White Paper

EXECUTIVE SUMMARY

Vocational education occupies an increasingly important place in the European panorama; nowadays around half of young leaners in the EU are VET learners.

The Action 4 of the European Skills Agenda 2020 sustains a modernised EU policy vision for VET, based on the permeability with other education sectors, stronger partnership with employers, enhancement of work-based learning, mobility opportunities, and digital readiness of institutions and teachers.

This modernisation is particularly required for the traditional manufacturing sectors, among them special importance is given to the textile and clothing sector, as one of the EU leading industry in terms of income and employability. T&C sector is particularly affected by the economic crisis and by the challenges brought by the new trends linked to sustainability and digitalisation.

VET systems are not able to quickly respond to these rapid changes by adjusting the educational offer to the sector real needs. This leads to a mismatch between the skills required by the industry and those transferred to the future professionals by the educational system.

Only a stronger collaboration and dialogue between VETs and T&C companies can bridge this gap, improving the innovation potentials, attractiveness and thus competitiveness of the sector.

The White paper - A more business-centered T&C VET education, developed in the framework of the FACTIVE project, it is meant to give some recommendations to sustain and to boost a stronger link between T&C companies and VETs providers leveraging on the benefits of the Flipped Classroom Methodology.

In the Flipped Classroom Methodology students gain first exposure to educational contents outside the classroom. Then, classroom time can be devoted to intensive forms of learning, such as discussions moderated by the teacher, project works, etc. thus giving more chances to directly involve companies in the educational path in different ways.

The White paper will suggests 8 different actions to promote business/VET education synergies by giving practical tips, indications and examples and highlighting the benefits arising from such a collaboration for all the involved actors.

INTRODUCTION

According to the 2016 document "A new skills agenda for Europe", skills are "a pathway to employability and prosperity" and are a key factor for investment, for job creation and growth. The 2016 document highlights Vocational Education and Training (VET) as fundamental "for fostering job-specific and transversal skills, facilitating the transition into employment and maintaining and updating the skills" according to the evolution of skills' needs. The new European Skills Agenda 2020 builds upon the Commission's 2016 Skills Agenda to construct an "agile, resilient and future-proof VET system, which can ensure that adults access vocational programmes tailored to the twin green and digital transitions."

Considering that nowadays, around half of young learners in the EU are VET learners, increasingly at the higher levels, the Action 4 of the Agenda sustain a modernised EU policy vision for VET, based on the permeability with other education sectors, stronger partnership with employers, enhancement of work-based learning, mobility opportunities, and digital readiness of institutions and teachers.

At the same time, Textiles and Clothing sector, one of the most important sectors of activity in Europe with more than 2 million persons employed, in the last years has been severely affected by crisis and restructuring processes leaded by the green and digital transformation, that made more evident the skills mismatch affecting the sector.

FACTIVE project – Flipped Classroom training Approach for Clothing and Textile Innovative VET Education, it is well collocated in this framework, aiming at building a bridge between the VET world and the Textile & Clothing enterprises, developing a new flexible, integrated, innovative learning approach for the T&C VET teachers and company trainers, based on the flipped classroom methodology in order to overcome the limits of traditional training approaches.

WHITE PAPER: A MORE BUSINESS-CENTERED T&C VET EDUCATION

The Scope

The White paper is meant to be a document providing recommendations on how to foster collaboration between VET providers and companies. Indeed the FACTIVE approach enables VET providers to spend the classroom time in a more productive way giving more space i.e. to practical case of study/approaches based on business needs.

It is the result of the project itself, representing a sort of "lesson learned". So, the White paper is born from the different activities implemented and resources produced during the project lifespan:

IO1 – The most relevant transversal skills needed by future Textile and Clothing professionals

An in depth desk and field research collecting responses from more than 100 companies and around 50 VET experts, that describes the most required skills for T&C companies and the most desired training methods to transfer these skills. The research was at the basis of the project' crucial choices about the occupations – product developers/R&D professionals – and competences domain – sustainability – to be addressed.

Report - About real skills needs in European textile and clothing companies

IO2 – FACTIVE learning methodology

An interactive documents to help teachers implement a flipped classroom in a flexible way with respect to their level of professional/technological development. The three model proposed to flip the class: Moon, Mars and Jupiter, are meant to help teachers and students to gradually become accustomed to a flipped classroom in order to prevent technology overwhelming. The output was produced in a participatory way, and it is based on the real experiences of other teachers, so insights, actual teaching cases, tricks and hacks are integral part of the handbook.

Flipped Classroom – Reinvent your teaching practice

IO3 – FACTIVE training Toolkit

A modular structured MOOC aiming to improve the sustainability related competences and skills of Textile and Clothing VET professionals, with a particular focus on new processes, business models and technologies to improve the environmental, social and economic impact of T&C sector. This is designed in accordance to the FACTIVE learning methodologies following a bottom-up approach, so considering the needs and features of T&C companies.

FACTIVE Massive Open Online Course

IO4 – FACTIVE Handbook

A supportive document addressed to the T&C trainers, to guide them, step by step, in the practical application of the FACTIVE learning methodology, activating the knowledge acquired with the FACTIVE training Toolkit through the use of: Teaching Resources; Pedagogical Methods; Pedagogical Techniques. The Handbook provides trainers/tutors with practical tools, suggestions and templates to support them in flipping their class.

FACTIVE Handbook – Guidelines and Toolkit

IO5 – Compendium of Pilot Testing Reports

A collection of all the pilot activities implemented by the project partners. By describing the activities implemented by each partner during the tests, the compendium provides possible scenarios to implement the FACTIVE methodology, it also contains evaluations and testimonials released by the participants, and impressions from the trainers.

Data analyses are collected in the pdf format of the document:

Global piloting implementation report

While testimonials are collected in the video format:

Compendium of Pilot Testimonials

IO6 – FACTIVE community of practice

A community of practice for VET trainers and providers, with the aim of enabling them to share knowledge, ideas and solutions to improve T&C VET training, spreading among them the project results. The community counts more than 150 members.

Join the FACTIVE Community of practice on **Linkedin**.

The Methodology

The White Paper was developed by the consortium following a participative methodology.

In the first place partners, according to the activities implemented during the projects, their responsibilities and their specific expertise, brainstormed their ideas about the main aspects to be considered in order to sustain the effective collaboration among VET providers and companies in T&C sector.
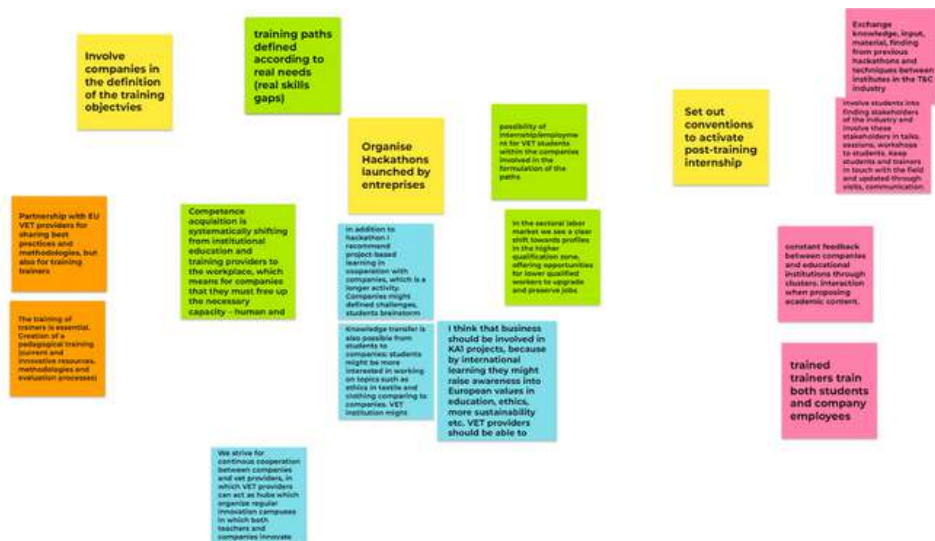
Image 1. Factive consortium brainstorming using Jumboard

Then the inputs were grouped in 8 main points:

Image 2. Factive consortium collaborative work in Jumboard

Each recommendation was finally assigned to a different partner with the task to explain the action giving tips, insights, examples about how to put it into practice.

Benefits for VET providers, students and businesses are highlighted for each recommendation.

At the end of each section references to bibliography and other resources are also provided to easily get further information.

BOOST PROJECT-BASED LEARNING IN COOPERATION WITH COMPANIES

Problem based and project based learning (PBL), also called real life problem based learning, is a well established pedagogical method in different domains of studies.

Through these activities students will achieve the competences which will be helpful for their professional life. Problem based learning could represent an effective way to promote the company's participations and involvement into the path of study, by challenging students with assignments that come directly from the industry.

Project Based Learning also encompasses:

- **Case study analysis:** investigate a business problem, examine the alternative solutions, and propose the most effective solution using supporting evidence make trainees apply what they know, develop new ideas to manage a situation

- **Cross-curricular planning** addressing more content areas: propose an interdisciplinary business case reinforce learning by exposing students to content and skills in multiple areas helping them make connections and so getting closer to real business dynamics

- **Hackathons:** working on a challenge launched by an enterprise can be really stimulating for students. The event usually lasts between 24 and 48 hours and is dedicated to a specific topic. The participants can work in a unique environment or virtually in small groups that can be composed only by students, or by students and professionals with the direct involvement of the business also in the project design phase. In case of virtual event students from different institutions can be involved.

Benefits for VET providers/students

- Emphasize students' learning and motivation
- Achieve new competences as problem solving, decision making, team work, communication, interpersonal and analytical skills
- Enhance the quality of the education, decreasing dropout and increasing courses attractiveness rates
- Better collaboration with the industry
- Gain understanding of the theory by conceiving projects and solving real-life scenarios
- Ability to apply knowledge in multiple ways and in a wide variety of situations

Benefits for business

- Come to new and fresh ideas
- Achieve new perspectives to analyse and gain a view at sectoral and management problems
- Be constantly updated with the newest of the sector
- Get access to talents
- Exploit learning opportunities for the staff

Bibliography

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- Cross-curricular Activities to Foster Computational Thinking and Engineering DesignStephanie Hladik, Laleh Behjat, and Anders NygrenUniversity of Calgar - 2018t

Other Resources

- CROSS-CURRICULAR PLANNING STRATEGIES: https://www.thoughtco.com/cross-curricular-connections-7791

- HACKATHON PLATFORM DESTEX PROJECT: https://hackathon.destexproject.eu/

DESIGN VET COURSES TAILORED ON BUSINESS NEEDS

If we want to respond effectively to the needs of the industry, we must work together. Employers and employees, VET providers and employment intermediaries, government and private players, each must play their part, enter the dialogue and complement each other.

1.   Interrogate companies

We need to know what we want. Everything starts with a correct and up-to-date view on knowledge and skills required in different positions and occupations. Only those who are active in the business world can tell. Investing time and resources in an efficient monitoring system is the foundation of any skills policy.

2.   Identify future employees

The assessed needs must be presented in a clear and simple manner, adapted to the possibilities and interests of future generations of employees. It is not because we succeed in drawing up relevant and clear profiles that there is also an audience to fill the vacancies in this sense. These are delicate analyses, because testing the expectations and ambitions of future employees cannot be separated from the perception of job content and employment conditions in the industry.

3.   Ensure training capacity

The way in which education and vocational training should be organized depends entirely on the above mentioned components. It makes no sense to provide education if it leads to outdated profiles, investing in vocational training is irresponsible if young people are not interested in working in our sector. Indeed, when it comes to training future employees, we face a double challenge. We must be able to offer business-relevant training and to reach sufficient - no more and no less - motivated candidates.

4.   Match

Only when there is a clear line from recognized competence needs, over identified candidates for work in the sector to appropriate vocational training, there can be a successful match. Employer and employee must find each other. They will have to agree on tasks and work regime, on terms of employment and growth prospects. A good welcome at the workplace, introductory training and inclusion into the team must ensure integration and a sustainable job.

A structural lagging behind of VET compared to the rapid (technological) developments in the industry is a reality and, moreover, difficult to avoid.

DISTRIBUTION OF 3376 WORKERS TRAINED IN BELGIAN CLOTHING INDUSTRY IN 2021

External company training / private & institutional providers 10%

Individual learning accounts / private & institutional providers 3%

In company training / company trainers 87%

Actually it makes sense that companies themselves play an increasingly important role in the training of their workers as well as of future generations of workers.

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Benefits for VET providers/students

- Clear trajectory and objectives
- Career engagement as a choice
- Training that pays
- Direct line to companies and potential employers

Benefits for business

- Continuous communication and consultation, have your say
- Clear operational line
- Targeted institutional support
- Experts who unburden companies

Bibliography

- Skills for Smart TCLF (2019) Future needed skills and trends for the TCLF sectors, Brussels (downloadable at https://www.s4tclfblueprint.eu/project/results/)
- FACTIVE project (2021) About real skills needs in European textile and clothing companies (downloadable at http://factiveproject.eu/outputs/)

Other Resources

- https://europeanfashioncampus.com/
- https://www.s4tclfblueprint.eu
- http://europeanskillscouncil.t-c-l.eu

BUILD UP EDUCATION/BUSINESS PARTNERSHIPS FOR INTERNATIONALISATION

The communication between business and education is necessary in order to satisfy the real needs the companies have regarding the knowledge of their workers. Working together is the only way to understand the needs of others, thus making it possible for the education sector to adapt to the requirements of the industry. In this way, companies have personaised training in the latest trends, such as sustainability or digitalisation.

The needs of each industry may be different depending on the country, as each country has a different industrial ecosystem (focused on a part of the production chain, for example). That is why, once a communication system between company and education has been implemented and materialized in the effective training of future workers, it would be interesting to export it outside the country of origin.

This model would be very interesting to be exported because in this way the knowledge on which each country has focused would be shared with all the countries concerned. This network would provide knowledge to companies in the countries that wanted to receive it while enriching the education of those educational institutions that wanted to be updated.

Therefore, an education-company collaboration is good both for the daily tasks of the entities and for their internationalization.

New table

During the CLEANTEX project, we asked some companies about the training of their employees, and this is what they told us:

How many virtual training courses have you participated in? (For example, MOOCs – Massive Open On-line Course, VILT – Virtual Instructor-Led Training programs, eLearning, ...)

- None
- 1
- 2
- 3
- 4
- More than 4

23,1%
7,7%
61,5%
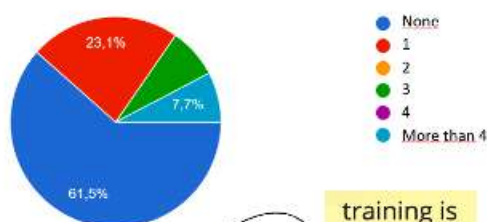
training is needed!

UPDATED EDUCATION AND INDUSTRY

MOTIVATED STUDENTS

SKILLED PROFESSIONALS FOR COMPANIES

GO ABROAD AND LEARN FROM OTHERS

EDUCATION - INDUSTRY FEEDBACK

Benefits for VET providers/students

- Collaboration between companies and VET providers: students are in contact with the reality.
- Recieve knowledge related to the needs of the companies of other countries.
- After finishing their studies, students will have more competent to find a job.
- Possibility to recieve certified training in another country.
- VETs are updated regarding the real industry needs.
- Acquired knowledge on diverse industrial environments.
- International environment.
- Training students on new industry challenges.

Benefits for business

- The students are trained in industry's needs.
- Possibility to incorporate new staff in the team.
- The industry keeps updated.
- Possibility to externalize this model to other countries.
- Learning about other companies needs.
- Possible symbiosis between companies.
- Learn from new and fresh visions from the students.

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- CIRCULAR.TEXTILS.CAT (https://circular.textils.cat/)
- CLEANTEX (https://cleantexproject.eu/)
- CIRCULARTECH (https://www.textils.cat/circulartech/)
- Double click to write and format

PROMOTE INDUSTRIES AND VET PROVIDERS TRAINING PARTNERSHIP

A European Network of T&C Professionals and VET Trainers is a driver for the creation of a community of pedagogical practice available to all key actors involved in these fields of vocational education and training. Collaborative work is a key bridge for the development of a new flexible, integrated and innovative learning approach for VET trainers, based on the Flipped Classroom methodology, in order to break the boundaries of traditional, too theoretical approaches. The promotion of training partnerships between industry and VET providers is crucial and should aim at progressing all parties involved, as well as the system itself, towards the diversification and attractiveness of the labour market.

Based on the commitment to identify common goals, both T&C industry and VET providers should be able to jointly provide new opportunities for career development, innovation in production, and the acquisition of new skills. This process will involve maximising the sharing of resources (human, financial, technical, technological, environmental, industrial) and will culminate in positive differentiation on the education and labour markets. The exchange of information must be constant, so that needs and strategies for action can be synchronised.

Since knowledge is crucial for evolution, all sources must be used to preserve it and make it accessible to as many people as possible in a variety of ways.

Involving company experts as trainers will be an excellent strategy to boost knowledge transfer, as well as to improve trainees' perception of the real needs in technical and professional skills. It also contributes to the professional development of the company's staff. Reducing the gap between the needs of the company's managers and the skills provided by the curricular projects will result in more attractive and functional educational and training paths, due to their adaptability. Enhancing the attractiveness of the educational and training offer is a challenge for everyone, its success depends on the co-creation of tools and instruments.
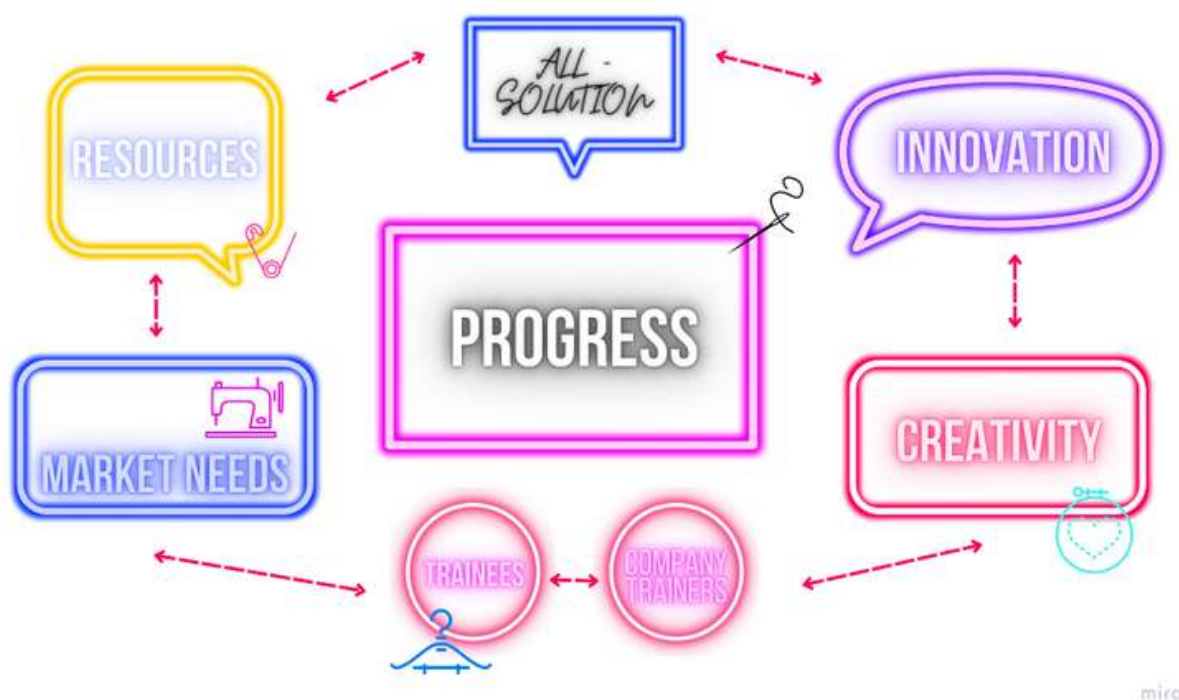
Benefits for VET providers/students

- Knowledge of the real needs of the labour market;
- Greater mastery and accuracy when designing education/training programmes;
- Development of a more attractive and targeted training offer;
- Capacity to respond more adequately to demand;
- Alignment of supply with demand;
- Greater openness/availability of companies for the organisation of internships and mentoring activities;
- Direct contact by the trainees with the reality of the sector's industries;
- Updating/adaptation of the trainers to the demands of the industrial context;
- Exchange of perspectives/experiences.

Benefits for business

- Valuing knowledge and know-how;
- Valorisation of the human resources framework;
- Enhancement of the company;
- Positive differentiation from the competition;
- Development of new strategies;
- Access to creativity;
- Access to financing frameworks.

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- FACTIVE HANDBOOK (factiveproject.eu)
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- https://www.cedefop.europa.eu/files/9149_en.pdf

Other Resources

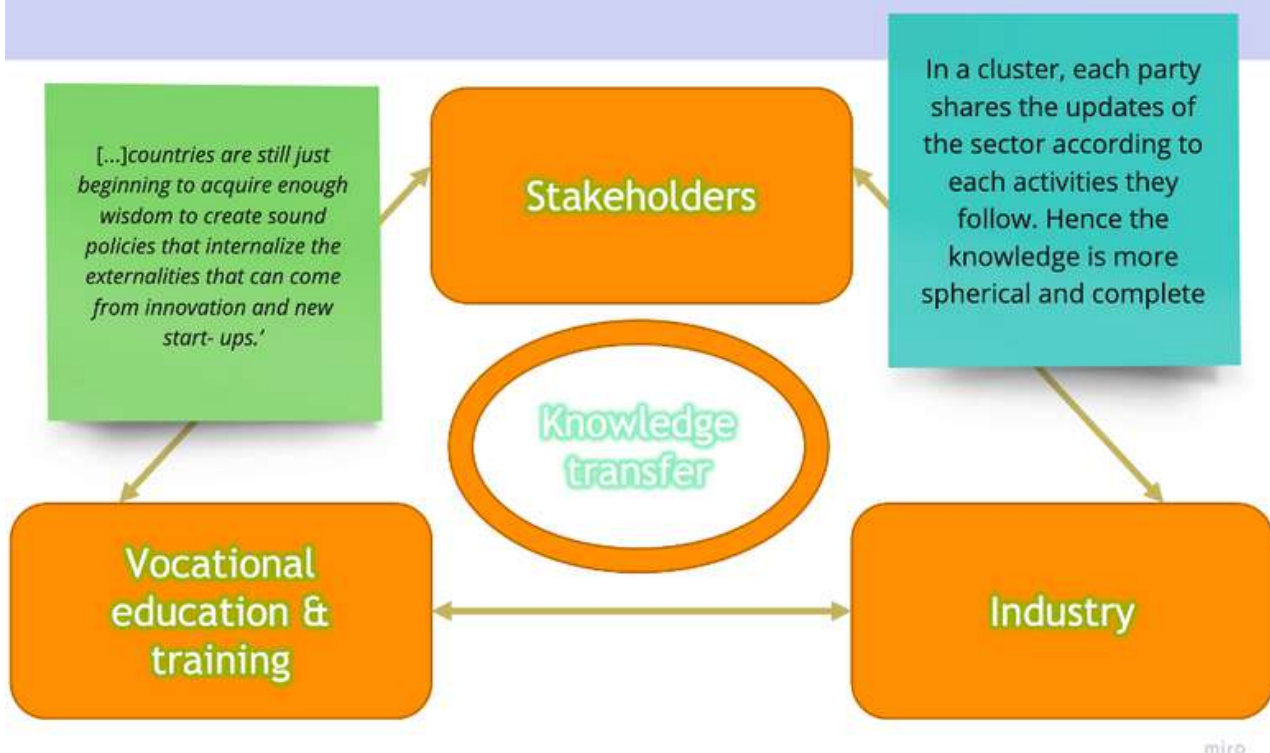- FACTIVE project - Erasmus+ Programme
- https://youtu.be/kYbxdfGxRi4
- https://flippedlearning.org/
- https://youtu.be/8cV1OMw17Wc

CREATE VET-BASED CLUSTERS FOR INNOVATION AND ENTREPRENEURSHIP

The reforming of education through the design and application of vocational education and training (VET) is a fact for many countries around the world. The focus is to bring specialists and students closer to the working environment combined with the necessary knowledge of the sector. In order to perform so, and bring results, the combination of the different stakeholders of the respective sector is inevitable.

The transfer of knowledge back and forth, enriched with details and additional knowledge is something achieved when academia, industry and research are put together. For the technology's sector a cluster is a group of servers and other resources that act like a single system and enable high availability. In education and research, a cluster is the formation of the group of stakeholders who will be put together and will exchange knowledge altogether. The result of this set-up enriches the future of growth, research and development.

Entrepreneurship is a powerful source that develops economic growth on a local and national scale. However, creating entrepreneurship is difficult and there are a lot of government policies that must be followed. Even through a forming of a cluster can enhance and apply entrepreneurship by following the acquired policies without large funding, it is hard to foresee and consider the downside of ineffective policies. *"At this point, countries are still just beginning to acquire enough wisdom to create sound policies that internalize the externalities that can come from innovation and new start- ups."* Nonetheless, keeping up with the rapid changes of the industries, it is where VET-based clusters come through to foster innovation an entrepreneurship in a constantly changing environment.

[...]countries are still just beginning to acquire enough wisdom to create sound policies that internalize the externalities that can come from innovation and new start- ups.'

Stakeholders

In a cluster, each party shares the updates of the sector according to each activities they follow. Hence the knowledge is more spherical and complete

Knowledge transfer

Vocational education & training

Industry

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Benefits for VET providers/students

- Constant growth and knowledge exchange
- Strong bond between academia and industry
- Creating channels for potential workers
- Enhancing local communities
- Encouraging specialisation
- Encouraging personal growth
- Offering target oriented information and specialisations
- Creating local and global environments

Benefits for business

- Direct economic development
- Refocus on existing industries
- Create strong bonds between stakeholders
- Attract foreign investment
- Achieve faster growth for local SMEs
- Increase resource availability

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- Wibrow, B., & Waugh, J. (2020). International Models to Rationalise VET Qualifications, Including Occupational Clusters: Case Studies--Support Document. National Centre for Vocational Education Research (NCVER)

Other Resources

- https://www.techtarget.com/whatis/definition/cluster
- https://www.referenceforbusiness.com/small/Bo-Co/Clusters.html

FOSTER WBL DURING AND AFTER TRAINING

UNESCO (2021) defines work-based learning (WBL) as it "refers to all forms of learning that takes place in a real work environment. It provides individuals with the skills needed to successfully obtain and keep jobs and progress in their professional development". In vocational education and training, it is essential to have work-based learning activities, such as apprenticeships, internships/traineeship, structured work placement and others, to give the students/trainees the opportunity to develop their skills and knowledge in the labour world, promoting their employability, consequently, narrowing the gap between what is learned and the needs of companies.

The flipped classroom approach naturally provides the opportunity to develop work-based activities, especially in VET. "Learning by doing" is crucial, and here are some tips to foster WBL during and after training:

During
Traineeships;
Company and market research;
Attending seminars/workshops or others;
Strategic partnerships;
Job placement;
Company visits;

After
Apprenticeships;
Volunteering;
Attending practical seminars, workshops, courses and/or others;
On-the-job training;
Job shadowing;

Benefits for VET providers/students

- Improves human capital, therefore, their productivity in the labour world
- Cope with the changing environmental and labour demands
- Provide practical experience to apply what their learned
- Deeper knowledge of the labour market, companies and/or organisations
- Enable personal development (teamwork, self-efficacy, time management, communication, social skills, ...)
- Promotes employability
- Increases technical knowledge
- Decreases the gap between the skills required in the labour world and those develop in the academic world
- Increases networking
- Improves CV
- Enables interaction with more experienced colleagues

Benefits for business

- Opportunity to discover new talents
- Reduces recruitment costs
- Increases company know-how, through the partnership established with the school/VET
- Multiplies/maintains knowledge
- Few costs
- Possibility to renew or enlarge company workforce
- Possible preparation for future work placement
- Decrease the gap between the skills required in the labour world and those develop in the academic world.

Bibliography

- UNESCO (2021)

Other Resources

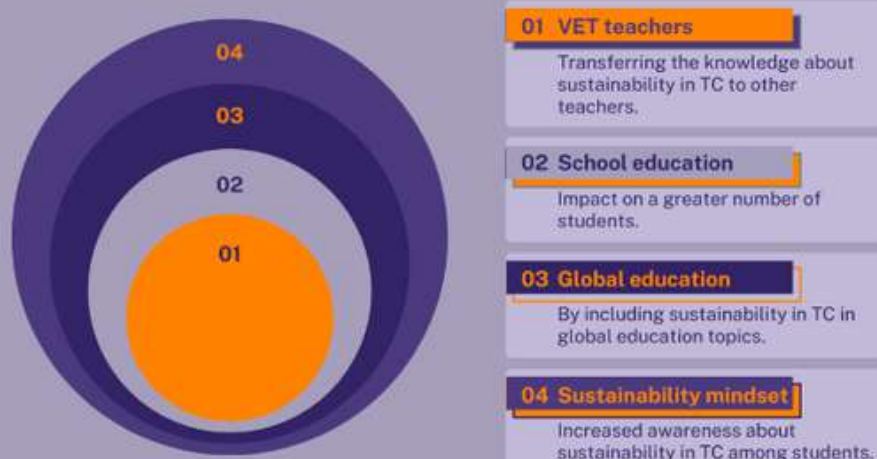- Introduction to Work-Based Learning Experiences

FOSTER TRAIN THE TRAINERS INITIATIVES

Continuous professional development is still a challenge despite all the great efforts of Erasmus+. Different projects are usually limited to project partners who later disseminate the results among the relevant stakeholder. Such an approach is not inclusive enough because many VET teachers are left out of the training simply because of the fact that they are not included in the partnership. Dissemination of the results is not enough for the inclusion of all the relevant VET teachers. Results of the Factive projects showed that teachers outside of the partnership need to be included in different project activities. The project has a higher impact in this way. In the future, we suggest that the programme support different projects which address a wide range of teachers and not just those who are connected to partners' institutions.

Furthermore, TC industry is so relevant for people's everyday life that we need to include teachers from primary and secondary education. The Factive project showed how teachers in primary and secondary education can impact students mindset about sustainability by including simple project-based activities related to fashion in their teaching. With such activities broader scope of students (current and future consumers of the textile) raise awareness in environmental impact of the TC industry.

Train the Trainer Initiatives

01 VET teachers
Transferring the knowledge about sustainability in TC to other teachers.

02 School education
Impact on a greater number of students.

03 Global education
By including sustainability in TC in global education topics.

04 Sustainability mindset
Increased awareness about sustainability in TC among students.

Benefits for VET providers/students

1. Inclusion of many teachers will impact broader scope of students
2. Teachers and students with the responsible mindset about the sustainability in TC
3. Highly qualified teachers with learning material which inspires sustainable consumption of textile
4. Cross-fertilization of VET and school education
5. VET providers can offer their knowledge as CPD providers for colleagues from school education

Benefits for business

1. Increased demand for sustainable textile
2. Opportunity to showcase their sustainability efforts
3. Transfer of their knowledge on sustainability to school education

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Other Resources

- https://www.coe.int/en/web/north-south-centre/global-education
- https://en.unesco.org/covid19/educationresponse/globalcoalition
- https://globaleducation.edu.au/

SUSTAIN AN ONGOING DIALOGUE BETWEEN STUDENTS AND PROFESSIONALS

Educational institutions, as well as educators, across many different sectors, have been challenged to make their curricula more relevant to their students quest to become effective professionals, whose knowledge is relevant to the needs of businesses and whose skills are suited to meet the challenges and problems of the real-world working practice. A possible solution for this issue is for the educational institutions and the educators, to pursue the establishment of a dialogue between students and professionals, to help straightening the link between theory and practice in the educational path of the students. However, the opportunity for students to connect with professionals and learn from their experience can be established in many different ways. So here are some examples that can serve as a model and source of inspiration.

Student mentoring programme
Mentoring is a well-known method to guide and scaffold students to their success. Mentorship can be defined as a personal developmental relationship in which a more experienced or more knowledgeable person (mentor) helps to guide a less experienced or less knowledgeable person (mentee). The mentor has the role of counsellor, guide, coach, teacher and sponsor.

Field-based experiences
A growing number of vocational programs rely on on-site learning experiences to provide relevant and contextualized learning experiences. Typically, these field learning experiences are supervised by a designated professional within the appropriate vocation.

Online learning environment/community
Thanks to the opportunities offered by digital technologies, dialogue between students and professionals can also take place at a distance, broadening professional engagement opportunities (e.g., outside the area or country in which the VET provider operates) and making the form and timing of the relationship more flexible. Encouraging students to register and actively participate in a recognized online professional community can be an effective way to help them build their network.

The four phases of a mentor relationship

Initiation	Cultivation	Transformation	Separation
"I'm here for you"	"I believe in you."	"I will not let you fail."	"You have the power."

Select skills and competences:

1. Respect, warmth	1. Facilitative Responses	1. Providing feedback	1. Embracing
2. Genuineness	2. Advice giving	2. Exploring the immediacy of the relationship	2. Integrating
3. Entering the mentees frame of reference;	3. Self-Disclosure	3. Goal-setting	3. Empowering

Source: Mentoring and tutoring by students, Sinclair Goodlad, 1998, Kogan Page London

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Benefits for VET providers/students

1. Enabling students to create or enhance their professional network
2. Improving students' motivation and learning
3. Increasing students' school skills, social skills, self-esteem
4. Improving students' understanding of work and career opportunities
5. Helping to reduce the dropout rate
6. Improving the image of the VET provider and strengthening its network

Benefits for business

1. Enhancing professionals' coaching and leadership skills
2. Giving back to society and showing corporate social responsibility (CSR)
3. Creating the opportunity to prepare and scout future employees
4. Improving the image of the Company amongst future employees, future customers and clients
5. Building a strong connection with the local community

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Other Resources

- FACTIVE European Network for TетC Professionals and VET trainers and providers: https://www.linkedin.com/groups/8325454/
- Best practice: SUPREME project (https://www.efvet.org/portfolio-items/supreme-project/)

CONCLUSIONS

Business – VET collaboration is important for the acquisition of both technical and soft skills according to the T&C companies real needs linked to the market latest trends and innovations.

A well-established collaboration allows the continuous updating of the VET institutes' training programmes increasing their attractiveness.

The collaboration should be developed during the entire educational path:

- from the very beginning, such as, setting qualification standards, educational goals and outcome oriented curricula more responsive to the labour market needs; supporting the development of partnerships and networks that promote excellence, innovation and flexible learning pathways;

- during its implementations, promoting work-based learning and problem based learning with the application of ICT tools and innovative/practical oriented learning methodologies boosting an high participation of businesses into the training path;

- after its completion, with apprenticeship-type training, volunteering and on the job training schemes.

Intensified cooperation between VET providers and Textile and Clothing enterprises should also sustain trainers' continuing training initiatives, in order to enhance their continuous updating about work practices and pedagogical competences.

This kind of arrangement will lead to a change in the training model; a community of knowledge where each actor benefits from the others, making the most of the advantages of the flipped classroom approach.

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