

# The Magazine for VET Professionals



**The Internationalisation of VET**

## **EfVET Magazine Issue October 2019**

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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. Its mission is to champion and enrich technical and vocational education and training through transnational cooperation and building a pan-European network of institutions that could lead European VET policies.

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## Message from EfVET President

Joachim James Calleja



### An Internationalisation Strategy in the Colleges

Technology has transformed the world into a small village. News from any corner of the world can reach your self-phone in real-time. The information technology phenomenon has spearheaded more sophisticated development in the form of artificial intelligence and virtual reality tools that revolutionised the way we learn and work. **In this culture of knowledge sharing and development, education and training are experiencing extraordinary insights into how people can build their capacity and widen their understanding of the world around us.** One of the most striking aspects of these revolutionary developments is the interaction of cultures and modes of living created through the mobility of people, goods and services. Any College or learning institution that aspires to keep its learners updated with innovation cannot invest heavily in its internationalisation in all its aspects.

The most striking aspect of any internationalisation process is mobility. Students, teachers, lecturers, trainers, mentors, professors, administrators and others working within Colleges and Applied university structures are continuously challenged by the opportunity to explore other systems of learning and working across and beyond Europe. The **ERASMUS+ programme** has a very positive impact on the way colleges work. The sharing of best practices has proliferated. Thousands of learners and their teachers have benefited from being exposed to new styles in teaching, to innovative infrastructures, to new governing modalities and above all to a better understanding of the required knowledge, skills and competences needed in the various sectors of employment.

**EfVET role as a voice to vocational colleges and schools across Europe is backed by the number**

**of projects that it gets itself involved in as well as the strong participation of its members in several mobility events, conferences and international activities related to vocational and professional education and training (VPET).**

*“Exposure to work-placed and work-based learning in other countries is such an enriching experience that many students and teachers claim that these have had a very positive impact on their lifelong learning”.*

Colleges and other VPET schools and institutions are reaping the benefits of their internationalisation strategy. Benefits come in various forms. **Teachers** widen their perspective of the subject they teach and engage in networks of collaboration and projects; **learners** interact more directly with other students from different countries and build new friendships, contacts and shared experiences. **Administrators** are exposed to new management and funding systems that may enhance the way they support their learning institution. Exposure to work-placed and work-based learning in other countries is such an enriching experience that many students and teachers claim that these have had a very positive impact on their lifelong learning.

The same applies to the governing structures of Colleges and VPET schools. International experiences expose those governing the process of learning to new insights in transparency, relevancy, funding and quality assurance. Internationalisation has the added value of benchmarking. Comparing infrastructures, processes, procedures and exposure to the world of employment are among the most rewarding eye-openers for those planning education and training. Internationalisation



provides the predictive capacity a group of governors need to see beyond the confines of their institution and venture into innovative responses to the world of work.

*“Connecting colleges with industry in an internationalised context is the way forward to sustain learning in today’s formal education”.*

A more striking benefit when **Colleges have an internationalisation strategy** is that this brings the learning institution closer to developments in the industry. The key characteristic of VPET is indeed its proximity to the world of work and the dynamic changes within it. Engaging with industry in an international context is the only way forward to guarantee a learning package which is germane and significantly applied to real work environments. Employers often lament that learners lack transversal skills and are not capable of hitting the ground running when they are employed for the first time. Connecting colleges with industry in an internationalised

context is the way forward to sustain learning in today’s formal education. Workplaces, jobs, career prospects, salaries, conditions of work and professional development are increasingly becoming international. Skills in practically all sectors of employment are internationalised and standardised across the globe. Hospitality, gastronomy, aviation, maritime affairs, fashion, arts and design, engineering, IT, the care industry, business and commerce, management, financial services, gaming, agricultural, medicine and so many other sectors are inherently international in all aspects of learning and working.

In today’s education and training, having an internationalised strategy in colleges is that one aspect that warrants that what a person knows and can do is what employment sectors expect and are capable of creating and paying a job.





## EfVET Annual Conference 2019: Updates



### Marketplace is back, we wait for you on 23rd of October in Azores!

The marketplace will give you the opportunity to network and share ideas with other participants. During the session, you will have the opportunity to meet with other delegates to pitch potential project ideas from one of the following calls: KA1, KA2 and KA3. This will then allow you to build new partnerships and networks to support the increasing need for VET to provide the new skills required for the labour market.

You can submit your partner proposal or your project proposal. Like last year, posters templates will be provided. Jon Harding and Panagiotis G. Anastassopoulos will moderate this session.



**EfVET Conference App 2019** will be available very soon...



For those who cannot attend to the EfVET Annual Conference 2019 we highly recommend to follow the Conference's website to get all the updates.

[www.efvet-conference.eu](http://www.efvet-conference.eu)





## Interview with TT Coordinators

### Internationalisation and Learning Mobility

Interview with **Andre Schoonhoven** (Da Vinci College, The Netherlands) Internationalisation and Learning Mobility Thematic Team coordinator.

Andrea Lombardi (UNISER, Italy), Susana Espilla and Jone Etxebeste (TNIKA, Basque Country, Spain) will join Andre Schoonhoven at the Thematic Team meeting on the 23rd of October at the EfVET Conference 2019.



#### Could you tell EfVET readers a little more about the TT?

**Andre Schoonhoven (AS):** This TT is at the heart of EfVET, it is all about cooperation between the members to improve our international activities and bring it to a higher level. Mobility's, KA2 projects and virtual cooperation are our core business where EfVET members need each other to build strong networks, to have a strong relationship with the world of work.

We want to organize activities to connect EfVET members in new ways that the process of learning with and from each other will be facilitated and accelerated.

#### Why did you decide to merge the Internationalisation and Learning Mobility groups?

**AS:** The two themes are very strongly connected so it sounded very logical to make one group with three different topics: Mobility – Internationalisation@Home and Strategy.

#### What are your expectations as coordinators?

**AS:** We hope that this TT will raise the level of International work in Europe. Students and staff all over Europe must get the same possibilities and challenges, not only the relatively rich countries.

#### What does “Internationalisation of VET” means?

**AS:** We all know the labour market needs workers that have international skills, to speak different languages, to understand that working can differ in another country, to be flexible and curious.

In a world that is threatened by nationalism, we need young people with an open mind, therefore VET has to offer our students the challenges to open their mind. International activities should be in the DNA of our Educational system.

#### And how this idea of Internationalisation match with the TT work plan and activities?

**AS:** By bringing our members closer together, by offering support to the members that need this, by organizing training, coaching, workshops like the one on the conference about Internationalisation@Home.

EfVET is only of importance if we succeed in making a network where the grassroots of VET profit from its activities. We believe that after the first we take there will be many more to come where members will support each other to raise the level of VET in Europe.

## As part of those activities, you surveyed “Internationalisation of VET”, what are the main outcomes? Going forward, what are the next steps after the survey?

**AS:** In the meeting in the Azores we will discuss three different issues:

- setting up a network where coaches offer their knowledge to members that need assistance in all kind of topics;
- making a catalogue of training offers that are of high quality;
- creating a Code of Conduct for Mobility Providers so members know they deal with organisations connected to VET colleges that offer high-quality mobility's.

## How can EfVET Members join the TT?

**AS:** If you want to be a part of our ‘Think Tank/ Thematic Team’, send an email to Alicia Gaban (ag@efvet.org).

## Finally, could you tell us a bit more about the forthcoming meeting in the Azores? What attendees can expect from this meeting?

**AS:** Apart from the mentioned outcomes of the TT I hope that the workshop about Internationalisation@Home will be the start of a new collaboration where colleges will design all kinds of virtual projects.



**If you would like to join the TT, please send an email to Alicia Gaban (ag@efvet.org)**



[Play video interview](#) with **Andrea Lombardi**

On 4 June, EfVET Thematic Teams met in TKNIKA premises (San Sebastian).

**Andrea Lombardi**, TT Coordinator, explains how did the meeting of Internationalisation and Learning Mobility go.



**Andrea Lombardi**

Internationalisation and Learning Mobility Coordinator/UNISER (IT)





# EUROPEAN VOCATIONAL SKILLS WEEK 2019

**The Asociación Mundus' training event "Can Europa 2019" has been awarded as the second-best VET promotion event by the European Commission**

The Asociación Mundus' "Can Europa 2019" event has been selected by the European Commission as the second-best event for promoting Vocational Education and Training, among more than 430 registered events.

This fact represents a milestone for Asociación Mundus, whose mission is helping young and adult people developing their personal and professional skills through international experiences and non-formal education and training.

"Can Europa" consist of a predeparture training for those VET students from Catalonia who are about to participate in an Erasmus+ traineeship in Europe. The activity aims to provide the students who are going to leave on Erasmus+ traineeships with the necessary tools and information they will need during their training period abroad.

The main outcome of the activity is that almost 350 VET students participated in different workshops to reduce their fears and uncertainties, and to increase their confidence and autonomy to face the experience.

This event directly promotes Vocational Education and Training, since it is specifically designed for VET students to be more prepared whenever they decide to perform an internship period abroad.



"Can Europa" 2019 gather.

## MENTEE project running for the European Vocational Skills Week VET Excellence Awards 2019

The [MENTEE project](#) is running for the category 3 European Funding for Excellence. EfVET Member, Materahub (Italy) is one of the partners.

The MENTEE was an Erasmus + project funded by the Polish National Agency (NA) in which we were partners. The project worked to support young entrepreneurs in working with experienced entrepreneurs through different online and offline peer mentoring methodologies and tools.

It was recognized as best practices by the Polish NA and from there we got the attention of the European Commission on the results achieved and the work still ongoing with young entrepreneurs.



[VOTE](#)

**Voting closes on the 15th October 2019**

# OPENING OF THE EUROPEAN VOCATIONAL SKILLS WEEK IN BRATISLAVA

On the 23rd September, the Slovak State Vocational Education Institute (EfVET Member) opened the European Vocational Skills Week 2019 with the conference “The future of vocational education and training for the labour market”.



Exhibitions and presentations of VET Slovak schools.

The Slovak State Vocational Education Institute opened the European Vocational Skills Week 2019 with the conference “The future of vocational education and training for the labour market” on 23 September 2019 in Bratislava.

The conference provided strategic insight into the VET developments in Slovakia and Europe. The event counted with the participation of Shyamala Majumdar, Director of the International Center for Technical and Vocational Education and Training UNESCO-UNEVOC, Olga Nachtmannová, State Secretary of the Ministry of Education, Youth and Sports of the Slovak Republic, Braňa Ondruš, State Secretary of the Ministry of Labour, Social Affairs and Family of the Slovak Republic and other VET experts. Besides this, it included exhibitions and presentations of VET schools from all regions of Slovakia.

The keynote speaker, Mr Shyamal Majumdar, Director of the UNESCO-UNEVOC delivered the presentation “Major trends influencing future of jobs”, in which he highlighted the challenges related to the arrival of new jobs accompanying the fast onset and development of technologies and the society.

Mr Raimo Sivonen (Kainuu Vocational College, Finland), presented his view on a successful VET system, based on his long-term-experience in VET as the Director of Kainuu Vocational College in Finland, as well as an acknowledged expert on the national, European and international scene. Sivonen, also stressed the importance of being members of a network such as EfVET to increase the international opportunities of the colleges and institutions.



Raimo Sivonen at the Slovak State Vocational Education Institute.

Besides inspirational presentations from the international and domestic experts, 135 participants could see presentations of the activities and products of VET schools from all parts of Slovakia, meet students and staff and discuss all aspects of VET.

The 3rd European Vocational Skills week will take place from 14th to 18th of October in Helsinki.

The objective is to inspire people to discover, use and improve their talents and abilities through vocational education and training (VET). Encouraging people to consider VET as first choice in their career path is one of the ten key actions proposed by the Commission under the New Skills Agenda for Europe, which has been rolled out since June 2016.

During the European Vocational Skills Week, the European Commission showcases high-quality initiatives that aim at equipping people with the skills they need in a fast-changing labour market.



**A success story that shows, how vocational training can become excellence by offering experiences, that generate a huge impact on the future of young people.**

**Today Emanuele is one step closer to fulfilling his dreams!**



**M. Lorenzini** (Scuola Centrale Formazione); **E. Giliberti** (learner)

There are many and various experiences that, every year, learners and staff of the training centres associated to Scuola Centrale Formazione live abroad thanks to the ERASMUS + program through Sportello Europa project in its ongoing editions, to improve the internationalization strategy of all its members. Every year, thanks to the mobility projects coordinated by SCF through the VET Mobility Charter, 250 trainees and 50 professionals access the possibility of training abroad, through work experience in European companies.

Today we share Emanuele GILIBERTI's experience, a young student from CFP Nazareno training centre in Carpi (MO) associated with SCF, who made a month-long experience in Valencia last June. Emanuele is 16 years old, was born in a small town near Modena (IT) - a city with a strong culinary tradition - and since he was a child he has breathed a passion for cooking in the family, that has always been part of his daily life. He attended CFP Nazareno for 2 years, obtaining the professional qualification of Restaurant Operator (EQF3). Now he's attending the fourth year of cooking specialization in "kitchen technician" (EQF4).

Emanuele had so many expectations about this opportunity to go to Spain with the Erasmus programme, as it was his first experience abroad: to discover a different culture and imagine being able to work without knowing a single word of Spanish. "The secret - says Emanuele - was to stop being worried. Support from my teachers, with the Spanish partner Esmovia and the family who hosted me, were fundamental to me".



*"The secret - says Emanuele - was to stop being worried. Support from my teachers, with the Spanish partner Esmovia and the family who hosted me, was fundamental for me".*

Work was the heart of the experience of this intense month in Spain. Emanuele carried out two internship experiences: in a tourist restaurant and later in a restaurant owned by a very famous chef in Spain. "In the first place - says Emanuele - we breathed a little tension; there was a bit of confusion, but I did my best, pushing my limits so that after a few days I was already in charge of the appetizers although I didn't speak the language. After the first week, I asked to change: I was fine, but I wanted to aim for something bigger. I was thinking: I came here, I'm in Valencia, let's dream big! So I asked to be moved and my request was accepted.

That's how I started my experience at the Vuelve Carolina Restaurant owned by chef Quique Da Costa who is very well-known in Spain; he manages various starred restaurants.

This was an incredible experience for me, I can say that it was love at first sight: I lived in a very respectful, orderly and organized environment; I worked with high-quality raw materials and I discovered work techniques I've never seen before. Initially, since I didn't know the language, I started with the basic preparations but even in this case, after seeing my interest, they entrusted me with more and more responsibility. I did everything, from appetizers to main dishes.

We never had communication problems, there was always great mutual respect. The last day my chef Adrian told me: it was an honour and a pleasure to have you with us and if you ever come back to Valencia, this is your home.

Emanuele will never forget his meeting with chef Quique Da Costa: "It was a special moment: I was working and suddenly I faced this man who was staring at me. I knew very well who he was but I got stuck as if petrified by the surprise and also by the respect I have for him as a person and as a professional. A chef, when he reaches this level, is like an artist".

*"It is said that Erasmus is an opportunity that opens the mind and changes lives".*



Emanuele Giliberti.

It is said that Erasmus is an opportunity that opens the mind and changes lives. "This experience has changed me, but this is only possible if you are willing to do it without prejudices. I trusted, my motto these days was: viva la vida! I'm certainly not a chef yet, but it was a step forward and I owe this to those who made this possible: SCF, Cfp Nazareno and Esmovia for the organization. Thanks to Erasmus my passion has been rekindled!"





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## INTERNATIONALIZATION IS MORE THAN GOING ABROAD...



**Job Wolfslag** (Director International Affairs ROC Mondriaan, NL)

Because the possibilities of internationalization in VET education in the Netherlands have been broadened in the past years there is a need for a clear positioning. Before we will know, it will take on a life of its own. The added value of internationalization activities, as part of the preparation for the career of students, could be misinterpreted or misunderstood and this wonderful opportunity for students and staff is then at stake.

After a period of relative silence in which internationalization was not really on the agenda, it was reanimated in the last years. With support from NUFFIC, among others, work has been done to better the description of the goals involved in internationalization. Quality Agenda resources from the Ministry of Education, Culture and Science in the last five years have given a boost to the internationalization development as a part of excellency programs. At the national level, there is a norm of 6% for student mobilities for going abroad. Nuffic recently published the achieved score: 7.6%. A good result; we are proud of it! Increasing? To what limit and is this our ultimate aim?

7.6% means that 92.4% of the students in the VET did not get that experience of going abroad. (Which is not even the goal!). While in their future profession they are probably also confronted with a society in which they need to deal with

intercultural communication and will experience other standards and values. After all, we live in a world that seems to be getting smaller.

ROC Mondriaan, a VET-College in The Hague, in the western part of the Netherlands and ROC van Twente, located in the eastern part of the country, appointed a "*practor*" internationalization to involve more students in internationalization. A *practor* is an employee who researches in the field of practical applicability within VET education from a theoretical framework that fits the curricula of the courses. *Practorates* thereby provide added value to education and the goals to be achieved.

The question to the *practor* internationalization is how we can achieve a higher percentage than 7.6 in a practical sense in learning internationalization competencies. And which competencies are primarily involved.

Of course, we know the 21st-century skills, such as cooperation, self-responsibility, taking initiative and communication. You can learn all those skills in an international context if you are staying abroad for your studies. If you have your internship abroad, you learn mostly the practice of your future profession. When you are back it appears, you have learned more than to improve your practical skills alone: Independence and maturity. Learning those

non-described competencies is the added value of going abroad. Is it necessary to go abroad for learning that?

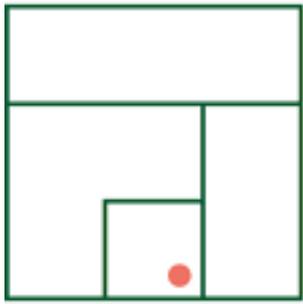
As you can imagine we can't send all 19.000 VET-students abroad to have such a foreign experience. Even with the help of the Erasmus + funds, we won't succeed in that. Are there other ways?

The *practor* examines the possibilities. We are lucky in The Hague. The Hague is the governmental city with over 200 international institutions and companies such as Europol, Peace Palace, International Court of Justice, but also embassies, many international orientated commercial institutions and NGOs. With this international allure, our city of Peace and Security makes it easier for us to give context and content to the aforementioned internationalization competencies. Without going abroad. That is precisely why we are investigating the possibilities and want to share them with others. After all, we want all students to have the opportunity to acquire competencies that will make it easier and better to maintain themselves in an increasingly international world.

First, it is investigated which competencies are important in a number of selected sectors. Then we look at with which activity that competence in addition to or supplementary a foreign experience can be obtained. Preferably in the school, in the city, region or somewhere else in the country. We call this learning activity Internationalization@Home. Students do not necessarily have to go abroad to come into possession of those internationalization competencies. The ultimate goal is to identify those competencies in the curriculum. Then they have become part of an internationally oriented context of the learning process. The *practor* has been active for a year and defined the research assignment and will start with interviews and surveys.

We will keep you informed.





# SOSU

## Østjylland

## INTERNATIONAL OBJECTIVES – LOCAL STRATEGY

Jan Sig Wolfslag (International Coordinator, SOSU Østjylland DK)

SOSU Østjylland (Eastern Jutland) is a regional Danish vocational college providing education in social and health care and childcare at EQF level 3 and 4. Furthermore, the college provides numerous short-term courses as well as upskilling courses for professionals.

SOSU Østjylland is a result of a merger in 2017 between two independent colleges in the cities Silkeborg and Aarhus in the eastern part of Jutland and now covers a large part of the central region of Denmark.

Thanks to this the college is now one of the largest health care institutions in Denmark with more than 1000 full-time students and 180 staff members.

The students range from youngsters at 16 up to adults in their late 50's and include at least 70 different nationalities.

The international activities have been included in SOSU Østjylland since the late nineties within different programs. Currently, it's involved in both KA1 and KA2 projects with partners from most European countries but also other development programs in overseas countries, e.g. Ghana, Malawi and China.

With regards to the Erasmus+ KA1 mobility projects, the college has joined two similar colleges in a regional consortium.

As a member of EfVET it has also been an active part in the integration of the international network in Denmark since 2010.

### A new strategy for internationalisation

As a consequence of the merger, a new strategy for international work has been debated and developed during 2019. The strategy presents the



© Photo SOSU Østjyllands

college vision when it comes to our involvement in international and global activities.

The Vision "SOSU Østjyllands ambition is to make students and staff smarter on life and to strengthen their intercultural competencies and global outlook through international involvement".

The Mission "Besides, it is clear from the strategy that the mission of the international efforts of the college, among other things, is to meet and achieve three out of six general objectives as they are stated in "The Law on Vocational Education and Training in Denmark":

- 3): Contributing to the development of both the interest in and the ability to actively participate in a democratic society and to contribute to the personal development of the participants.
- 4): Meeting the needs of the labour market for vocational and general qualifications assessed considering business and societal developments, including the development of business structure,

labour market conditions, workplace organization and technology as well as for an innovative and creative workforce.

This cover, among other things, that students must acquire the intercultural competencies required to join into workplaces where many cultures must work together.

5): Providing students with both knowledge of international conditions and knowledge as a basis for work and education abroad.

Additionally, the strategy states that the document must help to fulfil the Danish globalization strategy "Progress, renewal and security". This document was adopted by the Danish parliament in 2006 and among other issues, the document describes several "must" tasks which vocational education in Denmark must fulfil concerning the incrementing of internationalization and globalization of all educational programs in Denmark.

### New college strategy



The new college strategy describes clear goals for involving both students and staff in international and global work. Furthermore, it is described that the specific strategic efforts from 2019-2023 are:

1. Internationalization "at home": to make sure that all students will gain or enhance intercultural competences through:
  - a. Increased visibility both at the college and in the classroom of the concept of internationalization and globalization as well as the international activities of the college.
  - b. Project Ghana, a development project aimed at turning students/people into co-investors and owners of real business start-ups and operations in developing countries (Entrepreneurship, Innovation, etc.)
  - c. International and global education.

2. Mobility for students and staff:
  - a. Increased student involvement in partnership projects.
  - b. Student and staff mobility as an ongoing core activity.
3. Special focus areas for international project involvement and staff mobility in 2020 – 2021:
  - a. Dementia
  - b. Pedagogical methodology: Simulation.
  - c. Social innovation
4. Export of knowledge:
  - a. The school is already involved in the export of Danish know-how in health, care and pedagogy to other countries.







# INTERNATIONAL DIMENSION IN EDUCATION AND TRAINING IN PORTUGAL



## EBA International Team, Portugal



The Escola Profissional Beira Agueira (EBA) is located in Penacova, district of Coimbra. Currently, EBA is part of a team of 37 employees with about 200 students. It is intended to train professional qualification and intermediate qualifications, providing real alternatives for young people, providing a professional qualification that provides a set of answers suitable for insertion in the acting world as well as the academic qualification that allows the continuation of studies, including access to higher education. Professional courses are offered in the areas of hotel/restaurant, tourism, environment, information technology and health. Training is based on direct contact with the world of work, so certain factors are privileged, such as on-the-job training in cooperation and direct integration in companies.

Benefiting from the experience gained over many years in the implementation of projects, providing more than 300 mobilities, the School aims to give a more systematic direction to international cooperation, choosing its enlargement as one of its strategic objectives. The results obtained through international projects have proved crucial to the decision-making to reinforce European-level investment initiatives, aligned with VET policy priorities and the Europe 2020 objectives.

Through internationalization it is intended to reinforce the innovation of the Educational Project, creating a new dynamic, increasing sustainability

and positioning at the regional/national/ international level, with wide-ranging repercussions, through the dissemination of results.

The goals to be achieved with the development of the international dimension are not sealed and independent of each other, as the projects are a whole, so the objectives and activities inherent in the institution's dynamics are closely interconnected.

Projects involving international cooperation networks are increasingly decisive for the development of all the elements, organizations and sectors of activity involved, where they preside over the spirit of collaboration, discussion, integration of differences and openness, through the dissemination of results and exchange of experiences, within the scope of diverse pedagogical, professional, cultural and social realities.

Projects involving international cooperation networks are increasingly decisive for the development of all the elements, organizations and sectors of activity involved. EBA maintains consolidated relations with schools and companies from different European countries. In the short term, it intends to extend cooperation to other entities and more countries, reinforcing existing partnerships and extending initiatives to other projects, in particular with Enlargement Countries and Africa.

The focus on the international dimension is a differentiating

strategy of the Educational Project, and transnational projects are compulsorily included in the School's philosophy.

The school holds the **Mobility VET Charter** because of its vast experience in developing quality transnational projects. Erasmus + is one of the most important strategies for differentiating practices in education/training, bringing innovation and quality to initiatives and contributing to the development of all sectors of society at local, regional and (inter) national level. Since obtaining the Mobility VET Charter, progress has been achieved through participation in transnational projects.

Teachers use and share with their peers differentiated teaching approaches resulting from mobility, which is a result that contributes to the quality of training. Still in this context, unable to expose all student comments, we just present an example: "Grazie Tutti! For me, training in this hotel was a fantastic experience! I loved what I learned and the people I met!"

Future challenges are addressed in line with the innovation of initiatives towards the evolution of the internationalization strategy, expressed in goals, with an increasing spectrum, obliging to consider as necessary the influence on Education and Training policies, which must be increasingly consistent and transversal to everyone and all sectors of society in the international space.



# NAVE<sup>2</sup>: NETWORK FOR THE ADVANCEMENT OF VOCATIONAL EDUCATION AND TRAINING



**Norbert Ruedert** (ROC Midden Nederland)  
**M<sup>a</sup> Rozas Larraondo** (Ministry of Education and Culture of the Gob. Navarra)

The NAVE<sup>2</sup> project was established in 2018 by four large providers of vocational education in Europa representing over 35000 students and 5000 teachers. This network gathers the following institutions: Gobierno de Navarra (Spain), ROC Midden Nederland (Holland), Consorzio Degli Istituti Professionali (Italy) and Saimaan ammattiopisto Sampo (Finland).

Its objectives are to foster international cooperation for students and staff, to develop new forms of international cooperation and to increase the innovative capacities of the partners. The network aims to achieve these goals by promoting mobility, boosting innovative projects and developing high-quality instruments in the field of international exchange of students and staff. Due to these objectives, a KA2 project has been set up and approved, especially for the development of instruments to support interaction between partners.

The four European institutions had been working together for three years now when the idea of the project was born.

“When talking about internships and mobilities in Europe, we realised that we needed to get agreements on different aspects, such as accommodation for students, training companies, documentation or dissemination of the procedures we were going to follow,” says Jaime Valdeolmillos, one of the partners and manager of the project.

## Added value NAVE<sup>2</sup> project

The added value of this project is based on developing a mutual relationship that will offer quality guarantees when organizing training placements for students and teachers of vocational education, especially for those with difficulties, high risk of dropping out or other vulnerable

situations. This will be done by setting up procedures, protocols, developing links with companies that offer placements and in general by getting to know each other much better.

This November, the kick-off meeting of NAVE<sup>2</sup> project will take place at Pamplona (Spain). Pamplona’s initial event is the first of four meetings that will be held in the two years that the project will last. The rest of the meetings will be celebrated at the premises of the other three partners in a six-month interval.



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After the project, the partnership will have standardised international mobilities between the partners, increased the exchange of students and staff significantly and instilled a common focus on quality.

The members of this strategic alliance will work to achieve success in the international internships from the students perspective and the sending or receiving institutions. And once the project has been implemented in every participating country; the next step will be to include new institutions from other European countries into the partnership.



# RISE: PROMOTING THE SELF-EMPLOYMENT WITH STUDENTS FROM VOCATIONAL SCHOOL

Florida Grup Educatiu (Spain)

The Erasmus+ RISE project “Regional Innovation Hubs Strengthening Social Entrepreneurship through Cross-Border Community Projects” (2017-2019) started mainly motivated by the difficulties that young people have in finding work.

The youth unemployment rate is high in Spain and Slovenia, the options to start an apprenticeship or to gain work experience are difficult. In Germany the youth unemployment rate is low, but the transition from school to work needs to be improved. New learning approaches are needed, in which the students receive a tailored made entrepreneurial education in order to boost their creativity and confidence as well as raise their chances to get a job or to consider self-employment. At the same time, techniques to create fast-growing businesses are needed in such an accelerated society like ours in order to avoid failure and to succeed in a shorter period of time. RISE is an Erasmus+ project KA202 that faces all these problems and has successfully fulfilled the objective that Florida Universitaria has pursued since its inception, which is the creation of Regional Innovation Hubs as part of the schools’ structure, where the students run these themselves supported by their teachers.

The project is focused on 18 trainees (2 teachers + 4 students from each vocational school participating in the project) coursing last levels of vocational education (18-25 years old) to acquire entrepreneurial competences by solving current social problems happening in their regions. They will also act as mentors for other groups and organizations in their regions, solving social and general problems. Besides, they will be able to guide individuals or groups willing to start new startup businesses, but lack the knowledge and methodology needed.



Each partner country is represented by 1 vocational school and 1 institution from the private or public sector acting as a promotor. A total of 6 institutions from 3 European countries (Germany, Slovenia and Spain) are part of the project consortium founded by Erasmus+ Programme



of which Florida Universitaria has played a relevant role as promoter of the main activities, developing e.g. the Validation Training Manual, a guide to provide students and teachers with the necessary knowledge and tools to test and validate ideas and solutions created to help solving social problems. As Benja Monrabal states, coach from Florida Universitaria, “This project is a great opportunity for young people to learn through teams and with real case studies, to carve out a future by themselves, using innovative methodologies such as Lean Startup Feedback Loop, Business Model Canvas or testing and presentation techniques. So, we help students to consider self-employment as an option for the future”.

The RISE project has generated impact in three ways:

- CREATE: by designing products that develop students’entrepreneurial and social competences in an innovative teaching environment.
- BOOST: by establishing regional Innovation Hubs targeted with the development of innovative solutions to current social problems in other European countries and in their own regions.
- INSPIRE: by disseminating the project results and encouraging others to be social entrepreneurs and to start their own businesses as an option. Additionally, bringing Europe together by solving foreign social problems in an intercultural approach.

In this sense, Inma Mora, Head of International Relations in Florida, underlines that “We have encouraged cross-border teaching and learning activities to promote students’ and teachers’ exchange and learning, this is a very important value of the project, and also the connection developed between Universities and Vocational centres to work jointly to fight against the youth unemployment, and facilitating the transition from school to work”.



## EFVET NEW MEMBERS

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 **BBS Landstuhl**  
(Landstuhl, DE)  
[www.bbs-landstuhl.de](http://www.bbs-landstuhl.de)



## EfVET Announcements

### New EfVET Staff:

**Maria João Proença** is the new Head of Office and Programme Manager since mid-August 2019.



### EfVET Strategic Plan 2019-2022:

EfVET strategic Plan is already available online, please see [here](#).

This document will be discussed during the EfVET Annual General Assembly at the EfVET Annual Conference 2019.



### Join EfVET Thematic Teams

- Internationalisation and Learning Mobility
- Entrepreneurship
- VET 4.0
- Joint European Qualifications
- Social Inclusion
- Technology Enhanced Learning



**If you would like to join the TT, please send an email to Alicia Gaban ([ag@efvet.org](mailto:ag@efvet.org))**



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