



SKILLMAN

the worldwide network for skills



SIF 2019

preparatory document for the redaction of the


SKILLMAN FLORENCE DECLARATION

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Ur.C.A.A. + Urban (Con)temporary Aeroponic Agriculture

ID 48 - Author: Massimiliano Leoncini, Paola Gallo



SPEECH DESCRIPTION FROM SIF DATA

Starting by the URCA project we conceived * Ur.C.A.A.+ * a project which aims to contribute integrate aspects of food production, not only as a strategy toward urban requalification as widely recognized environmental approach, but especially as social and economical benefits. In fact, with the implementation of new technologies for food and plant production, with the additional aims of development skills for involved actors in an innovative farm system, with the *Ur.C.A.A.+* project, we intends to contribute to set up a new market for new economy as well as new professional competences especially for disadvantage and elderly people.

The *Ur.C.A.A.+ *Project proposes to establish and disseminate an original training on Soilless Urban Agriculture at the European level to develop skills for actors of sustainable agricultural development.

Urban-Agriculture, providing new paradigms for management of natural resources, challenges the interfaces between productive activities, ecological systems and societies.

World food demand is expected to increase by 70% by 2050 (FAO). The dramatic increase in global food demand will be accompanied by a steep increase in the demand for feed, fibre, biomass, and biomaterial. This will inevitably trigger a supply reaction from Union's agriculture which is one of the biggest suppliers to global agricultural markets. Union agriculture provides more than 40% of total food production in the OECD.

In 2050, about 70% of the global population will live in cities. As a result, problems concerning sustainability and quality of life are becoming increasingly urgent for these urban areas

Increased and sustainable agricultural output will be achievable only with major research and innovation efforts at all levels. Repeatedly, researchers and stakeholders have highlighted the gap between the provision of research results and the application of innovative approaches to farming practice. New approaches take too long to arrive on the ground, and the needs of practical farming are not communicated sufficiently to the scientific community

Increased productivity and competitiveness of agriculture calls, first of all, for

improved resource efficiency in order to produce with less water, energy, fertilizers (especially phosphorus and nitrogen), and pesticides.

Moreover, education and training are essential for developing the skills needed. Strengthening the farmers' position in the supply chain requires innovative approaches that enhance transparency, information, and management capacity and deliver new quality products.

Main target of the Ur.C.A.A.+ Project, is to define the potential of urban agriculture as new urban regeneration method. In detail, Ur.C.A.A.+, started by the original project UrCA (supported by Ministry of Agriculture and Higher Education of Tuscany Region, Italy, under the research grant PRAF of Year 2012-2015 Contract Number DD 6107/201), developed by Interuniversity Center ABITA of University of Florence, mean integrate aspects of food production not only as a strategy toward urban requalification as widely recognized environmental approach, but especially as social and economical benefits. In fact, with the implementation of new technologies for food and plant production, with the additional aims of development skills for involved actors in an innovative farm system, the Ur.C.A.A.+ project intends to open a new market for new economy as well as, new professional competences especially for disadvantage people into the world.

The Ur.C.A.A.+ Project, wants to achieve metropolitan solutions for urban agriculture with the aim of realizing metropolitan, condominium and personal greenhouses, based on soilless technologies, that – in close relationship with the surrounding rural areas - will produce twice the amount of food with half the amount of input, that can be applied at local and/or regional level to most of the European cities.

Ur.C.A.A.+ aims to improve possibilities and potentials of integrating agriculture in architecture, in degraded areas, as brownfield and marginal areas, as well in extreme climate conditions and in disadvantages environments, taking advantage of vertical aeroponic technologies in order to pursue an environmental, architectural and social requalification and re-functionalization of any human settlements.

The Ur.C.A.A.+ Project interfaces between productive activities, ecological systems and societies.

This includes the search for new cultivation systems and producing varieties that can withstand disease and climate change, which in turn leads to less input of fertilizer or plant protection products. In addition to efficiency, it is important to also develop new configurations for the cultivation of vegetables and legumes, without land.

With Ur.C.A.A.+ Project we addressed aspects such as Food production (sustainable growth), Greenhouse hydro/aeroponic technology (permanent & temporary installations), Integrated ecological sub-systems (indoor climate & life support systems), Metropolitan solutions (urban agriculture), Food quality (biological control), Innovative fertilization and nutrient (nutrient availability, quality, impacts), High Technology Farming (ICT & robotics).

The Ur.C.A.A.+ Project proposes to set up and disseminate an original training on Soilless Urban Agriculture at the European level to develop skills for actors of sustainable agricultural development.

Urban-Agriculture, providing new paradigms for management of natural resources, challenges the interfaces between productive activities, ecological systems and societies.

Files attached to the speech

UrCAA+ 11 Ottobre.pdf

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Video of the speech

<https://youtu.be/xrEgfpYu934>

Design and Smart Manufacturing: which skills for the next designers' generation?

ID 2 - Author: Alessandra Rinaldi



Video of the speech

<https://youtu.be/fRxHxgbAs7U>

TECNIMETRO - sectoral skills foresight technology and skills anticipation lifecycle

ID 196 - Author: Filippo Chiarello



Video of the speech

<https://youtu.be/TNrbdx3oMY>

A strategy for the employment of the future

ID 90 - Author: Marco Bentivogli



SPEECH DESCRIPTION FROM SIF DATA

The work of the future represents a “megatrend” in which many complexities and variables play a role. But almost everything will depend on us, on how we imagine the world of tomorrow. With 90% of humanity, as someone suggests, on the bench, living with benefits and 1% of workers; or a humanity freed from heavy, risky and repetitive jobs that can express the great unexpressed human potential, finally freeing man in his work.

So we are therefore in front of a blank page on which we should be able to write how we want the work of tomorrow to be. The technology in this scenario is not an enemy; indeed it is necessary for the construction of new tools and work processes to which we are all called to participate: trade union, workers, company, should put aside the 20th Century.

In this perspective, training and education will be fundamental. As metalworkers we have strongly desired it in the new contract as a subjective right to study, but it is not enough: we need much more and quality, together with a new educational system that considers training and life-long learning as a constant in the life of all of us. No one should be left behind; it is necessary to use and manage in the best possible way the technological transition, to recover the differences and inequalities that, starting from the early 1980s of the last century, have gradually added up to block the dynamism of the middle class, fueling a sense general lack of confidence in the future, a fertile ground for the populist movements emerged in Western democracies.

Only by regaining trust in the future, together we can overcome the challenges that the complexity of this "new era" places before us.

Keywords: technology, work, innovation, contract, factory, industry, future, metalworkers, trade union

Files attached to the speech

ABSTRACT The second leap forward by Marco Bentivogli .pdf
(<https://dl.airtable.com/.attachments/932d0336b4c2724e037e96071c8a8520/414a5eb8/ABSTRACTThesecondleapforwardbyMarcoBentivogli.pdf>), Slide marco 26 settembre 2019 16-9 EN.pdf

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Video of the speech

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The EU Commission Italy welcome to SIF participants

ID 44 - Author: Vittorio Calaprice



Video of the speech

<https://youtu.be/PEsEPXWduQU>

Challenge & Opportunity to build Skill Asia in the era of 4IR

ID 29 - Author: A K M A Hamid



SPEECH DESCRIPTION FROM SIF DATA

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Video of the speech

<https://youtu.be/5QvkzaZQvkM>

Vocational excellence

ID 11 - Author: Concetta Fonzo



GOLDEN PARAGRAPH SENT BEFORE THE 03.11.2019

Vocational excellence usually refers to high quality of training and education but also to relevance to the world of work and to the attractiveness of the educational offer to learners and to employers. Vocational excellence may also imply an enlarged, more comprehensive and inclusive conceptualisation of skills provision – addressing innovation, pedagogy, social justice, life-long learning, transversal skills, organisational and continuing professional learning and community needs.

SPEECH DESCRIPTION FROM SIF DATA

Il tasso di completamento degli studi e le uscite precoci dal sistema di istruzione e formazione sono continuamente oggetto di analisi e di investimento da parte di tutti i decisori politici. Oggi, più che mai, assicurare un'istruzione di qualità, equa ed inclusiva, e promuovere opportunità di apprendimento permanente, sono obiettivi prioritari nelle agende politiche dei sistemi di istruzione di tutto il mondo. Nonostante ciò, però, molti giovani ancora non acquisiscono e sviluppano le conoscenze e le abilità richieste dal mercato del lavoro e, soprattutto, non raggiungono la soglia minima delle competenze per potersi orientare negli studi e sul lavoro.

Partendo dall'Agenda 2030, il workshop intende fornire strumenti e riflessioni, frutto di ricerche e di sperimentazioni realizzate in diversi settori, affinché al ruolo dell'istruzione e della formazione professionale sia dato uno sviluppo globale, con un impatto catalitico sul benessere degli individui e della società nel suo complesso.

Files attached to the speech

ETUCEPolicyPaperonVETEN.pdf

(<https://dl.airtable.com/.attachments/d41953b6bf73a41dfce3a8b5f19156c3/d79018cd/ETUCEPolicyPaperonVETEN.pdf>)

Video of the speech

<https://youtu.be/JrEabQ2GBml>

Advanced Curricula for Advanced Manufacturing: Towards future-proof pan-European Curriculum Guidelines

ID 18 - Author: Kristina Dervojeda Dr.



SPEECH DESCRIPTION FROM SIF DATA

How should the current curricula be reshaped, and what new models need to be introduced in order to match the requirements of the new age? In 2017, EASME and DG GROW of the European Commission launched a two-year pan-European initiative on developing “Curriculum Guidelines for Key Enabling Technologies (KETs) and Advanced Manufacturing Technologies (AMT)”, with an objective to collect and disseminate key principles and good practice examples, and to promote better cooperation between industry and education and training providers. The presentation aims to highlight the key findings of this initiative, and specifically to address the need for a holistic and agile approach towards organising education & training for manufacturing professionals. Special attention will be paid to the topics of future-proof Strategy, Collaboration Mechanisms and Learning Environment.

Files attached to the speech

kristina. dervojeda CG_PwC_SIF_2019.pdf

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Video of the speech

<https://youtu.be/HL6NNBS3FGQ>

EARLY SCHOOL LEAVING TOOLKIT - comments by Francesco Pisanu

ID 47 - Author: Francesco Pisanu



GOLDEN PARAGRAPH SENT BEFORE THE 03.11.2019

SIF 2019

SKILLMAN INTERNATIONAL FORUM

10th & 11th October 2019 – Florence, Italy

Francesco Pisanu

Head of the Office for the Evaluation of Educational Policies

Province of Trento

I have three blocks of comments on CEDEFOP toolkit. The first one is about the toolkit 'identify' section: so called 'silent dropouts' (which have no previous signs of any kind of problem before their leaving) are not fully considered as typology at risk; a more robust information chain, connecting pre-school to middle school student experience is needed to prevent the risk of dropping out. The second one is about the 'intervention' section: 'employability skills' seems to be a large and general category with different kinds of so called non-cognitive skills inside; a more specific focus on the definition of these non cognitive skills is needed (i.e., 'character skills') and a development hierarchy among them; specific indications on how to develop and support these skills progressively during pre adolescence and adolescence are recommended. The third one is about the 'evaluate' section: the overall section seems to be quite heavy and complicated for 'average' policy makers; maybe more hands-on examples or worked examples are needed for a better understanding; the approach seems to be more 'econometric' oriented and formative assessment (i.e., SWOT analysis) would be more useful.

SPEECH DESCRIPTION FROM SIF DATA

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SIF 2019_Pisanu.pdf

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TRIkala Smart Open Mall

ID 39 - Author: Georgios Kouklakis



SPEECH DESCRIPTION FROM SIF DATA

Greece has one of the most alluring cultural and touristic products worldwide. Moreover, this product is one of the main pillars of its economy and GDP. During the last years, a continuous growth of the advent of foreign tourists is recorded. Their purpose of visit is entertainment as well as the familiarization with the Greek culture visiting well known monuments.

The Need The visitors need advanced and efficient services: tourism attractions, cultural events, shopping points, bus services, parking, bicycle. The city should be "Smart" and at the same time an "Open Mall". An Ecosystem of interaction and synergy among all interested parties. In Greece, there is no such smart infrastructure that offers comprehensive and personalized touristic, cultural and commercial services.

The Solution The solution is provided by TRI-SOME, an integrated information system that provides intelligent infrastructure services for the advanced and efficient provision of cultural and tourist services.

Research & Development The system wraps and extends the services of a Smart City (for this project the Smart City of Trikala), to the benefit of the city and the surrounding areas, targeting to the financial enlargement of the local economy via the leverage of its cultural and touristic product.

Files attached to the speech

1. G.Kouklakis - TRISOME.pdf

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Video of the speech

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ETF and its work on Centres of Vocational Excellence CoVEs

ID 45 - Author: Georgios Zisimos



SPEECH DESCRIPTION FROM SIF DATA

'Excellence' is a contested term.

Vocational excellence usually refers to high quality of training and education but also to relevance to the world of work and to the attractiveness of the educational offer to learners and to employers. Vocational excellence may also imply an enlarged, more comprehensive and inclusive conceptualisation of skills provision – addressing innovation, pedagogy, social justice, life-long learning, transversal skills, organisational and continuing professional learning and community needs.

Centres of vocational excellence (CoVE) are often represented as the institutions that embody vocational excellence. However, the purpose, structure and functions of CoVEs vary greatly from one context to another. Differences and similarities are often disguised by the use of specific terminologies and that which is lost in translation. CoVEs are assigned different roles in policy-making and enjoy different levels of political commitment and prioritisation of resources.

ETF's paper, "Centres of Vocational Excellence – an engine for VET Development?" tries to do justice to the contested understanding of vocational excellence, to the diversity of institutions that present themselves as CoVEs and to the varied and dynamic policy-making contexts where CoVES are developing.

The research suggests that there are two kinds of driver for the development of CoVEs: firstly, there is the pressure to make skills provision more responsive to the changing needs of industry, which typically favours more specialist skills providers that are deeply and extensively tied to the world of work, and secondly, there is the need to improve the performance of the whole skills provider network, which places emphasis on coordination, cooperation and strategic development of that network. This analysis confirms that different countries are using CoVEs to pursue different strategies and it can help policy-makers to consider some of the choices and trade-offs they must confront.

Files attached to the speech

GZI PPT on CoVE for Skillman International forum.pdf

(<https://dl.airtable.com/.attachments/7f24f6a077b9b793c0a8154298a8154d/a1bd26d5/GZIPPTonCoVEforSkillmanInternationalforum.pdf>)

Video of the speech

<https://youtu.be/u-wHHtLL8s0>

Skillman role in EU and other countries

ID 7 - Author: Giovanni Crisonà



GOLDEN PARAGRAPH SENT BEFORE THE 03.11.2019

Increasing urgency to understand the new needs of skills related to the development of the manufacturing enabled by the digital technologies

TVET organisations, and the world of education in general could help to make the future workers, the today students, able to perform, understand and act like antibodies in protection against the possible misuse of the most recent technologies, of the increased capacity of calculation and communication and finally also of the facilitated access to relevant and concentrated energies and powers that altogether, with the presence of new materials, draw unexplored scenarios and create unknown risks.

Two most relevant challenges:

- not leaving anyone behind in accessing to the AM skills
- relevant need to embed the ethical skills in the AM skills sets

It's needed a skills foresight model and a continuous design of a set of skills, procedures and curricula through collaborations.

Creating and diffuse an innovative and sustainable model of intervention

Promoting a specialised ethical approach to the 4.0 skills development.

key words: "Curriculum design, Sectoral skills development and Ethical issues on Advanced Manufacturing sector"

It is needed a technical debate to generate innovation for a sustainable, green and ethical development.

Taking a holistic approach to skills anticipation exercise.

Having a continuous approach of lifelong learning.

Reinforcing and develop new partnerships and cohesion.

Fostering the existing collaborations across countries.

Engaging innovators, investors, companies, institutions and policy makers in the TVET systems

Providing a platform to connect and work together for a more sustainable future.

Stressing the multinational dimension, cross-countries and cross-continents approach it is nowadays not an option, but an inevitable necessity.

SPEECH DESCRIPTION FROM SIF DATA

Over the past years, several questions have been asked about the role of the advanced manufacturing in our future society and about the changes coming from

the latest innovations and the so called 4.0 technologies, the artificial intelligence, the automation and the robotics that reshape industries and jobs.

The Skillman members have identified an increasing urgency to understand the new needs of skills related to the development of the manufacturing enabled by the digital technologies and by these latest advanced systems and processes and are aimed to discuss the impact and the characteristics of these changes.

Our young community of experts, academics and practitioners nurtures a simple but crucial reflection about how the TVET organisations, and the world of education in general could help to make the future workers, the today students, able to perform, understand and act like antibodies in protection against the possible misuse of these most recent technologies, of the increased capacity of calculation and communication and finally also of the facilitated access to relevant and concentrated energies and powers that altogether, with the presence of new materials, draw unexplored scenarios and create unknown risks.

I have personally identified, in the last years, at least two most relevant challenges that motivate me to contribute to the skillman mission and one great opportunity given by these two own challenges: by one side, we felt the need to make not leaving anyone behind in accessing to the AM skills, because this gap of a diffused knowledge and capacities promises to increase an evident distance among the more developed welfare society or developing countries and the last underdeveloped economies. The Skillman Secretariat, to bring to life this concept, has recently started various collaborations with Ministries of Education, Universities and TVET centers in Madagascar, Nigeria, Nepal etc.

In the other side, we have seen a relevant need to embed, with a solid and consistent arrangement, the ethical skills in the AM skills sets to distribute the power of control at the lower level. The Skillman Secretariat and its members are engaged for this purpose, to define standards for skill needs anticipation and deployment, working on a skills foresight model and on the continuous design of a set of skills, procedures and curricula through collaborations with various organisations and EU tools like the ESCO and ECVET Secretariats, the Cedefop, the Sefie and more other networks, national and regional authorities.

Given, for the TVET systems, the early nature of the Industry 4.0 skills scenario, the opportunity for the Skillman.eu members is to create and diffuse an innovative and sustainable model of intervention that is good for the future generations prosperity and that could represents the base for promoting a specialised ethical approach to the 4.0 skills development.

But the future generations prosperity also depend by the availability of a decent employment, so our challenges and opportunities bring to several more questions: what could be the consequences of a such TVET systems that would limit their intervention to just respond to the productivity demands, to the industrialization needs, to the modernity and consumption, without providing the future workers with the knowledge and the capacities asked for an equitable, peaceful and green society?

who could pay the price of an army of workers willing to do whatever it takes to get a salary?

What could be the cost for such a society and what could be the ultimate consequence for the planet?

All the Skillman Forums base their central topics around the more technical aspects

of the “Curriculum design, Sectoral skills development and Ethical issues on Advanced Manufacturing sector” and base, around these topics, the reason of a technical debate that tends to generate innovation and know how coherent with the 4.0 challenges for the skills of tomorrow and for a sustainable, green and ethical development.

This year again our forum will take a holistic approach to continue a concrete debate about the skills anticipation exercise and the way how these emerging skills can be developed and sourced in a continuous approach of lifelong learning. We are keen to analyse the different types of skills that employers are looking for and how the TVET, education and training systems are responding to these challenges.

For our network, the SIF 2019 it's again a great annual opportunity to reinforce and develop new partnerships and cohesion around our questions.

Who are the ones who can identify the skills for the future, how these information can be circulated, can how the skills can be acquired, what are the obstacles and the solutions available and many other questions are on the table.

It's our conviction that it is good to foster the existing collaborations across countries to bring new ideas and solutions to life: our cross country approach, behind the EU borders, where the skillman.eu was born, it is at the heart of our mission and we look at a new way to improve our roles in the TVET systems engaging innovators, investors, companies, institutions and policy makers from every point of the global education chain, providing a platform for them to connect and work together for a more sustainable future.

We strongly believe that our multinational dimension, our cross-countries and cross-continents approach it is nowadays not an option, but an inevitable necessity. Coming at the fifth year of the SIF, I am again particularly glad to welcome all of the participants for an interesting debate and interaction. I wish you the most successful experience.

Files attached to the speech

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skillman logo simple.png
(<https://dl.airtable.com/.attachments/bf93cf7d884803d7f9563d5654691995/e5cbc94a/skillmanlogosimple.png>)

Video of the speech

<https://youtu.be/j1qdulUDhKI>

The VET toolkit for tackling early leaving

ID 38 - Author: Irene Psifidou



SPEECH DESCRIPTION FROM SIF DATA

The VET toolkit for tackling early leaving is a web resource of tools, guidelines, tips, publications, statistics, good practices and quick wins aiming to support policy makers and vocational education and training (VET) practitioners in Europe to give effective responses to counteract early leaving from education and training.

Skillman believes that Cedefop's VET toolkit for tackling early leaving (available here: www.cedefop.europa.eu/TEL-toolkit) and its 200+ resources of best practices, interventions, publications, tools, statistics and quick wins is a valuable source of support to policy makers and VET practitioners in Europe.

In particular, Cedefop's Reflection tools for policy makers and VET providers offer an analytical framework for tackling early leaving in a comprehensive approach. The tools promote reflection and dialogue among policymakers and practitioners on current strategies to tackle early leaving from VET, allowing them to identify the strengths and weaknesses in their country (region or local community) and develop an action plan to counteract this phenomenon.

Cedefop's toolkit aims to develop a European culture of policy evaluation supporting the design of evidenced-based policies. The two evaluation plans for policy makers and learning providers for the monitoring and evaluation of specific measures and practices are helpful instruments to policy-makers, practitioners and other stakeholders who are not experts in the field of evaluation.

The toolkit has an important limitation though and this is the language. As it is only available in English, users with no good command of English language may not benefit from its rich resources.

Skillman believes that the translation of the toolkit in all European languages is indispensable for ensuring the wide use of the toolkit and its equal access for all; especially if the toolkit is to support learning providers, regional and local policy makers.

Files attached to the speech

VET toolkit for tackling early leaving_Skillman_Irene Psifidou.pdf

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(<https://dl.airtable.com/.attachments/f69b6020af5f010029bdf7becf3c9a3b/858130 92/EARLYSCHOOLTK.png>)

Video of the speech

<https://youtu.be/q5N3VCPTeKI>

Two kinds of driver for the development of CoVEs

ID 17 - Author: Jacqueline Kehoe



GOLDEN PARAGRAPH SENT BEFORE THE 03.11.2019

The research suggests that there are two kinds of driver for the development of CoVEs: firstly, there is the pressure to make skills provision more responsive to the changing needs of industry, which typically favours more specialist skills providers that are deeply and extensively tied to the world of work, and secondly, there is the need to improve the performance of the whole skills provider network, which places emphasis on coordination, cooperation and strategic development of that network. This analysis confirms that different countries are using CoVEs to pursue different strategies and it can help policy-makers to consider some of the choices and trade-offs they must confront.

SPEECH DESCRIPTION FROM SIF DATA

Europe faces a considerable challenge in addressing the future skills needs for the emerging opportunities in manufacturing. The skills required in the sector are changing greatly. The prevalence of digital technologies is leading to more automation, increasingly making manual and routine tasks redundant. At a human level, this characterises new technologies as a potential threat to the workforce, which is given weight by existing gaps in digital skills. The skills of the existing workforce are not always compatible with emerging technologies, 90% of future jobs will require digital skills and 44% of Europe's citizen lack basic digital skills. This skills gap is widening in the face of implementation of new automation solutions towards the Factory of the Future (FoF) and many companies, particularly SMEs, are struggling to hire workers with the right skillsets or internally upskill people

Files attached to the speech

fit4fof.JPG

(<https://dl.airtable.com/.attachments/90a6f58271819c0e9b6ba77bbd13500f/28e90000/fit4fof.JPG>)

Blueprint for Sectoral Cooperation on Skills - Towards a common vision on addressing SMEs skills needs in the automotive sector: strengthening the development of upskilling and reskilling strategies

ID 33 - Author: Luca Marcolin



SPEECH DESCRIPTION FROM SIF DATA

Overview of the key trends and challenges currently impacting the automotive sector with particular regard to SMEs, what they mean in terms of needs for skills and competences, and possible ways forward towards a common vision for Europe

Files attached to the speech

easme.webp

(<https://dl.airtable.com/.attachments/4bdb30e016ca5aca9f8a06b5874ecce9/54a37a7b/easme.webp>)

Video of the speech

<https://youtu.be/eDMM996mEGs>

Skill Development Process in Iraq

ID 37 - Author: Mahir H. Majeed



GOLDEN PARAGRAPH SENT BEFORE THE 03.11.2019

Skill Development, for more safe life

Many countries of high human development indication suffer from the illegal immigration that comes from the countries of low human development indication, which called the 3rd world countries. The main reason for this immigration is the lack of chance of getting a job, so many of young people there are unable to ensure a good life for themselves and their families. Thus, they go to seek about jobs in other countries which have more chances in their labor markets, such the Europe United countries.

Here by, and by what was presented and discussed in SIF 2019, a solution may be enhanced by EU to decrease the immigration rates from the lower development countries by increasing the required support to these countries to be able to offer more suitable jobs for their people. The support must be represented in the following three fields:

1. Qualification field, by empowering TVET institutes to be able to graduate a qualified people for the required jobs and encouraging the policy makers to achieve the 17 goals of UNESCO
2. Skills field, by putting the overall frame work for the required skills for each job can be offered in these countries, as in ESCO, and develop necessary tools for sensing which skills are required for the upgrowing jobs, something like "Technometro" that used in Italy.
3. Competencies field, by enhancing English language teaching in these countries and training youth people on the required IT competencies for the 21th century industries.

SPEECH DESCRIPTION FROM SIF DATA

IRAQ

The country which suffered from exterior and interior wars for about 100 years, the last one was with ISIS, who attacked any thing related to development.

Now, he reforms himself, by his people, who like the life, and by the support of all helpful countries and organizations

Iraq now believes that there is no extend to his ancient civilization without building a skilled people, who can rebuild him

Files attached to the speech

Microsoft PowerPoint - skill development process in Iraq (1).pdf
(<https://dl.airtable.com/.attachments/3abb51a3dfabd20c5c2465c7bca53961/8b79446f/MicrosoftPowerPoint-skilldevelopmentprocessinIraq1.pdf>)

Video of the speech
<https://youtu.be/Xn4JCkmyJW4>

Getting Skills Right: Adapting to changing skill needs

ID 27 - Author: Marieke Vandeweyer



SPEECH DESCRIPTION FROM SIF DATA

The world of work is changing. Digitalisation, globalisation and population ageing are having a profound impact on the type and quality of jobs that are available and the skills required to perform them. These changing skill needs have resulted in significant skills imbalances across OECD countries. The extent to which individuals, firms and economies can reap the benefits of these changes will depend critically on the readiness of VET and adult learning systems to help people develop and maintain relevant skills over their working careers. To be effective, these systems need to be inclusive and provide high-quality training that is responsive to labour market needs.

Files attached to the speech

oecd.jpg

(<https://dl.airtable.com/.attachments/f0b949bbe6af4f9ad4a6f36b80ae5efc/80a2d452/oecd.jpg>), Marieke Vandeweyer Skillman conference Florence 20191010.pdf
(<https://dl.airtable.com/.attachments/27c750800259c120145db8e5c18a0702/23494da2/MariekeVandeweyerSkillmanconferenceFlorence20191010.pdf>)

Video of the speech

<https://youtu.be/zrjAydPlmvl>

L'orientamento narrativo a scuola e nella formazione professionale per prevenire la dispersione e sviluppare l'empowerment

ID 43 - Author: Martina Evangelista



SPEECH DESCRIPTION FROM SIF DATA

L'orientamento narrativo a scuola e nella formazione professionale per prevenire la dispersione e sviluppare l'empowerment.

Martina Evangelista (Pratika) Marco Bartolucci (Unipg)

Nell'ambito del workshop presenteremo per Associazione Pratika Onlus i risultati e le buone pratiche metodologiche sviluppate all'interno di alcuni progetti pluriennali centrati sulla prevenzione della dispersione scolastica e sull'orientamento e l'empowerment dei Neet.

Queste esperienze, realizzate in rete con Istituti Scolastici e agenzie formative dislocate in più province della Regione Toscana, hanno in comune la centralità del metodo narrativo in orientamento.

Saranno inoltre presentati, per l'ambito internazionale, gli output intellettuali del progetto Erasmus "DIST Digital Storytelling for Spreading and Promoting Entrepreneurship" all'interno del quale Pratika ha sviluppato il versante digitale del metodo narrativo nella formazione e nell'orientamento.

La prima parte dell'intervento mirerà a presentare i progetti pluriennali, il metodo proposto e sperimentato ed i relativi strumenti ed output.

La seconda parte mostrerà gli effetti prodotti dai progetti, misurati con strumenti standard.

Files attached to the speech

pratika - abstract.pdf

(<https://dl.airtable.com/.attachments/c4473fa6586af39a3b2c9ec6f0fb2a0d/52e3ec3e/pratika-abstract.pdf>), PRATIKA DIDACTA.pptx.pdf

(<https://dl.airtable.com/.attachments/0b1cd77d2a1f9a4219706a51df13af42/2f5a0aa8/PRATIKADIDACTA.pptx.pdf>)

The purpose, structure and functions of CoVEs vary greatly from one context to another.

ID 36 - Author: Enamul Haque Md.



GOLDEN PARAGRAPH SENT BEFORE THE 03.11.2019

Centres of vocational excellence (CoVE) are often represented as the institutions that embody vocational excellence. However, the purpose, structure and functions of CoVEs vary greatly from one context to another. Differences and similarities are often disguised by the use of specific terminologies and that which is lost in translation. CoVEs are assigned different roles in policy-making and enjoy different levels of political commitment and prioritisation of resources.

SPEECH DESCRIPTION FROM SIF DATA

- 📖 Emerging Issues and Challenges
- 📖 Global employment and skills mismatches
- 📖 Trends of the Workforce Employment Pattern
- 📖 About Asia And The Pacific
- 📖 Global Knowledge Economy Ranking
- 📖 Strategic Workforce Planning for Asia Pacific
- 📖 Build Skills Asia Pacific : the way forward
- 📖 Conclusion

Files attached to the speech

SIF – SKILLMAN INTERNATIONAL FORUM 2019.pdf

(<https://dl.airtable.com/.attachments/7c50b91d131acab17a341a8b80402a8d/9730490d/SIFSKILLMANINTERNATIONALFORUM2019.pdf>)

The European Credit System for Vocational Education and Training: principles, application & outlook

ID 9 - Author: Monika Auzinger



SPEECH DESCRIPTION FROM SIF DATA

This workshop will discuss how ECVET principles, and the use of units or groups of learning outcomes in particular, can be used to support qualification and curriculum design, with a view to ensuring flexible and adaptable vocational education and training (VET) systems that are fit for the future. Exact setting and contents to be confirmed with the organisers in line with interests/expectations.

ECVET is the European Credit System for VET, a framework for the transfer, recognition and accumulation of acquired and assessed learning outcomes with a view to achieving a qualification.

Today's VET systems need to respond to a number of challenges, including to adapt better and faster to changing labour market needs, to equip learners with the right set of skills for today's labour market and with the groundwork for a successful career, and to make VET more learner-centred, inclusive, and attractive overall. This calls for VET provision that meets the requirements for flexibility from the labour market and individuals themselves. Individuals want to get their learning outcomes recognised, independent of how and where they were achieved.

ECVET principles can be used to assist the design of VET qualifications and curricula by offering a way of structuring VET qualifications. Qualifications should be composed of units or groups of learning outcomes that are capable of being assessed and validated separately. A close involvement of labour market stakeholders into the design of VET qualifications and curricula is key. ECVET seeks to contribute to the development of a common language shared by all VET stakeholders, making qualifications more outcome-oriented instead of input-driven. These concepts have been central to reforms of VET systems across Europe. One of the key success factors when transitioning to outcome-based and unit-based approaches in VET is to make sure that these approaches lead to flexible and adaptable pathways not only in theory but in practice.

Files attached to the speech

ECVETSec_Skillman_Florence_20191011_b.pdf

(https://dl.airtable.com/.attachments/e5e1486a3c3c116c157b96155fbf78a4/ea4e2554/ECVETSec_Skillman_Florence_20191011_b.pdf)

Video of the speech

<https://youtu.be/JrEabQ2GBml>

Information literacy competencies as transversal skills for VET learners, young entrepreneurs and future innovators

ID 13 - Author: Ornella Russo, Stefania Marzocchi



GOLDEN PARAGRAPH SENT BEFORE THE 03.11.2019

Contribution to SIF 2019 POLICY PAPER

Ornella Russo and Stefania Marzocchi

The importance of ethical skills in TVET education is evident when speaking about technological breakthroughs that are changing the labour market and society nowadays. Digital Information Competence is one of the most powerful lever to enable future generations to consciously, independently and responsibly use information, to reason especially in digital environment.

Acquiring innovative approaches and strategies in retrieving, effectively organizing and properly sharing (among teamwork) scientific and technical information regarding the science and innovation frontiers, empowers young people to know and face market challenges as entrepreneurs both creative and responsible.

The ability to manage information-related job task, complex problem solving and critical thinking with high proficiency level already became a crucial value for policy makers in facing digital revolution.

Therefore, there is the need to reconfigure TVET education including Information and Data Literacy training since early stages in all Countries, innovating curricula, assessment tools and occasions for best practices exchange.

SPEECH DESCRIPTION FROM SIF DATA

The European labour market requires T-shape professionals with sectoral competencies, competences related to other sectors and connected to the professional role, and transversal competencies or soft skills.

Green economy, innovation economy and Industry 4.0 are characterized, among other factors, by the need of value chain continuous innovation.

Information competence, as critical thinking skill connected to the efficient use of technical and scientific documentation, supports some key processes in companies: to take informed decisions, to know the state of the art of a product or of a technology, to innovate and be creative. As for other competencies, it consists of three dimensions involving knowledge, skills and attitudes, to be acquired or refined through formal or informal learning paths.

The workshop will attempt to answer to the question: can the information competence play a role in vocational education and training of future 4.0 workers?

Files attached to the speech

RM Academy Logo Social.jpg

(<https://dl.airtable.com/.attachments/81c7ba705d3ebbbb060af631714cc3e0/ec0d0955/RMAcademyLogoSocial.jpg>), EU Flag 2020 CMYK.pdf

(<https://dl.airtable.com/.attachments/9e130eb6a0539f40bec29eed16d7a904/b22c739c/EUFlag2020CMYK.pdf>), brochure caronte sif 2019 00 light.pdf

(<https://dl.airtable.com/.attachments/f60b2dfe3b2e193a2fc9976740cd2ee3/9714f57a/brochurecarontesif201900light.pdf>), caronte.png

(<https://dl.airtable.com/.attachments/366f2f23b0c3afd5dd542a9f055ab3e4/94727cde/caronte.png>)

Video of the speech

<https://youtu.be/JrEabQ2GBml>

Mechatronics and Metallurgical VET for the sector's Industries MeMeVET

ID 44 - Author: Pancho Tomov



Files attached to the speech

Training modules for university students.pdf

(<https://dl.airtable.com/.attachments/71f54161c5e5c558a6719a15bc027db0/de9ab640/Trainingmodulesforuniversitystudents.pdf>)

Design of training modules in the Mechatronics and Metallurgical sectors

ID 46 - Author: Patrizia Roma



SPEECH DESCRIPTION FROM SIF DATA

The Technical Institute ITTS A. Volta in Perugia, one of the partners of the MeMeVet project and Work Package leader for the design of training modules in the Mechatronics and Metallurgical sectors, presents the steps and methodology that led to the production of this important project outcome. The speaker for this institution is Ms Patrizia Roma, teacher of English, member of the school management team and eTwinning ambassador."

Best regards

Files attached to the speech

P_Roma_MeMeVet_Workshop C.pdf

(https://dl.airtable.com/.attachments/2965f8e26f6a98a1e963b8f6cc7beb8e/530565ee/P_Roma_MeMeVet_WorkshopC.pdf)

SELFIE, the European Commission's self-reflection tool helping schools and companies to progress towards digital age learning

ID 12 - Author: Ralph Hippe



GOLDEN PARAGRAPH SENT BEFORE THE 03.11.2019

SELFIE is a new self-reflection tool developed by the European Commission with a large number of international education experts. It was launched in October 2018 and is an action of the Digital Education Action Plan of the European Commission. The tool is available for primary, secondary and post-secondary non-tertiary education levels. In particular, SELFIE is available for upper-secondary VET schools. The European Commission is now also considering developing the tool for work-based learning systems (WBL) in VET, i.e. in which the learner spends part of the training time in the VET school and part in a company. The workshop will seek to discuss the specific requirements and characteristics of WBL systems and provide concrete recommendations how to adapt SELFIE to these contexts.

SPEECH DESCRIPTION FROM SIF DATA

SELFIE is a new self-reflection tool developed by the European Commission with a large number of international education experts. It was launched in October 2018 and is an action of the Digital Education Action Plan of the European Commission. The tool is available for primary, secondary and post-secondary non-tertiary education levels. In particular, SELFIE is available for upper-secondary VET schools. The European Commission is now also considering developing the tool for work-based learning systems (WBL) in VET, i.e. in which the learner spends part of the training time in the VET school and part in a company. The workshop will seek to discuss the specific requirements and characteristics of WBL systems and provide concrete recommendations how to adapt SELFIE to these contexts.

Files attached to the speech

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(https://dl.airtable.com/.attachments/2a3ff4bf670777eb3f505b5c2580bf95/18427acf/44687754_2130086433708762_5179543869632544768_n.png)

Video of the speech

<https://youtu.be/JrEabQ2GBml>

CPSC's Initiatives for Sustainable & Quality TVET in The Asia Pacific Region

ID 35 - Author: Ramhari Lamichhane



SPEECH DESCRIPTION FROM SIF DATA

Introduction of CPSC

Key Initiatives for Quality TVET in The Region

Way Forward

Files attached to the speech

CPSC's Initiatives for Quality TVET in the Region_Oct19.pdf

(https://dl.airtable.com/.attachments/d99affd3b6e6e597841b105a5baa104e/52f6a104e/CPSCsInitiativesforQualityTVETintheRegion_Oct19.pdf)

Video of the speech

<https://youtu.be/CWqhwdHfENs>

Education and Training Systems in Response to Industry 4.0 Needs and Ethical Issues: Key Trends

ID 22 - Author: Rupert Maclean



SPEECH DESCRIPTION FROM SIF DATA

This keynote presentation examines the role of TVET in meeting changing workforce needs and challenges in the light of the needs of Industry 4.0, sustainable development, the greening of jobs and economies and promoting inclusive growth and greater equity in economies and societies.

The presentation examines five Mega-trends currently affecting global and national economies and societies. In the light of such trends the presentation argues that there is a need to undertake a major, fundamental 'Re-engineering of TVET for Change', rather than just making minor ad-hoc changes to current TVET systems which involve 'tinkering with the system'. Suggestions are made as to the ways in which TVET systems should be re-engineered for change.

Files attached to the speech

1.02-Florence presentation -Day 1-Maclean 20190928.pptx.pdf

(<https://dl.airtable.com/.attachments/13354061602e271bea9f8989e9d7db45/a24286eb/1.02-Florencepresentation-Day1-Maclean20190928.pptx.pdf>)

Video of the speech

<https://youtu.be/ME0shUIxGUE>

Importance of the UN Sustainable Development Goals and the Importance of Research about TVET: Key Trends with particular reference to Asia

ID 24 - Author: Rupert Maclean



SPEECH DESCRIPTION FROM SIF DATA

This presentation examines each of the 17 United Nations Sustainable Development Goals which seek to transform our world. It argues that while each of these goals are important 'keys' to economic and social development, Goal 8 (Decent work and economic growth), which refers to skills development for employability and TVET, is in fact the MASTER KEY to development, without which none of the other goals will be achieved.

The presentation focuses on the situation in Asian countries, and gives examples of how high quality, reliable and relevant evidence-based research about TVET in various countries in Asia is contributing to the successful 're-engineering of TVET for change'.

Files attached to the speech

1.02-Florence presentation - Day 2-Maclean 20190928.pptx.pdf

(<https://dl.airtable.com/.attachments/7f00ab06d951950881c4771bcc8ab059/769f9412/1.02-Florencepresentation-Day2-Maclean20190928.pptx.pdf>)

Video of the speech

<https://youtu.be/Xn4JCkmyJW4>

Fit4FoF - Making our Workforce Fit for the Factory of the Future

ID 32 - Author: Sabine Hafner-Zimmermann



GOLDEN PARAGRAPH SENT BEFORE THE 03.11.2019

Skillman International Forum 2019, Florence 10-11/10/2019

Autors:

Sabine Hafner-Zimmermann, Steinbeis 2i GmbH, Germany

Jacqueline Kehoe, Cork Institute of Technology, Ireland

FIT4FoF policy input:

It has been increasingly acknowledged during the past years, in Europe and beyond, that increased introduction of digital technologies into manufacturing introduces new and additional requirements on workers in terms of learning and upskilling, both with regard to technical as well as non-technical skills. At the same time, many European companies find it difficult to hire qualified personnel needed for industry 4.0 tasks vital to maintain competitiveness and innovation.

Considering this skills shortage developing tailored upskilling programmes will benefit both manufacturing companies and its workforce. To this end, FIT4FoF elaborates a new education and training framework, which involves all stakeholders in the training process (employee, employer, educator), this enables workers to become active co-designers of their continuous upskilling and at the same time better addresses the needs of all stakeholders.

This FIT4FoF co-design approach was discussed during the FIT4FoF workshop at the SIF 2019. All participants confirmed that this is a relevant approach to achieve tailored upskilling in advanced manufacturing which should be promoted and used more frequently in the future. When it came to discussing practical needs for successful co-design workshops, the most important issues was to create an open environment for discussions among employers, employees and training providers and to achieve a positive attitude towards change.

Concluding, we think that to optimally support both workers in their future development and at the same time enable employers to upskill their personnel in a targeted way will be the major challenge of European manufacturing industry during the coming years. Only by addressing this challenge actively can we enable European manufacturing companies to stay competitive, innovative and survive in the fierce global competition of today.

SPEECH DESCRIPTION FROM SIF DATA

One of the central goals of the FIT4FoF-project (www.fit4fof.eu) is to enable the existing manufacturing workforce, both women and men, to become active co-designers of key lifelong education solutions and innovators in their workplace. This workshop will explore approaches and challenges to opening up co-design opportunities for the employee that can work practically within their workplace.

The context will be assessing the viability, or otherwise, of design workshops that bring the employees, employers and educators together to define educational needs and outline new training solutions around a defined upcoming business event, such as the introduction of a new process automation to the manufacturing environment. The workshop will look at four main areas:

- How the employees who agree to participate in the workshop should be supported prior to the design workshops;
- How the design workshops should be structured to enable effective dialogue around the upcoming business event and the resulting change management and learning needs;
- How the outcomes of the design workshops can be properly represented and what following activities would be needed so that training and educational programmes can be composed and implemented;
- What are the ethical challenges that may emerge through using the design workshop approach;

The goal of this workshop will be to explore these questions in order to describe a range of viable approaches to co-design using known approaches, as well as capturing new ideas that foster engagement and learning.

Files attached to the speech

Workshop-I_FIT4FoF-presentation.pdf

(https://dl.airtable.com/.attachments/abbfcdb1edfc568aa1aafbb475e23c4/19126f96/Workshop-I_FIT4FoF-presentation.pdf)

Video of the speech

<https://youtu.be/JrEabQ2GBmI>

Mobility & Learning

ID 41 - Author: Manos Andreadis



GOLDEN PARAGRAPH SENT BEFORE THE 03.11.2019

Policy Inputs Report - Workshop G

Transnational Mobility and Learning – Supporting innovative approaches and exchange of good practices in transnational mobility for education, employability and entrepreneurship

Skillman.eu network recognizes the importance of Mobility as a critical learning process for the improvement of skills, practices and mentalities, especially in industry, in the advanced manufacturing sector.

In particular, the rapid technological developments open a new world of opportunities and at the same time raise challenges that need to be consistently faced, in order to secure sustainable development and equal opportunities for all. The Network underlines the role of Mobility with its various forms (placements, study visits, exchanges, virtual mobilities, etc) to support the exchange of know-how, the diffusion of good practices and the promotion of innovative approaches in education, employment and entrepreneurship.

The workshop “Transnational Mobility and Learning” raised specific topics to be further elaborated in order to optimize the role of transnational Mobility, contributing in human capital development in international level: Mapping of professional sectors in the various third countries in order to record skills imbalances, including shortages, surpluses and mismatches; Development of mobility schemes with specific form and content, responding to the needs identified; Arrangement of practical aspects related to mobility issues (visa issues, insurance, bilateral agreements between Europe and third countries, etc); Encouragement of disadvantaged groups (and developing countries) to take part in mobility, succeeding equal opportunities for all. Finally, Skillman.eu network emphasizes on the role of experienced Intermediary Organisations to facilitate the Mobility activities and safeguard high quality results.

SPEECH DESCRIPTION FROM SIF DATA

With the rapid developments in advanced manufacturing, individuals and businesses around the world recognize the need for technical and vocation education and training, to improve skills, practices and mentalities. Learning mobility is a powerful learning experience which

can support this effort and substantially contribute to the development of employment and entrepreneurship skills.

Definition

By learning mobility we mean transnational mobility undertaken for a period of time, consciously organised for educational purposes or to acquire new competences or knowledge. It covers a wide variety of projects and activities and can be implemented in formal or non-formal settings.

Files attached to the speech

2. M.Andreadis - Workshop G_Mobility & Learning.pdf

(https://dl.airtable.com/.attachments/646bd52ba41b6f903cd87cfeeec19d0f/69d6e2e5/2.M.Andreadis-WorkshopG_MobilityLearning.pdf)

Video of the speech

<https://youtu.be/JrEabQ2GBml>

An Impact on Piloting Household Silos under WB Funded Emergency 2007 Cyclone Recovery and Restoration Project (ECRRP) in Bangladesh

ID 25 - Author: Tariqul Kabir



GOLDEN PARAGRAPH SENT BEFORE THE 03.11.2019

As you expand globally it is important to prepare your management structure which will help you to manage successfully. As I know you have a management team in Europe, beside that it is better to include Regional Coordinator and Country Coordinator in your management structure who will help you to manage it in their ground. For an example in South Asia Region there are 7 Countries, if you select one Regional Coordinator in South Asia and 7 Country Coordinator from 7 countries who will represent SKILLS MAN in the ground. Also try to include the member who is active and who own it.

In the seminar most of the speakers concern about environmental issues, as SKILLS MAN represent globally it can't flow the EU environmental structure, considering the perspective of other country, SKILLS MAN may prepare their won environmental and social framework to justify the future program with the grade of environmental risk and acceptable grade.

SPEECH DESCRIPTION FROM SIF DATA

FACT SHEET - INNOVATION OF HOUSEHOLD SILOS

Bangladesh is a Cyclone and Flood prone country, it's a big challenge for us, almost every year we have to face Cyclone or flood. On 15 November 2007 Cyclone Sidr caused extensive damage to livelihood and infrastructure in Coastal areas of Bangladesh, the Donors and Government assessment team assessed and estimated damage worth US\$ 1.7 billion. Based on this assessment World Bank and Government of Bangladesh designed an umbrella Project in 2008 called Emergency 2007 Cyclone Recovery and Restoration Project (ECRRP). The project has six components:

Component A: Recovery of Agriculture Sector and Improvement;

Component B: Construction and Improvement of Multipurpose Shelters and Other Infrastructure;

Component C: Rehabilitation of Coastal Embankments;

Component D: Short and long-term Disaster Risk Management;

Component E: Monitoring and Evaluation of Project Impact and

Component F: Project Coordination and Monitoring Unit (PCMU)

Development Project Design and Services Limited (DPDS) a consulting company assigned for Monitoring and Evaluation of Project Impact, DPDS conducted project impact in every year and we found that during Cyclone or Flood people run to the Cyclone shelter or other places and all their belongings leave in their home, after Cyclone or flood when they back to home nothing left there and wait for the rescue people for food and clothing. They also mentioned that immediate after flood/Cyclone they need food and seeds for cultivation, so they need some arrangements for it. In the middle of the implementation, project decided for a new innovation by piloting on Household Silo distribution among 26000 nos. flood effected people. After one year of distribution DPDS again conducted an yearly impact evaluation and found that 100% responded informed that it is very useful all of them storage seeds and foods in their household silos, others neighboring farmers also showed their interest to have one of this household silos. In 2014 World Bank and Government designed another project called Modern Food Storage Facilities Project (MFSP) and included distribution of household silos among 500000 beneficiaries. Again DPDS involved there as a service provider for selection and distribution of 500000 household silos among 500000 beneficiaries. DPDS started their activities in from July 2016 and till today distributed 465000 household silos among the beneficiaries.

Files attached to the speech

Presentation on New Innovation of Household Silo.pdf

(<https://dl.airtable.com/.attachments/4a1ef85d7f737134f33f00e1fbe5f184/8b46efd0/PresentationonNewInnovationofHouseholdSilo.pdf>), fototarikul.JPG
(<https://dl.airtable.com/.attachments/508fd213777acec6e74ac0717c880eaf/619ec7f/fototarikul.JPG>)

Video of the speech

<https://youtu.be/Xn4JCkmyJW4>

Innovative Curriculum for professional training in the fields of mechatronics and metallurgy to meet the industrial needs in Europe

ID 8 - Author: Vincenza D'Ambrogio



GOLDEN PARAGRAPH SENT BEFORE THE 03.11.2019

Which policies MEMEVET can suggest to be included in the SIF 2019 policy paper?

An framework at European level for a common recognition of technical and soft skills should be created to guarantee fast track integration into labour market and increase mobility of students and workers in mechatronic and metallurgy in Europe.

During the implementation of the cross-border courses we have been dealing with different problems and challenges. But our greatest challenge is the recognition of the new courses by local or national education governments. Especially at level 4 EQF, the recognition is very complex and difficult as this education level is strictly related to the educational system of each country. At level 4 we are currently verifying in each country partner, possibilities of dialog and cooperation with the responsible authorities in education in each country. Most probably at the end of the project, the recognition process will give different results from country to country.

SPEECH DESCRIPTION FROM SIF DATA

MeMeVET is a transnational project involving 15 partners from five different European countries (Germany, Italy, Spain, Slovakia and Bulgaria), aimed at creating a common curriculum with optional subjects in the fields of mechatronics and metallurgy. The main goal is to encourage the mobility of students and workers in Europe. Currently, there is no single European certification for the recognition of metallurgical and mechatronic skills. MeMeVET, which is one of the European SSA (Sector Skills Alliances) projects, aims to create strong relationships between education and business sectors and match labour market demand with relevant training supply. Based on the analysis of the status quo of the curricula as well as on the assessment of specific skills required by metallurgical and mechatronic companies in the five project countries, the MeMeVET consortium has developed common training modules and teaching materials to be used. These will be presented and discussed at the workshop. The next step will be the creation of an electronic card and a Europe-wide recognition of skills.

Files attached to the speech

MEMEVET final LOGO.png

(<https://dl.airtable.com/.attachments/9c7a36184894faed41981bc16c01914a/b502f245/MEMEVETfinalLOGO.png>)

Video of the speech

<https://youtu.be/JrEabQ2GBml>

Activating teaching and active learning in Drone Composite Lab in University of Southern Denmark

ID 21 - Author: Yasser Hannan



GOLDEN PARAGRAPH SENT BEFORE THE 03.11.2019

Main challenges in the advanced manufacturing technology is* Skills shortages * in future. Advanced manufacturing technology (for example, aerospace sector) is* Man-Machine-Environment System*. The operational reliability (Quality) of this technology depends on the reliability of subsystem: 1. System reliability:

Technology development 2. Human reliability: human skills/knowledge/competency improvement. 3. Environment reliability: environmental factors improvement related to human-machine. So, in my opinion it's important to focus *on skills and Environmental factors.

In general, we design new technology for human, but now we have to design human for new technology taking in consideration the environmental factors.

For skills development:

- Training curricula development.
- Activating teaching and active learning
- As well, Attracting new generation

SPEECH DESCRIPTION FROM SIF DATA

- Demands skills/knowledges for Composite Drone Manufacturing.
- Applied teaching/training method in Drone Composite lab (in training course 2 weeks) in our university.

Files attached to the speech

Presentation_Yasser Hannan_Denmark_3 Activating teaching and active learning in Drone Composite Lab in University of Southern Denmark.pdf

(https://dl.airtable.com/.attachments/9a8b8f369ff7a5c71d15fe308d3dd49a/3e1ad23f/Presentation_YasserHannan_Denmark_3ActivatingteachingandactivelearninginDroneCompositeLabinUniversityofSouthernDenmark.pdf)

Video of the speech

<https://youtu.be/jbX7KClrUnw>