



Funded by the
European Union

THE RENEWAL OF TRANSNATIONAL Mobility



1



A new opportunity for people
looking to enter the labour
market and for businesses



Authors

Valentina Faccioli
Nadia Litzky
IERF, Paris - France

Contributors

Irene Fontanelli, ESMOVIA, Valence - Spain
Alessandro Guadagni, CEDIT, Florence - Italy
Christophe Wells, EPN, Bristol - United Kingdom
Izabela Witkowska, BERLINK, Berlin - Germany

Acknowledgements

We would like to express our appreciation to all our partners, and in particular to the team from the Ile-de-France Regional Council, Jean-Louis Pontet, Gilles Bonnet and Sylvie Mérieult, for the quality of the exchanges and their collaboration throughout the project.

Many thanks to the IERF team, especially our President Ludovico Morozzo della Rocca, Alexandra Collinet, Silvia Pedro and Pauline Simonet for their support and critical and constructive reading.

Lastly, we would like to thank all the people we have met during this period who also allowed us, directly or indirectly, to embellish this research for content that is relevant and, hopefully, transferable.

« Erasmus+ RMT » - 2014-1-FR01-KA200-008757 has been financed by support the European Commission. This publication extends and commits only the author and the European Commission cannot be held responsible for any use that may be made of it and the information contained therein
December 2016

Acronyms and abbreviations	6
Introduction	7
Contextual Elements	11
• Professional mobility, places of learning	11
• The challenges of transnational mobility for those people in professional mutation	12
• Purpose of the study	16
Methodological framework	19
• Definition of Terms	19
• Criteria and indicators for the selection of projects and tools	20
• Results	22
European Projects	23
National programmes, tools and projects	67
Conclusions	82
Bibliographic Resources	85
• Bibliography	86
• Sitography - Internet-based resources	89

LIST OF ACRONYMS AND ABBREVIATIONS

ADAM

Advanced Data Archive Management

AEFA

Agenda Européen pour la Formation des Adultes

AGEFA PME

Association de Gestion des Formations en Alternance pour les Petites et Moyennes Entreprises

ANFA

Association Nationale de la Formation Automobile

CCI

Compétences en Communication Interculturelle

CEC

Cadre Européen des Certifications

CECRL

Cadre Européen Commun de Référence pour les Langues

CEDEFOP

Centre Européen pour Le Développement de La Formation Professionnelle

CERD

Comité Européen de la Recherche et du Développement

CEREQ

Centre d'Études et de Recherches sur les Qualifications

CES

Conseil Économique et Social

CIEP

Centre International d'Études Pédagogiques

CV

Curriculum Vitae

EPALE

Electronic Platform for Adult Learning in Europe

ECVET

European Credit System for Vocational Education And Training

EDI

Espace Dynamique d'Insertion

CCF

Enseignement et Formation Professionnelle

ENQA

European Association for Quality Assurance in Higher Education

RMT

Renouveau de la Mobilité Transnationale (projet)

HREA

Human Rights Education Associates

ISFOL

Istituto Superiore di Formazione e Orientamento Al Lavoro

PPP

Pôle de Projet Professionnel

RH

Ressources Humaines

VET

Vocational Education and Training

INTRODUCTION

'Investment in education and training for skills development is fundamental to stimulating growth because it is skills that determine Europe's ability to increase productivity ... Educational and Training systems still do not develop employability-relevant skills and do not collaborate sufficiently with companies or employers to bring the learning process into line with the reality in the workplace. The gap between supply and demand for skills is a growing concern for the competitiveness of European industry ... In the long term, skills can foster innovation and growth, enable the raising of the value chain, stimulate the concentration of high-level competencies in the Union and influence the evolution of the labour market ...'¹.

It is on the basis of this observation that, among the priorities of the European Union included in the Europe 2020 strategy, particular attention has been paid to the fight against youth unemployment and to the support of initiatives for the transition between studies and working life, combining the promotion of learning in the workplace, the development of partnerships between multidisciplinary bodies and organisations, and increasing investment in youth mobility.

The Erasmus+ programme, launched on 1st January 2014, was designed for this purpose: to replace and propose an integrated and simplified approach to the priority objectives of the seven former European programs, in particular the Leonardo da Vinci sectorial programme devoted to vocational training whose priorities were: to implement Life Long Learning, to make mobility a reality; to promote equity, social cohesion and active citizenship; to encourage creativity and innovation, including entrepreneurship, at all levels of education and training; to enable the acquisition and use of knowledge, skills and qualifications to facilitate personal development, employability and participation in the European labour market.

¹ COMMISSION EUROPENNE (582). Communication from the commission to the European parliament, the council, the european economic and social committee and the committee of the regions. A Stronger European Industry for Growth and Economic Recovery. Commission Européenne.10/10/2012.

In this sense, the new Erasmus+ 2014-2020 framework expands opportunities for mobility. It will enable 4 million students, apprentices, volunteers, teachers, educators and young employees to gain experience and skills abroad. More than 2 million higher education students will have the opportunity to study or to train during a work-based experience abroad, both inside and outside the borders of Europe.

In order for these pathways to contribute to increasing the employability of beneficiaries, to reflect on the evolution of both certification and recognition systems and tools is a fundamental challenge for all stakeholders involved in these processes, whether they be sending organisations, hosting organisations, direct beneficiaries or companies looking for qualified profiles in the labour market.

Today, while it is recognised that the experience of a transnational mobility is beneficial for the direct beneficiary, the methods of certifying and recognising the full range of the results obtained from experiences conducted outside the formal educational framework remain complex and pose a number of questions. Indeed, although vocational and/or linguistic competences can be quantified on the basis of a business reference framework or the European Language Reference Framework (CEFR), the task is more difficult when it comes to certifying non-formal competences such as autonomy, adaptability, creativity, ability to work in a team, that are all highly sought after by companies.

The need to evolve the methodologies for the recognition and the clarification of the benefits and achievements of a mobility experience is also a common outcome of a number of French and European impact studies that stress that the link between the acquisition of transversal competences and increased in employability still remains unclear.

Faced with the context of unemployment in Europe, it is therefore imperative to help beneficiaries to identify and evaluate the non-formal skills acquired during mobility projects and to define explanatory modalities and common languages between employment situations, non-formal learning and the world of work.

«Erasmus+: The renewal of transnational mobility, a new opportunity for people looking to enter the labour market and for businesses» is a project that lies at the crossroads of this subject. The project aims to make a methodological contribution to the questions raised by lifelong learning and career counselling by encouraging the entry and retention of people in professional transition into work through successful transnational mobility experiences, the benefits of which are recognised by all stakeholders in the labour market.

To change the current practice for the capitalisation of acquired knowledge and skills and to know the perception and the added value which companies attribute to the periods of transnational mobility are two of the main objectives of the project «Erasmus+ RMT».

The first, embodied in the present **«Compendium of good practices for transnational mobility»**, is a compendium of methodological tools for the capitalisation of mobility achievements, developed through the framework of European programmes and national or local initiatives since 2006.

The second, carried out via a survey **«Analysis of European companies on the recognition of the benefits of transnational work-based mobility»**, was conducted among 170 companies in the five partner countries in order to get their point of view on the added value of mobility experiences.

The results of the two studies constituted the basis for the final deliverable of the project, the **«Methodological Orientation Kit for Transnational Mobility»**, which provides operational advice and tools to enable an efficient approach to capitalisation, qualification and professional positioning via transnational mobility.



CONTEXTUAL ELEMENTS

Professional mobility, places of learning

The experience of a work-based transnational mobility is currently recognised as an accelerator for integration into working life and an asset for the employability of the beneficiaries, increasingly perceived as a «necessary detour» undertaken by more and more young people and adults seeking employment. Indeed, recent French and European impact studies show that immersion in an international environment promotes a return to employment through the acquisition of international skills, technical skills and in particular through the development of transversal capacities that are highly sought after by employers. While the definition of these competencies differs from one person to the next, surveys agree on common benefits such as autonomy, adaptability, creativity, linguistic proficiency, Intercultural skills.

“Tolerance of ambiguity, self-confidence, serenity, determination and liveliness”² are cited among the skills directly related to employability and particularly developed through transnational mobility.

«The same added value of mobility periods for beneficiaries is highlighted by Søren Kristensen in 2004. According to him, internships abroad represent a tool with a strong educational basis within an intercultural context because «... immersion in the workplace (as opposed to «observation in the workplace» and «working visits»), promote the ability to identify (and challenge) work practices and learning processes, developing a «means of comparison», that is to say a basis against which known practices and their relativity become evident. Through the combination of practice and interculturalism, mobility also fosters personal aptitudes and the ability to reflect on one’s own learning, as well as self-directed learning (taking responsibility for one’s own learning process)».³

² CENTER FOR INTERNATIONAL MOBILITY. Hidden competences. Faktaa. Avril 2013

³ Kristensen, S. Learning by Leaving, placements abroad as a didactic tool in the context of vocational education and training in Europe (Luxembourg: Office for Official Publications of the European Communities, CEDEFOP). 2004

If we follow his analysis, an internship abroad would allow each beneficiary to play an active role in his or her career by «taking responsibility for his or her own learning process». The development of self-based learning capacities should enable a beneficiary to be able to assess the progress of his or her in-service learning.

However, it seems important to us to question the fate of this capacity for objectification, once the internship experience is over. Since there is not an abundant amount of literature on this subject, what results can we expect from research in this area? How to keep these capabilities active? How to «exploit» this reflexive process and allow the recipients to redeploy it to clarify the transversal, formal and informal skills, in relation to the professional context targeted in their search for work? What support should be considered so that each beneficiary is able to promote the benefits of their mobility experience with recruiters?

The challenges of transnational mobility for the public in professional transition

The research framework at the heart of the Erasmus+ RMT project stems from the reflections and the real-life problems that all partners encounter in the implementation of transnational mobility experiences, when sending and/or receiving, in relation to the target groups that we have defined as «in professional transition». We refer in particular to young people aged 18-25 who are enrolled in post-secondary education, to end-of-career students, to recent graduates and to adult job-seekers, who correspond to the category «Trainees in vocational sandwich training» according to the Erasmus+ programme in France.

Independently of the initial socio-professional situation, the target groups are composed of individuals who voluntarily choose to undertake a work placement in a foreign company with two priority objectives: to improve their linguistic knowledge and to acquire additional experience to realise their career professional project.

"I am currently taking a gap year but I will not be able to start my final year in the institution I have chosen if I do not have a good level of English ... there is too much competition ... moreover my Vocational Higher Diploma (BTS) does not match ..." **Ahmed, 21 years old.**

"The company does not allow me to evolve and become a logistics officer. I am an assistant, so no chance ... I have to get out myself of this situation and improve my English ... that's the only solution ... I have already handed in my resignation." **Malika, 24, Vocation Diploma (Bac Pro).**

"I want to work at the airport but I failed the English test and I could not continue with my training The school told me that it would be better for me to leave." **Fatoumata, 19 years old, GCSE (Brevet de college)**

"Recruiters tell me all that I do not have enough experience ... and then I did not get a good TOEIC English test score at, so I simply have to go abroad." **Sébastien, 24 years old, Master's degree, Junior Marketing Manager.**

"I was a journalist for 10 years. After my redundancy, due to financial cutbacks, I took stock of my skills and decided to reorient myself towards Non-profit Organisations ... but I have no experience in this field and my English is not very good." **David, 35, Master's Degree.**

As our readers will have already seen, beyond the need for progress is language skills, especially English, due to labour market effects, notably in France, Spain and Italy, the motivations of the beneficiaries have a common theme: To find a job in the short and medium term.

These individuals express the urgency to go abroad as soon as possible. An urgency that differs according to the life biography of each person but which tends to lead to unrealistic expectations for the mobility experience.

- Undertake an internship in a very specific field that pre-requires access criteria that are too demanding;
- «*Become bilingual*» in six or thirteen weeks, an objective, often shared by younger beneficiaries;
- Assuming that just the fact of immersing oneself in another will magically solve their linguistic weaknesses and inevitably allow them to overcome their inhibitions when speaking and become fluent, acquiring varied vocabulary and developing new insights about the destination country.

Indeed, it is very rare for these candidates to express themselves spontaneously about the added value of cross-curricular competencies when asked to reconsider their job interviews and their barriers to employment.

Yet we know that internships abroad can bring them far more skills than those typically targeted. But for candidates to develop awareness of these skills, it requires openness, a proactive approach, and a readiness to undertake self-assessment. A rather complex analysis, because accepting to confront these issues, is a matter of self-esteem, of the judgment of others, of our feelings of relative failure and of success.

It is perhaps for these reasons that most of the tools and guides dedicated to pre-departure preparation that we consulted deal primarily with the research methods for finding host company, the cultural, operational and administrative aspects concerning life abroad, the regulatory framework of the training course and the procedures to be initiated upon return.

The same applies to the capitalisation of the capacities and competences normally involved upon return home through the finalisation of official European certification tools such as Europass, Europass CV and the languages passport, and the internal methodologies specific to the sending organisations whose detailed requirements are very rarely available.

Are these methods of analysis and recognition of prior learning sufficient to allow the beneficiaries to determine the added value of the experience abroad and to explain it according to their professional career projects and their expectations in terms of skills / abilities according to each specific context?

Post-mobility is a good time to start the process of capitalisation because most beneficiaries are in a positive dynamic, feel a sense of success and look forward with optimism about the steps to be taken to finalise their strategies for finding a job.

However, we find that they tend to express themselves in a global way on the experience and to limit themselves to the priority needs identified prior to departure: «It was a very nice intercultural experience ... I met a lot of people ... Now I can do better in English ». And other skills? Capabilities? «At first I was very stressed ... I didn't understand everything but at the end I was a little more autonomous ... it goes fast and it passes too quickly ... can I go again with Erasmus+? What are the other programmes for working abroad? ... »

Amongst adults and more highly qualified young people, the feedback on the mobility experiences is more clearly articulated and the analysis more developed, but all agree: «It passes too quickly» hence the difficulty to take time, to take a step back to understand the context of the company, the market, their role as trainees, the degree of involvement and personal responsibility for the success of the internship, in order to analyse the activity and, above all, so that the lessons learned are not forgotten.

Purpose of the study

The European Union Council Recommendation of 20 December 2012 stresses that «validation of learning outcomes, i.e. knowledge, skills and competences, acquired through non-formal or informal learning, outside of any academic system, can contribute in an important way to boost employability and mobility and increase the motivation for lifelong learning, especially among those disadvantaged socio-economically and/or amongst low-skilled people ».

The priority objectives of the Erasmus + RMT project are in this area: to contribute to the development of good practice for the valorisation of the results of internships abroad, outside of academic systems, to increase the employability of the people looking for work.

The questioning around the modalities of valorisation of work experience abroad is the result of reflections and observations that the project partners share as practitioners of the accompaniment in mobility of the job-seeker target group. These same findings are at the root of the «Erasmus + RMT» project and of the three hypotheses which, in our opinion, would make it possible to update valuation schemes:

1/ In order that the beneficiaries of the work experience abroad can develop capacities for self-learning and be able to capitalise on the capacities gained abroad, the capitalisation process should be introduced prior to departure, be maintained during the time abroad and completed upon return;

2 / In order for the practical experiences in companies to become a structured part of the qualification process for the beneficiaries and to encourage the development of personal and professional capacities and skills in line with the candidates' profile / project, capitalisation schemes should be based on career guidance focusing on methodologies of formative self-evaluation and assistance in the explanation of prior learning;

3/ In order to promote the employability of the public in professional transition, the objectives of the mobility pathways should be weighted according to a pre-identified sectoral context, work-based expectations of companies and individual hiring constraints in terms of professional and cross-curricular competencies.

The «**COMPENDIUM OF EUROPEAN GOOD PRACTICE FOR TOOLS DESIGNED FOR MOBILITY**» is the result of a study carried out by all the partners in order to confirm our hypotheses, to check whether the same theme has been the subject of similar reflections in the five countries of the partnership both in local / national initiatives and in European projects, in particular through Leonardo da Vinci projects and transfer of innovation projects.

The study also enabled us to select the tools and methodological materials that have alimanted our exchanges and contributed to the finalisation of the «Methodological Toolkit for Transnational Vocational Mobility», a tool for guiding and capitalising on transnational mobilities for beneficiaries and mobility service providers.



METHODOLOGICAL FRAMEWORK

As an introduction to this section, we would like to point out that we have chosen to define the scope of the study and its objectives according to a co-construction approach which allowed the partners to establish a common methodological approach and to agree on operational definitions for the key terms of the search.

Definition of terms

We will use the CEDEFOP definition for the term **'mobility'** as «an individual's ability to move and adapt to a new professional environment. Mobility can be geographic or «functional» (a change to a new position in a company, or to a new profession). Mobility allows individuals to acquire new skills and thus increase their chances of finding work.»⁴

The definition of **'transnational mobility'** comes from the spheres of activity of Søren Kristensen's partners, and refers to internships abroad organised explicitly for the purpose of learning and professionalization in the context of groups departures or individual mobilities.

'People in professional transition': this categorisation is specific to the partnership and concerns all individuals in the transition phase of studies - work, recent graduates of secondary and higher education, young people aged 18-25 who are finding it hard to secure employment and adult job seekers.

For the definition of informal and non-formal learning we also referred to CEDEFOP: «Informal learning arises from everyday activities related to work, family or leisure. It is neither structured nor organised in terms of objectives, time, resources ...

⁴ <https://europass.cedefop.europa.eu/fr/education-and-training-glossary/m>

It includes project management or computer skills acquired at work, languages learned during a stay abroad, skills acquired through voluntary, cultural or sporting activities; Non-formal learning is 'in between': it is not part of a formal framework but is structured and organised in defined periods with objectives, a programme, methods, and trainers. It is intentional on the part of the learner »⁵.

Finally, in the field of investigation for this project, the term valorisation corresponds to a process by which the beneficiaries become aware of their resources, capacities and competencies and develop the capacity to self-evaluate and to explain them according to a given context.

Criteria and indicators for the selection of projects and tools

In order to define the field of research and the common methods of investigation, the partners developed an analytical grid based on the following elements:

- Year,
- Promoter / coordinator and partners,
- Brief description of the objectives of the project,
- References (author / editors / terms of access to the project),
- Prospective users,
- Target audience,
- Pedagogical contribution for the construction of the
«Methodological Kit for Transnational Mobility».

In addition, to support the analysis of the tools, we also defined the following relevant indicators:

- 1/ Complementarity, transferability of tools;
- 2/ Relevance of the sectors of activity concerned by the project;
- 3/ Key themes: learning, certification, evaluation, training, careers guidance, professional positioning, linguistic and intercultural preparation, valorisation and recognition of prior learning;
- 4/ Matching of stakeholders / target audience: sending / hosting organisations, beneficiaries;

⁵ CEDEFOP. Lignes directrices européennes pour la validation des acquis non formels et informels. Cedefop, référence séries 2016, N° 104.

- 5/ European dimension of the partnership (a minimum of 4 partner countries including at least 1 from one of the countries represented in the Erasmus + RMT partnership).

The research and investigation were quite complex because of the delimitation of the field of research because only the tools meeting at least the first 4 criteria and 3 key themes were retained.

During the research phase, the partners identified 51 projects related to the development of learning tools and enhancement of mobility paths. This is a very small number considering that over the period 2006-2013, the European database Adam counts around 2,600 Leonardo da Vinci projects (pilot and transfer of innovation) and lists more than 1,400 products.

This number was considerably reduced during the final evaluation phase, carried out by the Erasmus + RMT coordinator. Thus, only 21 European projects carried out under the Leonardo da Vinci program and 10 methodological supports on a national initiative were selected.

We decided not to include:

- Projects that developed general information portals on mobility programs;
- Information guides on European programs;
- Projects focusing on the development of methodologies targeting very specific sectors (building, environment, health), with limited compatibility and transferability;
- Projects whose Teaching Kits were unavailable on European online platforms and / or which were no longer accessible to promoters;
- Language manuals;
- Partial toolkits containing only templates / tools without instructions and vice versa;
- «Learning kits» containing sectoral competence references;
- Administrative guides for the management of internships for beneficiaries;
- Finally, initiatives that did not have sufficient documentation to assess the complementarity and transferability of the theoretical foundations and pedagogical devices in relation to the key themes of the Erasmus + RMT project.

The results

All the selected examples of good practice have a common foundation: they are at the intersection of several fields of application such as training, careers guidance, mobility project management, recognition of transversal achievements. This also applies from the point of view of typologies of tools because, beyond the specificity of the context from which they originate, they develop methodological approaches and materials which combine both methods with formative and evaluative aims for cross-curricular, intercultural and socio-professional competences.

Thus, we have opted for a chronological presentation to classify the compendium of European projects and the selection of tools resulting from national initiatives. This structure should enable readers to check how, over time, the approaches, themes and formats of the tools have evolved: already from 2007-2008 onwards, through the use of new technologies, the paper format increasingly gives way to online tools. However, this trend begins to be contrasted by the return of approaches that offer both traditional and innovative media, focusing on learning and self-assessment methods and tools aimed more at developing reflective capacities, appropriation and «personalisation» of the tools by the beneficiaries and their tutors.

The compendium presents descriptions of each project / tool in the form of summary sheets. They mainly deal with the context and the methodological characteristics that justified its selection. To enable a more thorough analysis of the content, each initiative is accompanied by a «Project Identity Card» which specifies the contractual, partnership and website references for downloading or consulting the tools.



EUROPEAN PROJECTS

E-PORTFOLIO & EUROPASS

We would like to start this collection of European initiatives by presenting one of the first Leonardo da Vinci pilot projects, which highlighted the value of methodologies and tools for helping to clarify acquired knowledge in order to valorise and certify the formal and informal skills acquired throughout life.

In 2001, within the framework of the Leonardo project «Juvenes Mobiles», the National Conservatory of Arts and Crafts finalised an E-portfolio allowing individuals and groups to collect experiences (training, work, personal or volunteers) and to train their analysis in order to build personal databases (experiences, acquired skills, proof of competencies ...), resources that can be used and can be combined over time according to a specific project (mobility, setting up a new business, training project, etc.).

Building on these advances, in 2007, the National Conservatory of Arts and Crafts of Paris proposed a new project, the E-portfolio & Europass, which integrate the European guidelines on mobility and in particular the Directive of the European Parliament 2241/2004 , which gives a «central place to the mobility of people on the labour market and also as an integral part of education and vocational training systems to ensure competitiveness but also social inclusion and European citizenship ... this type of mobility implies putting in place tools that take the form of a single community framework to promote the transparency of qualifications and competencies, in particular through the Europass scheme».

In 2007, Europass included 5 tools: three under the responsibility of the certifying bodies and national reference points and two others - the European CV and the Language Portfolio - which were completed by the beneficiaries.

E-portfolio & Europass wanted to stimulate an evolution of the tools for beneficiaries by building a self-training platform on a transnational and intercultural basis to record the evidence and proof of learning acquired in different fields (work, education systems, personal life, volunteering, corresponding respectively to the non-formal, formal and informal European

learning categories) and to be able to capitalise on them in their professional career paths in Europe. Even if, to date, part of the deliverables is no longer accessible, the impact of the project has been extremely positive in France and in the other partner countries because it has contributed to the multiplication of projects to exchange best practices, National initiatives for the construction of European self-assessment tools for the capitalisation and recognition of learning acquired through lifelong learning.

Methodological Key Points:

- Relevance of the sectors covered by the project
- Key themes: guidance, training, capitalisation of skills
- Correspondence of stakeholders / target audiences: sending, hosting and beneficiary organisations
- European scope of the partnership.

Project Identity Card

- Project code: **LLP-LdV-TOI-2007-FR-047**
- Coordinator: Conservatoire national des arts et métiers, Paris - France
- Partner countries: Germany, Belgium, Estonia, Italy, Poland, Portugal
- Bibliographical sources:
P. de Rozario, « Europe : le projet "Juvenes Mobiles" », Education Permanente, Parution N° 161 - 2004-4.
- Projet « Juvenes Mobiles », N°F/01/B/P/PP-118060 –Compendium Leo GP, 2001 Agence Socrates Leonardo da Vinci France, www.agence-erasmus.fr/docs/compendium-gp-01.pdf

ICOPROMO – INTERCULTURAL COMPETENCE FOR PROFESSIONNAL MOBILITY

Official texts applicable to the teaching of modern languages in Europe give increasing importance to the development of intercultural communication skills (ICS) in the spirit of the social and professional performance of learners in the global and multicultural societies of the 21st century.

At the heart of this project is social cohesion, democratic citizenship, enhancement of self-fulfilment, active citizenship, social and professional inclusion through the facilitated mobilities undertaken by professionals. The project aims at stimulating and facilitating the current debate on the objectives of intercultural education in the teaching of languages / cultures for professional purposes. For this reason, the project focuses on strategies oriented towards intercultural sensitivities and mediation skills that are closely linked to language learning in the professional environment.

The originality of the proposed contribution lies in its willingness to articulate different perspectives and experiences at local, national and international levels, either academic or professional, in order to produce a more holistic model of intercultural competence, combining theoretical and interdisciplinary knowledge, applicable to the teaching of foreign languages and cultures within the framework of vocational training in sociology, economics, commerce, management, international relations, tourism and social work.

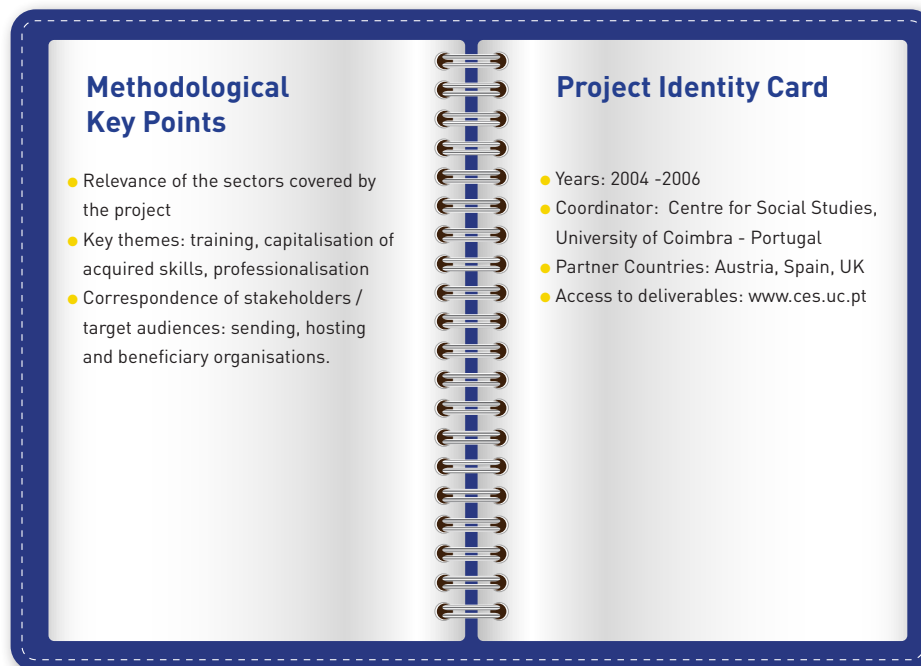
The ICOPROMO project is based on the Common European Framework of Reference and the European Language Portfolio and complements their recommendations with guidelines and pedagogical materials on teaching foreign languages / cultures in ways that can be used in vocational training.

The goal is to create a comprehensive model for students and graduates preparing for their future careers, as well as for professionals, of all types, who are preparing to work in a different cultural environment or who need to improve their awareness of languages and cultures in order to be prepared for intercultural diversity in their workplace.

The scheme aims to:

- Develop intercultural communication and interaction skills;
- Integrate the knowledge of the language with a knowledge of culture (in mother tongue as well as in the foreign languages);
- Be accessible and stimulate learners regardless of language level;
- Ensure simultaneous attention to topics related to language and cultural awareness within discipline-specific knowledge;
- Develop a critical cultural awareness in relation to the culture of origin and the foreign culture, as well as intercultural competences applied to educational and professional contexts.

The consortium produced an adaptable and transferable product: a brochure with a CD-ROM containing the description of the model created and of the activities designed to improve intercultural communication / competencies in interactions in a professional context.



EUROPASS+ et EUROPASS+2

In line with the «E-Portfolio & Europass» project, both of these consecutive and complementary initiatives integrate the strategic objectives of European policy for vocational training in order to make visible the results of learning – whatever the place or environment that made it possible to acquire them.

Promoted in 2006, Europass + offers an on-line 'help tool' to accompany young Europeans to enter into the Europass CV everything they have learned in an informal and non-formal way, in a format recognised and shared in all European countries. The Europass + conceptual framework highlights the benefits and added value of skills and competences acquired in informal or non-formal contexts to improve the employability of young people.

To define the guidelines for this platform and the methodologies intended for its users, the partners carried out a significant number of interviews and meetings with HR managers from a selection of companies which enabled us to verify the intelligibility and to validate the relevance and the descriptive modalities of the elements to be entered in the CV.

In 2009, following the same objectives as its predecessor, the Europass + 2 project transfers and adapts the Europass + model to extend its use to adults with a low level of skills in their search for work.

The main goal of the project is to evolve functionalities and guidelines online, providing the user with a system to reflect on his or her work and life experiences, to explain them through a series of examples, and formalise his or her skills in terms of learning outcomes.

The two platforms, strongly anchored on the capitalisation of all the experiences combined, allow the user to save information at any time, update and edit the CV, and perhaps for the first time his or her European CV.



KOMPASS - DEFINITION AND DOCUMENTATION OF INTERCULTURAL-COMPETENCIES ACQUIRED IN EUROPEAN MOBILITY PROJECTS

KOMPASS is a project focused on the systematisation of professional and intercultural skills acquired by participants during an internship abroad.

To increase opportunities in the labour market, but also for professional development, it is becoming increasingly important to gain international experience. As a result, the value of work experience and internships abroad is increasingly appreciated and these experiences are financially supported by various European programmes. They are an ideal environment for developing professional skills, improving knowledge of foreign languages and developing personal skills in an intercultural environment.

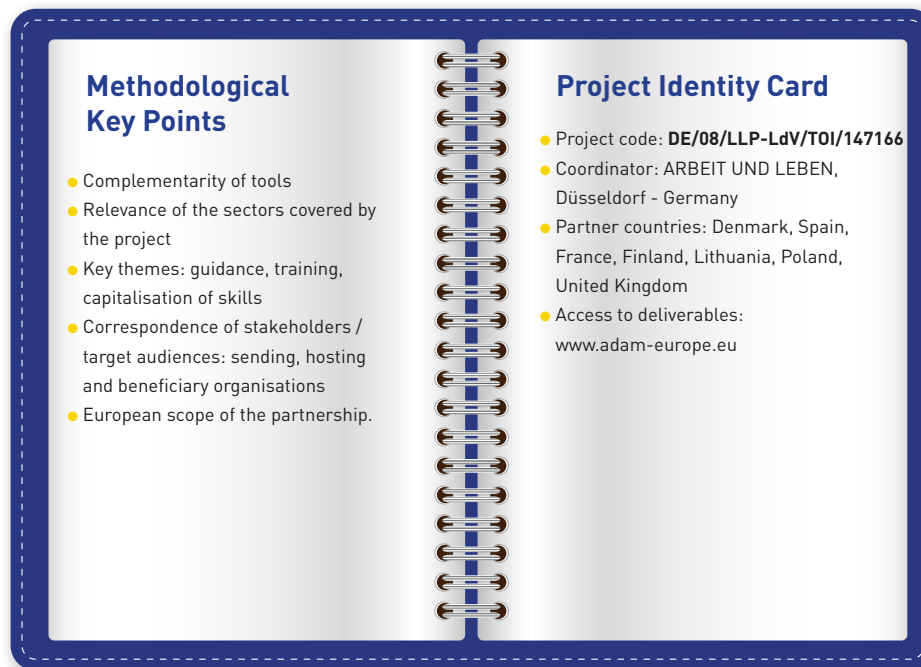
However, one of the most frequent problems raised by partners involved in the coordination of projects is the definition of the content and objectives of learning. How to identify an internship in line with the participant's needs and expectations? How to make the internships activities understandable?

Indeed, at the end of the period abroad, if the trainees often express largely positive results in terms of personal development, they encounter difficulties in measuring and assessing the progress made in regard to their professional achievements. The same applies to potential employers for whom it is not always easy to identify the professional added value of internships abroad.

The method proposed by KOMPASS aims to improve the process of communication between the various stakeholders involved in a mobility project (sending organisation, beneficiaries/participants and host organisations) in order to capitalise and make the best use of specific professional skills and social / personal competencies acquired abroad.

Among the many results of this project, it is important to highlight the «Competence Map», a protocol of analysis and diagnosis which aims to facilitate

the common definition of the contents and the objectives of the periods of practical placements abroad by all the stakeholders involved in their implementation. The first resource, entitled «Skills Descriptors», allows candidates to create their profile prior to departure. The latter forms the basis for defining the objectives of the training agreement formulated during the selection procedure. During the internship, beneficiaries can use the «Skills Descriptors» to evaluate their progress. This work of analysis generates a summary sheet, called «Skills Progression», a tool that induces the candidate to develop his or her reflective analytical capacities of the activity and to improve his or her explanation and capitalisation during job interviews.



YES EMPLOYABILITY – YOUNG EUROPEANS, SKILLS FOR EMPLOYABILITY IN TOURISM

The aim of the YES project was to reinforce the professionalism of students at the reaching the end of their formal period of studies by means of targeted transnational work placements which aimed, in particular, at strengthening IT, linguistic and technical skills considered as the most suitable to give the best possible chance to beneficiaries to secure a job.

In line with our Erasmus+ RMT project, reflection on the need to define a precise professional positioning, in order to better capitalise on the experience gained abroad, comes before the start and represents the main research and experimental axis, underpinned in all phases of the project.

This partnership, involving 40 host companies, made it possible to formalise two Guides: «Teaching in Europe», a tool for analysing practices for teachers; The second, «Working in Europe», to prepare future professionals.

Despite the sectoral nature of the application framework, which is limited to the tourism sector, this guide is of particular methodological interest because it aims to bring students closer to the world of work by giving them the necessary benchmarks to actively autonomously seek out a job. Through participation in workshops, training and practical experiences, trainees begin to understand the dynamics of the labour market. They learn how to develop mobility skills, evolve their CV, Europass and create a digital profile in order to be visible on social networks and thus be more effective in the search for work.

Methodological Key Points

- Complementarity of tools
- Relevance of the sectors covered by the project
- Key themes: guidance, training, capitalisation of skills
- Correspondence of actors / target audiences: sending, hosting and beneficiary organisations.

Project Identity Card

- Project code: **2009-1-MT1-LE005-00001**
- Coordinator: Institute of Tourism Studies - Malta
- Partner countries: Cyprus, Italy, Portugal
- Access to deliverables: www.adam-europe.eu

IOA II - INTERNATIONAL OPERATION AGENT II

Launched in 2009, the IOA II project aims to define methodological resources for professionals in vocational and split-time training institutions involved in the implementation of transnational mobility initiatives. Based on a survey conducted among multi-sector training organizations in 6 countries, this consortium has developed tools that can be transferred to all mobility operators.

- A manual to support and implement internationalisation strategies for any organisation wishing to start mobility programs;
- A methodological guide that describes the methods of project management and proposes tools to qualitatively manage the two functions considered to be the most important in a mobility project: the support and tutoring of beneficiaries. The guide also emphasises the need to understand the real needs of beneficiaries for successful positioning;
- An online tool in the form of a questionnaire for self-assessment of knowledge and skills for trainees wishing to apply for work experience abroad.

The tool invites the trainee to evaluate his or her language skills but also his or her intercultural knowledge / skills, communication skills, networking and many others, all considered necessary for professional and social life.

Once completed, the system generates a synthesis that the beneficiary can share with his internship tutors to define the programme of learning and the learning objectives to be achieved during the period of mobility.

Methodological Key Points

- Complementarity, transferability of tools
- Relevance of the sectors covered by the project
- Key themes: careers guidance, training, capitalisation of skills
- Correspondence of stakeholders / target audiences: sending, hosting and beneficiary organisations
- European scope of the partnership.

Project Identity Card

- Project code: **2009-1-NL1-LE005-01601**
- Coordinator: IOA – International Operation
Agence in training, Zwolle Netherlands
- Partner countries: Belgium, Lithuania, Spain, Finland
- Access to deliverables:
www.ioatraining.net

KEY TO MOBILITY

The main objective of this project is to provide teachers, trainers and tutors with the skills and knowledge to design mobility programmes that enable participants to develop and apply the key competencies acquired in their training curriculum. More specifically, the project aims at equipping disadvantaged young people and defining adapted mobility programmes that lead to subsequent training courses and / or finding employment in the European labour market.

From this project was born the «Key to Mobility Handbook», a resource dedicated to mobility professionals but also to beneficiaries, which was elaborated thanks to experiments involving teams of trainers from all the partner organisations as well as groups of young people involved in vocational training. The handbook consists of three modules: the first deals with the question of the qualification of trainers in relation to the implementation of those involved in mobilities; The second focuses on the need to provide personalised support; the latter establishes mobility training methodologies for groups that are deemed to be 'at risk'.

The handbook is comprehensive and contains information on the preparation and organisation of a mobility project, the preparation of students and trainers, the management of transnational mobility experience itself, the assessment of mobility and the completion of the mobility project. It effectively contributes to improving the assessment of the stages of training and the development of the key competences of the students by proposing teaching aids that allow the development of the capacities of self-evaluation and that empower young people with regard to the conditions of success of their life, training and career/work projects.

Methodological Key Points

- Complementarity of tools
- Relevance of the sectors covered by the project
- Key themes: careers guidance, learning, capitalisation
- Correspondence of stakeholders / target audiences: sending, hosting and beneficiary organisations.

Project Identity Card

- Project code: **DE-09-LLP-LdV-T01-147246**
- Coordinator: International Bund, Frankfurt - Germany
- Partner countries: Belgium, Netherlands, Portugal, Romania
- Access to deliverables: www.keytomobility.org

EUROCATERING

This scheme is the product of two Leonardo projects carried out respectively between 2006 and 2008 and from 2010 to 2013 with the participation of 11 European partners.

It is an online learning platform that offers free language courses in the following areas: cooking, catering and hospitality. The courses are interactive and combine several multimedia means, such as video, sound and image. This specificity makes it an innovative tool dedicated to trainees, students and in general to all professionals in the sectors concerned.

The Eurocatering Language Training platform is divided into three sections: the first two focus on vocational vocabulary and offer stimulating exercises and dialogues; The third, called the «Plateau», is a space for teachers, which contains a user guide and where the latter can follow the progress of their students. The «Plateau» presents resources related to intercultural skills, fundamental aspects of the experience abroad, which are not taken into account in traditional lessons. Videos, practical examples and external links, habits and characteristic elements of verbal and non-verbal are presented for each of the 7 proposed languages (English, French, Spanish, Galician, Dutch, Norwegian and Slovene).

EUROCATERING, which was awarded the «European Language Label» on the occasion of Language Day in 2012, is an example of a tool aimed at developing the participants' capacity for autonomy and organisation. By offering pre-apprenticeship, it helps trainees to project themselves into the experience, to question their future activities and to identify the specificities and sectoral differences between the country of origin and that of destination.

Methodological Key Points

- Complementarity of tools
- Relevance of the sectors covered by the project
- Key themes: careers guidance, learning, capitalisation
- Correspondence of stakeholders / target audiences: sending, hosting and beneficiary organisations
- European scope of the partnership.

Project Identity Card

- Project code: **511483-LLP-2010-BE-KA2MP**
- Coordinator: Division Européenne de la Culture et EuroCatHos - Spain
- Partner countries: Germany, Belgium, Finland, France, Ireland, Italy, Norway, Poland, Slovenia, United Kingdom
- Access to deliverables: www.eurocatering.org



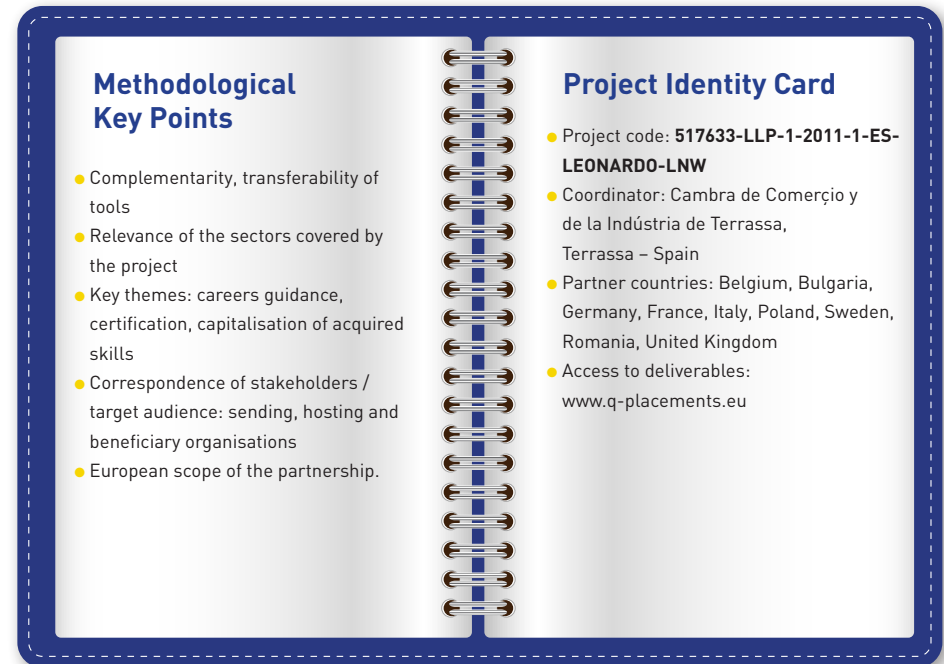
Q-PLACEMENTS.NET - THE EUROPEAN HOST COMPANIES NETWORK FOR THE PROMOTION OF INTERNATIONAL WORKPLACE TRAINING FOR IVET STUDENTS AND APPRENTICES.

Coordinated by a Spanish organisation, the Cambra de Comerç y de la Indústria de Terrassa, the Q-Placement.net project promotes international workplace training for students in initial vocational training. At the centre of reflection within the partnership lie the definition of qualitative standards in the implementation of mobility schemes in addition to the responsibilities and roles of all stakeholders involved in mobility to guarantee on-line placements with the professional needs of the beneficiaries. The final objective is to put in place protocols for managing international internships that are transferable and transposable independently of the sector of the host company and the country of destination.

In the same vein as Erasmus+ RMT, Q-Placements.net emphasises the central role of companies and the need to involve them in the preparation phase of mobility experiences in order to ensure real acquisition of technical, relational and personal capacities. This includes the capitalisation and certification of these experiences at the end of the internships.

The methodological tools produced by the partnership are also very complementary to those sought in our survey, and in particular the five «User Guides» which are addressed to all mobility stakeholders: Students, sending Establishments, Coordinating bodies in the sending and receiving countries and finally the companies and their supervisors.

We have selected for special attention the Student and Business Users' Guides, whose contents, as recommended by the partners, can be adapted and transposed to the RMT project target audience: students and recent graduates of vocational secondary and higher education, job seekers and young people who experience difficulties in securing employment.



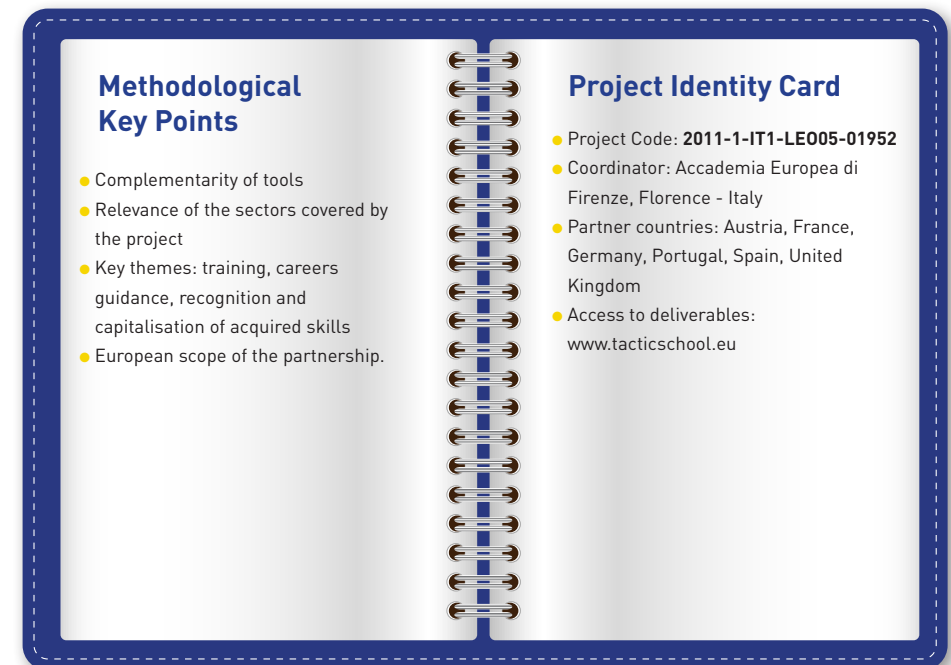
T-Tactic@school - TRANSFER OF TOOLS FOR MANAGING AND MENTORING THE INTERNATIONAL WORK PLACEMENTS TO GUARANTEE THE RECOGNITION OF COMPETENCES ACQUIRED AND THE QUALITY OF THE LEARNING PROCESS IN THE EDUCATION SYSTEM

Promoted by the Accademia Europea di Firenze, which also coordinated its predecessor TACTIC in 2007, the T-Tactic @ school project brought together 13 partners from 7 EU countries. The methodological research activity made it possible to formalise a manual in Italian, German, French, Portuguese, Spanish and English for schools and vocational education organisations in order to support the registration of mobilities as part of the academic programmes of beneficiaries.

This guide aims to equip all those actively involved in the training by proposing benchmarks and support for the implementation of international mobility projects. The guide provides materials for the management, monitoring and certification of skills acquired by participants.

Two other deliverables, which are particularly interesting from a methodological point of view, are available in all countries: open access learning platforms for education, training and guidance professionals. The second, an e-portfolio also intended for beneficiaries.

As with Erasmus+ RMT, T-Tactic @ school underlines the need to develop cooperation between the stakeholders involved in training and from the world of work in order to contribute to better certification and readability of the competencies acquired during the period of mobility.



E.R.M.E.S – ENHANCING RESOURCES FOR MOBILITY EXPERIENCES AND STRATEGIES

Building on two previous European projects - «EU Mobility Portal in VET», completed in 2009 and «INTENT - International Entrepreneurship - enhancing international» in 2007 - the E.R.M.E.S project focused on two main themes:

- Facilitate all activities related to the management of mobility projects enabling trainees, host organisations and training centres to access a range of tools adapted to the specific needs of the target groups.
- Promote the transparency and recognition of training programmes as well as the validation and certification of skills resulting from mobility pathways.

Although the project is mainly targeted at companies working in the commercial and tourism sectors, a large part of the results is transferable, including cross-cultural modules that have a cross-sectorial element.

One of the main results of the project is the creation of a platform aimed at simplifying relations between the various stakeholders and improving the quality of the processes for implementing mobility experiences.

Among the many features of the portal, we would wish to draw particular attention to:

- The compilation procedures of Europass Mobility, completed online by all partners and published automatically
- The tools proposed to monitor and evaluate the experience in companies by the candidates and the internship tutors
- The methodological materials to accompany each participant to list the skills acquired in the mobility period according to the specificity of their training programme / sector / internship objectives.
- The portal also offers participants the possibility of completing weekly evaluation and analysis of the training activities.

From a methodological point of view, this is of particular interest because, in line with the objectives of Erasmus+ RMT, this offers a pedagogical framework that is among the most effective in keeping participants constantly aware of their progress, developing autonomous reflective analysis capacities, and formalising and clarifying the personal and professional achievements in the search for employment.

Methodological Key Points

- Complementarity, transferability of tools
- Key themes: careers guidance, certification, capitalisation of acquired skills
- Correspondence of stakeholders / target audiences: sending, hosting and beneficiary organisations.

Project Identity Card

- Project Code: **2011-1-IT1-LE005-01895**
- Coordinator: Giacomo Rumor - Centro Produttività Veneto, Vicenza - Italy
- Partner countries: Germany, Netherlands, Slovenia
- Access to deliverables: www.ermes.cpv.org – www.cai-eu.cpv.org

MOMO - MORE MOBILITY FOR EUROPE

MOMO is a project aimed at improving mobility pathways and is aimed particularly at sending organisations. The project focuses on the quality and importance of integrating new cultural and professional learning with existing knowledge so that the skills of the participants are in line with the requirements of the labour market.

To do this, the project has mapped out mobility pathways, the ultimate goal being to ensure that mobility experience becomes a real learning programme and that trainees can make the most of their experiences.

To support the participants, the partners start from the observation that the supporting to the positioning is the most delicate and important phase for the success of the mobility experience. In this way, they decided to finalise a portfolio containing «mobility advice» that includes all the skills, capacities, knowledge and resources necessary to guide and support the beneficiaries. To do this, the partners analysed the mobility pathways by categorising them into 4 consecutive phases: 1. Preparation, 2. Integration in a foreign environment, 3. Reintegration, 4. Evaluation.

This project represents one of the few European initiatives which underline the importance of the role of advisers in the implementation of mobility programmes. The guide, through its clarity and completeness, can allow any careers advisors and training professionals to 'become familiar' with the management of the project and the added value of the mobility programmes and it therefore deserves widespread dissemination within the prescribing bodies and stakeholders those involved in counselling those seeking employment.

Methodological Key Points

- Complementarity, transferability of tools
- Key themes: careers guidance, certification, capitalisation of acquired skills
- Correspondence of stakeholders / target audiences: sending, hosting and beneficiary organizations.
- European scope of the partnership.

Project Identity Card

- Project Code: **2012-1-HU1-LE004-06860-5**
- Coordinator: ARTEMISSZIO FOUNDATION - Hungary
- Partner countries: Germany, Bulgaria, France, United Kingdom
- Access to deliverables: www.moremobility.net/tools.html

PRE-MO – PREPARING THE MOBILITY EXPERIENCE

Promoted by the Provincia Autonoma di Trento in 2012, Pre-Mo - Preparing for mobility starts from the assumption that, in the years to come, transnational professional mobility will become the key element of European employment policy.

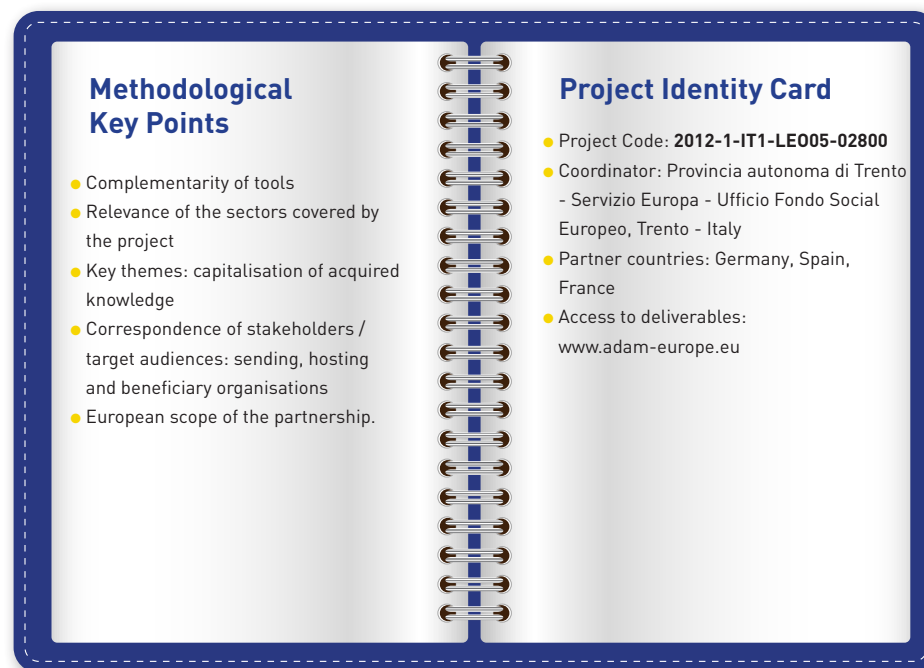
To meet this challenge and to allow all types of workers to carry out a period of work experience, internship or studies abroad, the partners carried out activities centred on the development of the strategies for advising and supporting state educational establishments, vocational training and apprenticeship organisations for such mobility experiences.

To develop competencies within territorial systems and to build synergies between organisations, the project identified models and tools that define the pre-departure preparation phases and the implementation of mobility programmes according to three different categories of recipients.

The innovative character of the project lies in the centrality that the partners attribute to the «territorial dimension» which should be taken into account in the realisation of any new mobility device. The complementary nature of the partners' fields of competence has made it possible to identify ways of collecting good practice in this field and to create two territorial centres which provide services and tools for professionals involved in initial and work-based training establishments for the implementation of mobility programmes.

All the preparatory activities for mobility have been systematised, codified and formalised in a manual, the priority objective being to evaluate and select the most effective experiments and tools in order to perpetuate them and to propose them within other organisations.

The contribution of the French and German partners also made it possible for the three Italian regions represented in PreMO - Trentino Alto Adige, Friuli Venezia Giulia and Marche - to develop specific tools to evaluate periods of mobility and thereby increase the employability skills of apprentices and post-apprentices.



WASTO -TRANSFER OF ADMINISTRATIVE AND PEDAGOGICAL TOOLS USEFUL TO MANAGE MOBILITY PROJECT

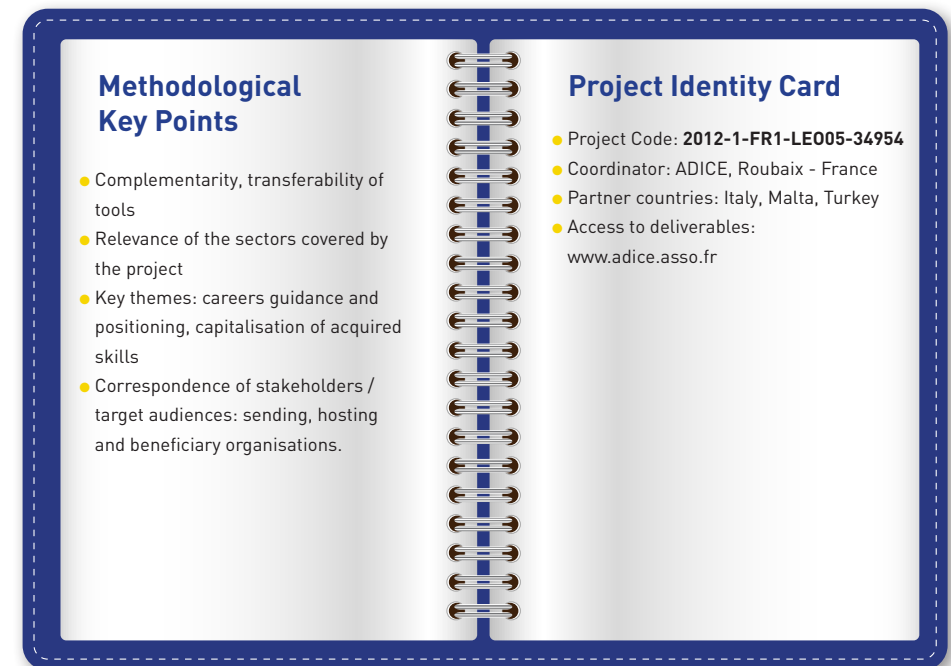
WASTO, promoted by the French association ADICE, is a transfer of innovation project focusing on the definition of a European reference framework for all the stakeholders involved in mobility, allowing the validation of a common framework to improve the qualitative management of mobility projects, especially those aimed at job seekers.

The deliverables of the project are very complementary to the objectives sought in our Erasmus+ RMT project because the subject of capitalisation of achievements is a transversal dimension to the whole system of pedagogical engineering. The methodological presupposition: the construction of a mobility project that guides beneficiaries to capitalise on their skills and to exploit mobility as a qualifying experience to reinforce their professional project.

Among the many results of the WASTO project, we highlight two tools:

- The «Manager's portfolio», aimed at professionals in charge of guiding and sending young people. The portfolio presents a collection of administrative and pedagogical materials for the implementation of mobilities designed to improve the career relevance and positioning of young people. The contribution of the French partner made it possible to formalise a process of accompaniment articulated in 9 stages, centred on the individualised construction of mobility programmes.
- The «Mobility Booklet» which accompanies the participant prior of the start and during all the phases of the mobility programme by familiarising him or her with all the tools inherent to the mobility such as the CV, the letter of motivation, questions related to Insurance, rights and duties of the candidate in addition to the project plan. In order for the participant to be a proactive participant in his or her project, the booklet also proposes specific documents such as the country profile and the factsheet.

By tracing the progression of each individual programme, this tool allows participants to keep a written record of their experiences and their results and to facilitate the explanation of prior learning in the context of a job search.



LUDO ERGO SUM

Ludo Ergo Sum is a pedagogical transfer of innovation project that has resulted in a socio-technical resource in 5 languages. Based on the serious game «SkillPass», it helps young people to identify and capitalise on the transversal skills acquired throughout their lives.

It is a toolbox allowing stakeholders at the interface of employment, education and training to offer alternative learning opportunities to young people who lack readily exploitable educational competencies and struggle to re-establish links with the world of training and to secure a long-term position in the labour market.

Both as a learning and as a guidance tool, it simplifies and harmonises practices in identifying and capitalising on learning outcomes from non-formal learning experiences (mobility, volunteering, citizen engagement, cultural and sporting activities etc.).

The development of these cross-curricular competencies assumes a key and necessary nature in that these skills are often the only resource available to young people to bring credibility to their profile in a labour market with high entry criteria. Moreover, these skills are favoured by recruiters who, confronted with the evolution of their work, are looking for future employees who are reactive, inventive, able to solve problems, work in teams and communicate effectively.

The serious game is inspired by the 6 key areas of competence developed by the Office of Vocational and work-based Education in Geneva: Processing Information, Organising, Solving Problems, Working in a Team, Coaching, Communicating. These areas are further linked to the 8 key European competences. The major challenge for the player is to ensure that his or her character acquires all the key skills at the end of the course.

Anchored in an inductive approach, based on «key situations», the interactive platform offers differentiated learning paths for both job-seekers and younger users: the first course maximises the portability of skills acquired at personal and professional levels (key competences of the EU); The second aims to strengthen the employability of young people in the labour market (cross-referencing key competences). Once this level has been achieved, the platform introduces activities related to the flagship concept of individual valorisation, a virtual space where referral counsellors and young people can jointly undertake the creation of an e-Portfolio which is the final resource for enhancing the skills of each young person.

Methodological Key Points

- Complementarity of tools
- Relevance of the sectors covered by the project
- Key themes: careers guidance, capitalisation of acquired knowledge
- Correspondence between stakeholders / target audiences: professionals, beneficiaries
- European scope of the partnership.

Project Identity Card

- Project Code: **2012-1-FR1-LE005-34251**
- Coordinator: International Development System, Lille - France
- Partner countries: Belgium, Spain, France, Greece, Italy, Switzerland, United Kingdom
- Access to deliverables: www.skillpass-game.com

EUKCEM - EUROPEAN KNOWLEDGE CENTER FOR MOBILITY

EUKCEM aims to transfer an innovative approach to quality assessment in order to promote the participation of apprentices and people in professional transition to the European mobility projects and to establish common standards of recognition and certification. One of the priority objectives of the partnership is to define an innovative coaching protocol to ensure qualitative workplace mobility programmes for young people and adults, with all types of profile.

Based on the results and on the model developed within the Leonardo project «Q-placement.net», the final quality assurance system - the «Quality Assurance System», EUKCEM defines guidelines for the design of mobility programmes, the organisation of the period of work experience, the preparation of beneficiaries, in addition to tutoring, monitoring and evaluation and is therefore aimed at all stakeholders involved in these processes. In particular, it proposes tools for evaluating and capitalising on skills and teaching methods enabling beneficiaries to better organise their job searches in the countries of origin and in the partner countries.

The final result: an online platform known as the «European Mobility Knowledge Centre», open to beneficiaries and operators to facilitate activities and access to tools and ensure sharing of the results of the mobility experience with new members and trainees.

EUKCEM is a project with high added value for the Erasmus+ RMT project due to its close proximity to the field of investigation, the methodological aims and the composition of the partnership, which brought together a consortium of representatives from economic and educational sectors in seven European countries.

Methodological Key Points

- Complementarity, transferability of tools
- Relevance of the sectors covered by the project
- Key themes: careers guidance, certification, capitalisation of acquired skills
- Correspondence of stakeholders / target audiences: sending, hosting and beneficiary organisations
- European scope of the partnership.

Project Identity Card

- Project Code: **2012-1-IT1-LE005-02783**
- Coordinator: Associazione Centro Studi Città di Foligno - Italy
- Partner countries: Germany, Spain, Portugal, Romania, United Kingdom, Sweden
- Access to deliverables on request: www.eu-mobility.eu

M.A.S.T.E.R. Mob – MULTIMEDIA APPROACH FOR SUSTAINABLE TRAINING IN EUROPEAN ROUTE FOR MOBILITY

MASTERMOB aims to create a multimedia training solution for interculturality in the context of professional mobility, combining a technical device that integrates a serious game and training modules.

The scheme is aimed at students and job seekers, as well as mobility sector professionals, in particular teachers and / or tutors, responsible for the preparation of trainees. The objective of the platform is to sensitise participants on topics related to social, intercultural and personal development skills through an interactive journey which proposes:

→ The serious game EU.topia, a game that takes place in 4 consecutive phases which, through the reproduction of real situations in the world of Eu.topia, introduce the players to some cultural realities which they will surely face during their future experiences abroad.

→ The Module On Site, a platform with three learning modules based on different scenarios, whose aim is to sensitise the participants on the importance of flexibility and adaptability to the situations they will encounter during their mobility experience and during which they will develop their personal abilities, in order to optimise their stay. Through simulations, the three modules also offer an opportunity for reflection about oneself and also about others regarding empathy, social and cultural identity, stereotypes and prejudices.

→ Online training modules are the final phase of preparation and capitalisation of learning. The modules make it possible to complete and deepen the themes and concepts discussed in the two previous sections. Each module consists of four sections: a section on the activity guidelines and the learning objectives defined for each unit; A second on activities where the participant is required to perform a task related to socio-cultural issues; An evaluation part with a questionnaire to be completed; Finally, the last section proposes complementary information tools on each topic.

From the methodological point of view, not only does the interactive work reinforce the participants' involvement and stimulate their curiosity, but it also influences the development of their capacity to analyse a context, solve a problem, anticipate, identify a strategy, and become familiar with most of the transversal benefits and achievements resulting from mobility experiences, increasingly sought after by recruiters.

Methodological Key Points

- Complementarity, transferability of tools
- Relevance of the sectors covered by the project
- Key themes: careers guidance, certification, capitalisation of acquired skills
- Correspondence of stakeholders / target audiences: sending, hosting and beneficiary organisations
- European scope of the partnership.

Project Identity Card

- Project Code: **2012-1-FR1-LE005-34363**
- Coordinator: Cap Ulysse, Bordeaux - France
- Partner countries: Spain, Italy, Portugal, United Kingdom
- Access to deliverables: www.adam-europe.eu

QUEST – QUALITY FOR EUROPEAN MOBILITY FOR SMALL BUSINESS AND TRAINEES

In order to understand the companies' views on the reception of trainees, the Italo-Belgian Chamber of Commerce carried out the survey «Erasmus: European training courses, the business perspective». Conducted in 2010, it reveals that the majority of companies interviewed (60%) did not know about the Erasmus programme and that only 8% of SMEs had already hosted an Erasmus student. The results show that the majority of firms with between 10 and 49 employees are interested in receiving trainees, but very small companies (1-9 employees) are less receptive. Causes: size, lack of time, language barriers, lack of information and organisational difficulties ...

The study finds that while 86% of these companies are generally interested in hosting a trainee, they do not know how to formalise their needs and how to organise themselves. Thus, the reception of a foreign trainee remains an exception, often perceived as taking a risk. The absence of appropriate advice for very small companies (VSE) and HR staff would hamper the dissemination quality and a range of diversified worplacement offers.

Based on this observation, the QUEST project developed an E-Guide for VSEs. The guide highlights quality and diversity as key factors for the success of the mobility experience and offers advice adapted to all parties involved: tutors and trainees. The main objective is to promote and support the participation at the European level of the target groups who are furthest away from mobility while preserving the reception processes via quality standards, which are specific to the 'Think Small' concept (the step by step approach).

The QUEST guide, which is transferable to all sectors and target groups actively encourages the participation of VSEs in mobility programs, highlighting the added value of European training courses through testimonials from micro-enterprises and trainees who have already carried out this experience.

Methodological Key Points

- Complementarity, transferability of tools
- Relevance of the sectors covered by the project
- Key themes: careers guidance, certification, capitalisation of acquired skills
- Correspondence of stakeholders / target audiences: sending, hosting and beneficiary organisations
- European scope of the partnership.

Project Identity Card

- Project Code: **2012-1-GB-LE004-08402**
- Coordinator: Inova Consultancy Ltd, Sheffield - United Kingdom
- Partner countries: Austria, Spain, France, Italy, Portugal, Switzerland
- Access to deliverables: www.questproject.wordpress.com

PERFECT MATCH - TOOLS FOR HIGH QUALITY MOBILITY EXPERIENCES

Perfect Match is a project which, among its priorities, ensures the quality and safety of transnational mobility schemes by providing a methodological contribution, particularly to intermediary organisations, for the optimal management of the placement phase of participants within Companies.

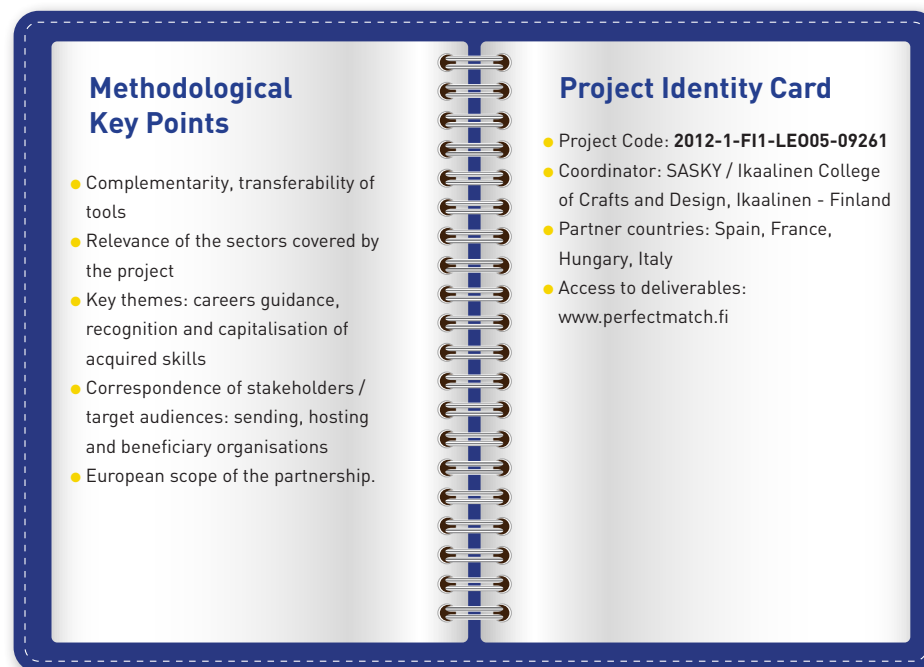
Another founding element of the project is to raise awareness and encourage SMEs to participate in European programs. In fact, there are many reasons why companies are not willing to participate in a work-based mobility projects, and in particular the fear of a mismatch between the content of the courses and the skills of the participants, which is often the source of disappointments, misunderstandings and off trainees not completing the full duration of their work-based experience.

Intermediary organisations should therefore adopt qualitative needs analysis procedures and methods in order to achieve «Perfect Matches» between the expected outcomes of the participants and the profiles desired by the companies.

The toolbox resulting from the partnership work is very interesting because of the wide range of methodological contributions but also for its level of transferability. It consists of 6 main units:

- 1. GUIDELINES FOR THE HOSTING PROCESS:** This tool helps define the roles of each party and suggests a method for implementing the «Perfect Match». It outlines the modalities and provides examples and materials to encourage the collaboration with the host companies and to define the correspondence between typologies of internship and trainee.
- 2. INVOLVING A SME:** This tool helps intermediary organisations to motivate SMEs to host a trainee. The tool includes videos with testimonials from employers and trainees that relate successful experiences. It includes videos in English, French, Spanish, Italian, Hungarian and Finnish, all subtitled for better portability.

- 3. QUESTIONNAIRE FOR GATHERING THE INFORMATION ON SME's INTERESTED IN HOSTING TRAINEE:** This is a resource which allows the definition of the basic needs of SMEs and the hosting conditions and arrangements of particularly use in the preparation the trainee for integration into the company.
- 4. ANALYSIS OF SME:** this sheet summarises all the characteristics of a company which play a role in the choice of the host company and helps to reassure the selected participant.
- 5. GUIDELINES: HOW TO PREPARE CANDIDATE DOCUMENTS FOR A WORK-PLACEMENT ABROAD?:** This tool, intended for the participants, gives guidelines on how to fill out an application form.
- 6. ASSESSMENT OF THE PERFECT MATCH:** this is a tool based on feedback methods, very appropriate for the analysis of the activity, which provides tools for joint evaluation by the tutors and candidates.



DAISS2 – DIAGNOSTICS FOR ENTERPRISES SOFT SKILLS

DAISS 2, like the Erasmus+ RMT project, aims to improve the employability and employment prospects of adults in professional transition through the transfer of a diagnostic skills assessment tool developed through the framework of a Leonardo da Vinci project «Job Matching -Diagnostics for Assessing Soft Skills and Work Role Preferences» (UK / 11 / LLP-LdV / TOI-472).

This initiative is also based on the findings of the «UK Skills and International Competitiveness Survey» conducted in 2012 by the UK Commission for Employment and Skills, according to which people having acquired «soft skills» such as entrepreneurial skills, team spirit, creativity and risk-taking, would have more opportunities to secure entry into the workplace.

Seven European partners cooperated for two years to adapt this tool by focusing more on two key competencies defined by the European Union: entrepreneurship and initiative. The tool has also been adapted to the cultural context of different countries, making it accessible to the largest number of training organisations and people in the labour market.

Currently available in English, Italian, Bulgarian, Spanish, Greek and Romanian, its pedagogical interest to young people and adults has been validated by the University of Cambridge. Accessible online, it is configured as a system of psychometric tests of behaviour at work and evaluation of forms of learning.

Finally, the system allows users to self-assess their «soft skills» in relation to technical skills and to check their suitability according to job offers.

Methodological Key Points

- Complementarity, transferability of tools
- Relevance of the sectors covered by the project
- Key themes: professionalisation, evaluation and capitalisation of acquired skills
- Correspondence between stakeholders / target audiences: adults in the labour market and enterprises
- European scope of the partnership.

Project Identity Card

- Project Code: **UK / 13 / LLP-LdV / TOI-605**
- Coordinator: Apricot Training Management, Loughborough - United Kingdom
- Partner countries: Bulgaria, Cyprus, Greece, Italy, Lithuania, Portugal, Romania
- Access to deliverables: www.DAISS2-project.eu ; www.selfawareness.org.uk

EUROAPPRENTICESHIP

We could not conclude this selection of good practices without mentioning the EuroApprenticeship project launched in Brussels in November 2010 in favour of setting up an online network and platform to create and develop a network of intermediary organisations and bodies capable of providing expertise to mobility projects implemented by vocational training and apprenticeship operators for the benefit of SMEs, apprentices and those involved in Dual training.

Since then, the «EuroApprenticeship» network has multiplied partnerships and provided support for the development of mobility on a larger scale, honouring an assumption we share: «Thanks to the combination of practices and interculturalism, mobility also fosters personal aptitudes and the ability to reflect on one's own learning, as well as self-directed learning, responsibility for one's own learning process «(Søren Kristensen).

The network is constituted as a «club» reserved for its members. Once the membership has been validated, the online collaborative platform allows access to:

- A toolbox containing specific information and methodological support for mobility projects, constantly updated through the new contributions of the project promoters.
- An observatory that contains information to better understand apprenticeship training systems and the organisation of mobility in Europe.

The Observatory also provides information on changes in the image or the recognition of the «brand» of mobility via the «EuroApprenticeship Barometer», updated by evaluation questionnaires offered to companies and learners.

Methodological Key Points

- Complementarity, transferability of tools
- Relevance of the sectors covered by the project
- Key themes: professionalisation, evaluation and capitalisation of acquired skills
- Correspondence between stakeholders / target audiences: adults in the labour market and enterprises
- Project and the European scope of the partnership.

Project Identity Card

- Access to deliverables:
www.euroapprenticeship.eu



NATIONAL PROGRAMMES, TOOLS AND PROJECTS

EDUCATIONAL KIT «ALL DIFFERENT ALL EQUAL». Ideas, resources, methods for intercultural education

This is the second edition of the Guide to Diversity, Human Rights and Youth Participation entitled «All Different - All Equal!» Promoted by the Council of Europe in 1995 and renewed in 2006 and 2007.

The contents have been kept both simple and practical in order to clarify the notions of discrimination, racism, intercultural differences. Convinced that it is difficult for young people to understand their position without an understanding of the international and national circumstances that shape their world, the kit begins with an argument in favour of intercultural education. The second part is a real toolbox containing methods and activities to be exploited with young people.

Examples of racist and discriminatory actions are used to illustrate this. The legal approach provides a framework and information on the law (definition,

sanctions, means of action). This kit is also composed of illustrations that encourage depth reflection and allow us to ask questions: how to accept our differences, how to live together with our differences?

The educational kit offers a fairly wide range of play scenarios, adapted to different levels, which encourage work on stereotyping, empathy or discrimination in everyday and professional life.

Project Identity Card

- Keywords: Intercultural education
- Language(s): FR, EN, NL
- Target Groups: Young people of all levels of qualification; Teachers, trainers, mobility operators
- Author/Publisher: Council of Europe, Strasbourg - France
- Year: Edition modified on 18/05/2009
- Access: www.archive.hrea.org

WORKBOOK FOR THE LEARNING COURSE.

This tool offers self-assessment sequences that allow trainees to understand the inter-relating nature of intercultural skills and competences that must be mobilised in the context of international experience and in any work activity related to an international context.

To enable the beneficiaries to familiarise themselves with the materials, the pedagogical approach favours knowing how to react in a given situation and proposes a questioning that becomes progressively more complex. Self-assessment begins with linguistic knowledge, which is expected in particular in the context of transnational mobility departures, and continues with reflection on intercultural communication, intercultural sensitivity, the ability to negotiate in an international context, networking, among others.

It is a very useful capitalisation tool because it remains relevant throughout the entire mobility programme:

- In the context of preparations prior to departure with a function of tracing acquired knowledge and diagnosis of the expectations for the mobility programme in terms of learning;
- During the training period through formative evaluation to analyse progress;
- At the end of the work-based experience to validate the acquired skills and to capitalise upon them in the job search process.

Project Identity Card

- Keywords: Intercultural competences, international mobility, self-evaluation, capitalisation
- Language(s): EN
- Target Groups: Students, young people and adults looking for employment, career advisors, trainers, mobility operators
- Author/Publisher: IOA - International Operation Agency in training, Zwolle Netherlands
- Year: 2006
- Access: www.ioatraining.net

HAVE - HOSPITALITY, LEISURE AND TOURISM ADDING VALUE FOR EMPLOYABILITY

«HAVE» is a program aimed at enabling students at the end of the course, whether they are young high school students or students of higher education, to improve their career and employment prospects by acquiring the skills sought by employers.

It is a tool that enables students to learn to analyse life and work experiences in order to clarify and capitalise upon them in their job searches. Focusing on formative self-assessment methodologies, the tool aims at enabling beneficiaries to «detect» their potential in contextual situations, particularly in relation to «soft skills» such as problem-solving, project design and implementation, decision-making, creativity, cooperation, teamwork, negotiation, ...

The manual is composed of two tools: the first is the «Information Pack». Similar to the dossier proposed under the Validation of acquired Experience, it guides the beneficiary in the collection of official documents and evidence that can quantify and certify work, volunteer and study experiences.

The second part proposes a Portfolio which allows the collation of the set

of skills identified by the beneficiary throughout the careers guidance process and to re-transcribe them in a CV. A range of theoretical sheets, a glossary, operational list, extracts of speeches collected in different experimental sites, facilitate the understanding of the document. Practical fact sheets on examples of key situations serve as a resource for exchange and as a model for learning the techniques of analysis and restitution of the activity.

Project Identity Card

- Keywords: Qualitative and formative evaluation, training and expertise tools, formal and informal learning methods, transition between training and the labour market
- Language(s): EN
- Target Groups: Teachers, trainers, internship tutors, youth and adults in career transition
- Author/Publisher: Institute of Hospitality, Sutton - United Kingdom
- Year: 2008 - last contribution February 2016
- Access: www.instituteofhospitality.org



SKILLS MAP

In 2010, the Department responsible for Vocational Training in the Ile-de-France Regional Council initiated active research with 160 training organisations involved in a regional vocational training programme called «Avenir Jeunes», 70 local IAG Centres for young people aged 16-25 and 300 young people registered at one of these centres. A careers guidance protocol based on a list of competencies and evaluative approaches that emerged from this co-construction partnership.

«Avenir Jeunes» is composed of two programmes, professional project poles and dynamic careers guidance areas. It is aimed at young people aged 16 to 25 who have left the school system with little or no qualifications. 12 000 young people, on average, are involved each year. The need to create tools common to all those involved in guidance and training, such as a protocol for professional careers guidance, a competency map and a so-called «positive» evaluative approach, proved to be essential to objectify the skills of trainees and enable them to play an active role in the development of their career project as part of journey towards structured training, qualifications and / or employment.

The evaluative approach, based on the systemic approach, places the young person at the centre of the evaluation through the implementation of various

interactions. The main goal is to develop, along with the beneficiary, his or her training programme and to define the skills to be developed in order to achieve the objectives. The evaluator systematically looks for elements that can be mobilised in each of the identified situations in order to recognise the partial competences of the young person and avoid any devaluing categorisation. For his or her part, the young person gradually discovers the global axes of skills that he will develop during his career. The young person is encouraged to self-assess at specific times. Every assessment is contextualised to professional situations and is based on «evaluation situations» and not on tests.

The initial positioning corresponds to an assessment of the main skills required in relation to 12 axes and is organised in 4 levels relating to progress:

- 1 /** from guidance to autonomy in order to create the conditions for the success of the project;
- 2 /** from unrealistic and imprecise projects to realistic and feasible projects in a specific context;
- 3 /** from partial understanding to appropriate, formal and varied communication; of the implicit codes in various environments.

4 / from the observation - description of explicit social codes to the understanding of the importance of these codes, including the decryption of the implicit codes in various environments.

The tools, which are transferable as part of the evaluation activities and assessment of learning outcomes of the mobility programmes, are shared between the partners and with the trainees. The initial, intermediate and final positions, based on the Competency protocol, are based on a dedicated computer software programme that publishes distinct tools:

- an individualised descriptive skills list which evolves as each successive evaluation is completed

- a table summarising the acquired skills
- a table summarising the skills to be developed in the context of training
- a summary of the skills developed during the course
- three objective appendices allow objective assessment of the work-based experience from observations during the placement. These appendices are intended for partners including advisors and trainees from the local IAG Centre, The so-called final appendix makes it possible to co-construct with the trainee, his or her action plan to be carried out at the end of the career guidance programme.

Project Identity Card

- Keywords: Careers, training, transversal skills, evaluation, professional project
- Language(s): FR
- Target Groups: Students, people in career transition, teachers, trainers, mobility operators
- Author/Publisher: DE FERRARI Mariela Région Ile-de-France - Direction de la formation professionnelle, Paris - France
- Year: 2011
- Access: www.iledefrance.fr

USER GUIDE FOR WORK PLACEMENTS IN EUROPE: THIRD EDITION

Initiated by the Italian National Agency, this practical user-friendly guide offers useful advice and references to search, select, manage and capitalise upon a work-based mobility experience. The manual presents 32 fact sheets: for the 28 countries of the European Union, the 3 members of the Economic Area and a fact sheet on Switzerland.

The main reason for the success of the handbook continues to be its operational focus: a handbook designed for young people, using appropriate language, offering a variety of information to quickly understand the challenges of an International mobility experience. Useful to guide young people wishing to go abroad, it provides initial information on the different countries, the characteristics of the internship arrangements in various professional sectors of activity and offers a series of references to choose, to start to plan the mobility experience.

The guide emphasises the importance of cross-curricular competencies in securing a job and the fact that experience in another country makes it possible not only to acquire language skills but also to develop the capacity to cope with different environments and cultures, and to develop new skills linked to interculturalism.

The first part of the guide integrates and develops all these themes and stresses that carrying out an internship abroad, even in a different field or one not necessarily compatible with a specific course of studies, still represents a rewarding experience that makes it possible to mobilise all capacities and skills, particularly those of a transversal nature.

Project Identity Card

- Keywords: Careers Guidance, international mobility, internships, professionalisation, capitalisation
- Language(s): IT
- Target Groups: Students, people in career transition, teachers, trainers, mobility operators
- Author/Publisher: BENINI Ginevra, TOSI Giulia. Manuale dello stage in Europa: terza edizione. ISFOL (Istituto Superiore di Formazione e Orientamento al Lavoro), Roma
- Year: 2013.
- Access: www.sbnlo2.cilea.it

IMPROVE MONITORING AND EVALUATION TOOLS FOR INTERNATIONAL INTERNSHIPS

This is a report on the tools and good practices developed by Campus Iberus, a consortium created to implement internships abroad which involve the Pública University of Navarre, the University of The Rioja, the University of Zaragoza and the University of Lérida.

As a result of the increase in the number of placements offered through this new training programme, the partners have been confronted with the need to formalise a specific process for coaching, monitoring and evaluating national and international experiences Students. The tools and the materials developed are addressed to the sending institutions and staff in the host company especially in the industrial sector. The main objectives are to ensure a correspondence between the profiles available in companies and the capacities / skills of potential trainees and to ensure

that experience is consistent with the expectations of the beneficiaries and their academic specialisation. It also allows learning experiences to be monitored in terms of professional progress.

The phase of positioning and preparation for mobility is of particular interest because it is based on a training session that sensitises candidates to the methods of capitalisation of the achievements resulting from periods of mobility and proposes collaborative and individual activities to decline transversal skills, in order to evaluate and explain them throughout the period abroad and upon return.

Project Identity Card

- Keywords: Careers Guidance, international mobility, internships, professionalisation, capitalisation
- Language(s): ES
- Target Groups: Students, people in career transition, teachers, trainers, mobility operators
- Coordinator: CAMPUS IBERUS, UNIVERSIDAD PUBLICA OF NAVARRA Mejora herramientas seguimiento y evaluación. Prácticas Internacionales. Experiencia Piloto Programa Erasmus Prácticas en Empresa, Universidad pública de Navarra, 2013/2014, Valle del Ebro, Espagne
- Acces: www.ugr.es

The journal – report approach is conducive to communicative and educational developments around the notions of interculturalism, cultural mediation of otherness, intercultural communication and cultural identity. A resource for non-formal and informal learning of gained experience and creativity, it is an intermediate pedagogical tool for:

- Intercultural education,
- Learning languages,
- The construction of an international and European mobility project,
- An assessment of personal and professional achievements through European exchanges.

The aim of international mobility expertise is to evaluate both personal and professional contributions for the trainee/student. The tool was developed from experiments carried

out in the universities of Bordeaux and Clermont-Ferrand in order to put together a qualitative and formative evaluation methodology.

The «travel journal-report» medium is indeed an appraisal and training tool, developed from visual methods used by research in human and social sciences, which can evaluate the initiatory value of mobility and form, informal and non-formal. It also promotes the capitalisation of knowledge, know-how and well-being, transversal and intercultural competencies and their recognition as an added value for employability.

Project Identity Card

- Keywords: Qualitative and formative evaluation, training and expertise tool, visual methods, informal and non-formal learning, initiatory value of mobility, cross-cultural and cross-cultural skills,
- Language(s): FR
- Target Groups: Students, people in career transition, teachers, trainers, mobility operators
- Author/Publisher: AGORD Pascale. «The travel journal-report, a training and expertise tool for international mobility», Journal of International Mobility. Moving for Education, Training and Research, Erasmus Agency + France Education Training, n° 2, October 2014.
- Year: www.europe-education-formation.fr/page/JIM

In its missions to support the vocational training of the Automobile Services Branch, the National Association for Automobile Training (ANFA) has made the promotion of transnational mobility programmes one of its priorities through its International Relations Department which supports mobility projects, via technical, logistical, educational and even financial means.

With the aim of perpetuating practices and stimulating their implementation in other fields and professional sectors and throughout the network of Apprenticeship Training Centres, ANFA has formalised a guide for mobility for all those who want to engage in this activity. This guide to good practice, rich in teaching resources and testimonies, aims to:

- Pool results and improve the quality of the projects carried out by the various institutions which have developed transnational mobility projects;

- Give guidance for the implementation of any given mobility project - more or less complex and structured - while remaining sufficiently flexible not to limit exchanges in a restrictive framework;
- Assist in the assembly of a new mobility project;
- To evolve an existing activity and a partnership, through the perpetuation of experience or a structuring of the pedagogical content of the programme;
- To enable project promoters to assess their suitability for quality criteria, defined by ANFA, before requesting funding from their Regional Delegation;
- Take into account legislative or regulatory developments, new developments and the results of transnational mobility projects carried out since the last edition of the guide.

Project Identity Card

- Keywords: International mobility, programmes, instructions
- Language(s): FR
- Target Groups: European mobility experts, teachers and trainers
- Author/Publisher: National Association for Automobile Training (ANFA), Sèvres - France
- Year: last consultation June 2015
- Access: www.anfa-auto.fr

ACAMEMIC PORTFOLIO FOR FRANCO-GERMAN MOBILITY

Franco-German mobility, which is booming in the Poitiers areas at secondary level, contributes to the construction of skills validated within the framework of schooling and later prized on the dynamic Franco-German labour market.

In order to do this, the Poitiers Educational Department is committed to a resolute approach to the promotion of individual mobility in the name of the principle of trust and recognition of schooling in a German institution. It should be noted that going on an individual Franco-German mobility does not mean a double education, but only one, in Germany, in consultation with the sending institution.

Guidance for the validation of schooling in Germany, a tool for monitoring schooling and validation of personal and intellectual competencies are the objectives of the Academic Portfolio for Franco-German Mobility.

Elaborated by an Academic Working Group involving the German Regional Educational Inspection Department, the French National Education Inspectorate for the First Level, High School Principals, First and Second Level German Teachers, the Portfolio is offered in three versions. For Erasmus+ RMT, the version elaborated for the Franco-German mobility of high school students is highlighted. While it allows the contractualisation of the study programme between institutions, it also aims to enhance learning in terms of transversal competences such as: autonomy and initiative, social and civic competences, (inter) cultural, and language skills. Pragmatic and simple, the evaluation and self-assessment grid for competences, is transferable to a framework of capitalisation activities prior to departure and to any destination especially for people aged 18-25 looking for employment

Project Identity Card

- Keywords: Training, intercultural competencies, foreign languages, mobility learning, evaluation
- Language(s): FR
- Target Groups: Students, people in career transition, teachers, trainers, mobility operators
- Author/Publisher: Académie de Poitiers, France
- Year: 2016
- Access: ww2.ac-poitiers.fr/allemand

«RETURN TRIP» GUIDE TO INTERNATIONAL MOBILITY

In a similar way to the «Intercultural Mobility Booklet», this tool is aimed at graduate students to help them plan and keep track of their mobility experience.

Preparing to study abroad requires time and lots of organisation. Thus, the International Relations Office of the Faculty of Life Sciences at the University of Strasbourg wanted to put in place a practical resource, a real working tool, in which each student can record the information he / she needs.

With almost as many destinations as students who will go abroad, this notebook is a reference guide that everyone can personalise according to the information that he or she collects

on the web and with the contacts at his or her university. This aims to motivate and more actively involve students, to encourage them to take responsibility for the preparation of their stay, to plan and to programme activities and the formalities related to their return.

Playful and modern, the notebook is offered to students for the preparation of their mobility, with a chalk-pen. The screen-printed cover in slate ink encourages short annotations for «things not to be forgotten» or to communicate by drawing, in a country where the language may not yet be well understood.

Project Identity Card:

- Keywords: International mobility, methodological tools, capitalisation of acquired
- Language(s): FR
- Target Groups: Students, people in career transition, teachers, trainers, mobility operators
- Author/Publisher: Directed by WILLAUER Sandra
- Year: 2016
- Editor: Faculté des Sciences de la Vie - Université de Strasbourg, France
- Access: www.sandrawillauer.com



CONCLUSION

Today the debate on themes such as the recognition of prior learning, the professionalisation of those looking for employment, in addition to the validation of formal and informal competencies, have taken on an ever-increasing importance within the European bodies and the majority of member countries. Concerns about the recognition of transverse capacities, soft skills and key competencies acquired outside of the academic system are equally interesting.

In this context, transnational mobility is seen as a privileged place for learning, professionalisation and employability, and a real alternative and/or complement to traditional education systems. Mobility is thus propelled to the forefront in many European meetings and round tables, whether dedicated to a specific mobility sector or aimed more broadly at interdisciplinary fields.

Among the results of these exchanges, we would like to highlight the conclusions of the «Erasmus+ International Conference: Recognition of Skills and Employability in Europe», in which we participated in October 2015, including « Workshop 1: International Mobility, Employability and cross-curricular competencies », which sets out goals in line with the objectives of the « Erasmus+ RMT » project. The conclusions focus on the need to « help young people to identify and assess the non-formal skills they acquire during mobility projects; To find a common vocabulary between non-formal learning situations and the world of work; To match the skills developed with the cross-curricular competencies expected by society and the workplace for a better integration of young people into society and employment ». Experts underline that « Today tools exist to accompany young people with indicators, references, practices, and tools ... but we are still searching on the issue of recognition and the link with a form of certification. At the same time many, the fact that a multitude of different tools are available may lead to a problem of clarity ...»⁶.

⁶ AGENCE ERASMUS+ FRANCE / EDUCATION Formation France. Synthèse. Conférence : Reconnaissance des compétences et employabilité en Europe. Octobre 2015. www.conferasmus.eu/wp-content/uploads/2015/10/SYNTHESE-CONFERENCE.pdf

Our study has reminded us just how long the stakeholders actively involved in mobility have been studying this issue by multiplying experimental, comparative initiatives and exchanges of good practices in order to promote the capitalisation of the benefits from mobility. Since 2006, many tools have emerged outside of the countries covered by our partnership, but we note that once the projects have been completed, their use often remains limited to the partner countries.

Moving towards a «simplification of tools» and «achieving an accepted standard for identifying and assessing cross-curricular competencies», indicated as a necessity in the conclusions of the conference, is a complex and lengthy process in that the terms skills, validation and employability take on different resonances depending on the individuals who use them, their culture and their systems of reference.

Meanwhile the question centres on how to circumvent this complexity? One possible solution may be to focus on the development of user-friendly kits and guidance materials that favour «learning by learning», thereby allowing the beneficiaries to be the main players in the capitalisation of skills and abilities acquired through transnational mobility that can lead to improved employability.



BIBLIOGRAPHICAL RESOURCES

BIBLIOGRAPHY

AGENCE ERASMUS+ FRANCE / EDUCATION Formation France. Synthèse. Conférence : Reconnaissance des compétences et employabilité en Europe. Octobre 2015. www.conferasmus.eu/wp-content/uploads/2015/10/SYNTHESE-CONFERENCE.pdf

AGORD Pascale. Le carnet de voyage-reportage, outil de formation et d'expertise pour la mobilité internationale, La revue Journal of International Mobility. Moving for Education, Training and Research, Agence Erasmus+ France Education Formation, n° 2, octobre 2014.

APEE, BADAJOZ les San Fernando, Proyectos y experiencias PAP de Comunidades y Ciudades autónomas: FCT en Portugal, Papeles Europeos, 2011, Número 4.

BALLATORE Magali. Encourager la mobilité des jeunes européens. PUF, Paris 2010.

BELLANGER Emilie, TOUZE Marion. Les pratiques de la mobilité dans le cadre de l'éducation professionnelle. AGEFAPME, 2012.

BENINI Ginevra, TOSI Giulia. Manuale dello stage in Europa: terza edizione. ISFOL, Roma, 2013.

BRANDSMA Jittie, BRUIN-MOSCH Ceciel, ROEMELING JANNIE. MoVe-iT : Surmonter les obstacles à la mobilité pour les apprentis et les autres jeunes en cours d'enseignement et de formation professionnels. Une étude comparative sur la mobilité en FEPI dans 33 pays européens. Juin 2007.

CAREL Sophie, DELOYE Frédéric Déloye, MAZOUIN Aurélie. La mobilité internationale des jeunes avec moins d'opportunités : retour d'expérience. Bref du Cereq, 25 novembre 2015.

CAMPUS IBERUS, UNIVERSIDAD PUBLICA DE NAVARRA. Mejora herramientas seguimiento y evaluación. Prácticas Internacionales. Descripción documental de Becas Leonardo. Aplicación a la Experiencia Piloto Programa Erasmus Prácticas en Empresa, Universidad pública de Navarra, 2013/2014.

CEDEFOP. Lignes directrices européennes pour la validation des acquis non formels et informels. Cedefop, référence séries 2016, N° 104.

COMMISSION EUROPEENNE [582]. Communication from the commission to the European parliament, the council, the european economic and social committee and the committee of the regions. A Stronger European Industry for Growth and Economic Recovery. Commission Européenne. 10/10/2012.

CONSEIL DE L'UNION EUROPÉENNE. Recommandation relative à la validation de l'apprentissage non formel et informel. 20 décembre, 2012 2012/C 398/01.

COMMISSION DES AFFAIRES EUROPÉENNES. Rapport d'information déposé par la Commission des affaires européennes sur la validation de l'apprentissage non formel et informel et présenté par Sandrine Doucet, députée. Juillet 2015.

CICCHELLI Vincenzo. L'esprit cosmopolite. Voyages de formation des jeunes en Europe. Paris, Presses de Sciences Po, 2012.

CENTER FOR INTERNATIONAL MOBILITY. Hidden competences. Faktaa. Avril 2013.

DE FERRARI Mariela. Rapport de synthèse : Compétences transversales en contexte professionnel : objectiver, graduer, évaluer. AEFA, Octobre 2014. Disponible sur le site : www.agence-erasmus.fr/docs/2171_rapport_aefa_cop4_v-diffusable.pdf

FRIESENHAHN, Gunter J., SCHILD, Hanjo, WICKE Hans, Georg. Learning mobility and non-formal learning in European contexts: policies, approaches and examples. Editions du Conseil de L'Europe, 2013.

DE ROZARIO Pascale. Europe : le projet "Juvenes Mobiles", Education Permanente, Parution N° 161 - 2004-4.

DUCHEMIN Claire. European inventory on validation of non-formal and informal learning 2014: country report France. European Commission; Cedefop; ICF International, 2014.

ENGSTROM David, LORING P. Jones. A Broadened Horizon. The Value of International Social Work Internships. A part of: Social Work Education. The International Journal, Volume 26, 2007.

KEMP Jenny. The listening log: motivating autonomous learning. ELT Journal, Oxford, 2010, Vol. 64, n°4.

KNOCK Billy. La mobilité internationale, atout pour l'employabilité et force pour les entreprises. Le Quotidien de l'information. Centre Inffo. 16/10/2015

KRISTENSEN Søren. Développer les placements transnationaux en tant qu'outil didactique. Revue européenne formation professionnelle, n° 23, mai-août 2001, pp. 39-48.

KRISTENSEN Søren. Comprendre les projets de mobilité en tant que vecteurs d'apprentissage. In : Construire la société de la connaissance : réflexions sur le processus de développement des connaissances. CEDEFOP, Référence série 2002, n°36, pp. 69-67.

KRISTENSEN Søren. Learning by Leaving, placements abroad as a didactic tool in the context of vocational education and training in Europe (Luxembourg: Office for Official Publications of the European Communities, CEDEFOP). 2004.

KRISTENSEN Søren. Learning by leaving - Towards a pedagogy for transnational mobility in the context of vocational education and training. CEDEFOP, 2010.

GLASER Evelyne, GUILHERME Manuela, MENDEZ GARCIA María del Carmen, MUGHAN Terry. Compétence interculturelle pour le développement de la mobilité professionnelle. Conseil de l'Europe, 2006 -ISBN 978-92-871-6142-0

ICON-INSTITUTE Consulting Group. Study on mobility developments in school. Education, vocational training, adult education and youth exchanges. Commission Européenne, Bruxelles, Juin2012.

ISFOL. Il Programma Leonardo da Vinci: il Trasferimento dell'Innovazione a supporto della mobilità transnazionale, 2012.

ISFOL. Tirocini all'estero dei giovani italiani. Borsisti Leonardo in mobilità transnazionale temporanea" in Osservatorio ISFOL, n. 1/2011.

MORO INCHAURTIETA Álvaro ; ALBIZURI ELEXPURU Itziar Lourdes Villardón Gallego. El impacto de la movilidad académica en Europa. Estado de la cuestión. Revista Internacional de Educación y Aprendizaje, 2014, VOLUMEN 2 NÚMERO 1.

PARLEMENT EUROPEEN. Commission de l'emploi et des affaires sociales. Décision instaurant un cadre communautaire unique pour la transparence des qualifications et des compétences qui constitue un cadre aidant les gens à présenter leurs compétences et qualifications. 2241/2004/CE. JO L 390 du 31.12.2004, p. 6.

RODRIGUEZ MARTINEZ Antonio Jesús. Guía destino Europa 2014. Eusko Jaurlaritzaren Argitalpen Zerbitzu Nagusia Servicio Central de Publicaciones del Gobierno Vasco Donostia-San Sebastián, 2014.

SCHOMBURG Harald, TEICHLE Ulrich. Mobilité internationale des étudiants et débuts de vie active. Formation emploi, 2008, n° 1033, pages 41-45.

UK COMMISSION FOR EMPLOYMENT AND SKILLS. Business and schools: building the world of work together. A part of: Employer guides to work experience. Further education and training. Avril, 2012.

WERQUIN Patrick. Reconnaissance des acquis d'apprentissages non formels et informels : Les pratiques des pays. OCDE, Février 2010.

SITOGRAPHY / INTERNET BASED RESOURCES

Website

www.ec.europa.eu/esco/
www.ec.europa.eu/ploteus/
www.cedefop.europa.eu
www.adam-europe.eu
www.centre-info.fr
www.ec.europa.eu/epale
www.ec.europa.eu/programmes/erasmus-plus
www.euroguidance-france.org

Projects and Tools

ww2.ac-poitiers.fr/allemand
www.adice.asso.f
www.anfa-auto.fr
www.archive.hrea.org
www.cai-eu.cpv.org
www.ces.uc.pt
www.DAISS2-project.eu
www.ec.europa.eu/spain/pdf/guia-destino-europa.pdf
www.ermes.cpv.org
www.euroapprenticeship.eu
www.europassplus.info
www.europassplus2.eu
www.european-mobility.eu
www.europe-education-formation.fr/page/JIM
www.formationsportauvergne.com
www.iledefrance.fr
www.instituteofhospitality.org
www.ioatraining.net
www.keytomobility.org
www.moremobility.net
www.perfectmatch.fi
www.q-placements.eu
www.questproject.wordpress.com
www.sandrawillauer.com
www.sbnlo2.cilea.it
www.selfawareness.org.uk
www.skillpass-game.com

COPYRIGHT

Published: December 2016

Coordination of the edition: Valentina Faccioli, Director,
Institut Européen Recherche et Formation,
55, rue Au Maire - FR - 75003 Paris
Contact@ierf.net

Graphic design: Thierry Marchand

This compendium is available as a free download from the website:
www.erasmusplus-rmt.net.

The reproduction of the texts on a paper medium is possible for a personal use or pedagogical under certain conditions: Free diffusion / Respect of the integrity of the reproduced documents.

Please quote this publication as follows: This document comes from the website www.erasmusplus-rmt.net realized within the framework of the project «Erasmus+: The renewal of transnational mobility, a new opportunity for people looking to enter the labour market and for businesses.», with the financial support of the European Union within the framework of the Erasmus + programme (2014-1-EN01-KA200-008757 - Key action 2 - Cooperation in innovation and the exchange of good practice).



Paris - FRANCE
www.ierf.net • contact@ierf.net

Coordinator



Paris - FRANCE
www.iledefrance.fr • gilles.bonnet@iledefrance.fr



Paris - FRANCE
www.mefnanterre.fr • mail@mefnanterre.fr



Florence - ITALY
www.cedit.org • info@cedit.org



Bristol - UNITED KINGDOM
www.euplanet.net • epn@euplanet.net



Valencia - SPAIN
www.esmovia.es • esmovia@esmovia.es



Berlin - GERMANY
www.berlink.eu • info@berlink.eu

Find out more
www.erasmusplus-rmt.net

