



Euro-IVET NEWSLETTER ISSUE 4



Erasmus+



www.euro-ivet.eu

To develop and support the training needs of the IVET practitioners, the innovative curriculum has been developed based on the needs identified during the transnational research study. The Consortium has identified 8 Key skills (see page 2) for the Euro-IVET practitioner that are addressed in the 4 modules of the training in order to support them in their work with young people coming from multicultural and urban backgrounds. The modules were developed jointly by the partners and consist of theory, workshops, and e-learning. The Swedish partner, Folkuniversitetet launched a Learners' Platform which enables participants involved in the training to test and learn online.

The 4 modules cover 4 main steps in order to help VET practitioners bridge the gap between work-based culture and the urban and multicultural youth sector.

1/Understanding the needs of young people from diverse and disadvantaged backgrounds in urban areas: The module includes 3 workshops: cultural identity, communication skills and

human rights applied to young people from urban areas.

2/Understanding the labour challenges and barriers facing young people: enabling VET practitioners to identify the client profile, the main obstacles faced by the employers. It also provides tips and advice in order to develop a strong employment plan.

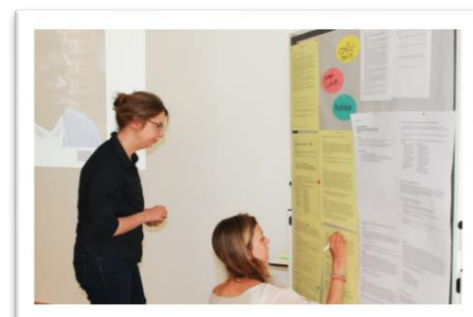
3/ Shaping an effective initial vocational and education intervention: providing theories, strategies, and practical tools to enable VET practitioners to better inform, advise and guide young people.

4/ Bridging the gap in the clash of cultural norms: leads to the conclusion of the training and giving VET practitioners additional theories and

practical skills in order to support and further develop young people living in disadvantaged settings.

All modules can be delivered **on line** or **face to face**. A list of essential readings and additional resources is available in the bibliography.

For the trainers, the **"Train the Trainers" toolkit** was also developed in order to give advice, tools and information to properly deliver this innovative transnational curriculum.



The Pilot Testing Phase

The pilot testing phase took place in each partner country. Each partner needed to follow 3 main guidelines: to organize at least 3 sessions, with people representing at least three different VET organizations, to test all the 4 modules. A lead practitioner was in charge of delivering the training and facilitating discussions within the groups in order to receive constructive feedbacks to improve the training material. The lead practitioner was free to adapt the training (to choose the activities to test and discuss) according to his/her local context, and the profile of the participants involved.

Combining theoretical approaches and practical applications, this training allowed participants: VET practitioners and also Information, Advice and Guidance Professionals to discuss the difficulties of their daily work, but also to exchange good practices for a collective development.

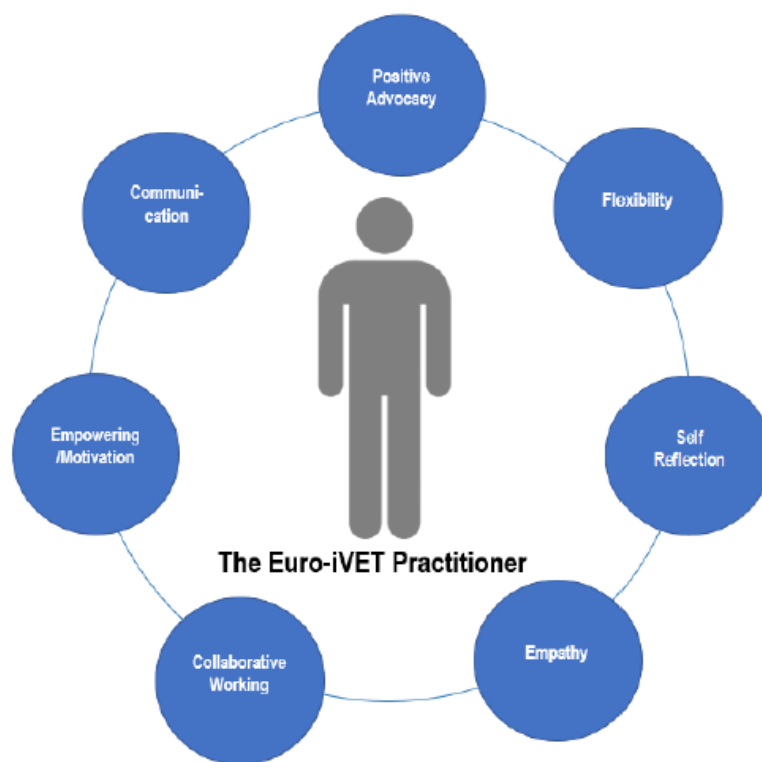
The constructive reflection activities and concrete case studies that marked the training sessions particularly pleased the participants. In addition, the free expression and mutual listening encouraged by the trainers enriched these workshops by sharing the different professional issues and encouraged a mutual support and understanding.

Participants agreed that in spite of the density of the modules - perhaps sometimes too dispersive – the content is a useful resource and that reflective learning is an effective tool for practitioners.

The Key skills adressed in the curriculum

There are a number of key skills which are developed with this curriculum such as enhanced cultural awareness and a well-developed “emotional Bluetooth” to connect with young people. Eight major competences form the integral part of the competency framework: Communication, positive advocacy, flexibility, self-reflection, empathy, collaborative working, empowering and resilience. These competences are linked to the spheres of knowledge, skills and attitudes.

The challenges for the Euro-IVET target group in this context can be seen in the need to develop competences that incorporate a profound understanding and empathy and linking with their occupational role in decision-making and directional tasks at the same time.





What's next for Euro-IVET ?

- Adjustment of the curriculum: currently the Euro-IVET team is integrating the resulting changes received through the feedbacks and evaluations from the pilot testing phase into the Euro-IVET curriculum.
- The online Learners' Platform is in the process of development.
- The next milestones for us will be the next 3 Intellectual productions: the Framework for Assessment, Validation and Certification / the creation of a Network of EURO-IVET practitioners / the Policy Recommendations and Guidelines.
- In June 2018, the last partner meeting will be hosted in London along with the final conference in which all the project products will be promoted at international level. Partners will invite some of their local representatives in VET, who attended the pilot testing phase, in order as well to promote the international network of EURO-IVET professionals.

Project Contact Information

For further information about the Euro-IVET project please contact us: www.euro-ivet.eu



www.15billionebp.org
info@15billionebp.org



www.eurocircle.info
contact@eurocircle.info



www.folkuniversitetet.se
karolina.lodskar@folkuniversitetet.se



www.rinova.co.uk
info@rinova.co.uk



www.bmunjob.ie
forbess@bmunjob.ie



www.metropolisnet.eu
reiner.aster@metropolisnet.eu



This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project Number: 2015-1-UK01-KA202-013665