



Intellectual Output 6

Local Action Plans Assessment

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Executive Summary

Local action plans designed by project partners within Erasmus+ KA202 **“SHare, Improve, develop: today’s excelleNce for tomorrow’s HVET – SHINE”** project represents the design of the actions provided by them in order to promote better communication between all the players in the quadruple helix.

Each partner gave the action plan the dimension assumed within the project (local, regional or national).

Six local action plans in six regions (ITH3 Veneto, ITH5 Emilia Romagna, HR041 Grad Zagreb and HR042 Zagrebačka županija. SE232, Västra Götaland County, RO424 Timiș County, DED13 Zwickau Kreisfreie Stadt, have been developed and tested to prove that is the relationship and the interaction between pivotal stakeholders and key players that make HVET system successfully.

All local action plans designed focus on the local and regional, trying to address the criticalities found within their reference system.

Local Action Plan Assessment try to collect evidence and make judgements on whether the goals of each LAP has been achieved, to confirm that HVET can contribute to solve some of the problems linked with the needs of european labor market.



Local Action Plan Overview

SHINE partners tried to enhance through Local Action Plans the importance of HVET in European economical environment. The Quadruple Helix and the multiple connections between the actors can generate a new approach of the system.

In Italy:

PP1 IFOA- **Istituto Formazione Operatori Aziendali** started from a comprehensive Foresight Table aiming at orientating the future evolution of the competence profiles of the regional best practice ITS Maker Foundation. The proposed Table identifies the priorities -in terms of updating and innovation- of the training programmes offered by the ITS Maker Foundation, in the light of the possible evolution of the relevant technologies. The pattern developed takes into account:

- ✓ indicators (variables/measures);
- ✓ which permit interpretation of the evolution (trajectory) of technological areas (products made, processes under control/examined at the workplace) relevant to the trained Higher Technicians context;
- ✓ key technology enablers (push enabling factors) and business drivers (pull enabling factors).

PP2 SIAV- **Confindustria Veneto SIAV S.p.A** and PP3 USRV- **Ufficio Scolastico Regionale Veneto**, in collaboration with the best practice Fondazione ITS Meccatronico Veneto, proposed an agile Model for HVET Training offer continuous updating, attempting to provide a blueprint for the detailed design, implementation and testing, step by step, of a long term and replicable Foresight Model. It aims at strengthening and enhancing the overall management system capability to timely adapt the ITS HVET training pathways to the technological evolution through the development of an effective and periodical foresight process, along with a coherent methodological review.



In Germany:

PP4 WHZ- **Westsächsische Hochschule Zwickau** carried out an in-depth context analysis of national and regional studies concerning shortages of skilled employees in certain branches, as well as recent developments and topics that are emphasised to be demanded in the future by e.g. the national ministries, labour agencies or local chambers of commerce. Basing on the results of the analysis, the partner examined in general and specifically the faculty of economic sciences exemplarily for the university concerning the current education portfolio and quality assurance. A comparison between evidences of these first steps will be collected and transferred into a concept with recommendation for actions to be submitted to the academic deans and career guidance offices.

In Sweden:

PP5 GTC - **Göteborgs Tekniska College** developed a Foresight Table, adapted to its local innovation eco-system, matching change enablers in smart industry with professions in production industry within the automotive macro-sector. Particular attention has been paid to the work organisation. The GTC foresight model took into consideration the influence of 10 change enablers in smart industry and systematically match them with 11 professions in the (automotive) production industry, in order to foresee a future competence need and suggest new HVE training programmes to the HVE steering committee of Göteborgs Tekniska College.

In Romania:

PP6 CTB- **Colegiul Tehnic Ion I.C. Brătianu** identified requirements and needs related to economics and health-care local environment in terms of knowledge, competences and skills (KSC), involving relevant local stakeholder in application of the afore-mentioned four-level quadruple helix model. Evaluation results will be the lay on which identifying existing potential for curriculum



extension/updating, taking into consideration actual capabilities: trained human resources and technical, budgetary, normative resources to be submitted to regional Comitetul Local de Dezvoltare a Parteneriatului Social Pentru Formarea Profesională Timiș and Inspectoratul Școlar Județean Timiș. CTB foresees the possibility to establish a continuous self-improved and flexible periodical review and updating of the curriculum against the business developing needs.

In Croatia:

PP7 OUZG- **Obrtničko Učilište** carried out an initial analysis existing policies and acts (The Crafts Act, CQF Act, Rulebook on Master's exams etc) with financial and timeframe analysis and recommendations. On the basis of the results of this preliminary analysis, the partner made a peer review of existing curricula giving particular attention to find out an effective working pedagogy and transversal skills, in accordance with current and future labour market needs in terms of KSC. This will allow the reviewing and modernisation of around 50 professions, adapting them to the labour market needs following CQF law.



Similarities and differences between partners LAP

All SHINE partners LAP foster an innovative approach and tried to put on the same table all stakeholders in order to find solutions to improve the activity of HVET providers.

Designing of LAP were based on a very detailed analysis of economical environment so all the activities are connected with the demands of labor market. HVET providers try to include in their plans the updated information about newest technologies used in factories.

The priorities accepted by all partners are:

- ✓ Enhancing and promoting the interaction between enterprises and HVET training bodies through the involvement of all relevant stakeholders. This peculiar and direct linkage is at the foundation of HVET current success in terms of companies' appreciation and employability of HVET students and future development. Each partner gave particular attention and pointed out SMEs needs in terms of KSC;
- ✓ The need to formalise and establish a functional and continuous training offer reviewing process. This must be agile and flexible, in order to being able to adapt the offer to seamlessly technological development and its implications in terms of KSC;
- ✓ Recognising HVET students as one of the key player of the local and regional innovation ecosystem;

Raising awareness amidst students (including families), entrepreneurs, trainers and PAs on the potentialities and benefits of the HVET system at local and regional level;

Improving the dialogue with PAs at national and European level, in order to deploy a coordinated action to harmonise HVET system across Europe.



PP2 SIAV- Confindustria Veneto SIAV S.p.A and PP3 USRV- Ufficio Scolastico Regionale Veneto

SIAV and ITS Meccatronico has carried out the Local Action Plan evaluation, identifying for each above-mentioned goal the suitable data collection and data analysis method (under the supervision and guidance of the IO6 Lead Partner of the Erasmus+ KA2 SHINE project), in accordance with the directions provided by the Technical-Scientific Committee. The evaluation results will be exploited by the following actors:

- ✓ Technical-Scientific Committee, to test the benefit and value of the proposed model.
- ✓ By way of example, as a supporting tool in decisions concerning the development of new HVET programmes or single modules. In addition, the proposed solution can serve as a “market analysis” device;
- ✓ ITS Meccatronico Veneto staff, to manage relations with the relevant local and regional stakeholders and customers;
- ✓ other ITS Foundations working on different economic areas.

The proposed model, due to its simplicity and agile structure could be easily customised and replicated.

- The Technical-Scientific Committee will provide information to the Steering Council and the Executive Committee, exploiting the developed model as a guideline and supporting tool for the ITS Meccatronico long-term training planning. Results will be collected and resumed in a dedicated report by Confindustria Veneto SIAV with the support of the ITS Meccatronico Veneto in the framework of the SHINE project (Intellectual Output 6), to be shared at local/regional level to relevant stakeholders. By way of example: Mechanic/Mechatronic local/regional companies involved in the ITS activities at any level;

- ✓ other ITS, part of the ITS National Network on Mechanic and Mechatronic;
- ✓ relevant local/regional PAs;
- ✓ relevant social partners, such as Confindustria and UCIMU.
- ✓ other educational bodies.



The dissemination activity will be carried out in collaboration with the Regional School Office (PP3 – USRV) in accordance with its role of students' guidance and qualitative/quantitative monitoring of the actions undertaken by schools. The dissemination activity will be put in place also towards the regional authority, in line with its brokerage role between the HVET system and the regional authority.

The Local Action Plan impact shall be evaluated on a medium-term perspective, taking into account the national and regional legislation framework and its operational timeframe. Accordingly, the effectiveness of the proposed model should be assessed and evaluated only in a time horizon of 2-3 years. At regional level

- ✓ the application and subsequent approval of new/updated HVET training paths by the regional authority for the biennium 2017-2018;
- ✓ the actual capability of the graduated students to meet the SMEs' needs and requirements, filling the gaps and shortage of competences and skills previously highlighted;

At national level: the replicability of the model in different regional contexts. Once validated, in order to ensure the exploitation and sustainability in the mid-long term, the ITS Meccatronico Veneto will discuss the replication of the model in terms of periodicity, and funds-availability.

PP4 WHZ- Westsächsische Hochschule Zwickau

WHZ Assessment criteria

Relevant criteria for the assessment of this LAP can be grouped by its impact on the individual level, the faculty level and, at a later stage, the university level. On the individual level, feedback can be received by contacting the lecturers and professors again after the interviews and discuss some of the recommendations with them. This provides insights on how and to what extent they might consider these recommendations helpful and would implement them into their actions. A reassessment after one semester or one year interviewing the same participants might provide insights on the improvements that have taken place. Therefore, assessment criteria could be concluded as:



- ✓ perceived value of recommendations
- ✓ implementation of recommendations
- ✓ improvements caused (1/2-1 year time horizon)

On the faculty level, the concept for recommendations for actions and continuous improvement can be discussed to receive feedback and thoughts on a common strategy for industry cooperation and partnership as well as modern learning and teaching methods. For example, it could be a faculty decision to set up MOOC's, not the individual decision of one lecturer or professor. If the faculty agrees to target some of these recommendations, a reassessment of their impact after at least one year is suggested, as the implementation of strategies usually is very time consuming. Assessment criteria on that level could therefore be concluded as

- ✓ perceived value of recommendations
- ✓ level of acceptance of recommendations
- ✓ implementation of recommendations
- ✓ improvements caused (1-3 years time horizon)

If successful on the faculty level, the use of this concept for the whole university could be assessed at a later stage.

Evaluation of the LAP (LAP Step 5)

The purpose of the evaluation of the LAP for the WHZ is to receive feedback on recommendations that have been made and to ensure their impact on the faculty's practice in the forthcoming semesters and/or years. It shall be used by university and faculty authorities including the academic deans and also professors and lecturers who are holding courses. To evaluate the LAP for the WHZ, the concept for recommendations for actions and continuous improvement has been discussed in semi-structured interviews with the dean and vice deans of the faculty of economic sciences to receive feedback and an opinion on the implementation of suggestions reflecting on the criteria identified in chapter 7 above. The general view regarding the suggestions made is very positive. Concerning the first recommendation on industry cooperation and partnership, it has been highlighted that the commission for studies deals with related aspects



and that the contact to the industry is ensured through members of the committees of the regular evaluation described in section 3.2.3. However, it is furthermore agreed that the integration of industry expertise in the commission could be beneficial, especially for more advanced courses after a solid basis of theoretical knowledge in the respective areas is ensured. Three concrete suggestions have been discussed on that basis: The first is to define a role of responsibility for a regular information and knowledge exchange with the industry. That role could be taken by a professor based on the existing roles of e.g. the foreign officer who is dealing with international connections of the faculty. In that course, the second suggestion is the organization of theme days that allow the discussion of topical subjects involving professors and lecturers from different fields and industry representatives. This could be one task of an industry officer and ensure the assessment of how trends like e.g. industry 4.0 affect various academic subject areas and lectures.

The third suggestion is to set up a module in coordination with the commission for studies that is jointly held by two to three professors who might change every year. This module could deal with the urgent or important aspects related to the demanded focus skills that are identified by the BPB. This could ensure that students gather knowledge in highly topical and practice oriented areas that builds upon their general scientific education. However, one should cautiously differentiate between 'real trends' and buzzwords or fleeting trends. The suggestion related to modern teaching and learning methods, namely the consideration of MOOCs, is supported as well. It has been discussed that this might be useful in particular for distance learning students as it could minimize travel expenses and efforts for both, students and lecturers. The use for direct study programs is considered to be relatively limited, as they usually visit the university every day. What has been especially highlighted in the context of MOOCs is the necessity to ensure opportunities for interaction in these courses, for example through live chats that enable questions. However, the big issue that hinders the successful implementation of MOOCs as well as other non-traditional teaching styles is the legal uncertainty concerning the evaluation of the amounts of teaching hours that professors or lecturers perform. There is a strong need for a new model that allows the evaluation of such non-traditional lectures, that could and should be discussed with the responsible authorities in the German government. Based on this evaluation, it is planned to discuss the suggestions of



this LAP during forthcoming meetings of the faculty authorities as well as the commission for studies.

PP5 GTC - Göteborgs Tekniska College

GTC has used the following assessment criteria linked with the specific assessment target

1. Number and percentage of SMEs participating in HVE training offer
2. Number of training courses/modules revised
3. Number of change enablers in smart industry addressed
4. Time spend creating training offer
5. Number of students enrolled
6. Students feedback
7. Number of students employed after six month

Criteria 5-7 are key indicators in the ongoing quality process at GTC and are measured annually. The criteria focus on how well the training programme matches the needs of students and employers. Unfortunately, they cannot be measured until 2018 and 2019 and will thus be included in the evaluation later. Criteria 1-4 are specific to the local action plan and focus on the level of improvement of the innovation capacity of the GTC HVE Department. They have been measured following the deadline for the 2017 applications for new training offers with the NA for HVE in September 2017.

Evaluation

An evaluation of the first assessment criteria show that new SMEs have indeed been included in the training offer. As a matter of fact, 7 of 25 companies (28%) are new small or medium enterprises. One conclusion which might follow, is that for SME`s it is difficult to set aside time for participating in the development of training programmes, but with the methodology use this year, more SME`s can join the programme. As for the number of training courses/modules revised and change enablers in smart industry addressed by the new training offer, unfortunately we have to admit that though all change enablers are addressed (to a varying extent), no modules have been revised in 2017. The reason for this is, that in the last application, handed in 2015, GTC made an extensive revision, with



Industry 4.0 in mind. GTC has been able to collect feedback from students and companies and assess the first out of two years on the programme from 2015, but has not found any need for revision of the 2017 version of the programme. Digitalization brings rapid change to the professions in the production industry, but the basic competences remain the same.

An analysis of the work process and registered hours spent producing this year's new training offer, show that approx. 60h have been spent. This is a very low number, compared to the year before when several hundred ours were spent on one programme, but the decrease cannot be explained by the GTC foresight model. Instead, the explanation can be found in the fact that very few changes were made this year and in the synergies from communicating with companies as part of other on-going projects. The evaluation of the assessment results will be used by the management group and the company board at GTC, in decisions concerning developing new programmes in all departments of the college as well as future participation in projects such as Smart Factories. It will serve as a "market analysis" and recommendation of how to better communicate with customers other than the owner Volvo, i.e. SMEs. The evaluation will also be presented to the HVET steering committee and may serve as a guideline to future actions in the committee. GTC is also planning to share the evaluation, in particular of the time spent creating a new training offer and the possibility to shorten the delivery time to the customers of HVET, with the NA for HVE and other educational bodies.

PP6 CTB- Colegiul Tehnic Ion I. C. Bratianu

The improvement strategy is based on the evaluation of the existing environment, taking in consideration all involved stakeholders and closing the gap between their needs, requirements and the actual situation. The methodology is based on gathering information via applicable questionnaires, interviews and statistics analysis. The used tools are defined as the project progresses adapted to the identified needs and requirements. Selection of items to be up-dated/changed into CDLs were evaluated and selected based on the most tagged items via questionnaires and conferences inside CLDPS. The communication of project scope and objectives inside the Timisoara schooling system became a strategic approach as well as the collection of pertinent information by means of conferences as mentioned above. The proposed strategy line for aiming at creating of an ongoing



and continuous self-calibrating/improving process for a flexible periodical review and up-date of the curriculum, against the business developing need was accepted for further approach by CLDPS.

The assessment was correlated with the plan and the objective to be achieved

Taken the advantage of Timisoara local economic environment Colegiul Tehnic Ion I.C. Bratianu (CTIB), associated in a consortium with Colegiul Economic F.S. Nitti (CEN) and Colegiul Henri Coanda (CHC), dedicated studies for a general approach and strategy under the SHINE project. The objective of this consortium is to adapt the curriculum of the HVET to the necessities of the dynamic and under continuous development partners' environment.

The selected consortium members are state owned (CTIB and CEN) as well as private owned (CHC) and are covering business environments that start with health-care area, through financial and accounting towards industrial industry. The particularities of the Timisoara business environment are:

- ✓ Rapid development;
- ✓ Diversity of business types;
- ✓ Diversity of business requirements (for RO, EU and USA companies);
- ✓ Diversity of jobs and specificity of companies' requirements;
- ✓ Domination of big and medium size companies;
- ✓ Lack of workforce (unemployment rate 0.8%);
- ✓ Workforce shifting;
- ✓ Workforce skills and abilities/long instruction timing.

The health care environment is a specific item under the governmental legislation and is defined by:

State owned structures having:

- ✓ Lack of human resources;
- ✓ Old fashion technical resources;
- ✓ Limited access to new technologies;
- ✓ Limited income level for the health care employees.

Private owned structures:



- ✓ Rapid shifting human resources;
- ✓ Access to modern technical resources and technologies.

Assessment criteria are defined per each activity of the action plan and detailed as follows:

Implementation faze

- ✓ Implementation of the up-dated/extended curriculum evaluation criteria are:
- ✓ Approved extended/up-dated curriculum;
- ✓ Approved Scholar Plan 2017-2018 for: “Colegiul Economic F.S. Nitti” and “Colegiul Henri Coanda”.

Outcomes

- ✓ Up-dated/ new CLDs (one for each school partners of the project);
- ✓ Effective improvement of innovation capacity;

PP7 OUZG- Obrtničko Učilište

OUZG LAP follow the global labour market changing in a lot of needs, besides professional skills, for transversal skills. Therefore Chamber system detected the existence of a lack of transversal skills in Croatian education system, level 5 included, and that acquired professional knowledge and competences must be improved according to the labour market needs. This Action plan proposes a possibility for improvement structured into stages which will be explained below. Local action Plan, which will be conducted by Craft College as a part of project SHINE, will set up an analysis of current state of Master craftsman's exam preparations and give recommendations for improvements, also to the Croatian Chamber of Trades and Crafts, which will strengthen possibility to influence relevant Ministry, with a goal to introduce Quality system in Master exams on national level. Učilište will also monitor the EU funds tenders and, if announced, develop a project covering this Action plan and Initial analysis which will be made subsequently.

The model designed has given an answer for the following needs within the HVET:



- ✓ increasing attractiveness and quality of HVET for end users (students, employed and unemployed);
- ✓ fostering offer of customized education programmes developed to the needs of the labour market;
- ✓ reducing offer of outdated educational programmes and occupations;
- ✓ offering a modular and adaptive methodology/model for designing the programmes in HVET (national stakeholders).

Assessment criteria

- ✓ Outcome O1: Analysis and recommendations made (narrative and financial);
- ✓ Outcome O2, O3, O4 and O5: Analysis and peer reviews made, new improved labour-market oriented curricula made, increased popularity of master craftsman's exam and its preparations, increased number in consumer demand for EQF5, increased number of participants, evaluation made;
- ✓ Outcome O7: Basic recommendations made which will be starting point for introduction of quality system and assurance in Master craftsmen exams;
- ✓ Outcome O6: Used ESF funds for co-financing for possible revision of Master craftsman's exams or introduction of Master school.



Questionnaire

The following questionnaire can be used on both parties implicated in the project and be applied as an online/one on one survey or as a guide for focus group.

Introduction: Thank you for agreeing to take part in this survey. The purpose of the following questions is to assess the satisfaction level of participants to the SHINE AP.

1. In which capacity did you participate in the SHINE project?

Stakeholder Student Local Body Other

2. Please mention the first 3 project objectives of SHINE for you/your organization (*for analysis purposes the order can be monitored*)

3. In your opinion were the objectives achieved?

YES NO

4. Please mention the first 3 criteria for objectives fulfillment evaluation (*for analysis purposes the order can be monitored*)

5. In your opinion were the above met?

YES NO



6. Please mention the method you found most appropriate for the project development (plan, execute, verify, follow-up)

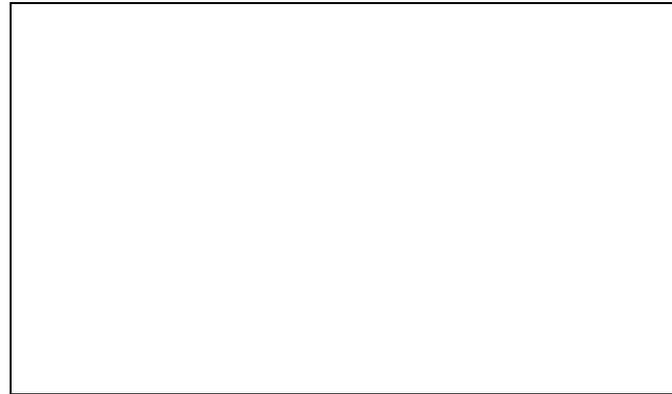
7. If you could improve/change 3 things what would they be?

8. On a scale from 1 to 5 (1 being the lowest and 5 the highest level) how pleased are you with the outcome of the SHINE AP?

9. Would you recommend your peers to take part in the SHINE initiative?



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End of the interview.
Thank you for your time!

Conclusions

An overview of the action plans developed by the project partners through in-between comparison, is leading to conclusions indicating the position of EQF5 in the landscape of the European educational system. It will also underline the positive impact of EQF5 on promoting flexible human resources (dedicated to industry and services) that aim to ensure a high absorption rate on the European labor market.

Mr. Luca Boetti (IFOA) has conducted, following the assessment of local action plans, a very inspired and profound summary analysis of seven lessons that the SHINE project may reveal

lesson 1 – united in diversity



 different education and training systems

 different law and labour market contexts

 different languages and cultures

but...

 common values

 common needs

 similar goals

and...

 specific points of strength

we can be complementary!

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at the same time...



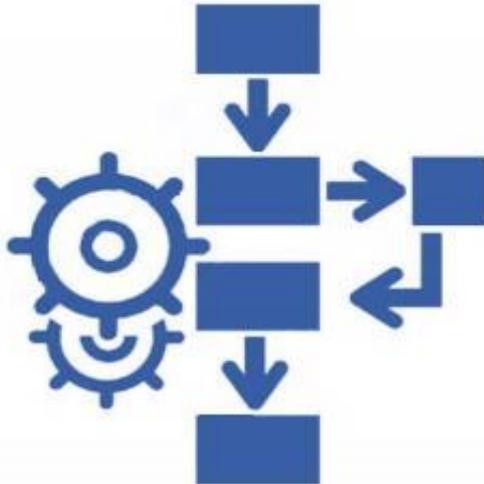
- 🌱 we realized that further understanding of different national education, VET, employment frameworks is crucial
- 🌱 as well as learning context-specific methods and tools
- 🌱 we are able to learn from each other, but we must mostly learn how to adapt and transfer to our own context
- 🌱 one size cannot fit all: goals are European, actions must be local

lesson 2 – on the swing

EQF 5 and similar training programmes are often still a little bit cloudy, in-between light and darkness, with some uncertain borders

- 🌱 But this offers room for opportunities, for experimenting, for innovation.
- 🌱 Plus employability **and** employment, fast and coherent.

lesson 3 – need for a system approach



- 🌱 Success does not happen by chance, or as a lucky bet: a **strategy** and a **systematic approach** are much better
- 🌱 This includes planning, doing, assessing and **acting to improve** (the last being often the most difficult)
- 🌱 Ensure a good balance between WBL and SBT: training methods that not only make students learn, but bring them earlier into the mindset and understanding of the labour market
- 🌱 Train the teachers and trainers
- 🌱 Provide for support, starting from early guidance down to accompanying the education/employment transition

lesson 4 – skills are crucial

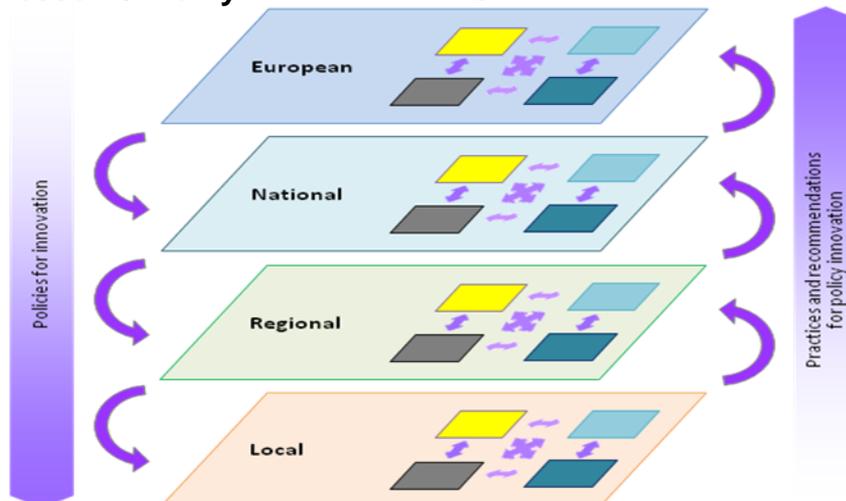


- 🌱 soft/cross skills **in addition** to technical ones are more and more required
- 🌱 assessment and recognition of skills
–also **non-formal and informal, and wherever acquired**– is a key to success
- 🌱 **anticipating** skill needs is, as well

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language skills are still an issue (for trainees, trainers, tutors...)

lesson 5 – only «win-win» wins



«Things work» where all stakeholders co-operate: students, families, schools, business, associations, education system, Public Institutions.

Co-operating is more than «being involved»: general involvement is not enough: **commitment** is required.

Co-operation is **working together in all phases** of the “training project” life.

Co-operation is working together **at** and **between** all levels of governance.

lesson 6 – money is still part of the game



Funding is a specific issue.

Funding schemes valid for ensuring add-ons greatly help: e.g. for mobility, laboratories, development of innovative training material, staff international training, etc.

Complementarity between different funding channels (EU, national, regional, private) can help doing the job.

HVET can be an innovation source and an innovation provider for the labour market: making some money



out of it for self-maintenance is one possible challenge
for the future

one last lesson...

 All the above require visibility. EQF 5 programmes have the most powerful advertisement tool possible: employment rates. But they have to fight against fierce “enemies”, like:

- **lack of acknowledgement:** “narrowed” between level 4 and bachelor degrees, in many countries they still have to find their right position;
- **social acceptance:** a level 5 diploma is often considered a “B choice” compared to a degree, despite how “hungry” the market is for it.

 In other words, the problem is not seeing the right way to make EQF 5 grow, but willing and being able to follow it: the courage to dare and invest is not the same everywhere.

 That is why we are here: to improve the dialogue with PAs at national and European level, in order to deploy a coordinated action to harmonise HVET systems across Europe.



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