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# TRANSNATIONAL MEETING 3

## SUMMARY

Lisboa, 29<sup>th</sup> November 2018



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## EXECUTIVE SUMMARY

### REINFORCING VET MOBILITIES AMONG PARTNERS: KEY IDEAS

- ▶ The model of mobilities that Castilla y León is promoting requires that VET providers comply with certain conditionalities:
  - VET providers from both countries need to be from the same sector.
  - VET providers from both countries need to be interested in mobilities among the countries/regions and have certain experience with mobilities.
  - VET providers need to be interested in internationalisation and in strengthening strategic partnerships with certain countries/regions.
- ▶ The following sectors seem to be those where mobilities are easier to promote among the project's partners:
  - Mechanics, mechatronics and robotics
  - ICT and industry 4.0
  - Tourism and hospitality (except in Austria)
- ▶ Language barriers among certain countries can be solved using new technologies.
- ▶ Encouraging teachers/staff mobilities can strengthen strategic partnerships among VET providers from different countries thus foster more students' mobilities.

### PROJECT MANAGEMENT: AGREEMENTS AND NEXT STEPS

- ▶ Activities of the project:
  - Activity C2 – workshop on attractiveness in Valladolid and Burgos: respond to the on-line evaluation questionnaire of the workshop C2 that took place in Valladolid and Burgos: [https://es.surveymonkey.com/r/eval\\_C2\\_CyL](https://es.surveymonkey.com/r/eval_C2_CyL)
  - Activity C4 – study visit to Friedrichshafen (26-28/02/2019): propose a draft agenda and organise the logistics.
  - Activity C3 – workshop on governance in Bologna: confirm the date of the workshop in Emilia Romagna, 8 to 11 April.
- ▶ Financial management:
  - Monitor the budget assigned to peer learning activities and transnational meetings.

- Ensure all partners have the justification documents digitally and are sent to the project leader:
  - For the Spanish agency: 1) proof of attendance to the meeting for travel taking place between the sending organisation and the receiving organisation; 2) Participants list signed by the participants and the receiving organisation.
  - In case of audit: digital copy of invoices, including the budget spent under the budget line management costs.

► Communication:

- Ensure all partners have a section in their website with information on the project with a link to the website section of the project: <http://www.educa.jcyl.es/fp/es/erasmus-iidvet-consorcio/iidvet-erasmus>
- Disseminate information on the project. For this purpose there is an Excel which needs to include the links to the information disseminated digitally.

## CONTEXT AND BACKGROUND

The purpose of this meeting was to monitor the implementation of the working plan and assess the actions carried out during the project and make the necessary adjustments to implement improvements in future activities.

The meeting addressed the following issues:

- ▶ Reinforcement of VET mobilities among partners
- ▶ ECVET System for the recognition of learning outcomes
- ▶ Presentation of the on-line platform “Cicerón Dual” used in Castilla y León to connect potential apprentices with companies.
- ▶ Review of the implementation of the project

## THE AGENDA OF IEPF ON DUAL VET IN THE NEXT YEARS

In the last two years, IEPF has established and promoted the Network of Excellence for Apprenticeship as a strategy to involve companies in apprenticeship programmes and invest in training their tutors.

In the next years, the strategy will focus on the following actions:

- ▶ Reinforce mobilities of trainers and trainees through pilot projects.
- ▶ Test innovative approaches through pilot project that explore how to:
  1. Qualify trainers from companies.
  2. Make curriculum development more flexible, mainly those developed by companies.
  3. Establish employability objectives in apprenticeship programmes.
  4. Encourage companies to pay a compensation/scholarship to trainees for their work in the company.

## ECVET SYSTEM FOR THE RECOGNITION OF LEARNING OUTCOMES

The European Credit system for Vocational Education and Training (ECVET) is a European instrument designed to support lifelong learning, the mobility of learners and the flexibility of learning pathways to achieve qualifications. It was developed by Member States in cooperation with the European Commission and adopted through a [Recommendation by the European Parliament and the Council in 2009](#).

ECVET has different levels of systematic implementation in member states. Some of the difficulties encountered are related with:

- ▶ It is a complicated and bureaucratic system not attractive for companies (administrative burden), especially for short-term mobilities (less than 3 months).
- ▶ The size of the companies, when they are too small they don't have the structure or experience to apply the system correctly, especially in dual VET.
- ▶ Involving companies in the system of unit of competences takes time and an important investment.

ECVET seems to be more adequate in mobilities between education centres. In order to involve companies in a common system requires to establish simpler and less bureaucratic processes.

In practice, ECVET is generally not applied in dual VET but institutions and organisations are finding other *ad hoc* ways to recognise learning outcomes.

Power Point available in pdf (TM2\_ppt\_ecvet\_iepf and TM2\_ppt\_ecvet\_cyl)

## REINFORCING VET MOBILITIES AMONG THE PROJECT'S PARTNERS

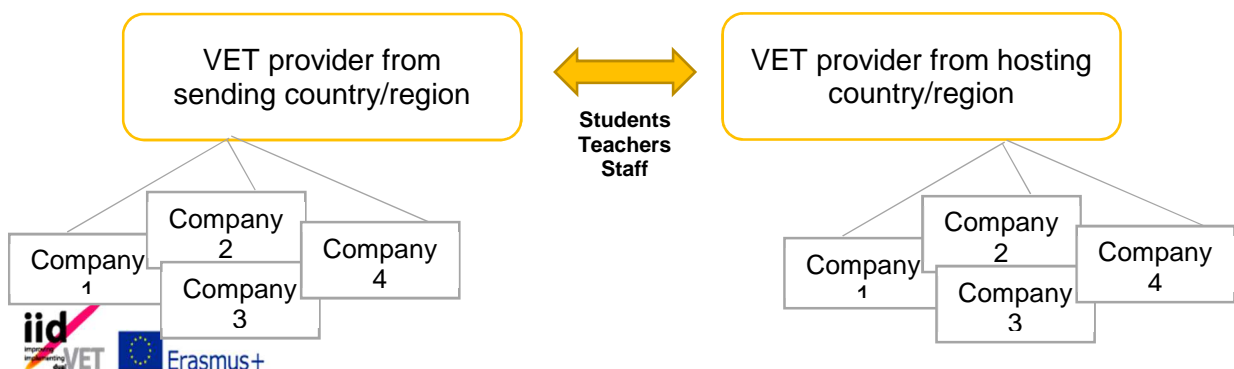
### The model Castilla y León would like to promote in the next years

Currently, the model of mobilities of students (3 months) is based on the direct relationship between the VET provider and the hosting company in another country or region. In the future, Castilla y León would like to base it on a partnership relationship between VET providers based on reciprocity.

#### CURRENT MODEL



#### FUTURE MODEL



In order to promote this model, Castilla y León proposes the following actions:

1. Select certain sectors where mobilities can be encouraged more easily and establish strategic partnerships.
2. Promote mobilities of teachers and staff for a duration of one week with a specific agenda so as to strengthen these partnerships. Castilla y León counts with approximately 100 teachers/staff mobilities for the course 2018-2019.

### VET Sectors where students mobilities can be encouraged

<b>Austria</b>	<ul style="list-style-type: none"> <li>• Handicraft</li> <li>• Pastry/confectionary</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanics</li> </ul>
<b>Castilla y León, Spain</b>	<ul style="list-style-type: none"> <li>• Mechatronic/robotics</li> <li>• Commerce</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Food industry</li> </ul>
<b>Emilia Romagna, Italy</b>	<ul style="list-style-type: none"> <li>• Tourism and hospitality</li> <li>• Mechanics/mechatronics</li> <li>• ICT and industry 4.0</li> </ul>	<ul style="list-style-type: none"> <li>• Retailer</li> <li>• Administration and management</li> <li>• Handicrafts</li> </ul>
<b>Germany</b>	<ul style="list-style-type: none"> <li>• Tourism and hospitality</li> <li>• ICT and industry 4.0</li> </ul>	<ul style="list-style-type: none"> <li>• Mechatronic/robotics</li> </ul>
<b>Portugal</b>	<ul style="list-style-type: none"> <li>• Tourism and hospitality</li> <li>• Metallurgic</li> <li>• Mechanics and mechatronic</li> </ul>	<ul style="list-style-type: none"> <li>• Administration and management</li> <li>• ICT and industry 4.0</li> </ul>

### Promoting mobilities of teacher/staff to establish strategic partnerships between VET provider from different countries

In order to promote and reinforce strategic partnerships between VET providers of different countries or regions, teacher/staff mobilities can be promoted. Castilla y León will encourage teachers and staff members to carry out mobilities of 5 days (3 working days) in 2018 and 2019.

Based on the discussion at the meeting, these mobilities could have the following objectives:

1. Getting to know the VET provider and its staff, especially those responsible of mobilities and relations with companies
2. Learn about the VET system of the country/region
3. Learn about local culture and traditions
4. Learn about local arrangements for accommodation

5. Assess the possibility of establishing a peer mentoring programme for mobility students
6. Assess the possibility of establishing a stronger partnership through a KA2 project
7. Meeting with key actors:
  - Possible companies that will host students
  - Chambers of commerce
  - Organisations specialised in mobilities
  - Voluntary organisations
  - Erasmus country offices
  - Public employment centres



### KEY IDEAS

- ▶ The model of mobilities that Castilla y León is promoting requires that VET providers comply with certain conditionalities:
  - VET providers from both countries need to be from the same sector.
  - VET providers from both countries need to be interested in mobilities among the countries/regions and have certain experience with mobilities.
  - VET providers need to be interested in internationalisation and in strengthening strategic partnerships with certain countries/regions.
- ▶ The following sectors seem to be those where mobilities are easier to promote among the project's partners:
  - Mechanics, mechatronic and robotics
  - ICT and industry 4.0
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- ▶ Language barriers among certain countries can be solved using new technologies.
- ▶ Encouraging teachers/staff mobilities can strengthen strategic partnerships among VET providers from different countries thus foster more students mobilities.



## ON-LINE PLATFORM CICERÓN DUAL

Cicerón Dual is a web tool for the management of Dual VET designed by the Government of Castilla y León:

- ▶ Companies take part in the process of creation of apprenticeships.
- ▶ VET providers are responsible for the reservation of apprenticeships and generate the project through the tool.

Link to the tool: <http://www.educa.jcyl.es/fp/es/formacion-profesional-dual/empresas-entidades-promotoras-ciceron-dual>

Power Point available in pdf (TM2\_ppt\_ciceron\_CyL)

## PROJECT MANAGEMENT

### Feedback and assessment of the workshop C2 in Valladolid and Burgos

In order to evaluate and assess the workshop, an on-line questionnaire was sent to participants. Seven responses were received but more are necessary to validate this evaluation.

### Study visit in Germany

The study visit in Germany will take place in Friedrichshafen between 26<sup>th</sup> and 28<sup>th</sup> February 2019 (arrival on the afternoon of 25<sup>th</sup> and return on 28<sup>th</sup> February afternoon).

The study visit will combine visits and discussions to BBQ as well as with companies, chambers of commerce and other relevant organisations.

Some of the topics that will be discussed during these sessions will be related with:

- ▶ Reasons for companies to invest in dual VET
- ▶ Benefits that company get for investing in dual VET
- ▶ Internationalization of Dual VET: key challenges and recommendations
- ▶ How to we make Dual VET more attractive for young people
- ▶ How to ensure and/or promote dual VET for students with special needs

## Financial management

Partners need to comply with the EU rules of project management within this project: each partners needs to keep a record of the following documents **for each activity** and send a digital copy to the project coordinator according to the following checklist.

<p><b>Proof of attendance to the meeting for travel taking place between the sending organisation and the receiving organisation:</b></p> <p>Declaration signed by the receiving organisation specifying the name of the participant, the purpose of the activity, as well as its starting and end date. <input type="checkbox"/></p> <p><i>Please note that in case of travel from a place different than that where the sending organisation is located and/or travel to a place different than that where the receiving organisation is located which leads to a change of distance band, the actual travel itinerary shall be supported with travel tickets or other invoices specifying the place of departure and the place of arrival.</i></p>	<input type="checkbox"/>
<p><b>Participants list signed by the participants and the receiving organisation</b></p> <p>This list should specify the name, date and place of the transnational project meeting, and for each participant: name, e-mail address and signature of the person, name and address of the sending organisation of the person. <input type="checkbox"/></p>	<input type="checkbox"/>
<p><b>Detailed agenda and any documents</b> used or distributed at the project meeting. <input type="checkbox"/></p>	<input type="checkbox"/>
<p>Invoice of travel and management costs <input type="checkbox"/></p>	<input type="checkbox"/>
<p>Invoice of subsistence costs (hotel, meals, etc.) <input type="checkbox"/></p>	<input type="checkbox"/>
<p>Boarding passes (inbound and return) or train tickets <input type="checkbox"/></p>	<input type="checkbox"/>

In pink: mandatory for the project's final report / in yellow: documents in case of audit by EU authorities.

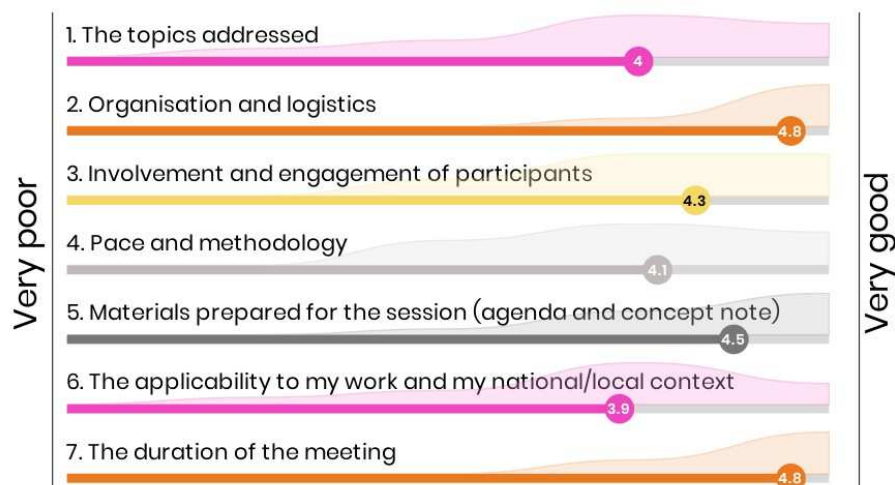


## NEXT STEPS AND AGREEMENTS

- ▶ Activities of the project:
  - Activity C2 – workshop on attractiveness in Valladolid and Burgos: respond to the on-line evaluation questionnaire of the workshop C2 that took place in Valladolid and Burgos: [https://es.surveymonkey.com/r/eval\\_C2\\_CyL](https://es.surveymonkey.com/r/eval_C2_CyL)
  - Activity C4 – study visit to Friedrichshafen (26-28/02/2019): propose a draft agenda and organise the logistics.
  - Activity C3 – workshop on governance in Bologna: decide the date of the workshop in Emilia Romagna, possible dates: 7 to 9 May or 8 to 11 April
- ▶ Financial management:
  - Monitor the budget assigned to peer learning activities and transnational meetings.
  - Ensure all partners have the justification documents digitally and are sent to the project leader:
    - For the Spanish agency: 1) proof of attendance to the meeting for travel taking place between the sending organisation and the receiving organisation; 2) Participants list signed by the participants and the receiving organisation.
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- ▶ Communication:
  - Ensure all partners have a section in their website with information on the project with a link to the website section of the project: <http://www.educa.jcyl.es/fp/es/erasmus-iidvet-consorcio/iidvet-erasmus>.
  - Disseminate information on the project. For this purpose there is an Excel which needs to include the links to the information disseminated digitally.

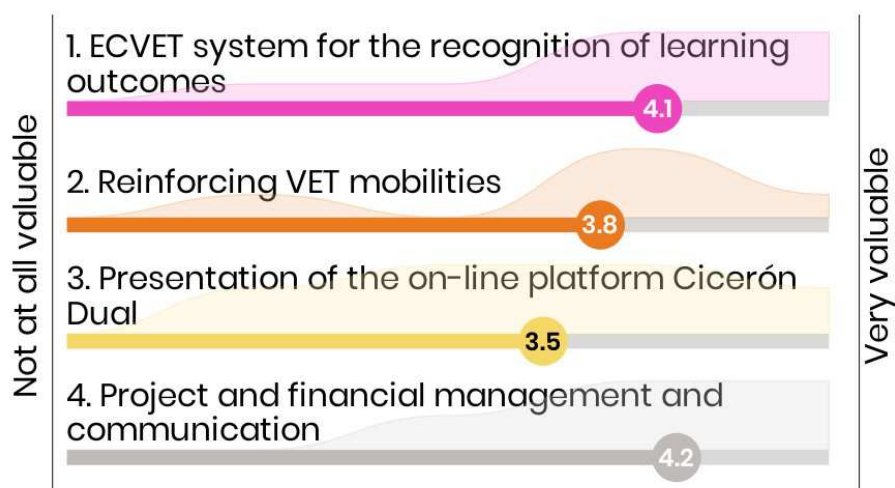
## EVALUATION OF THE MEETING

Please give us your opinion on the transnational meeting in Lisbon



13

Please tell us about the added-value of the different sessions in Reggio Emilia



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## ANNEXES

### Agenda

#### Wednesday, 28<sup>th</sup> November 2018

- 18:00      **Tour to the city centre**
- Meeting at Inspira Santa Marta Hotel Lisboa, R. de Santa Marta 48, 1150-297 Lisboa
- 20:00      **Social dinner with partners**
- Restaurante “Maria Catita”, Rua dos Bacalhoeiros 30, 1100-071 Lisboa

#### Thursday, 29<sup>th</sup> November 2018

- 9:30      **Welcome**
- Welcome words and presentation of IEFP*
- 9:45      **ECVET system for the recognition of learning outcomes**
- The aim of this session will be to present how to use the ECVET system for the recognition of learning outcomes in international mobility actions.
- Presentations by Stela Rato and Agustín Sigüenza
- 11:00      **Coffee break**
- 11:30      **Reinforcing VET mobilities**
- The aim of this session will be to discuss in more depth discuss how the project's partners can reinforce VET mobilities among them and within their organisations/institutions, based on the discussion and key ideas that emerged from the meeting in Reggio Emilia.
- 12:30      **Lunch**
- 14:30      **Presentation of the on-line platform Cicerón Dual**

The aim of this session will be to present this experience and discuss how it was implemented and what can be learned from this experience.

15:00 **Status of the project**

- ✚ Feedback and assessment of the workshop C2 in Valladolid and Burgos: lessons learned.
- ✚ Planning of the study visit in Germany: date, location, objectives, structure and topics.
- ✚ Planning of workshop C3 in Reggio Emilia: date, location, objectives, structure and topics.
- ✚ Discussion on the possibility of organising thematic on-line meetings: topics, dates, on-line tool.

15.20 **Financial management and communication**



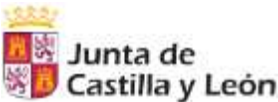





The aim of this session will be to clarify aspects related to the financial management of the project (administration and financial matters) as well as actions related to communication and dissemination.

16:00 **Final comments and closing remarks**

*Final words, IEFP and DGFPyRE of Castilla y León*

16:30 **End of meeting**

## List of participants

Organisation		Name/Surname	Role
German-Portuguese Chamber of Commerce and Industry		Elísio Silva	Director DUAL
		Fátima Pires	Project Coordinator
IEFP - Instituto do Emprego e Formação Profissional		Pedro Correia Santos	Director of Qualification Services
		Susana Luis	Senior Officer of the Qualifications Department
		Stela Rato	Superior Technician of the qualification Services Direction of the Training Department
General Directorate of Vocational Education and Training of the Department of Education of Castilla y León		Agustín F. Sigüenza	General Director of Vocational Education and Training
		María A. Hernando	Policy advisor
Regional Council of Chambers of Commerce and Industry		Luis Castillo	Project Administrator
IFOA		Stefania Cocorullo	Director of Strategic Development
		Francesca Lusenti	Head of Employment Services Department
Camera di Commercio Italo-Germanica (AHK)		Joana Klappert Franco	Project manager
Bildungswerk der Baden-Württembergischen Wirtschaft e.V.		Astrid Lommek	Project Leader
Austrian Federal Economic Chamber		Thomas Reichenbach	Advisor, Educational Policy Department

## Situation of project's partners with regards to the use of ECVET

### Situation in Austria

Before 2013, ECVET implementation focused largely on EU/mobility projects. Legislation allows recognition of learning/work placement periods abroad (time apprentices can spend abroad increased in 2010). However, there is no automatic validation and recognition of learning outcomes, but reassessment at national level (double assessment) takes place. In 2013, a comprehensive national ECVET implementation strategy was presented that aims to employ the added value of ECVET beyond mobility projects to foster permeability and transparency within the national qualifications system. The strategy is subdivided into partial strategies that focus on specific aspects of the ET system. These partial strategies include, for example, a pilot project aimed at fostering quality of mandatory work placements in school-based VET by using ECVET components (results expected in 2014), or fostering permeability between VET and Higher Education (HE). Transfer of learning within VET and from VET to HE is possible in certain cases. Use of ECVET documents such as MOUs and LAs together with coherent learning outcomes descriptions is aimed at fostering and facilitating transfer and mutual recognition between the two sectors. The NQF has been referenced to the European Qualification Framework and was formally adopted in 2016. A formal basis for the NQF is currently under development, which defines the procedure of including qualifications into the NQF. Most formal qualifications (except HE degrees) can also be obtained through validation. A national validation strategy is being developed and is expected to become operational at the beginning of 2016.

All social partners have been involved since 2006 on all levels and occasions (meetings, conferences, consultations, international expert meetings).

A national working group on ECVET was founded in 2014.

There is no NCP-ECVET officially appointed but a contact point is in (previous) LLL agency. A community of practice exists through the team of experts, which provides advice and training to people involved in preparing curricula and training plans for VET and for institutions/companies which make learners mobile.

### Situation in Germany

The 2011 legislation entitles anyone to have qualifications obtained abroad assessed. VET providers define units of learning outcomes for geographic mobility.

The NQF is operational with VET qualifications extended up to Level 7. Since 2013, 'anchor qualifications' (those from the non-formal sector) have been included into the GQF. VET qualifications do not have a modular/unit structure.

There are qualification modules in programmes that act as bridge to VET: pre-VET for the socially disadvantaged and those with learning difficulties, and competence-based modules for those unable to



find an apprenticeship and low-skilled adults. Qualifications gained under the dual system are becoming more outcome-oriented but not in the ECVET sense. Progress within VET and from VET to (academic) HE has been legally possible but in practice it varies. It is uncertain whether a policy decision on ECVET implementation will be taken. Many stakeholders are skeptical over whether ECVET could be compatible with Germany's holistic approach to VET. Nevertheless, different ECVET technical components have been tested for IVET and CVET (for example, a credit system, units, credit/unit transfer, assessment, documentation or partnerships) through EU and national projects (DECVET, job-starter Connect). ECVET is mainly tested by VET providers. There is an ECVET steering group with social partners. Since 2012, a team of experts have provided advice on ECVET. A community of practice is in place but still under development.

An NCP-ECVET, the National Agency Education for Europe at the Federal Institute for Vocational Education and Training (NA beim BIBB), is in place.

### Situation in Italy

VET providers actively participate in mobility actions funded by EU programmes. Within these, learning abroad can be recognized by the home institution. Education and training providers define units of learning outcomes for mobility actions.

VET and HE structures are compatible with ECVET principles. Most reforms include designing learning outcomes-based curricula and units. The Ministry of Education, University and Research issued guidelines for ET providers that include learning outcomes. Higher technical education and training is organized in modules and units; training credits are recognized by HE institutions and are ECTS-compatible. In principle, the ET system enables switching between learning pathways. Legislation on certification and validation of competences was introduced in 2012 (Legge Fornero) and in 2013 the Decree 13/2013 defined the standards. Studies point to a growing interest to ECVET. A recent formal decision (the State-region agreement, January 2015) defines indicators and procedures to certify competences and to develop a credit system for IVET and CVET compatible with ECVET. This decision has to be implemented by the regions even if in some (seven regions), certification and validation system has already been set up. A team of experts and a community of practice exist, but the latter needs to be developed.

An NCP-ECVET has not yet been officially nominated.

### Situation in Portugal

Learning acquired abroad is transferred between selected countries as part of pilot projects.

An NQF, based on learning outcomes and linked to the EQF, is in place as well as a validation system linked to NQF. A methodological guide on designing qualifications based on learning outcomes was published in January 2015, following public consultation. It is being applied to the qualifications included in the national catalogue of qualifications and for new ones. The national qualifications system

introduced modularisation. Transfer has not been fully implemented. In most programmes, the diploma is awarded on successful completion of all modules and a final practical exam/project. Qualifications at level 5 of the NQF/EQF can be linked to ECTS, but there is no specific mention of ECVET.

Different ECVET technical components for IVET and CVET are being tested. A community of practice is in place but needs further development. The NCP-ECVET is the National Agency for Qualification and Vocational Education and Training (ANQEP).

## Situation in Spain

Learning outcomes acquired and assessed during work placement periods abroad, and related to the workplace training module, are recognized subject to a learning agreement among teachers. Learning outcomes acquired and assessed abroad, related to other training modules of IVET, are validated and recognized by a specific department of the Ministry of Education and VET.

The VET system has implemented all ECVET principles, except credit points. All VET qualifications are expressed in learning outcomes and most IVET qualifications have been updated since 2013. All VET programmes (leading to certificates and diplomas) are designed as learning units and modules. Learning units (acquired either in the VET system or through validation of non-formal learning) are individually assessed and certified and may be accumulated towards a full qualification in IVET and CVET.

The General Directorate for Guidance and Vocational Training of the Ministry of Education, Culture and Sport is the NCP-ECVET.



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