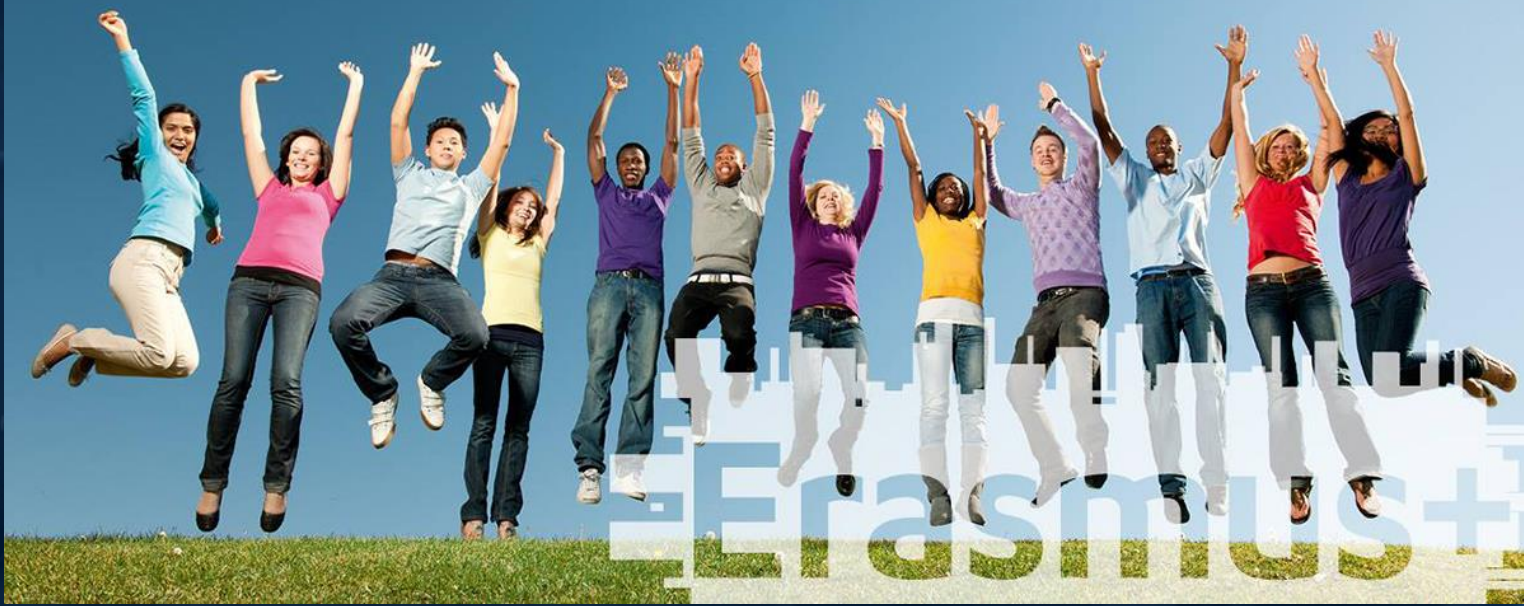


CONNECTING PATHWAYS:

ERASMUS+ MOBILITIES IN VET



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12 TO 15 NOVEMBER 2024
SEVILLE, SPAIN

AGENDA



The evolution of EU funding for VET mobility



Understanding the diversity of VET systems Across Europe



Enablers and disablers of cross-border long-term apprentice mobility



Council Recommendation “Europe on the move”



Ensuring Quality: in VET learner and apprentices mobility experiences



Initiatives and organisations supporting Apprentices mobility



Conclusions

THE EVOLUTION OF EU FUNDING FOR VET MOBILITY:

HISTORICAL PERSPECTIVE



The policy context

The EU Treaty – Article 166

“...foster cooperation with third countries and the competent international organisations...”

The European Education Area

“Geopolitical dimension” and

“Education as part of a stronger Europe in the world”

The Council Recommendation on VET

“Promoting VET in an international context”, and establishing a target of
“8 % of learners in VET benefit from a learning mobility abroad” by 2025

The Osnabruck Declaration

“European Education and Training Area and international dimension of VET”

The Council Recommendation Europe on the Move

12% of VET learners to have mobility experiences by 2030



EU Support for VET mobility in Europe

1964-1967

**Exchange
of young
workers**

*1988-1992
1992-1994*

Petra I & II

*1995-1999
2000-2006*

**Leonardo
da Vinci**

2007-2013

**Lifelong
Learning
Programm
(LDV)**

*2014-2020
2021-2027*

Erasmus+

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

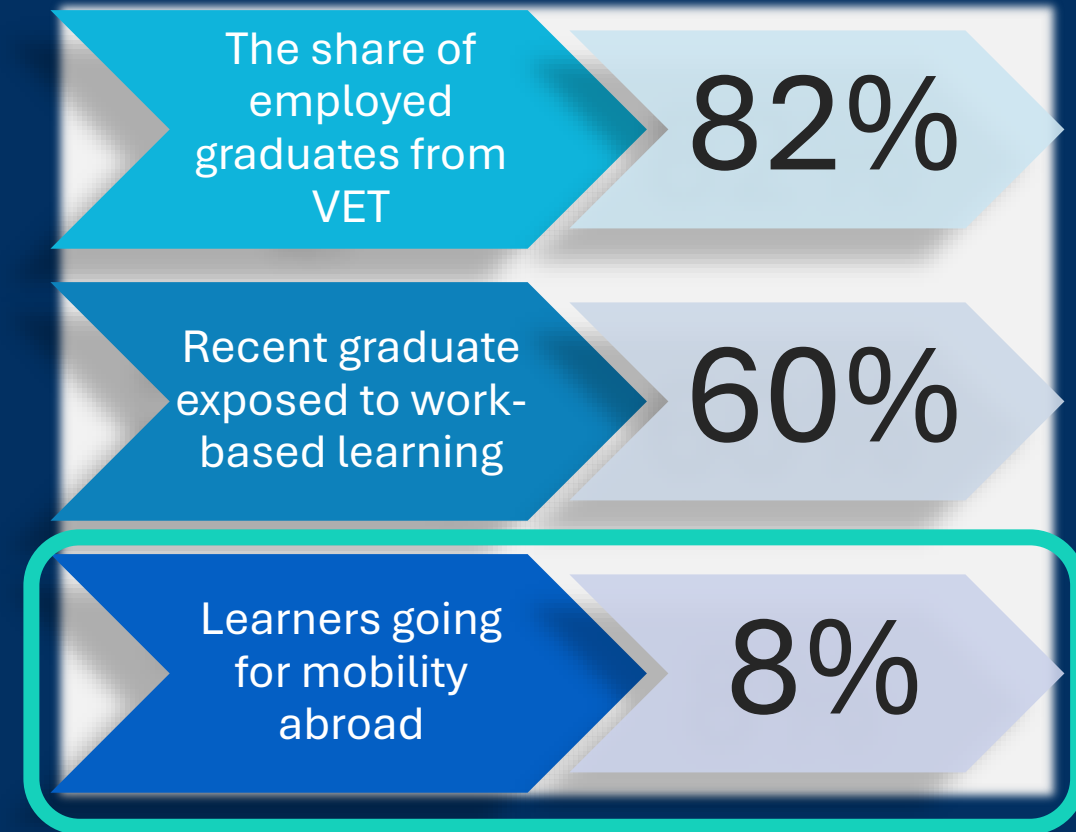
- European **citizenship**
- Free **movement** of citizens - learner and labour mobility
- Higher **employability** rates
- **Competitiveness and innovation**
- **Social cohesion**

For VET Institutions

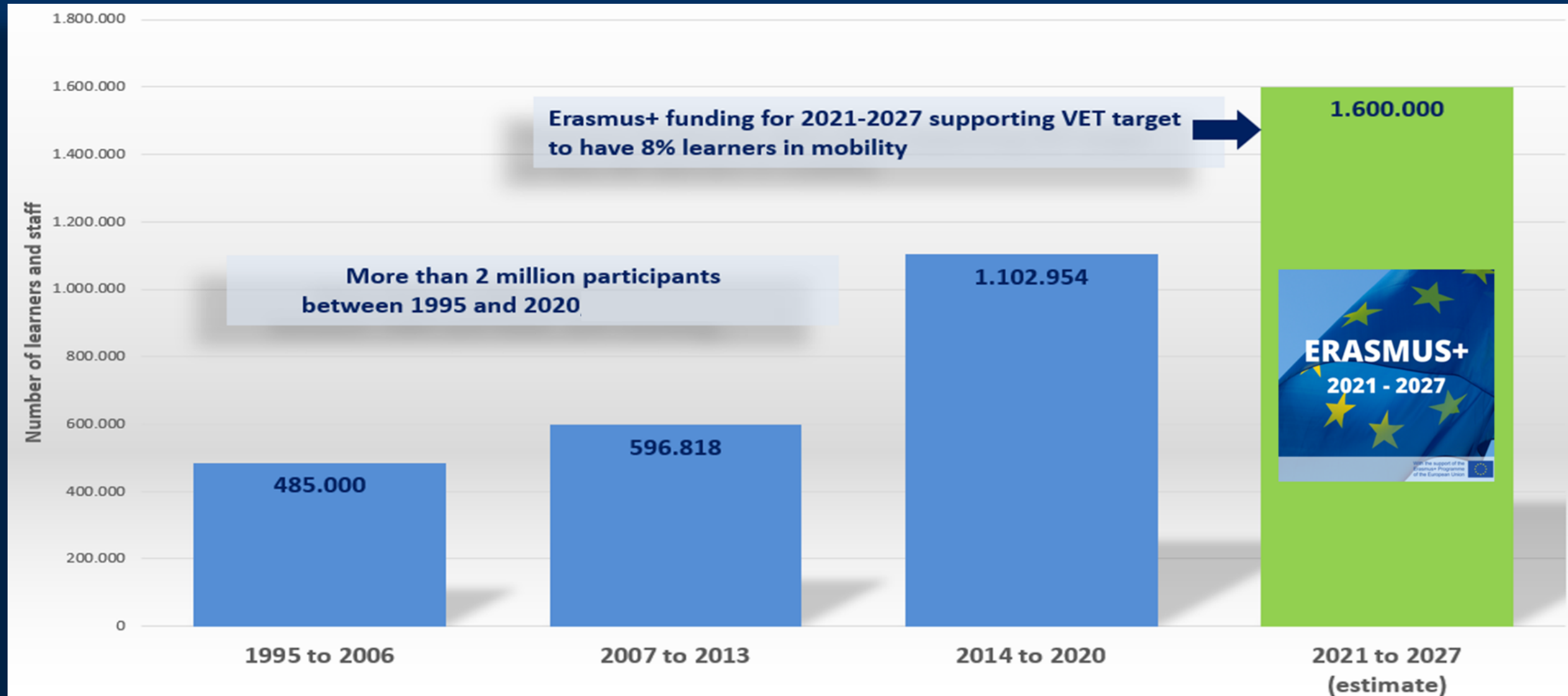
- **Internationalization** of institutions and qualifications
- Trigger to **innovation** and improving teaching methods and learning materials
- Transfer of knowledge and skills
- Improving recognition of learning outcomes (acquired abroad)
- Greater **involvement** with companies and VET institutes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



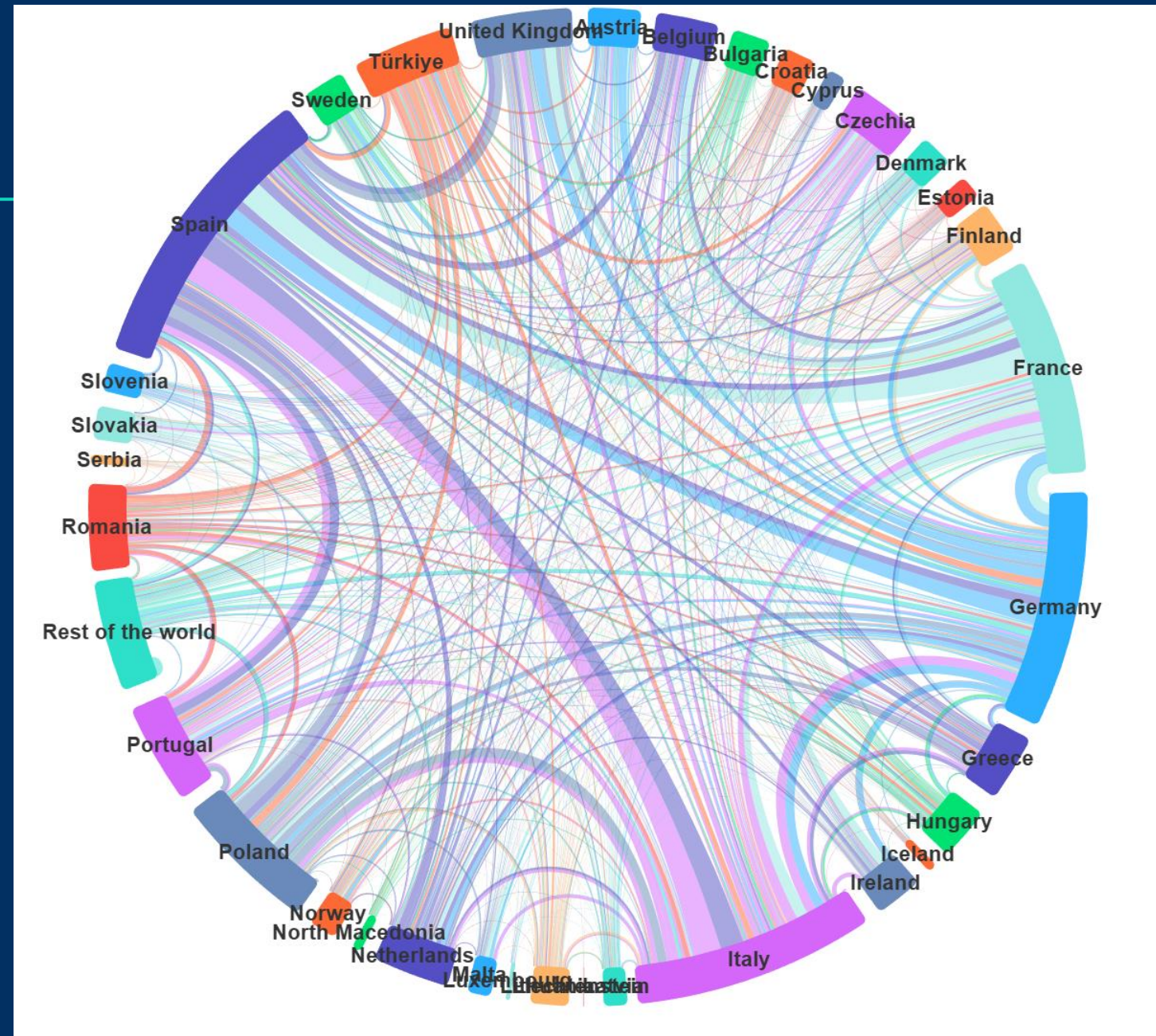
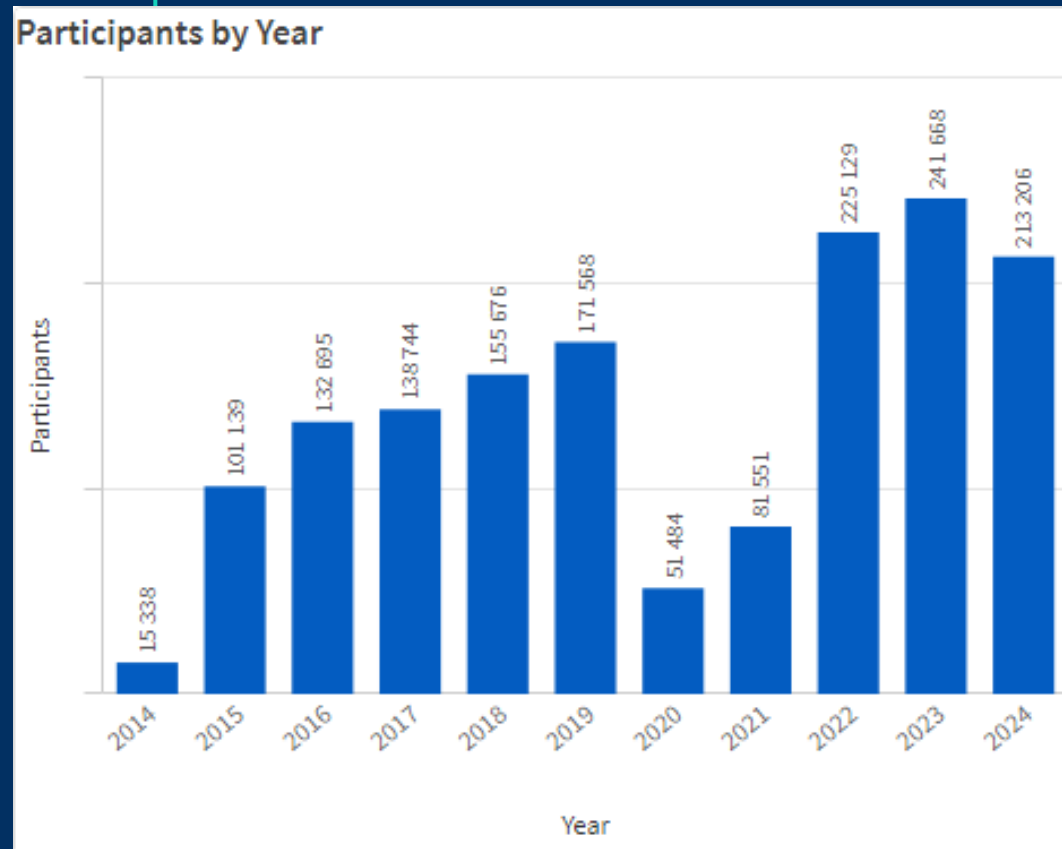
2020 Council Recommendation on VET



EU funding to support Individual mobility of VET learners and staff



Erasmus+ VET Learner mobility flows since 2014



UNDERSTANDING THE DIVERSITY OF VET SYSTEMS ACROSS EUROPE

For more information see Cedefop webpage:
<https://www.cedefop.europa.eu/en/projects/vet-systems-europe>



DEFINITION OF VOCATIONAL EDUCATION AND TRAINING (VET)

“Learning that aims to acquire knowledge, know-how, information, values, skills and competences – *either job-specific or transversal* – required in specific occupations or more broadly on the labour market.”

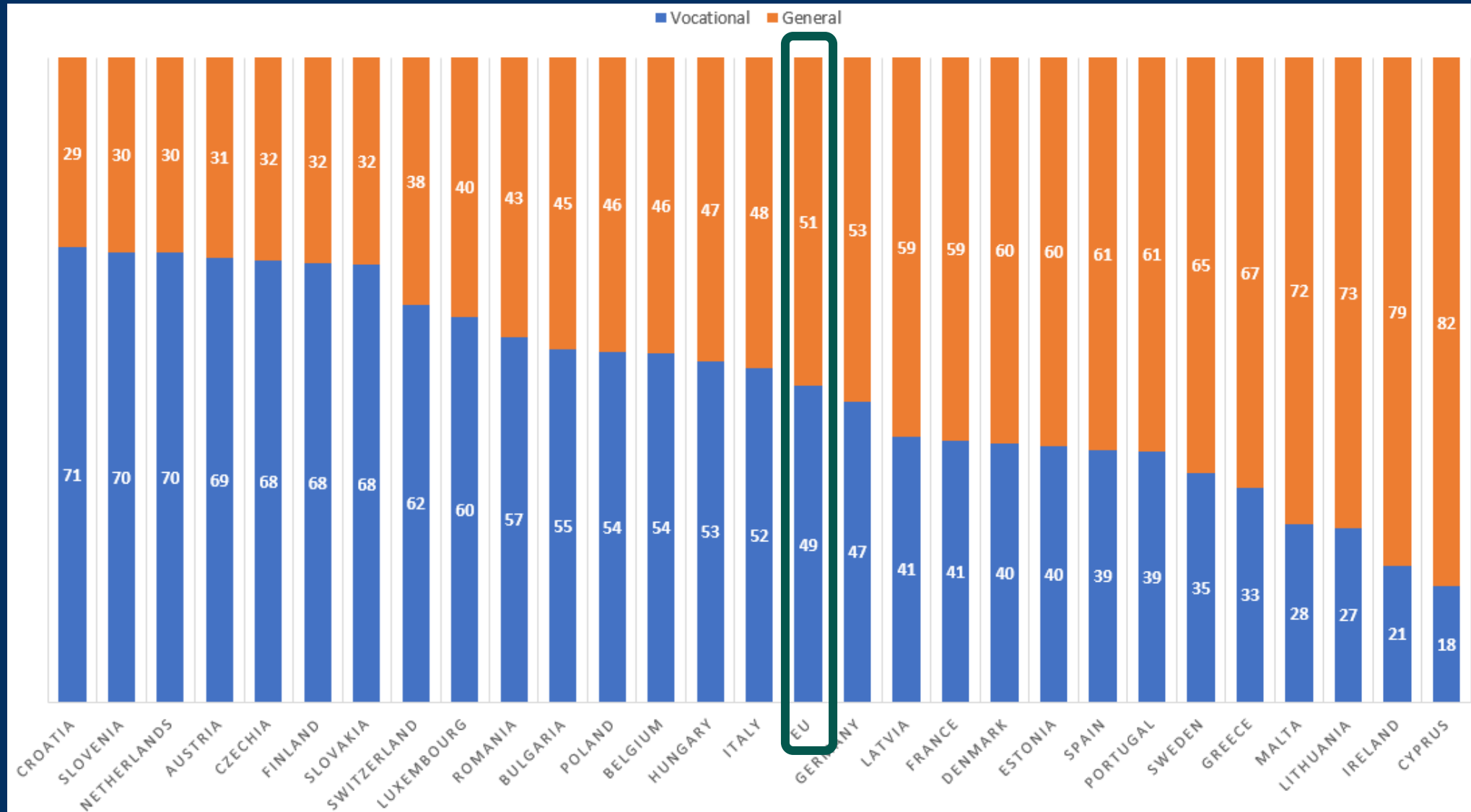
Comment

- VET covers **initial vocational education and training, continuing vocational education and training** at secondary, post-secondary and higher levels;
- It plays an increasing role in **retraining and upskilling** adults;
- VET can take place in a broad range of – **formal and non-formal** – settings and – **public or private** – sectors.



Source: Based on European Commission and [Cedefop](#) definitions, 2021.

Share of VET and General education learners, enrolled in upper secondary level programs (2022)



Clusters of VET systems in Europe



Clusters of VET systems in Europe

SCHOOL-BASED VET SYSTEM

CHARACTERISTICS

- Predominantly takes place in **school settings** with minimal on-the-job training or work-based components
- **Centralized curricula** focused on theoretical and practical skills for specific occupations
- **Limited work-based learning**, often in simulated environments or brief internships

STRENGTHS

- **Uniform education quality** across institutions
- **Comprehensive theoretical knowledge:** Strong emphasis on foundational and occupation-specific theory
- **Accessibility:** Easier to implement in regions with limited industry engagement or apprenticeship traditions

CHALLENGES

- **Limited Work-Based Learning:** Less hands-on work experience for graduates
- **Industry disconnect:** Limited interaction with real workplaces may lead to outdated or mismatched skills
- **Employability challenges:** due to lack of practical, job-specific skills

COUNTRIES: Greece, Portugal, Spain, Italy, Romania, Bulgaria, Cyprus, and Lithuania

Clusters of VET systems in Europe

DUAL VET SYSTEM

CHARACTERISTICS

- Education takes place largely in **real workplace settings** through apprenticeships/traineeships
- **Companies play a central role**, funding and designing training programs with schools
- **Training standards co-developed** by employers and education authorities

STRENGTHS

- **High employability:** graduates enter workforce with extensive on-the-job experience and practical skills
- **Strong industry connection** with companies heavily involved, ensuring skills align with job market
- **Steady supply** of skilled labour matching local industry needs

CHALLENGES

- **Access limitations:** smaller companies/regions may struggle to participate
- **High resource demands:** significant investment from companies and regulatory oversight required
- **Educational narrowing:** training is often occupation-specific, limiting graduate flexibility

COUNTRIES: Denmark, Luxembourg, Austria, Germany, and Switzerland

Clusters of VET systems in Europe

HYBRID VET SYSTEM

CHARACTERISTICS

- **Combines** school-based education with significant work-based learning
- Students split time between **school** and **practical training** with companies/local industries
- **Flexible national/regional curricula** adapted to local industry needs

STRENGTHS

- **Balanced learning:** theoretical and practical skills for better labour market preparation
- **Industry collaboration:** skills aligned with local employer needs
- **Adaptable and flexible:** schools can adjust curricula based on regional employment trends

CHALLENGES

- **Resource intensity:** Requires significant coordination and resources to manage industry partnerships
- **Quality variability:** Work-based learning quality depends on local industry capacity and commitment
- **Demand on students:** Balancing school and work context can be challenging

COUNTRIES: France, Estonia, Slovenia, Latvia, Croatia, Finland, Belgium, Hungary, Poland, Ireland, Czechia, Sweden, Malta, Slovakia and Netherlands

Explaining the diversity of VET systems

School-Based Systems

- Suited for countries with **less industry involvement** and **standardized curricula**
- Typically found where industrial **resources for apprenticeships are limited**
- Evolving towards greater **industry engagement**

Hybrid VET Systems

- **Balance** between school-based education and practical industry components
- Suitable for countries with **variable industry ties** and **regional economic diversity**
- Offers **autonomy and flexibility**, responding to local economic needs

Dual Systems

- Effective where **industry plays a significant role** in education and there's a **tradition of apprenticeships**
- Deeply **integrates work-based training** with the education system
- Structured to ensure **substantial hands-on industry involvement**

Challenges to Effective & Quality Learner Mobility in the EU

Curricular & Qualification Mismatches

- **Diverse curricula** and **lack of standardized qualifications** complicate course alignment and recognition of skills across countries.

Regulatory & Quality Differences

- Each country's **unique regulations and quality standards** hinder institutional partnerships and alignment of VET programs.

Academic Calendar Misalignment

- **Varying term dates and holiday schedules** disrupt learners' studies, causing credit transfer issues and delays.

Language & Communication Barriers

- **Technical terminology** and **language differences** create misunderstandings in both classrooms and work placements.

Financial & Resource Disparities

- **Limited funding**, high travel costs, and **unequal access to support services** make mobility less accessible, especially for disadvantaged learners.

Cultural & Social Adjustment

- Moving to a new country involves **adapting to different learning styles and social norms**, impacting learners' full engagement and integration.

ENABLERS AND DISABLERS OF CROSS-BORDER LONG-TERM APPRENTICE MOBILITY

For more information see Cedefop webpage:
<https://www.cedefop.europa.eu/en/themes/apprenticeships>



DEFINITION OF APPRENTICESHIP

Systematic, long-term training alternating periods at the workplace and in an education or training institution.

Comment

- leads to **recognised qualifications**;
- is based on an **agreement defining the rights and obligations of the apprentice, the employer and, where appropriate, the vocational education and training institution**; and
- with the **apprentice being paid or otherwise compensated** for the work-based component;

Source: [Cedefop](https://www.cedefop.europa.eu/en/themes/apprenticeships); Council of the European union, 2018b.



Cedefop database on apprenticeship schemes

The screenshot shows the homepage of the Cedefop European database on apprenticeship schemes. The header features the CEDEFOP logo and navigation links for 'VIEW MORE ONLINE TOOLS', 'LOGIN', and 'REGISTER'. Below the header is a navigation bar with icons and labels for 'Introduction', 'Country fiches', 'Scheme fiches', 'Comparison tables', 'Map', and 'Advanced Search'. The main content area is divided into two sections. On the left is a 4x3 grid of 12 icons representing various aspects of apprenticeship, such as a globe, a lightbulb, a headset, a graduation cap, a person, a sand hourglass, a computer monitor, documents, a book, a microscope, a globe with a computer, and a laptop with a gear. On the right is a 'Welcome' section with the following text:

Welcome

The European database on apprenticeship schemes collects and presents structured, comparable information on apprenticeship schemes in EU Member States plus Iceland, Norway, Switzerland, and the UK.

Organization

The database collects and organises information on apprenticeship at country level and at scheme level, allowing for comparison by country as well as by scheme. Information can also be retrieved through the map of Europe, or through an advanced search tool.

Scope

The database only contains apprenticeship schemes (considered as such in the national official definitions, i.e. what governments define as such by means of norms and minimum legal requirements) that have a stable/valid legal basis, are system-level or mainstream schemes, and lead to formal VET qualifications. Pilot schemes, even when underpinned by a legal basis, are beyond the database scope.

The term apprenticeship scheme refers to a systematic arrangement about how apprenticeship provision should be designed, delivered, assessed, certified, and governed within the overall VET system. More than one scheme may exist in a country.

Key Elements to Compare Apprenticeship Systems

Governance & Stakeholders

- Who manages and funds apprenticeships? (Government, employers, unions)

Curriculum & Industry Alignment

- How closely is training aligned with industry needs?

Employer Involvement

- What role do employers play in training and assessments?

Funding & Incentives

- How are apprenticeships funded, and what incentives attract learners?

Transition to Employment

- How effectively do apprenticeships lead to jobs?

Disabling Factors for Cross-Border Apprentices Mobility

FRAMEWORK LEVEL

- **“Brain drain”** concerns deter sending countries with skill shortages.
- **Limited engagement** from sectoral **employer organizations** on mobility initiatives.
- Smaller, **locally-focused companies lack capacity** for cross-border apprenticeships.

SYSTEM LEVEL

- Differences in apprenticeship **duration, contracts, and alternance structures** complicate mobility.
- **Legal and financial complexities** (e.g., maintaining remuneration, safety standards abroad, social security).
- **Employers’ reluctance** due to high productivity loss and costs of supporting outgoing apprentices

IMPLEMENTATION LEVEL

- **Limited awareness and interest** from employers to host or send apprentices.
- **SMEs lack resources** to manage mobility logistics (e.g., housing, administration).
- Language barriers and **low interest among apprentices**, often due to unfamiliarity with host conditions.

Key Challenges and Policy Suggestions for Cross-Border Long-Term Apprenticeship Mobility (CBLTMA)

LACK OF ADMINISTRATIVE CAPACITY AND KNOW-HOW

Simplify administrative processes: Create user-friendly guides and templates, establish support services, explore digital solutions, and foster inter-country collaboration.

HETEROGENEITY OF APPRENTICESHIP SCHEMES

Promote quality and recognition: Develop clear quality standards, facilitate mutual recognition of learning outcomes, and encourage collaboration among VET providers.

APPRENTICE FUNCTION AND REMUNERATION

Incentivize employers: Highlight the benefits of CBLTMA, provide financial incentives to offset costs and productivity loss, and ensure fair apprentice remuneration.

LIMITED APPRENTICE INTEREST

Increase apprentice interest: Emphasize career benefits and personal development, offer comprehensive support services, and guarantee job security upon return.

LACK OF NATIONAL STRATEGIES AND EMPLOYER INTEREST

Develop national strategies: Create comprehensive strategies outlining objectives, funding, and quality assurance, involving social partners, and raise awareness about the advantages of CBLTMA for apprentices and companies.

2024 COUNCIL RECOMMENDATION

“EUROPE ON THE MOVE”

For more information see :
https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C_202403364



Key proposals in the CR "Europe on the Move"

ENHANCE RECOGNITION AND EMBED MOBILITY IN CURRICULA

Integrate mobility into education systems, simplify mutual recognition of qualifications, and improve recognition of learning outcomes from mobility experiences.

SET MOBILITY TARGETS

Aim for **23% of higher education** graduates and **12% of VET learners** to have mobility experiences by 2030.

INCLUSIVE OPPORTUNITIES

Expand mobility opportunities to learners of all ages, including teachers and apprentices.

STRENGTHEN EUROPEAN IDENTITY

Foster intercultural understanding and a common European identity.

PROMOTE SUSTAINABLE TRAVEL OPTIONS

Encourage environmentally friendly travel and sustainable practices in mobility programs.

IMPROVE LANGUAGE SKILLS

Strengthen language-learning at all education levels.

PROMOTE LIFELONG LEARNING AND MOBILITY

Enhance skills and employability through learning mobility.

SUPPORT INCLUSION

Ensure at least **20% of learners with fewer opportunities** benefit from mobility by 2027.

RAISE AWARENESS

Increase awareness about mobility opportunities.

SIMPLIFY PROCEDURES

Streamline administrative processes for mobility.

Fostering mobility of Apprentices - *Proposals Annex II*

SYSTEM-LEVEL SUPPORT

- **Integrate mobility** in national strategies and sectoral plans.
- Leverage **Centres of Vocational Excellence** for high-quality, mobile curricula.
- Assign **dedicated mobility coordinators** for logistical and administrative support.
- Build cross-border networks to help **simplify recognition** of skills gained abroad.

SUPPORT FOR APPRENTICES

- **Ensure inclusivity** with additional funding and tailored support for **apprentices with fewer opportunities**.
- **Preparation and support**, providing language training, mentorship, and virtual preparation.
- Actively **promote mobility programs** in VET schools and online platforms.

SUPPORT FOR COMPANIES

- Offer **financial incentives** to mitigate productivity loss and encourage apprentice return.
- **Assist SMEs** with sector-based networks and legal guidance.
- Encourage government-industry **partnerships** to address green and digital skill gaps.
- **Promote Erasmus+** opportunities and the European Alliance for Apprenticeships

TAKEAWAY: Mobility can significantly enhance apprentices' skills and employability, with benefits for individuals and companies

ENSURING QUALITY: IN VET LEARNER AND APPRENTICES MOBILITY EXPERIENCES

For more information see :

<https://ec.europa.eu/social/main.jsp?langId=en&catId=1536>

<https://erasmus-plus.ec.europa.eu/document/erasmus-quality-standards-mobility-projects-vet-adults-schools>

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0502%2801%29>



Applying EQAVET in VET Mobility Programs

OVERVIEW

Purpose of EQAVET: Provides a shared quality framework across VET in Europe.

Relevance to Mobility: Sets high quality standards at VET system and provider levels

Cross-Border Trust: Fosters mutual recognition of skills and qualifications.

EQAVET INDICATIVE DESCRIPTORS

Planning: Setting clear, labour market-aligned goals with stakeholder input.

Implementation: Mobilize resources and train staff to support quality mobility.

Evaluation: Regularly assess outcomes and gather learner feedback.

Review: Use feedback to continuously improve mobility programs.

EQAVET INDICATORS

Quality Assurance: Apply internal standards for transparency and trust.

Training Investment: Develop staff skills to support learner mobility.

Completion & Placement: Track success to identify improvement areas.

Skill Relevance: Ensure skills match labor market needs.

Access & Guidance: Provide guidance to help learners choose mobility experiences

The Erasmus+ Quality Standards for mobility projects



CORE PRINCIPLES

- Prioritize **inclusion, diversity, and sustainability** in activities.
- Use **digital tools** for virtual/blended mobility.
- Actively **engage in Erasmus networks** to share and support.



EFFECTIVE MANAGEMENT

- **Retain control** of core tasks and ensure **transparency**.
- **Use participant feedback** for continuous improvement.
- In consortia, **distribute tasks/resources fairly**; involve members in decisions.



PARTICIPANT SUPPORT

- Ensure quality in **logistics, safety, and selection**.
- Provide **preparation and monitoring** with host support.
- Offer **language training** and define/evaluate **learning outcomes** for recognition.



RESULT SHARING

- **Share outcomes** internally and publicly to showcase impact.
- **Acknowledge EU funding** within the organization and to participants.

Sets guidelines to ensure high-quality learning experiences for participants

European Framework for Quality & Effective Apprenticeships

OBJECTIVES OF THE RECOMMENDATION:

- Increase apprentices' **employability** and **personal development**.
- Contribute to the development of a **highly skilled and qualified workforce** responsive to labour market needs.
- Provide a **coherent framework** for apprenticeships based on a common understanding of **quality and effectiveness**.
- Proposes a set of "**Criteria for learning and working conditions**", as well as "**Criteria for framework conditions**", that contribute to ensure quality learning mobility of Apprentices.

CONTRIBUTION TO QUALITY APPRENTICE MOBILITY

- **Promoting transnational mobility:** Transnational mobility should be progressively promoted as a component of apprenticeship qualifications.
- **Mutual trust:** A common understanding of quality and effective apprenticeships across Member States **increases mutual trust**, making it easier for apprentices to participate in **cross-border mobility**.
- **Labor market needs: Transnational mobility** of apprentices helps them develop **job-specific skills and key competences**, making them **more responsive** to the needs of the labour market.
- **Flexible pathways:** The Recommendation advocates for **flexible learning pathways**, and sees mobility as a key component in achieving this.

GO INTERNATIONAL:

A Practical Guide for Internationalisation of VET

Purpose: Support institutions in developing internationalisation strategies to enhance global engagement and learner mobility.

Key Benefits:

- Equip learners with skills for a globalized market (languages, adaptability, intercultural competence).
- Strengthen institutional resilience and flexibility.

Key Takeaway: Embed internationalisation into daily practices, supported by all staff and stakeholders.



GO INTERNATIONAL

A practical guide for the internationalisation of schools, VET and adult education providers

ACTIONABLE STEPS

- 1. Create a Vision & Mission:** Define how internationalisation aligns with institutional goals.
- 2. Develop a Strategic Plan:** Include international goals in annual action plans with clear responsibilities and KPIs.
- 3. Build Partnerships:** Use domestic and international networks to expand mobility opportunities.
- 4. Ensure Continuous Improvement:** Apply quality assurance (Plan-Do-Check-Act) to enhance internationalisation efforts.

INITIATIVES AND ORGANISATIONS SUPPORTING APPRENTICES MOBILITY

European Alliance *for* Apprenticeships

*Good for youth,
good for business*



#ApprenEU

For more information see :

<https://ec.europa.eu/social/main.jsp?catId=1147>

<https://www.euroappmobility.eu/fr/>

<https://apprenticesnetwork.eu/>

<https://www.na-bibb.de/en/erasmus-berufsbildung/long-term-activities/lta-euroapprentices/>

The European Alliance for Apprenticeships (EAFA)

EAFA AND APPRENTICE MOBILITY INCREASING NUMBERS & QUALITY

- **Launched in 2013** by the European Commission to enhance the quality, supply, and image of apprenticeships in Europe.
- **Expands Mobility:** Facilitates cross-border apprentice placements and international learning experiences.
- **Shares best practices:** to improve mobility schemes.
- **Promotes Quality Standards:** Ensures high-quality apprenticeships that align with EU standards and frameworks.
- **Builds Partnerships:** Connects stakeholders and facilitates networking across Europe for collaboration on apprenticeship mobility.
- **Guidelines and tools:** Develops clear guidelines and tools to structure mobility experiences.
- **Secures Funding:** Increases financial support for mobility through Erasmus+ and ESF+.



TAKEAWAY: The EAfA plays a significant role in advancing apprentice mobility by raising awareness, supporting policy development, facilitating networking, and promoting funding opportunities.

The European Apprentices Network (EAN)

ORIGIN AND MISSION

- Established by the EU to represent apprentices' voices and high-quality VET and Apprentices learning experiences

ADVOCATES FOR MOBILITY-FRIENDLY POLICIES

- Works to remove barriers for cross-border apprentice placements.

AMPLIFIES APPRENTICE VOICES

- Involves apprentices in shaping EU VET mobility policies.

SUPPORTS SKILL RECOGNITION

- Ensures skills gained abroad are recognized at home.

RAISES MOBILITY AWARENESS

- Promotes benefits and pathways for apprentices to go abroad.

SHARES BEST PRACTICES

- Provides a platform for apprentices to exchange mobility experiences and insights.

PROMOTES INCLUSION

- Champions accessible mobility options for all apprentices.



Erasmus+ Ambassadors in VET (EuroApprentices)

WHAT IS THE EUROAPPRENTICES NETWORK?

Established in 2017, Euroapprentices is a European network of Erasmus+ funded VET learners and apprentices with international experience who serve as ambassadors for apprenticeship mobility.

Network includes E+ National Agencies in Austria, Belgium, Czech Republic, Finland, Germany, Italy, Poland, Portugal, Romania, Slovakia, Spain, and Germany



HOW EUROAPPRENTICES PROMOTES MOBILITY

- **Sharing Personal Experiences:** Share stories at events and online, motivating peers to explore mobility.
- **Peer Mentorship & Support:** Provides guidance and advice to VET learners considering international experiences.
- **Skill Development:** Equips ambassadors with communication, leadership, and presentation skills, enhancing their personal growth.
- **Raising Awareness:** Engages with schools, training centres, and VET organizations to showcase the benefits of international apprenticeships.

The EuroApprentice Spirit!



The Euro App Mobility (EAM) for apprentices

WHAT IS THE EURO APP MOBILITY (EAM) NETWORK?

A non-profit organization founded in 2020 to eliminate obstacles to long-term mobility for apprentices in Europe.

EAM goal is to create a European Vocational Education and Training Area for apprenticeships and vocational learning, similar to the European Higher Education Area



HOW EAM PROMOTES MOBILITY

- Advocates for increasing awareness of and providing better information on mobility opportunities.
- Supports the actors of international mobility of apprentices in the design of mobility projects and helps them to find sources of financial aid.
- Improves the quality of long-term mobility through the project: My Apprenticeship in Europe (MONA)
- Developed an international mobility passport providing key information to apprentices interested in mobility.
- Created MOVING SKILLS, an online platform that builds a network of international actors in apprentices' mobility.
- Encourages the exchange of good practices and promotes the soft skills acquired through mobility.

M O N A

c'est quoi ?

European Associations of VET providers



VET4EU2



EfVET

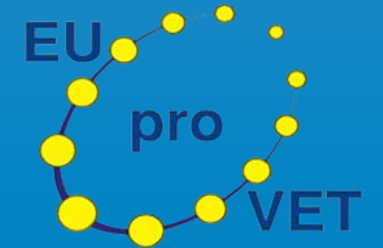


European Vocational Training Association

EVTA



EVBB



EUproVET



European Association of Institutions in Higher Education

EURASHE



EUCEN

CONCLUSIONS



CONCLUSIONS – Getting it done!

Ensure Quality

Apply Erasmus+ and EQAVET standards to guarantee impactful, high-quality experiences.

Internationalize VET Institutions

Foster global partnerships to innovate teaching and connect with industry.

Boost Access to Mobility

Support EU targets for 8% learner mobility by 2025, 12% by 2030.

Engage Networks

Leverage alliances like EAfA and EuroApp for resources and knowledge-sharing.

Remove Barriers

Address qualification recognition and administrative hurdles to ease mobility.

Empower Companies

Encourage SMEs to host and support apprenticeships for skill alignment.

Highlight Social & Economic Impact

Mobility fuels personal growth, societal cohesion, and EU competitiveness.



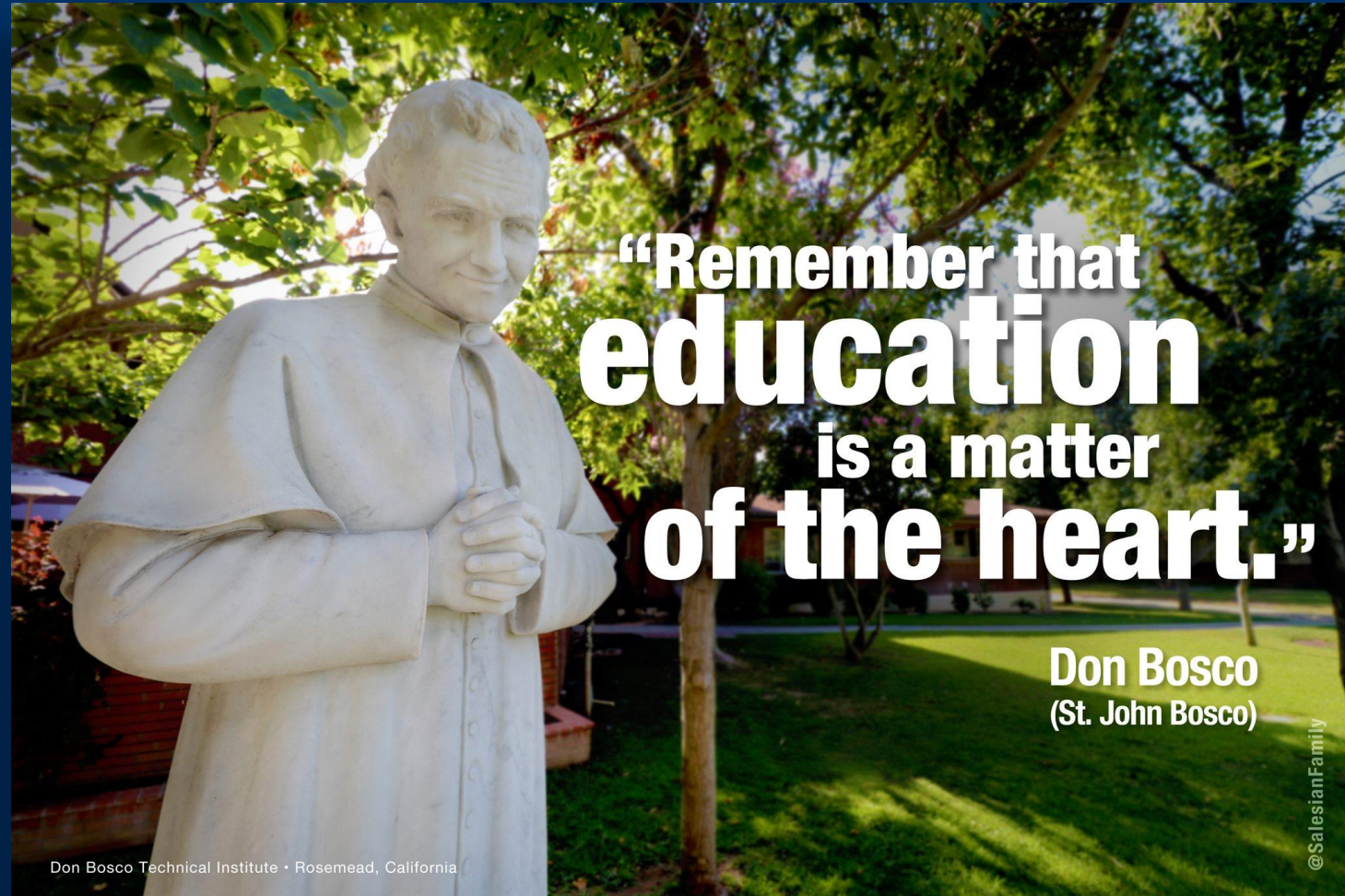
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“Remember that
education
is a matter
of the heart.”

Don Bosco
(St. John Bosco)

Don Bosco Technical Institute • Rosemead, California

@SalesianFamily

