

# International Cooperation as a Driver for Innovation in VET

---

Barcelona 12<sup>th</sup> March 2025

*Francesca Drago*





FRANCESCA DRAGO  
*International Coordinator  
Head of Mobility  
Outgoing & Incoming*

*UNO Certified Facilitator  
In the field of the Virtual  
Exchange Methodology*



- National Association of VET providers in Italy
- Recognized by the Ministry of Labor (L.40/87)
- 50 VET organizations for a total 110 schools in 12 Regions and in the Province of Trento



# Internationalization

VET Mobility CHARTER 2015 – 2020

Erasmus Accreditation 2021 – 2027

Label for Excellence for Mobility 2022

Promotion of a methodological model to valorize learning outcomes in mobility within the formal VET pathways

DO Your MOB (12 editions) and promotion of the well being of learners in mobility projects (training for mobility coaches)



# Cooperation Development for Innovation

MOBILITY



COOPERATION PARTNERSHOP

COOPERATION PARTNERSHIPS



MOBILITY

# Strategic Objectives for cooperation and innovation

Implementing internationalisation at home initiatives  
integrated into formal learning systems



Providing VET staff with updated skills and competences  
up to the digital transition phase and sustainability goals



Making the internationalization processes more inclusive  
addressing mobilities and international activities to more  
learners.



Promoting EU values, citizenship, tolerance, fighting  
against stereotypes.

# THE PROJECT

## Virtual Mobility in the VET System

- EXCHANGE OF BEST PRACTICES PROJECT (KA2, small scale cooperation)
- Duration 32 months (2021 – 2023)
- 5 Partners: SCF, ANFA, Roskilde College, HETEL, Masinska Skola
- 5 Countries: Italia, Francia, Danimarca, Spagna e Serbia
- Mentioned as National Best Practice by the Italian National Agency INAPP in Best Practices Report of 2024



# The potential of the BLENDED MOBILITY

Blended mobility is a combination of physical mobility with a **virtual component** facilitating a collaborative online learning exchange and teamwork.

## Strengths of blended mobility:

- INCLUSION
- SUSTAINABILITY
- DIGITALISATION
- EU citizenship
- I@H

IMPORTANT TOOL FOR  
IMPROVING  
INTERNATIONALISATION  
STRATEGY



# The Virtual Component



Virtual Learning Component (self learning or online lessons) for linguistic, pedagogic, intercultural preparation before mobility



Virtual Internship (VET field) for professional sectors as graphics and administration (smart internship) before or after the mobility period



Virtual Exchange (online peer learning)

# The Virtual Exchange

Exchanges among **peers**, coming from **different cultural contexts/countries**, who have a **learning dialogue** on topics of **common interest**, supported by the **communication technologies** and by a **facilitation**.

## ITEMS which characterize this learning experience:

- PEER LEARNING
- TRANSNATIONAL DIMENSION (INTERCULTURAL DIMENSION)
- LEARNING DIALOGUE
- TOPICS OF COMMON INTEREST (intercultural topics, professional topics)
- TECHNOLOGIES
- FACILITATION

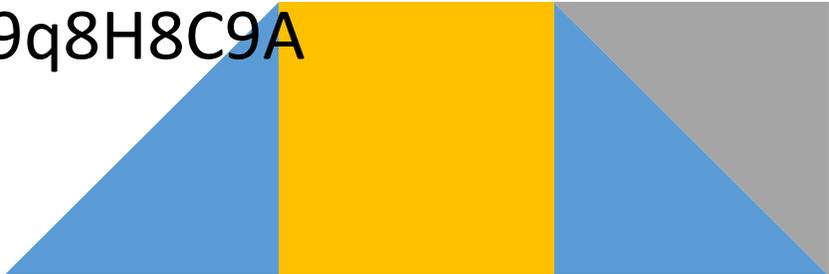


# The origin of the Virtual Exchange

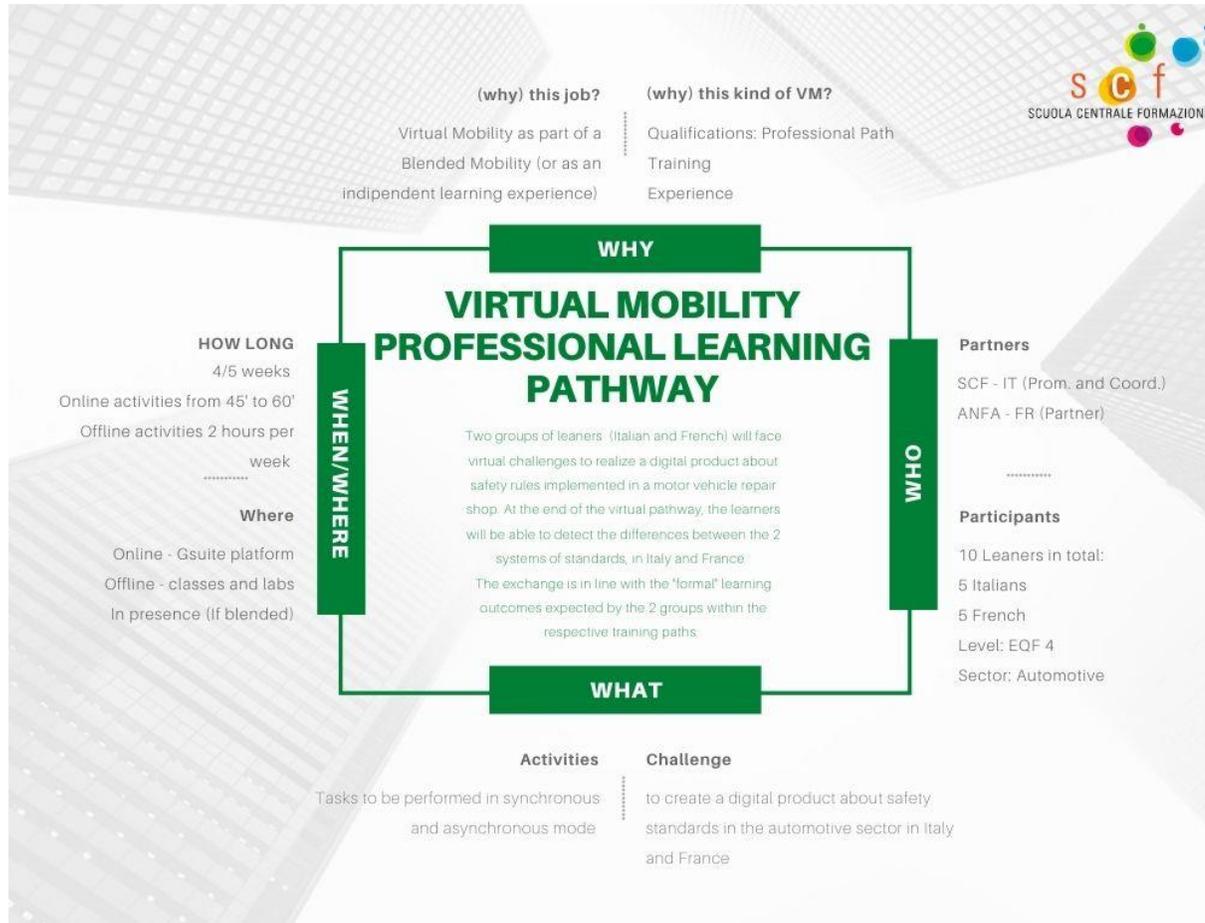
Virtual Exchange was born in 2001 after the attack to Twin Towers on 11th September (*nothing to do with the Pandemic*) in order to put in connection (at least in the form of telecollaboration) University students coming from USA and MENA Regions

Virtual Exchange arrived in Europe in 2018 after a decision of the European Commission after the Bataclan events in Paris (2016).

During the Pandemic it has increased a lot to let young people stay more connected:<https://www.youtube.com/watch?v=CeT9q8H8C9A>



# Il modello Virtual Exchange adattato al settore VET



# The MODEL of the VET Virtual Exchange

- Virtual exchanges of 4-8 weeks
- Weekly and preparatory tasks
- Weekly online sessions (learners' meeting and discussions) with the use of a vehicular language (English) and subgroups creation for specific collaborative tasks
- Creation of digital products
- Intercultural and Technical topics
- Facilitation of the teachers (**it is not a lesson!**)
- Inclusive approach (involving the whole class group)
- Virtual Learning space where the students are at the centre
- Virtual Space for practicing foreign languages in a reality context
- **Transversal** to different kinds of target (HE, Youths, VET learners)
- **Flexible** in terms of typology of Virtual Exchange: Intercultural and/or Vocational (adaptable to different vocational sectors) and in terms of **Geography** (every country can be involved)

Deliverable



# Virtual Exchange: un modello per l'IFP



*Iniziativa realizzata nell'ambito delle attività finanziate dal Ministero del Lavoro e delle Politiche Sociali ai sensi della Legge 40/1987*

**Ricerca a cura della Cooperativa ITACA SCARL, 2020**

# Virtual Exchange of LEARNERS

2021 and 2022

# Results of Learners' Self Assessment

General Satisfaction of the Virtual mobility experience (90%)

Usefulness of the Virtual Exchange to improve English competence (82%)

Learners have mostly appreciated the help (facilitation) of the teachers (87%) and the activities in the online sessions (79%)

Activity mostly appreciated in the online sessions was the dialogue activity (65%)

Improvements from learners' side are: having more time to speak (longer online session) and having the possibility to meet the peer group through the geographical mobility.

# Further...

Understanding a different culture (54%)

Being less shy (37%)

Using better the technologies and the communication tools (25%)

# Short Terms Impacts on Learners

---

Beyond the linguistic and digital competences teachers confirm that learners have improved:

- **Collaborative competences** (support and reciprocal help, capacity to be engaged with different ideas and perspectives, tendency to establish relationships and friendships)

---

- **Planning competences** to realise the assigned tasks in a time slot using personal autonomy

---

Muchas Gracias

