EfVET Virtual Annual Conference 2020

Results from Workshop 2- ‘Blended Mobility’
by Thematic Team Internationalisation & Learning Mobility
Does BM fit into the strategy of your institution?

- Of course: 19
- We're wondering: 13
- Not really: 3

Do you have already experience with BM?

- Yes: 5
- No: 29
What do you think to be the added value of BM for your students?
...and for your institution?

- Competitiveness
- Its the future!
- Teacher motivation rises
- International strategy
- Including adult learners with varying life situations
- Adapt to the future needs
- Get benefits from networking.
- Motivating, going together, New ways to do it
- Stepping out of comfort zone, new innovations
...and for your institution?

- Professional teachers
- Increase the attractiveness of vet schools
- Leading to better employability
- Future
- Attractiveness
- Internationalisation of the school, personal and professional competence development of staff
- Peer support for teachers
- I would like to offer opportunities to lower level students, who often are hesitant to travel abroad
- Sustainable way of becoming international
...and for your institution?

- New way collaboration
- Increase internationalisation
- Making students ready for future jobs
- It will participate more people to international actions
- New relations, new learnings
- Open ours minds
- Staff and students motivation
- Internationalization
- Cooperation between teachers and students.
...and for your institution?

- Offering attractive education
- New learning material from working with others
- Re and upskilling of all stakeholders.
- Involve more teachers and staff
- Be updated
- It's sustainable in several ways (less costs, less impact on the environment etc.)
- Improve your skills and CV
- Open their mind
- implementing the physical mobility
...and for your institution?

Opportunities

- less physical travel means less pollution

Following 17 SDG

- International experience and knowledge the other institution

Internationalisation at home

- Headmaster

Top management

- teachers

Students and teachers
...and for your institution?

- Erasmus coordinator
- Management
- Management
- International coordinators
- Working hours to teachers
- Engagement of the teachers
- Methodologies
- Platforms
Who are the key players to address in your institution to get BM started?
What practical issues have to be dealt with to start up BM in your institution?

- IT
- Engagement of students
- Timing
- Time for teacher to develop
- Digital tools
- Timing
- Planning
- Time for students in their weekly schedule to invest in BM
- Timing
What practical issues have to be dealt with to start up BM in your institution?

- International partners
- Finding engaged partners
- Finding the right partners
- Motivation from the team
- Digital tools
- Time
- Financial support
- Time for teachers
- Propose attractive activities for students
What practical issues have to be dealt with to start up BM in your institution?

- Time
- Are we ready for it?
- Digital tools, time cost
- Cost
- Finding mutual interest areas
- How to bring work life as a part
- Finding companies in case we need it
- Time and motivation
- Look for good partners
What practical issues have to be dealt with to start up BM in your institution?

- Do we have resources?
- Finding suitable partners
- Including in curricula
- Partners
- Digital tools and support
- Resources?
- Companies Engagement
- Preparation time for teachers
- Digital tools and support
What practical issues have to be dealt with to start up BM in your institution?

- Focus, decision making
- Resources of teachers
- Recognition tools

How can we motivate our colleagues?
Results Group 2_Mentimeter

Does BM fit into the strategy of your institution?

- 12: Of course!
- 6: We're wondering
- 0: Not really

Do you have already experience with BM?

- 7: Yes
- 12: No
What do you think to be the added value of BM for your students?
...and for your institution?

- Competitive
- Better prepared students before a geographical mobility
- Normalise international cooperation for both students and staff
- Preparing as global citizens
- Open-mindedness. Inclusion.
- Implementation of the learning offer
- Enrich the services we offer.
- Increase the networking
- Global curriculum
...and for your institution?

Better reputation.

Attractive and better preparation for European citizens

The blended mobility offers internationalization to both students at home and to the ones who travel

Competence and motivation for students and teachers

Learn from an European perspective. Motivates teachers to develop skills and learn from VET colleagues around Europe

Flexible to include more students

Cooperation with other institutions

Widening horizons for staff and especially students.

Making the school more competitive and more focused on the education of the future!
...and for your institution?

- Internationalisation, possibility for new partners, competitiveness in the time of Covid
- Creates more understanding and tolerance
- Teachers

- Better curricula
- Expand international network for students and teachers
- Teachers

- Enhancing inclusion, international skills for all. Getting experience on tomorrow's work of world.
- The teachers
- Students
...and for your institution?

- Schedule a timetable with the teachers
- Time to organise and cooperation
- Teachers' motivation
- Ready programmes for teachers
- Already prepared programmes
- Make an agreement with a Partner from abroad that you know and trust
Who are the key players to address in your institution to get BM started?

- teachers
- managers
- mobility coordinators
- directo
- heads of departments
- team leaders
- int coordinator
- employers
- families
- teachers and trainers
- international coordinator
- headteachers
- management
- department heads
- teachers and instructors
- me
- leadership
- students
- planners
What practical issues have to be dealt with to start up BM in your institution?

- Funded project
- Schedules of schools involved have to be calibrated
- Idea, is the idea supported by team leaders and teachers
- User-friendly systems - involve IT department
- User friendly approach
- Contact international partners, arrange a common meeting, make a step-by-step plan on what to do and who does what
- Credit systems, ECVET
- Assigning preparation time for teachers
- Digital badge certification
What practical issues have to be dealt with to start up BM in your institution?

- Teachers' motivation
- Attractive material for students
- Involve teachers as early as possible
- Finances, motivation of the staff, trust and commitment between partners
- We have the will. We need resources
- Find the time and place in the curriculum
- Looking for schools with similar needs
- We need to create curiosity in students and teachers, challenge and truly engage them
- Use students' technical knowledge
What practical issues have to be dealt with to start up BM in your institution?

- Time to develop
- Offer broad support for the pioneers, share results & successes
What are your tips & tricks to start up BM?

- Friendly approach to teachers
- Find motivated teachers
- Be constant
- Teachers must believe in BM
- The courage to invest in new ideas
- Start small and include persons who are enthusiastic and willing to share what they have done
- Start by connecting teachers. Just try virtual co-operation with something. You Will learn nyt doing
- Be curious and fearless! There are difficulties but the gain is HUGE! For everyone!
- Work with an experienced partner
Generating Ideas on BM projects

- Students are working on real-life projects together with representatives of education institutions and companies (of course international consortium).
- I would like to start the blended mobility/virtual exchange of students related to agriculture, horticulture, and landscaping.
- To engage with teachers potentially involved in BM at European level and to create a community of practice where to share ideas on how to kick-off BM in different national contexts.
- Something about building and construction and design thinking.
- BM for teachers.
- A blended mobility for graphic design students with the cooperation of graphic design companies.
- We have implemented blended mobility starting with virtual contact and ending with a real one.
- Involving students with special needs to work on this. Those who otherwise don't have the chance to go international.
- Students planning themselves. First virtual then actual mobility.
- Low threshold WhatsApp groups with partner schools, for students to share info on a weekly basis. Info like personal presentation, school presentation, curriculum, culture in the country etc.
- BM for special needs students in fields of catering, IT, B&A, logistics, car mechanic, or gardening. For students and teachers to get to know each other and share common tasks - can be defined together with partner.
Generating Ideas for projects

• We think virtual exchanges among peers can be a very interesting mode for virtual cooperation. There are areas for more detailed implementation to explore, like how to project a VE, how to monitor, how to certify, and how to facilitate - VET context has to still work on it.
• Connection with school or institutions to provide to our students and teachers new ways to learn, to improve in personal and professional ways.
• To have half of the work placement mobility virtually form home country and the other half physically in a hosting country (minimum 8 weeks total).
• Project around organising a study trip for each other (making an interesting programme), project about culture tourism, project with students who have re-orientation on the study choice, and open for other ideas
• Projects related to sports, computing and robotics/mechatronics
• I believe in the power on gamification. It should be implemented to our education. Therefore, games played transnationally would be a good idea.
• We are open to collaborate in any way of blended mobility involved VET audiovisual and graphic students' practices. It is a great opportunity for students and teachers.
• It's been several years we are talking with some of our VET centres to work with other EU centres on the same tasks (e.g. in the food preparation/agrifood sectors students and teachers can work on Italian/French /Spanish receipts with online meetings etc. and then meet somewhere at a certain point). This is just one of the ideas we have in mind.
Generating Ideas for projects

• I was very inspired by Suvi's ""My day in my culture"" project, this is the type of project which doesn't need too much preparation and administration, which I think is important in the current situation. We have been planning something similar, maybe with our restaurant and cooking students, sharing ideas about local foods etc. and practical nursing students, especially those specialising in childcare sharing ideas about outdoor pedagogy is one idea)If ""My day in my culture"" needs more participants we're interested too, definitely."
• For VET students we have to involve mentors in companies in BM activities
• Practical kitchen lessons between two partner countries for making traditional Christmas food. First cultural and get-to-know introduction sessions, then sending ahead the raw material list and recipes and workflow and then the final live practical lesson where one partner is teaching the other partner teachers and students to make the food.
• best virtual practices in a specific sector ;)
• Before the departure for a mobility, trainees can attend online preparation courses about the ingoing country's culture, language and some practical tips about the new training experience.
• Creating a co-teaching online network to share best practices and methodologies
• A joint collaboration on one of our elective subjects: intercultural diversity.
• Possible projects in the field of tourism and hospitality.
• Collaboration on Sustainable Development goals - at least two schools should participate. Maybe we could use eTwinning as the platform for the project results and let students interact on WhatsApp or any other device that is accessible for them during the process.
• We are already developing an online blended mobility preparation before the geographical mobility take place. This Blended Mobility preparation should include Career Guidance (self-knowledge, CV, motivation letters, interviews...), Language and Sociocultural aspects on the destination country, as well on How to carry out a sustainable mobility, development of eco-friendly habits.
• We'd like to implement the activities created in our KA2 project https://www.clickforschools.eu/ on environmental and climate change issues, to develop our students' green skills in an international context. We are also very open to sectorial collaboration, especially in tech (mechanic and electronic), ho.re.ca and beauty sector (hair-dresser and beautician).
• "Sharing knowledge about 3D printing and creating parts in cooperation with other schools. We are open to other kind of cooperation. This is our web page www.tolosaldea.com "
• We have just started preparing a project of students collaborating long distance in Laboratory Techniques. - During our International week, we want to create an opportunity for students to work an a very short assignment with a foreign student. Start to end: 3 hours. We are looking for schools who are interested in collaborating.
• Online preparation sessions for the teachers, where int. coordinators are mediators; start small.
• A website on blended mobility possibilities (ideas, tools, pedagogical guidance)
• How we can recognised BM,s a case study of border countries or BM,s and ECVET system etc
• I am looking for an Administration and Finance college to collaborate with my students. The idea is to put into practice their English.
• I would like a possible project to be about including everyone, students and teachers, leaving no one behind. Eventually focused on economic sectors that need to be rehabilitated after COVID... trade and tourism, for example. Why not develop in young people and future professionals the necessary skills (socio-emotional and technological) that truly contribute to this change?
• Finding ways to let students train/give feedback to the trainers into becoming great online teachers, even across country borders
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