

Good Practice Catalogue



This catalogue contains research and analysis of successful initiatives in the Vocational Education and Training (VET) that has been carried out in the framework of INNOVET project from November 2020 till February 2023. Success cases have been selected within and beyond the partnership on the basis of a set of criteria, focusing on actual or potential high impact with regard to the dimensions of Internationalisation & learning mobility and Industry & Technology 4.0 in VET



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Basic information

Organisation and country where the good practice has been implemented: SPSCH Pardubice, Czech Republic
Main Theme/Area of intervention: Technology Enhanced Learning

Important Facts

Main objectives:

1. Our school is taking part in a couple of Erasmus+ projects (FightARs and DIOS) which are focused on discovering AR technology in VET education. The FightARs project is related to firefighters, and the DIOS project is related to chemistry. By the end of both projects we will have training materials. We also will have an online (asynchronous) course to understand how VET trainers could use AR technology (Hololens2 smart glasses), 360 degree videos, IoT (sensors), etc. Our school will become a center of excellence for the technology in VET in our region. We will invite anyone who is interested to learn about the different technologies that we implement in teaching / training. Therefore, we would like to share our good practice in understanding the potential of AR technology (smart glasses), 360 degree videos, Internet of Things (IoT; e.g. sensors) in vocational education.

2. **Target groups addressed:**
Teachers, Management.

3. **Main activities necessary for its realisation:**

- Developing Guide with review of technology and tips for trainers / teachers how to create educational content for AR glasses
- Developing an app for firefighters – FightARs
- Developing 360° degree videos for training (firefighters, chemists)
- Developing course how to use AR in VET education (educator / learner)
- Developing educational material using Microsoft Dynamics 365 – Guides (chemists) / Remote Assist, IoT
- Creating Centres of Immersive Technology in Firefighting or DIOS lab in order to share best practice during internal/external trainings or other events

4. **Results achieved:**

- We have created Guidelines about immersive technologies:
 - DIOS Didactical guidelines reviewing: VR in construction studies, 3D printing in mechanics, AR in chemistry / ICT studies, IoT using in chemistry / environmental studies
 - FightARs Pedagogical guidelines V.1 reviewing AR and 360° degree cameras in VET education: firefighters studies
- We had trainings on immersive technologies (AR, VR, 360° degree videos) for management and trainers
- We are in the process of preparing, testing and updating educational material, app, etc.
- We are in progress of setting up a Center and a Lab
- Final results will be presented by the end of the projects (FightARs 04.2023, DIOS 03.2023). Therefore, please follow the development here:
 - <http://fight-ar.com/>
 - <http://dioslab.com/>

INNOVATION

AR technology with smart glasses is very new and there is very little practical implementation in education yet. Mainly it is used in manufacturing, war industry, industrial training and medical education. Therefore, we are among the pioneers to test it in our selected vocations: fire protection and chemistry.

TRANSFERABILITY

AR technological solutions (e.g. smart glasses), 360 degree videos, IoT can be used by any organisation and these solutions can be transferred to different vocational fields.

IMPACT

Organisation, Local, Regional, National, International.



Cross-mobility as a solution to apprentices' mobility (dual training)

Claire Challande-Osuna

Basic information

Organisation and country where the good practice has been implemented: SEPR, France

Main Theme/Area of intervention: Internationalization & Learning Mobility

Important Facts

- 1. Main objectives:**

The European mobility of apprentices is a phenomenon that has been developing over the past few years. Measures allowing financial, administrative, legal and partnership support have been put in place to contribute to this. However, the proportion of apprentices benefiting from a professional experience in another European country during their training remains very limited. 3 to 4% of French apprentices carry out European mobility during their apprenticeship. 72 % of them have an international experience of less than 1 month.

The long-term objective is to mainstream long-term crossed mobilities in Europe.
 - 2. Target groups addressed:**

Students
 - 3. Main activities necessary for its realisation:**

The realisation of a cross-mobility experience implies a high level of cooperation with host companies, mutual trust between partners, and the creation of supporting tools and methodologies that did not exist until then, but have been created in the TRAPP project and can now be re-used by other VET providers.
 - 4. Results achieved:**

In 2021, SEPR carried out a cross-mobility, in the framework of the TRAPP Erasmus+ project, focusing on long-term mobility for apprentices. Niklas, a German apprentice in the automotive sector, spent 2 months in France, while Eva, a French apprentice following a similar training at SEPR, took Niklas's place in his company. This type of long-term crossed mobilities was one of TRAPP's goals, and we could successfully implement it thanks to the companies involved: Renault Trucks and Mercedes, who have agreed to participate in this project.
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INNOVATION

Our main innovation is the organization of a pilot crossed-mobility between TRAPP project's partners: a company A and a company B exchange an apprentice with the same level of competence during the same period of time. This is a perfect way for companies to maintain their level of workforce, and it makes them less reluctant to let their apprentices go for long-term mobility.

TRANSFERABILITY

This practice has been developed in the framework of an Erasmus+ project gathering 4 different EU countries. It has therefore been conceived to be replicable in other countries, in a work-based context (dual training).

IMPACT

Organisation, Local, Regional, National, International



Basic information

Organisation and country where the good practice has been implemented: Insignare in Portugal and Spain, Italy and Netherlands

Main Theme/Area of intervention: VET 4.0

Important Facts

Main objectives:

1. It develops a new qualification for the Tourism sector, focusing on Digitalisation, mixing both Tourism and IT skills, meeting the market new trends of consumer choices, mostly online and through peer reviews. It prepares youth people to work in several types of Hospitality organisations, both under traditional business models and online/cloud business models, the digital travel market, or traditional Tourism companies that already work/want to upgrade their work on the electronic sales channel, with all types of Tourism products. Learners will learn to create/develop/promote/sell online products, tangible or non-tangible, small or big, private or public; will be quite mobile, as the course was designed to be implemented in international companies, and able to express themselves in another language. It also includes long-term WBL, with a minimum of three months, allowing VET providers who will teach it to apply for Erasmus+ Pro mobilities for their students. It was designed according to EQAVET framework.

Target groups addressed:

2.
 - Main direct target group: young learners, from 15/16 to 18/19 years old, with a completed level III education or training.
 - Second direct group: VET providers all over Europe, after the national / regional authorities include it on their national available courses, with the eventually necessary adaptations. They will be the ones which will promote the course, in order to achieve the main target group.
 - Main indirect group: public and private Hospitality organisations that will hire the students after they graduate from the VET providers. They will know the course by VET providers network, as the qualification includes WBL period, no less than three months abroad, so companies around Europe will be asked to host students for their internships.

Main activities necessary for its realisation:

3. After making a Training Needs Analysis and a state of the art report concerning the partners' countries situation about Digital Tourism, a report with common findings and results was written. Then, the job profile of the Digital Tourism technician was designed. Following this document, the Digital Tourism Qualification technological curricula was created describing all the training modules the technological part of the training shall have under EQAVET framework. The course WBL procedures, like all the documentation required to select and assess the learners during their internship, was also designed. To disseminate the project, several online events were held; the project website and Facebook page were created and updated, and the Digital Tourism Forum, a Facebook group where weekly documents and discussions were uploaded and discussed, was set.

Results achieved:

4. The main results achieved were: 1. Digital Tourism organisations' needs analysis questionnaire; 2. European Digital Tourism organisations' needs analysis report; 3. Digital Tourism Technician job profile and the Activities learners will be able to perform; skills they will be required to have; kind of equipment/tools they will be able to work with; 4. Training Modules and its Learning Outcomes, which can also be used separately, like for the new Micro Credentials Initiative; 5. Work Based Learning period requirements for selecting and assessing the learners; 6. Digital Tourism Qualification Forum, a Facebook group where Tourism experts and professionals learn and discuss Tourism related topics, and 7. Tourism Talks, a series of short online events focusing on Tourism trends, where experts will present and discuss with the audience several topics.

INNOVATION

The innovate aspect of this practice is related with two aspects. On one hand the demand, at European level, of such a qualification. On the other hand, the way the training offer was developed, combining in an interdisciplinary way 3 main subjects (Tourism, Marketing and Digitalisation) that can be adapted to each country specific reality and where each module can be delivered on its own (micro-credential).

DIGITALISATION

One of the modules of the training course is linked to digitalisation applied to the tourism sector. Learners are expected to deepen their knowledge, understanding and skills related to digitalisation, as well as to understand the type of digitalisation strategies and tools that fit best to the specific business development plan of the companies. Programming and databases are part of the students' training and an overview of other technological tools (CRM, multimedia, digital marketing technique, social media, digital content management, photography, video, sound, website, web design) will be provided.

SUSTAINABILITY

Sustainability, considered as the continuation of this practice beyond the project lifetime, stems from the fact that the course will be validated in the different countries and adopted and promoted at European level. The course also addresses issues linked to inclusive tourism, sustainable tourism and aspects linked to territorial planning. The marketing component of the training can also reinforce the sustainability of local and regional products.

TRANSFERABILITY

The training course for the new occupational profile - Digital Tourism Technician - was created from scratch, based on the needs analysis report and on its profile, previously designed. The curricula and training modules are very flexible and can be adapted to different concepts. Hence, it can be offered as an entire course or adapted to existing courses at European level, by adding a new component related with digital tourism. Some of the modules of this new training offer will become a specialisation in the general Digital technician Course. The modules can also be delivered independently as there is no interdependence between them. This is particularly interesting when thinking of micro-credentials and upskilling pathways for professionals already working in the sector.



Basic information

Organisation and country where the good practice has been implemented: Ylä-Savo College in Finland
Main Theme/Area of intervention: VET 4.0 / other (Leading with knowledge - acting through processes)

Important Facts

Main objectives:

1. A holistic model which can be used to lead/manage VET college and measure the outcomes of organisation in real time. The model is utilising the best practices of quality-, process- and knowledge management. This model and tools can be used in different size and type of organisations. Edu4Pro provides the organisation tested operating and management model on a digital platform that can truly measure results and affects productivity. With the help of Edu4Pro, an organisation can be managed with the help of analysed data and take the strategy to practical level with measurable results. Edu4Pro toolkit combines four parts: 1) Edu4Move: Kick off day/s; 2) Edu4Create: Development package for a streamlined process model; 3) Edu4Manage: Knowledge management tool installations, goals and their metrics, Management Dashboard; 4) Edu4Learn: training, consulting and evaluation services for development.

Target groups addressed:

2. Managers and leaders of the VET colleges/providers.

Main activities necessary for its realisation:

3. The framework: forecasting, scenario work, strategy, decisions and implementation.

Results achieved:

4. Leading with knowledge; agile VET organisation and better results in critical business sectors.

DIGITALISATION

The whole process is digitised from forecasting to decision making.

SUSTAINABILITY

The development and implementation of the model will improve organisation's operative quality and financial results. Via more effective processes organisation can make better results with smaller costs and using less resources. In this model social sustainability is reached with managing and identifying business impacts on employees, workers in the value chain and customers.

INNOVATION

The innovation of model is to combine different approaches to one holistic framework. We have made the model how a typical VET organisation should be organised work processes in their value stream. At the same time we have combined real time indicators and meters to these processes.

TRANSFERABILITY

The model is scalable and transferable to other educational and public institutions or private companies. Model is productised and we are implementing service to our customers with our partners.



Uniser, Italy

Erasmus Learner Journey

Marta Rybka

Basic information

Organisation and country where the good practice has been implemented: So far activities are involving participants from Spain, Poland, France and Italy

Main Theme/Area of intervention: Internationalisation

Important Facts

- 1. Main objectives:**
Erasmus Learner Journey is an e-learning tool for training Erasmus participants before, during and after their mobility experience. As such, it can be used individually by the students or, as we've already done such experiences, can be used as a base for blended mobility courses with groups of students from different countries.
 - 2. Target groups addressed:**
Students involved in learning and blended mobility, as well as the students who are mobility candidates.
 - 3. Main activities necessary for its realisation:**
ELJ is an online tool and the prototype version is already available.
 - 4. Results achieved:**
We have adapted this tool to the needs of blended mobility and used it several times. For this day, over 190 students have participated in blended mobility ELJ based courses, and the results were positive: the learners found the experience fun and involving. We did not use the course for classic learning mobilities yet, but right now we are undergoing a thorough testing phase with learning mobility IT students.
-

TRANSFERABILITY

Being online ELJ can be easily adapted everywhere. Further modules can be created and adapted to the specific learning outcomes of participants in a given context or sector. ELJ contains a gamified structure and activities that can be easily transferred to new courses and act as a base for them.

SUSTAINABILITY

ELJ allows organisations to strengthen the preparation of participants, to ease the implementation of blended activities and to save paper printing being fully digital. It saves time for the organisations involved in the projects (especially in case of blended mobility and pre-departure trainings) and as a result lets them have more time to dedicate to important issues of the students and to offer them a higher quality mobility experience.

INNOVATION

Time for preparing students is never enough and it has to comply with the workload that staff can dedicate to it. ELJ provides N. hours of online training for students, with a very limited amount of time that teachers and staff have to spend for its implementation. The course structure is based on the idea of "learning by searching and doing". The learner won't find any blocks of bland information, but instead he or she will find short quizzes and puzzles, from which he/she can learn with trial and error or by doing research online. ELJ puts the learner at the center of the learning process, making him/her more eager to learn. It is similar to the informal learning of the mobility itself, it stimulates the learner with an active participation in the learning process.

DIGITALISATION

ELJ is an e-learning course and it is fully digital.



Basic information

Organisation and country where the good practice has been implemented: Heilig-Hartinstituut in Belgium and IISS Campus dei Licei "Massimiliano Ramadù", Cisterna Di Latina in Italy

Main Theme/Area of intervention: Internationalisation

Important Facts

1. Main objectives:
Improvement of communication skills in French (oral and written); Creating awareness of important themes in our society: sustainability, climate change; Stimulation of creative thinking through recycling and upcycling; Creating international awareness: collaboration with Italy; Digitalisation: learning how to create a website on the eTwinning platform.

2. Target groups addressed:
- Students of the 5th and 6th year of secondary school (between 16 and 19 years old);
- Teachers in BE and IT.

3. Main activities necessary for its realisation:
Preparation: during the French classes: file about ecology, yoga, veganism...with listening, reading, writing, conversation, debate, creative tasks; Online meetings between Belgian and Italian students to present themselves and their country + to talk about ecology; Online meetings between Belgian and Italian teachers; Upcycling project in the class (project day); Circular walk in the city of Leuven; Taking pictures, making videos and reports of the activities by the students; Dissemination of the project: Network Day for French teachers of the Flemish Department of Education + in-shop expo with the results of the upcycling project + social media of the school and EPOS Flanders; Creating a TwinSpace + development.

4. Results achieved:
Students: Awareness about important themes in society; more self-confidence; better communication skills in French; international awareness (EU citizens); creative thinking is stimulated; motivation amongst the students is higher
Teachers: More self-confidence; international collaboration; more motivation.

DIGITALISATION

eTwinning project = mainly online; International meetings in Google MEET, Zoom, Teams; Development of TwinSpace about the project.

TRANSFERABILITY

eTwinning is an online platform for EU teachers. It is possible to start projects with colleagues and students in other countries, to participate in webinars and workshops for professionalisation. All EU teachers can participate, look for an appropriate collaboration or set up their own project.

SUSTAINABILITY

As the title says, the project is ALL about sustainability. The students reflect on their own behaviour (recycling, waste of water, food, electricity...) and try to find creative solutions in order to reduce waste.

INNOVATION

The combination of an important theme in society; international awareness and collaboration; development of digital skills; development of communication skills in a foreign language is innovative.



Basic information

Organisation and country where the good practice has been implemented: TEC- Technical Education Copenhagen, Denmark

Main Theme/Area of intervention: Internationalization & Learning Mobility

Important Facts

1. Main objectives:
Cross-national exchange of students and teachers collaborating on developing interdisciplinary teaching projects within the field of technology, innovation, global citizenship and green tech.

2. Target groups addressed:
Students and teachers from the technical gymnasiums H.C. Ørsted Gymnasiet Frederiksberg (part of "TEC - Technical Education Copenhagen") in Denmark and "Jean Moulin Lycée Béziers" in France. The participating Danish students were selected from written applications to the school-administration. The participating French students were all part of a special line of study focused on technology.

3. Main activities necessary for its realisation:

- Knowledge-based project work: The students got the task to make a comparative analysis of the green transition in Denmark and France, focusing on wind energy, hydropower and ocean energy, geothermal energy and solar power. Wastemanagement in relation to utilization of fuel value was also included. It was important for both student groups to be able to describe green transition from a technological context approach, using a "best practice" approach. Power Point was chosen as presentation tool. The student groups were formed across Danish and French nationalities (2+2).
- Company visits
- Sightseeing in Beziers from a comparative historical perspective: How was transportation and logistics in "the old days", what building materials were used then and now?
- In order to learn about the school culture, the Danish group participated in Chemistry, English and Maths lessons.
- Short-term exchanges of groups of pupils were planned in Copenhagen for continued work on the findings made in Beziers. A visit to "Danish Industry" (DI) Denmark's largest employers' and business organisation, was planned to address the technological context approach to green transition. Further, involvement of the Danish thinktank Concito was planned to provide knowledge on "lobbying" in a social context. The French teacher team was to be introduced to Danish "sustainability pedagogics". These activities could not be carried out due to Covid-19 lockdown but are listed here as transferable inspiration.

4. Results achieved:
The teachings were evaluated from both a vocational and pedagogical perspective, and observations of national differences were made by the teaching staff. When the students received feedback on the content and methods chosen in their technological project work, it was obvious that the two school traditions are different. The French is more based on content evaluation and the Danish on method. This observation was discussed by the teaching staff.

INNOVATION

Working with green-tech in different geographic environments and political contexts was beneficial for our mutual learning-objectives and respective tools for improving the innovation skills of our students. The integration of local companies and universities proved beneficial both as a *visualization of cultural differences* and as a common ground for *identification of innovative approaches in clean tech / green tech problem-solving*.

TRANSFERABILITY

The exchange design and main activities can serve as inspiration for other schools specialized in specialized in technology. Many of our students have career aspirations pointing towards engineering-, IT- and/or science-studies. In foreseeing a future working in these contexts, we emphasized the importance of international collaboration and are steadily trying to prepare our pupils for a possible work-life in another EU-country.

IMPACT

The collaboration between our schools, teaching-staffs and students has evolved through the years and the benefits and focus-points of our cooperation are clear.



Heilig-Hartinstituut, Belgium

How a Successful VET KA1 Project Can Lead to a New KA2 Project Proposal

Melanie Huyghe,

Basic information

Organisation and country where the good practice has been implemented: Heilig Hartinstituut Leuven, Belgium

Main Theme/Area of intervention: Internationalization & Learning Mobility

Important Facts

- 1. Main objectives:**
Heilig Hartinstituut (Belgium) started a collaboration with Groep Landstede (The Netherlands) in 2018. After a first successful KA1-project, we collaborate now again in another KA1-project. This collaboration will be established in the future by an accreditation in the Erasmus+ program. .
 - 2. Target groups addressed:**
Teachers, coordinators internationalization
 - 3. Main activities necessary for its realisation:**
A clear vision on the future of internationalization within our organization. Making internationalization a priority.
Planning and organization by the coordinator of international projects
Collaboration between directors, international coördinators, teachers and students
Preparation of staff and VET students through workshop days, information sessions...
 - 4. Results achieved:**
Accreditation proposal for the call of October 19, 2022.
-

INNOVATION

Our school wants to make internationalization one of the 5 structural pillars of the vision of the school. This means a complete change in mindset for the institution.

TRANSFERABILITY

The good practice can be used for any type of (international) collaboration between 2 organisations based on Erasmus+ projects.

IMPACT

Organisation, International



Basic information

Organisation and country where the good practice has been implemented: Heilig- Hartinstituut in Belgium and Groep Landstede in The Netherlands

Main Theme/Area of intervention: VET 4.0

Important Facts

Main objectives:

1.

- For teachers in BE and NL: Exchange of best teaching practices; Observation of best practices and co-teaching; Analysis of what soft skills are and why they are important in a working environment; Development of evaluation grids for soft skills which can be used in an international context; Evaluation of soft skills by teachers/internship mentors; Exchange of experiences between teachers in BE and in NL; Development of digital/online skills.
- For students in BE and NL: Reflection on soft skills; Implementation of soft skills during internship in a company/beauty studio; Self-evaluation of soft skills; Exchange of experiences between students in BE and in NL; Development of digital skills.

Target groups addressed:

2.

- Teachers in technical and professional education in Belgium and in The Netherlands. Teachers who teach theoretical courses and teachers who teach practical courses;
- Internship mentors;
- Students between 16 and 18 years old in Belgium and in The Netherlands in technical and professional studies: hairdressers, aestheticians and sales persons.

Main activities necessary for its realisation:

3.

- For teachers: Work visit to school in BE and NL; Exchange of ideas and best practices; Co-teaching in practical and theoretical classes; Development of evaluation grids for soft skills which are flexible and transferable in an international context.
- For students: Preparatory activities: getting to know the culture, customs... of the other country getting to know the school system in the other country workshop days with a budget management class, cooking workshop, transportation; Internship in a company or beauty studio in The Netherlands (not implemented due to Corona); Online activities about soft skills and self-evaluation.

Results achieved:

4.

- For teachers: Development of evaluation grids for soft skills; International contacts and exchange of ideas;
- For students: Awareness of what soft skills are and how important they are; Self-evaluation of soft skills.

DIGITALISATION

Purchase of vlog camera's: students in BE and NL recorded themselves doing role plays with best practices of soft skills and bloopers; Project day on May 18th: exchange of ideas about soft skills online by students and teachers.

INNOVATION

Defining soft skills in an international context (definition); Listing soft skills; Creation of flexible and transferable grids for evaluation of soft skills (teachers); Creation of flexible and transferable grids for self-evaluation of soft skills (students).

TRANSFERABILITY

Evaluation grids can be used for other types of students/internships; as well as in an international context. They are transferable to other countries/regions.

SUSTAINABILITY

Social sustainability: Learning what soft skills are and how important they are, is a training for students for life. They will need this knowledge during their entire working career.



Incoma, Spain

Intermove for trainers

Juan Guerrero

Basic information

Organisation and country where the good practice has been implemented: Spain, Italy, France, Portugal, Ireland

Main Theme/Area of intervention: Internationalisation

Important Facts

Main objectives:

1. The project aims to further extend the inno-vative training pathway developed by the INTERMOVE model, which addresses institutions active in international mobility projects for educa-tion and training purposes in order to help them prepare customised pre-departure and upon-arrival preparation while combining two topics: intercomprehension of languages and intercultural competences. The main goal is to train facilitators and mobility providers in interculturality and intercomprehension acitivites for mobility actions for students.

2. **Target groups addressed:**
VET providers, mobility providers, educators and students.

Main activities necessary for its realisation:

3. The project produced a train the trainers course, with a collection of tools and materials to be implemented online and in face to face sessions. The project results and tools may be adapted to VET staff and students' different skills.

Results achieved:

4.
 - INTERMOVE specialised training for trainers programme, including Moodle, materials and website.
 - Multiplier events in all partner countries.
 - Trainings in all partner countries.
 - INTERMOVE Network, including the pilot testing of the specialised training of trainers programme to other key actors in these countries.

DIGITALISATION

Due to Covid-19, all partners had to adapt the project's content to the online environment. Almost, all trainings were held online. Another project version, specially devoted to digitalisation, has been submitted.

SUSTAINABILITY

Sustainability in this project is mainly related to the project topic itself. The core of the project is to help organisations to better prepare learners who are about to participate in a mobility programme, on soft skills that are of high importance: intercultural competences, tolerance, adaptability etc. Boosting cooperation among international institutions through INTERMOVE Network. Contributing to the improvement of the VET system through the empowerment of trainers' competences in intercomprehension and interculturality.

TRANSFERABILITY

This is a second part of a primary project. An INTERMOVE for trainers network has been created and it will offer INTERMOVE trainings for mobility and VET providers. The project may be implemented by any organisation active on mobility programmes.

INNOVATION

The most innovative aspect is the project itself, being adapted from a project with the same topic but specifically addressed to learners; the creation of a big network; the INTERMOVE label (a certification of quality).



Basic information

Organisation and country where the good practice has been implemented: SEPR in France

Main Theme/Area of intervention: Internationalisation

Important Facts

Main objectives:

1.

In 2019, this workshop took place in the premises of SEPR, with professional designers from Ireland, Finland, Spain (incoming teaching mobilities). This year, the workshop was 100% digital. It lasted a month, in March-April 2021. In both cases, the objectives were to gather 3 design classes that usually don't work together: digital, furniture, and jewellery design. Students worked in trinomial on a common topic, each of them bringing their vision to create a final deliverable (material or immaterial); benefit from European designers' expertise to enrich the curricula, give their vision of design, coach a workshop; acquire intercultural skills, learn to work in a multicultural environment with foreign professionals; increase students' references and general knowledge, open their minds.

2.

Target groups addressed:

- 40 students from 3 different classes: digital design, furniture design and jewellery design, EQF level 6 - Teachers teaching practical subjects, but also applied arts and philosophy.

3.

Main activities necessary for its realisation:

In order to implement this kind of activity, it is necessary to: Identify teachers who are willing to invest time to discuss with foreign designers, choose the right topics and build a pedagogical scenario; have relevant and reliable foreign partners who agree to devote time to the project.; in case of virtual workshop: have the necessary videoconference tools to implement the project (computers, good internet connection, good cameras).

4.

Results achieved:

Learners acquired: soft skills: general knowledge, problem solving, multi-professional teamwork, oral expression in a foreign language; digital skills through the use of digital tools to work together remotely; professional skills: work with other professionals from the design sector, research on a topic, convert an idea into a concrete output, realise sketches, prototypes, put together an exhibition and communicate around the project After discovering the foreign designers' world and way of working, some students did an internship abroad in their studios. Teachers from different specialties worked together. They went out of their comfort zone, opened their minds to another perspective thanks to the foreign designers' big picture.

DIGITALISATION

This year, the workshop has been fully digital due to the pandemic. Foreign professionals were working from home, and they participated through Zoom to share their vision, give their advice and evaluate the students' outputs. The French teachers had to film the whole production phase and the exhibition of the outputs, sometimes with sophisticated cameras. Therefore, they have developed new skills in this field.

SUSTAINABILITY

Institutionally: We have the full support of SEPR management board, they are convinced by the relevance of this workshop, which will happen again next year. Socially: There are no barriers at all for learners, all of them can participate since it is fully included in their curricula. Economically: Investing in computers, cameras and digital tools is less expensive than inviting foreign professionals, and today it is a must-have investment for institutions and learners. Apart from dedicated time from teachers, staff and foreign professionals, the project does not incur any cost. Environmentally: We are aware that digital tools have a carbon footprint too, but it is lower than travelling by plane for example.

INNOVATION

Unlike VET staff or teachers, it is not so common for foreign professionals to do a teaching mobility. It brought added value and additional expertise to our VET centre. It is also a way to bring together professionals from various fields, to make bridges between them. This project had been fully integrated in the students' program, it is now anchored in their curricula by supporting the learning outcomes, while using digital tools in an intercultural context. Due to the pandemic, we have also transformed something that used to be done in a physical way to a hybrid practice (with a remote international jury).

TRANSFERABILITY

This practice can very easily be transferred to another country or context, provided you have identified teachers who are willing to invest time in the project; have relevant and reliable foreign partners who agree to participate in the project; have the necessary videoconference tools to implement the project (computers, good internet connection, good cameras). One factor that could make this project more difficult is the language barrier. Our virtual workshop was held in English but, in 2019, we had hired professional interpreters to make communication easier.



Lucilla Morelli

Basic information

Organisation and country where the good practice has been implemented: Luovi Vocational College, Finland

Main Theme/Area of intervention: Internationalization & Learning Mobility

Important Facts

- 1. Main objectives:**
This good practice is aimed to provide an international learning experience to special needs students without travelling. We organise a tour of Canadian chefs from Quebec through the Canada Network which is funded by the National Agency of Education in Finland.
- 2. Target groups addressed:**
VET Schools staff and students
- 3. Main activities necessary for its realisation:**
Two chefs from a partner VET centre teach in VET colleges in Finland every year for a month. The tour takes place in different locations in Finland, 3 to 4 VET colleges take part during one month and then the following year the other 3-4 VET colleges welcome the quebecian chefs.
The duration of the workshops in one college is one week.
The preparations are made in the network of Finnish VET colleges.
The content:
 - working together with the students
 - quebecian menu, ingredients from Canada
 - visitors can come and join the lunches/dinnersDuring the tour in Finland the Canadian chefs can also meet outgoing students and staff and get to know them before the placement in Canada.
The experiences are shared in the Canada network.
The role of the special needs students in the Canada week. Impact also on the individual level.
- 4. Results achieved:**
We have arranged the cooking tours since 2015.

INNOVATION

Finnish VET colleges working together in a network promoting internationalisation at home activities. also preparing for mobility abroad.

TRANSFERABILITY

Easy to transfer in other contexts although erasmus+ proficiency needed to apply for such funds.

IMPACT

Organisation, Local, Regional, National



Internationalisation@Home: Hosting international students in the school community

Lucia Mancino

Basic information

Organisation and country where the good practice has been implemented: Uniser, Italy

Main Theme/Area of intervention: Internationalization & Learning Mobility

Important Facts

- 1. Main objectives:**
The general objective of the project is to strengthen the European dimension of VET centers nowadays strongly affected by the circumstances created by the Covid 19 pandemic by innovating their internationalisation strategies thanks to the use of digital tools and to the development of teachers' digital competences. The project foresees the development of three intellectual outputs related to the specific objectives of the project.
 - 2. Target groups addressed:**
Teachers, Management
 - 3. Main activities necessary for its realisation:**
Main activities necessary for its realisation:
The Project created some toolkits that support the design of an internationalisation@home strategy at organisational level.
 1. Mindset and strategy creation card. It is a self paced training for teachers and managers to guide them in the design of a I@H strategy and the creation of activities to be implemented in the classroom
 2. Activity warehouse that include a set of I@H that applied in different context in europe that can be transferred in other VET schools
 - 4. Results achieved:**
The project created the following tools that support schools and community to make mobility more digital and create a network of hosting families:
 1. Online Toolkit for teachers aimed to support them in organizing students' mobility with a strong digital component, by virtualizing part of the experience.
 2. E - platform for a tailor made mobility in hosting families.
 3. E-learning course for teachers on the Internationalisation at Home.
-

INNOVATION

This project will support schools to implement hosting service in families and to make the mobility more digital

TRANSFERABILITY

The tools created by the project can be used and adapted to other contexts

IMPACT

Local, Organisation, International



Basic information

Organisation and country where the good practice has been implemented: Axxell Utbildning Ab, Finland

Main Theme/Area of intervention: Internationalisation & Learning Mobility

Important Facts

Main objectives:

1. to empower students with fewer opportunities and who were at risk of failing in VET by providing them opportunities to take part in Erasmus+ mobilities. To ensure that all parties involved would get a positive feeling of mobility. Axxell decided to rewrite its strategy and include inclusion, internationalisation and equal opportunities as core values in it

2.

Target groups addressed:

Students, Teachers, Administrative Staff, Management, Employers and work mentors.

Main activities necessary for its realisation:

3.

Management support and resources to do so for the staff involved: 1 or 2 responsible persons (at Axxell we call them international contact persons) responsible for the administration of international activities and who support, guide and encourage the rest of the staff when it comes to the implementation of international mobilities. Processes and clear guidelines that clarify the roles and responsibilities of those involved in enabling students to take part in mobilities.

Results achieved:

4.

Increased internationalisation at home as more and more staff make contact with employers and other contacts connected to international mobilities. An increase of interest among teachers and supporting staff to take part in mobilities. Increased self-esteem and awareness of hidden skills among both staff and students. An increase in students applying to Axxell as they know that they will have an opportunity to take part in international mobilities if they want to. Students get a chance to drop their negative baggage and become success stories which often results in increased motivation to study and a clearer idea of what they want with life.

INNOVATION

As far as I know not many VET providers have built an inclusive system around mobilities that involves no travelling for those sending the students on mobilities. The system is also built around a supportive team which means that neither the international coordinator nor the VET teachers has sole responsibility of a mobility.

TRANSFERABILITY

This way of working is easily transferred to any VET provider but it does require management's support and many times a slight change of attitudes among the VET teachers.

IMPACT

Organisation, Local, Regional, National, International.



Enaip, Italy

MoVET - Upskilling and capacity building for internationalisation

Ilaria Perin

Basic information

Organisation and country where the good practice has been implemented: Enaip

Main Theme/Area of intervention: Internationalization & Learning Mobility

Important Facts

- 1.** **Main objectives:**
MoVET project's general objective is to contribute to the modernization of WB VET system by promoting an upskilling and capacity building process of its staff and learners, through a combination of training and mobility activities and by activating a networking system with stakeholders from the labour market such as employment agencies, enterprises, companies and other economic players at a regional, national and international level.

- 2.** **Target groups addressed:**
Teachers, Management

- 3.** **Main activities necessary for its realisation:**
Our strategic approach is a combination of online and on-site activities, with synchronous (live Webinars) and asynchronous training activities on our website/e-learning platform and mobility (JST and Design-thinking workshops) that involve WB partners at all levels, with the aim of enabling upskilling and capacity building for managers, administrators, trainers and learners.
The implementation strategy foresees the following five steps:
 - 1) in-field analysis of each WB partner;
 - 2) capacity building and upskilling dedicated to VET staff and trainers;
 - 3) training and technical assistance to staff and managers of WB countries;
 - 4) supported - but autonomous - piloting of mobility programs and activities for teachers and learners;
 - 5) training actions to foster equality and inclusion in all WB VET providers' activities, with a special focus on mobility.

- 4.** **Results achieved:**
The project is still ongoing

INNOVATION

The innovation lies in the strategic combination of methodologies, resources, and tools to enable the triggering of a process (internationalisation) by supporting the upskilling and capacity building of all levels of the organisation, co-creating each path with a human-centred approach to allow personal and collective growth.

TRANSFERABILITY

The upskilling and capacity building approach with the strategic combination of on-site and on-line activities can be transferred to other institutions and other countries, aiming at building a process towards internationalisation, involving all levels of the organisation in a shared development, based on real needs, with realistic and sustainable goals. The tools co-created to develop each step of the internationalisation plan, can be re-used and/or re-adapted by other VET organisations.

IMPACT

Organisation



Basic information

Organisation and country where the good practice has been implemented: Uniser in Italy and all countries where Uniser operates
Main Theme/Area of intervention: VET 4.0

Important Facts

Main objectives:

1. Moving Generation is a web platform for mobility projects management. It connects sending organisations, hosting partners and mobility participants, digitalising the workflow and the exchange of information between all actors involved. The main objectives are:
 - reducing the administrative burden for planning, managing and storing information related to mobility projects;
 - giving the possibility to implement Erasmus without papers;
 - provide mobility participants with an online access to all information about their experience - make sure that all projects are GDPR compliant.

2.

Target groups addressed:

Organisations involved in mobility activities, both sending and hosting, and their participants to mobility, staff and students.

3.

Main activities necessary for its realisation:

The platform is under development and it is involving organisations in testing and providing feedback. A wider betatesting phase on the final prototype will be opened from September 2021.

4.

Results achieved:

The platform is still under construction. Some of the main advantages it can offer to organisations working in mobility are: clear procedures to not miss any important information; a ticketing system to highlight participants problems during mobility and check the solutions found; a system of shared information among sending and hosting organisations; an always accessible archive that collects all the project documents; the possibility to sign documents with digital signature; flexible procedures to select participants online.

DIGITALISATION

Moving Generation is a platform to digitalise the whole process of mobility project management.

TRANSFERABILITY

Being a web platform can be accessible from anywhere and in the future it will be enriched with new features to adapt to different needs and contexts, based on the feedbacks from users and stakeholders.

SUSTAINABILITY

Organisation adopting MG to its full extent will be able to implement and Erasmus without papers.

INNOVATION

Each organisation is currently managing mobility with its own tools and procedures, most of which are very time consuming for mobility coordinators. Most of the work with partners and participants is done via email and printing of documents. Moving Generation connects all the actors involved through a fully digital process where data is safely stored and available only to those actors who shall have access to them, ensuring the compliance with the GRDR standards.

Uniser, Italy



Participatory process to design and implement new internationalisation@home strategy

Lucia Mancino

Basic information

Organisation and country where the good practice has been implemented: Uniser, Italy

Main Theme/Area of intervention: Internationalization & Learning Mobility

Important Facts

- 1.** **Main objectives:**
The KA2 Build@Home project aims to develop tools that enable teachers and students to create, implement and participate in internationalisation@home activities in line with the current training needs set by the 2030 Agenda and to put them permanently into the curricula of tomorrow's workers.

 - 2.** **Target groups addressed:**
Teachers, Management

 - 3.** **Main activities necessary for its realisation:**
Main activities necessary for its realisation:
The Project created some toolkits that support the design of an internationalisation@home strategy at organisational level.
 1. Mindset and strategy creation card. It is a self paced training for teachers and managers to guide them in the design of a I@H strategy and the creation of activities to be implemented in the classroom
 2. Activity warehouse that include a set of I@H that applied in different context in europe that can be transferred in other VET schools

 - 4.** **Results achieved:**
The project created the process for designing and implementing a I@H strategy and developed new activities ready to be implemented.
-

INNOVATION

Several schools already applied I@H in the classrooms but thanks to the results achieved by the project supports schools to fully integrate it in their educational offer;

TRANSFERABILITY

Mindset cards and the activity warehouse can be implemented in any VET educational context.

IMPACT

Organisation

Uniser, Italy



Pilot scheme for internationalisation of VET systems in the Western Balkans

Lucilla Morelli

Basic information

Organisation and country where the good practice has been implemented: Uniser, Italy

Main Theme/Area of intervention: Internationalization & Learning Mobility

Important Facts

1. **Main objectives:**
This best practices is about the first pilot scheme project for the internationalisation of the VET systems in Western Balkans that was funded in the European Union. The project INTERVET Western Balkans aims at generating opportunities for learning mobility in the training centres of Western Balkans and improving the culture of learning mobility in the field of VET. It also aims to increase the competence and awareness on how to access resources related to international training mobility and to learn more about already existing opportunities.

2. **Target groups addressed:**
VET Schools staff and students

3. **Main activities necessary for its realisation:**
The project foresees activities at two levels: on the one hand, the mobility of VET learners and on the other, the competence building of VET staff.

4. **Results achieved:**

- 56 PRO-type mobilities of 3 months (for recent graduates and apprentices);
- 360 mobilities of one month (for high school VET students);
- 54 job shadowing experiences for VET teachers and managers at European colleges of excellence (SEPR, France; ROC Da Vinci College, The Netherlands; MCAST, Malta) dedicated to discovering new didactics methodologies in VET;
- participation of 36 VET teachers in summer schools dedicated to capacity building on the planning, management and reporting of Students Mobility;
- Participation of 72 VET teachers and managers in the Thematic Themes organised by EFVET

Noteworthy is the fact that results went beyond the expected results foreseen in the application. Actually, partners from two Western Balkan countries, after gaining experience in sending students abroad, joined the Joint Hosting programme and since 2021 they started hosting European students in their community.

INNOVATION

Learning Mobility was introduced in Western Balkans out of nothing thanks to this pilot project and shows how in a few year period it is possible to set up.

TRANSFERABILITY

The methodology applied can be used by every organisation that would like start implementing learning mobility

IMPACT

Organisation, Local, Regional, National, International



Basic information

Organisation and country where the good practice has been implemented: INCOMA, Spain
Main Theme/Area of intervention: Internationalisation & Learning Mobility

Important Facts

1. Main objectives:
PR.E.S.T.O. project aims to promote mobility actions among learners with mild intellectual disability. We would like to present the PR.E.S.T.O. project and some of the results developed so far so people managing and organising mobility actions could improve their skills about how to develop this kind of mobility.

2. Target groups addressed:
Teachers, Administrative Staff, Management

3. Main activities necessary for its realisation:
Promotion of the project to VET managers, operators, NGOs

- Design and develop a training course for VET operators and an awareness raising campaign to promote the use of transnational work experiences as a key tool to foster the entrance in the labour market.
- Detailed and close planification with the partners and especially with the hosting companies to clarify the special needs of the participants
- Preparation of the mobility with the accompanying teachers and the students: information about the tasks the students will do with the company, travel information, cultural and language preparations, motivation, reflect difficult situation etc.
- Organisation of the flights, accommodation, insurance and internship placements,
- Tutoring during the mobility: The accompanying persons will act as mediators with the company's staff, establishing, together with the trainees and the SME, the tasks to be assigned, the working hours and all logistic details. They will follow trainees full time the first week, every other day the second week and only on demand the third week.

4. Results achieved:
Raising awareness among VET managers, operators, NGOs and families, defining a set of standards and tools and updating the skills of the staff of VET providers.

- To raise the number and the quality of the opportunities for people with intellectual disabilities to undertake international work experiences,
- overcoming VET managers' and project designers' rooted resistance and wide spreading knowledge of useful tools for the correct planning and organisation of the mobility of people with intellectual disabilities.

Innovation: After the first period of the project, we noticed that VET centers and mobility managers are very interested in learning how to organise this mobility and that there is a gap, here is the innovation of the project.

Transferability: The aim of the PR.E.S.T.O. training course is that more people could organise mobility actions for learners with ID . This training can be easily replicable to other organisations/ associations.

Website: <https://www.euprojectpresto.eu/>

INNOVATION

After the first period of the project, we noticed that VET centers and mobility managers are very interested in learning how to organise this mobility and that there is a gap, here is the innovation of the project.

TRANSFERABILITY

The aim of the PR.E.S.T.O. training course is that more people could organise mobility actions for learners with ID . This training can be easily replicable to other organisations/ associations.

IMPACT

Local, Regional, National, International



Basic information

Organisation and country where the good practice has been implemented: TEC – Technical Education Copenhagen, Denmark
Main Theme/Area of intervention: VET 4.0

Important Facts

1. Main objectives:
How KA2 project supported TEC in rethinking teaching in a digital universe with different digital education tools

2. Target groups addressed:
Technical VET-students and -teachers from the EUX-department at TEC

3. Main activities necessary for its realisation:
Three digital tools were tried out and implemented in basic subjects:

1. MapOp [mapop - læring i bevægelse](#) Teacher-tool for making interactive scavenger hunt with virtual posts through any given surroundings. Posts open on students' cell phones when they locate themselves physically at the marked spot. Assignments can be answered in writing, video, multiple choice etc.
2. Exit poll function in zoom used as a tool to revise key points from previous lessons through multiple choice questions, ensuring a safe space for students who give incorrect answers
3. Audacity - free programme used by teacher to create a podcast out of students' short audio assignments, as an alternative to written assignments and classroom presentations

4. Results achieved:

1. Best outcome of MapOp is when there is a connection between the questions and the physical location that the students/learners walk through (like in VR)
2. The use of zoom exit poll encourages all students to reflect upon and join in a common discussion without losing credibility in class from giving wrong answers. This is achieved by making the students replies anonymous to classmates. The score of correct and incorrect answers is instead presented to the class in percentage rates.
3. Working with audio assignments allowed the students to walk around the neighborhood. Breaking up long days of indoor lessons creates happier and better students. Listening to presentations as a podcast either during school time or as homework flips the classroom.

INNOVATION

1. Mapop flips the classroom and allows for outdoors physical activity while learning.
2. Exit poll function in zoom enhances a safe and inclusive learning environment
3. Making audio assignments gets students away from writing on the computer. Instead of individual or small group presentations the students work collectively with the content for the class podcast. Once edited into a podcast by Audacity the classroom is flipped and the presentations are available on demand

TRANSFERABILITY

Many students are demotivated by frequent use of written assignments; long days spent indoors and presentations in front of classmates. These kinds of technologies are available to teachers internationally for alternative ways of enhancing student motivation and engagement.

IMPACT

he three best practices have proven themselves not only to work as a second-best solution to 'real teaching' (as was necessary during Covid-19) but to be great tools that give a broader diversity in ways of teaching and learning.



Basic information

Organisation and country where the good practice has been implemented: Da Vinci College, Netherlands

Main Theme/Area of intervention: VET 4.0

Important Facts

- 1. Main objectives:**
Increase the regional innovative strengths by linking innovation to life long learning in a structural triple helix collaboration.
- 2. Target groups addressed:**
Education, Knowledge institutes,, SME's, Corporates and (inter)national, regional innovation structures and skills.
- 3. Main activities necessary for its realisation:**
Business Development, networking, funding, project initiation and management, marketing, knowledge sharing (dissemination), valorisation (projects).
- 4. Results achieved:**
Different Public Private Partnerships on Smart Industry themes (privately en publicly funded), Centre of Vocational Excellence pilot, Energy Transition and Smart City. Central point in regional innovation ecosystem (hub).

DIGITALISATION

Focus areas of the Duurzaamheidsfabriek are: Smart Industry, Robotisation, Digitalisation and Energy Transition. Assets include welding robots, cobots, 3D printing, sensor technology devices and drones.

SUSTAINABILITY

Practically all the projects in the factory are aimed towards sustainable solutions (smart maintenance, assets as service, propulsion, energy transition, electric boating, etc.). Sustainability in our view is not only technical but the adaptiveness of people in a changing society.

INNOVATION

The connection between innovation, skills and valorisation.

TRANSFERABILITY

It is utterly transferable. It's not about the factory itself (physical location), but developing the network and building the collaboration mechanism based on mutual interests on long term relationships and investments. The link between innovation and human capital is crucial.



SEPR, France

Virtual collaboration for Fashion skills

Claire Challande

Basic information

Organisation and country where the good practice has been implemented: SEPR in France and a Canadian VET centre in Quebec
Main Theme/Area of intervention: Internationalisation

Important Facts

Main objectives:

1. This workshop takes place every year between SEPR (France) and CNDF (Canada) since 2017. Before the pandemic, it used to take place in hybrid mode (virtual work and preparation + short physical mobility); this year, it was 100% digital starting in October 2020 and ending in April 2021. The objectives were to: reproduce a professional situation at school: with fashion designers sending their sketches to other fashion professionals, who turn them into patterns and then actually make them; acquire soft skills, intercultural skills and learn to work in a multicultural environment; with student fashion designers from Canada and student pattern makers and tailors from France; developing digital skills and digital team work, for students, teachers and administrative staff.

Target groups addressed:

2. Fashion design learners from different courses/levels: in France: 'Fashion design' course, EQF 4 (secondary VET), 'Fashion design' course, EQF 5 (dual higher VET); in Canada: 'Fashion design' course, equivalent to EQF 6; Teachers in France and Canada who teach the above-mentioned courses; Administrative staff in France and Canada, mainly from international offices; Management level in France and Canada; indirectly: the companies which provide traineeships to our learners in both countries.

Main activities necessary for its realisation:

3. In order to implement this kind of activity, it is necessary to: have an international partner identified as complementary to your institution. In our case, the complementarity was both in terms of diploma levels and professional activities; build a coherent pedagogical scenario, which fully includes the project in the curriculum. Teachers and staff from France and Canada had to meet online several times to agree with the activity's calendar, learning outcomes, etc.; have the necessary digital tools to implement the project: computers for each learner, good internet connection, videoconference tools.

Results achieved:

4. Learners acquired: soft skills: oral communication, problem solving; digital skills through the use of digital tools; professional skills: working with other professionals from the fashion sector, designing, prototyping and making a dress. Teachers acquired professional skills: working with other teachers from the fashion and design sector (active in VET and higher education), challenging themselves through comparison of practices and making bridges between different courses and countries Staff and management acquired professional skills: working with foreign staff to make this workshop possible (logistics, administration, etc.) All stakeholders acquired intercultural and digital skills, and could exchange with peers from another country, leading to personal enrichment.

DIGITALISATION

This project enabled both learners, teachers and staff to acquire very practical digital skills mainly through a 'learning by doing' method. But it also went further, by teaching learners to have a responsible behaviour online (for example be respectful, have a suitable attitude when in a videoconference, etc.), the learners learnt to communicate online and be able to use technologies in a more confident, creative and critical way. Digital tools were also a way to acquire soft skills such as teamwork, public speaking, interculturality, problem solving, etc.

TRANSFERABILITY

This practice can very easily be transferred to another country or context. At SEPR, we plan to extend this project to Armenia and maybe to Africa, with schools promoting the use of French language. Since the prerequisites are quite basic, it is a good way to include countries that are not used to this kind of projects yet. The fact that the partner institutions identified in all these countries speak French is undeniably facilitating the project implementation.

INNOVATION

We have transformed this practice from a hybrid way to a fully digital one. At the same time, we managed to use digital learning to acquire professional competences, and not only transversal or intercultural skills as it is often the case. This project can almost be considered as virtual learning mobilities, since it supports the curricula in both countries and the achievement of core professional competences. It is anchored in curricula by supporting the learning outcomes, while using digital tools in an intercultural context.

SUSTAINABILITY

Institutionally: we have the full support of the VET centers management in both countries. Socially: when the project was carried out in a hybrid way, not all learners could go abroad during the final phase, because of financial or social issues. It created a true gap within the classroom, which did not happen this year with the fully virtual version. Economically: Investing in a computer and digital tools is less expensive than going abroad, and today it is a must-have investment for institutions and learners. Environmentally: We are aware that digital tools have a carbon footprint too, but it is lower than travelling by plane.



Basic information

Organisation and country where the good practice has been implemented: Scuola Centrale Formazione in Italy

Main Theme/Area of intervention: Internationalisation

Important Facts

Main objectives:

The Virtual Exchange model adapted by SCF is a learning experience among peers from different cultural contexts. Learners meet virtually and exchange in a foreign vehicular language, intercepting the professional sphere and technical contents linked to the work context.

The model designed for VET is inspired on Virtual Exchange of Erasmus+, but in its adaptation it has found 2 possible ways:

- The model of "intercultural" nature based on the comparison of the cultural backgrounds (history, tradition, food, etc...)
- The "professional" is focused on technical contents. So far it has been applied to kitchen, bar, electricity, automotive.

1.

Over the course of the experiments, the model was adapted to:

- involve class groups, thus working with "large" groups in an inclusive approach;
- create a virtual comparison space for practicing a foreign language in a reality context by means of tasks;
- create a learning space based on learner centred approach, through small challenges and the creation of digital products;
- Intercept the professional dimension from an intercultural and confrontational angle, as it happens in geographical mobility;
- Obtain full recognition within the formal learning paths and in the Erasmus mobility projects.

2.

Target groups addressed:

VET Virtual Exchange in SCF's experience is addressed to VET Learners (EQF 3 and 4).

Main activities necessary for its realisation:

Every exchange pathway lasts from 4 to 8 weeks.

The organisational model is inspired by the Virtual Exchange model promoted by Erasmus+ and is characterised by:

3.

1. Weekly online exchange sessions with among peers from different countries on transversal and technical contents. Every online session foresees three activities: Introductory, Focus and Closure
2. Weekly assignments to complete in offline mode preparatory and/or complementary to the online exchange session;
3. Facilitators (teachers) co-design and animate the activities through specific tools and communication strategies;
4. The use of a platform for carrying out the exchange sessions, sharing of materials and the use of a mobile phone chat;
5. The use of Telegram chat of youths (IT – NL) for light conversation and exchange on technical/life/work contents.

4.

Results achieved:

From an initial analysis of the short-term impacts of these experiences, the trainers highlight significant results in terms of soft skills: foreign language, ability to collaborate, to settle differences and establish relationships of knowledge and friendship; ability to plan the time available and carry out the assigned task, increase personal autonomy.

DIGITALISATION

Digital competences and support are integral part of the model. Learners and Facilitators use digital tools, a platform for the online session, could storage tools. VE can also foresee the realisation of a digital product as "masterpiece" or proof of the exchange itself.

INNOVATION

VE is not just a preparatory model for the mobility – it is a real virtual journey of reciprocal knowledge that can touch deep and sensitive cultural topics (disruption of stereotypes). Learners experience cultural learning (comparing their thinking with learners from other countries), collaborative learning and respect of the diversity/tolerance (they might have different ideas, divergencies, but at the end they find a solution together) and build international "relationships".

SUSTAINABILITY

This model answers to EU priorities, it is inclusive (you can involve whole classes or select learners for this experience) also because supports the diversification of International activities (Virtual Exchange and Geographical Mobility).

TRANSFERABILITY

Virtual Exchange was born to contrast social tensions and promote understanding among different cultural contexts. It was adopted by the Erasmus Virtual Exchange programme 2018–2020 after "Bataclans events" to build a bridge of mutual understanding among Western and Southern Mediterranean countries.

In origin it was mostly practiced in the higher education and SCF adapted it to the VET context (first level of transferability concerns the educational context). Being a transversal methodology it can be used anywhere and it is addressed both to learners and teachers, who become "facilitators" of the learning process.

In the case of VET sector the model foresees sectorial transfer, where different professional topics can be exchanged; Virtual Exchange can be used as space to build mutual understanding, cultural awareness, tolerance, critical thinking (21st century competences).

Financial aspects: nowadays all schools have the facilities for distant Learning and Virtual Exchange uses the same tools. In setting up this methodology the time of the teachers to spend in co-facilitation and co-design of the project should be considered.

Facilitation skills can be acquired. Through the KA2 project "VIMOVET" we are organising also some training for facilitators and we provide them support throughout the VE implementation.



KEUDA, Finland

Vrin VET- Virtual Reality in VET

Katriina Lammi

Basic information

Organisation and country where the good practice has been implemented: KEUDA, Finland

Main Theme/Area of intervention: VET 4.0

Important Facts

- 1. Main objectives:**
Using Virtual Reality (and other innovative technologies) to create learning environments, to teach, to pilot it's use with international partners, and to utilise it in organising of events.
 - 2. Target groups addressed:**
Vocational Education and Training providers, teachers, international coordinators.
 - 3. Main activities necessary for its realisation:**
Skilled staff members in implementing new technology and creating VR-worlds, necessary equipment (laptops that are powerful enough and Internet connection that can support gaming), enthusiastic teachers eager to learn and try out new teaching methods and environments, experts to support them.
 - 4. Results achieved:**
Several learning environments in VR (Microsoft Altspace), a number of teachers utilising and piloting, KA2-project, MURROS - event that took partly place in VR.
-

TRANSFERABILITY

A Digi Agenda and strategy is required to plan the use and development of VR or other new technologies in teaching. Microsoft Altspace is a VR-environment free of charge, but the skills to implement, and systematic development takes some resourcing.

DIGITALISATION

Virtual Reality is a digital learning environment, 100%.

INNOVATION

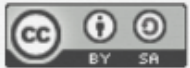
VR offers a whole new learning environment that can be utilised in multiple ways in teaching, in visiting, in communication, in holding of events etc.

SUSTAINABILITY

VR-environments facilitate online and blended learning, without travel.



<https://innovetproject.eu/>



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