

EfVET Magazine

The Magazine for VET Professionals

ISSUE SEPTEMBER 2021

► Digitalisation in VET/HVET Education

MESSAGE FROM EfVET PRESIDENT

By Joachim James Calleja

EfVET VIRTUAL CONFERENCE

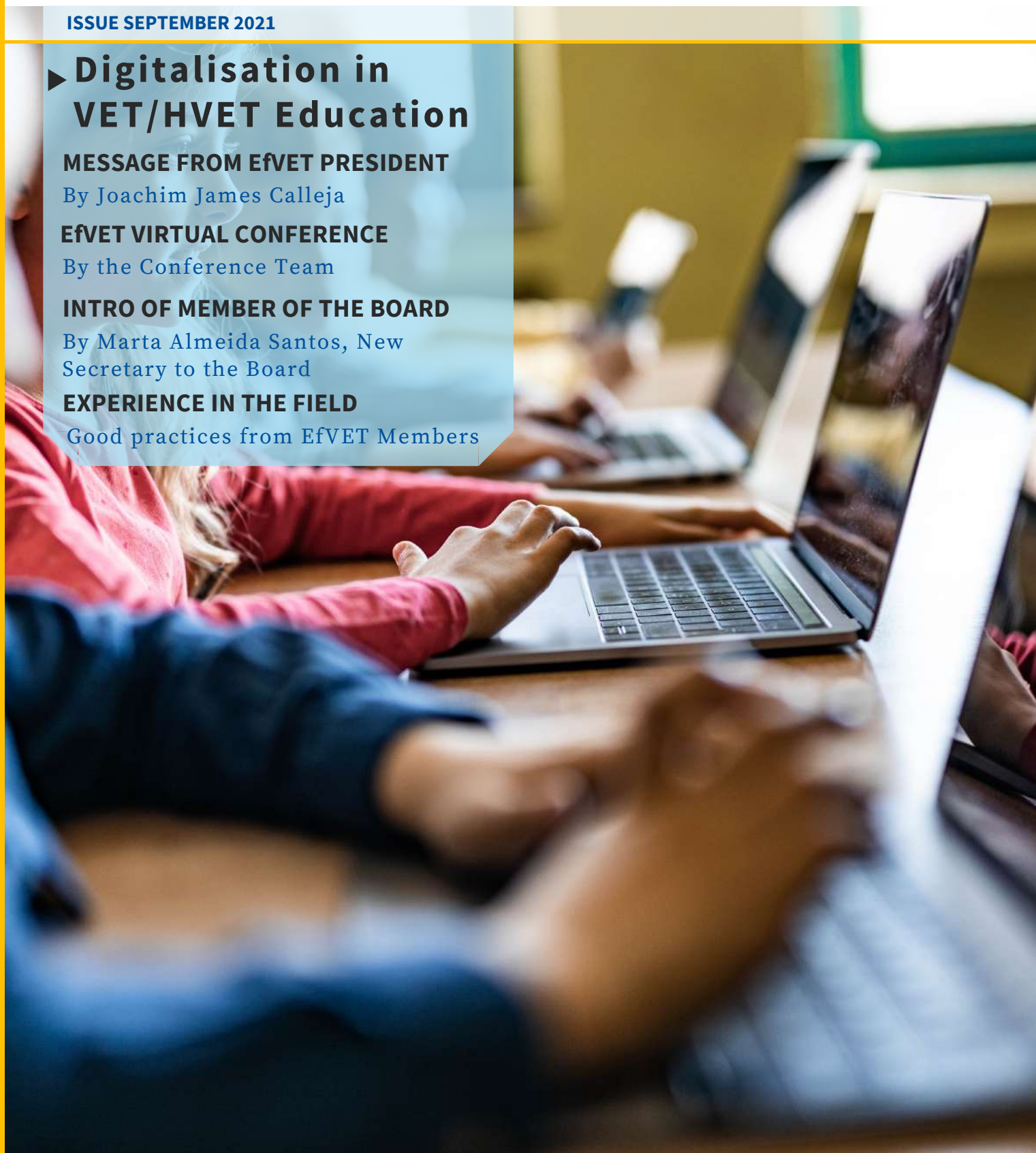
By the Conference Team

INTRO OF MEMBER OF THE BOARD

By Marta Almeida Santos, New
Secretary to the Board

EXPERIENCE IN THE FIELD

Good practices from EfVET Members



EfVET is a unique European-wide professional association which has been created by and for providers of Technical and Vocational Education and Training (TVET) in all European countries. Its mission is to champion and enrich Technical and Vocational Education and Training through transnational cooperation and building a pan-European network of institutions that could lead European VET policies.

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EUROPEAN COMMISSION

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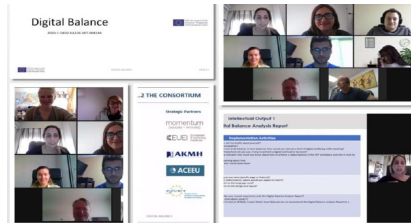
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EFVET

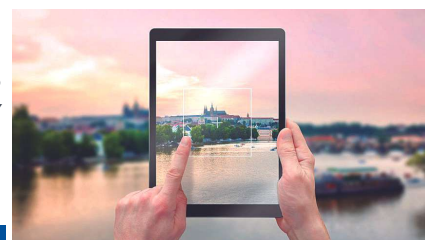
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Message from

efvet

President



Joachim James Calleja, EfVET President and Principal and CEO of the Malta College of Arts, Science and Technology (Malta)

JOACHIM JAMES CALLEJA

“ If there is one particular lesson besides those which are medically related to be learnt from COVID-19, this is that digitalization is the strongest ally of human interaction in the worst of times and in the best of times. ”

In VET Higher Education Institutions, Colleges and Schools, **digitalization** has kept learning and teaching on track during the past two academic years. Around March 2020, teachers and learners had to adapt to a so-called new reality which meant that most of us could only interact through technology and digitalization. These new developments have spearheaded a new culture among stakeholders in education and training.

Technology has been transformed into a formidable tool in practically all practices in educational institutions. Wherever you go today, you find people learning online,

teachers delivering lectures online, administrators managing schools online and so on and so forth. What do these new developments imply?

First and foremost they imply that education and training has changed from a physical classroom to a **virtual classroom** linking learners and their teachers under extraordinary circumstances. Secondly, it implies that whether we agree or not, technology and in particular digitalization have overtaken an important **pedagogical role**.

Of course it all depends on the preparedness of the teachers

and the positive disposition of the learners to profit from this new reality. Digitalization allowed educational institutions to deliver their services without a physical presence and hence there is reason to expect that progress towards greater digitalization and communication will increase exponentially. Thirdly, this new way of communication has been **cost effective**, a **time saver** and an **efficient way** of conducting business in its various aspects. Hence, it is likely to be further exploited with possible human interaction challenged when this is not absolutely necessary.

The downfall of this new reality is that one of the most precious

ways of interaction, the **human element** will be seriously jeopardised as a result of **cost cuttings, economic crisis, decrease in economic activity** and efficiency gains through digitalization and the positive contiguity of results.

Businesses around the world as well as sectors of development including education and training will further enhance and exploit ways of using technology to benefit their organisation and probably not the individual learner. Experience from various VET Colleges has shown that our sector has suffered more than any other because it's largely based on **work-based experience**, practical sessions and hands-on approaches that most learners appreciate much more than simply sitting behind a laptop or computer and consuming words, slides and exchange of information. Technology today has transformed the role of teachers to those of facilitators of knowledge acquisition. The sources of knowledge are accessible anywhere and at any time. People are learning everywhere and in so many different ways. And hence it is systems of vocational and professional education and training that must adapt to this new reality which burdens policy makers with the task of taking new initiatives to bring people together in an efficient and cost-effective manner.

EfVET is in the forefront, as this Magazine will illustrate, in realising the importance of digitalization in education and training and launching or joining partners in different projects. Under the digitalization and sustainability VET area, EfVET is active in two projects *SELFIE WBL* and *REWIRE - Cybersecurity Skills Alliance*.

Linked to these important areas is the sector of technology and industry 4.0. Here again EfVET is active in *Digital Tourism, Digital Balance, DRIVES – Development and research on innovative vocational education skills; Schools 4.0 – Innovation in vocational education, FIT for 4.0 – Teacher training and trainers for the 4.0 paradigm and INNOVET - Fostering innovation in VET through the exchange of good practices*. Under the area of promoting digital competence/sustainability for better innovation, EfVET participates in *FIELD5* – a project that addresses the current and future skills needs for sustainability, digitalization and bio-economy in agriculture: European Skills agenda and strategy sector skills alliance. These are a few examples of the initiatives that the organisation has taken to inform members and to tap their diverse experiences from all over Europe and possibly beyond the old continent. Through these activities as well as our strong participation in European Commission activities on digitalization and education, EfVET continues to contribute to **VET reform**, new **VET policy** as well as sharing of **knowledge and experiences** from members engaged in these continuous activities in higher education institutions, Colleges and Schools.

Education and Training in the 21st Century is moving towards a diversification process that will see physical education institutions change their geopolitical structures to attract more learners, to become more relevant to work places and to equip people with skills and competences to be able to become lifelong learners. We are already experiencing virtual reality classrooms, virtual simulated operations and virtual reality

interactions which we never thought would have such a forceful impact on our sector. COVID-19 has changed all this and perhaps in a timely manner. When visiting places of work one realises the difference between the structures where people work and those where people traditionally learn. Technology has brought these two different realities closer to each other to the extent that industry has a stronger voice in education and education is defending its territory through **innovation and sustainable development**.

These are interesting times in which for the first time in the history of many educational system, there is a clear challenge coming from technology and from the labour market particularly in areas such as the financial services, aviation, maritime affairs, the care industry, retail, food production and distribution, logistics and many other. In particular we are all experiencing the lack of technical skills that will allow much more production and halt the invasive technology of robots on places of work. In meeting such challenges educators must take the opportunity to re-invent themselves and their learners. There is a capacity in **human creativity** which requires more development and which in return would provide more retention in **lifelong learning**.

This is the key message that I believe digitalization and technology are providing us in this post-COVID19 period. All learners have a unique capacity which through digitalization we can explore and exploit to the benefit of the individual learner. Technology appeals to the collectively and the immediacy of learning and information. Teachers are experts in

individualising talent and in growing such talent with the pace that it deserves.

“ Partnering with digitalization and technology to produce more creative thinkers and producers of knowledge, services and materials is perhaps the new frontier of vocational and professional education and training. ”

In closing this message I wish to convey my sincere thanks to Carina Oliveira who has been the Board Secretary for the last two years doing an excellent job far beyond her duties as Secretary. Ms Oliveira has been a driving force behind each and every Steering Committee and Executive Board meeting always punctual with the Minutes and the Agenda and insights into how EfVET can continue to grow into today's formidable organisation. Her presence during all meetings made a huge difference to the quality of the discussion and the recoding of the decisions taken.

In the same vein I wish to welcome another Portuguese member Marta Santos who has been elected as the new Board Secretary of EfVET. From her interview, it clearly transpires that Ms Santos is also keen in supporting EfVET and in adding value through her ideas and recording of the meetings. Her long experience in vocational training will certainly be of great inspiration to the forthcoming steps that the organisation needs to take to continue supporting its members and sharing their experiences beyond geopolitical borders. To both members our great gratitude for their initiative and commitment.

Joachim James Calleja
EfVET President



The 30th Annual Virtual International Conference



***"Shaping the Future: Sustainable and Innovative VET"
Thursday 28th October 2021***

We are warmly inviting you to participate in the 30th EfVET Annual Virtual International Conference, which will be held online on the 28th October 2021.



Vocational and professional education and training is in constant change as education in general. Due to the pandemic, our working life has been under rapid changes for a long period and change seems to become even stronger now that we have experienced a year of adjustments in

education. Occupations, for instance are changing or disappearing; new occupations are created. Not only rapid technological development but also changes affecting our environment are the major drivers of change. Global climate change is a fact, and our societies are facing increasingly challenging problems.

The focus of the conference is therefore on sustainable

and innovation VET and how these indicators shape our future and that of next generations. The objective is to empower our members to indicate opportunities for development and solutions, not only from the viewpoint of changing working life but also of environmentally friendly practices in different countries. Our societies will continue to need industries whose activities will burden our environment, but with the help of new technologies and new innovative ways of learning and working, we can reduce the burden on the environment.

We kindly invite you to register online [at this link](#). Registration is necessary to attend the event. Please register at your earliest convenience and no later than 26th October 2021.

The agenda, more details and background information are available on the EfVET Conference website: www.efvet-conference.eu.

We look forward to seeing you at the virtual conference.

The Conference Team

Programme

09:15 – 09:30

Welcome and Official opening EfVET Conference

Joachim James Calleja, EfVET President

09:30 – 10:15

VET Policies in the EU “Mapping the future of learning in VET/HVET”

- **Chiara Riondino**, European Commission, DG-EMPL, Head of Unit – Vocational Education and Training, Cedefop
- **Sarah Elson-Rogers**, Team Leader for Innovation and Future of TVET Director for UNESCO/UNEVOC
- **Andreas Schleicher**, Director for Education & Skills, Organisation for Economic Co-operation & Development, OECD

Questions and Answers | Moderator: **Janne Jousiaho**, KEUDA

10:15 – 10:35

Coffee break

10:35 – 12:00

Panel discussion – “Innovative and Sustainable Future” and good practice from EfVET members

- **Petri Lempinen**, Director General of the Department of High School Education & Vocational Training of the Ministry of Education and Culture
- **Elsi Katainen**, MEP European Parliament, Renew Europe Group(REG)
- **Heikki Helve**, Director, Savo Consortium for Education
- **Juha Vidgrén**, Member of the Board of Directors, Ponsse Plc

Questions and Answers | Moderator: **Janne Jousiaho**, KEUDA

12:00

Closing EfVET Virtual Conference

Joachim James Calleja, EfVET President

Marta Almeida Santos, new



EfVET Secretary to the Board



Marta Almeida Santos, EfVET Secretary to the Board and International Relations Office Director (Portugal)

Marta Almeida Santos was elected the new EfVET Secretary to the Board. Marta holds a MSc in Management, a MSc in Educational Administration and Education Regulation and a Degree in Communication and Culture Sciences.

Working at Ensinus Group (www.ensinus.pt) which has 13 Educational Institutions in Portugal, Guinea-Bissau, Mozambique and Cape Verde, since 2009, Marta currently works as the Head of International Relations, prior to this she worked in Communication and Marketing and as Head of School Services.

Marta also has the responsibilities of being Board Advisor in Educational Institutions from Ensinus Group both in Portugal and Guinea Bissau.

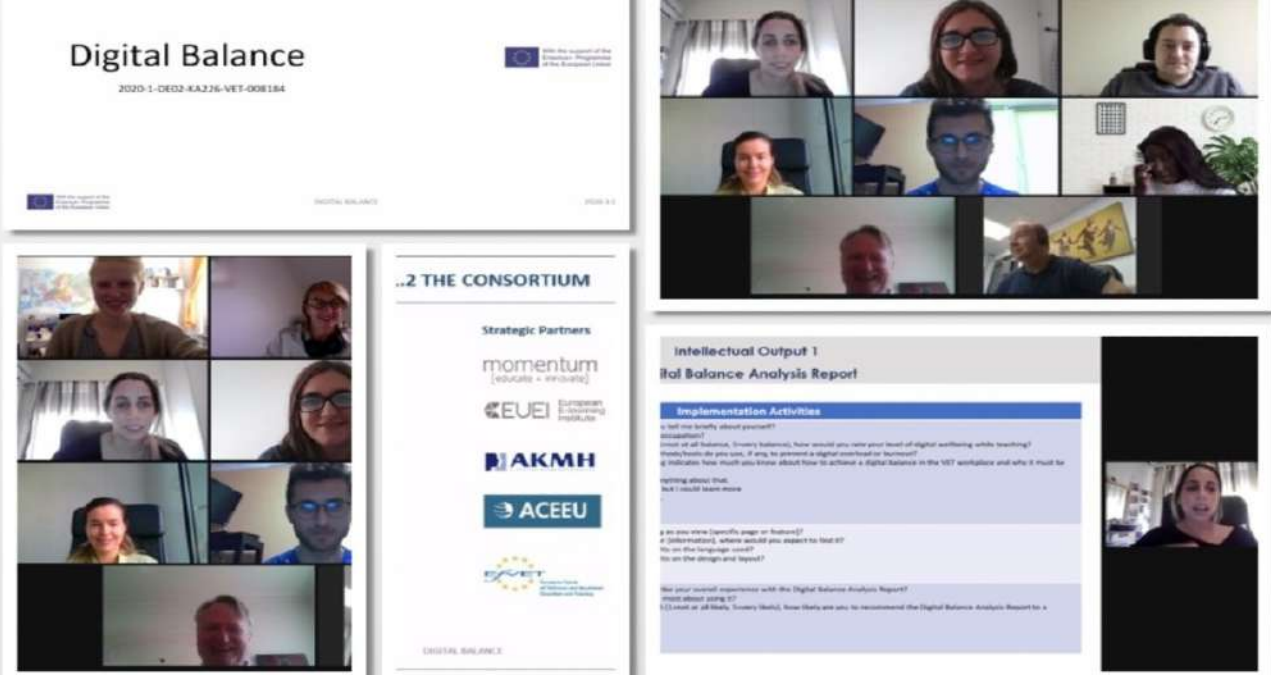
With more than 10 years of experience in the educational field, as well as the international experience in Europe and CPLP Countries obtained as CIO of ENSINUS Group allows Marta to embrace this new challenge as EfVET Secretary to

the Board with a broadband vision to achieve a brighter future for the development of VET, in the new era of green and digital skills transitions.

"As EfVET Secretary to the Board, I'm glad to be part of such an important project and to be able to cooperate with other members of Board. I'll promise seriousness and professionalism to sustain an organizational structure that delivers quality services to its members based on advanced and updated knowledge. My main goal will be developing collaboration, mutual cooperation and sharing good practice between colleges in different countries, facilitating networking and partnership and stimulating creation of cooperative projects and thematic networks".

Regarding the future, the main goal should be to have a stronger EfVET; which can only be achieved with more influence over member states policy making; having a larger and stronger network, that represents more Institutions, and therefore has more influence and leverage as well as sense of belonging.

That is the road for the future of VET, and a meaningful EfVET.



Digital Balance project kicked off virtually on 9 June 2021

Valentina Chanina, Project & Office Manager, EfVET, Belgium

The Balance Digital Project, co-funded by the Erasmus+ program (KA2), was launched through a virtual kick-off meeting on 9 June 2021.

This digital innovative project will have a duration of two years and developed by 6 partners from 5 countries: Germany, Denmark, Ireland, Greece, and Belgium.

The aim of this Digital Balance project is to raise awareness of the benefits of Vocational Education and Training across Europe. Also, to provide educators with the knowledge, skills and confidence to engage in pedagogic innovation, helping them to create inclusive, innovative and genuinely engaging learning experiences for all their students.

The COVID-19 pandemic has accelerated the digital transition within VET, leading to a steep rise in online/remote teaching. Despite the many positive aspects of this catalytic change towards digitalization, the speed of the transformation has left little time to address the risks involved. Teachers in particular face a higher risk of digital overload or burnout than ever before. Long hours sitting in front of artificially lit screens, improvised home settings, the challenge of communicating

effectively online and the constant flow of communications from bosses, colleagues, and students present them with a radically new set of challenges.

Growing scientific evidence from workers in digital environments has shown that unconstrained use of devices can have strong negative consequences. Multitasking and constant notifications are associated with lower levels of creativity and concentration, the difficulty of effective interpersonal communication causes higher stress, while heavy screen use is linked to eyesight problems and headaches. Collectively called "technostress" these issues are caused both by the technology and by organisational expectations, and lead to deterioration in productivity/performance and in employees' mental and physical health.

During the summer break our partner ACEEU has created a survey in English aimed at uncovering the level of technostress experienced by VET teachers and managers/heads of departments. You can find the link [here](#).

Desk research will be used to compile a baseline report to be used as a guide for the elaboration of further tasks that are: interviews, analysis, survey and conclusion. The interviews and survey will then be used to get a deeper personal insight of the situation of VET professionals and stakeholders to reveal:

- How to switch to digital teaching has affected and changed working practices for VET teachers
 - Policy, practices and plans that teachers would welcome to improve digital learning
- In the past decade, digital tools have been used more and more in the process of teaching.

Furthermore, the COVID-19 pandemic accelerated this process and as this paper has shown, teachers' preparedness for using digital tools for teaching did not keep up with the speed of which digital technologies were adopted in the process of teaching.



DIGITAL BALANCE

BALANCING DIGITAL COMPETENCIES AND WELLBEING

Find out more about our project by visiting:

Digital Balance Facebook page:

www.facebook.com/Digitalbalanceprojecteu

Digital Balance LinkedIn page:

www.linkedin.com/company/digitalbalanceproject-eu





Eurosuccess Consulting: vWBL – virtual Work-Based Learning to simulate real experience in VET digital training

Chariclea Yiangou, Project Manager, Eurosuccess Consulting, Cyprus

The vWBL Erasmus+ project, ongoing since 2020, is dealing with the VET digital training, and seeks to support and provide an innovative contribution to the issues for VET teaching and its 'new' needs, which have been identified during the social distancing imposed by the European, but not limited to, governments due to the pandemic of Covid-19.

The vWBL Project is focusing on providing tailor-made solutions to the real needs of the VET systems, during the 'new digital post pandemic era', while contributing to the initial and continuous professional development of VET teachers, trainers and mentors, both in schools/campus and work-based settings.

Targeting to...

1. Virtual situations allowing to transfer alternative experience to

practice (in the period that there will be obstacles to the real WBL).
2. Main aim is to focus on the competences of the VET teachers to be aware of the potential effectiveness of the vWBL.
3. Develop teachers' competences in creating their own impacting simulations of WBL.
4. By the end, the project is going to propose training to VET teachers on virtual vWBL.

Who will benefit from the vWBL project?

- VET teachers/designers/providers undertaking VET training;
- VET students/learners, including potential disadvantaged categories at risk of exclusion from the training due to poor availability for them of internet connection and/or devices;
- Decision makers in the VET field;
- Any stakeholders, such as individuals/professionals having

interest to innovation in the VET system, to the improvement of the employability in the post-pandemic societies and on the social and economic enhancement of communities in general.

Expected Project Results

1. Guide for VET teachers to virtual WBL: Comprehensive publication guiding for VET trainers and teachers in designing and implementing training with vWBL components ready for being implemented in VET course.
2. Guide for VET teachers to virtual WBL: This guide is an e-training material, and the partnership is going to create and pilot an OER online training/course for the virtual vWBL for VET teachers. The objective is to train the trainers to become aware of the potentialities of vWBL and to encourage them enhancing their competencies and in order to have the knowhow of preparing their own vWBLs, as not simple videos, but as really impacting and in the meanwhile usable components of their programs. The technology will be chosen based on the trainers'/teachers' preferences and the answers we are going to receive through the 1st Expected Project Result.

Expected Project Impact

The main scope of the 'Virtual Work-Based Learning to simulate real experience in VET

digital training' (vWBL) project is to encourage VET teachers and system to undertake the offered innovative VET training integrating:

1. Awareness raising methodologies on virtual Work-Based Learning;
2. Innovative and learner-centered pedagogical approaches enhancing the digital integration of virtual WBL in digital learning and teaching
3. Promotion of access to and through Open Educational Resources (OER) in order for VET teachers to undertake the proposed training on vWBL.



In particular, supporting VET trainers' and learners' effective awareness raising on the efficacy of the vWBL while contributing to minimizing the digital divide in learning.

Expected to contribute to boosting WBL and the social inclusion of all categories of learners, while improving the quality of the VET training system as well the employability of the VET students and learners.

The consortium

1. Escola Profissional do Alto Lima - Cooperativa de Interesse Público e Responsabilidade Limitada (EPRALIMA) – Portugal
2. Kuressaare Ametikool – Estonia
3. Janus Srl – Italy
4. Università degli Studi di Napoli Federico II (UNINA) – Italy
5. International Platform for Citizen Participation (ICPC) – Bulgaria
6. Eurosuccess Consulting – Cyprus
7. Polska Fundacja Osrodkow Wspomagania Rozwoju Gospodarczego OIC POLAND z siedziba w Lublinie (OIC) – Poland



virtual Work-Based Learning
to simulate real experience
in VET digital training

Find out more about our project by contacting us via email at info@eurosc.eu or by visiting:

Eurosuccess Consulting website: www.eurosc.eu

vWBL website: www.vwbl.eu/en

Facebook page: www.facebook.com/virtualWBL



Inercia Digital: Impulsing Digital Skills through Education

Laura Medero Rodríguez & Cristina Romero Aceituno, Training Coordinators, Inercia Digital



Possessing some basic digital skills has become a necessity to thrive personal and professionally in today's world. At our institution, Inercia Digital, we are committed to the development of digital skills through formal and non-formal education at an international level, taking into consideration all spheres of human development and making the most of Europe's educative programmes.

Inercia Digital was founded in 2010 with the goal of promoting digital and entrepreneurial skills' training and innovation in education, and for citizens in general, at an international level. Although, by then, digital technology was already advancing at great speed, the current global context has shown that possessing some basic digital skills is not just an advantage anymore, it has become a necessity to thrive personally and professionally in today's world. Likewise, it has made clear the gap that still exists in our societies in that area.

In order to achieve our goal, in our institution we carry different lines of actions. At a national

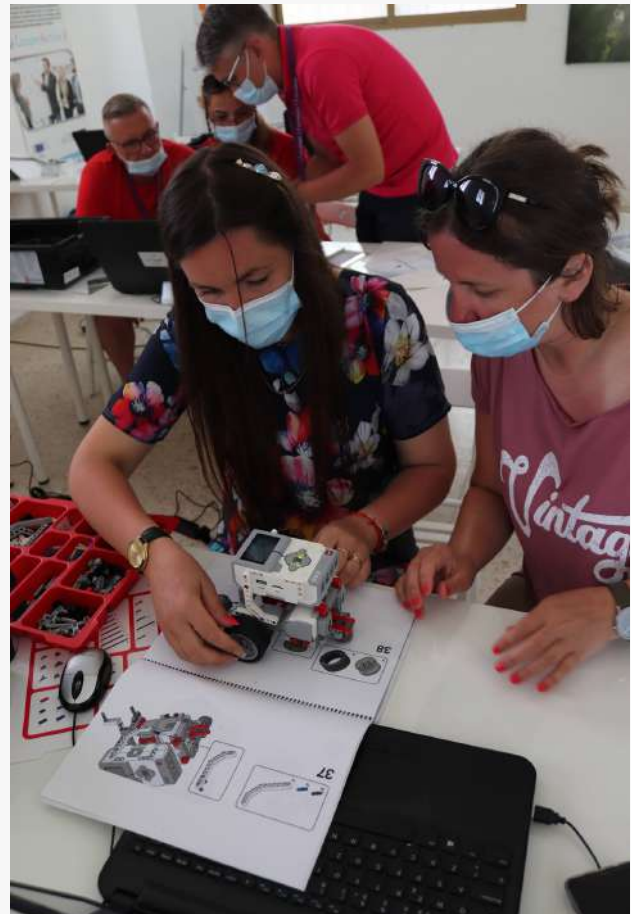
level, we provide training to professionals from different areas, unemployed people, and all interested citizens in general, usually in collaboration with other institutions of our community in formal and non-formal educational contexts. However, through the years we have gained great expertise in the development of international projects, particularly within the Erasmus programme.

As part of the KA1 projects, we offer training courses in digital and entrepreneurial skills to teachers and other training staff from schools, educational centres, and institutions from all across Europe.

These courses have been developed considering the DigiComp2.0 framework and it allows our participants to keep growing, boost significant learning in education and, above all, to act as positive agents of change in their own communities. In particular, in our course we have opted to implement the Flipped Classroom methodology, in conjunction with other teaching strategies and techniques, as a means to enhance participation and communication in the classroom. The main tool we use for this is an E-Learning platform, where we upload the most theoretical aspects of the course as well as complementary activities or multimedia content.

On the other hand, at Inercia Digital we believe that education should be a holistic process in which all spheres of people's development should be considered. In this regard, it is important to us not only to adapt our course to the context and reality of our students, but also to take into account our own context and community. To this end, during our courses we visit different organisations in our area who develop good practices in the topics of the courses. This is one of the best valued aspects of our courses, for it allows students to learn from real experiences, to share ideas and assess the possibilities of applying what they see to their own realities.

In order to keep growing and improving our practice, innovation is key and Erasmus+ KA2 projects are a fantastic way to achieve this. Through the years, we have brought a digital perspective to a great number of international projects such as "Developing STEM Competences with Robotics", which aims to train educators and children in robotics in order to enhance key competences and skills related to STEM education and training, or the project "3D Printing in VET" which highlights the need for good quality training when introducing new technologies in education



© Inercia Digital: Students using LEGO robots during our course "Creation of Educational Videogames"

and develops a training programme for VET teachers and educators, taking into consideration international experiences.

We are very proud of what we have been able to achieve since we started this journey, and we will continue our commitment to impulse digital skills in the future!



© Inercia Digital: Students creating collaborative projects through Canva

Training VET teachers to use Virtual Reality to boost the inclusion of their students with special educational needs.



Co-funded by the Erasmus+ Programme of the European Union



VETREALITY: Virtual Reality based training to upskill VET Teachers and Trainers and foster inclusion of SEN Students in WBL

Massimo Aloe, Director at REATTIVA

Virtual Reality (VR) is considered valuable and profitable for SEN students in initial VET, especially to facilitate their access to WBL at local and international level or through participation in mobility projects.

VR is hardly represented at VET level in the frame of WBL with a focus on SEN students.

VETREALITY seeks to contribute to relevant EU education and digitalisation and aims at raising VET Teachers and Trainers awareness and knowledge on how to handle and integrate VR technology into own teaching programmes for facilitating SEN students' access to WBL.

The project is complementary to the partnership and develops innovative tools at

EU level which are in line with the following priorities underlined in the EU 2020 Agenda and in the UN Agenda 2030 for a Sustainable Development: inclusive teaching, digital competences, work-based learning and mobility for SEN students.

VETReality is an Erasmus+ project involving 7 Europeans partners. The project aims to train VET teachers to use digital and innovative tools for facilitating access to work-based learning for students with special educational needs.



VETREALITY project aims at:

- Increasing technological competences of VET Teachers and Trainers on VR applications and in so doing facilitate SEN students' access to Work-Based Learning (WBL);
- Promoting VR within the framework of mobility as a means to encourage the participation of SEN students and assure equity and inclusion in all VET environments.

The first intellectual output of the project has been already completed:

1. An **e-compendium** to raise teachers' awareness of the best available VR applications that can be used with SEN students within the framework of WBL. The second and the third intellectual outputs are in their way to be produced:
2. A **one-week training programme** to provide VET teachers and trainers with the knowledge and skills needed to integrate VR technology in their teaching and training methodologies;
3. A mobility tool box designed to promote SEN students' involvement in mobility, facilitating their integration through the use of virtual reality tools.



Erasmus+ KA2 VET
Project No.: 2020-1-IT01-KA202-008380

Find out more about the project by visiting:

Reattiva website: www.reattiva.eu

VETreality website: www.vetreality.erasmus.site

Facebook page: www.facebook.com/VETRealityEU

Project hashtag: #VetrealityEU

Objective of the practice

Considering that Tourism is the world's highest growing sector in Europe in the last few years, representing new trends of consumer choices.



The new job profile of the Digital Tourism project presented at the EfVET Thematic Teams Event 2021

Vittoria Valentina Di Gennaro, Communication & Project Officer, EfVET, Belgium

This year the EfVET Thematic Teams Event on Internationalisation and Technology and VET 4.0 held in June 2021 had the main aim of intensely exchanging good practices focused on thematic areas selected as priorities by EfVET members through a bottom-up approach.

In this context, 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, Digitalization. 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 already work / want to upgrade

their work on the electronic sales channel, with all types of Tourism products.

Main objectives:

It develops a new qualification for the Tourism sector, focusing on Digitalisation, mixing both Tourism and IT skills, meeting the market new trends of consumer choices, mostly online and through peer reviews. It prepares youth people 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 already work/want to upgrade their work on the electronic sales channel, with all types of Tourism products. Learners will learn to create/develop/promote/sell online products, tangible or non-tangible, small or big, private or public; will be quite mobile, as the course was designed to be implemented in international companies, and will be able to express themselves in another language. It also includes long-term WBL, with a minimum of

three months, allowing VET providers who will teach it to apply for Erasmus+ Pro mobilities for their students. It was designed according to EQAVET framework.

Target groups addressed:

- Main direct target group: young learners, from 15/16 to 18/19 years old, with a completed level III education or training.

- Second direct group: VET providers all over Europe, after the national / regional authorities include it on their national available courses, with the eventually necessary adaptations. They will be the ones which will promote the course, in order to achieve the main target group.

- Main indirect group: public and private Hospitality organisations that will hire the students after they graduate from the VET providers. They will know the course by VET providers network, as the qualification includes WBL period, no less than three months abroad, so companies around Europe will be asked to host students for their internships.

Main activities necessary for its realisation:

After making a Training Needs Analysis and a state-of-the-art report concerning the partners' countries situation about Digital Tourism, a report with common findings and results was written. Then, the job profile of the Digital Tourism technician was designed. Following this document, the Digital Tourism Qualification technological curricula was created describing all the training modules the technological part of the training shall have under EQAVET framework. The course WBL procedures, like all the documentation required to select and assess the learners during their internship, was also designed. To disseminate the project, several online events were held; the project website and Facebook page were created and updated, as well as the Digital Tourism Forum, a Facebook group where documents and discussions are uploaded and discussed.

Results achieved:

The main results achieved were: 1. Digital Tourism organisations' needs analysis questionnaire; 2. European Digital Tourism organisations' needs analysis report; 3. Digital Tourism Technician job profile and the Activities learners will be able to perform; skills they will be required to have; kind of tools/ equipment they will be able to work with; 4. Training Modules and its Learning Outcomes, which can also be used separately, like for the new Micro Credentials Initiative; 5. Work Based Learning period requirements for selecting and assessing the learners; 6. Digital Tourism Qualification Forum, a Facebook group where Tourism

experts and professionals learn and discuss Tourism related topics, and 7. Tourism Talks, a series of short online events focusing on Tourism trends, where experts will present and discuss with the audience several topics.

Four of the quality criteria to map this best practice were the followings:

INNOVATION

The innovative aspect of this practice is related to two elements: the demand of such a qualification at European level and the way the training offer was developed, combining in a interdisciplinary way 3 main subjects (Tourism, Marketing and Digitalisation) that can be adapted to each country specific reality and where each module can be delivered on its own (micro-credential).

SUSTAINABILITY

Sustainability, considered as the continuation of this practice beyond the project lifetime, stems from the fact that the course will be validated in the different countries and adopted and promoted at European level. The course also addresses issues linked to inclusive tourism, sustainable tourism and aspects linked to territorial planning. The marketing component of the training can also reinforce the sustainability of local and regional products.

DIGITALISATION

One of the modules of the training course is linked to digitalisation applied to the tourism sector. Learners are expected to deepen their knowledge, understanding and skills related to digitalisation, as well as to understand the type of digitalisation strategies and tools that fit best to the specific business development plan of the companies. Programming and databases are part of the students' training and an overview of other technological tools (CRM, multimedia, digital marketing technique, social media, digital content management, photography, video, sound, website, web design) is provided.

TRANSFERABILITY

The curricula and training modules of the course are very flexible and can be adapted to different concepts. Hence, it can be offered as an entire course or adapted to existing courses at European level, by adding a new component related with digital tourism. Some of the modules of this new training offer will become a specialisation in the general Digital technician Course. The modules can also be delivered independently as there is no interdependence between them. This is particularly interesting when thinking of micro-credentials and upskilling pathways for professionals already working in the sector.



“Digital Tourism” project nominated for the most important Hospitality Education Award in Portugal

“Digital Tourism”, an Erasmus+ KA 3 “Support for Policy Reform” project, developed by an international consortium under EACEA - European Education and Culture Executive Agency “Joint Qualifications in Vocational Education and Training” initiative, has been chosen as one of the finalists for “Best Educational Project”, under “Hospitality Education Awards”, the Tourism Training awards that cover from VET To Higher Education.

Sérgio Fernandes, Insignare, Portugal

The consortium includes six VET providers and one European VET Association, coming from Portugal, Belgium, Italy, Spain and Netherlands.

Since 2018, these organizations developed the training course for the new occupational profile – Digital Tourism Technician - based on the “European Hospitality Companies’ Needs Analysis Report” and on its “Job Profile and Job Description”, previously designed by the consortium. The curricula and training modules are very flexible and can be adapted to different concepts. Hence, it can be offered as an entire course or adapted to existing courses at European level, by adding a new component related with digital tourism. The modules can

also be delivered independently, as there is no interdependence between them. This is particularly interesting when thinking of micro-credentials and upskilling pathways for professionals already working in the sector. All the information can be reached and downloaded on the [project website](#).

The results will be announced on September 27, World Tourism Day, and the jury gathers Turismo de Portugal (national Tourism Board), ANESPO (National Association of VET Schools), Network of Polytechnic Higher Education Institutions with Tourism courses, IEFP (Employment and Professional Training Public Office) and UNWTO – World Tourism Organization.



The VLEE project Visual Literacy for Engineering Education – digital tools

The VLEE project focuses on Visual Literacy for Engineering Education (EQF level 3 – 7), and is based on the recognition that visual thinking and related skills are key areas of competence across all engineering disciplines at different levels.

Vibeke Holtum Nørgaard, TEC, Denmark

Visual thinking is a process, which can help engineers as well as engineering students and apprentices to convey complex ideas more simply – a process that has been transformed by digital tools in recent years. Unfortunately, these tools are not widely used. Therefore, the aim of the project is to develop online training courses, which can teach engineers, as well as engineering students and teachers how to use these digital tools in their daily work.

Furthermore, a Toolkit has been developed. It provides guidance to educators on incorporating digital design into day-to-day work.

Increasing digital literacy and competencies in general is needed in order to be able to enter the digital industry 4.0 world of work.

If you want to learn more about the Toolkit and the online training courses, VLEE can be found on social media.

Here, related content will be shared, and everyone who has an interest in the project is welcomed to participate in the discussion.

Please let us know if you want to participate in our user testing!



Find out more about the project by visiting:

VLEE website:
www.vleeproject.eu

Facebook page:
www.facebook.com/VLEEerasmus



Digital skills and jobs

The European Commission is determined to tackle the digital skills gap and promote projects and strategies to improve the level of digital skills in Europe.

All Europeans need digital skills to study, work, communicate, access online public services and find trustworthy information. However, many Europeans do not have adequate digital skills. The Digital Economy and Society Index (DESI) shows that 4 out of 10 adults and every third person who works in Europe lack basic digital skills. There is also low representation of women in tech-related professions and studies, with only 1 in 6 ICT specialists and 1 in 3 science, technology, engineering and mathematics (STEM) graduates being women.

The European Commission has set targets in the European skills agenda and the digital education action plan to ensure that 70% of adults have basic digital skills by 2025. These initiatives aim to reduce the level of 13-14 year-olds who underperform in computing and digital literacy from 30% (2019) to 15% in 2030.

The [European Digital Skills and Jobs Platform](#) is a new initiative launched under the [Connecting Europe Facility Programme](#). It offers information and resources on digital skills, as well as training and funding opportunities.

Background

Over 70% of businesses have said that the lack of staff with adequate digital skills is an obstacle to investment. Europe also faces a shortage of digital experts who can develop cutting-edge technologies for the benefit of all citizens.

A strong digital economy powered by Europeans with digital skills is vital for innovation, growth, jobs, and European competitiveness. The spread of digital technologies is having a massive impact on the labour market and the type of skills needed in the economy and in society. Member States, business, training providers, the European Commission and other organisations need to work together to tackle the digital skills gap.

To follow the development of the digital transition and the digital skills gap the Commission publishes DESI annually. It tracks Member States' digital performance in different areas to monitor progress and pinpoint where further efforts are necessary.

Welcome to the Digital Skills and Jobs Platform

The Platform is the home of digital skills information from across Europe and the heart of the Digital Skills & Jobs Community.

Digital Skills & Jobs Platform by the EC

The European Commission has recently introduced the [Digital Skills & Jobs Platform](#), the new home of Digital Skills in Europe. Funded by [Connecting Europe Facility](#), it will contribute to the [Digital Europe Programme](#), and it supports the activities of the [Digital Skills & Jobs Coalitions](#) in Europe.

The Platform is a unique reference point for high-quality information and resources on digital skills and jobs from across Europe. It can help users stay up to date with the latest Digital Skills initiatives, projects, funding, good practices, and resources, at both EU and national level.

The Platform brings together a diverse group of digital skills stakeholders from every country in Europe, all in one place – the [Digital Skills & Jobs Community](#). By joining the Community, digital skills stakeholders can access funding opportunities, find project partners, share content and resources, discuss emerging topics on digital skills, and network with peers and experts.

As part of the community building activities, the EC is currently reaching out to key EU and National Stakeholders and inviting them to join the platform, contribute their content, and get involved in the community. The Platform offers excellent information, collaboration and visibility opportunities for stakeholders including:

[Insights into EU and national initiatives and actions](#)

[Training opportunities and career development support](#)

[Good practices, expert advice, resources and tools](#)

[Access the latest data, research-based facts and figures](#)

[Find funding opportunities and financial instruments](#)

[Participate in thriving interactive community spaces](#)

[Promote your own news, opinions and events with peers](#)

Why not visit the [Digital Skills & Jobs Platform](#), join the community, and be part of Europe's Digital Transformation!

SELFIEFORUM

Empowering schools for learning
in the digital age

7 - 8 OCTOBER
2021



SELFIE Forum 2021: Empowering schools for learning in the digital age

The SELFIE tool supports primary and secondary schools to develop their digital strategy, alongside school communities – school leaders, teachers and students. It was launched in 2018, based on the [European Digital Competence Framework for Organisations](#) (DigCompOrg). After almost 3 years, it has gathered 1.7 million users from 82 countries.

[Learn about SELFIE](#)

Upcoming community forum

On 7-8 October 2021 the EC will bring the SELFIE community together in the second SELFIE Forum. The event will welcome school leaders, teachers, students, trainers, national coordinators, policy makers, researchers, practitioners and future potential users. Plenary sessions of the online event will be live-streamed.

[Register and find out more](#)

Inspiring schools

This forum will focus on providing ideas and inspiration for schools to create their own action plan and take a step forward in terms of their digital empowerment. To this end, it will bring together different groups of the educational community, users and those involved in SELFIE (policy makers, teachers, management teams, students, educational managers and researchers, among others) to share their experiences and examples of good practices.

Groups will also reflect on how the tool might be improved, and on and critical aspects of digital education in the context of blended learning and teachers as designers of their professional development.

Other event features

The forum will also cover:
- launch of the Work-Based Module (WBL) to bring VET institutions and companies closer in discussing how they jointly embed digital technology in the education and training provided. [Watch the promotional video](#)
- presentation of [SELFIEforTEACHERS](#), a new self-reflection tool designed to support the development of the teachers' digital skills inside and outside of the school. A dedicated workshop will look specifically at teacher digital competence and how the tool can support professional learning planning.

[More info](#)

DIGITAL EDUCATION ACTION PLAN

2021 - 2027

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#DEAP #EUDigitalEducation

What is the Digital Education Action Plan?

The Digital Education Action Plan (2021-2027) is a renewed European Union (EU) policy initiative to support the sustainable and effective adaptation of the education and training systems of EU Member States to the digital age.

The Digital Education Action Plan:

- offers a long-term strategic vision for high-quality, inclusive and accessible European digital education
- addresses the challenges and opportunities of the COVID-19 pandemic, which has led to the unprecedented use of technology for education and training purposes
- seeks stronger cooperation at the EU level on digital education and underscores the importance of working together across sectors to bring education into the digital age
- presents opportunities, including improved quality and quantity of teaching concerning digital technologies, support for the digitalisation of teaching methods and pedagogies and the provision of infrastructure required for inclusive and resilient remote learning

To achieve these objectives, the Action Plan sets out two priority areas:

1. *Fostering the development of a high-performing digital education ecosystem*

This includes:

- infrastructure, connectivity and digital equipment
- effective digital capacity planning and development, including up-to-date organisational capabilities
- digitally competent and confident teachers and education and training staff
- high-quality learning content, user-friendly tools and secure platforms which respect e-privacy rules and ethical standards

2. *Enhancing digital skills and competences for the digital transformation*

This requires:

- basic digital skills and competences from an early age
- digital literacy, including tackling disinformation
- computing education
- good knowledge and understanding of data-intensive technologies, such as artificial intelligence (AI)
- advanced digital skills, which produce more digital specialists
- ensuring that girls and young women are equally represented in digital studies and careers

[Read more](#)

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