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Together for Future VETskills - ToVET

Deliverable 1 - Existing good practises in VET

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Abstract	This report collects and summarizes the existing materials on internationalisation of VET and good practises in the implementation of international activities among partners and key stakeholders in 9 countries. The aim is to show individuals and organisations examples of successful good practices they can learn from.
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List of abbreviations

ECVET - European credit system for vocational education and training

GPs - Good Practices

I@H - Internationalization at home

NEET - Neither in Employment or in Education or Training

SEN - Special educational needs

WBL - Work based learning

VET - Vocational Education and Training



Executive summary

Together for Future VETskills project (ToVET) is funded by the European Union under the programme Erasmus+ KA3 – Support for Policy Reform Networks and Partnerships of Vocational Education and Training (VET).

The project involves four networks from different parts of Europe.

The project activities aim to:

- ✓ Strengthen cooperation among VET providers by engaging in mutual learning, peer counselling, and capacity building, aimed at raising the quality and attractiveness of VET provision
- ✓ Promote and foster the effective use of EU funding instruments
- ✓ Support the implementation and dissemination of relevant EU tools and initiatives in the field of VET, whenever possible in national language(s)
- ✓ Involve and reach-out to VET providers that do not yet contribute or benefit from European cooperation.
- ✓ Contribute to the European Vocational Skills Week
- ✓ Support the development of an internationalisation strategy at providers' level, fostering the mobility of leaders, staff and VET learners, as well as the establishment of cooperation partnerships.
- ✓ Foster innovative learning of key competences in VET (for example, allow flexibility and adaptability to meet individual learning needs) by adapting programme design and assessment.

Within the above framework, the following report aims to collect and summarize the existing materials on internationalisation of VET and good practises in the implementation of international activities among project partners and other key stakeholders in 9 countries (mainly from Finland, Italy and Basque Country). The aim is to show individuals and organisations some examples of successful good practices they can learn from. The report is a first step that will support the partnership during the implementation of WP3 - Internationalisation strategy.



Introduction

Internationalisation is associated with known and documented benefits in all sectors and it has been a policy priority for the EU in the education sector in the last years. Foster the education sector - and VET in particular - to become more international has been a key goal for many years and also in the new Programme period 2021-2027 it will remain a priority.

Despite its relevance, many schools and VET centres still underestimate the importance of internationalization and when they approach this topic they start without a clear strategy.

This report takes advantage of the experience of TOVET partners (and other key stakeholders in the VET sector) to provide a collection of practical good practises in the implementation of internationalisation in VET. It focuses mainly on internationalisation in formal IVET and aims to inspire VET providers with less experience that want to internationalise their training offer. This report has been developed under the work package 1 of TOVET project and the data collected will be useful in drafting the Guidebook of Internationalisation Strategy in VET (main output foreseen in WP3).

The report covers 9 countries and presents 42 good practices (mainly from Finland, Spain and Italy; and some good examples from Portugal, France, Greece, Poland, The Netherlands, Sweden).

The survey was carried out in the Summer 2020. It's possible that since then, the organisations involved in the survey have developed new best practices.

Document Structure

The report is divided in 3 sections:

- ✓ the first one summarizes the major findings raised from the survey "Existing good practises in VET" which was submitted to 56 VET organisations and generated 70 answers. From these answers partners selected 42 GPs. The findings have been collected and analysed on a country basis, i.e. Finland, Italy and Spain;
- ✓ the second section outlines the evaluation approach used to assess the quality and usefulness of the output and recap the main results of this evaluation process;
- ✓ the last section provides general conclusions about how internationalisation is perceived in the different countries.

Methodology and Approach

This report shows 42 good practices collected among VET organisations with extensive experience in internationalisation. These GPs have been collected through online surveys (annex 1) conducted by TOVET partners. After the submission phase, each partner analysed the practices collected and tried to categorise them. As result of this phase the partnership created 3 different "best practice collections" (chapter 1):

- ✓ Best Practice Card – Finland
- ✓ Best Practice Card – Italy



Whenever possible, the report distinguishes between different types of activities concerning internationalisation:

- ✓ International Mobilities
- ✓ Internationalization at home
- ✓ International Cooperation
- ✓ Internationalization strategy

Each categories collects several good practices. The general objectives for each category are as follows:

In the mobility category:

- ✓ Foster long term mobilities
- ✓ Promote inclusion of specific groups such as SEN students
- ✓ Overcome barriers for apprentices in joining mobility activities
- ✓ Enhance quality standards in mobility experiences
- ✓ WBL development
- ✓ Social inclusion

In the I@H category:

- ✓ Promote cultural exchange and awareness
- ✓ Contribute to the internationalisation
- ✓ Equip people with international skills

In the International cooperation category:

- ✓ Social inclusion
- ✓ Professional development
- ✓ Creation of cooperation networks
- ✓ Virtual cooperation
- ✓ New methodologies
- ✓ Making common training programme based on compared curriculums and syllabus from different countries

In the Internationalization Strategy category:

- ✓ Consolidate network at international level
- ✓ VET Innovation

The criteria used to select a project and consider it as a best practice are:

- ✓ If the project got special awards (label of excellence etc.)
- ✓ If the project proved to be innovative for the VET context and/or increased the VET quality
- ✓ if the project reached outstanding results



✓ if the project
addressed specific disadvantage targets or developed social inclusion

Table 1 – List of stakeholders interviewed

AEVA (PORTUGAL)
AFP Colline Astigiane (Italy)
ALFMED (France)
Apro Formazione S.c. a r.l. (Italy)
Armeria Eskola LHII (Spain)
Armeria Eskola LHII (Spain)
Armeria Eskola LHII (Spain)
ATHENS (GREECE)
Atlas Nova Ltd
AvivaPoland Vocational Training (Poland)
Barrutialde BHI (Spain)
Barrutialde BI (Spain)
BIDASOA (Spain)
Brahe (Finland)
Canada-Network
CIFP CIUDAD JARDIN LHII (Spain)
CIFP TARTANGA LHII (Spain)
CIFP TOLOSALDEA (Spain)
CIFP TOLOSALDEA LHII - (Spain)
Cometa Formazione (Italy)
Consorzio Scuola Comunità Impresa (Italy)
CSCS (Italy)
Da Vinci College (The Netherlands)
ENAC Ente Nazionale Canossiano (Italy)
ENGIM PIEMONTE (Italy)
ERAIKEN (Spain)
Essenia UETP srl (Italy)
ETS Volontarimini (Italy)
Euroform RFS (Italy)
EUROKULTURA (Italy)
EUROYOUTH (Portugal)
Fondazione Centro Produttività Veneto (Italy)
FONDAZIONE LEPIDO ROCCO, MOTTA DI LIVENZA (Italy)
IES Enrique Flórez (Spain)



IES MURGIA BHI (Spain)
IKASLAN (Spain)
IKASLAN (Spain)
IPSAR "Luigi Carnacina" - Bardolino (Italy)
ITE SCARPELLINI – FOLIGNO (Italy)
Kainuu Vocational College (Finland)
Luovi (Finland)
MOVILIDAD MILAN (Italy)
NetPort Science Park (Sweden)
Omnia (Finland)
Proyecto Iberico (Poland)
ROC Nijmegen (The Netherlands)
SAMledu Vocational College (Finland)
Scuola Centrale Formazione
Srednja Frizerska Sola Ljubljana (Slovenia)
Stage Malta (Malta)
The Placement Factory Ltd (Scotland)
Tknika. Euskadi (Spain)
Uniser (Italy)
Vamia (Finland)
Ylä-Savo Vocational College (Finland)
Zuazola-larraña bhi (Spain)

When the best practice cards have been finalized the partnership decided to show the output to selected respondents in order to evaluate the quality of the cards.

Partners agreed to select up to 10 respondents among relevant stakeholders within partners' country. Such stakeholders have been selected among the following categories:

- ✓ teachers, trainers, coordinators or managers with an active role in the internationalization process of their VET organizations
- ✓ staff working in VET networks at regional/national level
- ✓ VET experts (researchers, policy advisors, etc)

The questionnaire submitted to the stakeholders consisted of 4 questions and 2 open boxes where respondents could provide free comments (see annex 2). The survey adopted a number rating scale (1-6) and was submitted online to improve the response rate and make easier to collect the results.



Table 2 – Stakeholders engaged for cards evaluation

Finland	Spain	Italy
Saimaan ammattiopisto Sampo (VET school)	CIFP MÁQUINA HERRAMIENTA LHII (VET school)	Maria Concetta Bottazzi (Freelancer and VET expert)
City of Turku, Education division (Public body at local, regional or national level)	CIFP MENDIZABALA LHII (VET school)	AECA (Non profit organisation, association active in the VET field)
Savo Vocational College (VET school)	CIFP EMILIO CAMPUZANO LHII (VET school)	ENDO-FAP (VET school)
	CIFP DON BOSCO LHII (VET school)	
	CIFP ARMERIA ESKOLA LHII (VET school)	



1. Best Practices in Internationalization

Finland

General Information

In Finland the survey received 14 answers both from national and international partners. Most of them (12 out of 14) were submitted by Finnish VET colleges.

Most of the best practices are related to mobility (internationalization and dissemination) and digitalization & virtuality in supporting and reporting. All mapped best practices have been selected and included in the final report.

GPs have been collected in 4 main categories:

International Mobilities

- ✓ Vamia: International staff training day
- ✓ Vamia: International activities and projects
- ✓ Omnia: Shared expertise in own organisation
- ✓ Omnia: Staff internationalisation in own organisation
- ✓ Brahe: Internationalisation is for everyone

International Cooperation

- ✓ Kainuu Vocational College: Global Networks
- ✓ Luovi: Canada Network
- ✓ NetPort Science Park (Sweden): The BBVET International Training Year

International Work-based learning (WBL)

- ✓ Ylä-Savo Vocational College: Ponsse-polku (Ponsse path)

International Digitalisation & Virtuality

- ✓ Vamia: Electronic Portfolio for students going abroad
- ✓ SAMledu: Virtual mobilities
- ✓ Kainuu Vocational College: Digitization of mobility support tools and services
- ✓ SAMledu: WhatsApp in guidance
- ✓ Luovi: Homepage of the College's international activities



Presentation/Description of the method

International Mobilities

Vamia: International staff training day

This GP embeds several short programs of different nature: panels, interviews, online-meetings with people abroad, having staff and students from different departments participating in the program, staff presenting all international projects, international food for lunch.

All these programs try to involve people of different background and international experience so that everyone in the audience can improve its competences and knowledge.

Target groups: All organisational staff from principal to janitors.

Benefits: All participants receive the same information concerning international activities. In this way internationalization is something that involves the whole organization and not just few staff members. International staff training day is the place of cross-disciplinary learning and the chance to generate new ideas.

Vamia: International activities and projects

It's a staff training day addressed to all staff members.

The goal is to get all staff aware about the international activities and how internationalisation benefits the students, staff and the school as a whole.

A varied panel with as many different fields and activities involved as possible: youth students, adult student, management, experienced teachers and not experienced teachers, international students from other countries, employers welcoming international students, companies abroad welcoming your students.

The whole session can also be filmed and recorded to show to people that could not attend.

Target groups: Management, teachers and staff of VET schools.

Benefits: Management and staff learn which benefits come from international activities and projects (for students, staff and the development of the school).

Management and staff know what international activities are ongoing in their school and have the chance to know what to do in case they want to get internationally involved.



Omnia: Shared expertise in own organisation

There's not only one expert or separate team dealing with internationalization, but there is also a network of teachers, study counsellors and other members of the faculty taking part in the activities by recruiting students and guiding them. In this way it's possible to involve all possible candidates from all fields to take part in the activities.

Target groups: VET students

Benefits: The message reaches more students than otherwise possible.

Omnia. Staff internationalisation in own organisation

Involving staff of all categories and fields in hosting international guests. There are in normal circumstances annually several hundreds of international guests visiting Omnia. They are usually interested in the implementation of VET studies and therefore it's crucial to have all possible staff categories involved in the visits. This also serves as a great opportunity for staff members to practice their language skills and to update their own knowledge and expertise.

Target groups: VET staff

Benefits:

- ✓ Internal benefit: Increased knowledge and expertise of staff members. This has also served as the first step on the road toward staff mobility.
- ✓ External benefit: Versatile picture of Finnish VET to visitors.

Brahe: Internationalization is for everyone

International experiences in VET often is offered only to students that already are "international" with good knowledge of languages. Internationalization often accumulates for the same students, even from one level of education to another. These young people start internationalization at an early stage and gain international experience and language skills. However, students who are less successful in their studies can benefit from the international experience even more than the so-called "good students".

The key is to encourage different types of students to internationalize. The secret to do that can be summarized as follows:

- ✓ involve as many teachers as possible in international activities
- ✓ motivates new participants by telling about the concrete benefits of internationalization
- ✓ not to place too much emphasis on eg. English proficiency requirements
- ✓ sharing the experiences of previous exchange students
- ✓ use of social media and mobile devices
- ✓ coaching students before and after the exchange experience



- ✓ constant contact with the home country, eg WhatsApp
- ✓ reporting on blogs and social media
- ✓ include a gender perspective in the institution's internationalization strategy
- ✓ shift lengths tailored (not too long) to 2 to 6 week
- ✓ more competence points from periods abroad through everyday learning

Target groups: VET students, specially students who are less successful in their studies.

Benefits: The objective is that students should have equal opportunities to internationalize, regardless of place of residence, gender, age, language, culture, healthstatus or socio-economic background. In Brahe's experience, these measures have contributed to this goal.

International Cooperation

Kainuu Vocational College: Global Networks

Finnish vocational colleges work together and implement mobility and other internationalization activities to non-European countries. The networks are generally country-specific, ie. each network co-operates with one specific country.

Finnish National Agency of Education international state grants enable colleges to co-operate with countries and activities that are not supported by EU or Nordic funding.

Target groups: Vocational education providers in all countries

Benefits: Global destinations are more demanding than European ones and therefore a network-like approach is well suited to them. By working together, no one's workload becomes too great. The network has different skills and it is good to share them, peer learning. Creating partnerships is easier. More detailed and up-to-date information on the target country. Collected and shared common information related to mobility (eg. security issues).

www.finvet.fi

Luovi: Canada Network

Canada Network is funded by National Agency of Education in Finland and coordinated by Kainuu Vocational College. There are seven VET providers in the Network.

As one of the Network annual activities we organize a tour of Canadian chefs from Quebec. Two chefs from a partner VET center teach in VET colleges in Finland every year for a month. The tour takes place in different locations in Finland, 3 to 4 VET colleges take part during one month and then the following year the other 3-4 VET colleges welcome the quebecien chefs. The duration of the workshops in one college is one week. We have arranged the cooking tours since 2015.



The preparations are made in the network of Finnish VET colleges. The content:

- ✓ working together with the students
- ✓ quebecien menu, ingredients from Canada
- ✓ visitors can come and join the lunches/dinners

During the tour in Finland the Canadian chefs can also meet to outgoing students and staff and get to know them before the placement in Canada. The experiences are shared in the Canada network.

Target groups: Hospitality students and staff in VET colleges.

Benefits: It is a very good example of internationalisation at home. A lot of students and staff can benefit from the lessons and other staff can join lunches and experience something new and meet the chefs. Students and staff learn English in practise when working with the chefs. The way is to do things from the very beginning so they also learn new practises.

Our activities are reciprocal, we send students and staff to Canada. The tour takes place in October-November and then the students travel to Canada in February-March. This way, they can already get to know each other and it is a part of the preparation of the outgoing students.

NetPort Science Park (Sweden): The BBVET International Training Year

The BBVET Mechatronics training has the duration of 10 months and the students study in three to four countries in the South Baltic region.

Each module is 10 weeks and in total the program offers 4 international exchange modules with professional trainers in a cross-border team. The first module is an introduction to the program with training in group dynamics, teamwork and identification of the student's individual goals.

The students which pass the BBVET education programme are able to work in the following fields:

- ✓ mechanical and plant engineering,
- ✓ automation technology,
- ✓ the fields of vehicle, aircraft or spacecraft,
- ✓ information and communication or medical technology.

Target groups: Students for the BBVET Mechatronics program are recommended to have experience from the following areas (Cf. *ibid*):

General skill requirements:

- ✓ Dexterity and eye-hand coordination (for example, when mounting circuit breakers, replacing wearing parts),
- ✓ Care (for example, when analysing and correcting malfunctions),
- ✓ Technical understanding and craftsmanship (for example when assembling machines from mechanical and electronic parts),
- ✓ Flexibility (e.g. adapting to changing working environments and conditions for



Relevant school subjects:

- ✓ Mathematics (for example for the collection and evaluation of measured values),
- ✓ Computer science (for example, dealing with hard and software components, in configuration work),
- ✓ Technical work/ technology (for example, for installing mechatronic systems, technical drawing).

Benefits: The range of occupations accessible to the holder of the certificate of the programme is quite wide. Mechatronics experts work in the assembly and maintenance of complex machinery, plants and systems in the plant engineering and mechanical engineering sectors or for organisations which purchase and operate such mechatronic systems.

<http://www.bbvvet.eu/mechatronic/>

International Work-based learning (WBL)

Ylä-Savo Vocational College: Ponsse-polku (Ponsse path)

Ylä-Savo Vocational College (YSAO) has developed a study path model for undergraduate students in the field of mechanical engineering and metals, in which students complete 35% of their studies at Ponsse Ltd's factory or various services centers (in many countries), studying the knowledge and skills required for the degree and demonstrating professional competence in the workplace. Student can apply for the Ponsse path in the degrees of sheet metal welder, CNC machiner, machine installer, car mechanic and electrician, as well as warehouse manager during the first year of study.

Target groups: Undergraduate students and adults who want to study new skills and gain competences in technology.

Benefits: Students will get good opportunities to develop practical skills in forestry machine maintenance abroad and at the same time they will learn to work in the different cultures with using other language than their own native language.

International Digitalisation & Virtuality

Vamia: Electronic Portfolio for students going abroad

Before the student goes abroad he/she participates in preparation. During the preparation the student makes an electronic "international folder" in the cloud that he/she shares with the international coordinator, the vocational mentor in the own school and the study counsellor.



The student then collects different type of the material in the folder during the whole process from applying to go abroad to being back home again and getting all the learning (formal and informal learning) recognised. In updating this folder in the cloud is very important in an emergency situation when the student is abroad.

During the trip the student can add any information to the folder to show proof of what he/she learnt. In addition he/she has it all in one place, easily accessible in case all travel documents etc. are lost during the trip or there is any other emergency situations that some else need the information, the sending institution can check that the student has prepared all necessary before travelling away.

Target groups: Students, international coordinator and vocational mentor in the own school

Benefits: Everything is stored in one place. The sending school can see were in the preparation process the student is. Safety reasons: in case the student loses personal belongings, get robbed or get into an accident were the sending institution needs the information or the travelling documents.

SAMledu: Virtual mobilities

Because of Covid 19 we can't travel during this spring and next autumn. We planned to continue our cooperation with our partner organisations anyway.

Virtual mobility can be:

- ✓ webinar using Teams/Zoom/Skype, shared tasks to students and working in international groups.
- ✓ webinar where partner colleges teacher teaches our students
- ✓ teacher cooperation in small or big projects during the lessons, shared tasks to students
- ✓ video postcards to partners done by students
- ✓ escape room game where the only way to solve the problem is cooperation between the students
- ✓ shared on the job learning task where the communication between the students will be by using WhatsApp pictures and videos

Target groups: VET students and staff.

Benefits: International skills without traveling.

Kainuu Vocational College: Digitization of mobility support tools and services

Creation of student mobility documents as Memorandum of Understanding and Learning Agreement are digitized. They are created through a student management programme that is used in most Finnish vocational schools.



Target group: Teachers and international coordinators who prepare these agreements with foreign receiving partners.

Benefits: Same kind of system is used also in domestic training of vocational students. So the teachers already know how to use it. The information form is mostly in Finnish language but the documents will be created in English. The system saves a lot of time and the documents are filed at once.

SAMledu: WhatsApp in guidance

When a student or a group of students is going abroad and the group members know their destination country a WhatsApp group is created. In this group there are the students, their teacher and the members of the SAMledu international team.

Through WhatsApp students can easily and in an informal way contact their teacher and the members of the international team already before the departure and especially during their exchange period they can tell about their joys and sorrows in the destination country. In case some problems occur WhatsApp group is the first step to tell about them.

When a group of foreign students arrives in SAMledu we very often create a WhatsApp group for the foreign students, the members of the international team and tutor students. Through WhatsApp we can ask how they are doing in the work placement and inform about freedom activities and the foreign students can ask us for advice and help.

Target groups: SAMledu students during their exchange period, the teacher of the student group, members of the international team. Foreign students during their exchange period in Finland, Finnish tutor students, members of the international team.

Benefits: Quick accessibility of students to give guidance. WhatsApp is free of charge.

Luovi: Homepage of the College's international activities

Students and staff members at Luovi Vocational College are sharing their experiences abroad on this. Also they share information for their international visitors and internationalization at home on these pages.

Target groups: Students and staff members at Luovi Vocational College are sharing their experiences abroad on this. Also they share information for their international visitors and internationalization at home on these pages.

Benefits: On place where everything concerning international activities of the College is collected. The students, staff and the visitors can find info easy.

<https://luovi.fi/international/>



Spain

General Information:

Spanish partner was able to collect 38 answers both from national and international stakeholders: 17 of them have been received from international partners, 17 from Basque Schools (from all areas) and one from a VET school from Spain. Overall, 17 international and 18 national GPs.

Most of the good practices were related to mobility, involving both, teachers and students. 10 of these GPs have been selected to be analyzed in detail.

International Mobilities

- ✓ Mobilities of WBL individuals: Preparation Session
- ✓ Mobilities of VET Staff: Tailored made programmes of masterclasses for VET staff
- ✓ Mobilities of SEN: “Foster Access to VET mobility for youngsters with SEN”
- ✓ Social Inclusion: EMPIT: Internationalization and AGILE methodology for the empowerment of the IT sector

International cooperation

- ✓ Cooperation: LHII Armeria EskolaVirtual
- ✓ Cooperation in curriculum, methodologies: LHII Tolosaldea
- ✓ Social Media Cooperation: Blog Erasmus Experiences

International Strategies

- ✓ USWE Project - Updating Shipbuilding Workforce for Europe
- ✓ EmPACT

International Strategies/ Cooperation/Opportunities after Covid-19

- ✓ International Think Tank for all kinds of interesting topics

Presentation/Description of the method

International Mobilities

Mobilities of WBL individuals: Preparation Session

Preparation sessions must consider participants’ age and profile and should be dynamic: ice breakers, roleplays, case studies and games must be used together with individual reflection and group discussion. Creating challenges can be a good strategy: to know how to say good morning and thank you in 10 languages; to know a couple of things about all the countries of Europe.



The main challenges were non-tangible aspects like motivation, aspirations, expectations, trust, self-perspectives, world/life visions and hidden emotions.

Mobilities of VET Staff: Tailored made programmes of masterclasses for VET staff

Tailored made to the need of the participants / led by professionals - experts in their fields / language skills development / skills learned can be shared with colleagues and students back home.

Mobilities of SEN: “Foster Access to VET mobility for youngsters with SEN”

The main objective of MovAbility Strategic Partnership for vocational education and training's to exchange of good practices and thanks to that to achieve a general objective - foster access to VET mobility for youngsters with SEN. For this purpose, six specific objectives of the project are set as:

- ✓ Social inclusion
- ✓ Enhancing access to training and qualifications for all
- ✓ Developing partnerships aimed at promoting work-based learning in all its forms
- ✓ Access for disadvantaged
- ✓ Disabilities – special needs
- ✓ Inclusion – equity

Social Inclusion: EMPIT: Internationalization and AGILE methodology for the empowerment of the IT sector

The intervention was aimed at 12 participants aged between 18 and 35, domiciled in Piedmont and available on the labor market (NEETs, unemployed). The project included transnational mobility actions dedicated to IT training activities with a specific focus on the application of the Agile methodology. The project included a pre-departure preparation phase, carried out in Italy in the months prior to departure.

International cooperation

LHII Armeria Eskola – Virtual Cooperation:

A network of European colleges and industry working together to provide VET students with an international experience, be it a virtual, a physical one or both (virtual cooperation activities, study modules and work placements)

LHII Tolosaldea – Cooperation in curriculum, methodologies

The students and teachers from both institutions, Tolosaldea in the Basque Country and Gradia in Finland, are taken part in an exchanging project. Within this project, teachers from Tolosaldea can learn about the methodologies, curriculum, lessons organization



etc. developed in Finland. Students also take part in these exchanges, where they can learn some contents at the school and develop their on the job learning period at the companies.

[Blog Erasmus Experiences: Social Media Cooperation](#)

Creation of a blog collecting VET Erasmus experiences of students and staff from all EU countries/ VET centers

International Strategies

[EmPACT:](#)

EmPACT has adapted a methodology used by doctors to VET. The aim is to work creating scenarios, record them and develop a debriefing, being this the most important part of the methodology

[USWE Project - Updating Shipbuilding Workforce for Europe:](#)

A Sector Skills Alliance Project to update VET profiles in Shipbuilding and Ship Repair Industries

International Strategies/ Cooperation/Opportunities after Covid-19

[International Think Tank for all kinds of interesting topics](#)

Asked colleagues in our network to participate in an online group that started up to discuss the problems we face with Covid-19. This groups can be a place where participants can discuss all kinds of topics, start online projects, give advice.



Italy

General Information

In Italy the partnership received 19 answers to the survey and, among these, 18 have been selected as Good Practices.

The main topic of the GPs selected are related to:

Mobility of students: under this category we can find

- a. A range of mobility activities focusing on SEN students ([ET Exploring Talent](#)), long term WBL mobilities in specific fields (HORECA field [ECHOS in Europe](#); INDUSTRY 4.0 field [Careers promotion](#)), entrepreneurship and mobilities for apprentices ([Entrepreneurial Paths: the road to success](#))
- b. projects that have developed outstanding methods, practices and/or tools to support mobility experiences ([SWEET](#); [TASTE EUROPE ON THE GO!](#); [Pre-departure training](#); [SPREAD](#); [DO YOUR MOB](#); [GORES](#))

Internationalization at home: under this category we can find

- c. a range of activities that allow specific targets to develop “international skills” and “European awareness” without leaving the country ([HOSTER](#); [ECVET](#), [BEYOND EUCLASS](#)).

International project: under this category we can find different kind of projects focusing

- d. on Social inclusion: [Pacetraining](#) and [ComNetNeet](#)
- e. on professional development of VET staff: [MOBILTECH](#) and [e-trainers](#)

International Strategy: under this category we collect activities that cannot be categorised under the previous sections and that are related to the organization approach towards Internationalization in general

- f. Internationalization for Research & Development: [Cometa Research Center](#)

Presentation/Description of the method

Hereunder we provide a short presentation of the above mentioned good practices for each category

Mobility of students:

- a. focusing on SEN students
[ET Exploring Talent](#) a project labelled as “good practice example” which consist of an highly formative personal and professional experience that has provided young students with special needs with autonomy and empowerment in order to strengthen their self-awareness and their professional vocation

long term WBL mobilities in specific fields



HORECA [ECHOS in Europe](#) a project labelled as “good practice example” which is the natural development of the many long-term mobilities successfully carried out since 2004 and that anticipated ERASMUS PRO for VET students in the Horeca sector. The project have created a sustainable approach to long term mobilities.

They have created a network of professional schools in the HORECA field. Basically they organised mobilities experience in the same period so each school is at the same time a sending and a hosting institution and the students can spend time abroad not only with their schoolmates but also with students of the same age from other countries. This model could be replicate when exist a thematic network active in a specific field;

INDUSTRY 4.0 [Careers promotion](#) the most innovative part of the project is offering to new graduates a 3/4 months ErasmusPRO internships in the sector of Industry 4.0. The goal was to contribute to the support Industry 4.0 by promoting didactic-training actions within a well-structured internationalization strategy ;

entrepreneurship and mobilities for apprentices

[Entrepreneurial Paths: the road to success](#) a project labelled as “good practice example” aimed at enhancing the entrepreneurial skills of young people in VET, through the transactional mobility. The project is considered a good practice by the Italian NA because it’s one of the few projects able to involve apprentices in long term mobilities that had good employment results

b. projects that have developed outstanding methods, practices and/or tools to support mobility experiences

[SWEET](#) important for the selection method based on a battery of psycho-aptitude, language and profiling tests, as well as an oral interview with an expert job counsellor/psychologist and a mother tongue expert;

[TASTE EUROPE ON THE GO!](#) The model is an international, inspiring, practical and digital way to learn entrepreneurship in an international context in vocational education. Students create a business plan for a restaurant company using virtual learning and establish real street food pop up during transnational mobility;

[Pre-departure training](#) a well-structured training module for students before their departure held by the Group leader;

[SPREAD](#) a Guide that represents a recollection of good practices for the implementation of transnational mobility projects;

[DO YOUR MOB](#) annual international event dedicated to mobility experiences and Internationalisation Strategies;

[GORES](#) is a methodological model to valorise learning outcomes in short mobility experiences of very young people. The model applies the ECVET framework.

Internationalization at home

[HOSTER](#) This GP is really simple and replicates habits that are really common in other countries but that it's really difficult to be replicated in Italy, probably for cultural reason. The idea is to accommodate foreign Erasmus+ students in local Italian hosting families in order to give students, on one hand, the chance to live a real Italian life experience and to



provide local families, on the other hand, with the occasion to share daily life with foreign students which is a way to promote cultural exchange and awareness;

ECVET: using ECVET Tools in National WBL experiences as a way to allow a wider audience of students to benefit the effects of the Internationalisation, to contribute to the internationalisation of the local companies because local entrepreneurs get in touch with European documents that help in creating quality internships and are recognisable throughout the European Union;

BEYOND EUCLASS a project labelled as “good practice example” and “success story” which aim is to give a critical thinking about EU contents providing young European citizens the capacity to formulate their opinion on the EU and to resist misinforming actions. The general objective of BE-EU Project has been to equip students with knowledge on European Union subject relevant for their academic and professional lives and enhance their civic skills promoting innovation in teaching EU subjects.

International project

c. on Social inclusion:

Pacetraining is a project that promote the identification of a training path, in the tourism field, for special needs people. A full set of learning outcomes and units has been designed by the partners and validated by the local VET authorities;

ComNetNeet (a project that integrates different expertise (social workers, trainers, employment services and others) with an holistic approach to the needs of the final beneficiary (Young NEET but can be also migrant or other kind of disadvantage)

<https://neetsinaction.eu>

d. on professional development of VET staff:

MOBILTECH have been conceived with an innovative approach. They are based on experiential activities, practitioners’ peer to peer learning and exchange of good practices, so that all participants will actively participate in all the sessions.

Moreover Mobiliteach will allow participants to meet people working in the educational field from all over Europe and to enlarge their networks

e-trainers Teachers and operators learn how to use digital methods and tools in their daily activities with young people.

International Strategy

Cometa Research Center is a department of Cometa Formazione (VET centre based in Como, Italy) aiming at sharing the main scientific results and the models of research with other partners and experts at international level. The main research topics include, among others, didactic innovation; social&emotional learning; learning approach. In this regards Internationalization is considered as a trigger for innovation, giving the opportunity to develop and consolidate tools, practices, processes, raising the standards of training offers. Through its Research Center, Cometa implement several mobility projects for staff and learners as well as other international project. Internationalization is seen as driver for scientific research and dissemination and a catalyst for activating innovation processes



2. Best practice card results

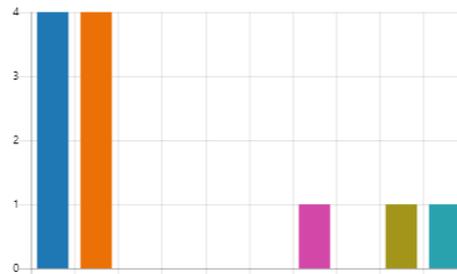
This section outlines the responses provided by selected stakeholders about the usefulness of the output.

Before validating the output the cards have been showed and tested by 11 respondents.

8 out of 11 respondents were VET centers (secondary or tertiary level) and the remaining part were public body, non-profit organization or freelancer.

2. Type of organisation

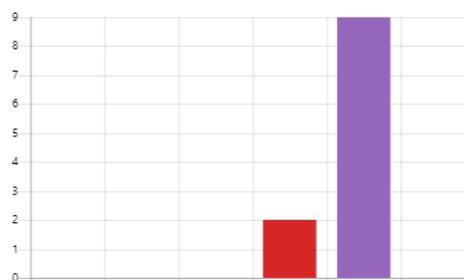
[Altri dettagli](#)



9 of them found the cards “useful” and 8 out of 11 respondents thought the cards could be relevant or really relevant to their organisations.

3. I found the cards useful

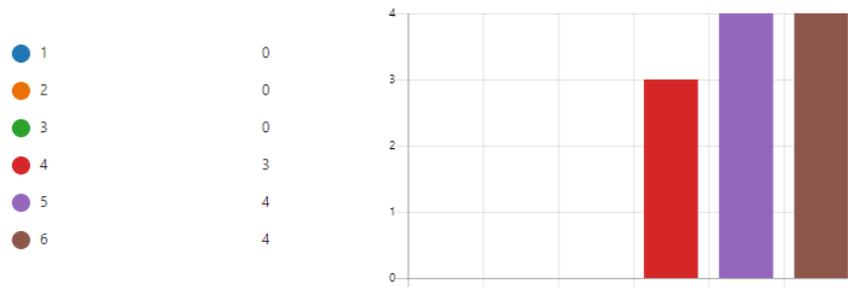
[Altri dettagli](#)





4. I found the cards relevant to my organisation

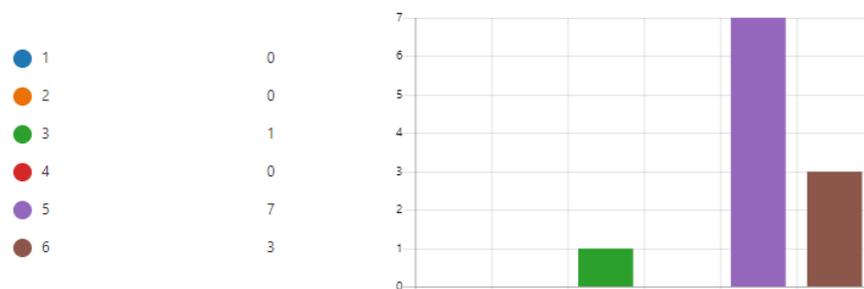
[Altri dettagli](#)



Definitely, the majority of the respondents believed that they can learn from the cards and that they can support organisation to develop mobility solutions.

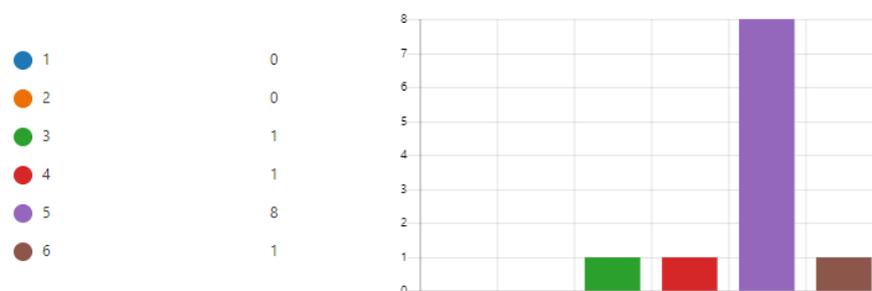
5. The cards showed me examples I can learn from

[Altri dettagli](#)



6. The cards will help my organisation develop its own mobility solutions

[Altri dettagli](#)





3. Conclusions

The report results clearly indicate diversity in internationalisation among the partners interviewed.

In general it's possible to draw the following conclusions based on specific country approaches:

1. In Finland, projects promote deep and diverse cooperation amongst VET organizations, linking them with international partners and connecting them to new opportunities for future skills and collaboration.
2. In the Basque Country, nearly all the international activities are related to VET mobilities for students and teachers. However, in Tknika they also work in the development of VET system in cooperation with other organizations and EU governments.
3. In Italy, most of the selected GPs are related to INTERNATIONALIZATION ABROAD, meaning a range of activities that allow students/staff to spend time abroad and gain international experience under a formal, non-formal, informal training activities within a project. This aspect clearly underlines that for Italian VET centers INTERNATIONALIZATION is still strictly related with mobility activities. However, Internationalization at home is increasing its importance and also professional development of VET staff has become a priority.

Despite specific country approaches, several main conclusions can be drawn from the research findings.

First, the report shows that mobility projects involving learners and staff are very important for all VET organisations. All organisations with experience in this sector have developed effective pre-departures training. Some countries (Finland above all) have moved forward in the digitalization of all phases concerning the mobility (online documents, online training, online monitoring).

The report finds that mobility of apprentices has reached different levels of implementation especially due to law restrictions in different countries. Additionally, almost in all countries is clear the importance of opening the access to mobility experiences to all students (including SEN students). Italian approach underlines the importance of thematic network even in mobility project, for example in the HORECA sector many organizations try to build thematic network to assure the quality of the experience.

Second, the study finds different approaches in I@H. In Finland for example it's normal to develop a range of curricular activities that allows specific targets to develop "international skills" and "European awareness" without leaving the country. In Italy and Spain I@H is developed only in specific projects.

In response to Covid-19, many partners have started to develop virtual mobilities as a possibility to gain international skills without travelling. Probably it's too soon to make any predictions about how this type of mobility will evolve in the near future and if its importance will increase or if it's just a temporary adjustment until the end of the pandemic.



The report definitely outlines the importance of internal dissemination in Finnish VET organisations. Finland valorises the dissemination in the whole organisation as a tool to raise awareness among all the staff members on internationalization. Internationalization is transversal to all departments and roles within Finnish organisations and usually they have structured teams working in this field. Also Italy and Spain are trying to adopt this approach but they are not so advanced under this aspect. Probably this is due to the facility of Finnish people (especially youngsters) in learning other languages compared to southern country.

The last aspects emerged from the survey are the following:

- ✓ In Finland they have developed over the years collaboration with global networks (even outside Europe);
- ✓ Internationalisation for Finnish VET centres is not link only to EU funds
- ✓ Finnish partners have developed study path models that provide students with the opportunity to complete part of their studies in other countries

This outlines that Finnish organisations have access to other funds, not only EU resources.

In general, Finland, Italy and Spain (Basque Country) present various background influenced by different demographic, social, economic and political territorial contexts. Even the VET systems are really different and the access to financial resources for internationalization is not the same in each country. For example Italy and Spain are the most active countries in Erasmus projects (number of applications submitted, numbers of students sent abroad, etc.) but this not means neither that all VET providers in these countries have equal access to these funds nor the level of internationalization is higher compared to other countries.



ANNEXES

ANNEX 1 – Survey on Good Practises of Internationalisation of VET



Co-funded by the
Erasmus+ Programme
of the European Union



Good practises of internationalisation of VET

Together for Future VET skills 609068-EPP-1-2019-1-FI-EPPKA3-VET-NETPAR is a project under EU KA3 – Support for Policy Reform Networks and Partnerships of Vocational Education and Training (VET) providers. The project activities include support of the development of an internationalisation strategy at providers' level, fostering the mobility of leaders, staff and VET learners, as well as the establishment of cooperation partnerships.

As a preparation we collect good practises of internationalisation of VET. The good practise can be linked with student or staff mobility, internationalisation at home, international projects, international strategy or something else related to internationalisation of VET.

We appreciate your contribution to the project by answering this questionnaire. If you want to share more than one good practice, please fill the form as many times as needed.

DISCLAIMER

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects 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.

Name of the good practice *

Testo risposta breve



Name and country of the organisation *

Testo risposta breve

Describe the content of the good practise in brief *

Testo risposta lunga

What is the target group *

Testo risposta lunga

What resources are needed *

Testo risposta lunga

What are the benefits of using the good practice? *

Testo risposta lunga

Have you met any challenges when using the good practice? *

Testo risposta lunga

More information, e.g. a link to the website *

Testo risposta breve

Related areas of internationalisation, tick the box *

- student mobility
- staff mobility
- internationalisation at home e.g. incoming students and staff and virtual learning
- international projects
- international strategy



ANNEX 2 - Best Practice Card Evaluation



Best Practice Card Evaluation

The following questionnaire aims to assess how well the respondent thinks the cards have achieved their purpose. The purpose of the cards was to show individuals and organisations examples of successful good practice in internationalization, so they can learn from those experience.

Please answer each question following this evaluation scale:

1 (very low, not at all) and 6 (very high, completely)

GDPR INFORMATION

The personal information gathered in this survey will be kept confidential and is only used for statistical purposes by the ToVET project consortium and will not be given to third parties.

By starting the survey, you consent that your personal information can be gathered for this purpose.

Anonymous excerpts of the answers (excl. personal information) can be showcased in an online guide produced by the project consortium.

MORE INFO ABOUT THE PROJECT

Please visit our website <http://www.tovet.eu/> (<http://www.tovet.eu/>).

* Obbligatoria

1. Your organisation's name *



2. Type of organisation *

- School/Institute/Educational centre – Vocational Training (secondary level)
- School/Institute/Educational centre – Vocational Training (tertiary level)
- School/institute/educational centre - Vocational Training (adult education)
- Body providing career guidance, professional counselling and information services
- Research institute
- Foundation
- Non profit organisation, association, NGO
- Social partner or other representative of working life (including chambers of commerce, craft/professional associations and trade unions)
- Public body at local, regional or national level
-

Altro

3. I found the cards useful *

- 1
- 2
- 3
- 4
- 5
- 6



4. I found the cards relevant to my organisation *

- 1
- 2
- 3
- 4
- 5
- 6

5. The cards showed me examples I can learn from *

- 1
- 2
- 3
- 4
- 5
- 6

6. The cards will help my organisation develop its own mobility solutions *

- 1
- 2
- 3
- 4
- 5
- 6



7. I am interested in finding out more about the ToVET project *

- 1
- 2
- 3
- 4
- 5
- 6

8. Please say briefly what you liked about the cards *

9. Please say briefly how you think the cards could be improved *



ANNEX 3 – Total number of GPs collected

N	Name of the good practise	Name and country of the organisation	Link
1	Azores	IKASLAN SPAIN	www.arkaute.hezkuntza.net
2	BEYOND EUCLASS	ENAC, Italy	https://www.euclass.it/our-projects/
3	Canadian chefs in Finland	Finland Canada-Network	www.finvet.fi
4	CIFP Tolosaldea LHII and Gradia VET schools cooperation projects	CIFP TOLOSALDEA LHII - Basque Country	http://tolosaldeainternationalisation.blogspot.com/2018/05/finlandiako-6-ikasle-izan-dira.html
5	ComNetNeet	Fondazione Centro Produttività Veneto	https://neetsinaction.eu
6	Cooperation agreement Engineering Mobility in Europe	Armeria Eskola LHII (VET school)	https://em-eu.eu/
7	Creation of a blog that collects Erasmus experiences	IES Enrique Flórez (Spain)	http://mierasmusenfp.blogspot.com/
8	Difusión EmPACT	Basque Country	http://empact-project.eu/
9	Digitization of mobility support tools and services	Kainuu Vocational College, Finland	
10	DO YOUR MOB	SCF Italy	www.scformazione.org
11	Dutch teachers visit our school	ROC Nijmegen ,Holland	Fpanoramari.eu
12	ECHOS in Europe - Evaluating Catering and Hospitality Skills for Young Workers and Through ECVET	IPSAR "Luigi Carnacina" - Bardolino - Italy	https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-1-IT01-KA116-006334
13	Electronic portfolio for students going abroad on internship	Vamia, Finland	
14	EMPIT: Internationalization and AGILE methodology for the empowerment of the IT sector	Euroform RFS (Italy)	http://www.euroformrfs.it/wp-content/uploads/2020/09/Newsletter_EMPIT.pdf
15	ENPASS-Entrepreneurial Paths: the road to success"	FONDAZIONE LEPIDO ROCCO, MOTTA DI LIVENZA (TV)	www.lepidorocco.com
16	Equipo de Proyectos internacionales	CIFP TARTANGA LHII in Spain	https://tartanga.hezkuntza.net/web/english



17	Erasmus project : 2014-1-IT01-KA102-002349 ET Exploring Talent	ETS Volontarimini - Italy	https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-IT01-KA102-002349
18	ERASMUS+	IKASLAN SPAIN	
19	ErasmusPro activities in the field of Industry 4.0	Fondazione Centro Produttività Veneto - Italy	http://www.theme-eu.net
20	E-trainers: new skills and tools for VET	Apro Formazione S.c. a r.l. - Italy	www.e-trainers.eu
21	Exchange of methods between 2 VET centers	Srednja Frizerska Sola Ljubljana, Eslovenia	
22	Flexible Presential Monitoring	"MOVILIDAD MILAN" - ITALY.	www.movilidad-milan.com
23	Foster Access to VET mobility for youngsters with SEN	Italy	http://www.movability.org/
24	Getting more staff involved in international operations through the implementation of the results of international projects - staff training day	Vamia, Finland	
25	Global Networks	Kainuu Vocational College, Finland	www.finvet.fi
26	GORES	SCF Italy	www.scformazione.org
27	Guide for managing KA1	ENAC, Italy	https://ec.europa.eu/programmes/erasmus-plus/project-result-content/82fad8c8-65a2-4389-b55f-6171f0e34666/Manuale%20di%20mobilit%C3%A0%20completo.pdf
28	Guide of good practices for the implementation of European mobility projects	Essenia UETP srl, Italy	http://www.spread-project.eu/it/
29	Homepage of the Colleges international activities	Luovi, Finland	https://luovi.fi/international/
30	HOSTER	UNISER (Italy)	https://hoster.community/
31	Implementation of the ECVET Tool in National WBL experiences	ITALY - ITE SCARPELLINI - FOLIGNO	The mobility charter website is under development https://itescarpellinimobilitycharter.com/
32	Interacting hosting school and visitors	ERAIKEN- SPAIN	https://eraiken.com/proyectos/proyectos-internacionales/
33	Intercultural competences trainings/ workshops	ALFMED - France	https://www.yourskills.eu/
34	Intercultural exchange	CSCS - Italy	http://italymobility.com/
35	INTERNACIONALIZACIÓN DEL CFP CIUDAD JARDIN	CIFP CIUDAD JARDIN LHII SPAIN	https://ciudadjardin.hezkuntza.net/es/2



	LHII		
36	International staff training day	Vamia, Finland	
37	International Think Tank for all kinds of interesting topics	Da Vinci College	
38	Internationalisation at home of the staff	Omnia, Finland	
39	Internationalization for R&D: Cometa Research	Cometa Formazione, Italy	www.cometaresearch.org
40	Internationalization is for everyone	Brahe, Finland	oph.fi/fi/tilastot/kansainvalisyytta-kaikille
41	It is our practice - Organization of transnational internships (not a specific name)	AEVA - PORTUGAL	https://www.facebook.com/citizen-projects/
42	Job Shadowing	Barrutialde BHI. Spain	
43	KA 102 STT VET STAFF MOBILITY	EUROKULTURA ITALY	
44	KA 103/KA 116 students mobility	EUROKULTURA ITALY	
45	KA2	Spain	http://www.laudioalde.eus/Erasmus.html
46	Meeting the Students and Parents in a Zoom meeting prior to the mobility	Stage Malta, Malta	
47	MOBILITY OF INDIVIDUALS	BIDASOA, SPAIN	WWW.FPBIDASOA.EUS
48	Mobility to AZORES Ilands	IES MURGIA BHI	murgiainstituttoa.hezkuntza.net
49	Pacetraining	AFP Colline Astigiane - Italy	www.pacetraining.eu
50	Ponsse-polku (Ponsse path)	Ylä-Savo Vocational College (YSAO), Finland	https://www.ysao.fi/Suomeksi/Hae-opiskelemaan/Ammatilliset-perustutkinnot/Ponsse-polku
51	Practical Professional development for VET staff	The Placement Factory Ltd / Scotland	
52	Pre-departure training	Uniser (Italy)	https://uniserblog.net/2019/10/01/formati-e-parti-come-group-leader-di-uniser-2/
53	Preparation Session	EUROYOUTH Portugal - Portugal	http://www.spread-project.eu/wp-content/uploads/guide/SPREAD-Guide-of-Good-Practice-EN.pdf
54	Seguimiento de las prácticas Erasmus ikaslan	Zuazola-larraña bhi	Www.oñati.net



55	Shared expertise in sharing and implementing internationalisation in own organisation	Omnia, Finland	
56	Staff mobility	Armeria Eskola LHII (VET school)	
57	Student at Work in European Enterprises through Training (SWEET)	Consorzio Scuola Comunità Impresa (CSCI) - Italy	www.cscinovara.it
58	Student mobility	Armeria Eskola LHII (VET school)	
59	Students movility	Barrutialde BI. Spain	barrutialdebhi.hezkuntza.net
60	STUDY ABROAD PROGRAMS	ATHENS - GREECE	www.ist.edu.gr
61	Study Visit for the staff - PROMO Professionals on the Move	ENGIM PIEMONTE - ITALY	we don't have a proper links for this
62	TASTE EUROPE ON THE GO! - Experimenting Entrepreneurial eLearning Platform for the Success of International Pop-up Restaurant Business	IPSAR "Luigi Carnacina" - Bardolino - Italy	https://perho.fi/hankkeet/kaynnissa-hankkeet/erasmus-taste-europe-on-the-go/
63	TEACHERS AND STAFF INTERNATIONAL TRAININGS	UNISER (Italy)	https://mobiliteach.net/
64	The BBVET International Training Year	NetPort Science Park (Lead Partner), Sweden	http://www.bbvvet.eu/mechatronic/
65	The Guardians of Europe KA229 project	CIFP TOLOSALDEA LHII	http://theguardiansofeurope.eu/
66	Training of VET students in various sectors	AvivaPoland Vocational Training, Poland	http://avivapoland.com/
67	Use of WhatsApp in guidance of SAMledu students abroad and of foreign students visiting SAMledu.	SAMledu Vocational College	
68	USWE Project - Updating Shipbuilding Workforce for Europe	Tknika. Euskadi. Spain	www.usweproject.eu
69	Virtual mobilities	Vocational college SAMledu	
70	Well-being periodical evaluation	Proyecto Iberico - Poland	www.proyectoiberico.pl

ANNEX 4 – Overview of GPs selected

Name of the good practise	Name and country of the organisation	Link
International staff training day	Vamia, Finland	
Staff training day - showing results of international projects	Vamia, Finland	
Electronic portfolio for students going abroad on internship	Vamia, Finland	
Virtual mobilities	Vocational college SAMledu	
Digitization of mobility support tools and services	Kainuu Vocational College, Finland	
Global Networks	Kainuu Vocational College, Finland	www.finvet.fi
Use of WhatsApp in guidance of SAMledu students abroad and of foreign students visiting SAMledu	SAMledu Vocational College	
Ponsse-polku (Ponsse path)	Ylä-Savo Vocational College (YSAO), Finland	https://www.ysao.fi/Suomaksi/Hae-opiskelemaan/Ammatillis-et-perustutkinnot/Ponsse-polku
The BBVET International Training Year	NetPort Science Park (Lead Partner), Sweden	http://www.bbveta.eu/mechatronic/
Shared expertise in sharing and implementing internationalisation in own organisation	Omnia, Finland	
Internationalisation at home of the staff	Omnia, Finland	
Canadian chefs in Finland	Finland Canada-Network	www.finvet.fi
Internationalization is for everyone	Brahe, Finland	oph.fi/fi/tilastot/kansainvalisytytta-kaikille
Homepage of the Colleges international activities	Luovi, Finland	https://luovi.fi/international/
Student at Work in European Enterprises through Training (SWEET)	Consorzio Scuola Comunità Impresa (CSCI) - Italy	www.cscinovara.it
Erasmus project : 2014-1-IT01-KA102-002349 ET Exploring Talent	ETS Volontarimini - Italy	https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-IT01-KA102-002349
TEACHERS AND STAFF INTERNATIONAL TRAININGS	UNISER (Italy)	https://mobilitateach.net/
HOSTER	UNISER (Italy)	https://hoster.community/
Pacetraining	AFP Colline Astigiane - Italy	www.pacetraining.eu
E-trainers: new skills and tools for VET	Apro Formazione S.c. a r.l. - Italy	www.e-trainers.eu



ECHOS in Europe - Evaluating Catering and Hospitality Skills for Young Workers and Through ECVET	IPSAR "Luigi Carnacina" - Bardolino - Italy	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-IT01-KA116-006334
TASTE EUROPE ON THE GO!	IPSAR "Luigi Carnacina" - Bardolino - Italy	https://perho.fi/hankkeet/kaynnissa-hankkeet/erasmus-taste-europe-on-the-go/
ENPASS-Entrepreneurial Paths: the road to success"	FONDAZIONE LEPIDO ROCCO, MOTTA DI LIVENZA (TV)	www.lepidorocco.com
Pre-departure training	Uniser (Italy)	https://uniserblog.net/2019/10/01/formati-e-parti-come-group-leader-di-uniser-2/
Implementation of the ECVET Tool in National WBL experiences	ITALY - ITE SCARPELLINI - FOLIGNO	The mobility charter website is under development https://itescarpellinimobilitycharter.com/
Internationalization for R&D: Cometa Research	Cometa Formazione, Italy	www.cometaresearch.org
ErasmusPro activities in the field of Industry 4.0	Fondazione Centro Produttività Veneto - Italy	http://www.theme-eu.net
ComNetNeet	Fondazione Centro Produttività Veneto	https://neetsinaction.eu
Guide of good practices for the implementation of European mobility projects	Essenia UETP srl, Italy	http://www.spread-project.eu/it/
DO YOUR MOB	SCF Italy	www.scformazione.org
GORES	SCF Italy	www.scformazione.org
BEYOND EUCLASS	ENAC, Italy	https://www.euclass.it/our-projects/
Cooperation agreement Engineering Mobility in Europe	Armeria Eskola LHII (VET school)	https://em-eu.eu/
USWE Project - Updating Shipbuilding Workforce for Europe	Tknika. Euskadi. Spain	www.usweproject.eu
Difusión EmPACT	Basque Country	http://empact-project.eu/
CIFP Tolosaldea LHII and Gradia VET schools cooperation projects	CIFP TOLOSALDEA LHII - Basque Country	http://tolosaldeainternationalisation.blogspot.com/2018/05/finlandiako-6-ikaskle-izan-dira.html
International Think Tank for all kinds of interesting topics	Da Vinci College	
EMPIT: Internationalization and AGILE methodology for the empowerment of the IT sector	Euroform RFS (Italy)	http://www.euroformrfs.it/wp-content/uploads/2020/09/Newsletter_EMPIT.pdf
Foster Access to VET mobility for youngsters with SEN	Italy	http://www.movability.org/
Preparation Session	EUROYOUTH Portugal - Portugal	http://www.spread-project.eu/wp-content/uploads/guide/SPREAD-Guide-of-Good-Practice-EN.pdf