

European Regions Enhancing Internationalization in Vocational Education and Training (EREIVET)

LEONARDO DA VINCI
NETWORK 2012 – 2015



Increased mobility for VET schools and colleges



EREIVET learners are ready for Europe

The EREIVET network helps young people in vocational education and training to use Europe as place to learn, work and live, promoting the internationalization of vocational education and training in the regions through sharing experience, knowledge and expertise.

Five years from now EREIVET will be a successful network to make people in vocational education and training aware that being citizens of Europe offers them greater opportunities for personal and professional development. This will be achieved by motivating and encouraging all partners in the vocational field to enter robust partnerships based on mutual trust, committed to raising the quantity and quality of learning mobility.

The network contributes to the Europe 2020 strategy by strengthening vocational education and training in the participating regions. Applying the European transparency and quality instruments for vocational education and training is implicit.

Fifteen partners from twelve countries – school authorities, associations of vocational schools and vocational schools with a regional network - are cooperating to develop a common strategy to enhance the quantity and quality of learning mobility in vocational education and training (VET), one of the most appropriate measures for the internationalization of VET.

Another important objective is to bring the Europass and ECVET transparency instruments, which were established in the course of the Copenhagen process, directly into the classrooms. The cooperation also addresses EQF and the corresponding national qualification frameworks and especially the shift towards a learning outcomes-based approach to describing qualifications.

“Vocational training as a motor for smart, sustainable and inclusive growth”

With this statement which accords with the Europe 2020 strategy the European Union emphasises the importance of vocational education and training.

“**Internationalisation**” should become an everyday feature in vocational training. Qualifications should include foreign languages, and international cooperation between institutions should encourage new approaches to teaching and learning. Students who learn in an international setting should be more ready to go on to work in that environment.

To make this vision a reality, the commitment and contribution of all stakeholders is needed. (from the European Union brochure “Supporting vocational education and training in Europe”)

With the **Copenhagen Process** Brussels initiated the development of a pan European education and training area, with transparent qualifications systems which possible the transfer and accumulation of learning outcomes, as well as the recognition of qualifications and competences, and which facilitate transnational mobility. The European Qualifications Framework (EQF), the Europass and the European Credit System for Vocational Education and Training (ECVET) are instruments to create a truly European labor market.

Following the Council conclusions of November 2011 **learning mobility** is widely seen as contributing to the enhancement of young people’s employability through the acquisition of key skills and competences, especially foreign languages and intercultural understanding, but also including social and civic skills, entrepreneurship, problem-solving skills and creativity in general. In addition to giving these young people valuable experience learning mobility can help to improve the overall quality of education, especially through closer cooperation between educational institutions. Furthermore, it can help strengthen a sense of European identity and citizenship.



Project Title:

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Partners:

- Ministry of Education of Lower Saxony, Germany (Coordinator)
- District government of Düsseldorf, Germany
- Académie Reims, France
- Académie Aix-Marseille, France
- CFA La Châtaigneraie, France
- Istituto Statale „Domenico Romanazzi“, Italy
- Nordwin College, the Netherlands
- North-Trøndelag County Council, Norway
- Regional Council of Jämtland, Sweden
- Raisio Region Educational and Training Consortium, Finland
- SOSU Sjælland, association of vocational schools Denmark
- Kuratorium of Lower Silesia, Poland
- Ministry of Education of Andalusia, Spain
- Tekirdag provincial directorate of National Education, Turkey
- Styrian Ministry of Education, Austria

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Why networking in VET?

EREIVET network partners are deeply convinced that all target groups in VET as well young people in initial vocational training (IVT) as well as professionals such as teachers, trainers in enterprises and other responsible persons (VETPRO) would benefit from better transnational cooperation. Learning phases abroad could help students to develop personal capacities, let them test their skills for work within a supportive framework and use EUROPASS instruments. They also are appropriate to help VETPRO develop a broader view, share approaches and ideas for their work and be better able to manage transnational projects.

Experience since EREIVET was set up in 2009 has shown that networking is an effective way of sharing experience and expertise and applying the aims of the Copenhagen process in VET.

Within the current LEONARDO DA VINCI network project funded by the European Commission EREIVET aims to achieve the following main objectives:

- Develop a strategy to increase learning mobility in the participating regions by comparing regional strategies and structures to learn from each other.
- Increase, over this period the volume of learning mobility in the participating regions by helping vocational schools to implement transnational cooperation – especially through projects for learning mobility – and by matchmaking them with partners in the EREIVET regions.
- Enhance the quality of learning mobility e. g. by introducing Europass instruments and the learning outcomes approach and by building partnerships between vocational schools based on mutual trust.
- Make the shift to a learning outcomes approach to become reality by informing the schools about these plans and involving them – e. g. in special network-related flanking projects, encouraging them to use it.
- Inform all vocational schools in the participating regions about European policies for VET e. g. ECVET and EUROPASS and to motivate and support them to use them and the financial support of the European Union for transnational projects.
- Inform the vocational schools about the school systems in the other regions.



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Photo:
Partnership EREIVET

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EST database
www.na-bibb-est.eu

The work plan for the EREIVET partners includes:

- Meetings of the network to share experience e. g. on mobility quality to discuss common activities and to develop strategies for increasing mobility.
- Establishment of three working groups in which teachers from different sectors will define learning outcomes that students may acquire during internships abroad. This is the first step towards ECVET and the involvement of teachers from some vocational schools will help to disseminate ECVET.
- Drafting common publications e. g. the website, a flyer about quality in learning mobility and an information sheet about EU policies for VET.
- Implementing regional activities to inform stakeholders e. g. students, teachers, headmasters about leaning mobility and the European VET instruments.
- Developing structures for matchmaking partners for transnational cooperation.

Websites

See further information on our website www.ereivet.net. This website has an internal site for all vocational teachers of the participating regions e. g. to find information about school systems and practical partner search offers.

The network informs about the planned work in the project – work plan and products - on the European Projects and Products Portal for LEONARDO DA VINCI ADAM <http://www.adam-europe.eu/adam/project/view.htm?prj=9897>

This information sheet is available for free; please require at EREIVET

