



GOOD PRACTICES

CATALOGUE

This is the product of a research and analysis of successful initiatives in the Vocational Education and Training (VET) that has been carried out in the framework of VET in 3D project from November 2020 till October 2022. 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 TEL, Social Inclusion and Entrepreneurial Learning.

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Good Practices Catalogue

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Development of entrepreneurial skills through junior enterprises

Junior Achievement programme

Entrepreneurial Learning

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IMPORTANT FACTS

Main objectives: Practical entrepreneurship training in organising a junior enterprise.

Target groups addressed: A real joint stock company is organised. Students become shareholders and employees of a real company. Teachers are consultants and shareholders.

Main activities necessary for its realisation: At Kaunas TVEC, entrepreneurship skills training is integrated into all training programmes. In practice, entrepreneurial skills are developed through Junior Company (JC) activities under the Junior Achievement program. A training joint stock company is established (usually operates for 10 months, but other cases are possible). Shares are sold (price per share is 2.5 Eur). According to the requirements of the training company, one shareholder can acquire a maximum of 2 shares. This forms the share capital for the company to operate. JC Pinokis usually distributes 50 shares.

During the meeting of shareholders, the president of the company is elected, vice presidents for production, personnel, marketing and finance are appointed, and the business idea is discussed. Shares are sold to members of the company and the school community (students, teachers, parents of students). The company manufactures and sells products, organises, tenders, training, etc. JC usually has two advisors, a teacher and a business consultant (entrepreneur). At the end of the operating season, financial statements are prepared, dividends are paid to shareholders, and the company is officially liquidated. Next year, it all starts again: attracting new members, setting up a company, etc. In this way, students are taught the basics of business organisation. The company manufactures and sells wooden toys and small products. Wood or other types of waste remaining in workshops after vocational training of carpenters and joiners are used to manufacture products.

JC Pinokis activities are closely related to practical vocational training in the Wood Processing Department and the Business and Services Department: products are manufactured in Wood Practical Workshops (high-end equipment, consultations of teachers), while product sales are organised by Business and Services Department students. Since raw materials cost almost nothing, school equipment is used, and the low cost of JC Pinokis products is maintained. They can be sold at lower prices than competitors' and a good profit can be made. JC Pinokis products are sold at fairs. These are fairs organised at schools, other vocational training institutions, fairs organised by LMA (Lithuanian Junior Achievement), public city events (Hansa Days, Kaunas Days, etc.). Sales are also held at school. Success factors - students' management, finance, communication skills.

Results achieved: The company has 7 to 11 members. At the end of the company's activities, the company members are certified with Junior Achievement certificates; all shareholders receive dividends if the company is successful. Members of the company gain entrepreneurial, communication and financial skills.

Impact: Organisation

INNOVATION

Junior companies operate in accordance with the requirements of the Junior Achievement program. Their activities cover various areas of business according to the possibilities of students. Kaunas Technical Vocational Education Center is an innovative institution and focuses on practical vocational training, the part of which is JC Pinokis activities. The products are manufactured in the training workshops of the woodworking department and the trade is organised by the students of the business and services department.

TRANSFERABILITY

The Junior Achievement program in teaching economics and entrepreneurship operates in European and U.S. educational institutions. There are about 400 training companies in Lithuania. The activities of training companies regulated under the Junior Achievement program can be adapted to the development of entrepreneurial skills for different age groups. Junior companies can be organised in basic schools, gymnasiums or vocational training institutions. Sharing experiences is possible through Junior Achievement events (seminars, trainings, competitions, fairs), during which good practice, innovation of ideas, and success of activities are disseminated.

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Futuropia: we are building the Future

Entrepreneurial Learning

CONTACT DETAILS

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IMPORTANT FACTS

Main objectives: 21st century skills development

Target groups addressed: All the products of the project were made public, plus experts from external organisations were invited to join us during the week in the form of video conferences.

Main activities necessary for its realisation: Students create their own smart cities by using smart solutions for a sustainable community, with regards to sustainability and accessibility. Each city has a different focus e.g. mining or oil, the cities are created in Sim City in a private region dedicated to the project where the 5 participating communities have to do business and help each other. The project was made 100% online during the school closures of the 3rd wave of the pandemic in Hungary.

Results achieved: Nr of teachers: 10, nr of students: 60, nr of companies/organizations involved: 6, the project won the vocational school category in the national competition of the Digital Thematic Week.

Impact: National

INNOVATION

Any project involving vocational students can be defined as innovative: in our project we tried our best to combine practical and theoretical subjects to make students use their skills in practice, using a variety of methods. We have managed to break down the barriers of the traditional lessons, changing the whole week into a thematic week and by making both students and teachers thin outside their boxes. The gamification concept appeared not only in the evaluation of the project but also in its realisation by using Sim City.

TRANSFERABILITY

Either the whole project or its parts can be implemented at any secondary school level by using the different ICT tools we also used. What is important to emphasise is that these are only tools for managing and facilitating teaching and learning.

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ICEO: Incubator for ExtraOrdinary Creators

Entrepreneurial learning

CONTACT DETAILS

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IMPORTANT FACTS

Main objectives: The objective is to provide learners with the skills they need to start their own business: launching, sales, pricing & costing, management, funding, etc. Some of them are already tackled during their training but, at the incubator, they are deepened and applied to a real-life project. Learners can benefit from workshops, individual meetings with experts, and the support of a mentor. More importantly, they have access during 4 months to SEPR's 46K-sqm-campus, with 40 technical workshops, to design their prototypes and build their project.

Target groups addressed: So far, the incubator has been reserved to our learners or alumni who have their own project idea, but we may open it soon to the external public, because we already received several requests from outside our VET centre (individuals with a business project, other incubators who wish to have access to our workshops). The teachers are also involved, and they are even key actors in this project, because they are the ones allowing the incubatees to access our technical workshops under their supervision, and with all the necessary safety measures when dealing with complex or dangerous equipment (for example to cut wood, etc.).

Main activities necessary for its realisation: For this practice to work, the management board has to be convinced by the project and support it, by providing dedicated funds and human resources. You also need a dedicated space to welcome the incubatees in good conditions, and workshops give an added value to your incubator. Another key factor is the cooperation from the staff members and especially teachers, because they are the technical referees coordinating the access to workshops for prototyping.

Results achieved: The incubator's 1st session took place in October 2020, bringing together 5 women from different professional areas: fashion, hairdresser, cabinetmaking, esthetics, shoemaker. For the October 2021 session, we had more applications than needed, some of them with promising projects, so we were confident about this session.

Impact: Local, Regional, National, International

INNOVATION

We have observed that it is quite rare to have an incubator within a VET centre; the practice is more common in business schools or universities. Moreover, our incubator is dedicated mostly to 'creative' industries (such as cabinetmaking, jewelry, fashion, etc.) which is also a difference compared to other incubators. Our incubator has enabled us to create a new cooperation ecosystem, a new way of working together for students, teachers, staff and even external partners because some modules are taught by experts and business professionals from the entrepreneurial ecosystem, who did not work with us before.

TRANSFERABILITY

This practice can be transferred to other VET centres in any country, provided they have their management board's support and necessary human resources (manager + extra time from teachers). Some procedures are also needed, to use the technical workshops in safe conditions, as well as a precise program. For example, our training is composed of 14 modules in groups (1 per week) covering all the steps to start a business. Incubatees also have 8 hours of individual appointments, with experts from their trade and the entrepreneurial world. They also choose a mentor, usually a business owner who provides moral support.

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School-Enterprise Model

Entrepreneurial Learning

CONTACT DETAILS

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IMPORTANT FACTS

Main objectives: This training model is based on the activity of real enterprises inside the school environment where learners have a job experience during training. Real tasks for students and real challenges boost an overall education and training.

Target groups addressed: All learners and trainers attending the Cometa VET centre are involved in the model, on the basis of a personalized pathway.

Main activities necessary for its realisation: Cometa learning process model is based on a production process, where learners are supposed to deliver real products/services for real customers. To this extent, workshops act as real enterprises where learners work with their trainers. At the same time, also foundational skills are included in the process: general subjects teachers arrange and develop their programs according to the product learners have to realize, providing them with the needed competences in communication, math, economics etc., to complete their curriculum and empower their skills in finalizing the product. Tutors are in charge of coordinating the process and support learners on transversal skills. Real tasks and real challenges boost an overall education and training.

Results achieved: Regular analyses on results (outcome and social impact) are carried on with the support of Politecnico di Milano. Results in terms of foundational, transversal and professional skills are impressive. Some data: – 95% of students recognize their soft skills increased; – 94% of dropout students completed their new career at Cometa; – As an example, since 2012, more than 80% of former students in the catering branch got a stable employment and are no longer completely dependent from their families (average wage 910€ per month); – Former students have an employment rate 8% higher than other VET schools in Italy.

Impact: National

INNOVATION

- A contribution to innovate TVET, enhancing its impact: quality of the training is proved by high placement rate
- Effectiveness of the training, focusing not only on professional skills but also foundational and transversal
- Continuous upskilling and reskilling of trainers and tutors: working on real market implies a regular training needs analysis

TRANSFERABILITY

The School-Enterprise model can be introduced by schools on their own or in partnerships with enterprises, combining training activities and education. The effectiveness of the training, including also foundational and transversal, is crucial. Continuous upskilling and reskilling of trainers and tutors. Support for Sustainability. Investment in assets is relevant, in particular in terms of machineries for production. Legal conditions: labour, fiscal, education policies should be reviewed. In some countries in Europe this model is not yet allowed due to the involvement of minors' labour.

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Young Entrepreneurs (E-twinning project)

Entrepreneurial Learning

CONTACT DETAILS

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IMPORTANT FACTS

Main objectives: Motivate entrepreneur competencies; cooperation with students of the same class and colleagues abroad; practice business and administration concepts.

Target groups addressed: Students were divided into teams, and they planned and executed the tasks. They created presentations, games, quizzes, and advertising campaigns. There were 4 subjects involved in the project. They communicated with foreign students through the e-twinning project page.

Main activities necessary for its realisation: The project had several phases. The first one being students' presentations, as well as of the city where each school is situated. The products about each city were uploaded into the e-twinning page and the students played the games about the partners cities. Next they worked SWOT Analysis and chose a multinational company represented in Portugal to apply the analysis to a real company. Then students created their own company with an innovative product or service. The companies were split into different Markets, which included other partner schools. The next phase was the organization of a Trade Fair and students were incentivated to buy products of different companies within the same market. There was an election of the best company in each Market, and then students created an advertising campaign cooperating with foreign students and having specific tasks. Each company had to create a job ad and simulate an answer for that specific job. At the end there was an election for the best company and the winner was Our Wine.

Results achieved: Twenty students and four teachers were involved in the project; 6 companies were created; Students became more autonomous, their Business English improved; they also improved cooperation and became better digital learners.

Impact: Organisation + International

INNOVATION

Interdisciplinary project; one specific day for the project; Co-creation of products.

TRANSFERABILITY

This practice can be used by other VET schools.

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Social Inclusion

CONTACT DETAILS

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Main objectives: The objective is to answer the needs of learners, who sometimes come across temporary difficulties: material, financial, linked to health, family, housing, etc. After an interview with a social worker, the CO'OP provides them the kind of aid that is most adapted to their needs. Free food baskets are available every week if needed, but it can also be hygiene products, clothes or even access to culture, books, etc. Thanks to this help, more learners have their basic needs covered, so they can focus on their training and get their diploma, instead of disengaging from their studies/leaving school.

Target groups addressed: This practice targets all learners in precarious situations, but also needs the involvement of many staff members to function. Indeed, students who need help can be ashamed to ask for it, and it is of everyone's responsibility (school counselors, teachers, etc.) to inform them that they can talk to a social worker who will advise them, in a confidential way. The moment of the food basket delivery is also very important to connect with learners, check on them, see if their situation has evolved, etc.

Main activities necessary for its realisation: For this practice to work, the management board has to be convinced by the project and support it, and all staff members must be engaged in this solidarity process. Social workers are also important, since they are the best professionals for this kind of action. Ours is present 3 days/week on campus. You also need a dedicated space to store food donations and distribute them. Finally, such a practice needs to be based on partnerships with specialised associations (food banks, Red Cross) to train the staff about food storage and distribution, hygiene rules, etc.

Results achieved: In the school year 2020-21, 64 learners had already benefited from this solidarity service, with a total of 207 baskets distributed. We still have to check the engagement rate of these learners, to see if this aid has actually prevented school drop out/helped learners get their diploma.

Impact: Regional

INNOVATION

By involving all our institution's stakeholders, this practice establishes solidarity as an institutional key value both for learners, staff and management. We are now working on further involvement from the other students (who do not benefit from the baskets), to help us organize food donations (both internal and external), manage the food storage, etc. Their voluntary engagement will be recognized and valued in their curriculum, by ECTS or extra points. All the staff are already engaged and, by involving all the learners, we aim to create a virtuous circle of solidarity within our VET centre.

TRANSFERABILITY

This practice can easily be transferred to another institution in any EU country, provided you have the support of the management board and the necessary human resources (especially a social worker). Then, food donations can easily be organized by or with learners, they can help define the needs of targeted donations (for example, hygiene products). The donations can be internal or external, if they go for example to supermarkets to explain the project and ask for food. The partnership with associations is also very important, but most large associations are present in all countries (Red Cross and food banks).

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Internships abroad for young people with fewer opportunities

Social Inclusion

CONTACT DETAILS

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IMPORTANT FACTS

Main objectives:

1. Offer young people with fewer opportunities the possibility of doing their non-work internships abroad thanks to the Erasmus + program.
2. Introduce young people to the world of work and an industry by offering them an understanding of workplace culture.
3. Improve your social skills, general and job-specific knowledge in the workplace.
4. Improve their autonomy and ability to function in the environment in an appropriate way.
5. Work the soft skills in a real context favoring a comprehensive training of young people.

Target groups addressed: All students must have the opportunity to participate in international mobility regardless of the economic or social situation of the family. The training center must be a facilitator to assist in the process of preparing for mobility.

Main activities necessary for its realisation: Our project Aurrerantz + has evolved, grown and adapted to the new needs that our students have demanded. As an example of that we could point that this year we have decided to include a group of students with a new profile. Since 2016 we haven teaching "professionalism certificates" to students with intellectual disability who already are working in protected companies and they need to get their training accredited. To accomplish this task we will count with our European partners, who offer our students, and now, also our teachers, the chance to extend their academic training in other countries.

Results achieved: Every year more than 50 students with fewer opportunities have the possibility of doing their internships abroad.

When students return, teachers, tutor, and staff from the international relations department meet with them to evaluate the experience.

More than 90% of students rate mobility as good or very good. The best valued aspects are the opportunity to live semi-autonomously, the people they have met in the country, the companies in which they have carried out their internships and social relationships.

Impact: International

INNOVATION

We believe that doing their internships abroad will help them to improve their self-esteem and autonomy, both at a professional and personal level. Likewise, we have considered this is the right moment to add to this internationalization process a new dimension.

We have included our teachers in our mobilities so that all this process does not finish with our students. To accomplish this task we will count with our European partners, who offer our students, and now, also our teachers, the chance to extend their academic training in other countries.

TRANSFERABILITY

The transferability of knowledge in students is transferred to other areas such as soft skills, technical competencies and improving employability.

As for teachers, participation in this project improves their teaching-learning tools and methodologies, especially work-based learning.

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Missing People: Learning opportunities, instruments and investigation techniques

Social Inclusion

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IMPORTANT FACTS

Main objectives:

- Improve the competences of the trainers & technical operators in the crucial first investigation phase
- Define a new core professional profile supporting any law enforcement agency in the research/investigation
- Increase and improve social policies of local Public Institutions to support and protect families and in general their local communities from this phenomenon
- Develop a new operative model that can be easily transferred in any EU country by using innovative and open ICT tools
- Increase the awareness among social groups and communities of social society with the cooperation of Local Public Administrations

Target groups addressed: Social assistance, psychologists who provide support to families of missing people, health professionals and legal doctors; Members of the police force and police officers, civil protection and other security services, lawyers and private investigators; Representatives of voluntary organisations in the sector of missing people and children.

Main activities necessary for its realisation: 1 on-line training course was created. There is an open free access to these innovative training courses from the website of the project to everyone who is interested. (Awarded by the Italian NA)

Results achieved:

We succeeded in having a sustainable co-operation between partners, organisations for missing people, experts in missing people cases, public authorities and other stakeholders. This cooperation is very useful, as all parties will act as loudspeakers about the phenomenon of missing people in Europe (in Greece focusing on refugees too).

Qualitative indicators. Cooperation with Universities, Colleges, Organisations for Missing People, Public Authorities etc.

The important factor is that organisations from other EU countries and abroad (Sweden, Cyprus and UK) than the partner countries began collaborating!

Impact: International

INNOVATION

The project intellectual outputs will be available to the public through the official website of the project (<https://lost.team/>)

TRANSFERABILITY

This practice can easily be transferred to another institution in any EU country, especially with the Greek course which focuses on minor refugees and immigrants. The Danish course which focuses on tech exploitation and seaside research and the Italian course of accessing, valorising, categorising and then exploiting the information. All these can easily be assessed and exploited in several cases which are widely needed all over EU and abroad

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OPTIBEST

Social Inclusion

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Main objectives: Enhance professional skills in real context; promote a visual health service to people with economical needs.

Target groups addressed: Students and teachers created the project, set up the opticians store and contacted social organisations to provide the service to people external to school or students with economical needs.

Main activities necessary for its realisation: First the project was prepared and submitted to the entrepreneurship contest Acredita Portugal. Besides creating a social inclusion business, we also created a network of partners, including companies in the field of optics and social organisations which provide our 'clients'. We created both an enterprise which provides all visual services and a classroom where students learn by doing. We also collected second-hand glasses and have the lenses donated by well known brands (Essilor, Hoya, Shamir).

Results achieved: About 40 students, 3 teachers and around 15 beneficiaries of the service.

Impact: Organisation + Local

INNOVATION

An innovative way of work based learning, and a means of developing social awareness in students. School also became closer to the surrounding community.

TRANSFERABILITY

This project can be applied in other VET schools with Optician educationla programme

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The SAS system

Reveal everyone's potential through an empowering environment

Social Inclusion

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Main objectives: This practice is aimed at NEETs (not in employment, education or training), to help them find a dual training that suits them and facilitate their integration on the job market. We use a methodology based on learning by doing, in which we simulate a small start-up where the NEETs are 'working' for 9 to 13 weeks. Through this method, they get acquainted with the world of work, learn how a company is working, how to behave at work, etc. These socio-professional skills help them find an apprenticeship contract, and then remain employed.

Target groups addressed: This project started with a tender aimed at NEETs (public funds), on which teachers have been working since the beginning. 7 teachers and counselors are now involved in the sessions and have different roles (one of them is acting as the start-up manager). The NEETs are 'working' in 4 departments: Human Resources, Sales, Communication, Reception & Project Management. In an open-plan office, each department works towards a common goal: find and share information about companies who offer apprenticeship contracts.

Main activities necessary for its realisation: This practice is an experiment led in several VET centres in the region. It is clearly not sustainable by itself (financially speaking), but can easily be integrated into an Erasmus+ call for proposals, because of its inclusive dimension. It is important to be in contact with associations/structures that help NEETs, so they can advise them to apply to this program. Finally, the NEETs enrolled must have easy access to information about different trainings (for example through visits to the school's workshops), so they can discover and choose what they like most.

Results achieved: The project started in 2020, and we have started the 3rd session of this start-up. There are around 15 NEETs/sessions. Unfortunately, we observed so far that around half of them have not followed the program until the end. We still have to analyse the number of NEETs who actually integrated a training at the end of it.

Impact: Regional

INNOVATION

The pedagogical approach of this project is innovative, because it puts young people at the core of their training, and they are truly actors of their future. It uses a company model to create a framework of skills young people will acquire during the session. In this context, teachers do not have a traditional role; they turn into mediators, suggest activities, give advice, facilitate the access to information, etc.

TRANSFERABILITY

This practice gives NEETs an overview of various professional sectors, so they make an informed choice; it does not target a specific sector. Therefore, it can be a good practice for large VET centers, with a variety of training fields. It is easily transferable to another country, because unfortunately NEETs can be found in all countries. The parameters to be considered are the availability of public funds, and also the partnership with a structure that guides NEETs. In France, we are working with 'Missions Locales', that are local information points for employment and social services of youth.

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Tutoring for personalization

Social Inclusion

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IMPORTANT FACTS

Main objectives: Tutors are in charge of the personalization of learners' educational pathway by supporting their social-emotional competences and life skills, aiming at their Integral Human Development.

Target groups addressed: All Cometa VET school learners receive this tutoring support, with a stronger focus on vulnerable ones.

Main activities necessary for its realisation: Personalization of learning pathways is a key driver for excellence in VET and a crucial condition for inclusion. Cometa tutors are enrolled in supporting every learner during their training pathway, through 3 main steps:

- Observation: during this stage, tutors deal with learners' skills assessment (foundational, professional and non-cognitive skills).
- Planning (and re-planning): after the preliminary observation, as well as during the monitoring, a personalized project has to be planned (and adapted) for every learner. It is important to identify a frame for the project, which could be shared and discussed with relevant stakeholders (colleagues, parents, social services) and, of course, the learners themselves.
- Team Supervision: the success of a personalized project is related to the ability to include different points of view from the relevant stakeholders. The team of tutors play this role of sharing information and decisions.

Results achieved: Regular evaluation assessments are conducted every year. The last analysis (2020) shows a statistica

Impact: Local

INNOVATION

Tutoring is an essential function during training. The tutor plays a crucial role in defining the personalized pathway of each learner, including not only professional skills but also human development and soft skills. The basic method is the personalization: it consists of the definition of a flexible pathway for every learner, based on character, needs, capabilities and learning styles, in order to make them succeed in their program. Every educational project has to be continuously re-adapted according to the reaction of the learner.

Tutor's activity includes many non-formal moments: dialogues, socio-emotional support, in order to help the learner in building a self-trust beyond professional goals.

TRANSFERABILITY

The tutor is a function required by the Regional regulations and is represented in each vocational training school in Italy. However the way this role has been developed by Cometa VET school makes their activity quite original. Transferability is possible and includes first of all the adoption of specific tools and methods, as they have been developed thanks to the Erasmus+ project "Instruction".

Transferability however requires some conditions, including:

- economic sustainability of the model, as the presence of a tutor every 40 learners requires enough fundings;
- specific training of the trainers and teachers in those educational methods as applied at Cometa.

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Educational Toolkit for Elders - web courses and tasks for elders inclusion

Technology Enhanced Learning and Social inclusion

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IMPORTANT FACTS

Main objectives:

- Develop a training program that will make old people more able to live an autonomous life
- Make old people less depended on help from their partner, their children, volunteers and professional caregivers
- Avoid loss of self – determination and self – respect

Target groups addressed: Teachers/trainers/coaches, Care staff for elders (nurses, social workers, psychologists etc), Volunteers who want to help older people Representatives from this target group participated in curriculum design, learned coaching skills and new methods in how to teach older people new technologies (trainers of elders); Organizations and NGOs for older people, Older People; VET organizations, Policy Makers.

Main activities necessary for its realisation: A very simple, interactive, accessible, user friendly and responsive web platform hosting several educational courses around mobile and web apps ways of exploitation, has been created in 4 languages. Everything on the platform is designed for elders' usage.

Results achieved:

- According to the proposal we wanted a minimum 120 applications. Finally we had 232 applications from elders: 180 participated in the training course
- Number of trainees (elders). According to the proposal we wanted 120 trainees. Finally we had 180 participants (elders) to the training course: 172 finished the procedure
- Number of applications from teachers/trainers. According to the proposal we wanted a minimum of 20 applications. Finally we had 36 applications from teachers/trainers
- Number of teachers/trainers involved. According to the proposal we wanted 20 teachers/trainers. Finally we had 28 teachers/trainers (because we had more than 120 trainees)

Achievements on training

Number of courses. According to the proposal we wanted 5 groups with 6 trainees each group, which means 5 courses to be delivered. Finally we had 7 groups – 7 courses were delivered (percentage of courses delivered: 40% higher)

Contentment of trainees (elders). 48% will definitely use what they have learnt, 58.13% will definitely improve their independence using the technology they learnt, 70% feel more confident around technology than before.

Impact: International

INNOVATION

The project aimed to lay the foundations for the digital upgrading of citizens, especially elderly people. During the implementation of the project, more than 300 people participated in the training courses (computer courses). The trainees were not only members of organisations for elders, but also many elders individuals who were inspired by the dissemination of the project. The TECHSENIOR project is awarded by the Danish National Agency as a Pan European Good practice.

TRANSFERABILITY

The Educational Toolkit is a compendium of digital courses (all the courses and tasks are hosted in a web platform) and can easily be transferred to other organisations for similar use.

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Gamification methodologies

Technology Enhanced Learning

CONTACT DETAILS

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IMPORTANT FACTS

Main objectives: Involve students in their own learning; motivate students; develop different soft skills (autonomy, curiosity critical thinking, cooperation).

Target groups addressed: Level 1 - Students design and create their own games; Level 2 - Students play games conceived by teachers or other students.

Main activities necessary for its realisation: In different subjects (social and cultural areas), students have the chance to learn the content through games/challenges. Among the main activities we develop research activities, selecting and treatment of information, summarising, and designing and creating the product. Different tools are used to create the games, for example Kahoot, Quizzes, QR code, Google forms. This activity allows students to develop skills, such as planning, creativity, and responsibility.

Results achieved:

This methodology has become very usual after the pandemic. It was one of the objectives in teachers' professional development last school year. Students learn by doing/researching, they develop a Healthy competition spirit and are much more involved in their own learning.

Impact: Organisation

INNOVATION

Gamification is a new methodology at school, next year we will be part of a national project Milage.

TRANSFERABILITY

This new methodology can be used in different national or international contexts.

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MiniMaster for Migrants

Social Inclusion

CONTACT DETAILS

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IMPORTANT FACTS

main objectives: It is a 1-year work-based training program on catering and housekeeping. This program aims at reducing 1) the risk of social exclusion and marginalization; 2) unemployment, often correlated to deviance and crime; 3) skills gap faced by local companies; 4) social negative attitude among the local society.

Target groups addressed: The Minimaster trains future waiters/waitresses and housekeepers for the (mainly) local hospitality sector, including hotels/restaurants directly involved in the course offering both internships and work-based learning on their premises with their own professionals.

Main activities necessary for its realisation: The basic approach relies on the pedagogical framework of Inclusive Excellence by Cometa, aiming at learners' Human Integral Development. There are 4 main activities: 1) Welcoming, interview and scouting; 2) Training: 1,300 hours course including 960h of internship; basic and technical skills are core; local culture; 3) Tutoring, a personalized support on both professional skills and human development, soft skills; 4) Matching with companies.

Results achieved: In the last 10 years, placement results keep being very positive. One year after obtaining their certificate, 60% of learners have a job.

Impact: Local

INNOVATION

First of all, it is important to highlight how the MiniMaster is an effective training based on a mix of professional skills and cultural/foundational skills. The work-based structure plays a crucial role for its effectiveness. A consistent integration is possible thanks to a human integral development approach, where every learner is personally supported, including social and psychological skills. Finally, the ecosystemic approach contributes to strengthening the training and to increase placement rate, as well as to raise awareness in the local community. Companies, local NGOs, institutions find in Cometa as VET centre the leader of an initiative where they become beneficiaries and co-creators.

TRANSFERABILITY

Two immediate tools can be transferred, if related to an adequate training: 1) the curriculum as developed by Cometa, including professional, foundational and soft skills; 2) the scheme of partnership with the local community including companies, NGOs, institutions, among others.

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GEOMATECH@Digital teaching practice

Community of Practice for using of digital technology in classroom for teaching STEM

Technology Enhanced Learning

CONTACT DETAILS

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IMPORTANT FACTS

Main objectives: The aim of the national wide "Community of Practice" based CPD upskilling program is to develop a working knowledge for the STEAM teachers in digital pedagogy by sharing knowledge and practices about the use of:

- the digital OER (open educational resources),
- experience-based math and science teaching methods,
- and the gamified interactive educational contents in the classroom.

After 03/2020 the program focused on the Technology Enhanced "Home-learning".

Target groups addressed: There was a national call for developing the ICT competencies of the teachers and the school applied for both ICT infrastructure and CPD in EdTech. The school appointed the teachers.

Main activities necessary for its realisation: This was a "Community of Practice" based CPD upskilling program. It is an 84-hour course (72 online, 12 in F2F). The structure of the "CPD" course is as follows: Three 8 weeks long periods with two hours Teach-Meet like Skype-meeting week by week (all together 24 weeks) Each teacher had to use the EdTech in her/his classroom Each teacher was mentored and supported individually by TEL expert before the her/his classroom lesson in the Teach-Meet the participants (8 teachers in each learning group) discussed the digital pedagogy behind the used EdTech, the behavior of the students, the effectiveness of the EdTech were used in the lesson, the advantage of the EdTech compering the F2F approach and so on. Finally, the participants gave advice about the improvement of the usage of EdTech. The program was an ongoing professional support and mentoring program for the whole school year. The teachers that teach the same subject and age group – even if they are physically separated from one another - can observe each other's digital teaching practices in virtual learning groups (8 teachers/groups). The Skype meetings – run by a mentor TEL expert - create new opportunities for connections, learning and sharing knowledge and good practices that otherwise wouldn't have existed. It gives opportunities for educators to come together (virtually) to learn with, and from, their peers.

Results achieved: The total number of the participants were 455 from 82 schools (both public and VET schools).

Impact: Organisation

INNOVATION

The full academic year long "Community of Practice" based CPD upskilling program acted as an organizational development and change management program for developing and fixing digital teaching/learning culture in the schools. At this point, it was a unique program in Hungary.

TRANSFERABILITY

It is fully adaptable in other contexts

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HiperSuli (Hiper school)

Technology Enhanced Learning

CONTACT DETAILS

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IMPORTANT FACTS

Main objectives: Its aim is to enrich the participating teachers with practical knowledge of digital teaching methodologies, in addition to the conceptualisation.

Target groups addressed: Members of our school staff volunteered to participate in the training programme. Some of the participants wanted to learn the basics of digital education as beginners, while others wanted to develop their skills through practical training.

Main activities necessary for its realisation: The training lasts 30 hours and it provided teachers with knowledge, methodological guidance. The HiperSuli accredited training builds on the digital education experience accumulated since 2015 and in 6 years, the initial 5 schools have grown to over 30, and the number of teachers using digital methodologies now exceeds 200 and support in the following areas:

- Differentiated questioning with digital tools
- Collaborative editing, methods for working together
- Digital classroom solutions
- Interactive presentations
- Using and selecting applications

Results achieved: There were 30 Hungarian and 10 foreign participants in our school.

Impact: National

INNOVATION

Applications are not taught. No recipes are given to the participants. Participants are invited to think and work. The training gives participants methods. How can they differentiate accountability? What is needed to enable students to work collaboratively? What is the difference between applications and web solutions? Which should be used? What if not all students have a tool in front of them?

TRANSFERABILITY

The HiperSuli digital education programme has already gathered a huge body of knowledge on the subject, with more videos and a knowledge quiz called KnowledgeNet. Also videos are available for parents and children aim to show the basics of safer, more aware internet use. To keep the whole family up to date, there are videos, and an offer for families to increase their awareness and increase their online budget with 31 free 1GB per day.

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Technical vocational teacher's training

Technology Enhanced Learning

CONTACT DETAILS

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IMPORTANT FACTS

Main objectives: The MILAGE Learning+ is an application for mobile devices that has been developed at the University of Algarve, enabling students to access educational content in and outside the classroom.

Target groups addressed: VET students

Main activities necessary for its realisation: The app has been developed in the framework of a KA2 projects that ended in 2018.

Results achieved: MILAGE LEARN+ platform, Patent Nr. US2018286282 (A1), for mobile learning that implements a self-assessment and peer evaluation scheme with educational videos to promote different learning styles and active learner-centered learning. This app works as a support tool for students which provides them with the opportunity to autonomously solve given exercises compiled in worksheets, while also supporting the teacher in managing classroom time, to the extent that the teacher does not have to provide solutions to exercises in the classroom which are already integrated into the MILAGE Learning+ app.

Impact: Interational

INNOVATION

In order to stimulate and support the implementation of the various activities proposed, the MILAGE Learning+ app interface incorporates gamification features, segmenting different levels of exercise difficulty to support students with greater difficulties and also motivate more advanced students in learning various subjects. To include all students, the app provides detailed videos with the resolution of exercises for students with more difficulties.

TRANSFERABILITY

The project website include all the instructions for transferring the activities in other context and the app is also available for downloading

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SELFIE WBL Piloting in Hungary

Technology Enhanced Learning

CONTACT DETAILS

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IMPORTANT FACTS

Main objectives: Within the pilot program, The European Commission's science and knowledge service (Joint Research Centre or JRC), in collaboration with EfVET and its partners in France, Germany, Hungary and Poland, tests the SELFIE system's extension to the work based learning in order to acquire relevant information on its functionality and effectiveness before its rollout in Europe.

Target groups addressed: In Hungary, 14 VET schools (Higher VET) were involved in the pilot from 4 regions and representing 6 sectors as follows: Agriculture/Agro-economy/Food industry; Technology & Engineering; Tourism and catering; Art & Design; Health & Welfare; Business. Participation Ratio: 40% of students and 40% of teachers involved in WBL school by school; Criteria: size, geographical location, diversity of sectors in which WBL are being provided.

Main activities necessary for its realisation:

I. Translation and Adjustment of SELFIE- WBL to the Context

II. Selection and Engagement of Stakeholders

III. Piloting SELFIE WBL in 14 VET Schools and Companies (Webinar with stakeholders + On going support to VET schools)

IV. Qualitative research

* Desk Research - (Comprehensive desk research on all official and available websites from Governmental Institutions responsible for overseeing the WBL in the country; Collect information from the different stakeholders engaged in the pilot)

* Focus Groups (2 separate Focus Groups in each Vet School (10 learners per focus group and 10 teachers) - 28 in total; Facilitated by AHDE)

* In-depth interviews (4 in-company trainers; 4 Pedagogical Managers/Directors; 4 Head or Managers of Sectors; 4 Head of Board/ Director) Case Studies

Results achieved: As the result of the pilot

• 28 Focus Groups were run

• 20 deep interviews were run

• 2 Case studies were developed

• 14 Hungarian VET colleges

• 38 Companies

• 1558 students, 452 teachers, 48 school leaders and 32 company trainers were involved

Impact: National

INNOVATION

- Allows you to assess how you are doing in terms of digital technology in a systematic way;
- Designed to enable schools and companies to see their strengths, weaknesses and areas of improvement in digital technology across 8 areas, through different statements;
- Stimulates discussion about technology in schools and companies;
 - Opens up debate about the future digital plan;
 - Compares and contrasts evolution/progress over time;
- Improves learning in both school and company and improves mentoring and guidance;
- Involvement of the participants in the strategy development and action planning;
- It is not about technology but focuses on 8 mutually dependent areas of digital education.

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TRANSFERABILITY

It is transferable at all level - both system and organisational.



Technical vocational teacher's training

Technology Enhanced Learning

CONTACT DETAILS

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IMPORTANT FACTS

Main objectives: Vocational technical teachers training. The aim of the training is to deepen theoretical and practical knowledge on the topic of digital education methodology by an invited professional trainer.

Target groups addressed: Maróti Könyvkereskedés Kft. is the official Hungarian distributor of Electude digital e-learning solution. This product is created for technical vocational teachers and students within the automotive industry. During this good example I am describing how we target to involve the technical vocational teachers in this project. At the moment 150 technical teachers are using our e-learning platform but they are showing different activities. We have organised the most active users a 3-day-long digital educational methodology workshops, as it is clearly stated that they are open for digital teaching, but their methodology is missing.

Main activities necessary for its realisation: The training included group tasks, practical and theoretical presentations. As it was organised for 3 days (15.-16.-17. June) participants were able to deepen their knowledge about flip class, peer learning, digital tools, critical thinking, CLIL methods etc. All participants were sent beforehand eBooks and videos about the topic, and they were asked to get familiar with these. Moreover, participants had a task to create a 45 min lesson using some of the new methodology. This lesson will be recorded in our studio and then uploaded to our e-learning platform. As a result of these videos teachers will have good examples about the use of new methodology.

Results achieved: During these 3-day technical teachers training we have invited the most active users. The training was limited to 12 teachers due to the practical tasks. All together 11 teachers from 9 different automotive secondary vocational schools participated. Out of these 9 schools, only one school is based in Budapest, the remaining schools are located in the countryside.

As a result of these good examples, the followings were achieved.

- the invited teachers have a better knowledge about the new teaching methodology
- the participants are more engaged to digital solutions
- participants had a chance to engage and share experience with fellow colleagues.
- the organisers get many useful feedbacks about the usage, experience

Impact: National

INNOVATION

Nowadays bringing new technology, e-learning into education is inevitable. Secondary teachers, especially the ones in the automotive industry are facing different challenges. They do not only face the industrial technological changes (hybrid vehicle, e-mobility etc), but they realised that students also need a new attitude towards learning. If we look at the adoption and innovation curve, during our Electude project, the teachers how are actively using our product are somewhere between the innovations and early adopters. This practice brought them added value, because they are now more conscious about the new methodology and they are aware of new practices.

TRANSFERABILITY

We aim to achieve in the long term the early majority and late majority. This practice is transferable to other contexts as well. The company does not only focus on technical teachers, but we aim to give help, training to directors of these institutes in order to explain the different means of checking the effectiveness of these new teaching methods.

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TEL to support schools' internationalisation

Technology Enhanced Learning

CONTACT DETAILS

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IMPORTANT FACTS

Main objectives: Increase the capacity and readiness of institutions to manage an effective shift towards a digital transformation of their international activities, with a special focus to digitalise learning mobility project's management.

Target groups addressed: The different tools developed by Uniser have been developed, tested and used by around 50 organisations within the framework of Erasmus + mobility and partnership projects. In particular:

- Moving Generation is proposed to organisations cooperating with Uniser to design and manage mobility activities for their staff and students
- Erasmus Learner Journey is proposed to students involved in learning and blended Erasmus mobility managed by Uniser in 2020 and 2021
- Badge Systems and Learning Playlist have been proposed to students and teachers involved in KA2 and KA1 Erasmus projects.

Main activities necessary for its realisation: Uniser has developed and implemented complementary digital tools aiming to support the schools internationalisation process. The most relevant are:

1. Moving Generation: 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.
2. Erasmus Learner Journey: 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 can be used as a base for blended mobility courses with groups of students from different countries.
3. Badge Systems and Learning Playlist: online tools that can be used to support students in becoming aware and in communicating the key competences acquired out of the classroom, in particular during their mobility experiences.

Results achieved: The tools developed by Uniser have been used by around 50 organisations from all over Europe, considering the organisations involved in the KA2 projects, the VET schools cooperating with Uniser in the KA1 projects management and the participants in the beta version testing of the platform.

Impact: International

INNOVATION

The tools described can be an interesting opportunity for the organizations interested in internationalisation to innovate their approach in learning mobility management.

They offer an online database of learning resources and a fully digital process accessible by everybody from anywhere. This will allow schools to develop innovation by: developing their international network, learning from the experiences of other schools, accessing tools that allow to use less paper and to reduce time consuming activities while managing mobility projects.

TRANSFERABILITY

Being online and fully customisable, all the digital tools can be easily transferable to other organisations and adapted to different needs and contexts.

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Application of VR in teaching young people with fewer opportunities

Social Inclusion and Technology Enhanced Learning

CONTACT DETAILS

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IMPORTANT FACTS

Main objectives: Teachers train students using virtual reality as a complementary methodology to traditional training to provide them with new tools that facilitate the acquisition of the required technical skills.

Target groups addressed: VET Students. This educational practice is aimed at students who are pursuing technical studies at any level. This methodology makes it easy for students to acquire technical skills through training and repetition of activities as many times as necessary. This is especially interesting when we apply it to the group of vulnerable students, such as young people with disabilities who come from disadvantaged social backgrounds. The teaching staff becomes a facilitator of learning, with the students being the protagonists of the teaching-learning process.

Main activities necessary for its realisation: The teacher prepared the virtual reality tool with the collaboration of LUDUS company that developed the software, Once the training modules are set up, they can be adapted to the special needs of the students and can be repeated as many times as necessary.

Results achieved: Output The main result of this practice is to generate a series of activities and tools that facilitate the acquisition of knowledge by students. These tools are classified into different levels of difficulty that can be adapted to the needs of the students. Through these virtual activities, students acquire a deeper knowledge of the contents included in the curriculum of the profession. Finally, as a result, it is possible to improve the employability of young people who have internalized technical knowledge in a much deeper way.

Impact: International

INNOVATION

VR was a resource widely used by the industry, specially by the entertainment industry, that started being used in the educational background in the last years. Its use in this field can be considered as innovative as we are still testing it in new areas and with new target groups. It is foreseen that in the next few years the use of VR will be massive, however we still have to work and pilot on its pedagogical use.

TRANSFERABILITY

It can be easily transferred. Virtual reality has come to remain and it is already being used in many teaching areas. It is particularly appropriate when working with vulnerable groups

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Coaching for internships

Entrepreneurial learning

CONTACT DETAILS

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IMPORTANT FACTS

Main objectives: Cometa tutors play a coaching role in supporting learners to flexibly fit into the emerging needs of the demanding and constantly changing nowadays professional life. The activity implies preparation, on-going assessment and final evaluation of learners' internships, supporting the development of their transversal skills.

Target groups addressed: VET Students

Main activities necessary for its realisation: The tutor is a function required by the Regional regulations and is represented in each vocational training school. The tutor is the reference point for one or two classes (on average 25 pupils per class) and they support the educational pathway of each student, thus trying to put together a "tailor-made" educational pathway; one of the activities to be completed is the internship. The internship experience may be divided into three phases: planning, provision, evaluation.

Phase 1: planning: As part of the planning phase, a company is selected for each pupil based on a set of criteria shared with all the players: school management, tutor, company manager and teachers.

Phase 2: the curricular internship: From the start date and throughout the internship provision phase, the tutor is in charge of monitoring the job-school rotation program to confirm the educational value of the internship and of the educational support care.

Phase 3: evaluation of the internship: During the evaluation phase, as the manager of community relations takes care of receiving feedback from the company and availability for future collaboration, the school tutor will draw up the internship satisfaction questionnaire for the company and the pupil, check and store the attendance logbook of each student and arrange for individual interviews with pupils and business tutors.

Results achieved: Data on social impact evaluation from Politecnico di Milano (2017) show an outstanding human and relational growth (95% of students recognize their soft skills increased); cultural and professional growth (93% of students believe they have been grown professionally); school dropout reduction (about 650.000€ public savings per year); higher employment rate (the employment rate of Cometa graduates is 8% higher than other VET schools in Italy).

Impact: Local

INNOVATION

The coaching activity promotes the following goals in terms of innovation of the VET practice:

- Facilitation of the transition from education and the world of work;
- Strengthening the link between students and companies (matching);
- Improvement of the attractiveness and performance of the school system in relation with education-work transition paths;
- Alignment of the work-based learning paths to the market needs;

TRANSFERABILITY

The tutor is a function required by the Regional regulations and is represented in each vocational training school in Italy. However the way this role has been developed by Cometa VET school makes their activity quite original. Transferability is possible and includes first of all the adoption of specific tools and methods, as they have been developed thanks to the Erasmus+ project "Instruction". Transferability however requires some conditions, including:

- economic sustainability of the model, as the presence of a tutor every 40 learners requires enough fundings;
- specific training of the trainers and teachers in those educational methods as applied at Cometa.

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Incoming Mobility: a concrete way to develop Internationalization@home

Social Inclusion

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IMPORTANT FACTS

Main objectives: Better integrate the experience of foreign students in the local community through the involvement of local VET schools or other educational institution

Target groups addressed: VET institutes and Students

Main activities necessary for its realisation: Mobility is an unique opportunity for students to develop international skills. By now only a very small amount of them can have access to mobility, although international skills are a critical asset to live and work in a fast-changing and global society. That is why the development of a strategy for "Internationalisation at Home" (I@H) activities is going to be a priority for the future of VET. In terms of impact for local students and community, the regular hosting of European students and teachers is a great example of I@H. Through real interaction with different cultures, this activity allows to create a European learning environment for the students without the need to travel. However, regular hosting of Erasmus VET students requires structure and organisation, as well as a strategy to make it sustainable.

Since 2020, UNISER developed partnerships with Scuola Centrale Formazione and other VET schools interested in developing services to host European students at professional level.

All procedures and tools that Uniser developed to host nearly one thousand students a year in Emilia-Romagna have been shared and adapted to empower hosting schools, smoothing the process and reducing the workload expected on the hosting side substantially.

In order to host foreign students there are 6 key aspects to take into consideration:

- planning the numbers of students, periods and sector at application stage;
- relying on a digital infrastructure to manage all data;
- providing the sending organisations with information enough in advance;
- having a network of trusted hosting companies;
- Having a network of tutor local students;
- mentoring participants remotely;

Results achieved: Over 200 mobilities have been organised with VET partners school from 2021 till May 2022.

Impact: International

INNOVATION

The practice aims to support the development of the internationalisation strategy of VET school through the setting up of international students hosting service.

International students are also an opportunity for creating some internationalisation@home activities with the engagement of local students that in such way have the opportunity to make an international experience without travelling abroad. In this way VET schools make more inclusive the development of international competences towards no mobile students

TRANSFERABILITY

This practice can be transferred in other context after having take into consideration the six key aspects mentioned above

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Implementing an integration year for migrants in VET

Social Inclusion

CONTACT DETAILS

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IMPORTANT FACTS

Main objectives: Provide linguistic support to those whose mother tongue is not French

Target groups addressed: VET Students

Main activities necessary for its realisation:

At SEPR, we started a few years ago to map learners whose mother tongue is not French, in order to better help them. Last year, we implemented a new program aimed at improving their level in French: every day in the morning, they can have two hours of French as a Foreign Language classes, adapted to their level, with a dedicated teacher. Only in the first year of the program, we had already counted around 120 learners who were in this situation (but some others may have slipped through the net). The high number of learners in this situation made us realise how important it was to invest on their support, and prepare them to the exams that take place in French, and are written exams for all general subjects. But at the same time, this linguistic support in parallel with their work-based studies represents a heavy workload for them. We realised it would be more efficient to create a full year dedicated to this linguistic support, and also to add cultural, socio-professional, and citizenship aspects, to make it complete and even more adapted to these learners' profile. This new integration year has been launched in September 2022 and has been structured as it follows:

- 2 days per week at school each week instead of one week per month in 2nd and 3rd year
- A small number of learners (12)
- A motivated and voluntary teaching team
- Project-based pedagogy + full immersion french language.

The project implemented the first year are "the 2022 Football World Cup", "A day Snowshoeing", "Creation of a book or a comic book or an exhibition"

Results achieved: The initiative was launched in September so there are not results available yet

Impact: Organisational, local

INNOVATION

This integration year is project-based, in order to develop several soft skills: linguistic, social and socio-professional, but also digital, teamwork and creativity skills. So far, the projects contemplated are about the creation of a digital book or comics, or a digital exhibition.

TRANSFERABILITY

It can be easily replicated to other contexts, but there is one prerequisite: the national law must authorize the creation of this integration year. For example, in France it was not possible until recently, but the law has changed. It is now possible to propose an EQF level 3 diploma (normally done in 2 years in France) in 3 years, with this integration year at the beginning.

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IMPORTANT FACTS

Main objectives: Create a ecosystem for solidarity, engagement and well-being

Target groups addressed: VET Students

Main activities necessary for its realisation:

We set up 3 distinct spaces that contribute to our ecosystem of solidarity, engagement and well-being.

- The Co'op: The objective of this space is to answer the needs of our learners in precarious situations. Sometimes, students come across temporary difficulties, that can be material, financial, linked to health, family, housing, etc. After an interview with a SEPR social worker, the Co'op provides them the kind of aid that is most adapted to their needs. It is mainly free food baskets available every week if needed, but it can also be hygiene products, clothes or even access to culture (books, etc.). Thanks to this help, we enable more learners to have their basic needs covered, so they can focus on their training and get their diploma, instead of disengaging from their studies/leaving school because of temporary issues. In this catalogue, a dedicated table is dedicated to the Co'op.

- The Co'loc: A relaxation area available to learners between 11 a.m. and 2 p.m., with the presence of a facilitator. It is a real busy living space, with activities such as table football, billiards, table tennis, musical instruments, board games, karaoke... The Co'loc regularly hosts exhibitions (photos and paintings) produced by the learners.

- The Co'work: a space to promote student engagement, through the creation of associations, events, etc. For example, several initiatives have been created thanks to the Co'work advice: Eco SEPR association, which aims to develop ecological and responsible initiatives within SEPR, or a swap shop for second-hand clothes, entirely managed by learners, etc.

Results achieved: The initiative was launched in September so there are not results available yet

Impact: Organisational, local

INNOVATION

The innovative feature of this practice is that, by involving all our institution's stakeholders, it establishes solidarity, engagement and well-being as institutional key values both for learners, staff and management

TRANSFERABILITY

This practice can easily be transferred to another institution in any EU country, provided you have the support of the management board, the necessary spaces and human resources (especially a social worker + facilitators).



Home Alone

Social Inclusion and Technology Enhanced Learning

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IMPORTANT FACTS

Main objectives: Draw lessons from the pandemic experience for improving the quality of remote teaching.

Target groups addressed: VET teachers and VET Students

Main activities necessary for its realisation:

- Shorter classes
- Less theory and more practice
- Incentive students' teamwork online
- More feedback from the formative assessment
- More gaming (such as Kahoots) and activities that stimulate students' autonomy
- Increased availability for students outside of working hours (amen WhatsApp)

Impact: Organisational, local

INNOVATION

This is an hand-on methodology that can be applied in any other educational context

TRANSFERABILITY

it can be easily transferred because there are not cost associated

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