



Slovensko predsedstvo EU 2008
Slovenian Presidency of the EU 2008
La Présidence slovène de l'UE 2008

"Quality in Mobility within the Lifelong Learning Programme"



Cankarjev dom, Ljubljana, Slovenia, 12 – 13 June 2008

Get Perspective



Mobility Broadens Horizons



CMEPIUS

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of Slovenia for Mobility
and European
Educational and
Training Programmes**

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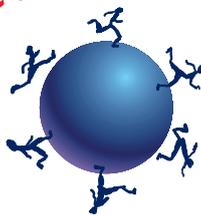
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CONFERENCE REPORT

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INTRODUCTION

This report summarises the outcome of a conference on quality in mobility within the EU's Lifelong Learning Programme. The conference was held in Ljubljana on 12th and 13th June 2008, under the auspices of the Slovenian Presidency of the EU Council. The conference was organised by the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS), the Ministry of Education and Sport of the Republic of Slovenia and the European Commission, Directorate-General for Education and Culture.

The Lifelong Learning Programme includes a range of education and training initiatives. Through its four sectoral programmes - Comenius (school education), Erasmus (for higher education), Leonardo da Vinci (for vocational education and training) and Grundtvig (for adult education) - it enables individuals at all stages of their lives to pursue stimulating learning opportunities across Europe. Mobility¹ is a crucial component of the Programme; a substantial part of both the Programme's activities and its funds are dedicated to mobility initiatives.

The international mobility of individuals as a tool for the achievement of the goals of the EU's competitiveness (Lisbon) strategy is becoming increasingly important. When considering mobility, the issue at stake is not only the increase in the quantity of individual mobility, but its quality. Improved quality of mobility brings increased impact for the individual and for the organization, as well as for the broader environment.

The conference focussed on the issue of quality of mobility. Its purpose was to make recommendations to improve the accessibility of mobility and to enhance the quality, recognition and impact of staff mobility. The discussion was based on both European and national policies for lifelong learning, as well as on the practices of organisations and individuals participating in international mobility.

¹ Mobility refers to spending a period of time in another Member State, in order to undertake study, work experience, other learning or teaching, or related administrative activity, supported as appropriate by preparatory or refresher courses in the host language or working language. (This is in line with the definition of Decision 1720/2006/EC of the European Parliament and of the Council on 15 November 2006, to establish a programme in Lifelong Learning.)





PROGRAMME

The conference was attended by over 390 delegates from 32 countries. It commenced on the 12th June with a Gala Dinner, hosted by Mr Milan Zver, Minister of Education and Sport of the Republic of Slovenia and Mr Ján Figel', European Commissioner for Education, Training, Culture and Youth. Ms Ljudmila Novak, MEP, as a member of the Committee on Culture and Education, addressed the dinner.

At the dinner, the projects nominated for the European Lifelong Learning Award for quality in mobility were presented to the delegates. Fifteen winning projects from 13 Member States demonstrated how mobility can broaden horizons, enhance skills and create opportunities as well as who the real makers of mobility are. On 13 June, these European success stories were rewarded during the conference with gold, silver and bronze prizes for mobility actions each of five categories: Comenius for school education; Erasmus for higher education; Grundtvig for adult education; Leonardo da Vinci for vocational training; and the transversal programme 'Languages'.²



² For the details of award winners in each category, see www.qim.si/awards/ and the Awards catalogue "European Lifelong Learning Awards for quality in mobility 2008"





The Gold winners were as follows:

- for Comenius, the project '**As the Songs Unite...**' coordinated by Ventspils 1.ģimnāzija, Ventspils, LATVIA;
- for Erasmus, **The Intensive Programmes in archaeology** run by Instituto Politécnico de Tomar, PORTUGAL;
- for Leonardo da Vinci (mobility), the 2006 **Staff exchange programme** 2006 coordinated by the Shropshire Fire and Rescue Services, Shropshire, UK;
- for Grundtvig, **The Religious Diversity and Anti-Discrimination Training project** coordinated by Centre Européen Juif d'Information, Brussels, BELGIUM;
- and for Languages, the project **Lingu@net Europa Plus**, coordinated by CILT, the National Centre for Languages, London, UK.





The silver winners were the following:

- for Comenius, the project **CIRCE** – a Classics and ICT Resource Course for Europe coordinated by Onderwijs van de Vlaamse Gemeenschap Brussels, BELGIUM;
- for Erasmus, **Tallinn Health College** (Tallinna Tervishoiu Kõrgkool), Tallinn, ESTONIA;
- for Leonardo da Vinci the project **“New Frontiers and a New Common Agricultural Policy (CAP) for Biological Agriculture in Europe”** coordinated by CEZ - Bergerie Nationale, Rambouillet, FRANCE;
- for Grundtvig, the project **“SPICES** - Social Promotion of Intercultural Communication Expertise and Skills” coordinated by Università degli Studi di Perugia, Dipartimento di Lingue e Letterature antiche, moderne e comparate, Perugia, ITALY; and
- for Languages the project **“FEEL** - Funny, Easy, and Effective Learning about countries, cultures, and languages” coordinated by Vytautas Magnus University, Kaunas, LITHUANIA.





The winners of the bronze awards were as follows:

- for Comenius, **Tomasz Ważsik**, a language assistant from Poland hosted by Sandenskolan Boden , SWEDEN;
- for Erasmus, **University of Southern Denmark**, Odense, DENMARK;
- for Leonardo da Vinci, the project **“European comparable teaching approaches in the new educational programme mechatronic operator”** coordinated by the Secondary Vocational and Technical School, Bežigrad, Ljubljana, SLOVENIA;
- for Grundtvig, the project **“Stars under the Cobblestones - Multicultural skills for teachers of adult education”** coordinated by The Business Club “Austrialia”, Vienna, AUSTRIA; and
- for Languages the project **“Glossomuseum”** coordinated by European Cultural Organisation-Social Education – ECOSE, Athens, GREECE.



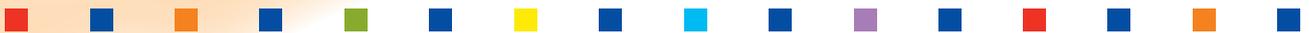


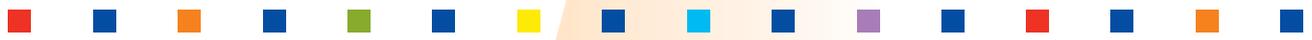
The conference was also supported by an exhibition of selected European projects, and publication of the details of successful project stories³.

A copy of the conference agenda is attached in Annex A, for reference.

³ See the separate publications published by the Directorate General For Education and Culture: 'Mobility Creates Opportunities – EUROPEAN SUCCESS STORIES (Comenius, Erasmus, Leonardo da Vinci, Grundtvig and Languages)







OPENING CEREMONY

Milan Zver, PhD., Minister of Education and Sport of the Republic of Slovenia, gave the opening address of the conference. He congratulated the award-winning projects and stated that their success demonstrated the great value to be gained from investment in education and learning. The minister spoke of the role of mobility in contributing to the development of European identity. He referred to the many improvements in the quality of education and training that have arisen from the EU's programmes, some of which have been running for over 20 years. He also highlighted that the Slovene Presidency of the EU had set itself a number of priorities for which mobility has been important:



- enhancing the visibility of education in the Lisbon strategy;
- making preparations for 2009 as the European Year of Creativity and Innovation; and
- promotion of multi-lingualism and inter-cultural dialogue.



KEYNOTE SPEECH:

Vision for Mobility beyond 2010 - Vision from EU perspective

Ján Figel', European Commissioner for Education, Training, Culture and Youth, gave a keynote speech, setting out the EU's perspective on mobility beyond 2010. He welcomed the conference, pointing out that the commitment to Lifelong Learning was demonstrated by this being the largest event of the Slovene Presidency of the EU in the field of education and training. A central policy of the EU is the free movement of ideas and practices; this depends greatly on mobility, which is a huge asset for Europe, helping to create a genuinely European labour market. Furthermore, the EU's progress – in particular through the Copenhagen and Bologna reforms – to improve the quality of education and of mobility, does even more to enhance the occupational, social and personal gains of mobility. Mr Figel' spoke of the benefits of the EU's Lifelong Learning Programme, a Programme that dedicates over 70% of its total budget to mobility actions. Erasmus sends abroad about 160,000 students and 26,000 teachers each year; 450,000 people received Leonardo da Vinci mobility grants in 2006 - 2007; 50,000 adult learners and staff were supported under Grundtvig; and 3,000 Comenius school partnerships involved 12,430 schools in 2006. In addition, the Programme gives a second chance to people from marginalised groups – which often have high drop-out rates – and therefore helps to build a more socially inclusive European Union.

In speaking of the next steps for the EU in mobility, Mr Figel' highlighted the need for the EU to 'raise the bar' in this age of globalisation and the knowledge economy and to engender great improvements in education, mobility and their quality. As a step in this direction, the High Level Expert Forum on Mobility in the EU has been launched, to examine the position of education and training beyond 2010. Mr Figel' concluded with four important aspects that need to be addressed to ensure the necessary improvements:



- 'mobility for all' – meaning the need for mobility to be regarded as a normal, mainstream practice in lifelong learning and employment;
- the need for new partnerships with the EU Member States, aimed at getting the most impact from the existing Programme;
- bringing mobility programmes closer to people, and ensuring as much as possible that mobility becomes a life-changing and enriching experience; and
- improving the recognition of qualifications gained through mobility, in particular through having the new European framework in place by 2010 (ECTS, European Credit Transfer and Accumulation System, and EQF, European Qualifications Framework for lifelong learning).



PRESENTATIONS

– mobility as a tool to broaden horizons

There were three presentations under the theme of ‘mobility as a tool to broaden horizons.’

Odile Quintin, Director General for Education and Culture of the European Commission, opened her remarks by stating that it was a timely period to talk about mobility in the current political context of the Copenhagen and Bologna processes, and the development of the European Qualifications Framework (EQF). She spoke of the need to make mobility accessible to more people, with a greater range of opportunities, offering a fast track to higher skills levels. Regarding skills development, Ms Quintin referenced that the Commission will outline its ideas for ‘new skills for new jobs’ at the end of the year, and will work with Member States to identify skills gaps and to respond to them. She also stressed the importance of the EQF, Europass, the Ploteus database on learning opportunities, ECTS and the recently proposed ECVET, the credit transfer system for Vocational Education and Training; they are all parts of a comprehensive European strategy to improve mobility by making qualifications comparable and understandable across borders.

Ms Quintin asserted that all mobility actions should be of high quality

and have a lasting impact. She wanted to encourage education staff to go and see how teaching is taking place elsewhere. This can benefit the wider educational community by learning new approaches and by multiplying these new ideas at home.

She emphasised the need for strong links between businesses and educational institutions. Cooperation and learning exchange between higher education and businesses are essential to raise the skills of staff by introducing entrepreneurship for teachers and researchers. Initiatives that encourage teachers and trainers to transfer innovation between vocational education and training and higher education are equally important.

In saying this, she also highlighted that language skills are a key issue for business and for competitiveness.





Prof. Maria João Rodrigues, Chairperson of the Forum on Mobility in the EU, outlined the thinking of the Forum, in advance of its final meeting in late June. The Forum has recognised the EU's ambitions for mobility in Europe. However, the Forum wants to see mobility as a springboard for all citizens and considers that, to turn ambition into reality, new targets are needed. The Forum has identified three main policy priorities:

- ensuring the multiplication of opportunities for learning mobility - with a new European partnership to promote and fund learning mobility;
- to have a wider range of European pathways for mobility - spreading the European frameworks for recognition of qualifications, building common standards (in line with the outcomes of the Bologna process) and developing a European network of learning mobility managers; and
- to have greater support conditions for mobility - starting with enhanced mobility for teachers, trainers and managers, using Web 2.0 tools to support the mobility process and by having a bank of Erasmus centres.

Prof Rodrigues concluded by emphasising that mobility should be at the core of the EU's competitiveness (Lisbon) agenda, doing what it can to equip people with the right skills and with adaptability for future economic conditions.



Prof. Aleksandra Kornhauser Frazer reviewed mobility from the perspective of the individual. She opened by referring to the wide range of tasks entailed in the European Charter for Mobility. She explained that she saw mobility having an impact in several ways: on the individual, the organisation, the country, the region and also globally. She described the value of mobility for herself and for other influential European scientists over the past two hundred years (Valvasor, Hacquet, Prelog, Reichstein).

The professor explained that history shows that mobility is beneficial: when it is based on mixed teams (inter-cultural and inter-disciplinary); when it involves links between research, education and innovation; when there is follow-up networking; when it is supported (e.g. by a mobility programme); and when the human, or interpersonal, aspects are recognised and acted upon. She also stated that what can easily be missing in mobility initiatives are links with national institutions and links with the economy; this means that the full benefits of mobility are not exploited. Prof Kornhauser Frazer concluded with a metaphor: mobility actions are like leaves absorbing the sun, but to be fully successful the leaves should not be scattered and they need to be organised as part of a well-designed system.



WORKSHOPS

Two workshops were then run, in parallel, with 166 delegates in Workshop 1 and 150 in Workshop 2. The conclusions of each workshop are presented below.

Workshop 1: 'Mobility for all – removing the barriers'

This workshop focussed on the barriers to mobility, arising from individuals' socio-economic backgrounds, and the steps that are needed to remove such barriers. It therefore had an interest in how access to mobility can be enhanced, in particular by taking account of socio-economic barriers, and what new opportunities might be made available. The context for this workshop is summarised in Annex B.

- Chair: **Jannie Roemeling** - NL, expert
- Presenters: **Andrej Rus**, PhD. - SI, University of Ljubljana
Alan Smith - European Commission, Deputy Head of Unit for Adult Education
- Panel: **Barbara Nolan** - European Commission, Head of Unit for Higher Education
Mikko Nupponen - FI, CIMO
Prof **Gabriella Brigitte Klein** - IT, Università degli Studi di Perugia
Jože Meh - SI, Gorenje d.d. - private company
Renate Heinisch, PhD. - Member of the European Economic and Social Committee, expert
- Rapporteur: **Kursat Levent Egriboz** - UK, National Agency

Mobility creates opportunities for personal and professional growth, develops international cooperation and understanding between individuals and organisations, and enhances the quality of organisations involved. It responds to the needs of European societies as well as strengthening the European dimension of national systems of learning. Mobility has been shown to enhance the general employability of the individual participants and to make them better equipped for both the national and international labour markets. As well as the benefits for individuals, mobility can bring many advantages for organisations. Organisations can gain new insights that challenge and develop their established practices. Mobility can also bring economic benefits and profit.

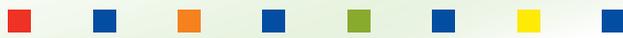
Overall, then, mobility is becoming an important driver of change and of the improvement of society. This was the starting point for this workshop - that mobility brings such benefits. **The crucial question,**

however, is 'Why are more people not taking advantage of mobility?' There are many possible answers - that the individual and/or organisation:

- does not know about the opportunities for mobility, or about the benefits it brings;
- may wish to participate in mobility but cannot overcome constraints resulting from the home environment: domestic commitments (jobs, family, friends), personal fears, prejudice in their local environment;
- lacks the motivation to participate, for example, certain employers may not acknowledge the benefits;
- cannot afford it, financially;
- finds the administrative burden of organising mobility too great (for example, the organisation may lack the capacity for managing transnational projects);
- expects problems with regard to recognition of study and work periods carried out in another country; and
- does not fit any of the target groups of the types of mobility offered, etc.

With this background, the workshop began with two presentations. They were followed by an open discussion with the delegates, prompted by remarks from the panel members.





Andrej Rus, PhD., gave a presentation on the concept of mobility from a socio-economic perspective. He described the range of socio-economic factors that can influence an individual's decision to participate in mobility initiatives: organisational factors; individual aspects (living conditions, age, gender, family values, etc.); economic situation; and the legal context (e.g. visa and work permit requirements, recognition of study and work abroad). He spoke of the traditional model of mobility being concerned with the 'push' and 'pull' of such factors; he argued that a more sophisticated approach considers the wider inter-play between socio-economic factors and social networks as influences upon an individual's mobility. In this approach, social networks are regarded as interfaces that interpret push and pull factors. The strength of an individual's ties to networks is important and mobility can be encouraged when there are bridges between networks; strong networks can lead to the lack of generalized trust, with a lower propensity to trust strangers, and can inhibit mobility. Mr. Rus concluded that mobility programmes could use brokers to link target user groups with National Agencies and with potential hosts.



Alan Smith focussed on the importance of mobility within EU programmes. He pointed out that the Lifelong Learning Programme has a budget of €6,979m, with 75% of it allocated for mobility initiatives. However, a relatively small proportion of the target groups are taking part in mobility activities (e.g. in Erasmus, only about 3.5%). He referred to the impacts for each of the sub-programmes: for example, participation in Erasmus mobility initiatives helped over half of the participants to find their first job; three-quarters of Comenius mobility participants were motivated to learn a new language; and a majority of Grundtvig participants showed improved language competences. The impacts for Leonardo participants are striking, with positive effects on employment (e.g. increased responsibilities and professional advancement), and good improvements in personal, social and inter-cultural skills.



Mr Smith spoke about the barriers to mobility, as summarised in the background to the workshop and outlined actions to improve participation. Such actions included: better information about opportunities; more language-learning; improved support from organisations; better availability and design of programmes; improved data and monitoring about mobility initiatives; exploring the role of 'virtual mobility'; and enhanced funding, including the need for additional funding sources (e.g. national and private sector funding).





Panel members made several points to prompt the workshop discussion:

- The Erasmus programme in particular has done much to stimulate the recognition of study abroad (the Bologna process) and has promoted, to Universities, the benefits arising from the mobility of both students and teachers.
- The benefits to business from the mobility of staff has been well recognised in Gorenje, which has found that employees who have taken part in mobility initiatives have become more adaptable at work and more open to new ideas and ways of working. Mobility of staff can also create new networks that can then open up access to new markets.
- In terms of funding for mobility, the role of national funding was emphasised, e.g. some Member States supplement Comenius and Erasmus funds, but this could be developed further. Some delegates reported that their Member States had tried to supplement Life-Long Learning (LLP) funds with Structural Funds but that European Commission approval had not been forthcoming.
- The importance of families in encouraging and supporting mobility was acknowledged and the needs of older people participating in mobility need to be recognised.
- Languages are important for successful mobility experiences, but good communication skills are equally important. Both communication and language skills need to be supported, in preparing for mobility.

The **workshop discussion** identified three kinds of **benefits of mobility**:

- **economic:** generating a genuinely European workforce that is flexible, adaptable and culturally aware;
- **social:** contributing to the emergence of a true European society;
- **individual:** improving job-related skills and opportunities and enabling people to exchange information, knowledge and experience.

The discussion also noted the need for mobility to be accessible to all citizens regardless of their socio-economic situation or backgrounds.

The following barriers to mobility were identified:

- lack of awareness of opportunities for mobility;
- lack of a family tradition of mobility (i.e. no role models, closed social structures);
- personal constraints of various kinds (family responsibilities, remote locations, lack of trust in strangers);
- lack of conviction regarding the real benefits of mobility;
- administrative difficulties (i.e. complex application forms, European jargon, lack of guidance);
- lack of encouragement from relevant organisations;
- concerns about losing time and not receiving adequate recognition and credit, resulting in concerns about the quality of mobility initiatives;
- lack of necessary language and inter-cultural skills; and
- financial constraints.





The workshop emphasised the need for a holistic strategy involving a range of stakeholders, in order to overcome such barriers. The recommendations for action were:

- **Communication:** An effective communication strategy is needed to raise the profile of mobility and its benefits.
- **Administration:** Mobility programmes need to be as user-friendly as possible, with simpler structures, rules and procedures, tailored to the various target groups ranging from younger to older citizens. The European Commission should organise a single point of information about all EU programmes.
- **Funding:** Sufficient funding is necessary to ensure that as many people as possible, from all social-economic backgrounds, can be involved in mobility. There is a need for more systematic development and promotion of private sector sponsorship, and innovative funding models could be explored, such as a European loan schemes for students. The European Commission should allow Member States to complement LLP funding for decentralised actions with the Structural Funds.
- **Monitoring:** There is scope for improved monitoring systems and tools for mobility, to provide data which can highlight the problems and benefits of mobility.
- **Beneficiaries:** A strategy is needed to support and improve the involvement of people with disabilities, disadvantaged social groups and ethnic minorities in mobility.



Workshop 2: 'Staff mobility – a drive for change'



This workshop discussed what needs to be done to improve staff mobility and its impact on organisations and educational systems. It considered how organisations can be influenced to incorporate staff mobility into their overall strategies.

- Chair: **Frankie Ord** - UK, Department for Education and Skills, Committee Member of Lifelong Learning Programme
- Presenters: **Ute Haller-Block** - European Commission, DG Education & Culture, The Lifelong Learning Programme
Søren Kristensen, PhD., - DK, Techne, European Quality in Mobility Expert
- Panel members: **Prof Aleksandra Kornhauser Frazer** - SI, expert
Nikolaj Lipic – SI, Secondary Vocational and Technical School, Bezigrad
Fiora Imberciadori – IT, National Agency
Adam Pokorny - European Commission, DG Education & Culture, The Lifelong Learning Programme
Michaela Feuerstein - CEDEFOP
- Project promoter: **Henrik B. Hansen** – DK, Falck
Steve Worrall, PhD., – UK, Shropshire Fire and Rescue Services
- Rapporteur: **Fiona Croke** – IE, National Agency

The context for staff mobility, as discussed in this workshop, is outlined in Annex C. It is generally recognised that the mobility of teaching staff from all levels of education can have positive impacts for both the individual and their organisation. Despite its often short duration, staff mobility can have other longer-lasting benefits as it may result in long-term partnerships, networking and cooperation. However, studies have shown that despite the great impact that mobility has for individual participants, in many cases the impact is localised and often ends when the associated project ceases to be funded. Therefore, it is important to improve the sustainability and broader impact of mobility projects by, for example, fully implementing the European Mobility Charter. The continuing education and training of teachers and trainers is an essential component of the goal to improve the quality and effectiveness of education and training systems. However, what is often lacking is an institutional or organisational development plan that recognises staff mobility as part of individual career development as well as contributing to the organisation's overall development and achievements.

With this background, the workshop commenced with two presentations. They were followed by an open discussion with the delegates, prompted by remarks from the panel members.

To focus the discussion, the Chair outlined three **tasks for the discussion**:

1. Identify key quality criteria for ensuring quality in professional mobility.
2. How do stakeholders achieve this?
3. Identify key recommendations to be carried forward into the EU French Presidency.

Ute Haller-Block outlined the policy background to staff mobility and highlighted future challenges and developments. She identified four key issues to be tackled by 2010:

- identifying the skills required for the changing role of teachers and trainers;
- the types of support required to adapt to the changing role;
- securing sufficient entry level to the profession; and
- providing access routes into the profession for field experts.



There are three key education and training policy developments relevant to the position of teachers and trainers up to 2010: the Commission Communication on Quality of Teacher Training (August 2007); Council Conclusions (August 2007); and cluster and peer learning group activities to contribute to policy. Themes identified include: the need to recognise lifelong learning for teachers and trainers; cultural diversity in the classroom; new partnerships between teacher/trainer education institutions and schools (adapting to the needs of individual learners); and increasing the links between universities and business, and the links across disciplines.

She described the range of staff mobility initiatives underway in the EU's Lifelong Learning Programmes. In Comenius, there are assistantships (giving future teachers a better understanding of the European dimension to teaching and learning), and in-service training and partnerships. In the Leonardo programme, mobility initiatives include opportunities for staff to exchange experiences with their counterparts in other countries. In all programmes, there are study visits for education and vocational training specialists.

Ms Haller-Block concluded by highlighting future challenges for staff mobility:

- raising awareness of the importance of teacher and trainer mobility;
- increasing the volume of mobility;
- ensuring quality in mobility; and
- reflecting on new, or additional, sources of funding for staff mobility.



Søren Kristensen spoke of the context for staff mobility: teachers and trainers undertake mobility within study visits, placements, preparatory and accompanying visits and in joint project work; common to this type of mobility is that it involves short periods and a need for substitution cover.

He presented a definition of quality in mobility including, potentially, several factors: enhanced knowledge; new pedagogical practices; stronger transnational partnerships and the establishment of joint projects. He also outlined how the impact of mobility can be measured by asking: did the organisation implement any new curricula; is there a consequent increase in student mobility; have new international activities been established; is there any evidence of structural change; and have the individual's career prospects been enhanced?

Mr Kristensen concluded his presentation with a set of quality criteria for staff mobility initiatives:

- mobility is embedded into organisational strategy;
- there are clearly formulated aims for mobility, in line with organisational learning needs;
- selection of mobility participants and host organisations is made in accordance with the overall purpose and needs;
- there is compatibility between purpose and form, individual and organisation;
- commitment of adequate resources - both public funding and the organisation's resources;
- a clear dissemination and exploitation plan; and
- recognition of competences acquired by participants.





Panel members made several points which contributed to the workshop discussion:

- Mobility enhances the institution and should therefore be developed as a 'rule' or 'regulation' within the organisation. Educational organisations should view mobility as in-service training or continuous professional development of teachers and trainers. The ethos of a learning organisation should have, as a central theme, the 'right' for each teacher to undertake mobility as a full part of their development.
- Organisations should recognise that mixing disciplines and field expertise drives knowledge, as this broadens and enhances perspectives.
- Greater internationalisation, gained at least in part through staff mobility, could lead to a bench-mark standard which could be used to enhance the quality of activity.
- From a project perspective, mobility can be regarded as a key driver for staff motivation, exchanging expertise and best practice in the field, and adding value to the business and quality of service delivery.

The **workshop discussion** highlighted a range of points concerning the outcomes of staff mobility:

- developing international relations and cultural experience, and strengthening networks;
- exploring best practice while exchanging knowledge and expertise;
- transferring innovation in education theory and providing solutions to education challenges;
- providing exposure to expertise unavailable in own country;
- offering career opportunities;
- motivating the development of whole-school quality management;
- the multiplier effect has a positive effect on both the medium and long term goals of the organisation; and
- even negative experiences do have some positive effects.

The discussion also acknowledged that there are challenges to be overcome in:

- fitting individual activity into organisational, national or EU (macro) strategy;
- ensuring official recognition of staff mobility learning outcomes;
- motivating staff to participate; and
- overcoming practical issues in implementing mobility initiatives.





Several **recommendations, for the European Commission and for national policies**, were identified:

- embed a strategy for teacher mobility;
- develop and implement a Quality Charter for Mobility;
- develop a framework for recognition of professional development attached to mobility programmes;
- provide support for short term mobility;
- develop new international activities (including impact studies); and
- provide a platform for further development and dissemination of information about staff mobility and its benefits.

Other **recommendations, for individuals and their organisations**, were also identified:

- integrate staff mobility into organisational development strategy;
- design training content to meet the needs of participating institutions and those of the individuals;
- adopt a dissemination strategy (with enablers) to embed learning from mobility programmes; and
- commit the organisation to a Quality Charter for Mobility.



The workshop concluded with the following key **components of a Quality Charter** for Mobility:

- staff mobility integrated into the organisation's development strategy;
- training content designed to meet the needs of participating institutions and participants;
- identify the impact of mobility on the organisation, with performance measures for the participants and organisation;
- recognition and accreditation of learning outcomes (from mobility) as continuous professional development; and
- dissemination of the outcomes and impact of mobility initiatives.





CONCLUSIONS

In the closing plenary session of the conference, the two workshop rapporteurs summarised the conclusions of the workshops.

Odile Quintin then reflected on the conference outcomes. She welcomed the discussions held during the conference and noted that the EU's Lifelong Learning Programme will continue working to promote mobility and its benefits. There will be new actions in Comenius: Comenius Regio will support cross border local and regional partnerships, and Comenius Individual Pupil mobility will be launched in 2010. The Grundtvig programme will offer a new and more flexible scheme of staff visits and new opportunities for adult learners. Efforts are needed to keep up with the strong demand for Erasmus activities and an action in support of individual mobility for apprentices is under preparation.



Ms Quintin outlined the following points to improve the quantity and quality of mobility schemes in the near future:

- There is a need to show to European citizens the concrete results and benefits of mobility programmes and policies.
- Mobility should become more accessible and a 'normal' part of education and training; a "mobility window" should become a usual component of a training-pathway, fully recognized and integrated.
- Enhanced language learning preparation, better support for accommodation and guidance in the new learning environment will facilitate learning in a new environment.
- Member States' support, i.e. by ensuring the financial means to replace teachers while they are abroad, would be much welcomed.
- Innovative and alternative methods of financing mobility, either by grants or loans are needed. There should be better articulation between the different kinds of funding at European, national, regional, local or private level. On the one hand, national initiatives that have provided extra support to students to top up the European grants should serve as examples and, on the other hand, the Commission and the European Investment Bank are examining ways of setting up student loan facilities to widen access to mobility.
- Mobility should be seen as something attractive: when designing new curricula educational bodies should be encouraged to integrate a period abroad as a key requirement wherever possible.

In conclusion, Ms Quintin stated that the Member State National Agencies – as ambassadors of mobility - have an important role in building partnerships to support mobility and involving enterprises in mobility actions and its funding. Companies should be motivated to offer mobility opportunities and the European Social Fund could be a tool to complement the various mobility actions. She also advocated the need for all participants at this conference to promote mobility as a mainstream action.





Mirko Zorman, President of the Education Committee of the EU Council, spoke of the great significance, for the EU, of mobility and of the Lifelong Learning Programme. He argued that a new approach to education and training is called for in order to confront new global challenges and economics. Mobility has an important role to play in enabling such an approach.

Dušan Lesjak, PhD., State Secretary in the Ministry of Higher Education, Science and Technology, of the Republic of Slovenia, formally closed the conference with a reception for delegates.



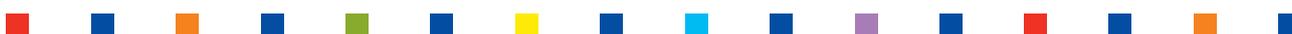
ANNEX A: CONFERENCE AGENDA – 13 June 2008



Slovensko predsedstvo EU 2008
Slovenian Presidency of the EU 2008
La Présidence slovène de l'UE 2008

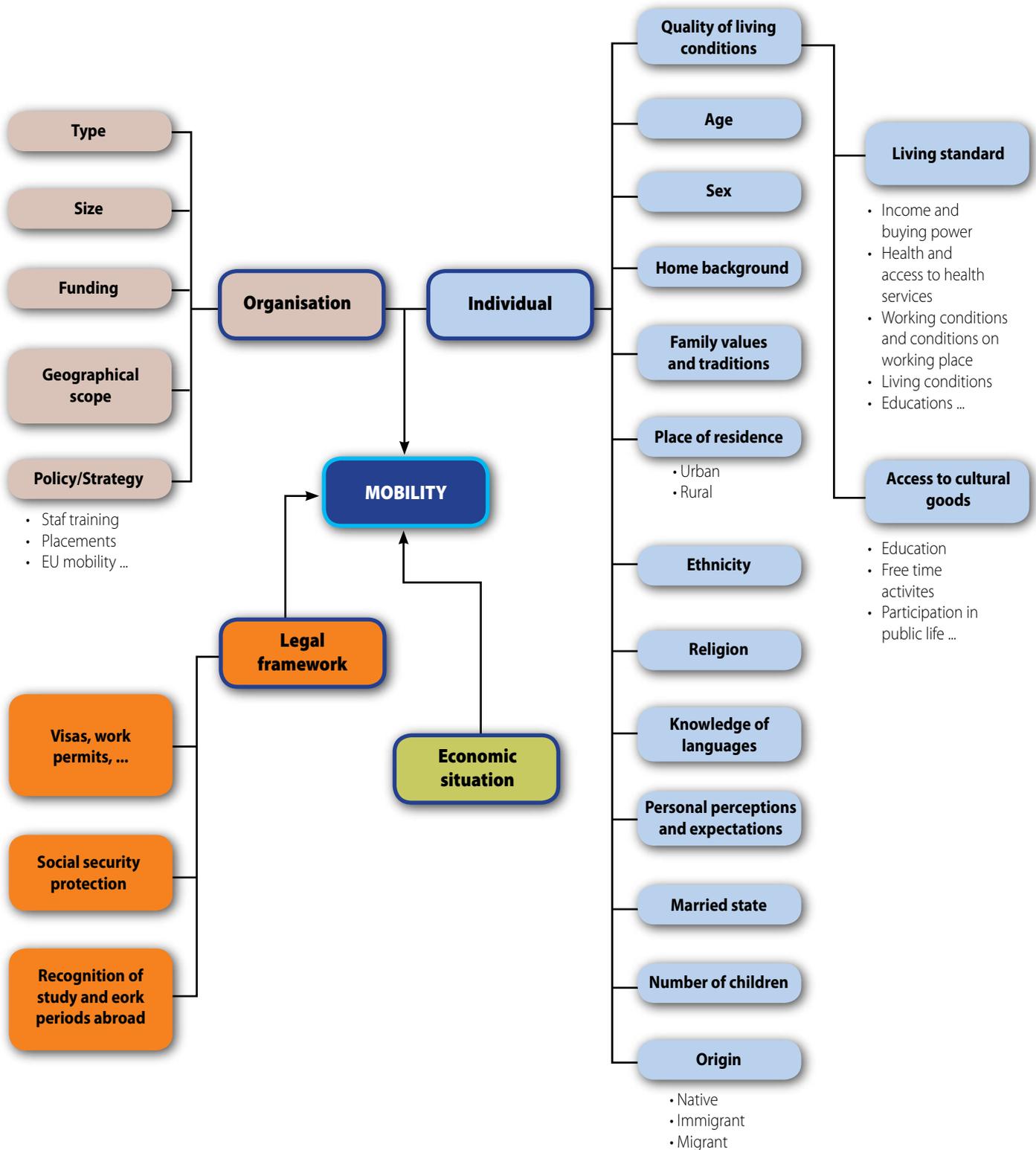
“Quality in Mobility within the Lifelong Learning Programme”

| 13/06/2008 | |
|--------------|---|
| 8.00 | <p>Exhibition <i>Presenting 15 award winning projects and 10 Slovenian best practice projects will be set up in the Foyer of the conference room</i></p> |
| 9.00 -11.00 | <p>Opening of the conference (Linhart Hall) <i>Opening address by dr. Milan Zver, Minister of Education and Sport of the Republic of Slovenia</i></p> <p><i>Keynote speech by Ján Figel, European Commissioner for Education, Culture, Training and Youth: Vision for mobility beyond 2010 - Vision from EU perspective</i></p> <p>Award Ceremony (Linhart Hall) <i>Awards to best quality mobility projects (bronze, silver and winners) and laudation for winners in 5 sections. Awards will be given by Ján Figel and dr. Milan Zver.</i></p> |
| 11.00 -11.30 | COFFEE BREAK AND PRESS CONFERENCE |
| 11.30 -12.45 | <p>Plenary session (Linhart Hall)</p> <p>“Get Perspective – Mobility Broadens Horizons”</p> <ul style="list-style-type: none"> • Odile Quintin, Director – General for Education and Culture of the European Commission: <i>Mobility creates opportunities</i> • Prof. Maria João Rodrigues, Chairperson of the Forum on Mobility in EU: <i>Results from the High level group on mobility</i> • Prof. Aleksandra Kornhauser Frazer: <i>Quality of Mobility from individual perspective</i> |
| 12.45 -14.00 | LUNCH |
| 14.00 -16.30 | <p>2 Working sessions (in parallel)</p> <p>Mobility for all – removing the barriers (Kosovel Hall) <i>Enhancing mobility by increased accessibility for all: identifying existing barriers, how to overcome them? Can we create new opportunities by pooling the available resources in view of funding and other socio-economic issues?</i></p> <p>Staff mobility – a drive for change (Štih Hall) <i>Enhancing the quality and impact of teaching and training staff mobility; How to enhance the impact of teacher, trainer, mentor mobility on organizational and system level? How to stimulate organization’s leadership to promote, recognize and ensure longer sustainability of individual mobility? What type of mobility for what kind of impact?</i></p> |
| 16.30 -17.00 | COFFEE BREAK |
| 17.00 -17.45 | <p>Closing ceremony (Kosovel Hall) Odile Quintin, Director – General for Education and Culture of the European Commission, Mirko Zorman, President of Education Committee, Council of the EU and two rapporteurs from working sessions: <i>Conclusions and recommendations on quantitative and qualitative aspects of mobility.</i></p> |
| 17.45 | Farewell reception by dr. Dušan Lesjak , State Secretary, Ministry of Higher Education, Science and Technology of the Republic of Slovenia |





Social-economic factors which may influence an individual mobility





STAFF MOBILITY

