

## Editorial

Spring 2010 n°7

Today's society requires professionals with high levels of cultural, scientific and technological skills. The knowledge society also needs life-long continuing professional development which is a strategic element for innovation and productive development, for re-assessing human capital and improving quality of life. Only university education and continuing professional development are able to provide these elements.

The Foundation University-Enterprise of the Balearic Islands (FUEIB) is participating, jointly with the University of the Balearic Islands, in accordance with the law on universities, in the design and the provision of in-class and distance education, leading to the gaining of diplomas and university degrees.

Universities must respond not only to academic and professional requirements, but also to the demands of society. They must be able to organise programmes designed for developing skills, aptitudes, competences and knowledge.

- In initial vocational training, they must respond to the challenges of specialisation and of re-qualification by means of re-training for upgrading, updating of knowledge and professional specialisation.

- In continuing professional development, they must work towards making knowledge more accessible by means of cultural and educational

development in order to make active participation in society, social inclusion and a better quality of life possible.

At University, the teaching of bachelor's degrees, postgraduate courses and specialist courses is, by its nature, perfectly suited for designing appropriate programmes which can respond to the needs and demands of the social environment. Each university must adjust its teaching methods to suit the characteristics of its environment.

In recent years, the Spanish universities which have developed this practice have made possible the creation of thousands of training courses awarding diplomas at degree, postgraduate or specialised master's level, which are recognised by the award of a university degree. This would not have been possible in many cases without the support and financial aid from the directors of small and medium enterprises, who see training as a tool for improving the skills of their work force and their performance.

### ■ *Margalida Furió Caldentey*

- *Manager of the Continuing Professional Development/Training Department at the Foundation University-Enterprise of the Balearic Islands (FUEIB)*

## SUMMARY

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## CASE FILE OF THE MONTH: MOBILITY

### “What are the contemporary challenges for the mobility of young people in initial vocational training in Europe?”



#### Discussions from the MOBIVET-REGIO Inter-regional Forum 23 and 24 November 2010 in Brussels (LEONARDO DA VINCI Project)

The second Forum was held in Brussels, on 23 and 24 November 2010, organised by the French Community in Belgium in partnership with FREREF. It gathered together more than 150 participants (representatives from the Regions, from training centres or from enterprises), from 15 countries, including Member States of the European Union and countries which have applied for membership.

For further information on the MOBIVET-REGIO Project visit: <http://www.freref.eu/mobivet>

*Marc Van Riet, Deputy Director General for Compulsory Education and Coordinator of the Centre de Coordination et de Gestion (Centre for Coordination and Management) in the French Community in Belgium, wanted to remind the audience of the commitment of the French Community in Belgium to mobility which is a precious tool for making young people aware of the European dimension and which facilitates integration into the workplace, especially for vulnerable young people, in a context of crisis.*

*In the present context, several questions arise:*

*What is the outlook for vocational training in the EU 2020 Strategy? What role is played by the Regions and by inter-regional cooperation in matters of mobility? How can we best recognise and optimise this regional dimension in future programmes? How can we devise a good plan for mobility within Europe and what are the key stages? How do we make mobility the rule for apprentices, rather than the exception?*

#### ✓ What is the outlook for vocational training in the EU 2020 Strategy?

Director of the Life Long Education and Training Programme, **Hélène Clark** refocused vocational training within the global strategy of the European Union. Last June, the Commission launched a communication to give new impetus to vocational training. What are our expectations of the 2020 horizon and how are we viewing it?

Several routes have been mentioned, in particular:

- Making the conditions for access to qualifications more



flexible and to make them more accessible throughout life;

- Making mobility easier;
- Improving the means for vocational training to adapt to the demands of the world of work;
- Making access to vocational training easier for disadvantaged persons (the handicapped, foreigners);
- Stimulating creativity and the spirit of enterprise among pupils.

These routes are coherent with the objectives of «intelligent, green and inclusive growth» stated in the EU 2020 Strategy. They appear in the continuation of the Copenhagen Procedure which calls for strengthening of cooperation within Europe in the area of education and vocational training. The European Commission will submit a joint work project for adoption by the Member States and social partners.

The ‘Youth on the Move’ Initiative to make access to mobility easier for young people. Every young person should definitely have the opportunity to complete part of his studies abroad. After the publication of the Green Paper on mobility in June 2009, more than 3000



responses to the text testified to the difficulties encountered in improving mobility for young people in vocational training, listing obstacles in terms of information, finance, conditions of return to the country of origin, of organisation of studies.

At the European level, mobility has been promised for many years now. Since the Leonardo Da Vinci Programme first started 15 years ago, more than 600,000 persons have benefitted from international mobility. On their return they have expressed a very high level of satisfaction, and have stated that these periods abroad have significantly improved their employability. All the interested parties put forward the development of cross-disciplinary skills, in particular adaptability, openness of mind, improved independence and self-confidence, which are key skills in recruitment criteria.

The current rate of cover of the demand for mobility stays abroad is estimated at between 30% and 40%, according to the local mobility operators. However, it must be added that many young people do not dare to take the step. It is therefore clearly impossible totally to satisfy this demand. The financial resources from the Community are not in fact the only response to the demands for finance for mobility needs. For this reason, the initiatives in the Regions are welcome, for the Commission's objective is two-fold: to increase both the quantity and the quality of mobility. We need to make use of the support structures, to improve virtual mobility, which prepares for actual mobility and to facilitate the search for partners by setting up Euro-partnership platforms, for example, or awarding validated and recognised Leonardo certificates.

In 2011, the European Commission will propose the establishment of a benchmark in vocational education. For the next programmes, its objective will be to find as many resources as possible, for mobility should no longer be a luxury, which is added on to everyday life.

✓ **Inter-regional and local cooperation as an engine for mobility**

The Regions have a pivotal role to play in lifelong education and training, especially in mobility, because of their familiarity with local resources, whether actors or seekers. Moreover, the Regions are able to initiate new exchanges amongst each other. The convergence of regional policies in the future must consequently merge with those of the decision-makers in Europe.

At the forum H el ene CLARK therefore emphasised that cooperation with the Regions and between the Regions is essential to give a new impetus to the European programmes.

In her opinion this cooperation is crucial because of: the Regions' closeness to the ground and to the socio-economic actors; the networks which they maintain with other Regions across the range of organisation of partnerships and exchanges, in a climate of reciprocal confidence; their capacity to provide finance.

**Xavier FARRIOLS**, Subdirector general de Programes i Recursos Direcci o General d'Ensenyaments Professionals, Art stics i Especialitzats (Deputy Director of Programmes and Resources for Vocational, Artistic and Specialised Education) -Generalitat de Catalunya, explained the vital role played by the Regions in mobility, by their political will and by their capacity for action. He then presented the multi-partnership tools to which Catalonia has subscribed: the Barcelona Declaration (current signatories: 33 Regional Authorities and 2 sector organisations from 14 different countries), the conclusion of agreements of bilateral partnership (with Rh ne-Alpes Region and the Francophone Community of Belgium (CFWB), and also with sector organisations, such as ANFA (National Association for Training in the Automobile Industry in France),APCMA (the Standing Assembly of Chambers of Trade and Crafts in France) or the Transport Group in Sweden. These bilateral agreements make it possible to increase mobility activities.



This is why policies put in place must not only flow downwards from above, but also flow upwards from the Regions. Because their structures give them the capacity to act as the flux of mobility, the Regions must be recognised by the European Commission and the Member States as the intermediaries between beneficiaries and decision-makers.

...

### ✓ The key elements necessary for setting up and conducting a good mobility project:

When the conclusions from the Workshops had been explained by the reporters, **Claudio Vitali**, the Director of the Italian Leonardo Agency, IFSOL, shared his reactions with us and made several recommendations:

- Preparatory visits are a useful and recent tool. However, very often, the budget set aside for these visits is not used. The tools exist, but there are no requests to pay for them. Preparatory visits are of paramount importance for mobility projects, for they make it possible to check the quality of the practical conditions in situ and of the support measures proposed.

- The need to have a really sound knowledge of the expectations of the businesses. This is quite a difficult exercise; it works by constructive dialogue which makes it possible to understand the needs of the businesses.

- The quality of the work experience depends heavily on the quality of the preparatory activities. Another key point, it is also a good idea to prepare the young people for the «after» work experience, so that they can acquire the ability to reflect on their experiences.

In fifteen years, the Leonardo Programme has sent 600,000 young people on mobility visits, or in other words, 80,000 per year. This is still too small a proportion, especially when one knows that the Programme is aimed at a potential target audience of 96 million young people.

**Claudio Vitali** emphasised four key points for managing a European mobility project.

The choice of beneficiaries: you need to define the recruitment pool, using very transparent criteria in order to be able to justify your choices, when faced with increasing demand.

Preliminary information and the support phase: you have to decide what you want to do, especially where the budget is limited.

The educational part of the project: too often pushed to the background, it is crucial for it makes feasible the departure of a young person who would not otherwise be able to have this experience and it lets him acquire new skills. It is the educational part of the project which often makes the difference between projects.

The language question: the preparation must also include technical language and «micro-languages».

## The three key phases for a mobility project:

### 1) Preparation

Preparation is the crucial phase of preparation for the exchange and must satisfy four important conditions:

- A good knowledge of young people's expectations is essential. It is actually a good idea to consider them actors in their own project and structure their role accordingly;

- An 'entente cordiale' between the adult educators of both countries is crucial to allow for mutual understanding and to set up a project with well-targeted expectations.

- Cultural and linguistic preparation is vital for combating cultural prejudices;

- Finally, a good analysis of the expectations of the business sector is also indispensable for the achievement of a successful exchange.

Consequently, the preparation phase must never be underestimated. Often, it gives reassurance to all the actors in the project, both pupils and educators, especially as regards legal questions, which often cause certain educators to hesitate. A preliminary visit to the host institution therefore seems indispensable.

### 2) Support

Three important points were emphasised for the participants:

- The importance of preliminary linguistic and cultural preparation and support for young people in mobility. The creation of a checklist for the trainee may prove very useful in ensuring the successful completion of the exchange in favourable practical conditions;

- Support from other people must be meticulously prepared. Coordination between referral agent, adult educator-supervisor from the home organisation and the guardian in situ is indispensable. Support is indispensable, especially at the start;

- Mutual confidence between partners is also a fundamental element.

### 3) Evaluation

Evaluation is a complex and continuous process which continues beyond the end of the project.

The evaluator must take into account two factors:

- the emotional involvement of the participants

- the technical approach of the evaluators.

The major challenge for evaluation is to make it accessible to everyone. The evaluation must in fact be cooperatively constructed with all the actors involved. It must become a subject shared with the project providers, the beneficiaries and the businesses.

## What role is there for the Regions and inter-regional cooperation in the 'Youth on the Move' initiative?

### The point of view of the Committee of the Regions.



Marc Schaefer, Reporter for Youth On the Move to the Committee of the Regions, was the next speaker to give his point of view. In November 2010 he sent out a notice on the initiative.

He was eager to insist on the importance of the regional and local authorities in this mechanism, considering them the «best institutional actors on the ground» in matters of mobility.

Professional skills and personal know-how are the key factors in personal emancipation. These factors are difficult to pin down for young people who are not following university courses. Specific measures must therefore be taken for these young people, coupled with financial aid in order to make these projects more accessible to young people, independently of their individual career paths.

The objective of the EU 2020 Strategy is to bring to 40% the proportion of young people who will study in Higher Education. Today, this proportion has increased to 31%, as against 40% in the USA and 50% in Japan. Fulfilling this ambition will mean greater democratisation of access to university and a stable Social Security system.

Finally, Mr. Schaefer also supported the idea of a «Youth On the Move» card, offering real advantages and a higher profile for young people. In fact, mobility projects improve the economic and social cohesion of the territories and also give young people a more European turn of mind. This type of concrete initiative contributes to this.

■ Summary from *Adeline DE VORE*, Director of FREREF

## «How do we make mobility the rule for apprentices, rather than the exception?»

### Thoughts from the European Study Days at the Standing Assembly of Chambers of Trade and Crafts (APCMA-France) - 13 and 14 January 2011 - Paris

APCMA organised two study days devoted to European exchanges and the mobility of apprentices, putting the network of Apprentice Training Centres and Chambers of Trade and Crafts to work on the following issue:

Since 2002, European exchanges and the mobility of apprentices has been one of the strong trends in development of apprenticeships within the Apprentice Training Centre network of the Chambers of Trade and Crafts (CMA). In 2010 the whole of the network thus contributed to sending 2,000 of the 100,000 apprentices, for whose training it is responsible, on mobility schemes, a clear increase of 70%, compared with the previous year.

Encouraged by these results, APCMA has now set its sights on moving from 2,000 apprentices on mobility schemes to 5,000 in the next few years. Today it is more important than ever to achieve parity of esteem for apprenticeships and for Higher Education and to construct an Erasmus scheme for

apprentices.

The 1st cycle of European Study Days centred around plenary work sessions and three workshops, bringing together a total of 120 persons from the Apprentice Training Centre and Chambers of Trade and Crafts network, as well as partners from the Regional Councils and national and European education and training institutions.

In opening this event, Damien Abad, MEP and President of the Youth Intergroup at the European Parliament, reminded the audience of his attachment to apprenticeship and to mobility for apprentices, which is one of the group's priorities. He also emphasised the need to mobilise European, national and regional elected representatives, at a time when the future Education and Training Programme of the European Commission is under discussion, so that the budget allocated to the vocational training of young

... people and to apprenticeships will be sufficient to meet the challenges, especially where employment is concerned.

Finally, Damien Abad proposed that the whole programme of actions for mobility should be brought together under the Erasmus umbrella, to benefit from its image and reputation. In this way, apprentices could follow the example of the students and «have their Erasmus experience». This proposition was taken up by the participants in the round table discussions.

## The main APCMA courses of action:

### ■ Convincing all those directly involved (businesses, apprentices, Centres of Apprentice Training, Chambers of Trade and Crafts and Regional Councils) of the advantages and challenge of mobility

The first step is mobilising the elected representatives and the decision-makers (involvement in study visits).

On the other hand, it is vital to mobilise and encourage local business, on the one hand by involving them in the mobility project, on the other by giving the businesses involved in these projects some prestige, for example by creating a European label (cf. the Apprenticeships in Europe Project) Finally, it is indispensable to communicate and to emphasise the advantages and outcomes of mobility to young people, to establishments and to the Centres of Apprentice Training and Chambers of Trade and Crafts network.

### ■ Integrating mobility into the training route

The first priority will be to enhance support for mobility, by making the apprentice supervisor the pivotal point in mobility (by his immersion in the host country), or by support from the establishment, and by the nomination of a mobility referral agent, with responsibility for the mobility project and its follow-through.

On the other hand, the Centres of Apprentice Training and Chambers of Trade and Crafts network must make sure that education and communication go hand-in-hand, by, for example, creating a sort of support tool kit from national and European resources, and by using the same terms when discussing the mechanisms of mobility.

Finally, the question of the recognition and development of the skills acquired will have to focus on a better integration of the existing tools (ECVET) throughout apprentice training, from the moment an apprentice enters the training system.

### ■ Setting up a network for lasting cooperation:

The first step in building up efficient cooperation is to harmonise mechanisms which give easier access to and make more visible the existing mobility support tools. It might also be wise for those directly involved (Regional councils, Centres of Apprentice Training and Chambers of Trade and Crafts, businesses) to define common objectives for mobility, and according to the interests involved to come to an agreement as to audience and/or priority targets. Finally, it could be more than opportune for the Regional Councils and Centres of Apprentice Training and Chambers of Trade and Crafts to create or to cooperate in regional structures which will allow them to benefit from human and/or financial resources.

Finally, collaboration, whether regional or inter-regional, is made viable in the first place by developing partnership management skills, by, for example, creating occupations assigned to mobility (Europe referral agent, network coordinator, etc.), or else equipping distance communication teams, and activating them regularly (seminars, meetings, etc.) to consider mobility «values».

■ by **Philippe PERFETTI**,

*Deputy Director - Directorate of Training and Employment  
-Standing Assembly of Chambers of Trades and Crafts  
(APCMA-France)*

## NEWS FROM THE FREREF

### Welcome to Sarah FRÖB !

She joined the FREREF team in February 2011, in the role of representative for Europe. With a Master's degree in European Public Politics from the Institute of Political Studies (IEP) of Strasbourg University, Sarah speaks fluent German (her mother tongue), French, English, Spanish and Italian. Her previous post was at Toute l'Europe (Paris) and she brings considerable experience in mobility to her present position.

### APPRENTICESHIPS IN EUROPE Reminder about registration on the site'

The Apprenticeships in Europe platform has been in operation since November 2010. (www.euroapprenticeship.eu). Now with 90 members, the Apprenticeships in Europe network can provide information to its members and facilitate exchanges on support tools for mobility. The Apprenticeships in Europe network is anxious to expand...Do not forget to register online under the sponsorship of FREREF. For all enquiries, contact Sarah FRÖB (sfrob@freref.rhonealpes.fr – tel. +33(0)4 26 73 65 08)





**Participation by FREREF in the «LLL Week», from 14 to 17 March 2011, at the European Parliament in Brussels, organised by EUCIS-LLL.**

The FREREF presented the network and its work to many European actors involved in LLL. It took part in a 'public hearing' on mobility for those in training and in a discussion with Pierre MAIRESSE which gave the opportunity to mention the priorities of the European Institutions in the coming months. The FREREF also manned a stand at the European Parliament during the LLL Week.

**FREREF study visit to Helsinki (Finland) from 9 to 11 March 2011**

Jean VANOYE, the President of the FREREF, accompanied by Adeline DE VORE, its Director, travelled to Helsinki to discuss LLL practices with different LLL actors. This visit was hosted and organised by the City of Helsinki and its Apprenticeship Office. We are very grateful to Kari VIINISALO, the Head of Apprenticeships, and to Sari TURUNEN-ZWINGER, the Training Manager for their warm welcome! This visit was an opportunity to highlight innovative and unique practices, especially in the areas of adult apprenticeships, the fight against dropping out from education, involvement of business in the vocational education route and to emphasise the importance of social dialogue. There was also the opportunity for presentations and discussions on the role played by the Apprenticeship Office of the City of Helsinki, by the Federation of Finnish Industries, by the APPILA School and the Helsinki Fashion and Catering School.



**NEWS FROM THE REGIONS AND THE MEMBER INSTITUTIONS:**

**TEC-TONIQ 2**

■ On the 3rd and 4th of last November the official launch of the Tec-Toniq 2 Project took place. For two years, the Bretagne-Sud University and its nine European partners will work together in order to find innovative solutions for better recognition and certification of the skills of temporary workers.

**The RAVIE office**

■ Recognition and development of skills that have been acquired and of experiences, alternation, quality and orientation, the problems of the over-fifties, safeguarding career paths and making them relevant to individuals, validation of skills acquired by experience(VAE) and doctorates are included among the key topics being developed by the Recherche-Action Office at the SFC-Adefope at Bretagne Sud University in Lorient, in its participation in and piloting of innovative projects at the local, regional, national and transnational level. For further information visit the Bretagne Sud University site at the following address: [www.univ-ubs.fr/Adefope](http://www.univ-ubs.fr/Adefope) under the heading «Projets innovants». Or contact: [ravie@univ-ubs.fr](mailto:ravie@univ-ubs.fr)  
For more information on all the key projects mentioned above, contact: Roseline Le Squer (UBS) [roseline.le-square@univ-ubs.fr](mailto:roseline.le-square@univ-ubs.fr)

**LES APPRENEURIALES**

■ University and alternation: are they incompatible? Bretagne-Sud and Rennes 2 Universities, as well as the Lorient University Institute of Technology are taking up the challenge. In association in order to encourage the evolution of a university-business link, these three partners are currently conducting the «Les Appreneuriales: je pense, donc j'agis!» Project, aimed at developing alternation in the Modern Literature and Sports Science (STAPS) options.

**IN-PAIRE RESAU**

■ The In-Paire Réseau Project came to an end on 9 December 2010 with a discussion day entitled "Two-way perspectives on individualisation practices in continuous professional development". Actors in orientation, continuing professional development and employment responded to the call from the four Breton universities which have led this project, piloted by Bretagne Sud University, by developing innovative procedures, methods and tools suited to individuals in order to safeguard and facilitate career paths and to improve the chances of success for trainees in continuing professional development. In order to follow on from this project, Bretagne Region is continuing its partnership with the IN-PACTT Project.

## DAQOR

Improving systems quality, professional practice and orientation services, those are the challenges launched by seven European Regions. Piloted by the PRAO, the objective of the project is to give orientation structures benchmarks for self-assessment. The next meeting is scheduled for the 16th, 17th and 18th of next February.

## The ARIFL PROJET INTERREG IVC: giving disabled people access to employment

ARIFL is in the process of registering an INTERREG IV C Project, in which FREREF and Bretagne Sud University are partners. This project aims to develop employment services for disabled people in order to make it easier for them to find (non-sheltered) work on the employment market. For more information contact: [cristina.dorati@arifl.it](mailto:cristina.dorati@arifl.it)



## SPOTLIGHT ON AN ACTOR:



City of Helsinki

### The mobility activities conducted by the Apprenticeship Office of the City of Helsinki

Apprenticeship in Finland mainly involves adults and continuing professional development. The actors who support the training of apprentices are: the Cities, the urban communities, the town networks, the private or semi-private foundations. The Apprenticeship Office of the City of Helsinki is the organisation which requests and coordinates apprentice training for the Municipality of Helsinki. Each year it manages approximately 3,400 apprentice training agreements and finances the theoretical training of some 100 Apprentice Training Centres.

Since 2000 the Apprenticeship Office of the City of Helsinki has offered opportunities for international exchanges to apprentices and businesses as integral parts of training courses. The international exchanges allow the apprentices to acquire knowledge and skills which make working in an international environment easier. Another important objective is to support businesses in the zone in order to create and strengthen international business contacts as a result of the apprentice exchanges. Furthermore, the exchanges show the importance of cooperation and contribute to the development of the apprenticeship, which is another strategic priority in international cooperation. From this point of view, relationships with countries which have a dual training system are essential.

Compared to the mobility of pupils in full time vocational education, mobility for apprentices is not yet very well established or widespread in Finland. The Finnish Centre for International Mobility thus stressed that in 2009, only 12 out of 90 organisations organised a mobility scheme for apprentices, either at the start or at the end of their training. The number of exchanges varies between 1 and 47 per year.

Most often, mobility in Finland is organised as an individual

exchange or an exchange in a small group. Interest in apprentice exchanges has recently increased and the Apprenticeship Office is working increasingly at the local or regional level. Thanks to the work of the «Actors in Apprenticeship in Finland» Association, apprentice training organisations which are interested in mobility have created three regional networks in Finland to respond to the Leonardo calls for offers as a network for exchanging news and information between peers on the challenges of mobility. The Helsinki office coordinates the network for the metropolitan zone of the City of Helsinki. The office also actively supports the idea of a marketing campaign on apprenticeship.

It is necessary to operate at different levels to make economic actors more aware of the issues and to get them more involved in mobility. In Finland, the Ministry of Education and Culture is responsible for apprenticeships. Social partners, such as the Chambers of Trade and Commerce are involved in policy planning for vocational education and are represented on the Boards of Examiners which award the diplomas. In every case, the social partners are theoretically not involved in apprentice training activities. The training organisations cooperate with the Chambers of Trade and Commerce through marketing and development projects.

The challenge in apprentice mobility continues to lie in the need to make employers aware of the value added aspect of this mobility in terms of skills acquisition. A weighty argument in favour of mobility, at the start of the Apprenticeship Office's work, was the decision taken by the Mayor of the City of Helsinki that the City would continue to pay wages in full to apprentices who went abroad on mobility schemes. This has set a good example to convince actors of the benefits of mobility.

### Sari Turunen-Zwinger

Training Manager - International Affairs - Apprenticeship Office of the City of Helsinki