

Bridging Innovation and Learning in TVET (BILT) Thematic Workshop – NQC and TVET

12-13 November 2019 - SFIVET, Switzerland

Participant Overview

Institution	Representative	Project / Topic	Project Description	About the Institution
SFIVET, Switzerland	Erik Swars, Emanuel Wüthrich, Manuel Aepli	1. New Qualifications and Competencies from a Swiss perspective 2. Changing labour markets, upskilling, and VET in Switzerland	1. In the 21st century we have to move away from technocratic thinking and strict labour market orientation towards a functional, sustainable and human being centred education and economy. Therefore we have to rethink VET and its methods and objectives. The potential of the mindset and the soul forces are neglected and not understood – they have to become an integral part of every education. Functionalism, adaptability and sustainability should be the guiding principles on which we create a future VET system. 2. Presents the results of an expert-workshop that identified important digital competencies for VET-occupations in Switzerland. These results are then connected to the process of upskilling that characterizes the Swiss labour market over the last 10 years and asks: what are the challenges for VET in this context?	The Swiss Federal Institute for Vocational Education and Training SFIVET is Switzerland's expert organisation for vocational education and training. They offer basic and continuing training to VET professionals, conduct VET research, contribute to the development of occupations and support international cooperation in vocational and professional education and training. The main campus is in Zollikofen near Bern. Other regional campuses are in Lausanne and Lugano, off-campus spaces are based in Olten and Zurich. SFIVET is part of the Federal Department of Economic Affairs, Education and Research (EAER).
UNESCO-UNEVOC, International Centre	Tristan Cole, Jens Liebe			UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training is UNESCO's specialized centre for TVET and an integral component of UNESCO's international programme on TVET. It serves as a hub for the worldwide UNEVOC Network and supports UNESCO's

IN COLLABORATION WITH



COORDINATED BY UNESCO-UNEVOC
WITH SUPPORT OF



SPONSORED BY THE



				Member States in transforming their TVET systems to meet the challenges and realize the opportunities that TVET presents. The BILT project is carried out in collaboration with the UNEVOC Network members, coordinated by UNESCO-UNEVOC, with support of the German Federal Institute for Vocational Education and Training (BIBB) and sponsored by the German Federal Ministry of Education and Research (BMBF).
BIBB, Germany	Michael Wiechert, Michael Schwarz, Vera Hark	New Careers and Competencies Framework	<p>Bringing future oriented qualifications and competencies for relevant TVET careers into practice is not an easy task. While many countries make their own experiences, partnerships, peer learning and the exchange of experiences can serve as effective accelerators to this process. Therefore, the learning potential for those engaged will be significant. The goals of this work stream are:</p> <ul style="list-style-type: none"> • Identification of new future oriented qualifications and competencies (NQC) for relevant TVET careers • Examples of new pilot initiatives or good practices evolving in Europe in the field of sustainability, digitalization and entrepreneurship from different sectors and occupational fields for different target groups (teachers, trainers, learners)? • Approaches, regarding the integration of NQC in curricula, 	The Federal Institute for Vocational Education and Training (BIBB) is recognized as a center of excellence for vocational research and for the progressive development of vocational education and training (VET) in Germany. BIBB works to identify future challenges in VET, stimulate innovation in national and international vocational systems, and develop new, practice-oriented solutions for both initial and continuing vocational education and training. BIBB carries out the BILT project in cooperation with UNESCO-UNEVOC.

			<p>training regulations and additional learning modules, being beneficial to UNEVOC Centers from different clusters,</p> <ul style="list-style-type: none"> Fostering and establishing a platform for partnership and peer learning 	
BMBF, Germany	Oliver Diehl			<p>The Federal Ministry of Education and Research shares its responsibility with the federal states in the fields of non-school vocational training, training assistance and continuing education. One of the ministry's priority concerns is the establishment of social equality in education to ensure that a person's background no longer determines his or her chances to get an education and that no talent is wasted. International exchange in education and science is also one of its responsibilities. The development of new training occupations, the modernization of existing training occupations and the regulation of required qualifications in further training are a permanent task. The annual Report on Vocational Education documents the development of initial and continuing vocational training in Germany.</p>

SERI, Switzerland	Jérôme Hügli			The State Secretariat for Education, Research and Innovation SERI within the Federal Department of Economic Affairs, Education and Research EAER is the federal government's specialised agency for national and international matters concerning education, research and innovation policy. SERI works closely with the Cantons and professional organizations to coordinate vocational education and training. SERI is responsible for the supervision and enactment of VET ordinances (formerly referred to as training regulations), the further development of VET programmes and the definition of regulations for the Federal Vocational Baccalaureate.
CÉREQ, France	Matteo Sgarzi	Employers Intervention in the governance of the French qualifications system in the light of the most recent VET reforms	Since one year a profound reform of the VET system is deploying its effects in France. The impact of the major societal changes (4.0, Sustainable development, demographic and economic change) are at the hearth of the new organization. One of the main goals of this reform is to reinforce the participation of employers in qualifications and standards design. The presentation will show how the system is evolving in order to reinforce a VET system and put it as close as possible to the real economy. In addition, the real capacity of recruiters to formulate new competences demand will be questioned. Are these demands correctly formulated? What are the available instruments capable to support employers in the identification of competence needs? In second place what are the institutional mechanisms that permit to	The Centre d'études et de recherches sur les qualifications (CÉREQ) in France is a public-law institution under the authority of the Ministry of Education, the Ministry of Higher Education and Research and the Ministry of Labour, Employment and Social Dialogue. CÉREQ conducts research and statistical studies on vocational training and the labour market. The focus is on continuing training, in particular access opportunities, the continuing training market and continuing training in enterprises. Drawing on a variety of skills in sociology, economics, statistics and other human and social sciences, Céreq is both a study centre open to dialogue with stakeholders and a research centre developing numerous scientific cooperation projects.

			vehiculate employers voice in the making of VET standards?	
AVEATE, Croatia	Karolina Maduna	ESF funded project: VET reform in Croatia	The innovative practice relates to the area of Identification of new competencies and their introduction into curricula (systemic level). So far, strategic documents have been developed within the project and the system has been alerted and is starting to be responsive to requirements for the changes needed. The project is intended to establish a new methodology on the making of occupational standards.	The „Agency for Vocational Education and Training and Adult Education“ is a public institution, founded June 2010. The vision of the institution is the establishment of an accessible, flexible and permeable system of vocational education and adult education, based on competences in function of individual needs and society, supporting development of Croatian economy and higher employment. AVEATEs strategic goal is the development of qualifications based on competences and learning outcomes as well as building a VET system that enables lifelong learning and mobility. Among its main tasks, the Agency develops new and modernizes existing VET curricula based on VET qualifications, that is competences and learning outcomes, which reflect the needs of labour market and further education.
Foundation Innove, Estonia	Aulika Riisenberg	BuildEst	The project “BuildEst” was funded by the European Union programme Intelligent Energy Europe. The main aim was to develop the training schemes and materials for non-qualified and qualified workforce and trainers’ training in the Estonian construction sector to achieve EU2020 Energy Efficiency targets. BUILDEST II project has the general objective to increase specifically the number and competences of qualified workforce in the construction sector in Estonia to be able to deliver high energy performing renovations and new buildings with almost no energy consumption. In addition, it aims to ensure the field’s stable development, consistent quality and	Foundation Innove is an education competence center that coordinates and promotes general and vocational education in Estonia, offers educational counselling services through the nationwide Rajaleidja network and mediates European Union grants in fields of education and working life. Foundation Innove was created in 2003 by the Ministry of Education and Research.

			broader availability of training, to significantly increase the share of employees who have acquired specialized qualification in the fields.	
CBC, Denmark	Gitte Vestergaard, Alan Amstrup, Dorte Kjaargaard	1. Securing the validity of online exams 2. Founder's hub	Project 1: The innovative practice relates to the area of Practical examples of new competencies in the field of initial and continuing TVET and in the field of upskilling (practical level). The project makes a more efficient use of resources to a certain extent more predictable and easier to plan. In addition, the project is intended to save money. Project 2: Founder's Hub	Niels Brock Copenhagen Business College, usually referred to simply as Niels Brock, is a school of secondary education and post-secondary education in Copenhagen, Denmark. The school offers programmes within business and management including Vocational Education and Training (VET), Higher Commercial Examination Programme (HHX), Bachelor in Business Administration, Master in International Business Management, Master of Business Administration, and supplementary courses for adults seeking to maintain qualifications. It is an independent self-governing institution under the Danish education system, managed by a board composed of members from the business community in conjunction with a rector that oversees day-to-day operations.
Daugavpils Construction Technical School, Latvia	Oksana Soročina, Linda Pudane	Innovative approaches to learning the profession at Daugavpils VET School	The innovative practice relates to the area of Practical examples of new competencies in the field of initial and continuing TVET and in the field of upskilling (practical level). The Daugavpils Construction Technical school Masterclasses improve the skills and knowledge of learners and teachers. It has also been achieved that masterclasses are already an integral part of the learning process. The project attempts to train other students for new technology from other Latvia professional Technical schools.	Daugavpils Construction Technical school is one of four schools of professional education in Daugavpils. The school has material-technical resources in different spheres, which provide students with the chance to work with the newest technologies.

OMNIA, Finland	Kati Valtonen	Individual learning paths and use of modern technologies in learning	The innovative practice relates to the area of Practical examples of new competencies in the field of initial and continuing TVET and in the field of upskilling (practical level) The project intends to offer a possibility for an individualized learning programme with an individual length of studies and the use of modern digital technologies, e.g. artificial intelligence and robotics.	Omnia is a forerunner that offers a wide range of services with a focus on supporting lifelong learning: vocational upper secondary education and training, apprenticeship training, general upper secondary education, workshops and liberal adult education, as well as corporate training and professional courses. One of the strategic priorities is to use education as a mean to fight against social exclusion and to prevent discrimination. Omnia promotes social inclusion and critical thinking as well as social and cultural diversity It is a multisector education provider and regional development center. They offer innovative learning environments and beneficial partnerships both in national and international education development projects. They also host and send abroad hundreds of experts and students yearly in mobility projects (Erasmus+, Nordplus, networks outside Europe).
ISQ Academy, Portugal	Margarida Segard	Create new skills and certifications for additive manufacturing	ISQ started to create with international partners an AM European Observatory (not yet on line), a learning pathway on AM with skills development matrix, learning outcomes, assessment of prior learning, different levels of qualifications and International certification scheme, useful for companies and worldwide citizens and workers. Together we strategical European partners, we create several projects to develop some different pieces of Qualification, Training and Education Culture in AM for different target groups: kids, students and professionals witch are good examples of changing the mid set for AM, applied to creative solutions.	ISQ is a Portuguese organization, which provides scientific and technological support and promotes ongoing improvement, innovation and the safety of people and property in Industry and Services, with an international presence and vocation, ensuring its sustainability and the development of its employees. The Academy's growth strategy is based on an increasingly important and sustained presence in the world thanks to their offices, delegations and associated companies in more than 15 countries.

			SAM http://skills4am.eu/index.html And CreO https://www.facebook.com/CreoProjectEurope	
MCAST, Malta	Audrey Gatt	Aligning VET Curricula to Greening and the SDGs	The presentation is about a modular unit currently being set up by MCAST as the leading partner together with another 3 European VET partners about greening. The main aim is to bridge the gap between VET and SDGs but at the same time it is also a greening outreach programme targeting learners, educators and communities.	Established in 2001, the Malta College of Arts, Science and Technology is the country's leading vocational education and training institution. Six Institutes in Malta and the Gozo Campus, MCAST offers 180 full-time and over 300 part-time vocational courses ranging from certificates to Master's degree. The College supports small and medium-sized enterprises through a multidisciplinary approach. This encompasses work-based learning through the Apprenticeships Programme and the various entrepreneurship initiatives.
FIAP e.V., Germany/Greece	Silke Steinberg, Stamatia Aidonidou	GRÆDUCATION	The project GRÆDUCATION -Research, development and testing of educational services to improve the training of environmental engineering professions in Greece- is funded by the Federal Ministry of Education and Research. The GRÆDUCATION project has a duration of three years (06.2017 – 05.2020) and aims to develop new educational services through a co-creative approach. The German and Greek partners contribute their knowledge about the specific situation in their countries and jointly develop solutions that make the educational content transferable. New educational services will be created to meet the needs of Greek educational institutions and companies.	The non-profit research institute for innovative and preventive job design (FIAP e.V.) was founded on 23rd February 2010 by a group of scientists from different disciplines who are connected by the questions and problems of a modern working environment. The institute carries out interdisciplinary research projects to investigate fundamental and applied problems in the field of job design and prevention.

CENFIM, Portugal	José Novais da Fonseca	Individual Availability and Different Paces of Learning of each Trainee	The project aims to provide an adaptable response to individual availability and different paces of learning of each trainee. An individualized training approach is supposed to allow each Trainee to choose their learning content, to choose the best time to start and to choose his schedule and his learning pace. The training program should focus in the final skills expectations instead of rigid learning routing and curricula.	CENFIM (Vocational Training Centre of the Metal Industry) is a national protocolled centre, which promotes professional guidance and improvement in the metallurgical, metallomechanical and electromechanical sectors. ENFIM has 13 training centres, which are based in Amarante, Arcos de Valdevez, Caldas da Rainha, Ermesinde, Lisboa, Marinha Grande, Oliveira de Azeméis, Peniche, Porto, Santarém, Sines, Torres Vedras and Trofa.
BMBWF, Austria	Reinhard Nöbauer			The Federal Ministry of Education, Science and Research creates the best possible framework conditions for schools, universities and research institutions and represents the interests of Austria as a location for science, research and business on an international level. One of its main objectives is to support structural change by promoting research, technology and innovation.