



Co-funded by the  
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## “STRATEGIC ALLIANCES FOR QUALITY DUAL VET AND INTERNATIONAL MOBILITIES”

# #doALLVET

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### PEER-LEARNING ACTIVITY C6

*Assessment of improvements, results and final adjustments for  
future*

On-line, March 2022



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## 1. Objectives

According to the working plan, the purpose of activity C6 is to >>

- *Present and discuss on improvements carried out in dual VET systems/schemes in the partners' country/regions/VET provider during the project in relation with the key topics selected in the project aligned with the EU Recommendation on a European Framework for Quality and Effective Apprenticeships*
- *Present results of strategic international mobilities alliances both in terms of quantitative results (number of students, teachers and staff that have done mobilities within the framework of the strategic alliance) and of qualitative results (tools that have improved, safety protocols improved, awareness-raising on ecological impact, positive experiences...)*
- *Practical experiences: show-case of mobilities of students, teachers and staff carried out under the framework of the strategic alliances.*
- *Current challenges and actions to carry out to improve the strategic alliances and guarantee sustainability in the future.*

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

- Summary of improvements carried out in dual VET systems/schemes in the partners' country/regions/VET provider during the project.
- Summary of results of strategic international mobilities alliances.
- Summary of promising practices and experiences carried out through the project.
- Summary of challenges and actions to carry out to improve the strategic alliances and guarantee sustainability in the future.

Considering that the project has had to readapt due to the health crisis caused by COVID-19, activity C6 will focus on >>

- Reviewing some advancements on internationalisation of Dual VET and identifying remaining challenges.
- Learning about blended mobilities and discussing its potential for internationalisation.
- Sharing the current and future goals and projects of partners and participant centres.
- Reviewing remaining issues prior to the end of the project.

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

- DAY 1: 23<sup>rd</sup> March 2022, focused on “Advances and challenges for the internationalisation of Dual VET”.
- DAY 2: 29<sup>th</sup> March 2022, focused on “Blended mobilities: the experience of SBH and SamiEDU”.
- DAY 3: 30<sup>th</sup> March 2022, focused on “Partners’ current and future goals on internationalisation”.

## 2. Advances and challenges for the internationalisation of Dual VET (23/03/2022)

### Advances of the network of Centres of Vocational Excellence of Castilla y León

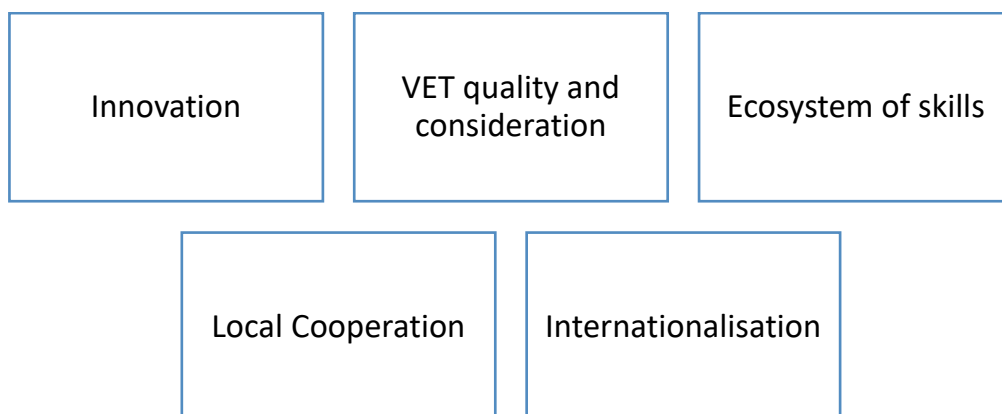
According to the European Commission, Vocational Excellence is a “holistic learner-centred approach” in VET. Its implementation pursues three objectives:

1. **Foster innovation in Vocational Education** and specially in relation to the connection between centres and the world of work, the professional development of VET teaching and training staff and mobility and internationalisation.
2. **Working as an enhancer in local development ecosystems.**
3. **Building strong partnerships** with other relevant actors, such as businesses, other education and research institutions, civil society, etc.

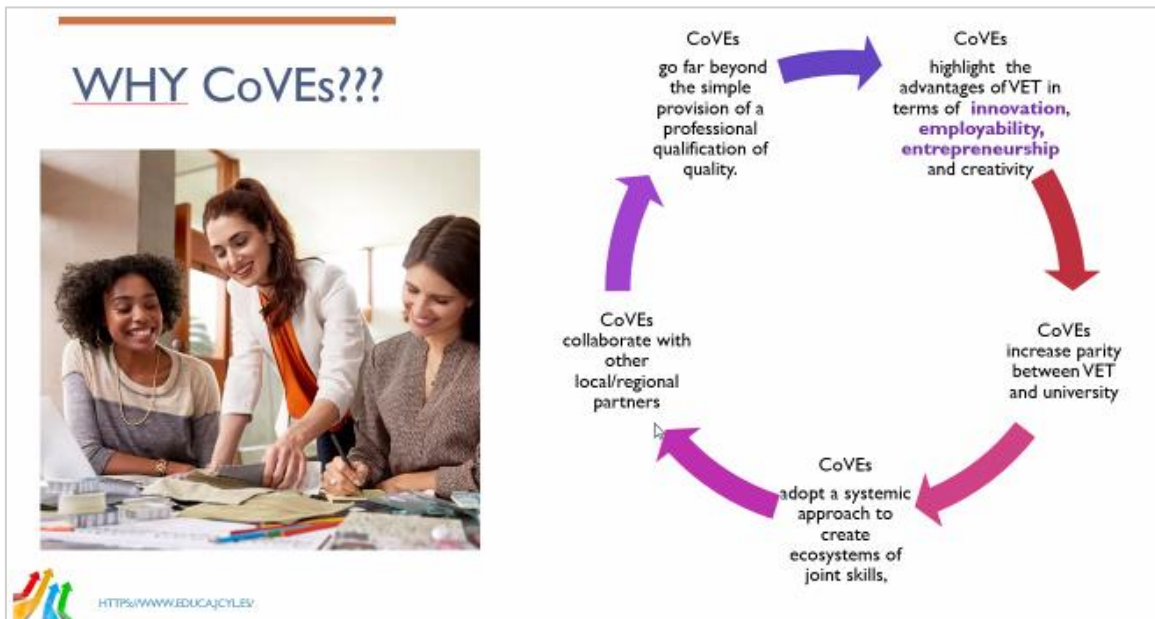
Castilla y León is developing an excellence network that can act in the local environment, answering to students’, schools’ and companies’ needs and contributing to regional development.

The current goal is to mobilise a ‘Centre of Vocational Excellence’ project funded by Erasmus+, a big-sized project that will allow Castilla y León to go one step further in establishing high quality standards in VET centres.

#### Why is Castilla y León supporting Centres of Vocational Excellence?



- Integrates innovation, employability, and entrepreneurship
- Levels VET and university
- Creates/Develops ecosystems of joint skills
- Collaborate with other regional and local partners
- Fosters mobility and internationalisation of VET



**The main concern when developing the concept of a network of excellence was to avoid an elitist approach to excellence.** It was important that there were public and objective criteria that allow centres to assess their level of excellence and get the support they need to reach the highest standards of quality.

Other premises that guided the development of the network were:

- ▶ Innovation is not only driven by academic or scientific research, but to a great extent by customer interaction, business networks and other work-based activities.
- ▶ Should combine different financial sources, both private and public, leading to more autonomy of the Centres and allowing specialisation.
- ▶ Must adapt to local and sectoral priorities in order to boost students' employability and economic and social development.
- ▶ National and regional networks are as important as international ones.

The Consejería de Educación delivered a **self-assessment for Centres** to assess the needs and strengths of each centre regarding the relevant criteria for excellence. Its purpose was:

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To identify criteria of excellence in VET centres publicly funded

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To provide schools with a tool to understand where they are in terms of excellence and what to do to improve their level

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To encourage the use of instruments to improve the quality of educational organisations

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To serve as a benchmark, a reference point or standard against which progress or achievements can be measured

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To facilitate self-evaluation and self-management, as well as collaboration with other Excellence Centres in Spain or Europe

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**This questionnaire was divided in three dimensions:**

- 1) The Teaching and Learning Process
- 2) Cooperation and collaboration: with businesses, chambers of commerce, other centres, employment agencies, and other actors.
- 3) Governance and sustainability

Also, it is worth mentioning that in the case of Castilla y León, there is a special focus on cooperation with small and medium companies, which are a great share of the regional productive system. This kind of collaboration may allow development which are not accessible to small companies by themselves, such as the development of a website or expanding to e-commerce.

Currently, the focus of the Consejería is on:

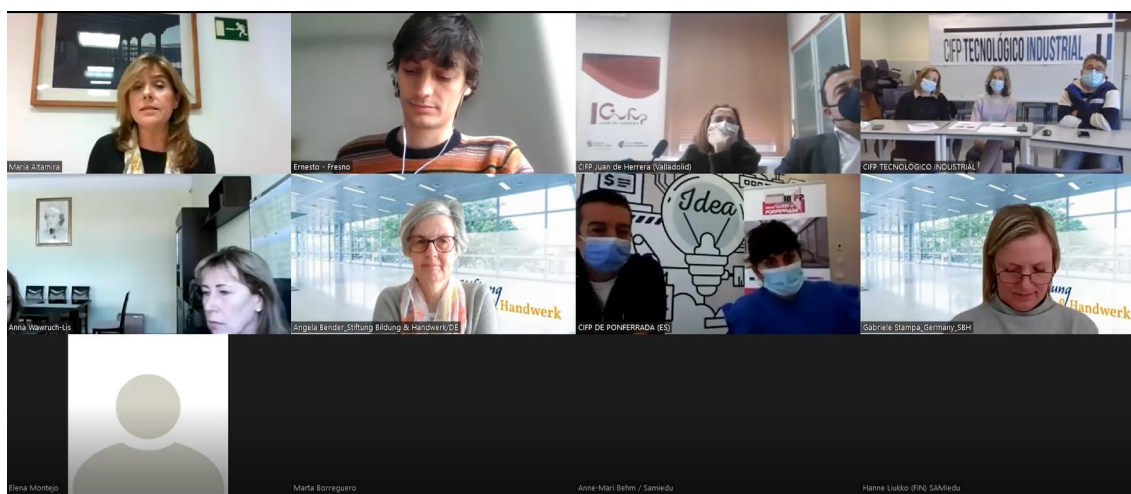
- ▶ Maintaining and upgrading quality in its VET centres
- ▶ Fostering collaboration with other institutions.
- ▶ Making this recognition accessible to all centres

In 2021, 16 centres obtained certification of excellence:

2021

**16 CENTERS OBTAINED CERTIFICATION FROM THE REGIONAL EDUCATIONAL ADMINISTRATION**

- **HIGH LEVEL 7**
  - 7 activities from group I
  - 6 activities from group II
  - 3 activities from group III
- **ADVANCED LEVEL 8**
  - 5 activities from group I
  - 4 activities from group II
  - 2 activities from group III
- **INITIAL LEVEL I**
  - 3 activities from group I
  - 3 activities from group II
  - 2 activities from group III



**Presentations by Castilla y León VET Centres**

In this session, three VET centres from Castilla y León presented some of their recent activities regarding internationalisation and other relevant topics for the project, such as inclusion and sustainability. Those centres were CIPF Ponferrada, CIPF Tecnológico Industrial and IES Arca Real.

## **CIFP Ponferrada: Developing a collaborative promotional video to foster internationalisation**

**CIFP Ponferrada** is a VET Centre with Dual program which has been involved in the DoallVET Project. Among its fields of study, they offer courses on Administrative management, Administration and finance, Microcomputer systems and networks, Web applications development, Audiovisual Projects and Shows.

To make the centre more attractive for students, teachers, and staff and to foster mobilities and internationalisation, they decided to record a video where they show their facilities, student life and courses, highlighting those aspects that differentiate them. This idea is based in the virtual visits implemented by the partner Samiedu, as a tool for virtual internationalisation.

As a result, they made:

- ▶ **A promotional video** commented in English.
- ▶ **A video with guidelines on how to record a similar video, to transfer the experience to other VET centres** in Castilla y León. In it, they give recommendations on how to start the process, how to create the story-line, coordinate between the different people involved, and other useful information. In addition, this video uses music recorded and produced by the students.

This video can be downloaded [following this link](#).



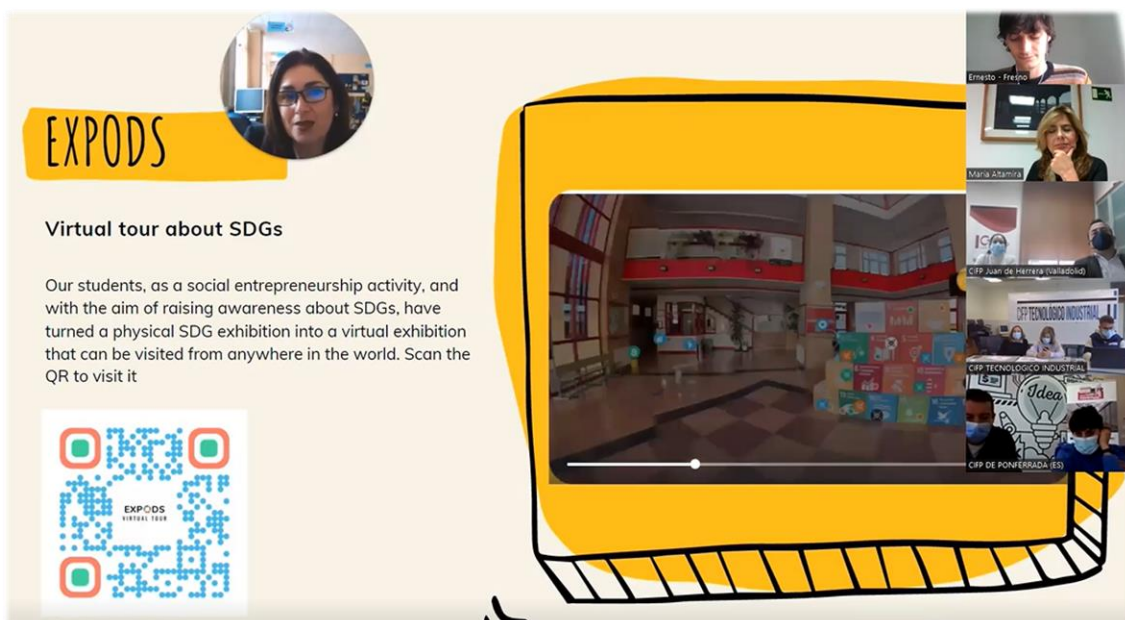


**CIFP Tecnológico Industrial** also presented its school with a special focus on their international activities and most recent developments. They highlighted:

- ▶ The centre obtained and ECHE 2021-27 accredited centre charter
- ▶ It is member of two Erasmus Consortiums to manage and facilitate mobilities
- ▶ Takes part in different experiences and international cooperation programs, such as:
  - ETF Network for Excellence (ENE)
  - Cooperation with a Swedish Education centre Härnösands Gymnasium, developing an Etwinning Project
- ▶ Participating in Erasmus+ DoallVET project.

Finally, **IES Arca Real** presented some of its most recent international activities. We may highlight a simulated company's exhibition that took place on February, under the name "Feria Arcadeca", and a collaboration with other VET centres in Europe to organise a Hybrid exhibition on the Sustainable Development Goals, "EXPODS".

The full presentation can be seen here: <https://youtu.be/rfGIX98J21s>



### 3. Blended/Hybrid mobilities: the experience of SBH and SamiEDU (29/03/2022)

During this session, Angela Bender from SBH and Anne-Mari Behm from Samiedu presented their recent experience in the implementation of blended or hybrid mobilities for students. This is a relevant form of mobility which could potentially grow in the near future, as it may help to overcome uncertainty and other issues associated to mobilities.

**Hybrid Mobility** is a form of mobility that **involves virtual cooperation and Erasmus+ mobility**. How are those 2 elements funded?

- Virtual cooperation is not funded for the moment.
- Erasmus+ mobility is funded regularly.

**Then, why should we do a hybrid mobility?** The answer is the same than in other forms of mobility: because of the students. Hybrid mobilities open new possibilities to develop their language skills, to connect to other students, centres and companies abroad and to have a successful mobility experience.

Example: What role can each partner have in the mobility?

# DE-FI ELECTRONICS

FI Vocational School: teachers & students + coordinator  
DE Coordinator + company management + apprentices & tutor



Angela and Anne-Mari presented a series of examples of different recent experiences on hybrid mobilities. Some of the **main ideas** that arose are:

- Hybrid mobility may improve the chances of success during the whole cooperation process.
- There are companies that have a strong interest in receiving international apprentices. With a hybrid mobility cooperation and training can start earlier, the company can assign some activities to the apprentice and he/she gets more involved when carrying out the onsite mobility.
- It may entail organisational challenges. For example, when organising a mobility in direct contact with the receiving company.
- Need very open and continuous communication. Understanding between partners, that means also understanding of the VET system that works behind.
- In times of pandemic, this hybrid mobility has allowed students and companies to be in touch and prepare for further collaboration when restrictions are removed.
- **To organise it, it is important to** find a partner that you know before and identify a coordinator for the project who will be in charge.
- It is never perfect, just try to do it!

**Some examples** of collaboration were:

- 1) A hybrid mobility for students to go to a centre in a different country: They had some online meetings; in each they had a topic to discuss and shared ideas and comments through a padlet panel. Students prepared videos that they showed during the meetings. This online collaboration was good because gave students a task and made them talk during the meetings.

- 2) Virtual cycling: In this project students planned a cycling visit from Germany to Finland. It was organised by mechatronics students: they built the mechanical equipment to develop the trip. There was a second part related to cultural exchange, where they ride their bikes in their hometowns and uploaded the routes, pictures, etc. In Autumn, they will meet physically.
- 3) 'No man is an island': A Spanish-Finish collaboration project where students designed a website prior to their mobility to Finland.
- 4) An unsuccessful example was a restaurant chain that wanted reinforcements for high season and wanted to receive students to train them in the job. There was a problem because the company wanted to pay the students a salary but this was not allowed by their VET system. The mobility could not be carried out.

They also shared the roadmap to organise a hybrid mobility and a checklist of elements necessary to develop this activity:

## ROADMAP



## CHECK LIST

### Motivation and human resources

Chosen technology available and allowed in both countries

Skills to use technology, technology support available

Strong wifi

Back up plan if technology is not working

How to produce material easily (students/staff/paid)

How to share material (youtube/cloud/padlet)

How to create safe atmosphere for chat

Give a role and time for every one



## PRIORITIZE INTERACTION BETWEEN THE PEOPLE

Afterwards, there was a discussion where participants shared their ideas about new possibilities for hybrid cooperation. These ideas were gathered in a padlet panel:

The Padlet panel displays the following ideas:

- small scale competition between the students** (by Anne-Mari Behm)
- during the english lesson kahoot about the culture, programme, presentations** (by Anne-Mari Behm)
- messenger groups for students in different countries**  
Practical task is needed evaluating the result of other groups (by Anne-Mari Behm)
- competition between the students** (by Anne-Mari Behm)
- Skills Week actions together the partnership network**  
euroguidance.eu  
European Vocational Skills Week 2022  
[https://ec.europa.eu/social/vocational-skills-week/index\\_fi](https://ec.europa.eu/social/vocational-skills-week/index_fi) (by Anne-Mari Behm)
- live meeting between the students** (by Anne-Mari Behm)
- world skills competition**  
worldskills.org (by Anne-Mari Behm)
- Comparing the techniques of doing things in different countries (workshops?).** (by Hanne Liukko)
- Designing projects in technological professions: planning "products" together including construction and final proof** (by Anónimo)
- Teamwork to make english speaking easier** (by Hanne Liukko)
- Using translators to help communication** (by Hanne Liukko)

#### 4. Discussion between partners and centres: Barriers for mobilities in Dual VET (30/03/2022)

**OBJECTIVE:** In this session we would like to identify the main barriers for international mobilities in Dual VET in order to identify key recommendations to overcome them

##### **Differences on VET schemes, apprentice status and relation to companies**

In Castilla y León Dual VET is growing, but while in school-based studies the Erasmus+ is almost guaranteed for students, in Dual VET there is no access to an Erasmus+ grant.

- This makes school-based studies more attractive for students, as it allows them to do a mobility.
- This issue is associated to the Dual VET scheme and the apprentice status. In Castilla y León apprentices must have a financial compensation.

In Germany, schools can organise mobilities during the time students are carrying out their studies, but when they graduate schools can't organise them anymore. This reduces the possibilities to do a mobility.

In the opposite side, in Finland they can organise mobilities during the course and after the graduation. There is no limitation in this sense.

##### **Lack of motivation and barriers for apprentices**

The main barrier found, highlighted by Samiedu but common to other countries, are students' foreign language skills. Also, students sometimes have a rush to graduate and see mobility as something "lateral" to their training.

ZSTK also highlights a lack of motivation of many students to go abroad. In this sense, at SBH they identify that in some areas this is more pronounced than in others. In technical studies this lack of motivation is more intense while in business related studies students are more willing to travel and study in other countries.

##### **Companies not willing to send over apprentices**

This is a serious issue faced by many companies, especially for Small and Medium Enterprises. Apprentices are a key part of their labour force and business, and they see mobilities as a lack of their workforce.

There is a big need for skilled workers, and it is difficult for them to live without them. They might also be afraid of losing those apprentices after the mobility.

In Germany, the main barrier in this sense is to get the consent from the company to “let go” the apprentice abroad. This is due to the fact that apprentice is paid by the company, even when he/she is abroad. Although the company can benefit from the training that the student gets when he/she does a mobility, this is a serious barrier.

Looking for a solution, they introduced a certificate for Erasmus+ partners for companies to identify the businesses where they facilitate mobilities. This makes them more attractive for students. This is a good option specially for medium and big companies that can afford the temporary loss of workforce.

In Finland, this problem is mitigated because mobilities generally take place for short periods. In this sense, it does not affect that much to the companies. Also, there is an important difference regarding funding. There are two schemes working simultaneously, one in which companies finance students and other in which he/she is financed by public funds. Either way, they are allowed to be assigned an Erasmus+ grant.

#### **Organisational difficulties faced by centres**

The main issue here is that mobilities tend to rely on personal contacts and individual efforts from VET staff and teachers.

## **5. Final comments: Partners’ new goals and projects**

Finally, partners had some time to present their current and future goals in internationalisation and other relevant topics for the project, such as inclusive mobilities, virtual and blended mobilities, etc.; and to comment on the new projects they are working on.

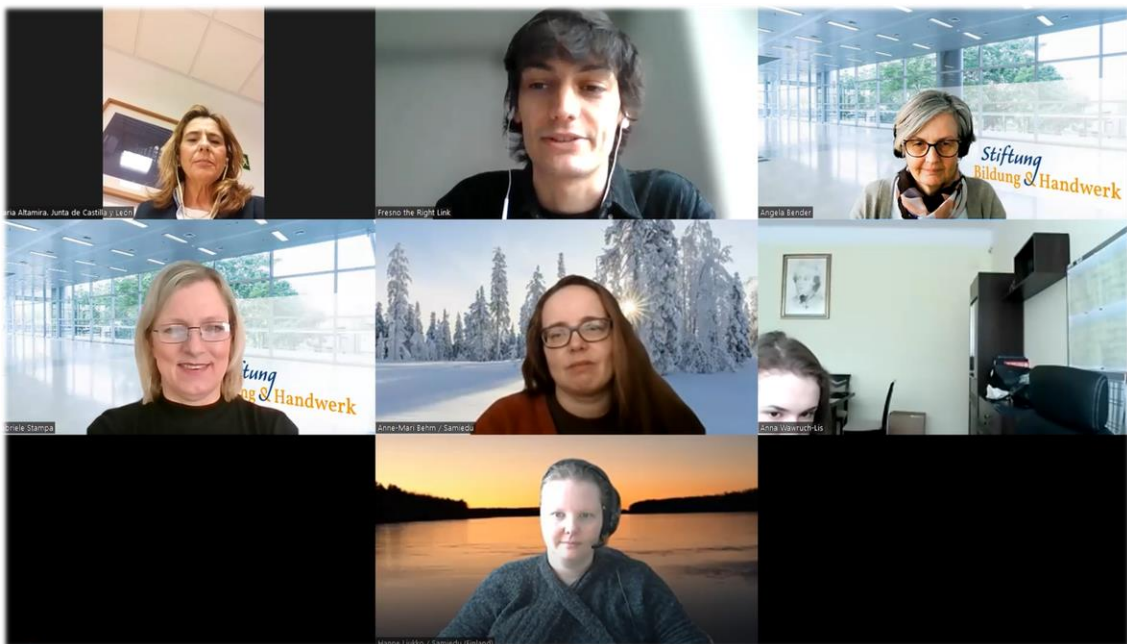
**Consejería de Educación de Castilla y León:** Focused on Excellence, preparing for a Centres of Vocational Excellence call on September. Future projects will be related to the habitat and construction sector, including electricity, air conditioning and all related fields. Mobility is also still a priority, and it will be mainly organised through the consortium for mobilities.

**SBH:** Mobility and inclusion of people with less opportunities is a key priority. Other relevant topics are digitalisation and sustainability. They have interest in keeping connected to the other partners, as they seek to make stable and reliable partnerships for future collaboration. SBH has the Erasmus+ accreditation 2021-2027.

**Samiedu:** Samiedu also has the Erasmus+ accreditation 2021-2027 and therefore they have some support for internationalisation and mobilities. Their goal is to send around 60 students this year through a KA1 project. In the first round of the 2022 call they have not presented any KA2 project, as they are still working on two projects (a KA2 and a KA3) that are ending. They would like to work on hybrid mobilities, sustainability and digitalisation.

**ZSTK:** They are currently starting two new international cooperation projects:

- 1) Traineeship at the start: International internships as a steppingstone to a successful professional career (2022-2023). Traineeship programme within Erasmus+ program, in cooperation with a German organisation working in the field of logistics, IT and Mechatronics.
- 2) Innovative training activities for teachers at the level of vocational education (2022-2024). Its main purpose is to implement innovative teaching methods in VET and train Digital skills for teachers, in coordination with German, Polish, Finish, Spanish and Dutch organisations.







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