



## Supporting Alliance for African Mobility

# MISSION OF THE EUROPEAN PEERS IN AFRICA (1ST FLOW)

## Abstract

This document aims to collect all the objectives, tasks and outputs required to be completed by the European peers during the first mobility to Africa. As a European SAAMer (people in SAAM who completes a mobility), you will find here all the information needed for your mission in Africa and what SAAM expects from you.

Bear in mind this document is a general list that can be adapted to the specific situation of every peer group. Each African partner and each peer group (1 African + 3 Europeans) have different background and skills and the mission of the peers can be modified to achieve the peer group goals.

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## Context

### What is SAAM?

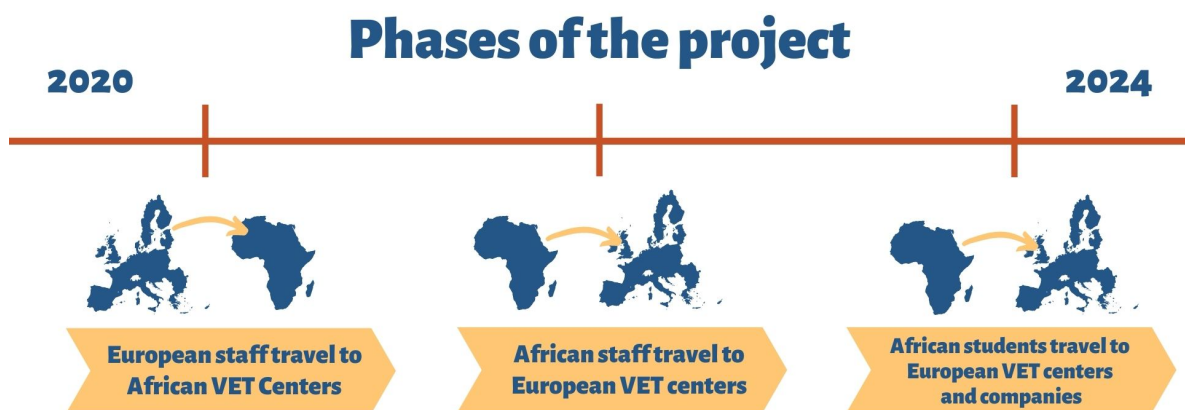
SAAM is an AU-EU funded project to **pilot** an action of educational mobility of students and professionals in the field of vocational education and training (VET) between Africa and Europe.

SAAM's final goal is to **create a bridge between Africa and Europe** in VET context, creating an international community of VET actors (VET centers, organizations, NGOs, public institutions, etc.) to **improve** VET education through the **exchange** of staff, trainers and students among the continent.

SAAM's **objectives** are:

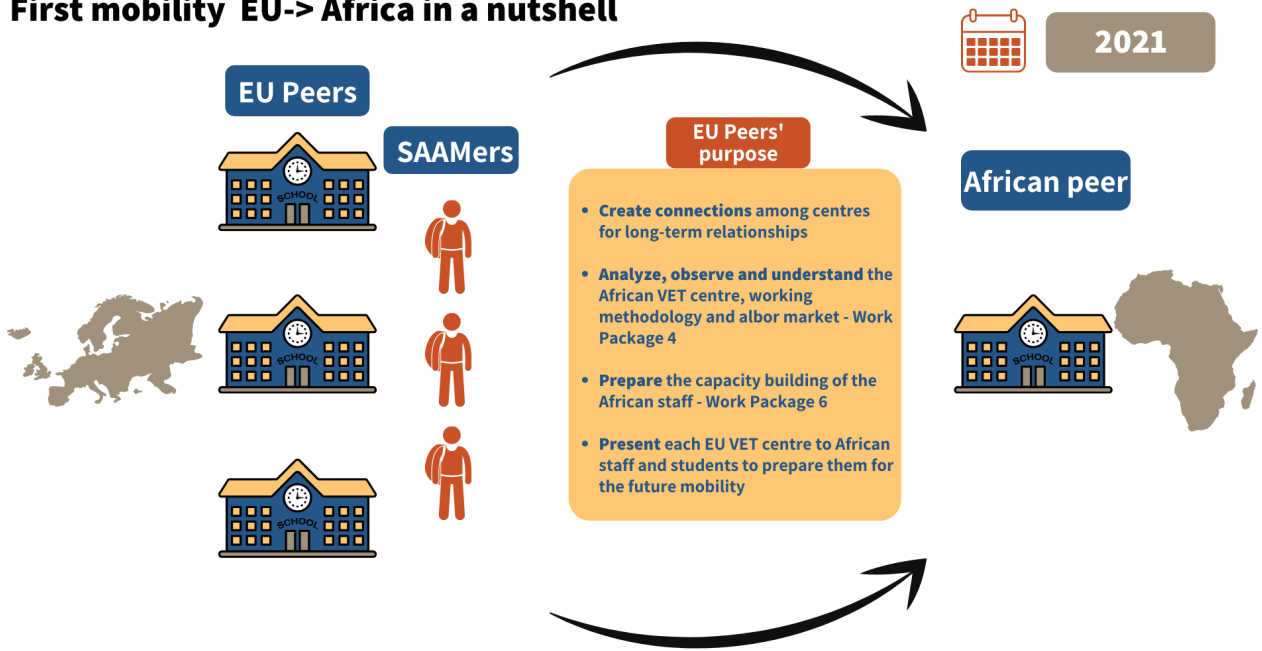
1. To **pilot** an action of educational mobility between Africa and Europe
2. To **nourish** the VET systems in Africa and Europe through the exchange of knowledge, best practices and methodologies
3. To **bring** both VET systems **closer** for future projects and mobilities.

For further information, please check the file attached: SAAM\_GeneralPresentation

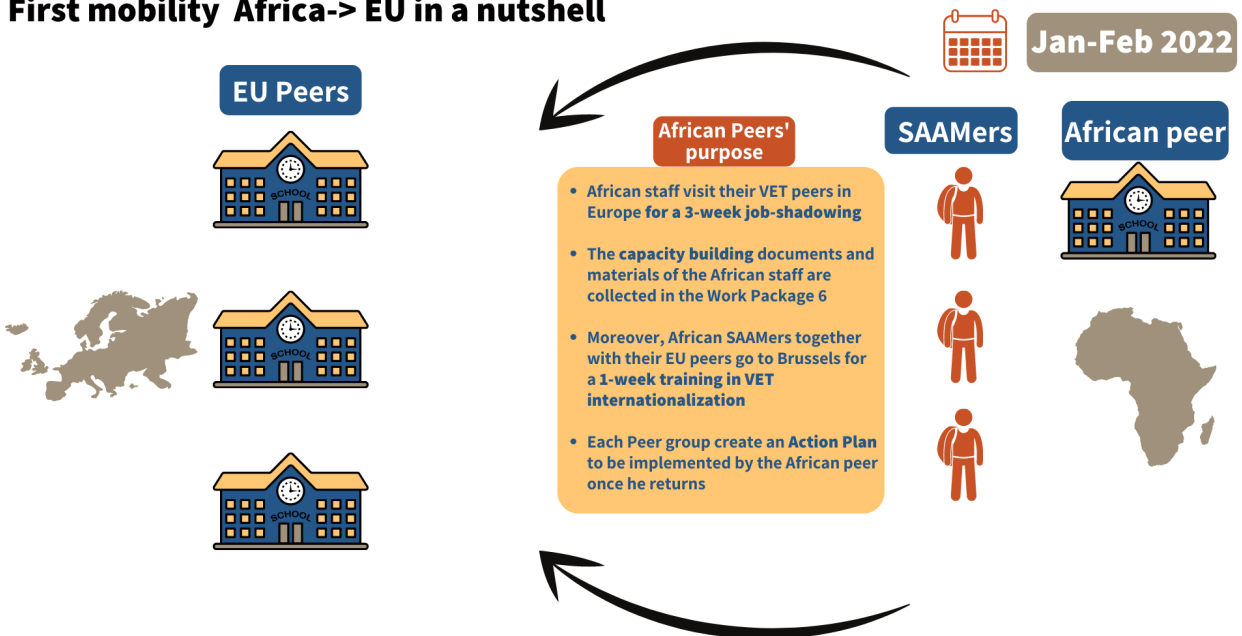


# Summary

## First mobility EU-> Africa in a nutshell



## First mobility Africa-> EU in a nutshell



## Mobility of European peers to Africa – Aim of the mobility

This mobility will happen before the end of 2021 and right before the mobility of African VET staff from Africa to Europe.

Mobilities are meant to last 14 days but since some work has been already done during the online working sessions, just a minimum of 10 days will be required.

### Objectives

#### Interaction and connection

This mobility is the **initial contact of a long-term relationship** between the peer VET centers in Europe and Africa. SAAMers traveling from Europe to Africa will create the relation among the organizations during this first visit. Through this visit they will strengthen the relationship created online.

This mobility is understood as a *bidirectional experience*: an experience of *giving* as well as *receiving*.

*An experience of receiving*: On one side, European SAAMers need to soak up information, thoughts, and experiences from their African partner (the school, the staff, the students, the local context and culture, etc.) that will help them to establish a long-term relationship that will be fruitful for both parties.

*An experience of giving*: On the other side, European SAAMers will have the opportunity and at the same time the responsibility of representing their sending institutions, their VET centers. Therefore, they will present and talk about their VET center, hometown, and home country. This mobility is just the beginning of a set of mobilities from one peer center to the other so during this mobility SAAMers will be the contact point to start preparing future mobilities.

#### Observation and understanding

We know how we work in Europe. We have developed a complex and international VET structure well interconnected. To achieve this, we are working hard (since many years ago) in understanding the different contexts and VET systems among the EU countries, sharing good practices and knowledge through international mobility projects.

This is SAAM's final purpose: To bring our transnational and well-interconnected approach of VET education to Africa.

To do so, the understanding and observation of each specific country, VET system, local context and peer VET center is essential for the implementation of the SAAM and future projects. This knowledge will give us the keys to create specific training programs for the African staff, to optimize the next mobilities to Europe and to allow the connection among centers thrive.

This analysis will have a double impact: It will be very helpful for the SAAM project but also for you and your VET center to create a flourishing connection with your African peer for future mobilities and projects.

This objective relates to the **Work Package 4: “*Study and observation of the African VET system*”**

### **Capacity building preparation**

Connected to the Objectives above explained, SAAM seeks to train African VET staff to enable them to join our international network.

Furthermore, each peer group has been chosen according to common points and educational fields between the VET schools. This connection facilitates the exchange and learning of the peers fitting each peer strengths.

Thus, SAAM pretends to be a bridge between Africa and Europe and the way it is exploited depends on the peers.

During this visit, EU peers will have the opportunity of finding the areas for improvement of African partners through their own experience and through the African partner’s feedback. With all this, they will be ready to organize a learning experience for African staff in 2022.

This objective relates to the **Work Package 6: “*Capacity building of African staff*”**

## Assignments and outputs

### I. Work Package 4: “*Study and observation of the African VET system*”

#### Work Package description:

The European staff go to African VET centers and observe the situation of the teaching methods, contents, technologies, and the local labor market.

Before African teachers move to Europe, we have to acknowledge the situation of VET in Africa and draw a general panorama which will help us to get to the key-questions that should arise. (The use of the right tools, the right focus on the targets, measure their daily reality, diagnose the possible gaps...). A coherent approach is needed from the very beginning.

#### WP Leader:

EVBB

See attached file for further information about Work Package 4: SAAM\_WorkPackage4

Related to the mission, the tasks to complete are:

#### - **Quantitative analysis:**

Finalize the 3 questionnaires for the “State-of-art” report of the African VET centers.

The questionnaires will be worked during the journey in Word format. This will permit the participants to write and share the information multiple times.

The questionnaires will be sent in Word and Google Doc format to the participants.

After the mobility, once the information is gathered and the questionnaires finished, one member representing the peer group should send this information through the Analysis tool called “Kobo toolbox”.

#### - **Qualitative analysis:**

In order to provide specific training according to the background of each African VET center and EU VET centers capacities, you should prepare make a qualitative report based on your experience. This report will help each peer group to organize the “capacity building” of their African peers accordingly.

This report will be handed to EVBB to improve the Quantitative analysis report.

## II. Work Package 6 “*Capacity building of African staff*”

This Work Package will be implemented during the mobility of the African staff to Europe in 2022. Nevertheless, this mobility can create the basis of the future capacity building.

The mobility of the African peers to Europe will happen in January 2022. For 1 month EU peer centers will host their African peers. This mobility is shaped by 3 weeks at the European VET centers for a job-shadowing experience and 1 week completing a training in Brussels, Belgium, led by EfVET.

### Work Package description:

This work package aims to double target the training of African VET coordinators, teachers and staff as well as to develop new contents for curriculum development (Management and coordination for the 1<sup>st</sup> flow and teaching methodologies during the 2<sup>nd</sup>).

Then they will receive some advising contents respect to the building of local network for stakeholders and how to manage internships with effective learning outcomes. Stakeholders should include parents, voluntary organizations and institutions, to drive a cultural shift in the perception of VET.

Finally, they will receive theoretical training contents for the monitoring of the mobility management: Training course in Brussels led by EfVET.

Outputs in Work package 6 will be:

- **Output 1:** Short training modules for capacity building of the African peers.
- **Output 2:** Specific module for African teachers and staff to advice how to build close relations with stakeholders.
- **Output 3:** Capacity building for leadership in International VET mobility: SAAM leaders. Led by EfVET.
- **Output 4:** Mobility of the African teachers and technicians.



- **Output 5:** Action plan for African centers.

WP Leaders:

CNOS-FAP (Italy), DBTA (Kenya) and Centro San Viator (Spain).

**Important:** The content of the general training and specific guidelines for the capacity of African staff will be provided by the Work Package 6 leaders. Your mobility aims to complete the **Analysis** and **Observation** of the African partners and starting together the **Capacity Building**.

Related to your mission: according to this future capacity building, the **tasks to be executed** during the first EU mobility to Africa are:

- **Analysis of the international department:** To understand and observe how the African VET centers work internationally (if they do) and to analyze the strengths, good practices, and weaknesses on what they need to improve. If your African peer has never worked internationally and they do not have any international partner or project, try to analyze how a transnational department could be founded in the school. Once again bear in mind that opening the African partners internationally is one of the main purposes of SAAM.
- **To support the selection of the African staff to go to Europe.** Combining the peer's analyses, the feedback collected from the African partner and its staff and the European centers' know-how, the peer group will choose the African staff to go to Europe. Bear in mind the African partner will send staff to the three European peers at the beginning of 2022. Choosing the correct people and the right destination is a fundamental task to make the most of the mobility.
- **Understand in detail the working framework** of the center (Student's evaluation procedures, stakeholders' relationships, quality assurance methodologies...).
- **Employability and job placement** - Understand the follow-up they keep on once the students are graduated and during their training. Monitoring the improvement of African young employability is one of the main focuses in the African Union – European Union partnership in which this project was shaped.

- **Online capacity building procedures for** the peer group. Even though the Capacity building will be mainly executed during the African mobility in Europe, online methodologies can be successfully implemented by the peers: Online training sessions, conferences, recorded lectures, etc. could be attractive. All the material and sessions performed should be informed to the SAAM Team and the WP6 Leaders and upload to the SAAM Community in order to share the project knowledge. Try to think (together with your EU peers and your African peer) of possibilities on how to implement online working sessions that work prosperously for your peer group.

### III. Work Package 7 “Mobility of African students”

#### Description:

This part of the project should be organized with a particular care to pilot a successful impact. The goals are double-directed: give the opportunity to young people to have an educative, social and cultural experience in Europe but also to analyze and conclude what will help our project to capitalize the mobility.

The **principal goals** of this mobility will be:

- To study in a European VET center and to do an internship in a company in Europe. (Entrepreneurship skills)
- To learn how to live abroad (independence, empowerment, culture, languages...)
- To go back to Africa empowered as a multiplier to make the change (knowledge/socialization/change agents)

Therefore, since peer schools will host African students in 2022, this mobility can be an opportunity to get to know them in order to provide the best experience possible to the students.

To do so, it is recommended to:

- **Analysis** of the teaching methodologies, course content and learning procedures of the VET center. This will help the peers to provide a fruitful and interesting learning experience to

the students. The SAAM's final objective is to bring students to Europe and these mobilities should be as much adapted as possible to the specific situation of each group of peer VET centers.

- **Language challenge** - How to deal with it during their trip to Europe.
- Sessions with students to **present the peer schools**.
- **European peers should prepare a VET center presentation** together with the city and culture, food, sports, geography and weather, activities to do in the city, etc. Feel free to be as innovative and active as you want to prepare the African staff and the students for the future mobility to your center. It is recommended to **prepare an activity for the students** to prepare them for the trip to Europe.

SAAM team suggests the activity **“Day-to-day in Europe (for a student)”**:

Either the peer with a prepared activity or a video recorded from Europe, a EU student will talk about a normal day in Europe: *“I wake up at 7am and I take toasts with cheese and tomato for breakfast. Then I take a bus to arrive at the center at...”* Any supporting material is “nice to have”.

## Conclusion

The SAAM project and its relationship with the first mobility form Europe to Africa has been explained.

All the important information to be understood prior to the mobility has been described.

As a summary of this document, the main tasks to be performed during the European peer mobilities are:

- I. Work Package 4 “Study and observation of African VET system”**
  - a. Fill out the 3 questionnaires
  - b. Support the questionnaires with a qualitative report of the mobility.
  
- II. Work Package 6 “Capacity building of African staff”**
  - a. Analysis of the International department
  - b. To support the selection of the African staff to go to Europe
  - c. Understand in detail their working framework
  - d. To study the employability and job placement processes
  - e. Online capacity building procedures
  
- III. Work Package 7 “Mobility of African students”**
  - a. Analysis of teaching methodologies, learning procedures and course content
  - b. Language challenge
  - c. Sessions with students to present the EU VET centers

## COMMUNICATION PLAN: Mission of the European peers in Africa

This section collects the general guidelines in order to describe the basic **communication** and **dissemination** actions needed to spread the project purpose on-site during the peer mobilities and to expand the impact of the activities. It contains only the basic general instructions. Please bear in mind that any other innovative proposal will be welcomed.

Also, remember that the main objectives of maintaining an **active communication** during all the mobilities are to **promote and raise awareness** of the project in all the partners' countries and to **provide updated information** to key institutions and target groups.

### General instructions

- During their mission, **European peers are responsible for all the content** they produce. Everything should be uploaded on social media from their personal / organization profile and tag the SAAM account. The SAAM team will reshare all the posts on the official project profile.

**Twitter: @saammobility**

**Facebook: @saammobility**

**Instagram: @saammobility**

- **All the posts** uploaded by the partners during the mobility should have the key institutions tagged. Prior to the mobility, the peers will receive the list of usernames they should tag (embassies, EU delegations...).
- **Some examples** of interesting information that peers could share are: information about fruitful visits, about activities at the center that exemplify the spirit of the project or activities that promote the local culture of the country. Interviews with students or the staff can also be interesting.
- **Peers must share content daily**, if possible, via the WhatsApp peer group. Those materials can be photos, videos, daily reflections, anecdotes...
- Every day or every two days, **peers must summarize** their experience in the country via the WhatsApp group or by mail: what they are doing, who they are meeting with, etc. The purpose of this is that the SAAM communication team can produce a press release while the peers are on-site and upload a couple of posts on social media.

## Some basic tips

- Take photos and videos in **landscape/horizontal format** unless it is content for Instagram or Facebook stories (in that case, vertical).
- On social media, also try to include the **location**.
- Please, record video with no zoom.
- **Stabilizing:** for videos, it is better to leave the phone/camera in a place and avoid recording in selfie mode.
- During the mission, you are obviously supposed to have fun. It is good to upload fun posts, but do not forget to also share working posts and more formal publications so that it does not look like a tourist travel.
- **Responsible travel:** Try to be as respectful as possible. Ask for permission to take pictures and bear in mind that whatever you say or show about the country may have a big impact.

## When doing some interviews in the center or in the community, please bear in mind the following:

- It is important **to talk to the interviewee before** starting to record / writing notes so that they know a little bit what you are going to ask them and therefore there can be a positive atmosphere.
- Remember that you should always record **horizontally** if the video interview is important.
- From past experiences, we know that they usually talk softly, almost whispering, if they are shy. So please keep in mind that the phone or the camera must be as close as possible and try to avoid the ambient noise (if possible).

## Dissemination actions to include in the agenda

- Local radio to talk about SAAM
- Meetings with Ministries, city councils and any interesting representative of the region (if it is interesting for the EU peer work and/or the African partner interests). The peers should not repeat the work done by the mobility experts.

## Annex: Terminology

### Peer group

In order to achieve better results, the group of more than 40 VET centers partnered in SAAM will be divided into small working groups called “peer groups”.

These groups are organized around the African hosting partner together with its 3 European peer schools. Mobilities from African to Europe and vice versa will happen among the peer groups. This will enable real connections and bonds among the partners. EU peers will visit the same African centers from which they will receive staff and students.

### SAAMer

Name given to those who are doing a SAAM mobility. SAAMers are people working for a VET center who will travel to visit their peer school.

### Mobility Expert

Staff from the SAAM Team, Experts or Work Package Leaders who travel to Africa to combine the work done by the peers. This role has two main functions:

1. Go to Africa from Europe for the first time to present SAAM, check how the travel conditions are and "prepare the floor" for the European peers visit.
2. After African mobilities, come back with the African partners to implement the Action Plans (i.e., the implementation of an international department)

### Work Package

SAAM's project, as every European project, is divided into Work Packages to make easier the project performance. SAAM is divided into 8 Work Packages. Each Work Package is led by one or several SAAM partners:

- Work Package 1: *Management and Quality Control* – Led by Centro San Viator
- Work Package 2: *Communication and Dissemination* – Led by Asociacion Mundus
- Work Package 3: *Mobility Logistics* – Led by Asociacion Mundus
- Work Package 4: *Study and observation of African VET system* – Led by EVBB
- Work Package 5: *Design of an e-platform 4.0* - Subcontracted
- Work Package 6: *Capacity building of African staff* – Led by Centro San Viator, CNOSFAP, EfVET and DBTA

- Work Package 7: *Mobility of African students* – Led by Asociacion Mundus
- Work Package 8: *Build the SAAM Network*– Led by SCF

For the purpose of this mission, W4 and WP6 are the most important ones.

### SAAM phase

SAAM is divided into three phases:

**Phase 1:** European staff will visit Africa. (2 weeks)

**Phase 2:** African staff will visit Europe (1 month)

**Phase 3:** African students will visit Europe (1 or 2 months)

This process will be repeated twice and always keeping the peer-to-peer connection.

### SAAM flow

As you can see above, the 3 SAAM phases will be repeated twice.

In order to get optimum results, the **first part or flow** of mobilities will be focused on Management and coordination of VET centers. SAAMers involved in these mobilities will have a professional profile in the field of VET school coordination or head of department.

However, **second flow** will be focused on teaching methodologies, courses content and learning resources and outcomes. SAAMers involved in these mobilities (starting by the end of 2022) will have a more technical professional profile: Trainers, teachers, etc.

Finally, two groups of students at the end of each flow will go to Europe. This experience will last one or two months: the first month will be a learning experience in a EU VET center. The second month, doing an internship in a EU company.



## Important contacts

### Centro San Viator – Project Management and Administration

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