

# Meeting Point in Hungary

## E+ mobilities & Apprenticeships



7-8/06/2018

**“Strengthening the role of workplaces in the preparation and  
implementation of international mobilities and national  
apprenticeships”**

# **GOOD PRACTICES IN THE ERASMUS PRO PILOT PROJECT: COOPERATION BETWEEN VET INSTITUTIONS & COMPANIES**



**by Györgyi Együd**  
**Krúdy Gyula Vocational Grammar & Training School**  
**of the Szeged Vocational Training Centre**




# THE MAIN OBJECTIVES OF ERASMUS PRO



## European Apprenticeship Ambassadors :

- a consortium of 31 vocational training centers, located in 10 different countries of the European Union (Croatia, Denmark, Spain, Finland, France, Hungary, Italy, Portugal, Romania, Slovakia)
- beneficiaries of the European Commission's support under the call for proposals VP/2016/010 « *A European framework for mobility of apprentices* ».

## Pilot project launched in September 2016

- to develop the long-term mobility of apprentices and post-apprentices
  - training courses including a mobility of 6 to 12 consecutive months
  - a combination of work and training scheme in the host country
  - to identify the obstacles & search for solutions to lift constraints
  - to go beyond the experimental framework and to perpetuate this type of pathway.
- 

# THE MAIN OBJECTIVES OF ERASMUS PRO



- to allow **equal access** of apprentices and students to long international mobility
- to provide **equal recognition** of apprenticeship training versus university training
- to **experiment learning paths** during which apprentices and post-apprentices can continue their training alternately for 6 to 12 months in another European country
- to **provide a framework for mobility** in order to secure training courses when the national framework does not allow it
- to evaluate the main **benefits** obtained by the target audiences
- to analyse the main **difficulties**
- **extracting best practices** to contribute to creating a **European framework** for apprenticeship



# THE ROLE OF KRÚDY IN THE PILOT: PREPARATION & PLANNING

August 2016 – January 2018: 80 interns involved

40 from France (8 in Szeged, HU), 40 from other countries (7 from Szeged, HU)

- 3 preparatory meetings (Hungary & France)
- 2 consortium meetings (Brussels, Paris)
- involving other vocational training schools in the project
- coordinating & monitoring the incoming French apprentices  
(a front office intern at Novotel, a pastry chef at Art Hotel, a painter-decorator at a small enterprise, 2 car mechanics at the Bosch & Orcsik Garages)
- preparing & monitoring the outgoing Hungarian interns  
(2 chef apprentices, a pastry chef apprentice, a post-secondary waiter and a car mechanic apprentice)

# DESIGNING & VALIDATING THE LEARNING OUTCOMES FOR INCOMING INTERNS



- individual learning programme for each apprentice (by the sending and the host institution, as well as the workplace)
- 4-sided contract of internship: apprentice-sending institution-host institution-workplace
- remuneration for their work (not in Hungary...)
- the ratio of theoretical & practical training :  
2P/1T week, or 1/1 week (front office tourism interns)




# DESIGNING & VALIDATING THE LEARNING OUTCOMES FOR INCOMING INTERNS



- determining the occupationally specific, job-related skills and tasks at each workplace for each apprentice (descriptions are very similar to the ones of the learning outcomes)
- focussing at those skills that are new or impossible to acquire at the sending institution (French partner: soups, room service, banqueting)
- individual timetable for each intern according to the dual training
- continuous monitoring, formal appraisal in every 2<sup>nd</sup> month (host mentor – training officer of the workplace – apprentice)



# DESIGNING & VALIDATING THE LEARNING OUTCOMES FOR INCOMING INTERNS

- 
- professional portfolio: CV, describing professional activities and the acquired competencies, visual evidence (photos, videos, ppts)
  - work diary

## HU:

- **Internal examination** at the end of the academic year with the agreement of the Hungarian Chamber of Commerce & Industry
- bilingual Certificate, signed by the Chamber and the host VET institution
- content of Certificate: subjects with the number of lessons, percentage rating, evaluation by the employer

## FR:

- **External examination** (Certificat des Aptitudes Professionnelles; EQF Level 3)
  - issued by the Nantes Examination Centre
- 



# THE ROLE OF CONTRACTING EMPLOYERS



- transfer of knowledge & skills, exchanging good practices
- providing a brand new economic environment, facilitating intercultural learning (work culture)
- enhancing the apprentices' adaptability, independence, self-confidence, motivation and personal growth
- strengthening their own social capital at local and international level



# THE STRENGTHS OF THE PROJECT

- participants' professional, social, linguistic and cultural development
- transmission of knowledge across borders
- intercultural enrichment of the host organisations, as well as the individuals



# THE WEAKNESSES OF THE PROJECT

For apprentices: linguistic, budgetary and administrative problems

For companies: linguistic and administrative problems

For VET centres: human resource problems



54 obstacles all in all, the most serious ones are the following:

- Financing
- Finding companies ready to welcome young Europeans
- Selection, integration and monitoring apprentices
- Building viable partnerships between training centers
- Adaptation to administrative and legislative constraints
- Validation of skills in the host and home country





# THE THREATS FOR THE PROJECT



- the lack of interested apprentices
- incomplete placement, drop-outs
- playing truants, considering it a long vacation
- unsuccessful validation of completed placements in the sending country



