

Joint European Parliament and European Commission Conference

Mobility of Apprentices in Europe: A contribution to youth employment and competitiveness of businesses

21-22 March 2019

European Parliament, Brussels

Interpretation: English and French

#ApprenEU

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Welcome: 11.15 – 11.45

Jean Arthuis, Member of European Parliament, Chair Committee on Budgets

Martina Dlabajová, Member of European Parliament, Committee on Employment and Social Affairs

Marianne Thyssen, European Commissioner for Employment, Social Affairs, Skills and Labour Mobility



**Mobility of Apprentices in Europe:
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*Long-term transnational mobility of apprentices:
the European Parliament pilot project and the way forward
11.45 – 12.00*

Facilitator:

Jean Arthuis, Member of European Parliament, Chair Committee on Budgets

Video on the mobility of apprentices



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11.45 – 12.00*

Facilitator:

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Introduction: The objective of the calls for proposals, funding, beneficiaries and current status of project implementation

Stefaan Ceuppens, Policy Officer, DG Employment, Social Affairs and Inclusion,
European Commission



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Pilot Project on Long-term Mobility for Apprentices

Introduction



EP initiative



Total available budget: € 4 MIO



2 calls for proposals



2016: 9 applications, 2 projects financed and finalised



2017: 30 applications, 7 projects financed, ongoing
(ending between end March and September 2019)



Objectives of the pilot projects

- Assess demand among stakeholders for developing **longer-term** (6-12 months) **transnational** apprentice mobility schemes
- Identify **obstacles** preventing apprentices from carrying out longer-term work placements abroad
- Identify and disseminate **good practices** and **success factors** for long-term work placements for apprentices



Activities and expected outputs

Organising mobility experiences

- Identify candidates (learners) and ensure matching with host companies
- Prepare the learners (language courses, welcome and induction sessions,...)
- Conclude (and monitor) learning agreements (recognition!)
- Organise travel and accommodation (costs covered)
- Facilitate "youth integration" in the host location
- Ensure that hosting companies are "ready"



 *European Quality Charter for Mobility*

Activities and expected outputs

Analysis and dissemination



- Assess the different stages of the placement experience with a view to identify **success and enabling factors** to: ensure participation of companies and apprentices; integrate long-term mobility in curricula; ensure validation/recognition of learning outcomes; overcome **obstacles**
- Methodologies and tools for receiving/integrating apprentices in host companies/organisations and broader environment
- **Recommendations** to policy makers and other stakeholders
- Communication and awareness-raising
- Sustainable cooperation structures able to ensure quality transnational placements of apprentices



Features



Project coordinators from BE, DE(2), ES(2), FI, FR(2), IT
Organisations of 21 Member States involved



More than 150 partner organisations



± 240 apprentices benefiting from mobility experience (est.)



Almost all projects extended → It's complicated...

Good for...?



-  Inspired ErasmusPro
-  Input for future generations of ErasmusPro
-  Inspiring national reforms

*Long-term transnational mobility of apprentices:
the European Parliament pilot project and the way forward
12.00 – 12.30*

Facilitator:

Jean Arthuis, Member of European Parliament, Chair Committee on Budgets

Presentation of outcomes of the projects (country focus)



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*Long-term transnational mobility of apprentices:
the European Parliament pilot project and the way forward
12.30 – 12.50*

Facilitator:

Jean Arthuis, Member of European Parliament, Chair Committee on Budgets

**Exchange with apprentices in mobility:
Panel discussion with 4 apprentices about their experiences**

Maxime Eddali, Alina Gebhart, Hanna Kautonen, Corentin Savary



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Long-term transnational mobility of apprentices: the European Parliament pilot project and the way forward
12.50 – 13.30

Exchange with project consortia and policy makers: Panel discussion with 3 project coordinators and 3 national VET/mobility policy makers

Vanessa Duval, Head of the International Department, Les Compagnons du Devoir et du Tour de France

Tommi Raivio, Project Manager, CSR Europe

Iwona von Polentz, Managing Director, Gesellschaft für Europabildung

Klaus Fahle, Director, Federal Institute for VET, Germany

Mika Saarinen, Counsellor of Education and Head of Section, Finnish National Agency for Education

Patrick Toulmet, Délégué interministériel à l'apprentissage, France



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13.30 – 14.30

Lunch

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*From Erasmus+ to the next generation of
the European mobility programme
14.30 – 15.15*

Facilitator:

Joao Santos, Deputy Head of Unit, European Commission,
DG Employment, Social Affairs and Inclusion

**Analytical background: Cedefop work on apprenticeships and mobility of
apprentices**

Ramona Carmen David Craescu, Expert, Cedefop



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European Parliament



Analytical background:

Cedefop work on apprenticeships and LT mobility of apprentices

March 2019

Ramona David Craescu, Cedefop



Cedefop work on apprenticeship

1

Provide country specific support as support to reforming apprenticeship systems or schemes (TCRs or fTCRs)

2

Thematic comparative analyses (current focus on long-term mobility of apprentices)

3

Collect evidence and analyse the stable features of national apprenticeship systems or schemes (CNO, database on apprenticeships) – coherent and comprehensive **EU wide evidence basis**

Overview of function groups

General considerations

School-based VET

includes on-the-job training in companies



- Contract
- Remuneration
- % of on-the-job training
-



Apprenticeships

(systems / programmes / schemes)

A cross-national overview of apprenticeships through a purposeful approach

- **Function group A: an education and training system**

Full competency and capability in an apprenticeable occupation or trade and constitutes itself in a separate system, distinct from school-based VET (with or without work placements) in content, form, qualification, etc.

- **Function group B: a type of VET delivery within the formal VET system**

A diverse way to deliver VET to achieve formal VET qualifications by bringing people into the labour market (main distinction from school-based VET with work placements is the form)

- **Function group C: hybrid system**

Overview of function groups A and B

Purpose, function, identity, value...

Group A

- **Aim:** to qualify (young) people for specific middle-level occupations as qualified workers (prevalent education and training function)
- **Employers' attitude:** offer both training and work (sector needs)
- **Identity:** strong (specific type of governance, standards, qualification)
- **Set-up:** programme
- **Value:** is signalled by the specific qualification

Positive choice (enculturation into a professional community)

Group B

- **Aim:** to provide a diverse way to deliver VET (prevalent employment function)
- **Employers' attitude:** offer 'work' or work experience to apprentices according to their needs
- **Identity:** weak (shares governance, standards, qualification with school-based VET)
- **Set up:** scheme
- **Value:** not signalled on the qualification

Second chance choice (ease young people's entry into jobs – avoid NEET)

Overview of function groups A and B

Content, level and organisation

| | Group A | Group B |
|--|--|--|
| Content (division between school and company LO) | At the level of training standards and curricula | At the implementation level |
| Education levels | Upper secondary | Different education levels |
| Presence of alternation | Compulsory | Not always compulsory |
| Duration of apprenticeship training and placement in the company | Same for all learners and companies (mostly defined at the sectoral level) | Min and max defined at the national level but may vary at the implementation level |
| | Strong comparability – sector needs are in focus | Weak comparability – company needs are in focus |

Some implications for LT mobility

- Strong link with labor market needs (sector skill needs and/or employers' skill needs) and employment strategies
 - if balanced supply and demand – **openness of employers to in-coming mobility?**
- Apprenticeship as primary choice vs second choice
 - if difference in value – **trust in the quality of outgoing mobility?**
- Employers' attitudes and capacity
 - if employers provide only work experience – **trust in the quality of outgoing mobility?**
- Learning content and organisation of learning
 - if unstructured placement (varies by employer and learner) – **how to embed mobility and define learning objectives?**
- Labor market actors involvement
 - if weak (mainly relying on a direct relation between school-employer) – **how to convince employers of the benefits of mobility? who commits to supporting LT mobility of apprentices?**

Ongoing study

LT mobility of apprentices

Cedefop is conducting a study (until end of 2021) which aims at identifying the enablers and disablers of long-term cross-country mobility of apprentices at 3 levels:

- framework (exogenous dimensions and variables at a macro-level that are relevant to mobility in apprenticeships);
- system (features of apprenticeship system/apprenticeship schemes);
- implementation (dimensions related to apprenticeship implementation and learner mobility policy).

For the purpose of supporting the design of LT mobility strategy (a guiding paper to be used to design long-term cross-country mobility projects for apprentices and also enable reform of apprenticeship schemes or systems and make them 'readier' to undertake this policy).

Framework level

Factors to be considered

- Occupations better based in an international context versus occupations with strong links in the national context
- Openness of businesses to the international and EU context (trade, membership in EU level organisations, etc.)
- Existing intra-EU mobility trends (skilled labor becoming skewed in favor of certain countries) and immigration policies
- Skill shortages in medium level occupations
- International qualifications

System level

Factors to be considered

- Place and value of apprenticeships in the VET systems
- Training standards, programmes and schemes
- Sectoral approach in governance
- Duration of apprenticeship training and form of alternance
- Contractual status
- Remuneration and recovery of costs for the employers
- Health, safety, social insurance
- Use of validation

Implementation level

Factors to be considered

- Involvement of LM representatives at the implementation level
- Age of apprentices at enrolment
- Employers' attitude towards apprenticeship
- Mobility strategies or initiatives
- Flexibility of the curriculum
- Arrangements
- Intermediary structures
- Capacity of VET providers
- Funding of mobility
- Employers' interest
- Apprentices' and their families' interest

Methodology

- Country case studies
6 countries: AT, DK, FR, HU, IE, NL
- Project case studies
(3 concluded/ongoing LT cross-country apprenticeship mobility projects)
- Discussions with EU level social partners

Mainly conceptual work given the limited experience and previous research



Cedefop project page on WBL and apprenticeships

www.cedefop.europa.eu/en/events-and-projects/projects/apprenticeships-work-based-learning

Cedefop (2018). *Apprenticeship schemes in European countries: a cross-nation overview*

www.cedefop.europa.eu/en/publications-and-resources/publications/4166

Cedefop. European database on apprenticeship schemes

www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes



Thank you

www.cedefop.europa.eu

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15.15 – 15.45*

Facilitator:

Joao Santos, Deputy Head of Unit, European Commission, DG Employment, Social Affairs and Inclusion

The learner's perspective: Exchange of views

Sidney Haberland, Member, European Apprentices Network (EAN)

Nadine-Yvonne Matt, Member, EuroApprentices Network

Rasmus Benke-Åberg, Director, Erasmus Student Network (ESN)



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EuroApprentices



Erasmus+ internship



Mobility of Apprentices in Europe

Brussels, 21 - 22 March 2019

What is EuroApprentices

- ▶ Network of Erasmus+ Alumni (Apprentices)
- ▶ Participating countries: Austria, Germany, Finland, Italy, Malta, Czech Republic, Spain, UK, Portugal, Denmark
- ▶ Founded 2017
- ▶ Language skills, social skills, different environment, international certificates, tolerance, cultural differences
- ▶ EuroApprentices as role model for other Apprentices
- ▶ Network targets
 - ▶ Increase number of apprentices doing Erasmus+ Internships
 - ▶ Increase visibility of Erasmus+ in the VET Sector
 - ▶ Increase Image of Apprenticeships in general

My experience as an (Euro)Apprentice

- ▶ Apprentice as an office clerk at the chamber of commerce
- ▶ Internship with Erasmus+ to Malta
- ▶ Participated in EuroApprentices Network Meetings in Cologne, Vienna, Malta
- ▶ Participated in VET Skills Week in Brussels



importance of mobility during apprenticeship

- ▶ linguistic skills for a globalizing world
- ▶ achievable certificates for future applications
- ▶ social competence
- ▶ self-reliance and organization
- ▶ social interaction in difficult situations
- ▶ skills within the apprenticeship
- ▶ get to know different approaches of countries in comparison
- ▶ cultural impressions and experiences



achievable certificates

Foreign Language
Certificates

Work Experience
Certificates

Europass

Work Assessments



Certificate of Attendance

Awarded to
Nadine Matt
who attended 100% of a
General English Course in Group
(15 hours / 20 lessons per week)
from 12/09/2016 until 16/09/2016
and achieved
Upper Intermediate (B2) level

Lisa Phillips
Lisa Phillips
Director of Studies



Vanguard Online Media

2nd Floor,
Tower Business Centre
Swatar, Malta
gary@vanguardonlinemedia.com

October 04, 2016

To whom it may concern,

I am pleased to recommend Nadine Matt following her completion of the internship with Vanguard Online Media. During this course, students were introduced to Social Media Management, Social Media Analytics, SEO and Wordpress.

Nadine was a pleasure to have with us in the office, her enthusiasm for digital marketing was very evident from the start. She was looking forward to learning SEO and Wordpress and eager to show what she already knew. She was very engaged and participated in all tasks given and has shown a lot of passion in her work. Nadine also has a good command of English both written and spoken.

Nadine has all the attributes of a great worker and she will be successful in the future.

Best regards,

GARY

Vanguard Online Media

15.45 – 16.15

Coffee break



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Affairs and Inclusion

Setting the scene, including video with experiences from Erasmus+ mobility



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*From Erasmus+ to the next generation of
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**Erasmus+ boosting VET mobility - Achievements, challenges and perspectives for
the future programme (2021-2027):**

Michael Teutsch, Head of Unit, DG Education, Youth, Sport and Culture, European
Commission



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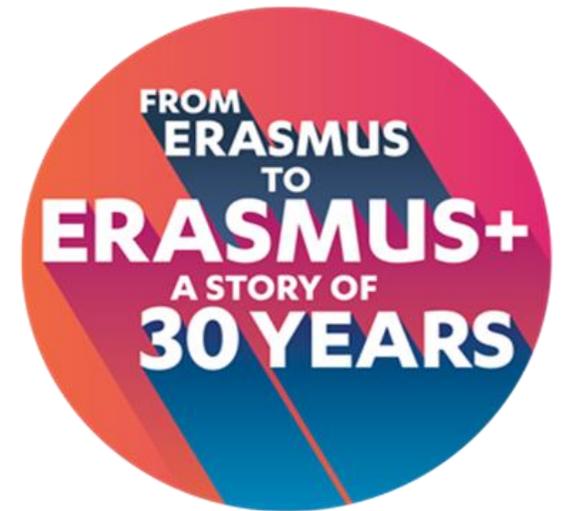
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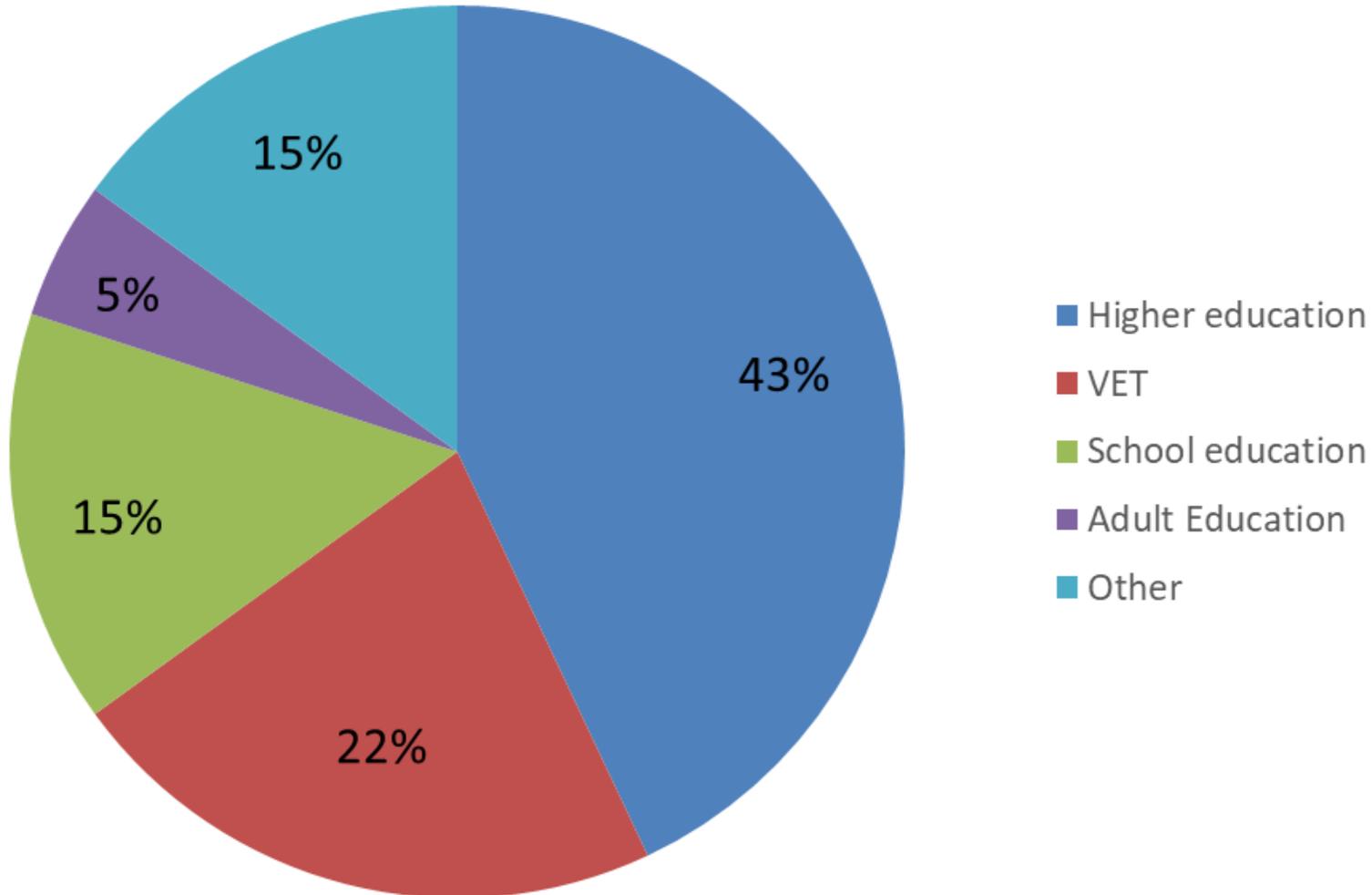
Interpretation: English and French



Erasmus +

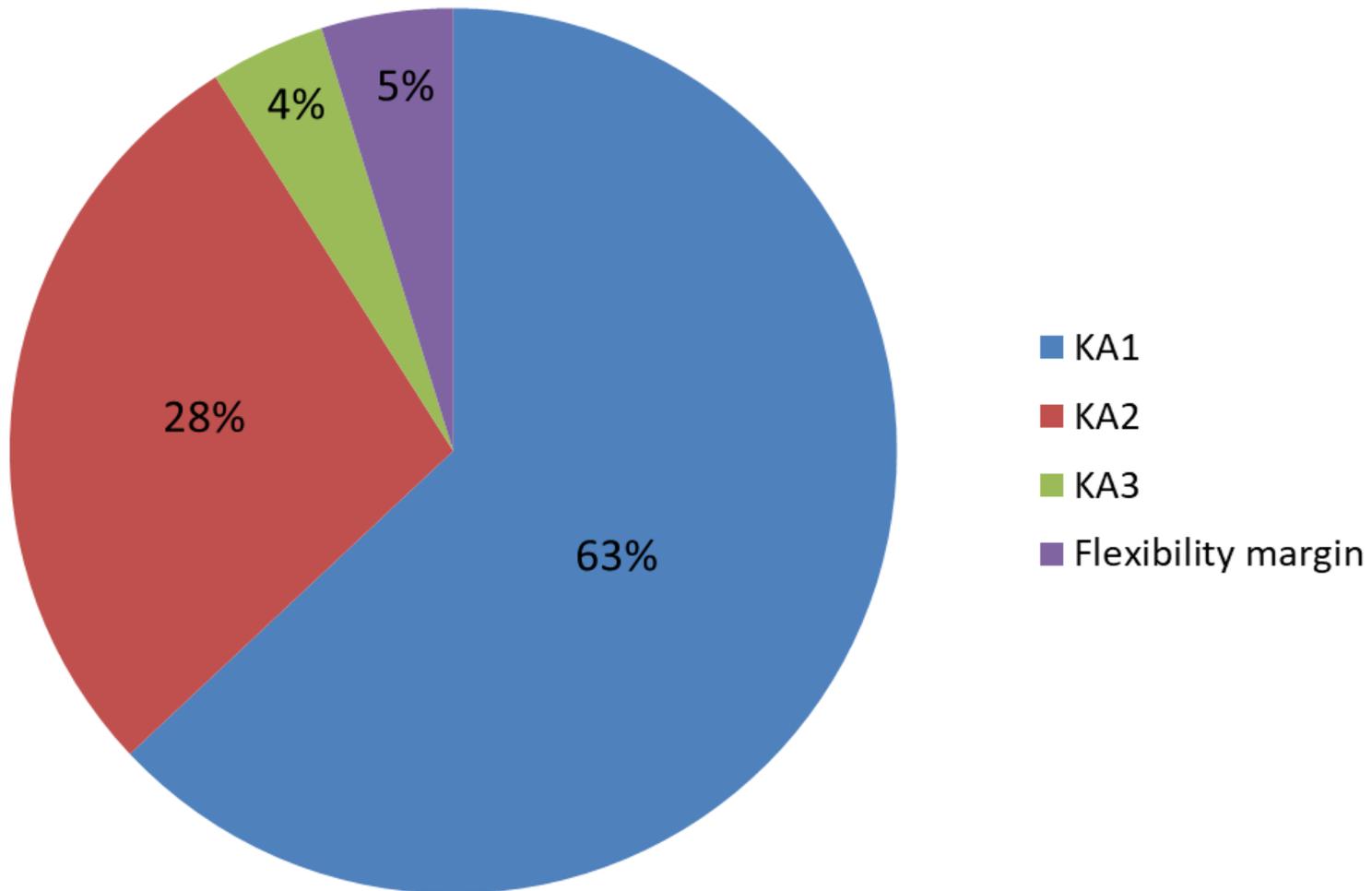


- *Michael Teutsch, European Commission, DG EAC*
- [#ErasmusPlus](#)
-



Erasmus+ is a VET programme

The graphic shows the *minimum* locations to the different sectors.



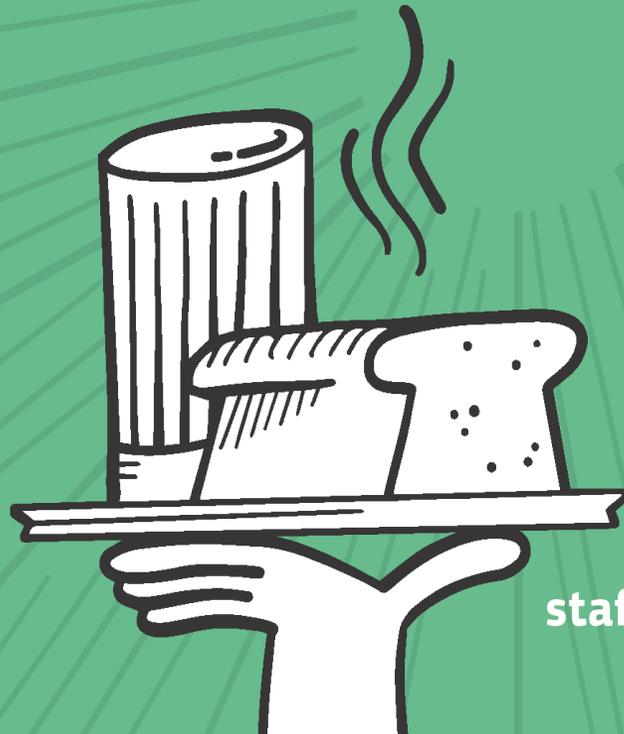
Mobility
operation
olicy support

Erasmus+ supports vocational education and training (since 1995)

1 300 000
people studied or trained abroad

55 000
projects for organisations

200 000
staff taught or trained abroad





Erasmus+ VET learners' mobility

- **500,000** since 2014
- **650,000** target by 2020
- **160,000** in 2017
- **75%** are work placements in companies abroad



#ErasmusPlus

- *Germany 119*
 - *Spain 86*
 - *France 60*
 - *Italy 44*
 - *Finland 31*
 - *Netherlands 30*
 - *Slovakia 30*
 - *Portugal 27*
 - *Belgium 25*
 - *Hungary 25*
 - *Czech Rep. 23*
 - *Romania 21*
 - *Lithuania 21*
 - *Bulgaria 20*
 - *Poland 20*
 - *Sweden 18*
 - *Norway 18*
 - *Denmark 17*
 - *UK 17*
 - *Latvia 14*
 - *Greece 12*
 - *Austria 10*
 - *Slovenia 9*
 - *Estonia 9*
 - *Ireland 8*
 - *Croatia 8*
 - *Turkey 6*
 - *Iceland 5*
 - *Cyprus 3*
 - *Luxembourg 3*
 - *Malta 2*
 - *fYROM 2*
 - *Belgium (fr) 2*
- TOTAL: 749*

749
ET Charter holders

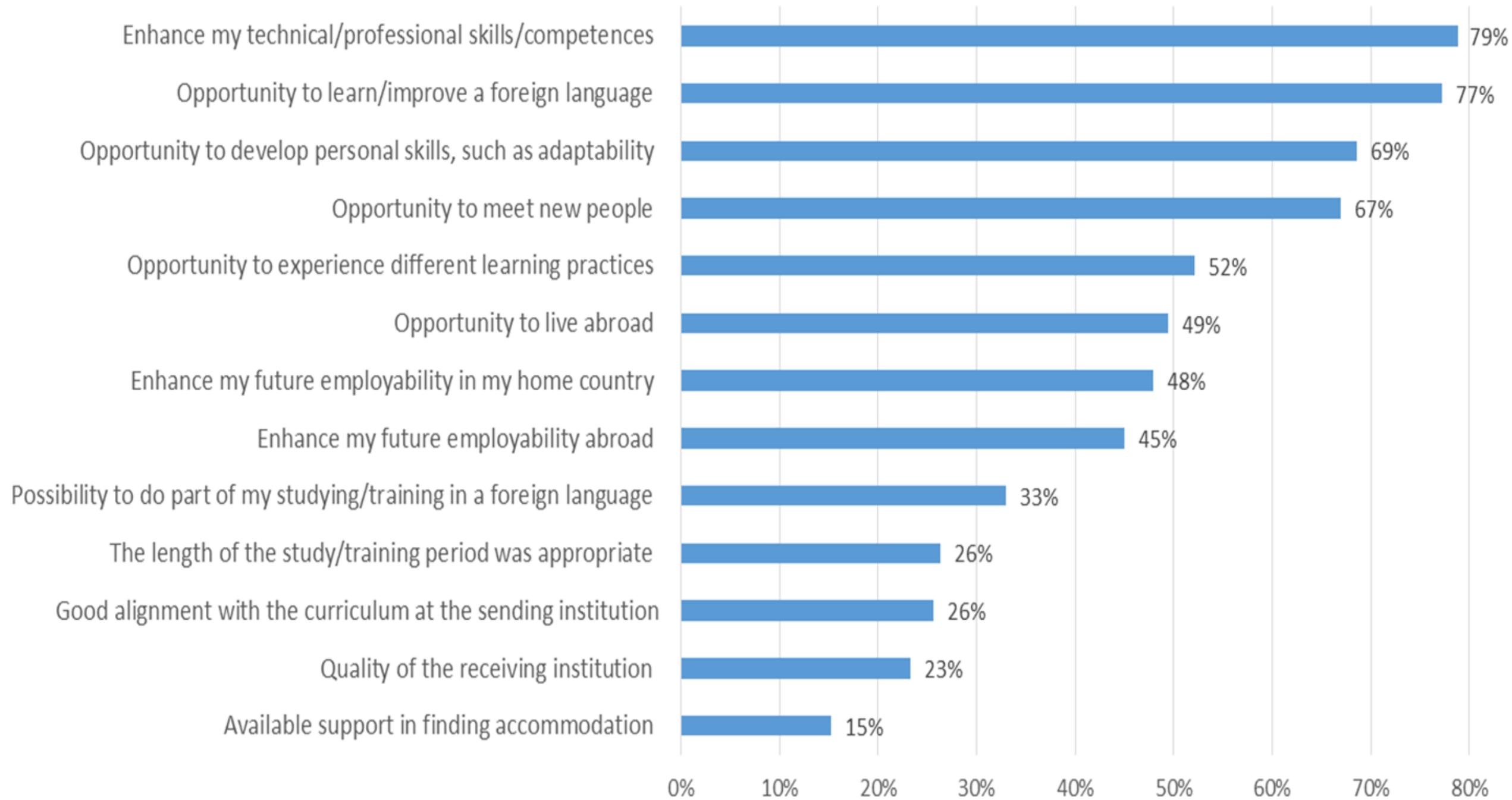
Long-term mobility 3-12 months (Erasmus Pro)

2018 call for proposals

- 12,189 individuals
- 7.6 % of all mobilities
- 19% of the budget
- 26% increase compared to 2017

Erasmus+ on track

- Overall **high satisfaction** with learning mobility: 93% learners and 98% staff “very satisfied”
- A rather **inclusive** programme open to many newcomers
- Perceived spill-over effect at **organisation** level





Institutional level

- International/European approach towards curricula delivery
- Bottom up process of 'opening up' VET institutions or companies hosting apprentices



#ErasmusPlus

System level

- impact on the VET content delivery
- overall attractiveness of the VET institutions

Recommendations

- Socially inclusive and accessible to all
- Flexible and big enough budget
- Clear policy priorities
- Systemic impact of projects
- Strategic investment (in best placed sectors)



European
Commission

EU BUDGET FOR THE FUTURE

#EUBudget #EURoad2Sibiu #FutureofEurope



2 May 2018

A MODERN EU BUDGET FOR A UNION THAT PROTECTS, EMPOWERS AND DEFENDS

Enriching lives, opening minds

through EU-funded learning opportunities abroad, partnerships, support to reform

2014 - 2020

14.7 billion EUR

Opportunities abroad for over
4 million people



2021 - 2027

30 billion EUR

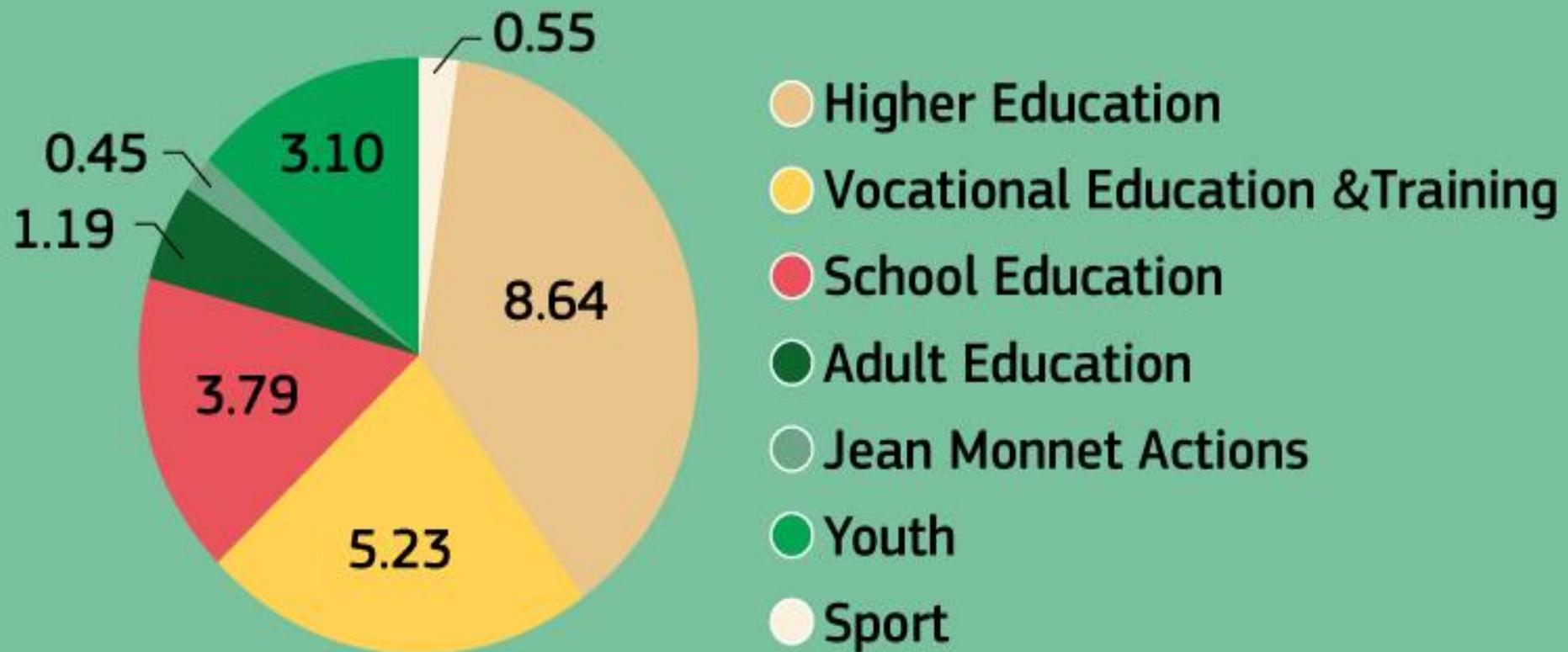
Opportunities abroad for over
12 million people

Objectives

- educational, professional and personal development
- education, training, youth and sport
- Europe and beyond
- contributing to sustainable growth, jobs and social cohesion and to strengthening European identity

Erasmus will provide increased support to all education and training sectors as well as to the youth and sport sectors

Erasmus allocation to sectors in billion €*



* only reflecting the minimum pre-allocated funding

Source: Proposal for a Regulation establishing 'Erasmus': the Union programme for education, training, youth and sport

European Education Area 2025

- Boosting learning mobility – *"A Europe in which learning, studying and doing research is not limited by borders"*
- Making education and training systems more inclusive, innovative and lifelong-learning driven



#ErasmusPlus

Key Action 1 - Mobility of learners and staff

- Higher volume
- Increased emphasis on continuing VET
 - Language learning and support
 - virtual cooperation and use of digital tools



#ErasmusPlus

Key Action 2 - Cooperation among organisations and institutions

- Small-scale partnerships (more inclusive and accessible)
- Centres of Vocational Excellence
- International dimension in VET

Other novelties

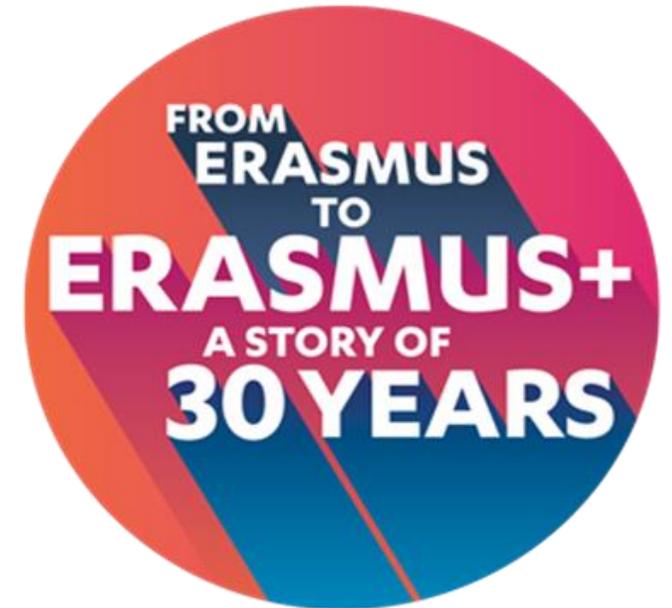
- former Erasmus participants as ambassadors / multipliers
- Jean Monnet actions in all sectors



#ErasmusPlus

Thank you

michael.teutsch@ec.europa.eu



*From Erasmus+ to the next generation of
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16.15 – 17.15*

**ErasmusPro – The policy drive to increase the average
duration of mobility:**

Dana-Carmen Bachmann, Head of Unit, DG Employment, Social
Affairs and Inclusion, European Commission



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ErasmusPro – A policy drive to enhance the quality and impact of VET mobility

Dana-Carmen Bachmann

Head of Unit

DG Employment, Social Affairs and Inclusion

European Commission

VET learners in Europe (EU28)

Potential participants in mobility

12 million VET learners in Europe

**10,6 million VET learners secondary level
(ISCED level 3)**

**1,4 million VET learners post-secondary level
(ISCED Level 4)**



Source: Eurostat March 2017

VET ANNUAL INFLOW:

ISCED level 3 has 3.3 million new entrants annually, and ISCED level 4 has 0.7 million new entrants (4 million total)
Erasmus+ supports the mobility of around 3% of the annual inflow of VET learners (around 130,000/Year).

Proven benefits of VET learner mobility

For Learners

- Promote sense of European citizenship
- Develop foreign language and professional skills
- Develop general soft skills, adapting to new challenges, improve self-confidence, inter-cultural awareness, communication
- Facilitates school to work transition
- Boost Employability - First "job Experience"
- Readiness for labour market mobility

For Companies

- Access to foreign skills and know-how
- Opportunity to influence VET curricula
- Involvement of SME as sending/receiving organizations
- Internationalization of enterprise activity

For Society

- European citizenship
- Free movement of citizens - learner and labour mobility
- Higher employability rates
- Competitiveness and innovation

For VET Institutions

- Internationalization of institutions and qualifications
- Trigger to innovation and improving teaching methods and learning materials
- Development of methods for transfer of knowledge and skills
- Recognition of learning outcomes (acquired abroad)
- Greater involvement with companies and VET institutes abroad
- Raise the attractiveness of VET schools and qualifications
- VET Professionals/Teachers continuous professional development

VET/Apprenticeship mobility

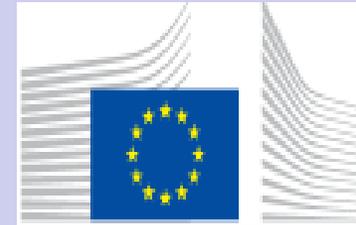
Policy context: call for action

2015 - Erasmus Pro
For a million young
"European apprentices"
by 2020



2016 - MEP Jean Arthuis
Pilot project - Towards a
single European
apprenticeship framework

2016 - Youth Mobility Programme
To make VET/apprenticeship an attractive,
quality and equal choice for transitions to jobs



Youth initiative
Adopted 7 December
2016

Communication on
"Investing in Europe's
Youth", includes a
Proposal on
"ErasmusPRO" for
mobility of apprentices
(work-placements)

Collecting evidence...

Research, surveys, interviews...

- Evidence in existing studies (*e.g. effects of LdV*)
- Analysis of the Erasmus+ participants survey (> 200,000 responses)
- Analysis of projects supporting long-duration mobility not currently financed by Erasmus+ (*e.g. PIU, MobiPRO, Arthuis Pilot project, etc.*)
- Analysis of current Erasmus+ beneficiaries
- Discussions with VET provider associations
- Discussions with Experts in VET mobility (including E+ NA's WG on VET mobility)
- Discussions with other VET stakeholders (*e.g. ECVET, EAFA, P4Y, etc.*)

...short-term placements (less than six months) help to improve personal and social skills, while longer placements also considerably improve professional skills.

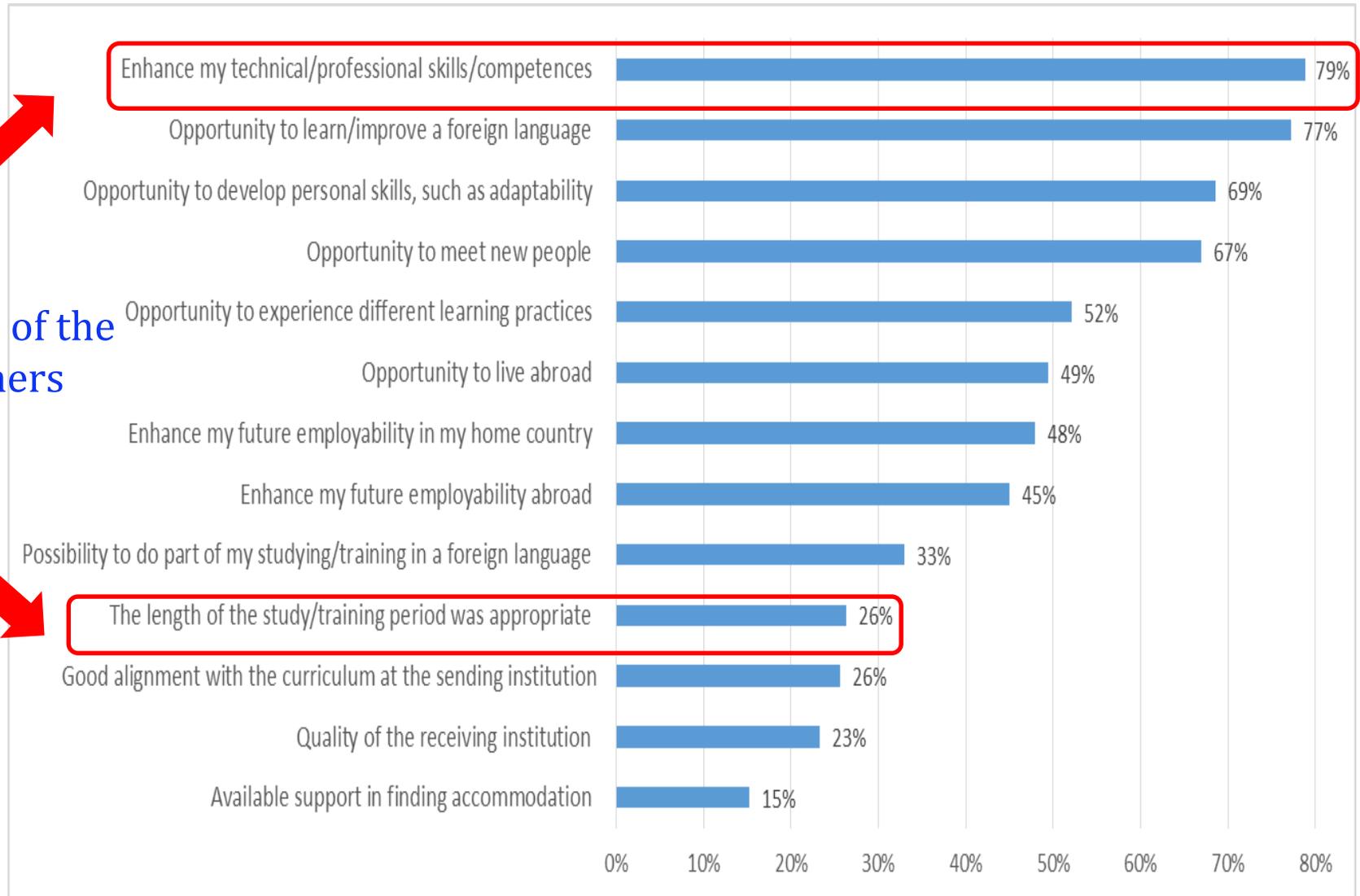
The willingness to improve foreign language skills or learn another language also increases perceptibly with the duration of the stay abroad...

In final report from: WSF Economic and Social Research, in Analysis of the Effects of LdV

Collecting evidence...

VET learners' motivation to take part in mobility

The voice of the VET learners



Source: Erasmus+ mid-term evaluation.
ICF calculations based on E+ participant monitoring surveys.

The ErasmusPRO initiative



Not a new programme. Activity within the VET mobility action (KA1); it supports vocational mobility from 3 to 12 months for up to 50,000 new opportunities for 2018-2020 with the following features:

- **Learners in vocational programmes or recent vocational graduates**, having obtained their qualification less than one year before the mobility starts
 - The period abroad will be a **work placement**, with or without a limited share of formal training in a school/vocational centre
 - The **host body** can be a company or a vocational training centre or intermediary body that will place the mobile learner in a company
- ➔ Advanced **preparatory visits (APV)** for staff maybe envisaged by sending institutions, to prepare the learners' mobilities within hosting enterprises and/or hosting VET providers and will be eligible for financing.

Facts on use of Erasmus+ VET Mobility (KA1)

| Duration of mobility Registered participants (Erasmus+ VET KA1 2014-2017) | | | |
|---|----------------------|-------|------------------------------|
| Duration | Number of mobilities | % | Average cost per participant |
| Less than 1 month | 249.088 | 71,9% | 1.370 |
| 1 to 3 months | 72.969 | 21,0% | 2.176 |
| 3 to 6 months | 21.596 | 6,2% | 3.766 |
| 6 months and more | 2.996 | 0,9% | 5.574 |
| Total | 346.649 | | 1.725 |

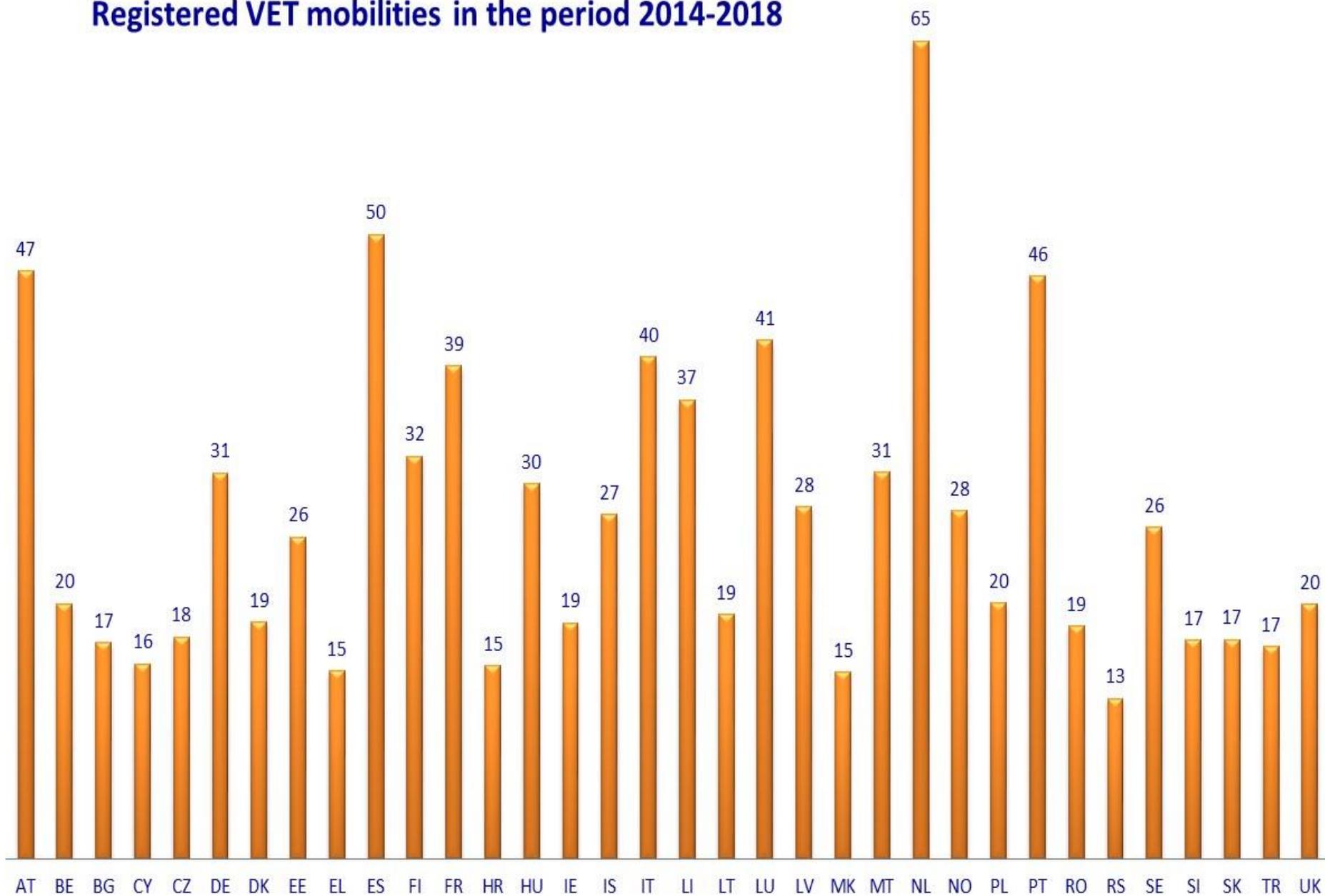


Even if Erasmus+ allows for mobility from 2 weeks to 12 months, more than 93% of VET mobility is for a duration of less than 3 months.

Erasmus+ VET Ka1 (Ka102 and Ka116)

Average duration of mobility by sending Member State (in days)

Registered VET mobilities in the period 2014-2018



VET Ka1

Mobilities demand in 2018 call



Summary of VET mobility participants submitted for grants in 2018, by SENDING Member State

Project submitted and not rejected (situation on 18/02/2019 in E+ Dashboard)

(Erasmus+ VET KA1 - TOP 10 demand for ErasmusPRO)

| Country | Short duration mobility | | ErasmusPRO | | ErasmusPRO APV | | Staff training | | Staff teaching | | Total mobilities | | | |
|--------------|-------------------------|--------------|---------------|-------------|----------------|-------------|----------------|--------------|----------------|--------------|------------------|---------------|---------------|---------------|
| | Mobilities | % | Mobilities | % | Mobilities | % | Mobilities | % | Mobilities | % | Learners | % | Staff | % |
| IT | 28.865 | 73,4% | 10.476 | 26,6% | 220 | 8,0% | 2.450 | 88,6% | 96 | 3,5% | 39.341 | 12,5% | 2.766 | 6,1% |
| NL | 7.742 | 65,2% | 4.134 | 34,8% | 161 | 5,2% | 2.648 | 85,4% | 292 | 9,4% | 11.876 | 3,8% | 3.101 | 6,8% |
| ES | 8.171 | 70,4% | 3.430 | 29,6% | 377 | 11,8% | 2.645 | 82,5% | 183 | 5,7% | 11.601 | 3,7% | 3.205 | 7,0% |
| FR | 32.966 | 90,6% | 3.430 | 9,4% | 198 | 4,3% | 3.571 | 77,9% | 817 | 17,8% | 36.396 | 11,5% | 4.586 | 10,0% |
| DE | 22.541 | 95,4% | 1.084 | 4,6% | 60 | 0,3% | 5.004 | 85,5% | 790 | 13,5% | 23.625 | 7,5% | 5.854 | 12,8% |
| AT | 3.780 | 79,3% | 985 | 20,7% | 24 | 3,7% | 430 | 66,5% | 193 | 29,8% | 4.765 | 1,5% | 647 | 1,4% |
| PT | 4.381 | 82,6% | 924 | 17,4% | 124 | 14,6% | 601 | 70,5% | 127 | 14,9% | 5.305 | 1,7% | 852 | 1,9% |
| UK | 12.886 | 93,5% | 899 | 6,5% | 33 | 1,5% | 1.982 | 92,3% | 132 | 6,1% | 13.785 | 4,4% | 2.147 | 4,7% |
| TR | 48.800 | 99,1% | 464 | 0,9% | 42 | 0,8% | 5.282 | 94,9% | 244 | 4,4% | 49.264 | 15,6% | 5.568 | 12,2% |
| CZ | 8.563 | 95,5% | 402 | 4,5% | 41 | 0,5% | 324 | 77,0% | 56 | 13,3% | 8.965 | 2,8% | 421 | 0,9% |
| Other | 108.676 | 98,5% | 1.695 | 1,5% | 175 | 1,1% | 13.778 | 83,5% | 2.541 | 15,4% | 110.371 | 35,0% | 16.494 | 36,1% |
| Total | 287.371 | 91,1% | 27.923 | 8,9% | 1.455 | 3,2% | 38.715 | 84,8% | 5.471 | 12,0% | 315.294 | 100,0% | 45.641 | 100,0% |



Summary of VET learner mobility duration by Member State

Registered learner mobilities (SENDING country)

Erasmus+ VET KA1 2014-2018

(situation on 18/02/2019 in E+ Dashboard)

| Member State | Up to 1 month | | 1 to 3 months | | 3 to 6 months | | More than 6 | | Total | | |
|--------------|----------------|--------------|----------------|--------------|---------------|-------------|--------------|-------------|----------------|---------------|---------------|
| | Mobilities | % | Mobilities | % | Mobilities | % | Mobilities | % | Mobilities | Ave. Duration | % |
| 2014 | 72.694 | 70,1% | 23.789 | 22,9% | 6.182 | 6,0% | 1.021 | 1,0% | 103.686 | 33 | 21,1% |
| 2015 | 76.089 | 69,2% | 28.634 | 26,1% | 5.106 | 4,6% | 56 | 0,1% | 109.885 | 31 | 22,4% |
| 2016 | 84.635 | 71,6% | 27.918 | 23,6% | 5.613 | 4,7% | 58 | 0,0% | 118.224 | 31 | 24,1% |
| 2017 | 85.934 | 72,4% | 28.465 | 24,0% | 4.177 | 3,5% | 145 | 0,1% | 118.721 | 29 | 24,2% |
| 2018* | 27.578 | 69,3% | 10.972 | 27,6% | 1.190 | 3,0% | 31 | 0,1% | 39.771 | 29 | 8,1% |
| Total | 346.930 | 70,8% | 119.778 | 24,4% | 22.268 | 4,5% | 1.311 | 0,3% | 490.287 | 31 | 100,0% |

Testimonies from Erasmus learners...



"I realised that the experience made a whole new person of me and that I would never look at the world and Europe, my home, as I did before."

"Beyond a studying experience, Erasmus is a lot more. For me it is a way to look at the world with new eyes, to feel and discover new emotions and learn what is not written in the notebooks."

"My mobility experience has definitely helped further my career. Without it, I wouldn't have had the confidence to apply for the Young Chef of the Year competition, never mind winning it. I'd highly recommend this to anyone. My trip to France was, and still to this day is, one of my greatest memories".

"My time with Erasmus is one of the highlights of my life so far and I feel truly lucky to participate in this programme. Too bad you can only do this once, but this can only make you appreciate the experience even more."

"There is nothing like 40 people singing 'Happy Birthday' to a fellow student, each one of them in their own language."

*From Erasmus+ to the next generation of
the European mobility programme
16.15 – 17.15*

Findings on the study on mobility in Europe

Stephanie Oberheidt, Lead Managing Consultant – education and
training, ICF



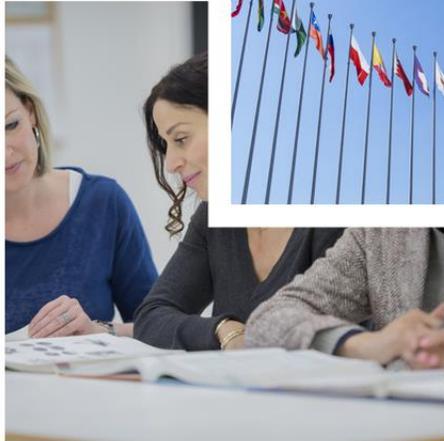
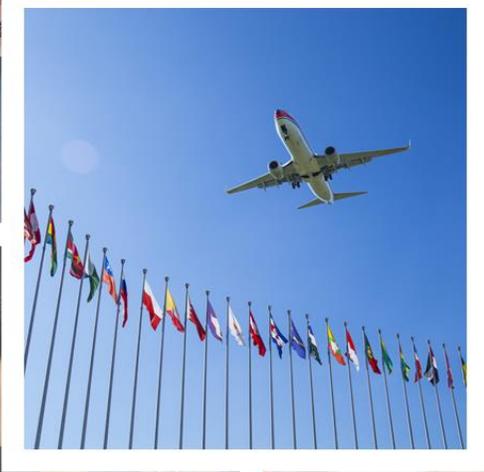
***Mobility of Apprentices in Europe:
A contribution to youth employment and competitiveness of businesses***

21-22 March 2019

European Parliament, Brussels

Interpretation: English and French





Study on VET mobility in Europe

Analysing provision, take-up and impact

19

Stephanie Oberheidt



In a nutshell...

Contracting body: European Commission (DG EMPL)

Timeframe: March 2018- March 2019

Key objectives:

- To strengthen knowledge-base on existing VET mobility initiatives in the form of non-Erasmus+ funded schemes/programmes in 33 Erasmus+ programme countries (EU28, Northern Macedonia, IS, LI, NO, TR)
- To collate evidence on the impact of the schemes and programmes identified at the individual (learners, staff), organisation and system levels
- To draw conclusions and recommendations to support policy development and implementation at EU and national level

Methodology:



Scope and outputs

Scope

- Funded outside Erasmus+ at national, regional or EU level, by public/private bodies
- IVET/ CVET
- School-based / work-based
- With clear governance arrangements
- To support beneficiaries' skills development through a period abroad (Europe or beyond)
- Target groups: IVET students/young graduates; apprentices; teaching and training staff; adult workforce; NEETs

Outputs:

Initial mapping and country review

- Mapping: **139 programmes/schemes**
- Country review: **33 short factsheets**

Key informant interviews (KIIs): 59

- 8 EU level
- 43 national level
- 8 on-the spot (ECVET Annual Forum in Sofia, June 2018)

Case studies: 7

Surveys:

- **2 online surveys**
+ secondary analysis of selected Erasmus+ programme data and literature review

Key findings

A great diversity of programmes/schemes across Europe (1)

- **Led by one country or more**
- **Most non-Erasmus+ programmes/schemes identified are:**
 - Not primarily VET mobility dedicated
 - Cross-sectoral, without a specific sectoral focus
 - IVET-centred (CVET mobility = very rare phenomenon)
 - Targeting young VET learners or graduates
 - Delivering work placement and exposure to real working environments to VET learners
 - Publicly funded: national/regional funds and/or co-funded (e.g. ESF, INTERREG)
- **Some have specific features** (e.g. interregional scope, wider international footprint or longer-term mobilities than Erasmus+)

Key findings

A great diversity of programmes/schemes across Europe (2)

Countries where:

- **E+ and non-E+ VET mobility is steered by strong policy support:** e.g. AT, DK, DE, NL
- **non-E+ mobility is fully or mostly implemented at decentralised/local level:** e.g. IT, ES
- **non-E+ mobility draws on mixed implementation features:** e.g. programmes/schemes at national level, through school-to-school partnerships – FI
- **E+ is the main or only source of funding for VET mobility:** e.g. BG, EE, HU, TR

Key findings – Impacts

Individual level - Learners

- Increased personal and skills development
- Increased employability

Individual level – Staff

- Improved attitudes and skillsets
- Improved working methods
- New links with professionals from other institutions

Organisation level

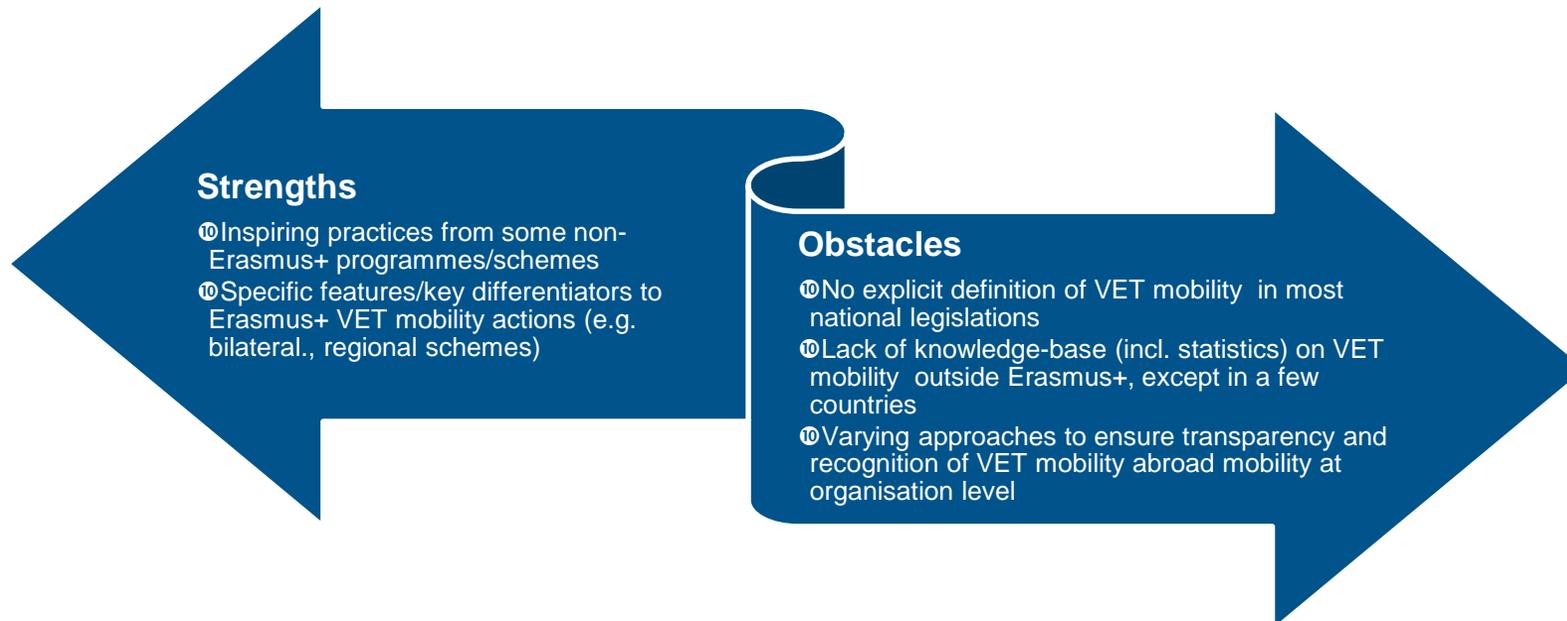
- Increased prestige and visibility
- Networking
- Knowledge/ practice-exchange

System level

- Increased use / interest in EU tools and instruments (e.g. ECVET)
- Enriching the local workforce
- Workforce drain to other countries, often affecting less economically advanced countries

Key findings – Strengths and Obstacles

Non-Erasmus+ schemes: specific strengths and obstacles



Recommendations for future developments at EU and national level



Lack of knowledge-base and mutual learning measures on non-EU funded VET mobility initiatives

EU level

- Maintain mutual learning events (e.g. ECVET Secretariat, VET mobility Working Group, TCAs)
- Offer information on non-Erasmus+ VET mobility initiatives through existing dissemination platform(s)



Potential role for Eurodesk,
Euroguidance, Cedefop Mobility
Scoreboard

National Level

Governments:

- Explore option of creating VET mobility observatories (where appropriate)
- Hold/promote events, debates and/or commission evidence-based research on VET mobility implementation

Erasmus+ NAs, Eurodesk and Euroguidance:

- Potential role(s) to offer information on non-EU VET mobility initiatives

Lack of statistical data and monitoring mechanisms

EU level

- Foster collaboration with Member States to discuss monitoring practices
- Explore potential support from Euroguidance or Eurodesk
- Cedefop to consider expanding Mobility Scoreboard (qualitative data on non E+ programmes/schemes)

National Level

Governments:

- Take part in EU level events and disseminate outputs at national level
- Support effective dialogue on the value of monitoring VET mobility programmes/schemes
- Consider getting support from IVET institutions in data collection

Erasmus+ NAs:

- Take part in the above and support dissemination - where appropriate

Varying approaches to ensure transparency and recognition of VET mobility abroad

EU level

- Disseminate significant experience of Erasmus+ in the area
- Further promote/develop EU tools that support the quality of mobility (e.g. ECVET MoU and Learning Agreement in digital format)

National Level

- **Governments:**
 - Consider adding mobility as an integral part of VET programmes
 - Participate in/ organise mutual learning events and support dissemination of good practices
- **Schemes/programmes leading organisations:**
 - Take part in events organised at country level and/or organise targeted events
- **Erasmus+ NAs, Euroguidance, Eurodesk:**
 - Select, disseminate success stories

Complexity/opacity of EU funding opportunities

EU level

- Further map areas of synergies and overlaps between EU and non-EU funded main VET mobility initiatives
- Develop case studies to demonstrate complementarities and synergies between EU and non-EU funded VET mobility initiatives

National Level

Governments:

- Engage key bodies to support communication and dissemination and/or monitoring activities

Drawing on lessons learnt from inspiring examples

EU/national level

Explore and maximise complementarities between E+ and non-E+ VET mobility programmes/schemes, e.g.:

- PIU: different features, duration of mobility (i.e. from 1 month to 2 years) and target students of the programme but complementary to Erasmus+
- PIU, Torno Subito, EDUFI (placement scholarships): wider international footprint than Erasmus+
- ProTandem: the Agency offers intensive advice and support during the exchanges and specific measures to address disadvantaged target groups
- Nordplus (i.e. Nordplus Junior and Nordplus Adults): the simplicity in application and reporting procedures under the programme were valued by interviewees

Drawing on lessons learnt from inspiring examples

National/regional level

Ensure complementarities with E+ whilst making the specificities of non-E+ programmes/schemes more visible

Examples of areas of possible action:

- **Monitoring VET mobility:** make the experience gained in a few Member States (e.g. DE, DK, FI, NL, SE) in monitoring VET mobility and/or in establishing a 'VET mobility observatory' (e.g. BIBB in Germany) more visible
- **Language support provision:** to disseminate good practice examples exist at national level (e.g. language courses or related support services offered through ProTandem or Nordplus)
- **Programmes/schemes coordination:** Erasmus+ NAs and/or given non-Erasmus+ programmes/schemes (e.g. ProTandem agency, PIU, Nordplus) to share experience

Questions and Answers



Thank you for your attention

Stephanie Oberheidt
(Stephanie.Oberheidt@icf.com)



From Erasmus+ to the next generation of the European mobility programme
17.15 – 18.10

Panel discussion on quality mobility for apprenticeships

The European dimension of Apprenticeship mobility – the ErasmusPRO initiative

Sofia Fernandes, Senior research fellow, Jacques Delors Institute

International mobility as a strategic priority for VET modernization

Mika Saarinen, Counsellor of Education and Head of Section, Finnish National Agency for Education

The Danish PIU Programme

Lars Møller Bentsen, Special Consultant/International Adviser International Education Programmes, Danish Ministry of Higher Education and Science

Quality and accredited mobility through transnational sectoral cooperation

Hugues Pouzin, President of NETINVET

The pilot project on VET international mobility

Claire Morel, Head of Unit, DG Education, Youth, Sport and Culture, European Commission

Mobility of Apprentices in Europe:

A contribution to youth employment and competitiveness of businesses

21-22 March 2019

European Parliament, Brussels

Interpretation: English and French



Final Statements

18.10 – 18.30

Viviane Hoffmann,

Deputy Director-General , DG Education, Youth, Sport and Culture, European Commission

Joost Korte,

Director-General, DG Employment, Social Affairs and Inclusion, European Commission

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18.30 – 20.00

Reception



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