



TRANSFER OF INNOVATION, MULTILATERAL PROJECTS, LEONARDO DA VINCI LIFELONG LEARNING PROGRAMME (2007-2013)

AGREEMENT No. 2011-1-LV1-LEO05-02221

**TERMS OF REFERENCE
for
Roundtable Discussion**

**HansaVET
Promoting entrepreneurship through international VET placements**

**May 8th, 2013
Tartu, Estonia**

I. Objective:

The overall objective of the roundtable discussion is to raise awareness among the policy makers about the necessity for a strategy in the Baltic Sea region to support improvements in vocational Education quality regarding VET students' international placements, to initiate the discussion on relevant support measures for development of such strategy.

II. Background:

The HansaVET project is built on the experiences from the Baltic Training Programme (BTP), a flagship project within the EU Strategy for the Baltic Sea Region (EUSBSR). The BTP addresses the need of boosting internationalisation and entrepreneurship within vocational education and training (VET). Graduates from VET are also untapped resources when strengthening the regional competitiveness in the Baltic Sea region.

Within the Lifelong Learning Programme (LLP) mobility among VET students has been supported for decades. Despite that, mobilities are seldom integrated in the study curricula; nor do mobilities lead to building of relations for future employments or businesses development. However, there is a process going on within EU where VET providers are encouraged to build lasting relations with partners abroad, enable students to take parts of their educations abroad and to get them acknowledged when returning back home. This model is called ECVET and both BTP and HansaVET should be looked upon as tools supporting this process towards a structured international component in VET.

Traditionally, much of the VET knowledge was learnt in the form of journeyman travelling. Carpenters, shoemakers, blacksmiths and many others learned their professions from masters in several cities before they became masters themselves. In today's VET we have lost this international dimension and most VET students study near their homes with the aim to work locally or sometimes regionally.

Furthermore, VET students are seldom encouraged to develop their entrepreneurial skills. Basic training in economy is often included in curricula but in BTP mobility has been introduced as a tool for training entrepreneurship and business development in reality.

In HansaVET the experiences and methods developed within BTP will be transferred to VET providers in Estonia, Latvia, Lithuania and Sweden. In total, 330 trainers or administrative personal with VET providers will be able to acquire competences for

supporting VET students – namely, preparing viable business projects, matching those projects with host-companies abroad and finally, coaching both parties, students and companies, when they together develop a joint business project.

III. Target group:

Two representatives from each project partner countries, representing the ministries of education and respective national agencies of the lifelong learning programme.

IV. A global vision for vocational education and training in 2020:

(The Bruges Communiqué)

By 2020, European VET systems should be more attractive, relevant, career-oriented, innovative, accessible and flexible than in 2010, and should contribute to excellence and equity in lifelong learning by providing:

Attractive and inclusive VET with highly qualified teachers and trainers, innovative learning methods, high-quality infrastructure and facilities, a high labour market relevance, and pathways to further education and training;

High quality initial VET (I-VET) which learners, parents and society at large may regard as an appealing option, of the same value as general education. I-VET should equip learners with both key competences and specific vocational skills;

Easily accessible and career-oriented continuing VET (C-VET) for employees, employers, independent entrepreneurs and unemployed people, which facilitates both competence development and career changes;

Flexible systems of VET, based on a learning outcomes approach, which support flexible learning pathways, which allow permeability between the different education and training subsystems (school education, VET, higher education, adult education) and **which cater for the validation of non-formal and informal learning**, including competences acquired in the work place;

A European education and training area, with transparent qualifications systems which enable the transfer and accumulation of learning outcomes, as well as the recognition of qualifications and competences, and which facilitate transnational mobility;

Substantially increased opportunities for transnational mobility of VET students and VET professionals;

Easily accessible and high-quality lifelong information, guidance and counselling services, which form a coherent network and which enable European citizens to take sound decisions and to manage their learning and professional careers beyond traditional gender profiles.

V. The HansaVET-model of journeyman travelling:

More and more Vocational Education and Training (VET) institutions are willing to arrange international placements and apprenticeships for their students. The new strategic framework for European cooperation in "Education and Training 2020" (ET2020) strategic priority No1 "Making lifelong learning and mobility a reality" proposes that mobility abroad should become a rule rather than exception.

The overall aim of the HansaVET project is to support improvements in quality and innovation in vocational education by improving the quality of mobility of people involved in initial vocational education.

In the different countries within the Baltic Sea Region, VET providers supply graduates predominantly for local or at maximum, national market. The demand and

supply is balanced to varying degree, and the degree of coordination of demand-supply between the schools and the business communities differ, too.

It is through on-the-job training components - varying in length and scope - that the VET students get access to businesses. An on-the-job practice that is limited in scope, e.g. apprenticeship in carpentry, is an invaluable resource for making a good carpenter (*good vocational effect*). However, the limited scope does not allow the apprentice to acquire or train the skills that could widen his horizons and make him see new opportunities to gear up his vocation, e.g. through an own start-up. Delimiting on-the-job practice to only vocational components leads to that the student remains "local" in his mindset which makes his participation in the common market next to impossible (*insufficient developmental and market effects*).

The Baltic Training Programme (BTP), a flagship project within the EU Strategy for the Baltic Sea region consists today of three projects whereof HansaVET is one. This cluster of projects (BTP) is meant to contribute to the market integration in the Baltic Sea region. Through vocational and business mobility, VET students equipped with relevant knowledge and skills, access a much wider range of working places. This leads to new (often cross-border) start-ups, deeper value chain integration and people-to-people contacts.

Being a source of vocational education, VET providers are becoming increasingly important in assisting the students in accessing the widening marketplace. By doing so they also strengthen connections between VET and business communities, which is an espoused aim in every country of the region.

For being successful in doing so, the schools should - upgrade their capacity for finding on-the-job places abroad, and - strengthen the function that supports students and mentors at the host companies.

The Hansa VET-model of journeyman-based project work caters for these two functions. The model includes two essential processes – *Matching* and *Project coaching*.

Matching refers to finding on-the-job places (host companies) abroad.

Project coaching refers to guiding the student and the host company in the process originating from the student's project. Another task of the coach's is to balance expectations of all the stakeholders – the student, the host company, often the student's company and the VET school – to ensure success of the journeyman travel.

Education curriculum tailored to support these two processes will reinforce the systemic approach to VET mobilities, and especially journeyman travels.

VI. Programme: Wednesday, May, 8, 2013

11.00 – 11.15 - Welcome and introduction of the participants

11.15 – 12.00 - Introduction to HansaVET and its model

12.00 – 13.00 - Lunch

13.00 – 14.30 - The national VET systems in the light of the Bruges Communiqué

Brief introductions of the VET systems in Estonia, Germany, Latvia, Lithuania and Sweden

14.30 – 15.00 - Coffee break

15.00 – 16.00 - Round table on the EUs Strategy for the Baltic Sea Strategy and further strengthening of the VET cooperation within the region

16.00 – Final remarks. Closure