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Mobility scoreboard for initial VET – 2016 survey on international mobility of IVET learners

Dear ReferNet partners,

We thank you very much in advance for responding the 2016 survey on international mobility of IVET learners as a contribution to our mobility scoreboard project.

The survey is composed of two Strands, i.e. Strand A (Questionnaire) and Strand B (update of country information).

The Questionnaire (Strand A) contains introductory questions and two Parts, i.e. Part 1 (Motivation, Preparation, Quality) and Part 2 (Portability, Disadvantaged learners, Multipliers). The introductory questions and Parts 1 and 2 are presented in Annex 1.

Strand B (update of country information) is divided into two work packages (WPs), i.e. WP1 (complementary questions) and WP2 (country fiches). WP1 is presented in Annex 2. Country fiches (WP2) will be sent to you mid-September for updating.

The schedule for delivery to Cedefop is as follows:

- 13 May 2016, deadline for delivering responses to
 - Introductory questions of Questionnaire (Strand A, see Annex 1)
 - Part 1 of Questionnaire (Strand A, see Annex 1)
 - Work Package 1 of Strand B (see Annex 2)
- 15 November 2016, deadline for delivering
 - Responses to Part 2 of Questionnaire (Strand A, see Annex 1)
 - Work Package 2 of Strand B (i.e. updating the country fiches which you will receive mid-September)

Note: Delivering your responses to Part 2 of Questionnaire already in May is welcome, whenever possible for you.

Mobilising and involving all relevant information sources at country level

To ensure the quality of responses, it is highly recommended to involve all relevant information sources at country level, in particular (but not only) Erasmus+ National Agencies.

Convergence workshops

A convergence workshop will be organised in each of the Partnership Forums. The aim is to provide the survey respondents with any clarifications and complementary information they might need in order to properly finalise their responses to the Questionnaire and WP1.

Reiteration rounds

A reiteration round relating to your May deliveries will take place from 8 June to 30 September. After processing your deliveries, Cedefop will send you – between 8 June and 2 September – requests for clarifications / corrections / complements. Upon receipt of the requests, you will be expected to address them, finalise your text, have it validated by your National Representative and send your validated text back to Cedefop by 30 September at the latest.

A reiteration round relating to your November deliveries will take place in March 2017.

Validation

Please note that having your responses to the Questionnaire (introductory questions and Parts 1 and 2) validated by your National Representative before submission to Cedefop on 13 May or 15 November is optional, not mandatory. You may have the responses validated or not, according to the standards of your country. We will process these responses internally and will not publish them at this stage anyway. Once processed, your responses will be sent back to you for reiteration and validation. This is the time when you will be expected to have your revised country information validated by your National Representatives, before final delivery to Cedefop. Only then will your country information be published in the scoreboard.

The Questionnaire (Annex 1) and Work Package 1 (Annex 2) have to be completed on-line. You will receive shortly, in a separate individual e-mail, the country login and link to connect. We recommend that you use Annex 1 and Annex 2 as portfolios to collect all necessary information and carefully prepare all your responses before connecting to the on-line survey tool.

Before starting, please read carefully the information below relating to the Background of the project and the Focus of the Questionnaire. The Glossary will help you better understand the terms used throughout the Questionnaire.

For any clarification, please contact Guy Tchibozo (Guy.Tchibozo@cedefop.europa.eu).

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Background to the project

In the broader framework of promoting the learning mobility of young people, Cedefop is in the course of developing a Mobility Scoreboard (MSB) for initial VET (IVET). The scoreboard is a new tool intended to:

- assess the situation of young IVET learners as regards their mobility across EU Member States and beyond; and
- help policy-makers identify barriers and weaknesses in mobility policies and practices across Europe, and design new policy developments for increasing this mobility.

The scoreboard will present the conditions for mobility with respect to the ten thematic areas outlined in the [2011 Council Recommendation 'Youth on the move'](#) i.e.:

1. Information and guidance on opportunities for learning mobility
2. Motivation to participate in transnational learning mobility activities
3. Preparation of opportunities for learning mobility, particularly with regard to foreign language skills and intercultural awareness
4. Administrative and institutional issues relating to the learning period abroad
5. Portability of grants and loans
6. Quality of learning mobility
7. Recognition of learning outcomes
8. Disadvantaged learners
9. Partnerships and funding
10. Role of multipliers

The scoreboard will consist of the following elements for each thematic area:

- (a) a list of maps that help visualise the differences in countries' situations with respect to different criteria; and
- (b) an overall indicator synthesising the different criteria, and classifying countries depending on how well they meet these criteria.

In addition, the scoreboard will include country fiches that will describe countries' structures and policy interventions; outline how close/far these are to/from the objectives of the 'Youth on the move' recommendation; and suggest steps forward.

Cedefop's IVET Mobility Scoreboard project develops in parallel with two other ongoing activities concerned with the international learning mobility of young people. Firstly, Eurydice is working on a similar project specifically focused on Higher Education. Secondly, Eurostat is working on retrieving statistical data for the benchmark for learning mobility in IVET that was adopted by the Council (Education) in 2011 ⁽¹⁾. Eurostat focuses on the quantitative data that allow the measurement of mobility flows, while Eurydice and Cedefop are committed to study the conditions for mobility, looking at qualitative data. These three strands of work are complementary but have different perspectives. Therefore, their focuses, scopes and definitions are not identical.

Cedefop's work on the IVET-MSB started in 2015 with a feasibility study which covered four thematic areas outlined in the Council Recommendation 'Youth on the move' (2011):

⁽¹⁾ Council of the European Union, *Conclusions on a benchmark for learning mobility*, Brussels, 28 and 29 November 2011. The following benchmark was set for learning mobility in initial vocational education and training (I-VET): 'By 2020, an EU average of at least 6% of 18-34 year olds with an initial vocational education and training qualification should have had an initial VET-related study or training period (including work placements) abroad lasting a minimum of two weeks (10 working days), or less if documented by Europass'.

- Information and guidance on opportunities for learning mobility;
- Administrative and institutional issues relating to the learning period abroad;
- Recognition of learning outcomes; and
- Partnerships and funding.

The study reached the conclusion that carrying out the scoreboard is feasible and identified the conditions for this. Work for achieving a full scale scoreboard was therefore initiated in 2016.

Focus of the 2016 Questionnaire (Strand A)

The questionnaire is focused on the conditions for the international learning mobility of IVET learners. Six key areas outlined in the Council Recommendation '*Youth on the move*' (2011) that were not addressed in the 2015 feasibility phase are investigated:

- Motivation to participate in learning mobility
- Preparation for mobility
- Quality of opportunities
- Portability of grants and loans
- Disadvantaged learners
- Role of multipliers

For the purpose of this questionnaire, and consistently with Eurydice's approach, mobility is defined as 'physical mobility whereby a national boundary is crossed for the purpose of study in another country. No geographical restrictions should be considered for such mobility (i.e. the student may move within or outside Europe)' ⁽²⁾.

Questions may concern inbound and/or outbound mobility. In case a section or a question refers to a specific type of mobility, this will be stated in that section/question. The mobility period may be short or long term. It may take place within an organised programme or upon the initiative of the learner.

The focus of the project is on young people enrolled in initial VET, but with no strict age limit (as situations can vary across contexts). Depending on the country, these IVET learners may be students and/or apprentices. Those who have recently graduated from IVET programmes and are still involved in IVET international mobility projects could also be considered. In contrast, those having an IVET qualification, but already in employment for some years and currently not involved in IVET programmes are out of scope. Please contact the project manager for clarifications as necessary.

Exhaustiveness of coverage

In some countries, a substantial part of mobility activities develop at local level, initiated and carried out by individual schools and social/economic partners in a rather spontaneous and independent way, outside any national / comprehensive framework. Please keep in mind that the primary goal of the project is to help policy makers assess which stage countries have reached in the course of implementing the '*Youth on the move*' recommendation. The goal is not to produce an exhaustive, comprehensive and complete description of countries' situations. So, while complete descriptions – when they exist – are welcome, just clear examples of steps taken are fine as well.

Please also remember that the whole project, including the questionnaire, is of qualitative nature, not quantitative. This means that the point is not the amount of activities. The quantitative aspects of mobility are being dealt with by Eurostat. This questionnaire rather

⁽²⁾ Questionnaire of Eurydice project on learner mobility, page 1.

deals with qualitative data, i.e. the types, qualitative characteristics and organisation of mobility-related activities, not the amount of these activities.

Focus is also on the steps taken, coordination, evaluation and involvement

For each thematic area addressed, the questions aim to understand:

- The steps that have been taken in the country;
- Whether and how these steps are countrywide coordinated;
- Whether and how the actions taken are subject to evaluation; and
- Whether and how learners and stakeholders are involved in making this policy strand work and improve over time.

The steps taken that are referred to

- May come from any player, whether governments or any other regional or local, public or private actor;
- May be of any type, whether regulations; policy documents (development plans, national strategy, white paper, etc.); means dedicated (institutional arrangements, staffing, budgetary measures and any other types of means allocated); and more generally anything that can serve as an evidence of a step taken.

Of course, whenever possible, preference should be given to the most representative and significant country-level steps. But once again, partial / local steps are also welcome when the former do not exist.

Countrywide coordination (see Glossary below) is seen as a favourable condition for:

- Consistency of policy action;
- Convergence of the country as a whole towards a same objective in terms of developing international IVET mobility and achieving the implementation of the 'Youth on the move' Recommendation;
- Effectiveness of action.

Evaluation (see Glossary below) is seen as a condition for effectiveness and progress. It is deemed to be the appropriate locus for:

- Scrutinizing the actual situation and steps taken;
- Identifying issues;
- Designing improvement solutions; and
- Implementing and following them up over time.

Involvement of learners and stakeholders is seen as a condition for effectiveness of action and future improvement. Involvement requires ensuring that learners and stakeholders:

- Are informed about the actions targeted to them that have been taken; the resulting mechanisms and/or resources that are available to them; and how to access these (i.e. whether a visibility and access policy is in place);
- Are given opportunities to deliver feedback to be taken into account in the evaluation process (i.e. whether learners and stakeholders surveys targeted at checking their satisfaction and getting their feedback are carried out);
- Use the mechanisms put in place for them (i.e. whether measuring the impact / assessing the extent of use of the implemented mechanisms is part of the improvement process).

Glossary

Countrywide coordination

There is countrywide coordination of a process when, for all existing actions related to the process, regulation and implementation of the process are arranged through / underpinned by

- Either top-down guidelines followed by all stakeholders/players; or
- Any form of cooperation and dialogue involving all stakeholders/players and leading to convergent practices and approaches.

Countrywide coordination may be partial/incomplete when it applies only to part of the actions or players related to the process.

Evaluation of an activity or policy action

Comparison between a target reference and a given situation in order to point out the differences between them and to identify and implement possible steps for improvement. Evaluation typically heads towards further improvement, as opposed to monitoring that may not involve the intention to translate the conclusions from state-of-play analysis into further readjustments / reforms of the activity or policy.

Improvement measure

Any step to bring an actual situation closer to a reference situation. In the context of this report, the reference situation is defined by the provisions of the 2011 Council Recommendation 'Youth on the move'.

Information and guidance

The service provided to help people make well-informed choices in relation to working life. Information and guidance consists in helping people clarify their interests and values, identify their skills, reflect on their experience, understand the options available to them, formulate plans, and make career-oriented decisions⁽³⁾. Information and guidance on international learning mobility in IVET is the part of information and guidance specifically targeted at providing IVET learners with insights on existing mobility opportunities and advice for mobility decisions.

International learning mobility

Physical mobility whereby a national boundary is crossed for the purpose of study in another country. In the context of IVET, this refers to both school-based and work-based learning. International mobility includes both mobility between EU Member States and mobility between an EU Member State and a non-EU country. This Scoreboard does not address international mobility in which there is not at least one EU country (or Iceland or Norway) involved.

Mechanism

A process through which a defined type of output is delivered, for example in the areas of providing information and guidance, funding stakeholders, or supporting partnerships. A mechanism is generally limited in scope and coverage. In its most complete form, a mechanism can turn into a system, which then covers all / most of possible cases and situations related to the type of output at play.

Policy initiatives and/or actions

An initiative or action is a step taken at a given point in time in order to achieve an identified objective. Policy initiatives or actions do not require *per se* any continuity or follow-up over time. Also, they neither require a very long preparation upstream nor a comprehensive overview of the context. In that sense, policy initiatives or actions are less sophisticated than fully-fledged strategies, which presuppose prior in-depth and comprehensive analysis of

⁽³⁾ Cedefop, *Modernising vocational education and training – Fourth report on vocational education and training research in Europe: synthesis report*, Luxembourg: Publications Office, 2009, p. 172

context and thoughtful preparation in terms of coordinating a consistent series of actions over time, securing appropriate means, and sequentially taking into account interactions between players.

Third countries

Countries other than the 28 EU Member States.

Thanks a lot for your work!