

Learning Mobility as driver for attractiveness

Thematic introduction

Torsten Dunkel

Expert Workshop

‘Learning mobility as a driver of attractiveness’

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Overview of presentation

- Definition
- Eurobarometer – Youth on the move 2011
- Benefits & obstacles
- Policy analysis

- Workshop structure
- Policy developments
- Organised mobility
- Learning from higher education

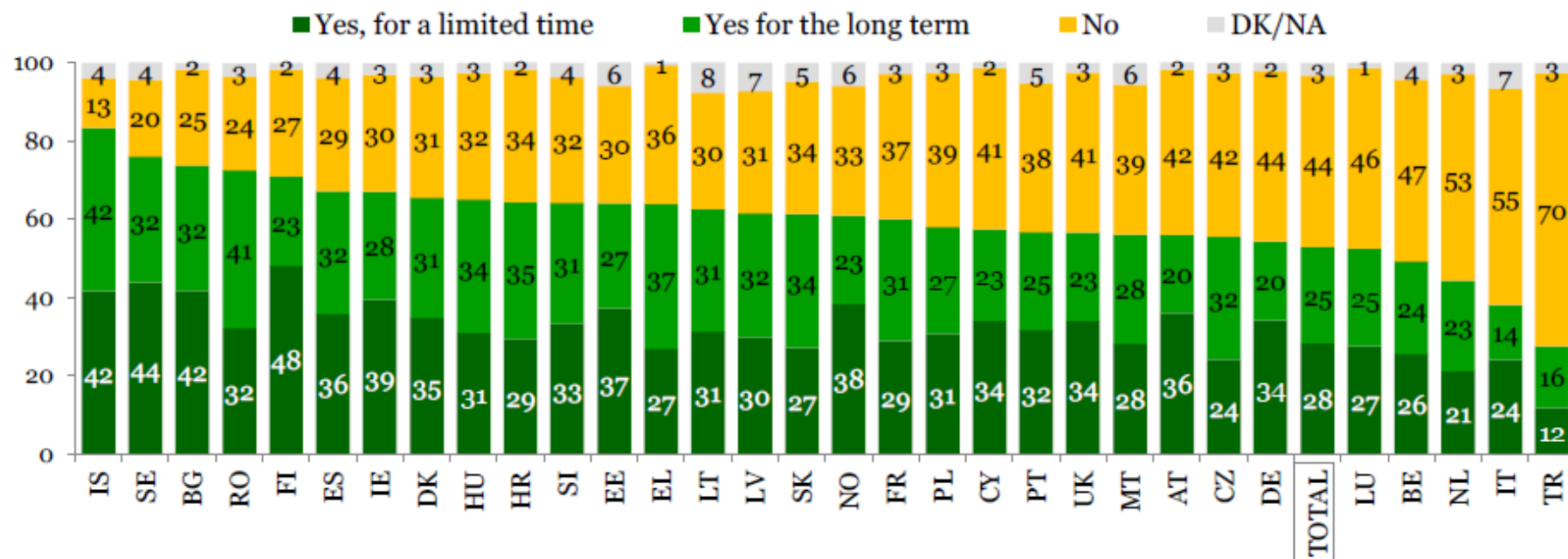
Learning mobility

- a period of time spent in another country than one's own, consciously organised for the purpose of acquiring knowledge, skills and competence
- in a formal or non-formal context;
- individually or in a group;
- a school-stay, a work placement, or participation in a project or event;
- of longer or shorter duration.

Transnational mobility for the purpose of acquiring new skills is one of the fundamental ways in which individuals, particularly young people, can strengthen their future employability as well as their personal development.

Eurobarometer

Young people's willingness to work in another European country

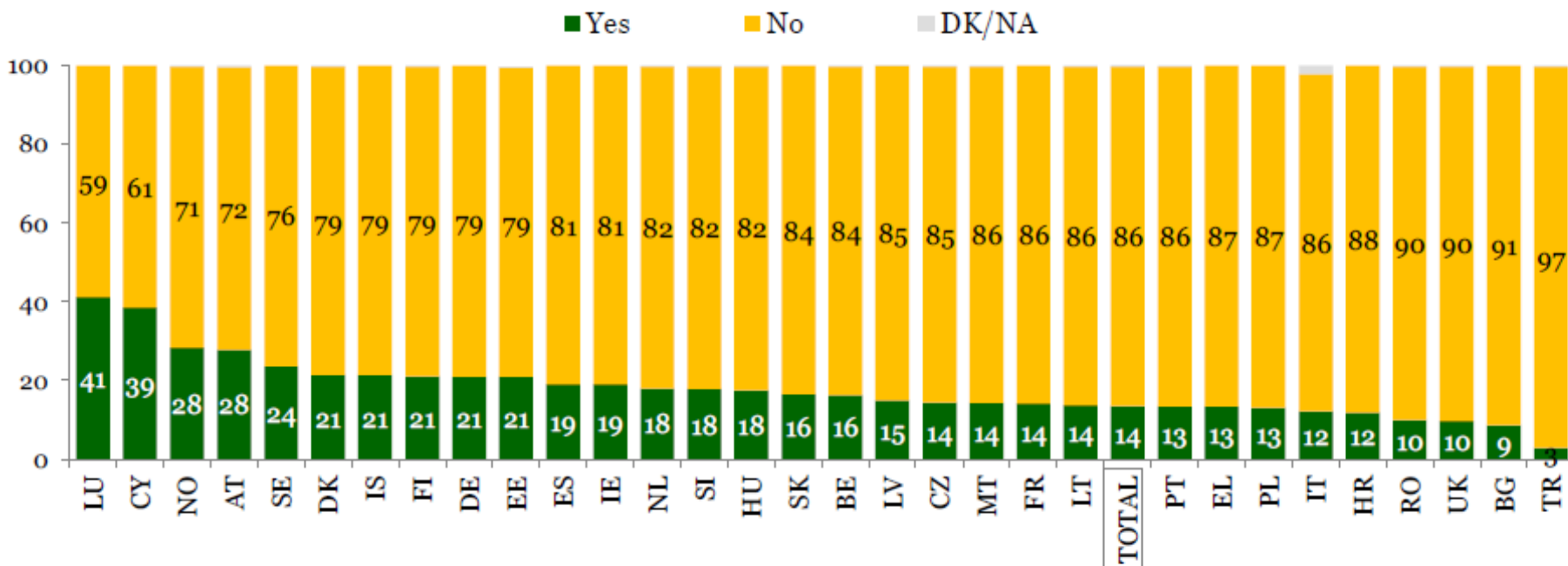


Q14. Would you be willing / would you like to work in another European country in the future?

Base: all respondents, % by country

Note: DK/NA = "don't know" / "no answer"

Proportion of young people who have stayed abroad for education and training purposes



Q5. Have you ever stayed abroad for learning or training purposes (outside the country where you received your prior education) or are you currently abroad?

Base: all respondents, % by country

Facts and figures

- In 2009/2010 about 55.000 initial VET students undertook a placement abroad supported by the Leonardo da Vinci programme
- whereas around 215.000 HE students went abroad (for studies and company placements) (European Commission, 2011).

Other mobility

Study identifies 1000 learning mobility schemes in Europe in addition to the EU-funded Lifelong Learning sub-programmes for Comenius, Grundtvig and Leonardo da Vinci and the Youth in Action Programme (EC, 2012).

Bruges communiqué

Mobility is high on the policy agenda and discussion in Europe.

In its fourth strategic objective, the Bruges Communiqué advocates the development of ‘a strategic approach to internationalisation of VET and promoting international mobility’.

Benchmark

The objectives are quantified in terms of European benchmarks for 2020, namely:

the share of the young adult population going abroad should reach 6% in IVET;

and the share of higher education graduates should with a period of higher education-related study or training (including work placements) abroad reach 20 %.

Expected benefits

In the context of high youth unemployment and increased internationalisation of labour markets, learning mobility is expected to contribute to strengthening the employability as well as personal development of VET graduates.

Benefits – macro level

European citizenship/identity,
competitiveness, European labour market,
European education and training, human
capital, brain circulation.

Benefits – individual level

international competence profile, higher performance, higher job prospects, vocational, international and personal skills, employability.

Benefits – employer

internationalising workforce/globalised environment, positive balance between recruiting international workforce vs. training internationally, tool for developing skills and competences of future employees, reliance and commitment of trainees..

Benefits – VET providers

internationalisation of VET learners profile,
openness of VET providers, new
programmes and curricula, teaching
performance comparison.

Obstacles

- legal, administrative and institutional
- socio-economic, financial, linguistic and practical difficulties

Obstacles

- Recognition and documentation of knowledge, skills and competences acquired by participating in learning mobility is still undeveloped;
- There is little coordination and knowledge sharing among mobility schemes, and only little research activity.

Policy analysis

- Various national campaigns and initiatives for internationalisation of VET show that learning mobility is increasingly (even though very gradually) an integral part of the VET programmes.
- Hence transnational learning mobility does not only mean moving to another country but it also implies the ability to transfer skills and knowledge from one learning or working context to another building professional identity across borders.

Policy analysis

- Work placements are becoming an increasingly popular type of mobility activity, indicating that “employability” is seen as an important learning outcome.

Country examples

- Favourable policy frameworks, regulations/legislation
- Setting up an infrastructure to support mobility
- Bilateral programmes and regional initiatives
- Aligning curricula with mobility development

Country examples

- Communicating to stakeholders and wider public on mobility
- Developing quality in mobility
- Mobility for specific target groups
- Partnerships

Today's workshop

- After the this introduction follows an overview on policy developments.
- In the second session we will discuss organised learning mobility and related experience of companies and VET providers.
- After the break we will explore in how far lessons can be drawn from higher education.

Guiding questions

- What are realised benefits of mobility?
- What are the prerequisites for successful mobility (success factors, constraints) to make VET more attractive?
- How to improve conditions for learning mobility? What are pertaining barriers and which measures are undertaken to overcome them?
- What lessons can be drawn for VET from HE for the issue?

Thank you very much for your attention!

Torsten Dunkel

torsten.dunkel@cedefop.europa.eu