



Co-funded by the
Erasmus+ Programme
of the European Union

TRANSNATIONAL MEETING 2

SUMMARY

Reggio Emilia, 26th June 2018



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EXECUTIVE SUMMARY

RECOMMENDATIONS FOR FUTURE ACTIVITIES

- ▶ Duration: plan three full days instead of two.
- ▶ Ensure a right balance between visits and discussion sessions:
 - Study visits: 60% visits and 40% debate.
 - Workshop: 40% visits and 60% debate.
- ▶ Foresee within the programme an activity open to interaction with a wider number of local participants (VET providers, local businesses, etc.)
- ▶ Ensure each visit or discussion session has a designated moderator that facilitates the discussion and focuses on the expected results for each session.
- ▶ Foresee extra time for unforeseen or unexpected incidents.
- ▶ Ensure the schedule and programme is respected (it is very important to start and finish on time).
- ▶ Highlight the expected outcomes for each activity and each session: this must be more detailed and clearer than it has been in previous activities.

REINFORCING VET MOBILITIES AMONG PARTNERS

- ▶ Assess the possibility of becoming part of the network <http://www.imovenetwork.org/>
- ▶ Identify sectors where mobilities can be reinforced more easily (e.g. in Austria the handicraft sector is probably the best sector to do this). This could be worked at the next transnational meeting in Lisbon.
- ▶ Contact specialised institutions and organisations in facilitating mobilities in the partners countries:
 - Germany: “[Go for Europe](#)” and [Imove](#)
 - Austria: [IFA](#)
 - Portugal: **pending**
- ▶ Propose to address this topic in the EU Alliance for Apprenticeship.
- ▶ Reinforce teachers’ mobilities with VET schools/providers of partner countries.
- ▶ Assess the possibility of creating an award for firms that host students from other countries.
- ▶ Draft convincing arguments to disseminate among businesses on the benefits and value of hosting an international student, focussing on the added value for them and for society.

PROJECT MANAGEMENT

- ▶ Check with Dual if they have received the transfer of the grant amount. All the rest of partners have received the 80% of the total amount granted, with the exception of Germany (pending the confirmation of the acceptance of the new partner).
- ▶ The Project Leader is actively liaising with the national agency with regards to the acceptance of the German partner. Should there be a problem with the acceptance, the Project Leader is committed to cover the costs foreseen in the project for this partner.
- ▶ With regards to the management costs that are currently being managed by the Project Leader, a written question will be sent to the national agency to ensure this is possible.

COMMUNICATION AND DISSEMINATION

- ▶ All partners should have a banner, section or link to the project in their website.
- ▶ When appropriate, partners should publish a press release on the activities or the project.
- ▶ When appropriate, partners should publish a post or article in newsletters.
- ▶ If appropriate, use the hashtag #iidvet on twitter to disseminate information on the projects.
- ▶ Partners should send links of all of the above to the project leader to include in the communication and dissemination report that will have to be drafted for the progress report in October.

CONTEXT AND BACKGROUND

The purpose of this meeting was to monitor the implementation of the working plan and assess the actions carried out during the project and make the necessary adjustments to implement improvements in future activities.

The meeting addressed the following issues:

- ▶ Overview and status of the project, with a feedback session on how to improve future activities (design, organisation, content and methodology).
- ▶ How to reinforce VET mobilities among the project's partners.
- ▶ Project management and communication: aspects related to administration and financial matters were clarified and actions related to communication and dissemination were agreed.

BRIEF PRESENTATION OF VET IN EMILIA ROMAGNA AND THE ROLE OF IFOA AS VET PROVIDER

Highlights on the VET model and apprenticeships in Emilia Romagna

- ▶ Socio-economic context of the region Emilia Romagna:
 - Population of 4.5 million persons with approximately 12% of the population living in Emilia Romagna are non-EU citizens.
 - 22,123 km²: 47.8% flatland, 25.2% mountains and 27.1% hills.
 - The region is a crucial crossroads in Italy.
 - Main productive sectors: agriculture, farm breeding, food transformation, mechanics and mechatronics, logistics, tourism and art, fashion, with a long tradition of cooperatives.
- ▶ About the education system, VET and apprenticeship:
 - In July 2015, the Italian Government adopted a reform of the national education and training system called [La buona scuola](#). This reform foresees changes in several aspects of education and training provision management and of the curricula. **The new law reinforces the school-work relationship and the improvement of digital skills.** [More information of this reform in the CEDEFOP website.](#)
 - In Italy, the Ministry of Education, at national level, has the exclusive competence of the education system at primary and secondary level (regions do not have competences in this field) whereas **in VET education regions have competences.**
 - In Italy, **the connection between the education system and the business sector is weak**, especially at local level (since it is a national competence). This is an important challenge as schools generally are very weakly connected with businesses, despite the fact that it is within

their mandate to promote career paths for pupils. This is particularly problematic in technical education where there is an even weaker tradition of contact and collaboration with the business sector. In the case of VET and apprenticeships, this is particularly important as they are responsible of coordinating and certifying the training within companies, of training the in-company tutors, etc. Currently, the involvement of businesses is voluntary and not based on structural cooperation mechanisms. Currently, this is an aspect that has become a priority, to ensure more sustainable and systematic cooperation strategies between schools and the business sector.

- In Italy, there is an inter-professional fund through which 0.3% of staff salaries is assigned for staff training. Companies that want to access this fund need to draft a training plan in cooperation with trade unions and a training centre (it is not a fund implemented by the Government).

Power Point available in pdf ([iidvet_TM2_socio-economic-contexto_EmiaRomagna_IFOA](#))

Highlights on IFOA as provider of VET, including apprenticeships

- ▶ About IFOA as an organisation:
 - IFOA is private not-for-profit body (special category in Italy) with a board composed mainly by chamber of commerce: local, national as well as representatives from other organisation. The majority of its assets (4-5 million Euro) belong to the local chamber of commerce (53% of funding comes from public funding – national and EU – and 47% from services and activities offered by IFOA to private companies. Its turnover is 17 million.
 - They have 14 sites across Italy (not only in Emilia Romagna) and have therefore the capacity to train a large number of apprentices.
 - IFOA is a member of foundations that deliver higher technical education (2 years), funded 70% by the region and 30% by the Ministry of Education.
- ▶ About their training programmes:
 - Public funded training programmes (e.g. young unemployed) funded by regional budget. These programmes can vary in duration (300-400-600 hours) and always include a traineeship. Some of them can lead to regional qualification.
 - 1-year long training programmes aligned with the regional strategies and priorities (IFTS: higher technical education and training) where 30-40% is an internship in a company (work-based learning). In these programmes, students acquire a diploma and must be unemployed and in most cases they are able to find a job upon completion.
 - Training courses paid by students or companies for specific job profiles (short or medium courses). IFOA provides support to students interested in these courses in the form of loans at a very good interest rates and return policies (it has agreements with certain banks).
 - Accredited VET provider with courses that lead to a regional qualification but also to vendor qualifications (cisco, Microsoft, tetrapak, etc.).
 - IFOA does not deliver initial VET. All students are 18 years old (most training is post-diploma).

- IFOA offers mobility opportunities, especially in the one-year and two-year training programmes.
- IFOA does recruit trainers as staff members, instead they hire them from the market (experts).
- ▶ Currently, IFOA is leading the project [SET APP - Supporting Enterprises Towards APPrenticeship](#), an Erasmus+ KA3 project, which is meant to develop a supportive business environment, offering practical assistance to SMEs, by encouraging cooperation between the key actors: chambers of commerce, employer organisations and trade unions, sectoral federations, VET providers and public employment services.
- ▶ Networks of interest that IFOA is part of:
 - [ULIXES](#): European Training and Research Network
 - [Sentio Global Education Network](#): an International organisation with 50 member organizations globally providing intercultural learning for 18+ participants through exchange & Global Competence Certificate
 - [EFVET](#): European Forum of Technical and Vocational Education and Training.

Power Point available in pdf ([iidvet_TM2_presentation_IFOA](#))

Check if it is possible to have information on the method for teaching infant-toddlers as this would be of interest for Castilla y León



OVERVIEW AND STATUS OF THE PROJECT: FEEDBACK FROM PARTNERS

Aspects that are highly valued by partners so far:

- ▶ The commitment and participation of all partners in the project and its activities: the diversity of the partners in the project (public and private) allows for a diverse and enriching perspective, *it's mind-opening*.
- ▶ The quality of reports, which are considered very valuable, especially how its content is linked to the presentations made by speakers.
- ▶ The networking opportunities that the different partners can bring to increase mobility of students and staff among the regions/countries involved in the project.

Knowledge acquired by partners so far and lessons learned

Country of partners	Knowledge acquired and lessons learned
Austria	<ul style="list-style-type: none"> • The importance of developing the dual approach in tertiary education and post secondary education. In Austria, this aspect is starting to be addressed through pilot projects. • The advantage of having a strong chamber of commerce that represents all companies and can play an active role in the management of the DVET system. • The important progress made in Spain in this field in a small amount of time. An interesting/inspiring practice to learn from 😊
Germany	<ul style="list-style-type: none"> • Gaining knowledge on the different DVET systems in other countries: the different points of view of the different countries and the different roles actors play. • Increased awareness of the importance of establishing mechanisms that allow for VET and DVET recognition between Member states.
Italy	<ul style="list-style-type: none"> • The importance of having “advisors” in schools to give advice to students and businesses. • The financing of the VET system, based in the case of Austria. • Improvements that need to be made to the regulatory framework based on the experiences of other countries. • The importance of organising PR activities with businesses to give visibility and reputation to VET and apprenticeships. • Promoting the involvement of big companies in apprenticeship schemes as it can increase its social reputation and contribute to a higher involvement of SMEs. • The importance of the involvement and engagement of the chambers of commerce and social actors.

Country of partners	Knowledge acquired and lessons learned
	<ul style="list-style-type: none"> Obligation vs voluntary aspect of hosting a student within a company: this is particularly interesting from the perspective of SMEs.
Portugal	<ul style="list-style-type: none"> The governance of DVET in Austria, with a department in charge of the education part but also an involvement of the economic/employment department actively involved in all aspects related to the work-based learning that cooperate actively. The importance to design strategies to adapt and better respond to business needs. The approach of having a training contract between apprentices and businesses: it can be a good way to commit companies to DVET. Implementation of dual system at university level (DE, UK). It can increase the social reputation of VET.
Spain (Castilla y León)	<ul style="list-style-type: none"> The governance of DVET in Austria, with a department in charge of the education part but also an involvement of the economic/employment department actively involved in all aspects related to the work-based learning that cooperate actively. Awareness of the challenges of compatibility/recognition of apprenticeship qualifications between countries with very different systems, which can be demotivating for students as it limits their mobility withing countries and within the EU.

Topics of interest from partners to be addressed in future activities

Country of partners	Topics of interest for future activities	Link to future activities
Austria	<ul style="list-style-type: none"> Gaining more knowledge on the different DVET systems in the partner's countries. 	All activities
	<ul style="list-style-type: none"> Reinforcing mobilities 	Transnational meetings
	<ul style="list-style-type: none"> Developing the dual approach in tertiary education and post secondary education. 	Workshop 3, Reggio Emilia – Apr 2019
	<ul style="list-style-type: none"> Attractiveness of the DVET system 	Workshop 2, Valladolid – Oct 2018
Germany	<ul style="list-style-type: none"> Mechanisms that allow for VET and DVET recognition between Member states 	Workshop 3, Reggio Emilia – Apr 2019
	<ul style="list-style-type: none"> Attractiveness of the DVET system 	Workshop 2, Valladolid – Oct 2018
Italy	<ul style="list-style-type: none"> How to encourage SMEs to participate in DVET 	Workshop 2, Valladolid – Oct 2018
	<ul style="list-style-type: none"> Attractiveness of the DVET system 	
	<ul style="list-style-type: none"> the involvement and engagement of the chambers of commerce and social actors 	Workshop 3, Reggio Emilia – April 2019

Country of partners	Topics of interest for future activities	Link to future activities
Portugal	<ul style="list-style-type: none"> Attractiveness of the DVET system 	Workshop 2, Valladolid – October 2018
	<ul style="list-style-type: none"> Developing the dual approach in tertiary education and post secondary education. 	Workshop 3, Reggio Emilia – Apr 2019
Spain (Castilla y León)	<ul style="list-style-type: none"> Compatibility/recognition of apprenticeship qualifications between countries. 	Workshop 3, Reggio Emilia – Apr 2019
	<ul style="list-style-type: none"> How to ensure the equality of opportunities for students, taking into account that companies are the ones selecting the students. 	Workshop 2, Valladolid – October 2018
	<ul style="list-style-type: none"> Visibility and attractiveness: how to convince companies to get involved and how to better explain what is an apprenticeship programme, what “dual” means. 	

Areas of improvement in the organisation of activities

- ▶ Common understanding of the objectives of each activity/meeting.
- ▶ Organising discussion sessions that are engaging and encourage knowledge and experience exchange.
- ▶ Finding a correct balance between visits and discussion sessions in the workshops and study visits.
- ▶ Improving the definition of objectives and expected results of the workshops, study visits and transnational meetings (it must be clearer).



AGREEMENTS AND RECOMMENDATIONS FOR FUTURE ACTIVITIES

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- ▶ Highlight the expected outcomes for each activity and each session: this must be more detailed and clearer than it has been in previous activities.



Training people is not like filling a base. Rather, it is like lighting a fire. Aristophanes

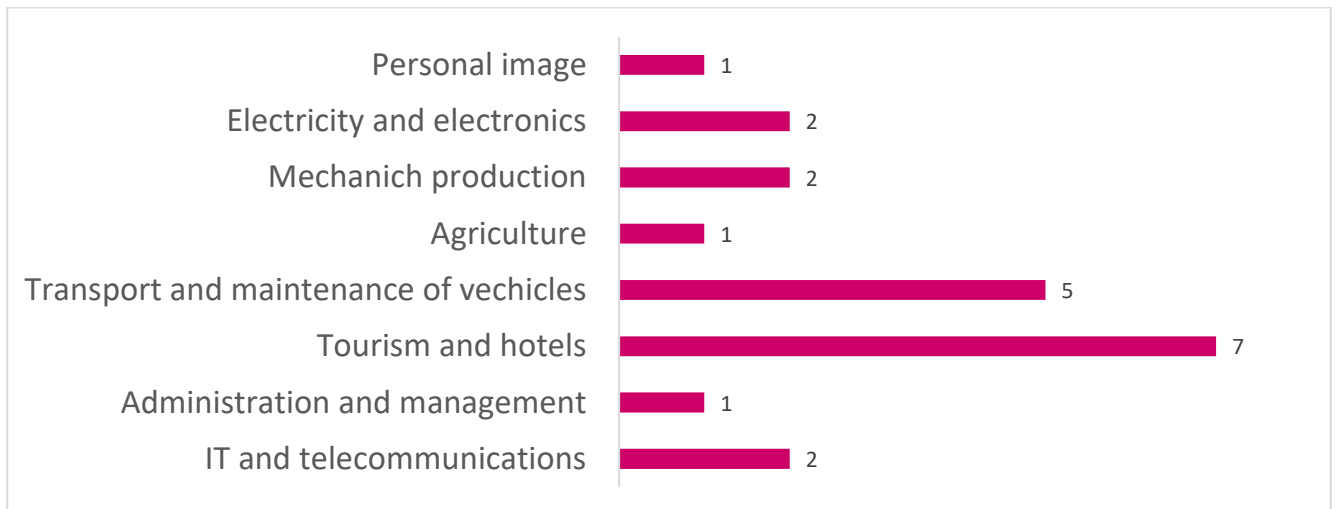


REINFORCING VET MOBILITIES AMONG THE PROJECT'S PARTNERS

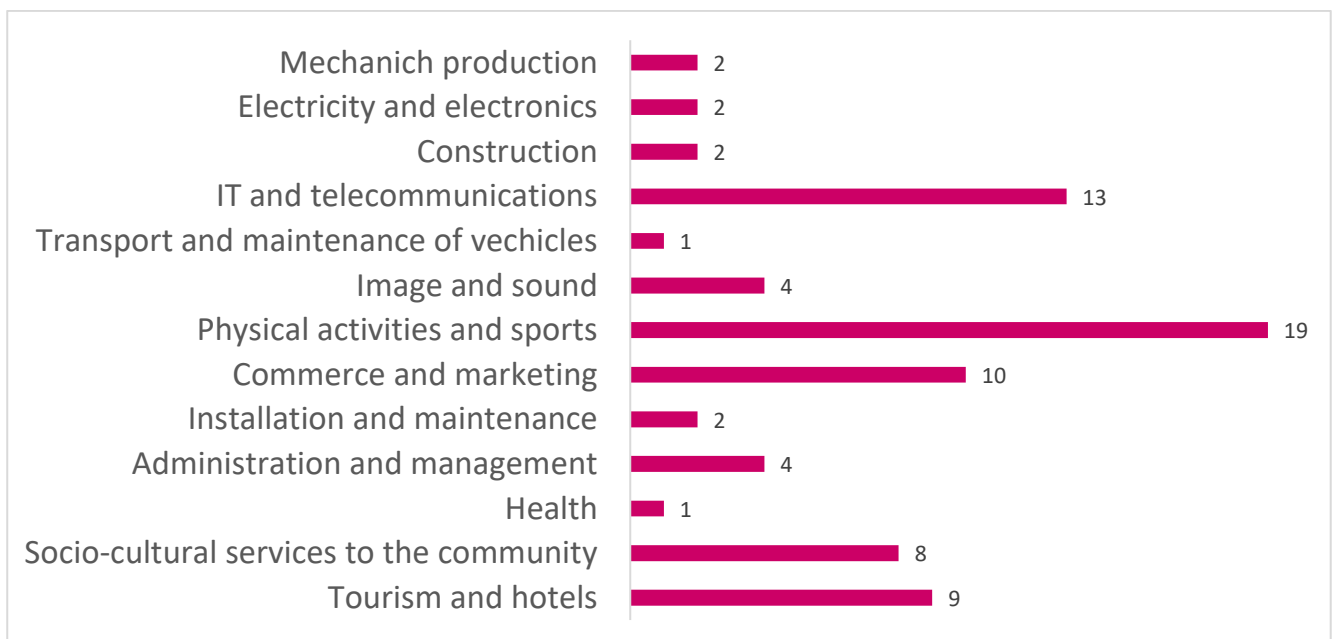
Context of VET mobilities in Castilla y León

In the year 2017-2018, the VET schools of Castilla y León have facilitated xx mobilities: xx in higher level qualifications and xx in medium level qualifications.

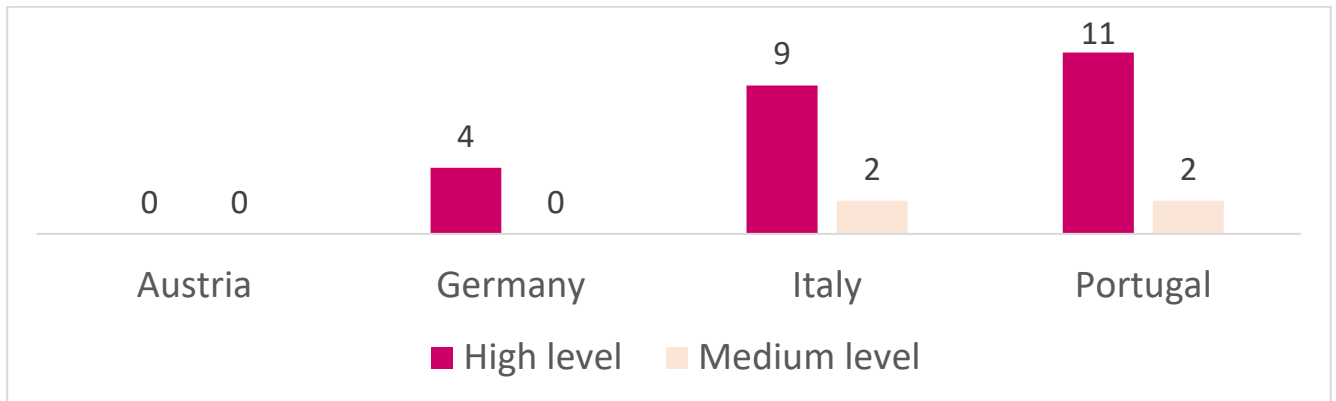
SECTOR (MEDIUM LEVEL)



SECTOR (HIGH LEVEL)



NUMBER OF MOBILITIES IN PARTNERS' COUNTRIES



Power Point available in pdf ([iidvet_TM2_mobilities_DGFPyRE-CyL](#))

[Link to catalogue of VET qualifications by level from Castilla y León in English](#)

Main barriers to VET mobilities in partner countries

Length of mobilities	Differences of VET models that are not compatible or that makes difficult recognition of skills/qualification	No financing available to cover admin costs in the host country
Bureaucratic and administration	The selection of companies is mainly based on personal contacts of school teachers in foreign countries	Language skills of students is relatively low
Inmaturity of students and overprotective families	Motivation of students (low financial support or risk of failure of exams)	Difficulties to find companies in certain sectors

Country of partners	Main barriers
Austria	<ul style="list-style-type: none"> • Young age: for students under 18 it becomes very difficult (companies are reluctant to host an under-aged student). • Length of mobilities: a duration of 4 weeks is reasonable but a longer duration it becomes difficult.
Germany	<ul style="list-style-type: none"> • Differences of VET model between Germany and other countries. • Length of mobilities: Germany only has the possibility to have a mobility of 4 weeks. This is seen as an initial contact that can lead to a future opportunity of a longer mobility as a young professional.
Italy (Emilia Romagna)	<ul style="list-style-type: none"> • Erasmus financing only covers costs from the sending organisation but does not foresee the possibility to cover for costs at the other side (host organisation or coordinating organisation) • Bureaucratic and administration is a burden for the schools (initial phase, monitoring and final phase). It is time consuming.
Portugal	<ul style="list-style-type: none"> • In the case of Dual VET, as the model is based on two days at the school and 3 days in the company, does not facilitate mobility of students. • Young age: for students under 18 it becomes very difficult (companies are reluctant to host an under-aged student). • Some schools with a weaker administrative structure do not have the capacity to manage mobilities. • Selection of companies: it is mainly based on personal contacts of school teachers in foreign countries.
Spain (Castilla y León)	<ul style="list-style-type: none"> • Selection of companies: it is mainly based on personal contacts of school teachers in foreign countries. • Administrative and bureaucratic procedures: they are generally excessive and with little additional support. • Recognition of skills and qualifications between countries. • Providing support to students in the mobility country: particularly problematic at the initial phase of the mobility. <p>Specific barriers of medium level:</p> <ul style="list-style-type: none"> • Language: students generally have a low level of English and sometimes even lower of other languages that may be required to be able to adapt to a business environment. • Inmaturity of students: they are generally younger and therefore more immature. • Overprotective families. <p>Specific barriers for high level:</p> <ul style="list-style-type: none"> • Selection and motivation of students, in particular in these mobilities that receive less financial aid (only 300€ per month). • More probability to fail exams in the mobility country. • Difficulties to find companies in certain sectors or specialized companies (e.g. transport of vehicles)

Inspiring ideas to reinforce VET mobilities between partner countries

Country of partners	Inspiring experiences
Austria	<ol style="list-style-type: none"> 1. Collaboration programme with France to reinforce mobilities in the cooking sector. The programme organised 4-week mobilities where one week was dedicated to learning the language and three weeks to work-based learning. The experience was positive although it took many years to organise it. Twelve apprentices took part in the project. 2. Specialised agency to promote the mobility of skilled workers, founded in 1995, called IFA. This agency opens mobility opportunities twice a year (autumn and spring). 3. Network of schools in the province of Styria to improve the management of mobilities.
Germany	<ol style="list-style-type: none"> 4. The project "Go for Europe" provides a number of work placements in Baden-Württemberg for a period of two to four weeks. 5. A local mentor is always assigned to each student to ensure the success of the mobility. This mentor is not from the company hosting the students. Previous experience showed that putting in contact students directly with the company was not being effective. 6. Imove: iMOVE is an initiative of the German Federal Ministry of Education and Research (BMBF) and is part of the international division at the Federal Institute for Vocational Education and Training (BIBB) in the Federal City of Bonn. Their objective is to promote international collaboration and the initiation of cooperation and business relationships in vocational training and continuing education.
Italy (Emilia Romagna)	<ol style="list-style-type: none"> 7. The region has developed a strategy to support mobilities by giving assistance to schools and VET providers on finding companies. It also encouraged to host students from abroad. 8. Emilia Romagna was a promoting partner of the experimental project http://www.imovenetwork.org/, a platform of chambers of commerce, VET schools, university, regional administration that aims to reinforce long-term collaboration to foster mobilities among its members (e.g. IFOA is a member). The project is based on reciprocity of mobilities among partners (if an organisation receives two students, it can send two students in return). This network is open to register new members. When you become a member you have to agree to share your database of contacts with its members. The project is also connected with the EURES system. <p>Strengths of this Platform:</p> <ul style="list-style-type: none"> ▶ It encourages collaboration between VET provider's/schools who serve as contact point for students. Each school has a contact point for mobilities that support students at the initial phase of the mobility. ▶ It facilitates contacts with companies through the contacts of the VET provider/school. ▶ As it is based on reciprocity, costs not covered by Erasmus financing are compensated.

Country of partners	Inspiring experiences
	<ul style="list-style-type: none"> ▶ It also reinforces commercial relations (industrial policies) with the countries that are involved in this network.
Portugal	9. There are several intermediary agencies that assist in the process of hosting students with their mobility. Can we have the names/contacts of some of these agencies?
Spain (Castilla y León)	<p>10. The region has promoted the creation of a consortium of schools to manage VET mobilities. Under this consortium there is one person designated to deal with the bureaucratic/admin part.</p> <p>11. Schools foster teacher mobilities in the regions where there is more interest to send students. During these mobilities, teachers are encouraged to make contacts with local companies.</p>



- ▶ Assess the possibility of becoming part of the network <http://www.imovenetwork.org/>
- ▶ Identify sectors where mobilities can be reinforced more easily (e.g. in Austria the handicraft sector is probably the best sector to do this). This could be worked at the next transnational meeting in Lisbon.
- ▶ Contact specialised institutions and organisations in facilitating mobilities in the partners countries:
 - Germany: “[Go for Europe](#)” and [Imove](#)
 - Austria: [IFA](#)
 - Portugal: **pending**
- ▶ Propose to address this topic in the EU Alliance for Apprenticeship.
- ▶ Reinforce teachers’ mobilities with VET schools/providers of partner countries.
- ▶ Assess the possibility of creating an award for firms that host students from other countries.
- ▶ Draft convincing arguments to disseminate among businesses on the benefits and value of hosting an international student, focussing on the added value for them and for society.



GUIDANCE FOR PROJECT MANAGEMENT

Each partner has been assigned a budget with two type of costs (see page 133 of the Erasmus + manual for more detailed information):

- **Management (staff costs):** this is a lump sum of 250€ per month (24 months in total) that each partner receives to cover for staff costs. This amount is received by the consortium member irrespectively of the real costs it may have. It is a lump sum (fix amount); therefore it does not require to be justified although the project leader will have to demonstrate that the activities have taken place and that the partners have participated in the project accordingly.
- **Travel costs to transnational meetings:** this is also a fixed amount per participant per meeting, according to distance. This budget is assigned to each partner to cover all travel costs to the different meetings/study visits foreseen in the project. This amount is received by the consortium member irrespectively of the real costs it may have had and therefore does not require to be justified although the project leader will have to demonstrate that the participant has participated in the activity.

Partner	Management	Transnational meetings	Learning activities	Total
Dirección General de Formación Profesional y Régimen Especial de la Junta de Castilla y León	12.000 €	2.300 €	9.745 €	24.045 €
Consejo de cámaras de comercio de Castilla y León	6.000 €	1.150 €	7.000 €	14.150 €
Instituto do Emprego e Formação Profissional	6.000 €	1.725 €	7.510 €	15.235 €
Câmara de Comércio e Indústria Luso-Alema	6.000 €	1.725 €	7.510 €	15.235 €
Wirtschaftskammer Österreich	6.000 €* [*]			6.000 €
Regione Emilia Romagna (Direzione Generale Economia della conoscenza, del lavoro e dell'impresa)	6.000 €* [*]			6.000 €
Istituto Formazione Operatori Aziendali (IFOA)	6.000 €	1.725 €	6.470 €	14.195 €
Camera di Commercio Italo-Germanica (Dual Concept - Società di formazione)	6.000 €	1.725 €	7.510 €	15.235 €
Bildungswerk del Baden-Württembergischen Wirtschaft	6.000 €	2.300 €	6.640 €	14.940 €
Total	60.000 €	12.650 €	51.345 €	123.995 €

* Amount managed by the Dirección General de Formación Profesional y Régimen Especial de la Junta de Castilla y León

Despite the fact that the budget is calculated on the basis of lump sum, the Project Leader could be required to provide further evidence if the project is audited by the Spanish or EU authorities. Therefore, we recommend that partners keep a record of the following documents **for each activity** and send a digital copy to the project coordinator.

<p>Proof of attendance to the meeting for travel taking place between the sending organisation and the receiving organisation:</p> <p>Declaration signed by the receiving organisation specifying the name of the participant, the purpose of the activity, as well as its starting and end date. <input type="checkbox"/></p> <p><i>Please note that in case of travel from a place different than that where the sending organisation is located and/or travel to a place different than that where the receiving organisation is located which leads to a change of distance band, the actual travel itinerary shall be supported with travel tickets or other invoices specifying the place of departure and the place of arrival.</i></p>
<p>Participants list signed by the participants and the receiving organisation</p> <p>This list should specify the name, date and place of the transnational project meeting, and for each participant: name, e-mail address and signature of the person, name and address of the sending organisation of the person. <input type="checkbox"/></p>
<p>Detailed agenda and any documents used or distributed at the project meeting. <input type="checkbox"/></p>
<p>Invoice of travel costs <input type="checkbox"/></p>
<p>Invoice of subsistence costs (hotel, meals, etc.) <input type="checkbox"/></p>
<p>Boarding passes (inbound and return) or train tickets <input type="checkbox"/></p>

In pink: mandatory for the project's final report / **in yellow:** documents in case of audit by EU authorities.

Please note that partners should be able to demonstrate a formal link with the persons participating in the project's meetings, whether they are involved in the Project as staff (whether on a professional or voluntary basis) or as learners of the beneficiary organisations.



NEXT STEPS AND AGREEMENTS

- ▶ Check with Dual if they have received the transfer of the grant amount. All the rest of partners have received the 80% of the total amount granted, with the exception of Germany (pending the confirmation of the acceptance of the new partner).
- ▶ The Project Leader is actively liaising with the national agency with regards to the acceptance of the German partner. Should there be a problem with the acceptance, the Project Leader is committed to cover the costs foreseen in the project for this partner.
- ▶ With regards to the management costs that are currently being managed by the Project Leader, a written question will be sent to the national agency to ensure this is possible.

GUIDANCE FOR COMMUNICATION AND DISSEMINATION

The target groups of the dissemination activities is the following:

LOCAL & REGIONAL LEVEL	NATIONAL LEVEL	EUROPEAN LEVEL
<ul style="list-style-type: none"> • VET providers • Members of chambers of commerce, especially those that target SMEs • Trade unions from the regions/countries involved in the project. 	<ul style="list-style-type: none"> • Department responsible for VET policies of national governments from the countries involved in the project. • Departments responsible for VET policies from other regions from the countries involved in the project. • Chambers of commerce that operate at national level. 	<ul style="list-style-type: none"> • CEDEFOP • Members of the ET 2020 Working Group on Vocational Education and Training • Departments responsible for VET policies from regions or countries that are not part of the project. • Eurochambers

The dissemination plan foreseen in the project is based on:

1. Invitation of other key stakeholders to the joint training actions:

In addition to staff from consortium and associated partners, it is foreseen to invite between ten and fifteen people preferably from the country where the joint training action is taking place. These participants will be selected from the audience described above. By involving them in these actions, we encourage them to be interested in the project and therefore contribute to the dissemination of the results among their contacts.

2. Regional dissemination events:

The project plans to promote the organisation of a series of regional dissemination events after each transnational peer learning workshop takes place and once the guidance and recommendations document is available on a professional lay out. These will be events organised by the partners at regional/local level with the aim of disseminating the learning and exchange from the transnational peer learning workshops. Although these events will start during the implementation of the project, they will mostly be organised once the project is finalised. It is worth highlighting that depending on the topic, the profile of participants to these events and its scope and format will be different. In fact, in some cases partners may decide not to organise an event *ad hoc* but instead present the results at regular meetings or other events organised by them, so as to optimise current resources. These events will be planned during the project thus being an agenda item in the transnational coordination meetings.

3. Digital communication

Currently there is website on the project that can be visited through this link: <http://www.educa.jcyl.es/fp/es/fct-erasmus/iidvet-erasmus> with information on the project and the final versions of the activity's summaries. It was also foreseen to create a hashtag to communicate about the project: #iiDVET.

All partners will be encouraged to upload the same information in their websites. Partners will use their existing communication channels to disseminate the results, that is, websites, newsletters, social media, etc.

Communication and dissemination initiatives and opportunities will be included as an agenda item in the transnational coordination meetings to keep track of the impact of dissemination.

At the end of the project, the Project Leader will organise an *ad hoc* event to present the final results coinciding with the final transnational meeting so that all partners can take part in the event. This event will target key stakeholders from Castilla y León and Spain and will be open for actors from other EU countries that might be interested in the results of the project.



NEXT STEPS AND AGREEMENTS

- ▶ All partners should have a banner, section or link to the project in their website.
- ▶ When appropriate, partners should publish a press release on the activities or the project.
- ▶ When appropriate, partners should publish a post or article in newsletters.
- ▶ If appropriate, use the hashtag #iidvet on twitter to disseminate information on the projects.
- ▶ Partners should send links of all of the above to the project leader to include in the communication and dissemination report that will have to be drafted for the progress report in October.

GUIDANCE FOR MONITORING AND EVALUATION

The project established the following monitoring and evaluation methods:

1. Regular reports on the progress of the working plan (every 6 months): based on the working plan approved by all partners, a report will be prepared for each transnational meeting with two type of information: 1) progress on process, that is, what activities were organised, number of participants and their profile, documents drafted, etc.; 2) progress on quality of the activities and results, that is, evaluation of the joint training actions, improvement actions carried out by the partners based on the joint training actions, etc.
 - The progress on process will be prepared and drafted by the Project Leader and will be discussed at each transnational meeting.
 - The progress on quality of the activities and results will be prepared by the Project Leader jointly with the partners.

Both aspects will be discussed at each transnational meeting.

2. Regular contact and communication with partners: every month, the Project Leader will send an e-mail to all partners with up-to-date information on the project.

The project's success will be measured according to the following assessment criteria:

- **Level of implementation of actions and activities according to the working plan** approved by all partners. The project will be considered as being a success if all actions are implemented according to plan, if the project was able to adapt to unexpected needs and if there were no major or unjustified delays in the working plan.
- **Positive assessment of learning activities by participants.** An evaluation form will be distributed to participants after each joint training action to compile information on the quality of the activity. It will include among others, questions on the selection of the topics, the adequacy of participants and experiences selected, the adequacy of the discussion methodology, the applicability to daily work, adequacy of the venue, etc.
- **Assessment on the capacity to transfer knowledge and experiences.** The project will be a success if partners implement improvements in their model or implementation mechanisms inspired by the experience of other countries. This will be an agenda item at each transnational meeting so that partners can share what actions or improvements have been started based on the experience and knowledge shared during the project.

The final evaluation will examine if the expected impact was achieved:

- Improve the knowledge on how to better implement and develop DVET in practice and the available tools that can be used or adapted for this purpose.
- Improve the knowledge on DVET models and their implementation processes from other EU countries and regions, namely, Castile and León, Italy, Portugal, Austria and Germany so that good practice can be transferred.

- Improve the knowledge on how to deal with current challenges in the implementation and improvement of DVET.
- Improve the quality of processes and tools used on a daily basis to implement and monitor DVET.
- Establish networks of contacts and learning that can be made profitable in the development of future DVET mobilities among partner regions/countries.
- Improve and develop the partnership among stakeholders involved in DVET: education institutions and schools and businesses
- Improve the sustainability of DVET by testing new models of financial support.
- Increase the number of businesses that commit to participate in DVET.

The project expects to achieve the following impact:

▶ **Impact at national, regional and local level:**

- Increase the number of students that enrol in DVET studies.
- Increase the number of students that have a positive and quality experience in DVET studies.
- Increase the number of DVET students that access the labour market after completing their studies.
- Improve the connection of DVET and labour market demand.

▶ **Impact at European and international levels**

- Increase the number of mobilities of VET students among the regions/countries of the project: Castile and León, Portugal, Italy, Austria and Germany.
- Increase the number of VET students that have experiences of employment in the regions/countries of the project: Castile and León, Portugal, Italy, Austria and Germany.
- Reinforce and develop networks of contacts, partnerships and exchanges between DVET stakeholders of three regions/countries of the project.

These impacts will be measured as follows:

1. Impact on participants and partners: information collected from partners through the progress report. These questions will be included in the progress report so that partners can comment on expected impacts during the transnational meetings.
2. Impact at local, regional, national, European and international level: the final evaluation report will include a section that will assess this impact. The information will be collected through a brief on-line questionnaire that will be sent to consortium partners.

ANNEXES

Agenda

Monday, 25th June 2018

- 18:00 **Tour to the city centre**
Meeting at the Hotel Europa, Viale Olimpia 2, Reggio Emilia
- 20:00 **Social dinner with partners**
Ristorante "A Mangiare", Viale Monte Grappa 3, Reggio Emilia

Tuesday, 26th June 2018

- 9:00 **Welcome**
Welcome words and presentation of IFOA
- 9:15 **Status of the project and feedback session from partners**
This session will be divided in three blocks:
- ▶ Overview and status of the project: objectives, activities implemented, next steps with a discussion focused on the added value of this project for partners.
- Contribution by *José Miguel García, Castilla y León*
- ▶ Design and organisation of an activity: partners that have organised an activity (kick-off meeting, workshop in Oporto and study visit in Vienna) will be invited to give a brief input on their experience organising an activity within the project:
 - What are the challenges when organising an activity.
 - Tips and recommendations for the future.
- Initial contribution by (approximately 5 minutes each):
1. *Altamira Hernando, Castilla y León*
 2. *Fátima Pires and Pedro Correia, Portugal*

3. *Thomas Reichenbach, Austria*

- ▶ Content and methodology of an activity: open discussion among all partners on what has been more useful and interesting so far as well as what can be improved and address in future activities.

11:00 Coffee break

11:30 Reinforcing VET mobilities

The aim of this session will be to discuss how the project's partners can reinforce VET mobilities among them and within their organisations/institutions.

1. How can we reinforce institutional cooperation among partners to increase VET mobilities?
2. Can a new model of cooperation between institutions increase the number of mobilities?
3. What are the key stakeholders to involve in mobilities in each partner country?
4. What economic sectors are more viable? What companies are more open to mobilities?
5. Are there schools that could serve as contact point?
6. How can we address the language barrier?
7. How can we reduce bureaucracy?

Oscar Alonso, Castilla y León

13:00 Lunch

14:00 Project management and communication

The aim of this session will be to clarify aspects related to the management of the project (administration and financial matters) as well as actions related to communication and dissemination.

Management:

1. Clarification on the reporting documents to provide to the Project Leader.

Communication:

1. Invitation of key stakeholders to future activities: shall we invite additional participants from the country where the activity is taking place?

2. Dissemination events: are we talking about this project in our regular activities?
3. Digital communication: do all partners have a small section or banner on this project in their website? Is it possible to disseminate through Twitter with the hashtag #iidvet? Can we disseminate through other channels (e.g. newsletters)?







María Altamira Hernando, Castilla y León

16:00 Final comments and closing remarks

Final words, IFOA and José Miguel García

16:30 End of meeting

List of participants

Organisation		Name/Surname	Role
German-Portuguese Chamber of Commerce and Industry		Fátima Pires	Project Coordinator
IEFP - Instituto do Emprego e Formação Profissional		Pedro Correia Santos	Director of Qualification Services
General Directorate of Vocational Education and Training of the Department of Education of Castilla y León		José Miguel García	Head of VET
		María A. Hernando	Policy advisor
		Óscar Alonso	VET teacher
Regional Council of Chambers of Commerce and Industry		Víctor García	Director
		Marian Hidalgo	Communication Manager
IFOA		Luca Boetti	Head of EU and innovative projects Unit
		Lucia Marmíroli	HR Training Support
Camera di Commercio Italo-Germanica (AHK)		Katrin Helber	Director DUAL
Bildungswerk der Baden-Württembergischen Wirtschaft e.V.		Astrid Lommek	Project Leader
Austrian Federal Economic Chamber		Thomas Reichenbach	Advisor, Educational Policy Department

Context information on how to reinforce VET mobilities among the project's partners

In November 2016, the Consejería de Educación of the region of Castilla y León organised a workshop with the aim of discussing how to reach the strategic objective of increasing VET mobilities of students from Castilla y León.

36 VET schools with experience in mobility management participated in this workshop as well as other key stakeholders (e.g. chambers of commerce).

The discussion focused on three important aspects:

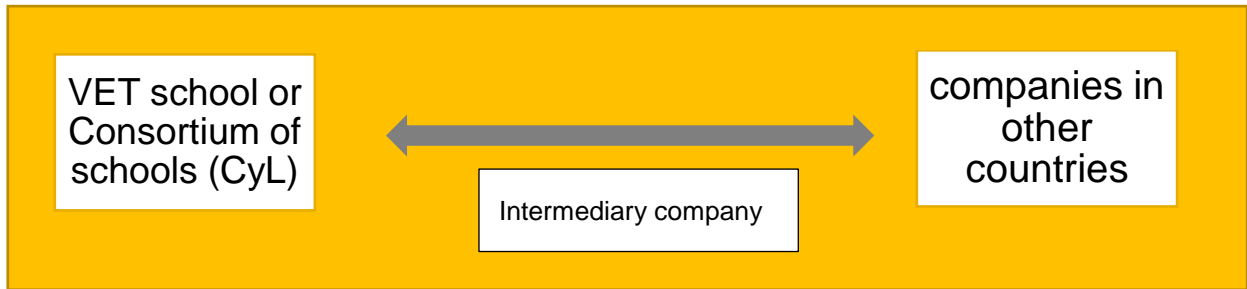
- ▶ Identifying current barriers and areas for improvement in the mobility process.
- ▶ Defining a new model that responds to current difficulties in the management of mobilities and that contributes to a qualitative and quantitative boost of internationalization.

MAIN BARRIERS

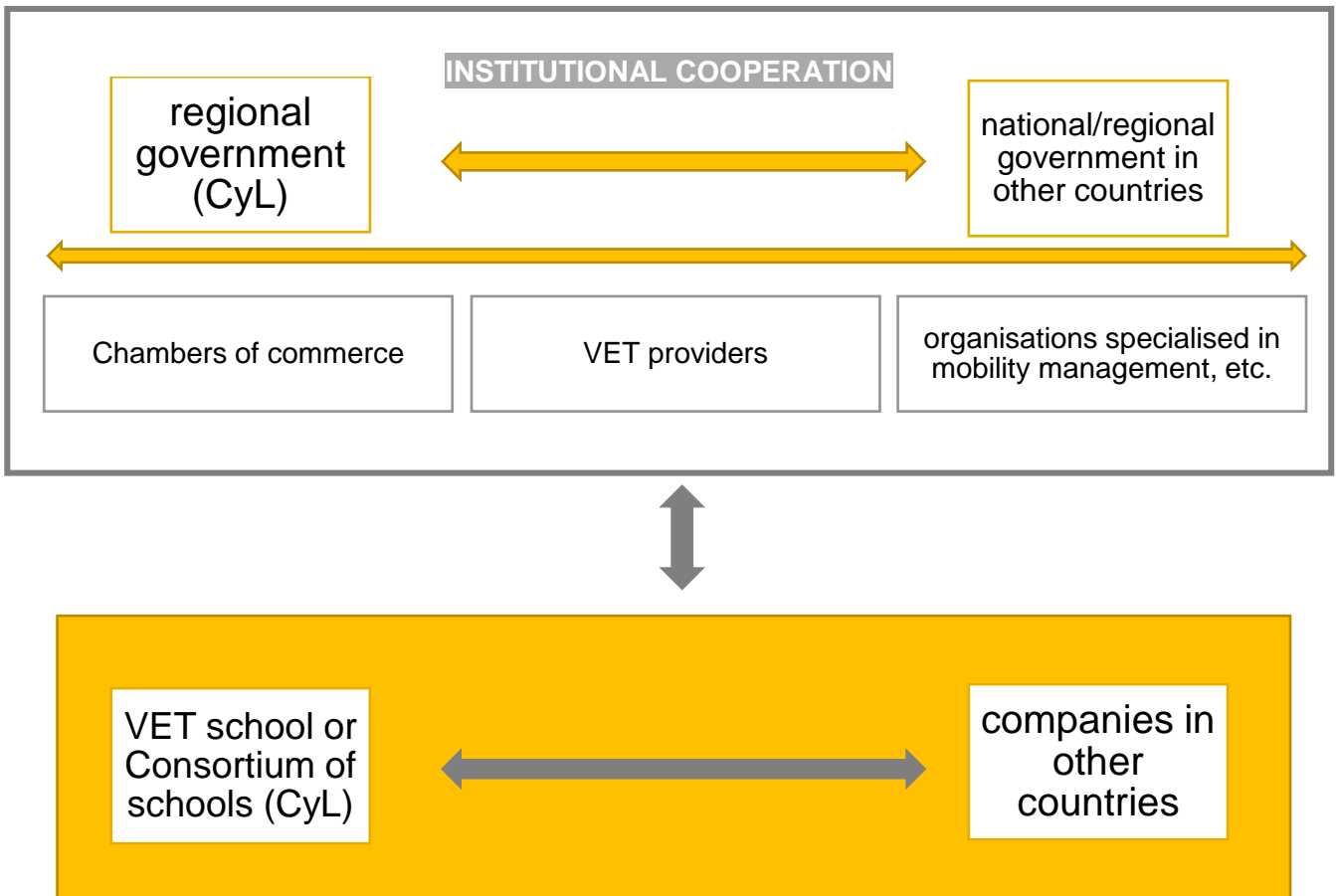
- ▶ Selection and motivation of students, in particular in the mobilities with less financial aid.
- ▶ Selection of companies: this is mainly based on personal contacts of teachers in foreign countries.
- ▶ Language: students generally have a low level of English and sometimes even lower of other languages that may be require to be able to adapt to a business environment.
- ▶ Administrative and bureaucratic procedures: they are generally excessive and with little additional support, not to mention the efforts put by schools to translate the training programmes.
- ▶ Recognition of skills and qualifications between countries.
- ▶ Providing support to students in the mobility country: this aspect is particularly problematic at the initial phase of the mobility, especially as there is generally a lack of a stable contact person in the mobility country.

In order to address this barriers, participants made a series of proposals that the Consejería de Educación is currently working on. Among them, the Department of VET agreed to work on a new model of international VET mobility based on a more comprehensive and systematic cooperation networks with key countries.

CURRENT MODEL



PROPOSED MODEL





Co-funded by the
Erasmus+ Programme
of the European Union



Sapere utile

