

Social Inclusion, Entrepreneurship and Technology Enabled Learning



A PROGRESS REPORT FROM THE START OF THE PROJECT

— BY PAOLA SAINI, UNISER

The activities of the project were carried out according to what was foreseen in the application form. Nevertheless, due to the prolongation of COVID-19 emergency, it has been necessary to review the project timeline. From November 2020 till May 2021, the partners met online on a monthly basis cooperating in working groups and reached the following outcomes:

STEP 1 - DEFINITION OF FOCUS AREAS FOR THE EXCHANGE OF PRACTICES

**- Identification of quality criteria for collection of good practices.
The members of the steering committee,**

IN THIS ISSUE

Progress Report Summary, Paola Saini

SAVE THE DATE: VET IN 3D Seminar

A report from the Entrepreneurship Subgroup, Paolo Nardi

Interview - SOCIAL INCLUSION, Cécile Aillerie



STEP 2 - CREATION OF A PROTOTYPE FOR A ONE-STOP-SHOP CONFERENCE

In January 2021, due to the pandemic prolongation, partners decided to postpone the first piloting of the one-stop-shop conference on the 28-30 September 2021. Thanks to the set up of new risk management procedures, they also identified possible countermeasures in case new social distance measures will enter into force and make it impossible to travel abroad at the end of September.

Partners agreed on the general structure of the thematic conferences, deciding to allow remote participation of morning working sessions in order to maximise the possibility of engagement of external organisations. The training event will be shaped around the priorities areas identified by partners, taking the good practices collected as the basis for the creation of workshops, working groups, testing phases etc. That will allow participants to contribute to the specific topics and acknowledge meaningful experience in this field.

Each day will be dedicated to a different excellence dimension, respectively Entrepreneurship Education, Social Inclusion and TEL dimension. The first piloting will pay particular attention to the tourism sector, as foreseen in the application form.

with the support of internal technical staff, proposed 9 quality criteria useful for partners to identify the good practices and necessary for practitioners to gain a significant understanding, enabling their transferability in other contexts. Partnership has then selected the 4 most relevant: transferability, innovation, ecosystemic approach, target group engagement. Moreover, partners drafted a common definition of these criteria to use as guidelines for the good practice collection.

- Definition of focus area within the dimension of Entrepreneurship Education, Social Inclusion and TEL dimension.

Partners divided in three working groups, corresponding to the three dimensions and involved other staff depending on the internal competences. In total, 26 professionals gathered in the working groups and identified the specific priorities areas, which have been divided in two categories, skills and methods.

- Collection of good practices.

Consequently to the identification of quality criteria and the focus area identification, Uniser with the contribution of the whole partnership drafted the good practices collection form that now is used to collect relevant experiences linked with the priorities and the tourism sector. At the moment, 20 good practices have been collected and the partners are expected to receive more in the upcoming weeks.



SAVE THE DATE: VET IN 3D SEMINAR

"AN INNOVATION FAIR FOR THE VET SECTOR"

FROM 28 TILL 30 SEPTEMBER, 2021

Each day will be dedicated to a different transversal topic (Entrepreneurship, Social Inclusion and Technology Enhanced Learning) and their application/implication in the tourism sector.

- **MORNING SESSIONS:** Exchange of good practices and experts lecturers (with remote participation possible)

- **AFTERNOON SECTIONS:** working groups on the different transversal topics and study visits (for delegates in presence)

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VET IN 3D SEMINAR

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A REPORT FROM THE ENTREPRENEURSHIP SUBGROUP

— BY PAOLO NARDI, COMETA

The Entrepreneurship dimension of the VET-3D project includes 2 main priorities:

- **Entrepreneurial skills & curricula, aiming at answering the question: "What do learners have to learn to become entrepreneurial?"**
- **VET tools for Entrepreneurship, focusing on tools and methods concerning "How do learners learn best entrepreneurship?"**
Entrepreneurial skills are recognised

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as paramount by business (WEF, 2020; JRC, 2019); different approaches (entrepreneurial mindset, as well as training to create enterprise) are already active (UNEVOC, 2020). This first priority focuses on identifying, in the VET centres experience, which are the main skills behind an entrepreneurial curriculum. Furthermore, it is relevant how the curriculum includes those skills, as well as other activities developed beyond the strict borders of the regular curriculum (competitions, incubators...). Finally, assessment and recognition of these skills can differ from one VET centre to another. Best practices and benchmarks can contribute to improve each VET centre experience. On this priority, it was clear to partners 2 main areas of analysis:

- Entrepreneurial skills related to the economics and management skills (*strictu sensu*): the example of the ICEO (Incubator for ExtraOrdinary Creators), developed by SEPR in late 2019 has been highlighted. People who sign up at ICEO have access to our 46Ksqm-campus, with 40 technical workshops, to design their prototypes and build their project. Part of the incubator's training is in group, and is composed of 14 modules (1 per week) covering all the steps to start a business: kick-off, sales, budget, management, funding. These group modules are taught by partners from the entrepreneurial ecosystem. Incubatees also have 8 hours of individual appointments, with experts from their trade and from the entrepreneurial world. Finally,

they can choose a mentor (usually a business owner that can provide moral support) and benefit from daily advice from ICEO's coordinator.

- Entrepreneurial skills as soft skills and mindset (*latu sensu*): among the others, the "Think Twice" program by p-consulting.gr or specific programs developed by Kautech, SEPR, INETE focus on soft skills as essential conditions to develop an entrepreneurial mindset in learners. Cometa Tutors are an original example of support to learners on this very task.

Promoting Entrepreneurial learning can concern inclusion of specific skills in VET curricula, but in some cases it is based on innovative pedagogies and rethinking of learning activity. Beside several examples of work-based learning (apprenticeships, internships), several VET centres have developed their approach to entrepreneurship inspired by experiential learning. Although different practices have been promoted, with different labels, this second priority includes 3 main areas of activities:

- School-Enterprise models: Enterprises, active in the VET centre premises or organisationally related to them, play the role of learning enterprise, contributing to learners' personal and professional development. Due to several limitations to this approach in many countries, this priority aims at identifying the best practices and promoting them for advocacy purposes. Cometa and INETE are interesting practices.

- Junior companies, as developed in the Kautech and INETE VET centres, often in collaboration with

organisation such as Junior Achievement, are a method to support learners' entrepreneurial skills development. Students create educational companies, distribute positions among themselves and have to think about an innovative product or service, with a social and or environmental character. Despite being a school program, students learn how a company works. This initiative is a competition, which also stimulates competitiveness.

- **Business Simulations:** young people are

involved in a training where, under the supervision of trainers and experts, they simulate the management of a real company. In the SEPR practice, learners are brought together around a start-up, a small business with 4 departments: Human Resources, Sales, Communication, Reception & Project Management. In an open-plan office, each department works towards a common goal: find and share information about companies that propose apprenticeship contracts or internships.

SOCIAL INCLUSION

— BY CÉCILE AILLERIE, SEPR - JUNE 22, 2021

At SEPR, a VET-centre located in Lyon, France, a training programme aimed at NEET (not in employment, education or training) has been implemented in 2020. Today, we are interviewing Amin, a French 17-year-old who is part of this project's third session.



Some participants in SAS' Construit working room - Amin and his friend Haroun are in the middle

Q. HELLO AMIN, WHAT IS THE NAME OF THIS PLACE?

A. Hello! Here we are at a small company called "SAS' Construit". Of course it is not a real company, but we pretend it is, that's part of the programme.

Q. WHY ARE YOU HERE AND HOW HAVE YOU HEARD ABOUT THIS PROGRAMME?

A. It is the advisor from my local youth employment agency who told to me about this project. I dropped out of school at the

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beginning of 2020, during the first pandemic lockdown. He told me it would be a good idea to follow this programme, to find out what professional sectors I could be interested in, and then to find a school and a company to start an apprenticeship training and get back on track.



Q. WHAT DO YOU DO HERE, AT "SAS' CONSTRUIT"?

A. At the beginning, we have visited several workshops at SEPR; we could choose between car mechanics, electrics, cabinet-making, hairdressing, baking, etc. It was a good idea because we discovered some

professions we did not even know! That's when I got interested in being a plumber. Then, we started to look for companies who could accept us as apprentices.

Q. HOW DO YOU ORGANISE YOUR DAILY WORK HERE?

A. We are organised as a start-up, we have four departments in our small company: Human Resources, Sales, Communication, Reception & project management. Since I have started this programme, around two months ago, I have worked in all of them.

Q. WHAT HAVE YOU LEARNT DURING THESE WEEKS?

A. I learnt how to wake up in the morning again, how to be punctual. We work in a group so it's stimulating and the atmosphere is good. I have learnt how to use Google Drive to coordinate the team work. I have discovered websites where I can look for employers, I even sent them to some friends in my neighbourhood who were looking for a job.

Q. HAVE YOU FOUND WHAT YOU WERE LOOKING FOR WHEN YOU ARRIVED HERE?

A. Yes, I have found a company who agreed to hire me as a plumber apprentice! I found it 2 weeks ago, but I still come back here to help the others. My friend Haroun is not comfortable speaking on the phone, so I called a few companies for him. Now we both have an apprenticeship contract in the same company, we are very happy.

Q. AND HOW DO YOU SEE YOUR FUTURE, LET'S SAY IN FIVE YEARS?

A. I am 17 years old now, so I will be 22. By then, I hope I will have a peaceful life as a plumber, and I also hope I can go on holidays sometimes.



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