ADVISORY COMMITTEE ON VOCATIONAL TRAINING
MEETING OF 2-3 June 2014

MINUTES

1. WELCOME AND INTRODUCTION

The Chair, Mr António Silva Mendes, Director for Education and vocational training, welcomed the ACVT members to this meeting.

The Chair referred to the results of the European Parliament elections showing that there was a need for Europe to deliver results for the citizens and, more than ever, for reinforced action in VET as one important vehicle for employment.

He informed the participants about the ongoing Europe 2020 public consultation, which was an important opportunity to state the crucial role Education and Training can play for growth and innovation.

Ms Madlen Serban, Director of the ETF announced the celebrations foreseen on the margins of their Governing Board in November, at the occasion of the 20 years of the Foundation.

2. ADOPTION OF THE AGENDA

The Chair mentioned two additional topics for the Agenda: 1) an information by the Commission on the newly adopted Country specific recommendations; 2) a presentation by the Commission on an on-going study on mapping VET international cooperation, under Any other business.

He explained that the foreseen presentation by the Latvian employer representative, Ms Anita Lice, would not take place as she was unable to attend the meeting at the last minute.

3. INFORMATION ON EDUCATION AND TRAINING ISSUES

An information note providing an update on various Education and Training issues had been sent to the ACVT in advance of the meeting. The Chair invited the members to comment and ask questions on the topics of the note.
Early leaving from Education and training was welcomed as a more comprehensive definition of the phenomenon compared to Early School Leaving, to better embrace Vocational training. The Trade unions' representative underlined the importance of considering VET in its dual aspects of helping combating early school leaving from general education but also with its worrying levels of early leaving from VET, in order to ensure efforts in increasing its quality and retention capacity. The Commission agreed and recalled that a Cedefop study was ongoing to try to better focus all the aspects of VET and early leaving.

On the EMCO peer reviews, the Social partners' representatives asked about long term sustainability of the measures under YG and considered the involvement of Social partners in the EMCO peer reviews would be crucial, in particular National Social partners should be more involved.

The Chair reminded the meeting that the DGVT discussion of November had fed into EMCO work and under the Italian Presidency more contributions could be made on the Youth Guarantee, as this was foreseen as a Conference theme.

The Commission (Mr Michael Teutsch, DG EAC, Unit for Country analysis) underlined the increasing importance of VET aspects in the CSRs and that DG EAC, despite the fact that it was not a core DG in the European semester process, was working in close coordination with the other DGs and with EMCO to submit its input for the European semester.

Social partners' representatives regretted that for the ET2020 stocktaking, they were not involved in the National reports which were being prepared by Member States. They suggested to take advantage of the presence, in the ACVT, of tripartite National representatives, to stimulate the social dialogue on ET2020.

Some Governmental members highlighted the importance of a specific visibility for VET and the Copenhagen process beyond the ET2020 Joint report and the importance of securing a political commitment on VET policy at Ministerial level.

The Chair acknowledged the need for political commitment by Ministers and explained that ET2020 will cover all overarching priorities for education and training, while at the same time defining also specific priorities for individual sectors, including for VET. This process will reinforce each of the sectors, fostering their interaction, for example benefiting to their permeability. He mentioned that discussions are ongoing concerning a VET Ministerial meeting to be organized under Latvian presidency to ensure a broad commitment from policy makers and social partners, as well as Candidate countries on the future VET agenda.

The Commission (Mr Youri Devuyst, DG EAC, Unit for Education and training in Europe2020 governance) asserted the important role of Social partners in the ET2020 consultations and the meeting with the European Social partners on ET2020 already scheduled; he reminded also the possibility for National Social partners to submit written contributions as well as the possibility for them to participate in the Education and Training forum of 9-10 October which will be in part dedicated to the ET2020 review.

The Commission (Ms Dana Bachmann, DG EAC, Head of Unit for vocational training and adult education, Erasmus+), highlighted the useful overview of Cedefop publications which had been sent to the Committee and proposed for the future that, if requested by participants, Cedefop could present one of their works during the ACVT meetings.
Some remarks were made by Governmental members about avoiding overlaps in the roles of ACVT and DGVT and clarify from one meeting to the other the aim of the discussion on a specific topic and ensuring that with every meeting there is a progress in those discussions.

On the European Alliance for Apprenticeships, some participants regretted the results were not encouraging yet, showing allegedly a decreasing offer of apprenticeships places. Trade unions would welcome an in depth discussion in the ACVT of what are the obstacle in each Member State.

The Commission, (Ms Dana Bachmann) explained that a review of development trends in increasing work based learning in VET systems was being carried out by Cedefop under the 2010-2014 VET review and therefore later during the year information on developments in work-based learning gathered by Cedefop as part of the 2010-14 VET review and its activities on apprenticeship would provide a good basis for a discussion in the autumn. Also the VET Business Forum would tackle the topic and provide a review of the pledges submitted by stakeholders.

Following remarks received from the meeting, the Commission clarified that to reach out to VET providers and SMEs for the European Business Forum on VET, contacts were ongoing with Social partners and EU Associations of VET providers and further suggestions on national associations of VET providers would be welcomed. In addition, on the Sector skills alliances' conference of April 2014, the Commission explained that ESCO had been mentioned as a tool to overcome problems of 'different language, different understanding' of professional curricula.

Later during the meeting a short résumé of the country specific recommendations CSRs adopted by the Commission was given, highlighting increasing importance of VET and AL in the European Semester. Further discussion will take place in the next ACVT meeting of December and in the ET2020 working groups.

Governmental members pointed out the generality of the CSRs and the Chair clarified that CSRs are defined by the Sec Gen at a very aggregated level. They rely on how Member States then take ownership and coordinate policy replies at national levels.

ETUC recalled the importance of discussing the CSRs and welcomed the possibility offered by the next ACVT meeting, which is the most suitable forum since national Social partners are represented there; in their view, this is all the more important since, social partners are involved in a limited manner in the consultations at national level, as indicated by a survey conducted among trade unions on this topic.

Obessu thanked for including the information on their awareness raising initiative for VET in the note, and the representative of the VET providers called for turning policy commitment into concrete actions that would be understandable and useful at the grass root level.

The Chair reminded that the EU had no competence in the field of education and training and could only facilitate exchanges but agreed that there was a collective responsibility of having an impact and advancing the policy agenda (also in term of the follow up of the work of DGVT and ACVT). While reflecting on how to be well understood by stakeholders, also concrete and fast results should be ensured, in areas like the low skilled where the EU cannot afford to wait any longer or the commitment to enhance apprenticeships and work based
learning. At this purpose he reminded the Erasmus+ call on supporting national reforms on apprenticeships, whose deadline was 26 June.

ETUC communicated that they had organized information sessions on different topics with their local members (on ECVET, EQAVET etc.) to enhance awareness and were working together with the Employers' representatives at a report on apprenticeships systems in 22 countries.

On the DG ENTR standardization initiative, several participants had questions about the role of Governmental members and raised doubts about the initiative, the relevance for VET and, for example, about the different national rules on technical standards and their harmonisation.

The Commission (Mr Cyrill Discherl, DG ENTR Unit 'Standards for boosting competitiveness') explained that standards are the technical specifications ensuring interoperability and safety of products and services. DG ENTR initiative aimed at improving awareness amongst VET learners and teachers of the importance of technical standards for growth and competitiveness. Contacts with VET providers were ongoing to see which were the sectors where an improved knowledge of these topics would be beneficial and suggestions by Governmental members and Social partners would be welcome on this issue.

The Chair clarified that this initiative concerned the knowledge on technical standards and not standardization of curricula, and neither the harmonisation of norms amongst the Member States. Simply, it related to increasing the skills about technical standards, which could be useful for learners and enhance their competences.

**Conclusions by the Chair:**
In one of the next meetings, DG ENTR initiative on improving standardization knowledge in VET curricula would be further discussed.
The European Semester/CSRs implementation will be included in the agenda of the ACVT meeting of December.

### 4. EUROPEAN AREA FOR SKILLS AND QUALIFICATIONS (EASQ) and ECVET

**EASQ**

The Commission (Mr Pierre Mairesse, Director for Europe 2020: Policy development and country analysis) updated the Committee on the public consultation on the EASQ, which aims, through a common coherent approach, to facilitate mobility, employability and interaction between the different European initiatives related to recognition and transparency of skills and qualifications.

Citizens should be in the centre of this initiative. The Commission highlighted how important it is that also the world of work is familiar with the tools. The tools are not the end in themselves. They should support a European strategy for mobility of learners and workers, access to the labour market and quality of education and training systems. There is also a need to find more efficiency in how we work, avoid overlaps and speed up processes.

The Commission received almost 300 replies from stakeholders to the consultation. While the complete final results will be released only at the conference of 17 June, the first analysis of the results shows that stakeholders call for more coherence, simplification and transparency in order to facilitate understanding the different tools. Stronger focus should be put on
individuals and other end users. Many stakeholders called for improved permeability between sectors of education and training and found that the tools should cover also outcomes from non-formal and informal learning. Furthermore, the EASQ should not focus only on transparency and recognition, but also on how education and training can offer the relevant skills for the labour market. The consultation also called for wider use of the learning outcome approach. Achieving this will be a challenge, and requires changes, in particular in curriculum design and assessment.

Further to the results of the consultation, the Commission will set up an expert group to reflect on possible ways forward. The Commission intends to present a Communication on the EASQ in 2015.

ACVT participants welcomed the clarifications and preliminary orientations and confirmed their support to streamlining and simplification. They also welcomed the idea of setting up an expert group reflecting on the technical aspects of the future proposal.

Some participants expressed concerns about the contents of the future initiative and on the necessity of not raising unrealistic expectations amongst citizens. An initiative with this name should be about recognition and making education visible. Some participants agreed with the fact that there are currently some problems in the implementation of tools. The concrete proposals to improve the situation should now be discussed. Belgium regretted the too technical character of the consultation and proposed to focus more on the objectives that can be supported by the EU tools rather than looking at the implementation of the different tools as an objective. On the basis of clear objectives that are understandable for the wider public like enhancing mobility, employability and lifelong learning, the impact of the different tools can be evaluated.

It was reminded that instruments should bring added value to citizens and in particular learners; the tools must be understandable and accessible for them. However, we should also pay attention to how we address specific stakeholders, such as employers or teachers; also they should understand the benefits of tools such as ECVET. All this should be reflected in the language that is used when communicating about these instruments. Better communication should help correcting the image that many seem to have about Europe, witnessed by the results of the recent elections of the European Parliament.

Many Member States reminded about the positive experiences they have about tools: EQF, for instance, has clearly helped making education and training more transparent. Tools support developments at national level as well as mobility in Europe, and have helped improve quality.

On mobility, some concern was expressed about the low international mobility rate in VET, and it seems to be very difficult to increase it. However, there was a comment from the employers' side that mobility is working, and that it brings clear added value.

ACVT members invited the Commission to take a close look at the evaluations of the tools in order to review or possibly abandon some of them. In any case, it seems too early to say anything definitive about the impact of the different tools, since countries are at different stages of implementation. Belgium proposed to set up a roadmap for the EASQ, with clear indication of the role and responsibility of the Commission and the Member States.
The Commission subscribed to the remarks, asking the Member States and the social partners to assist the Commission in the forthcoming preparatory phase of the EASQ.

**ECVET**

The Commission (Mr Carlo Scatoli, DG EAC, Vocational training and adult education; Erasmus+) presented the main conclusions and recommendations from the external evaluation of ECVET, and outlined preliminary proposals for messages to be included in the report on ECVET which the Commission will submit to the European Parliament and the Council later in 2014. This report is requested by the ECVET Recommendation and, as such, is independent from the EASQ, but should be considered in the wider context of the EASQ.

Some comments highlighted that the added value of ECVET is, indeed, that it makes learning outcomes visible, but that also the quality of training is essential. However, some noted that credit points could also be useful for transfer purposes.

Views on ECVET varied quite sensibly: Germany and Belgium-Flanders had doubts about its added value and impact, as had the Danish union representative, while the French Community of Belgium highlighted its role in the Copenhagen Process (as one of the three pillars EQF, EQAVET and ECVET) and Finland expected a positive impact from the forthcoming introduction of ECVET into the national qualifications system.

Some ACVT members proposed to profit from those elements of ECVET that seem to function best, such as providing support to learners in work-based learning, where partnerships bringing together education and employers could benefit from using ECVET.

The Commission clarified that there was no plan of integrating ECVET and EQAVET, as suggested by the wording of a message about a future joint working group. However, the opportunity for such a cooperation was questioned by Austria, on the basis of the different nature of the tools.

Some countries and social partners found the ECVET governance structure complex and called for increasing linkages between the different governance bodies (EQF, EQAVET, ECVET, etc). Belgium-Flanders asked the Commission not to skip recommendation number 9 in the external evaluation report on the governance structure so that the stakeholders opinion on that issue would be respected. Austria called for a stronger coordinating role for the DGVT and the ACVT.

The Commission informed the ACVT that a note on the governance of ECVET will be presented to the ECVET Users' Group in its meeting in December 2014.

**5. THE 2015 BRUGES REVIEW**

Ms Lore Schmid and Mr Jasper Van Loo, from Cedefop presented the first results of the analysis of the progress made under the different short term deliverables (STDs) in the period 2011-2014 and the focus groups and interviews held with ACVT members. Reforms so far had focused more on I-Vet than C-Vet and most of the progress had been achieved in the field of work-based learning, in the activities agreed to raise attractiveness of VET and in preventing and addressing early leaving from education and training. Limited progress was registered in developing teachers' and trainers' competences systematically – an important lever to achieve several of the deliverables even though none of the 22 was specifically dedicated to this issue. Findings also suggest less progress in partnerships for creativity and
innovation (including entrepreneurship) that include upper secondary VET, and the use of VET outcomes for evidence based policies.

Cedefop announced the joint Cedefop / Commission conference to take place on 29-30 September in Thessaloniki where the results of the VET monitoring report would be presented and discussed.

The information was further complemented by the analysis in the candidate countries by ETF (Ms Madlen Serban) which will be integrated in the Cedefop monitoring report. In general, the Bruges communiqué had inspired systemic reforms in the countries, as a foresight policy towards 2020 and the general strategy for what countries want to achieve in human capital development. Candidate countries wished to have more focus in the STDs and context relevance to ensure comparability.

In response to questions from delegates on country specific information (LT Trade unions) and the level of analysis of impact (regional, national) (DE Gov), Cedefop highlighted that the report would contain a cross-country analysis of progress in achieving the deliverables (trends) and the achievements in the context of the strategic objectives as well as detailed fiches with country specific information. However, it was underlined that the information relates to national-level approaches and measures; measures devised or put in place at regional level are not covered by the exercise.

On areas needing more developments, further remarks by participants concerned guidance for LLL (often a too fragmented approach), need for more quantitative data on investment in teachers and trainers' competences, partnerships between VET providers and entreprises.

The Commission (Mr Jan Varchola, DG EAC, Vocational training and adult education, Erasmus+), presented the conclusions of the first orientation debate at the DGVT meeting in March and of the written consultation of ACVT members. There is a general consensus about reducing and streamlining the number of short term deliverables (STD) and on ensuring VET visibility in E&T policies. Most contributions were proposing common topics and ideas for the new set of STDs, in particular in the areas of quality and labour market relevance of VET, work-based learning, attractiveness as well as efficiency and governance in VET. Among new topics which could be proposed for the new set of STDs are teachers and trainers, more ICT in VET, youth guarantees (linked to work-based learning) and apprenticeships for adults. A specific focus should be put on learning outcomes approach as a basis for reforms, excellent VET for growth and innovation, strengthening the monitoring of the labour market (LM) outcomes of VET and the "feed-back loop" between LM developments and VET provision, but still not forgetting the dual role of VET as vehicle for inclusion.

For the STDs at EU level, it had been proposed to keep the same policy support in terms of working methods (peer reviews, working groups), continuation of the European Alliance for Apprenticeships, reflecting on the synergies of the transparency tools and ensuring that EU funding is complementary to national funding and not a substitute (more to be found in the power-point presentation).

He also provided the Committee with a brief overview of the main milestones to be undertaken within the Review and an overview of what was expected in the following steps to be undertaken by the ACVT bureau, DGVT meeting and next ACVT meeting.

The Italian Governmental representative expressed concerns about the already considerable number of listed areas for future STDs and invited the Commission and the Committee to try to reduce its number also in view of reducing future reporting obligations by MS. She also
underlined the need for clarity and understanding by citizens. They indicated as their priorities, quality, inclusiveness and evidence based policy and coordination with other stakeholders, like public employment services and social partners.

The Belgian FL Gov Delegation asked to use a language understandable to a wider public and to avoid a focus on EU tools and principles by using technical terms such as 'learning outcomes' in the heading of future STDs. The tools and principles should be rather linked to concrete objectives that are easier to communicate to the wider public like the promotion of flexible pathways, lifelong learning and employability.

Governmental representatives also proposed, in addition, to have a clear communication strategy to show to citizens the advantages of VET (UK), the use of tools (ES), to link the VET review to other strategies like the Entrepreneurship 2020, national Active Labour market policies (LT).

Some Governmental representatives asked clarifications about the Review process and to consult and commit National Ministers in order to enhance political commitment at national level.

The Commission (Ms Dana Bachmann) reminded the approach and the roadmap of the VET Review as approved at the preceding meeting of ACVT in December, particularly the fact that the DGVT in March and the ACVT meeting in June were meant as a first orientation debate and not for discussing concrete proposals of the future STDs – this is planned to be done at the next DGVT meeting in October 2014. Additionally, it was recalled that the ET2020 stocktaking would converge with the VET 2015 Review but in the latter there will be more detailed information.

The Trade union representative reminded the meeting that the Bruges communiqué was a tripartite commitment and therefore they encouraged MS to organize tripartite meetings to coordinate their VET review national contribution in the coming months. They suggested C-Vet should be strengthened, in particular workplace learning and that in general VET governance should include social partners at national level.

Employers representatives favoured learning for employability, entrepreneurship and higher VET as important topics.

**Conclusions by the Chair:**
The Chair invited the Delegations who still wished to contribute, to send their proposals in writing for new STDs by 26 June. During the summer the analysis will be completed, including detailed Cedefop outcomes and ET2020 stocktaking: a proposal will be submitted to the DGVT meeting in Rome for discussion.

**6. VET IN-COMPANY TRAINERS**
The Commission (Ms Maria Todorova, DG EAC, Vocational training and adult education, Erasmus+) presented the conclusions of the working group on in-company trainers, whose importance had already been mentioned in the morning during the discussions on the 2015 VET Review.
She gave an overview of the results of the thematic working group, jointly coordinated by DG EAC and Cedefop, which focused on the skilled workers training co-workers and apprentices, tutors and mentors, workplace instructors.

The Guiding principles to support trainers were presented as well as some key actions which could be undertaken at European but also at National or Social partners level (see background document and presentation).

The proposals would be embedded in the new STDs under the 2015 VET review and brought forward by other working groups and EU initiatives. In addition, also EPALE the new platform for adult education being developed could be used for exchanges of training materials or best practices.

The Dutch Trade union representative (Ms Isabel Coenen) explained the strong involvement of trade unions in the Dutch VET system, in terms of defining criteria for accreditation of companies, providing training materials and support the trainers. The example of Fundeon, the expertise centre for the construction industry was illustrated, providing training and regular refresh to the trainers in the field.

ETUC welcomed the work of the thematic group, in which the trade unions were involved. It was important to invest in the professional development and recognition of the company trainers. They strongly supported a further dissemination of the results of the TWG and wished the report would serve for policy developments.

They expressed concerns about the recent Council conclusions on effective teacher education to which they were preparing a written comment. Nevertheless they welcomed the conclusions that profound changes are necessary to keep people in the profession and have sustainable funding.

They proposed that a new benchmark on I-VET teachers and C-VET trainers should be developed in the framework of the ET2020 strategy (time spent for competence development, investments...)

The Employers' representative welcomed the suggested actions but nevertheless stressed the problem that trainers had to perform also other tasks, and lacked a clear identity and role. The perspective and needs of the companies were also to be considered and the recommendations should not be too prescriptive.

The Chair underlined that the Council conclusions should be considered as a window of opportunity for further action and agreed that the results of the TWG should be taken forward in further EU and national initiatives, programmes and projects.

The presentation prepared by the absent Latvian Employer representative was uploaded in Circabc for information of the Committee.

7. PIAAC – IMPLICATIONS FOR VET AND ADULT EDUCATION

The Commission (Mr Paul Holdsworth, DG EAC, Vocational training and adult education, Erasmus+) gave an overview of EU policy activity in the light of the results of the PIAAC survey. A key finding was the vital role of the workplace as a place for lifelong learning, and the need for all Social partners to contribute. For example, of the adults who take part in adult education, around 75% take part in non-formal and work-related training (continuing VET), making it the biggest share of adult education; furthermore, two-thirds of job-related learning is sponsored by the employer; however, company training tends to be short in duration compared with other forms.
The results of PIAAC were being followed up by the ET2020 working group on AL as well as in the network of National Coordinators of AL. Cedefop had also provided a list of the activities they were undertaking in the field of adult education and continuing VET.

The Italian Trade union representative (Ms Milena Micheletti) presented the role of Social partners in maintaining skills in the workplace as well as a study on apprenticeships undertaken by ETUC. She also gave an overview of the Italian system of apprenticeships.

Trade unions underlined the need for sustainable funding for improving skills, in particular for the low skilled, and for innovation. They underlined the need for quantitative data on adult education. The activity of social partners was crucial; there was a need for more cooperation between National Coordinators for AL, public authorities and social partners, to increase awareness of their respective activities.

As the Commission was urged to ensure an effective dissemination of the results of the TWGs, the Chair reassured the meeting that previous work (by TWGs on quality assurance and financing in adult education) was already being taken on board by the new ET2020 WG and would serve as the basis for future policy developments.

The Employers' representatives commented that some responsibility for workplace learning rested also with the employees, who should be motivated to learn. Training content should be relevant to the one's work; the development of basic skills should be the responsibility of the education and training system.

UEAPME asked how to ensure progress in the countries that did not take part in PIAAC, to avoid a two-speed development. The Commission, Paul Holdsworth, explained that several more countries were now taking part in the PIAAC survey, so that a majority of Member States would soon be covered. Indicators and benchmarks on adult education were being reviewed by the Commission in the light of the new data available from PIAAC.

It was also mentioned that the Commission is working closely with the OECD on the follow up of the study and may support Member States who wish to engage in OECD country reviews or participate in PIAAC in the future.

Conclusions by the Chair:
It has been agreed that a discussion paper will be prepared for the DGVT on stepping up European cooperation on C-VET; it will be based on work by the Commission and a stocktaking exercise being carried out by Cedefop.

8. EURES – Information from the working group on the inclusion of apprenticeships and traineeships.

The Commission (Mr Doede Ackers, Deputy Head of Unit, DG EMPL Social affairs and inclusion) presented the progress report sent to ACVT on introducing apprenticeships and traineeships in the mandate of the EURES network by the European Council.

He explained the EURES network gives personalised and on line support to job seekers and employers and is composed of experts on labour mobility, working in different organizations (PES and Social partners). The EURES portal shares job vacancies available from the different PES. A reform of EURES to make it more result-oriented is ongoing. There have been expert meetings on how to proceed. As the EURES legislative framework addresses only workers within the meaning of EU law, not all traineeships and apprenticeships can be covered by EURES. The steps to be envisaged are 1) to keep general information (with links)
on the legal framework for apprenticeships and traineeships of each country on the portal and
2) to run a pilot project testing the matching of offers and applications between a selection of
Member States, interested in participating, in cooperation with VET providers and experts in
mobility activities.

The Dutch Governmental representative raised concerns about the possible competition with
job seekers who would be attracted by the offer of apprenticeships and traineeships thus
competing with learners, for whom it is already difficult to find placements due to persistent
shortages of offers.

Other Governmental representatives asked clarifications about the type of apprenticeships
which can be taken into account by EURES, the funding of travel expenses by the individual
apprentice and raised concerns about the long duration of the project, given the urgency to
tackle youth unemployment. Other comments included the fact that employers were not
always advertising their offer via the PES.

ETUC asked if the EAfA pledges provided by companies could be advertised in EURES and
stressed the importance of concrete action on what was already on offer in the pledges, like
Nestlé.

The Commission (Mr Doede Ackers) underlined that as part of the pilot project to test
matching, the issue of complementarity/competition of needs of learners and job seekers
could be assessed. In addition, the current EURES Decision applies to workers as defined by
EU law, meaning that only apprentices above 18 years old with a work contract and
remuneration are within the scope of the decision. The pilot project could also analyse how to
motivate employers to engage in the EAfA and increase the quantity of vacancies, but EURES
concerned actual job positions and therefore only concrete offers.

The Chair clarified that the EAfA pledges were already being implemented and this work
should be seen separately from the developments in the EURES portal. He confirmed that
Erasmus+ could not fund individual requests from apprentices for transnational mobility, but
rather that apprentice mobility should be undertaken through projects run by sending
organisations like a company or a VET school.

Conclusions by the Chair:
Comments were noted by DG EMPL and will be taken into account for the further
developments of the pilot project.

9. UPDATE BY THE UPCOMING ITALIAN PRESIDENCY

Ms Valentina Curzi, from the Ministry of Labour, presented the education and training related
priorities and events during the incoming Presidency (see presentation uploaded in Circabc
for more details).

The DGVT meeting will take place on 13-14 October focusing mainly on the 2015 VET
review and a VET-related conference on the Youth guarantee on 14-15 October 2014 in
Rome, where also members of the ESF Committee would participate.
10. **ANY OTHER BUSINESS**

Mr Joao Santos, since March 2014 the new Deputy Head of Unit B2, Vocational training and Adult education, Erasmus+, updated the Committee on an ongoing study on Vet international cooperation. He stressed the importance of mapping National VET providers' activity in terms of international cooperation actions and initiatives with Third countries in order to assess how EU support would be more relevant.

The tentative dates for the next ACVT meeting are 4 and 5 December 2014.

All documentation from the meeting is available in Circabc https://circabc.europa.eu in the interest group DG EAC Advisory Committee for vocational training.

For further information and assistance please contact: eac-ccfp-acvt-meetings@ec.europa.eu