexts, to collaboratively engage in addressing global topics related to the Sustainable Development Goals. This project emphasizes a co-creative approach, fostering collaboration and joint efforts towards sustainable development.



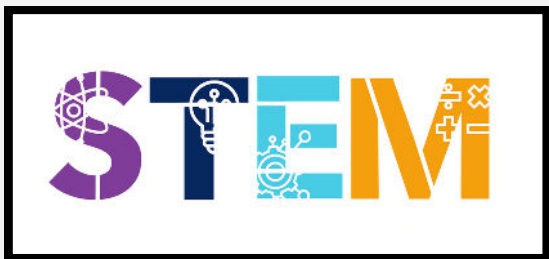
2.6 STEMCLUBS

Presenter: Justina Pluktaite

Email address: pluktaite@spsch.cz

Name of college/organization: SPSCH Pardubice

Website: <https://www.stemclubs.eu/>



The Sustainable Development Goals (SDGs) encompass 17 objectives established by the United Nations with the aim of addressing the world's most significant challenges by 2030. These goals serve as a valuable framework for understanding and addressing urgent global issues. Challenges such as malnutrition, gender inequality, poverty, climate change, and injustice require action from everyone, particularly the younger generation. "Clean, green future through STEM sports clubs" is a European partnership of seven VET schools and educational organizations who are developing "STEM clubs" as a new learning and teaching method for STEM based motivation, orientation, preparation and dropout prevention in VET. It is intended as an ongoing leisure activity, as entertaining as sport for young students aged from 10 up to 18 years.

During the session we would like to share our insights on STEM club establishment, challenges and potential solutions.

INTERNALIZATION FOR VET COLLEGES

3.1 VET TO VET – CAPACITY BUILDING IN WESTERN BALKANS (V2V)

Presenters: Nicola Alimenti and Timo Paakkanen

Email address: n.alimenti@aproformazione.it and timo.paakkanen@sedu.fi

Name of college/organization: Apro Formazione s.c.a r.l. and SEDU

Website: <https://www.v2vproject.eu/>



V2V is a European pilot project, led by Apro Formazione and funded by the European Union. The project aims to improve innovation, modernization and internationalization of Vocational Education and Training (VET) schools in the Western Balkans.

The partnership consists of ten VET schools, five within the European Union (Apro Formazione, Sedu, Noorderpoort, SIC Ljubljana, Gospodarska škola) and five between Montenegro, Kosovo, Bosnia and Herzegovina (Danilo Kiš, Ivan Uskoković, AVETAE, DTC, SSSK Sarajevo).

The logic of the project is based on constant twinning, coaching and support between the countries participating in the European program and the partners from the Western Balkans. With a bottom-up approach, each of the five European vocational training institutes works alongside an institution from the Western Balkans in order to accompany it in a process of development of technical, organizational, educational and managerial skills. The international networks EfVET and Xarxa support this important partnership.

During its 36-month duration, the V2V pilot project developed services and outcomes that can impact the entire vocational school community in the Western Balkans and third countries in the long term.

Results were achieved thanks to the sharing of best practices of European schools in the fields of internationalization, mobility, dual learning, school and business cooperation, teacher training programs, entrepreneurship education, guidance and insertion into the labour market, as well as regarding non-formal and informal skills.

The main results achieved by the project are:

REPOSITORY: an on-line repository to facilitate the mobility of staff and students among the partnership Countries;

GLOSSARY: glossary of terms about internationalization, mobility, strategies, VET systems;

MOBILITY PROCESS: a modular mobility process easily applicable by newcomers;

ANALYSIS TOOLKIT: a set of tools to analyse the level of internationalisation in schools and to establish the activities needed to bridge the skills gap;

COURSE CATALOGUE: a catalogue of on-line free training materials for teachers and managers of VET schools;

STAFF VISITS CATALOGUE: a catalogue of professional visits for VET staff about the project themes;

BEST PRACTICE CATALOGUE: a catalogue of best practices to solve WB schools challenges with easy to apply methods, approaches, and tools.

Are you willing to know how we planned these activities, which are the results we achieved and our future plans?

Visit the project website and come to our roundtable!

3.2 BRIDGE THE OCEAN

Presenters: Risto Virkkunen and Marja-Liisa Tyystälä

Email address: risto.virkkunen@kao.fi and marja-liisa.tyystala@lappia.fi

Name of college/organization: Kainuu Vocational College, Lappia Vocational College, Luovi Vocational College, Aventus and Tradium

Website: <https://bridgetheocean.net/>

The session will share best practices of Bridge the Ocean, an innovative Erasmus+ partnership project designed to advance study abroad possibilities for VET students in EU and Canada. Partners are from Canada, Finland, Denmark and the Netherlands.

Developing international learning opportunities for students in VET programs requires an innovative approach to global mobility resulting in study abroad models and programs that will be accessible and attractive to VET students resulting in strengthened preparedness for the global labour market. Bridge the Ocean project has developed study abroad models that will meet these needs.

The presenters and the audience will discuss steps leading to the development of the BTO pilot mobility model: a) short and applied learning modules in hospitality, green construction and entrepreneurship representative of a wide range of industry sectors ensuring relevant input to the mobility model; and b) development of the actual mobility model based on best practices of short modules and related to creation of a sustainable framework for reciprocal mobility between EU and Canada, and promotion of the validation and recognition of formal and informal learning.



3.3 VET4VN

Presenters: Angelique Withaar and Helge Lei Hansen

Email address: withaar@zone.college and hlh@hansenberg.dk

Name of college/organization: Hansenberg

Website: <https://www.vetnnet.com/projects/vet4vn/>



The Erasmus project 'Vocational Education and Training for Veterinary Nurses' (VET4VN) came up after previous cooperation of six schools in four countries, which offer vocational education and training of Veterinary Nurses (VN) at EQF level 4. The project partners met at VetNNet conferences. They shared worries and needs to improve. And this cooperation led to the Vet4VN project application.

However, in previous 2-3 years, the work field of the Veterinary Nurses is changing at an incredible speed. Big changes are seen in technology, medications, ICT innovations, role of the clinics in human health, and customer behavior. Veterinary clinics merge to large international conglomerates, which demand highly educated Veterinary Nurses in all countries, regardless differences in educational systems.

With the Vet4VN project we want:

- Students at all schools to be equipped with up-to-date and comparable knowledge and competencies,
- To increase employability of our students in a more international working environment,
- International experience for all students; also, for those who cannot go abroad due to personal reasons,
- To improve our education at level EQF4, to cope with higher demands of the work field.

In the project teachers who are originally also veterinarians or veterinary technicians, participated directly.

We have also included 60 students directly in the project; they participated in mobility. Next to this student mobility, no less than 150 students joined in an experiment with online teaching and training with their peers.

During the project we developed four products:

- A set of learning outcomes based on radiology,
- A manual as a guidance to develop a set of learning outcomes,
- A manual for work-based learning,
- A manual for distance learning and coaching across borders.

Although the documents do not intend to be scientific research, they are based on practical, usable literature. Also, the experiences of the two pilot are described. And also, student and participant experiences are described, which makes the information in the documents transferable to your own Vocational Education and Training.

We hope you will enjoy reading the documents as much as we liked working on them.

The four learning outcomes are freely accessible to everyone who is interested. (The set of learning outcomes and the manual for development of learning outcomes are combined in one document.)

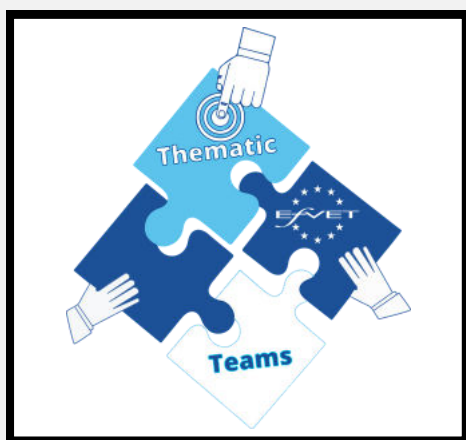
3.4 TT INTERNATIONALIZATION / COACHES & ATHLETES: GREEN ERASMUS MOBILITIES

Presenters: Carlos de Olagüe Smithson and Szilvia Hegyiné Závori

Email address: carlos.deolague@madrid.org and szilvia.hegyine@umszki.hu

Name of college/organization: FP Empresa / UMSZKI

Website: <https://efvet.org/thematic-teams/>



The EfVET Thematic Theme Internationalization promotes the activity Coaches&Athletes. This activity of the TT offers the opportunity to shares experiences between EfVET members. Colleagues high experience in international cooperation (Coaches) offer their expertise to other members that want to improve their knowledge, acquire new skills, in specific areas (Athletes).

Coaches&Athletes is not meant to have an Expert to Rookie format. The idea is to create a space where we can all share our ideas and best practices. We can all be Coaches, teaching others, and Athletes, learning from others, during the same activity.

The Erasmus program fosters Green mobilities. In this case, the roundtable will offer the opportunity to talk about how to prepare and manage Erasmus projects taking into account the sustainability, the environment and the impact on the carbon footprint of Erasmus projects.

Szilvia and Carlos will be coaching the roundtable and we hope to team up to improve green Erasmus projects in the near future.

3.5 RIVET – RESPONSIBILITY IN THE INTERNATIONALISATION OF VET

Presenters: Mari Kontturi and Silke Hillermann

Email address: mari.kontturi@luovi.fi and silke.hillermann@bbs-syke.de

Name of college/organization: ATEC, Portugal

Website: <https://www.facebook.com/profile.php?id=100083349188614>



You are interested in including responsibility (Green, inclusion, sustainability etc.) in the internationalisation strategy of your organisation? Then the outcomes of the RIVET project might be of interest to you!

Join our Round Table and get familiar with how you can identify where you stand with the responsibility aspect in your internationalisation process, how to get access to our tools to identify and improve responsibility in your international activities as well as to get valuable monitoring support. Furthermore you can become a member of the RIVET network where organisations can support each other in their journey to improved responsibility in internationalisation.

We look forward to welcoming you at our Round Table at the EfVET conference in Rhodes 2023!

GENDER | SOCIAL INCLUSIVE

4.1 GUIDE: UPGRADING THE SKILLS OF PROFESSIONALS FOR GENDER SENSITIVE CAREER GUIDANCE

Presenters: Panagiotis Anastassopoulos and Charitini-Maria Skoulidi

Email address: cms@p-consulting.gr and pga@p-consulting.gr

Name of college/organization: p-consulting.gr

Website: <https://guideproject.eu/>



GUIDE focuses on addressing the issue of gender and career development, as well as the ongoing obstacles hindering the achievement of equal opportunities in this field.

In order to achieve this goal, Career Guidance Professionals (CGPs) need to adopt an approach that is sensitive to gender and avoid perpetuating stereotypes when assisting individuals with their career decisions. GUIDE aims to challenge discriminatory practices and make a timely contribution towards reducing the existing imbalances in accessing career opportunities that persist across genders today.

The project aims to support career counselors in overcoming biases rooted in traditional roles, which can restrict choices and hinder equal opportunities for individuals of all genders. It is crucial to ensure that individuals of all genders have the freedom to choose from a wide range of opportunities based on their interests and abilities, rather than being limited by their gender. This approach allows for the full utilization of human talent and resources.

4.2 HEALTH4EU – A 'POSITIVE HEALTH' APPROACH FOR MONITORING YOUR PERSONAL HEALTH SITUATION

Presenters: Eirini Mani and Andre Schoonhoven

Email address: irimani3@gmail.com and aschoonhoven@davinci.nl

Name of college/organization: SBIE GREECE / DAVINCI / NETHERLANDS

Website: <https://health4eu.eu/>



The ageing of Europe's population is a challenge for the 21st Century. Today, the life expectancy in Europe is more than 80 years. Ageing well is a frequently used concept, describing the objectives of future elderly care. Enabling elderly people to live longer and independently in their own homes is one goal for society as a whole. Ageing is an inevitable truth for everyone. The Positive Health is dynamic concept of health (euPREVENT Congress 2017). In this new definition Health is seen as the ability to adapt and to self-manage, in the face of social, physical and emotional challenges. In TPM focused on the target groups Children & People with mental Handicap the Positive Health focus is on the person not on the disease. The focus is on persons strength not on their weaknesses.

The main goal of this project is to develop a European teaching and training module for social and health care students to improve their basic knowledge, skills and competence in supporting people's empowerment in different ages and client groups by using the concept of Positive Health. Positive Health is dynamic concept of health (euPREVENT Congress2017). In this new definition Health is seen as the ability to adapt and to self-manage, in the face of social, physical and emotional challenges. The way to achieve this goal in this project is to closely cooperate and intensively work together with the project partners. Seven theme topics are selected from social and health care main client groups: child care, elderly care, home care, hospital care, occupational health (adult care), handicapped care and mental/psychiatric care.

4.3 TOOLKIT AND GUIDELINES FOR SOCIAL EMOTIONAL LEARNING IN VET

Presenter: Luca Calligaro

Email address: luca.calligaro@enac.org

Name of college/organization: ENAC Ente Nazionale Canossiano

Website: <https://www.enac.org/en/erasmusplus/3-h-project/>



How can the social-emotional perspective be introduced in day-to-day work with students? What methodologies can be applied to help students deal with demotivation in the classroom? How can school spaces, times and resources be organised to foster this type of planning? These guidelines are intended to support schools by providing useful indications for building a social-emotional curriculum, while providing the organisational elements to facilitate its implementation. They are divided into four sections:

- Pedagogical dimension: this section of the guidelines concerns reflections on the school's educational task, on its social impact, on education itself and its aims, on the empowering of students as protagonists of their own learning and of the construction of their own future, taking into account the students' age and the era in which they are growing up.
- Organizational dimension: this section contains guidelines concerning the organisation of school time and spaces, with a diversification of learning situations, with the possibility of differentiated and customised courses (considering particular moments of crisis that pupils may go through). Other key drivers are the relationships with local stakeholders and the definition of a continuous quality improvement system.
- Didactic dimension: it is the section of the guidelines that deals with teaching, and in particular its socio-emotional dimensions. It explores the crucial role of teamworking and "project and problem-based learning", as well as the possibility of teaching activities specifically aimed at socio-emotional learning; it also provides suggestions to design the curriculum and joint didactic planning among teachers.
- Staff dimension (competences, recruiting and continuing professional development for teachers): the guidelines in this section are addressed to the role of the teacher and the improvement of the socio-emotional dimensions of its role and action.

From selection to the provisions of adequate organisational support, from training to continuing professional development, the school must deal with many aspects in order to enhance the value of teachers, protect them, stimulate collaboration among them and boost their creativity, in order to achieve an educational care that is not limited to intellectual and practical learning but is also dedicated to human development.

4.4 COMCADES – 2

Presenter: Federico Camporesi
Email address: arfie@arfie.info
Name of college/organization: ARFIE
Website: www.arfie.info



In the past two decades we have seen significant changes in Europe in the ways of delivering services for disadvantaged groups, and in particular for people with disability. Services must now consider new elements such as social inclusion, user's rights, opening to social environment and community near services. These new elements have an impact on the skills required for professionals working with persons with special needs, as well as on service management and on the structure of managing bodies. This need for adequate training and professionalisation can be seen in a bigger perspective as addressing the whole Social Economy (SE), which is a sector composed of companies that in their entrepreneurial approach carry the values of social innovation and transformation, as well as the desire for social equity and sustainable economic harmony. They are driven by the principles and values of sharing, ethics, democracy, and social responsibility. These companies are now experiencing many changes that generate a specific need for specific training and skills renewal of their managers. Therefore, it is more than ever necessary to provide these managers with high-level training focused on "agile" organisations, able to facilitate the expression and the creativity of teams, and to efficiently manage changes.

This is particularly true for service providers dealing with people with intellectual disability. In ARFIE, this important topic was firstly confronted in 2008 in the context of the COMCADES project (COMpétences spécifiques des CAdres/entrepreneurs de l'Economie Sociale), which highlighted the diversity of training programmes for managers through the prism of social intervention. In particular, the project pointed out that there is no common benchmark for the social economy sector whose managerial training programmes are different in each national context. Furthermore, the project highlighted that the identified areas of competence of the social economy deserve to be developed through a common training framework to respond to the weak European dimension of the existing training programmes.

Ten years later, a group of organisations belonging to our Network has decided to take over from the 2008 project and commit to develop an innovative action called COMCADES-2 aimed at developing a professional training for managers of the SE enterprises active in the disability field (health-care and social sector) to be tested in dedicated pilots in each country involved, and laying the foundations for a European recognition of this training.

The roundtable will be an occasion to present and discuss the results of the actions, analyse the lessons learnt and considering future perspectives for managers of the Social Economy.

4.5 ONTHEMIC - MICROCREDENTIALS AS A MEANS OF RECOGNITION AND VALIDATION OF LEARNING

Presenters: Pia Törnwall

Email address: pia.tornwall@inlive.fi

Name of college/organization: Live säätio

Website: <https://onthemic.eu>



We will explore the fascinating world of microcredentials and delve into the outcomes achieved through our project. In an era defined by rapid change at the work life, technological advancements and ever-evolving skill requirements, the concept of microcredentials has emerged as a powerful solution to meet the special needs of adult learners and people with disadvantages.

4.6 RE-SAIL

Presenter: Loukas Oikonomakis

Email address: loukas.oikonomakis@odyssea.com

Name of college/organization: Odyssea AMKE

Website: <https://odyssea.com/en/re-sail/>

We will present our project merging green transition, recycling, education and labor market integration with the blue economy.



During the project, we train vulnerable young people in sailing and technical professions of the green and blue economy. Additionally, they participate in workshops to build and assemble Optimist-type boats from recycled plastic collected from the Greek marine and coastal areas. As part of the project, entrepreneurship training on the blue and circular economy is taking place, with participants presenting their innovative ideas in Hackathon. The project concludes with a celebratory sailing race involving all participants, and a dissemination event to communicate the programme to stakeholders.

During the roundtable, we'll share the project's progress, goals, challenges, and adaptations. With participants, we aim to chart next steps, challenges, and opportunities for scalability, fostering partnerships to engage communities in environmental conservation and circular economy practices.

4.7 MOTHERHOOD VALORISATION AND EMPOWERMENT FOR PROFESSIONAL DEVELOPMENT UPSKILLING PATHWAYS – MOVE-UP

Presenter: Chiara Marchetta

Email address: marchetta@azione.com

Name of college/organization: FORMA.Azione srl

Website: www.motherhoodskills.eu

The MOVE-UP project develops, pilots and mainstreams innovative guidance and training methodologies and tools for upskilling unemployed women who are dedicating most of their time and efforts to the role of mother and who are in need to (re) join education activities and the job market.

It offers the opportunity of assessing, recognising and further developing their prior learning for facilitating their participation in training and in the labour market, mainly by enhancing the Personal, social and learning to learn competence (PSL) they gain thanks to their role of parent.

The Council Recommendation on key competences for lifelong learning (2018) defines the PSL) as “the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one’s own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one’s physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathise and manage conflict in an inclusive and supportive context”.

It includes, indeed, several skills that women acquire or further develop while becoming mothers: valuing these competences can have an immediate positive effect on both mothers’ willingness to be empowered and involved in formal learning opportunities to better match highly required job positions in the labour market and employers’ awareness on how to rethink motherhood as an asset for their business. Moreover, the skills related to PSL competence, cross-cutting to different jobs and sectors and promoting self-awareness, can be considered among the most important for adults who need to reactivate themselves.



move up

Motherhood is an asset

The project is articulated in the following actions:

- Defining and piloting outreach strategies and guidance measures which overcome gender bias and stereotypes, also making evident and valued the target group's experience and needs in the context of LLL.
- Identifying and self- assessing Personal, Social and Learning to Learn competence (PSL) functional to the evaluation of basic skills, for activating an empowerment process to promote and facilitate the access to further training and employment opportunities, as well as the participation as full citizens in their communities.
- Developing, testing and piloting innovative and integrated tailored learning provisions based on the individual needs for upskilling and designed accordingly to existing European frameworks, to be learner-centred, easily accessible and available considering the need for more appropriate work-life balance measures.
- Recognising and paving the way for validation of both PSL competence and basic competences and to use them on the labour market or for further learning/qualifications.
- Providing a permanent framework to stakeholders for setting up effective and renewed policies / provisions in favour of unemployed mothers

4.8 NEW - NEURODIVERSITY AT THE WORKPLACE

Presenter: Sylvia Liuti

Email address: liuti@azione.com

Name of college/organization: FORMA.Azione srl

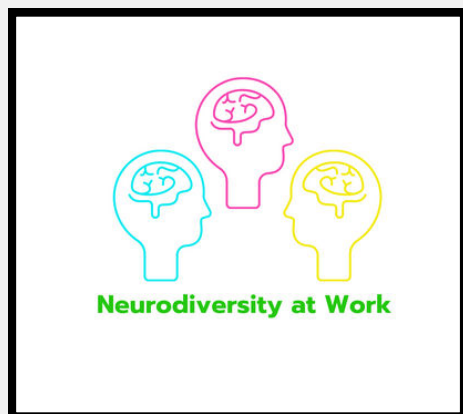
Website: www.neurodiverseworkplaces.eu

NEW is a 30-month initiative involving 6 partners from Italy, Austria, Bulgaria, Belgium and Ireland to support small and medium-sized enterprises (SMEs) and micro-enterprises in creating more inclusive working environments that enhance the talents of neurodivergent people. The project will demonstrate how inclusive practices around neurodiversity are an asset for companies, with the potential to guide them towards a more ethical and prosperous future.

What is Neurodiversity? How it relates to workplace? What is the role of continuing VET and linked services in making SMEs and microenterprises "neurodiversity smart", anticipating the needs coming from the labour market and the society as a whole?

FORMA.Azione is coordinating the transnational partnership of Neurodiversity at Work project to find common answer to these questions, starting from the assumption that inclusive practices around Neurodiversity are an asset for companies, with the potential to guide them towards a more equal, sustainable and prosperous future.

Neurodiversity describes the natural variation in human brain functioning: it means that each one of us has different methods of learning and processing information. It refers to the variance of the human brain through the lens of differences instead of deficits or problems.



The partnership aims to:

- Raise awareness and increase knowledge among SMEs and micro companies about neurodiversity as a key asset in business
- Champion specific and regular data collection on neurodiversity at the workplace, especially in SMEs, to provide policymakers with a basis for their decision-making
- Equip business managers and staff with an appropriate set of competences, strategies and tools to introduce and practice neurodiversity at the workplace, and in this way, prevent discrimination, enhance the wellbeing of employees and benefit their organisations.

NEW will provide SMEs and microenterprises in Europe with:

1. An Awareness-Raising Strategy aimed at reinforcing knowledge on neurodiversity among HR managers, SMEs and microenterprises' managers and employers, trade unions and employers' associations;
2. NEURODIVERSITY AT WORK (r)evolutionary inclusion model, equipping enterprises managers and employees with appropriate strategies and tools to introduce and practice neurodiversity in the workplace;
3. A multi-stakeholder European network for further sustaining and developing project NEW results.

4.9 WHAT ABOUT THEN (WAT) - PREVENTING DROP OUT

Presenter: Anna Kyllönen and Rea Tuominen

Email address: anna.kyllonen@ysao.fi and rea.tuominen@ysao.fi

Name of college/organization: Ylä-Savo Municipal Federation of Education

Join the WAT Project Roundtable: Shaping Socially Sustainable Vocational Education and Training

Are you passionate about the future of vocational education and its pivotal role in creating socially sustainable development? It's time to gather around the table and make a difference!

Why you should attend: Vocational education and training (VET) isn't just about skills; it's about shaping lives. It's about fostering well-being, providing a sense of security, and empowering individuals to shape their destinies. Join us at the WAT Project Roundtable, where we dive into the intersection of VET and socially sustainable development.

What to expect: Discover the challenges and triumphs of VET dropout prevention across Europe. The "What About Then - preventing dropout" project is your source of insight! Can AI help us prevent dropouts? We've not only analysed the issues but also uncovered the best strategies to keep students engaged and thriving.

Be part of the solution: Your expertise matters. Together, let's build a shared understanding and explore actionable solutions.



DIGITAL EDUCATION

5.1 REWIRE – THE FUTURE OF THE EU CYBERSECURITY SECTOR SKILLS

Presenter: Valentina Chanina & Alejandra Piot

Email address: vc@efvet.org & ap@efvet.org

Name of college/organization: EfVET

Website: <https://rewireproject.eu/>

European funded projects like REWIRE Cybersecurity Skills Alliance – A New Vision for Europe aim at addressing the existing skills gaps in cybersecurity sector through the development of skills framework, blueprint and through the delivery of training programs.

Along with the increased use of technology in recent decades, the field of cybersecurity has received more attention due to the greater exposure of governments, businesses, and general public to cyber threats. Most of European public sector organizations and companies are striving hard to address these cybersecurity challenges due to the lack of appropriately skilled cybersecurity professionals. Research indicates that there is a pressing need (that will grow also in the future) for professionals with cybersecurity skills and difficulty with the supply of professionals with the required high-level qualification. The shortage of cybersecurity workforce and skills gaps are a major concern for both economic development and national security, especially amidst the rapid digitization of the economy. The cybersecurity skills gap and shortage persist in Europe and need to be tackled effectively.

The roundtable will highlight the main components of cybersecurity blueprint that includes a skills framework built upon already existing work, information about the attractiveness of the cybersecurity sector in terms of employment, tools related to cybersecurity skills identification and development as well as information about the governance of cybersecurity skills framework in long term. The roundtable also intends to stimulate an open discussion about the importance of cybersecurity education.



5.2 MARKETING 4 ARTISTS – EMPOWERING VET ART TEACHERS AND STUDENTS

Presenter: Susana Nogueira

Email address: sn@efvet.org

Name of college/organization: EfVET

Website: <https://m4a.erasmus4artists.eu/>



Marketing 4 Artists (M4A) is an Erasmus+ funded project that aims to address the lack of marketing and entrepreneurship subjects in Art curricula of the Vocational Education and Training (VET) sector, while promoting attractiveness of VET and replying to the labour market needs.

Representatives from European Art Schools, cultural institutions and national and European policy makers are welcome to attend this practical session to know about the M4A project, about its methodology and outputs, which include an online Training Course and Evaluation System prepared for Art Teachers (to capacitate them on the adoption of M4A approach to training) and Students (to help them develop marketing skills and knowledge, crucial for their future careers as Artists), and an exhibition of all photos taken during the implementation of the project.

5.3 OSHVET: RAISING AWARENESS OF OCCUPATIONAL SAFETY AND HEALTH IN EUROPEAN VOCATIONAL SCHOOLS

Presenter: Violaine Roggeri

Email address: roggeri@osha.europa.eu

Name of college/organization: EU-OSHA

Website: <https://osha.europa.eu/en/themes/mainstreaming-osh-education/oshvet-project-osh-vocational-education-and-training>

The round table will start with a short presentation of the mandate of the European Agency for Safety and Health at Work (EU-OSHA) and will be followed by the presentation of one of its partnership projects dedicated to the promotion of a much needed culture of occupational safety and health within vocational education and training (VET) establishments across Europe: the OSHVET project (Occupation Safety and Health in Vocational Education and Training establishments).

This project consists of fostering partnerships at the national level between EU-OSHA's network of Focal Points (ministries, labour inspectorates' institutions...) and members of the VET community. With these partnerships, the OSHVET project raises awareness on the importance of OSH to VET teachers and students/future professionals and provides them with easy access to existing sources of practical information and knowledge. This partnership also offers useful contacts at national and regional level. The mandate and requirements of this partnership will be introduced.

EU-OSHA representative will then briefly present the various occupational health and safety tools and projects made available to learn about occupational safety and health in different sectors and fields, including circular economy, green transition, digitalisation (to name only a few) and where to find and access them.

Then, the existing EfVET network of EU-OSHA will be presented and EfVET partners already active in their partnership with EU-OSHA will present concrete examples of cooperation and of raising awareness of OSH in VET at national level.

After this presentation, we will call for EfVET members from more countries to volunteer and to join us in this project that we believe is crucial to promote the safety, health and well-being of Europe's future workers. (Note that we are now contacting the existing EfVET members to volunteer to present at the roundtable their experience in the OSHVET project.)



5.4 OPEN SCIENCE TECHNOLOGIES ACCELERATION FOR A NEW GENERATION OF STUDENT ENTREPRENEURSHIP, INNOVATION AND SUSTAINABLE DEVELOPMENT – OASIS

Presenters: Valentina Chanina and Panagiotis G. Anastassopoulos

Email address: vc@efvet.org and pga@p-consulting.gr

Name of college/organization: EfVET/p-consulting

Website: <https://hei-oasis.eu/>

With the fast-evolving pattern of the market-needs because of revolutionary technologies such as Industry 4.0, AI, robotics and machine learning, a new shift in human resource requirements map is at hand leaving HEIs with an inevitable time-pressing challenge to adjust the learning processes to yield particular competencies that expand way beyond the technical knowledge that has been the focus for many decades.

The consortium has managed to achieve the KPIs promised. Moreover, our digital skills are available. So far there is: a MOOC: a web based interactive virtual environment to support collaboration, communication, networking of students and teachers, professional stakeholders and parents, as well as sharing of educational scenarios. A marketplace: a web based interactive platform – marketplace – to support pilot activities that will take place in OASIS, the presentation and the exploitation of products, solutions and tools (open source software, open hardware, open data) oriented to OS. Also includes support mechanisms to design/develop of high-quality inquiry projects/products related to OS Education that guide students in innovation and entrepreneurship and engage the local community in open discourse processes.

A skills matchmaking platform: matchmaking web-based platform which offer upskilling and reskilling paths to a best fit job demand for users/students. Thus, a complete digital, highly interactive educational environment will be offered to the educational community for the purposes of the project.



5.5 DESIGN YOUR MICROCREDENTIALS

Presenter: Stefano Tirati

Email address: st@learningdigital.eu

Name of college/organization: Learningdigital

Website: <https://azulchain.io/>

Join our roundtable and play with our AI-powered web platform that enables training providers, higher education institutions, companies and stakeholders from non-formal and informal education sectors to cooperate in designing and handling microcredentials, based on skills and activities. Users are engaged with a challenge-based approach, and upload evidence that certified assessors validate in coherence with solid quality assurance procedures. Microcredentials are issued as blockchain-based digital credentials, ensuring integrity and trust. Come and try out our innovative web platform, which simplifies the process of designing microcredentials, by harnessing the power of artificial intelligence. The platform serves as a collaborative ecosystem that enables training providers to issue microcredentials, based assessors' validation of evidences uploaded by earners, under the supervision and control of awarding bodies who are responsible to oversee the process and guarantee overall quality. Microcredentials may be adopted for work-based learning scenarios, as digital credentials complementing formal education, as well as in other settings pertinent to informal education, as in extra curricular activities, volunteering, adult education. The platform is conceived in coherence with the European Learning Model.



5.6 DRONES - DIGITAL TRANSFORMATION IN JOURNALISM AND NEWS MEDIA

Presenter: Ana Ribeiro

Email address: ana.ribeiro@aeva.eu

Name of college/organization: AEVA - Escola Profissional de Aveiro

Website: <https://azulchain.io/>

The use of DRONES is transforming the media industry, action sequences in movies can now be taken from an aerial view smoothly and journalists can cover news in areas where human entry could be dangerous or prohibited, photographers can click dream pictures of places in nature which may otherwise be inaccessible. The DRONES project thus aims at realizing an innovative ICT-based infrastructure employing enhanced technologies and methodologies allowing all the Partner Countries to create a network for sharing educational curricula, content and resources on Drones technologies to youth and other stakeholders.

The aims of the DRONES project: To develop and explore Drone architecture; piloting techniques; drones equipment for measurement and monitoring activities; processing of measured data and best practices in drones maintenance

TARGET: The Erasmus+ DRONES project is directed at: Young People who are interested in pursuing a professional career with drones, journalists, media and press workers, associations & media professions. The outputs of the project will also be useful for teachers, trainers in journalism fields as well as journalism associations.

The logo for the DRONES project. It features the word "DRONES" in a bold, blue, sans-serif font. The letter "O" is replaced by a stylized drone icon with four propellers in different colors: blue, green, pink, and orange.

5.7 SECTORAL EQAVET FOR DESIGN & DELIVERY OF VET

Presenter: Mario SPATAFORA

Email address: effebi@asseffebi.eu

Name of college/organization: Effebi Association

Website: <https://sectoraleqavet.projectlibrary.eu/>



The overall aim of “Sectoral EQAVET for design and delivery of VET” is to develop guidelines with relevant indicators for VET authorities, employers, and VET providers for the assessment of the relevance of skills provided by VET-institution with regards to skills demanded by employers. The standards include both core skills and transversal skills/key competences based on descriptors for indicators 5 and 6 in EQAVET. The main characteristic of the elaborated standards is the development of guidelines and operational indicators with best practices, which enable measurement of VET outcome and enable authorities to introduce accountability for evidence-based vocational education.

Sectoral EQAVET for design and delivery of VET project aims at responding to identified skills gaps and needs by developing common trans-national training content for European occupational core profiles as well as teaching and training methodologies, with a focus on work-based learning.

- developing strategic approaches to sectorial skills developments through partnerships for sustainable cooperation between key stakeholders in the sector and public authorities;
- identification of existing and emerging skills needs for professions in specific sectors, also feeding this intelligence into the European Skills Panorama;
- strengthening the exchange of knowledge and practice between education and training institutions and the labour market, with reference to sectorial actors;
- promoting relevant sectorial qualifications and support agreement for their recognition;
- building mutual trust, facilitating cross-border certification and therefore easing professional mobility in a sector, and increasing recognition of qualifications at European level within a sector;
- adapting VET provision to skills needs, focusing both on job specific skills as well as on key competences;
- planning the progressive roll-out of project deliverables leading to systemic impact in the form of constant adaptation of VET provision to skill needs, based on sustained partnerships between providers and key labour market stakeholders at the appropriate level ("feedback loops"). This planning should identify and involve key national and/or regional stakeholders, while also ensuring the wide dissemination of results.

The partnership developer Online interactive version of the tool for adapting VET to occupational profile, including assessment approach how to measure the gap of present VET program and work towards narrowing the gap according to EQAVET. Based on indicators 5 and 6 in EQAVET., the online version will be based on axes, themes, indicators and levels develop by EQAVET supplemented by best practises and practical advises.

5.8 ELITE LEARNING

Presenter: Kshama Bhatia

Email address: kshamabhatia@gmail.com

Name of college/organization: Elite Learning

Website: <https://elitelearning.io/>



Our time's most significant talent challenge is ensuring people's skills remain up-to-date. With the rise of remote work, technological advancements, and a continued push toward automation, the need for upskilling and reskilling is becoming increasingly crucial. Elite provides the necessary insights and tools to match students' and employees' skills with business goals, resulting in a win-win situation for everyone involved.

Over 84% of employees say they haven't mastered the skills they need for their jobs today, causing job losses and a threat to \$11.5 trillion cumulative GDP growth. As a result, Elite Learning offers a comprehensive solution that consolidates all the essential upskilling resources for developing highly sought-after skills, all in one place. Its effective curated learning content, evaluation tests, and mentorship capabilities empower every employee to upskill and reskill with personalized recommendations and hand-holding.

Students need to be future-ready, workers want to reskill, and 77% are ready to learn new skills or completely retrain. All you need is to empower them. More than just online courses, you need real-time experts to handhold them at multiple stages in their learning journeys. Your team needs a curated learning library built by filtering thousands of experts, making upskilling and reskilling more relevant, engaging, and effective. Rating yourself is a myth; hence you need to regularly evaluate your knowledge gaps to bridge the gaps to grow. Elite Learning is the only solution that empowers you and your team with learning, evaluation, and mentorship - all in one place.

5.9 EUROPEAN DIGITAL PLAYGROUND - EDP

Presenters: Kaisu Luukka and Orsolya Simon

Email address: kaisu.luukka@bc.fi and orsolya.simon@bc.fi

Name of college/organization: Helsinki Business College

Website: <https://ebbd.eu/eu-projects/>

Join the EDP Project Roundtable and find a possibility for your students to learn skills and internationalize by playing a digital business game together with students from another country.

What can we offer for your students?

- Learn business skills in a fun and engaging way
- Encounter other cultures without need to travel
- Learn and practice English language
- Learn digital skills
- What can we offer for your school?
- Tool pack to implement digital business game into your study program
- Network to play the game with other schools
- New alternative to teach business subjects
- Gamification of business studies



We have tested the methods of training the students for the game and implementation of the game sessions both online and offline. Come and hear the testimonials of the students and the teachers.

We hope to give you inspiration to play and learn! And we would love to hear your feedback.

LEARNING MOBILITY

6.1 UNISER STAFF MOBILITY CATALOGUE

Presenters: Luca Lombardi and Karolina Ganowska

Email address: luca@uniser.net and karolina@uniser.net

Name of college/organization: Uniser

Website: <https://staffmobility.uniser.net/>

Uniser staff mobility catalogue was launched in 2022 to answer the needs of VET schools when it comes to staff training abroad, in particular: finding other schools or organisations willing to host job shadowers and finding learning mobility experiences that were particularly meaningful for the professional development of participants.

Since 2022 the catalogue has evolved, and it is now an online website designed to empower educators. This online catalogue offers a user-friendly interface where teachers can seamlessly explore a vast array of training opportunities abroad certified by Uniser and submit their request for participating. The catalogue presents job shadowing and courses from various international providers on diverse subjects to cover teachers' varied interests and needs.



6.2 EURO APP MOBILITY PRESENT MOVING SKILLS PLATFORM

Presenters: Guillaume Baudet and Sie Mélina

Email address: guillaume.baudet@euroappmobility.eu and melina.sie@euroappmobility.eu

Name of college/organization: Euro App Mobility

Website: <https://app.euroappmobility.eu>

Euro App Mobility is a non-profit association founded in 2020. It brings together around twenty networks of VET centers, companies, institutions and political personalities. EAM works to remove obstacles to European mobility of apprentices. Evidences proved that a major stumbling block for the implementation of the mobility of apprentices is the difficulty for training centers to find compatible and reliable partners. EAM wants to give an answer by creating a digital platform where the actors could virtually meet and design their collaborations.

The goal is to connect companies, apprentices and VET centers that best suit their criterias and promoting direct exchanges across borders. Easy to use and free of charges, our Moving Skills platform is create for boost connections and synergies for European learners. The challenge now is to increase the number of people unrolling the platform. Moving Skills aims to facilitate mobility partnerships for all sectors of activity.



CENTER OF VOCATIONAL EXCELLENCE

7.1 THE GIVE PROJECT

Presenters: Alessandro Mele and Valentina Chanina

Email address: alessandro.mele@puntocometa.org

Name of college/organization: La Cometa s.c.s/EfVET

Website: <https://www.thegiveproject.eu/>



The “Governance for Inclusive Vocation Excellence” (G.I.V.E.) Project is one of the Centers of Vocational Excellence funded by the European Commission under the Erasmus+ Programme and represent an alliance of VET centers, Universities and Companies aiming to innovate the VET sector designing and implementing an holistic model for the true inclusion of learners belonging to disadvantaged groups.

The GIVE project is developing a comprehensive model of governance, management and training practices for the development of a truly inclusive VET ecosystem.

The practices were developed in order to provide VET practitioners, managers and companies with practical and operational tools specifically aimed at acquiring an inclusive mindset and facilitating the inclusion of learners facing specific disadvantages.

Main activities of project are:

- Pedagogical and management approaches modulization, training practices modulization, training development and piloting, digital platform and transnational mobility.
- Pedagogical and management approaches modulization aims to define a robust framework for explaining, mapping and exchanging partners innovative, active and inclusive pedagogies, securing their transferability and usability.
- Training practices modulization will focus on partners inclusive teaching-learning practices, with a strong methodological. It aims at identifying a baseline for innovative practices and tools, in terms of both quality of training and effectiveness of employability for every learner. The areas of work will include: Personalization, Work-based training models for inclusion, School-Job Guidance & Transition, Company induction, Governance, Mobility.
- Training development and piloting foresee the development of the training courses, piloting, evaluation and fine tuning.
- Digital platforms will develop three digital platforms, each with a specific purpose and target:
 - Online training structure: part of GIVE's training courses will be delivered online
 - Digital Mobility Marketplace: to bring together VET centres and job providers
 - GIVE's online Community of Practice (CoP).

7.2 POVE WATER SCALE-UP

Presenters: Sabine Schroten and Valentina Chanina

Email address: s.j.schroten@fcroc.nl and vc@efvet.org.

Name of college/organization: EfVET/Firda

Website: <https://www.povewater.eu/>

PoVE Water operates in a society in transition, where values such as sustainability, corporate responsibility and social value creation are becoming increasingly important.

This development goes hand in hand with trends in the water sector labour market. The sustainable availability of people and the utilisation and further development of available talent are becoming central.



There is a vast need for Vocational Excellence and excellent Water sector professionals. Vocationally educated water sector professionals are the operators in the field that work directly with water resources of Europe and have, when educated appropriately as circular economy ambassadors, the power to contribute directly to the transition towards a reformative growth model that gives back to the planet more than it takes.

PoVe Water ensures that current and future water sector professionals have the key skills and competences demanded by the industry. We develop specific modular vocational education and training programmes and always let students work in real life situations, based on challenges. We will drive innovation by developing contemporary Digital and Virtual Reality learning materials.

OTHER

8.1 EBBD E.V.

Presenters: Cynthia Woolderink and Nereba Peña

Email address: c.woolderink@rijnijssel.nl and nerebap@nazaret.eus

Name of college/organization: EBBD e.V.

Website: www.ebbd.eu



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EBBD, provides students and adult learners to acquire additional qualifications in the fields of Economy, Europe and Mobility. It is a recognition of excellence.

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**Editor | EfVET Conference Team:
Valentina Chanina
Leif Haar
p-consulting**

**Layout Designer | EfVET
Communication & Event Officer:
Alejandra Piot Pérez-Abadín**