



EREI-VET network has as partner 16 institutions from 12 countries:

- Ministry of Education of Lower Saxony (Germany)
- Académie Reims (France)
- SOSU Sjælland, Vocational Training Centre (Denmark)
- North-Trøndelag County Council (Norway)
- Regional district government in Düsseldorf, North Rhine Westphalia (Germany)
- Istituto Tecnico Commerciale Statale "Domenico Romanazzi", Apulia (Italy)
- Ministry of Education of Regional Government in Andalusia, (Spain)
- Marshal Office of the Wielkopolska Region (Poland)
- Académie Aix-Marseille (France)
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- AOC Friesland, MBO Leeuwarden (Netherlands)
- Styrian Government (Austria)
- Raisio Region Education and Training Consortium (Finland)
- Tekirdağ Provincial National Education Directorate (Turkey)
- Regional Council of Jämtland County (Sweden)
- CFA La Châtaigneraie, Haute Normandie (France)

EREI-VET PROJECT

European Regions Enhancing Internationalisation – Vocational Education and Training



The aim of the EREI-VET project is to build up a network of school regional authorities and big school clusters which is able to improve quality and quantity of learning mobility for students, teachers and trainers in vocational education and training.





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VETPRO Vocational Education and Training for Professionals



- pect of the student?
- which dress code is expected?
- do they know/accept the **europass** documents to describe the outcomes?
- which are the local conditions to follow national language courses?
- which are the local conditions for accommodation?
- which could be the distance between accommodation and company?
- which possibilities exist to spend the “free time”/weekend ? or example: cultural program, sports clubs, touristic attractions,

Assessment and Review

- compare the results with the expected conditions together with every involved person/organisation
- describe the problems when existing
- find acceptable solutions/compromises before starting **IVT mobility***
- decide to use a **VETPRO mobility**** to clarify the conditions/problems

*quality in **preparatory visit**

quality in **VETPRO mobility

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PREPARATORY VISIT CHECK LIST

PV shall provide up following IVT mobility.

Approach

use *preparatory visit*

- to check the organisation inside the company
- to check the possible language to communicate while a work placement
- to check the work placements in detail
- to check a language school
- to check accommodation
- to check the possibility for the free time

Deployment

execute *preparatory visit*

use the contact with companies to find out

- who is the person in charge to accept work placements - in general?
- which departments offer work placements - in principle??
- which person – tutor - is responsible for the student?
- which period could be suitable to send a student?
- do they have an extra insurance for the student?
- do they accept more than one student at the same time
- do they except male/female?
- do they have any age limit?
- is the placement free of charge?
- which are the hours of work?
- is there a canteen in the company?
-
- which languages are spoken in the company?
- which language level does the company expect?
-
- which could be the daily program?
- what are the minimal tasks?
- what can the student learn?
- which level of practical competencies does the company ex-

Presentation

The network EREI-VET has the objective to enhance mobility in vocational education and training. This project started up in 2009 and gathered actually 16 European education authorities or big vocational training centres together.

Mobility, recognition of vocational degrees, transparency in vocational education and training, the cooperation between different actors in vocational education and training are the main aims of the Copenhagen process under the Lisbon Strategy.

Learning mobility, i.e. transnational mobility for the purpose of acquiring new skills is one of the fundamental ways in which individuals, particularly young people, can strengthen their future employability as well as their personal development¹.

In September 2010 the European Commission started the initiative „Youth On The Move“, which is linked to the Europe 2020 Strategy. One of the objectives of „Youth On The Move“ is to support the aspiration that by 2020 all young people in Europe should have the possibility to spend a part of their educational pathway abroad, including via workplace-based training².

To achieve these aims, partners, who are able to implement all the instruments to account for achieving the aims defined by the European Commission and Council, are needed. With this network the participating organisations want to play an active role in this process.

Members of the network are:

- Regional school authorities
- Networks/clusters of schools of one region
- Big schools or school-centres.

During the project, the partners had the aim to establish bilateral cooperation to enhance mobility. Each partner informed other institutions of vocational education and training about the network and the possibilities of organising mobility projects.

As a result of our cooperation, the EREI-VET website (www.ereivet.net) allows our organisations and schools to get in touch to develop partnerships and to organise mobilities.

This booklet which was also a commitment of our project, has a double object: to present our project as example of cooperation between European education authorities and big schools and to show the result of our working groups about how to enhance standards in mobility.

¹ Extract from the Green Paper „Promoting the learning mobility of young people“, Commission of the European Communities, 08.07.2009

² http://ec.europa.eu/education/yom/com_en.pdf

- ensure that the programme contains a balance of training activities and cultural activities as agreed but with built in adaptability for unforeseen changes.
- ensure that the participants objectives are met during the programme, e.g. identify relevant contacts for future programmes.
- ensure that evidence of dissemination, e.g. website link, minutes of the meetings, are ready at the end of the programme and available for both sending organisation and hosting organisation
- ensure that participants can collect/produce the relevant documentation which has to be forwarded to sending organisation for reporting purposes.

Assessment and Review

- ensure** that evaluation takes place at the end of the VETPRO mobility
- ensure that National Agency evaluations are be returned within the time period using the prescribed format.
- ensure that formal dissemination activities take place.
- monitor and check the impact for future planning.
- describe the problems when existing
- find solutions to prevent those problems during the next **VET PRO mobility**

* hosting organisation

** sending organisation

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VETPRO MOBILITY CHECK LIST

VETPRO Mobility shall provide advanced training abroad.

Approach

- use** **LdV participant contract**
to clarify the LdV financial support conditions
- use **LdV working plan form**
to clarify the objectives between the participant, the sending organisation and the hosting organisation.
- use additional agreements/contracts between sending and hosting organisation
to clarify additional details concerning financial arrangements, logistics, programme content and communication.
- use preparatory materials
to have a clear understanding of the own national VET system
to have a clear understanding of the skills to be developed in the VET system
to prepare linguistically and culturally. For example **Europass** Certificate Supplement to clarify national VET outcome
- use **Europass** instruments
Europass Curriculum Vitae to present the VETPRO's abroad
Europass Language Passport to demonstrate language skills
Europass Mobility to certify tasks and skills acquired

Deployment

- execute **VETPRO mobility**
- ensure* as the hosting organisation that responsibility is spread across the organisation and roles are clearly defined.
- hold an initial session to brief participants on programme, in country arrangements etc.
- ensure that the programme meet the minimum duration requirements.

Why a network?

All partners were aware of the need of mobility to become a common part of vocational education and training as it is already the case in higher education and as it was announced by the European Union in a few declarations, for example the report of the High Level Expert Forum from June 2008 or the green paper “promotion of learning mobility of young people” from the 8 July 2009 which targets the same aims.

Mobility, recognition of vocational degrees, transparency in vocational education and training, the cooperation between different actors in vocational education and training are the main aims of the Copenhagen process under the Lisbon Strategy. The constitution of special working groups which are dedicated to these themes, the implementation of common instruments such as Europass and ECVET had forwarded the process of cooperation.

To disseminate these objectives, the partners are able to implement all the instruments and account for realising the aims proposed by the European Commission and Council.

A few obstacles presented vocational schools and institutions from participating in mobility projects, e. g. missing information, finding an adequate partner, administrative difficulties, logistical difficulties, and intercultural differences. To solve these problems we needed to identify them and discuss solutions. Experiences show that almost the same obstacles exist in each country to participate in mobility projects.

By cooperating in this network the partners wanted to overcome obstacles and to create favourable conditions for their vocational schools

and institutions. They wanted to facilitate the participation in mobility projects and to motivate students to participate in mobility projects. They wanted to enable their schools to offer the best professional training to young people in VET to be part of a common Europe as European citizens.

The partnership involved numerous institutions which are in charge of vocational education and training or interested in its results such as : regional Ministries of work and economy, chambers, enterprises, associations of entrepreneurs, labour unions, vocational schools. It was not an objective to involve them in all activities but it will be a factor of the promotion strategy to inform them at least about the network's aims.

At the moment, the network partners are 16 institutions from 12 countries :

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- [Raisio Region Education and Training Consortium \(Finland\)](#)
- [Tekirdağ Provincial National Education Directorate \(Turkey\)](#)
- [Regional Council of Jämtland County \(Sweden\)](#)
- CFA La Châtaigneraie, Haute Normandie (France)

- a booking from accommodation
- an arrangement about activities on-site
- a reflection on intercultural difference
- a documentation of daily activities
- a report on the mobility/website
- involve your partner in three steps
 - presentation meeting with the beneficiary in the company
 - monitoring the student
 - debriefing of the placement and wording of the **europass** Mobility

Assessment and Review

- use the **europass** instruments
 - **LdV** Training Agreement
 - **LdV** Quality Commitment
- to check the results together with every involved person/organisation
- describe the problems when existing
- find solutions to prevent those problems during the next **IVT mobility**

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Appendix : check lists

IVT MOBILITY CHECK LIST

Following a common standard.

Approach

- use **preparatory visits**
- use **VETPRO mobility** in both directions
to find the right partner in schools/the adequate enterprises
to learn about the situation of the partners/the enterprises
to respect the partners situation/the enterprises situation
to create the necessary confidence
- use the **europass** instruments
europass Curriculum Vitae to present the beneficiaries abroad
europass Language Passport to demonstrate language skills
europass Certificate Supplement to demonstrate professional skills
europass Mobility to certify tasks and skills acquired
LdV Training Agreement to define the work placement
LdV Quality Commitment to check the tasks of the parties involved

Deployment

- execute mobility
- use **information folder** for the applicants
to explain the rules of game
- cooperate with every involved person/organisation
- use - inside an open supporting structure - **one's own initiative**
for a first contact with the enterprise - **internship contract**
a language preparation at home/a continued language preparation on-site
an intercultural preparation
a discussion of the details of the training agreement
a learner support service in distance
a booking from journey and return trip

Objectives of EREI-VET

In the preparatory meetings in April 2009 in Soltau and November 2009 in Cadiz, the network defined its objectives which could be summed up as: to enhance quantity and quality of mobility projects.

The aims were:

1. Promote and facilitate the cooperation and the exchange of experiences of mobility projects between the partners.
2. Facilitate search for qualified host organisers of the work placements.
3. Promote and support the mobility of apprentices in vocational training on a national or regional level.
4. Communicate quality criteria for organising mobility.
5. Facilitate recognition of the results of apprenticeship and the skills acquired.
6. Facilitate organisation of placements for apprentices.
 - 7a. Establish a web-based platform serving as a single interface for information and communication about the mobility for apprentices.
 - 7b. Organize information for organisations, enterprises and individuals interested in participating in mobility.
9. Promote knowledge of other educational and vocational training systems.
10. Create synergies between different initiatives in the area.
 - 11a. Structure and disseminate existing sources and tools such as web-sites, models, best practice and pilot projects.
 - 11b. Develop tools for communication between competent bodies.

Building our network

During the two preparatory meetings of the partnership, after having set its objectives and after having assigned priorities, the decision was made to establish the network within 5 conferences with different aims, focuses and target groups. The partnership had planned the activities for the duration of the project and established the communication tools among the partners.

The main events were the conferences which contributed to ameliorate the mobility projects of the participating institutions according to their organisation. Each conference lead partners and participants to work on a theme. So, the network got stronger step by step building new tools or instruments to enhance mobility.

The document on the opposite page shows how the conferences enabled to build our partnership.

cept to realise an intercultural training for preparation etc.)

- Information about European developments in VET policies (e.g. ECVET)
- Documents to download
- Links

The results of the network has been directly used in to enhance learning mobility and its quality in VET because each partner was highly interested in this. The schools canvassed will use the quality criteria defined during the conferences.

Dissemination and the use of results

Dissemination is also a criterion of quality in mobility.

Each partner used their own usual ways for dissemination.

In the organisations through:

- Presentation of the website
- Presentation of the network in meetings with colleagues or subordinated authorities
- Newsletters in the organisation

In the regional/local communities through:

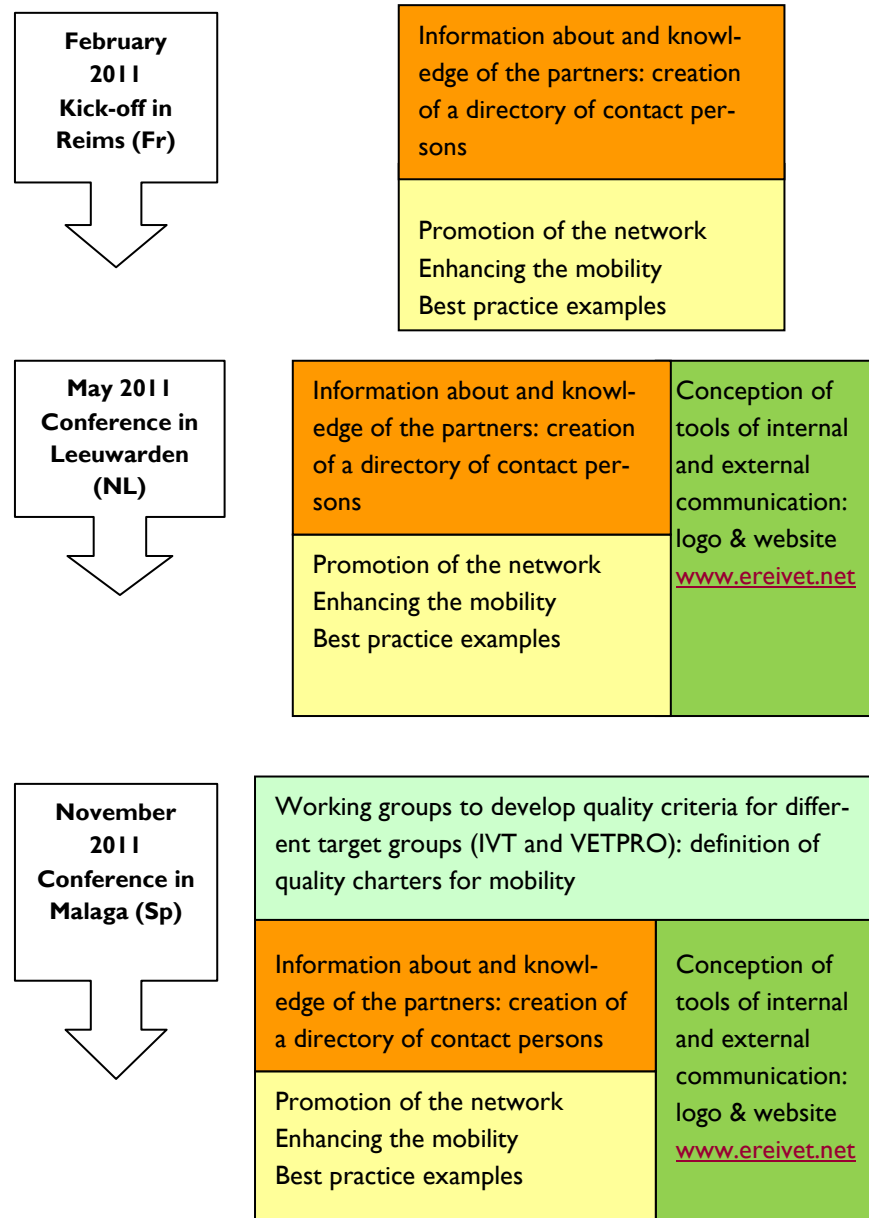
- Presentation of the website, creating a link between the network's website with the own website
- Regional conferences about the life long learning programme and/or learning mobility
- Articles in regional publications or publications of the social partners
- Newsletters

In the wider lifelong learning community:

Each partner had other partners for transnational projects and informed them about the network in meetings and conferences. They also announced it in meetings with the National Agencies.

The network collectively disseminated the results through their own website which was linked with the websites of the partners. The partnership website contains at least:

- Information about the network (aims, principles of cooperation)
- Information about the participating regions
- Information about VET in the participating regions
- Information about the activities of the network (reports of the conferences, mobility projects etc.)
- Basic information about mobility (manual about quality criteria, con-



**March 2012
Conference
in Lüneburg
(G)**

Conception of a booklet . Integration of ECVET system. Working groups in 6 branches	Introduction of new partners. Involvement of several vocational schools in the cooperation
Working groups to develop quality criteria for different target groups (IVT and VETPRO): definition of quality charters for mobility	
Information about and knowledge of the partners: creation of a directory of contact persons	Conception of tools of internal and external communication: logo & website www.ereivet.net
Promotion of the network Enhancing the mobility Best practice examples	

**June 2012
Conference
in Trondheim (NO)**

Evaluation and future cooperation	
Conception of a booklet . Integration of ECVET system. Working groups in 6 branches	Introduction of new partners. Involvement of several vocational schools in the cooperation
Working groups to develop quality criteria for different target groups (IVT and VETPRO): definition of quality charters for mobility	
Information about and knowledge of the partners: creation of a directory of contact persons	Conception of tools of internal and external communication: logo & website www.ereivet.net
Promotion of the network Enhancing the mobility Best practice examples	

Partner search form

Country/Region: School picture

Name of Institution:

Address:
.....

Homepage:
number of teachers
number of pupils in general education
number of pupils in vocational education

Sectors of vocational education and training:

..... Picture

Contact person:
Name:
Function:
E-mail:

We have mobility projects with (lands):

 ..

Programme(s):

We are interested in mobility projects with:
 Country/sector(s):

day, glossaries, advices, etc. In cooperation, schools can post on their website essential information in another language for their partners (school board, courses, subjects, contact persons, etc.). Partners can also create a weblog to present their cooperation and use it as a tool of dissemination. Dissemination is a mobility criterium. Pupils can talk about their experience and this can motivate others pupils to be involved in a mobility project.

www.ereivet.net

The markets of possibilities took place during all the conferences. It was a very interesting moment to help participants to find partners by meeting people. Each participant looking for a partner presented their profile form. These moments to meet up with the partners and discuss about possible partnerships or its continuity are essential; the preparatory visits represent a useful mean to achieve it.

The 3 check lists based on the European quality commitment charter were made during the Conference in Malaga (16th-19th of November, 2011) . They list quality criteria about mobility and describe the main guidelines to develop partnerships between schools and companies.

There are check lists for IVT mobility, VETPRO mobility and preparatory visit in IVT mobility. These check lists are the results of working groups organised during the conferences involving the participants (teachers, head teachers, advisors in training service, etc.). The target of these documents was to find common quality criteria in mobility despite of the variety of the education systems of the partners. It was also an efficient way to familiarise the participants with the use of the Long-life Learning Programmes.

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Outcomes: criteria of quality in mobility

During the conferences – especially the conference in Málaga - the participants defined criteria of quality in mobility, and created documents. The way to lead our partnership also offers examples of practices which can be used in the cooperation between schools to enhance mobility and implement criteria of quality.

During its setting up, the EREI-VET network has made several works which contributed to our reflection and the building of quality criteria in mobility: a logo, a directory of contact persons, a board of European education systems, 3 quality charters for mobility, a common website and ‘markets of possibilities’.

These products contributed to strengthen our partnership and represent criteria of quality in mobility as well.



The logo was created during the 3rd conference in Leeuwarden (NL) in 19th and 20th of May, 2011. It is the result of a competition within the partnership: All coordinators asked their vocational schools to participate with drafts for the logo. The proposals of students of this sector were presented in Leeuwarden and the network chose the draft of a student from Granada (Andalusia). The logo contributes to increase the partnership and it's a right way to have a visual identification inside and outside the partnership. Creating a logo is an example of a good practice between two schools developing a strong cooperation in mobility.

Country		Flag
Title:	Mr Ms	
Name:		Picture
Country		
Telephone:		
E-mail:		
Function and area of responsibility:		
Organisation:		
Address:		
Postcode:		
Website:		
Type of organisation:		
Short description of the organisation		
Field of Education /sector		
I am looking for ideas and/or networking for	Leonardo – VETPRO Leonardo – IVT	
Project idea. Please mention: What needs your organization want to address? What kind of activities would your organization like to develop? The type of partner organization you are looking for and the target groups you would like to engage.)		

The directory of contact persons gives professional information about each partner supporting mobility projects and making the communication easier. Quality in mobility depends on the quality of communication between the partners. The network created a profile form and each coordinator filled in it (see *the opposite page*). It was the first step of our cooperation.

All the profile forms are posted on line on the EREI-VET website. The profile form allows identifying the right persons; it also facilitates the setting up and development of mobility projects. Making this profile form is a criterion of quality in mobility.

The partner search form (see *page 15*) was created to be used by vocational schools which are looking for partners. These forms are published in the internal part of the website or given from one coordinator to the other to find adequate partners for international cooperation.

The board of European education systems improved the knowledge of each other. The network started by giving explanation about each national school system.

Creating this document was useful to enhance the quality and the development of the mobility projects because the schools had to find the equivalence in qualifications and courses to send pupils in Europe for an internship. Any project of cooperation between schools should start by describing their respective organisation (pupils age, courses, level of qualifications, etc.) and their plans.

The website is a tool to enhance quality and quantity in mobility as well. This contact platform contributes to make the schools get in touch, but also schools or education organisation can find information essential to organise mobility: school system description, school holi-