Annex A: Areas of mobility and the policies and programmes which support them.

Currently, The European Union uses its range of mobility programmes to support structured mobility across different sectors of the Education area and in certain other areas such as the research sector and the world of culture. The following section gives a description of the different areas and of the related EU programmes and contains the Forum's assessment of how these programmes are working and the main challenges which they face.

Higher education (Erasmus, Erasmus Mundus, actions under the 7th research Framework Programme)
With 4 000 institutions, over 17 million students and some 1.5 million staff - of whom 435 000 are researchers - European universities are an enormously important part of Europe's educational infrastructure and vital to the creation of a Europe of knowledge and to its competitiveness. The European priorities for the higher education sector have been set out in the Commission's Communication of May 2006 "Delivering on the Modernisation Agenda for Universities" which outlined a 9-point plan for strengthening the contribution of the sector to improving Europe's capacities in education, research and innovation. The agenda proposes changes to curricula, governance and funding mechanisms, in the context of a general approach in which universities should engage in deeper partnerships among themselves, with the communities they serve and with other actors, notably business and in which European higher education should aim to develop its global standing.
This commitment to modernisation of the sector takes place in the context of the Bologna process, in train since the Bologna Declaration of 1999, which envisages the creation of a European Higher Education Area by 2010, in which students can choose from a wide and transparent range of high quality courses and benefit from smooth recognition procedures. Thus mobility – of students and staff - is a key feature of the development path for Europe's higher education; indeed, it is seen as having been a key driver of the modernisation agenda.

Universities also have a central role to play in the EU's objectives for the European Research Area (ERA), in which they should contribute to the goal of increasing both the volume of research – to 3% of GDP by 2010 – and in breaking down the barriers between national research systems. Mobility is a crucial aspect of the ERA. In the European knowledge society 'research, education, training and innovation are fully mobilised to fulfil the economic, social and environmental ambitions of the EU and the expectations of its citizens' (European Commission, 2007: Green Paper. The European Research Area: New Perspectives, Brussels, 4-4-2007, COM 2007 161 final).

The main EU tool to support mobility in the university area is the Erasmus programme, which supports the mobility of student's and university teachers and is the biggest and best-known of the EU's support programmes for mobility. In the 20 year period since its creation in 1987, more than 1.7 million students have participated, undertaking a study period abroad. In 2006-2007 just under 160,000 students undertook an Erasmus move, which means that the programme reaches roughly 3.5% of Europe's student population at some point in their studies. The current average duration of Erasmus moves is 6.5 months. Overall numbers participating have continued to rise year on year with the increase in recent years being most pronounced among students from new Member States. Growth in participation from several Member States has slowed or stagnated. Currently Erasmus mobility is most popular in business studies, languages and philosophy.

Erasmus also supports mobility among university teachers. In 2006-2007 just under 26,000 took part, with languages/philosophy, engineering/technology and business studies being the most popular subject areas.

The May 2006 Communication on the Modernisation of Universities stresses the need for universities to develop closer links with the world of business and to focus more strongly on developing the employability of their students. Reflecting this, Erasmus has recently taken over (from Leonardo) responsibility for this scheme which supports work placements by students in an enterprise in another country. About 14,000 placements took place in 2006-2007 with numbers rising very rapidly – the estimated number for 2007-2008 is 20,000.

Erasmus Mundus is the globally open counterpart of the Erasmus programme. It supports the creation of Masters courses by consortia of EU and EEA universities and it funds scholarships for third-country students to attend these Masters courses, for academics from third countries to undertake mobility periods in EU universities and for EU students and academics to study /work at partner universities worldwide. In 2008, 2,000 students and 450 academics from outside EU will be funded to participate in 103 Masters Courses. Outward mobility by EU citizens is smaller in scale, involving an estimated 477 students and 192 students. The new Erasmus Mundus II programme, which should begin operating from 2009, will open the possibility for consortia to create Doctorate level courses and, on a very small scale, for EU students to access courses within and outside of the EU . Quality assurance mechanisms (based on peer review) are being developed within the programme.

In the Seventh Framework Programme, the 'People' Programme is dedicated to human resources in research. This Specific Programme has a budget of more than €4,7 billion over a seven year period until 2013. Its objective is to develop an open European labour market for researchers and to support the mobility of researchers and their knowledge, both within Europe globally. It includes a set of 'Marie Curie' actions addressing researchers at all stages of their careers, supporting both young and experienced researchers in acquiring or complementing skills and competences. It supports removing obstacles to mobility and enhancing the career perspectives of researchers in Europe (see the recent Communication on "Better careers and More Mobility: a European Partnership for researchers" (COM (2008)317 of 23 May 2008))

As a special action it fosters partnership between public research organisations and private commercial enterprises, in particular SMEs, aimed at knowledge sharing and inter-sectoral mobility. University/research centres and enterprises (in particular SMEs) can develop joint cooperation activities, mutual knowledge exchange processes and two-way secondments of staff. (The Industry-Academia Partnership and Pathways Action, 2008).

Other actions undertaken by DG RTD within the 6th and 7th Framework Programmes also seek to promote the creation of networks and joint working among research institutions focused on specific highly strategic research topics – as such they bring about the creation of new infrastructures within which extensive mobility of research staff will take place. These include the Networks of Excellence and European Technology Platforms.

In this context, it is also important to note that the European Institute for Innovation and Technology (EIT) will start operating from 2010 and will be based entirely around the model

of intense collaboration for education, research and innovation. Mobility of people will be a vial element.

The real and substantial achievements of Erasmus in building mobility in the University world should not blind us as to the barriers to students' mobility which remain and to the scale of the challenge which is to be addressed if the ambition of generalising the Erasmus experience is to be achieved. Numbers undertaking an Erasmus move have continued to grow since its creation; however, it is not clear whether this growth can be maintained in the years ahead. Coverage is geographically uneven – Erasmus is more popular in some countries and regions than in others and there are now signs of a slowdown/stagnation in certain Member States and regions. Furthermore, it has always been the case that the coverage of Erasmus has been patchy, with greater success among students in certain faculties and subject areas than in others.

Erasmus has grown to the extent that it has on the basis that the amount of the financial grant has been squeezed. The average value of the Erasmus maintenance grant remains, at x euros per month in 2007, below the target established by the Council of y euros per month. The low value of the grant is, inevitably, cited by many students as a limiting factor and as a disincentive to participation. Clearly, in any move to expand the coverage of Erasmus it will be necessary to provide more generous financial support if those students not heretofore interested in the programme are to be attracted. There has been a strong focus during the 20th anniversary in 2007 on the social profile of Erasmus participants and whether the programme is de facto less open to students from lower income groups. The evidence on the point is somewhat mixed – the social profile of Erasmus students in most Member States tends to echo that of the student population as a whole. Nevertheless, this represents a clear concern. In this respect, the moves by certain French Regions and elsewhere to offer an income-related supplement to Erasmus candidates from low-income backgrounds is interesting and should be studied.

The issue of recognition of the Erasmus study period is of vital importance. Successive student surveys have indicated that substantial numbers of students have reported, after their move, problems in securing recognition for the period concerned. While some studies suggest that this problem has reduced, with approximately 20% still reporting problems, it remains a significant challenge. It is also likely to have a disincentive effect on potential Erasmus students. The Bologna process envisaged that universities should move towards a modularisation of courses and the award of credit points (using the ECTS) for modules completed and that this would facilitate mobility. An improved mechanism to facilitate acceptance by the home institution of the learning outcomes achieved in the Erasmus move is needed, e.g. a further development of the Europass Mobility. While progress has undoubtedly been made, it is clear that recognition problems remain.

Languages continue to be cited as a barrier to mobility within Erasmus; at the same time both students and teachers of languages participate heavily in Erasmus. The argument is also frequently advanced that Erasmus participants should be given a more substantial preparation for their move – to cover language learning but other preparatory aspects as well.

Questions can be asked about the degree to which Erasmus attracts the very best and most ambitious students and, conversely, its attractiveness to Europe's best universities and best courses. This is an important question both for the profile of Erasmus and for the realisation of one of the impacts it should be having – namely its impact as a driver of high quality

education. If Europe's students can be broadly and generally mobile, it could be expected that the best and brightest will seek to use their mobility move to access the very best courses. Mobility of this kind, if it could have a sufficiently competitive element and sufficient scale, would potentially have an important structuring effect on Europe's universities.

The Erasmus Mundus programme contains the elements necessary to have such an effect – an emphasis on the creation of consortia among universities; an accent on high quality post-graduate education with developing quality assurance mechanisms; openness not only to Europe's best students but to students worldwide. However, the actions at present are too small in scale to have the desired overall structuring effect.

It is difficult to assess performance of the Erasmus Business Placements module, given the transfer which has just recently taken place from Leonardo to Erasmus. Nevertheless, the possibility for students to spend time within enterprises would seem to have great potential to boost employability and to help cement university-business ties which could then be used for the broader aim of ensuring business participation in shaping the future of university education. Furthermore, for certain categories of study such as business studies – study categories which are not at present strongly represented in mainstream Erasmus moves – such placements could indeed be both very relevant and very popular.

If this action is to be expanded beyond its current size, the incentives for business to act as hosting organisations - an issue which arises also in relation to Erasmus for young Entrepreneurs and within Leonardo - will need to be set out much very clearly and promoted among potential enterprises. For enterprises which have a strong international dimension or which are in the process of developing one, the potential value of hosting a non-national student could be high. Close links with these two other schemes would need to be maintained, in order to ensure that there is both a good synergy between them and a lack of overlap. Enterprises which show themselves willing to participate in one are likely to be open to participate in the other.

The Forum sees the various actions of the 'People' Programme as effective in fostering mobility both between universities/research centres, and between these and business and industry. For the future, their funding within FP7 could be increased and their activities focused on the priority areas identified within the European Technology Platforms (ETPs), the Joint Technology Initiatives (JTIs) and the Knowledge and Innovation Communities (KICs) of the European Institute of Innovation and Technology. By enhancing, focussing and concentrating mobility in these priority areas, and by linking it closely to these actions which are the engines of European innovation and in which business is taking the lead, their impact could be increased. Specific instruments to support mobility of academic staff, researchers and students within the ETPs, the JTIs and the KICs could be envisaged, as these flagship actions will need to be highly attractive for mobility. Special financial arrangements with the European Investment Bank could also be considered.

Vocational Education and apprentices (Leonardo)
The Vocational education sector is a sizeable and important part of Europe's education and training infrastructure. Roughly 55% of students at the upper secondary level are enrolled in vocational schools and this share has increased in recent years. In addition, the vocational sector provides training to people in the labour force, reaching on average 33% of the adult workforce in 2005 (down from 40% in 1999) and delivering on average 27 hours of training to each participant. However, this training via the VET network captures only part of the

overall activity as close to 60% of companies' external training of their employees is carried out by private training bodies (European Foundation for Living and Working Conditions Report of May 2008)

Leonardo supports the mobility of people in initial vocational training, adults undertaking training while they are in the labour market (this can either be in an employed or unemployed capacity); and exchanges among vocational trainers. In 2007, it funded moves by 51,000 young people in initial training. About 20,000 moves took place under the scheme for trainees in the labour market (it should, however, be noted that the divide between initial education and training on the labour market is not always clear. The fact that only 41% of labour market trainees were aged over 25 would suggest that the majority under this scheme undertake mobility either when in transition into the labour market or soon afterwards).

The number of VET professionals – which can include trainers and guidance staff and human resource managers - undertaking short duration Leonardo mobility moves was 17,000 in 2007.

In addition to mobility under the Leonardo programme, it is worth pointing out that the European Social Fund has supported the creation of bilateral or multilateral partnerships between regions for vocational training – an example is highlighted in BOX Z. However, while individual actions are clearly of interest, there is no overall picture of the extent of these actions or of their contribution to training.

Europe's VET systems represent a considerable resource, one whose importance is set to increase as skills shortages are likely to increase. Mobility is, in comparison with the university sector, less established as an element within VET education and training.

There are a number of factors which explain this. The language barrier, a factor limiting mobility in all spheres, is a bigger limitation in this sector than in the university world, reflecting the fact that language teaching has a lower priority in VET curricula than in the academic strand of education. Complex structures of vocational training, and the fact that these vary greatly between Member States, make it difficult to move between systems. Complexity and differentiation apply most particularly in the structure of apprenticeships, so that this area – where the number of apprenticeships is growing in the most recent years and where the political demand to increase mobility is strong - may suffer most from this barrier. Barriers related to social security and tax status of apprentices are also a factor.

Business plays a central role in vocational education. The track record of business participation in Leonardo mobility is mixed – enterprises have been quite responsive when approached to act as host organisations, much less so as applicants to send trainees abroad. There seems in particular to be a problem in convincing them of the business case to invest in such mobility programmes. Businesses have also pointed frequently to the complexity of procedures within Leonardo. It is seen as being particularly off- putting to the participation of SMEs.
Overall, it seems clear that the Copenhagen process has not yet created the same favourable framework for mobility as the Bologna process has in the university world. A renewed focus on building convergence between VET is called for. The Commission recently presented its proposal for the ECVET system which should help the transparency and portability of VET qualifications – this should over time help to build some convergence. It would be important that ECVET and ECTS converged properly to ensure bridging to the university world.

Nevertheless, notwithstanding the difficulties and barriers, there is clear evidence of an unmet demand for mobility supports. Programme managers report that the number of applications under all calls is very high, leaving in each case a large number of good but unsuccessful candidates. This phenomenon has an impact on how the programme is managed – in the interests of fairness and of ensuring that the programme can reach as many applicants as possible, the programme does not fund multi-annual conventions but, in effect, spreads opportunities as widely as possible each year. Multi-annual conventions would bring clear gains in programme administration and, potentially, in deepening partnerships.

There is an important issue of scope which needs to be posed in respect of both the Leonardo and Grundtvig programmes. As outlined above, the numbers of adult trainees covered by Leonardo is small. And as will be explained below, Grundtvig in effect concentrates on supporting mobility in the area of adult education for those experiencing or at risk of social exclusion. Thus neither programme covers sufficiently the potentially very important objective of building skills and competences within the adult, employed labour force. The scale of this challenge can be appreciated by reference to the objective which has been established in the context of the OMC for Education and Training that, by 2010, 12.5% of the workforce should be receiving adult education every year. This is a hugely important sector of activity with companies devoting large amounts of resources to in-house training or to buying in such training from specialist providers. It is a hugely important component of life-long learning and has an important future role to play in the "New Skills for New Jobs" initiative. Member States are, increasingly, placing an emphasis on upskilling the workforce as an important element in their overall skills strategies (see, for example, the 2007 Report on the creation of an Irish national skills strategy). And yet it does not figure as an aspect of either of the two programmes which might be expected to address it.

As stated at the outset, Europe's VET sector represents an asset for Europe, one which has considerable potential on the global scale. The European Training Foundation is an agency of the European Union which supports the development of the education and training systems of EU partner countries in the context of the EU's external relations policy. It is also worth noting that Germany has recently created an initiative to market globally its capacities to deliver high level training, - both to initial trainees and to workers in the labour market (See http://www.bmbf.de/en/887.php)

Entrepreneurs (Erasmus for Entrepreneurs action to be launched this year)
In the context of the EU's policies to boost entrpreneurship, the European Commission will launch in Autumn 2008 a support scheme for young entrepreneurs and potential entrepreneurs to follow a traineeship in another country within a host SME. Numbers will be small within the pilot phase, about

The Forum is supportive of the general aim of this proposal and feels that, given the right combination of circumstances on the part of the young entrepreneur and of the host enterprise, such moves, which would combine an element of placement with a mobility move across border, could indeed be mutually beneficial to the mover and to the hosting firm. However, the Forum has doubts that the scheme will prove practical on a sufficient scale to make a significant contribution to developing entrepreneurship in Europe. In particular, it feels that the incentive for enterprises to act as hosting organisations to an entrepreneur who may potentially be a competitor is not clear. At the same time, the Forum feels that the possibilities for most young entrepreneurs to undertake such a move, at or around the point where they are

seeking to start a business, is likely to be limited. The Forum feels that it may be more effective to seek to develop entrepreneurship by promoting Erasmus placements strongly among business and entrepreneurship students. Nevertheless, the scheme could play a limited by useful role in offering mobility opportunities to young people seeking to become entrepreneurs who are not in the educational system.

Second level education (Comenius)

Comenius supports mobility and cooperation among all actors in school education in Europe. Activities which can be funded under Comenius are

- **Comenius School Partnerships** – bi- and multilateral cooperation between schools in different European countries, focussing on common interests of the participating schools and helping them to work on a common project. They have tended to focus on foreign language learning, improving ICT skills and fostering intercultural awareness. More that 12,000 schools participated in partnerships in 2006 while more than 97,00 students and staff undertook mobility in the context of these partnerships.

- **eTwinning** –uses the Internet and digital media to promote European school cooperation, collaborative learning and project based pedagogy. eTwinning does not finance single projects but supports them by offering on-line tools and pedagogical support.

- **In-Service Training of school education staff** – grants are available to enable teachers and other school education staff to participate in in-service training activities. Training activities may last between one and six weeks and may take the form of a training course, a conference, a seminar, a placement or job-shadowing. Beneficiaries are requested to prepare their stay and to disseminate the results in their institutions. In 2006 8,500 teachers undertook such moves.

- **Comenius Assistantships for student teachers** – grants enable future teachers to spend 3 to 10 months in a school abroad and to assist in teaching. It gives them the opportunity to enhance their knowledge of other European languages, countries and school education systems and to improve their teaching skills, and also helps to improve language skills of pupils at the host school. In 2006 there were 1,400 such moves.

- New actions currently being developed include a scheme for the mobility of individual students and the Comenius Region initiative, in which schools will link with regional partners (e.g. local authorities and youth organisations) in order to network with a similar group of partners in other countries.

Participation in the Comenius programme varies greatly between the different national systems. There are clear differences across systems in the extent to which schools are autonomous actors, capable of making decisions and administering the programme on their own behalf - this is clearly an important determinant of participation in the programme. Thus the move signalled within Comenius Regio under which schools would work with other regional partners as sponsors should help considerably to ease the administrative burden. At the same time, the requirement to create links with civil society partners in this action should be beneficial to both sides of the partnership. The Forum feels that the new Comenius Regio is of great potential.

An important point to note is that the e-twinning action under Comenius is the action within all of the programmes which is most directly based on the concept of virtual mobility. It is relatively cheap to run and gives potentially strong educational returns – it is possible to build

curricular content on inter-cultural competences around the twinning; e-twinning can be a mechanism to integrate migrants if it can be directed towards the country of origin. Informal evidence would also suggest that there is further a reasonably high level of school twinning taking place outside the Comenius framework. Of all the programme actions, this is undoubtedly the one which could most easily be generalised, to the point where it becomes the norm for EU children to be in a school participating in an e-twinning activity.

Mobility within secondary education is of educational value in itself; it can also play an important role in helping to open up the school student's willingness to mobility in later life. Most important of all, in this respect, is that mobility actions in the school should place an emphasis on building language skills. Secondly, it would be possible to develop actions which build bridges between Comenius and later Erasmus mobility, contributing to educational challenges which arise in the transition between second and third levels, for example summer school type actions which could be sited in universities.

Adult learning (Gruntdvig)

Grundtvig supports mobility and networking among actors within all forms of non-vocational adult and continuing education. It offers mobility opportunities to learners, teachers, trainers and other staff involved in adult education. Its focus is mainly on organisations active in adult education for under-represented and marginalised groups who are experiencing or at risk of social exclusion. There is, for example, a strong focus on teaching in support of the integration of migrant groups, on adult literacy and second-chance education.

New actions in the 20007-2013 period will include mobility grants to senior citizens active in volunteering; workshops for adult learners jointly organised by partner organisations; and mobility for adult language learning.

The overall budget for Grundtvig is small, €46 millions in 2008. Numbers covered by the different actions are relatively small. Nevertheless, close to 2,000 organisations participated in transnational partnerships in 2006, with just under 8,000 training staff and 4,000 adult learners undertaking short mobility moves.

As has already been noted in the commentary on Leonardo, the Forum notes that neither programme adequately addresses the challenge to adapt and upskill Europe's adult workforce and feels that this constitutes an important challenge to be addressed within the EU mobility programmes in the future. Grundtvig's role could be to continue with its concentration on addressing marginalised groups, supporting in particular the contribution made by civil society organisations to this objective.

The Cultural Sphere (Culture Programme)

People active in the worlds of art and culture – creative and interpretative artists and cultural workers – are a group which has a particular interest in being mobile, in order to extend the scope of their activities and meet new audiences; to find new and inspiring sources of inspiration to make their creations evolve; and to exchange experiences and learn from each other. Their mobility also serves an important public purpose - it is fundamental for enlarging the European experience of artistic expressions and for raising awareness and understanding of European cultural diversity and shared cultural heritage.

Eurostat has estimated the size of the cultural labour market at close to 5 million people or 2.4% of total employment. Referring to the slightly wider concept of creative industries, this estimate goes to 5.8 million employees, accounting for 2.6% of GDP.

There are reasons to believe that employment in the arts and cultural sectors is more open to non-nationals and that artists and arts workers are prone to be highly mobile in general. A definition of mobility for the purposes of this Report would encompass travel – of short, medium or long-term duration – which increases understanding and abilities of an artist or other culture professional, enhances his/her career or brings employment opportunities. Artists and arts workers move as part of professional development (for education or training purposes); as a necessary part of artistic production (performing arts/festival, visual arts/travelling exhibitions etc); and in the context of the European project and of cultural policies in general (promotion of cultural diversity).

There is little statistical evidence to establish the true nature and extent of such mobility.

The general objective of the EU's framework programme for Culture is to enhance the cultural area shared by Europeans with a view to encouraging an active European citizenship. One of its three specific objectives is to promote transnational mobility of cultural players by supporting cooperation projects involving several cultural operators from the different countries participating in the programme. The Culture Programme provides support for networking and exchange among artists and artistic companies which will have a strong mobility dimension to it; however, the funding available is not large.

Studies (notably Polacek 2006) have identified barriers to mobility to be the most important issue which needs to be addressed, specifically barriers relating to
>   Social security;
>   Visas and work permit regimes;
>   Taxation, including rules on withholding tax and VAT;
>   Management of Intellectual property rights.

Arts activity is also highly dependant on public subsidy – artists or companies which are mobile (other than for short periods) may be at high risk of missing out on public subsidy in their country of origin while being ineligible in their host country.

In seeking to promote a high level of mobility in the cultural sphere, the main issues to be addressed are:
>   Barriers to mobility, which are well set out in the Polacek study;
>   Data: the lack of knowledge of the sector means that its potential contribution to Europe – both as a force for economic activity and of culturally valuable exchange – risks always to be hidden;
>   That mobility activities should be clearly encompassed in public funding for the arts.

The main policy effort at the EU level to promote cultural mobility is the European Agenda for culture and the work plan for culture 2008-2010, which foresee common objectives and working structures within the context of the open method of coordination, within which the Commission and Member States work together. It is felt that this is a fully appropriate and potentially effective way to address the real problems of the sector.

Questions relating to mobility of artists and cultural professionals will be also touched upon in the context of the structured dialogue with the cultural sector, established by the Commission (in particular the platforms 'Creative and cultural industries' and 'Access to culture') as an essential element for the implementation and development of the European Agenda for culture. This will provide another avenue through which to address the relevant issues at stake.

The role of the Culture programme in supporting this is to be complementary to this political effort, acting to support the piloting of approaches and the creation of networks among cultural actors.

In addition to the Culture Programme, the Commission is undertaking various other initiatives on mobility which will feed into the work of Member States in the context of the OMC. This includes implementing a pilot project on artist mobility voted by the European Parliament at the end of 2007 as an amendment to the 2008 EU budget. With a budget of 1.5 million euros, the pilot project seeks to support and improve the environment for the mobility of artists in several ways. It will address the practical, administrative obstacles identified above. A feasibility study will be carried out for a European wide information system on the different legal, regulatory, procedural and financial aspects to mobility. The Commission and Member States can then see whether concrete further action should be taken to set up a European wide information system, what form this should take, and who needs to act.

Another aspect of this pilot project is a call for proposals to support the networking of existing civil society and public authority structures supporting mobility in the field of culture. The aim is to promote mobility by capitalising on the knowledge and experience which already exists among organisations supporting mobility by facilitating the exchange of experience and mutual learning.

The final dimension to the Commission's work on artist mobility seeks to respond to a demand from cultural operators for more financial opportunities to be provided for individual mobility in addition to the support which already exists for trans-national cooperation projects provided by the Culture Programme. The Commission is waiting for the results of a separate study this autumn funded by the Culture Programme on mobility schemes in Europe. This study will provide an overview and typology of the mobility schemes which already exist in Europe, identify any gaps and propose recommendations for possible action at the EU level.

The potential role of other EU funding sources – building on the Treaty requirement (Article 151) to "take cultural aspects into account in its action under other provisions of the Treaty" – to support structured mobility should be explored fully.

The Commission is in the process of launching a study which could help in the longer term to in promoting virtual mobility. This study will map existing websites and analyse the role they play in dialogue and exchange on cultural issues and artistic expression, with a view to making recommendations on how to enhance the use of the internet as a means of exchange and debate on cross-sector issues in the field of culture and artistic expression.

Volunteering (Youth) and Civil Society (Citizenship)
Youth policies in all Member States and Regions promote the participation of young people in structured activities – voluntary and community work, outward bound activities, for example – which aim to support their personal development. These may be directly organised by public authorities or by civil society. These may be as a complement to formal education or as

an alternative for those who have left education, and will often seek to act as a developmental bridge in the transition between education and employment. Such policies tend to have a strong focus on young people at risk of social and labour market exclusion. Reflecting the nature of European society today, a strong emphasis is placed on multicultural activities.

Voluntary activity among young people is already quite extensive - a 2007 Eurobarometer[1] survey of youth in the Member States found that 16% of the interviewed young people participate in a voluntary activity. But its potential scope is much greater – the same survey revealed that 74% would be interested in a volunteering experience if there were more programmes available.

The Commission's Youth in Action Programme funds trans-national networking among youth groups which gives rise to a high level of short term mobility moves - it is hard to be precise about the numbers of individuals concerned but it is estimated that close to 100,000 young people may be involved.

In addition, the Youth in Action programme funds the European Voluntary Service which offers the chance for young people to undertake a much longer mobility move – between 2 and 12 months – to take part in a voluntary project in another Member State. The learning experience gained is formally recognised through a Youthpass certificate. Numbers involved in 2007 were approximately 4,000.

The Forum would like to strongly underline the value of this activity and its great potential to contribute positively to young people who might otherwise not be served by the education. The programme at present contains a balance of short group actions and the longer and more challenging voluntary service placement. This is a good balance.
Participants in this programme may eed more help than in the education sphere in preparing for their move. Therefore, a mobility toolkit needs to be offered to all. The issue of recognition of the move for young people whose qualifications may not be high is vital.

There are potentially very important synergies in the future between the Youth schemes and the Comenius Regio. There needs to be joined up administration and provision of information. Also the issue of synergies with the mobility moves under the Citizenship programme should be explored. The possibility for communities and local groups which are active in this sphere to act as hosts and enablers for Youth mobility moves could be explored.

Civil Society (Citizenship)
Finally, The Europe for Citizens Programme funds town-twinning across national borders which has been taken up very extensively across Europe over the years. The Programme now funds opportunities for twinned towns to come together. Town Twinning Citizens' Meetings bring groups from twinned towns together to discuss issues, including ideas to deepen European integration. Thematic networking among twinned towns supports the holding of conferences around shared interests and themes.

There may be scope to build links between these partnerships and those which will emerge through other programmes, e.g. through Comenius Regio, within the Youth programme and within Grundtvig.

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[1] "Looking Behind the Figures: The main results of the Eurobarometer 2007 survey on youth", Office of Official Publications of the European Communities, Luxemburg, 2007, ISBN 978-92-79-05540-9, http://ec.europa.eu/public_opinion/index_en.htm

Annex B: People talk about how Mobility Moves have influenced their lives.

Erasmus Experiences from ESN project www.20erasmus.eu

My Erasmus: I loved ,I laught,I cried, I lived...

> **Shared by:** FRANCISCO
> **Erasmus Trip:** 🇪🇸Málaga ✈🏴󠁧󠁢󠁥󠁮󠁧󠁿Liverpool
> **It was:** 2005

(…) If there is 1 thing the ERASMUS is about, that thing is doubtless the process of self-discovery and self-development that all is participants experience. It is education in a greater sense,education to create better and more prepared human beings. This new "race" of people will eventually lead to a more tolerant and open society. The "sons of the Erasmus society". Just wait and see...

My Erasmus: I was right: I did it!

> **Shared by:** Giovanni Piccirilli
> **Erasmus Trip:** 🇮🇹Roma ✈🇩🇪Kiel
> **It was:** 2004

If I didn't do it I couldn't imagine what I was about to miss. A unique experience of studying (and, of course, not only studying) in another country, a way to meet people and to see your life from a different point of view.

Things like Erasmus are the right steps to built the real European citizenship

My Erasmus: I embraced the world

> **Shared by:** Marco Valentini (Mazza)

(…) Leaving Italy for Finland was a way to discover that people can live also with different habits and styles and rules. It helped me to look at Italy from an external point of view, realising the pleasures and plus sides of my country, and putting to light the negative sides of it. I was able to consider every culture at the same level and not to look at other from above. I met bad people, I met good people, I met wierd people...I met people! (…) As for every organism, when they are put in a new environment or the ecosystem is altered, theres must be an answer to the alteration to find a new equilibrium. Living in our own country and city where we grew up give us a one-way style. The Erasmus experience is in my opinion the first and most important step that, through an "alteration" of our natural environment, stimulates our talents, our skills, and leads us towards a real maturity.

Erasmus...Exchange your life!

My Erasmus: We discovered a new way of living!

Shared by: Bruno Fernandes
Erasmus Trip: 🇵🇹Guimarães ✈🇸🇪Lund
It was: 2002

On the academic year of 2002/2003 I've made the 4.th year of my five year undergraduate course of business informatics in Lund - Sweden. (12 months in Sweden). (…)

The experience of Erasmus student really opens new opportunities; you have a new experience that all the other students did not. You discover new places, you lived a new life and that influences a lot on your future life, the future is build upon past and we are what we've lived! (…)

With my Erasmus program I had the opportunity to start an international work career, once I've been abroad studying I thought…. *Why not to work abroad as well?* That's what I'm doing now! Spain, Germany… and in the future? Maybe pass through Sweden again… :)

My Erasmus: I was given an amazing opportunity

Shared by: Clara Benac Earle
Erasmus Trip: Madrid ✈Uppsala
It was: 2000.

(...) The experience was a wonderful one. People at Uppsala university were extremely helpul and just after one week I had an interview for doing my final year project at Ericsson. I was paid for it and it opened up my working opportunities greatly. On top of that I made many erasmus and non-erasmus friends who were my family while I was there. I really enjoyed myself and learnt many new things, from how a Swedish university works (very different to Spanish universities) to everyday things. (…) Now I am back in Spain but I brought a Swedish husband with me so I go back to Sweden several times a year. (…)

Comments by Mobile Artists and Arts Workers

It makes us aware of the size of the art field in Europe and outside; it gives an impulse to our ambition to be more connected to the field (internationally). (Remke)

…permettent d'élargir nos zones de réflexions sur le management en général, nos politiques de travail à l'interne, les motifs et les impacts de nos actions: bref, les meetings nous dynamisent. Ils nous permettent aussi d'être à jour sur les qui quand où comment, bref d'être à jour sur les nouveaux projets et associations, et de faire des contacts qui s'incarnent souvent en collaboration. (Lauzon)

Ppossibility to meet people from different kind of art and from different places of earth - to compare our experiences, our common differences or our common similarities
- open mind for a new ideas, realistic or surrealistic
- new networking partners
- give me an idea about performing arts state in local or national context
Pavel Storek (Prague)

Artan Shabani (Albanian artists living in Italy) "...in my mind, the foreign artist does not exist...he comes from somewhere else simply because he was born there and he has all the rights to move to another country more or less developed than his own, in order to know, to let his work be known."

"Closing towards the different never leads to knowledge. This is the key of migration and integration....The artist is the bridge between society and migrants...because he/she represents the grassroots, he/she [conveys in a deep way, a culture and tradition coming from a different place.]

Galin Stoev, Bulgarian theatre director, now living and working in Brussels: "Artists mobility is not a caprice, but the only choice that a young performing art professional has. With internet and global tv, the fast changes happening in the world can get closer to us, but the response of citizens and artists is still delayed. "We should not forget that in a rapidly changing world, where plenty of ethical and human questions are raised in a new light, culture is probably the only way to define and articulate them adequately. "Imagination is nourished by diversity and challenge"

….chances to surprise yourself while confronted with different cultural contexts. By travelling and working you learn how to recognise and understand entirely opposite models of working and producing. This is something i would call 'cultural schizophrenia'. It allows you to embrace positions which otherwise would be irreconcilable.

Juan Kruz diaz de Garaio Esnaola (dancer Sasha Waltz) it is such a basic, instinctive and primal desire: to have a nest, a home. I have felt utterly lost whenever I missed this somewhere I could call home for too long a period of time. But I have learned that each of us should question what home actually is or should be, and challenge any preconceived ideas we may have about it, or any definition that we have been taught culturally or socially. I have learned to be flexible about how I define this intimate universe and shelter I call home (be that a city, a house or an apartment, or a strong personal relationship of any kind). Judgement, storms, life events and decisions – none of these interfere with my instinct to keep building and rebuilding, branch by branch, day by day, this place I can and dare to call home.

Johannes Wieland: some questions have no answers, and we circle around a pool of fragmented thoughts. When we move around, are mobile, and let new information in, the radius in which we circle around this pool becomes markedly smaller. That can be very edifying.

Comments by Leonardo Trainees
Markus Wasinger
austria>spain

Markus Wasinger (25) was in his early twenties when he and his entire class from vocational school travelled to Spain, thanks to the Leonardo Da Vinci project. He liked it there so much, he decided to go abroad again after his final qualifications exams, at the age of 23.

He is convincedthat, without the Leonardo project, he'd still be working at a small carpenter's shop in Burgenland. His experience with the Da Vinci project is a great/ example of the fact that work and education pay off.

Eegi Saksing
estonia>greece

For nine weeks, the twenty-five year old Estonian youth worker Eegi Saksing went on a placement in Greece. "I went on a placement abroad with the purpose of broadening my

mind and gaining new experiences and skills in working with children and young people within an other culture. I worked in three sectors while I was in Greece. The office of "Kids in Action", a care-center for people with disabilities and the Center of Creative occupation for kids and adults." "I've gained valuable experience in every one of these jobs. As a youth worker, I received and shared knowledge about culture, education, language and everyday life in Greece and Estonia. The teachers of "Kids in Action" taught me that a good laugh is the best healer."

Pauline Illy
france>ireland
My first goal was to improve my English and to meet people with a different way of life. I wanted to have an adventure to discover a new organization. I wanted to see what I could do with the innovate ideas I would bring back.

A placement abroad definitely means something if you go looking for a job, but that's not the most important. When you spend a few times abroad, you develop much more your personality than when you stay at home. Personally, it helped me becoming more patient and tolerant. I made a lot of friends, too.

Annex C: Lifestyles of young people in Europe

While trying to adapt and prepare new policies and actions for the youth one needs to take into account a major qualitative shift that has taken place in the lives of young people in Europe. Youth nowadays differs from those few decades ago. Generally speaking, demographic statistics show that Young Europeans postpone family formation and child bearing, using years gained in that way to educate themselves and gather experiences both professional and personal, explore future career and life opportunities. Therefore the period of youth could be counted from 18 years old until even 30 (35). More, the requirement for entering adulthood stopped to be a family formation, but more individual characteristics such as responsibility and independence. Summarizing, *youth are adults* that can make responsible choices about their life paths and can contribute fully to the policy making if structures allowing that are at place.

New Education. More young people are in education and young people stay longer in education. They are, often with the help of their family, ready to invest money and time in education when they see clear benefits of it. Youth wants education that is not restricted to the traditional school system[2]; other forms of learning such as vocational training, internships, volunteering and mobility experiences should be widespread and recognised. Youth already now creates their own amalgams of traditional education, work and volunteering in order to gain desired competencies.

Mobility. Due to open borders and lower travel costs, young people have easier access to mobility. They also see it as an experience necessary for their future career in the globalized economy. But, more young Europeans see Europe being "too small" for them and search for contacts and experiences outside the continent. Many of them would decide to work in another foreign country. While ESN Survey respondents declared that they have visited at least 5 countries in the last 2 years[3] and studied one or more times abroad, those opportunities are not available yet for disadvantaged youth.

New media and technology. Usage of Internet and mobile phones is common for almost all youth in Europe. They use communication media, chat services, online forums, internet phones, teleconferences, blogs, online communities etc. to keep in contact with their friends (locally and internationally), but also to gain information and to learn.

Initiative. Most young people are dynamic and energetic and many of them actively contribute to the non-profit sector by volunteering, as well as organise informal projects and initiatives. On the European scale young people are also very well organised. There are multiple platforms for young people to engage in and volunteers of those structures work daily on local, regional and international projects. Through their work they create multiple opportunities for other young people, as well as support European programmes.

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[2] White Paper on Youth.
[3] Generation Mobility. Results of ESNSurvey 2007. By Boomans, Krupnik, Krzaklewska, Lanzilotta. 2008. Available at www.esn.org/survey

It must, however, always be borne in mind that young people are not homogenous; their attitudes and experiences differ. We could divide youth according to their educational activities (vocational schools/universities/not in education), professional status (in training/internship/first work/in long term employment), economical status (well standing/socially excluded), geographical location (countryside/city) or family status (married/single). These statuses overlap and influence each other. Often students in education have a part time job or/and volunteer, but on the other hand people with children have to face more obstacles when trying to study or work.

Annex D: Virtual Mobility and E-tools for mobility

In the long term vision presented by this reports, all the phases over the mobility cycle are transformed by ICTs instruments which are already available:

Choosing hosting institutions is now easier for students because vocational guidance provides them with more information about new skills for new jobs and because they have access to a European portal on Knowledge centres, where education and training institutions present themselves by themes of expertise and hosting conditions. By exploring this mapping of knowledge centres according to their own personal and professional project, and by exchanging views among themselves, students and trainees can define a tailor-made plan for learning abroad.

European Students have massively joined the powerful and living community on line of European Students. Much better connected, they develop personal connections beyond countries, cultures and expertises.

Applications are presented via a simplified electronic procedure supported by virtual assistance. The proposed avatar keeps track of student schedules and procedures. He/she alerts them appropriately on what deserve much attention and pro-actively support them. They can refer to a very short, a short, a medium or a long period in Europe or outside Europe. They can be included in institutional partnerships covering several students or they be made on an individual basis provided they identify all the necessary supporting partners.

Selection is made easier due to electronic applications procedures and use of multi-criteria frameworks which are focused on competence building. Each student has his personal avatar who collects and stores information from various sources, and who facilitate his life.

Integration in the hosting institution is supported by a co-tutelle of teachers and a tutorship by colleagues assisting in the transition to a new learning environment as well as a new community life. The access to social services and to the local language training is also provided. Accommodation can be found in the university residences or in low cost flats rent by the local authorities or the local families.

- **Learning** is based on the e-learning tools but, most of all on the possibilities of life?lectures, workshops, team work, company internships and individual appointments which require physical presence.

"Telepresence" has become mainstream and students enjoy collaboration in such a realistic way, that virtuality become completely transparent. Lecture with star professor are proposed holographicly, permitting simultaneous events in all affiliated universities. This fabulous exchanges nurture more creativity, innovation and dynamism than ever before. Systematic recorded video content keep the memory of these fascinating times. Knowledge is permanently available, improved and debated.

The **final validation** provides a quality assurance as well as a competence assessment to be referred in the Europass which can be used in any job application.

The follow-up is ensured by the Alumni associations which organise their own data basis, websites, mailings and regular gatherings. They are connected with the European expert communities which are doing the same to develop the European competence in many areas.

In order to improve the general conditions for mobility:

- To spread the access to broadband at lower prices;

- to offer web-designed tools suitable for generation Y , like community platforms, social networks, blogs, wiki, bookmarks, RSS link, mashups… University are both actors and providers of the new digital and mobile European University.

TABLE   E-Tools for Learning Mobility

MOBILITY PHASES	E- TOOLS	COMMENTS
Choosing hosting institutions	Digital Media Signage for communication and messaging Community Spaces for centers and one for all centers in a single community Integration of mobility, communication, and collaboration services vs. just data/textual pages Interactive participatory guides on Erasmus centers, accessable via a service approach – any device, any screen, and location. Mashup workspaces of many services to foster decisions and collaboration Online campus visits with interactive virtual environments, live video feeds, and interactive videos Facebook like skill profiling directory for new jobs, with expert search, and online presence information for more real-time interactions Technologies: Mashups (widgets, mid-lets, etc),	An on-line guide where education, training institutions and companies advertise their possibilities to host Erasmus students and trainees. A quality public control will be include in this website. This will help to match supply and demand. Online presence have an interactive and participatory feel vs. a push information feel. Environment for customization, personalization, and collaboration also critical.

	voice and video communication, presence services, information transformation and aggregation (XML, etc), digital media management, integrated automated policy management tools to flag exceptions, telepresence and collaborative communications, and so forth.	
Applications	In addition to above… On-line assistance through virtual assistances (avatars), immersive simulations for guiding/assisting with decisions, and live support from community, peers, and/or other members of the community who participate and have online presence Services that aggregate sources of information from many different sources (gov't, businesses, education, etc) into a common XML/standard data source.	Improve the decision making process by providing both automated systems and live assistance (social network volunteered or staffed), balanced based on usage and desired styles
Selection	In addition to above… Adaptive workspaces where the virtual assistant learns desires and preferences, offering top 3 suggestions	More automation and policy programming to allow for more streamlining of the decision process with lower cost/cycle times, and increased satisfaction
Integration	Participatory Guide on Erasmus houses Mashups to visualize the integration and interactive	The same kind of guide to be fed by local authorities and families regarding available accommodations. The purpose is to create a bank where European families and regions exchange accomodation services
Learning	Blended learning models with online, virtual, physical, and immersive at point of time Point of interest videos tied to events, actions, and/or	

	request TelePresence and Video integrated into learning moments to interact with peers, experts, and trainers Online communities with gaming like models to help learning and transfer of expertise from experts	
Final validation	Online testing for competences assessments, certifications, recognitions, etc Automated notification systems to public and private sector employers on the availability and then ability to engage To compute accumulated learning credits and to include them in the European CV-Europass	
Follow-up	Profiling systems with alerts and notifications Tracking participants, for those that opt in, through social sites, geospatial location and presence services (when someone goes to a knowledge center, an alert to engage and find out how going). Building virtual expert communities ?	

Annex E: Mobility in the European Research Area

Mobility is a crucial aspect of the European Research Area (ERA) which itself is a core element of the European knowledge society. In the European knowledge society 'research, education, training and innovation are fully mobilised to fulfil the economic, social and environmental ambitions of the EU and the expectations of its citizens' (European Commission, 2007: Green Paper. The European Research Area: New Perspectives, Brussels, 4-4-2007, COM 2007 161 final).

The ERA concept encompasses three inter-related elements:

- a European 'internal market' for research, where researchers, technology and knowledge can freely circulate;
- effective European-level coordination of national and regional research activities, programmes and policies; and
- initiatives implemented and funded at European level.

Taking a look at the ERA today, progress has been made along all three action lines. Notably, the funding of the EU Research Framework Programme has been substantially increased. The European Research Council and the European Institute of Innovation and Technology hold the potential to have a visible impact on the European research landscape. Furthermore, initiatives such as the European Technology Platforms and the ERA-Net scheme have been launched to improve the coordination of research activities and programmes. Policy coordination is addressed through the 'open method of coordination' and the use of voluntary guidelines and recommendations. Finally, the EU has undertaken several steps in order to improve the framework conditions for research and innovations, e.g. it adopted a modernised Community framework for state aid for research and innovation and the Structural Funds of EU cohesion policy give priority to the development of research and innovation capacities, particularly in less developed regions.

In the Seventh Framework Programme the Specific Programme called 'People' is entirely dedicated to human resources in research. This Specific Programme has a budget of more than €4,7 billion over a seven year period until 2013.

The 'People' Programme aims to support development of an open European labour market for researchers and the mobility of researchers and their knowledge, both within Europe and globally. It puts in place a set of 'Marie Curie' actions addressing researchers at all stages of their careers, supporting both young and experienced researchers in acquiring or complementing skills and competences. It supports removing obstacles to mobility and enhancing the career perspectives of researchers in Europe.

As a special action it fosters partnership between public research organisations and private commercial enterprises, in particular SMEs, aimed at knowledge sharing and inter-sectoral mobility. Both university/research centres and enterprises (in particular SMEs) can develop joint cooperation activities, mutual knowledge exchange processes and two-way secondments of staff. (The Industry-Academia Partnership and Pathways Action, 2008).

The Forum sees the various actions of the Specific Programme 'People' as an effective and relevant set of instruments for the fostering of mobility both between universities/research centres, and between these and business and industry. The Forum suggests to further strengthen these actions by increasing their budgets and by linking their mobility activities closely to the priority areas of the European Technology Platforms (ETPs), the Joint Technology Initiatives (JTIs) and the Knowledge and Innovation Communities (KICs) of the European Institute of Innovation and Technology. By enhancing, focussing and concentrating mobility in the priority areas of the European innovation and research agendas, it may be expected that mobility will contribute even stronger to the further creation of the 'Europe of Knowledge'.

ANNEX F:
LEONARDO DA VINCI MOBILITY
QUALITY COMMITMENT FOR TRAINING PLACEMENTS

THE SENDING ORGANISATION UNDERTAKES TO:

Define	placement objectives in terms of the skills and competencies to be developed.
Choose	the appropriate target country, host organisation, project duration and placement content to achieve these objectives.
Select	participants on the basis of clearly defined and transparent criteria.
Prepare	participants in collaboration with partner organisations for the practical, professional and cultural life of the host country, in particular through language training tailored to meet their occupational needs.
Establish	a contract including a training agreement whose contents are transparent for all parties involved.
Manage	transport, accommodation, visa/work permit arrangements and social security cover and insurance.
Evaluate	with each participant the personal and professional development achieved through participation in the Leonardo programme.

THE INTERMEDIARY ORGANISATION (WHERE APPROPRIATE) UNDERTAKES TO:

Select	suitable host organisations and ensure that they are able to achieve the placement objectives.
Provide	contact details of all parties involved and ensure that final arrangements are in place prior to participants' departure from their home country.

THE SENDING AND HOST ORGANISATIONS JOINTLY UNDERTAKE TO:

Negotiate	a tailor-made training programme for each participant (if possible during preparatory visits).
Agree	monitoring and mentoring arrangements.
Implement	agreed validation procedures to ensure recognition of skills and competencies acquired.
Establish	appropriate communication channels for all parties including participants.
Evaluate	the progress of the project on an on-going basis and take appropriate action if required.

THE HOST ORGANISATION UNDERTAKES TO:

Foster	understanding of the culture and mentality of the host country.
Assign	to participants tasks and responsibilities to match their knowledge, skills, competencies and training objectives and ensure that appropriate equipment and support is available.
Identify	a tutor to monitor the participant's training progress.
Provide	practical support if required.
Check	appropriate insurance cover for each participant.

THE PARTICIPANT UNDERTAKES TO:

Comply	with all arrangements negotiated for his/her placement and to do his/her best to make the placement a success.
Abide	by the rules and regulations of the host organisation, its normal working hours, code of conduct and rules of confidentiality.
Communicate	with promoter/sending organisation about any problem or changes regarding the placement.
Submit	a report in the specified format, together with requested supporting documentation in respect of costs, at the end of the placement .

Annex G: Regional Support for Mobility: an example.

CANDIDAT : NOM **…………………………………..** Prénom **…………………………….**
COMPOSANTE DE L' UNIVERSITE : **………………………………………….…………….**

AIDE A LA MOBILITE INTERNATIONALE ETUDIANTE
ANNEE UNIVERSITAIRE 2008/2009
1er APPEL A CANDIDATURES

Départs entre le 1/08/2008 et le 31/12/2008

Afin de développer sa politique d'ouverture des formations à l'international en incitant à la mobilité par un soutien financier, grâce à une mutualisation des fonds européens, nationaux et locaux, l'Université Paris-Sud 11 lance un nouvel appel à candidatures auprès des étudiants inscrits à l'Université jusqu'au master inclus, pour tout projet de formation ou de stage validé dans un cursus et d'une durée minimum de 2 mois (de date à date). Toutes les destinations sont éligibles.

CRITERES D'ATTRIBUTION D'UN FINANCEMENT

† Attribution d'une bourse de mobilité sous condition de ressources
Ê quotient familial inférieur à 18.520 €
quotient familial = revenu fiscal de référence/nombre de parts fiscales

† Aide au voyage si le quotient familial est supérieur à 18 520 € et inférieur à 25 000 €
seule l'aide au voyage est cumulable avec l'allocation ERASMUS

† Les étudiants déjà bénéficiaires d'une aide à la mobilité peuvent être éligibles une seconde fois au cours de leur cursus, mais ne seront pas prioritaires

† Aucun financement n'est attribué si l'indemnité de stage est supérieure ou égale à 600 € par mois

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Attention les dossiers devront obligatoirement comporter l'avis motivé et la signature du responsable pédagogique de la formation suivie à l'Université

Annex H: Structural Fund Support for regional mobility initiatives: an example.

European
Association
of Regional
and Local
Authorities
for Lifelong
Learning

EARLALL SEMINAR: ESF ACROSS BORDERS: ENGAGING THE REGIONS

28 March 2008, Committee of the Regions Building, 101 Rue Belliard, 1040 Brussels

Project examples:

Project name	Wales Vocational Education and Training (VET) Mobility Programme
Short Project description (aims, key activities)	The provision of a centrally organised international VET student mobility training placement programme.
	One of the many lessons learnt from Wales' participation in EARLALL has been the benefits to be gained by VET students from participating in international training placements, which focus on their specific area of study. European partner regions have evidenced impressive outcomes from mobility programmes in terms of increased employability to raising students' self-esteem, knowledge, motivation and progression into further learning and broadening their horizons. In Wales, there are some examples of good practice evident, though overall take-up has been poor. Further Education Institutions (FEIs), for example, have expressed concern over the level of administration for relevant European programmes, the capacity of staff to manage such programmes, difficulties in identifying partner institutions overseas, the length of some existing placement programmes and the limited availability of placement support materials.
	The programme would necessarily include provision for a coordinating officer, to manage the identification and allocation of placements, in addition to the management of funding. It is envisaged that this would be provided on an agency basis on behalf of the Welsh Assembly Government by the British Council office in Cardiff, which has extensive experience of arranging overseas placements for young people under the Comenius, Erasmus and Youth-in-Action programmes. In addition, the provision of central coordination enables participating institutions to focus staff time on the skills development aspects of the placements. However, the overall aim is to make these reciprocal placement arrangements sustainable indefinitely by using them to trigger close working relationships between Welsh institutions and their counterparts in EARLALL regions, so that such placements

	become part of the regular curriculum offer and become funded, beyond the ESF period from mainstream sources.
Anticipated outputs (including beneficiaries)	Participating students would be studying a recognized vocational training course at a recognized Wales-based learning provider, with the majority of participants studying at level 3 (though level 2 students would not be excluded, subject to certain criteria). Consequently, it is envisaged that the majority of participating students would be in the 18-20 age range, though participation of older (or younger) students who meet specific criteria would be possible.
	The programme will enable vocational learners to put into practice developing skills and gain experience in their chosen field of study in a different operating environment. It will expose them to different ways of doing things and test their skills/competences against the standards and requirements that are customary in their host region. This will provide an extra dimension to their learning and preparation for employment.
	In addition to gaining training in the application of specific acquired vocational skills, the programme will aim to support the development of personal and social skills, helping with the acquisition of "soft" qualities, such as communication, team working, self-confidence and reliability – given the necessity to operate in an unfamiliar and largely non-English speaking work environment. Participants will also be exposed to modern foreign language learning (with a strong vocational focus), both in terms of pre-placement preparation and whilst undertaking the placement.
Other sectors/bodies involved from your region	• British Council Wales • European regions with signed partnership agreements with the Welsh Assembly Government • Welsh Further Education Institutions • Voluntary sector groups, which meet specific criteria • Private sector training providers, which meet specific criteria • VET institutions from European partnership regions
Relevant priority within your Operational Programme	• Supplying Young People with Skills for Learning an Future Employment • Increasing Employment and Tackling Economic Inactivity • Improving Skills Levels and the Adaptability of the Workforce
Estimated total project budget	To be confirmed
Estimated start date	2008/09 academic year
Estimated project duration	2008 - 20014
Current Status of project	Stage 2 documentation – Expression of Interest stage
Lead project promoter (with contact details –	Susan Edwards susan.edwards@wales.gsi.gov.uk

telephone number and email)	00 44 (0)1686 620227

Annex I: Making Learning Mobility the Rule not the Exception: statistical illustrations of the new ambition.

Table 1:
Meeting the ambition of 50 % mobility opportunities for European Youth by 2020

Note: the table illustrates mobility at the level of EU-27 countries		2006	2012	2015	2020
Erasmus and related mobility actions	Total university student pop. (million)	18.8	20	21	22
	Projected annual mobility (1000)	**150**	**388.4**	**648.3**	**937.9**
	% of population mobile under the programme, annually	0.80	1.94	3.09	4.26
	Normal duration of study	5	5	5	5
	% of pop. mobile under the programme over whole study period	3.99	9.71	15.44	21.32
Erasmus Mundus and related mobility actions	Total university student pop.(million)	18.8	20	21	22
	Projected annual mobility (1000)	**0.1**	**3.9**	**34.1**	**104.2**
	% of population mobile under the programme, annually	0.00	0.02	0.16	0.47
	Normal duration of study	5	5	5	5
	% of pop. Mobile under the programme over whole study period	0.00	0.10	0.81	2.37
Marie Curie and related mobility actions for researchers	Total young researcher population (million)	3.1	3.3	3.5	3.7
	Projected annual mobility (1000)	**2**	**66.0**	**210.0**	**370.0**
	% of population mobile under the programme, annually	0.1	2.0	6.0	10.0
	Years when they are classified as "young researchers"	5	5	5	5
	% of pop. mobile under the programme during their years as "young researchers"	0.32	10.00	30.00	50.00
Leonardo (initial training; also Grundtvig second chance learning for young people)	Total initial trainee population (million)	12.2	11	10.6	10.5
	Projected annual mobility (1000)	**38**	**114.6**	**223.1**	**353.0**
	% of population mobile under the programmes, annually	0.31	1.04	2.10	3.36
	Duration of study	3	3	3	3
	% of pop. mobile under the programmes over whole study period	0.93	3.12	6.31	10.09
Comenius and linked forms of mobility	Total school student population (million)	45.1	43.1	42	42.4
	Projected annual mobility (1000)	**20.2**	**61.0**	**118.8**	**188.0**

	% of population mobile under the programme, annually	0.04	0.14	0.28	0.44
	Duration of study	8	8	8	8
	% of pop. mobile under the programme over whole study period	0.36	1.13	2.26	3.55
Youth Programme and linked forms of mobility	Total age cohort population (million)	90.5	87.3	85	80.7
	Projected annual mobility (1000)	**100**	**301.5**	**587.1**	**929.0**
	% of age cohort mobile under the programme, annually	0.11	0.35	0.69	1.15
	Years in the youth age cohort	14	14	14	14
	% mobile under the programme during their time in the youth age cohort	1.55	4.83	9.67	16.12
TOTAL YOUTH GENERATION MOBILITY UNDER ALL PROGRAMMES AND MOBILITY ACTIONS	Total age cohort population (million)	90.5	87.3	85	80.7
	Projected annual mobility (1000), all types	**310.2**	**935**	**1821**	**2882**
	% of age cohort mobile under all programmes, annually	0.34	1.07	2.14	3.57
	Years in the youth age cohort	14	14	14	14
	% of all 16-29 years old participating in mobility actions	4.86	15	30	50

Table 2:
Expanding learning mobility in the adult workforce to 2020.

		2006	2012	2015	2020
Adult mobility (supported by Grundtvig, Leonardo, ESF and linked national schemes)	Projected annual mobility (1000)	**12**	**69**	**174**	**347**
	Total reference population (25-64, millions)	269	276,8	278	277,7
	% share of adult learners in adult population (actual rate for 2006; based on EU benchmark for future years)	9,6	12,5	12,5	12,5
	Adult learners (million)	25,8	34,6	34,8	34,7
	% of adult learners participating in mobility, annually		0,2	0,5	1,0
	Years in the age cohort (25-64)	40	40	40	40
	% of adult learners participating in mobility during their time in the age cohort	0,0	8	20	40