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“STRATEGIC ALLIANCES FOR QUALITY DUAL VET AND INTERNATIONAL MOBILITIES”

#doALLVET

PEER-LEARNING ACTIVITY C2

*Dual VET in Portugal and next steps to establish strategic
alliances for international mobilities*

On-line, October and November 2020

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1. Objectives

According to the working plan, the purpose of activity C2 is to >>

- *Better understand the dual VET model of Portugal.*
- *Discuss key topics selected in the project aligned with the EU Recommendation on a European Framework for Quality and Effective Apprenticeships.*
- *Meet key VET providers that can be part of international mobility strategic alliance and discuss in more depth the road map to achieve these alliances between VET providers from the project's partners.*
- *Follow-up on teachers/staff mobilities among partners for the school year 2020-2021.*

Thus, the expected results of this activity are >>

- Summary of conclusions and key ideas on the model of Portugal.
- Agreement on VET providers that will be involved in strategic alliances for international mobilities and sectors that are more adequate for this purpose.
- Summary of conclusions and key ideas to follow-up on a road map for setting-up strategic alliances.
- Summary of conclusions and key ideas to follow-up on teachers/staff mobilities among partners for the school year 2020-2021.

Considering that the project has had to readapt due to the health crisis caused by COVID-19, activity C2 will focus on >>

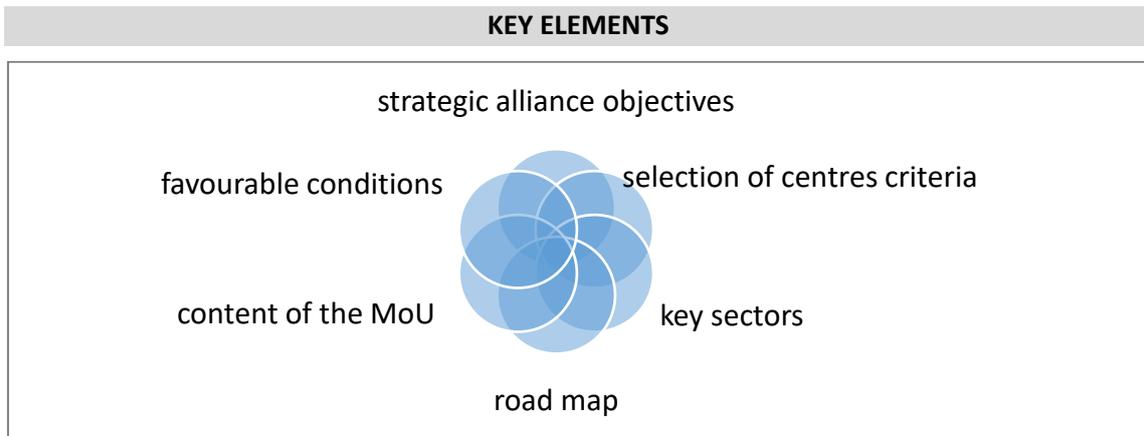
- Discussing the objectives that partners have with regards to the strategic alliances and how to achieve this through the actions included in the road map.
- Understanding the dual VET model of Portugal in practice, by having the opportunity to have a discussion with a selection of companies involved in dual VET from different sectors.
- Involving selected VET providers in an initial discussion on how to put into practice the road map.

To achieve this, this activity will be organised through 3 on-line meetings:

- Meeting 1: 27th October 2020, focused on discussing in depth the framework of the strategic alliances and the roadmap
- Meeting 2: 24th November 2020, focused on better understanding the Dual VET model from Portugal
- Meeting 3: 2nd December 2020, focused on discussing the role of VET providers in internationalisation

2. Starting point for the in-depth discussion on strategic alliances and the roadmap

The aim of this session is to have an in-depth discussion on what should be the road map for setting-up international strategic alliances in VET among partners. Below we include the summary of the discussion that took place in the first activity in February related with a series of key elements.



Strategic alliance objectives

Castilla y León

- Set the basis for long-term relationships that go beyond a mere exchange of students, promoting the internationalization of VET in a broad sense: mobility of students, teachers and staff, joint projects, cultural exchanges, etc.
- Improve the quality of VET mobilities, promoting exchanges between centres to discuss common challenges and getting to know in depth other systems and interchanging and adopting good practices from other regions. In this regard, the exchange of teachers is essential for Castilla y León.
- Address the priorities of the post 2020 VET EU policy (digitalization, teaching training, methodologies, skills, guidance).

Germany (SBH)

- Promoting mobilities through long-term partnerships, acting as a contact point for a wide variety of German VET providers.
- Organise international activities (discussion & debate, transfer of knowledge and practices) on current and future challenges: education and society, digitalisation and green mobilities.

⊗ Long-term mobilities: they are not allowed to send students; receiving students could perhaps be done but it would have to be studies thoroughly.

Poland (STK)

- Promoting mobilities through long-term partnership, including teachers and students.
- Companies are willing to receive students from Spain although English is important, as these companies use English for working.
- STK can provide accommodation in the school (a renewed dormitory is available).
- Long-term mobilities: the maximum period for their students to be abroad is four weeks although paid internships during holidays can be done up to 3 months (in Poland there is a difference between practical training -no paid- and internship -paid).
- Mobilities of teachers during summer holidays (this can only be done during the school year).

Portugal

- Establish a general programme of mobilities both for students and trainers based on a long-term partnership.
- Making VET more attractive, enhancing and supporting international mobilities for young people and adults (mainly in technology specializations).
- Long-term mobilities: sending students would be complicated.

Finland

- Promoting mobilities through long-term partnerships,
- Organise international activities (discussion & debate, transfer of knowledge and practices) on current and future challenges: blended mobilities, virtual mobilities, long term partnerships between the colleges and teachers in colleges.
- Long-term mobilities: 3-year history of sending long-term mobility students, interested to continue and widen the variety of students. We are able to accept students. We are not allowed to send students; receiving students could perhaps be done but it would have to be studied thoroughly.

Criteria for the selection of centres (applicable to CyL, IEPF & SBH)

- Involved in mobilities or willing to be involved or sending and receiving students.
- Working or interested in working in dual VET.
- Have or want to have an Erasmus+/mobilities/internationalization coordinator. With this regard, it is worth to remark that centres from IEPF do not have this figure.

- Committed to create and maintain a long-term alliance.
- Committed to use digital communication channels (Skype, Teams, etc.).
- Committed to participate and document the pilot experience in common templates.
- With teachers / staffs involved in study visits (including virtual).
- Committed to fulfil short evaluation of activities, as well as to response to short questionnaires regularly.
- Committed to participate in a selection of the project's activities and its final evaluation.

Key Sectors

Sector	Germany	Poland	Portugal	CyL	Finland
Logistics	x	x			x
International commerce & marketing	x	x	x	x (Segovia)	x
Mechatronics	x	x	x	x*	x
Railway and electric power		x	x	x*	
IT		x	x		x
Electronics			x	x	x
Food processing and quality control	x		x	x (Salamanca)	
Sports and animation	x			x (Segovia & Ávila)	x
Child education	x			x (Ávila)	x
Assistance to people in need of care	x			x (Ávila)	x

Road map

The following steps should be followed to set the strategic alliances for international mobilities among VET centres:

1. Designation of a coordinator or a contact point, together with the communication channels and systems.
2. Set agreements on objectives and commitments.

3. Organise a mutual visit, including coordinators and teachers. In the case of Castilla y León, could be supported by members / grants of the Consortium for international mobilities in VET.
4. Preparation and signature of the MoU.

Timing: this will ideally last between six and nine months, depending on how much time the centres can dedicate and on how much support they receive from other teachers. It would be desirable to be flexible: a kind of ‘menu’ could be sent to the centres including different items for them to choose; thus, those with more experience will be able to move faster.

Content of the Memorandum of Understanding (MoU)

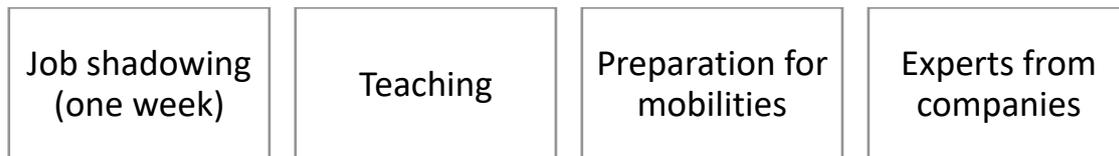
Partners agreed that working on a Memorandum of Understanding during the first year as a milestone to set up international strategic alliance could be useful tool. Therefore, we describe below a possible content that could be converted into a common template to use during the project.

The MoU could include the following type of goals and activities:

Mobilities of students



Mobilities of teachers and staff



Joint International activities:

This will include the activities to be developed on-site or online to acquire/master basic skills, including language, digitalization, creativity, organization, etc. which are valuable for the companies as well as for performing well abroad.

As an example, this could include the creation of virtual companies operating among the different countries, the organization of joint thematic days, competitions among the centres, cultural days, joint debates, etc. Also, the e-Twinning tool could be used for joint projects.

Language and culture interchange for students and teachers:

This will include training on languages, not only English but also fundamentals of the languages of the partners.

Favourable conditions for mobilities

Finally, partners agreed on a series of favourable conditions for the successful performance of the mobilities. These are:

1. For the selection of students:
 - Previous experience in company required.
 - Minimum level of English.
 - Involvement in mobility process of identification of companies.
2. For the organisation of the mobility:
 - Better in (small) groups.
 - Soft landing process ideally: accompanying the students during the first days abroad (especially young students).
 - If soft-landing is not possible, organising the host welcome in collaboration with the sending peers.
3. Matching students' skills with company and learning path.
 - Analysis of units of competences than can be trained in a company by the host tutor and the sending tutor.
 - Individual assessment of skills to get to know: a) what they know; and b) what they lack. By the sending tutor.
 - Individual and adapted learning pathway for student by the host tutor and the sending tutor. With this regard, the German partner emphasizes the need to be flexible for the apprenticeship pathway, as it will depend on each company; the essential requisite is to document the process, the tasks and the learning outcomes.

3. Day 1 “strategic alliances and road map framework (27/10/2020)”

Strategic alliance partners’ objectives

First of all, partners discussed the specific objectives they had previously established to find out if they are still applicable, taking into account the new situation arose with the coronavirus and how it affects the project, and any other new relevant information. Then, revisions or modifications were presented for each partner:

Castilla y León

Objectives previously set:

- Set the basis for long-term relationships that go beyond a mere exchange of students, promoting the internationalization of VET in a broad sense: mobility of students, teachers and staff, joint projects, cultural exchanges, etc.
- Improve the quality of VET mobilities, promoting exchanges between centres to discuss common challenges and getting to know in depth other systems and interchanging and adopting good practices from other regions. In this regard, the exchange of teachers is essential for Castilla y León.
- Address the priorities of the post 2020 VET EU policy (digitalization, teaching training, methodologies, skills, guidance).

New considerations:

- Castilla y León is interested in testing blended mobilities to explore new forms of internationalisation that will be necessary in the future.
- A major challenge continues to be the establishment of stable contacts abroad, especially with businesses, especially among the network of excellence centres that Castilla y León is leading.
- Improving the quality of VET mobilities is vital as well as introducing processes of accreditation linked to ECVET.

Finland

Objectives previously set:

- Promoting mobilities through long-term partnerships,
- Organise international activities (discussion & debate, transfer of knowledge and practices) on current and future challenges: blended mobilities, virtual mobilities, long term partnerships between the colleges and teachers in colleges.



Long-term mobilities: 3-year history of sending long-term mobility students, interested to continue and widen the variety of students.

New considerations:

- Due to the current situation, no on-site mobilities will be managed at least until next summer, 2021 though when sanitary conditions change, it will be possible to receive long-term students.
- Developing virtual mobilities and other virtual options in Erasmus projects is an important priority. There is an ongoing inspiring experience on virtual mobility that has been developed, which can be of great interest for all partners, thus it will be shared in the activity C3 that will be organised in January prior to activity C4.

Germany (SBH)

Objectives previously set:

- Promoting mobilities through long-term partnerships, acting as a contact point for a wide variety of German VET providers.
- Organise international activities (discussion & debate, transfer of knowledge and practices) on current and future challenges: education and society, digitalisation and green mobilities.
- ⊗ Long-term mobilities: they are not allowed to send students; receiving students could perhaps be done but it would have to be studied thoroughly.

New considerations:

- These objectives are still valid, but due to the current circumstances there will be no on-site activities in 2021. To enable virtual collaboration there is a need to identify new paths for this cooperation to develop.
- The main challenges noted were related with identifying organizations willing to cooperate in the project:
 - Staff in VET centres has to digitalize, since digital abilities are not always sufficient. Therefore, there is a need to identify those staff members who can take part in virtual cooperation activities.
 - VET staff have challenging day-to-day activities that leave little time left for international activities.
- Exploring new learning methods that combine e-learning and practical learning is a priority.

Poland (STK)

Objectives previously set:

- Promoting mobilities through long-term partnership, including teachers and students.
- ✓ Companies are willing to receive students from Spain although English is important, as these companies use English for working.

- STK can provide accommodation in the school (a renewed dormitory is available).
- Long-term mobilities: the maximum period for their students to be abroad is four weeks although paid internships during holidays can be done up to 3 months (in Poland there is a difference between practical training -no paid- and internship -paid).
- Mobilities of teachers during summer holidays (this can only be done during the school year).

New considerations:

- No on-site mobilities can be done thus exploring how to carry out virtual mobilities is an important priority, which is also more respectful with the environment.
- Involving companies from the private sector would be very positive although it will be challenging.

Portugal

Objectives previously set:

- Establish a general programme of mobilities both for students and trainers based on a long-term partnership.
- Making VET more attractive, enhancing and supporting international mobilities for young people and adults (mainly in technology specializations).
- Long-term mobilities: sending students would be complicated.

New considerations:

- These objectives remain valid for Portugal.
- Forging strategic alliances between centres is the main priority, prior to sending or receiving students.
- Towards those objectives and relating to the current situation and the growing importance of digitalisation, Portugal suggests sharing two recent experiences:
 - IEFP has put in place a strategy for distance learning including a platform, equipment, and training for trainers.
 - IEFP has also worked in the contents of the national catalogue to ensure these contents could be done through eLearning (<http://www.catalogo.anqep.gov.pt/Home/Index>).



AREAS OF MORE INTEREST AMONG PARTNERS WITHIN THIS PROJECT

- The development of virtual mobilities and other formulas of virtual internationalization.
- Establishing stable relations to private companies and business at home and abroad.
- Exploring digital learning methods like eLearning or b-Learning and combining them with practical learning activities.
- Sharing good practices and innovative experiences and improving VET quality

Key Sectors

There are three sectors in which the project will be focused, which were selected according to their relevance for the project partners and for their importance among the involved centres:

Commerce

Digitalisation

Mechatronics

Selection of centres (applicable to CyL and IEPF)

Castilla y León and Portugal were to define the centres that will take part in this project and therefore in the pilot creation of strategic alliances.

Castilla y León:

- There are three criteria that will be considered to select the centres:
 - Being involved in the excellence network of VET centres of Castilla y León (there are currently 35 centres).
 - Having previous experience in internationalisation and mobilities.
 - Sectorial interest of the partners: an excel data sheet will be shared so that partners can mark their interest.

The VET Centre “Juan Herrera” will be involved as the centre that coordinates the mobility consortium of Castilla y León. It is worth noting that it is the only centre that offers studies related to railways. This is particularly interesting for Portugal.

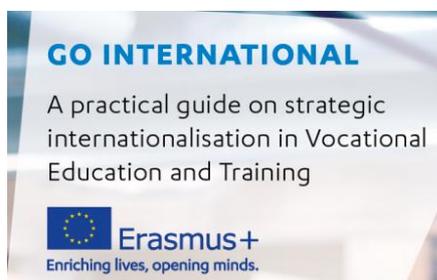
Portugal:

- [CECOA](#). Sector: International commerce & marketing.
- [ATEC](#). Sector: Mechatronics.
- [CESAE Digital](#). Sector: IT (To be confirmed).
- [IEFP](#) north delegation. Probably CEF Porto.
- [PFP Portuguese Railway Platform](#). Sector: Railway and electric power.

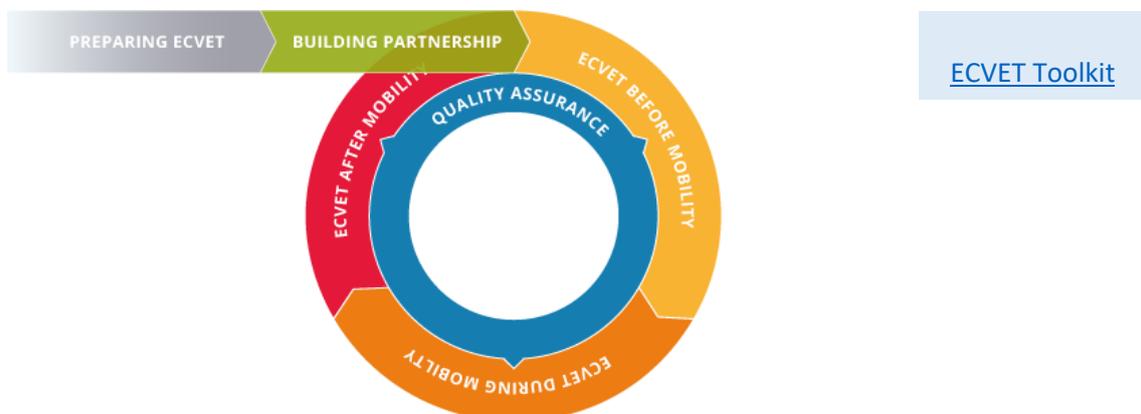
Preparatory actions for centres and Tools

The direct involvement of VET centres and potentially a selection of companies is key to achieve the project’s objectives thus a VET centre/business pack with documents, guidance and tools will be prepared to be shared and presented during meeting 3.

These packs will preferably include reference to existing documents and tools such as the following and only produce new documents/tools, if necessary.



[A practical guide on strategic internationalisation in VET](#)





KEY MEETING AGREEMENTS

- Activity C3, led by Sami Edu will be organised in January prior to activity C4.
- IEFP, Sami Edu, SBH and STK will indicate their sectorial priorities in the Excel data sheet shared by Junta of Castilla y León with the information on the pre-selected VET centres.
- Junta of Castilla y León will prepare a VET centre pack to be shared and presented to selected centres at meeting 3 on 2nd December.

4. Day 2 “better understanding the Dual VET model from Portugal” (24/11/2020)

Companies’ views and experience on dual VET: shaping future strategic alliances

In this session the experience of three companies from key sectors involved (or interested to be) in Dual VET was presented from a practical point of view. They presented their activity and experience, focusing on future challenges and opportunities in education and training as well as in their participation in international collaboration projects.

ATEC - training academy, João Costa, General Director

Context

ATEC training academy is present in five Portuguese cities (Porto, S.J. Madeira, Carregado, Cascais, Palmela) and it also has an eLearning modality. They have two business areas: Vocational Education and Training and Consultancy for Companies. Their activity includes different types of programmes: apprenticeship, technological specialisation, adult training, and training for companies. An important share of their activities and courses consists in work-based learning. They have six training areas:



More information on the academy can be found in the ppt presentation.

Experience in internationalisation

They have extensive experience in internationalisation. The purpose of these activities is:

- Develop trainees’ qualifications in an international and multicultural context.
- Give additional employability opportunities to trainees in international companies.
- Cooperate in an international context to develop new and innovative solutions.

Erasmus+: Work-based learning in an international context. They collaborate with Volkswagen and Audi Plants in Germany and with VET institutions and associated partner companies in Austria, Netherlands and Finland, sending and receiving students (see below more information on their experience receiving students).

International Projects

Projects carried out between 2018-2020:

- [QMS4VET](#): An alliance to share best-practices in the VET System between VET providers. Institutions from Scotland, Austria, Germany, Finland and Holland take part. Among other results a 'Quality Management Toolkit' was produced.
- [LEAN](#): LEAN is a 'train the trainer' programme aimed at developing teachers' and trainers' skills in vocational education and training (VET) to better guide their colleagues and students in Lean skills in innovative ways.
- [NETKOM 4.0](#): A programme which explores 4.0 Industries in relation to VET.

Current and future projects:

- [Train2Sustain](#): Development of training courses and teaching material in the area of sustainable development for vocational training.
- [INNOTECS](#): Internationalization of technological Schools. A growing network that gathers directors and managers of technological education institutions focused on VET and high school level.
- [LEAN40SG](#): Development of a digital tool to create Lean 4.0 serious games and create new four Lean4.0 games.
- [NETKOM 4.0 v2](#): Continuation of the programme NETKOM 4.0.
- [PACT4SKILLS](#). Skills partnership for the Automotive Ecosystem: They participate in this initiative of the EC focused on upskilling and re-skilling of the workforce, related to re-industrialization and the transformation of the productive system of Europe.
- [ALBATTIS](#). Alliance for Batteries Technology, Training and Skills: a European funded project with the objective of contributing to the electrification of transport and green energy in Europe, by designing a blueprint for competences and training schemes of the future, in the battery and electromobility sector. Public institutions, universities, VET providers, companies and associated industries.

Experience with Virtual Mobilities

@home: This is a project of internationalisation at home. They developed it to overcome the difficulties of physical mobilities due to COVID-19. It is a way to keep cooperating with other VET centres. They have a pilot class that is developing the modules with a VET institution in the Netherlands. They use English as common language and work through Teams, where they share projects.

Experience receiving students

Within the Erasmus+ programme, **ATEC receives around 30 apprentices per year** from Volkswagen, Audi and international VET institutions. These students do not attend regular

classes, they work in a specific technical project in ATEC facilities. For that matter, ATEC has a small production line simulating a real modern warehouse where students develop their projects during their international stay. Most of the job developing that line has been done by Erasmus+ students who normally work with ATEC students to foster intercultural and communication skills.

Challenges and learnings

- Difficulty in making national frameworks compatible, making courses or modules compatible between countries. That is why ATEC concentrates on the development of specific projects during mobilities and not regular courses.
- This is also a limitation to carry out long-term mobilities.
- They relate to the Labour authorities in Portugal, not to Education.

Portuguese Railway Cluster – PFP. *Paulo Duarte, Executive Director*

Context

PFP is a non-profit association joined by small and big businesses, public and private, non-businesses, etc. It was created in 2015 and their mission is to implement innovations to enhance the sector and the importance of Portugal at the international level. Railway sector is facing important challenges in Portugal, the sector is outdated and not attractive for young people, also suffering a lack of investment. They signed with the government a Sector Pact Agreement, which included among other measures the creation of the Railway Competence Centre. This centre will be opened in 2021 and it aims at improving the competences in this area at a national level.

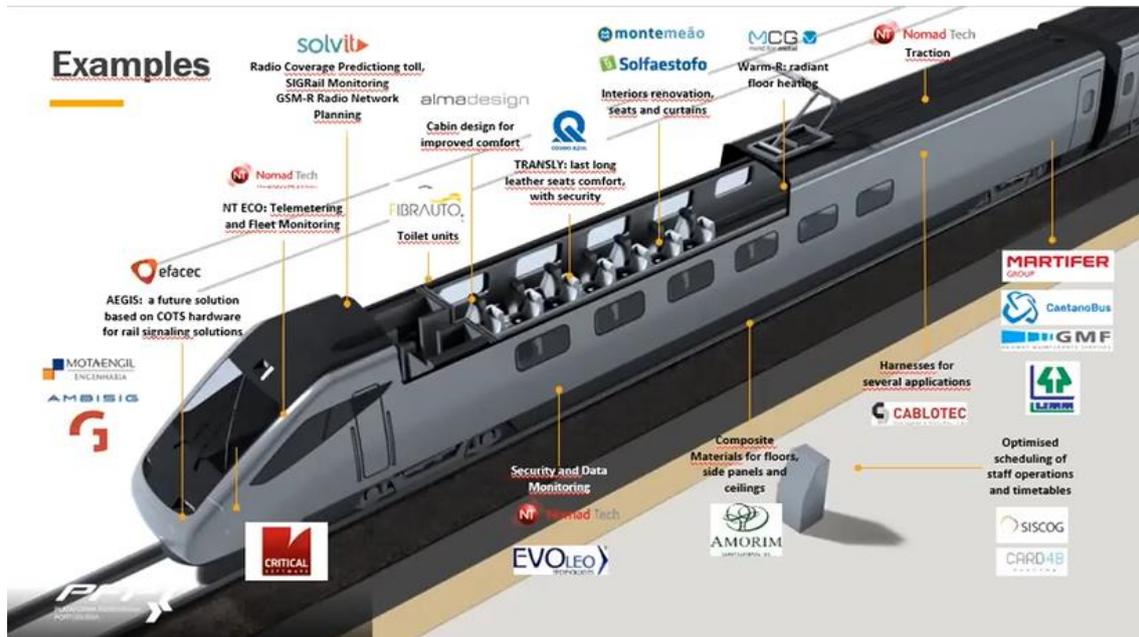
Experience in training and education

Under this framework they started to develop courses for different levels:

First Railway Operation and Maintenance Technician: This is a basic-level course that aims to confront a common challenge of most companies in the sector, the lack of low-level technicians. The course integrates metal-mechanics, electronics, automatism, maintenance and repair of infrastructures, rolling stock, management of railway operations. It is a result of cooperation between the IEFP, PFP, CP, IP, NOMAD Tech.

Doctorates in Railway Engineering: Collaboration between PFP and different Portuguese Universities, Faculdade de Engenharia da Universidade de Porto, U. do Minho, and international Universidade Sao Paulo. 24 graduates are doing a specialization innovation processes and research in railways. They will connect and study together in the Centre.

As a cluster their idea is to take advantage of the Dual VET model to accommodate students in all the areas relevant. They want to offer apprenticeships/internships for national and international students in the following areas:



Challenges and learnings

- Attract young people to the sector
- There is an important need of qualified human resources, from basic-level technicians to highly specialised workers.
- Clusters can be an important link between companies and VET providers.

Mobinov. Portuguese Automotive Cluster. Joao Costa

Context

Mobinov is an automotive Cluster centred in manufacture. It is a representative cluster of many companies from the industry. It is a member of the EACN, European Automotive Cluster Network for Joint Industrial Modernisation Investments. The main challenges they currently face are:

- New makert dynamics: Pressure on Portuguese suppliers by producers in East Asia and North Africa.
- Changes in the industry, modernisation and development of 4.0 Industry.
- New concepts of mobility: Environmental issues, hydrogen, self-driving cars...

Current participation in projects addressing the industry transformations

Indústria 4.0: They were invited by the Government to participate in the strategy 4.0. This is a national strategy to develop the industry in the digital area through innovation and training, with a special focus on developing skills.

Sectorial Pact: Cooperation agreement between the Portuguese Government and the Clusters to improve their competitiveness. The main actions concerning employment and training are to:

- Improve the attractiveness of the Automotive Industry for young people.
- Develop internship programmes for youngsters with a university degree or a professional qualification.
- Qualification programme on innovation and digital competencies focused on SMEs upper/middle management.
- Reskilling and upskilling of the Automotive Industry workforce.

Experience in international projects

Participation on the Project “[Blueprint for Sectoral Cooperation on Skills: Towards a Common Vision on addressing SMEs skills needs in the automotive sector: strengthening the development of upskilling and reskilling strategies](#)” of the European Commission: A European programme to match skills to the needs of the industry and address the sectoral transformation linked to technological innovation and sustainability issues.

DRIVES Project Partner: The aim of the project is to implement the Blueprint objectives for the automotive sector through the establishment of an Automotive Sector Skills Alliance.

“Pact for Skills”: They also participate in this initiative of the EC focused on upskilling and re-skilling of the workforce, related to re-industrialization and the transformation of the productive system of Europe

Challenges and learnings

- One important challenge is to incorporate young people and women to the sector.
- Reskilling and upskilling in the sector are a priority to face current transformations of the industry. Changes in the industry’s needs due to technological innovation and environmental issues are a key challenge.
- There is a lack of high-level technicians.

Strategic alliances and roadmap: follow-up discussion

Criteria to select the centres from Castilla y León

1. These centres have studies related with the priority sectors in the project but have a broader selection of studies.
2. The centres will have to be distributed within the different provinces of Castilla y León.
3. All of them are integrated centres of VET that have more comprehensive and exclusive dedication to VET in relation to other centres that also provide secondary education. They also have the possibility to work in partnership with key actors.
4. Teachers belonging to the centres have the possibility to dedicate some hours to internationalisation (depending on the centre they can devote 2-3 hours a week).
5. These centres are interested in presenting KA2 projects for the Erasmus+ programme in the future.
6. These centres are in the process of being rated as excellence centres.

Castilla y Leon has contacted the centres, but they have not confirmed yet. Therefore, the final selection will be presented in the next meeting.

Feedback from partners

Currently it is difficult to predict what areas of interest will be requested by students next courses. It is positive to have centres with more options and especially linked to excellence, as well as centres with similar studies to the ones they offer. Finally, there is also interest in centres which are developing virtual activities.

Updates on Project Management

- ↗ Intermediate progress report has to be delivered the 28th of February the latest.
- ↗ A budget will be sent to the partners which informs of the changes and consequences of the digitalisation of the project.
- ↗ For the justification of the activities, a document of participation and a certificate will have to be signed and issued by the host.

5. Day 3 “discussing the role of VET providers in internationalisation” (02/12/2020)

Discussion with Portuguese collaborators: VET providers’ role in internationalization

IEFP North Delegation, Carla Vale, Northern Regional Delegate

Recent Experience in European Projects (since 2017)

They took part in an Erasmus+ Trainee Mobility Project: **EnE-Electricians in Europe**. The training centre involved was Centro de Formação Profissional da Indústria da Construção Civil e Obras Públicas do Norte (CICCOPN). The partner institutions were a training centre for building and Civil Works in France and a centre focused on Electricity and Electronics in Scotland. The project lasted 12 months.

[LearningShift – The future of learning](#). A project aimed at developing and disseminating new methodologies used for education and training. They have implemented a course for teachers/trainers in all languages of the participant countries. These were Denmark, Lithuania, Finland, England and Portugal. The project was developed between December 2017 and May 2020 (30 months), having to be postponed until November due to the COVID-19 pandemic.

The professional mobility areas in which the IEFP North Delegation is specially interested are: Electricity, Electronics, Automation and Control, Automotive Mechatronics, Transport, Logistics, and Welding.

CECOA, (Vocational Education and Training Center for Trade), Cristina Dimas, Coordinator of Innovation and Business of CECOA

Context

[CECOA](#) is a VET provider created jointly by IEFP and the Portuguese Commerce and Services Confederation, thus is a result of public-private collaboration. They are dedicated to two sectors of activity in which they promote education and training:



They have three delegations in Porto, Coimbra and Lisbon. Their activities consist in: Initial VET; Continuing VET; Training of trainers; Support services for companies and organisations; Accreditation of Prior Learning (APL) – (VFNIL); and Research & Development and Innovation. Also, since March they started to work with virtual learning.

There are two levels of courses:

- In the Apprenticeship System they have three courses:
 1. Trading/commercial Technician.
 2. Windows Dressing/Visual Merchandising Technician.
 3. Accounting Technician. EQF 4.
- Technological specialization: Specialised Technician in international Trade. EQF 5. This course is the result of a collaboration in a European Project.

Experience in EU mobility

Former projects: the aim was to promote mobilities in particular sectors, especially related to international trade. A main issue was trying to get national recognition of the competencies acquired in other countries and the promotion of the ECVET credit transfer system. Some relevant projects were:

- [COMINTER](#) (2005-2007): Produce and implement at European level a qualification benchmark in the area of International Trade, supported by the methodology of “Durable professionalization” and the promotion of credit transfer (ECVET) within training.
- [EURASMENT](#) (2006-2008): It aimed to produce and implement at European level a Professional Profile and a Qualification for SME Management Assistant / Technician.
- [EURO-AST](#) (2007-2009): The objective was to develop a European Qualification / Certification of Assistant Director, which respects and applies the ECVET technical specifications.
- [RECOMFOR](#): The objective was to create a European training network (level 4 and 5 EQF) for the trade sector, specifically for international trade, that allowed to open a European training space in which mobility is an essential component.
- [EU-Move2](#): This project aimed to improve quality assurance in the context of international mobility of trainees in the workplace through the implementation and testing of the EUMOVE portal -www.eumoveabroad.eu-. This platform aims to provide several tools designed to facilitate international mobility and create a network of agents in the countries that guarantee the quality of these companies.

Current European Mobility Programmes

[NETINVET](#): Based on the experiences in RECOMFOR and COMINTER, a partnership led by the French Confederation of Wholesale and International Trade developed a formal association registered under the French in 2012. It is formed by over a 100 schools and training centres, professional associations and associated companies. They offer different kind of mobilities, that involve students and staff, that take place under the ECVET credit system.

- **Objective:** It aims to provide recognised mobility for vocational education and training learners, based on mutual trust between the members and developing various tools to facilitate organisation of the mobility.
- **Areas:** The sectors involved are vocational training programmes in International Trade and Transport & Logistics and B2B trade.
- **Types of mobility concerned:** study mobility, work placement, staff mobility, and cross culture courses.
- **Participant countries:** Spain, Poland, Germany, France, Netherlands, Belgium, Italy, Lithuania, Northern Ireland, Croatia, Romania and Finland.
- **Results:**
 - Since 2010 they can provide recognised mobilities.
 - CECOIA receives and sends students abroad through this network. They have associated companies that help them find a place to carry out the internship or apprenticeship.
 - They have done several mobilities for staff.
 - They have also done studying mobilities for students (in collaboration with France) and internships.
 - Mobilities last a maximum of 3 months. For staff they normally last a week.

ESITL. European Skills for International Trade (2020-22): It is a European project promoted by NETINVET in line with the objectives of organizing high-quality mobilities in education and training. The project begun this year and it does not have a web site yet, as it also lacks an integration of the issues related to virtualization.

- **Objective:** The main objectives are: 1) to design operational solutions to organise high-quality mobility initiatives; 2) to facilitate recognition of learners LO who benefit from mobility as part of their training.
- **Areas:** Transport Manager (Transport and Logistics sector) and Commercial Import-Export Assistant (International Trade sector).
- **Participants:** VET providers, Sectoral bodies/professional associations and Strategic Partners.
- **Results:**
 - 2 updated professional profiles/skills profiles
 - 2 registers of “key skills” – allow the design of training programmes that incorporate mobility.
 - A toolbox including recommendations on:
 - How to design common or shared training modules and processes for the assessment of LO linked to mobility.
 - How to design learning programmes that include mobility



MOST RELEVANT PROJECTS PRESENTED BY AREA OF INTEREST

Organisation	Area of the project	Name	Description
<u>ATEC Training Academy</u>	Virtual internationalisation	I@home	Project of internationalisation at home currently developing modules with a VET institution in the Netherlands through a pilot course
	VET Mobilities	Erasmus+ experience	Work-based learning in an international context, in collaboration with automotive companies and VET institutions. Experience sending and receiving students.
	Technological Schools	<u>INNOTECS</u>	Internationalization of technological Schools. A growing network that gathers directors and managers of technological education institutions focused on VET and high school level.
<u>Portuguese Railway Cluster</u>	Railway studies	Railway Competence Center	The Portuguese Railway Cluster is developing specialisation courses in railway studies and is looking to implement an apprenticeship program which includes international mobilities
<u>Mobinov. Automotive Cluster</u>	Automotive industry	<u>“Pact for Skills”</u>	They participate in this initiative of the EC focused on upskilling and re-skilling of the workforce, related to re-industrialization and the transformation of the productive system of Europe
<u>CECOA</u>	VET Mobilities	<u>NETINVET</u>	A partnership aimed at providing recognised mobilities for vocational education and training learners, teachers and staff. Focused on international trade and Logistics.
	VET Mobilities	ESITL	European Skills for International Trade (2020-22): Promoted by NETINVET aims at organizing high-quality mobilities in education and training.

Contents of the alliances and the role of VET providers: in-depth discussion

Presenting the centres from Castilla y León

María Altamira Hernando Lara, VET Service of Junta de Castilla y León

Centres from Castilla y León that will take part in the project were presented, reminding the criteria that was used to select them.

Castilla y León VET centres

- CIFP Ponferrada**
 - Administrative management
 - Administration and finance
 - Microcomputer systems and networks
 - Web applications development
 - Audiovisual Projects and Shows

[See here international activity](#)
- CIFP Tecnológico Industrial**
 - Electricity and Electronics
 - Power Plants
 - Construction and Civil Work
 - Manufacturing and Assembly
 - Mechanical Manufacture and Programming
 - Heating Installation and Maintenance
 - Risk Management at work

[See here international activity](#)
- CIFP Ciudad de Zamora**
 - Teaching and Social Sports Animation
 - Cookery, Restoration, Gastronomy
 - Hospitality Management
 - Assistance to people in Need of Long-Term Care
 - Pre-primary Education

[See here international activity](#)
- CIFP Rodríguez Fabrés**
 - Building projects
 - Manufacturing and assembly
 - Cookery, Gastronomy, Kitchen Management
 - Restoration and Management of Tourist Accommodations
 - Industrial Mechatronics
 - Beauty and Wellness, Hairdressing
 - Audiovisual Projects and Shows

[See here international activity](#)
- CIFP Camino de la Miranda**
 - Computer Science and Communication
 - Microcomputer Systems and Networks
 - Pharmacy and Parapharmacy
 - Hearing and Dental Prostheses
 - Clinical Laboratory
 - Car Industry
 - Transport and Vehicle Maintenance
 - Electromechanics for Motor Vehicles

[See here international activity](#)
- CIFP Juan de Herrera**
 - Welding and Soldering
 - Programming of Mechanical Manufacture Production
 - Metallic Constructions
 - Car Industry
 - Transport and Vehicle Maintenance
 - Railway Rolling Stock Maintenance

[See here international activity](#)
- CIFP Ávila**
 - Physical Activities and Sport in the Natural Environment
 - Teaching and Social Sports Animation
 - Beauty and Wellness
 - Hairdressing and Hair Cosmetics
 - Assistance to people in Need of Long-Term Care
 - Pre-primary Education

[See here international Activity](#)

In-depth Discussion on the contents of the strategic alliances

Partners discussed in more depth what steps need to be taken to put into practice the road map for setting-up strategic alliances and achieve the project's objectives.

Number of centres/partners that should be involved in a strategic alliance

- Partners agree that 2 partners would be enough for informal or formal alliances.

- Regarding the kind of alliances, partners agreed that there is no need to limit the project to one kind of alliance as it provides a framework for different possible alliances: formal alliances are seen as a positive result that could be more solid in time, but informal alliances are also positive and are also seen as a good result of this project.
- Sectorial alliances are also an interesting idea for the project, connecting partners according to their interest and sector of activities.
- It would be recommendable to organise informal activities that allow key actors to get to know each other and start a collaboration before committing to a formal alliance. In this sense, it partners will try to create the conditions for key actors to get to know each other.

Actors that should be involved in the next activity organised by SAMIEDU

- Castilla y León VET centres, including a centre with activity in the sector of international trade, in line with CECOIA activities and European projects.
- CECOIA
- ATEC
- VET centre from the North Region of Portugal that IEFPP North delegation will contact.
- partners
- Railway cluster competence centre (decision pending)

Persons that could be involved in the project from the centres

- Headmaster
- Coordinator of Erasmus or of internationalisation, Coordinator of innovation and business or of international projects or any other similar position.
- Teachers or trainers.

Initial trial activities

Partners suggested a number of activities that would be interesting for them and that could work as trials or pilots to establish contacts among partners, VET providers and other relevant actors:

- Collaboration in an English class with a teacher of SAMIEDU.
- Short virtual visits to centres: One pilot experience will take place in the FI activity.
 - It is seen as a great experience to understand how these visits could work, think of the possibilities they offer and open new ways for internationalisation.
- Skills' training: Sharing training courses on specific skills interesting for partners and VET providers, such as setting up business (e.g. CIFP Medina del Campo) or Health & safety.
 - A possibility could be to compare the different business environments and requirements in the participant countries.
- Collaboration between centres that are getting prepared for skills' competitions.

- In PT the department responsible is trying to prepare students to compete in digital skills.

Initial discussion on the next activity C4 in Finland

The following topics were identified as the most relevant by partners at this point:

- Make a virtual visit to SAMIedu, in which they would explain how they are putting in practice this kind of activity, what it takes and who it involves, how it works and other relevant information.
- Quality in VET and Dual VET.
- Organise a session for relevant actors to get to know each other. This should be an interactive activity in which VET providers, partners and other relevant actors can present themselves and get to know the others, in order to find possible areas or activities to cooperate.
- Follow-up of the English activity involving FI, PT and PL.

A possible date for activity C4 established in previous meetings was the 19th, 20th, and 22nd of January. This, nonetheless, is yet to be confirmed and agreed between the partners.



KEY MEETING AGREEMENTS

- Both informal and formal alliances are considered to be a good result of the project. Also, sectorial alliances will be encouraged.
- Informal activities involving different actors will be promoted as a way to start collaborating. In this sense, different trial or pilot activities are proposed.
- A joint meeting between partners and key actors will be organised as part of the activity C4 (pending to confirm with FI).
- The dates for activity C4 are still not agreed.





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