VETFest

GOOD PRACTICES
ON VET BOOKLET

TABLE OF CONTENTS

A. INTRODUCTION

This booklet is part of the project VETFest - 12 Events for Transnational and National VET networks, reference number 609050-EPP-1-2019-1-PT-EPPKA3-VET-NETPAR, co-funded by the Erasmus+ Programme, KA3 – Policy Reform, of the European Commission.

The project is coordinated by SPEL and the consortium is complete with ten more partners (CEPROF, APSU, CONFORM, ISTITUTO D'ISTRUZIONE SUPERIORE CIUFFELLI – EINAUDI, DEFOIN, ORTAKOY 80.YIL, EUROTRAINING, ILF consulting, Mamak Ilce Milli Egitim Mudurlugu), from five countries (Portugal, Italy, Spain, Greece, Turkey).

This project aims to:
- Create a transnational network of VET providers
- Improve the quality of VET through peer counselling for the implementation of EU instruments, namely, EQAVET
- Foster cross-border cooperation through the exchange and implementation of good practices
- Assist in internationalization actions of VET institutions and the professional development of their teachers

The booklet it is the result of an investigation conducted in Work Package 2 "Good Practices on VET" based on the collection of 369 questionnaires, more than 70 per country, and 5 desk research documents, 1 per country.

The booklet is configured as an inspirational document that intends to contribute to the increase of the notoriety of VET though the collection of good practises. In order to achieve the strategic objective of the project to increase the quality of the VET and, at the same time, ensure the transferability and adaptability of the good practices selected, these were first intercepted through the questionnaires and desk research and consequently chosen:
- in reference to some vertical specificities focused on limited areas of VET that constitute practices to be emulated for those engaged in similar contexts and areas of professional training
- for the character of transversality, flexibility and applicability in other contexts functional to the implementation of Work Package 3 "Implementation of the 12VETFest Plan ".

A. INTRODUCTION

The Booklet is divided into four different sections and organized by country.
Here the reader will find:

- Good practices on the organisation of events and activities to raise awareness of VET that could be integrated in the European Vocational Skills Week
- Good practices for internationalisation of VET schools and mobility of staff and trainees
- Good practices for the implementation of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)
- Tools and good practices for the professional development of teachers/trainers

B. GOOD PRACTICES ON THE ORGANISATION OF EVENTS AND ACTIVITIES TO RAISE AWARENESS OF VET

In the events and activities selected in a seminar-type training setting, knowledge becomes a social fact and a virtuous process of discussion, exchange and condition of knowledge. Participants simultaneously take on the role of user and learning resource for others, generating virtuous, collective learning processes.

The selected good practices respond to the following key assumptions that emerged as methodological and communicational added value in the processes of raising awareness of VET to:

- enhance the systemic integration of education, training and work to generate professional skills in line with the expectations of the production systems
- promote motivated and conscious adhesion processes in learning courses by promoting system training agreements between learners and teachers
- raise awareness,, involve and enhance VET as an active labour policy measure
- promote the link between digital culture and educational culture for learners and teachers

1. PORTUGAL

i. Roteiro do Ensino Profissional (Vocational Education and Training Roadmap) - General Good Practice

- **Name of the VET school that adopted the good practice:** This good practice was promoted by the Portuguese National Agency for Qualification and Vocational Education and Training (ANQEP, I.P.) and was implemented in 40 high school establishments with VET offers.
- **Link to the web page of the good practice:** https://www.portugal.gov.pt/pt/gc21/comunicacao/comunicado?i=roteiro-do-ensino-profissional-envolve-40-escolas-de-18-distritos
- **Description and aims of the good practice:** It aims to respond to the doubts regarding Vocational Education and Training, such as the courses available, the educational paths after the conclusion of the courses, among other key questions relevant for the level 2 (NQF) students that must decide the type of education they are going to attend in the next level. The main activity consists of carrying out a VET road trip in which several professionals and a Youtuber visit 40 schools, distribute VET promotional materials, and remove the students' doubts.
- **Tools and operative steps to implement the good practice:** The tools required are the pro- motional materials to distribute, a computer, data presentation, a sound system, a micro- phone, a camera, a video camera and transport for the participants.
  The operative steps include the selection of the schools and the establishment of contacts with the Directors; the scheduling of the event at each school, the definition of the agenda and the participants; the invitation of the participants that can be local professionals so that the logistics of the preparation of the good practice is feasible and the dissemination cam- paign of the events. The schools host the event in the school facilities and select the students that can participate in the activity.
  In the original good practice, a famous Youtuber was hired, and in this case, his fee has to be foreseen. Nevertheless, the Youtuber is part of the marketing strategy, which is not manda- tory for the implementation of the good practice, even though it contributes to the success of the initiative.
- **Impact and evaluation of the good practice and related tools:** The feedback collected indicates that students have warmly welcomed this initiative, and the reason may be the fact that a well-known Portuguese Youtuber has participated in these activities together with ANQEP, which kept students' attention and enthusiasm. Recorded sessions of these activities show a great involvement of the school communities in the initiative. As students shared a lot of videos and pictures through social networking, this initiative experienced a significant impact.

ii. Feira das Profissões (Job Fair/ Technological or Pedagogical Exhibition/ Open Day) - Sectoral Good Practice

- **Name of the VET school that adopted the good practice:** ATEC – Training Academy, a VET school promoted by Volkswagen, Siemens, Bosch, and the German-Portuguese Chamber of Commerce and Industry, whose courses are directed at the automobile and electronic industries.
- **Link to the web page of the good practice:**
https://www.atec.pt/galeria-de-eventos/feira-de-profissoes-atec.html#prettyPhoto
- **Description and aims of the good practice:** Each year, the school organizes an activity to promote its educational offer. The Job Fair is directed at students from the 9th to the 12th grade, interested in knowing the most required technical professions by the job market. The good practice consists of showing the school's training offer: courses, areas, future professional options, and it counts on the active participation of the school students/trainees.
- **Tools and operative steps to implement the good practice:** The organization of the activity required an open space of considerable dimension. It also required the presence of several volunteers (students) to ensure the smooth running of the activity (activities planning, agenda, and inherent expenses). In the case of adoption, it is recommended to build promotional materials to advertise the event both internally and externally. A camera and a video camera should be available to cover the event.
  The operative steps to implement the good practice include the definition of the most suitable date; the allocation of students and teachers to represent each training offer; the decoration of the space with elements that illustrate each offer and the establishment of the visiting period of each group of students to the fair.
- **Impact and evaluation of the good practice and related tools:** The entity claims that the event is not only useful for possible future students, but for teachers/trainers and vocational counsellors as well. They will be more informed about the school offers, and they will also be able to have contact with new teaching and training methodologies, which may be beneficial for their professional development.
  Notes: In this case, the event is open to other schools upon registration. Other VET providers with similar events state that the events are entirely open to the community and that no registration is required. Some schools carry out this promotional event for a longer period, of up to one week.

1. PORTUGAL

iii. EPTO Futuros - General Good Practice

- **Name of the VET school that adopted the good practice:** EPTOLIVA, a VET school from the central region of Portugal.
- **Link to the web page of the good practice:**https://www.noticiasdecoimbra.pt/eptoliva-encerra-ano-lectivo-com-olhos-postos-no-amanha (One of the last conferences, "Inspiring and Creating Tomorrow")
- **Description and aims of the good practice:** A cycle of conferences that aims to discuss the challenges, examples, innovative and entrepreneurial practices, and methodologies, as well as employability and the future reality in each training area/professional course of the school. It involves the invitation of experts of recognized merit, promoters and the public in general. Each conference, lasting one day, is also designated as "a day of the course", and allows the participants to have a debate about the study of a current topic, to understand its evolution and scientific or technological future, to envisage the reinforcement of synergies between the scientific and business universe in job creation, and its impact on the growth of territories.
- **Tools and operative steps to implement the good practice:** The organization of the activity requires a space of considerable dimension, like an auditorium, for example. It also requires the presence of some volunteers (students) to ensure the smooth running of the activity (activities planning, agenda, and inherent expenses). Inviting an expert or external partici-pants to discuss the topics may have costs, depending on the relationship with the school and the organizing teacher. The option for local experts from the school's network of part-ners is an excellent solution to avoid travel and fee expenses.
- **Impact and evaluation of the good practice and related tools:** This cycle of conferences was considered as one of the most stimulating ways to make the students and the school, as a whole, aware of the best training practices. They take place periodically during the school year and have a considerable amount of attention from the local media, which in turn raises the school notoriety in the community.

1. PORTUGAL

iv. Somos Ensino Profissional (We are Vocational Education and Training) - General Good Practice

- **Name of the VET school that adopted the good practice:** This good practice was promoted by the Portuguese National Agency for Qualification and Vocational Education and Training (ANQEP, I.P.) and it targeted all the Portuguese educational establishments with VET offers.
- **Link to the web page of the good practice:**
  https://www.juventude.gov.pt/Eventos/EducacaoFormacao/Paginas/Dia-Ensino-Profissional-3dejunho.aspx
- **Description and aims of the good practice:** This initiative is a movement under the responsibility of ANQEP, I.P. that seeks to mobilize, through social networks, the population in general and young people and entrepreneurs in particular, regarding the promotion and valorisation of Vocational Education and Training (VET) in Portugal, as well as announcing the available level 4 (NQF) qualifications for potentially interested students attending Basic Education (third cycle) and their parents/guardians. Therefore, the ultimate aim is to promote the attractiveness of VET in Portugal. VET students from the whole country are invited to join in a football stadium so that they can celebrate their common educational path. The day is dedicated to sports activities and a qualifications' competition. The initiative motivates the participants to act as ambassadors of this educational system.
- **Tools and operative steps to implement the good practice:** As this is a good practice tailored by a national public body to schools with VET offers, it is implemented by organising a major event in a space wide enough to accommodate the participants. The necessary tools are the promotional materials to distribute, a computer, a presentation, a sound system, microphones, a camera, and a video camera.
  The operative steps include the selection of the schools and the establishment of contacts with the Directors; the scheduling of the event, the definition of the agenda and the confirmation of the participants; the organisation of the activities and the recruitment of volunteers to help to implement the activities; the definition of the rules and competition prizes; the preparation of an info pack for the participants with information regarding transport and meal arrangements
- **Impact and evaluation of the good practice and related tools:** The activities carried out during the event are intended to create a culture of vocational education, composed of values such as dynamism, entrepreneurship, proactivity and (healthy) competitiveness, outstanding characteristics for the labour market and life. The event is nationally disseminated, and its results are published in the promotor's newsletter. In addition, the participating schools also publish dissemination materials on their participation, thus, enlarging the impact of the event on its target groups.

v. Festival Cozinhas do Mundo (Cuisines of the World Fest) - Sectoral Good Practice

- **Name of the VET school that adopted the good practice:** Fátima Vocational Hotel School
- **Link to the web page of the good practice:** https://www.insignare.pt/pt/2902/festival-de-gastronomia-cozinhas-do-mundo-portugal
- **Description and aims of the good practice:** It is held every year by senior students (about to complete their degree) from different courses (Cooking and Restaurant/Bar). At an initial stage, each student has to analyse the gastronomic framework of the region chosen, looking for the most characteristic products, as well as the most used preparation/confection techniques and methods. Then, a complete menu must be prepared. After this initial preparation phase, a restaurant in the region hosts this initiative and the various teams work together to present different dishes from all around the world to 12 external judges. In order to ensure the success of this activity, the school involved used its facilities for the preparation stage and, then, a local restaurant to perform the evaluation phase. Even though this good practice seems quite sectorial, it can be transferred to other contexts aside from cooking. The main idea behind it is to showcase the school's and the students' abilities in a particular field of knowledge and in the real work context, improving soft and hard skills at the same time.
- **Tools and operative steps to implement the good practice:** The tools needed for the actual implementation of the good practice regard the logistical, sanitary and technical requirements to prepare food before and during the competition that must be ensured. This involves spaces prepared for cooking at the school and a proper restaurant/space for the final event. Regarding the operative steps, it is necessary to invite schools that offer the defined VET qualifications and the external judges that will judge the dishes. The rules of the competition should be prepared and sent to the participants and judges before the event. Contacts with local restaurants should be made to find a partner for the initiative and advertise the establishment in all promotional materials that need to be prepared to disseminate the event. A camera and a video camera should be available to cover the event.
- **Impact and evaluation of the good practice and related tools:** Some participant students were interviewed by the school to provide their feedback, and most of them stated that this initiative helped them to improve their confidence and skills. They felt the "pressure" environment linked to the cooking and restaurant/bar occupations. They stated that this was really important for their professional preparation. This initiative is seen as key to alert local/regional companies and people as regards the added value created by these students through their VET training background and in seeking local businesses to establish strategic partnerships with the school.

2. ITALY

i. Consapevolezza digitale a scuola (Digital awareness at school) - Generale Good Practices

- **Name of the VET school that adopted the good practice:** Digital Transformation Institute
- **Link:** https://forumpa2018.eventifpa.it/it/event-details/?id=8120
- **Description and aims of the good practice:** The event, which was an activity part seminar and part workshop, for both young students, parents and teachers/trainers, aims to support the process of promotion and awareness-raising about VET also through the use of hacking and OSINT (open-source intelligence, information-gathering activities by consulting open sources) techniques, aimed at promoting the critical approach to digital tools used by VET users. Students, trainers and parents involved in the initiative learnt about the means, tools, dynamics, rules and contexts underlying the issues raised in VET systems by the ever-increasing diffusion of leading-edge technologies and their consequences (from big data to intelligence artificial and blockchain, from privacy to fake news and deep fakes), understanding how to move in this context, without simply being rather passive "users" in the use of the services offered, but active actors and protagonists of change.
- **Tools and operational steps to implement the good practice:** OSINT, Open Source Intelligence and civic hacking techniques were used to carry out the project. In addition to this, videos were used, and storytelling videos were proposed and created, also through the use of social networks such as Tik Tok and Instagram. In terms of transferability of the event, the transversality of the topics addressed – please note the adaptability to different cultural sensitivities and the flexibility of contents, the information materials produced for the event and the methodologies adopted.
- **Impact and evaluation of the good practice and related tools:** The event saw the participation of over 100 people. It was aimed at bringing students, parents and teachers together to reflect on the topic of digital awareness, also through the creation of a manifesto on digital awareness and other materials to be disseminated to students from other schools. Several projects have been carried out, with costs ranging from €2,500 to €8,000 depending on the number of meetings and workshops organized with students, teachers and parents. At present, work is under way to create materials and on modelling the project, with the aim of promoting its replication in other school contexts at national level.

2. ITALY

ii. Cultura come investimento (Culture as investiment) - Sectoral Good Practice

- **Name of the VET school that adopted the good practice:** Regione Veneto / CONFORM S.c.a.r.l.
- **Link:** https://culturacomeinvestimento.it/
- **Description and aims of the good practice:** "Cultura come investimento" was the final event, promoted by the Veneto Region and designed and implemented by CONFORM, aimed at the integrated presentation and dissemination of results, products and good practices carried out within the 15 projects financed under the Regional Operational Program, European Social Fund 2014-2020 in support of training and skills development in the cultural sector (DGR 580 "Culture as an investment"). It was conceived as a space for debate and sharing of projects, solutions and experiences of excellence on the theme of "Digital technologies and cultural assets for social cohesion and territorial competitiveness" also with a view to stimulating the replicability of training actions created for the benefit of staff working in the cultural sector, as well as raising awareness among beneficiaries, participants, stakeholders and the wider public on the importance of vocational training in favouring integration processes between new technologies and the artistic and cultural heritage. These days, there is a growing need for VET providers to endeavour to allow their students to obtain these sought-after skills. Thus, the event stood out not only for the involvement of experts of calibre on project issues but also for the organization of 3 thematic round tables (Museum 3.0 – IT, Game and Gamification; Fundraising and Funding of Culture; Cultural Marketing and Audience Development), the use of digital technologies, such as HoloLens glasses and Augmented Reality Apps, as well as innovative and gamified methods to involve the audience.
- **Tools and operational steps to implement the good practice:** It included the creation of a coordinated image with the development of an advert using motion graphics, a Facebook and Instagram page and campaign, Posters, Flyers, a brochure and Roll ups. An Augmented Reality brochure was also developed. The next step was to identify and rent locations and then design and construct an exhibition of the projects that had been implemented. This was a big event, and the organization of the event required a team of 5 people, mainly with marketing-communication and multimedia and audio-visual production skills and had a budget of € 20,000.
  The event is transferable as it combines methodological rigour in the structural system (replicability) and flexibility in content and number of participants which also constitutes a connotation of scalability also in terms of cost.
- **Impact and evaluation of the good practice and related tools:** The event saw the involvement of about 300 people and was of remarkable success both physically and on social networks, activating new networking channels and project synergies among the participants.

2. ITALY

iii. VET ON THE MOON - General Good Practice

- **Name of the VET school that adopted the good practice:** The European Forum of Technical and Vocational Education and Training (EfVET) and the European Vocational Education and Training Association (EVTA)
- **Link:** https://www.efvet.org/2019/12/03/vet-on-the-moon-at-joborienta-italian-job-fair/
- **Description and aims of the good practice:** The good practice consists of turning big VET events into opportunities to raise awareness about VET. In this particular good practice, the setting was the Verona Job&Orienta job fair, an International Trade Fair for Education and Training and the associated event was a set of debates focused on the discussion of Excellence, Inclusion and Internalisation in the field of Vocational Education and Training (VET), in response to the new challenges that Europe is facing today, which require ongoing development of new skills.
- **Tools and operational steps to implement the good practice:** The idea was to replicate this kind of conference in other countries and by other organizations. In this sense, schools and VET providers could organize conferences with stakeholders and companies in order to discuss locally the challenges faced by the market and how schools could contribute to reduce the mismatch between students' skills and market needs. In this regard, logistical aspects and organizational effort should be considered: a suitable room, tools necessary for the correct implementation of the conference (beamer, laptop, internet connection, etc.).
- **Impact and evaluation of the good practice and related tools:** The job fair was a success and had a substantial impact. It had 70,000 visitors, 500 exhibitors and 300 speakers. The organization of the debates during the fair was an opportunity to reach an exponential number of people. Consequently, the main result was the recognition of the effectiveness of technical, vocational, tertiary courses in terms of job placement. Networking is nowadays essential for inclusion, and brings advantages to the individual and to society, at a personal and economic level.

2. ITALY

iv. Fattoria didattica (Educational farm) - Sectoral Good Practice

- **Name of the VET school that adopted the good practice:** Istituto Tecnico Agrario Ciuffelli, Todi
- **Link:** https://www.bottegamontecristotodi.it/fattoria-didattica/
- **Description and aims of the good practice:** The Educational Farm features thirty laboratories of scientific, environmental and food education, aimed at schools of all levels, but also at organized groups of adults. The educational experiences "on the field" concern all the active supply chains, with a personalized approach based on the age of the students involved and the needs expressed during the booking process. Besides laboratory units, the institute offers full-immersion events of weekly duration, including overnight accommodation. The objective is to make students aware of the territory, the environment they live in, helping them to learn about most of its aspects. In this perspective, the good practice can also be used as a way for attracting new students during the open days when younger pupils visit the school facilities and enrolled VET students welcome them.
- **Tools and operational steps to implement the good practice:** This good practice requires already existing labs and tools operating in a farm setting or, on the other hand, the availability of private farms to carry out the activities. In the second option, agreements can be signed by schools and private farms.
  The didactic farm is a work-based learning experience or a learning-by-doing approach that is addressed mainly to students enrolled in agriculture courses. On the other hand, the same approach can be transferred to other sectors giving relevance to the learning-by-doing approach. For example, a similar methodology is already used in the hospitality sector, where several "training restaurants" already exist, giving the opportunity to VET students to get in touch with the real labour market. A critical element that differentiates this kind of experience from an internship is that the environment is set in order to support the learning process.
- **Impact and evaluation of the good practice and related tools:** Through different formative sessions, students will build knowledge of the natural environment they are surrounded by, and specifically plants, animals, weather forecasting (and why it is important in agriculture), recycling. They will gain awareness of food and become acquainted with food production processes, in order to adopt healthy eating habits as they grow older. Students will learn how to benefit from natural, local resources, restoring the natural connection with the environment which is disappearing. In a long-term perspective, this will sustain existing and future, local businesses which operate in these fields. According to the age of students, a different impact is expected. For younger students, the leisure component is the fundamental one, while for older VET students attending secondary school, it is the realization of the learning-by-doing approach, or a work-based learning process in the case of a longer period spent on the farm.

16

3. TURKEY

i. MESLEĞİM HAYATIM (My Job is Life) - General Good Practice

- **Name of the VET school that adopted the good practice:** The Republic of Turkey - The Ministry of Education
- **Link to the web page of the good practice:** https://meslegimhayatim.meb.gov.tr/
- **Description and aims of the good practice:** The good practice consists of the creation of a portal dedicated to combining the labour force needs of a specific sector and vocational and technical education. It is a complete portal that displays information regarding the VET training offer, the job offers from the registered employers that look for a qualified workforce, internships, the digital transformation, news and e-learning opportunities. The most interesting functionalities of the portal are the matching of job offers and the graduated VET students, and the publication of good practices from vocational schools.
This portal is funded, and the coordinator is the Ministry of Education that disseminates it to all vocational schools and requests good practices from the schools to be inserted in this platform, as a way to increase its popularity in Turkey and around the world.
- **Tools and operative steps to implement the good practice:** This platform, supported by the Turkish Ministry of Education for qualifications is implemented all around Turkey and displays good practices of VET schools both from the public and private sectors. The platform enables the organisation of meetings between businesspeople, the private sector, entrepreneurs and VET students. Consequently, to implement this good practice, it is necessary to have the support from the VET Regulatory bodies of each country and the cooperation from national enterprises.
- **Impact and evaluation of the good practice and related tools:** The Portal is a complete instrument that contributes to changing the existing social perception of Vocational and Technical Education and helps to determine the professional interests and abilities of students through the embedded orientation tools.
The Portal allows for an open dialogue between the schools and the world of work, thus, contributing to the harmonization of the schools' infrastructures and equipment with the rapidly changing and developing technological environment. The cooperation with industry leaders and the sectoral cooperation protocols (between schools and business sectors) highly contributes to increase the employment opportunities for graduates.

3. TURKEY

ii. Thematic Vocational High School - Sectoral Good Practice

- **Name of the VET school that adopted the good practice:** The Republic of Turkey - The Ministry of Education
- **Link to the web page of the good practice:** http://mtegm.meb.gov.tr/
- **Description and aims of the good practice:** The good practice is the creation of thematic high schools which are the schools that provide education in a vocational field and in a maximum of 3 branches related to this field in order to train only the qualified workforce that this sector needs. The main aims of these schools are: to contribute to the positive change of awareness as regards Vocational and Technical Education; to train a qualified, open to innovation, entrepreneurial, productive and competitive workforce with the support of the sector in which it provides education; to ensure the active participation of the sector in decision-making processes in Vocational and Technical Education; to improve educational environments and increase student internships and skills training opportunities in cooperation with the sector; to facilitate the employment of graduates and provide on-the-job training in the sector, so that workshop and laboratory teachers meet with the latest technology; to create and expand model schools on Vocational and Technical Education and sector cooperation, among others. During the training period, the ministry provides economic support for the trainees. l education and sector cooperation.
- **Tools and operative steps to implement the good practice:** In Turkey, there are about 30 thematic high schools. Under the coordination of the Ministry of Education, schools sign protocols with business sectors for at least ten years. These protocols include specifications based on the location of schools. The students use the business sector' workplaces that are similar to schools. This training methodology and environment provides students not only with information but also experience. In order to implement this good practice, it is necessary to establish the cooperation protocols with the industry and business sector and have VET legislation approved to constitute the thematic VET schools. This practice is adaptable to other countries via a basic protocol. Any vocational high school can sign an agreement with the business sector because business sectors need qualified staff, and this cooperation provides them with access to qualified human resources.
- **Impact and evaluation of the good practice and related tools:** Training programmes such as occupational health and safety, entrepreneurship, professional ethics, foreign languages are planned in these high schools according to the characteristics of the sector and the field, and vocational courses are organized to support students' personal development through informative and non-formal education. Activities such as national and international fairs, competitions, conferences, seminars are organized for the development of students and teachers, or school participation is ensured in such activities. Career days are held by bringing together sector representatives and students at least once in each period.

3. TURKEY

In order to monitor and evaluate the academic and professional success of the student, the proficiency exam for the field and branch courses approved at the end of each academic year from the 10th grade is carried out together with the sector. If necessary, supportive training will be organized as a result of these exams. The role of the business sectors is to control the improvement of the students' skills during the training course in the workplace. In other words, schools and business sectors are responsible for improving the level of students. According to the situation in the training course, the school issues graduation documents.

ii. The School Business Alliance for the Digital Economy - Sectoral Good Practice

- **Name of the VET school that adopted the good practice:** Ortaköy 80th Year Vocational and Technical Anatolian High School
- **Link to the web page of the good practice:** http://ortakoyeml.meb.k12.tr/icerikler/dijital-ekonomi-icin-okul-is-dunyasi-ittifaki_8509320.html
- **Description and aims of the good practice:** This good practice establishes the alliance between schools and business through entrepreneurship. It is aimed to be effective in the digital economy era by establishing permanent bridges between students and the business world. To do this, joint studies are carried out between schools and Chambers. The contacts of students with successful entrepreneurs are facilitated so that the students learn from the experience of the entrepreneurs. These contacts raise awareness about VET since the entrepreneurs are in contact with students from the VET courses who are eager to be entrepreneurs themselves, and they show their potential during this cooperation. The school-industry/business partnership is an easy-to-apply example of good practice in terms of its applicability and results.
- **Tools and operative steps to implement the good practice:** Students make connections with successful entrepreneurs with the help of the Chambers and take their first steps into the business world. Open schooling and knowledge creation methods are the main points of practice, together with the students' engagement with international businesspeople and institutes.
- **Impact and evaluation of the good practice and related tools:** Students develop observation, entrepreneurship and creative thinking skills.

4. GREECE

i. Raising Awareness event of VET education through a Simulation activity - General Good Practice

- **Name of the VET school that adopted the good practice:** Vocational Training Institute Argos
- **Link to the web page of the good practice:** https://diekarg.blogspot.com/
- **Description and aims of the good practice:** The aim of this good practice is the promotion of VET education through simulation activity in a real case scenario of a car accident using experiential learning. This simulation activity is based on experiential learning which gives the advantage of learning by doing, learning from mistakes. The scenario of the activity includes a 2-car collision, with six passengers in total, the call to the emergency, the arrival of the emergency, the evaluation of the incidents, the collection of victims and transfer to the ambulance. The simulation activity, the materials and its methodological framework is just an example to follow the flow of the activity, all the materials and the equipment could adjust according to the availability of each provider. It could be transferred and followed in different thematic areas and topics, and this is one of the essential assets of the method.
- **Tools and operative steps to implement the good practice:** In order to implement the good practice successfully, it is necessary to take place in an open space. The activity is an experimental learning activity, so the idea is to learn by doing. The scenario should be based in a real case, and the scheme needs to have similarities with the reality of this specific scenario. The first step is the teacher in cooperation with the learners to write the scenario. This step will promote teamwork and give a chance for learners to actively contribute in the activity. Then the teacher will identify the open space area, which can be modified according to the scenario. The next step is the preparation of the scene and the purchase of needed items (i.e. car, medical equipment, etc.) and take all the safety measures. Then the teacher/trainer will finalise the scenario and share the information based on the scenario to the learners. The most crucial step is the implementation of the activity without the intervention of the teacher/trainer. The activity will be filmed trying to cover all the steps of the activity and focusing on the learner's actions and activities. The filming of the activity is the asset point of the methodology as this is the main material for the promotion of VET education, and it will be used for attracting and raising awareness of VET education. The learners follow the scenario steps and instructions to finalise the activity. The last step for the completion of the activity is the evaluation of the activity by the teachers/trainers.
- **Impact and evaluation of the good practice and related tools**: The learners are keen on learning with a full procedure, doing it in real-time, and in a real case, making their choices or mistakes during the implementation. The added value of this good practice is that the whole procedure will be filmed, so the learners have the opportunity to watch it again and again. The evaluation of this activity is organised in two procedures: 1) a self-evaluation is undertaken after the completion of the activity by the learners that comment on their performance, experiences, strengths, and weaknesses during the simulation 2) an evaluation

from the coordinators or professors regarding the process of the activity. The video from the activity will also be shared in the social media of the institute to promote vocational learning. The benefits from this activity are multiple as the VET learners are learning by experiential activities, and the video produced is a tool to promote and disseminate the work and the activities that are done in the VET schools. The attractiveness of visual material is a powerful tool to attract people and make them understand VET better.

ii. Counseling Workshops - General Good Practice

- **Name of the VET school that adopted the good practice:** Public Initial Vocational Institute Triandria
- **Link to the web page of the good practice:** http://iek-triandr.thess.sch.gr/index.php
- **Description and aims of the good practice: T**he aim of this good practice is the implementation of workshops for professional development, counselling and training of VET learners. The workshops are targeted to VET learners and aim to develop skills and competences as well as counselling. The topics of the workshops are: a) Professional Decision Making Skills, b) Professional Adaptability Skills, c) Stress Management, d) Emotional Intelligence Skills, e) Labour Market Navigation Techniques: CV - cover letter, f) Labour Market Navigation Techniques: Selection of Job Interview, g) Conflict management, h) Formulating a job search plan and ways to search work, i) Labour relations and rights. The variety of topics of the workshops account for the promotion of VET education by bridging the gap between VET education and market needs.
- **Tools and operative steps to implement the good practice:** The workshops should take place in adjacent training rooms, and the activities can take the form of presentations, counselling or experiential learning. In the digital era, these activities can be implemented in online sessions with groups of learners. The workshops can easily be promoted through social media networks or by using the organisations' networks to create an active community of people interested in attending the workshops. This will promote the event and reach VET learners not only at local level but also at national and international levels as well. The key elements are the information provided and the experts who implement the workshops. The activities are implemented with innovative learning styles and tools.
- **Impact and evaluation of the good practice and related tools:** The learners are in a constant learning process, so the development of skills and competences are always of high priority for them. The workshops are designed according to the needs of the market and the employees so it will give the opportunity to get training as regards real market needs. After the completion of the workshop, an evaluation questionnaire is completed by the learners, which allows the evaluation and collection of feedback for the experts.

4. GREECE

iii. Biz4Fun – Let's have fun with the business start-up - General Good Practice

- **Name of the VET school that adopted the good practice:** Slovenska polnohospodarska uni-verzita v nitre
- **Link to the web page of the good practice:** http://www.biz4fun.eu/
- **Description and aims of the good practice:** The good practice concerns the creation of relevant training for the VET students or youngsters that can potentiate the creation of their own jobs in the future. The main objective of Biz4Fun is to increase the competitiveness of young, mostly inexperienced people, on the job market to face the youth employment crisis. It aims to broaden young people's economic knowledge, shaping the basics of entrepreneurship, transferring the ability to consciously plan their own career path, reducing disproportions in the knowledge of financial tools, presenting an example of successful start-ups etc. The involvement of the youngsters and their creations can foster their participation in national ideas competitions, thus raising awareness for VET.
- **Tools and operational steps to implement the good practice:** The implementation of this good practice begins with training on how to develop a successful business targeted at young students. They will then be involved in a 3D Virtual World and Social game so as to make the concepts related to entrepreneurship acquired in training clearer for them. The participants will also be able to have contact with online educational resources to complement their learning activities.
- **Impact and evaluation of the good practice and related tools:** The impact is not yet available, but it is expected to have a substantial impact on students and in general on young individuals who have an interest in improving their situation on the job market. Also, teachers/trainers/tutors, youth educational centres and schools will benefit from utilizing the training tools.

5. SPAIN

i. SpainSkills - General Good Practice

- **Name of the VET school that adopted the good practice:** SpainSkills is a national competition involving students from various schools in the country.
- **Link to the web page of the good practice:** https://spain-skills.es/
- **Description and aims of the good practice:** The Ministry of Education and Vocational Training organizes and promotes skills competitions, which constitute a valuable informative instrument of Vocational Training and a means to stimulate students, teachers and companies, as well as an exchange platform for debating the evolution of professional standards, quality and innovation in the different productive sectors. WorldSkills International and WorldSkills Europe are non-profit, non-governmental associations whose main activity is to organize biennial vocational training competitions. Both organizations bring together leading vocational training institutions, companies and professional associations from the various productive sectors, with the aims of disseminating information and sharing knowledge on the evolution of professional skills, promoting quality, innovation and cultural exchange between competitors and experts throughout the world. The membership of Spain in these organizations entails the biennial celebration of a national championship of Vocational Training (Spainskills), which serves to select the Spanish competitors who represent Spain in the European (EuroSkills) and world (WorldSkills) competitions.
- **Tools and operative steps to implement the good practice:** This event usually takes place at fairgrounds for 3 days. In the last edition (2019), 378 youngsters (VET students or recent VET graduates) participated. The competing courses of SpainSkills 2019 were Transport and Logistics, Construction and Facilities, Manufacturing, Computing and Communications, Creative Arts and Services. Besides, three courses were on display (Hotel Reception, Mobile Robotics and Drone Operations) and there were some demonstrations of Health and Fitness Emergencies procedures. Thus, the facilities must be large, to hold the competition, the exhibition and the showcases of the courses. They must also be equipped with all the materials required by the practical specificity of each of the courses.

  During the competition (3 days/8 hours) the participants had to diagnose, repair, verify and produce elements, following what is described in the documentation provided by the organisation. The tools and materials supplied and allowed are one of the points described in the documentation. Each project is carried out individually and is formed by nine modules, independently evaluated and implemented following the agenda.

  The Ministry of Education and Vocational Training, specifically the General Directorate of Vocational Training, manages the competition by coordinating and communicating all the participants, providing material means, managing all the spaces and infrastructures as well as all the necessary documentation for successful development of the competition. For the management, coordination and information exchange of the competition, two Moodle platforms are used.

- **Impact and evaluation of the good practice and related tools:** In general, this event has been praised by teachers, participants, public agencies and spectators. It is an event that, in addition to fostering the competitive spirit of each of the participants, it allows them contact with different courses and different approaches. It is great for the exchange of knowledge and practices, stimulating the growth of VET.

ii. Move for Vocational Training Fair - General Good Practice

- **Name of the VET school that adopted the good practice:** FP Santa Catalina
- **Link to the web page of the good practice:**
  https://www.fpsantacatalina.com/cifpweb/index.php/noticias/noticias-ori/81-exito-de-asistentes-en-la-ii-feria-muevete-por-la-formacion-profesional
- **Description and aims of the good practice:** The good practice consists of participating in fairs that promote the Vocational Education and Training. This specific fair was organised in two intense days, and its aims were to allow its visitors to learn about the wide range of vocational training offered in Aranda de Duero, and to enable them to participate in various workshops provided by teachers and students from the hosting centres (3D printing workshop, drone programming, welding, the world of logos, fixing your mountain bike, world games, etc.).
- **Tools and operational steps to implement the good practice:** It is necessary to have a space to organise the fair, invite VET schools to showcase their training offers and prepare workshops for the visitors in topics that valorise VET.
- **Impact and evaluation of the good practice and related tools:** The event attracted 900 students who visited the different school stands and could better understand the career prospects of each training offer. The fair was also visited by representatives of the regional economy and business and politicians who could contact the VET schools represented and understand the quality of their training activities and qualified human resources.

5. SPAIN

iii. Welcome event to partners' trainers at IES Santa Bárbara - Sectoral Good
   Practice

- **Name of the VET school that adopted the good practice:** IES Santa Bárbara
- **Link to the web page of the good practice:**
  http://www.iessantabarbara.es/proyectos/proyectos/european.html
- **Description and aims of the good practice:** Welcome event for partners schools' trainees, who will develop their training in Malaga at different hospitals and laboratories. The event consists of a presentation and discussion promoted by partnership organizations' students about their countries, culture, VET system, and other educational-related subjects. The host partner intends to showcase different visions regarding VET around Europe. The discussion is promoted by students, teachers and trainers.
- **Tools and operational steps to implement the good practice:** An informative event such as this one requires the organizing entity to find a space where students, teachers and trainers can fit (meeting room, auditorium, etc.).
- **Impact and evaluation of the good practice and related tools:** The participants (trainers and trainees) found this event really useful for promoting and discussing VET.

C. GOOD PRACTICES FOR INTERNATIONALISATION OF VET SCHOOLS AND MOBILITY OF STAFF AND TRAINEES

The selected good practices start with the internationalization of the context (Erasmus+ projects, transnational cooperation projects) and favour staff mobility actions where the internationalization of VET finds its maximum expression as a terrain for peer learning, transfer and sharing of know-how and methodological alignment to overcome the fragmentation of the internationalization and attractiveness of European VET in order to make teachers' models, methods and skills common to European countries.

1. PORTUGAL

i. Bilateral Protocols with Municipalities and NGOs for hosting foreign students - General Good Practice

- **Name of the VET school that adopted the good practice:** Escola Profissional de Cortegaça (VET School of Cortegaça, among others)
- **Link to the web page of the good practice:** Only available the school webpage at http://eprofcor.com/
- **Description and aims of the good practice:** The good practice consists of establishing international cooperation protocols with countries that have the same language as the host country in common, but do not have the Vocational Educational system developed to the point that it is capable of providing the country with skilled technicians. The aims of the good practice are: provide training to improve the knowledge and the qualifications of young people; develop mechanisms to bring schools and other cultures closer together, in order to enhance a human resources training project; contribute to the technical training of youngsters, by upskilling their qualifications; contribute to the awareness-raising of education and professional training for the development of young people, as individuals, citizens and technicians; enhance the social and economic development of the territory through the training of level 4 technicians.
- **Tools and operative steps to implement the good practice:** The implementation of the good practice requires the establishment of cooperation protocols with Municipalities or NGOs from the target countries. It is the school's responsibility to provide food and accommodation for the students. The families of the students need to have the financial capacity to support their stay and other expenses. The students do not pay any fee to attend the school. In case a Student Visa is necessary, the schools have to provide all the documents required so that the students have the travel and residence authorizations.
- **Impact and evaluation of the good practice and related tools:** The good practice has trained almost 30 students from Cape-Verde and São Tomé and Príncipe. Part of the students returned to their homelands, and others continued studying in Portuguese Universities to improve their qualifications even more. Other students found jobs in Portugal as a way to have more work experience. They will return later to their countries and contribute to the positive impact in their homelands as expected.

1. PORTUGAL

ii. Covilhã.Forma - General Good Practice

- **Name of the VET school that adopted the good practice:** it was created by the Covilhã Municipality in 2014 to answer to an appeal made by 5 schools with VET offers in the Covilhã municipality: AFTEBI, EP Agrícola Quinta da Lageosa, ES Campos Melo, ES Frei Heitor Pinto and ES Quinta das Palmeiras.
- **Link to the web page of the good practice:**
  https://www.camposmelo.pt/index.php?option=com_sppagebuilder&view=page&id=41&Itemid=133
- **Description and aims of the good practice:** The good practice is based on a KA1 project co-funded by the Erasmus+ programme and intended to enhance the employability of competent young professionals and consequently promotion of human fixation in Covilhã, a village in the interior of the country. It was accomplished by sending students on a short-term work experience abroad (Spain, UK, France, Czech Republic, Italy, Poland, and Ireland), thus improving the students' skills and making them more attractive for the regional job market. In terms of specific objectives, Covilhã Municipality intended to ensure the dynamism of national and international projects; promote VET as a quality alternative and build new local and international partnership networks. The distinctive factor of this good practice is the involvement of a Municipality in this type of initiative, which contributed to the notoriety of the schools, the students' training and to the promotion of growth and socio-economic development of the Municipality itself.
- **Tools and operative steps to implement the good practice:** The first step to implement the good practice is to apply to the specific call for proposals of the Erasmus+ programme. After approval, all the mechanisms related to the students' mobility must be organised (logistics, documentation, finance, transnational cooperation tools, etc.).
- **Impact and evaluation of the good practice and related tools:** According to the municipality, "the defined objectives began to bear fruit concerning the employability of competent young professionals and consequently their establishment in the municipality". Besides, the project "also played an important role in combatting school dropout and absenteeism, providing opportunities and experiences of an international nature to young people, enhancing the organizational quality of schools and increasing their visibility". The results achieved led the Covilhã Municipality to continue the consortium.

2. ITALY

i. TREES – Three Dimensional Resources for Enhancing e-Skills - Sectoral Good Practice

- **Name of the VET school that adopted the good practice:** IIS CASSATA GATTAPONE
- **Link:** https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-IT01-KA102-004361
- **Description and aims of the good practice:** The good practice is based on a KA1 project co-funded by the Erasmus+ programme. The mobilities implemented in the framework of the TREES project aimed at laying the foundations in the VET field to foster mechanical engineering, handicraft, open-source philosophy and ICT. The mobilities' objective was to make qualified personnel available to the local and regional community in order to develop and experiment innovative tools and applications. So, the main aim was to introduce new, highly creative, innovative, sustainable and technological products and services on the market. In line with the Europe 2020 strategy and with the strategy ET2020 (ET 2020), TREES mobilities aimed to offer students a real opportunity for personal and professional growth in order to increase full and immediate employability in the specific, local, labour market, through the following activities: recognition of previously acquired competences; vocational training ("2D/3D Solid/Surface modelling for 3D printing (mechanical engineering, handicraft)"; transnational mobility (job learning) and improvement of the students' linguistic and digital competences, with a particular focus on "digital fabrication". The mobility gave students a chance to experiment "digital fabrication" applied to different fields, from 3D printing and devices such as Laser Cutter, Cutting Plotter to CNC Cutting Machine.
- **Tools and operational steps to implement the good practice:** Concerning the operational steps, the sending organizations organised some pre-departure meetings, aimed at participants' orientation and preparation at intercultural and linguistic levels. Students had the opportunity to attend a vocational course: "2D/3D Solid/Surface modelling for 3D printing (mechanical engineering, handicraft)", which was preparatory to the training to be carried out during the mobility, namely a three-dimensional modelling laboratory, which involved the use of Sketchup and AutoCAD. Each intermediary partner in the host country identified a mentor for each trainee to manage the student assessment process. The mobilities implemented focused on mechanical engineering, but the tools adopted and the digital fabrication skills are adaptable to many different fields enhancing the transferability of the good practice.

2. ITALY

- **Impact and evaluation of the good practice and related tools:** At local level, the students' training kick-started the creation of new job profiles in high demand. It also contributed to the educational staff upskilling, creating an integrated system. At European level, the activities implemented allowed the creation of an active network in the educational field, spreading knowledge of the ECVET system.

  The tools used for the evaluation and dissemination of the activities and results were: video interviews carried out in some hosting companies, videos of the presentation of 3D modelling and printing projects developed during the transnational mobilities, a radio interview, photos of the different phases from preparation to mobility. This material was brought to the public through partners and consortium members' websites, the project website, Facebook, YouTube and meetings with educational communities in Umbria.

2. ITALY

ii. eTwinning Webinar – Scientix, la comunità per l'educazione scientifica: un'opportunità per innovare l'insegnamento delle STEM (Scientix, the community for science education: an opportunity to innovate STEM teaching) - General Good Practice

- **Name of the VET school that adopted the good practice:** INDIRE
- **Link to the web page of the good practice:** http://www.erasmusplus.it/etwinning-webinar-27marzo/
- **Description and aims of the good practice:** The good practice consists of developing webinars to promote high impact projects. The specific case presented here is Scientix, a project that promotes and supports collaboration at European level between teachers of STEM subjects (science, technology, engineering and mathematics), pedagogical researchers, political decision-makers and education professionals. Its portal offers a rich offer of free resources for teachers, the possibility of carrying out projects and exchanges and many training opportunities. The initiative is managed by the European ministries Schoolnet (EUN) network on behalf of the European Commission. In Italy, it is managed and promoted by INDIRE, which coordinates initiatives already activated at national level and selects materials and projects produced in Italy to be published in the portal.
The good practice identified through the analysis of questionnaire A concerns the creation of a webinar through eTwinning during which the INDIRE experts presented the platform and its potential, with a view to supporting the collaboration between teachers, innovating teaching and motivating students to study STEM subjects.
- **Tools and operational steps to implement the good practice:** To implement the good practice, the tool used was eTwinning that allowed the webinar creation. This is a space where teachers work together and can organise activities for their students. One of the most critical elements of eTwinning is collaboration among teachers, students, schools, parents, and local authorities. They have an active role, interact, investigate, make decisions, respect each other and learn 21st-century skills. Taking inspiration and exploring these awarded projects could be a quick means of transferability.
- **Impact and evaluation of the good practice and related tools:** The platform seems a truly engaging community. Scientix is translated into seven languages (English, French, German, Spanish, Italian, Polish, Romanian); EUN also provides on-demand translation services in one of the 23 languages of the European Union. The teaching materials, resources and scientific reports on the portal can be freely downloaded and reused. The platform offers, amongst other things, a search system for resources and published projects, as well as a series of social networking tools, through which users can share their experiences with European colleagues.

3. TURKEY

i. For all VET Teachers and Students; VoGop! - General Good Practice

- **Name of the VET school that adopted the good practice:** Van Provincial Directorate Of National Education
- **Link to the web page of the good practice:** https://van.meb.gov.tr/www/tum-meslek-lisesi-ogretmen-ve-ogrencileri-icin-vogop/icerik/1931
- **Description and aims of the good practice:** VoGoP (Vocational Education Good Practices Platform) offers a free brand new platform for sharing good practices among all VET teachers across both Turkey and Europe. Under the scope of this platform, the teachers will be able to
- follow other teachers and students registered in the system. VoGoP platform is not only an information-sharing site, but it is also a social platform like Facebook or Pinterest. On this platform, students can enjoy learning at their own pace. Teachers will learn from other teachers they have never seen before. VoGop contributes to the internationalisation of VET schools since it was created through an international, cooperation project, and it allows international contact with other teachers and students, thus, eliminating geographic disadvantages and borders.
- **Tools and operative steps to implement the good practice:** To implement the good practice, it is critical to establish contacts with the organisations that manage the platform and demonstrate interest in contributing according to the areas of expertise available in the applicant school. For example, in Turkey, Mehmet Erdemoğlu Vocational and Technical High School contributes with coding contents, while Grm in Novo Mesto – center biotehnik in turizma in Slovenia contributes with tourism and bio-technical issues. Then, it is necessary to disseminate the platform to the end-users who start cooperating and benefiting from it. Teachers can reach the platform by clicking http://www.vogop.com/.

    This practice is adaptable to other countries through the platform. All teachers in Vocational and Technical Education across Europe will be able to share their products in the form of videos, pictures and comments with other teachers registered in the system via VoGoP platform. These shares may be a computer programme or other topics and materials related to different areas. VoGoP platform is windows, android and IOS based and will appeal to almost everyone. The students can access it and download the materials to their smartphones.
- **Impact and evaluation of the good practice and related tools:** The platform works effectively, and the participating organisations can work in their national language, which broadens the impact of the good practice. Access to materials is easy and facilitated by the support technologies. All users in vocational education can download the materials to their smartphones, computers or tablets and communicate through the platform. It is motivating for students to share and learn new knowledge and also allows the sharing of code, files, video and photographs of the products produced in Vocational Schools.

3. TURKEY

ii. Chemstand - Sectoral Good Practice

- **Name of the VET school that adopted the good practice:** Mehmet Rüştü Uzel Vocational and Technical Anatolian High School
- **Link to the web page of the good practice:** http://mrueml.meb.k12.tr/icerikler/erasmus-ka1-projesi-2016-1-tr01-ka102-029623-chemstand-projesi_2957648.html
- **Description and aims of the good practice:** The aim of this good practice is international peer learning and transference of knowledge to the school environment. In this particular case, the quality standards of vocational education in Belgium and Austria are transferred to Turkey and applied in the training of chemistry technicians, considering the quality and equipment required by the country's chemical industry. The Turkish teachers learn from their peers and, thus, develop strategies to train more qualified chemistry technicians. Students receive training on quality standards, chemistry technology and the processes implemented in enterprises operating in different fields of chemistry (food, pharmacology, paint, polymer). Chemistry technicians that benefit from this training will have the professional knowledge and equipment to take the country's position in the chemical industry to the next level.
- **Tools and operative steps to implement the good practice:** To implement the good practice, two mobility programmes were organised, one in Belgium- Stad Antwerpen City and the other in Austria- Bit Schulungscenter Vocational High School. The mobilities were opportunities for the participants to learn from their peers on mentoring and its contribution to the training of vocational education learners, quality standards procedures, methods and techniques to access quality standards in processes and installation applications.
This practice is adaptable to other countries through the exchange of peer learning programmes. In this case, the students in vocational and technical education across Europe learnt about new methods in chemistry. However, the programmes can cover the subject and methodologies that best suit other countries and schools.
- **Impact and evaluation of the good practice and related tools:** The impact of the good practice is directly on the participants who increased their knowledge in the chemistry area. These will transfer to the other school students the methodologies and standards learnt and will apply their new knowledge in internships and later in the job market. Consequently, the impact of this type of initiative is positive in organisations, their students and the job market.

3. TURKEY

iii. My Education from School My Internship from Europe - Sectoral Good Practice

- **Name of the VET school that adopted the good practice:** Van Provincial Directorate of National Education
- **Link to the web page of the good practice:** https://kirikkale.meb.gov.tr/www/stajlarini-avrupada-tamamlayan-mesleki-egitim-ogrencilerine-sertifika-toreni-yapildi/icerik/1091
- **Description and aims of the good practice:** The good practice consists of the implementation of mobility periods of training abroad for students. In this particular case, 64 students received training in the fields of nursing, emergency medicine, elderly care and mapping cadastre in the Czech Republic and Hungary for 2 weeks.
- **Tools and operative steps to implement the good practice:** The implementation of the good practice depends on the approval of an Erasmus + project that includes mobility for students. These are then informed about the opportunity and apply to the initiative. The school finds the most suitable educational environments according to the educational background of each student and logistics such as travel, accommodation and language preparation are addressed previous to the mobility experience. The students benefit from technical, cultural and language guidance of the country they go to.
- **Impact and evaluation of the good practice and related tools**: Students who accomplished their internships abroad have received the Europass mobility certificate, which is valid all over Europe. Thus, students have an advantage when applying to jobs by documenting their internships and training abroad.
-

4. GREECE

i. Develop Innovative Apprenticeship Network of Vocational Schools and Very Small Enterprises in the Metal Construction Sector - Sectoral Good Practice

- **Name of the VET school that adopted the good practice:** Manpower Employment Organisation (Supervising Authority of all VET Schools), Institute of the Hellenic Confederation of Professionals Craftsmen and Merchants SA, Institute of Labour
- **Link to the web page of the good practice:** http://ian.oaed.gr/apprenet/ https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-EL01-KA202-001564
- **Description and aims of the good practice:** The good practice was built upon the development of an innovative, flexible, certified standard of apprenticeship system under European cooperation in order to contribute to the establishment of high-quality apprenticeship systems. It aims to contribute to the elaboration of joint, European and national strategies on the Dual Apprenticeship System and to shape a common perception amongst all stakeholders. Furthermore, the objective was to develop a common methodology for the investigation of good practices in apprenticeship mechanisms, methods and techniques. In this way, high-quality apprenticeship services are offered, and the VET sector is upgraded.
The paradigm in the Metal Construction Sector (MCS) is set through the development of standard profiles, the exchange and integration of good practices, the establishment of apprenticeship networks, innovative curricula and validation mechanisms that can be easily transferred to all European countries. Furthermore, by adopting the methodology described below, all VET sectors can adopt the good practice accordingly through European cooperation and contribute to the development of a standard methodology for researching the good practices about apprenticeship mechanisms, methods and techniques.
- **Tools and operational steps to implement the good practice:** In order to implement the good practice, it is suggested first to set standard job profiles, encompassing knowledge, skills and competences. The second step is to organise a network of small enterprises willing to host intermediary apprenticeships. The third step is to design the 12-month apprenticeship course, and the final step is to establish the validation system that will recognise the knowledge, skills and competences acquired by the participants.
- I**mpact and evaluation of the good practice and related tools:** The transfer of apprenticeship know-how and good practices from Austria and Germany to Greece is particularly important, given the crucial role of apprenticeship in the development and overall success of MCS enterprises. The Network ensures that the needs, views and demands of European apprentices are channelled to the EU so that they can be covered by relevant policies. Furthermore, the transferability of the good practice to other European countries and specializations of VET can contribute substantially to the attractiveness of the VET sector, the increase of SME participation and engagement and the establishment of strong links between the labour market and education.

4. GREECE

ii. Development of new skills of staff and trainees of Sivitanidios Vocational School, through apprenticeship and motivation for entrepreneurship training in a contemporary European labour environment - General Good Practice

- **Name of the VET school that adopted the good practice:** Sivitanidios Vocational School
- **Link to the web page of the good practice:**
  https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-EL01-KA116-035971
- **Description and aims of the good practice:** The development of students' skills and the upgrading of the qualifications of teaching staff is considered a "sine qua non" prerequisite for innovation and improvement of quality in education and training provided in Sivitanidios. The internationalization strategy of the Foundation is based on the implementation of mobility activities for students and teaching staff aiming to facilitate the transition of students from school to working life, through apprenticeships (Work-Based Learning); develop basic skills (entrepreneurship, language and digital skills); relate learning and training with the labour market; enable networking among participating educational organizations/institutions/companies, for flexible and collaborative learning in a European workplace and reinforce the employability and mobility in the labour market. The innovative aspect of this good practice is the fact that the mobility of learners is organized both for training in enterprises, and also in vocational institutes abroad.
- **Tools and operational steps to implement the good practice:** The proposed mobility activities are divided into three groups - VET learners traineeships in vocational institutes abroad, VET learners traineeships in companies abroad and learning mobility for VET staff.
- **Impact and evaluation of the good practice and related tools:** The impact of the good practice was assessed during the implementation period, and the results were that the mobility experiences contributed to the facilitation of Work-Based Learning, the development of entrepreneurship, language and digital skills, the reinforcement of networking in a flexible and collaborative learning space in a European workplace and the upgrade of the attractiveness of teachers/ trainers and students concerning the employability and mobility in the labour market.

4. GREECE

iii. National Authorities for Apprenticeship: Companies as Sustainable Partners for Apprenticeship in Greece and Cyprus - General Good Practice

- **Name of the VET school that adopted the good practice:** MANPOWER EMPLOYMENT ORGANISATION (Supervising Authority for Public VET Schools)
- **Link to the web page of the good practice:** https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/557308-EPP-1-2014-1-EL-EPPKA3-APPREN
- **Description and aims of the good practice:** The good practice was created by the NAAGRCY project, an initiative of the Greek Manpower Employment Organization (OAED), aimed at improving the quality of Vocational Education and Training, particularly apprenticeships, in Greece and Cyprus by closely collaborating with social partners and transferring know-how from Germany, a country with a long tradition and experience in the Dual System of Vocational Education and Training. The ultimate aim of the project was to contribute to developing quality Apprenticeships as an effective tool for the smooth transition of young people from Vocational Education and Training to the labour market.

   To achieve high quality in apprenticeships both for companies and learners and to make the companies a vehicle for the entrance of learners into the labour market, guidelines and a specific methodology for in-company training were produced to foster the efficiency and the learning outcomes of the apprenticeship procedure. The results were all based on international good practices.

   As the project is built upon international standards and it constitutes a good practice, the model of setting concrete frameworks for the apprenticeship procedure can be easily transferred and adopted methodologically to all European countries wanting to upgrade VET education and make it a vital component to enter the labour market.
- **Tools and operational steps to implement the good practice:** To implement the good practice, it is necessary to follow the specific guidelines and methodology available in the Guide of Developing and Adapting of In-Companies Apprenticeship Procedures. Then, follows the establishment of networks based on the Guide for the establishment of Apprenticeship Networks. Afterwards, it is critical to train the trainers from the companies that will host the students with the support of the guide The Role Of Staff In Vet. The assessment of the work and learning conditions in companies should be made with the help of the tool Guide of Requirements for Companies as VET Providers and the Methodological Guide For Upgrading Companies To Quality Apprenticeship Venues. Finally, at the end of the apprenticeship the examination and certification procedures takes place with the guidance of the Examinations and Assessment of Learning Outcomes tool.

4. GREECE

- **Impact and evaluation of the good practice and related tools:** The good practice produced impact on the development of common European and national strategies for Apprenticeship. The international good practices eased the development of relevant mechanisms for improving the ability of Vocational Education and Training to respond to the changing demands of the labour market. The model created helped to enhance the companies' involvement in apprenticeship programmes and also turned them into quality apprenticeship venues.

5. SPAIN

i. Information Campaign Erasmus in CIPFP CANASTELL - General Good Practice

- **Name of the VET school that adopted the good practice:** CIPFP CANASTELL
- **Link to the web page of the good practice:** https://www.cipfpcanastell.com/
- **Description and aims of the good practice:** The good practice consists of the organisation of round tables with students and teachers from CIPFP Canastell to share their experiences about their visits to different cities in the EU enabled by their participation in Erasmus + programmes.
- **Tools and operative steps to implement the good practice:** Since the event is built upon a round table system, the hosts are required to implement that format. The participants are encouraged to prepare presentations. Consequently, appropriate logistical and technical conditions should be ensured.
- **Impact and evaluation of the good practice and related tools:** This event is seen as an excellent tool for curricular enrichment, as well as to make students aware of some educational and professional opportunities throughout Europe. It also strengthens the bonds that unite them to the European spirit.

ii. Searching for a job in the EU - General Good Practice

- **Name of the VET school that adopted the good practice:** IES AL ANDALUS
- **Link to the web page of the good practice:** https://iesalandalus.linkpc.net/moodle/course/view.php?id=3&section=1
- **Description and aims of the good practice:** The good practice consists of the organisation of a Europass CV workshop for VET trainees. It was provided by the European Information Office of the Provincial Council of Almería speakers. After its completion, a conference on job search in the EU took place.
- **Tools and operative steps to implement the good practice:** A space in which the conference can take place (meeting room, auditorium) is required, conveniently adapted to the number of participants, also ensuring the required logistical and technical conditions.
- **Impact and evaluation of the good practice and related tools:** The activities were designed for VET students at various levels (EQF 3 and 4), improving their job search skills, promoting and designing their curriculum and expanding their knowledge regarding EU tools and programmes.

5. SPAIN

ii. Searching for a job in the EU - General Good Practice

- **Name of the VET school that adopted the good practice:** Department of Education and Culture of the Government of Asturias
- **Link to the web page of the good practice:** http://www.educastur.es/-/estancias-de-formacion-en-empresas
- **Description and aims of the good practice:** It is a common practice to offer Spanish VET teachers the possibility of training periods in Spanish and foreign companies. The purpose of these mobilities is to strengthen the relationship of trainers with the business world and the labour market; improve their technical and scientific skills by contacting different approaches in production, organization, human resources management, process analysis, amongst others.
- **Impact and evaluation of the good practice and related tools:** The impact of the good practice is immediately focused on the alliance between educational institutions and enterprises, which facilitates the relationship between teachers and the business world. It also promotes the application of knowledge and techniques acquired by trainers in their pedagogical approach in VET centres. The training they receive in the industries facilitates their scientific-technical updating in areas like working procedures, tools, new methods of organizing production processes, personnel management, etc. This, in turn, will help them better prepare the Workplace Training module and improve the students' work insertion processes.

D. GOOD PRACTICES ON THE IMPLEMENTATION OF THE EQAVET

Good practices have been selected with a view to enhance the assets of the substantial quality of learning and not merely formal aspects. This approach was at the basis of the selective search of good practices connected to the following EQAVET indicators capable of circumscribing quality control on cases/phenomena to be observed/evaluated in accordance with:

1. Relevance of quality assurance systems for VET providers
2. Investment in training of teachers and trainers
3. Participation rate in VET programmes
4. Completion rate in VET programmes
5. Placement rate in VET programmes
6. Utilisation of acquired skills at the workplace
7. Unemployment rate
8. Prevalence of vulnerable group
9. Mechanisms to identify training needs in the labour market
10. Schemes used to promote better access to VET

1. PORTUGAL

i. Clarification sessions about the EQAVET process - General Good Practice

- **Name of the VET school that adopted the good practice:** José Sanches and São Vicente da Beira School Group, in Alcains, Guarda District.
- **Link to the web page of the good practice:** https://www.agrup-alcains-svb.com/seminario-ensino-profissional-no-nosso-agrupamento/
- **Description and aims of the good practice:** The EQAVET certification process is a period that can lead to several doubts and structural changes in any given school with VET offers, which implies the mobilization of internal and external stakeholders and several associated material and technical resources. Thus, this school group promoted a regional seminar entitled "Professional Education in Our School Group", planning a clarification session, sharing best practices, and collecting solutions for the improvement of quality of the school's educational service.
- **Tools and operative steps to implement the good practice:** Have an auditorium ready to receive the audience. Access to writing material (notebooks, pens) should be provided. The activity will become more effective if an online forum is created for possible debate of doubts and questions.
- **Impact and evaluation of the good practice and related tools:** Several VET trainers, VET providers and also students attended the session since everyone's opinion is fundamental to successfully face and implement the EQAVET framework (the school's website has even added a survey to collect suggestions on how to improve EQAVET recently).

ii. The EQAVET process in the Vocational School of Cortegaça (EPROFcor) - General Good Practice

- **Name of the VET school that adopted the good practice:** Escola Profissional de Cortegaça-EPROFCor
- **Link to the web page of the good practice:** N/A
- **Description and aims of the good practice:** This good practice has been implemented since 2016, and derived from the need to obtain feedback from the external stakeholders, particularly the employers. Given the obstacles encountered in the access to the data required, the school implemented an alternative that has proven effective. It has created a satisfaction survey aligned with the EQAVET purposes. When the tutors from the school meet with the tutors from the internship at the end of the training period, they collect the answers to the survey. The data collected is then discussed at internal meetings, and actions are designed to address the improvement areas identified. This practice allows you to introduce changes in the school training that will have an impact on the following internship periods and later in the utilisation of the competences in the workplace.
- **Tools and operative steps to implement the good practice:** It is necessary to prepare and distribute a satisfaction survey aligned with the EQAVET purposes, treat the data and design an action plan to introduce changes in the school training.
- **Impact and evaluation of the good practice and related tools:** The collection of data during the internship period has enabled the school to introduce changes that improve the quality of the education provided since it brings the school environment and the workplace environment closer. Given the relevance of the data collected, the school has disseminated the survey to all grades of VET.

2. ITALY

i. IntoQuality "Association of Quality Intermediary Organizations Fostering Mobility in Europe" - General Good Practice

- **Name of the VET school that adopted the good practice:** Capofila: ECQ (Bulgaria) – Italian Partner: European Grants International Academy (Italy)
- **Link to the web page of the good practice:** https://intoquality.eu/index.php
- **Description and aims of the good practice:** The IntoQuality project (Erasmus + Nr. 2016-1-BG01-KA202-023676; 15.11.2016 – 14.11.2018) has developed a quality assurance system (QAS) for intermediary organizations involved in VET mobility. The QAS aims to overcome the lack of transparency in practices and costs and the lack of common standards and indicators to guarantee the quality of the service provided, by defining criteria to estimate the value and credibility of the main profiles involved in mobility. The general objective of the IntoQuality project is to create a more favourable environment for youth exchanges and mobility programmes in the field of Vocational Training and Education. By improving the quality of mobilities, the project contributes to the realization of EQAVET framework and in particular of indicators 6 (by fostering the mobility programmes and the quality of work placements, thus, allowing for better exploitation of skills) and 10 (by supporting better access to VET through the promotion of VET mobilities and their quality setting common European standards).
- **Tools and operational steps to implement the good practice:** The operational steps for the implementation of good practice are described in the "Quality Assurance System for Intermediate VET Mobility Organizations" (http://intoquality.eu/documents/20/IO1_IntoQuality_QAS_IT.pdf), which presents the logic and structure of the QAS IntoQuality, its criteria and indicators and the self-assessment guide. The implementation of the quality assurance system can also be facilitated by the use of the App created as part of the project to control the mobility. The Interactive Monitoring Application for the beneficiaries of mobilities allows a constant assessment and improvement of the mobility experience.
- **Impact and evaluation of the good practice and related tools:** The tools developed by IntoQuality are capable of promoting replicability in other VET contexts at national and European level: the QAS applies to all the mobilities and, in particular, to all the work-based learning experiences abroad regardless of the industry VET students would be working in. The QAS supports all the organizations involved (sending, hosting, intermediary, companies) in the evaluation of the overall experience.

2. ITALY

ii. EURspace: European IVT Recognition Gateway - General Good Practice

- **Name of the VET school that adopted the good practice:** CNOS-FAP Perugia
- **Link:** https://eurspace.eu/about-the-project/
- **Description and aims of the good practice:** The EURspace project aims to contribute to develop a European area of skills and qualifications through the development of a European Platform that provides support to ensure the recognition, validation, attribution of credits and certification of Initial Vocational Training units, applied in other European countries, allowing the combination of theoretical and practical approaches, therefore, extending the national scale to a European scale. Through the implementation of the EURspace methodology, this good practice intends to spread the use of the ECVET transfer in Europe on the one hand, and on the other, to contribute to the attractiveness of VET system (widening the recognition of learning outcomes achievable in EU countries – indicator 3 of the EQAVET Framework) and promoting better access to VET systems (indicator 10 of the EQAVET Framework) through the use of common schemes of recognition.
- **Tools and operational steps to implement the good practice:** The EURspace methodology and tools intend to standardize the recognition, validation and certification of learning out-come units, throughout European countries. A matching methodology was developed, in the following steps: identification of the technological, technical and practical learning outcomes in nuclear units; identification of common units of learning outcomes between the curricula of the partner countries; definition of the credit system and the attribution of ECVET points; setting performance criteria and requirements in order to assess the learning outcomes (knowledge, skills, competences); conception of matching matrices between the curricula of partner countries. The methodology was piloted in the hospitality sector on training courses for cooks but the tools developed can be used in any sector or training offer starting from the identification of learning outcomes thus guaranteeing the high transferability of the method-ology.
- **Impact and evaluation of the good practice and related tools:** The main impact of the project is the contribution to the development of a European area of competences and qualifica-tions for initial Vocational Education and Training. Participants, both students and teach-ers involved, acquired knowledge of the QEQ and ECVET and EQAVET systems, partners' national policies and educational systems. Participants were able to apply the methodology developed and teaching tools to prepare matrix correspondence between IVET qualifica-tion training units, between European countries, in the context of partnership mobility pro-grammes. As for the organisations, they gained awareness of the importance of the ECVET system and its application, and they used the tools and the methodology developed. At a geographical level, the project enhanced the quality of the mobility programmes promoted by the school. It fostered school partnerships, and through the application of the ECVET system, the transfer, recognition and accumulation of learning outcomes and vocational training in the EU was facilitated, which can contribute to youth employability.

3. TURKEY

i. The Internship Experience in Europe for ICT and Accounting Department Students - General Good Practice

- **Name of the VET school that adopted the good practice:** Hüseyin Avni Sipahi Vocational and Technical Anatolian High School
- **Link to the web page of the good practice:**
  http://hasmtal.meb.k12.tr/meb_iys_dosyalar/34/21/969908/icerikler/quotbilisim-ve-muhasebe-alani-ogrencilerimizin-avrupada-staj-deneyimiquot-isimli-avrupa-birligi-projemizin-yayginlastirma-faaliyetleri_3497488.html?CHK=7cc678707f170001795ec3250711d22e
- **Description and aims of the good practice:** The good practice is focused on the implementation of mobility periods in Vocational Education and Training as a procedure that improves the quality of VET training and, thus, contributes to the Quality Assurance System, specifically to indicators 2 and 6 (Investment in the training of teachers and trainers/Utilisation of acquired skills at the workplace).
  The aims of this specific initiative are that the participating students integrate business life, understand the importance of intercultural interaction and language diversity, create European awareness, and adopt a lifelong learning approach. The benefits are also at school level since the experiences allow them to train more qualified technical staff, establish new sustainable international partnerships, develop cooperation between the school and businesses, thus, contributing to address the need for qualified technical staff required by the labour market. In addition, strengthening the cooperation structures between vocational schools and the labour market contributed to increase innovation studies in vocational schools, and raised awareness as regards EU projects.
- **Tools and operative steps to implement the good practice:** The first step to implement the good practice is to apply to the specific call for proposals of the Erasmus+ programme. After approval, the students' mobility must be organised (logistics, documentation, finance, transnational cooperation tools, etc.). In the end, the mobility flows should be evaluated, and the lessons learnt transferred to the school procedures.
- **Impact and evaluation of the good practice and related tools:** The school has achieved the goals of increasing the quality of education by integrating innovative practices in Europe into the education system, increasing its institutional capacity and management skills, developing staff competencies and internationalization in order to achieve the goals in its strategic plan. The experience had a positive impact on the participants who were integrated into business life, understood the importance of intercultural interaction and language diversity, improved their European awareness and understood the importance of lifelong learning.

3. TURKEY

ii. Mesleki ve Teknik Eğitimin Kalitesinin Arttırılması (METEK) - General Good Practice

- **Name of the VET school that adopted the good practice:** The Republic of Turkey the Ministry of Education
- **Link to the web page of the good practice:** http://mtegm.meb.gov.tr/
- **Description and aims of the good practice:** This good practice results from the technical assistance project within the scope of the service purchase contract, which aimed to create a feasible, measurable, sustainable national quality system in vocational and technical education. It started in May 2012 and was completed in May 2015. Within the scope of the project, many activities were carried out in subjects such as monitoring, evaluating and supporting quality practices at the level of schools in vocational and technical education, raising awareness about the culture of quality in society, developing curricula, and trainer and manager training. The programme included three components: Quality Assurance, education and public relations and promotion and was pilot tested in 21 cities in Turkey. The good practice is related to the implementation of a quality system as a whole and with indicator 1 of EQAVET in particular - Relevance of quality assurance systems for VET providers.
- Tools and operative steps to implement the good practice: A Quality Strategy and Action Plan, which provides a roadmap to support quality development at a strategic level in vocational and technical education, has been created. The Self-Assessment Guidance Guide and the National Quality Reference and Guidance Guide, which show how to expand the National Quality System according to its functions and provide guidance for the institutions and organizations during the implementation of the quality assurance system, have been prepared in close cooperation with the relevant parties.
- **Impact and evaluation of the good practice and related tools:** This project resulted in the establishment of a quality system compatible with the European Quality Assurance system, developed and implemented in cooperation with social partners and ensuring the transfer of qualifications. During its implementation the infrastructure of legislation was prepared to ensure active cooperation between the Labour Market and Vocational Education and Training Institutions; a Vocational Education Quality Improvement Centre was created; the pedagogical and professional competencies of teachers was fostered so that they can improve the quality and content of vocational and technical education and training and the vocational and career counselling services in secondary education, vocational education institutions and vocational schools were reinforced.

4. GREECE

i. Experiential Workshop 'EQAVET in PRACTICE' - General Good Practice

- **Name of the VET school that adopted the good practice:** DIMITRA Educational Organisation
- **Link to the web page of the good practice:**
  https://www.larissanet.gr/2017/06/21/viomatiko-ergastirio-eqavet-in-practice/
- **Description and aims of the good practice:** Participation of the VET school in the 6th Forum of the Hellenic Adult Education Association 'Good Educational Practices: Critical way of thinking and creativity' and organization of an experiential workshop for the participants. The good practice of this workshop created an environment where schools could present the EQAVET conditions and make them known to the Hellenic Association of Adult Education. The purpose of this good practice was to explain EQAVET in a real environment of an Educational Forum. The idea behind it was not just to spread the news about the situation of EQAVET, but mainly to align its consequences to the broader Education Association of Greece. According to EQAVET indicator no. 1 'Relevance of quality assurance systems for VET providers', the workshop assisted in promoting a quality improvement culture at VET-provider level, in increasing the transparency of the quality of training and in improving mutual trust in training provision.
- **Tools and operative steps to implement the good practice:** The experiential workshop presented the European Quality Assurance in Vocational Education and Training and its application methodology in different European countries. After that, the experiential workshop focused on the practical implementation of EQAVET in Greece. The participants had the opportunity to propose assessment criteria, descriptions, indicators of high-level results for all interested parties.
- **Impact and evaluation of the good practice and related tools:** The experiential workshop was concluded by the evaluation of the participants on the methods suggested and the ideas developed for the EQAVET application in Greece.

ii. Peer Review for EQAVET - General Good Practice

- **Name of the VET school that adopted the good practice:** Vocational Training Network and DIMITRA Educational Organisation
- **Link to the web page of the good practice:** https://docplayer.gr/5761149-Synedrio-politiki-diasfalisis-poiotitas-stin-epaggelmatiki-ekpaideysi-katartisi-o-rolos-ton-parohon-katartisis-kai-ton-ekpaideyton.html

4. GREECE

- **Description and aims of the good practice:** In the framework of the Peer Review for EQAVET project, the Vocational Training Network and DIMITRA Educational Organisation co-arranged a Forum to present new terms that are used concerning the data that is related to youth unemployment, mobility, innovation and entrepreneurship. Once created, the Forum helped the discussion unfold regarding the methodologies to be used in the National Quality Assurance System in three axes:
  1. National Policy in the field of Quality Assurance in Lifelong Learning and the European Union: Challenges, Framework, and Changes
  2. Quality Assurance in Adult Education and Training: Tools
  3. The role of Adult Trainers in Lifelong Learning

  The Peer Review for EQAVET, thus, presented and compared the EQAVET applications from 15 countries with the Greek VET schools. It suggested three coordination axes of tools that were successfully implemented in other countries and could be adopted by Greece too. According to EQAVET Indicator no. 9 'Mechanisms to identify training needs in the labour market', this good practice was associated with the improvement of VET responsiveness to changing demands in the labour market and with the support of employability. In other words, this good practice assisted in improving the responsiveness of VET to mutual learning and planning, to quality assuring certification, and to the review phases of the quality cycle.
- **Tools and operative steps to implement the good practice:** Firstly, the benefits of the Quality Assurance tools at national level were aligned with the European Credit System for Vocational Education and Training. After that, the discussion developed on the adaptability of the European tools in the Greek system based on transparent methods, and comparability of the qualifications provided at European and national levels. Various Lifelong Learning Entities, as well as every category of educational staff that is occupied in the field of Adult Education, had the opportunity to obtain further information on issues related to the methodologies of Quality Assurance in Lifelong Learning and the innovative method of Quality Assurance 'Peer Review'.

  The 'Peer Review' method applied tools that had already been pilot tested in 15 European countries and aimed to be disseminated in Greece.
- **Impact and evaluation of the good practice and related tools:** The clarification of the methodologies proposed was given by social partners and international experts/scientific associates. The wide participation of educational representatives, from both Universities and Vocational Schools operating in Greece eased joint efforts for the EQAVET community.

4. GREECE

iii. Network Workshop - General Good Practice

- **Name of the VET school that adopted the good practice:** AKMI GROUP
- **Link to the web page of the good practice:** https://iek-akmi.edu.gr/
- **Description and aims of the good practice:** The aim of this good practice is the implementation of 3-day workshop targeted to learners and a network of VET Institutions in order to bring them together and open a communication channel to express their needs and create new opportunities for training. The activities are designed to provide information, tools and step-by-step guidance for providing and finding training opportunities according to one's needs. This workshop is aligned with the EQAVET indicators more specifically to: i) Indicator 3, Participation rate in VET programmes, ii) Indicator 9, Mechanisms to identify training needs in the labour market, iii) Indicator 10, Schemes used to promote better access to VET.
- **Tools and operative steps to implement the good practice:** The workshop starts its primary activities with needs and expectations from both target groups. The VET Institutions share their training opportunities, and the learners express their needs for training. Through these activities, an open dialogue is created between them, aiming to fill the gap of misinformation. This workshop is an opportunity both for networking and for finding training opportunities.
- **Impact and evaluation of the good practice and related tools:** The impact of this workshop is the connection and communication of both learners and VET institutions and the promotion of the importance of VET learning. After the completion of the 3-day workshop, an evaluation questionnaire should be completed by all the participants with closed and open-ended questions, which will give a qualitative result for the evaluation of the tools and information. The impact on learners and VET institutions is important given the bond created and the space for open discussion, with a result of promoting and getting more attractive VET.

5. SPAIN

i. Peer support - General Good Practice

- **Name of the VET school that adopted the good practice:** IES Tiempos Modernos
- **Link to the web page of the good practice:** https://www.iestiemposmodernos.com/calidad/
- **Description and aims of the good practice:** Every high school in the autonomous community of Aragón has its own quality management system. Each team comprises staff from across the organisation. The Tiempos Modernos high school in Zaragoza is one of 27 VET schools that has ISO 9001:2008 certification. Tiempos Modernos, alongside all the other certified high schools, collects annual statistics on satisfaction. The most relevant information comes from students, their families, teaching and non-teaching staff, and companies who employ the school's graduates.
  As the regional government is keen for all high schools to obtain certification for Quality Assurance, Tiempos Modernos supports other high schools in the region. As part of this procedure, it helps other schools develop their quality management instruments and materials, including software for measuring students' and employers' satisfaction.
- **Tools and operative steps to implement the good practice:** One-to-one meetings, counselling sessions, communication via e-mail/telephone.
- **Impact and evaluation of the good practice and related tools**: Constant meetings proved to be useful to clarify doubts, better understand the recognition process and enforce relationships between the various schools involved, opening space for a dialogue regarding possible partnerships in other fields.

ii. Medea project - General Good Practice

- **Name of the VET school that adopted the good practice:** EFA EL SOTO
- **Link to the web page of the good practice:** https://efaelsoto.com/efqm300/
- **Description and aims of the good practice:** The Medea Project (Dual Methodology Classroom-Enterprise), involves a learning process in which students have periods of training in the company (educational alternation). It favours their professional orientation and their labour insertion. The Family Farm School (EFA) "El Soto" is a vocational training centre whose mission is to achieve the development of the rural environment. It is a centre approved by the Andalusian Government, provided with the EFQM +200 Certificate of Excellence in Management. It is a school in which an integral formation to students is promoted, not only professional, cultural, technical, sport and social, but also human, respecting the freedom of each student and staff member.
- **Tools and operative steps to implement the good practice:** Collaboration agreements with companies are needed so that students can benefit from internship periods.
- **Impact and evaluation of the good practice and related tools:** Students have shown to adopt a critical attitude, reflection and analysis of the performance of their profession, easing the assimilation of theoretical knowledge and motivation for work.

D. GOOD PRACTICES FOR THE PROFESSIONAL DEVELOPMENT OF TEACHERS/TRAINERS

The good practices and the selected tools give a broad and profound vision of the centrality of the trainer in the learning processes. The research followed three lines of identification of good practices:

- related to the method that can go from experiential learning to cutting-edge e-learning;
- related to the merit focused on highly innovative content linked to market developments and professional development needs and
- related to the development of digital maturity of the trainer capable of supervising learning technologies to maximize the educational effectiveness of training processes and projects by virtue of a robust digital mindset.

1. PORTUGAL

i. Famalicão Extreme Gaming - Sectoral Good Practice

- **Name of the VET school that adopted the good practice:** Municipality of Famalicão, North of Portugal
- **Link to the web page of the good practice:** https://famalicaoextremegaming.pt/
- **Description and aims of the good practice:** The good practice is a gaming festival, which was considered by the participating teachers as a great event to grow professionally. Both teachers and students were invited to participate in workshops and informative sessions about programming, digital environments, internet safety, online gaming, and game addiction, as well as to experiment with robots, boards, 3D printers, drones, amongst others. The main goals of this event are to promote the practice and culture of using technology; disseminate experiences that promote the use of games in the classroom as promoters of learning; raise awareness for an informed, critical and safe use of the Internet; and encourage the meeting and exchange of experiences and ideas between students, teachers, and professionals. There was also a conference exclusive to teachers/trainers about gamification, games, and security in the scope of curricular flexibility, including debates and exchange of practices and projects. This activity was certified with 5 hours of training, making it more appealing to teachers.
- **Tools and operative steps to implement the good practice:** The event planning committee will have to ensure that some relevant speakers attend this type of event. Moreover, it is intended to take place in a quite large, tech-friendly facility. Certification issues have to be taken into account.
- **Impact and evaluation of the good practice and related tools:** The feedback collected through the Questionnaire B for participants was quite positive. The majority of the participants considered this initiative as being an innovative and efficient way of acquiring key knowledge for the professional development of teachers.

1. PORTUGAL

ii. Tool: PINTEREST

This is a widely used app designed to create, view and share interesting ideas in the form of visually attractive images. Pinterest is not only meant to view and save beautiful pictures, but it can also be used as a creative tool to enhance creativity among teachers and students. The "Teachers on Pinterest" page has 166,000 followers. The page consists of boards for lesson plans, classroom decor and other types of content to make learning more lively.

Teachers can explore various online forums, like Quora, Reddit, Discuss, LinkedIn Answers and Yahoo Answers, to try and interact with teachers around the globe while asking professional development questions. This can help in not only bringing diversity to their teaching by interacting with teachers from different cultures but also allow them to understand the level of education in other parts of the world.

2. ITALY

i. Digital Storytelling Treasure Hunt - *General Good Practice*

- **Name of the VET school that adopted the good practice:** CONFORM S.c.a.r.l.
- **Link to the web page of the good practice:** http://xwpx.iipc.lv/apses-it/collaborazione/breve-sessione-formativa-transnazionale-ad-avellino-italia/
- **Description and aims of the good practice:** This good practice regards an experiential training model (held from 26th November to 28th November 2018 in Avellino, Italy) organized and implemented by CONFORM in the Erasmus+ Programme, Adult Education Sector, KA2 Activities Strategic partnerships (Code No. 2017-1-LV01-KA204-035487) with the involvement of adult educators from Latvia, Sweden and Bulgaria, who shared experiences and participated/conducted seminars and workshops on various techniques and strategies to deal with social, financial, educational, communication, business, etc. problems that today's adults face more and more often. Each day was dedicated to a group of partners (Bulgaria, Latvia, Sweden, Italy) during which they presented their strategies and techniques on the topic and shared their experience on the use of different methods in working and learning with adults. The training included both theoretical lessons and practical exercises, real problem-solving experiences.

   In particular, participants were engaged by CONFORM in an experiential game, divided into the following two interdependent phases:

   1. Reflective Observation which, through the visual thinking technique, involved the participants, in the problem-based learning methodology, in an outdoor training activity to search for, identify and "capture" symbols of excellence, representative of Avellino, views, images, fragments evocative of its culture and history, to develop analytical skills, critical spirit, creativity, lateral thinking, global vision and attention to detail, seizing the "weak" signals to see "beyond them" in a lateral prospective and unsettling way.

   2. Direct Testing that saw the participants involved in an indoor workshop session on "communication skill development", where they had to elaborate a digital story composed of images, videos, interviews, etc. made during the treasure hunt. The work helped to develop new forms of communication, through which to motivate the rationale that inspired the realization of their product, with which they aimed to enthuse, persuade and engage other interlocutors by capturing their attention, conveying messages that could foster recollections.

   The training session also included a cooking challenge aimed at preparing an Italian dish, revisited and reinterpreted by the specific cultural sensibilities of the international teams of participants in the experiential game, subsequently tasted by a special jury. The format represented an organizational metaphor where it was necessary to use resources, knowledge, methods and organization to cook to develop team-building and team working skills, with the strong involvement of people, directly called to work with others in order to achieve shared objectives

- **Tools and operational steps to implement the good practice:** The project website contains all the intellectual outputs necessary to replicate the initiative:
  1. Toolkit on analytical and problem-solving skills: examples of good practices, video lessons, tests, methodologies, etc.
  2. Training curriculum on problem-solving skills and on the promotion of personal resilience in adults,
  3. Methodological manual for the implementation of the training curriculum developed in bodies specialized in adult education.
     This format, in particular, is transferrable to other context because it has been conceived and tested in a multicultural, multilingual context, generating relevant results in terms of both learning and the emotional involvement of a pool of heterogeneous teachers for skills and professional contexts. In addition, the format exploits extremely recurring factors of culture and life style at European level such as cultural heritage, typical food and wine ,which are easily available in all EU countries.
- **Impact and evaluation of the good practice and related tools:** The participants reported that it was great fun to socialise with their co-participants.

ii. Simplifying the Evidencing Process for Learning Outcomes' (SEPLO) - General Good Practice

- **Name of the VET school that adopted the good practice:** REY Europe Limited (UK) / EGInA (IT)
- **Link to the web page of the good practice:** http://www.seploecvet.eu/
- **Description and aims of the good practice:** The main project objective was to develop innovative tools and resources to support Vocational Educational and Training (VET) colleges, work placement hosting enterprises, intermediary organisations and learners to integrate learning outcomes into a work based mobility activity. Part of the project consisted of the promotion of the European Credit system for Vocational Education and Training (ECVET) framework as a tool to support the recognition of learning outcomes and competences achieved by learners in the host country so that they could count as a credit towards the qualification being studied by the learner in their home country.
- **Tools and operational steps to implement the good practice:** SEPLO' aim was to demystify ECVET and create resources which allow for easy implementation into distinct national contexts, thus, increasing the opportunity for European learners to go abroad and enrich their learning through mobility experiences. In order to implement this good practice, schools and VET providers should support college tutors to engage and integrate ECVET into work-based mobility activity. In order for the College tutors to implement ECVET, guidance should be provided.

They need to understand the learning context; identify and then define the learning outcomes; evidence the achievement of units of learning outcomes; monitor and support learners; assess and validate learning achieved.

- **Impact and evaluation of the good practice and related tools:** The project's impact consists in the simplification of the recognition and validation processes of learning outcomes and the enhancement of the use of ECVET. Supporting the use of common European frameworks will produce valuable benefits to organizations and teachers in the field of VET. In this regard, the promotion of ECVET and the simplification of its mechanism can support teachers in the recognition process first and then foster the mobility of students. SEPLO addresses the ECVET system directly making it easy to apply it to different courses and activities, from work-based learning to training mobility, thus, allowing for a wide transferability of the methodology.

iii. Tool: GOOGLE PLUS

By following the feeds and other shares by teachers, teachers can learn and share their perspective participating in the discussions held.

The platform can also be used by teachers to guide their students on how to create their own circles and add members to it. The circles can be used to work collaboratively and each group can see the live stream of others. Even chat sessions can be conducted to check the comments on their learning as they work in groups.

3. TURKEY

i. Internet of Things and Entrepreneurship Trainer Training - Sectoral Good Practice

- **Name of the VET school that adopted the good practice:** Mamak District Directorate Of National Education
- **Link to the web page of the good practice:** https://mamak.meb.gov.tr/www/nesnelerin-interneti-ve-girisimcilik-egitici-egitimi-projemiz-basladi/icerik/1889
- **Description and aims of the good practice:** The good practice consists of making the Internet of Things (IoT) known, understood and interpreted, which is considered as one of the most important technologies that will shape the future. This goal is applied to the teachers, who are responsible for transferring new technologies to students.
- **Tools and operative steps to implement the good practice:** The implementation implied a theoretical and practical training of 4 days for 60 teachers. All education programmes were face to face at the Middle East technical university. Consequently, to be transferred to other countries, it is necessary to establish partnerships between universities and professional development centres.
- **Impact and evaluation of the good practice and related tools**: certificates were given to those who succeeded in the exam prepared by the experts on the topic. Participating teachers informed their colleagues and students in their own schools. This experience also allowed the participants to further develop their digital skills by using technological resources during the training period.

ii. Tools: PINTEREST AND GOOGLE PLUS

Pinterest is a social network that allows users to visually share, and discover new interests by posting (known as 'pinning' on Pinterest) images or videos to their own or others' boards (i.e. a collection of 'pins,' usually with a common theme) and browsing what other users have pinned. Using a visual orientation, the social network is very much focused on the concept of a person's lifestyle, allowing you to share your tastes and interests with others and discovering those of likeminded people, in this project' case other teachers or trainers. The social network's goal is to "connect everyone in the world through the 'things' they find interesting."

Gogle Plus is a social network from Google. The most basic way Google+ can function in a teacher's classroom is as an avenue of communication. In fact, teachers can use Google+ to communicate directly with learners, learner families or other educators. This communication can also be expanded to include review of specific content-area ideas as well. Clarifying current learning targets, reviewing recent concepts, delineating homework assignments or providing a public forum for learners to ask questions are other easy applications of Google+. Chat sessions can also be conducted to check the comments on student learning as they work in groups.

4. GREECE

i. Training of trainers for the 3rd Vocational Lyceum from Sivitanidios Public School Of Trades & Vocations in the city of Bilbao - General Good Practice

- **Name of the VET school that adopted the good practice:** Sivitanidios Public School Of Trades & Vocations
- **Link to the web page of the good practice:**
  https://www.sivitanidios.edu.gr/index.php/draseis-erasmus/716-ροή-καθηγητών-του-3ου-επαλ-στην-πόλη-μπιλμπαο-της-ισπανιασ
- **Description and aims of the good practice:** The good practice consists of using mobility experiences for the professional development of teachers. In this particular good practice, seven teachers of the 3rd Vocational Lyceum of Sivitanidios Public School of Trades and Vocations from different specialities were trained in the process of learning based on co-teaching approaches in Education and Mobility in another European country. This training could be beneficial for any School of Trades and Vocations since trainers themselves could organize educational lectures, info days and workshops which can address the demand of various communities (students, teachers, parents) for regular advancement of teaching skills. The professional development of trainers has an impact not only on their communication with the community of students, but also with other teachers outside the school, and parents.
- **Tools and operative steps to implement the good practice:** The training of trainers lasted six days and focused on innovative teaching strategies that could be adopted in the Greek Secondary Education System in the field of Vocational training. The program included communication activities with fellow teachers working in training institutes, government education institutions and technical colleges.
  The programme addressed familiarization with the 'collaborative learning process' (collaborative learning) applied to foreign educational institutions as a proven model of internship in companies working with the school community. In addition, the training programme envisaged strengthening non-traditional teaching approaches to achieve a sustainable working relationship between technical school students and businesses.
- **Impact and evaluation of the good practice and related tools:** The ultimate goal was the implementation of the teaching strategies by the participants in the physical teaching process. The evaluation of the training seminars was carried out by all the participating members after the end of the mobility.

ii. Tool: Linkedin

This professional social networking tool helps teachers to make acquaintances with other educators and teachers. The platform can also be used to host engaging educator communities where teachers can share teaching and learning resources.

5. SPAIN

i. Aula del future - General Good Practice

- **Name of the VET school that adopted the good practice:** National Institute of Educational Technologies and Teacher Training (INTEF)
- **Link to the web page of the good practice:** https://intef.es/Noticias/apertura-del-plazo-de-inscripcion-para-la-1a-edicion-de-cursos-aula-del-futuro-ano-2020/; http://educalab.es/proyectos/aula-del-futuro
- **Description and aims of the good practice:** The Aula del Futuro is the space created at INTEF's headquarters, divided into several learning areas and equipped with a variety of innovative technologies, which aims to publicize a methodological change in order to favour and stimulate the teaching and learning processes in Spanish classrooms.
  This initiative began during the Future Classroom Lab project, initiated in 2012 by the consortium of European Ministries of Education.
  The National Institute of Educational Technologies and Teacher Training (INTEF) develops and coordinates the Aula del Futuro initiative at national level, in addition to providing teachers with this training at INTEF. One of the actions of the initiative is to organise Aula del Futuro courses for the training of teachers throughout the country, promoting interregional cooperation.
- **Tools and operative steps to implement the good practice:** Every tool and step to implement this good practice can be found in the initiative's toolkit: http://fcl.intef.es/kit-aula-del-futuro/.
- **Impact and evaluation of the good practice and related tools**: The good practice aimed at the promotion of methodological changes in daily teaching practice through the creation and organization of flexible spaces in schools that promote the use of active pedagogies. Afterwards, each classroom should respond to the needs of the students who will use it.

ii. Micro training for teachers - General Good Practice

- **Name of the VET school that adopted the good practice:** Many Spanish schools have adopted this Good practice nationwide.
- **Link to the web page of the good practice**: http://edupills.educalab.es/
- **Description and aims of the good practice:** It is an App with micro training for teachers, focused on the acquisition and/or development of digital skills, abilities, and competences in a simple and fast way. It is a platform that allows teachers and professors to carry out training courses in a short period, in which theory and practice are combined in intelligent pills. Edupills won the award for Most Innovative Project at the 2017 Open Awards. The award was presented at the Open Expo 2017, an event that was attended by more than 200 companies, top-level IT sponsors, and more than 3,000 attendees.
- **Tools and operative steps to implement the good practice:** Teachers only need a mobile phone where they can download the App.
- **Impact and evaluation of the good practice and related tools:** Teachers acquire and/or develop digital skills, abilities, and competences in a simple and fast way.

iii. Tools: EdCamp

Edcamps (short for educational camps) allow teachers to plan and hold conferences regarding whatever subject they desire and are participant-driven so as to encourage students to contribute. This allows teachers to focus on topics they consider important or interesting.

VETFest

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.