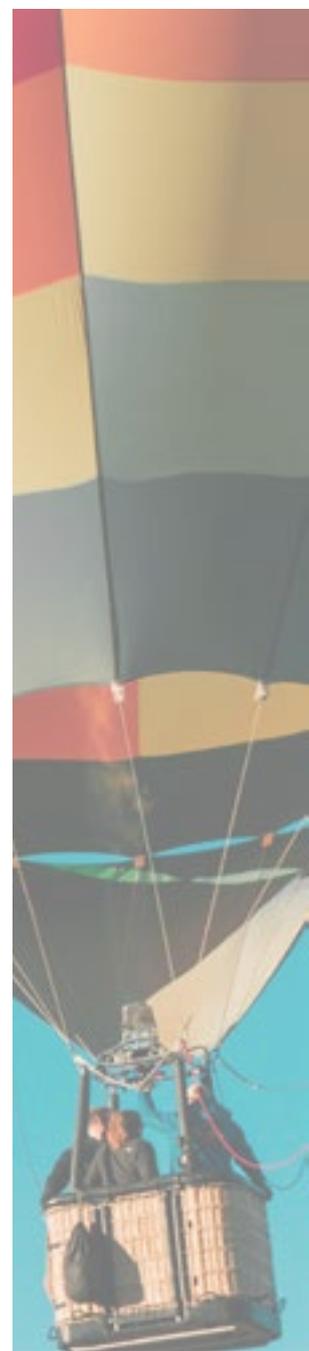
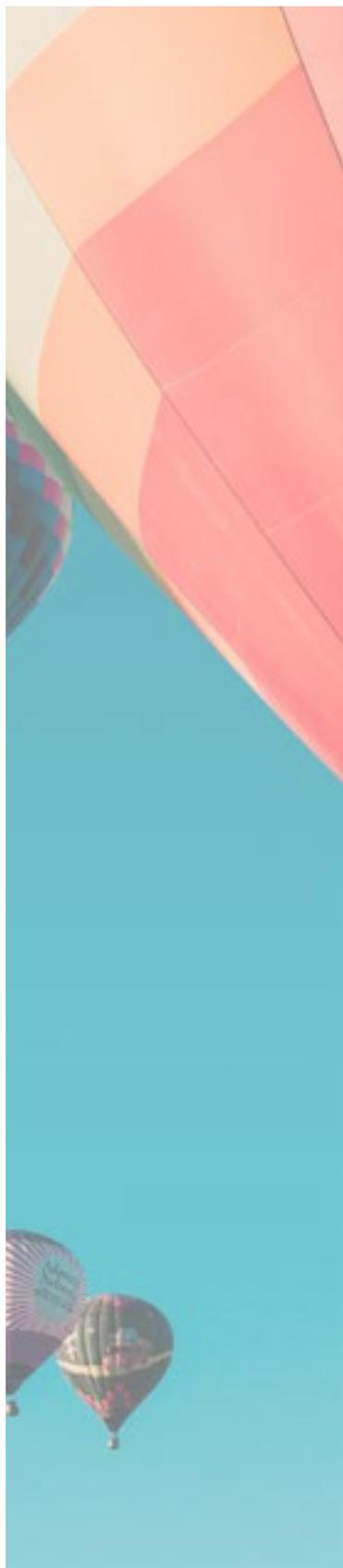




European Forum
of Technical and Vocational
Education and Training



A new generation of VET Mobility Programmes

Contents

Introduction	1
1. Administrative issues	2
1A. Simplify VET Mobility bureaucracy	2
1B. VET Charter	5
2. Implementation issues	6
2A. VET Staff mobility activities	6
2B. Introduce the definition of Mobility Providers	8
3. Budget issues	11
3A. Adequate individual support	11
3B. Promote Mobility consortia	13

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Introduction



This paper outlines the main results provided by the online consultation and it focuses on the elaboration of the surveys collected from EfVET members, active in VET mobility, representing through their networks:

» **267 VET Providers**

23 Mobiliy providers

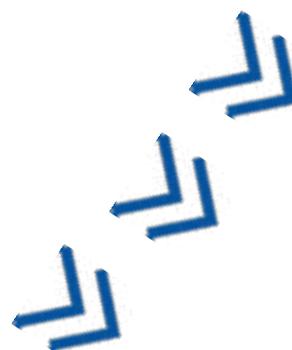
» **17 Member States**



**Over 4.000 learners
and staff mobilities a year**

The following points relate to some specific technical aspects of the Programme which stakeholders highlighted as problems and possible solutions, or recommendations to improve the quality and quantity of VET mobility, addressing the common interest of making Erasmus an opportunity accessible to all VET learners and staff in Europe.

The consultation identified three main areas of improvement: [administrative](#), [budget](#) and [activity issues](#).





1.A. Simplify VET administrative VET Mobility Bureaucracy

Problem

A VET mobility project for learners at present requires the preparation, printing and multiple signatures of the following documents for each participant:

- Learning agreement
- Quality commitment
- Mobility certificate
- Europass
- Final report

In addition:

- Each participant has to fill in his/her own evaluation form on the Mobility Tool
- To ensure the quality of the experience, sending and hosting organisations often adopt further documents to ensure quality of the process: pre-departure info kit, on arrival timetable of activities, midterm and final satisfaction surveys both for companies and participants, company assessment

form, daily attendance register in the company, etc.

As a result of this consistent paperwork, learning agreement, mobility certificates and Europass are losing their effectiveness and they are often filled-in just because they are mandatory, with a consequent low added value to the mobility process, as in the following examples:

- the learning agreement is often sent when the group is already in mobility;
- the mobility certificate is just a document to keep on the record for the NA control;
- Europass is often pre-filled by the sending organisations and it ends to be yet another document to be signed by the company.

Last but not least: [Europass has a different management system in each member state, in some countries the procedure to issue it is very complicated.](#)

All these documents and their complexity make it difficult for sending organizations to explain the real value and importance to IVET students, their families, companies.

Ute Schmitt, Manager Vice Principal, BBS Wirtschaft 1 Ludwigshafen - Germany



Apart from sticking to the bureaucratic requirements after getting the grant, I think there should also be simplifications for the application process. Our last KA1 was almost 70 pages long and often you have to describe the same things from a slightly different angle, again and again. There could be a real impact in simplifying the application documents.

National Agencies require to use internet platforms like eTwinning, Epale etc. when carrying out Erasmus+ projects, which is making things even more complicated if there are no instruments for efficiently exporting data inserted to the Mobility Tool to other connected internet platforms.

It would be very helpful, if for instance data that has to be inserted in the Mobility Tool would be automatically transferred to the Europass platform, once this form of recognition is "ticked" in the Mobility Tool.

Solution

- ✓ Bridge Learning Agreement to Europass and integrate it into the process of ECVET, to prevent Europass from being an extra-document with a different procedure. A revision of the ECVET process (definition of Learning Outcomes, Assessment, Validation and Recognition) could see the integration and use of Europass starting from the Assessment phase.
- ✓ Make a centralised system for issuing Europass, for instance through the Mobility Tool, or just leave stakeholders free to work out the template as it is the case for the Learning agreement;
- ✓ Better integration of IT tools, for instance between the Mobility Tool and OLS;
- ✓ The Learning Agreement or the Europass could substitute the **mobility certificate**, while being relevant for other aspects:



1. We suggest to use the Learning Agreements, as a compulsory supporting document, for reporting purposes;
2. We suggest to use Europass as the certificate for the mobility experience, avoiding its overlapping with other documents.

Recommendation

Encourage the use of **digitized documents** in the Programme guide. Most of the above mentioned documents are requested in three printed copies, when one digitized version would be enough.

Each participant to an Erasmus+ VET mobility project at present requires at least **50 printed pages of papers**, that means that the mobility of 650.000.

VET learners expected in the seven years Programme will cost **32.500.000 printed pages of documents**.

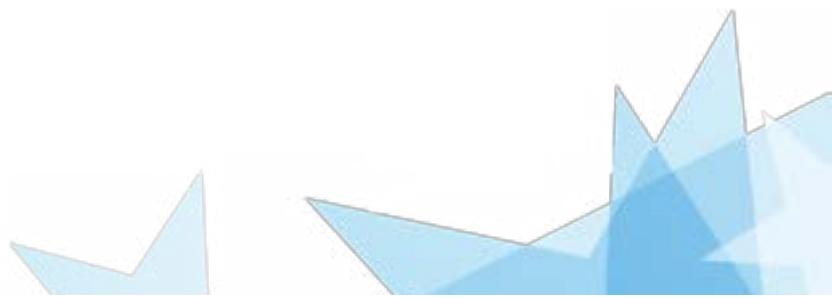
We understand that the full digitalization of the process requires time and resources, to encourage the use of digital copies rather than multiple originals could be a first step.

We trust that a simplified procedure and paperwork will foster the awareness on the importance of the mobility documents with the general public.



4

Digitized documents



1.B. VET Charter

VET charter has proven to increase the quality and the operational capacity of its beneficiaries regarding the organisation of mobility. It allows organisations to plan real strategies for the development of mobility within the schools and the community.

Recommendation

Ensure the flexibility of the VET Charter over the time in terms of adapting the scope and scaling the numbers, eg: possibility to send learners from other VET providers, increase the number of mobilities (that would have been needed Erasmus Pro for example).

Important

Ensure a smooth renewal process, automatic for all those who are compliant with the proposed actions and objectives, as it is for the Erasmus Charter in HE. This will avoid that the work and European development plan of organisations relying on the VET charter since several years is upset by coming back to standard application procedures and short term development perspective.

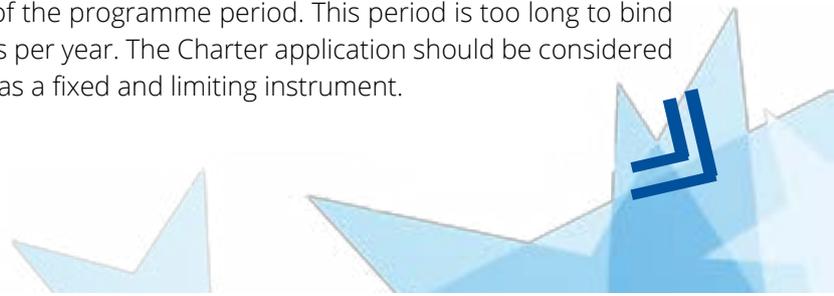
VET Charter




Nicola Alimenti, Project Manager, APRO FORMAZIONE - Italy

The problem we are facing with the VET Mobility Charter is related to the rigid yearly application of KA116 projects, with the fixed number of mobilities requested in the Charter application form (i.e. in 2015 we applied for 100 mobilities per year and it is compulsory to ask 100 mobilities per year till 2020). Once the VET Mobility Charter is awarded and maintained, the VET provider should be able to adapt the number of mobilities required each year in the KA116 application, in a more flexible way.

The internationalization strategy of a VET provider changes every year, according with the new European/National/Regional policies, the labour market needs and the internal management decisions. The VET Mobility Charter cannot be adapted or changed till the end of the programme period. This period is too long to bind the applicant in a fixed number of mobilities per year. The Charter application should be considered as an instrument to get the award and not as a fixed and limiting instrument.





2.A VET Staff mobility activities

Problem

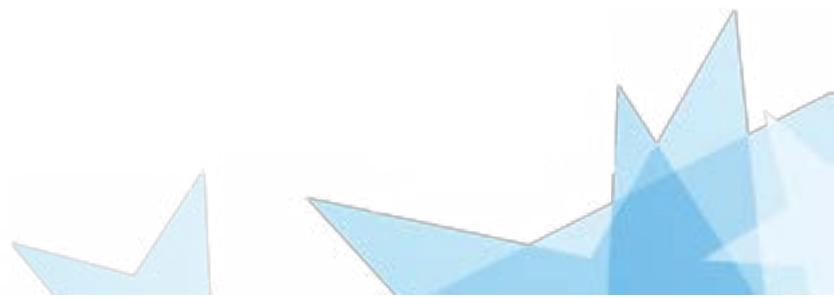
Low language skills prevent many VET staff to take part in job shadowing and teaching assignments abroad, which are currently the two options of activities for K1 VET staff mobility.

Most schools openly declared that what they are organising under job shadowing (90% of VET staff mobility applied for), are in reality study visits of few days for groups of teachers.

Moreover, there is a high demand for training activities for staff that at present VET providers are obliged to apply under the K1 School Education, competing with a larger audience.



Staff Training



Solution

Introduce as eligible activities for VET staff mobility both study visits, as it used to be in the former LLP VETpro, and training courses, like it is the case in the K1 School.



Cooperation



Recommendation

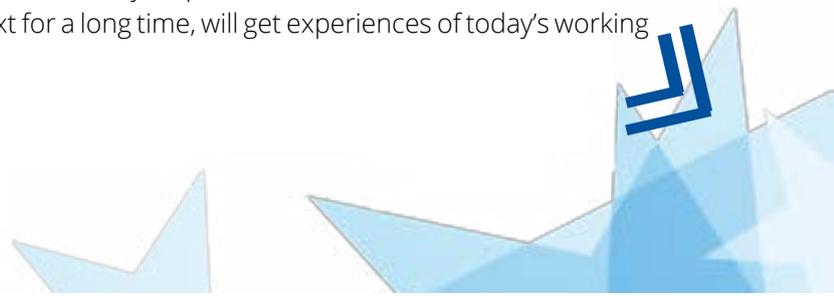
To strengthen their cooperation with the business sector, VET providers recommend to open the possibility to send staff of companies they cooperate with as eligible participants, in order to organize joint mobilities of VET and company staff.



Liisa Metsola, Development Manager -Invalidisäätiö / Vocational College Live - Finland

In order to fully benefit from staff exchanges more focus should be placed on short term exchanges in companies - possibly and preferably alongside with students.

The updating of skills cannot be achieved through short study visits but rather working in companies to learn new methods, processes and practices. Also it is extremely important that the staff, that has been working in VET context for a long time, will get experiences of today's working life pace and demands.

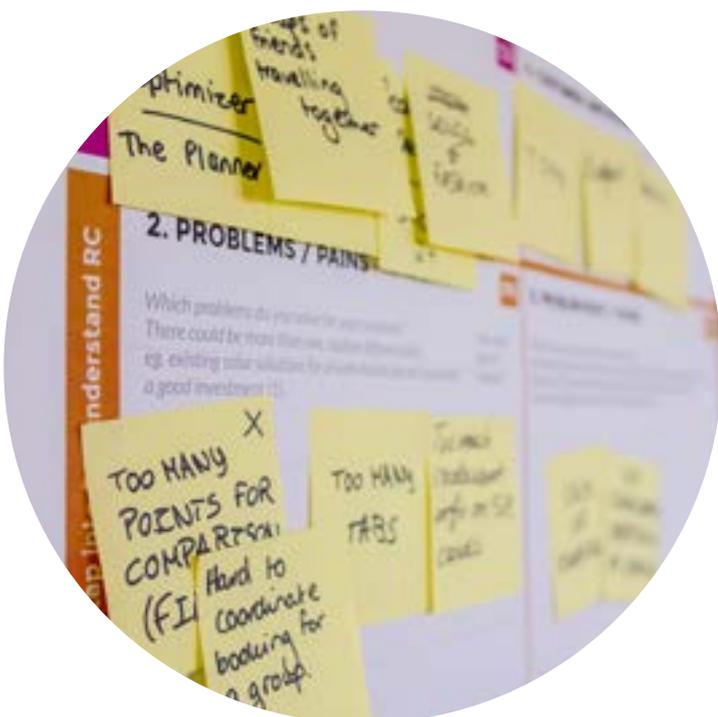


2.B. Introduce the definition of Mobility providers

Problem

Organizing transnational learning mobility by building own school network has proven benefits for VET providers, in terms of internationalization as well as in building the capacity to promote activities and cooperation at European level.

EFVET recognizes that, in the past 15 years, a demand for specific services to ensure the organisation of traineeships abroad has been created due to multiple reasons, which include the specific characteristics of some VET national contexts (not allowing internal staff to be dedicated to international activities), the strategy and approach of individual VET providers, as well as the significant growth and development of VET mobility.



The IVET sector, due to the different age and background of the target group, which often involves minors as well as young people at risk of social exclusion, requires much higher standards in terms of organisation than HE, in order to have a successful mobility. The research of hosting companies and the matching with the students, the arrangements for accommodation and local transports are only some of the services that many VET providers today prefer to receive from professional organisations rather than to organise by their own from the sending country or to build a partnership with other VET providers based on reciprocity and mutual voluntary work.

While the risk of quality assurance in terms of standards and procedures is transversal to all mobility exchanges and should be tackled with measures applicable to any mobility project, mobility initiatives based on reciprocity and voluntary work imply a limitation on quantity. This approach is not scalable within those VET systems where, due to organizational or budget constraints, dedicated and competent staff responsible for international relations are missing. Furthermore, also among those VET providers with international relations officers, the implementation of mobility initiatives often relies on paid services because:

- ✓ Adopting reciprocity schemes, and thus being responsible to provide mobility solutions for other VET providers, distracts the focus and increases the burden on the implementation of own outgoing VET mobility;
- ✓ For sending organizations reciprocity, due to limited numbers that each receiving VET provider can manage, increases complexity, and thus reduces efficiency and ultimately raises costs.

» "Intermediary organisation" is a word that gives a negative image to Mobility providers, mostly because do not recognise their professionalism. It is a word coming from the financial sector which can hardly adapt to education and training, attracting on the contrary any sort of organisation which might consider Erasmus Plus as a source of business to exploit.

No data is available yet about the actual percentage of VET mobility projects relying on Mobility providers but we witness that this is a relevant phenomenon, as confirmed by the award winning DA VINCI College.

Mobility Providers



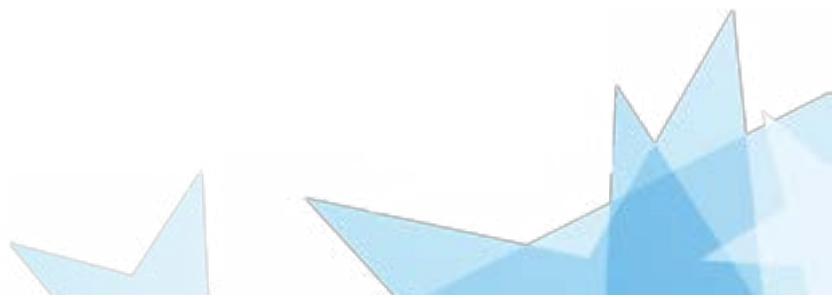
Mobility providers can be public or private organisations, even schools, which offer services to VET providers for the design and organisation of VET mobility projects. They can support VET.

Andre Schoonhoven, International Relation Officer, DA VINCI COLLEGE, The Netherlands



If we want to give more students the chance to go abroad, we have to work with Mobility providers. It is impossible to organize this ourselves. Mobility in VET is different from Higher Education as we do it mainly in companies. Organizing mobility in companies is very time consuming, also because, nowadays, businesses are reluctant to take in a student from abroad, especially for short periods. Also as a college, there is a limit to the number of incoming students. It takes many hours to organize incoming mobility, and although we are open to it and think it is very important, it is time (so money) consuming.

While Mobility providers are able to organize incoming mobility, it is important to work only with those offering high quality, so sharing and adopting common quality standards and procedures is essential. They very often also assist in the tutoring of the students, which is of great importance for accompanying teachers, especially when dealing with students with fewer opportunities.



Solution

Introducing in the new Program Guide the definition of Mobility providers will be the first step to create awareness of the sector and to highlight that attaining ambitious VET mobility objectives requires professional skills and competences, as well as the adoption of common quality standards and procedures.



Recommendation

We call specific support to Associations of VET providers to involve the community of practitioners, both VET and Mobility providers, to define clearer and measurable quality standards for the organisation and implementation of mobility schemes.

Mobility Schemes





3.A. Adequate individual support

Problem

In several countries budget for individual support has proved to be not adequate to ensure participants the minimum quality standards, due to some NAs decision to give the minimum amount per day.

The problem is particularly strong within:

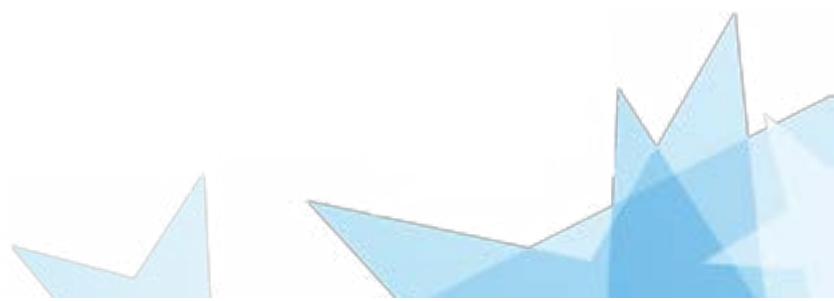
- ✓ Short-term mobilities, because of the higher subsistence costs that this type of mobility generates;
- ✓ VET learners from EQF level 5 are treated as HE students and therefore they have within the same VET school different economic conditions for mobility than their peers with EQF level 3 and 4.

With the perspective in the new Programme to significantly increase the number of participants, and therefore applications approved, we wish to highlight that the raise in the number of applications will not automatically correspond to a proportional increase of successful mobilities.

In this perspective, we identify two risks from not adequate individual support, especially for short-term mobility:

1. **Lowering the interest of learners into mobility:** in many cases IVET learners come from a background for which they would not participate in mobility unless it is offered with the minimum quality standards and no extra costs for their families.
2. **Narrowing scalability of mobility:** a low individual support leaves VET providers with the only option of adopting reciprocity and voluntary work as model to organise mobility, which may bring some limitations as outlined above under point 2B.

Individual support



Solution

We suggest to raise the minimum individual support for VET learners' mobility.

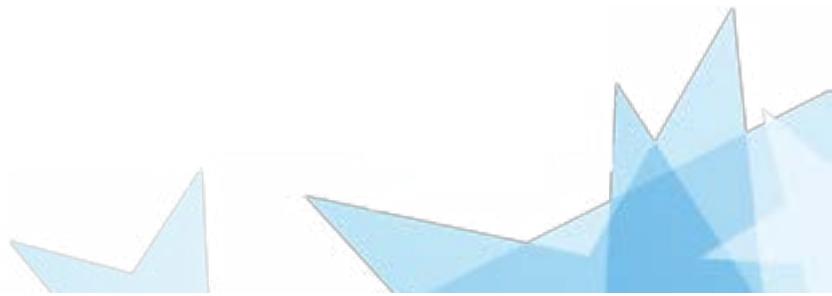
Based on the analysis of current mobility schemes implemented by the members answering the survey, we believe that an increase of the minimum individual support, in the reason of 18 euro per day, would be adequate to provide learners with proper minimum standards.



VET learners mobility



Increase of 18e per day



The tables below outline the impact of this provision, on daily minimum support and on short-term mobility initiatives.

 **Increased daily minimum support**

Receiving country	Learners mobility Min-Max (per day)	
	Current	Suggested
Norway, Denmark, Luxembourg, United Kingdom, Iceland, Sweden, Ireland, Finland, Liechtenstein	30 - 120	48 - 120
Netherlands, Austria, Belgium, France, Germany, Italy, Spain, Cyprus, Greece, Malta, Portugal	26 - 104	44 - 104
Slovenia, Estonia, Latvia, Croatia, Slovakia, Czech Republic, Lithuania, Turkey, Hungary, Poland, Romania, Bulgaria, the Former Yugoslav Republic of Macedonia	22 - 88	40 - 88

13

 **Impact on short-term mobilities (suggested vs. current budgets)**

Receiving country	Impact of increased min. individual support		
	14 days	21 days	28 days
Norway, Denmark, Luxembourg, United Kingdom, Iceland, Sweden, Ireland, Finland, Liechtenstein	672 vs. 420	907,2 vs. 567	1.142,4 vs. 714
Netherlands, Austria, Belgium, France, Germany, Italy, Spain, Cyprus, Greece, Malta, Portugal	616 vs. 308	831,6 vs. 491,4	1.066,8 vs. 618,8
Slovenia, Estonia, Latvia, Croatia, Slovakia, Czech Republic, Lithuania, Turkey, Hungary, Poland, Romania, Bulgaria, the Former Yugoslav Republic of Macedonia	560 vs. 308	756 vs. 415,8	971,6 vs. 523,6

Recommendation

VET mobility for EQF level 5 are financed under Higher Education, although the majority of the target group come from a VET student background and they attend a VET school or a training center.

Financing mobility of VET EQF level 5 in coherence with VET individual minimum support will allow VET providers to offer equal conditions to their students regardless of the EQF level.

EQF level 5



14

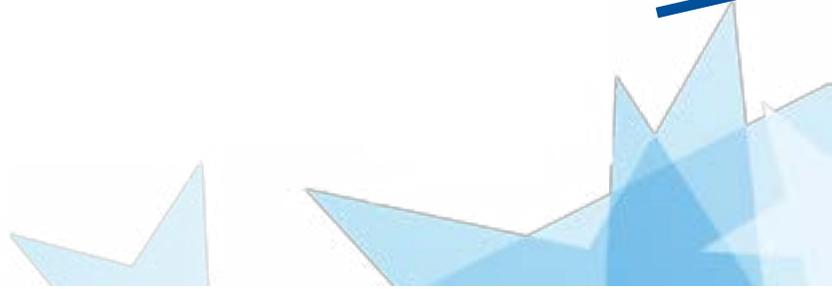


Alfredo Garmedia, International Coordinator, SAN VIATOR - Spain

Our school is an inclusive one that offers VET and HiVET education to a wide range of students: teenagers and adults, nationals and migrants, with less opportunities and/or mental disabilities.

Our goal is to assure they all have the same opportunities and mobility is one of the most important as it is a life changing experience.

To do so, we need fair inclusive budgets, adapted to all participants' needs.



3.B. Promote a mobility consortia



Recommendation

Promote Mobility Consortia as a model to increase the participation of VET providers, especially the small ones, thanks to the experience and operational capacity of one experienced coordinator. As a matter of fact, it is not envisageable that each VET provider will be beneficiary of an Erasmus KA1 project, however via the participation in a Mobility Consortium most of them could be involved and open their school to Europe.

To encourage organisations to take the lead of a Mobility Consortium, which requires more work and commitment for the lead partner, we suggest to foresee a small increase between 20% and 25% of organisational costs, according to the size of the consortium.

What at first could be seen as extra costs, it ends to be an added value because of the cost-effectiveness of Mobility Consortia from all points of view: more VET providers involved, centralized administrative costs, more mobilities on a single project with a wider impact, less administrative work for National Agencies.

Find below a concrete example of the time and money saved by a Mobility Consortium.



15

Eg. Ten schools each with a project of 50 mobilities would make a total of 175.000€ under organisational costs (350€ x 500 mobilities).

A Mobility Consortium of ten schools for a project of 500 mobilities currently receives 115.000€ for organizational costs (350€ x 100 mobilities + 200€ x 400 mobilities).

With the suggested increase under organizational costs for a Mobility Consortia in the reason of 25%, this model would still represent a saving of 18%.

Moreover, on the NA administrative side, a Mobility Consortium means 1 grant agreement to contract and 1 project to manage, making the work of a NA 10 times more effective.

Economic benefits of Mobility Consortia with an increase of 25% under organizational costs.

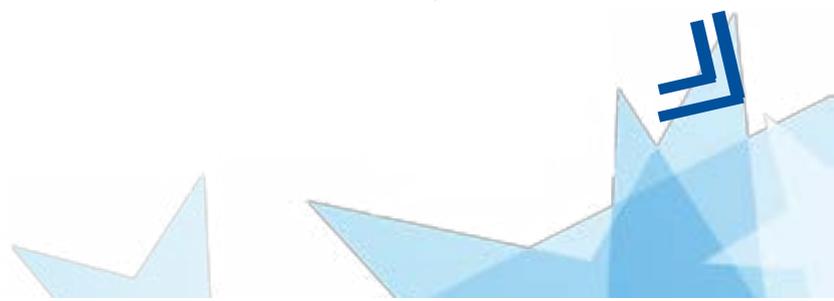
MODEL	Number of application	Mobilities per project	Organisational costs current budgets	Organisational costs suggested budgets
Single VET provider	10	50 x 10	50 x 350 = 17.500 17.500 x 10 = 175.000	50 x 350 = 17.500 17.500 x 10 = 175.000
Mobility Consortium 10 VET providers	1	500	A) 100 x 350 = 17.500 B) 400 x 200 = 80.000 A) + B) = 115.000	A) 100 x 350 = 17.500 B) 400 x 200 = 80.000 A) + B) x 25% = 143.750

Mobility Consortia




Andrea Lombardi, CEO UNISER - Italy

I think Mobility Consortia are the key to make Erasmus an opportunity offered by all VET schools in Europe. We first approached this model in 2013 through an LLP Leonardo Network project because the demand of support from schools was so high and the management of a single project so time consuming, that we needed to find new sustainable ways to answer to it. We started the first consortium in 2014 with Erasmus+ : 37 IVET training centers all over Emilia-Romagna Region enrolling 12.000 students. None of them would have ever had the possibility to offer their students mobility opportunities otherwise. Less than four years later we coordinate 10 consortia in three countries. The model has a great potential in terms of scaling-up and the satisfaction of schools and students is very high. Those are the two main success factors which make us believe Mobility Consortia to be the future of VET mobility.





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