



INTERVET

western balkans

Internationalisation of VET Systems in Western Balkans

Project Outputs and General Findings for a Common Reflection
about Planting the Seeds of Learning Mobility in the WB Countries

“Supporting the education and potential of young people in the Balkans is crucial for the region's further development and a prerequisite for peaceful coexistence and reconciliation.”

COM(2018) 65 final, Western Balkans

“Internationalisation is not a purpose in itself. It is a means to prepare students for learning, living and working in an intercultural society and an international labour market.”

NUFFIC, The Dutch organisation for internationalisation in education



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1. Introduction

Internationalising the VET systems in Western Balkans has gained an increasingly prominent position on the agenda of the Berlin Process. The strategic importance of supporting students and staff learning mobility in the Enlargement countries has been acknowledged in the European Commission communication “*A credible enlargement perspective for and enhanced EU engagement with the Western Balkans*”¹ that quotes :

“Enhanced support should be provided to education, in particular vocational education and training (...). Erasmus + funds will be doubled to help even more young citizens of the Western Balkans to study and gain experience in the EU thereby furthering economic development and promoting common values”.

The Pilot Call “*Pilot VET mobility scheme for the Enlargement countries and Africa*”² was published in autumn 2018 by the European Commission with the general objective of contributing to this improvement and modernisation of VET systems in the enlargement countries and Africa. Specifically the call aimed at promoting mobility activities for improving the skills and competences of VET teachers, learners and managers and the occupational prospects of young students reinforcing the links between VET and the labour market.

Within the framework of the call, the project “*Internationalisation of VET systems in Western Balkans*”³ (INTERVET WB) allowed to work together 14 organisations involved in VET from 14 countries (among which all the 6 countries of the Western Balkans) to plant the seeds for the growth of a culture around mobility and the European dimension of learning in these enlargement countries.

The project is built on the assumption that, in order to make mobility a reality in these countries, there is the need to introduce the “culture of learning mobility” that Europe has developed since the launch of the Erasmus programme in the 80’. In particular it is essential to inform VET teachers and headmasters on learning mobility and increase their competences in the planning and managing processes of mobility projects.

Starting from this perspective the project INTERVET WB has been implemented from January 2020 till October 2023, involving in mobility opportunities 426 learners and 165 staff from Western Balkans, and building, at the same time, the basis for a “mobility system” able to make this opportunity sustainable in the long term in all these countries.

¹ COM(2018) 65 final

² EAC/S34/2018

³ EAC 2019-0571 INTERVET WB

This document aims to share the main project results and findings that could bring an added value to the ongoing reflection about the internationalisation of VET systems in Western Balkans within the framework of the enlargement perspective.

This document opens with the project summary (chapter 2), a short project description summing up the main elements and with the partnership presentation (chapter 3), a detailed description of all partners involved. The fourth chapter is dedicated to the description of the activity implemented and the fifth chapter presents the main results. The methodology adopted is described in chapter 6, while the impact is analysed in chapter 7. Best practices and success stories (chapter 8) are focusing on some of the project highlights in terms of participant experiences, project sustainability and dissemination. The last chapter (chapter 9) is dedicated to the key lessons and to the recommendations for the European Commission and for VET practitioners willing to further develop their cooperation with WB countries.

2. Project summary

The project INTERVET WB stands for “Internationalisation of VET systems in Western Balkans” and has been funded in 2019 by the EU commission under the Call “EAC/S34/2018, *Pilot VET mobility scheme for the Enlargement countries and Africa*”.

The initiative allowed to work together for almost 4 years - from January 2020 till October 2023 - 8 organisations involved in VET in some European Union countries (Belgium, France, Italy, Malta, the Netherlands, Poland, Slovenia, Spain) and 6 organisations from some of the enlargement countries (Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia, Serbia).

The general objective of the INTERVET WB project was to improve the quality of VET provision in 6 Western Balkans countries thus favouring the employability of young people by organising VET learners and staff learning mobility experiences. Implementing each project action the focus has been to create a system that can make this opportunity sustainable in the long term.

Due to the outbreak of Covid-19, which exploded during the first year of the project, not all the activities foreseen have been implemented as they were conceived because of travelling restrictions and vaccine related issues. Anyhow, with some adjustment in the form and in the timeline, all the general outputs have been reached with a positive impact on all partners involved.

In order to reach the general objective the project focused on two main types of interconnected activities: learning mobility of VET learners and competence building of VET staff.

The core project activity, the VET learners' mobility, allowed 426 students to experience 372 short term mobilities and 54 long term mobilities, spending 1 month or 3 months in a European company located either in Italy, France, Spain, Slovenia or Poland for an internship, enriching their training paths with the international and work-based learning dimensions.

At the same time, 184 VET teachers and staff have been involved in international capacity building opportunities. Different types of activities targeting VET teachers and staff have been organised to get the WB staff prepared for the students' mobility management and to support the development of new skills, competences and knowledge thanks to the exchange and peer learning with EU practitioners. In particular WB teachers and staff have been involved in: 3 rounds of job shadowing mobilities in the EU, 3 summers schools, 3 Efvet thematic teams seminars and the Uniser Teacher week training event.

Moreover, 33 training and teaching assignments have been organised, involving Uniser's staff to visit all the WB countries to train teachers, headmasters and administrative staff of VET schools on how to plan and implement a mobility project and to support them in the pre-departure preparation of VET learners.

All along the project, transversal activities, related to managerial aspects of the project, have been involving all partners.

Thanks to the activities implemented three main results have been achieved:

- A mobility scheme for VET students, recent graduates and staff of VET organisations, tailor made to the characteristics of the WB area, has been developed, tested and mainstreamed.
- The competences of VET organisations' staff in the fields of transnational mobility as well as internal management and administration, planning and teaching methodology of sectoral subjects have been improved.
- The integration and interaction of the different components of the VET system in WB have been increased and the cooperation with several European VET organisations has been developed.

Thanks to INTERVET WB, 278 VET providers from all over the 6 WB countries have been reached and are now active actors of the learning mobility culture creation process.

By working together during 4 years, the project partners have enlarged their network of partner organisations abroad and consolidated their cooperation developing several new projects and collaborations that will ensure the sustainability of mobility schemes, even after the end of the project.

3. The partnership

The partnership has been carefully built upon the objectives and expected result of the Project and involved EU partners according to previous and successful cooperation in Erasmus+ projects, mainly KA1 and KA2.

In Europe the partnership was composed of 3 VET providers (SEPR, MCAST College and ROC Da Vinci) that are considered as excellencies due to their good practices in the field of work-based learning and learning mobility, 4 mobility providers (UNISER, INCOMA, MODE, ZNI), organisations specialised in the implementation of high-quality VET learning mobility experiences, and 1 EU network of VET organisations (EfVET).

In the Western Balkans, the partners involved were 2 business actors (the Chamber of Commerce and Industry of Serbia and the Chamber of Economy of Montenegro), 1 private university (IUS Lifelong Learning Center in Bosnia and Herzegovina) and 3 NGOs supporting VET (Prishtina REA in Kosovo, The National Centre for Development of Innovation and Entrepreneurial Learning in the Republic of North Macedonia, and Albanian Skills in Albania).

The partners in WB have been carefully selected in order not to involve only a single VET provider per country, but organisations able to reach and involve into the mobilities actions VET schools from all over the country. This multiplier role ensured a bigger impact and a cascade effect in terms of capacity building and staff development. Moreover, the involvement of entities representing the business world ensured the real connection with the job market needs.

	EU PARTNERS								
	Uniser	Incoma	SEPR	Mode	ZNI	Da Vinci	Efvet	MCAST	TOT
Country	Italy	Spain	France	Poland	Slovenia	The Netherlands	Belgium	Malta	
Short Term Mobility Learners (hosting)	100	96	53	71	91	0	0	0	411
Long Term Mobility Learners (hosting)	20	20	7	7	0	0	0	0	54
TOT Learners Mobilities hosted	120	116	60	78	91	0	0	0	465
TOT Staff Mobilities hosted	40	14	38	0	0	74	0	42	208



	WB PARTNERS						
	CCIS	Albanian skills	CEM	IUS	Pristhina Rea	NCDIEL	TOT
Country	Serbia	Albania	Montenegro	Bosnia Herzegovina	Kosovo	North Macedonia	
Schools involved	89	48	23	32	63	23	278
TOT Learners Mobilities	101	107	49	88	49	71	465
TOT Staff mobilities	32	32	33	31	48	32	208



3.1. Uniser soc coop

The project has been conceived and managed by Uniser Soc. Coop. (Bologna, Italy), a non-profit organisation based in Italy, with branches in Spain and Poland, supporting the internationalisation of education and training providers since 1998. Thanks to its 25 years of experience in the field of management of learning mobility projects within the frame of EU programmes, Uniser developed a management model and an IT platform (Moving Generation) that facilitates the involvement of VET providers that couldn't have access to these initiatives, because of lack of time, resources or competences of their staff.

The idea of Intervet WB was to transfer this successful model and tools, which are continually improving and updating, to non-EU countries, by involving WB partners able to engage VET centres from all over the country to widen the impact and ensure the sustainability of the project.

Within the project, Uniser hosted 120 students in learning mobility, 40 teachers and staff for capacity building activities and sent its own staff to all WB countries to deliver 30 teaching and training assignments to support local organisations in the mobility preparation and management.

3.2. EfVET

EfVET (Bruxelles, Belgium) is a European umbrella organisation of technical and vocational education and training providers from 26 Erasmus+ countries. EfVET represents directly the views of its members on VET issues to all the European Union Institutions and Bodies and responds to all appropriate consultation processes. EfVET offers a network of, and for, professionals to foster connections between researchers, business people, and practitioners in Vocational Education and Training and lifelong learning.

In the period 2019 - 2024 EfVET aimed at fostering transnational partnerships of VET providers, supporting reflection and active involvement of VET providers in European policies and promoting awareness and implementation of European VET policies at National and regional level.

The main added value that EfVET brought to the project was in terms of networking and dissemination. More specifically, among others, EfVET aimed to promote VET quality, relevance and attractiveness and foster international cooperation via the participation of teachers from the Western Balkans in the EfVET Thematic Team conferences on “Internationalisation and Learning Mobility”. These meetings have been organised yearly and they have been a great opportunity of capacity building and networking for all participants.

3.3. Da Vinci College

Da Vinci College (Dordrecht, The Netherlands) is a regional VET College offering a great variety of secondary vocational courses in various branches (Technology and Media, Business studies and Entrepreneurship, Health and Care) together with (in)-company training and education for adults for around 7000 students. Da Vinci College is a knowledge and expertise centre for innovative and inspirational VET, exploring innovative and creative solutions for current and future labour market issues.

Da Vinci has been engaged by hosting WB VET schools' staff for Summer School and job shadowing activities and in the organisation of the 2021 EfVET Thematic Team conference, held online due to travel restrictions still in force for the Covid-19 pandemic.

3.4. SEPR

SEPR (Lyon, France) is a vocational training centre created in 1864. It is a non-profit organisation, managing 5 different educational organisations: 1 vocational high school with 600 full time students, 2 apprenticeship training centres with 2800 students, 1 private high school with 150 students, 1 long life learning institution welcoming 150 adults. SEPR proposes 110 curricula in 6 different fields.

For nearly 30 years, SEPR has developed a proactive policy of European mobility and openness to the world with the concrete objective to give every learner the chance to have a professional and personal experience abroad and to integrate a European dimension into his training course by promoting the mobility of teaching and non-teaching staff.

Within the project, SEPR hosted WB teachers and staff for a job shadowing experience thanks to its pluriannual experience in terms of learning opportunities provided, professional and cultural mutual exchange. Moreover, SEPR also hosted the 2022 EfVET Thematic Team conference, focused on internationalisation, inclusion and sustainability.

Last but not least, SEPR hosted 60 learners from the six countries of the Western Balkans and organised for them internship experiences in Lyon.

3.5. MCAST

MCAST (Paola, Malta) is the largest vocational institution in Malta and offers courses in several branches to around 6.700 full time students and 5.000 part time adult students during each academic year. The Mission Statement that guides the College and its employees is as follows: "To provide universally accessible vocational and professional

education and training with an international dimension, responsive to the needs of the individual and the economy”.

This project represented for MCAST a first opportunity of cooperation with Western Balkans countries, and its adhesion was made in order to develop cooperation projects for the mutual exchange and enrichment.

Being a European standard quality awarded VET provider, MCAST participation has been very precious because it allowed it to share its experience with teachers and professionals of the VET training sector of WB countries, through dedicated job-shadowing. MCAST also virtually hosted the 2020 edition of the EfVET Thematic Team, organised online due to the outbreak of Covid-19 pandemic.

3.6. INCOMA

Incoma is a training and research agency based in Seville (Spain) with a large experience in the development and coordination of international projects mainly funded within the framework of EU programmes, especially in the fields of education, training and research.

Incoma's main areas of activity is the management of mobility projects targeting students, trainees and teachers, moving approximately 1,000 people each year.

Within the project, Incoma focused on hosting 116 WB students for their internships and in organising one of the three Summer Schools for WB teachers and staff.

3.7. ZNI

ZNI (Maribor, Slovenia) is an organisation managing mobility projects for VET students, unemployed persons and for businesses as support to help them develop their human resources. ZNI has extensive experience in the development and implementation of various international mobility projects and exchanges. Within the framework of Erasmus +, ZNI has organised work placements abroad for Slovenian citizens and work placements in businesses across Slovenia for international candidates.

ZNI shares common history, culture and for that reason also mutual understanding, with the WB area. After the breakup of Yugoslavia there are still remaining economical connections and cooperation between Slovenian and Balkan companies and there is also a historical continuation of people moving for a job to Slovenia from the Balkan countries, also due to smaller linguistic gaps.

Thanks to the project, ZNI offered 91 WB students quality work placements in Slovenian partner companies.

3.8. MODE

Move and Develop Foundation (Wrocław, Poland) is an organisation focused on providing educational opportunities and fostering mobility among young people and adults with special focus on the preparation of the beneficiaries for the challenges of the labour market. MODE is based in Wrocław and is active in 5 regions of Poland working with schools to provide young people (around 1000 per year) with educational mobility opportunities in different sectors.

MODE hosted 78 Western Balkans VET students, 71 for a short-term experience and 7 for a long term one.

3.9. Chamber of Commerce and Industry of Serbia

The Chamber of Commerce and Industry of Serbia - CCIS (Belgrade, Serbia) is the leading business association in Serbia. The most important pillars of the organisation are: representing the interests of the economy before the Serbian Government and other state bodies and institutions, supporting companies through services, mediation and consulting and the internationalisation of Serbian business through the improvement of international economic cooperation.

CCIS is also very active in improving educational policy and the development of life-long learning. The CCIS centre for education and dual education is divided into two departments. The first one, Department for education, is in charge of the organisation of business trainings created to improve the competencies and skills of employees and managers. The other Department for Dual Education and Educational Policies is in charge of formal education activities, i.e. linking business and formal educational systems aimed to establish education based on learning outcomes in line with economic needs.

CCIS has been involved because of its contact with approximately 400 VET providers in Serbia and continual collaboration with 80 Serbian schools for dual education activities, acting as a bridge between VET and business sectors.

Thanks to CCIS, 93 students and 32 staff from Serbia have been participating in learning mobility initiatives.

3.10. Albanian Skills

Albanian Skills – National Association for Skills Competitions, named Albanian Skills is an independent, national association without any economic intentions. It is its strong belief that a country's functioning economy necessarily needs well-skilled and qualified

professionals in addition to theoretically educated academics. Therefore, Albanian Skills are also convinced that a good education system must be built on a strong vocational education and training system. The NGO's aim is to promote and support skills Albanian Skills promotes and supports young Albanians to become decent and skillful workforce for the future in Albania through the introduction of new ways of promoting skills, creation of conditions/opportunities for the young talented people to prove, improve and build a more decent and smarter career with the power of skills and through facilitation and supporting the exposure of young skilled & talented Albanians to international learning, skilling, and working standards. And thereby, improve the recognition and status of vocational education and training in Albanian society. For this purpose, they annually organise National Skills Competitions in Albania, Skills Week, Albanian Girls in ICT Academy, Career Guidance for Albanian Youngsters Academy, sectorial competitions, and hackathons, such as Sustainable Ideation Tourism Hackathon", "Show Your Talent" in fashion and leather design, "Agro Tech Hackathon", etc.

The vision and mission of the Albanian Skills team is to be further developed and serve as a national hub for excellence in skills, join the family of WorldSkills and EuroSkills, and bring young talented Albanians to international competitions as the unique opportunity for the country to influence excellence in VET systems, Labour Market and Private Sector Engagement in addition to the implementation of many national and international initiatives and Erasmus+ projects focusing skills, VET, employability, excellence, entrepreneurship, innovation, green and digital transition, climate changes etc.

Albanian skills participated in this project, offering to the 48 Albanian VET providers, with whom it is in contact for the organisation of the skills competition, the opportunity to develop their international dimension and to prepare present and future generations of workers to respond to the modern challenges of the European labour market.

Thanks to Albanian Skills 99 students and 32 staff from all the country have been involved in learning mobility opportunities.

3.11. Chamber of Economy of Montenegro

The Chamber of Economy of Montenegro - CEM (Podgorica, Montenegro) is a professional organisation that associates all commercial entities in Montenegro on a mandatory basis. CEM advocates business community interests through both legal initiatives toward government bodies and permanent dedication on introduction of standards into enterprises raising that way their competitiveness. In daily connection with companies,

CEM gains an overarching view useful to identify educational needs for skilled labour and advanced technologies that future growth is conditional on.

CEM supported project implementation in Montenegro involving 45 students and 33 staff, with the aim of overcoming the existing skills gap and mismatch between demand and supply on the labour market that hit CEM member-companies in their effort to follow European standards of smart, sustainable and inclusive growth.

3.12. IUS Lifelong Learning Center in Bosnia and Herzegovina

The International University of Sarajevo - IUS (Sarajevo, Bosnia and Herzegovina) was established by the Foundation for Education Development Sarajevo in 2004. Since its foundation, the International University of Sarajevo has been involved in the academic development of the region, and as a part of the importance it gives to the “lifelong learning” ethos, has set-up the IUS Life – Lifelong Learning Center to share its decade-long experience with people from all stages and walks of life.

Beginning with the 2013-2014 Academic Year, IUS Life – Lifelong Learning Center aims to help personal and professional development of the public through educational programmes for the public and private sector companies, schools, international organisations and persons as well as private citizens. In order to create a better-trained workforce and to contribute to the economy of Bosnia and Herzegovina, various vocational training and professional development programmes, foreign languages and computer literacy courses, certificate programmes and seminars are held by the IUS Life – Lifelong Learning Center.

IUS Lifelong Learning Center took part in this project by involving VET schools from all over the country and supporting them in sending 80 students and 31 staff.

3.13. Prishtina REA

Prishtina REA (Prishtina, Kosovo) was established under the initiative of the European Agency for Reconstruction (EAR) in 2001 as part of the European Union Integrated SME Development Program for Kosovo. Based in Prishtina, as a service provider with the largest economic development experience in Kosovo, the Agency supports the development of policies that stimulate economic development, community development, social integration and social inclusion while offering an extensive experience in the design and delivery of services to foster socio - economic development and partnership cooperation. Prishtina REA is certified with ISO 9001:2015 and ISO 27001:2013, ensuring the maintenance of a high level of quality and information security in all aspects of its operation. Prishtina REA has succeeded in becoming an internationally recognised

innovation, digital and ICT implementing partner with national and international contracts based on its quality assurance procedures.

Prishtina REA participated to this project in order to contribute to the development of VET in Kosovo, involving around 50 VET providers in the project activities and allowing them to send 44 students and 48 staff abroad, boosting the implementation of learning mobility experiences and the acquisition of expertises that need to be integrated in the school education.

3.14. National Centre for Development of Innovation and Entrepreneurial Learning

The National Centre for Development of Innovation and Entrepreneurial Learning - NCDIEL (Skopje, Republic of North Macedonia) was established in November 2009 with financial support from the Austrian Development Cooperation (ADC) in the Republic of North Macedonia.

NCDIEL mission is the promotion, support and development of innovation and entrepreneurial learning, with the aim to decrease unemployment through creation of new innovative businesses and strengthening the SMEs sector in the Republic of North Macedonia.

Thanks to NCDIEL, 65 students and 32 staff from the Republic of North Macedonia have been involved in learning mobility opportunities, helping to develop a more consistent and effective system of technical education and training.

4. The activities implemented

The core project activities are related to offer learning mobility experiences to VET students, going to EU countries for work-based experiences, and to VET teachers and staff, involved in international capacity building opportunities. Moreover transversal activities, related to managerial aspects of the project, have been involving all partners all along the project duration.

Here below some more details about the main activities implemented.

4.1. WB learners mobility

Students learning mobility was the beating heart of the project, involving a total of 426 learners from all the Western Balkans.

During the project duration, 372 short-term mobilities have been organised for VET learners attending courses for a level EQF4 qualification in the 6 target enlargement countries. They took part in 1 month internships in a European company located either in Italy, France, Spain, Slovenia or Poland. Every group of participants was accompanied by an Accompanying person (they were 39 in total) who monitored them for the whole duration of the mobility. These experiences allowed the students to enrich their training path with the international and work-based learning dimensions.

In particular these opportunities equipped young people with key competences and professional competences which will facilitate their transition to the labour market and their personal development. The students have been selected, prepared, accompanied by qualified staff and mentored all along their experience and once back home.

Moreover, 54 long-term work-based learning experiences abroad of 3 months for VET learners (EQF4 and EQF5) have been organised. Participants were recently graduated within 12 months and they were studying in the 6 Western Balkans countries involved in the project. The experiences have been conceived as a natural liaison between education and the labour market. The VET students were continuing their training, enriching their curriculum and importing some professional competences that contributed to the development of the local economy and facilitated their transition to the job market.

	CCIS	Albanian skills	CEM	IUS	Prhistina Rea	NCDIEL	TOT
Short Term Mobility Learners (included Acc. persons)	90	88	45	75	46	67	411
Short Term Mobility Learners (excluded Acc. persons)	82	80	41	67	41	61	372
Long Term Mobility Learners	11	19	4	13	3	4	54
TOT Learners Mobilities	101	107	49	88	49	71	465

4.2. WB teachers and staff mobility

A lot of efforts and resources have been allocated to the development of skills, competences and knowledge in the staff of VET providers of the enlargement countries pertaining to the theme of mobility and work-based learning. The project addressed this objective with 3 different types of mobilities specifically targeting WB VET staff.

The first activity targeting VET staff in enlargement countries consisted of job shadowing, which allowed 57 teachers and managers to visit for one week three VET excellencies in Europe: SEPR in France (November 2021); Roc Da Vinci College in the Netherlands (April 2022); and MCAST in Malta (October 2022). Thanks to the job shadowing, the managers and teachers observed some of the best practices in the field of VET implemented in Europe. The participants visited the VET organisations and spent three days with EU staff and colleagues, working together and exchanging about programmes, curricula, training methodologies and tools, internationalisation strategies and mobility projects management.

The second activity targeting VET staff was attending 3 Summer Schools on the theme of learning mobility. These teacher trainings were organised by Uniser (June 2020), Incoma (July 2021) and ROC Da Vinci College (April 2022) and allowed 42 VET teachers and practitioners from the 6 WB countries to get trained on VET mobility from lecturers and experts in the field while sharing good practices with participants from other EU countries. Due to the Covid-19 pandemic, the first Summer School was organised online and focused on preparing teachers from all the Western Balkans in managing the upcoming students' mobilities, regardless of that difficult period.

The third activity targeting VET staff was related to the annual Seminars of Efvet Thematic Teams. Launched in 2018, the Thematic Teams are groups of VET organisations acting as “think tanks” and point of reference for VET in 5 specific areas: School-Enterprise; Technologies and Industry 4.0; Social Inclusion; Learning Mobility and Internationalisation; Joint European Qualifications; Technology Enabled Learning.

The participation of VET teachers in the Thematic Teams annual Seminars of the area “Learning Mobility and Internationalisation” was part of the competence building strategy of the partnership which created opportunities to introduce new elements of innovation in the WB countries.

The first two Thematic Teams Seminars, organised by MCAST in June 2020 and by Da Vinci College in May 2021, took place online due to the Covid-19 pandemic. The third Thematic Teams Seminar, organised in May 2022 by SEPR with the support of Efvet and Uniser, took place in Lyon and involved 20 people from WB among 102 practitioners from all over the world.

Moreover, due to the impossibility to travel during the first two Thematic Teams meetings, 24 staff and teachers from WB have been invited to attend the Uniser Teacher Week in May 2023, a three-day event dedicated to capacity building and teacher training about Internationalisation in Education.

	Date	Venue	Participants
I Job shadowing	November 2021	France	18
II Job shadowing	April 2022	The Netherlands	19
III Job shadowing	October 2022	Malta	20
I Summer School	June 2020	Online	16
II Summer School	July 2021	Spain	14
III Summer School	April 2022	The Netherlands	12
I Thematic Team	June 2020	online	20
II Thematic Team	May 2021	online	43
III Thematic Team	May 2022	France	22
Uniser Teacher week	May 2023	Italy	24
TOT Learning mobilities			208

4.3. Training and teaching assignments

Not all the staff mobilities were oriented towards the EU. 33 training and teaching assignments brought the staff of Uniser in the WB countries to train VET staff and learners. The 18 training assignments aimed to train teachers, headmasters and administrative staff of VET schools on how to plan and implement a mobility project and prepare them in managing the upcoming mobility of students.

The 15 teaching assignments allowed to strengthen the pre-departure preparation of VET learners provided by the local partners.

The reformulation of the activities due to the Covid-19 pandemic converted the first round of 6 training assignments (May 21th and June 24th 2020) into virtual webinars sessions spread out over 6 days, organised for each WB country.

6 Virtual Training Assignments
12 In Presence Training Assignments
15 Teaching Assignments
607 WB staff involved

4.4. Transversal activities

On the side of the implementation of the core mobility activities, the partners have worked on the general management of the project. To do so, several transversal activities related to project coordination, quality management, dissemination and sustainability have involved all partners all along the project duration.

In particular, a crucial role for all project management tasks related was played by the 5 transnational project partners meetings: 1 kick-off meeting (online, in June 2020), 3 annual meetings (Sarajevo, June 2021; Belgrade, March 2022; Tirana, November 2022), 1 final meeting (Bruxelles, September 2023). These meetings have been attended by the representatives of all partners appointed by their organisations as “members of the coordination group”. During the meetings, the partners reported about their achievements in plenary sessions, worked in groups and discussed the organisation of the activities for the upcoming months, tackled all admin and quality issues. Due to the Covid-19 pandemic, the kick-off meeting held in June 2020 has been organised online.

These transversal activities brought to the development of several outputs such as:

- the [project website](#), which contains a blog where the testimonies of both learners and teachers and the main news of the project were published;
- the promotional videos, that can be used also after the end of the project, to promote the mobility experiences in the Western Balkans countries;
- the video guidelines, created with the purpose to offer support and practical suggestions to newcomers organisations that would like to begin managing international mobility projects;
- a section in the platform Moving Generation dedicated to the project. All the partners involved in the learners mobilities and the 98 participants who take part in the last round of departure had access to the platform and they used it to exchange useful information about their mobility experience;
- the peer review, a methodology used by the European partners to perform a sympathetic evaluation of the activities carried out by Western Balkans partners and their VET mobility consortia in the enlargement countries.

5. The main results

The core objective of the project, improving the quality of VET provision in Western Balkans by supporting its international dimension and delivering learning mobility opportunities, has been achieved by the actions described in the previous chapter.

The following paragraph contains a description of the main results per target group:

5.1. Students mobility scheme

An innovative mobility scheme, tailor-made to the characteristics of the WB area, has been developed, tested and mainstreamed. The mobilities have involved VET students and recent graduates to improve the key competences and professional skills in learners thus filling the gap with those needed by the local business sector and facilitating their transition to the job market. At the same time, the international experience raised awareness in VET learners of the European Union, in particular regarding the concept of Lifelong Learning, knowledge society, and active citizenship.

To ensure the sustainability of the mobility scheme, a toolkit on how to successfully set up a mobility project containing the best practices resulting from the testing phase was prepared and made available to all practitioners in the Western Balkans.

Moreover, it was analysed and discussed among the partners the needs and characteristics of the VET systems of every sending country. The final organisation of the activities took into account the results of the analysis with the aim of developing a future comprehensive VET mobility programme in the Western Balkans.

465 WB students experiencing learning mobility
278 WB VET schools involved
1 toolkit on managing learning mobilities

5.2. Staff capacity Building

The competences of VET organisations' staff in the fields of transnational mobility as well as internal management and administration, planning and teaching methodology of sectoral subjects has been improved through learning mobility.

This has been possible thanks to the activities targeting the staff and aimed to meet and exchange among VET organisations' staff and mobility providers and by increasing the on-the-job training opportunities for the staff of VET organisations, with a specific focus on managing mobility projects, ECVET and innovative methodologies for teaching sectoral subjects.

Overall, 278 VET providers from all over the 6 WB countries have been reached and are now active actors of the learning mobility culture creation process.

278 WB VET schools involved
208 WB teachers and staff involved

5.3. System integration and EU network development

The project allowed to strengthen the integration and interaction of the different components of the VET system: schools, business actors, mobility providers and local authorities have been cooperating all along the project duration at local level. Moreover, thanks to the project, the partner organisations from the European countries and the Western Balkans improved their cooperation and this allowed them to establish a network of stakeholders that ensured the sustainability of mobility schemes, even after the end of the project.

In particular, VET schools from Serbia and Republic of North Macedonia - the 2 countries where it was possible to apply for Erasmus+ funds - applied for Erasmus mobilities projects and are continuing to send their students and staff to EU countries. On the other side, partner organisations from Albania and Bosnia Herzegovina decided to start developing Internationalisation@Home initiatives, by hosting students and staff from EU countries (cfr. Annex 1)

6. The methodology

Uniser has 25 years of experience in the management of learning mobility projects within the frame of EU programmes, pursuing the general objective of allowing all young people to have at least one mobility experience during their training path. During the years, Uniser developed a mobility projects' management model and an IT platform (Movingeneration) that facilitates the participation of VET providers that could not have access to these initiatives, because of lack of a network abroad, time, resources or competences in their staff. In particular, Uniser supported several VET schools to build and manage Erasmus+ applications using the "Mobility Consortia approach", in which several schools united because of their sector or geographical area, developed a unique Erasmus+ application, joining their resources and contacts to allow their students and staff to benefit from the learning mobility experiences.

The idea of Intervet WB was to transfer this successful model to non-EU countries, allowing the partner organisations to gain the competences to engage VET centres from all over the country and to offer to their students work-based learning mobility experiences abroad, but also to include their teachers and managers in capacity-building activities (job shadowing and exchange of best practices).

In order to develop the mobility scheme system, the partnership started from an analysis of the VET context in every Western Balkans country, with a specific focus on how it is structured, the main features, the challenges, the laws and rules regulating international mobilities (if present). Starting from this analysis, the partners opened official communication channels with the local authorities in order to find a legal way to recognise the mobility experiences within the students' educational path.

After the analysis and after the first contact with the institutions was established, the first calls for participants were open in sending countries. Every partner from the Western Balkans promoted the opportunity among the VET schools in its network and organised events to explain schools the national legal framework of the INTERVET learning mobility experiences.

Uniser, supported by each local partner, took care of the selections and preparation of the students and staff participating at the mobilities. Moreover, each local partner was involved in all the phases of the mobility management, experiencing how to guide and monitor the students, how to manage the project and the partnership and how to deal with all documents and admin issues. Thanks to these years of cooperation, the VET providers of each country are now in contact and able to cooperate. They know how to prepare and manage a project, they developed a wider network locally and internationally.

In order to facilitate the Western Balkans organisations to manage the mobility activities and to share information with their network of schools, it has been created a space within the platform Movingeneration that allows the partner organisations to:

- Plan the mobility flows together with the hosting partners;
- Select participants online;
- Share information with participants through the platform;
- Share with the hosting partners information about budget and mobility dates;
- Keep all the mobility data in a safe place.

Movingeneration has been used just for the last round of mobilities, however it is an useful tool that all partner organisations will use for every follow-up mobility project, both funded with Erasmus+ or with other funds.

The Consortia model and the IT tools developed, which are still today improving and updating, are now used in all the WB countries and allow every year the participation of an increasing number of VET students to life changing mobility experiences all around Europe.

7. The impact

Thanks to the project it was possible to reach a significant impact on the participants of the mobility activities (VET students and staff).

On the students' side, the mobility opportunities have been impacting both in terms of higher employability then in EU awareness. The work-based experiences abroad favoured the acquisition of key competences and professional competences. In particular, the project has been for all participants an important occasion to gain self-confidence and programme their future according to what they learned during the experience abroad.

Short Term Learners Mobilities:
New professional skills development: 4,1 over 5 on average
New key competences development: 4,3 over 5 on average
Long term Learners Mobilities :
New professional skills development: 3,5 over 5 on average
New key competences development: 4,1 over 5 on average

4

On the VET teachers and organisations' staff side, the competences acquired cover the field of managing transnational mobility projects as well as planning and teaching methodology of sectoral subjects. It is important to mention that this is an important result considering that in general all the training activities were in English and that there was a strong linguistic barrier for teachers and staff (especially teachers of professional subjects).

Indirectly, the project brought an important change in the VET systems of the WB countries involved. The massive investment in capacity-building activities generated a change from the initial situation for the VET staff in the Western Balkans. They acquired know-how on all the aspects of mobility: the management of (KA1) projects, the integration of transnational activities in their teaching methodology, as well as more knowledge about the Erasmus+ programme, ECVET and its tools. All Western Balkans partner organisations, in close contact with local and national actors and authorities in the field of education, have been developing the expertise and the contacts to implement important innovations in the national VET systems, accelerating the reforming process that is ongoing in order to join the European Union.

Last but not least, INTERVET WB was an important cornerstone to strengthen the collaboration between Europe and the enlargement countries in the field of VET.

⁴ Participants auto-assessment, final questionnaire filled by 15 LT learners and 192 ST learners.

8. Conclusions and recommendations

Implementing this project, one of the first initiatives piloting learning mobility in WB, and launching it at the same time that the Covid-19 pandemic exploded, presented significant challenges. However, the achieved results have proven to be highly rewarding for all partners involved and for the local communities.

These are the key lessons learned worth sharing:

a. Mobility outside Europe: a very powerful tool to be further developed

The initial point underscores the crucial importance of recognising the substantial demand for learning mobility and its ensuing impact on VET systems beyond the European Union. All the partners already working with Erasmus+ project noticed that, in the WB countries that could not benefit before from programmes such as Erasmus+, this kind of experience can bring a huge added value to the participants and, in turn, positively affect local communities.

Thanks to these favourable experiences, we have received numerous expressions of interest from VET schools in the WB countries eager to send their students abroad for an internship period. However, since Erasmus+ National Agencies are present only in Serbia and North Macedonia, it is impossible for many of them to take part in the programme as sending organisations. For this reason, we would like to suggest to speed-up the creation process of National Agencies in all the WB countries, in order to give the opportunity to all the Western Balkan schools to easily cooperate with the European ones and so to support the creation of an EU identity and sense of belonging.

b. VET mobility vs HE mobility: budget considerations

Another important learning coming from the project management is related to the budget. To calculate the subsistence grants for learners in the pilot calls, the Commission has decided to use a system similar to the one used to calculate the Higher Education grants in Erasmus+, that brought to subsistence grants 25-30% lower than the one used for VET mobilities in EU countries.

However, this system does not take into consideration that the students taking part in the projects are VET, not Higher Education participants, so they are younger and less autonomous than Higher Education ones and they need significant support in the organisation of their internship abroad. Moreover, they often have difficult backgrounds and come from countries with an adverse exchange rate, so their families cannot financially support them very much.

For all these reasons and in order to ensure an egalitarian access to this kind of experience we suggest, in future calls, we would recommend to use the VET daily rate system and not the Higher Education one.

In conclusion, the INTERVET WB project has made a significant contribution to sowing the seeds of a learning mobility culture in WB countries.

These small seeds rapidly flourish, expand and propagate, enhancing the capacity to enrich, innovate and connect. This, in turn, will advance economic development and promote shared values across the enlargement countries.

9. Annexes

9.1. ANNEX I: Best practices and success stories

A) From sending to hosting: exploring the IUS hosting experience in Sarajevo

When and how have you decided to start hosting students and staff from other INTERVET WB partners? Was it the first time?

IUS and IUS Lifelong Learning Center already have experience in hosting various educational programmes for young people. In fact, IUS participates in the Erasmus+ project for the exchange of higher education students across Europe, as well as other exchange programmes. IUS Life already had experience in organising English language summer schools, STEM camps, etc., but not in organising workplaces for high school students from EU countries.

In the period of the pandemic, during the implementation of the Intervet WB project and thanks to the exchange with the other project partners, IUS decided to become hosting partner for internships of VET students and to host job shadowing for teachers.

This was our first hosting experience based on this Erasmus action and we knew that we would face many challenges, extraordinary levels of responsibility, etc.

Speaking about students, who have you been hosting?

We hosted over 30 high school students from VET Italian schools with different profiles: IT, Tourism and Hospitality, Marketing and PR, International relations, Administration, Transportation Logistic, Bio-Technology, Food, Environment, etc. Students were placed to do internships in companies whose activities are related to the profiles for which they are studying.

And how was the experience?

The experiences are very positive and range from good to excellent. But in general, students' expectations are significantly higher than realistic.

Students generally expect that during the internship they will do highly specialised jobs or highly responsible jobs while forgetting that they have no experience, that they have no idea about the functioning of a company, and that the process of transferring knowledge is very challenging in a country where English is not an official language and for a huge number of professions it is not even a requirement.

Schools should also have more realistic expectations from their students' internships, and that would be a great support for hosting partners. Pre-departure meetings should contain more realistic information about future internships, without unrealistic promises.

We all need to create a positive Erasmus+ image but without promises of fulfilling wishes and creating a euphoric atmosphere.

So far we have had a great understanding of our hosting companies and we greatly appreciate their support for our project but some companies are simply not showing willingness to join us.

We would like to point out that we all need to work on strengthening cooperation with companies because they provide us with great support and we do not offer them much in return, except praise for their social responsibility and support for education.

Speaking about job shadowing of teachers, who have you been hosting?

We hosted 24 teachers from Italy and Spain.

Most of the participants were language teachers, but also teachers who teach other subjects (law and economics, administration, art, etc.). During the job shadowing training as part of our teaching for success programme, different topics are covered and we try to create an interactive atmosphere.

Some of our "student-centred" seminars are:

- Universal Design for Learning (UDL): meeting learners' needs:
 - Differentiation as a key to a student-centred approach to teaching;
 - Differentiation in the language classroom: experiences and examples.
- Teaching teens: project-based language learning:
 - Understanding adolescents;
 - Defining a rationale for project-based teaching;
 - Distinguishing different types of projects;
 - Examples of projects;
 - How to plan a project?
 - Assessment: How to assess group work? etc.
- The interactive seminar "Discovering the Culture" is also part of our programme.

Our job shadowing package also includes visits to companies, a cultural visit, a visit to schools, a joint dinner, etc.

So far, we have had excellent feedback from the participants.

Do you think it brings added value to the participants? And to your local community?

Yes, we think it brings additional value to all the participants, students and teachers.

Experiences gained during the internships and the job shadowings cannot be experienced during regular schooling or daily routine work.

As for our local community, Erasmus + programmes promote our community as an open society that respects and accepts differences. Despite all the difficulties and challenges, these models of education have a future in our society.

Internships for high school students from the EU are a relative novelty in our society and we still need to work diligently and dedicatedly to make each of our hostings successful.

B) From sending to Hosting: exploring the Albanian Skills experience in Tirana

When and how have you decided to start hosting students and staff from other INTERVET WB partners? Was it the first time?

INTERVET Project is a milestone project for the VET learners mobilities in WB Countries. In this regard Albanian Skills organisation was introduced for the first time to mobilities as a sending organisation, arranging mobilities for vocational education students and teachers from Albania. As we became more experienced in handling mobility processes, the idea of becoming a host organisation emerged.

For the first time, Albanian Skills took on the role of hosting VET learners from abroad. This process was introduced during a training session conducted by Uniser staff, online and in person sessions, also during an evaluation mission to Albania to assess the organisation's capacity to manage the entire process of hosting. Together with Uniser, we evaluated the available candidate companies and accommodations. To be prepared for this new role, the Albanian Skills team received training on all the necessary steps and processes involved in hosting activities.

Who have you been hosting? And how was the experience?

Albanian Skills hosted 2 groups of students from Italy and a group of teachers from Spain.

The first group was 8 students from Italy together with the accompanying person during the period 20.09.2022-12.10.2022. The study profiles were technology, electronics, finance, and marketing. Students during this period worked in their respective companies in accordance with the study profiles.

The second group of students were 10 students and team leaders from Italy during the period 24.02.2023-23.03.2023. The students' profiles were tourism, technology, administration and marketing, geotechnics, and mechanics. All the beneficiaries were

placed in companies in accordance with their study profile. They became part of the company's staff and were involved in the daily work processes.

The beneficiaries were received at the Art Hostel, located in the city centre and only a few minutes away from the companies. All rooms were equipped with private/shared bathrooms and free Wi-Fi access, and participants were provided with all necessary items during their stay.

A group of three teachers from Spain became part of a Job Shadowing during May 22-26, 2023. They got to know the host organisation and visited companies and vocational schools. They also participated in activities such as fairs and explored the city of Tirana.

Do you think it brings added value to the participants? and to your local community?

Throughout the programme, participants were given the opportunity to develop both linguistically and professionally; through the internship, they gained new and relevant work knowledge and experience in their chosen sector. In each company, the staff helped them understand cultural differences and learn new expressions in English and in the Albanian language. Participants have been able to acquire a beneficial work experience, as for most of them it has been their first experience of working life. The training period will also act as professional preparation for the future. Skills learned are in IT, activity management, marketing, etc., and soft skills such as living and working in a group, and managing time and money. They were involved in multicultural activities as well and touching the local life and city atmosphere, firstly because some of them were living or working with other foreigners or Albanian young people, but also because Tirana has become a cosmopolitan city in the years.

Regarding Albanian Skills Association and Partners, we can divide them into three different types:

- **Enforcing our international activity:** for Albanian Skills has been a really profitable experience as we have been involved in an important EU project. This experience will enable us to better undertake future projects indeed. The experience acquired in its partnership with Uniser will allow Albanian Skills to carry out new activities from a European perspective. Companies have created an international environment for their staff and in the future are waiting to host students again.
- **Strengthening a national partner network:** the project allowed Albanian Skills to contact various local Institutions and Companies in order to establish partnership agreements that will govern the framework of future cooperation. The new

partnership will help us to improve the quality of services provided to our international partner network as well as to set new ways of collaboration. Companies are known for Erasmus + and hosting mobilities.

- **Regional and international Development:** our activity as a partner in EU programmes is the promotion of VET mobilities to and from Albania. Encouraging relationships among people from the EU regions. Pan-European awareness will be strengthened through participation in these types of projects. Contributing to a regional Tourism Sector development through the promotion of our region, culture, and interesting things from the participants to their respective countries.

C) New Erasmus+ opportunities in Serbia

The INTERVET WB project enabled numerous vocational schools in Serbia to participate in forms of international mobility with staff (job shadowing and teacher training), students and recent graduates (respectively one and three month internships) for the first time.

Their participation in some cases represented the first step of their process of internationalisation of educational programmes especially through Erasmus+ funded projects. In this sense, it is possible to say that INTERVET WB has offered a clear prospect to schools interested in further innovating their curricula.

On the other hand, schools with previous experience with the Erasmus+ programme have deepened their involvement and engagement with internationalisation strategies through the participation in INTERVET WB. For instance the school “Osnovna i Srednja Skola Petro Kuzmjak” (Ruski Krstur, Serbia), after having actively participated to INTERVET WB and other Erasmus+ projects, has successfully applied for the Erasmus+ school accreditation in 2022 and implemented its first year of mobilities with satisfactory results. Another example of an effective internationalisation strategy is offered by the Prehrambeno-Hemijska Skola (Nis, Serbia), which after various international experiences has obtained the Erasmus+ VET accreditation in 2023.

D) Students voices: some direct testimonies and nice pictures from our participants



"It's noisy but we don't mind,
Lights shine metres away while shadows dance along the boulevards,
I collect various years of clothing styles while looking at passers-by and admiring them.
Welcome to Milan, Italy.

From the first week, we already had a collection of memories that we knew we would carry with us with the warmth of the sun.

From the wonderful people in our companies who helped us and taught us new things during practice to the tour accompanied by smiles.

An experience like this should be taken into account by every student, because every doubt will disappear the moment you arrive, and every end of this experience will give you a dose of desire for another one."

Ajla Cehic , Secondary Business-Commercial and Trade School, Sarajevo
Short Term mobility experience in Milan, Italy



“We all are grateful for this opportunity. We learned something about other people and places, but we also learned something about ourselves”

Short term experience in Ancona, Italy

Students from Georgi Dimitrov High School, North Macedonia



“I want to thank you from the bottom of my heart for giving me the opportunity and trust to be a group tutor for a one-month student internship in Maribor. It was a great pleasure to participate in this programme and work with you as mentors.

Your support and expertise meant a lot to me throughout this experience, and I am grateful for your guidance and mentorship. Your commitment to imparting knowledge and providing opportunities for skill development has been critical to our successful practice.”

Short term mobility in Milan, Long term mobility in Wroclaw and then accompanying a group of 11 students in Maribor, Slovenia

Kenan Junuzovic - future architect, activist, volunteer and now a student of architecture at IUS.

F) Teachers voices: some inspiring words and pictures from the teaching staff involved into the project activities



”The project enabled the training participants to get acquainted with the educational system of the Netherlands, as well as with the functioning of the Da Vinci school. In addition to having the opportunity to discover the benefits of international projects for both students and teachers and other school employees, by getting to know colleagues from the region during this training, we opened the door for schools for regional cooperation. This experience helped me to better understand how to encourage students from my school to take part in international activities.”

Summer school - Da vinci College, The Netherlands

Ljubica Cvetinović and Srđan Gagić - VET Teachers, Electrical engineering school Zemun, Belgrade

“During the time spent in Dordrecht, Netherlands, I met new people and made new friends. I met people who share the same passion for teaching. Young people sometimes just need a tail wind. **I will use gained experience in a classroom.** I want to thank the International University of Sarajevo for a great opportunity. Some of the topics covered during Job Shadowing Training: In healthy body, healthy mind.

Da Vinci College recognized that harmony between physical and mental wealth is crucial for normal functioning in today’s accelerated life. Sitting culture and passivity are a result of a fast development and digitalisation of society. How to stay healthy, how to deal with stress and this accelerated lifestyle? Students and teachers ask themselves these questions. At Da Vinci College they have some therapies when it comes to this. One of these therapies is Rock and Water therapy, exercises with interaction for relaxation of body and mind. There is also an exercise called Fear of failure for boosting/strengthening self-confidence and solving problems. The famous sentence “there is no bad weather, just bad clothes” has for a long time been very common in the Netherlands society. Biking every day is a great exercise, but also being outside can prevent bad habits of today’s society. **I also like to cycle and I am going to talk with my students about this very important topic.**

Job Shadowing - Da Vinci College, The Netherlands

Dzenana Grozdanic - professor of German, Secondary Medical School Bihac, Bosnia and Herzegovina

“I will personally **share our unique experiences and knowledge with colleagues from my school,** and we will talk about the importance of the Intervet WB project in the TV show of Tuzla Canton called ‘Morning Program’ and on the official website of the school”.

Job Shadowing - SEPR, France

Samer Fazlic - Assistant to Principal of MSS Gracanica (VET School), Bosnia and Herzegovina

The lectures we listened to at MCAST were organised and implemented at the highest possible level. **All forms of lectures were expedient, the topics of the lectures themselves were very interesting.**

Job Shadowing - MCAST College, Malta

Lejla Telarevic - PE Teacher and Project coordinator - SSC Hadzici (VET School), Bosnia and Herzegovina

G) What is next? Capacity building and other follow up initiatives

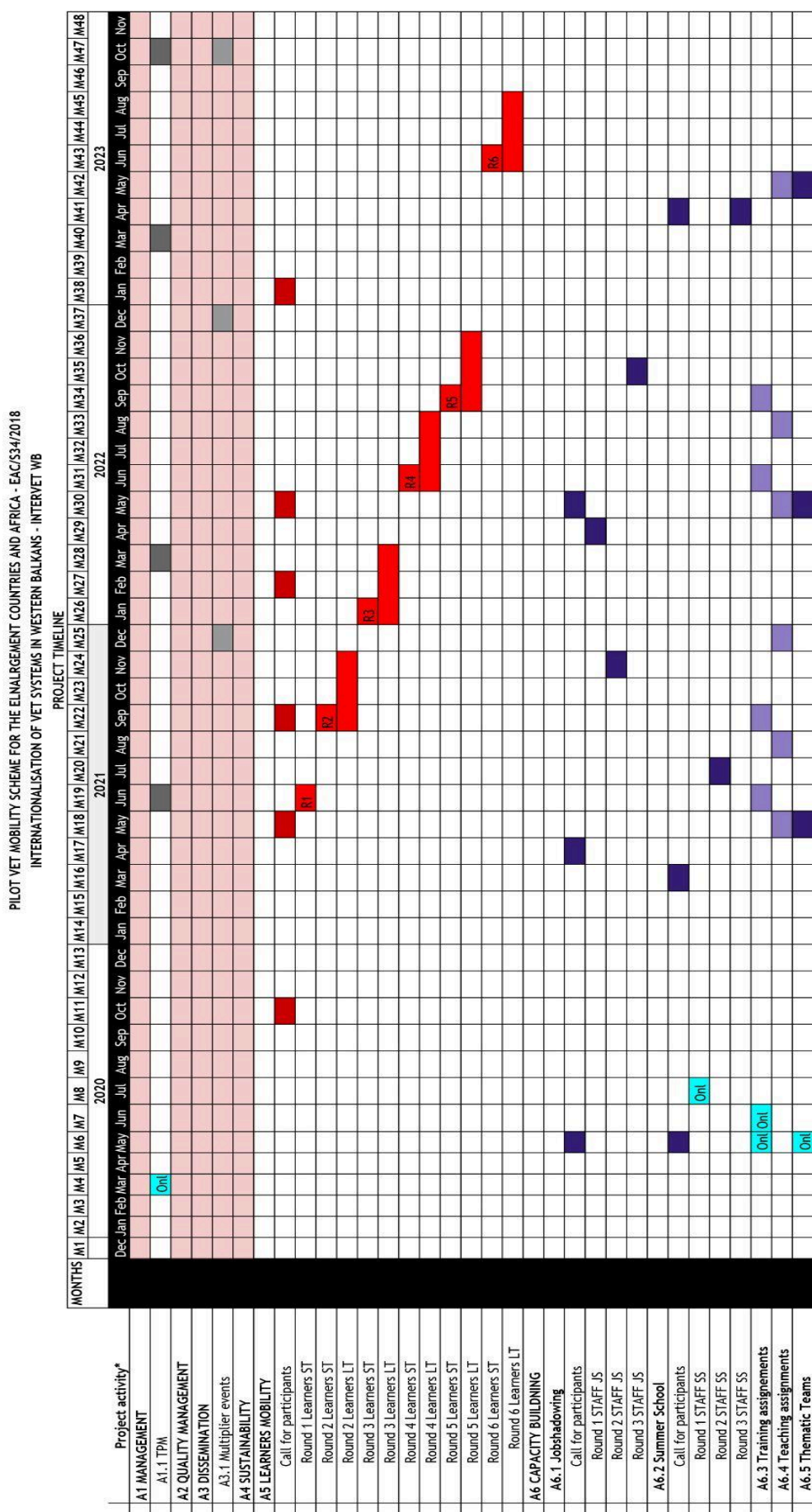
Following the result of Intervet WB and intercepting the needs of those countries which remain outside the Erasmus+ 2021-2027 programme, Uniser has launched a new initiative to continue the work on internationalisation in the Western Balkans' schools. In 2022 the Erasmus+ Capacity Building project "Developing Capacity for VET Systems in Western Balkans" was financed by the European Commission which started in January 2023 and will last 3 years. In order to give continuity with the work done in INTERVET WB, the partnership is composed by the same partners from the enlargement countries: Albanian Skills; Chamber of Economy of Montenegro; IUS Lifelong Learning Center; Prishtina REA, and it is enriched by the participation of two VET providers from the Union: Luovi Vocational College and IES Pedro de Tolosa through the Comunidad de Madrid. This new project will complement INTERVET WB and will focus on:

- Increasing the quantity and quality of work-based learning and activities in collaboration with companies.
- Equipping schools with tools to deal with the inclusion of young people with fewer opportunities (special educational needs; cultural obstacles; gender equality).
- Improving the internationalisation strategies of VET schools in Western Balkans.

In order to achieve such objectives, the partnership will develop on the following actions:

- A comparative analysis of the practices concerning work-based learning will be carried out in each country, which will produce an online repository of WBL practices and a virtual video gallery that teachers can use in class to show students the latest trend in the IT sector.
- A training activity targeting teachers on how to structure inclusive strategy at school. This activity will produce a toolkit on social inclusion for practitioners in the VET field.
- A development activity of alternative ways of internationalising the curricula of schools in the target countries given the absence of Erasmus+. Case studies and project outputs will focus on "internationalisation at home" and blended mobility.

9.2. ANNEX II: Project Gantt



9.3. ANNEX III: Learning agreement example



Learning Agreement



1. Information about the participants

Contact details of the sending organisation (WB)

Name of organisation	IUS International University of Sarajevo
Address	Hrasnička cesta br. 15, Ilidža , 71210 Sarajevo - Bosnia and Herzegovina
Telephone/fax	+3800000000000
E-mail	ayildirim@ius.edu.ba
Website	www.ius.edu.ba
Contact person	
Telephone/fax	+3800000000000
E-mail	hkaric@ius.edu.ba

Contact details of the host organisation

Name of organisation	Smartronik d.o.o.
Address	Cesta k Tamu 10, 2000 Maribor, Slovenia
Telephone/fax	0386 (02) 555 22 10
E-mail	info@smartronik.si
Website	https://www.smartronik.si
Contact person	
Tutor/mentor	
Telephone/fax	0386 (02) 555 22 10

E-mail	info@smartronik.si
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Contact details of the learner

Name and Surname	
Address	
Telephone/fax	
E-mail	
Date of birth	
Please tick	

Contact details of the school

Name of organisation	Trebinje - JU Tehnicka skola Trebinje
Address	Vožda Karađorđa 1, Trebinje 89101 - Bosnia ed Erzegovina
Telephone/fax	00387 59 240-687
E-mail	ss85@skolers.org
Contact person	
Telephone/fax	
E-mail	ss85@skolers.org

2. Duration of the learning period abroad

Start date of the training abroad	02/10/2022
End date of the training abroad	31/10/2022
Length of time abroad	30 days

3. The qualification being taken by the learner - including information on the learner's progress (knowledge, skills and competence already acquired)

Title of the qualification being taken by the learner (please also provide the title in the language of the partnership, if appropriate)	Electro-technical schools
EQF level (if appropriate)	Level 4
NQF level (if appropriate)	NA
Information on the learner's progress in relation to the learning pathway (Information to indicate acquired knowledge, skills, competence could be included in an annex)	<p>The participant is attending the 4th year of technical upper secondary school. He has knowledge on economy, marketing and english. The internship abroad will be aimed at acquiring:</p> <ol style="list-style-type: none"> 1. Key competences 2. Technical and professional competences
Enclosures in annex - please tick as appropriate	<input type="checkbox"/> Europass Certificate Supplement <input checked="" type="checkbox"/> Europass CV <input checked="" type="checkbox"/> Europass Mobility <input type="checkbox"/> Europass Language Passport <input type="checkbox"/> European Skills Passport <input type="checkbox"/> (Unit[s] of) learning outcomes already acquired by the learner <input type="checkbox"/> Other:

4. Description of the learning outcomes to be achieved during mobility

Title of unit(s)/groups of learning outcomes/parts of units to be acquired	1. Key Competences
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Number of ECVET points to be acquired while abroad	N/A
Learning outcomes to be achieved	1) Communication in foreign language; 2) Learning to learn; 3) Social and civic competences; 4) Sense of initiative and entrepreneurship;
Description of the learning activities (e.g. information on location(s) of learning, tasks to be completed and/or courses to be attended)	- Speaking in english in everyday activity - Interact with people of all ages with different cultural background - Organising his own work - Propose personal projects to be carried out - Solving unexpected problems during everyday activity
Enclosures in annex - please tick as appropriate	<input checked="" type="checkbox"/> Description of unit(s)/groups of learning outcomes which are the focus of the mobility <input type="checkbox"/> Description of the learning activities <input type="checkbox"/> Individual's development plan when abroad <input type="checkbox"/> Other:

Title of unit(s)/groups of learning outcomes/parts of units to be acquired	2. Technical and professional competences
Number of ECVET points to be acquired while abroad	N/A
Learning outcomes to be achieved	- Plans prepare, performs and controls the quality of work performed - Maintenances of electrical and electronic equipment, the installation of lighting and the regulation of the ignition of vehicles - Detects and diagnosis of possible faults - Performs battery testing and maintenance - Maintains electrical and electronic devices and installations in the car, install and dismantle car lighting, and regulate ignition.
Description of the learning activities (e.g. information on location(s) of learning,	- Uses electronic and other equipment for testing the correctness of electrical machines - Uses measuring instruments and control electric instruments to test the device; ammeter, ohmmeter, and voltmeter

tasks to be completed and/or courses to be attended)	<ul style="list-style-type: none"> - Uses of standard tools: pliers, soldering irons, tweezers, files, scissors, and screwdrivers - Knows the basics/advances of information technology - Organises time and information management - Applies standards and regulations on occupational safety and environmental protection
Enclosures in annex - please tick as appropriate	<input checked="" type="checkbox"/> Description of unit(s)/groups of learning outcomes which are the focus of the mobility <input checked="" type="checkbox"/> Description of the learning activities <input type="checkbox"/> Individual's development plan when abroad <input type="checkbox"/> Other:

5. Assessment and documentation

Person(s) responsible for assessing the learner's performance	Company tutor and Partner Tutor
	Organisation, role: Hosting Partner in cooperation with the hosting company
Assessment of learning outcomes	Date of assessment: 31/10/2022
	Method: During the transnational mobility the hosting partner together with the company tutor will evaluate the activities carried out by each student. The company tutor will fill the final evaluation form for each student.
How and when will the assessment be recorded?	Learning outcomes will be assessed during the third week of internship according to the procedure agreed on the Memorandum of Understanding
Please include	<input type="checkbox"/> Detailed information about the assessment procedure (e.g. methods, criteria, assessment grid) <input checked="" type="checkbox"/> Template for documenting the acquired learning outcomes (such as the learner's transcript of record or Europass Mobility) <input type="checkbox"/> Individual's development plan when abroad <input type="checkbox"/> Other:

6. Validation and recognition

Person (s) responsible for validating the learning outcomes achieved abroad	
How will the validation process be carried out?	Board of teachers
Recording of validated achievements	Date: 30/11/2022
	Method: Analysis of documents
Person(s) responsible for recognising the learning outcomes achieved abroad	
How will the recognition be conducted?	<p>The recognition will be conducted according to the following steps:</p> <ol style="list-style-type: none"> 1. Following the approval of the project, a Memorandum Of Understanding will be produced to indicate: <ul style="list-style-type: none"> - Roles and responsibilities of all partners in Italy and abroad; - The expected learning outcomes; - The procedures and items of evaluation, validation and recognition of competences. 2. The school and the foreign company will enter into a learning agreement with each participant, containing the specific units of learning outcomes to be achieved during the period. 3. The board of teachers verifies and approves the content of the learning agreement with the learning outcomes of the participant before the departure. 4. The school will prepare the forms for the evaluation of the results, specifically adapted for the validation and recognition of acquired competences, according to the learning objectives of the qualification. 5. The assessment of learning outcomes will be made by the company tutor with the support of the hosting partner, using the procedure agreed in the MoU.

6. After the mobility, the board of teachers will validate the assessment made by the company abroad, which will be accompanied by the documentation listed in the MoU, and it will recognize the learning outcomes achieved by exempting the participant from the mandatory internship foreseen by his study programme.

7. Signatures

Sending organisation (WB partner in country)	Host organisation (country)	Learner
IUS International University of Sarajevo	Smartronik d.o.o.	Magdalena Zarić
Name, role	Name, role	Name
Place, date	Place, date	Place, date
20/10/2022	02/10/2022	20/10/2022

9.4. ANNEX IV: Teachers mobility programme example (Job Shadowing)



INTERVET Job Shadowing Mobility 17th to 21st October 2022 MCAST, Malta

Monday 17th October

09:00	Arrival at MCAST Paola, <i>Administration Building</i>
09:00 to 09:30	Welcome Coffee, <i>MCAST Resources Centre</i>
09:30 to 10:30	Introduction of INTERVET Job Shadowing Mobility Week Presentations of MCAST and INTERVET project <i>MCAST Resources Centre</i>
10:30 to 11:00	Discovering the Maltese VET system, <i>MCAST Resources Centre (L.Aquilina)</i>
11:00 to 11:15	Coffee Break, <i>MCAST Resources Centre</i>
11:15 to 12:30	Introduction of Participants, <i>MCAST Resources Centre</i> (Participants to prepare a 5 minunte presentation to introduce themselves and their college / university)
12:30 to 13:30	Lunch
13:30 to 15:30	Campus Tour, <i>MCAST Paola</i> (MRC & Library, IBMC, Students' House, IAS, ICS, IET)
15:30 to 17:30	Cultural Visit, <i>Valletta</i>

Tuesday 18th October

09:00 to 09:45	Use of digital tools in Education, <i>MCAST Resources Centre (G. Said Pullicino)</i>
09:45 to 10:00	Coffee Break, <i>MCAST Resources Centre</i> Group split into two: Managers and Teachers. <i>Transfer to classes for next activity</i>
10:00 to 11:00	Group 1 - Teachers: Job Shadowing, <i>Various Institutes</i> Observing lectures in small groups at MCAST Paola Institutes; Group 2 - Managers: Overview of MCAST Management Structure, Organisation and Strategy Plan.
11:00 – 12:30	Participants reconvene at MRC and report on their observations;
12:30 to 13:30	Lunch
13:30 to 14:30	Curriculum Department Workshop, <i>MCAST Resources Centre, (Ramon Mangion)</i> (Participants will be given an overview of curriculum development at MCAST and then work in small groups on a number of given tasks)
14:30 to 16:00	Split Workshops: Managers and Teachers Teachers: Lesson Structure; lesson plan; preparation; delivery; collecting feedback. Managers: Roles & responsibilities; Initiatives; project participation; CPD.



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Wednesday 19th October – Tackling Inclusivity

09:00 to 10:30	Learning Support Unit, <i>MCAST Resources Centre, (Duncan Vella)</i>
10:30 to 10:45	Coffee Break, <i>MCAST Resources Centre</i>
10:45 to 11:45	Student Services (Integration) <i>MCAST Resources Centre, (Dr John Bartolo)</i>
11:45 to 12:30	Community Social Responsibility, <i>MCAST Resources Centre, (Richard Curmi)</i>
12:30 to 13:30	Lunch
13:30 to 14:30	MCAST Work-based Learning Department, <i>MCAST Resources Centre, (Romina Borg)</i>
14:30 to 17:00	Industry Visit, <i>MCAST Industry Partners</i>

Thursday 20th October

09:00 to 10:15	Entrepreneurship, <i>IBMC (David Pace);</i>
10:15 to 10:30	Coffee Break, <i>IBMC</i>
10:30 to 12:30	Visit Business Incubator Centre & tour <i>(Andrew Galea)</i>
12:30 to 13:30	Lunch
13:30 to 14:30	Research and Innovation, <i>MCAST Resources Centre, (Dr Clifford De Raffaele)</i>
14:30 to 16:00	Quality Assurance in VET, <i>MCAST Resources Centre, (Jacqueline Micallef Grimaud)</i>
19:30	Official Dinner, <i>Valletta</i>

Friday 21st October

09:00 to 10:00	Erasmus+, <i>MCAST Resources Centre (Jodie Bonnici)</i>
10:00 to 11:30	Evaluation of Visit (Participants will work in small groups and discuss: What have you learnt? What is different from your country? What changes do you intend to make in class? A rapporteur for each group will present the outcomes)
11:30 to 12:30	Presentation of Evaluation Feedback, <i>MCAST Resources Centre</i>
12:30 to 13:30	Lunch
13:30 to 14:30	Presentation of Certificates, <i>MCAST Resources Centre</i>
14:30	End of Job Shadowing Week

9.5. ANNEX V: Teachers mobility programme example (Summer School)

SUMMER SCHOOL



PROGRAM

SEVILLA, SPAIN - JULY 2021

MONDAY



Arrival day

TUESDAY 27/07

Location: Working Room of the hotel

10:00 - 10:15 Welcome speech
 10:15 - 11:15 Presentation of the program, logistics, information about the city
 11:15 - 11:30 Introduction of each other

11:30 - 11:50 Coffee break

11:50 - 12:30 Fears and expectations
 12:30 - 14:00 What does a Mobility Need?

14:00 - 15:00 Lunch

15:00 - 16:00 Organization of the group
 16:00 - 17:00 Preparation before departure to the hosting country

20:30 Dinner

WEDNESDAY 28/07

Location: Working Room of the hotel

9:00 - 10:00 Welcome meeting with students
 10:00 - 10:30 INTERMOVE

10:30 - 10:50 Coffee break

10:50 - 11:30 Playing Interculturality
 11:30 - 12:00 Reflection
 12:00 - 13:30 Follow-up participants & companies

13:30 - 14:30 Lunch

14:30 - 15:30 Crisis management
 15:30 - 16:00 Intermediary evaluation

20:30 Dinner

THURSDAY 29/07



Location: Working Room of the hotel

9:00 - 10:30 Experience of students doing internships in Sevilla

10:30 - 10:50 Coffee break

10:50 - 12:00 The importance of accompanying person
 12:00 - 13:30 Follow-up participants & companies

13:30 - 14:30 Lunch

14:30 - 15:00 Working with NEETs
 15:00 - 16:00 Inclusive Mobility

20:30 Dinner

FRIDAY 30/07

Location: Working Room of the hotel

9:00 - 9:30 Sum-up of yesterday
 9:30 - 10:30 Documents management

10:30 - 10:50 Coffee break

10:50 - 11:30 How to manage documents
 11:30 - 12:30 After the mobility Evaluation
 12:30 - 13:30 Boost the experience


13:30 - 14:30 Lunch

14:30 - 15:15 Final Evaluation
 15:15 - 16:00 Deliver of certificates


20:30 Farewell dinner



SATURDAY



Departure day




SUMMER SCHOOL

VENUE



SEVILLA, SPAIN - JULY 2021



HOTEL MACIÀ SEVILLA KUBB

Plaza Carmen Benítez, 3
0034 954 410 361



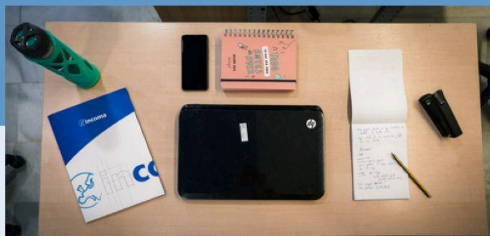
Located next to the city center and Santa Justa
Tratin Station
Completely renewed

Accessible by bus (EA + 13 mins walk) or by taxi
(standard prize 25€)

Services available: swimming pool, gym,
common areas to relax and enjoy

CONDITIONS OF STAY

INTERVET Project Participants:
Single room and all meals included



ALTERNATIVO Project
Participants: Single room with
breakfast and lunch (dinner will
be self managed with the PM that
they will receive from us)



9.6. ANNEX VI: Teachers mobility programme example (Uniser Teacher Week)



Mura di Porta Galliera 1/2A
IT - 40126 Bologna
P.IVA 02622940407
teacherweek@uniser.net

THE SUSTAINABLE INTERNATIONALISATION

10-11-12/05/2023

Fondazione Golinelli, Via Paolo Nanni Costa 14 - Bologna (IT)

DAY 1 - WEDNESDAY 10th MAY

8.00 Registration and Welcome coffee

9.00 Welcome greetings

Giorgia Bellentani - Teacher Training Responsible Fondazione Golinelli (IT)

(Grey room - Plenary)

9.10 Opening Uniser Teacher Week 2023

Andrea Lombardi - CEO Uniser (IT)

(Grey room - Plenary)

9.20 Keynote speech - Back to the Future of Education

Marc Fuster Rabella - Analyst OECD Directorate for Education and Skills (FR)

(Grey room - Plenary)

10.00 Erasmus LAB KA1 - Parallel Workshops

Workshop 1. Designing with Purpose: An Introduction to Application Design for KA1

(Red room)

By Savino di Noia and Sofia Tarbaoui (Uniser)

The workshop is a team-based activity where participants brainstorm questions about project design to create a plan for a Erasmus + KA1 mobility activity at their school. Discussion will consider factors such as human resources, school needs, target group, and relevant factors related to participation in the project

Workshop 2. Empowerment of my international involvement

(Blue room)

By Dorota Pawelska and Karolina Ganowska (Uniser)

The workshop is based on collaborative activity helping participants to focus on the main objectives of internationalisation, including benefits, and challenges, followed by action planning in small groups to develop a rough outline of an internationalisation strategy, considering target group, goals potential partners and actions to be taken in the next few years.

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Workshop 3. Sharing Success: a Workshop for Experienced Participants on Showcasing Strong Points in Mobility

(Grey room - Plenary)

By Luca Lombardi (Uniser), Swenja Piepel (Bezirksregierung Köln), Mirsada Mehremic (International University of Sarajevo)

Navigating challenges and leveraging strengths in mobility: a team-based workshop for hosting and sending schools.

11.30 COFFEE BREAK

12.00 Teachers Voice - Breakout sessions

Session 1. Moving toward Erasmus without Papers

(Red room)

By Michelangelo Pasini, Nicola Grazzi and Marta Rybka (Uniser)

Workshop to explore Moving Generation, Uniser's web platform for KA1 project management developed to facilitate the administrative aspects of EU projects and facilitate the matchmaking between sending and hosting organisations.

Session 2. Trends Shaping Education in our times

(Blue room)

By Marc Fuster Rabella (OECD)

What are the trends about the future of education? This workshop will present the results of the analysis made by OECD and push people's imagination by making them reflect on the complexities of systemic change.

Session 3. Nuffic workshop on internationalisation for beginners

(Purple room)

By Danielle Scholtes and Ella Put (Nuffic)

This workshop by Nuffic (NL) will focus on how to get started with internationalisation and how to design strategies for including in the curricula the development of international competences for all students. In this workshop Nuffic will offer VET professionals learning methods as well as an accessible toolset that are both easy to use and implement in course curricula. The workshop will also provide participants with the opportunity to learn from one another by sharing new ideas and best (or worst) practices.

Session 4. Microcredentials in transnational learning mobility

(Grey room - Plenary)

By Stefano Tirati (Learning Digital)

Microcredentials are gaining momentum in Europe due to their focus on defining learning outcomes and certifying key competencies acquired by learners during mobility experiences. This workshop by Learningdigital (IT) analyses what they are and how they work with a practical approach.



13.30 LUNCH BREAK

15.00. Discovering Golinelli Foundation - Parallel Workshops

Workshop 1. Design your sustainable city: go digital and be creative

(Blue room)

A challenge based workshop during which participants will cooperate together to design a virtual sustainable city.

Workshop 2. Food in Lab between science and society

(Orange room)

The workshop will include some scientific experiments that allow us to start reflections on major science and society issues such as: food safety, food counterfeiting, food awareness, the value and credibility or otherwise of scientific knowledge.

Workshop 3. Doing Science Lab and learning science in Virtual Reality

(Yellow room)

Wearing an Oculus Quest 2, this workshop will let you enter in Golinelli LIVE Experience, the digital twin of Fondazione Golinelli biotech labs, to experiment with research activities like real life.

Workshop 4. Make your choice: smart simulation game

(Purple room)

Role-playing game aiming to make participants reflect on the difficulty of making choices regarding complex scenarios.

17.30 “Aperitivo” - Networking cocktail with buffet

18.15 Guided tour of the exhibition “Beyond space and time - Ulisse Aldrovandi's dream”.

Visit to the Art and Science pavilion of Opificio Golinelli hosting the exhibition on the Bolognese naturalist “Ulisse Aldrovandi”. The exhibition curated by Fondazione Golinelli and University of Bologna Museum System showcases original materials materials from the collection of the naturalist, immersive and interactive exhibits and works by contemporary artists, paintings and sculptures and objects from the European Space Agency, expressing a unified vision of culture and an alliance between art and science, which is presented through a journey between the past and futuristic scenarios. The visit is 45 minutes long and it will be organised in two rounds, at 18.15 and 19.00.



DAY 2 - THURSDAY 11th MAY

8.00 Registration and Welcome coffee

9.00 Internationalisation Stories

(Grey room - Plenary)

Cometa Formazione (IT)
Alessandro Mele - CEO

Ensinus Group (PT)
Teresa Damásio - CEO

10.00 Erasmus LAB KA2 - Parallel Workshops

Workshop 1. From Idea to App: Workshop for KA2 Application Design

(Red room)

By Dorota Pawelska and Savino Di Noia (Uniser)

KA2 Project Strategy Workshop: Hands-on Development of Project Ideas, with Budgeting and Presentation. Session underlines: objectives, goals, allowed activities, funding rules, and application process.

Workshop 2. Power of Partnership: A Workshop for Advanced Participants on Building Stronger strategic projects

(Blue room)

By Sara Ciet (Uniser) and Francesca Drago (Scuola Centrale Formazione)

KA2 Project Role and Task Assignment Workshop: during the session participants will reflect on the different roles in a KA2 project including Applicant, Quality Management, Dissemination, Regular Partner, and Stakeholder as well as work together to build partnerships based on task coherence.

Workshop 3. Challenge Conquered: A Workshop for Advanced Participants on Overcoming Difficulties in Partnership Projects

(Grey room - Plenary)

By Luca Lombardi (Uniser) and Justina Pluktaite (Upper Secondary School of Chemistry Pardubice)

KA2 Management & Budget Strategy Workshop - Sharing Challenges & Strengths in Project Design. Participants will share their challenges and strengths related to project design aimed to work out the strategies which allow them to manage the project in the most effective and efficient manner.

11.30 COFFEE BREAK

12.00 Teachers Voice - Breakout sessions



Session 1. Being a Host - toward the full internationalisation of VET centres and schools

(Red room)

By *Mirsada Mehremic (International University of Sarajevo)* and *Viktorija Cesuiko (Uniser)*

During the session participants will focus on the following questions:

- What are the benefits of hosting foreign students?
- What does professional hosting mean?
- How to design a Hosting Service?
- How does it work?

Session 2. Nuffic workshop on the International Skillset

(Blue room)

By *Danielle Scholtes and Ella Put (Nuffic)*

There are many benefits to an international experience for both VET students as well as VET professionals. But how do you recognise this unique skillset as a teacher and benefit from it as a student in both your studies and future career, for example, when applying for a job? In this workshop by Nuffic (NL) we will teach educational professionals how to make the most out of their student's international skillset for both their own and the students professional gain, even long after the experience abroad is over.

Session 3. TT Internationalisation - coaches and athletes

(Purple room)

By *Mari Kontturi (Luovi Vocational College)* and *Szilvia Hegyiné Závori (BMSZC Újpesti Két Tanítási Nyelvű Műszaki Technikum)*

This workshop will be an opportunity to work together on relevant topics related to sustainable internationalisation, such as:

- What does sustainability mean in mobility?
- How to promote sustainability in internationalisation activities?
- How to include sustainability in everyday work?

Session 4. Implementing Effective Practical Teaching Strategies: A Discussion on Alternatives to Dual-System

(Grey room - Plenary)

By *Armin Biber (Secondary School of Business and Commerce of Sarajevo)*

The workshop will analyse the case of alternative work based learning strategies from Serbia and Bosnia and Herzegovina. During the workshop participants will have a chance to discuss how to implement practical teaching without having officially the dual-teaching system and offering insights into advantages and disadvantages. This session is aimed to exchange sustainable and relevant ideas on how to improve the process.

13.30 LUNCH BREAK



15.00-17.00 Field Visits

[Uniser](#) is one of the leading organisations in Europe supporting schools and training centres with services for internationalisation and for the learning mobility of students and teachers.

It is a cooperative with sixty professional workers operating in more than ten countries, coordinating a network of 43 destinations for mobility experiences. The headquarters are located in Bologna city centre in a unique post-industrial space requalified to be the beating heart for the development of innovation in internationalisation and learning mobility.

[Bi-Rex](#) is one of the 8 Italian Competence Centers funded by the Italian Ministry of the Economic Development within the Industry 4.0 National Plan and our main focus is on Big Data.

Bi-Rex is a public-private Consortium, born in 2018, it has its headquarter in Bologna (Italy) and gathers in partnership 60 players among Universities, Research Centers and Companies of excellence in order to assist businesses, in particular SMEs, through a varied series of services: from consultancy to technology assessment, from design to validation of innovative solutions, from orientation to training, up to the Pilot Plant.

[Granarolo](#) since 1957 it has meant milk and dairy products: thanks to its two most important souls, the innovative drive of corporate companies and the protection of people typical of cooperatives, it has established itself as a world reference point for the production and distribution of milk, fresh cheeses and seasoned, dry pasta, balsamic vinegar of Modena IGP and much more. It has plants in Italy, France, Brazil, New Zealand, Germany and Great Britain.

[DUCATI](#) is one of the leading companies in the Emilia-Romagna Motor Valley: the motorcycles it produces are a real cult object all over the world for two-wheel and high-speed lovers, above all for out-of-the-ordinary, guaranteed performance from an R&D department with few rivals. The victory obtained in the 2022 MotoGP world championship is the definitive consecration of the brand on a global level.



DAY 3 - FRIDAY 12th MAY

8.00 Registration and Welcome coffee

9.00 Ashoka [ChangeMakers](#) Stories

(Grey room - Plenary)

- Matteo Spreafico, Young ChangeMakers and Founder of School Innovation Lab
- Ludovica Tramontin, Changemaker School Italy programme manager

10.00 Erasmus LAB Centralised Projects - Parallel Workshops

Workshop 1. Advanced teaching

(Red room)

By Giorgia Bellentani (Fondazione Golinelli) and Myrto Sipardani (AKMI)

A workshop to understand what a Teacher Academy is and how to set up such projects in the future, as well as the expected outputs. The participants will be presented two case studies: the project CLIMADEMY - CLIMate change teachers' acaDEMY, by Fondazione Golinelli and the project TUTOR - Teachers' Upskilling Aiming at a Holistic Inclusivity in Learning, by AKMI.

Workshop 2. Developing capacity for the future in collaboration with third countries

By Paola Saini and Annalisa Palano (Uniser)

(Blue room)

Capacity building in the field of VET is a recent new area of projects that allow collaboration with countries outside the European Union to develop competences required by VET practitioners. During this working session, participants will hear the story of two projects implemented by Uniser that are focused on capacity building in the Western Balkans area: DC-VET and INTERVET.

Workshop 3. Excelling in VET

By Pelin Ünlü (SEPR); Paolo Nardi (Cometa Formazione) and Luca Lombardi (Uniser)

(Grey room - Plenary)

The workshop will provide an overview of the Center of Vocational Excellence, a funding tool made available by the European Commission to develop innovation on a large scale, based on the upward convergence among practitioners in the VET field. Two CoVE projects will be examined during this session, the project MOSAIC - Mastering job-Oriented Skills in Arts & crafts thanks to Inclusive Centres of vocational excellence (coordinated by SEPR) and the project GIVE - Governance for Inclusive Vocational Excellence (coordinated by Cometa Formazione).

11.30 COFFEE BREAK



12.00 CALL TO ACTION AND CONCLUSION

(Grey room - Plenary)

The closing session will be dedicated to an evaluation of the week: drawing conclusions from the previous working days about the results achieved and how they can be a starting point for future actions and new collaborations for a more sustainable internationalisation, collecting inputs and feedback to set the basis for the 2023 edition of the Teacher Week.

13.00 END OF WORKS

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9.7. ANNEX VII: Training assignment programme example

TRAINING ASSIGNMENT - ONLINE agenda CCIS

DAY 1 - 2 Hours (08/06/2020, 14:00 - 16:00)

For the Chamber of Commerce and Industry of Serbia (hereinafter, the Chamber)
- Overview of the folders created for Intervet WB on Google Drive, how to manage the project and the information - Q&A

Day 2 - 1 Hour (10/06/2020, 14:00 - 15:00)

For the Chamber -
Dissemination session - Q&A

DAY 2 - 2 Hours (10/06/2020, 15:00 - 17:00)

For the Chamber (in this meeting, if you think can be a good idea, we can invite to participate the teachers in charge of the European mobilities of the schools)

- Preparation Phase: Overview of the whole Mobilities' process and the ECVET process 1. *PREPARATION (before the mobility) a) Identification (or verification) of the learning units and learning outcomes made by the person of the body responsible for work based learning in each school; b) the Learning Agreement;* 2. *EVALUATION (during the mobility) a) The Hosting companies and the MoU. The evaluations will allow to identify the learning outcomes achieved, which will also be registered in the Europass Certificate of all participants;* 3. *VALIDATION AND RECOGNITION (after the mobility) the school's validation and recognition (the evaluation grid, the registers and diary).* - **Phase 1: Before the Mobility - Call, Selection and Pre-departure - Phase 2: After the Mobility: the Documents and the Post Mobility - The 8 key competences in the mobility projects - Q&A**

DAY 3 - 2 Hours (11/06/2020, 14:00 - 16:00)

For this part the Chamber has to prepare a PowerPoint Presentation and present to Uniser the following three points:

- Overview of the national education and VET system (*held by the Chamber*) -
Potential difficulties to face and check of the Learning Outcomes and National CV (*held by the Chamber*) - **Discussion about gender in National VET system** (*held by the Chamber*)

- List of Qualifications (*discussion between the Chamber and Uniser*)
- Q&A

DAY 4 - 2 Hours (12/06/2020, 14:00 - 16:00)

For the Chamber - **Administration**
Session - Evaluation of the Training
Assignment - Q&A

Day 5 - 1 Hour (15/06/2020, 15:00 - 17:00)

For the Chamber and Schools (for this part we have to invite some of the directors / teachers / managers from the VET schools willing to participate in the project) -
Presentation of the project and the upcoming calls for schools! Uniser - Q&A



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