



NEWSLETTER 1 - January, 2017

Dear readers,

Despite the variation in the way vocational education and training is functioning and perceived across Europe, it will continue to play a key role in the shift towards more knowledge-intensive societies. The European Commission called on Member States to step up their efforts in developing world-class vocational education and training to raise the quality of vocational skills, and in promoting work-based learning, including quality traineeships, apprenticeships and dual system.

There is no single model for apprenticeships, and apprenticeships are far from being a core track of VET in many countries, which impacts negatively the transfer of credits, as well as the recognition of learning outcomes. This also creates obstacles to targeting unemployment through transnational labour mobility.

According to CEEMET, which is the European employers’ organization representing the interests of the metal, engineering and technology-based industries, the companies across Europe, providing some 12.7 million jobs to cover all products within the metal, engineering and technology-based sectors, make up the largest industrial sector in Europe, both in terms of employment levels and added value, and are therefore vital in driving forward and securing Europe’s future prosperity. The 3MVET project is focused on a vocational sector of key importance and is also aiming to increase the attractiveness of VET in general, but also raising the profile and quality of vocations that are currently much in demand, due to the latest trends in the economic development of Europe. Unfortunately, in all partnership countries, except from Germany, the market needs are way ahead of VET providers ability to supply skilled workforce

During the 3MVET preliminary research, one of our key findings was that some of the main reasons for the existence of the above described gaps are very much linked to the absence of active cooperation between VET schools and the business during the process of design of theoretical and practical programmes. Hence, the link between those providing the theory and part of the practical skills (where applicable) and those supplying the real work placements to ensure building up professional competencies, is broken, or missing.

OBJECTIVES: The key objective of the 3MVET project is to design, develop, test, validate, exploit, disseminate and sustain the following innovative products:

- methodological materials for teachers responsible for the curriculum and syllabus delivered in VET schools and cooperation with companies (to cover vocations in the field of „Mechanical Engineering, Metalworking and Metallurgy“), i.e. **3MVET Teachers’ Handbook**;
- training materials for company mentors engaged in the delivery and monitoring of work placement activities for apprentices/students (to cover occupations in the field of „Mechanical Engineering, Metalworking and Metallurgy“), i.e. **3MVET Mentors’ Handbook**;
- matrix mapping expected learning outcomes, acquired by VET students/trainees and labour force (in the field of „Mechanical Engineering, Metalworking and Metallurgy“) through theoretical and practical experiences against a common framework to allow for transnational recognition of knowledge, skills and competencies, i.e. **3MVET Recognition Matrix**.

TARGET GROUPS:

- VET teachers in the field of Mechanical Engineering, Metalworking and Metallurgy (3M sector);
- Mentors in enterprises/manufactures/companies in the 3M sector delivering work placement practices;
- VET students/trainees pursuing a qualification in any of the Mechanical Engineering, Metalworking and Metallurgy professional fields and specialties, as well as professionals (active workers).

NEWS

3MVET First Meeting



As a project coordinator RAABE Bulgaria met 7 partners from 4 countries

Between 21st - 23rd of November, 2016 in Sofia, Bulgaria, was held the first International Meeting of the project 2016-1-BG01-KA202-023652 – “ Innovative VET materials for the professional field of “Mechanical Engineering, Metalworking and Metallurgy” - 3MVET.

Organizer of the meeting was RAABE Bulgaria Ltd. - project coordinator. Seven partners organizations from four countries attended at the meeting: Palfinger Productionstechnik Ltd. - Bulgaria, Vocational High School of Mechanics and Electrotechnics “9 MAY” from city ORTAKOY, Klett MINT - Germany, the Balikesir University - Turkey, Technical Lyceum ORTAKOY – Turkey, Institute of Technology ITAINNOVA – Spain, Centre for vocational education and training Somorrostro - Spain ...

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DISSEMINATION EVENT - 21 of December, 2016



3MVET project has been presented to students and teachers coming from different VET Schools all over Ankara

ORTAKOY 80.YIL MESLEKİ VE TEKNİK ANADOLU LİSESİ Project coordinator Ercan KÜÇÜKARSLAN had shared 3MVET with local authority representatives of Keçiören Municipality ...

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DISSEMINATION EVENT – 19 of January, 2017



Representatives of small and medium enterprises in Bulgaria were introduced into the project 3 MVET

On the 19th of January, 2017 in the seminar hall of the German-Bulgarian Chamber of Commerce in Sofia was held focus group on the problems of apprenticeships in small and medium enterprises . In the meeting took a part Galina Petrova, Project Manager in RAABE Bulgaria and a member of the team working on the international project 3MVET. ...

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High-performance apprenticeships & work-based learning: 20 guiding principles



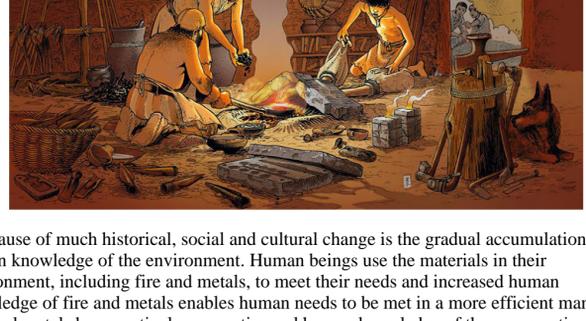
20 guiding principles on VET developed in 2014-2015

This document presents 20 guiding principles developed by the ET 2020 WG on VET in 2014-2015. These principles were developed during a series of meetings, in-depth country focus workshops and webinars. Representatives of the EU Member States, EFTA countries and VET provider organizations, Cedefop and the European Training Foundation (ETF) participated in the Working Group, which was chaired by the Commission. Cedefop and external consultants have contributed to the working group through background documents and research activities ...

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CURIOS

History of Metallurgy



The cause of much historical, social and cultural change is the gradual accumulation of human knowledge of the environment. Human beings use the materials in their environment, including fire and metals, to meet their needs and increased human knowledge of fire and metals enables human needs to be met in a more efficient manner. Fire and metals have particular properties and human knowledge of those properties increases over time in a particular order. Increasing human knowledge of how to create higher and higher temperatures enables the smelting and melting of a wider range of ores and metals. Those ores and metals that could be smelted and melted at lower temperatures were used before the ores and metals which had higher smelting and melting points. This meant that copper, and its alloy bronze, were used before iron and its alloy steel. Pure metals, like copper and iron, were used before alloys such as, bronze and steel, as the manufacture of alloys is more complicated than the manufacture of pure metals. The simplest knowledge is acquired first and more complex knowledge is acquired later. The order of discovery determines the course of human social and cultural history, as knowledge of new and more efficient means of smelting ores and melting metals, results in new technology, which contributes to the development of new social and ideological systems. This means human social and cultural history, had to follow a particular course, a course that was determined by the properties of the materials in the environment ...

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