

VET Gazette

N° 04 - November 2022

The VET4EU2 magazine



WHO WE ARE

The VET4EU2 platform is an informal framework of cooperation established by four European Associations of VET Providers (European Vocational Training Association – EVTA; European Forum of Technical and Vocational Education and Training – EfVET; European Association of Institutes for Vocational Training – EVBB; European Providers of Vocational Education and Training – EUproVET) and two European Associations of Higher Education Institutes (European University Continuing Education Network – EUCEN; European Association of Institutions in Higher Education – EURASHE).

VET4EU2 as the biggest platform of European VET providers stands for the broadness, richness and variety of Vocational Education and Training on all levels of education as initial and continuous VET, higher VET and professional HE. VET4EU2 gives voice to many different stakeholders involved in education and training in Europe and even beyond. Our purpose is to join forces to promote the key role of Vocational Education and Training as a boost for the recovery of the economy, the societies and the communities. VET4EU2 amplifies the voice of key education and training actors by enabling them to contribute to shaping EU VET policies and to get in dialogue with policy, research, operational and development bodies at all levels.



Dear Reader,

Welcome to the fourth issue of the VET Gazette VET4EU2!


As the VENHANS project comes to an end, this issue presents a review after three years of successful work and fruitful collaboration between all the partners involved with excellent and promising outputs: Webinars, Peer Learning Review, Go For + network and this very Gazette are the main outputs.

This edition contains two main sections: the first one is dedicated to the project assessment and the second one offers you feedback on projects and testimonies of individual journeys.

We hope that you will enjoy this fourth issue and make it lay the ground for new partnerships and projects, as we are all convinced that sharing and capitalizing on vocational and educational training practices in a creative common thinking approach is the key to promote VET in Europe.

We wish you a pleasant reading.

The VET4EU2 Platform 

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THE VENHANS PROJECT

The VENHANS project has allowed VET providers and professionals to share and capitalize on their experiences in order to improve vocational training in Europe and promote vocational excellence and internationalisation. The following chapter presents the main achievements and gives a perspective of the importance of EU Associations of VET Providers as key players in the European VET environment.



THE VENHANS JOURNEY

STRIVING FOR EXCELLENCE, TRAINING FOR THE FUTURE

Giulia Meschino

Director & Secretary General - European Vocational Training Association (EVTA)

The VENHANS project has represented a unique opportunity to think about the role and the image of vocational training in Europe. It has been a journey that continues and from which we have acquired an even greater awareness of our responsibility to our members, and to VET providers and beneficiaries in general.

The project was conceived with the aim of supporting EU Associations of VET Providers to strengthen

their cooperation within the framework of the VET4EU2 platform. During the last years, the increased importance of VET as key for the socio-economic development of Europe, the need to promote its image and increase the quality of the training offer has given so high relevance to the work of the European Associations of VET Providers.

In 2010, at the occasion of the presentation of the Bruges Communiqué, four European

Associations of VET providers decided to join forces to influence the policy content. This first attempt of cooperation have been followed by others and led up in 2014 to the creation of the VET4EU2 platform as a permanent framework for cooperation, joined by two additional associations for Academic and Professional Higher Education. As of today, VET4EU2 is composed of 6 EU umbrella organisations: EVTA, EVBB, EfVET, EUpVET, EURASHE, EUCEN.





VET4EU2 STANDS FOR THE BROADNESS, RICHNESS AND VARIETY OF VOCATIONAL EDUCATION AND TRAINING

As the biggest platform of European VET providers, VET4EU2 stands for the broadness, richness and variety of Vocational Education and Training on all levels of education as initial and continuous VET, higher VET and professional HE. VET4EU2 gives voice to many different stakeholders involved in education and training in Europe and even beyond.

Funded by the Erasmus + programme through the Key Action 3 call "Networks and Partnerships for Vocational Education and Training providers, the project VENHANS - VET European Networking Enhancement represents a fundamental milestone in the evolution of the VET4EU2 platform. With the VENHANS project, VET4EU2 tried to take a step forward in this shared cooperation by structuring the work around three Action Plans in response to the main challenges that VET providers and stakehold-

ers face while dealing with topics as internationalisation, vocational excellence, representativeness, sustainability of their actions.

Through the implementation of the Action Plans on NETWORKING (WP2), CAPACITY-BUILDING (WP3), DISSEMINATION/PROMOTION (WP4), VET4EU2 tried to address the challenges by developing a series of activities and tools to support their members and VET providers in Europe and beyond to boost their representativeness at the international, national and regional levels; promote the memberships to intermediary bodies; create networking opportunities; support decision-makers in the VET policies development; increase the quality of the training provision; promote the concept of excellence in VET, as a benchmark for the development of strategies and bottom-up approaches at a local level.

Here some figures to assess the great impact generated by the VENHANS project:

- **800 VET practitioners** registered to the VET4EU2 online hub;
- **300 participants** attended webinars in English and national languages;

- **1000 participants** in total attended events and workshops;
- **100 participants** attended PLRs on internationalisation and vocational excellence;
- two benchmarking tools have been created, updated and translated into all EU languages
- **100 articles** on VET good practices in Europe have been published in the four issues of the VET Gazette
- **10,000 recipients** have been reached through communications on social media channels.

EU ASSOCIATIONS OF VET PROVIDERS PLAY A FUNDAMENTAL ROLE

Anyway, the success of VENHANS can be measured not only by the figures, but also by the enthusiasm shown by the people involved in the implementation of the activities and the participants attending the VENHANS final events, a sign that professionals in Europe and beyond are more than willing to gather together and find common solutions to improve VET. And also a good sign that EU Associations of VET Providers still play a fundamental role in ensuring that needs, expectations, but also will and efforts are channeled in the most effective direction.



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A CLOSER LOOK AT THE VENHANS FINAL EVENTS

Valentina Mecca

Venhans External Communication Expert - VENHANS



On the first day, the Final Conference “Striving for Excellence, Training for the Future” inaugurated VENHANS Final Events at the European Parliament. The event was opened with a welcome speech and brilliant introduction of the project by Giulia Meschino, VENHANS project coordinator. Joao Santos, senior expert at the European Commission, DG Employment, Social Affairs and Inclusion, followed by giving some hints on how the VENHANS project can contribute to achieve the objectives established for VET in Europe. The debate was enriched by some of the representatives in the VET4EU2 platform, Theodor Grassos (EVBB), Matti Isokallio (EUproVET), Arja Flinkmann (EfVET), and Marta Rodrigues (EURASHE), who discussed the legacy of the VENHANS project and how the work carried out in the three year implementation can serve the purpose of strengthening the cooperation within VET4EU2. The European Commission has put in place tools to support VET associations in promoting and giving visibility to their achievements and this was the core message given by Anna Barbieri from the European Commission in her presentation of the EPAL platform and the online Community for VET Practitioners. Finally, the first day of our Events ended with the final greetings and conclusions by Giorgio Brissa, president of EVTA, remarking the importance of acting together to ensure sustainable growth in Europe through vocational training.

The success of an event can be measured considering some qualitative parameters and some qualitative variables. The former is constituted by numbers, for instance, the number of participants or connections generated, and the latter is participants' and team members' satisfaction. Each variable defines how much a goal was accomplished and how efficacious is the strategy that led to the accomplishment of that goal.

As the VENHANS Final Events Communication Expert, if look back at what happened in Brussels on the 20th and 21st of September 2022, I can proudly affirm that all the variables considered indicate a positive outcome, and all goals were accomplished.

BOOSTING COOPERATION AMONG EU ASSOCIATIONS OF VET PROVIDERS AND INCREASING THE IMAGE AND IMPORTANCE OF VET IN EUROPE AND BEYOND

The strategy beyond the organisation of VENHANS Final Events and its communication campaign was meant to reflect VENHANS' and VET4EU2's goals, namely boosting cooperation among EU Associations of VET providers and increasing the image and importance of VET in Europe and beyond.



A CLOSER LOOK AT THE VENHANS FINAL EVENTS

On the second day, four different sessions took place:

- the Networking Breakfast, an illuminating opportunity to exchange ideas and set the basis for new paths and cooperation in VET;
- the International Thematic Experts Groups, four discussion tables aiming to provide policy recommendations on how VET can contribute to the achievement of four of the priorities of the von der Leyen's Commission (Environment and Fight Against Climate Change, Digital Transition, Participation in Democratic Life, and Social Inclusion and Diversity).
- the Go&Learn - Partnership between companies and educational institutions and the finalisation of PLR on internationalisation with three Balkan countries (Albania, Kosovo, Montenegro)
- the Silver Experts Group meeting, the second gathering of senior experts involved in the establishment of the VET4EU2 platform and now called back on track to establish a consultative body for VET4EU2.

Some final considerations about the events:

The pandemic has reminded us of the importance of meeting face-to-face with no screen between, of networking primarily and most authentically, and now that we can come back to our in-person activities, it is fundamental to make these moments relevant for everyone.

THE VALUES AND PRINCIPLES OF THE VENHANS PROJECT - INTERNATIONALISATION, EXCELLENCE, AND NETWORKING

There has been a great synergy within the VENHANS Team. There was a great hype around the organisation of the event, that was conceived as people-oriented. After 2 years of renouncing in-person gatherings, the partnership aimed for a formal yet friendly reunion where the values and principles

of the VENHANS project - internationalisation, excellence, and networking - could easily stand out in a professional and convivial mood. The best part of the whole event was the people: enthusiastic participants and distinguished speakers.

From the European Parliament to La Bouche à Oreille (venue of our second day), the events were surrounded by the spirit of cooperation, professional and human socialization, inspiring activities, and being environmentally conscious, with eco-friendly choices, such as locations, activities, and gadgets.

As a professional in international communications, participating in the VENHANS final events has been a considerable experience: full of human values and professionalism. The VET world has so much to offer: it can be the engine of the new economy, a new mean for peace and prosperity, and, as a person, a European citizen, and a professional, I am very proud that our paths have crossed.

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PARTNERS TAKE AWAY

6th October 2022

EVTA

The VET4EU2 platform has great potential to increase the importance of Vocational Education and Training in Europe. Through the VENHANS project, for the first time, we were able to show our members and partner that we, as EU Associations of VET Providers, are capable of putting our individual strategies and core objectives aside to serve a unique mission, also through the provision of concrete activities and results for the benefit of our target groups.

Giorgio Sbrissa, President EVTA

EfVET

"For EfVET the VENHANS project resulted in expanding our membership and stimulating VET networking thanks to the organisation of many events and webinars, among them the Peer Learning Reviews. Additionally, we had the opportunity to propagate the concept of excellence in VET and further cooperate with VET providers". "We can learn from each other! We do have to bridge the national level", Arja FLINKMANN

EUCEN

"VENHANS has been an opportunity to enhance VET in Europe at all levels of qualification, including Higher Education, and to draw connection between organisations to facilitate the building of new learning paths." Balazs NEMETH, President of EUCEN

EUProVET

"A new step of VET4U2 with VENHANS project. All the work is done!", Matti ISOKALLIO, Director of Educational Federation at Sataedu

EVBB

"We may have different backgrounds and history; but at the end of the day, with VENHANS project we share the same vision for VET." Theodor GRASSOS, EVBB General Secretary

EURASHE

"It is really important to have such a project and platform to share our experiences.", Marta RODRIGUES, EURASHE Policy and Project Officer

ENDURANCE

"VENHANS helped us to increase our expertise in VET and it has been a great opportunity to get to know organizations and people within the other european networks. Only its unfortunate that we were not able to meet in person as much as we would like to. We hope to build something new and innovative within the services we are providing based on the results coming from VENHANS.", Endurance, Rob VERSTEEG, Diana KOZAKOVA

AFPA

"The VENHANS project has enabled AFPA to share its expertise and projects through events, articles in the Gazette and meetings. On subjects such as the energy transition and the digital transition, the stakes are such that sharing at a European level seems to us to be a factor of performance and excellence. In particular, we have shared our experience with the "Ecological Engineering Worker" incubator, an emerging profession for which we have developed a reference framework with partner companies on behalf of the Ministry of Labor and Full Employment.", Christophe Sadok, Director of engineering and national public service missions, AFPA

ENAIP

"VENHANS gave us the opportunity to synergically add to the debate around Vocational Education and Training: thanks to this project, we treasured our history and experience from the past to project it into the future.", Monica Verzola, Development Business Director - International Area, ENAIP NET

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EUROPEAN TOUR OF VOCATIONAL TRAINING

This chapter presents 10 projects and learners' testimonies that illustrate the richness and diversity of practices in professional training: MOOCs, Virtual reality, Mobility





CRÉE.A MEM PROJECT: AFPA KICKS IN!

Marie-Hélène Bergoni
Training Engineer - Afpa

Timothée Jourdain
European Projects Coordinator - Afpa

Social mediation is an emerging professional activity for creating and improving social interactions. It can be used in many different situations and locations: It is part of different contexts: schools, transport, communities, neighbourhoods, interculturality, welcoming and supporting refugees etc.. The European project CreE.A MEM has designed a mobility program for social mediators all around Europe. Afpa participates in this project as an associated partner as part of working groups to define the modalities of the mobility. Each country is represented by a national consortium (Belgium, France, Italy, Portugal and Spain). The French

consortium contains the mediation organisation Optima, but Afpa is not part of it as it remains an associated partner.

The goals of this project are:

- Reaching a common definition of social mediation
- Identifying mediation skills and classifying them
- Linking skills to the mobility project
- Creating an assessment matrix for the mobility

A series of seminars was arranged to outline the organization and structure of the mobility, scheduled for the end of 2022. The first seminar, which took place in Paris at the CNAM

in January 2022, made it possible to establish a working framework and a common vision of mediation. Working groups were defined for:

- State of the art for training: Belgium group
- Social mediators' skills: Afpa and Spain
- Engineering: Italy and Spain

«SOCIAL MEDIATION
COVERS COMMUNI-
CATION PRACTICES
AIMING TO POSITIVELY
CHANGE SOCIAL
INTERACTIONS»



CRÉE.A MEM PROJECT: AFPA KICKS IN!

«Social mediation covers communication practices aiming to positively change social interactions»

During the second seminar in March 2022 in Brussels, the participants defined the skills shared amongst European mediators. Skills were organised into four categories:

- Organisational skills: enabling planning as an individual but also as part of a team

mediator's experience with observation skills and appropriate response to sensitive situations

- Mobility linked skills: showing openness to get a wider perspective and new working methods

Therefore, in the next seminar (Turin, May 2022) the participants agreed consensus on training engineering of the mo-

erable). For example, France will be paired with Italy.

The work of these groups will be revealed at a third seminar which will take place in Seville in October 2022.



- Relational, listening and communication skills which are the foundations of mediation: what approach to adopt depending on the situation as type of communication and body language are an integral part of the job.
- Analytic skills: relying on the

bility (duration of internships, target location, design of learning scenarios, assessment criteria and training master's role). After this, every national consortium will work with another country consortium on the certification process (trainee's booklet and certification deliv-

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A NEW WAY TO HELP PEOPLE WITH DISABILITIES DISCOVER JOBS USING VIRTUAL REALITY

Emilie Chrste

Marketing and communication manager - MIMBUS



Young people with disabilities are too often forgotten. MIMBUS and OTEMA TSA (an organisation supporting people with autism) have joined forces to offer a service enabling young autistic people to discover new skilled jobs.

MIMBUS is a leading provider of immersive learning solutions dedicated to vocational training. Adding technical expertise to OTEMA TSA's activities for the social inclusion of people with

disabilities, specifically within skill-based job markets.

"We are dedicated to providing social impact employment solutions through digital transformation," says Laurent Da Dalto, CEO of MIMBUS. "Our collaboration with OTEMA TSA demonstrates the power of immersive experiences and how they can empower people with disabilities."

"We wanted to offer the opportunity of discovering professions

directly in the classrooms where young people with disabilities are. In fact, half of young people with disabilities currently leave the school system without any career paths. This program allows them to broaden their horizons when thinking about their futures" says Laurent Peytavy, founder, and director of OTEMA TSA. "For young people with autism, OTEMA TSA provides a genuine solution for families wanting to position their youth on more inclusive paths thanks to immersive solutions."

A NEW WAY TO HELP PEOPLE WITH DISABILITIES DISCOVER JOBS

IMMERSIVE
EXPERIENCES ALLOW
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Laurent Peytavy meets young people in their class and helps them discover a variety of skilled trades from various sectors thanks to virtual reality.

The project was set up five months ago and already boasts almost 200 students who have discovered skilled trades through VR.

The benefits of this partnership includes:

- Helping to include people with disabilities
- Reducing talent shortages
- Revealing vocations for lesser-known jobs among people with disabilities

MIMBUS is born from the awareness of Laurent Da Dalto that vocational training was faced with issues that new technologies could solve. Welder, painter, cabinet maker, electrician... the company puts innovation at the heart of its training, helping to train students faster, in a totally safe environment and with lower costs.

OTEMA TSA was created in 2018 by Laurent Peytavy, father of a young autistic 18-year-old. His life path and the difficulties he encounters in integrating into social and professional life make it a real social observatory for his father. OTEMA TSA therefore builds projects and tries to respond to certain difficulties of inclusion.



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SUSTAINABILITY OF FUTURE-PROOF CHANGE IN VET

Andrej Hutta

Chairman of the Employers - Council for the Dual Education System in the Slovak republic

The Covid pandemic unexpectedly imposed many challenging changes to Europe's VET sector. Like the pandemic itself, these changes could not have been anticipated prior to the pandemic outbreak and thus VET providers were not able to prepare in advance. Many changes had to be implemented over the course of weeks if not days. However much we wish for the end of the pandemic and return of "better days", it is reasonable to anticipate that changes brought about by the pandem-

ic are here to stay. This article looks at the form, depth, and consequence of these changes as well as the capacity of VET providers to make these - now required - changes sustainable in regard to their technological and personal capacities.

ARE CHANGES IMPOSED ON VET DURING THE COVID PANDEMIC HERE TO STAY?

The pandemic had a three-fold effect on the VET sector. Firstly, VET providers were affected by disturbances in personal education, inability to provide group education and subsequent financing gaps. This economic halt put the VET sector under stress by putting great pressure on the maintenance of personal and technological VET infrastructure. Secondly, the fourth industrial revolution was contemporaneous with the Covid pandemic which exacerbated its effects. The VET sector must react to the increasing require-





SUSTAINABILITY OF FUTURE-PROOF CHANGE IN VET

ments on individuals to interact with technology, virtual environments, artificial intelligence and to the replacement of many human tasks by machines. Finally, because of geopolitical changes and disturbances in global supply chains, European industrial companies will relocate many of their research, development and manufacturing capacities back to the Europe, to which the VET sector must react.

What should be the response of VET sector?

A strategic response should be the acceleration of development of VET infrastructure across European countries. Proper instruments for maintaining personal and technological capacities should be implemented. A tactical response should be to eliminate burdens for further development of VET infrastructure, such as easier public procurement processes, accreditation of new programmes focused on innovation, further development of system of micro-qualifications and close attention to the needs of employers and industrial base to prepare a qualified workforce to increase the competitiveness of European industry. Finally, the individual should be the prime focus of the VET sector: by raising the awareness of necessity of further education and by raising the num-

ber of adults participating in lifelong learning programmes. Subsequently, any barriers for an individual to take part in education should be mitigated by developing new innovative models helping the individual to participate, such as online and virtual education.

ONLY CLOSE COOPERATION BETWEEN VET SECTOR AND EUROPEAN INDUSTRIES WILL ENSURE FAVOURABLE NUMBERS OF QUALIFIED EXPERTS.

VET infrastructure will play a crucial role in the intensifying geopolitical battle for future workplaces with higher added value - which will, at the same time, bring fairer and more gender-balanced conditions into the European labour market. Educational infrastructure in VET sector undergoing continuous personal and technological innovation will prepare enough qualified experts, necessary for the labour market to ensure the successful transfer of research, development and manufacturing capacities back

to Europe. This will ensure not only sustainability of these investments, but also encourage innovation in VET infrastructure and allow the sector to react to changing conditions on the labour market. Only such close cooperation between the VET sector and European industries will ensure favourable numbers of qualified experts in the labour market. This will stimulate building of further research and development facilities on the continent and the competitiveness of European economy in the broader global context, thus ensuring the position of the European Union as a high productivity economy with workplaces of higher added value.

One of the instruments for stimulating these development trends in VET are the cooperation partnership projects such as OnlineVET implemented within the Erasmus+ programme across 3 European countries. This project is primarily focused on development of innovative e-Learning tools for practical vocational training in robotics and automation technologies. However, the added value of close cooperation of 4 European actors is in creating synergistic effects in further development of European VET infrastructure across the continent.

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HUMAN CENTRED DESIGN IN ADULT EDUCATION

Carme Royo

Executive Director - EUCEN

How can human centred design be used in adult education?

Human centred design (HCD) is an approach commonly used in design and management frameworks that develops solutions to problems by involving the human perspective in all steps of the problem-solving process.

HUMAN CENTRED DESIGN METHODOLOGIES HAVE GAINED INCREASING ATTENTION IN EDUCATION IN RECENT YEARS

Human centred design methodologies have gained increas-

ing attention in education in recent years. From educators using the process as a pedagogical framework for real world to stakeholders leveraging the process as a driver of innovation and a mechanism for positive change. Every day, educators create experiences for their learners through developing student goals, considering different learner needs, iterating between lessons, and impacting student learning outcomes. These are essentially design processes and they can be improved still further through the introduction of HCD approaches.

Adult educators must find ways to motivate mature learners. Educator and researcher Malcolm S Knowles states in his principles that adults learn better when:

- They understand why something is important to know or do - *make education relevant*
- They have the freedom to learn in their own way - *keep them involved in the learning process*
- Learning is based on, or relatable to, their own experiences - *integrate their own experiences*
- The time is right for them to learn - *let them explore on their own pace and ways*
- The education process is positive and encouraging - *allow space for their feedback*

Some human centred teaching approaches that can be listed as important to explore and integrate in classes with mature students are:

- **Flipped classroom.** The class is collaborative, with open discussions and opportunities for different ways of learning
- **Peer learning.** It encourages sharing human experiences and knowledge between students, puts the students' knowledge in the centre of the discussion and values their contribution
- **Hackathon.** Inspires participation, expression and problem solving, it moves from theory to practice, encourages the use of soft skills such as communication, leadership and teamwork. Hackathons are typically used for solving technical problems. However, this approach can be used in adult learning environments to generate solutions that are based on inclusion and creativity.





Adapting to current requirements: using the HCD approach online in adult learning

In recent years, institutions have started to move towards online teaching to allow flexibility in delivering courses and reducing costs. The Covid-19 pandemic in 2020 has emphasised the need to adapt to new technologies to ensure that learning continues and that citizens are prepared for new challenges in the labour market and society in general. However, how can creative approaches be designed in an online context? How can adult learners be kept motivated and engaged?

Adult learners still need access to learning that is flexible, easily accessible and adapted to their needs. Clear instructions, repetition, practice and support are key. An online space that offers not only support but also trust and a sense of belonging to a community is important. As time passes, there are more and better online tools that can be used to help an adult educator teach remotely. Tools such as Zoom, Jamboard, Miro, Men-

timeter and Slido can help organising HCD approaches online. Adult educators need to know these tools, find the way to adapt them to their online courses and use them with their learners. While following the five principles highlighted by Knowles, remember that learners will appreciate:

- Training that is made relevant to their needs. Adult learners prefer highly personalised courses, where they can fill in the gaps that they recognise and that help them to perform better in their jobs
- Teamwork that is well organised. Shorter lessons or breaks more often, lessons with more interactive segments, immediate feedback and smaller working groups where listening and sharing ideas is possible. Gamification might be appreciated
- Interaction with peers for setting up or improving their technological knowledge. Encourage learners to help each other, promote the idea that we all were technically unexperienced once

- A teacher that is more a facilitator than a classical teacher. Stimulate learners in the learning process and allow them to explore and discover
- The opportunity to give feedback at different times and in different ways. Make the learners part of the process and welcome their feedback to case studies, discussions, assignments, etc.

“CREATIVE CHANGE” IS DEVELOPING SEVERAL TOOLS TO SUPPORT ADULT EDUCATORS IN THE INTRODUCTION OF THE HCD APPROACH IN THEIR PRACTICES

The Creative Change project is developing several tools and resources that can support adult educators in the introduction of human centred design in their practices. Learn more about the project and download the Guide to Human Centred Design of Adult Education Programmes on the project's website [↗](#).

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QUALITY ASSURANCE IN E-LEARNING PROVISION OF VET EDUCATION

Julie Wietrich

Projects Officer - EUCEN

Following the COVID-19 crisis, education institutions - and especially VET providers - were obliged to quickly adapt their practices and turn to online teaching to ensure the continuity of education for their learners. Although some initiatives to integrate e-learning into

vocational education and training had already been undertaken prior to this, COVID-19 accelerated the process and did not permit VET providers to focus on quality. It is now fundamental for the VET sector to adapt to this shift that has contributed to the democratisation of e-learning

and upgrade the quality of their training.

The BEQUEL Erasmus+ project seeks to assist VET providers in their progress towards effective deployment of e-learning VET programmes and ensuring quality assurance practices in







QUALITY ASSURANCE IN E-LEARNING PROVISION OF VET EDUCATION

digital education initiatives. To achieve this aim, the project's consortium developed a benchmarking tool for quality assurance in e-learning provision in VET education.

This benchmarking tool allows VET providers to compare their e-learning quality assurance practices to the practices of other institutions all over the EU in an effective and quick way.

After VET providers answer an online questionnaire, the tool generates an individual report, highlighting the weak and strong points of each respondent organisation. The questionnaire includes 6 sections: Strategy and policy for e-learning, Support for trainers and trainees, Infrastructure support, Programme/course design, Development and approval for e-learning and e-learning training program evaluation procedures. Each section holds a set of statements which the

respondent should assess on a four-level frequency Likert scale.

The BEQUEL consortium is inviting VET providers all over Europe to test the benchmarking tool , and to submit their good practices  in the field of quality assurance in e-learning programmes.

THE BEQUEL CONSORTIUM IS INVITING VET PROVIDERS TO TEST THE BENCHMARKING TOOL AND TO SUBMIT THEIR GOOD PRACTICES

The VET providers who score highest at the benchmarking tool and submit their good practices will receive the BEQUEL badge and award, recognising their engagement to develop quality assurance in their e-learning provision.

Please note that:

- You need to create an account to use the benchmarking tool. The Individual reports generated are anonymous and can only be accessed through the user's account.
- To give reliable reports, the critical mass of responses has been set to a minimum of 20 globally and in each country. Before this number is reached, questionnaires are anonymously stored but not used. Once the critical mass is reached, individual reports are completed with the user's three strongest points and three weakest points compared to the other users either in the same country or in all countries.

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THE MOBILITY OF VET STUDENTS FROM AFRICA TO EUROPE

IS ALREADY A REALITY

Marina Tarragual and Ainhoa Belenguer
Communication Officers - Asociación Mundus



SAAM, an EU funded pilot project that promotes VET mobility between Africa and Europe, is starting in August.

Since its beginning in 2020 and despite the obstacles of the pandemic, the project has achieved more than 100 mobilities between the two continents. Experts, trainers and coordinators from Europe have visited African partner countries and likewise the African staff from partner VET centres have travelled to Europe. In addition to this, the SAAM project has also managed to gather the partners together on several occasions. There was an online kick-off meeting with

90 participants, an intermediary meeting held in Nairobi with 50 people, a SAAM seminar in Brussels with 60 participants and in June, the steering committee and the Work Package leaders met in Luanda.

THE EU PILOT PROJECT SAAM STARTED THE MOBILITY OF AFRICAN VET STUDENTS TO EUROPE IN AUGUST

The main purpose of these meetings was to prepare the partners for the current phase

of the project: student mobility. The EU staff from the partner VET centres who visited Africa participated in job shadowing and collected information to help identify best practice and to provide recommendations. Next, the African staff from the partner VET centres completed a one-week training course on international mobility programmes in Brussels and took part in job shadowing in the European VET centres to be able to establish an international department in their centres.

Now the European and the African VET centres are working together with the SAAM team to start the students' mobility.



The steering committee and the Work Package leaders meeting in Luanda last June was useful to produce guidelines and recommendations regarding logistics, communication, and intercultural preparation of the students. Before the departure of the students, the African centres will also receive a visit from VET technicians from the EU partner centres to final-

ise the creation of the training programme and for the preparation of the selected students. The first African students are arriving in Europe in August for a one-month stay and the groups will continue to arrive until December. In 2023, the same process will be repeated and this time the students will spend two months in Europe with a one-month internship in a company.

Thanks to this, the SAAM project is making history by making mobility between Africa and Europe for VET students a reality.

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Supporting Alliance for African Mobility



THE AFRICA-EU PARTNERSHIP
LE PARTENARIAT AFRIQUE-UE





TRAINEESHIPS: A PATHWAY TO SUCCESS

Ciara McGuigan-O'Brien
Student - Monaghan Institute



In the academic year 2020/21 I was lucky enough to be accepted onto the Level 6 Advanced Building Design with 3D CAD Traineeship at Monaghan Institute in partnership with Entekra Ireland. This was a big step for me as I was returning to education after being in full-time work for over five years and was nervous about being the oldest student. Starting the course, I realised I wasn't the only one in this position, as there were a few my peers also looking for a career change and this course was definitely the best way to see if that is what you wanted. After

such a successful nine months within Monaghan Institute and placement in Entekra, I received distinctions in all modules and moved on to further my education at Ulster University Jordanstown, completing a BSc Honours Degree in Architectural Technology and Management.

Completing the traineeship at Monaghan Institute really helped me with the transition to university as it gave me an idea of what was going to be required throughout the duration of the degree. It was also a great way to further my education and knowledge within the industry closer to home and to make sure it was something that I really wanted to progress with.

THE COMBINED IN-CLASS STUDIES AND ON-SITE TRAINING REALLY ALLOWED ME TO EXPERIENCE THE INDUSTRY RATHER THAN JUST LEARN ABOUT IT

The lecturers and trainers, particularly Michael and Ciara, really pushed the whole class to

reach their full potential and nothing was an issue for them. This made the whole experience worthwhile.

The course modules have helped me with my transition into university especially the 2D and 3D CAD module as this software is used over a wide range of modules within my course.

I would highly recommend this course to anyone that is unsure of what they want to do when leaving school and is interested in the architectural/building industry or if someone is in similar position to myself and looking to explore a passion and change careers. Monaghan Institute is the most supportive college I have been in and Entekra is an amazing company to work with and I definitely would not be where I am today without the experience, I had with them both.

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FEEDBACK ON 9 YEARS OF THE 1ST FRENCH MOOC DEDICATED TO PROJECT MANAGEMENT

Rémi Bachelet

Professor - Engineering school Centrale Lille

MOOC GdP (Gestion de projet) is a French MOOC on Project Management. Held twice a year since 2013, it was the first French MOOC to offer a certificate. Throughout 19 successive editions, over a quarter of a million students have signed up and 45,000 have completed at least the shortest courses available on the curriculum which require the shortest courses available on the curriculum which require a four-week period.

Next year will be our tenth anniversary!

What was the original brief?

To be both massive and open access while maintaining a high quality. There were several factors instrumental to this: while the initial course was based on

my original resources and videos, there has been a whole team involved, some of whom were volunteers and some paid. More than 100 core contributors designed and ran the MOOC over a ten-year period. To do this we needed a business model. So, we decided to keep the course free while asking for a financial contribution to receive the official certificate or to sit a proctored exam.

How did it start?

In 2000 I began sharing my project management course online. Over time more resources were made available: other courses, case studies, templates and later a whole website [was](#) created, dedicated solely to project management.

In 2010, a summer was devoted

to recording the course as a series of videos and a YouTube channel was launched.

In 2012 an article was published in Le Monde: "La salle de classe planétaire" (the Worldwide Classroom) and it matched my own vision. So, using the existing resources, a first MOOC session was hosted by Canvas, a US start-up.

We wanted quality from the start. The very first session offered two individual tracks and a subsequent group track

What happened after this first session?

For the GdP2, we went from 3,500 to 10,000 enrolments in the second session in September and the MOOC was hosted by a French start-up, Unow. We implemented peer evaluation



for the deliverables of the case study track, as well as for our own business model for certifications and proctored exams (through use of webcams and paper in African settings). I enrolled my own students as well and we added a single point of contact (SPOC) to train our first batch of professionals.

Each session brought something new: seven specialisations for GdP3, Partnership with universities on GdP4, for GdP5 we used crowdfunding to issue grants to less well-off students and introduced further specialisations.

In 2018 Unow specialised in SPOCs for businesses, so a start-up was created (LearnGdP) along with our own online portal.

We switched from Canvas to Open EdX for hosting the MOOCs

and obtained a grant to improve the open-source code of OpenEdX. For GdP14 we introduced our third generation of videos!

EACH SESSION
BROUGHT
SOMETHING NEW.

We still have a lot of enrolments, but as with all free courses, there is significant attrition. Half of our active students come from universities integrating the MOOC into their curriculums. The MOOC is not French, but French speaking with 50% of enrollees coming from outside France. We also have professionals on the MOOC and on private sessions with a SPOC.


Indeed, this MOOC also exists to research learning! Validating flow in education, analysing learners' performance and attri-

tion, comparing university and self-enrolled students, designing peer grading.

You can find my paper on the subject: Mes contributions sur les MOOC [↗](#).

Finally, what is your biggest challenge today?

We are opening a self-paced course. If we want to reach the same level of quality in this type of setting, we need to work on real-time analysis of learner's behaviour. This is our main task this summer in addition to developing new specialisations: PMI, remote project management, and project financing.



	Positif	Négatif
Origine interne	<p>Forces</p> <p>Strengths</p>	<p>Faiblesses</p> <p>Weaknesses</p>
Origine externe	<p>Opportunités</p> <p>Opportunities</p>	

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INDUSTRY 4.0

HUMAN CAPITAL GUIDANCE PROCESS FOR ADOPTION OF INDUSTRY 4.0 OPERATOR ASSISTIVE TECHNOLOGY

Marc Cloostermans

Program Manager - VDAB, Belgium

BOOT: guidance for operator assistive technology. With so-called “assistive” technologies, such as light projection systems, digital work instructions and cobots, companies not only support their employees, but also guarantee one hundred percent quality to their customers. As part of this project, Flanders Make, imec and VDAB map out how companies can implement these technologies. And this for both customised companies and regular manufacturing companies with workers who are further from the labour market.

training or informing operators about the work content for making a specific product variant to flexible robotic systems that take over repetitive or stressful tasks.

The target groups are mainly manufacturing, food processing and pharmaceutical industries and their suppliers. Successful adoption of this operator assistive technology requires knowledge of technological capabilities and a vision involving the adoption of OAT, supported by all the stakeholders, from management to employees. But we are especially concerned about the impact of digitalisation on workable work for all employees. New operator skills and a response to concerns regarding job insecurity and workable work put coaching and training high on the agenda.

VDAB, Flanders Make and Vrije Universiteit Brussel / KDM (Kenniscentrum Data & Maatschap-

pij – SMIT-imec-VUB) are launching a roadmap to integrate the new OAT into business processes with a focus on human resources and capital. This means that the employees of the companies in the different target groups are actively involved, trained and supervised during the integration. Guidance and training schedules are established for all employees who play a direct or indirect role in the design, configuration and maintenance of flexible work environments equipped with operator assistive technology, but especially for operators regarding their day-to-day use.

SUCCESSFUL
ADOPTION OF
OPERATOR ASSISTIVE
TECHNOLOGY
REQUIRES
KNOWLEDGE OF
TECHNOLOGICAL
CAPABILITIES AND A
VISION

Digitalisation, collaborative robots and digital work instruction platforms offer new opportunities for companies in the manufacturing industry that are committed to increasing the flexibility of their production systems. In various Industry 4.0 Living Labs (Collaborative Workcell 4.0, AR/MR in lab and process environments and T2 for Industry 4.0), innovative Operator Assistive Technologies (OAT) were developed, ranging from digital work instruction platforms for

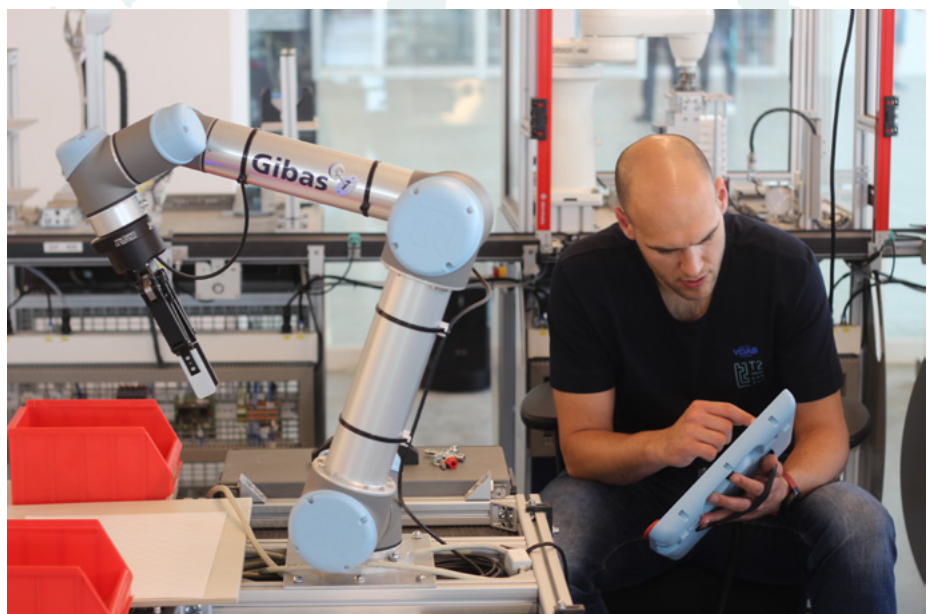
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THE JOBS OF TOMORROW

HOW CAN YOU TRAIN YOUR EMPLOYEES FOR THE JOBS OF TOMORROW WITHOUT MISSING A BEAT?

Frédéric Panserrieu

Human capital consulting manager - Orange Business Services

March 2020. I must design a career transition program based on data and Artificial Intelligence for Orange. A bit of pedagogical engineering, workshops with experts, benchmarks, and dozens of PowerPoints presentations later, I realize that in the middle of COVID, nothing is simple. Which pedagogical model to adopt? Which partner to choose? How to succeed?

The Orange Group's data and AI school

It is March 2020, and I am pleased to partner with Orange Campus Data IA, the group's school that offers a complete range of training in data.

My mission is to design two career paths. On paper, it looks easy: define and contextualize the skill blocks, find the right engineering school, negotiate the partnership and pass the ball to a project manager. But here's the thing: Europe is undergoing its first confinement. We don't know how long it will last or if there will be others. What we know for sure is that the educational model must necessarily be resilient, in other words, essentially digital and distance learning.

A market offering that is up to date, following from initial training

The problem is that engineering schools and almost all insti-

tutions that offer data science courses offer classroom courses. Of course, these institutions are adapting (virtual classes, resources on platforms, etc.). But will they adapt their pedagogy to these new modalities? Can they really change their historical model? Is this really the learning experience we want to offer our employees?

The choice of an agile, small but strong pure player

The choice is a difficult one: on the one hand, the prestige of reputable establishments with a model that is under pressure, and on the other, pure players whose digital model offers a lot of flexibility - but without a title





THE JOBS OF TOMORROW

to match or a flattering reputation... After benchmarking more than a hundred companies, we chose Data Scientist, a young company with impressive growth and already good references. A bold choice but backed by solid convictions.

A RESILIENT EDUCATIONAL MODEL: DIGITAL, ASYNCHRONOUS AND HUMAN.

Key considerations in learning experience design:

- **Instructional design is key:** to contextualize the learning experience; to ensure that the duration of the course and the learning effort are compatible with taking a new job (reskilling) and/or a solid increase in skills (upskilling). Validate the prerequisites and “vacation homework” to be offered to our employees, the technical tests and the selection process.
- **Asynchronous training is not enough:** it offers a lot of flexibility but leaves the learner with questions and difficulties. We want to pace the training course with synchronous exchanges: with our partner’s experts but also between peers.
- **The collective dimension is a “must have”:** being supported is good. Working in groups on projects is even better. To learn and work together, but also to immerse oneself in an operational context, on real use cases, in agile mode, with all the data dimensions: quality and availability of data, governance, ethics and performance of algorithms, etc.



- **On-the-job training (FEST):** accelerates the development of skills. We want to offer each employee a FEST coach. The principle: the coach observes the learner and leads him or her to take a reflective approach. How could I have done otherwise? How can I improve tomorrow?

What are the first results?

In the end, these convictions enabled us to design training courses offering a unique learning experience to more than 70 employees. Today, the first course has a 94% success rate. The second, which should be completed by the end of 2022, should reach 100%. These figures cannot be explained solely by convictions and pedagogical design, as relevant as they are. Other key success factors must be highlighted.

Key success factors

First and foremost, the pedagogical and “human” follow-up of learners. When you’ve never coded in your life and you’re tackling your first difficult sprint on Python, the mountain can

seem difficult to climb. It is the project team’s job to listen, motivate, remotivate, support... and carry the employees to the end until they succeed.

A few words to close the loop

I had a lot of pleasure in contributing to the design of a course that placed employees in conditions that enabled success. The pleasure of being part of a project team that carried out everything with the necessary human support. It is thanks to the commitment of the employees but also that of the entire Orange Campus Data IA team that this professional upskilling project is succeeding. A big thanks to them all.

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