ETF Working together
Learning for life

European Training Foundation

Benefits for people
Skills & Qualifications

Career guidance and transition from education to work

New pedagogies, use of digital teaching and learning, video in education and training

Curriculum development and the use of data analysis

Cooperation between VET institutes and companies; personal and social development, and improvement of workers' skills through education and training; informal skills development in companies

Skills identification and assessment; use of national qualification frameworks by companies; novel approaches of data analysis to monitor labour market and skills dynamics

THE EU AGENCY SUPPORTING COUNTRIES • TO DEVELOP THROUGH LEARNING •

CAREER GUIDANCE

VET schools

Private companies: How you attract young people to your company?

Employment services: How do you match the demand of skills with the offer?

Do you have online platform to provide career information?

Do you know of innovative online platforms that bring together information on jobs and job seekers?

How do you market boring information about labour market in your region?

We are interested to learn about and share examples of career guidance for young people, for example:

- Open-doors / public information events in education institutions and companies to help young people make a choice on occupations and education programmes;
- Career and occupational guidance for young people by large companies (social corporate responsibility)
- Use of online platforms / instruments for career information and guidance and job vacancy postings;
- Use of Labour market information on professions and skills in demand for career guidance (e.g top 10 professions in this region)
- Use of information from graduate tracking / tracer studies to advice young people on the relevance of their skills and qualifications after study

TRANSITION FROM EDUCATION TO WORK

Are a young entrepreneur and you managed to start your business after the school?

Did you have particular good experience in companies that helped you to find your dream work?

We are interested to learn about and share examples of transition from education to work, for example:

- Local or national initiatives linking skills training with entrepreneurial activities of young people;
- Local initiatives to provide skills for employment to young graduates through work experience in companies and NGOs, local communities

USE OF DATA ANALYSIS FOR CURRICULUM DEVELOPMENT

We are interested to learn about and share examples of use of data analysis for curriculum development, for example:

- Use of labour market information on skills and occupation demand and supply to renovate existing curricula / qualifications
- Exploring information from graduate tracking / tracer studies by education institutions on the relevance and use of skills and qualifications acquired during study

CURRICULUM DEVELOPMENT

We are interested to learn about and share examples of new approaches to competency- based curriculum development, for example:

- How you have opened a closed curriculum
- How you moved from the compulsory national curriculum to something completely different that you and your colleagues shape yourselves
- How you have made your curricula very flexible in terms of timetabling, location and target groups
- How you develop curricula in regional networks of teachers, representatives from the world of work and methodologists
- How you have tailored curriculum/ curricula in line with learning outcomes of the national standards, to a very specific local situation
- How you restyled an unpopular subject based VET curriculum and turned it in a very attractive innovative curriculum
- How you have convinced local companies to become co-creator and co-owner of your curriculum
- How you successfully supported schools in your region(s) to develop and introduce modular curricula
- How you made sceptical teachers allies in developing and introducing modular curricula
- How you involve learners in curriculum development
- How you developed and introduced software packages to support curriculum development and development of modules
- How you established, and promoted a database of modules that is fed and used by different providers, and companies
- How you develop curricula for dual education and for blended learning
- How you developed alternative pathways within a single programme
- How you managed to cut the workload for learners and achieved better results

NEW PEDAGOGIES

We are interested to learn about and share examples of new approaches to new pedagogies for example

■ Experiential learning -> learning through practical experience, using cases, solving real problems, reflection on learning

■ Dialogic and collaborative learning -> learning through dialogues and group work

■ Blended learning -> combining face to face learning with e-learning including possibly in the workplace

■ Any other innovative pedagogies

USE OF DIGITAL TEACHING AND LEARNING METHODS, USE OF VIDEO IN EDUCATION AND TRAINING

We are interested to learn about and share examples of teaching and learning practices supported by digital technologies, for example to:

■ Increase personalisation of learning and use of formative assessment methods (e.g. for students with special needs using LMS, web applications and online resources);

■ Foster an active role of learners (e.g. use of serious games, flipped classroom, blending f-t-f and online learning methods);

■ Promote collaborative and constructivist practices for groups of teachers/learners (e.g. development of Open Educational Resources through community of practices, social media, virtual networks);

■ Increase work-based learning solutions through simulation and virtual reality systems;

■ Better connect different learning environments, e.g. workplace and school, to support evidence-based reflective practices vs. vocational theory

USE OF VIDEO IN EDUCATION AND TRAINING

We are interested to learn about and share examples of the use of video in VET, for example:

■ to support observation, judgement and skill improvement;

■ to investigate and report on what is going on in the workplace;

■ to support learning beyond the classroom and/or

■ to enable learners to communicate what they have learnt and what they can do.

For further guidance see: Video Pedagogy Platform

COOPERATION BETWEEN VET INSTITUTES AND COMPANIES

We are interested to learn about and share examples of cooperation between VET institutes and companies, for example:

- Cooperation in upskilling and reskilling of workers
- Initiatives linking training in VET centres with research in innovative companies to enhance excellence of training programme and acquired skills

PERSONAL AND SOCIAL DEVELOPMENT THROUGH EDUCATION AND TRAINING

We are interested to learn about and share examples of adult education and learning that contribute to personal and social development.

We are particularly interested in examples that contribute to:

- community and civic engagement
- social inclusion of disadvantaged groups

DEVELOPMENT OF WORKERS' SKILLS THROUGH EDUCATION AND TRAINING

We are interested to learn about and share examples of development of workers' skills, through education and training, for example:

- digital skills
- soft skills
- entrepreneurial skills
- job related skills

We are particularly interested in examples that contribute to skills development:

- in SMEs
- for specific groups such as older workers, low skilled, migrants/refugees, managers

INFORMAL SKILLS DEVELOPMENT IN COMPANIES

We are interested to learn about and share examples of informal skills development, for example:

- on the job training to colleagues
- team meetings / toolbox talks to share practical work-specific knowledge or health and safety issues
- company training sessions by an internal or external expert to share information and experiences

SKILLS IDENTIFICATION AND ASSESSMENT

We are interested to learn about and share examples of skills identification and assessment for (self) employment, for example:

■ Helping job seekers identify and assess their skills and experience for better decisions on the path to take;

■ Skills identification and assessment of specific groups (refugees, long-term unemployed, women in situation of inactivity, discouraged unemployed…)

USE OF NATIONAL QUALIFICATION FRAMEWORKS BY COMPANIES AND SECTORS

We are interested to learn about and share examples of active use of NQFs for HRD and skills development, for example**:**

■ Use of national qualifications frameworks to promote validation/certification of workers' skills in large companies / sectors as a means to support workers' career promotion, increased wages, self-esteem

NOVEL APPROACHES OF DATA ANALYSIS TO MONITOR LABOUR MARKET AND SKILLS DYNAMICS

We are interested to learn about and share examples about:

■ Exploring and using the information and data on skills, qualifications and occupations from job vacancy postings (printed, online) [to adjust and enrich training curricula / programmes or beef-up the content of career guidance tools for end-users];

■ Use of Big Data for LMI - mining from online job vacancies portals for guidance and information of end-users ("Talent Observatories"…)

■ Use of administrative data from public registers for analysis on skills and employment (ex.: outcomes of graduates in LM and further education)

The European Training Foundation is an agency of the EU which helps transition and developing countries harness the potential of their human capital through the reform of education, training, and labour market systems, in the context of EU external relations policies.