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## German gov't launches program to support vocational training system

1 August 2020

**W**ith the start of the new vocational training year in Germany, the government would launch on Aug. 1 parts of a program to support the educational and vocational training system, the Ministry of Labor and Social Affairs (BMAS) announced on Friday.

"Good vocational training is the foundation for the professional future of young people and for securing skilled labor in Germany," according to a joint statement by BMAS, the Ministry of Education and the Federal Employment Agency.

A total of 500 million euros (592 million U.S. dollars) was earmarked for this program, which was intended to support small and medium-sized enterprises (SMEs) in Germany, according to the statement.

Minister of Labor and Social Affairs Hubertus Heil said that it was "important" that young people could get a vocational training despite the COVID-19 crisis. With its "protective

shield" for vocational training, the government would support companies in "giving young people a perspective."

The German vocational education and training system, also known as the dual training system, is highly recognized worldwide due to its combination of theory taught in public schools and job training at private companies.

"A good education is also the best protection against unemployment," stressed Heil.

The program included training bonuses worth up to 3,000 euros for companies which, although severely affected by the COVID-19 crisis, "maintain or increase" their vocational training level, according to the statement.

Takeover bonuses were also offered to companies that take over trainees from companies that had to file for insolvency due to COVID-19, according to the statement. Enditem



CathWest Innovation College student Scott Drury with a laser-cutting machine that is helping him develop skills in advanced manufacturing

## Sydney - Students shape own curriculum in 'new generation' of vocational schools

3 August 2020

**T**he NSW government has launched "a new generation" of vocational high schools to help students find jobs in a post-coronavirus economy.

Skills and Tertiary Education Minister Geoff Lee said Seven Hills High School in Sydney's west would be among the first to provide students with dual HSC and vocational qualifications, and curriculums designed "to suit the students".

Premier Gladys Berejiklian on Monday said the school would provide qualifications in community and health services, construction, electro-technology, plumbing, transport and logistics to meet local industry needs within three years.

"Seven Hills High School will now be well placed to take advantage of major projects in western Sydney, including the construction of the aerotropolis, which will require a steady pipeline of skilled tradies for decades to come," she said.

"It's crucial we look to reskill, retrain and support school leavers to access opportunities in industries where there are skills shortages and emerging employment opportunities."



## UN Secretary-General warns of education catastrophe, pointing to UNESCO estimate of 24 million learners at risk of dropping out

6 August 2020

**U**N Secretary-General António Guterres today launched the Education in the time of COVID-19 and beyond Policy Brief warning that the pandemic has created the most severe disruption in the world's education systems in history and is threatening a loss of learning that may stretch beyond one generation of students. School closures are also likely to erase decades of progress, according to the Policy Brief, which builds on UNESCO's data and features recommendations on ways to avert the looming catastrophe.

UNESCO led the drafting of the Secretary-General's Policy Brief which contains inputs from 15 sister

organizations.

"We already faced a learning crisis before the pandemic," said UN Secretary-General Antonio Guterres in a video statement to launch the Policy Brief. "Now we face a generational catastrophe that could waste untold human potential, undermine decades of progress, and exacerbate entrenched inequalities."

The Brief calls for national authorities and the international community to come together to place education at the forefront of recovery agendas and protect investment in education. With this objective, UNESCO will convene a special session of the Global Education

Meeting before the end of the year.

UNESCO data shows that nearly 1.6 billion learners in more than 190 countries, 94% of the world's student population, were affected by the closure of educational institutions at the peak of the crisis, a figure that stands at 1 billion today. As many as 100 countries have yet to announce a date for schools to reopen.

The Policy Brief points to UNESCO's projections whereby 24 million learners from pre-primary to tertiary education risk not finding their way back to their studies in 2020 following the COVID-19-induced closures. The largest share of learners at risk, 5.9 million, live in South

and West Asia. Another 5.3 million students at risk are in sub-Saharan Africa. Both regions faced severe educational challenges even before the pandemic, which is likely to worsen their situation considerably.

According to UNESCO, tertiary education is likely to experience the highest dropout rate and a projected 3.5% decline in enrolment, resulting in 7.9 million fewer students. Pre-primary education is the second worst affected level with a projected 2.8% decline in enrolment, i.e. 5 million fewer children attending. According to these projections, 0.27% of primary and 1.48% of secondary education students, corresponding to 5.2 million girls and 5.7 million boys at both levels, risk dropping out of school.

“These findings emphasize the urgent need to ensure the continuity of learning for all in the face of this unprecedented crisis, in particular the most vulnerable,” says UNESCO Director-General Audrey Azoulay. “The Brief calls to protect investment in education at all levels, and warns that according to UNESCO estimates, the pandemic will increase the gap in funding needed to reach the internationally agreed 2030 Sustainable Development Goal on Education (SDG4) in low and lower-middle income countries by one third, from the already staggering shortfall of USD 148 billion.”

School closures do not only undermine education. They also hamper the provision of essential services to children and communities, including access to a balanced diet and parents’ ability to go to work. They also increase risks of violence against women and girls.

Preventing the learning crisis from becoming a generational catastrophe must become a top priority for world leaders and for stakeholders across the education community, says the brief, emphasizing education’s role in



driving economic progress, sustainable development and lasting peace.

The Brief makes recommendations in four areas to mitigate the effects of the pandemic:

1. Suppress transmission of the virus and plan thoroughly for school reopening: this covers health and safety measures, attention to the needs of marginalized children and joint planning and consultation with teachers, parents and communities. The UN has issued guidance to help governments in this complex endeavour.
2. Protect education financing and coordinate for impact: despite public spending constraints, national authorities must protect education budgets and include education in COVID stimulus packages. The international community must protect official development assistance for education. Relieving, postponing and restructuring debt for low and lower-middle income countries is part of the solution to help countries invest in education.
3. Strengthen the resilience of education systems for equitable and sustainable development: Building back resilience requires a priority focus on equity and inclusion, with measures to address

the needs of the most marginalized and vulnerable learners and to ensure that economic strains and gender norms do not prevent girls from returning to school. Risk management capacities need to be reinforced at all levels.

4. Reimagine education and accelerate positive change in teaching and learning: The scale of innovations made in a short time to ensure learning continuity proves that change can happen quickly. They have set the ground to reimagine education and build systems that are more forward-looking, inclusive, flexible and resilient. Solutions must address learning losses, preventing dropouts, particularly of the most marginalized, and ensuring the social and emotional welfare of students, teachers and staff. Other priorities include better support to the teaching profession, removing barriers to connectivity, investing in digital technologies and flexible learning pathways.

The UN Policy Brief is being launched alongside #SaveOurFuture, a multi-partner campaign led by ten entities, including UNESCO, to raise awareness of the global education emergency and urge increased investment to build better, more inclusive and resilient education systems for the future.



## UNESCO safeguards the livelihoods of those vulnerable to covid-19 through vocational skill training

7 August 2020

**A**s the world confronts the COVID-19 pandemic, all aspects of human life have been affected. In Nepal, particularly the marginalized—migrants, informal workers including women, socially excluded and disadvantaged Dalit, Madhesi and Janjati communities—are among the most vulnerable. The impacts are already visible in loss of wages, job cuts, and closures of small enterprises, which can mean devastation to the country's socio-economic settings.

Balam Timalina, Chief of Education Unit in UNESCO Kathmandu office said, "To protect the right to survival of vulnerable people, two fundamental interventions seem crucial at this moment: creating an opportunity for employment and income generation, and preparing an enabling environment to build back better socio-economic conditions of the country by preparing a skilled workforce."

# INDIA - VOCATIONAL TRAINING:

## Old wine in new NEP glass?

10 August 2020

The three-language formula was not the only bone of contention in the National Education Policy. Now, the proposal to introduce vocational education from Class-VI has become the focus of debates. While educationists seem divided on the topic, the popular opinion seems to be that, the concept may be beneficial for urban middle-class students but problematic for those coming from rural and low-income groups.

The policy proposes practice-based training for students from Class-VI onwards, for 10 days a year without carrying their bags. On the no-bag days, the students will intern with experts in carpentry, gardening and pottery among others. The internship will be in collaboration with private companies, development institutes and non-profit organizations.

It does not fix a time period till when students would be exposed to vocational education. Over the next decade, vocational training would be completely integrated with mainstream education, indicates the policy note. Will this idea create independent individuals equipped with a certain skill-set, or will it result in the creation of more labourers than graduates? is the question in the minds of academicians.

Though the argument that a paltry 10 days will make no big difference in the big picture does hold good, for educationists in Tamil Nadu, the idea is reminiscent of a similar move made 67 years ago, when C Rajagopalachari was the Chief Minister. The Madras Scheme of Elementary Education, introduced in the Madras Presidency in 1953, wanted to merge family occupation with school education. Teaching hours were reduced from five to three. Students spent their mornings in school and went home in the second session to learn their parents' occupation. The scheme was met with stiff opposition from social reformers such as Periyar E V Ramasamy, and DMK founder CN Annadurai, for its casteist nature.

Within a year, the scheme was rolled back. The issue culminated with Rajaji resigning from the post of the Chief Minister. "Now, this proposal in the NEP is no less than that scheme of Rajaji," claims retired professor A Marx. "What is the necessity of introducing vocational training at the age of 11?" Noting that every student should be given mainstream



education until the age of 17, Marx says students from economically weaker sections will get distracted because of skills they acquire at school and will not fight against their shortcomings as they are doing now.

"Three years ago, provisions of Child Labour Act 1986 that prohibited employment of children below the age of 14 were diluted. Now children are allowed to work in family occupations and many other hazardous industries. Then, the Central government launched Skill India initiative with National Skill Development Framework (NSDF) to assess the skills. The Centre's NEP is aimed at creating more labourers and small traders than graduates," claims Marx.

However, writer and publisher Badri Seshadri differs in his opinions. "Engineering graduates from the State have no skills to build anything. Be they manufacturing or services sectors, building, experiment and estimation are essential.

Nobody outside the State has any problem with this." Pointing out that many high-end schools, where students from affluent backgrounds are studying, have made woodwork as part of the extracurricular activities, Badri says children are made to learn vocational courses in an environment without caste identities.

He wondered about critics who question the necessity of introducing vocational training at the age of 11. "For the same reasons we study maths or science, it's necessary to learn additional skills," However, Seshadri remained sceptical on its implementation in the State owing to political reasons. BJP State unit spokesperson Narayanan Thirupathy says imparting skills at school level will make every student an 'independent' with certain skills.

# Cedefop's analytical framework for developing upskilling pathway

13 August 2020



**A** new Cedefop publication presents the analytical framework for developing upskilling pathways for low-skilled adults. The framework aims to support policy-makers and stakeholders in designing and implementing flexible and inclusive upskilling pathways.

This report is the second volume of Cedefop research on empowering adults through upskilling and reskilling pathways. You can also read/download the first volume on adult population with potential for upskilling and reskilling.

The framework is built around important systemic features needed for a coherent and coordinated approach to upskilling. It is grounded in a lifelong learning perspective and focused on the empowerment of the individual

learner/beneficiary.

The next step will be to apply the analytical framework in a selection of countries who agree to participate in thematic country reviews specifically focused on its subject. There will be further follow-up during the forthcoming 'Third policy learning forum on upskilling pathways: a new vision for the future' in November 2020.

Stakeholders will have an opportunity to share the latest developments in upskilling pathways, including their knowledge, innovative experiences and practices, challenges and inspirations, with a focus on the identification of key areas for action.





## EU provides \$10,000 to Makoi Women's Vocational Training Centre to support underprivileged women

21 August 2020

The European Union has provided \$10,000 to the Makoi Women's Vocational Training Centre to support underprivileged women attain livelihood skills and eventually become economically empowered.

The funds provided to the centre today were intended for the EU Delegation's public diplomacy activities, but due to the restrictions put in place to contain the COVID-19 outbreak, the EU Delegation had to cancel some of its activities and as a result redirected the funds to help people beat the current challenging times.

This financial support will enable the Fiji Muslim League's Makoi Women's Vocational Training Centre to provide livelihood training on cooking, pastry, sewing, embroidery and hydroponics for marginalized and poor women.

It will also support women set-up small income generation projects.

The European Union Ambassador to Fiji and the Pacific, Sujiro Seam says the EU stands in solidarity with their Fijian friends during this pandemic and provides support to mitigate the impact of the crisis on the economy and people. Fiji Muslim League's National President, Hafizud Khan says the Centre, since its commencement in 2015, has assisted close to 1,100 women to learn a skill and change their lives.

He says these courageous women come from all over Fiji and the selection, for totally free training, is directed towards the needy - irrespective of their ethnic, religious or age grouping.

# Vocational education for international students in Australia: TAFE explained

21 August 2020

Australia has a strong reputation worldwide for their high-quality universities and colleges. Lesser-known to many, however, is its many offerings of vocational education. Vocational education can provide students with a pathway to enter the workforce or progress to higher education institutions. One way of earning a vocational education in Australia is through TAFE institutions, which offer nationally-recognised courses to prepare students for the workplace. What is it, and how do international students stand to benefit from TAFE courses? Here's what you should know:

## WHAT IS IT?

TAFE, which stands for Technical and Further Education, is a form of vocational education and training (VET) education offered by government-run institutions in Australia. Their courses are highly diverse — you can find programmes ranging from business to agriculture, and from building design to tourism and hospitality — in addition to being typically more hands-on in nature.

TAFE institutes usually have fewer entry requirements than universities, making them highly accessible to students. Both international and domestic students can attend TAFE institutes to complete courses that range from certificates, diplomas, advanced diplomas to postgraduate-level courses.

## WHY SHOULD I PURSUE TAFE?

TAFE courses are short, affordable and have flexible study options. Offered by government-owned education providers, this provides students some comfort and security over the quality of their qualifications. TAFE courses are also highly popular among international students, thanks to its extensive range of courses and subject areas that provide practical skills and vocational training for a huge variety of careers, notes Studies in Australia. By enrolling and successfully completing a TAFE course, you can expect to improve your chances of being accepted into higher education courses, improve your employment prospects thanks to the practical skills gained, in addition to enjoying more individualised attention through small classes.

## HOW MUCH DOES IT COST?

Fees for TAFE courses vary depending on the programme,



institution and location. For a rough idea, the fees per semester for TAFE International Western Australia range from over 6,000 to 8,000 Australian dollars. The total cost of a diploma programme at TAFE Queensland can range from over AU\$12,000 to AU\$20,000. Interested students should check with their relevant providers for more information.

## WHAT ARE THE ENTRY REQUIREMENTS?

You'll typically need to have qualifications that are equivalent to the Australian Year 10, 11 or 12 level. It's worth noting that each course may have different prerequisites or work experience needed, while some courses, such as art and design, may also require a portfolio. Always check with individual providers for the entry requirements, including the language requirements.

## AM I RIGHT FOR TAFE?

Are you looking for a pathway into the higher education sector? Then TAFE might be right for you. They offer Certificates I–IV, diplomas and advanced diplomas that can pave the way for you to meet entry requirements and even credit towards some higher education courses. Studies in Australia notes the following, however: "The exact amount of credit granted depends on the institution, the degree and the TAFE qualification completed. It is important to check pathways and credit arrangements with institutions." They add that it's becoming increasingly common for higher education graduates to complete TAFE qualifications in order to gain practical, work-oriented skills to assist them to enter the workforce.

# Australia - Why rebranding higher education as “job training” is an offence to humanism

21 August 2020

The Australian government recently revised its fee schedule for higher education in order to emphasise “job readiness”. Those who choose to study the humanities in Australia must fund their own education; in fields deemed to provide job training, the government has increased its tuition subsidy. In the UK, the Education Secretary, Gavin Williamson, echoed this principle in a recent speech on further education: “We must never forget that the purpose of education is to give people the skills they need to get a good and meaningful job.”

No one opposes offering widespread and high-quality vocational education to teach people how to provide essential services. The basic structure of the common good involves meeting human needs for water, sanitation, power, transport, health and access to the law. Such activities require training, and there is an obvious public interest in providing it. But reducing education to job training is not only a partial or limited view. It is sinister.

The difference between advocating for vocational training and describing all education as “job training” may seem subtle, but is crucial. Terms such as “job training” or “career training” – or as Williamson puts it, “local colleges firmly tapped into local business needs” – appeal to the existing labour market, not the common good. They have taken private profits as their guiding principle, rather than the needs we hold in common. Even when students are trained for prestigious and profitable work, it is strange to think that this kind of training needs public cultivation and support; surely public goods should be the primary object of public endeavour. Anyone who doubts that jobs are not all for the common good need not cite dramatic examples of biowarfare engineers. One can simply pick up anthropologist David Graeber’s 2018 book *Bullshit Jobs* to see the farce that middle-class employment has become. Drawing on extensive correspondence with workers, Graeber describes the high-prestige, high-pay, utterly worthless jobs that our university graduates aim for and are “trained” to take up.

Some of Graeber’s correspondents judge themselves to be manufacturing demand in order to sell useless products; others are paid not to fix something that needed fixing; and yet others are “box-checkers”, employees who fill out required paperwork that was never read nor reviewed.



A Greek flag flies next to a statue of ancient Greek philosopher Socrates in the centre of Athens on 23 May, 2012.

The letters Graeber receives are soaked with misery; these workers are paid well, respected, and yet deprived of the human need to do work that actually benefits others.

Reading his examples and viewing education as “job-training” evokes the image of universities training seals to perform useless, soul-destroying tricks. This suggests that job training can be pointless or distracting, a waste of time – and perhaps a poor route to one’s own flourishing. But I want to argue that matters are even worse than that. Reducing education to job training threatens basic principles of liberty and equality. Anyone who has tried to get a job knows that they are designed by others. In a healthy economy, there might be a great enough variety of “others” to permit mutual discernment in making a job fit a person, as well as the possibility of employees influencing the way jobs are practised. Alternately, in the old mould of craftwork or academia, applying for a job meant applying to enter a guild of equals. To do so, you needed to master the knowledge the guild sought to preserve. Once you are in, no one is master of anyone else.

In this age of global mega-corporations, jobs are designed by a very few people for a great many others. To call education “job training” is, quite simply, to call it “learning how to follow someone else’s orders”. We train people to work for the powers that be, whether those powers are benevolent or not. It is not up to the prospective employees to judge the overall value of their options. Their “job training” will not have included habits of imagination or critical judgement that might assist in evaluating the structure of our work or its role in the broader community.



## KOICA supports Vietnam in giving vocational training to disadvantaged people

21 August 2020

The MoU will serve as the foundation for the implementation of a joint project to support disadvantaged groups in Vietnam in developing their labour skills, creating stable livelihood and better integrating into the society.

The project is expected to benefit Agent Orange/dioxin victims, women, the disabled and the poor by developing an open and flexible vocational training system, especially in remote and poor areas, providing training opportunities to people from ethnic minority groups, welfare beneficiaries and vulnerable people, contributing to poverty reduction.

Addressing the signing ceremony, Director of the Directorate of Vocational Education and Training Truong Anh Dung hailed the strategic cooperation between Vietnam and the Republic of Korea (RoK) over the years, especially in the field of labour and employment.

Along with providing Vietnam with US\$74 million, the RoK has assisted Vietnam in developing the model of Vietnam-RoK colleges, which has produced fruitful outcomes.

The RoK has also assisted Vietnam in skill training for the WorldSkills Competition, he noted.

For his part, Cho Han Deog, KOICA Office National Director stressed the significance of training skilled work force, especially for disadvantaged groups. The signing of the deal is expected to help Vietnam show better performance in the field, he said.

Statistics from the Department of Social Assistance showed that Vietnam has more than 6.7 million disabled people, 58 percent of whom are women.

The country is providing assistance to more than 1 million disabled people, while forming a network of welfare facilities to provide care and rehabilitation services to the disabled.

Alongside, various support policies in vocational training and employment as well as capital provision have been implemented to ensure all disabled people get support.



## Swiss vocational training: a social equaliser?

25 August 2020

**N**ew research on economic mobility has shown that good vocational training will get you far up the career ladder in Switzerland but to rise to the very top – to live the so-called American dream - you'll probably need an academic degree.

“We find that intergenerational labour income mobility is high – higher than in Sweden. This is rather surprising for a ‘market-oriented’ country,” study co-author Patrick Chuard told [swissinfo.ch](http://swissinfo.ch).

The research, published by economists at the University of St Gallen, used official labour income data from 1982 onwards (backed up by census information and structural survey data) to compare social mobility in 850,000 child-parent relationships.

They then looked at how Switzerland did compared to other countries like the United States, Italy and Sweden. (The study did not take into account migrant children born abroad and this could be the subject of separate research, the university says).

The study found that a child in Switzerland whose father had the highest income rank could expect to earn roughly CHF68,000 a year (almost \$75,000) around the age of 30 (2017 figures, adjusted for inflation). But a child whose father had the lowest income rank could also achieve a very respectable annual income of CHF56,000 at the same age. That's a difference of CHF12,000.

So effectively, in Switzerland, if your father is a big earner,

you won't necessarily earn a whole lot more at age 30 than someone with a low-earning father.

Here, Switzerland did better than Sweden, traditionally considered an egalitarian society, and far outstripped the United States, where children were found to be more likely to follow in Dad's footsteps income-wise.

### Educational mobility

But despite decent income mobility in Switzerland, researchers found that educational mobility – the relationship between a child's education and the father's income – is quite low. Whether you go to university depends highly on your parents' income, a long-known trend seen in other studies.

“This is a bit puzzling because you would expect that a country with high income mobility also has high educational mobility,” said Chuard. “However, when we also consider non-university tertiary education, Switzerland does much better in educational mobility.”

Apprenticeships are by far the most popular form of upper secondary education in Switzerland, with more than two-thirds of school leavers opting for vocational training after compulsory school.

The study estimates that around 40% of those who did apprenticeships go onto non-university tertiary education afterwards, such as degrees from universities of applied sciences, and other higher vocational degrees. And those degrees are likely to generate a higher wage.

# Edtech Startup Virohan Raises \$2.8 Mn to Ramp Up Access to Vocational Training in Healthcare Jobs

26 August 2020

Australia's government recently announced some bad news for prospective university students planning to take subjects in the humanities, social sciences or law. To enrol in courses like history and philosophy, they'd have to pay more than their peers studying the sciences, maths or healthcare. In the case of history, for example, the government proposed that course fees would rise by 113%. The cost of many science-related courses would fall by 20%, with the biggest drop visible in mathematics and agriculture – where fees would drop by 62%.

Education technology company Virohan, specializing in healthcare stream, has raised USD 2.8 million (about INR 20.79 crore) across seed and series A funding rounds.

The seed round was led by the Silicon Valley-based Keiretsu Forum, a private group comprising of international angel investors, whereas series A round was led by philanthropic impact investor elea Foundation for Ethics in Globalization and The Singh Family Trust.

While Artha Impact acted as an advisor through the fundraising, National Skill Development Corporation (NSDC) participated in the round as an investor.

Founded in 2018 by Kunaal Dudeja, Nalin Saluja and Archit Jayaswal, Virohan is a healthcare vocational training company that provides young people from low-income backgrounds with a career in the healthcare sector and in turn, make trained workforce available to the industry.

Virohan said it will use the fresh funding to continue introducing new virtual technologies in the vocational training segment that allow for greater accessibility, scalability and immersion at affordable costs. Mainly, the company will use the capital to expand its content library by introducing standardized study material to students in 15 new languages and grow its partnerships to hundreds of institutions.

Filling the Demand for Skilled Workforce in Healthcare Sector

Virohan claims to be solving the critical problem of shortage of technically skilled workforce for low and mid-level jobs in the healthcare sector.



It uses technology to train youth from marginalized backgrounds, equip them with knowledge and skills required for a particular line of work and open their ways to sources of earning and a progressive career.

“Virohan bridges the gap between industry demand and the skills of the workforce by using its ‘technology skill stack’ through which they predict job demand for each job role across India, builds out the curriculum needed and delivers standardized training through blended and online learning,” the company said in a statement.

The Gurgaon-based startup works in collaboration with GE Healthcare and Indian Medical Association (IMA) and is a training partner of NSDC.

The courses offered by Viroha emphasise on development of core technical skills required for a job, strengthening language abilities and inculcating life skills in the students. This is done through gamified learning approach delivered by its facilitators in classrooms or purely online on its myCareer app, the edtech startup said.

The various programs include internships at hospitals to facilitate practical training of the skills acquired through the course. The institute works on a fee-based model and in order to encourage young people to join, financial linkages are provided with easy installment-based payback options after a job is secured by the users, the company stated.

In August 2018, Yunus Social Business Fund, an impact fund co-founded by Noble Laureate Mohammad Yunus, had invested an undisclosed amount in Viroha.



## Winsedswiss education group Announces VET by EHL programmes in Romania

28 August 2020

**W**insedswiss education group (world institute of service education) with offices in Switzerland, Romania and Serbia is organizing, starting this autumn, the VET by EHL programs (Vocational Education and Training under the license of École hôtelière de Lausanne), in our first ohma by winsedswiss educational centre.

Beginning with the 14th of September 2020, the hospitality academy will open its doors for its first generation of students in Oradea, waiting for people who want to develop the skills that any pro needs in the world of hospitality.

Oradea Hospitality Management Academy is a promoter of

excellence in education, that will ensure the qualification and specialization of students in the fields of culinary, food & beverage services, reception, and accommodation, as well as hotel management, to assure a solid specialized education that opens up endless opportunities to excel in the career and evolve in life.

### INTERNATIONALLY RECOGNIZED DIPLOMAS AND CERTIFICATES

The VET by EHL programs offer four distinct types of courses, namely the possibility for people interested in an international hospitality career to pursue one of the following specializations:



- Culinary Professional Diploma;
- Food & Beverage Services Professional Diploma;
- Rooms Professional Diploma;
- Hotel Administration Professional Diploma.

In order to obtain the Professional Diploma, it is necessary to go through three independent modules, 6 (six) months each, corresponding to the training stage and experience of the candidate: Foundation > Intermediate > Advanced; the VET by EHL certificates attest their graduation.

Those who already have experience in the field of interest can enrol directly in the Intermediate or Advanced modules, without going through the one for beginners (Foundation level), by equating the experience gained.

### THE MAIN BENEFITS

- » Development of professional skills specific to a basic qualification or specialization in the field of hospitality, training that is guaranteed by certificates and diplomas under the VET by Ecole hôtelière de Lausanne license
- » Access to quality education and training, thanks to instructors who are professionals/experts in the industry and are certified by EHL to act as trainers for practical and theoretical activities
- » Swiss curriculum and teaching methods developed by EHL university with didactic content delivered in a modern way, according to the new trends and

- technology
- » VET by EHL professional diploma, replacing the preparatory year at the École hôtelière de Lausanne
- » Adaptable schedule for training, with individual learning paths, facilitating the continuation of the professional activity
- » The possibility to be accommodated and to benefit from the facilities of the school campus from the Economic College "Partenie Cosma" (located in Oradea), recently restored with European funds
- » Membership in the international community of the École hôtelière de Lausanne, which includes approximately 25,000 alumni
- » The possibility to develop language skills and to obtain, at the end of the studies, a certificate of English competence
- » Special rate (40% off from the tuition fee), due to the partnership between the Swiss educational group and Oradea City Hall, for applicants registered until September the 6<sup>th</sup>, 2020
- » The opportunity to experience what the field of luxury services at international standards means and to acquire a true hospitable culture (#hospitude) necessary in other fields of activity





# MONTHLY VIDEO



 **PLAY VIDEO**

**11 MILLION GIRLS**  
**MAY NOT RETURN TO SCHOOL**

