



CEDEFOP

European Centre  
for the Development  
of Vocational Training

SECOND POLICY LEARNING FORUM

Unlocking the potential of  
learning at the workplace  
by, and for, teachers and trainers in VET

9 and 10  
April 2019

Thessaloniki  
Greece



# Second policy learning forum Unlocking the potential of learning at the workplace by, and for, teachers and trainers in VET

## Lightning talks

Thessaloniki, 9-10 April 2019

**Lightning talks** are brief structured talks on selected initiatives and examples that follow the same format and lay the ground for further discussions and networking.

1. Sectoral competence centres in Lithuania
2. Intercompany training centre - crossing the frontiers between education and work in Slovenia
3. Intercompany training centres in the construction sector in Germany
4. Tandem training of tutors for work-based learning in Latvia
5. Training tutors for dual education in Italy through Italian-German cooperation
6. Mentors in the dual education system in Croatia
7. VET teacher learning: a project on ECVET in Ireland
8. Digitising education in Estonia
9. Digital competence framework for teachers and online training offer in Spain
10. Large-scale remote teacher professional development in CISCO
11. Teachers and trainers' continuous professional development in VET in Romania

# Sectoral competence centres in Lithuania

Lina Vaitkute

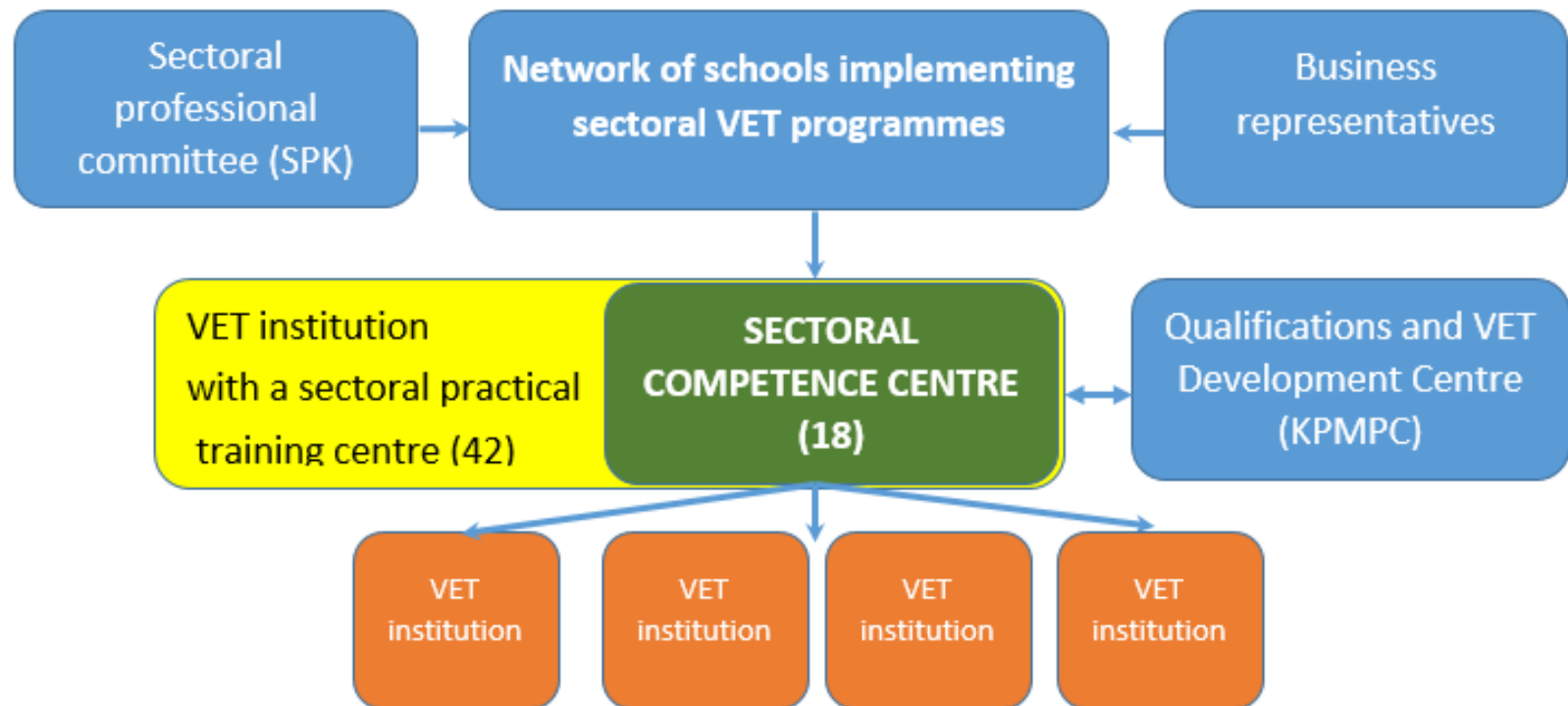
Qualifications and VET Development Centre

<https://www.kpmc.lt/kpmc/en/>

# 1. Addresses the following:

- quality of preparation of VET graduates;
- quality of evaluation and recognition of competencies;
- partnership of VET institutions, implementing same-sector VET programmes;
- partnership of VET institutions and related sectors.

## 2. First phase: building the framework of CS from 2018



### 3. What is it about?

- practical training of learners in modern well-equipped centres;
- evaluation of VET graduates competencies;
- continuing professional development of teachers and trainers (occupational competencies, general competencies, self-evaluation);
- contribution to improving VET supply within sector (new programmes/qualifications);
- monitoring sectoral developments;
- fostering networking and collaboration within VET schools' network and with employers.



## 4. Who is in charge? Who are other players? How do they cooperate?

- 17 selected VET institutions + all other VET institutions;
- Ministry of Education, Science and Sport;
- Qualifications and VET Development Centre;
- sectoral professional committees;
- employers.



## 5. It has been successful because:

- resources and capacity of selected competence centres;
- integration with previous platform for cooperation of VET teachers (methodical commissions of VET teachers);
- links with sectoral professional committees;
- step-by-step enactment: CPD of VET teachers - VET graduates competence evaluation - contribution to qualifications and curriculum formation initiatives.

## 6. Main challenges are:

- sustainability of competence centres;
- ensuring meaningful relationships with employers;
- building their capacity to act and make impact;
- legitimisation of the status of a 'competence centre'.

# Intercompany training centre - crossing the frontiers between education and work in Slovenia

Gregor Matos

Biotechnical Educational Centre Ljubljana

<http://www.bic-lj.si/>

# 1. Addresses the following:

- There are 20 intercompany training centres (ITC) in Slovenia covering different fields of education and training.
- Aim: well-equipped, supportive, creative environment where education and work come together.
- Supportive environment and competitiveness enable students, teachers and partners to grow.



## 2. Implementation

- Ministry of Education and Sports announced a public tender for ITC in 2008 (ERDF).
- BIC Ljubljana applied successfully in 2013.
- Construction and renovation of the Culinary and Tourism Centre KULT316 finished in 2015.
- The last part of the programme was included in 2018: opening a tourist agency within the ITC.

### 3. What is it about?

- KULT316 offers modern educational practice in hospitality, tourism, food technology and nutrition.
- Combination of lecturers and trainers - our employees in kitchen, service and tourist agency are trainers as well.
- Enables students to gain practical experience in real-life environment as the centre is open to public on a daily basis.
- Fosters strong cooperation with companies, enables exchange of knowledge and skills.





## 4. Who is in charge? Who are other players? How do they cooperate?

- Teachers and trainers, students (youngsters, adults, employees, unemployed), experts from companies as lecturers, chambers and associations;
- Networks with company experts;
- Supporting activities within projects funded by EU.



## 5. It has been successful because:

- Real-life working environment: students gain practical experience, professional socialisation, personal development and professional competences, solving problems in real work situation.
- Students are ready for the labour market (to manage other challenges we offer them career guidance through our Career Centre).
- Teachers/trainers have excellent facilities, higher motivation, cooperation with companies encourages them to keep abreast of new developments.

## 6. Main challenges are:

- Sustainable financing of ITC: ITC does not receive public funds; ITC is in the market – good or bad?
- Many things like encouraging professional development of teachers through job rotation or offering companies tailor-made courses free of charge is possible to implement only through projects, funded by the EU.
- Motivating more VET teachers to decide for in-the-company training and to offer training programmes for companies.

# Intercompany training centres in construction in Germany:

the concept and role in learning of apprentices, with the focus on roles, qualifications and professional development of trainers and cooperation with schools and companies.

Dr. Bernd Garstka

Berufsförderungswerk der Bauindustrie NRW gGmbH, Germany

*Institute for Vocational Training of the Construction Industry in North Rhine-Westphalia*

<https://www.berufsbildung-bau.de>



The **Dual Training System** is firmly established in all economic sectors throughout Germany

- ⊗ Basis is a law, the Vocational Training Act (BBiG), which is valid all over in Germany.
- ⊗ In principle there are 2 training locations:
  - ⇒ company (~70%), concludes the training contract;
  - ⇒ vocational school (~30%), publicly funded.
- ⊗ Importance: 523 000 training contracts (2017) –  
*about 50 percent of all school-leavers!*






## The **Construction Branch** has adapted the Dual Training System to their needs

- ⊗ Construction Branch := ~75 000 companies,  
~850 000 employees,
- ⊗ Vocational Training in the company is supported by **Intercompany Training Centres**.
- ⊗ There is a '*Fund for Vocational Training*' ('**SOKA-BAU**') in the sector reimbursing costs of training.
- ⊗ Importance: ~12 000 new training contracts per year.

### 3. What is it about?

	<b>Practice (company)</b>		<b>Theory (school)</b>
<b>WHERE:</b>	<b>Company</b>	<b>Intercompany Training Centre</b>	<b>Vocational School</b>
3rd Year:	38 weeks	4 weeks	10 weeks
2nd Year:	27 weeks	13 weeks	12 weeks
1st Year:	18 weeks	20 weeks	14 weeks
responsible for apprentices / trainees is...	<b>Certified Foreman</b>	<b>Certified Foreman / Technician</b>	<b>Teacher</b>

### 3. What is it about?

	Practice (company)		Theory (school)
WHERE:	Company	Intercompany Training Centre	Vocational School
3rd Year:			
2nd Year:			
1st Year:			
responsible for apprentices / trainees is...	<b>Certified Foreman</b>  practical tutor ('highly experienced')	<b>Certified Foreman / Technician</b>  practical tutor ('highly experienced')	<b>Teacher</b>  theoretical education ('university degree')



## 4. Who is in charge? Who are other players? How do they cooperate?

- Important partner for the dual system is the German **chamber of commerce and industry** (*plus others, e.g. the chamber of handicrafts*):
  - ⊗ central registration of the training contracts
  - ⊗ quality assurance of company, trainer, curriculum etc.
  - ⊗ responsibility for the quality of examination (~300 000)
- In construction branch **SOKA-BAU** checks the quality of intercompany training centres all over Germany, including qualification of trainers.





## 5. It has been successful because:

- There is successful **exchange** of all partners:  
the ministry of education, vocational school, employers' federation, trade union and intercompany training centres agree on a central 'block scheduling for apprenticeship'.
- The training regulations follow the pedagogical principle of **activity-oriented learning**:
  - ⊗ vocational school and intercompany training centre organise common projects
    - ⇒ theoretical prepared by the teacher at school and
    - ⇒ then realised/constructed in the training centre
  - whereby apprentices have to solve more complex tasks in a team.

There is a successful **exchange** of all partners:  
The ministry of education, vocational school, employers' federation, trade union and intercompany training centres agree on a central "block scheduling for apprenticeship"

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The ministry of education, vocational school, employers' federation, trade union and intercompany training centres agree on a central "block scheduling for apprenticeship"

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anize

a team



## 5. It has been successful because:

- The **intercompany training centres** ('ITC')
  - ⊗ are shared facilities ('non-profit') for all construction companies;
  - ⊗ are experts in training management (including 'special projects');
  - ⊗ investigate in new technology for training (e.g. digital tools);
  - ⊗ are well connected to politics, economy, institutes etc.
- The 'ITC's have close contact with construction companies and organise exchange between the trainers in the intercompany training centre and the practitioners in the company ('working on real site').



## 6. Main challenges are:

- **Digitalisation** and thereby **modification of working processes** will change the profiles of professions in construction branch radically:
  - ⊗ Intercompany training centres can play a key role in promoting digitalisation in construction trades!
  - ⊗ However, it is necessary that (especially) long-time trainers and teachers be taken along in this development. They have to follow this trend of digitalisation!

# Tandem Training of Tutors for Work-based Learning in Latvia

**Vita Žunda, Trainer of Tutors for WBL in Latvia**

Lead trainer, methodology expert in KA3 Policy Experimentation project  
'Testing New Approaches for Training of Tutors for WBL' (TTT4WBL)  
Baltic Bright, Ltd., Latvia

# What is Tandem Training?

Tutors from VET + trainers from companies  
**learn together**



# Aims of Tandem Training

## **Quality of VET through quality of WBL**

EU Commissioner M.Thyssen: Skills – key to future, VET – key to skills, apprenticeships – key to VET

## **Quality of WBL through:**

- Continuous professional development of WBL tutors from VET and companies (learning together)  
at the same time
- Strengthening cooperation, partnership building between VET and business;

# Why Tandem? Working Together!



## Teamwork of VET and company:

Guidance for trainees through communication and support from both sides



# Tandem Training: where and when

- **In Latvia and Baltics – national trainings**

Developed Tandem Approach since 2014 through lifelong learning and Erasmus+ projects, now linked with national initiatives

## **Policy experimentation KA3: Testing Tandem Approach**

So far trained 300 tutors in Latvia + Lithuania (>300) + Estonia (200)



- **For international mobility: international tandem training when VET and workplace tutors are from different countries**

Possible under Strategic partnerships, Estonia-Latvia; Latvia-Finland-Germany-Estonia, Interreg projects

# Tandem workshops: Programme

## What do they learn together - main groups of skills:

- Organisation and planning of WBL (process Before-During-After)
- Guidance and communication involving trainee
- Communication and cooperation between school and company



## Through:

Practical examples, real cases (companies, trainees), role plays, simulations, problem solving, brainstorming; small groups or pairs in which VET tutors and workplace tutors work together

Preferably – VET and companies represent the same sectors

# Tandem Training - successful because of impact

- VET and company develop a **common vision of high-quality WBL**;
- Overcome stereotypes, learn about each other, make contacts;
- **Build trust** between VET and company, **learn to work in team**.



# Impact of Tandem Training

**Quotations from feedback of training participants (Latvian Railway company):**

***‘It is good we were together with school tutors. I understood that their work is hard and we need to work together’.***

***‘Before [training], when I saw my colleagues working with trainees, I thought: Thank God I don’t have to do this. Now I think I can help them learn something. And I realised, I have to change myself’.***

# Main challenge: sustainability

Strong supporters in Latvia (KA3 Policy Experimentation Project):

Ministry of Education and Science, National Centre for Education, Latvian Chamber of Commerce and Industry, **but**

- So far Tandem training has been project-based
- **How to build Tandem training into national WBL tutor training system?**



# Training tutors for dual education in Italy through Italian-German cooperation

Alessandra Biancolini & Luca Stefanini  
National Agency for Active Labour Policies – Anpal and Anpal servizi

# 1. Addresses the following:

- innovative training system for trainers in dual education pathways in Italy - apprenticeship and work-study alternance schemes;
- reinforced cooperative model between training institutions and other learning venues;
- raising awareness about the role and functions of dual trainers to provide a national qualification system and quality training to students;
- sustainability of the action: Masterclass for training the tutors during all the project duration and over.

## 2. Implemented: March 2018 – February 2020

- 11 out of 25 editions of basic training courses for tutors in dual education in Italy in 8 Regions, reaching currently 143 out of 375 trained tutors (pic. A)
- In almost every region, a Masterclass for training the trainers has been launched, involving 30 tutors out of 200 (pic. B) sustainability of the project and follow-up

A)



B)





### 3. What is it about?

- roles and responsibilities of teachers and trainers either in school or vocational education and training (following Italian legal framework that foresees work-study alternance in all upper secondary school);
- equipping teachers and trainers for specific competences related to the target group (young in compulsory education) and to deal with training students in the workplace (shared curricula, shared evaluation tools and innovative methodologies for transferring know-how and maximising the approach of 'learning by doing');
- strengthening professional development of in-company trainers providing an increased awareness of the training capabilities of companies;
- fostering cooperation and collaboration among different learning venues focusing on smoother transition from school system to labour market;
- showing the potential of combining different learning methodologies and contamination among stakeholders.

## 4. Who is in charge? Who are other players? How do they cooperate?

- The AHK – the Italian-German Chamber of Commerce of Milan is carrying out the project in Italy - organising courses and classroom all across the country.
- Both Ministries of Education of Italy and Germany are involved, the Ministry of Labour of Italy through the National Agency for Active Labour Policies (ANPAL and ANPAL servizi) in charge of the implementation of dual system in the country.
- The cooperation is assured through quarterly planned project meetings and through the creation of a Steering Committee with all the partners.

## 5. It has been successful because:

- Training both tutors, from school and in-company tutor in the same classroom is an added value in terms of jointly defining an Individual Training Plan, co-evaluation and envisaging measures for dialogue.
- Accompanying measures in both contexts are success factor in feeding the trust in key actors. Mutual trust is necessary for arranging quality dual pathways.
- German experience is consolidated since the last century in training the young people within a structured dual system and many successful practices can be merged in a transferability mechanism within Italian companies that are manufacturing-oriented.

## 6. Main challenges are:

- to define a national qualification standard for dual trainer, to be certified and recognised nationally but awarded by the Regions;
- to progressively involve social partners actively in the project for reaching also the micro enterprises who may not have the time or the availability of a person to be trained;
- to shape sustainability mechanisms beyond Masterclass, through direct involvement of local/national institutions after the project end.

# Mentors in the dual education system in Croatia

Prof. Dijana Vican, PhD  
University of Zadar, Croatia

# Coexistence of education and economy



The strategic and legal foundation of education in the Republic of Croatia is based on:

- increasing of the GDP and economic growth by employment (economic objective)
- enabling access to education for everyone (social objective)
- increasing the quality of life and satisfaction of citizens (humanistic objective)

# Work-based learning

Strengthening the capacities of the Chambers and partners to help SMEs to engage in apprenticeship (Cap4App) – EU project (2017/2018)

- Croatian Chamber of Economy (CCE)
  - Austrian Chamber of Economy (ACE)
  - University of Zadar (UNIZD)
- engaging SMEs in work-based learning;
- ensuring a firm connection between SMEs and chambers;

### 3. Cooperation and collaboration – declarative or real?

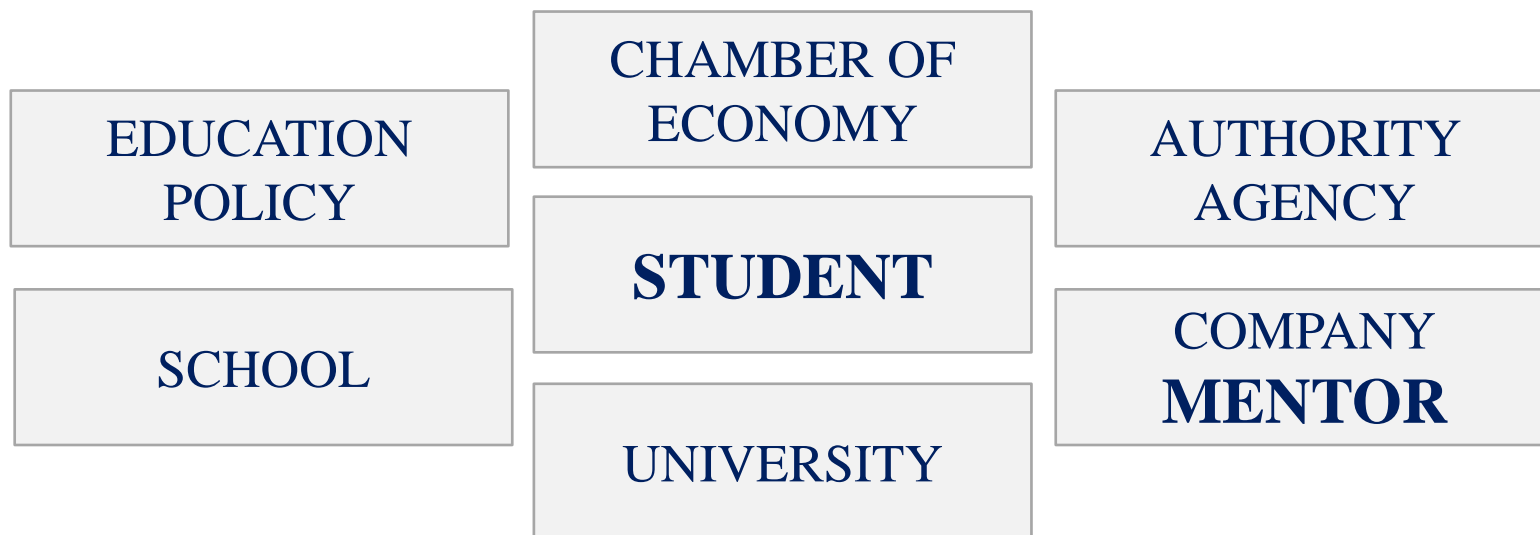
- Dual education requires new institutional/legal framework;
  - involves a growing number of SMEs in apprenticeship;
  - a new role is taken over by
- 
- The logo of the Croatian Chamber of Economy (HGK) is positioned to the right of the text "a new role is taken over by". It consists of a square grid of black and white squares, with the letters "H G K" and the numbers "1 5 5 2" above it, and the text "CROATIAN CHAMBER OF ECONOMY" below it.
- encourages more SMEs to have more active role in providing work-based experience to students;
  - involves the university - examining educational needs.



## 4. Mentor positioning

Dual education system - exchange of teaching and learning in schools and the workplace - *apprenticeship*

The quality of the dual education system assumes the introduction of 'flat hierarchy' as work culture:



## 5. Educational needs of mentors

I'm becoming a mentor!

What knowledge and skills do I need to possess, and what should I be qualified for?



**GOAL**

- Mentoring in the workplace and in the real work environment is a set of competences that make professional enrichment to the acquired qualification and work experience.



# Mentor's professional and personal integrity

expert

dedicated to goal

enterprising

available

thinks carefully

authority

evaluate

moderates

enthusiastic

helps

kind

intervenes plans

answers the questions

communicates

prevents

keeps focus

watches

asks questions

confirms

protects

programmes

encourages

explores

innovative

listens attentively

estimates

orders

prescribes

informs

justful

creative

leads and follows

explains

advises

determines

experienced

moral support

role model

encourages

refutes

confidential

More information at:

<https://www.dualnoobrazovanje.hr/about>

# VET teacher learning: a project on ECVET in Ireland

Cathal de Paor  
Mary Immaculate College, University of Limerick

# 1. ECVET and teacher learning (CPD)

- Potential of ECVET for more attractive VET;
- contrast between extent of mobility at upper and lower levels of EQF;
- ECVET monitoring reports emphasise that teachers/trainers are crucial and need additional/special competences to use learning outcomes for teaching and assessing (CEDEFOP 2014, p. 90).



## 2. QUAKE: an Erasmus+ project

- 2014 - CPD needs analysis of teachers;
- 2015 - CPD event #1, 25 teachers; Orléans;
- 2016 - Online CPD; learner mobilities begin;
- 2017 - CPD event #2, Brussels;
  - Deliberate attempt to ensure participating teachers had occasion and need to use knowledge of ECVET in an authentic way;
- Seminars and publications.

## 3. Consortium

- co-ordinated by Mary Immaculate College; involving ministries, HEIs and VET providers in five countries;
- teachers' knowledge in learning outcomes, assessment, and ECVET;
- interdependence of learning (teachers/trainers and learners);
- targeted teaching of Horticulture (EQF, level 4).





## 4. Successful features

- CPD should be *inter alia*, experiential, collaborative, sustained and derived from teachers' work with their students
  - *where professionalism or professionalism may be considered to be enhanced* (Evans, 2008);
- 'an ongoing activity woven into the fabric' of professional life (Guskey, 2000);
- connected to core issues, i.e., curriculum, assessment and learning outcomes.



## 5. Challenges

- Focus of the CPD – the innovation itself
  - diversity, trust, recognition, employer engagement;
- Attitudinal – not just cognitive;
- Opportunity/structures to use new knowledge;
- Practical - release time, duration;
- Need for right blend
  - Individual & collaborative; school-based & external; formal & informal; personal & professional.

More information at:

<https://ervet-journal.springeropen.com/articles/10.1186/s40461-017-0062-3>



# Digitising education in Estonia

Aivar Hiio  
IT Foundation for Education



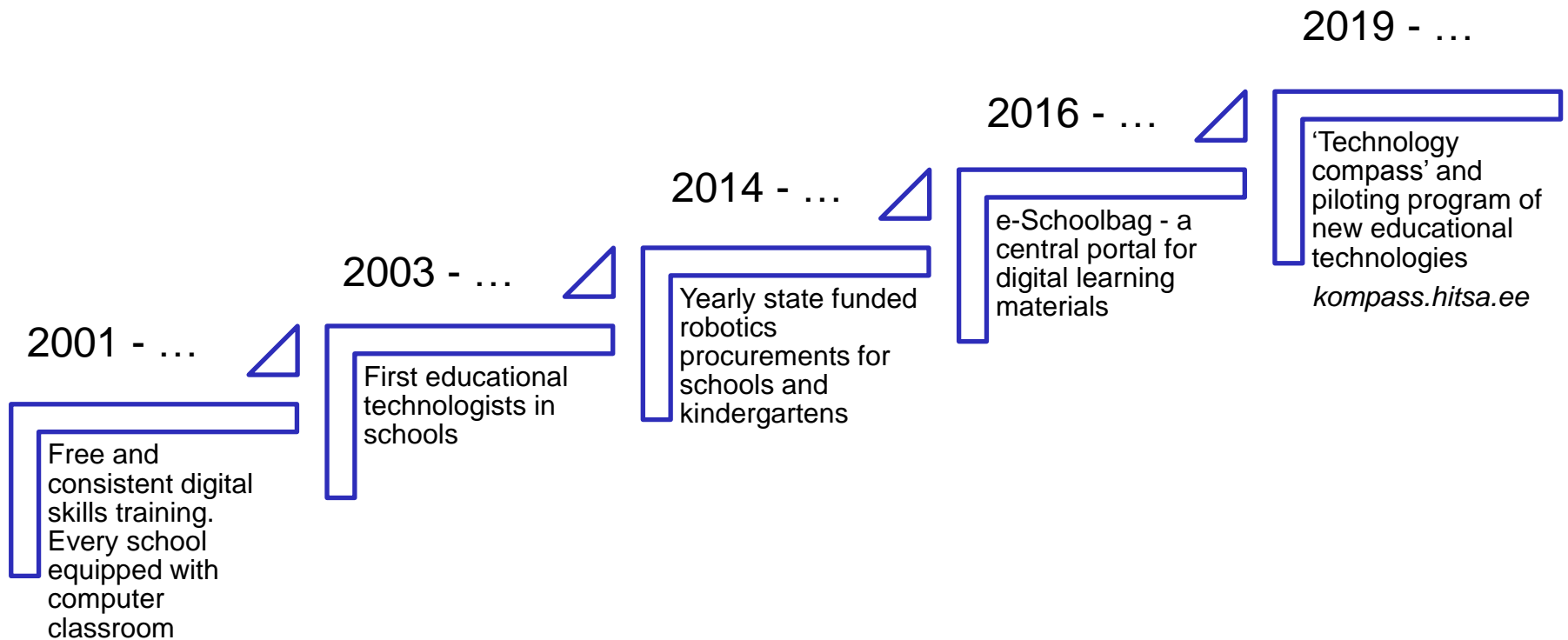
# 1. Addresses the following:

**How to provide students digital skills in a country of widely autonomous schools and teachers?**





## 2. It has been implemented



### 3. What is it about?

- **Training**

Everyday use of technology in classrooms, multimedia, robotics and coding – all offers to teachers on one site

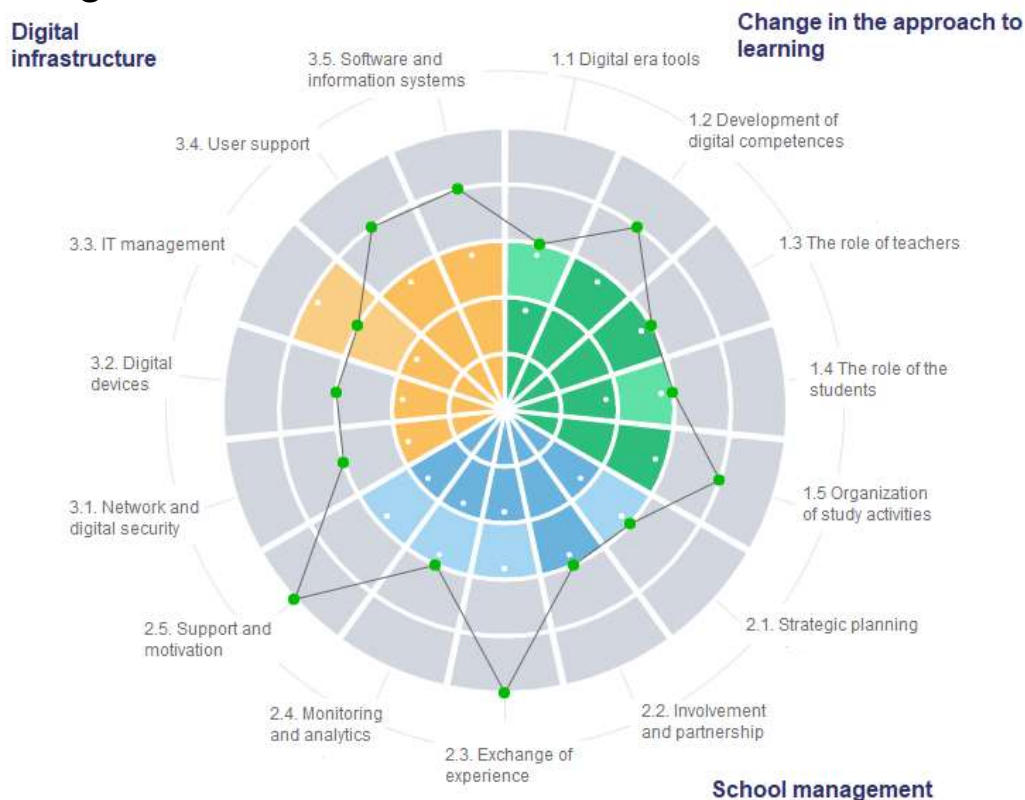
- **Educational technologists**

Provide everyday support on school level

- **Robotics procurements**

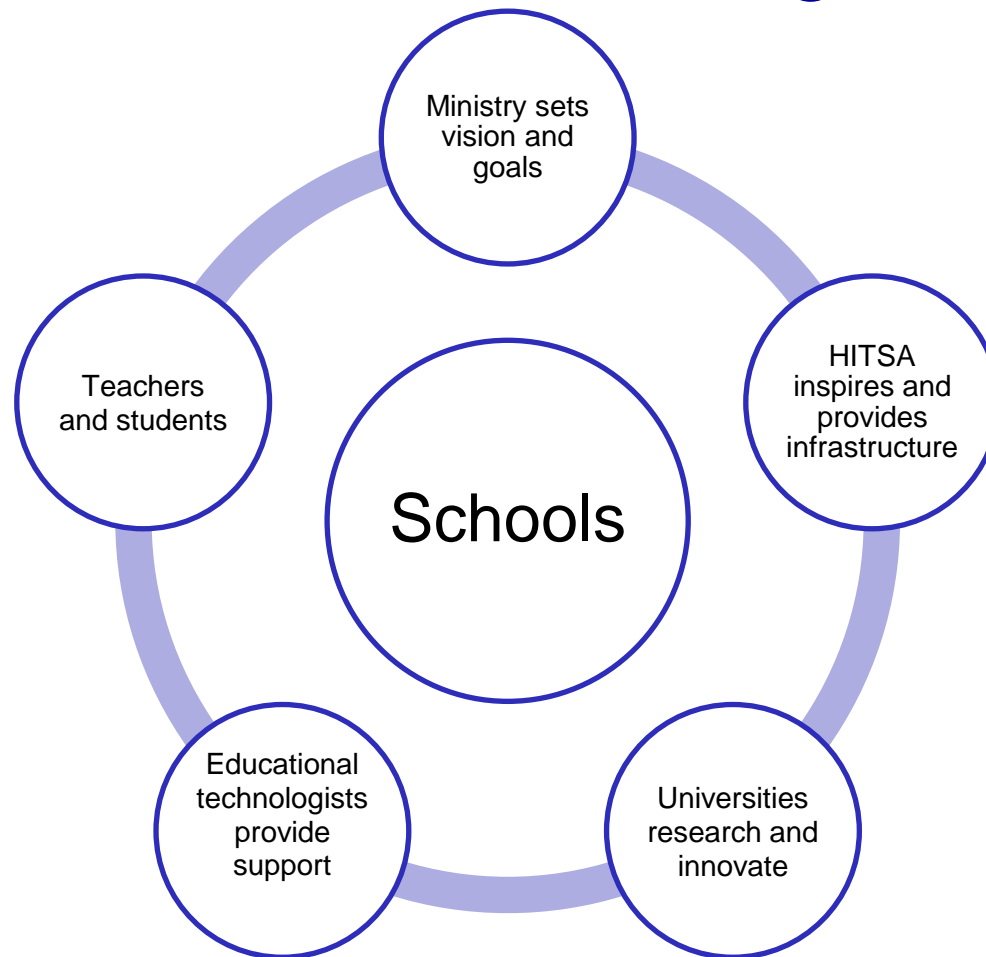
State funded, now 90% schools covered

#### ‘Digital mirror’ schools’ self-assessment tool





## 4. Who is in charge?







## 5. It has been successful because of:

- consistent free offers for training;
- wide support from teachers and school leaders;
- relying on inspiring rather than dictating;
- decisions made and programmes developed by including all stakeholders.



## 6. Main challenges are:

- What is an objective measure of success?
- A widening gap between teachers' digital skills.
- How to introduce private sector solutions effectively?
- Equipment and channeling of funding.

## More information at:

Education technology compass

<https://kompass.hitsa.ee/> (in Estonian)

Changed approach to learning and digital focus

<https://www.hm.ee/en/learning-approach>

<https://www.hm.ee/en/activities/digital-focus>

ProgeTiger program for learning robotics and coding

<https://www.hitsa.ee/it-education/educational-programmes/progetiger>

<http://progetiiger.ee>

Education technologists association of Estonia

<https://haridustehnoloogid.ee/> (in Estonian)

Piloting of new technologies and technology-related methods

<https://www.hitsa.ee/ikt-hariduses/haridusuuenduse-piloteerimine/> (in Estonian)

# Digital competence framework for teachers and online training offer in Spain

Isabel Tolosana Esteban

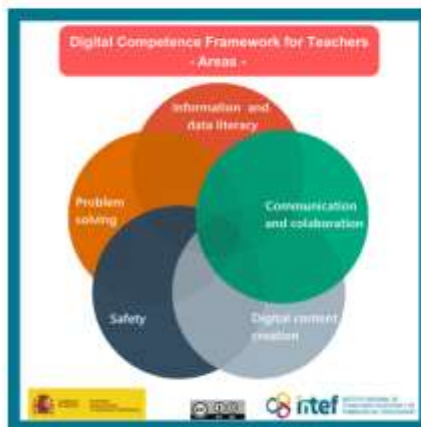
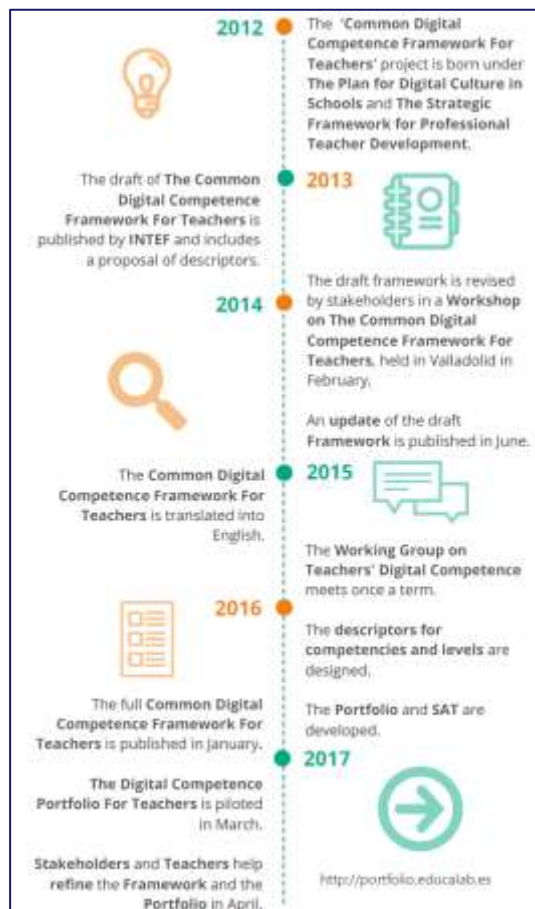
Spanish Ministry of Education and Vocational Training



# 1. Addresses the following:

- European, national and regional priority;
- teacher digital competence;
- continuous professional development of teachers through digital technologies and in a lifelong learning perspective.

## 2. It has been implemented



### 3. What is it about?

- Key activities: online free training course for teachers (online tutored courses, MOOCs, NOOCs, EduPills,...);
- Target group: teachers from all pre-university levels, both public and private schools;
- Competences covered:
  - digital competence;
  - collaborative learning;
  - project-based learning;
- Cross-curricular .



## 4. Who is in charge? Who are other players? How do they cooperate?

- Ministry of Education and Vocational Training (INTEF) → offer and certification;
- Regional Education government → recognition linked to promotion and to a salary supplement;
- VET schools → responsibility in promoting training and innovation for teachers;
- Teachers → CPD as a right and an obligation, as regulated by Organic Law of Education 2/2006.





## 5. It has been successful because:

- free of charge CPD;
- both tutored and self-paced teacher training;
- improvement of teachers' digital competence → improvement of learners' digital skills;
- creation of learning communities and networks (lifelong learning);
- peer assessment;
- multiplicity of digital media devices;
- collaborative creation of digital artefacts to be reused on daily practice.



## 6. Main challenges are:

- resistance of some teachers (poor digital skills, fear of new methodologies, need for assistance,...);
- recognition of some non-formal learning modalities;
- connectivity and availability of appropriate digital equipment at schools.

# Large-scale remote teacher professional development



Piotr Pluta  
Corporate Affairs, Cisco



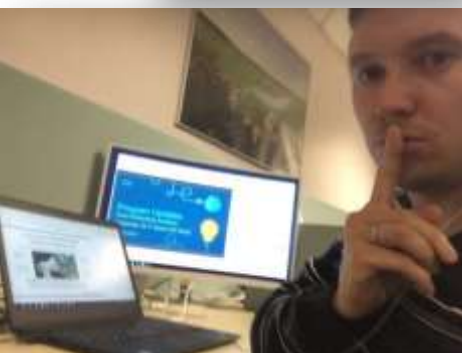
# 1. Addresses the following:

- Fast-moving and ever-changing technology/courses;
- Upskill instructors of Cisco Networking Academy;
- Introduce new and emerging technologies;
- Create T-shaped professionals.



## 2. It has been implemented

- since 2014;
- 19 IPD Weeks so far in 22 languages;
- organised on a quarterly basis;
- 30-40 sessions every IPD Week.





### 3. What is it about?

- Targeting teachers' development requirements;
- Increasing technical and pedagogical skills;
- 2 types of sessions: programme updates and technical;
- Standard format: 1 hour interactive;
- Focus on live participation, recording and archives available.

# Last Event Participation

Americas

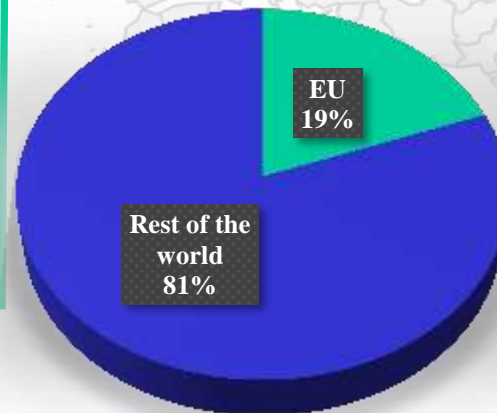
678

EMEAR

1369

APJC

629



\* Absolute number of individual participants



## 4. Who is in charge? Who are other players? How do they cooperate?

- Organised and run by NetAcad's Technical Managers;
- close collaboration with Operations and Marketing teams;
- Master teachers as guest speakers and presenters.





## 5. It has been successful because:

- Continuous increase in number of participants (+33% in EU last year);
- use digital media to organise, broadcast, interact, record, on-demand access;
- almost 6k unique teachers participated last 12 months;
- overall feedback average of 4.7/5;
- from teachers to teachers;
- teachers receive participation certificates and post it on social media;
- close collaboration between Cisco and master teachers to define the program and the concept.



## 6. Main challenges are:

- Finding the most convenient weeks for a global audience;
- maximising live session participation;
- continuously and successfully selecting most attractive and diverse topics.

# Teachers and trainers' continuous professional development in VET in Romania

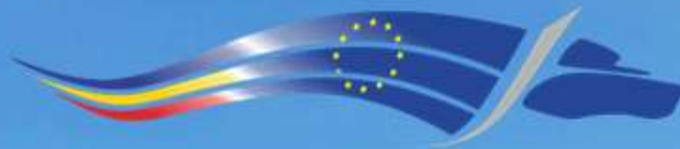


# romania2019.eu

**The Romanian Presidency of the  
Council of the European Union**

1 January – 30 June 2019





# romania2019.eu

**Presidency motto:**

**“Cohesion, a common European value”**

**Education motto: “Connecting Education”**

**Mobility, inclusion and excellence**





## 2. It has been implemented (legal framework)



### 3. What is it about?

## VET Strategy, Romania, 2016-2020

all individuals should benefit from the opportunity  
to acquire high-level competences, relevant for the  
labour market and society





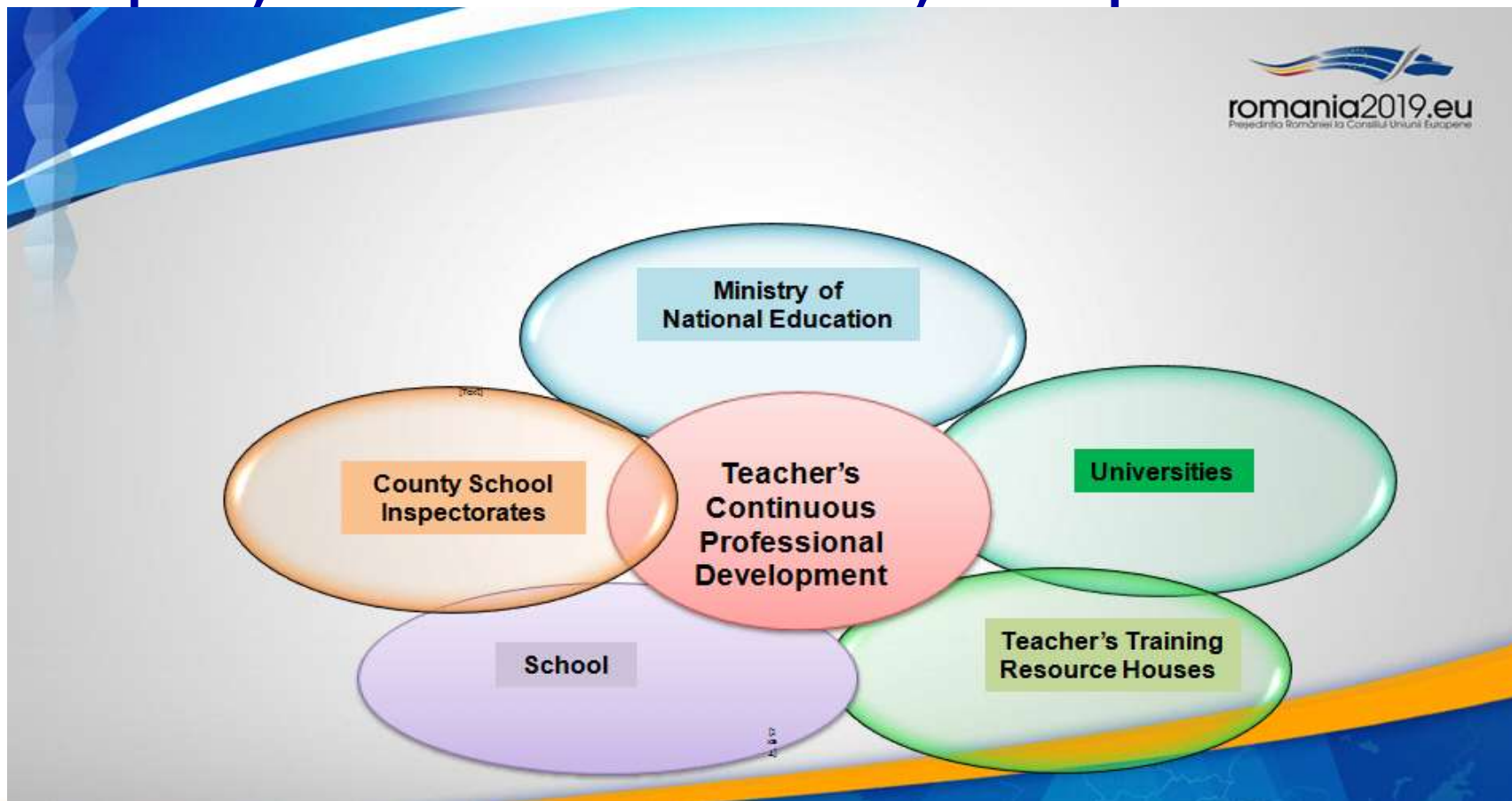
### 3. What is it about?

## Strategic objectives for vocational education and training

The VET system is responsible to involve the stakeholders in various cooperation

1. Improve relevance of the vocational education and training systems for the labor market
2. Increase participation and facilitate access to VET programs
3. Improve quality of vocational education and training
4. Develop innovation and cooperation in VET at national and international level

## 4. Who is in charge? Who are other players? How do they cooperate?



## 5. It has been successful because:

### Recent events and data:

- 252 training firms established in 2018
- Participation at national and international training firms fairs
- Training VET providers for preparing Erasmus+ applications (260 trained teachers in 2018) with the support of the National Agency for Erasmus + Programmes
- “Jobs” – training for teachers and school counsellors in career guidance and counselling

2019	2018	2017	2016/2017	2015/2016	2014/2015	2013/2014	Total
525	889	280	131	208	124	67	1699





## 6. Main challenges are:

- teacher training programmes focused on:
  - professional training standards/curriculum
  - development of competences through WBL and quality assurance of WBL
  - assessment of Learning Outcomes
  - use of teaching methods to develop learners' entrepreneurial competences, “green competences and transversal competences
- entrepreneurial competence - training firm and participation in training firms fairs organised at national and international levels (teachers, learners, schools)
- continue activities on teacher training on career guidance and counselling
- WBL - 1300 tutors to be trained
- disseminate examples of successful stories about VET schools
- activate partnership networks among schools



# Thank you!

More about the Romanian Presidency:

[www.romania2019.eu](http://www.romania2019.eu)

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