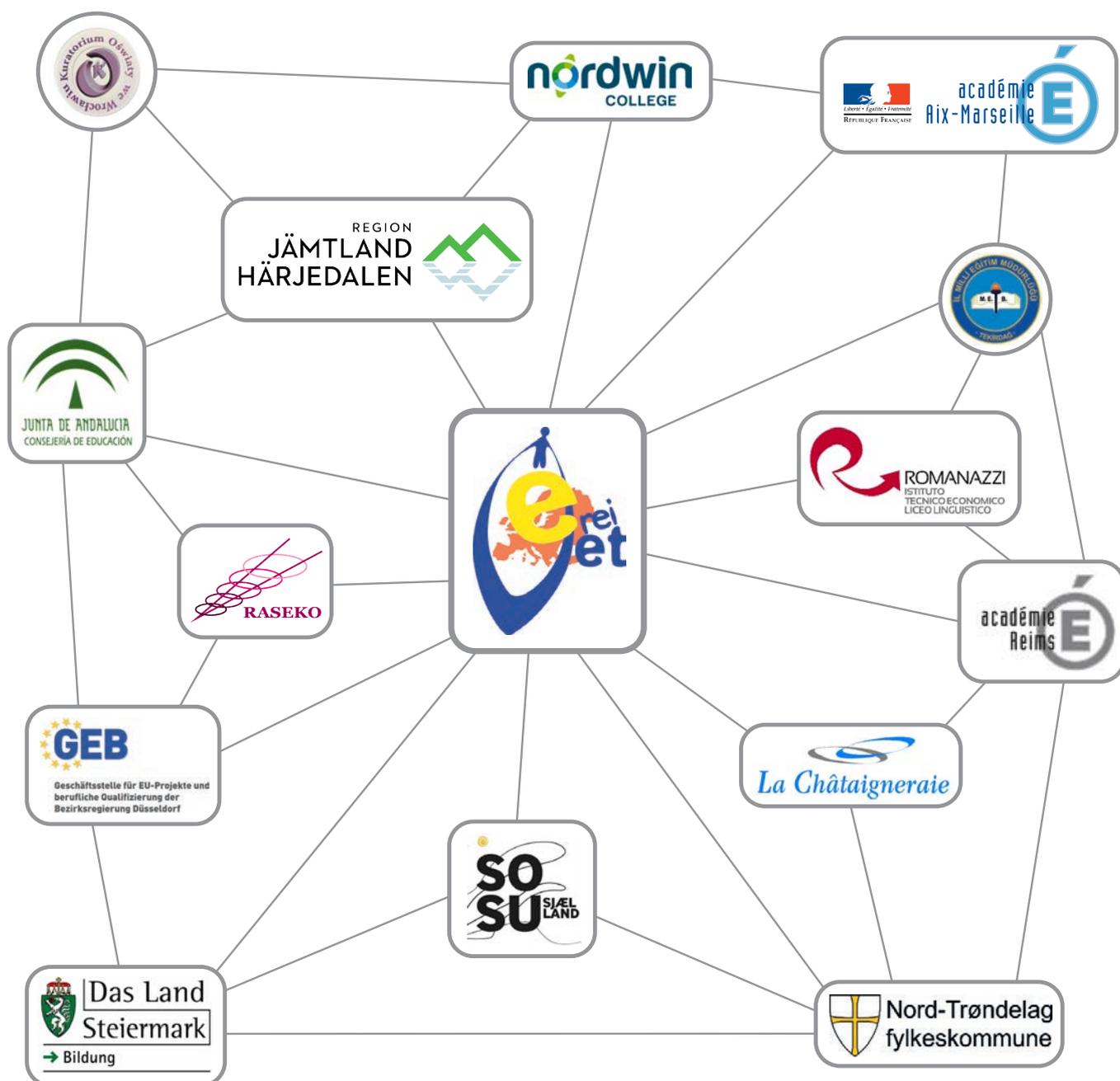


# EREIVET

European Regions Enhancing Internationalisation  
in Vocational Education and Training



Conclusions and recommendations from  
the EREIVET network 2009 - 2015

## European regions enhancing cross-border learning mobility in Vocational Education and training (VET)

“Make periods of learning abroad a rule, rather than the exception”

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### Preamble

This statement paper is the result of 6 years common work in the network EREIVET (European Regions Enhancing Internationalisation of Vocational

Education and Training) with 15 partners from 12 European countries:

Austria, Denmark, Finland, France, Germany, Italy, the Netherlands, Norway, Poland, Spain, Sweden and Turkey.

It includes all what we have learned from each other and together and what we have developed by doing. It also may serve with the overview about significant papers and statem-



ents concerning cross-border learning mobility to the vocational schools in our regions as concrete support, e. g. by developing own strategies or applying for funds. Together with the public part of our report for the LEONARDO DA VINCI network project EREIVET it shows the development of the network itself and its products.

By involving in our work a considerable number of vocational teachers we are able to confirm that our strategies, ideas and recommendations in this paper are appropriate to the needs of the vocational schools, the

teachers and the students. The, in this project participating, coordinators of the partner institutions and teachers dispose of concrete experience by realising mobility projects themselves.

We thank the European Commission for supporting us within two projects to build up the network and to enhance in our regions the transnational cooperation in VET with an absolute focus on cross-border mobility by enhancing it in quantity and quality. We hope that our suggestions will be heard because we are sure that they could help to foster this current ongoing

priority of the European Union if more regional school authorities would get the motivation and have the opportunity to cooperate as we do.

We want to continue our cooperation after having finished the project and we are proud that we'll have five new partners from  
The Czech Republic  
Finland  
Latvia  
Romania  
Spain.

### EREIVET learners are ready for Europe

The EREIVET network helps young people in vocational education and training to use Europe as a place to learn, work and live, promoting the internationalisation of vocational education and training in the regions through sharing experience, knowledge and expertise.

Five years from now EREIVET will be a successful network to make people in vocational education and training aware that being citizens of Europe offers them greater opportunities for personal and professional development. This will be achieved by motivating and encouraging all partners in the vocational field to enter robust partnerships based on mutual trust, committed to raising the quantity and quality of learning mobility.

The network contributes to the Europe 2020 strategy by strengthening vocational education and training in the participating regions. Applying the European transparency and quality instruments for vocational education and training is implicit.



## 1. Definition of cross-border learning mobility in VET in high quality

The network EREIVET has developed a common understanding of cross-border learning mobility in high quality in VET also for young people in initial vocational education and training as well as for professionals in VET e. g. trainers, teachers and staff of local and regional school authorities in charge of VET:

The learning period abroad always has to be of a quality which allows the learner to get to know the VET in the receiving country, to be integrated in a working team and surroundings and to make his or her own experience related to linguistic, intercultural and professional competencies.

To facilitate learning mobility also for all young people in VET – and not only for those with parents or employers who can finance this – they have got to be supported by funds. The common approach of the network is to organise mobilities for the young people without paying anything for the intermediation of a work placement or for other services. These organisational issues could be implemented by vocational teachers in a mutual way so that they may benefit also from this cooperation.

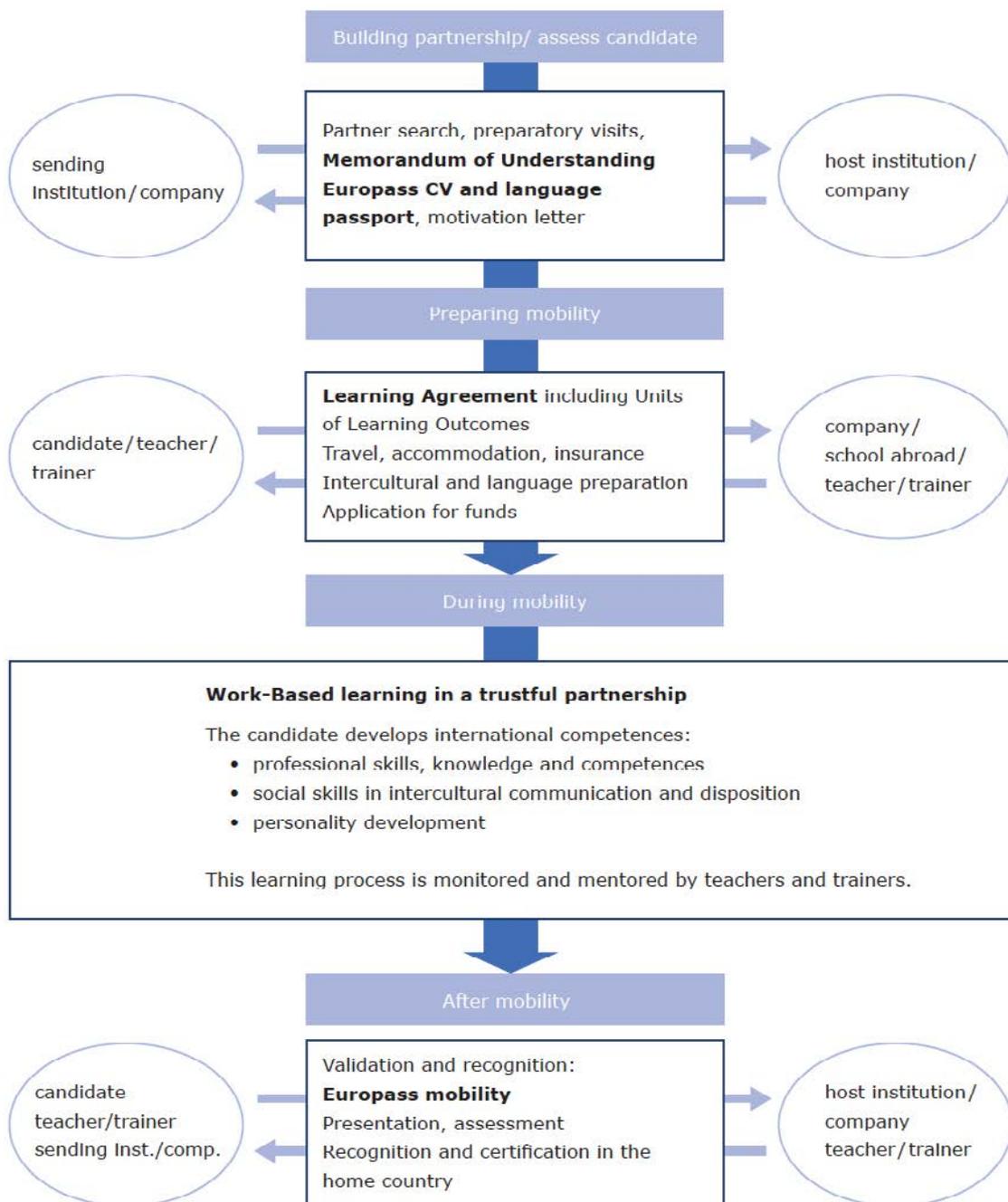
The definition of cross-border mobility must – from the perspective of the network EREIVET also include an approach to quality of mobility as it is fixed in the European Quality Charter for mobility. During our common work on the ECVET tools we have identified them as more and more appropriate as tools for guaranteeing quality in cross-border learning mobility as it was in the evaluation of ECVET in summer 2014. To explain and promote this fact, we developed the flyer on quality in mobility which is available on the website <http://www.ereivet.net/EREIVETQualityflyer.pdf>.

Good mobility in VET is always linked to learning periods in enterprises and the world of work

Mobility in VET is a core measure for the internationalisation of VET

Mobility must be affordable for all students in VET

ECVET tools may support quality in cross-border learning mobility





## 2. Reasons for cross-border learning mobility

To explain the increasing importance of cross-border learning mobility in VET it's necessary to look at different levels and stakeholders:

### 2.1 Globalisation requires international vocational skills:

Globalisation is one of the four mega trends which will influence the world society and VET is not isolated from this trend. To trade worldwide, to work in multicultural teams and to work abroad requires in the whole world skilled employees with international vocational competences, which are composed of professional knowledge, intercultural competences, skills in foreign languages and ICT-knowledge.

### 2.2 The European Union wants and needs a close cooperation in VET

The superordinate aim of the European Union is the internal market, also known as the EU Single Market, that seeks to guarantee the free movement of goods, capital, services, and people – the “four freedoms” – between the EU's 28 member states. One point is the common labour market which for example allows the labour force to move where it is needed and to alleviate unemployment where it is high.

On the other hand the EU countries have different labour laws, VET systems, different languages and different cultures which provoke questions of mentality and perspectives.

To reach the above-named targets by for example making vocational qualifications more transparent and asking for mutual recognition of qualifications, by enhancing learning mobility and by supporting European cooperation in VET, the European policymakers started

Internationalisation is a mega trends in the world

The EU wants a common labour market

Mobility is a contribution to the work-based learning approach

in the Copenhagen process, which is now – updated in a follow up process – part of the Europe 2020 strategy

Milestones for cross-border learning mobility in European Educational Policy were since the Copenhagen-Declaration:

- 2002: Declaration of Copenhagen
- 2002: Joint Working Programme Education and Training
- 2004: Decision for Europass Instruments
- 2006: European Quality Charter for mobility
- 2007: Lifelong Learning Programme
- 2008: EQF
- 2008: High Level expert Group “Make periods of learning abroad a rule, rather than the exception”
- 2009: ECEVET
- 2009: Green paper on promoting the learning mobility of young people
- 2009: Education and Training 2020 (ET 2020)
- 2011: Council conclusions on a benchmark for learning mobility
- 2013: Erasmus+
- 2015: Riga Conclusions

Most relevant for the network was the statement in the paper of the High Level Expert Group “Make periods of learning abroad a rule, rather than the exception”.

The quotation makes clear that the demand is still valid:

“Mobility also contributes to other important policy objectives:

- It is important for personal development, boosting people’s skills and employability. It allows people to pick up new knowledge, learn from different educators and test themselves, their assumptions and competences in new situations. Mobility has often formed part of the education of great innovators and of those with the highest skills
- Mobility breaks down barriers between people and groups, building a sense of EU citizenship. Successive surveys show that

Mobility is appropriate for:

- personal development
- building up a sense for European citizenship
- acquiring intercultural competences
- language learning
- the development of institutions
- for the competitiveness and capacity for innovation of enterprises

those who have undertaken mobility moves via the EU programmes are more enthusiastic about European integration. If Europe can deliver on the vision of greatly expanded opportunities for learning mobility mapped out here, it will make European integration more meaningful and tangible to the broad mass of young people. Their understanding of and support for Europe should strengthen.

- In the increasingly multicultural society of the future, the experience of mobility is critical to help form young people as future leaders and citizens, so that they can contribute to greater respect for diversity, a deepening of cooperation and a more stable and peaceful world.
- Mobility promotes language learning. The importance of language learning, as a means both for building European integration and citizenship and also for the functioning of the single market, cannot be overestimated. Mobility to the country of the language being learned is and should be a vital part in the learning of a language.
- Mobility increases the flow and sharing of knowledge between institutions, helping them to break out of national or local patterns (“brain circulation“), opening them up to European and potentially global influences. It causes people to question established ways of seeing and doing; it is an important trigger of change, modernisation and higher quality in all walks of life. Promoting networking and exchange between institutions is an important part of Europe’s policy effort to promote the “fifth freedom” of knowledge (see the Conclusions of the European Council of 14 March 2008). Mobility of knowledge workers, academics and students, between educational and research establishments, is a key part of brain circulation.
- Mobility which involves enterprises – between enterprises and between enterprises and educational and research institutions - can help bring about economies of agglomeration and clustering effects which will strengthen Europe’s competitiveness and capacity for innovation. And it can help to bring such effects even into otherwise remote regions and into small institutions.”

At least 6% should have had an IVET-related study or training period abroad of minimum 2 weeks

EREIVET is now realising the agreements of the Riga declaration

Mobility contributes to all European political aims in VET, finally to Europe 2020

The strategic framework for European cooperation in education and training (ET 2020) includes the **benchmark for cross-border learning mobility**:

“An EU average of at least 6 % of 18-34 year-olds with an initial vocational education and training (IVET) qualification should have had an IVET-related study or training period (including work placements) abroad lasting a minimum of two weeks, or less if documented by Europass.”

**Riga conclusions:**

"We will combine our efforts to encourage the effective use of EU transparency tools, and in particular of the European Qualifications Framework, as a common reference for EU comparison and transparency to facilitate mobility of students and workers in Europe. In this respect we invite the European Commission to explore ways to make such tools more effective and easily accessible to individuals and relevant stakeholders.

The economic crisis in Europe has led to a high unemployment rate of young people in some countries which have been effected a lot. On the other hand some studies have shown that in countries with the dual system as main system in VET the unemployment rate is very low. European VET policy has undertaken some steps to enhance work based learning and improve the situation in the concerned countries."

**On its website, the European Commission publishes the following:**

“Dialogue between national, regional and local government will bring the EU’s priorities closer to people, strengthening the feeling of ownership needed to get everyone involved in moving Europe towards the 2020 targets.

In many EU countries, the regional or local authorities are responsible for policy areas linked to the Europe 2020 strategy such as education and training, entrepreneurship, labour market, infrastructure or energy efficiency.

It is crucial that all levels of governance be aware of the need to implement effectively the Europe 2020 strategy on the ground so as to

achieve smart, inclusive and sustainable economic growth, and that each plays its part in introducing the necessary changes.”  
([http://ec.europa.eu/europe2020/who-does-what/regional-and-local-authorities/index\\_en.htm](http://ec.europa.eu/europe2020/who-does-what/regional-and-local-authorities/index_en.htm))

This statement describes exactly the self-concept of our network.

### 2.3 Mobility in VET is wanted and recommended at national level

The publication “Regional Governance and Lifelong learning policies, building a broad strategy for the next European planning period” which was developed in a European project describes the following forms of states which are divided in three types:

- **Federal states**

Austria, Germany

- **Regionalised states**

Spain, Italy, Sweden, Norway

- **Unitary states**

France, Poland, Turkey, Denmark, Finland, Netherlands

Disregarding from the different assignment of the responsibility for VET to authorities, also the type of responsibility between the countries and regions varies.

In the following are listened the main decisions and statement papers concerning cross-border learning mobility from the national perspective:

#### **Austria**

Statement pro mobility in VET in a strategy paper from the Ministry of Education for the Austrian Parliament in April 2012 III-456-BR/2012 der Beilagen - Bericht – Hauptdokument;  
[https://www.parlament.gv.at/PAKT/VHG/BR/III-BR/III-BR\\_00456/imfname\\_243971.pdf](https://www.parlament.gv.at/PAKT/VHG/BR/III-BR/III-BR_00456/imfname_243971.pdf)

Every member state should consider cross-border learning mobility as workbased learning approach

Because of different organisational structures and responsibilities cooperation in VET is complicated



the internationalisation:

- promouvoir une plus grande ouverture sur l'Europe et le monde. To promote European and international cooperation
- favoriser les échanges entre pairs. To facilitate exchanges between pairs
- développer les partenariats scolaires. To develop school partnerships
- renforcer la mobilité des élèves, des enseignants et des cadres. To reinforce mobility of students, teachers and executive staff

<http://www.legifrance.gouv.fr/affichTexte.do;jsessionid=?cidTexte=JORF-TEXT000027677984&dateTexte=&oldAction=rechJO&categorieLien=id>

### Germany

The German Ministry for Education and Science is very active concerning international cooperation in VET; especially because of numerous demands concerning the dual system. In 2013, the German Office for International Cooperation in VET (GOVET, [www.bibb.de/de/govet\\_2351.php](http://www.bibb.de/de/govet_2351.php)) was established

to support the Federal Government which has several bilateral agreements with other countries concerning the dual system. Mentionable is also the project "MobiProEU" is also worth mentioning as it supports young people from countries with a high unemployment rate to go to Germany and to realise an apprenticeship or to work there. Also the German Government as the German Federal Parliament (Bundestag) adopt a clear position in favor of cross-border learning mobility and express this view in numerous documents (see sources). The German Parliament concluded in 2013 set a national benchmark for cross-border learning mobility which says that in 2020 at least 10 % of young people in vocational education and training must have the opportunity to collect experience abroad during their vocational education and training. Positionspapier der Bundesregierung zur Stärkung des europäischen Arbeitsmarktes – Maßnahmen zur Förderung der Jugendbeschäftigung in der Europäischen Union Deutscher Bundestag Drucksache 17/14351 17. Wahlperiode 03. 07. 2013, <http://>

[dip21.bundestag.de/dip21/btd/17/143/1714351.pdf](http://dip21.bundestag.de/dip21/btd/17/143/1714351.pdf)

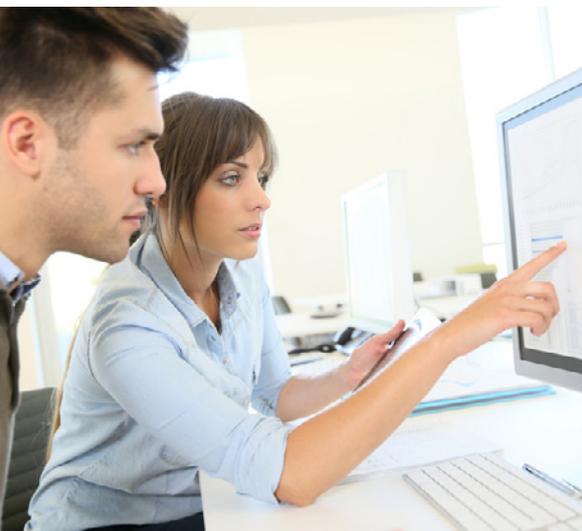
### Italy

Participation in European programmes has not only fostered initiatives for internationalisation but has been the driving force behind recent legislation to reform Italian education. Italian schools have been actively involved in the European programmes for mobility and consequently, it has always been identified as a key means to internationalise the schools. The national policy is developing its own strategic goals for internationalisation. The new education law ("La buona scuola" "The good school" July 2015) is taking active steps to internationalise the education system. Compulsory work placement is the principal focus of the reform and the future steps will be those of integrating mobility into the national curriculum <http://hubmiur.pubblica-istruzione.it/web/ministero/cs-081015bis>

### Netherlands

Letter of the Dutch minister of





education Dr. Jet Bussemaker to the Dutch government about internationalisation in VET: ‘Internationalisation is crucial for achieving knowledge, competences and professional skills. In the meantime internationalisation is very useful for personal development and search for their own identity of students. It is important for promoting good citizenship, human rights, emancipation and international consciousness.’ <https://www.rijksoverheid.nl/documenten/kamerstukken/2014/07/15/kamerbrief-over-internationale-dimensie-van-hoger-onderwijs-en-middelbaar-beroepsonderwijs>

### Norway

The Ministry of Education of Norway has published the following paper:

**Stortingsmelding nr 14: Internationalisation of Education:** (2008-2009), Internasjonalsisering av utdanning, <https://www.regjeringen.no/no/dokumenter/stmeld-nr-14-2008-2009-/id545749/?ch=1&q=>

### Poland:

Answer of Polish Minister of Education to question from Parliament member dealing with mobility: <http://www.sejm.gov.pl/sejm7.nsf/interpelacjaTresc.xsp?documentId=73370D37F-8F0AF0AC1257A4C00348843&view=2>

Article in a Polish magazine called VET Magazine: **VET mobility a chance for pupil’s competency development**, <http://ksztalcenie-zawodowe.com/archiwum/kz-nr-6/artykuly-8/mobilnosc-educacyjna-w-ksztalceniu-zawodowym-szansa-na-rozwoj-kompetencji-uczni.html>

### Spain:

A paper from the National Ministry of Education with the strategy for Education and VET approved by the Spanish Parliament in 2013: “Objetivos educativos europeos y españoles, estrategia educación formación 2020 Informe español 2013. Ministerio de Educación, Cultura y Deporte”; <http://www.mecd.gob.es/dctm/inee/indicadores-educativos/informe-meet20202013.pdf?document->

[tId=0901e72b81732dc8](http://www.mecd.gob.es/dctm/inee/indicadores-educativos/informe-meet20202013.pdf?document-tId=0901e72b81732dc8)

### Sweden

According to the Swedish steering documents concerning all education an ethical, international and environmental perspective should characterize the Swedish school. The Swedish curriculum for education points out; “The internationalization of Swedish society puts high demands on the ability of people to live with and understand the values that comes with a cultural diversity.” (Curriculum for preschools)

“An international perspective is important in order to be able to see your own reality in a global context and to be able to create international solidarity as well as prepare for a society with close relations over cultural and national frontiers. The international perspective also means that we are expected to develop an understanding for the cultural diversity within our country” (Curriculum for primary and for the non-obligatory schools) “School should contribute to the fact that people get an identity that can be related to and

include not only the specific Swedish but also the Nordic, the European and utterly the Global dimension. International contacts, educational exchange with other countries and internships in other countries should be promoted”. (Curriculum for the non-obligatory schools)  
The Headmaster of each school is responsible of

- providing the appropriate training to all staff so that they can do their tasks as professionally as possible
- developing the international relations of the school
- stimulating international relations, co-operation and exchange in the education
- training all staff in those international agreements that Sweden has made a commitment to take into account in all education

### Turkey

The strategic plan of the Turkish Ministry of Education for 2015-2019 was released in September 2015. Some sentences show that the Ministry aims to enhance student and teacher mobilities and internationalisation of VET in general:

Turkish republic ministry of national education strategic plan 2015-2019

#### Strategic Target 2.2

In the framework of Lifelong learning approach, enhancing the employability by training individuals who are compatible with the skills which are requested by labour market...

...Working on the international validity and accreditation of personal development and vocational and technical education course programs and their documents.

Enhancing international student and teacher mobilities, and individuals' foreign language proficiency by using innovative approaches...

Status quo of the target

International mobility is one of the issues which come into prominence for business and education with the globalization. In this respect, education and training system should be planned according to this need of the individuals.

[http://sgb.meb.gov.tr/meb\\_iys\\_dosyalar/2013\\_09/20035209\\_meb\\_20152019\\_stratejik\\_plan\\_](http://sgb.meb.gov.tr/meb_iys_dosyalar/2013_09/20035209_meb_20152019_stratejik_plan_)



[hazirlik\\_programi.pdf](#)

The National Agencies for the ERASMUS+ programme are also located at the national level and are the most important institutions for cross-border learning mobility. Most of them are closely cooperating with the national governments.

Nearly all of the EREIVET-partners also have a close cooperation with the National Agencies and the network is well-known and recognised. After the first LEONARDO DA VINCI partnership project, the German National Agency supported the network to draft and print the first flyer which was also the basis for the flyer which was made within the second LEONARDO DA VINCI project.

The coordinator of the network EREIVET participated on 2 workshops of the NETECVET network which was coordinated from the German National Agency. The Agency is now coordinating the NetWBL – a network of nearly all European National Agencies - and the contact between these both networks will continue because

The Committee of the Regions requests the involvement of the regions in the European process in VET

se cross-border learning mobility is work based learning and may contribute to the dissemination of the advantages of work based learning. The Director of the German National Agency was keynote speaker in the last conference of the network concerning this topic.

The French National Agency published in April 2014 in a study about the impact of mobility on employability also a convention of the “Association des Régions de France” and the “Fondation Alliance Française” several important stakeholder for VET to underline the importance of mobility.

The Spanish National Agency (SEPIE) has been permanently in contact in EREIVET project in different ways:

- EREIVET has been chosen as examples of best practice both at a national, regional and international level. In conference such as Erasmus in Porto, Bad Neuenahr (Germany), Work-based learning in Brussels or in Lyon (France) last year.
- Participation of responsible persons at a regional level in the EREIVET conference in Seville in September, 2014 and in training sessions for teachers, for instance in the ECHE course prior to calls of proposals.

From the very beginning of EREIVET network, our National Agency has expressed and congratulate the good results and project products as an essential tool to support cross border mobility and work-based learning in Europe.

## 2.4 Regional level

The official representation of the European regions in Brussels is the Committee of the Regions (CoR). The members of the CoR, appointed regional and local representatives directly elected by their fellow citizens, gather at the CoR to have their say on the development of EU laws that impact regions and cities. They can intervene at several

stages in the EU law-making process.

The CoR has always emphasised the significant role of the regions in Europe in questions of cross-border learning mobility and the cooperation between the regions as in the extracts of the following official position paper concerning the European Credit system for Vocational education, European cooperation in vocational Education and training to support the Europe 2020 strategy, 87th plenary session, 1 and 2 December 2010, CDR 231-2010, Figure 22-25

The CoR

22. reminds the Commission that Local and Regional Authorities (LRAs) are leading the way in Europe in the development of VET mobility actions. LRAs can make an important contribution to promoting learning mobility, particularly with regard to information, advice and awareness-raising, and in supporting measures ensuring quality and the availability of financing as also outlined in the “Barcelona Declaration“ The European Grouping of Territorial Cooperation (EGTC), which provides a new legal framework for cross-border and inter-regional cooperation, can be a useful instrument in fostering VET mobility actions;
23. calls on the Commission to actively seek engagement with LRAs, and to have proper regard to views expressed, either collectively through the CoR, networks, or as individual governments, in the development of European initiatives which support the delivery of VET, such as “An Agenda for new skills and new jobs“, and “Youth on the Move“;
24. invites the Commission to consider the role of LRAs as potential mobility support structures in the development of its VET mobility support programmes;
25. wishes to point out that the EU should ensure that these programmes for mobility in education are accessible under equal conditions to all students, regardless of the geographical locati-

The network EREIVET correlate with the demands of the Committee of the Regions

on of their home region, and thus recommends that support be given to regions with specific geographical features, such as the outermost regions, whose mobility policies are seriously hampered by their distance and geographical isolation from mainland Europe.

The attitude of the CoR towards cross-border mobility is summarised in the **Handbook for Local and Regional Authorities “Delivering on the Europe 2020 Strategy”** (ISBN-13 978-92-895-0609-0), 09/2012 by recommending to

- ✓ create opportunities for mobility for as many young people as possible, whatever their background, economic situation or geographical location;
- ✓ further develop European instruments and tools to facilitate and boost learning mobility in all parts of the education system;
- ✓ support the inclusion of the Europass (the European CV template) in the future “European skills passport” in order to promote mobility;
- ✓ adopt cooperation initiatives between public authorities seeking the best solutions for preparing students effectively for the responsibilities of adult life, developing closer cooperation between vocational training establishments, employers and universities with a view to optimum educational progression, including in the field of vocational education, involving employers in identifying educational problems and developing solutions for these;
- ✓ stress that the foundations of good health and mobility are laid down early in life and provide the conditions for a good quality of life.

## **2.5 Benefits for vocational schools through mobility**

Globalisation and the growth of future markets are undoubtedly dominant trends that will remain as main drivers for the global economy.

Vocational schools in Europe are especially required to prepare the students for a world of work which will stay under this influence. Also the Europe 2020 strategy with its demands for a closer cooperation between vocational institutions and the common transparency instruments require an international focus. On the other hand internationalisation might increase attractiveness of vocational education and training and for the vocational schools it could imply an attractive profile to offer cross-border learning mobility experience during the initial vocational education and training. For some schools it can be a unique selling point in competition to other schools or even tertiary education.

The work in transnational cooperation functions not only to improve the attractiveness of the school profile it also is able to play a role in the human resources development of the school and even its organisational development. Transnational cooperation requires additional competencies as intercultural skills, foreign language skills and project management competence, skills going beyond teaching.

## **2.6 Benefits for companies through cross-border learning mobility**

Regarding to the globalisation - and also the actual migration, companies need employees with international vocational competences and these development will continue. Even small and medium enterprises are getting more and more transnational business relations and to work in a multicultural team will become normality.

### Outgoing

In countries with a dual system in VET, the enterprises provide an apprentice with pay and - after German law (Berufsbildungsgesetz) – they have to continue with this during the learning period abroad because it is inherent to the apprenticeship. This means that employer only allow their apprentices such a cross-border learning mobility only if they are deeply convinced as to the benefits. Conversely this is a reason to offer cross-border learning mobility of a very high

Vocational schools as stakeholder for cross-border learning mobility benefit themselves:

- Schools profile
- attractiveness of VET

Additional “international” qualifications –including a mobility - might strengthen attractiveness of VET

More and more companies recognise the benefits of mobility

quality or for example in the frame of an additional qualification which can be acquired in the apprenticeship.

In Germany such additional qualifications were developed in North Rhine-Westphalia and Lower Saxony – in a very close cooperation between the vocational schools and the Chambers – which are offered to apprentices and perfectly appreciate to impart international vocational competences. The lessons are given in the vocational schools but participants also take an examination of the Chambers as competent bodies in the dual system (§ 49 Berufsbildungsgesetz). These additional qualifications (Europaassistent im Handwerk and Europakauffrau/mann) include an obligatory cross-border learning mobility. Many enterprises consider these additional qualifications as good instruments for the personal development of capable apprentices.

Taking the Austrian example, enterprises, which allow their apprentices to realise a cross-border learning mobility, get the apprenticeship payment reimbursed: [https://www.wko.at/Content.Node/LehrerF-rdern/Gesamtuebersicht\\_Foerderarten.html](https://www.wko.at/Content.Node/LehrerF-rdern/Gesamtuebersicht_Foerderarten.html)

The experience of the network in the last years was, that more and more enterprises recognise the benefits which a cross-border learning mobility might have for their apprentices, they acquire numerous personal skills but also language and professional skill and most of them come back – as experience has shown - very motivated to finish their apprenticeship in a good way.

#### Incoming

On the incoming level all enterprises can be concerned. In all European countries the students in VET at least have to implement a work placement; in Spain, for example, normally at the end of their education in a vocational school. Even if the requirements in countries with a dual system are stricter to be allowed to train young people, in the other countries there are also rules and curricula in place for the learning period in an enterprise. The vocational teachers are responsible to observe and recognise these periods.

All vocational teachers have cooperation with enterprises and – in case of VET in the dual system – with Chambers.

These strong contacts between the vocational schools and the world of work are the best guarantee for finding places for cross-border learning mobility. There can be some obstacles, for example in times of the economic crisis or if an enterprise has economic difficulties or not enough orders to occupy a trainee as planned. The teachers as persons in charge for the students/apprentices may provide appropriate places for them and also are the persons who take care of the quality of the cross-border learning mobility.

Experience has shown that the enterprises are not as interested in the administrative processing of the cross-border learning mobility; they are interested in receiving a student who is able to speak at least English at an appropriate level and who is able to accept and internalise the rules of the enterprise.

It is a fact that the students who are realising a cross-border learning mobility are primarily not a support for the enterprise but the cause of additional work. The benefit for the enterprises could be to get an overview about other VET systems, to enjoy having another person in the team, to practise another language, to allow their own employees to develop intercultural skills etc.

It doesn't happen often – according to the experience of the network – that contacts between enterprises are generated by cross-border learning mobility but sometime this can occur. In fact are all the vocational schools which are organising cross-border learning mobility projects multipliers for work based learning.

## **2.7 Knowledge, skills and competences, which an individual might acquire through cross-border learning mobility**

Concerning the benefits cross-border learning mobility may have for the individuals – vocational teachers and trainers and students –

More enterprises must be convinced to receive a trainee

The ERASMUS+ guide illustrates all benefits of cross-border learning mobility for persons in VET

there are numerous studies available.

The network EREIVET adheres totally to the description in the ERASMUS+ programme guide, Version 1 (2016): 20 / 10 /2015, [http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide\\_en.pdf](http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf)

As regards students, trainees, apprentices, young people and volunteers, the mobility activities supported under this Key Action 1 are meant to produce the following outcomes:

- improved learning performance;
- enhanced employability and improved career prospects; increased sense of initiative and entrepreneurship;
- increased self-empowerment and self-esteem;
- improved foreign language competences;
- enhanced intercultural awareness;
- more active participation in society;
- better awareness of the European project and the EU values;
- increased motivation for taking part in future (formal/non-formal) education or training after the mobility period abroad

As regards staff, youth workers and professionals involved in education, training and youth, the mobility activities are expected to produce the following outcomes:

- improved competences, linked to their professional profiles (teaching, training, youth work, etc.);
- broader understanding of practices, policies and systems in education, training or youth across countries;
- increased capacity to trigger changes in terms of modernisation and international opening within their educational organisations;
- greater understanding of interconnections between formal and non-formal education, vocational training and the labour market respectively; better quality of their work and activities in favour of students, trainees, apprentices, pupils, adult learners, young people and volunteers;
- greater understanding and responsiveness to social, linguistic

and cultural diversity;

- increased ability to address the needs of the disadvantaged;
- increased support for and promotion of mobility activities for learners;
- increased opportunities for professional and career development;
- improved foreign language competences;
- increased motivation and satisfaction in their daily work.

To experience personally that cross-border learning mobility truly has these effects motivates each coordinator in the EREIVET network to continue working on the enhancement of cross-border learning mobility.

In Germany the definition “International vocational competences” was developed by the Federal Institute for VET. This concept contains:

- Foreign language skills
- Specialist knowledge with an international dimension
- Intercultural skills and intercultural attitudes
- ICT skills.

The working group “quality in mobility” developed the following scheme which is published in the flyer of the network:



The experience of the network conforms the benefits for persons in VET

About our estimation and experience round about 80 % of mobility projects in the frame of LEONARDO DA VINCI or ERASMUS+, key action 1 are implemented by public vocational schools or school authorities

It means a lot of work to organise mobility in VET; human resources are needed

A language course on site is more effective than an online course

A cooperation between sending and receiving organisation is needed

This definition can be used to enhance recognition of cross-border learning mobility and to enhance the willingness of enterprises and vocational schools to get involved in cross-border learning mobility.

### 3. Structure for EREIVET cross border learning mobility

The researches of the network EREIVET by evaluating, for example the statistics of the National Agencies, have shown that public vocational schools implement – with a considerable gap - most of the funded mobility projects (LEONARDO DA VINCI mobility, now ERASMUS+ key action1). In Germany, for instance, more than 60 % of the approved projects are realised by vocational schools. Only a very small part is organised by enterprises themselves and exclusively by big enterprises. In countries without the dual system, the educational institutions' rate is even higher. In Spain several regional ministries of education – which are in charge of VET – are organising projects with and for the students in VET.

In the opinion of the network, learning mobility has to be in the interest of different target groups (see section 2 above) but to realise a cross-border internship, the young people in vocational education and training need support to:

- find a traineeship/place for an internship,
- find accommodation,
- be linguistically and professionally prepared
- organise the travel
- be able to finance the stay abroad.

Ideally, two persons work closely together: One who knows the needs of the young person who will realise the cross-border learning mobility and on the other side the receiving person in charge. To bring these together, the network EREIVET has developed a structure for an effective partner search: The coordinator of partner x gives the partner search profile to partner y who is looking in a region for an appropriate partner. This works more effectively than

a database because the coordinators might ask in advance about the interest in a cooperation and/or they might directly ask a vocational school with a similar profile to the one a searching school has. This structure avoids frustration, for example, if e-mails are not answered etc.

Every coordinator of the network has made experience with different approaches for organising cross-border learning mobility but the best optimum way for the students is when there is mutual cooperation between the teachers:

One teacher of a special sector sends students to his/her colleague in the receiving country. This teacher organises the work placement, the accommodation and helps the student to integrate. He/she is the direct contact person in case of any incident. This model works best if the teachers know each other and if ECVET tools are used.

Experience has shown that the direct cooperation between vocational teachers as sending partner in country A and a company in the receiving country B doesn't work very well because the employers don't have the possibilities or time to facilitate accommodation or to support in any administrative issues. If they are ready to welcome the students for an internship, it means a big favour because the benefit for the enterprise is not as visible and considerable. In the last years of enterprises enhanced the readiness of employers to receive trainees and they consider this also as contribution to the internationalisation of their enterprise.

Every person who is designated as contact person of a stakeholder of mobility projects gets scores of offers of intermediary agencies. Even if they are a non-profitable organisation, their services cost; for facilitating the internship from € 300 to € 500, fees for inscribing in a language course and the accommodation, costs for picking up at the airport and so on. The grants can't cover these costs and the students often are not able to arrange all by themselves.

To find an appropriate partner is crucial

The cooperation between vocational schools in cross border mobility has many benefits

Not every student is able to pay for the service of an intermediary agency

Vocational schools are the main stakeholders of projects for cross-border learning mobility

We mean business: The enterprises have to be convinced about mobility

Sometimes it is necessary to involve an intermediary agency; for example, in England, where the possibilities to implement mutual projects between vocational schools is quite low because of the demand towards English organisations and the fact that VET is largely organised in a fulltime system, so that the vocational teachers are not as closely linked to the world of work. Other reasons are, for example, different holiday dates and the requirements of the project and enterprises.

Most of the vocational teachers know the enterprises of the subject area in which they are teaching, very well. So, they are able to find – if they know how the VET works in the country of origin of the student – an appropriate place for an internship. This works much better – as experience has shown – than using intermediary organisations.

Enterprises have, for the most part, the role as receiving organisation except in countries with the dual system (see chapter 2.7).

In April 2012, the European Commission launched the “We Mean Business” campaign, which aims to encourage companies to create more trainee placements to boost young people’s skills and employability. The network EREIVET was presented in the conference to launch the initiative in February 2014 in two workshops at the invitation of the Spanish National Agency. The website for more information is: [http://ec.europa.eu/education/we-mean-business/index\\_en.htm](http://ec.europa.eu/education/we-mean-business/index_en.htm)

#### **4. Approach of the LEONARDO DA VINCI Network project EREIVET**

The application for the project was carried out with the “LIFELONG LEARNING PROGRAMME, GENERAL CALL FOR PROPOSALS 2011-2013, STRATEGIC PRIORITIES 2012

“Networks will support the cooperation between regional/local authorities and/or competent bodies and/or the business world on enhancing mobility in VET.

They should focus on identifying, promoting and disseminating ideas, strategies and structures in the area of learning mobility, not only inside the network but also to external interested parties.

In order to have a broad visibility and impact, networks should bring together an important range of relevant stakeholders and countries.”

The LEONARDO DA VINCI project which was carried out from November 2012 until October 2015 built the scaffold for the work and allowed the network to establish a structure for an effective work and to organise the – in our meaning – crucial meetings to build up a reliable and sustainable partnership. It also enabled the project participants to achieve even more than the goals defined in the application.

Strategic priority for the call of the European Commission in 2012 for networks was to identify, promote and disseminate ideas, strategies and structures in the area of learning mobility. To complete this, the network had developed a work plan with 9 work packages and a considerable sum of products. All partners were involved in nearly the same intensity in the project and the work packages.

If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.

Antoine de Saint-Exupery

This quotation is reflecting the main approach of the network: To involve persons in a very personally way: Let them experience the enrichment of transnational cooperation and European citizenship with all the languages and different cultures, bring together people to make strong links with each other, to learn and to work together as well as to get ideas from each other.

Meetings are crucial for building up a network

Strategic priority for the network was to identify, promote and disseminate ideas, strategies and structures in the area of learning mobility

Enhancing mobility could be possible if more vocational institutions are ready to implement projects

"We are not unifying countries, we are connecting people."

Jean Monnet

Vocational teachers gave an important input for the development of structures and strategies

For enhancing cross-border learning mobility this means, that the most effective strategy is to be in direct contact with the main stakeholders of cross-border learning mobility in VET, the vocational schools and in these the vocational teachers. They all are in permanent contact with students and apprentices and also with companies and are able to enhance cross-border learning mobility if they are ready to do so and if they are supported and recognised themselves.

The network brought together a wide range of persons in VET in different ways by:

- realising meetings of the coordinators
- involving vocational teachers directly in the work of the network
  - in working groups,
  - in the network conferences, and here especially in the market of possibilities
  - in mutual visits,
  - in regional conferences
- implementing mobility projects for VETPRO
- supporting the vocational schools to find direct partners (using partner search profiles which are given from EREIVET coordinator to EREIVET coordinator).

Using the knowledge and experience of the EREIVET coordinators for connecting the teachers of vocational schools was very successful.

The ideas and the recommendations of the vocational teachers – drafted in several working groups during the conferences – were always included in the strategies of the partners and were a very valuable contribution to the results of the project. It was very impressive that the teachers, who have been involved in the cooperation of the network are now the most active in the regions in cross-border learning mobility and are now excellent ambassadors for the network.

The markets of possibilities, in particular, which have been organised in every meeting and conference have been very successful. Vocational schools of the host region got the possibility to present themselves and the coordinators and other participants visited the “stands”. The network considers these markets of possibilities a good opportunity to bring people from VET from different countries together and will use this instrument in the future.

One of the most obvious definitions for networking is: A supportive system of sharing information and services among individuals and groups having a common interest.

The network EREIVET is organised on a working level which means that the coordinators (who were assigned by the partner institutions) are situated on a working level. Their task is and was, in one aspect, to represent the partner institution in the network, for example, by bringing in ideas, good practice examples or contacts and, in a further aspect, to transfer the products, ideas, structures of the network as well into their own institutions, for example, to executive staff and colleagues and their own regional networks.

Another approach of the network was developing by doing: The network organised, (in addition to the meetings of the network and the work which was done by the partners to develop structures and strategies for cross-border learning mobility in the regions), working groups which were dedicated to concrete topics of the EU policies for VET in which teachers and also students participated. Beside the involvement of vocational teachers and students, it was the intention to achieve more visibility with the products and to form structures and strategies. The most important products are:

- the website [www.ereivet.net](http://www.ereivet.net) with an impressive number of visits
- the flyer about the network
- the flyer about quality in cross-border learning mobility in different languages
- several learning outcome units for internships of students abro-

Markets of possibilities are an effective tool to bring staff in VET together

Networking: A supportive system of sharing information and services among individuals and groups having a common interest

Learning and developing by doing was the most important approach

Even if networking was the main purpose, the network may show numerous products



ad and other ECVET tools to use in mobility projects

- the glossary with significant terms for EU policies for vocational teachers and other persons in VET
- the poster to involve students

All products are published on the website of the project and on the ADAM database. The practical work together and the exchange of experience have enabled the network to develop its own structures for enhancing cross-border learning mobility but also to give some suggestions and motivation, for example, for other local or regional school authorities.

Aware that there are a number of obstacles which face a cooperation between 15 institutions from 12 countries (stemming from the varied structure of VET in the participating countries, different languages and of course intercultural distinctions), the network decided not to ask the world of work to participate directly in the network. Rather that the partner institutions as the vocational schools in the regions – which

are defined as an extended network – have these direct contacts with enterprises, chambers, social partners etc.

### 5. Influence of the project on the strategies of the EREIVET partners

The network EREIVET has been cooperating since March 2009. From the end of 2010 until June 2012, the LEONARDO DA VINCI partnership project ran to build up the network; and from November 2012 until October 2015, the LEONARDO DA VINCI network project ran to consolidate the partnership and to work on common objectives which are related to the internationalisation of VET.

What follows is a description of how the network influenced the internationalisation in the participating regions/organisations. We want to underline the synergetic effects which networking may have beside the main products which are part of our official reports.

### P1 - Ministry of Education of Lower Saxony (Germany)



**Niedersächsisches  
Kultusministerium**

From the beginning (spring 2009), the Ministry of Education of Lower Saxony has been a member of the network. The systematisation of all activities which were carried out for internationalisation of VET are as follows:

- Mobility became one topic of the strategic framework for vocational schools in Lower Saxony. In 2015, it was updated to internationalisation of vocational schools with a focus on mobility.
- The strategy for internationalisation of vocational schools was published in February 2012 with the target to enhance cross-border learning mobility. It contains concrete measure to realise the defined objectives.
- The handbook “Internationalisation as strategy of vocational schools” was published in September 2012. It contains the appeal to

institutionalise the internationalisation in the vocational schools and offered some useful checklists to work with on this topic.

The person in charge of internationalisation of VET in the Ministry of Education of Lower Saxony was also coordinator for the network for partner 1 as coordinator of the network. Every meeting has had a direct input into the internationalisation in Lower Saxony. In the network 6 teachers were directly involved, who each participated in several conferences. The Ministry involved around 20 other teachers by inviting them to some of the conferences. The network was included as a topic in two meetings of the regional network mobility (NeMo) which grew to 73 members.

In Germany, the topic ECVET is only (if at all) present in mobility projects. The working groups to describe learning outcome results, in which teachers of Lower Saxony participated, motivated the Ministry to implement a VETPRO project with the aim, that the teacher experience the shift from a learning input

system to a learning outcome approach (EFQ) personally.

Concerning internationalisation of the VET schools, Lower Saxony has a good position in Germany: the participation in ERASMUS+, Key Action 1 is quite high and since years creating.

Development of participation in LEONARDO DA VINCI, ERASMUS+ Key Action 1 – IVT projects in Lower Saxony:

Year	No. of participants in IVT projects
2012	1,475
2013	1,775
2014	1,908
2015	2,184

More and more vocational schools are offering the additional qualification of “Europakauffmann/frau” – translated colloquially as European merchant. The implementation of internationalisation in strategic frames for VET is not common in Germany, and Lower Saxony has a very good standing regarding to this topic.

The network EREIVET facili-



tated many new transnational contacts between vocational schools and this will lead to more cooperation in VET and to more mobility for the benefit of teachers and students in VET. In Lower Saxony, the network is directly linked with all measures for the internationalisation; the colleagues in the Ministry – Department for vocational issues – are informed and the network and the topic have a high awareness level.

## P2 - District government Düsseldorf (Germany)



Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf

The district government of Düsseldorf coordinates the Working Group “Quality in Mobility” in the EREIVET network. This activity and our overall engagement in EREIVET have led to several concepts and activities:

VET colleges, their teachers and learners in the district as well as European partners from the EREIVET network are involved in all mobility and cooperation activities of the district gover-



nment. We are also planning further European projects. In the following activities ER-EIVET partners are actively involved:

In LEONARDO DA VINCI Transfer of innovation project WebLab - Development of competence in a web-based laboratory we work on a blended mentoring concept for the professional internship: Trainees develop vocational skills and teachers are prepared for media and professional educational requirements.

The district government Düsseldorf is also partner in the Eurocom smart network with 12 partners from eight countries. The aim of the network is to promote teachers' mobility in the field of health and care and the introduction of ECVET processes and tools in the training of educators.

The district government of Düsseldorf is coordinating two working groups with schools/teachers who wish to take part in learning outcomes-based exchanges in VET:

The working group "German-French cooperation in vocational education" (vocational fields: forwarding, logistics, foreign trade, automotive electronics, wood processing, hospitality industry) is planning internships with the French region of Aix-Marseille. Fifteen vocational colleges are involved on the German side.

The working group "German-Polish cooperation in vocational education" (vocational fields: automotive technology electrical engineering, mechatronics, hotel business) aims to promote outcome-oriented internships. A key objective is to implement in selected occupations exchange internships as VET learning units integrating linguistic and intercultural competences. Ten German vocational colleges are involved.

Furthermore, we are planning an application in ERASMUS+ Key Action 2 project "Integrating WebLab - about quality in mobility" involving other ER-EIVET partners. A successful implementation of the WebLab concepts cannot be divorced from an anchored organisation

of mobility in the receiving and sending organizations. Standards and checklists for quality assurance of mobility will be developed.

The impact of the projects listed is contributing to

- Better integration of the world of work (mobility of trainers from training companies), thereby attracting companies for implementing internships abroad.
- Creation of a common quality framework for the implementation of internships, that is, cooperation with the European partners, and joint development of project-like learning situations that can be implemented through appropriate teaching / learning arrangements within the framework of internships abroad.
- Trustful cooperation with European partner institutions, promoting learning outcomes and the certification of internships abroad (e.g. EUROPASS mobility).
- Acquiring teachers and trainers as "mobility consultants" for their target groups.
- Development of measures

to increase mobility through information sessions on mobility opportunities.

- Determination of qualitative mobility objectives and developing appropriate methods for their evaluation.
- Development of learning units which promote integrative vocational, foreign languages and intercultural skills.

### P3 - Académie Aix-Marseille (France)



Académie Aix-Marseille has been part of EREIVET network since it started in 2009. This project has had a positive influence on the internationalisation strategy for VET developed by our organisation (page 59, “Projet d’Académie” [http://cache.media.education.gouv.fr/file/Le\\_projet\\_d\\_academie/90/6/pa11-14\\_web\\_314906.pdf](http://cache.media.education.gouv.fr/file/Le_projet_d_academie/90/6/pa11-14_web_314906.pdf))

1. By reinforcing strategic lines: the increase of mobility

projects (for pupils/students/teachers), the integration of internationalisation within the framework of schools project, bringing to fruition official agreements with organisations for education at equivalent level (such as Junta de Andalucía), the French-German cooperation (Lower-Saxony and North Rhine-Westphalia), the promotion of modern languages in VET (as European sections in which non-linguistic subjects are taught in a foreign language).

1. The network represents also a great opportunity to develop new approaches:
  - Widening the cooperation areas and to set up new partnerships with organisations in the Netherlands, Sweden, Norway, Denmark, Poland, Turkey, and Finland;
  - Developing a close network of vocational schools at a regional level (inside Aix-Marseille) to promote internationalisation and mobility projects;
  - Focusing internationalisation in specific sectors of VET (such as health and social

care) in order to boost internationalisation;

- Leading a reflection about how to improve the quality in mobility: producing useful documentation for teachers/stakeholders; describing the content of an internship (tasks to be completed and competences to be acquired);
- Deepening the cooperation process by the introduction of the basis of ECVET;
- Developing the mobility of VETPRO to increase the number of mobility projects for pupils/students.

### P4 - Vocational school CFA La Châtaigneraie (France)



CFA La Châtaigneraie is a centre for apprentices in the motor vehicle sector.

In the EREIVET project, CFA La Châtaigneraie coordinates the workgroup “Quantity in mobility”. The aim is to collect, from the other partners, the figures of mobility within the EREIVET network and to illustrate these





figures through testimonials.

CFA La Châtaigneraie has been involved in mobility for more than 25 years and for twelve years has been asked to develop a Regional network for European Projects. Our network is the only one in the Region and includes around 15 vocational schools and apprenticeship centres.

Thanks to EREIVET, we could enhance our network and concentrate our activities with the EREIVET partners, especially because of trust, reliability and sustainability within the group. Thanks to meetings and research, we could involve more people like technical teachers or administrative staff.

We have developed the mobilities for tutors from companies where our apprentices work. The integration of the workforce also enhances the mobility of young people.

Our French Regional network is also involved in others European projects developing tools to improve mobility.

Ready Study Go and Ready Study Go Ahead developed voca-

bulary tools to prepare students and adults.

SOS Mobilities worked on low-motivated students and staff to enhance mobility.

STEVTA prepared grids within ECVET.

CFA La Châtaigneraie, thanks to its experience, is also involved in regional mobility activities and expertise with the regional council and Académie de Rouen, but also at a national level with the professional branches especially ANFA (National Association for Motorvehicle Training). These activities allow us to disseminate our EREIVET results.

#### **P5 - Ministry of Education of Tekirdağ (Turkey)**



In the project application, it was stated that Tekirdağ was one of the twenty provinces with the lowest grant in LDV mobility projects in 2010 and one of the least grant receivers from EU programmes in spite of some so-

cial and economic advantages of the province in the country. According to the results of applications to the Turkish national agency, only a VETPRO project was found to be successful and had a € 21,461 grant in the mentioned year as a mobility project in VET. It could be argued that the number of schools interested in projects of learner and staff mobility in VET has increased as a result of the network and dissemination events of EREIVET where information was given regarding the opportunities for mobility in VET and the new program ERASMUS+ in addition to the information about European transparency and quality instruments. Tekirdağ Provincial Directorate of National Education became a part of the network in the autumn of 2012. In 2014, seven of the VET Schools in the province were entitled to carry out projects of Key Action 1 learner and staff mobility in VET with a € 481,506 grant after the additional budget from the IPA program carried out by the Ministry of Labour and Social Security. In 2015, three projects were found to be successful with a € 237,388 grant total. Tekirdağ Provincial Directorate

of National Education and Tekirdağ EML (a vocational school in the province) have been partners of the project webLab (Development of competence in a web-based laboratory) which has been one of the results for the organisation of cooperation in EREIVET. During the project, an advanced training concept has developed which helps teachers to accompany students' internships abroad while students gain professional experience in a European country. Even though the directorate is one of the key players in VET in an industrialising region, it has been involved in a large-scale networking project in VET and an innovative LEONARDO DA VINCI TOI project for the first time. Undoubtedly by means of the partnership with institutions and regions which are very experienced in European mobility in VET, knowledge of the directorate's staff, teachers and administrators who participated in EREIVET events has increased in this regard. In addition to new partnerships which have started as a result of the networking meetings of EREIVET such as a Comenius project, which was one of the two pro-

jects of the programme in 2013 in the province, and two Key Action 2 projects in 2015 with schools from Tekirdağ and other EREIVET regions, other new applications are planned for the following year.

#### **P6 - Regional School Council of Styria (Austria)**



Through the influence of EREIVET, in 2012 in the district of Styria, a network of vocational schools was founded. The main task of this network is to broaden and deepen the idea of cross-border mobility in our vocational schools. Until 2012, only three vocational schools were involved in former Leonardo mobilities with placements for apprentices; this amounted to nearly 15% of all vocational schools.

Since the foundation of the network EU.MO.ST (European mobility for Styrian apprentices), year on year more and more schools have joined the network.



Through several meetings and conferences the Styrian vocational schools have become more and more at ease with the topic of work placements abroad and simultaneously have been motivated to start a proposal for Key Action 1 in cross-border mobility, so that in 2015 over 50% of the Styrian vocational schools applied for a suitable EU grant.

Until autumn 2015 almost 95 % of all Styrian vocational schools are connected through the network EU.MO.ST. Three to five conferences during a schoolyear by networking with other regions and institutions or training sessions on specific topics helped to increase the knowledge of the regional coordinators of each Styrian vocational school. According the EREIVET meetings and conferences network EU.MO.ST got all the information, conclusions and ideas through the EREIVET coordinator on the one hand and by participating in EREIVET meetings on their own on the other hand.

Without the last three years of internationalisation in the district of Styria, there would not



have been such progress in broadening the idea of cross-border mobility and the high amount of participating schools and institutions in ERASMUS+ without EREIVET network.

#### **P7 - Nordwin College (The Netherlands)**



Due to the EREIVET Network, internationalisation has become a main topic within Nordwin College besides sustainability. Nordwin College has written a new internationalisation plan. At every location we have a member of the internationalisation team.

Nordwin College works together:

- with four agricultural schools within the North of the Netherlands. Together we work on mobilities for students and teachers.
- with a consortium of 10 agricultural schools. For exchange of knowledge regarding EC-VET and mobilities.
- with two regional education centres which have other types of education. Together we can

receive students from abroad for internships.  
- a network of agricultural schools within Europe. We kept in contact with these schools at the EREIVET meetings in the several countries.

Due to the EREIVET network Nordwin College learned about the importance of internationalisation and mobilities of students and teachers.

Nordwin College has participated in several ERASMUS+ Key Action 2 projects. Our partners for these projects were found within the EREIVET network. Nordwin College has received many teachers from Spain, Germany, and Finland for transfer of knowledge and has also received many students from Germany, Finland, Spain and Italy for internship at Dutch companies.

#### **P8 - Association of vocational schools SOSU Sjælland (Denmark)**



SOSU Sjælland, Vocational Training Centre educates 10,000

students each year. Our courses are Social and Health Care Workers step 1 and 2, Educator assistants and Academy Profession Degree in sciences, health practice. Our five centres have other qualifying and non-qualifying educational activities. We offer precourses for bilingual persons, immigrants and refugees and other preparatory precourses for as well adults as youngsters. We offer different qualifying job retraining programmes for people in the labour market.

We have more than 10 years of experience with Leonardo mobility projects together with the other SOSU Vocational Training Centres in Zealand, Bornholm and Lolland-Falster. Trainees and trainers have had placements in many EU countries, we have partners in Germany, the Netherlands, Norway, Sweden, Ireland, Belgium, Spain, Latvia, Poland, Greece, Hungary, Slovenia, Finland, France, the United Kingdom and Iceland. In mobility projects for IVT and VET-PRO we play the role as sending partners as well as hosting and intermediate partners. The ECVET toolkit is now an

ordinary part when sending and receiving participants. Special documents for learning outcomes and assessments are sent with students and staff members in foreign internships. We also receive students and staff members from our partner countries with similar documents.

SOSU Sjaelland have departments in Næstved, Holbæk, Slagelse, Køge, Roskilde and Ringsted. We often take part in international conferences and are members of several European networks. SOSU Sjaelland is also a member of EFVET.

We also play the role as partner in partnership projects and we are for the time being an active partner in network as well as TOI projects. Between 2012 and 2014 SOSU Sjaelland was the lead partner in the Gratin, a LEONARDO partnership project. It was approved as a Star Project. Gratin is the acronym for: Grade and Treat Core Food in Care. The partners came from the Netherlands, Denmark, Iceland, Spain and Denmark.

Coordinating the working group with creating learning outcomes

and assessment tools describing knowledge, skills and competences in the social and health care field has made sense for SOSU Sjaelland and the SOSU Network Inest (international network of SOSU Schools east of Storebelt). Moreover the Danish National Agency had a big interest in following this work and in conferences hosted by them this EREIVET work with ECVET tools became a model in many other fields in Danish VET organisations.

Subsequently almost all SOSU schools in Denmark have implemented the results from this working group and send the material to their mobility partners all over Europe. To ease the process the material has been translated into all partners' languages. It is in this way spread to a lot of schools and work placements in Europe within the social and health care field.

This ECVET tool kit is also central in our staff mobility project EUROCOM Smart which counts partners from Belgium, Denmark, Finland, Greece, Germany, Latvia and the Netherlands. In this project one of the very



important goals is to send teachers in social and health care with colleagues from hospitals, elderly care centers, kindergartens, schools and psychiatric institutions to partners to develop, experience and discuss about educating students in these fields but also to have a mutual platform in the daily work when receiving and hosting students from their mobility partners. Our colleagues from the world of work are often telling us, now we have a tool when receiving and sending our apprentices and we know from the first day of the internship how to receive and act as hosts for students and colleagues from our European partners.

#### **P9 - Vocational School ITS Domenica Romanazzi**



The ITS Domenica Romanazzi has been an EREIVET member from the start and participated also in the first LEONARDO DA VINCI project. In the middle of this project, two teachers who were very involved in the project



and the networking for mobility in VET in Apulia left the school and it was necessary to introduce new persons as coordinators for international affairs.

Nevertheless the network EREIVET has helped us at school level to develop structures for facilitating cross-border mobility for our students and to make also new contacts for our school. We have received teachers and students from other EREIVET partners and are now planning for new mobility projects for our students and teachers.

In Apulia we have built up a network for mobility; other vocational schools?? from Apulia participated in the Market of possibilities which took part in the meeting in January 2013 in Bari. The Market of possibilities is a very good instrument to get to know possible new partners.

Vocational teachers of the school participated in two working groups of the project to develop learning outcome units and we used this knowledge on the occasion of the visit of the teacher of Lower Saxony to describe with him also lear-

ning outcome units. We will use this approach in our mobility projects which we are planning now.

The participation in the EREIVET project helped us to build up the network in Apulia and to improve the understanding and acceptance of mobility in VET which is an excellent opportunity for our students to develop their skills as it is explained in many papers.

We are now working on generating new projects and we are in contact with the National Agency in Italy to disseminate the network EREIVET.

#### **P10 – Ministry of Education of Andalusia**



The Regional Ministry of Education and the Directorate-general for Vocational Education, Training and Lifelong Learning has been present in EREIVET from the very origin of it in order to cover the VET centres needs for

establishing the internationalisation process in Andalusia that started in 2012.

EREIVET blueprints started in Cadiz in the year 2010 when all partners at that time met in order to discuss about our future cooperation through a partnership project in the LEONARDO DA VINCI call of proposals. Later on different meetings have taken place in the region with a measurable impact for schools by means of joint seminars or “Market of possibilities” that have boosted the criss-cross cooperation, first in the Lifelong Learning Programme and eventually through ERASMUS+ 2013-2020 European programme.

Without the EREIVET Quality framework, mobilities in the region would have been really sparse and the effort for the Administration would have not been so successful. EREIVET network and website is well-known by most VET centres in Andalusia and established the requirements for mobility both in Key Action 1 and 2 in the ERASMUS+ programme. Our internationalisation model has

been released as best practice example as a national and international level.

Not only EREIVET has proven as a useful tool in “partner search” but also for the Regional Ministry of Education in its improvement and implementation of the VET Dual System in Andalusia. Our partners in Austria, Germany and the Netherlands were visited by experts from the administration, teachers, and company representatives to make study visits that have made it possible to set up a sustainable VET in alternate in Andalusia, so as to suit the needs of a labour market in constant change with a work-based learning approach.

Thanks to EREIVET the number of participation in ERASMUS+ in Andalusia has increased:

- Erasmus High Education Charter ECHE: 180. It is the highest number of schools with ECHE in all the Spanish regions:  
HE Consortium:  
48 mobilities and 64 VET centres in 2014  
95 mobilities and 80 VET centres in 2015

- Schools with individual mobility projects:
  - KA 102:  
19 VET centres in 2014  
27 VET centres in 2015
  - KA 103: 74 VET centres in 2015

EREIVET project that comes to an end now have introduced the ECVET issues and standards so valuable for establishing the standards in such a varied numbers of European VET Educative Systems from the 12 countries in EREIVET. No matter how far ahead each country is in the implementation of European VET, mobility criteria in EREIVET are guaranteed.

The challenges for the future in our regions are:

- to provide the whole VET centres with the VET and the ECHE charters
- Increase the number of VET professionals to have taken part in mobility experiences abroad
- Involve company in the VET internationalisation process and work-based learning
- exchange students not only for work placements but also for VET studies and general

use of LO as an essential tool for guarantee quality

In order to achieve these goals, we rely entirely in networking on EREIVET.

#### **P11 - Association of vocational schools Raseko**



Raisio Regional Education and Training Consortium has been involved EREIVET activities since 2011 and it has been an interesting and very profitable journey for us. The Consortium started systematically to improve its international activities in year 2010 and after that our contact network and all international activities within our regional has had nearly 50% growth every year. The EREIVET network has played and still plays an important role for us because through this network we can improve our international activities both in quantity and quality. We are now in a position, and it is nearly all because of EREIVET network, that our Consortium is recognised very highly at natio-





nal level when concerning student and staff mobility periods and also development projects.

The Consortium's international co-ordinator was selected as a one of the six national Key Action 2 project application's assessors in spring 2015. This is a big honour to our Consortium and it shows that our Consortium has been acknowledged as one of the key VET organisations when discussing quality in international VET.

During three years project time the Consortium has developed its internationalisation processes and has received ongoing funding from the Finnish National Agency (CIMO). Our Consortium has been involved also in ECVET discussion inside and outside the EREIVET network. To see other countries' stages in ECVET has helped our Consortium to design and to move forward with ECVET procedures of higher quality. We have found from the EREIVET network many good partners with whom we can continue valuable work for student and staff mobilities or development project or relationships with the world of

work. We have also tested some working group findings (joint learning outcomes) with other EREIVET partners like Denmark, Spain and Germany and we are now in a position to start having students undertake skill demonstrations abroad with the same partners.

#### P12- Académie Reims



One of the main aims of the strategy of the académie for international and European cooperation is to develop European and international partnerships and mobility. In order to open secondary pupils to Europe, a large range of activities is available: training abroad, exchanges, work experience, connections with foreign companies. In vocational education, periods of working in the workplace are compulsory and taken into account in the awarding of the diploma. Depending on the branches, some of them can or have to take place abroad.

The académie de Reims has

cooperation agreements with European and international authorities for education, for example with two regions in Germany (Lower Saxony and Baden-Württemberg). In 2014, the académie de Reims signed a general cooperation agreement with Andalusia that is a member of the EREIVET network. These partnerships are based on a regular cooperation between the education authorities in the fields of school partnerships, pupils and teachers exchanges, mobilities and exchanges at distance by videoconferencing, eTwinning projects, etc.

The académie de Reims was one of the first partners involved in the EREIVET network. Monique Parizot, delegate for international relationships and cooperation, is a member of the steering committee of the EREIVET network, and Emélie Boyer, project assistant, has coordinated the Business-Administration-Services working group.

Thanks to the EREIVET project, at regional level, VET schools are more and more involved in internationalisation. But mobility in VET needed to be de-

veloped.

At the beginning of the EREI-VET project, only one or two schools received grants from ERASMUS+ (Key Action 1 in VET). In 2014, six VET schools received grants from Erasmus Plus for mobility projects thanks to partnerships established within the network.

For the 2016 ERASMUS call of application, seven VET schools are involved in a Key Action 1 Mobility in VET consortium supported by the International Department in the Rectorat. This happens for the first time in the académie de Reims and represents a real opportunity to enhance mobility in VET. All seven schools are EREIVET members.

Every year, since the beginning of the EREIVET project, new schools have joined the EREI-VET network. Today, there are 20 schools “EREIVET partners”. The EREIVET network is now well known and recognised thanks to regular information and promotion sessions organised in our académie.

Finally, the current national conditions are also favourable: In 2014, our Ministry of Educa-

tion created a new option for mobility in the Baccalauréat Professionnel diploma to encourage learners to do a work placement abroad.

One of our national educational priorities is to enhance the foreign language learning.

### P13 – Kuratorium Wrocław



VET international learning mobility is not a completely new concept. People looking for better, new or improved educational achievements have been crossing international borders for centuries. For many years however this phenomenon was observed in small numbers only. Now, thanks to United Europe, support from European Commission, we were able to construct EREIVET Network which is connecting 16 regions in 12 European countries. Year after year we do have huge growth in VET student mobilities, realized both ways - out and to the region. The flow of international VET students into Lower Silesia, as well as our students coming out and

then back from cross boarder VET mobilities, has been bringing home their diverse learning characteristics.

Their different acquired values have created new challenges as well as possibilities for our teachers and instructors to transform their VET practices and contribute to reshaping the pedagogy landscape in vocational education. These conditions, strictly speaking wide influence of EREIVET results has forced us to build a strategy of VET field in Lower Silesia region of Poland. In our strategy we have stated that United Europe, the globalization of industry, the global reconfiguration of economies, idea exchange, systems of trade, research, commerce, social forces, communication, having an impact of global forces on local life, dramatically expand the need for a growing sense that internationalization is an institutional imperative of vocational training, not just a desirable possibility.

As a president of Working Group – Vocational Education and Training, which is a Committee in Polish – German





Governmental Commission for Education, I may say that the same situation we see on the other side of the boarder, meaning in regions of Germany. In this Committee by using power of VET mobilities between both countries and experience of EREIVET Network we have created our common strategy of VET, containing system fulfilling competency-based training and training packages as a mandatory. Additionally, qualifications in given profession were designed to provide learners with skills, knowledge, and attributes required for regional, country and international workplaces.

Drawing on interviews with group of teachers from VET schools and work placement centers of both countries discusses the emergence of international vocational education pedagogy that enables international students and indeed all learners to develop necessary skills, knowledge, and attributes in response to the new demands of the changing workplace context, global skills and knowledge mobility. Now, learning VET mobilities are driving further up significance of internationalization of vocational education.

#### P14 - Ministry of Education of North Trøndelag



The Ministry of Education of North-Trøndelag has a long experience with international cooperation and Leonardo-Mobility since 1998. We were from the beginning (spring 2009) a member of the network and the beginning of the networks came together with the systematisation of all activities which were carried out for internationalisation of VET:

- Mobility became one topic of the strategic framework for Internationalisation of Education and specific for vocational education in North-Trøndelag since 2005. In 2006 it was updated to internationalisation of vocational education in companies / world of work with a focus on mobility.
- The Political Platform for County Council and Strategy for internationalisation for Education in North-Trøndelag County was published in February 2006 with the

target to enhance cross-border learning mobility in the whole Education sector.

When we started with Mobility in IVT and VET in 1998, we needed a very strong quality system for management, documentation, evaluation and dissemination. In that way we developed tools which were the beginning of use of ECVET in our Mobility cooperation with the partners abroad.

Since the EREIVET partnership started (and later as the EREIVET network), our transnational cooperation became well known in Norway and we have a lot of interest from the Norwegian National Agency. Our organisation now is participating in the ECVET Expert Team of Norway.

Concerning internationalisation of the VET schools and Learning Companies, North-Trøndelag has the highest position in Norway (per 10,000 inhabitants in County) during the last six years: the participation in LEONARDO DA VINCI/ ERASMUS+, Key Action 1 is quite high and increasing.

Development of participation

in LEONARDO DA VINCI, ERASMUS+ Key Action 1 – IVT projects in North-Trøndelag:

YEAR	IVT	VETPRO
2012	175	35
2013	190	37
2014	210	40
2015	250	42

The network EREIVET facilitated a lot of new transnational contacts between vocational schools and this will lead to more cooperation in VET and to more mobility for the benefit of teachers and students in VET. We are expecting a big increase in the number of Mobilities in the next periods as well.

As we are an owner of 11 upper secondary schools, we share all our International network and experiences with them. All our schools have a lot of partner schools from EREIVET and cooperation between them are really good.

About Key Action 2 projects: this kind of cooperation also increasing between our schools and Training centres, across EREIVET regions, stakeholders and schools.

### P15 - Region Jämtland Härjedalen



The Regionförbundet Jämtlands län and, since 1 January 2015 Region Jämtland Härjedalen, joined EREIVET as a result of our participation in the EARL-ALL network. The aim was to increase the mobility and the knowledge about mobility opportunities among VET schools and educational representatives in our own organisation as well as in the municipalities. Our participation has resulted in some work placements for students, although not as many that we would have liked. But mainly it has put VET mobility on the agenda and motivated one of our region's healthcare schools to apply for an ERASMUS+ mobility project. All this through very good partner contacts, good role models amongst other partners that have worked with VET mobility for a longer time than we have. The Region Jämtland Härjedalen certainly got very good support through EREIVET to spread the message of mobility, internationalisation



and the win/win of mobility engagement either through ERASMUS+ or other possible programs for mobility. We did not yet have the muscles, in terms of time, organisation and funding neither from our own organisation nor from the municipalities to fully be able to achieve a completely structured organisation of VET mobility in our region. But being an EREIVET partner certainly has contributed both on strategic, staff/teacher and student level in order to go on working towards more mobility among VET education in cooperation with companies and organisations in our region.

### 6. Developing by doing - common strategy and approaches of the network to enhance mobility

The network developed a common approach for cross border learning mobility by implementing mobility projects in the regions to test how it works and to learn from each other.

At the end of the LEONARDO DA VINCI network project is was obvious that the regional

Internationalisation of VET is more than cross-border learning mobility

Internationalisation is not an official school subject; it is a cross-sectional task

The approach of EREIVET correlates to the new demands in the ERASMUS+ programme

authorities might enhance cross-border learning mobility in VET especially through:

- The systematic institutionalisation of internationalisation and
- Building up supporting systems for the vocational schools, for example, an advisory system or office.

### 6.1 Institutionalisation of internationalisation

Internationalisation – or cross border learning mobility – isn't an official school subject in any country. It is a cross-sectional task with more or less importance and realisation. The development in the last 12 years has shown that internationalisation becomes more and more important (see chapter 2) and that VET has a special responsibility.

As the name of the network – European Regions Enhancing Internationalisation of Vocational Education and Training – points out, we want to dedicate our work not only to cross-border learning mobility but to internationalisation of VET. We have also followed this aspect in our cooperation in this project and the experience and discussions have shown that the development of cross-border learning mobility in quantity and quality should be integrated in an internationalisation process which leads ideally to an institutionalisation of internationalisation with the following requirements:

- The vocational school has a strategy for internationalisation with objectives and defined measures how to reach them
- Internationalisation finds its place in the school organisation; e. g. presented by contact persons who are denominated on websites and publications, in working groups, in teams, is visible on organisation maps etc.
- Internationalisation is not the hobby of a very involved single person; teams have to be built to guarantee sustainability
- Internationalisation is part of the organisational development; e. g. in the quality framework and the vision of the school

- Internationalisation is part of the development plan of human resources; e. g. by facilitating own learning periods abroad for teachers and also for trainers from enterprises, ideally together in a tandem
- Internationalisation, transnational projects and transnational partners are visible on the website and/or publications
- The curricula are appropriate to impart also intercultural skills
- The foreign language teaching
- European transparency instruments in VET must be known and applied, e. g. Europass documents, ECVET tools for mobility
- The school is able to implement European VET policies in the school

With the introduction of the new programme, ERASMUS+, key action 1, the European Commission requires from stakeholders to have a European Development plan – also from those who have the Mobility Charter as with every applicant - and to demonstrate how the mobility project would contribute to this strategy:

This European Development Plan will be an important part of the evaluation of grant applications and should provide information on:

- the needs of the VET providers in terms of quality development and internationalisation (e.g. as regards management competences, staff competences, new teaching methods or tools, European dimension, language competences, curriculum, organisation of teaching, training and learning, reinforcing links with partner institutions) and how the planned activities will contribute to meeting these needs;
- the impact expected on learners, teachers, trainers and other staff, and on the VET provider overall;
- the way VET schools and companies will integrate the competences and experiences acquired by their staff into their curriculum and/or their development plan;
- the way work-based learning can be enhanced sustainably through transnational cooperation.

The network welcomes the introduction of a Mobility Charter

Institutionalisation of internationalisation will lead to more cross-border learning mobility

To enhance cross-border learning mobility in VET, supporting systems for vocational schools on a local or regional level are needed

Networks are a good tool to support the vocational schools

The network EREIVET appreciates this step because it corresponds with all experience of the partners which was made cooperation in the field of cross border learning mobility in the six years since creation. The network is convinced that this will lead to

- more cross-border learning mobility in VET because the schools will develop structures and strategies for mobility projects and will professionalise the vocational teachers
- more quality in cross-border mobility because tools and instruments are known such as the European Quality Charter for Mobility, Europass and ECVET
- more transnational cooperation because the European dimension gets more influence in the vocational schools

All in all, the institutionalisation will bring more recognition for all the involved people and will finally guarantee sustainability.

## 6.2 Supporting systems

As it is mentioned in the passage before, internationalisation is not a core task of a vocational school and so it must be the interest of all who want the involvement of schools in this topic to convince them of the importance, to motivate them and to support them.

During the cooperation in the network, the question of how to support the vocational schools was always a subject for discussion and the partners learned from each other by presenting good practice, by discussing with the vocational teachers in several conferences. Also here a developing-by-doing process took place.

The network EREIVET considers the following measures as appropriate to support vocational schools by:

- building up networks in the regions to facilitate
  - opportunities to exchange experience; for example, how to acquire more acceptance for cross border learning mobility,

- how to implement transparency instruments, how to implement internationalisation in the organisation structure of a school
- to build up regional cooperation in mobility projects or consortia and
  - to involve the world of work which is easier to realise in the regions as in a European context,
  - developing own regional/institutional strategic frameworks for internationalisation to underline the importance of this topic (also as recognition for involved schools/teachers)
  - organising mobility projects for the vocational teachers with a high-quality aspect to enable and encourage them to begin a transnational cooperation and even to build up an own network abroad
  - implementing mobility projects for IVT in which vocational schools are participating to enable them by a learning-by-doing process to implement own projects
  - organising information events about lifelong learning topics, funding programs such as ERASMUS +, international cooperation, EU-policies, transparency instruments
  - establishing a supporting system or office with experts who advise directly
    - from person to person – in questions of internationalisation:
    - how to write an application,
    - how to develop an internationalisation strategy
    - counsel in questions of implementing projects; for example, financing, contracts
  - Motivating and encouraging the vocational schools in every way to implement cross border learning mobility

In the opinion of the network EREIVET networking itself is the best strategy to enhance cross-border learning mobility and to support the vocational schools in the region. This could be achieved by networking of the school authorities which are responsible for the vocational schools in their regions on transnational level. It can also be realised by networking of vocational schools, perhaps of certain branches.

A regional strategic framework for a internationalisation might support the vocational schools

Networking of regional school authorities might enhance mobility

Internationalisation of VET is more than cross-border learning mobility

Also networking of the regional school authority with the schools that are active in internationalisation can provide an enrichment opportunity for the development of VET in the whole region if a transfer of the project results takes part. A few cross-border learning mobilities do not have an impact into the region but it is undisputed that a high number of cross-border learning mobilities might impact on the regional world of work.

## 7. Approaches/ideas/strategies of other projects and contacts

At the outset, the network EREIVET has made an internet research about existing networks or those interested in this field and made several contacts. The structure and especially the members of the other networks and partnerships are almost different from the approach which the network EREIVET has chosen.

We looked at:

- Euroapprenticeship, <http://www.euroapprenticeship.eu/de/home.html>
- Q-Placements.Net., <http://www.q-placements.eu/>
- iMove - Innovation for Mobility in VET: public and private partnership for sustainable mobility, <http://www.imovenetwork.org/>
- Fondation des Régions Européennes pour la Recherche, l'Éducation et la Formation (FREREF); <http://freref.eu/index2.php>
- Europemobility.eu, <http://www.europemobility.eu/>
- NetWBL, <http://www.net-wbl.eu/>
- perfect match; <http://www.perfectmatch.fi/>
- Mobireg, <http://www.mob-reg.eu/mobilitaeuropea/index.html?page=index>
- EFVET, <http://www.efvet.org/>
- Quality Assurance of Foreign Placement in Europe (QAFP in EU), [www.Qplacement.eu](http://www.Qplacement.eu)
- NETINVENT, <http://www.netinvet.eu/?lg=en>

The research has shown that the main part of these other networks or project consortia have another membership and another approach:

- They have mostly a more heterogeneous partnership, for example, with partners from public and private organisations.
- Often – even the partners are non-profit organisations- the students have got to pay a fee.
- The partner search takes place through a data base.

Some of the other projects developed very good material for mobility projects; meanwhile everybody may find different handbooks and manuals on how to organise cross-border learning mobility and to increase quality of mobility but writing papers does not automatically serve to increase mobility in practice.

All this material does not concern ECVET and this was developed by the network as appropriate approach to enhance quality of mobility. To realise this, the expertise of some EREIVET partners, especially the Danish and Finnish partners, was used to introduce the other partners into the topic and to realise the working groups in considerable time with a considerable number of participants.

The research also has shown that some projects really end after the funding by the European Commission and that the websites are not current.

The network EREIVET considered the following networks/Projects in more detail:

- The project “Mobility between European regions” – **Mobireg** which was carried out from 15/01/2007-14/10/2008, <http://www.mob-reg.eu> had nearly the same approach as EREIVET. In this project, three Regional Governments participated: Tuscany and Catalonia and Vastra Gotaland.

Partner searches are more efficient by using personal contacts

EREIVET has developed material with ECVET tools

EREIVET was and is in contact with the networks of the national agencies

EREIVET underlines the approach of Q-placements to build up sustainable cooperation

They also wanted to develop structures to support cross-border learning mobility in the regions and to work together to enhance mobility. The approach was a little different because the cooperation was based on contracts between the regions. The website still exists but the included database “mobility experience” is not working and there is nothing said about a most recent update or if the partnership still exists.

- The network NETWBL which is dedicated to Work Based Learning consists only out of National Agencies, which means that this is also a very homogenous network with the advantage that every employee masters at least English and is used to work in a transnational setting. The previous network of National Agencies – NetVET – was very successful in developing ECVET tools for mobility by involving active persons in special workshops. The EREIVET network is in loose contact with the network. The coordinator of the EREIVET network was invited to the Monitoring conference of NETWBL in October in Vilnius but could not participate because of EREIVET’s conference which occurred at the same time. The network EREIVET has (published in the database ADAM, the projects and products portal for LEONARDO DA VINCI) the label “wbl”, what means that it supports the efforts of the European Commission to integrate more work based learning into the VET.
- The network EREIVET also was invited to a conference of the **Euroapprenticeship** network in February 2015 in Nantes. Partner Nr.9 presented the EREIVET network in a workshop for trainers. A cooperation with this network – with a quite heterogeneous partnership – could be interesting.
- Through a personal contact with the Chamber of Agriculture of Lower Saxony and the participation of a representative in two EREIVET conferences an exchange of experience with LEONARDO DA VINCI TOI project Q-placements was implemented. The network EREIVET signed in the last conference a

Memorandum of Understanding because of the common personal approach. That means, that both partnerships underline their opinion that it is necessary in a high-quality cross-border learning mobility to have in the receiving country a person who is responsible for the trainee.

- There was been contact for a short period with the network FREREF. This network seems to be a very strong initiative of the Région Rhône-Alpes and has generated some projects. It could be also interesting to deepen the contact.
- European Forum of Technical and Vocational Education and Training (EFVET) is a unique European-wide professional association which has been created by and for providers of technical and vocational education and training (TVET) in all European countries. It promotes quality and innovation in TVET throughout Europe, develops collaboration, mutual co-operation and sharing of good practice, gives colleges a platform of influence in European TVET policy and provides a transnational framework to support all co-operative actions aimed at enhancing and improving TVET.
- A few partners of the EREIVET partnership are also members in EFVET. EFVET is a very large network, mainly consisting of vocational institutions. Such a big network requires an overhead administration and for this the members must pay a fee. The network has generated an impressive number of projects and is dedicated to more topics in VET as EREIVET was in its project.
- NETINVET is a European network of training centres and companies to provide young people with mobility opportunities during their training pathway. It pertains to training programs in the field of international trade, but it is inclined to extend to other training courses within the trade and services sector. The network's coverage today extends to 9 countries: Belgium, France, Germany, Italy, the Netherlands, Portugal, Romania,

Some networks for vocational schools already exist

ERASMUS+, key action 2, is not appropriate for such a big network as EREIVET

Slovenia, and Spain. For each of these countries, competent authorities (Ministries, National Agencies, professional/trade organizations) have been associated to encourage and support the network set-up.

The network EREIVET has had some contacts with other networks but the LEONARDO DA VINCI network project required a lot of working resources – in addition to the tasks in the Ministry – that time constraints prohibited more contacts with other projects and networks.

## **8. Recommendations of the network EREIVET to enhance cross-border mobility in VET in Europe**

As indicated in chapter 2, explicated cross-border learning mobility is important for and requested on different levels. So far it's consequent to address the suggestions and recommendations of the network EREIVET for supporting cross-border learning mobility to different target groups on different levels:

### **8.1 Suggestions for European Policy**

The network welcomes all initiatives and support which were implemented to enhance cross-border learning mobility in VET. The cooperation occurring within the network as with other institutions generated some ideas on how to strengthen the common efforts for cross-border learning mobility:

- Networking of regional school authorities could deliver an appropriate contribution to the enhancement of cross-border learning mobility in VET as it is required and recognised. With the new structure of the ERASMUS+ programme, it will no longer be possible to fund such big networks like EREIVET. Conversely the size of the network was decisive in its success. Our

suggestion is to find ways to support networks like EREIVET.

- The Committee of the regions, where most of the regions are presented, is responsible for numerous topics, not exclusively for VET. The network would appreciate if the European Commission could organise a conference for high-level representatives of school authorities in VET; from regions on NUT level 1-3 to discuss the topic cross-border learning mobility.
- The approach of networking is very appropriate to enhance cooperation in VET between European regions and vocational institutions. To create opportunities to connect these – for example also in contact “bourses” or platform at European level – could be a possibility to increase multilateral networks.
- Enhance the number of mobility charters to decrease the administrative investment could also be a defined and disseminated approach to enhance cross-border learning mobility in VET.
- The simplification of the application form and the easier implementation of ERASMUS+, key action 1 projects have not yet been achieved; the feedback from the vocational schools is confirming this assertion. To reach the benchmark of 6%, it is necessary to keep on working on this issue.
- To support the vocational schools which are implementing the mobility projects it would be helpful if the European Commission repeats from time that the benchmark of 6 % is still valid. gramme.

## **8.2 Appeal for more regional cooperation in internationalisation of VET**

After the Nomenclature of Territorial Units for Statistics (NUTS) which was developed by the European Union, the partnership of

Involvement of high-level representatives of school authorities is important

Increasing the number of multilateral networks is a contribution for ET2020

Application for mobility projects has to become easier



the EREIVET network is mainly composed of institutions of NUT level 1-3, depending on the responsibility for VET in the countries. Exceptions are the school clusters from Finland and Denmark and the two vocational schools from Apulia and Upper Normandy, where the regions were not interested to join the network. However the partner from Apulia as the partner from Upper Normandy have nevertheless built up regional networks.

As explained above, the network is convinced that a common interest and also a common “language” is crucial for an effective cooperation on transnational level.

“Coming together is a beginning; keeping together is a progress; working together is success” Henry Ford

In chapter 5, every partner institution described the influence of EREIVET in the region. In summary, it can be confirmed that networking in the last three years has:

- had an impact in the regions

because of the significant enhancement of cross-border learning mobility

- had an impact on the internationalisation of VET in the regions, e. g. by building up effective networks and supporting systems for the vocational institutions
- led to more transnational cooperation in VET by generating new contacts and new projects
- supported the public vocational schools to find transnational partners
- generated new transnational projects in VET
- had an influence on the participating institutions, for example, to know about VET and school systems in other countries, curricula and teaching methods
- led to more knowledge and implementation in the participating regions about European policies and transparency instruments in VET, namely the Europass docu-

ments and ECVET.

Some of the results have been so called synergetic effects; results that are not as visible as the products of the network which are published on the website [www.ereivet.net](http://www.ereivet.net) and on the ADAM database, the projects and products portal for LEONARDO DA VINCI, <http://www.adam-europe.eu/adam/project/view.htm?prj=9897&projLang=en#.Vi-FWEbINqM>

Most of the project coordinators consider the cooperation in an international group as personal enrichment which is able to increase their personal knowledge, skills and competences as it is described in the ERASMUS+ manual. They have acquired competences in mastering English, in European project management and intercultural competences.

**9. Internationalisation in VET is more than cross-border learning mobility – reason for development and sustainability Plans for future cooperation**

Especially in the last two confe-

rences – in June 2015 in Oster-sund and in September 2015 in Hannover - the network has worked with the evaluation which was carried out in June to improve its own performance and to decide how to continue the cooperation. At both conferences, attending vocational teachers had a function as supervisors and gave numerous contributions. By realising these in the plans for the future, the coordinators are sure that they are additionally in the sense and for the benefit of all persons in VET.

The following elaboration gives an overview about the plans for the future cooperation and includes also an invitation to other regional school authorities to join us and to work together with us on the following topics:

#### Institutionalisation of internationalisation

To send some students abroad to gather vocational experience is a good thing for these students. To achieve international profiles in vocational schools or to strengthen the transnational cooperation between stakeholders

in VET is another dimension.

To realise an impact in the region, more effort is required even if we reach the benchmark of 6 % of students who implement learning periods abroad. Our aim must be to facilitate also for those students who don't get the opportunity for an internship abroad to be able to acquire international vocational competences. In our opinion, cross-border learning mobility must be integrated in the daily school life, in the lessons and it does not concern only students but also teachers, head masters and of course trainers in enterprises.

Several of the network partners have developed strategies to build up internationalisation in VET and to enable the schools in their responsibility areas to develop own strategies for internationalisation. A good example comes from the Finnish EREIVET partner, Raseko: There, an in-house internationalisation program was developed. These measures make it possible to also reach young people who don't have the opportunity for an internship abroad.



#### Cooperation with the world of work Professionalising of vocational teachers and trainers

The network welcomes the approach to focus in the next years on trainers of enterprises but we are deeply convinced that it will also be necessary to support these efforts by persons experienced in mobility projects; namely vocational teachers. This especially counts for small and medium enterprises, which lack the personal resources to implement project by themselves. Here it would be good to initiate public-private partnerships; for example, between Chambers, associations of enterprises and vocational schools. The network EREIVET has some good examples where teachers and trainers from enterprises implemented together a VETPRO mobility. This cooperative effort did not only increase the acceptance of learning mobility of the students but also deepened the cooperation between vocational school and enterprises in Germany. To have the focus on the cooperation with the world of work could be a future topic for the network.



### Development of quality in mobility ECVET/WebLab

In recent years, the network concentrated on developing learning outcome units for students to realise a work placement abroad and to inform and sometimes implement ECVET tools. It is the wish of the network to develop more of these tools for more occupations and to implement them systematically in the vocational schools which belong to the network. It was not the objective of this project to do so but all the participating teachers and coordinators gained a lot of knowledge and experience and we want to use it for the further cooperation.

The partner from North Rhine-Westphalia, GEB Düsseldorf, implemented from 2013 to 2015 with EREIVET partners from Austria, Finland, France and Turkey the LEONARDO DA VINCI Transfer of innovation webLab. The objective is to enhance the quality of mobility by using ICT tools for preparing, monitoring and assessing the cross-border learning mobility of students. The partnership of

this project developed also a teacher training and more partners of the network EREIVET are very interested in being introduced to the webLab system and in using it.

### Work based learning Individual pathways for students and apprentices in VET

The network EREIVET has the label “work based learning” from the network NETWBL (logo in the ADAM Database): With the enhancement of cross-border learning mobility there is an associated enhancement of work-based learning. The importance of work-based learning is meanwhile beyond controversy in the European Union; studies have shown that in countries which have the dual system in VET are not as concerned with youth unemployment as others are. The network with far-reaching experience in mobility projects could be a bridge (source: <https://www.imf.org/external/pubs/ft/sdn/2014/sdn1411.pdf>).

The cooperation between Andalusia and some EREIVET partners who have already im-

plemented the dual system has helped the Ministry of Education in Andalusia to build up a model for a dual VET by implementing the mobility project DUALVET. This cooperation could be used as good practise for the cooperation in this field with other European regions.

The Ministry of Education in Lower Saxony has established an alliance of dual vocational training. All the relevant institutions and organisations for vocational training at a Federal state level are in alignment; including social partners, government chambers (of commerce, for example), municipal associations, the regional directorate Lower Saxony/Bremen of the Federal Employment Agency and as well as the responsible ministries of the Lower Saxony government. The objective is to enhance the opportunity for all young people to carry out an education course, possibly a dual course. This initiative perfectly aligns with the European Alliance for Apprenticeship to strengthen work-based learning as desired and the Youth Guarantee. This example to build up education chains could be also a topic for a

further cooperation.

### Networking of vocational schools

As it was remarked in some chapters before, that the networking of vocational schools is an appropriate measure to inform and motivate them to implement transnational cooperation in VET. The EFVET network is an excellent example for such a network and the EREIVET network wants to facilitate more possibilities for the vocational schools in the responsibility areas of the partners to form networks themselves. This will be the topic – how to achieve this and with which objectives – in the next conference of the network, scheduled for May 2016.

### Generate and support transnational cooperation in VET

An appropriate participation of vocational schools in all European projects should be our aim because the vocational schools are the main stakeholders in VET in Europe. Often it is not possible for them to

coordinate a European project because their core task is teaching and the European project management requires so much knowledge and also time. It must be a common objective also of the European Commission as for the regions which are responsible for vocational schools to facilitate their participation and to use firstly their expertise in VET and to enable them additionally to develop also human resources as the organisations. The network is still needed as the platform to find partners for projects and to get support from the regions for projects. The communication between the coordinators might help to identify – for the regional school authority and/or the European Union – useful and effective projects and cooperation.





## 10. Testimonials and success stories

### Testimonials from Austria

#### Andreas Primus, Teacher

logistic agent and forwarding agent, vocational education training in Austria working group for business administration

We had to assess learning outcomes for work placements in a foreign European country for duration of 4 and 8 weeks. The first two meetings were 2013 in France. One in Marseille and the other one in Reims. The last meeting to fulfil our task was 2014 in Graz – Austria. It was a great experience to work together with teachers and other people from education institutions. Furthermore it was very interesting to get to know the various school and education systems in the European countries. Of course it was pretty hard to come to a conclusion because of the differences in the education systems but in the end we found an applicable solution for 4 week and 8 week mobility. I think that the EREIVET-Project is part of the very important development of vocational education and training in the European Union.



### Testimonials from Denmark

#### Karen Vestergaard, teacher

Sosu Sjaelland, Denmark

Working Group to draft learning outcome units

My participation in the working group has been one of the most productive experience when it comes to taking part in a group work. When we finished our work we could see how we directly could use the learning outcome units and assessment tools. My students now tell me how these tools help them to achieve their goals when going abroad for a work placement.

## Testimonials from France

### Dylan BLOMMAERTS, Mechatronics apprentice

CFAI Eure, Normandy, France  
3 weeks in Poland, July 2014

I am a student in Maintenance and I chose to attend the European class. In the summer of 2014, I went to Poland thanks to the Leonardo program. I went to Wroclaw and worked for Leoni Kabel. I discovered a new way of life and a new way to work. I discovered new traditions, very different from mine in France. I also improved my English and I learned some words in Polish. We also visited a lot of cultural sites like churches or the Gross-Rosen concentration camp. It was a great experience and I would do it again.

### Nak RITCHIE, Plastics apprentice

CFAI Eure, Normandy, France  
3 weeks in Germany, January 2015

I am a student in the European class and I work in the plastics industry. To graduate, I had to go abroad for 3 weeks. My teacher offered a work placement in Germany, in Essen and I said OK. I went to Germany with a friend of mine. It was a great experience. I learned a lot about apprenticeship in Germany and the company was really interested in my skills.

### Florian Courtois, Business and Administration apprentice

Normandy, France  
4 weeks in Sevilla (14 Nov. – 12 Dec. 2014)

We left France with our Spanish teacher, that was great because I felt more secure. We then met people at the company. We were welcomed warmly and kindly. I am still in contact with them actually. I had a chance to attend special events in Spain, which were quite different from France's. I had a chance to discover the Spanish culture, monuments, landscapes ...  
The tasks I had to carry out were related to my studies (phone calls





with customers, customers' lists, ).

What I really appreciated in this experience is the warm welcome from the host family and people in the company.

### **Zélie Guillemart, student**

Bazeilles, Reims, France

Work experience in North Germany in Cuxhaven.

I benefited greatly from my work experience at the StandHotel Duhnen. Indeed, I could discover a new culture, different techniques and I could improve my German. During these two months, I worked for all the different services of the hotel (that is to say the bedroom service, the cooking service, the dining room service and the reception service). I found it was a good idea because we must get several skills for this job. In that country, the manager and the employees must be careful and understanding, which enables people to feel more comfortable.

To conclude, I am happy I did my work experience in Cuxhaven.

### **Professionals**

#### **Michael Plata, P.Eng, Manager of Engineering and Project Management**

Transformix Engineering Inc., Kingston, Canada

I believe that there are just as many opportunities for the employer to gain from the internship experience as there is for the student! The apprentices we have had are very insightful and bring fresh ideas to solve problems. Since they come to us with good skills we are able to put them to work immediately on current projects which can reduce workload. Internships provide a great opportunity for my engineers to develop mentoring skills and for us to test and improve our training program. And last but not least, their eagerness to learn and prove themselves is inspiring to our team.

Overview of Transformix

The business of Transformix Engineering is the design and cons-

truction of automated manufacturing systems. We are a vertically integrated organization, meaning that all functions and disciplines involved in the realization of our products are handled "in-house." These include mechanical, electrical, and software engineering; machining; welding and fabrication; assembly; and test and commissioning.

**Grzegorz Sibilski, plant manager**

FAURECIA Grójec, Poland

Partnership with a french VET-highschool

We have already developed a noticeable experience with visitors and students from your school. We continue to support cultural and technical exchange with your entity. In reward we get minimum bilingual students with high motivation level ready to use their theoretical knowledge in our workplace. Such interaction promotes intellectual growth and gives a potential of having an external and fresh ideas. On top of that, after interesting training plan, apprentices can act as "friends and ambassadors" for Faurecia.

**Educationals**

**Jennifer Bellegueulle, spanish teacher**

Highschool Providence-Miséricorde, Rouen (France)

Went to Sevilla for 5 weeks in November/December 2014

My first experience in the Erasmus+ program was rather positive despite the loads of work needed. I was the tutor for 3 students of the Business and Administration section of Providence Miséricorde School (Rouen – France) who had their 4-week internship in Spain (Seville). The selection of students turned out to be necessary in the process. Before departure a short intensive training in Spanish was offered to them. Moreover the support of host families was also a key point, as well as « permanent » contacts between them and the educational team back in France.

This experience was rich on a professional point of view since it





enabled to gain another vision of my teaching job. Being with the students for their first week in Spain was necessary in order to make them confident and feel fully integrated in their host family. As a tutor, I had regular contacts with the host company, thus enabling to make sure the skills implemented during the internship were fully within the framework of their studies / diploma. After 4 weeks spent abroad the students' opinions and their personal development truly strengthen my belief that such an experience is worth it!

**Mme DRAGEE, trading trainer**

CFAIE Val de Reuil, Normandy, France

went with apprentices to Malaga and Sevilla in April 2015

This trip has allowed us to:

- discover the different types of accommodation as well as the difficulties the apprentices faced depending on the accommodation conditions:
  - the group in Seville was hosted by a family
  - the group in Malaga stayed in a youth hostel
- better apprehend the difficulties they may encounter when arriving in a foreign country without a good mastery of the language
- see the apprentices in a new light
- get to know them better and thus understand them better
- compare the French and Spanish methods of working, and share selling techniques and the display of shop windows with the companies
- Concerning trade, implementation and furniture are more or less the same as in France. In a shopping centre in Malaga, they also used colors to provide information.

However, I was surprised at the opening hours: it opened around 10 in the morning, closed in the beginning of the afternoon – around 2 or 3 – and reopened in the end of afternoon from around 4 or 5 to 9 or even 10 at night. This is due to the climate which is favorable to having a nap in the beginning of the afternoon. This opening hours

are in accord with the Spanish pace of life. This has been a rich experience, one which I encourage to pursue.

**Valérie TARDY, teacher in a vocational school for Health and Social Care**

Lycée Blériot in Marignane, Academie Aix-Marseille, France  
Working group health and care

I appreciated a lot to participate in the project. I was able to meet and to discover professionals of various countries, to discover education systems and to exchange with the EREIVET partners. I can so impulse a new dynamics of mobility in my vocational school. Our work was productive because I can use tools to prepare the mobility of the pupils.

**M. BASTIEN, Bakery Trainer**

(France, Normandy)  
went with apprentices to Finland, may 2015

This trip has been beneficial for both the apprentices and myself. If I only consider my stay, the discovery of another culture and another vision of bakery has given me a new view on our perception of bakery.

It brought me closer to the pupils. They knew the limit they should not cross; they remained respectful and confided to me that they did not feel “oppressed” by my presence. I only accompanied and advised them, trying to tell them about some of my experiences in order to explain them certain events, be it about bakery or not.

I have but one regret: I would have liked for them to let me be more involved. Indeed, I suggested that I could give – with or without the help of the apprentices - a demonstration of, for instance, original forms of small pain au lait (milk bread) or couques made of croissant dough in their school. But this was not possible because of organization issues. This could certainly be possible if contact was established before the trip in order to specify the required ingredients and the time needed for the demonstration. The same goes



for the work in the companies: since they only started after I left, I would have liked to accompany them during a day at work. This is the only negative point about this European exchange. Indeed, if I could do it again, I would not hesitate, not even for a second. Besides, I hope that the opportunity will arise again. There are many things to discover in Finland; and I am sure that I still have much to discover in terms of gastronomy, especially in the field of bakery. I think one should not hesitate to go out Helsinki and try to discover more rural towns in order to look for traditional and home-made shops. Moreover, the exchange with the apprentices can only be beneficial for the rest of the training. Discovering more about them allows me to better understand them.



**Martine PASCAL, inspector for vocational schools**

Academie Aix-Marseille, France  
health and social care working group

The exchanges with my european colleagues have been very enriching and fruitful : discovering and comparing our education systems and our health and social systems, elaborating mobility units for students, assessment tools and all this in a very friendly atmosphere.

This experience led me to participate in a ERASMUS+ Consortium project allowing 25 teachers to do a workplacement (in schools or in health and social care organisations) during two weeks in Europe. The project was awarded and with the help of our partners from EREIVET network, it's easier to organise the mobilities. In two years time, I hope we 'll increase the students mobility number.



**Students**

Camille, student from Vitrolle who made a 4 week cross border learning mobility in Jaen in Health and social care in organisation. The project enables me to discover another culture and a different work method. It allows me to acquire experience, new technics which don't exist in France. Moreover, using a language I didn't know gave

me more maturity and self-sufficiency. Therefore, I learnt a new language.



Gwendoline, student from Orange who made a 3 weeks internship in Wrocław in the sector of administration “This experience was good and it allowed me to learn a job and I have become efficient! I also like to travel and take plane for the first time. It was also interesting to live abroad with 5 of my French colleagues.”

### **Testimonials from Finland**

**Suvi Mikkilä, Teacher, international coordinator**

Southwest Finland municipal education and training consortium

Time spent in which country, when

I have worked as a Swedish/German teacher for three years and as an international coordinator for two years. During these two years we have had one successful LEONARDO DA VINCI project and this autumn we started a Erasmus+ project called Students on the international Road.

I was invited to the conference which EREIVET network arranged in Seville 2014. The conference was really well arranged and I got to



see and learn many new things concerning international affairs and networking. At that time I had just begun as an international coordinator in our vocational college and this possibility to take part in this meeting was priceless. I learned a lot from the coordinators, who were more experienced in this field.

The best part was the networking that I did during the two interesting days in Seville. I got to know people, who were interested in starting a cooperation with us. Because of my participation in this conference we have now started cooperation with three different schools in Graz, Austria, with one school in Netherlands, and one school from Hannover, Germany. Last Spring we had two teachers visiting us from Hannover and next year we are planning to send at least one student and teacher to Hannover. Next spring we are welcoming 12 students and two teachers from Graz for two weeks. Our cooperation with Graz has been really active. This autumn we have sent three teachers and three students to Graz and we are sending more next spring. We have also participated in one conference in Sneek, Netherlands, which was about planning an international project that concerns farming and social care. The planning of this project continues and there is another meeting in December, in which we are also taking part. All in all, I am really grateful that I got the chance to take part in this conference in Seville because our organization has benefited a lot of it and we would be honored to be a part of the network in the future.

### **Testimonials from Germany**

#### **Apprentices**

##### **Robert Hilke, business apprentice**

BBS I Northeim, Lower Saxony, Germany

Internship in Andalucia (Spain)

“In the frame of my additional qualification “European Business Assistant (EBA)” at the BBS 1 Northeim I made an internship in Spain. To get this additional qualification I took part in the examination subjects European Computer Driving Licence (ECDL), English, Spanish (TELC) and International Business Processes – in



addition to my Vocational Training to become an Industrial Clerk. The qualification will help me to improve my qualifications for the international labour market. I can even imagine living and working abroad in the future.”

**Markus, apprentice**

North Rhine-Westphalia, Germany

“I didn’t have any linguistic skills except for those I obtained during the crash course. I think, I have learned quite a few words and sentences.” - “At the beginning, I was only allowed to use the mortising machine. But at the end, they let me make a church door. That was great!”

**Anika, apprentice**

North Rhine-Westphalia, Germany

“Now I know that I can communicate well, even without speaking. I don’t speak any French and my exchange partner spoke a little bit of English. I speak English, too, and so we spoke in English and made signs to make ourselves understood. None of my colleagues spoke English. At the beginning, we couldn’t communicate at all. But later it went well thanks to our making signs and showing things. We used objects to explain things, because they really wanted to explain to me what I had to do and why. That was really good. They did their best. We communicated without words.”

“To discover a different gastronomic culture is something different in France. They rather eat fish and less meat than here (in Germany). I liked to experience things in a different way, culturally speaking.”

**Professionals**

**Sascha Rost, Volkswagen Akademie**

Hannover, Lower-Saxony, Germany

The Volkswagen Akademie Hannover was silent partner in the



LEONARDO DA VINCI network project EREIVET and so far not directly involved in the project activities. Our cooperation with the Ministry of Education of Lower Saxony in the field of internationalisation of VET includes several common activities, e. g. to build up a dual education in the partner region Greater Poland or in the field of cross border learning mobility. In the frame of this project we received in December 2013 a delegation of the partner institution from Tekirdag (Turkey) to inform them about the dual system and our contribution in VET. Even if we are not directly integrated in the network, we always were informed through the website [www.ereivet.net](http://www.ereivet.net).

#### **Educationals**

##### **Susanne Rademacher, teacher**

BBS Cuxhaven, Lower-Saxony, Germany

participated in the VETPRO project of the Ministry of Education



I participated in a journey to France to get some contacts with hotels and restaurants for our future KA1 project. The colleagues in Bazeilles were very helpful and prepared some very interesting visits of hotels in castles and other special places. These will be wonderful places for our students to do a work placement. We already hosted their students here in Cuxhaven for eight weeks – what a wonderful experience!

##### **Cornelia Rückert, teacher in a vocational school**

Lower-Saxony, Germany



I have two tasks:

- I am involved in ERASMUS+-KA1-Projects and
- I'm also advisor of the schools authority for vocational schools in Lower Saxony to promote and enhance mobility for IVTs and VETPROs.

I was involved in the network EREIVET since the early start in 2009. The network has helped me to find partners for my school as well as for the schools in my region. It has shown me that network-

king is the basic for increasing the amount of mobilities and also the quality in mobility.

**Jürgen Kathmann, teacher**

Papenburg, Lower-Saxony, Germany

Participant in the DUALVET conference 2015 in Sevilla

It was very interesting to learn about how the Spanish colleagues are analysing the German system of dual vocational training. It gave me a really different point of view about the specific parts of the German training system. The aspects they regard as important and the parts that they think of as not so important for the success of the apprentices.



**Testimonials from Latvia**

**Laura Strode**

I am working in VISC, Latvia, public administration body subordinated to Ministry of Education and Science, responsible for the implementation of general and vocational education policy on a national level.

Participating in EREIVET (European Regions Enhancing Internationalisation of Vocational Education and Training) network conference was very important. The conference was very well organized, I had an opportunity to present Riga Conclusions, the role of my institution (VISC) in modernization and modularization vocational education.

I am very interested to support Latvian vocational schools using new EREIVET net to find appropriate partners for our vocational schools for ERASMUS+ projects, especially KA1 bringing EU-Policies like ECVET, Europe 2020 strategy into the classrooms.

Participating in EREIVET conference gave me an opportunity to be in a very strong network in a, very well organized event, to see how networking works, to open my mind, to bring in my experience: use of ECVET principles, work based learning context in VET, using learning outcomes approach, Erasmus+ outer evaluator's experience.



The network EREIVET was founded in 2009 and since then has cooperated closely in mobility. Even if somebody lacks expertise in implementing cross-border learning mobility it might be clear that progression cannot be achieved short-term. The network EREIVET has undertaken in the last year several steps to involve people into the cooperation and their statements and facial expressions might express how the approach of the network – to involve as many people as possible – contributed to the success.

#### **Testimonials from Netherlands**

**Sylvia Zijlstra,**

ROC Friese Poort, Sneek, Netherlands



My vocational school didn't want to be a direct partner in the EREIVET network project but is very interested in internationalisation and so I was glad to participate in several activities of the network since its beginning in March 2009.

EREIVET has given me a network of reliable partner schools in our continent. This helps me to place my health and care students in many European countries. We also received students and teachers from Spain and France.

Thanks to EREIVET we now work with France, Spain, Norway, Finland, Latvia and Denmark on top of the partners we had before. We also expanded the number of German contacts. A student from Turkish origin applied for a work placement in her home country. Because I know a EREIVET partner in Tekirdağ we are able to fulfil her wish with confidence. Now my colleagues start to show an interest in a period abroad and I am sure to find a fruitful working place for them too. EREIVET also contributed to the development of the network in other departments of our school; e.g. the students in electronics can now work in Austria.

As the Dutch EREIVET partner, the Nordwin College doesn't educate in the social and health sector I cooperated actively in the EREIVET working group to describe learning outcome units which I'm

now using in my projects.

We also plan to apply for an ERASMUS+ KA2 project “Entrepreneurship and Agriculture” with a few EREIVET partners.

The network helped me, because I started my international work also in Spring 2009 to have from the beginning on the possibility to cooperate in a friendly and familiar atmosphere; we call it the EREIVET family. I’ve learned a lot about European project management and was very involved in the intercultural activities of the network.

Testimonials from Norway

### **Testimonials from Norway**

#### **Per Arve Hammer, International Coordinator**

Leader of Department for Building and construction at Verdal Upper Secondary school Verdal , Norway.

Our participation in EREIVET network started already in 2009. Since that time we cooperating with many of EREIVET partners. Even our subject is not a Working group subject for EREIVET, we are anyway running on a lot of cooperation with EREIVET partners from Germany, Finland, Spain. Fantastic network with a lot of very professional colleagues, very motivated, very obligated and very effective.

### **Testimonials from Poland**

#### **Jozef Kochniarczyk, Headmaster of the vocational school ZSA**

**Bozkow**

**Lower Silesia, Poland**

Attending an EREIVET conference is one of the very best ways to learn the latest about what your colleagues in vocational education and training are doing. If you want to interact with the passionate practitioners who are the groundbreakers making real and effective changes today – this is the place to accomplish those things. I participated in such well organized meeting in Hannover for the first



time. The staff and the participants were very kind. My participation in the working group has been one of the most productive experience when it comes to taking part in a group work. I was able to talk with a lot of people in this Society. I was able to get a lot of information about mobility programmes for students and teachers. I was able to build a lot of relations. And I was encouraged very much.

### **Testimonials from Spain**

#### **Apprentices**

**Cristian Mariscal Gago, apprentice in Physical Education**  
from Andalusia

3 months in Polanica-zdroj. (Poland)



Company name : Regionalna Szkoła Turystyczna im. Jana Pawła II w Polanicy-Zdroju

We have worked with guys 5-20 years old. we taught them physical education and animation for kids. It was really good because we met a lot of new people, different culture and we studied English. In my opinion it was one of the best experiences in my life. It was wonderful, we learnt a lot.

#### **Pedro F Lanzat del Pino, teacher**

IES Miguel Romero Esteo, Málaga (Spain)

Working Group "Business Administration and Services"



I have participated in the following meetings :

- Marseille Conference, from 12 to 15 March 2013
- Working Group BAS Meeting in Reims, from 2 to 6 June 2013
- Working Group BAS Meeting in Graz, from 3 to 7 November 2013
- Wroclaw Conference, from March 31 to April 4, 2014
- Seville Conference from 22 to 23 September 2014

During the different meetings and conferences the work atmosphere has been relaxed. This fact has allowed that the working sessions have been effective and productive, largely thanks to the work of those who had the responsibility of conducting those meetings.

As a final result of the EREIVET Project we have achieved the following accomplishments:

- We have enriched with the knowledge of education systems in vocational training in the different regions of our partners.
- The contact with colleagues from other regions has enabled our students the mobility for doing companies internships, particularly in the region of Apulia (Italy) and Lower Saxony (Germany).
- We have also received, in March 2015, a group of students from the region of North Trondelag (Norway), for internships in companies of Malaga. It has been used for the students evaluation the documents that we have developed during the Project.

Last but not least, the EREIVET Project has enabled that colleagues as Heiner, Margrethe, Jan, etc. become true friends.

### **Roberto Rodríguez**

IES Pedro Jiménez Montoya, Baza ( Granada, Spain)  
Working group EREIVET “Health and Social Care”

I have no words to show how grateful I am to all my colleagues from the EREIVET network and, at the same time, how sad I feel for not being possible to attend to a meeting one more time...!!! To take part in this kind of projects should be compulsory to share experiences and points of view among all people interested in improving students' knowledge, skills and competences. Furthermore, students themselves demand to go abroad more and more every day and it is thanks to projects like EREIVET that they can satisfy their inquisitiveness. Honestly, an awesome task!

### **Enrique Norro, Electricity and Electronic Teacher**

IES Politécnico Jesús Marín de Málaga, Spain  
EREIVET working group Electricians

“EREIVET project has meant a great experience on a personal and professional level. The various meetings that have taken place have helped me to better understand the educational systems of other countries in European Union. It has also made me think about of



our Education System, what works well and what could be improved. And most importantly, it has given me the opportunity to meet interesting people with different point of views, but with a common goal, the training of students.

I would emphasize the importance of coffee breaks and cultural activities, where all partners could know each other in a relaxing atmosphere. This has meant that in the last two years have increased the number of mobilities, teachers and students, in my school, and the number of receiving ones from other countries, which has been very enriching for our educational community. For instance, nowadays, in IES Politécnico Jesús Marín, we are carrying out several European projects, that were started up from contacts established in the EREIVET network. Furthermore, EREIVET partners abroad host most of our students in traineeship.

Finally, I would like to thank all the professional teachers I have met, all schools that have kindly welcomed us during meetings, and to Ministry of Education of Junta de Andalucía to call us to represent Electricity and Electronics“.

### **Testimonials from Sweden**

#### **Antje Boschma, studying Design**

Nordwin College in Leeuwarden, Norway



worked at the Design Centre and made some new products for the KGB brewery (Klövsjö) in Sweden. Sometimes I'm thinking back on my period in Sweden. It was a fantastic experience. I've learned a lot from Sweden, Jämtland, my internship supervisors (Karolina Nätterlund and Jan Zakrisson), the people at the Design Centre and Läns kulturen, I will thank them all for this beautiful time. Now I also know why it's so important for students to go abroad. It's good to meet new people, another country and the corresponding culture. You can learn from their mentality, ideas and working method. In Sweden I met very spontaneous and friendly people, this also changed me in my way of thinking and doing.



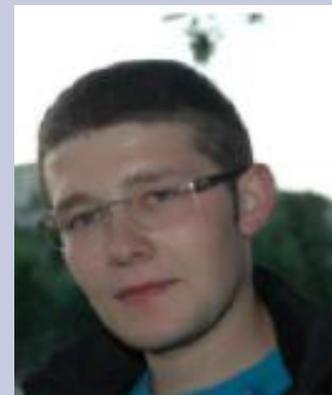
I noticed (just by doing this internship) that it's so important for young people to go abroad. I'm glad that I get the opportunity to come to Östersund. I believe that those exchanges abroad are so important for students. But not only for the students also for the internship companies. Because you always can learn from each other. And it's very interesting to talk with different nationalities about life and about the different between our countries and culture. It changes you in the way of thinking, positively. The things I've made over there for the brewery:

### Testimonials from Turkey

**Mehmet KOŞAR, mechatronics teacher**

town of Çorlu, Tekirdağ province, Turkey

When I was a student in a vocational high school, I've been to Britain for two months in a LEONARDO DA VINCI Project. Then in 2014, I attended the EREIVET conference as a vocational education teacher in Sevilla. It was a very important experience for me to exchange ideas with other VET teachers from different European countries. I learnt a lot about the VET system in different European countries and mobility of teachers and students in VET. We met new teachers and exchanged communication information during the Market of Possibilities activity. I hope to keep in touch with those teachers and visit their institutions in the future. Lastly, I should add that boat trip in cultural activity part was impressive for me.





## Common labour market – Becoming reality in Europe

The close cooperation between the Ministries of Education of Andalusia and Lower Saxony was one of those which led to the network EREIVET. The Chamber of Commerce and Industry of Hannover used the existing contacts to attract young people from Andalusia to come to Lower Saxony because here qualified workers are needed because of the demographic change.

In Spain most of VET is implemented in fulltime schools. To get the diploma the students have got to realise an internship in an enterprise. The Ministry of Education of Andalusia is organising mobility projects for young people in vocational education and training (IVT) to facilitate to realise these internships also abroad.

One of these young persons, is Miguel Torrubia Moya from Andalusia, Spain. Mrs. Barbara Paulmann from Ministry of Education of Lower Saxony made this interview.



**Barbara Paulmann:** Miguel, please introduce yourself.

**Miguel:** In Andalusia I lived in a small village called Aracena, which is in the Northwest of Seville. I visited there the school until the bachillerato (A-level) and then I visited the vocational school I.E.S. Heliopolis in Seville where I got the Higher Technical Certificate in Electronic Products Development. Afterwards I couldn't get a job and so I went to the University of Seville for one year. But I prefer to learn in a more practical way and so I studied in another vocational school in Seville, in I.E.S. Politecnico electricity. There I've got the offer from my teacher to realise my internship

– which was necessary to get the diploma – in Germany.

**Barbara Paulmann:** So, you came to Germany. Did you get your diploma afterwards?

**Miguel:** Yes, I realised the internship in the enterprise Avacon and then I've got the diploma in Spain. I also implemented in the enterprise a two years apprenticeship as Electronics technician for industrial engineering so that I now have two Spanish diploma and one German.

**Barbara Paulmann:** And you are speaking 3 languages, Spanish, English and German, good conditions for the labour market.

When did you come to Hanover, how old were you and how was it organised?

**Miguel:** I came in April 2013 and I was 24. In the first week we – a group of 17 young Spanish people – had a language course and we lived in the Don Bosco House in Hannover, a house of Caritas. A Spanish woman of the Caritas cared about us. In the first week I also

had an interview with the enterprise Eon-Avacon, where I was accepted for my internship.

**Barbara Paulmann:** And afterwards they offered you to realise an apprenticeship in the dual system there?

**Miguel:** Yes I got the offer during the internship. Originally I wanted to get a job but because I started only 3 months before to learn German I got the chance to make the apprenticeship which normally lasts 3 ½ years in two years. And I made the practical exam with a good.

**Barbara Paulmann:** And you also visited a vocational school in Hannover, wasn't it difficult with only a few language knowledge?

**Miguel:** Yes it was very difficult when I visited the BBS ME in Hannover; the German apprentices were also a lot younger than I was but with the knowledge I've got in my two vocational courses in Seville I was able to follow and step by step and with another course in a language institute my German improved.

**Barbara Paulmann:** Miguel, what could you tell us about the difference between vocational education and training in Spain and in Germany.

**Miguel:** Ok, everybody knows that in the dual system of vocational education and training the practice is the majority. For me, even if I prefer learning with a practical approach, it could be taught more theory in the German vocational school, but all in all it's good that the young people get a lot of practical experience during their vocational education and training.

**Barbara Paulmann:** And what are you doing now?

**Miguel:** I've finished my apprenticeship in July and I've got immediately a job in Haste where I'm working now. Most of the workers are older than I and they are supporting me a lot. I live in Hannover. At the moment I'm living together with Spanish people even if I think it's necessary to learn the language in the country where you are living and to integrate. But on the other hand it's not

so easy to get to know young people in Hannover. I've often been refused. It's easier to get in contact with people in Cologne or Berlin.

**Barbara Paulmann:** Yes, the mentality of people from Northern Germany and Andalusia are quite different, aren't they?

**Miguel:** Yes, we are living much more outside of our houses, meeting friends and family just for communicating. Here in Hannover you always need a reason for meeting making sports e. g. making sports or music together. In Spain we enjoy more our life and are more relaxed; here everything is ruled. But I'm sure that our way of life in Andalusia is very influenced by the weather and the sun. I'm missing this and my family in Aracena, the family is very important in Andalusia. I also wish to have a family, but I don't plan: It could be also possible in Germany as in Spain.





**NETWORK EREIVET project 527183-LLP-1-2012-1-DE-LEONARDO-LNW**

<p>Titel of the Unit:</p> <p>Reference to the qualification:</p>	<p>Networking in Europe in VET</p> <p>VET Networker in Europe</p> <p>EQF-Levels: Students - levels (3-5) Teachers - levels (6-7)</p>	
<p>Description of the Unit: Developing an intensive cooperation and stable network which is able, to motivate and enable thousands of European vocational teachers, trainers and students to carry out cross-border learning mobility on a high quality level.</p>		
<p><b>Knowledge</b></p>	<p><b>Skills</b></p>	<p><b>Competence</b></p>
<p>The networks knows:</p> <ul style="list-style-type: none"> <li>• The different European programs for learning mobility.</li> <li>• All papers from European bodies (Commission, expert groups) which concern to cross-border learning mobility in VET.</li> <li>• ECVET.</li> <li>• The vocational education systems in the regions which participate in the network.</li> <li>• The different strategies of the partner organizations.</li> <li>• Several methods for designing a conference and learning in a conference</li> </ul>	<p>The network has the following skills:</p> <ul style="list-style-type: none"> <li>• Intercultural skills by cooperating with persons from 12 countries throughout project years in such a positive atmosphere where everybody was and is respecting each other.</li> <li>• To initiate and establish workable structures and strategies for international mobilities in high level of quality.</li> <li>• To make the results of cross border learning mobility transparent by defining clear learning outcomes: Cooperation skills following the ECVET process</li> <li>• Communication method between its members (to pass on information or request of partnership, etc.)</li> <li>• Management skills to lead a European project or a network</li> <li>• Involve stakeholders/teachers and new partners into mobility projects</li> <li>• To describe the necessities to enhance cross border mobility</li> <li>• Hold a an effective conference in English language</li> </ul>	<p>The network is able to:</p> <ul style="list-style-type: none"> <li>• Support the National and Regional School Authorities with knowledge about cross-border learning mobility.</li> <li>• Internationalise vocational schools</li> <li>• Enhance cooperation between regional and local school authorities in Europe</li> </ul>

### Assessment of learning outcomes :

The knowledge, skills and competences of the network were assessed by the various activities and products of the network, e. g.:

- The common conferences with several methods to share experience, gain knowledge and develop the network
- The flyer of the network
- The quality flyer of the network
- The poster to motivate students
- The diverse regional events for supporting the vocational teachers and students
- The Glossary with terms of EU VET policy
- The ECVET tools which were developed by the working groups
- The position paper of the network

All results of the project which was carried out from November 2012 to October 2015 are published on [www.ereivet.net](http://www.ereivet.net)

Additional information: The vision of the network is:

#### **EREIVET learners are ready for Europe**

The EREIVET network helps young people in vocational education and training to use Europe as place to learn, work and live, promoting the internationalisation of vocational education and training in the regions through sharing experience, knowledge and expertise.

Five years from now EREIVET will be a successful network to make people in vocational education and training aware that being citizens of Europe offers them greater opportunities for personal and professional development. This will be achieved by motivating and encouraging all partners in the vocational field to enter robust partnerships based on mutual trust, committed to raising the quantity and quality of learning mobility.

The network contributes to the Europe 2020 strategy by strengthening vocational education and training in the participating regions. Applying the European transparency and quality instruments for vocational education and training is implicit.

Developed by: EREIVET network

This template is used in Europe to describe learning outcome units: [www.ecvet-info.de](http://www.ecvet-info.de)



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- Internationalisation and Mobility into the Student's Curricula, International Pi-



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Guide for teachers for internationalisation: <http://www.adam-europe.eu/prj/6655/prd/1/2/Internationalisation%20Guide%20for%20Teachers%20in%20VET.pdf>

- Europemobility project:
  - Study on the impact of learning mobility on mobile learners
  - Towards ET2020: positive action to enhance vocational education and training within a lifelong learning agenda
  - The Quality Observatory & Toolbox for Mobility
  - The Validation of Learning Mobility. A tool to support and promote the validation and recognition of learning mobility abroad
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- Handbook of the Q-Placements project in 12 languages: <http://www.q-placements.eu/results.html>

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