

“STRATEGIC ALLIANCES FOR QUALITY DUAL VET
AND INTERNATIONAL MOBILITIES”

#doALLVET

SUMMARY

PEER-LEARNING ACTIVITY 1

*Dual VET in Castilla y León and setting the bases for strategic
alliances for international mobilities*

Valladolid, 18 to 21 February 2020



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1. Objectives

This activity had a multiple objective:

- On the one hand, it pursued to understand the dual Vocational Education and Training (VET) model of the region of Castilla y León (Spain).
- Besides, it was aimed at discussing key topics selected in the project aligned with the EU Recommendation on a European Framework for Quality and Effective Apprenticeships.
- Also, it included visits to key dual VET providers that can be part of future international mobility strategic alliances from Castilla y León.
- Finally, it reflected on the initial steps to establish strategic alliances between dual VET providers from the project's partners will take place (agreement on a roadmap and on sectors and dual VET providers that will take part), as well as an initial discussion on how to promote and organise teachers/staff mobilities among partners for the school year 2020-2021

2. Outcomes and key ideas from the activity

2.1. DAY1, 19th February 2020. Field study visit

During this day, a series of visits took place to different (dual) VET centres and companies across the region of Castilla y León.

Therefore, early in the morning the project partners travelled to the city of Medina del Campo (province of Valladolid), where they visited the factory of the [Ibersnacks](#) company, a manufacturer of snack food for fries, corn products and snacks, selling between 85% and 90% to the Spanish largest supermarket retailer Mercadona.



The company, with one of the greatest productive capacities in Europe in its sector, is committed to dual VET and receive students who make the on-the-job training in the factory, mainly in the areas of machinery maintenance and administration and finance. The company usually takes part in VET dissemination activities, in order to create awareness about dual VET and to foster contact with different training centres.

Afterwards, the partners visited the public VET Centre '[Centro Integrado de Formación Profesional de Medina del Campo](#)', dependent on the Regional Government of Castilla y León, working in qualifications in the fields of administration and management, electricity and electronics, commerce and marketing, and installation and maintenance, among others, and provider of dual VET.

During the visit, the partners had the opportunity to learn about the learning programme of the Centre, including specific trainings in Mechatronics as well as to know specific projects such as 'We learn by simulating' (*Aprendemos simulando*), through which the administration and management students virtually manage a furniture company undertaking operations with other EU suppliers and clients (which are also virtual companies from other European VET centres). The project is funded by the European Social Fund (ESF).



Next, the partners of the project travelled to Salamanca, where they visited the VET Centre [Centro Integrado de Formación Profesional Rodríguez Fabrés](#), a public VET centre dependent on the Regional Government of Castilla y León, which trains students in the professional families of building and civil works, hotels and tourism, image and sound, maintenance and services, and personal image. After providing the partners with a lunch cooked and served by the students of the hotels and tourism families, consisting on traditional dishes from the province of Salamanca, the board of the centre conducted a guided visit through the centre’s facilities.





Finally, the project partners visited the factory of the [Plásticos Durex](#) company, also in Salamanca, a family business dedicated to manufacture products, mainly for the automotive sector, with various technologies of processing, injection of plastics, extrusion of plastics and rubber injection and rubber metal. The company is very active in training students from VET (with 8 students currently), which frequently become staff after the training, and is used to invest in soft skills (problem solving, hardworking and long-term thinking) adapted to their needs. The best time of the year for the on-site training is from June to December, having the capacity to receive up to 20 students a year, for a minimum period of 6 months.

On the other hand, the company has a factory in Poland, which could explore the participation in international mobilities within the doALLVET project. Also, they receive staff from Portugal as they are generally well trained in technical skills.



2.2. Day 2: 20th February 2020. Discussion sessions

Dual VET in the countries and regions of Partner's: challenges faced within the framework of the European Framework for Quality and Effective Apprenticeships

This session focused on an initial discussion of the VET and Dual VET models in the different partners' countries and regions. Portugal and Castilla y León are implementing improvements in several areas, whereas in Poland the model is under development. In the case of Germany, it is a very established model with minor changes.

Finally, Finland recently implemented an important reform in VET, based on the following aspects:

- Accreditation of skills, especially if the students have had previous work experience where skills might have been acquired but not certified.
- Initial assessment of skills through a thorough process which includes a simulation.
- Individual learning paths designed with each student, based on a menu of units, adapted to the skills assessment and focused on the gaps.
- Students can enrol in VET studies every week.

Additionally, participants shared their experience and practice around mobilities, highlighting the following good practice:

- **Carry out a thorough assessment and follow-up process of trainees:** this includes regular information and reports from the company but also Skype calls, weekly blog entries drafted by student describing their activities within the training.
- **Preparation process prior the departure of the student** going abroad: this implies the preparation of all the workpaper, the contracting of the insurance, etc.; and the monitoring process during the mobility, with a continuous contact with the coordinator abroad, providing this way an important support for the company when required.
- **Flexibility with the content and scope of the in-company training:** working in companies implies a variety of tasks not foreseen in some cases, where the *learning by doing* approach is essential.
- **Ensure a minimum level of English,** as the opposite would imply not being able to take full advantage of the experience.
- **Ensure the student has a previous work experience:** students without this experience have a lot of difficulties to adapt to the work environment, especially within another cultural context and in a language different from ^{their} mother tongue.

International strategic alliances between VET providers: shaping the way

The aim of this session was to discuss the *objectives and contents of an international strategic alliance between VET providers*. In order to have an enriching and wide variety of opinion, 20 representatives from 12 VET providers of Castilla y León took part in the debate, together with the project partners.

As an introduction, Óscar García Delgado, Head of VET of Castilla y León, made a brief presentation on the internationalization process of vocational education in the region, with special focus on the doALLVET project, which will allow the centres to establish stable alliances with the partners, the final objective being to provide them with companies for the apprenticeships / on-the job training periods. Reciprocally, students from the centres of the partners will be received in companies of Castilla y León through the regional VET centres.



The discussion focused on the following items:

➤ The sectors that could be more strategic to prioritize in this project.

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

** Capacity to receive but not sending*

However, in general terms, Finland and Germany highlighted the fact that interest in a sectorial approach depends highly on students demand and therefore, would very much be interested in having a flexible approach regarding sectors on a yearly basis. Therefore, we can affirm that they are more inclined in collaborating with a network of VET providers with a wide variety of studies.

➤ Key actors/persons to involve in these international strategic alliances.

Attendants agreed that the key persons to involve in these alliances are, by order of priority:

1. Coordinator of Erasmus+ and/or international projects in each centre.
2. Coordinators and/or teachers responsible for dual VET in each centre.

Participants highlighted the importance of assigning enough time to designated staff to ensure they can engage in this project adequately.

➤ The feasibility of sending dual VET students for long periods (6 months).

With this regard, an important barrier arose from the debate with the representatives of the VET centres of Castilla y León, related to the financial compensation for the student taking part in dual VET. Thus, in Castilla y León companies pay students 50% of the compulsory minimum wage, but this does not happen in Finland, Germany and Portugal, which would make international mobilities in dual VET difficult to implement.

The application for an Erasmus PRO grant would be a potential solution to this problem, which must be analysed.

➤ **The preparatory actions that should be carried out to formalise a strategic alliance.**

Participants agreed that the following steps could be taken in order to formalise a strategic international alliance successfully:

1. Set specific goals and expectations for each institution involved in this project.
2. Chose to partner with institutions that have similar goals or goals that are complementary.
3. Compile enough information about counterparts in order to understand and match their expectations.
4. Agree on and set up a communication method/channel between partners: *how will we communicate? Teacher to teacher? International coordinator to international coordinator?*
5. Regular communication: willingness and capacity to use Skype or similar tools as not using these would make it impossible to set up an alliance.
6. Allow enough time to know each other (staff members, coordinators): it is essential to send and receive teachers and/or international coordinators, in order to get to know each other and strengthen the relationship.
7. Identify and visit potential companies.
8. Draft and signature of a Memorandum of Understanding (MoU) for strategic international alliances that describes the goals and commitments as a final step (after allowing enough time for steps 1 to 7).

It is worth highlighting that Finland mentioned that in the future Erasmus programme 2021-2027, a European accreditation will be required to become a partner in any Erasmus project. This accreditation will be granted to the VET providers as long as they demonstrate that they have an internationalization strategy.



Inspiring experience: The Consortium for international mobilities in VET in Castilla y León

This session consisted of a presentation of the Consortium for international mobilities in VET in Castilla y León through the Erasmus programme <http://erasmusfpcyl.com/>.

The regional Ministry of Education promoted in 2017 the creation of the Consortium of Erasmus+ Vocational Training Mobilities of Castilla y León, aimed at applying for and managing in a coordinated way different mobility projects within the Erasmus+ programmes for students, teachers and other staff of the centres that are members of the Consortium and that provide basic, intermediate and advanced VET.

It currently involves more than 100 VET centres in the region, aimed at requesting and managing in a coordinated manner different mobility projects within the Erasmus+ programme for students, teachers and other staff of the Consortium member centres. It is one of the 5 biggest consortia in Spain, with more than one million euros budget per year and two staff members, supported by the Erasmus+ coordinators of the VET centres of Castilla y León.

Since the creation of the Consortium, there has been an increase in the number of Erasmus+ student and teacher mobilities granted, rising from 110 in 2017, to 265 in 2018, 404 in 2019 and 300 mobilities approved in 2020 in 16 European countries.

The Consortium promotes a series of different types of mobilities:

- Students for official traineeships (80%) and recent graduates (20%).
- Teachers for job shadowing or teaching.
- Experts of companies from other countries which come to Castilla y León to teach for one week.

- Preparatory stays (three days for the teacher/coordinator to prepare the subsequent mobility of students).
- Special needs students (5 to 15 days).

The Consortium helps the students with the organization of the travels as well as with the accommodation, trying to find the place for the different groups going abroad.

Regarding the companies for undertaking the apprenticeship abroad, sometimes this is managed by the Consortium, but in most cases, students directly detect and contact the company where they want to do the on-the-job training.

Regarding the current relation of the Consortium with the countries taking part in the project, it sends /receives students to/from:

- Finland: Various students will come to Salamanca in March.
- Germany: 15 students from Castilla y León are being trained in the country in Industrial Design, and 6 German students are currently working in Castilla y León. With this regard, it is worth mentioning the requirement of the German companies, which wish the students to stay for longer periods.
- Poland: Students from Castilla y León follow their training on Pathological Anatomy in a hospital in Lublin. At the same time, students from Stalowa Wola usually have Castilla y León as their destination for their apprenticeships.
- Portugal: 25 students from the region are receiving training in the Norte Region of Portugal, and 6 other Portuguese are studying in Valladolid.

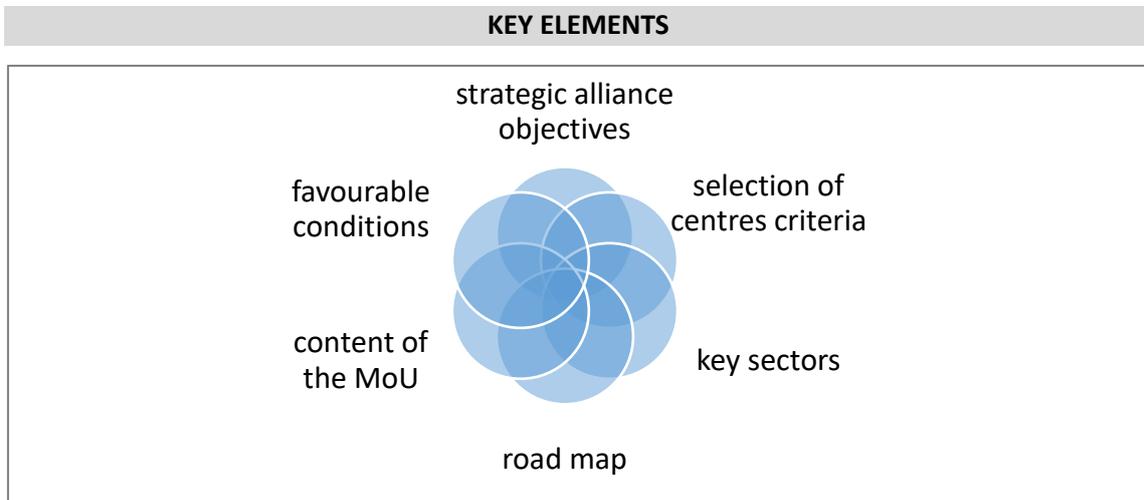
From this experience, the representative of the Castilla y León Consortium highlighted two interesting ideas:

- It is a good practice to organise mobilities in small groups (no more than 10 students in the same city) and to medium-size cities rather than big ones.
- It is advisable to use the mobilities for recent graduates to strengthen the relationship between centres from Castilla y León and other partners, even in dual VET, as a complementary module to develop basic skills that can be acquired through mobilities (language, problem solving, autonomy...).
- Instead of contacting individually VET providers one by one, it is advantageous to contact the education institutions responsible for VET to broaden the contacts; normally this has a higher impact and is less time-consuming.

2.3. Day 3: 21st February 2020. Road map for international strategic alliances in VET

The aim of this session was to start the discussion on the road map for setting-up international strategic alliances in VET among VET providers from the project's partners. Thus, based on the

previous discussions and the field visit, this meeting served to draft the main elements to build the alliances, which will be discussed in more depth at the second activity in Lisbon.



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 studied thoroughly.

Poland (STK)

- Promoting mobilities through long-term partnership, including teachers and students.

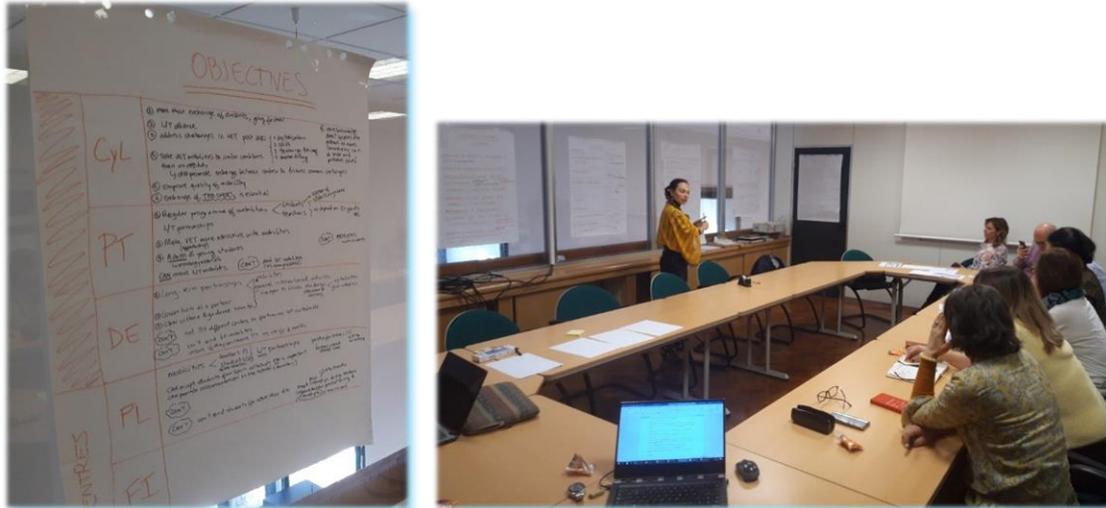
- Companies are willing to receive students from Spain although English is important, as these companies use English for working.
- STK can provide accommodation in the school (a renewed dormitory is available).
- Long-term mobilities: the maximum period for their students to be abroad is four weeks 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. Is able to accept students. they are not allowed to send students; receiving students could perhaps be done but it would have to be studies 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 (Segovia)	x
Mechatronics	x	x	x	x*	x
Railway and electric power		x		x*	
IT		x			x

Sector	Germany	Poland	Portugal	CyL	Finland
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)

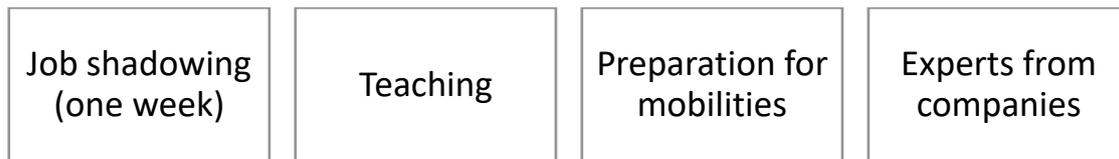
Partners agreed that working on a Memorandum of Understanding during the first year as a milestone to set up international strategic alliance could be useful tool. Therefore, we describe below a possible content that could be converted into a common template to use during the project.

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.

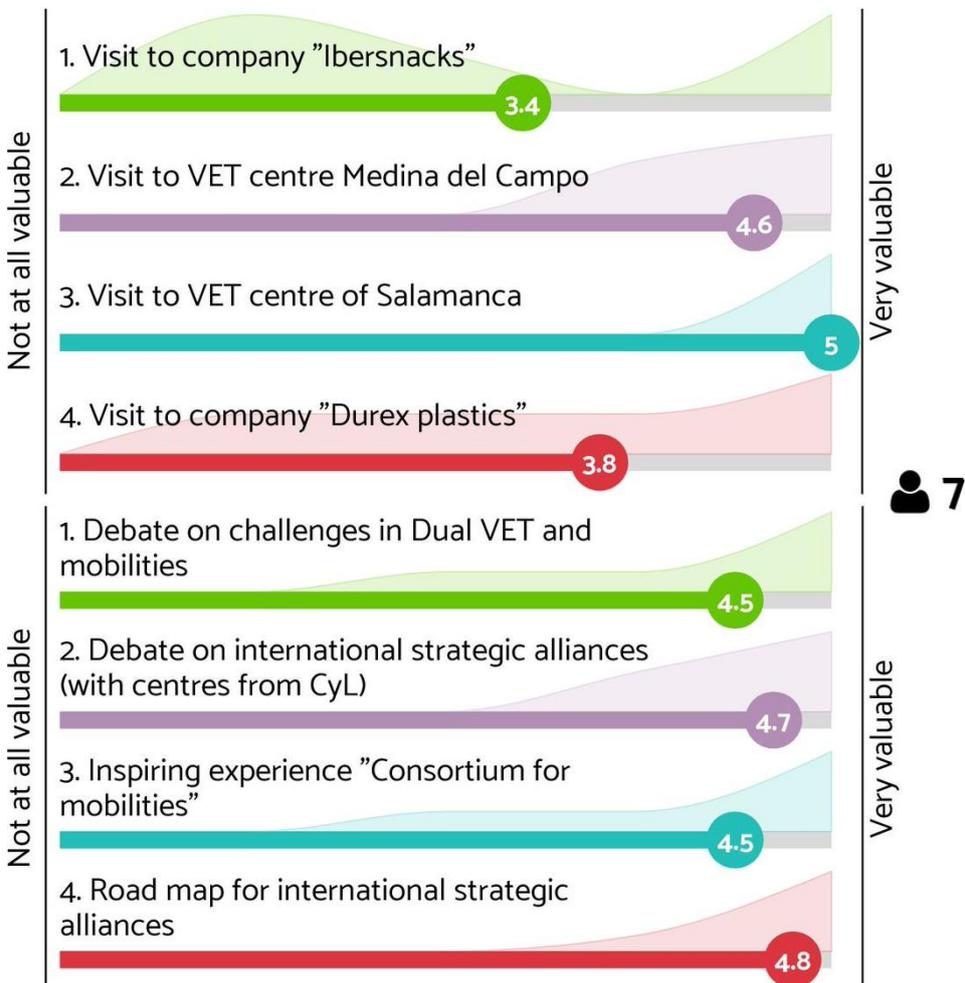


3. Evaluation of the meeting

3.1. General opinion on the meeting



3.2. Added value of the sessions



4. Annex

4.1. Agenda

Day 1: 19 February 2020

Field study visit. Medina del Campo and Salamanca (Spain)

- Ibersnacks Company (Medina del Campo).
- CIFP Medina del Campo (Medina del Campo).
- CIFP Rodríguez Fabrés (Salamanca).
- Plásticos Durex (Salamanca)

Day 2: 20 February 2020

Consejería de Educación. Av. del Real Valladolid, s/n, Valladolid (Spain)

- 9.00 Dual VET in the countries and regions of Partner's: challenges faced within the framework of the European Framework for Quality and Effective Apprenticeships
 - 11.00 Coffee break
 - 11.30 International strategic alliances between VET providers: shaping the way
 - 13.30 Lunch
 - 15.30 **INSPIRING EXPERIENCE:**

The Consortium for international mobilities in VET in Castilla y León
 - 18.00 End of discussion DAY 2
-

Day 3: 21 February 2020

Consejería de Educación. Av. del Real Valladolid, s/n, Valladolid (Spain)

9.00 Road map for setting-up international strategic alliances in VET

11.00 Coffee break

11.30 Wrap-up, next steps and evaluation of the activity.

12.15 End of ACTIVITY

4.2. List of participants from the partners

Organisation	Name/Surname	Role
CONSEJERÍA DE EDUCACIÓN DE CASTILLA Y LEÓN 	Agustín F. Sigüenza	General Director of VET
	Óscar García	Head of VET
	María A. Hernando	Head of Internationalization Projects
INSTITUTO DO EMPREGO E FORMACAO PROFISSIONAL 	Pedro Santos	Director of Qualification Services
	Stela Rato	Superior Technician of the Qualification Services
ZESPOL SZKOL TRANSPORTOWO- KOMUNIKACYJNYCH IM. TADEUSZA KOSCIUSZKI W LUBLINIE 	Ms. Anna Wawruch-Lis	Head of the Centre
	Ms. Maria Hawrylecka	Teacher
STIFTUNG BILDUNG & HANDWERK 	Ms. Angela Bender	International Projects Coordinator
ITÄ-SAVON KOULUTUSKUNTAYHTYMÄ 	Ms. Anne-Mari Behm	Specialist, internationalization and education technology
	Ms. Hanne Liukko	Teacher

4.3. List of participants from VET centres of Castilla y León

ÁVILA	1. CIFP AGRARIO "AVILA"	1. Javier Alonso Arranz
	2. CIFP DE ÁVILA	2. Laura del Busto del Campo
BURGOS	3. CIFP JUAN DE COLONIA	3. José Jiménez Sierra
	4. CIFP SIMÓN DE COLONIA	4. María Lázaro
LEÓN	5. CIFP TECNOLÓGICO INDUSTRIAL	5. XXX
	6. CIFP CAMINO DE LA MIRANDA	6. XXX
SALAMANCA	7. IES FERNANDO DE ROJAS	7. Ángel Sancho
	8. CIFP RÍO TORMES	8. José Luis Rodríguez Gallo
	9. IES FRANCISCO SALINAS	9. Mónica García Rubio
	10. CIFP RODRÍGUEZ FABRÉS	10. Enrique Blanco González
SEGOVIA	11. CIFP FELIPE VI	11. Ramón Polanco Sánchez
	12. IES LA ALBUERA	12. Mónica xx
VALLADOLID	13. CIFP MEDINA DEL CAMPO	13. XXX
	14. IES RIBERA DE CASTILLA	14. XXXX
	15. CRISTO REY	15. XXXX
ZAMORA	16. CIFP CIUDAD DE ZAMORA	16. Ginés Recio
		17. Rosa María García
		18. XXXX
		19. XXXX
		20. Inés Iglesias
		21. Octavio Busnadiego Antón
		22. Marcos Pérez Barrio
		23. Natalia Ana Cabrejas Emeterio
		24. María José Blanco
		25. Pablo Figueros
		26. Fernando García Duque
		27. XXXX
		28. Jon Ugalde Costales
		29. José Luis Muñoz Villa
		30. XXXX



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