



Co-funded by the
Erasmus+ Programme
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European project

“STRATEGIC ALLIANCES FOR QUALITY DUAL VET AND INTERNATIONAL MOBILITIES”

#doALLVET

PEER-LEARNING ACTIVITY C5

*Dual VET in Germany and adequacy/use of tools agreed within
the strategic alliance for international mobilities*

On-line, June 2021

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1. Objectives

According to the working plan, the purpose of activity C5 is to >>

- *Understand the dual VET model of the Paderborn region in Germany.*
- *Discussion on key topics selected in the project aligned with the EU Recommendation on a European Framework for Quality and Effective Apprenticeships*
- *Discussion on adequacy/use of tools agreed: partners will share their experience (what has worked, what has not worked)*
- *Follow-up discussion on how to promote and organise students' mobilities among partners for the school year 2021-2022, with special attention on how to promote international mobilities of students from vulnerable groups or with special needs.*

Thus, the expected results of this activity are to have>>

- Summary of conclusions and key ideas on the regions of Germany in relation with the key topics selected in the project.
- Summary of conclusions and key ideas on adequacy/use of tools agreed.
- Summary of conclusions and key ideas to promote and organise students' mobilities among partners for the school year 2021-2022.

Considering that the project has had to readapt due to the health crisis caused by COVID-19, activity C5 will focus on >>

- Understanding the educational system and the dual VET model in Germany.
- Practical discussion on how to organise ERASMUS+ mobilities in VET, from the perspective of centres and companies.
- Sharing good practices in VET mobilities.
- Discussion on how to promote and organise international mobilities of students from vulnerable groups or with special needs.

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

- DAY 1: 9th June 2021, focused on "Educational system and Dual VET model in Germany".
- DAY 2: 14th June 2021, focused on "The different roles of partners in Dual VET and Erasmus+ mobilities in VET".
- DAY 3: 15th June 2021, focused on "International mobilities of students with special needs".

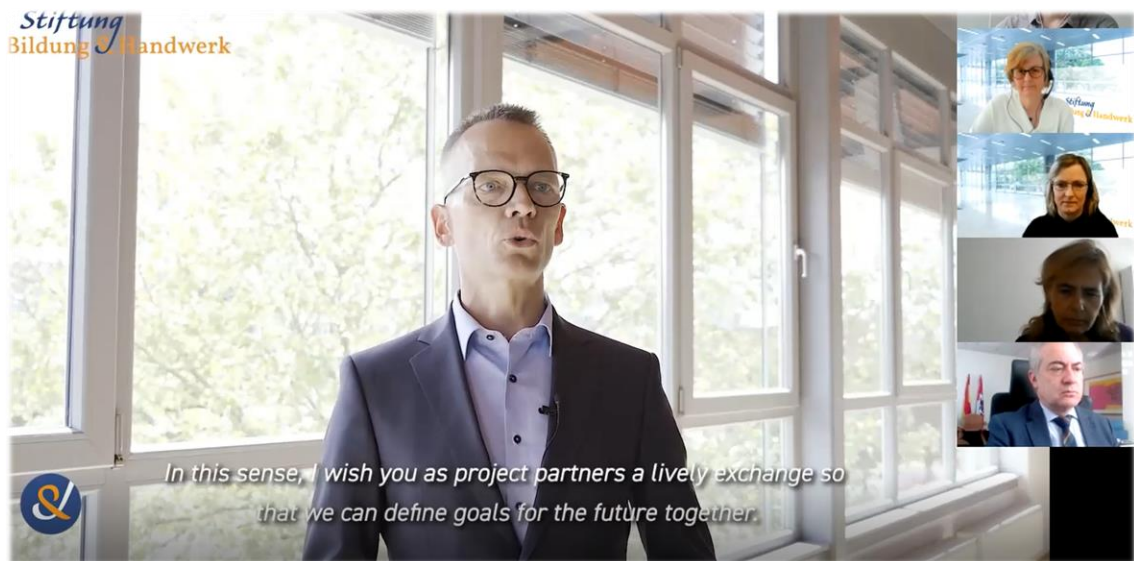
2. Overview of Paderborn and the VET system in Germany (9th June 2021)

Overview of the educational system, VET and Dual VET in Germany

Partners first received a welcome by Aloys Buschkühl, Member of the Board of Stiftung Bildung & Handwerk, and by Dennis Schäffer, Head of Department for Project Development, who presented the SBH Foundation and the purpose of the activity.

The purpose of this session was to present the partners the German educational system, the VET system, and the key aspects of the Dual VET model. The presentation was divided in three sections:

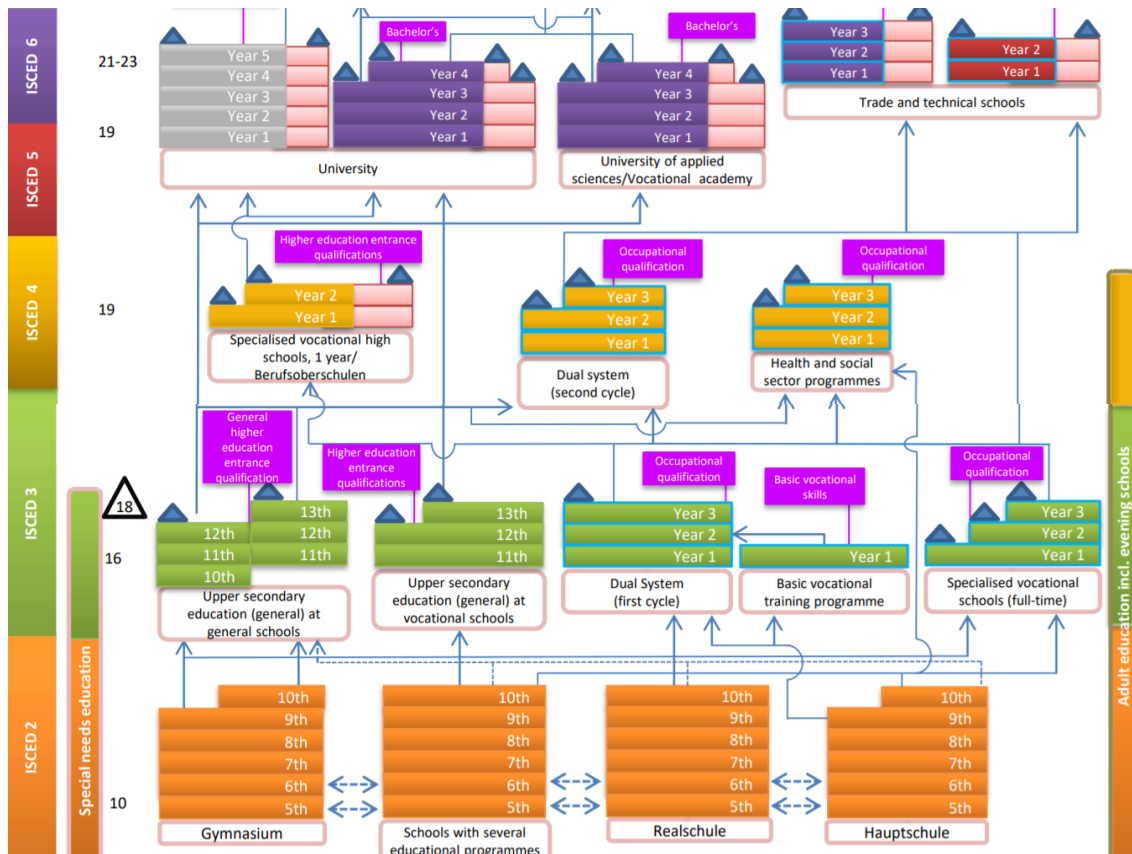
<p>The Educational System at a glance</p>	<p>The System of VET and CVET in Germany</p>	<p>The activities of Stiftung Bildung & Handwerk</p>
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Educational system at a glance

- ▶ The educational system in Germany is responsibility of each federal state, but all states follow a general structure (see image below). In this system there is a relatively early specialisation, at the age of 10 students either go to Gymnasium, Realschule or Hauptschuel, each one of them directed to different learning itineraries. There are also schools with several educational programmes, integrated schools which have different options and are growing more popular in recent years. Students can shift from one of these branches to the others, although in practice this is still a challenge.

- ▶ The focus of the system is to avoid dead-ends for students. They can elaborate different itineraries which can be quite personalised. Right now, the dual System (first cycle) is the most popular branch.
- ▶ The main challenge the system faces is to guarantee that at each level students can access the different options available.



The System of VET and CVET in Germany

Currently more than 50% of students are studying in the VET system. VET is currently composed by 325 professional profiles, but the top 20 collect around the 55% of VET students. This top 20 professional profiles have been the same during the last 20 years. Some of them are car mechatronic, assistance office management, retail sales assistant, industrial clerk or industrial mechanic.

Dual VET in Germany

Some facts:

- ▶ Around 20% of the companies in Germany provide training, a total of 427.000 out of 2,16 million.

- ▶ Around 5% of all workers are apprentices.
- ▶ The average training allowance per month is around €908, although there are many differences among professions.
- ▶ Employers invest on average €18.000 per apprentice per year (62% of which is training allowance).
- ▶ 70% of companies' investment is refinanced by the productive contribution of trainees during the training period.

In Germany's dual VET system students spend around 70% of their learning period in training company and 30% in the Vocational school. Students choose their professional field, they apply to a company and if they are accepted, **they sign an apprenticeship contract**, which specifies the allowance amount, the duration of the training, the contents, etc. This contract is regulated by the law. Companies can adapt to a certain degree the training contents to the needs of their company. **Finding a company to do the apprenticeship is responsibility of the student.** Students have guidance during the last years of their secondary school to help them choose their pathway.

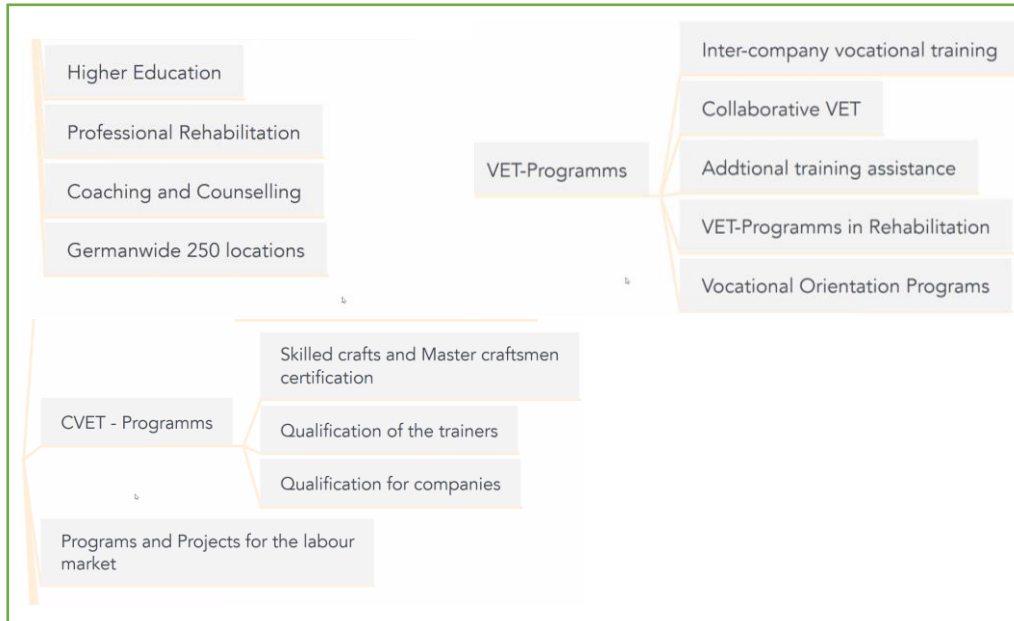
The training at the company occurs mainly participating in the real productive chain. At the end of this period, students must take a final examination in which in-company tutors are also involved as members of the examination board. Once they pass, around 2/3 of students stay at the company where they studied. There are also other students who change to a different company and even some who change to a different vocational career.

This system is possible thanks to the cooperation between different actors in a binding legal framework regulated by the German law. This regulation is the Vocational Education Act. The main actors are the Government, the employers and employees and the professional chambers. This alliance finances, oversees, and inspects the functioning of the system.

The activities of Stiftung Bildung & Handwerk

The "Education and Craft's Foundation" (SBH) is an organisation working since 2001, its objective is to promote education at all levels. It gathers 16 companies, being one of the leading educational service providers in Germany.

They carry out the following activities in different levels of education:



They also participate in European projects, such as Erasmus+ projects KA1 and KA2.

Marlen Roovers, member of the project-team “Bildungsbrücken OWL” (Educational Bridge), presented this project, which aimed at “building bridges” between different educational pathways. Through this project they try to make equivalent the Vocational Education with the University, contributing to give high quality education courses and to make VET more attractive.

The City of Paderborn and the Region

In this session Angela Bender and Gabriele Stampa introduced partners to the city of Paderborn and its region. They presented the social and business environment in which the Stiftung Bildung & Handwerk (SBH) develops its activity, emphasizing its multicultural character, its historic roots and the importance of young students, the agricultural field and high technology for the city.

Some of its most prominent economic sectors are food industry, machine construction, metal industry, carpentry, and furniture construction. There is also a great concentration of international companies in the region, such as Miele, Dr. Oetker, Benteler, Hörmann, Wago, Claas or Bertelsmann.



3. Understanding the role of the different parties in the Dual VET process and in organising international mobilities (14th June 2021)

Different actors involved in the Dual VET process and their roles

This session consisted in a practical approach to the Dual VET system, carried out by different actors who explained the different roles and ways in which they participate in the implementation of this model.

Company “Fa. Ulrich Rotte - Anlagenbau und Fördertechnik GmbH (Plant Construction and Conveyor Technology)”

Mr. Ulrich Rotte, Owner and managing partner, and Mrs. Benedikt Rotter, managing partner, presented the experience of their company providing apprenticeships for highly motivated students.

Rotte is a mechanical engineering company, working in automation. It has 90 employees, 15 trainees and an annual turnover of 9,5 million €. They work mainly providing technology solutions for industry 4.0, smart-factory panel 4.0, industrial image processing, robot technology and simulations. Their clients work in different fields, such as agricultural industry, automotive, industrial production...

They train apprentices from three different courses:



How does training work at Rotte:

- ▶ Reasons to recruit trainees: Face demographic change, train skilled employees, foster intergenerational transfer of knowledge, economic growth, productivity and support, new impulses, image, good support in the daily work...
- ▶ How do they find trainees: Cooperation with comprehensive schools, organising “technic days”, internships, special fairs, through social media.
- ▶ How does apprenticeship run: Apprentices are employees for the time they stay at the company. They have a monthly salary, holiday entitlement and social insurance.
- ▶ The company does not receive any support or incentive from the state. They take this as an investment in the company and in society; they are training a skilled labour force and fostering the transfer of knowledge to the young ones. There is a social consciousness on the importance of investing in students training.
- ▶ Apprenticeships start from the first year of the vocational course. At the beginning trainees receive some initial instruction at the company to being able to carry out their work.

Rotte is very interested in participating in international students’ apprenticeships. German is not required to work at their company, just a basic level of English and motivation.



HOW DOES APPRENTICESHIP RUN?

- at Rotte
 - Instructor for each occupational field
 - Mentor / First contact person
 - Senior journeyman
- Technical college
- Corporate training with technical partners

- Employees for 3.5 years
- Monthly Salary 680 – 950 EUR
- Working hours
- Holiday entitlement

Training centre “tbz-Technologie- und Berufsbildungszentrum Paderborn”

The Paderborn Technology and Vocational Training Center is one of the most important educational institutions in East Westphalia-Lippe. It provides training and further education in trade and industry. Its services are:

- ▶ **Inter-company training for 2.000 companies.**
- ▶ Master craftsman preparation courses
- ▶ Further education and training for private and corporate customers
- ▶ Training management
- ▶ Exam preparation
- ▶ Publicly funded education projects

Inter-company training is a third learning environment alongside vocational school and the training company. Its main objectives are:

- Systematic deepening of basic and specialized vocational training in workshops that are not related to production
- Adaptation of vocational training to technological, economic, ecological and social developments
- Ensuring a uniformly high level of training independent of the training capability or specialization of the individual craft enterprise

It is focused in the acquisition of competences not related to production, like environmental, economic or social skills. This training is important to make sure that all trainees have a good level of practical skills to face their working life.

Vocational school “Rhein-Erft-Berufskolleg”

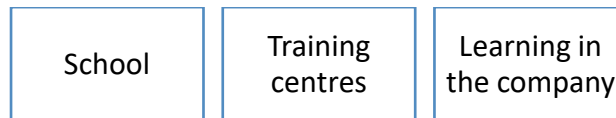
Nina Keuter, teacher and responsible of digitalisation at Rhein-Erft-Berufskolleg vocational school, introduced their school, located in an industrial region dedicated to chemical industry and power production.

Rhein – Erft Akademie und Berufskolleg: Academy and college

The best specialists for individual careers



They have 3 different paths:



Also, they have a preparation course, with students from all paths, in which they review their career aspirations, get guidance, train soft skills, and get familiar with day-to-day activity at vocational centres. The curriculum at the centre is taught in learning fields, not in courses.

Portfolio – Rhein-Erft Vocational College (School)

Integration of vocational training and school classes



• **Vocational school classes...** Chemical technician Chemistry production specialist Electronic technician for automation technology Industrial mechanic

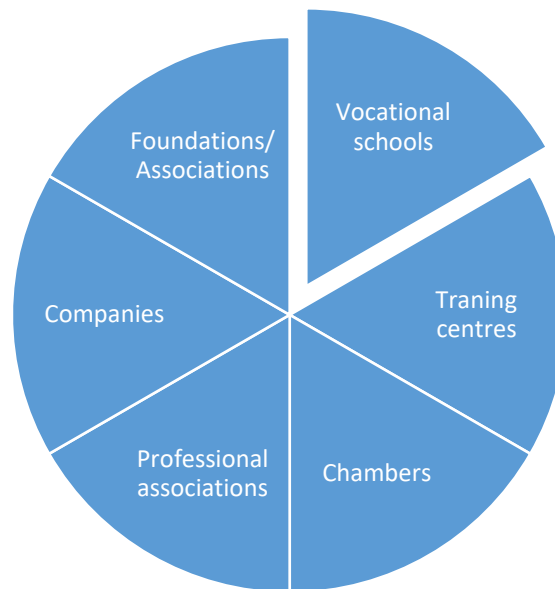
- **Optimizing objectives**
 - Integration of modular vocational training with vocational school lessons = increased presence of apprentices in the company
- **Students orientation**
 - High quality standards and promotion of comprehensive competence
- **Company orientation**
 - Communication of specialist knowledge with concrete action
- **Short distances**
 - fewer interfaces in day-to-day training

The role of the different parties in organising ERASMUS+ mobilities

What is the most common profile of participants in mobilities?

They are mostly young women, they stay between 2 or 3 weeks abroad, most of the students come from North Rhine Westphalia, most sent to the United Kingdom due to language reasons, second most wanted country is Spain. Most of the students are doing their mobility in the Dual VET systems, that means they participate in mobilities in companies. Majority comes from commerce, industrial clerks.

Only 5 or 6% of students go abroad, they would like to increase that number. Not so easy, there are different parties participating:



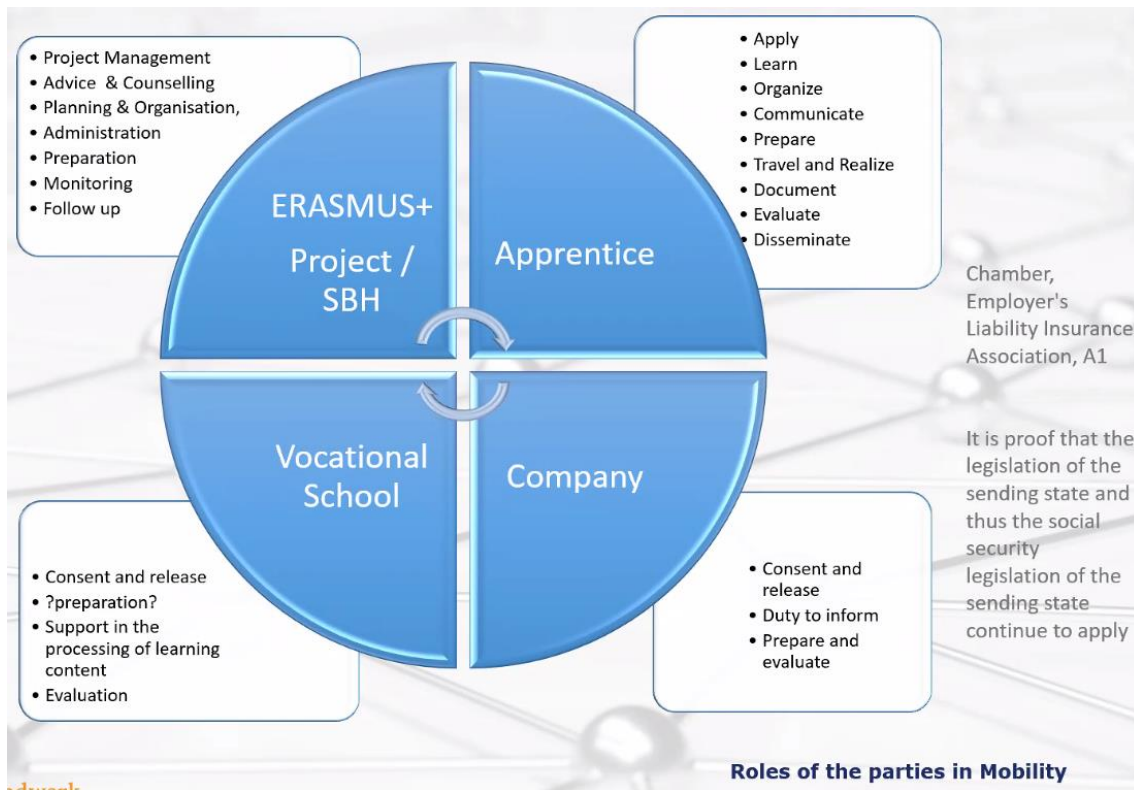
Mobility projects at SBH:

Since 2008 they apply for a pool of funding and during the duration of the project, they give the funding to apprentices directly or through companies and centres. Until 2020 they had sent near a thousand students and 38 teachers abroad, in projects with different priorities, depending on the company, the vocational centre or even the apprentice:



To send apprentices abroad they have to think on the complete environment of dual VET in Germany:

- In Germany, the apprentice is an employee of the company. **Therefore, the company will have to give the consent and will continue paying him/her during the mobility. This is something that may be surprising, but it is the way it works.**
- **Vocational school must also give the consent** and students will have to study after they come back all the contents that they missed during their stay.
- **SBH's responsibility is to inform all the parties, organise and counsel companies and centres, and carry out the management activities of the project.**



Partners asked about the possibility to organise international digital mobilities. For SBH, it is an interesting possibility but right now it seems complex, as it is difficult to fit the practical dimension of VET with the distance. Also, students would miss the experience of travelling abroad, which is an important part of an Erasmus+ mobility. Furthermore, there is an additional difficulty, as Erasmus+ is not supporting digital mobilities for the time being.

4. Workshop: Discussing good practices in mobility, focusing on inclusive mobilities (15th June 2021)

This session was organised by Angela Bender, Project Coordinator at Stiftung Bildung & Handwerk (SBH), and Anne-Mari Behm, Specialist in Internationalization and Education Technology at the Savonlinna Vocational College (Finland).

The new ERASMUS+ and its priorities

Inclusion and diversity are key principles of the new Erasmus+ Program for the period 2021-2027, and consequently are reflected as priorities of the program. To implement them, the European Commission published on April a document of "[Implementation guidelines: Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy](#)"

The program will focus specially on people with fewer opportunities:

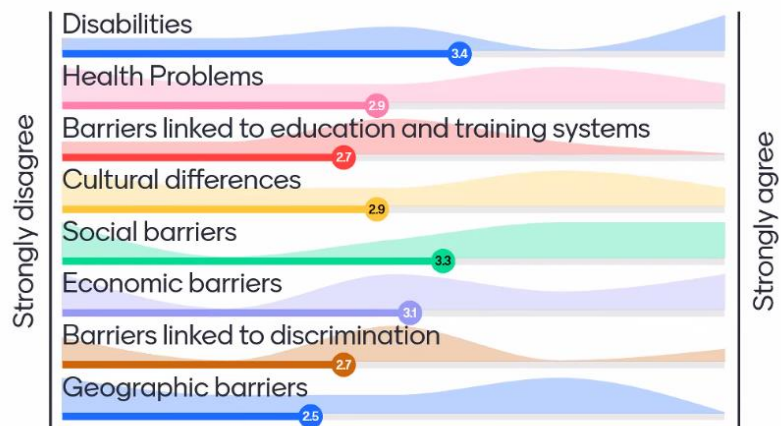
- People with disabilities
- People with educational difficulties
- People with migrant background
- People living in rural/remote areas

What does inclusion mean? Europe is advancing towards a holistic concept of inclusion. It means shaping the spheres of life for everyone, so that they can participate in all facets of life without barriers and discrimination.

This means for VET activities to rethink its target groups and actions to face different kind of barriers (social, economic, geographic, disabilities, other barriers linked to cultural differences and discrimination...).

Question for participant centres:

At my school there are learners with fewer oportunities in the sense of ...



Finnish model for special needs VET and experiences of SAMIedu in inclusive mobilities

Anne-Mari Behm shared a series of experiences of inclusive mobilities organised by SAMIedu, emphasising the personal development that had on students, regardless of the difficulties they may have faced during the stay. **She offered some guidelines for this type of mobility** (although each mobility is an experience on its own and has to be considered and organised individually):

- ▶ **Sending more than one student to the same destination:** Students will help each other and give mutual support. This will also help to reduce the cultural shock of the student at the arrival.
- ▶ **Sending students with a teacher or responsible person to supervise and support them onsite.** They normally don't do it, but they have received students accompanied by a teacher and it is a good practice.
- ▶ **Give support to the student through a “support group”,** for example through a WhatsApp group that include teachers, management staff, parents, or a social worker, if needed.
- ▶ **Students may face difficulties during their stay, but the objective is that they grow,** gain confidence, and have an experience that makes them develop in a positive way.
- ▶ **Consider adapting the mobility for student who have limited idiomatic skills,** for instance, offering shorter mobilities, not participating in company activity or offering an activity that he or she can perform with limited idiomatic skills.

SBH and experiences in inclusive VET and mobilities

MyVETmo: Mobilities as pathways to hidden competences

Mr. Peter Rüsing, Research Associate, Business and Vocational Education, at the University of Paderborn and myVETmo Project Partner, presented the experience of this Erasmus+ project. It worked from 2016 to 2018.

“The project aimed to ensure that European internships in vocational training are no longer reserved for high-performing young people who, for example, are already in dual vocational training. In the sense of inclusive vocational training, it is a matter of making this opportunity possible and accessible for all young people, in particular opening it up to those who – so far – have had little access to this type of education”.

The partners of the project were from Finland, France, Germany, Spain and Turkey.

The goals of the project were:

- ▶ Provide **easier access** to European **stays abroad**
 - For young people with special needs
 - And little or no experience
- ▶ Process of **accompaniment**
 - Before,
 - During and
 - After the mobility
- ▶ To reveal and develop the student's **hidden competences**

The program focused also on the period before and after the mobility, and it was specially intended to discover the “hidden competences” of the students, helping them find skills that they didn’t know they had.

The project had three intellectual outputs:

Video-Based Self-Presentation



Student’s Navigator



Guidelines for inclusive mobilities



1) The video self-based presentation:

- Helps to create an individual professional application video.
- Content will be created before, during and after the mobilities
- Self-reflecting process
- Evaluation of strength and weaknesses
- Connection between experiences and labour market

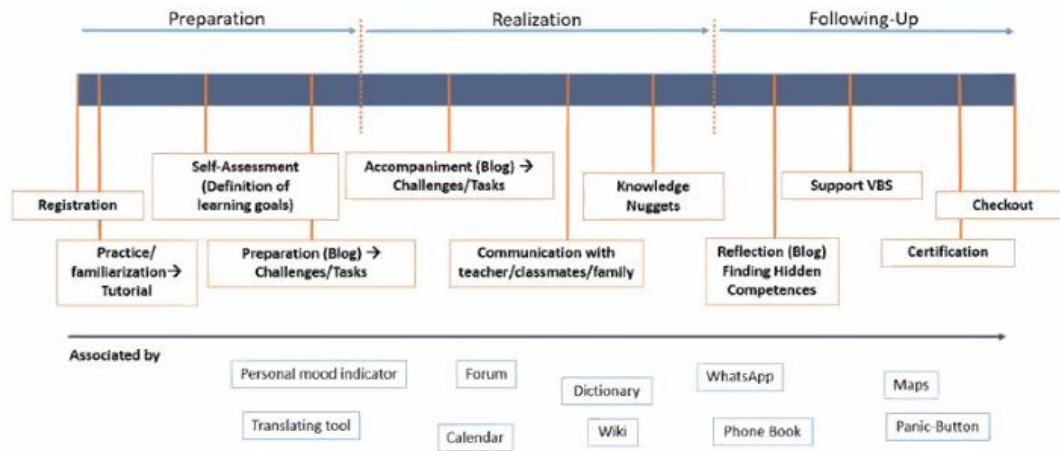
2) The Students’ Navigator App:

- This navigator allows student to document the experience, substituting a hand-written report. It also allows tight communication between student and teacher and motivates students.

3) Guidelines for inclusive mobilities:

- They produced a document of guidelines which is available in German, Finnish and Spanish

The process of Mobility followed these steps:



Some relevant documents were produced:

A guideline for inclusive mobilities:

A task catalogue internship:



One last question for partners:

Your thoughts thinking in "Inclusion and Diversity"

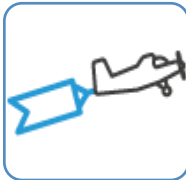


5. Progress & next steps (only for partners)

Results of the intermediate report:

After completing the intermediate report by late February, we received an answer from our National Agency with a positive feedback and some comments. Main ideas:

- Project execution:** “Despite the changes in the program, due mainly to the pandemic, the project is developing adequately and according to the plan”
- General comments** for the final report:



Dissemination:

- Make information on each partner’s website more complete and homogeneous
- Share transnational activities and peer-learning activities summaries in the websites



Give more visibility to participating centres and to networks created and other results of the project

Progress until June 2021

Common objectives & interests	Progress
ALLIANCES & INTERNATIONALISATION <ul style="list-style-type: none"> ▶ Virtual mobilities and other formulas of virtual international activities ▶ Establishing stable relations between VET Centres & businesses from the partners’ countries/regions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 7 VET centres from CyL are involved in the project <input checked="" type="checkbox"/> 6 VET centres from PT are involved in the project <input checked="" type="checkbox"/> 2 companies from CyL have been visited (Ibersnacks, Durex) <input checked="" type="checkbox"/> 2 companies from PT have presented their experience (Portuguese Railway Cluster, Mobinov) <input checked="" type="checkbox"/> 1 company from GE and 1 VET centre have presented their experience

EXCHANGE OF KNOWLEDGE & INNOVATION

- ▶ Exploring digital learning methods like eLearning or b-Learning and their combination with practical learning activities
- ▶ Sharing good practices and innovative experiences

- ☑ 2 VET centres from CyL were visited (Medina del Campo and Salamanca)
- ☑ 3 VET centres from PT have shared their experience in VET and internationalisation
- ☑ Partners have participated in a Virtual Tour of the FI VET Centre Samiedu and of the PL VET centre ZSTK
- ☑ Finish VET Centre Samiedu has shared their experience in quality, initial assessment of skills and student's pathways and eLearning and innovations
- ☑ Education public authorities from PL, 3 companies and 1 University have participated in activities
- ☑ Several EU projects have been identified that could be contacted to create synergies to share learning & experience
- ☑ Several EU documents have been identified to help standardise VET mobilities to improve their quality

Other activities:

- **Contact with NETINVET network** and presentation of their activity.
- **English activities:** There have been two encounters between teachers from four different countries, leading to some informal collaboration through padlet and to arranging online virtual activities between classes.
- **Virtual tours:** It is an activity that is starting to be developed by centres of CyL, which will probably be creating their own virtual tours.

Proposal of an onsite activity:

- ▶ We believe that the project would benefit very much of the possibility of having an onsite visit, and hopefully in the beginning of 2022 conditions allow it to happen
- ▶ Consistent with the objective of the project of learning and transferring knowledge from partners with a modern and well-established apprenticeship scheme, we would like to propose a visit to SamiEDU Vocational College.

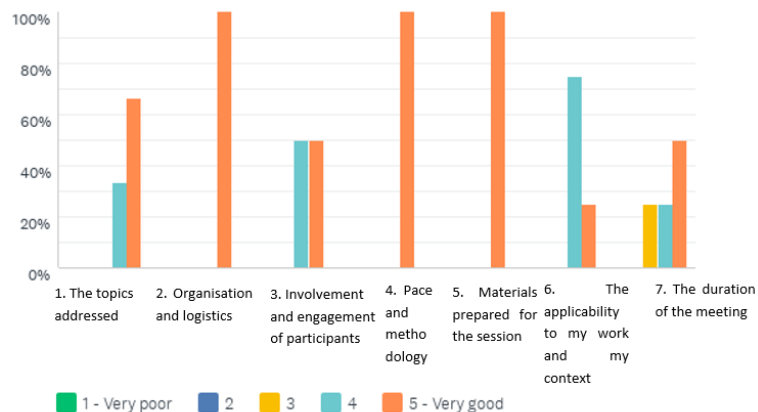
A Team Management Meeting will be hold on September to continue discussing the development of the project.

6. List of participants

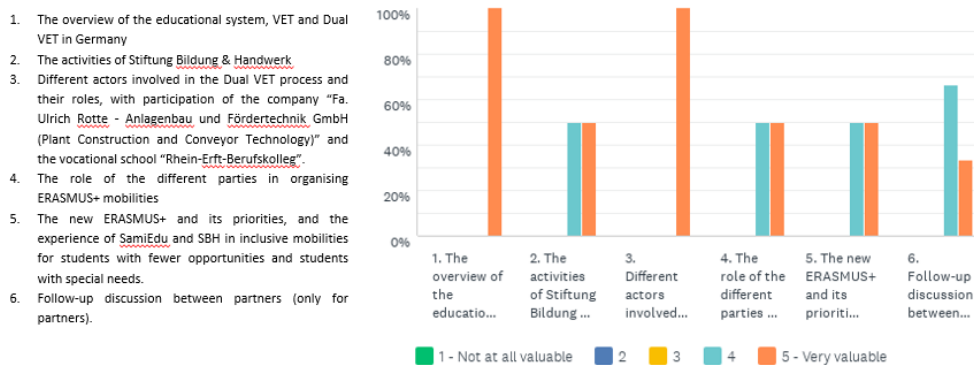
Participant Name	Sending Organisation
Mr. Agustín F. Sigüenza Molina	Consejería de Educación de Castilla y León
Ms. María Altamira Hernando Lara	Consejería de Educación de Castilla y León
Mr. Miguel Baião Santos	IEFP - Instituto de Emprego y Formação Profissional
Ms. Susana Luís	IEFP - Instituto de Emprego y Formação Profissional
Ms. Anne-Mari Behm	Itä-Savon Koulutuskuntayhtymä
Ms. Hanne Liukko	Itä-Savon Koulutuskuntayhtymä
Paivi Uutsitalo	Itä-Savon Koulutuskuntayhtymä
Ms. Angela Bender	Stiftung Bildung & Handwerk
Ms Gabriele Stampa	Stiftung Bildung & Handwerk
Dennis Schaffer	Stiftung Bildung & Handwerk
Ms. Anna Wawruch-Lis	Zespół Szkół Transportowo-Komunikacyjnych im. Tadeusza Kościuszki w Lublinie
Katarzyna Lubiarsz	Zespół Szkół Transportowo-Komunikacyjnych im. Tadeusza Kościuszki w Lublinie
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Ms. Vânia Cristina Alves	CEFP de Bragança
Ms. Carla Correia	CEFP de Braga
Mr. Jose Costa Martins	CEFP de Braga
Ms. Isabel Gonçalves	CEFP do Porto
Mr. Pedro Silva	CEFP do Porto
Ms. Ana Alice Borges	CEFP do Alto Tâmega
Mr. Edgar Miguel	CEFP do Alto Tâmega
Ms. Cristina Dimas	CECOA
Mr. João Alves	ATEC
José Jiménez Sierra	CIFP Ávila
María Lazar Gómez	CIFP Ávila
Mónica García Rubio	CIFP Tecnológico Industrial
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Enrique Blanco González	CIFP Tecnológico Industrial
Juan Jose Martínez Díez	CIFP Ponferrada
Nuria Rodríguez García	CIFP Ponferrada
Elvira Alonso Merino	CIFP Camino de la Miranda
Mª Elena Montejo González	CIFP Rodríguez Fabrés
Marta Borreguero Gómez	CIFP Rodríguez Fabrés
Miguel Ángel Macho	CIFP Juan de Herrera

7. Evaluation of the activity:

P1 According to your opinion on the meeting, please rate from 1 (very poor) to 5 (very good) the following aspects:

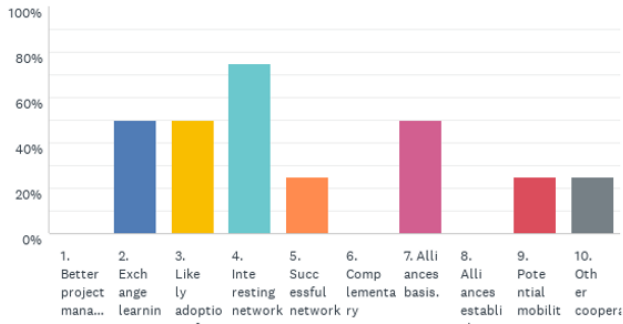


P2 According to your opinion on the meeting, please rate from 1 (not at all valuable) to 5 (very valuable), the added value of the different sessions:



P3 According to your opinion on the meeting, please choose two sentences from the 10 below that summarise your experience in this activity:

1. Better project management.
2. Exchange learning.
3. Likely adoption of good practices.
4. Interesting network.
5. Successful networking.
6. Complementary sectors.
7. Alliances basis.
8. Alliances establishment.
9. Potential mobilities.
10. Other cooperation.





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