“Learning providers and EU mobility: reinforcing learning attractiveness and employability”

Presentation by: Jon Harding, EfVET

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Working group Themes

• Looking into the learning-providers experience with mobility could be the first step in considering whether they are sufficiently addressing emerging challenges related to third countries and to disadvantaged groups participation in VET- and Professional Higher Education - mobility across the EU.

• Concerns quality in particular, reflexion is needed on the specific quality-related dimensions of mobility, such as standards and guidelines and on their implementation so far in order to learn from their application and consider whether to develop quality standards to cover mobility of VET/PHE students and teachers.
Working group Themes

• To define accreditation guidelines to be tested by Community learning providers as an activity complementing the reflection on the quality of learning mobility.

• Since transnational learning mobility contributes to the further Europeanisation of education and training, reflection should be made on the factors supporting the quality of cooperation among European learning providers.
Type of activity suggested on the agreed themes

- Mapping and analysing mobility cases of good practice provided mainly by the Community members, linked also to the Cedefop mobility scoreboard project.

- Organising reflection groups on the findings in view of drawing practical quality guidelines on how to support transnational learning mobility by promoting

  - Quality in cooperation of VET-providers
  - Quality in learning mobility of VET-students
Sub-group focus

- Definition of preconditions and factors supporting transnational learning mobility and cooperation among European learning providers.
- Reflexion on the quality of VET-students’ learning mobility and its contribution to the further Europeanisation of education and training.
- Definition of competences and roles of school/VET-institutions (leaders and staff) as agents of learning mobility.
- Definition of the impact of managing transnational learning mobility on VET-institutions.
Good Practise on Mobility

- To experience new working methods not available locally
- To promote and enhance the use of English as a working language
- To gather evidence through training and work experience to enhance their learning
- To enhance the skills learnt at the College and transfer them to the work place
- To aid students in discovering the international dimension of their field of studies
Good Practise on Mobility

• Learning mobility can become a powerful tool to motivate students belonging in the so-called “groups at risk”, to reintegrate a learning path. Mobility can increase learning attractiveness and serve as a second chance education for the marginalised whether young or adult.
Collected information – Barriers

• There is a real problem in what concerns the knowledge of the English language which serves often as lingua franca. As Sylvie and Konstancja put it “teachers and VET-providers do not master it sufficiently well to engage in mobility schemes with foreign colleagues”. This represents a serious obstacle and needs to be addressed.
Collected information – Barriers

- Salaries (this issue relates to staff of the sending institution working in students’ mobility, because the administration costs of the receiving (intermediary?) organisations are usually paid)
- Absence/being away from family (kids/spouses, other personal commitments)
- In-company mobility is still a problem (even a bigger one for staff!)
- Language problems (the language barrier is common to ALL countries and is No.1 on the barrier list).
VET Mobility impacts all!
Any Questions?