

## MANUAL

### ENGINEERING MOBILITY IN EUROPE



**VISION** We need to prepare our students for a labour market that's becoming more and more international.

**AMBITION** Students are offered opportunities to gain an international experience

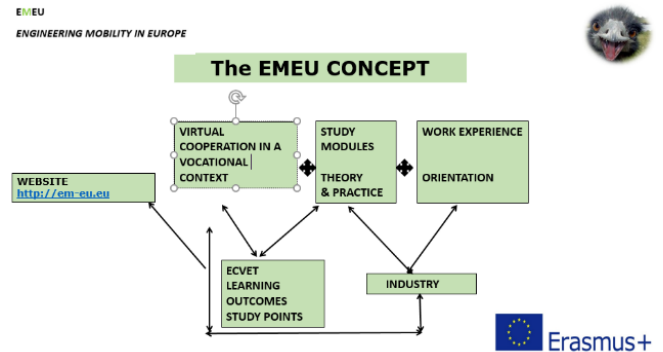
Teachers are offered opportunities to use international activities as a means to make VET education more realistic, more up-to-date and more attractive.

**CHARTER** By identifying, spreading, implementing and embedding Internationalization in our educational programs, we meet the demands of the Erasmus+ charter.

### LEARNING MOBILITY



We search for ways to offer as many students and staff possible to gain an international experience. Therefore, we distinguish between VIRTUAL MOBILITY, i.e. cooperation between VET peers through the Internet, and PHYSICAL MOBILITY for which you have to cross actual borders.



### THE EMEU CONCEPT consists of:

1. Virtual cooperation within a vocational context;
2. A study Module at an EU partner college;
3. A work placement at an EU company.

Students may opt for one or more activities; Teachers may develop EMEU modules with new partners, do a work placement or teach at a partner college.

The Objective of this manual is to help other EU colleges to transfer and apply the EMEU concept to their own EU networks

### Our support consists of:

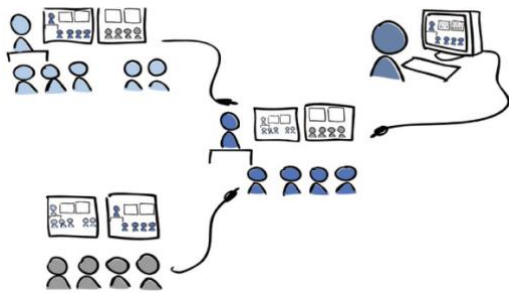
- a. Providing information;
- b. Allowing access to the EMEU website;
- c. Answering Questions through email;
- d. Sharing our experiences;
- e. Offering presentations or workshop (\*)

For examples of active and archived study modules and examples of Virtual Activities we refer mainly to the EMEU website (<http://em-eu.eu>)

All activities are based on fixed formats developed by all EMEU network partners. All activities are copy-left, therefore may be used at your own discretion.

\*) Please allow at least 3 months for a workshop to be organised. (A workshop is not free of charge!)

## VIRTUAL COOPERATION



We speak of virtual cooperation when students/staff from two or more colleges work together at a distance, through the internet. In the EMEU concept all virtual activities are based on the following criteria:

1. EU Students get to know each other;
2. Real Communication;
3. The activity leads to a concrete and measurable results for which students; receive 'a reward' (e.g. a mark, study points, or other forms of validation).

Important questions within virtual cooperation are: (in random order), :

1. What is the objective of the activity?
2. What are the learning outcomes?
3. What is the vocational relevance?
4. What are the contents?
5. How many students/staff are involved?
6. When do we execute the activity?
7. How long does the activity last?
8. How do we allow students access to the activity documents (ICT)?
9. What means of communication do we have?
10. Is the foreign language an objective or a means to an end?
11. How do we guarantee matters of privacy?
12. What skills do teachers need to guide and assess the activity?
13. Can I embed the activity in my educational program?

## A Best Practice activity

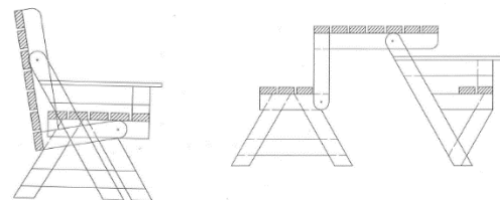
Students from a partner college in Bilbao, IES Construcción Bizkaia, sends students from Horizon College the following message (summarized:

"Our campus is too small for separate benches and picnic – tables. Can you help us solve this?"

Four groups of 5 Dutch students are assigned to solve the problem. On the basis of questions such as:.

- How many benches/picnic tables do you need?
- How many people should they seat?
- What kind of wood should they be made of?
- Do the benches remain outside all year round??
- Etc. etc.

the following collapsible construction is offered as the best proposal.



*From BENCH to PICNIC Table:*

The winning group makes a list of tools and of instructions.

With the help of this information the Basque students produce 4



Click this link for more examples:

<http://em-eu.eu/for-teachers/virtual-activity-manual/>

## STUDY MODULE



**The EMEU NETWORK** comprises 15 EU partners, approx. 55 VET Teams and it's still growing. The aim of the network is to transfer the EMEU concept across the EU so that colleges may use it within their own networks.

**AIM** The aim of a study module is to gain insight in other applications of the students' vocational background. E.g. learning how to build a house in a warm or cold climate as opposed to building in a moderate climate. Or comparing roles and duties of nurses, or doing market research into health foods, etc.

**CONTENTS** The partner colleges decide on the contents which very often are a mixture of theory, practice and a first orientation into working in industry. Prior to, during or after the study module a student can, if applicable, do a full work placement in a company.

**RESULTS** By making use of ECVET, all study modules have concrete Learning Outcome descriptions in terms of Knowledge, Skills and (Study) Attitude. The results are assessed at the partner college and validated at the students' own college. This makes it easier for colleges to embed the module into their own educational programs.

*Click here for the ECVET manual*

<http://em-eu.eu/the-emeu-network/ecvet/>

**ENRICHMENT** Every international experience enriches the personal and professional life of VET students. They grow, become more responsible and gain insight and respect for 'the other' and their culture.

**A TASTER** by doing a study module at a younger age (17+) and at EQF levels 2,3 and 4, we offer students a taster, a first and safe experience abroad. Experience has taught us that a study module (or a virtual activity) provides the right incentive for students to do a longer work placement at a later stage

**SPIN-OFF** Nice spin-off effects are that staff can

1. compare, learn from and apply the areas of interest in different EU curricula;
2. learn from different didactical and pedagogical approaches in VET education in the EU;
3. create with EU partners modern and attractive education which:
  - a. prepare their students better for an increasingly global labour market;
  - b. better anticipate the ever changing social and economic needs e.g. where educational disciplines work together, such as Domotics/Robotics/ICT & Health Care, Sports & Social Care, Marketing and Hospitality, Retail and Catering, etc.



**EMEU VOCATIONAL AREA HOSPITALITY**

Example Study Module

COURSE: RETAIL  
TITLE: "Exploring the Dutch Trading Culture"

Click here for examples of study modules <http://em-eu.eu/modules>



DESCRIPTION

During this study module you'll be working in groups of 3 for a period of 3 weeks. You'll be to do field and desk research and give advice on improving the shopping experience (hospitality) in Dutch retail outlets.

The main question is: "How can stores improve the customer shopping experience in the weeks before Christmas?"

DESCRIPTION

PRODUCTS TO BE PRESENTED

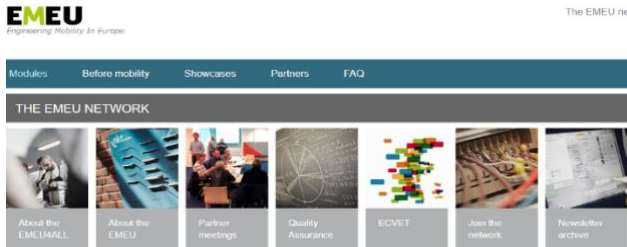


PROGRAM

WEEKLY PLANNING

Date	Activity	Product	Check
Week 1	Desk and field research on hospitality (shopping experience) in stores during the weeks before Christmas The 6 P's...	<ol style="list-style-type: none"> <li>Setting up log book               <ol style="list-style-type: none"> <li>Front page</li> <li>Table of contents</li> <li>Introduction + planning</li> </ol> </li> <li>Week 1: experience and research results</li> <li>Results of desk research on hospitality – 6 P's</li> <li>Photos and results of field research at De Boet – 6 P's</li> <li>Graph of research results (pie charts and graphs)</li> </ol>	
Week 2	SWOT-analysis of work placement and Batavia Stad assignment on Presentation and Promotion	<ol style="list-style-type: none"> <li>Continuing log book               <ol style="list-style-type: none"> <li>Week 2: research results</li> </ol> </li> <li>Results of SWOT-analysis of work placement</li> <li>Photos and research results of Batavia Stad (Presentation and Promotion)</li> </ol>	
Week 3	Cultural differences, Store safari assignments in Amsterdam, final presentation	<ol style="list-style-type: none"> <li>Completing log book               <ol style="list-style-type: none"> <li>Week 3: research results including cultural differences</li> <li>Conclusion</li> </ol> </li> <li>Preparation of final presentation               <ol style="list-style-type: none"> <li>Cultural differences</li> <li>All research results</li> <li>Advice on improving the shopping experience and hospitality in Dutch stores</li> </ol> </li> <li>Final Presentation</li> <li>Assessment</li> </ol>	

PLANNING



Instructions to find the study modules of your choice:

1. Where do I find the study modules?



INSTRUCTIONS:

1. Let the mouse hover above the **SECTORS** section. Choose the correct sector.
2. Let the mouse hover above the **EDUCATIONS** section. Choose the correct education

If a Study Module is **ACTIVE** (i.e. is offered), it will be displayed. See example: FI(nland) Nature as an environment etc.

If a study Module is **NOT ACTIVE** is (i.e. is not or not yet offered), click the right **ARCHIVED**.box. The history of study modules will be displayed..

2. Where do I find information about the EMEU HOSTING and SENDING agreements?



Click on **FOR TEACHERS** on the top right hand side of the Homepage

Click on **HOSTING/SENDING**