



INNOVET

Fostering INNOvation in VET through the exchange of good practices

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VET 4.0 WORKSHOP AT THE EFVET EVENT IN BERLIN ON 26.11.2021. Why VET 4.0?

BY SULEVI KOMULAINEN

In a world of accelerating change, continuous learning is the most important long-term investment we can do together. It's time to reset the old approach and rethink the way we view vocational education and training, and how it's delivered. The more flexible the training solutions we can develop, and the more systematically we anticipate the future of work at different levels, the better we can respond to the ever-changing needs of skills and competence in the world of work.

VET 4.0 thematic team's group of experts has carried out systematic foresight work on the possible futures of VET and compiled four different scenario narratives. These scenarios are named Local College, Extended College, Company College and Global College. These scenarios are situated to four field matrix which two axels are "Public funding vs. Private funding" and "Qualifications vs. Micro credentials". Different phenomena and change drivers have been studied and evaluated in five different domains. Those domains were Learning, Organisation,

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Global, Industry and Social.

During the day two workshops with the same content were held. Mr Kari Puumalainen, Principal of YSAO, started the workshops by presenting the results of the scenario work and the forthcoming scenario report. Of the phenomena presented in the report, he highlighted e.g. IA – Intelligence Amplification. IA is about making humans more capable in anything they want to do by enhancing human capabilities and decision-making with intelligent technologies.

After the presentation, the possible realization of different scenarios and their impact on the evaluation using the Learning Cafe method. Summarizing the comments of the different groups, it can be stated that the possible future was seen as a combination of different scenarios. At the same time, it was stated that the future scenario report can and should be used as an tool in the future strategy work of training organizations.



THE INNOVET CATALOGUE OF BEST PRACTICES

BY VITTORIA VALENTINA DI GENNARO

Following the three-day event from last 1st-3rd of June 2021 with a presentation of the best practices collected by the INNOVET partnership – internal or external to it – we designed a document which constitutes the first INNOVET catalogue of best practices.

The catalogue is a very structured document where some basic information can be found, such as the organisation and country where the good practice has been implemented and the main theme/area of intervention). This can be about VET 4.0 or Internationalisation. In addition, main objectives, target groups addressed, main activities necessary for its realisation, and results achieved are described.

Finally, the last part is focused on on the Quality criteria previously defined for the mapping of the best practices, which are: DIGITALISATION, INNOVATION, TRANSFERABILITY and SUSTAINABILITY.

The catalogue is available on the project website at the following link [↗](#)

The best practices are summarised as follows:

- **Creation of a new Job Profile in VET: Digital Tourism Technician by Renato Guimar, INSIGNARE, Portugal**

INSIGNARE shared a new qualification for one of Europe's and World's highest growing sectors, Tourism, focusing on one of its most relevant trends: Digitalisation. This new qualification mixes both Tourism and IT skills, meeting the market new trends of consumer choices, mostly online and through peer reviews. It aims at preparing young people and adults to work in several types of Hospitality organisations, both under traditional business models and online/cloud business models, the digital travel market, or traditional Tourism companies that

Welcome to the official website of the INNOVET project



Check the first INNOVET best practices catalogue

Heilig-Hartinstituut, Belgium
Implementation and Evaluation of Soft Skills (IESS)
Melanie Huyghe, melanie.huyghe@hhscholen.be

Basic information

Organisation and country where the good practice has been implemented: Heilig-Hartinstituut in Belgium and Groep Landstede in The Netherlands.
Main Theme/Area of intervention: VET 4.0

Important Facts

Main objectives:

- For teachers in BE and NL: Exchange of best teaching practices. Observation of best practices and co-teaching. Analysis of what soft skills are and why they are important in a working environment. Development of evaluation grids for soft skills which can be used in an international context. Evaluation of soft skills by teachers/internship mentors. Exchange of experiences between teachers in BE and in NL. Development of digitalisation skills.
- For students in BE and NL: Reflection on soft skills. Implementation of soft skills during internship in a company/beauty studio. Self-evaluation of soft skills. Exchange of experiences between students in BE and in NL. Development of digital skills.

1.

Target group addressed:

- Teachers in technical and professional education in Belgium and in The Netherlands. Teachers who teach theoretical courses and teachers who teach practical courses.
- Internship mentors.
- Students between 16 and 18 years old in Belgium and in The Netherlands in technical and professional studies: hairdressers, aestheticians and sales persons.

2.

Main activities necessary for its realisation:

- For teachers: Work visit to school in BE and NL. Exchange of ideas and best practices. Co-teaching in practical and theoretical classes. Development of evaluation grids for soft skills which are flexible and transferable in an international context.
- For students: Preparatory activities: getting to know the culture, customs, of the other country getting to know the school system in the other country workshop days with a budget management class, cooking workshop, transportation. Internship in a company or beauty studio in The Netherlands (not implemented due to Covid-19). Offline activities about soft skills and self-evaluation.

3.

Results achieved:

- For teachers: Development of evaluation grids for soft skills. International contacts and exchange of ideas.
- For students: Awareness of what soft skills are and how important they are. Self-evaluation of soft skills.

4.

DIGITALISATION

Purchase of vlog camera's students in BE and NL recorded themselves doing role plays with best practices of soft skills and bloggers. Project day on May 18th: exchange of ideas about soft skills online by students and teachers.

TRANSFERABILITY

Evaluation grids can be used for other types of students/internships, as well as in an international context. They are transferable to other countries/regions.

INNOVATION

Defining soft skills in an international context (definition). Listing soft skills. Creation of flexible and transferable grids for evaluation of soft skills (teachers). Creation of flexible and transferable grids for self-evaluation of soft skills (students).

SUSTAINABILITY

Social sustainability: Learning what soft skills are and how important they are, is a training for students for life. They will need this knowledge during their entire working career.

already work / want to upgrade their work on the electronic sales channel, with all types of Tourism products.

- **SCF Virtual Mobility by Francesca Drago, Scuola Centrale Formazione (SCF), Italy**

SCF shared the “Virtual Exchange”, a pedagogical model adopted to experiment the virtual mobility (blended mobility) in the context of VET. Virtual Exchange is a learning model, based on the principle of “engagement with difference”, cultural, ethnic, religious, linguistic, political and social differences, through peer-to-peer comparison, the support of a neutral facilitation and the technologies.

- **VRinVET: Virtual reality in VET by Katriina Lammi, KEUDA, Finland**

KEUDA shared their experience using Virtual Reality (and other innovative technologies) to create learning environments, to teach, to pilot its use with international partners, and to utilise it in organising events.

- **INTERMOVE FOR TRAINERS by Juan Guerrero, INCOMA, Spain**

INCOMA presented us an online training course aiming at training facilitators and mobility providers in interculturality and intercomprehension activities for mobility actions for students.

- **Edu4Pro-product by Kari Puumalainen, Ylä-Savo College, Finland**

Ylä-Savo College shared a holistic model that can be used to lead/manage VET colleges and measure the outcomes of the organisation in real time. The model is utilising the best practices of quality-process and knowledge management.

- **Moving Generation by Annalisa Palano, UNISER Italy**

UNISER presented the “Moving Generation”, a web platform for mobility projects management. It connects sending organisations, hosting partners and mobility participants, digitalising the workflow and the exchange of information between all actors involved. Moving Generation provides mobility participants online access to all information about their experience ensuring compliance with the GDPR.

- **Implementation and Evaluation of Soft Skills (IESS) by Melanie Huyghe, Heilig-Hartinstituut T.O., Belgium**

Heilig Hartinstituut Leuven (BE) presented their KA1 project IESS (Implementation and Evaluation of Soft Skills). The school offers training for future hairdressers, aestheticians and sales representatives.

It is an added value for the last year students that they can do an internship in the Netherlands where they are hosted by Groep Landstede. Due to Corona, online activities have been organised in 2021. Melanie Huyghe explained in further detail the aspects of digitalisation, innovation, sustainability of the project.

- **Duurzaamheidsfabriek (Sustainability Factory) by Daniel Wortel, ROC DA VINCI, The Netherlands**

ROC DA VINCI presented the Sustainability Factory, an experience related with Smart Industry, Robotisation, Digitalisation and Energy Transition, focusing also on how to build innovative strengths by linking innovation to lifelong learning in a structural triple helix collaboration (Education providers, Knowledge institutes, SME's, Corporates and (inter)national, regional innovation structures and skills).

- **eTwinning project “L’écologie nous unit” by Melanie Huyghe, Heilig-Hartinstituut T.O., Belgium**

Heilig Hartinstituut Leuven (BE) presented the eTwinning project “L’écologie nous unit”. After a brief description of the aim of the project, Melanie Huyghe emphasized the advantages and disadvantages of an online project on the eTwinning platform.

- **Virtual collaboration for Fashion skills by Claire Challande, SEPR, France**

SEPR presented us a I@H experience related to a virtual workshop that takes place every year since 2017 in a hybrid format and last year was delivered fully online. This practice, related with the fashion sector, aimed at contributing to the development of digital skills (technical and intercultural) in this sector.

- **Erasmus Learner Journey by Marta Rybka, UNISER, Italy**

UNISER presented us the “Erasmus Learner Journey”, an e-learning tool for training Erasmus participants before, during and after their mobility experience. The tool can be used individually by the students or as a base for blended mobility courses with groups of students from different countries.

- **International design workshop, by Delphine Gicquel, SEPR, France**

SEPR shared their experience of a one-month long workshop that takes place in France, bringing together professional designers from Ireland, Finland, Spain (incoming teaching mobilities). This year, the workshop was 100% digital.

THE NEXT INNOVET TRANSNATIONAL MEETING HOSTED BY YLÄ-SAVO, FINLAND

18 – 19 JANUARY 2022

BY VITTORIA VALENTINA DI GENNARO & PAOLA SAINI

The next INNOVET transnational meeting will take place on 18 and 19 January 2022 and it will be hosted by YSAO in Iisalmi, Finland.

The agenda mainly foresees an intense work on the Training Event planned to take place on 3-5 May 2022 and at the same time a call for best practices will be launched involving all EFVET members.

During the meeting we will have contemporary working groups on workshops design in three moments (brainstorming, drafting proposals, fine tuning proposals) on two main topics, i.e. VET 4.0 and Internationalisation, and some transversal topics (ex. Design the conference of tomorrow, peer learning activities centred on TT works; Think tank on the ideal conference of tomorrow).

We will also have contemporary working groups on three main actions which are the dissemination, promotion and valorisation of the event where we will brainstorm about the followings:

- Update and improvement of the good practice collection form
- Internal dissemination and valorisation
- External dissemination and valorisation

We will then dedicate time to discuss about the tasks distribution, other issues like the admin and finance about the Thematic Conference, presentation of the budget, and definition of grant distribution among partners and TT members, as well as the Interim report.

SAVE THE DATE: EFVET THEMATIC TEAMS EVENT

FROM 3 TO 5 MAY, 2022 - LYON, FRANCE



THE EUROPEAN FORUM OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING PRESENTS

SAVE THE DATE

Thematic Teams Event

FROM MAY 3 TO MAY 5, 2022

SOCIÉTÉ D'ENSEIGNEMENT PROFESSIONNELLE
DU RHÔNE (SEPR) - LYON, FRANCE



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