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CIRCULAR 2015_08

IVET mobility scoreboard – pilot survey

Dear ReferNet partners,

We thank you very much in advance for filling in the questionnaire we have announced in Circular 2015_05 as a contribution to our mobility scoreboard project.

The questionnaire has to be completed online, using the following link:

<https://www.surveymonkey.com/s/CEDEFOP-MSB>

Before starting, please read carefully the following information on the Background of the project and the Feasibility study, the Focus of the questionnaire, and the Guidelines (see below).

We have also provided you with the questionnaire as a Word file (Annex 1). We recommend that you use it to retrieve all the necessary information and carefully prepare all your responses before connecting to the online questionnaire.

Once you have accessed the questionnaire, please be informed that if you prefer to answer it in more than one session, you may leave the survey site at any time and then access the survey again using the same link.

You can also navigate between pages and review your answers using the 'Prev' and 'Next' buttons. When you reach the final page of the questionnaire, you will have the option to submit your responses.

Cedefop's IVET-MSB team is at your disposal should you need any clarification. Please contact us as necessary.

Guy Tchibozo, Guy.Tchibozo@cedefop.europa.eu

Andreea Rusu, Andreea.Rusu@cedefop.europa.eu

The deadline for submitting your responses is 15 May 2015.

Sylvie Bousquet

ReferNet coordinator

Background to the project

Guy Tchibozo, project manager

Andreea Rusu, project assistant

In the broader framework of promoting the learning mobility of young people, Cedefop aims to develop 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 policies for and practices of IVET learning mobility 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 Council Recommendation '*Youth on the move*' (2011), 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 may ask the ReferNet national representative, in cooperation with the ReferNet coordinator, to validate the country fiche that will be established on the basis of the information collected through the survey.

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 currently carrying out a pilot study on the possibility to collect 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.

⁽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'.

The feasibility study

To build the scoreboard, it is necessary to collect data on the different criteria that support the building of maps, indicators and country fiches.

The first step of Cedefop's work consists in a feasibility study to be completed by July 2015. The study includes a pilot survey that will serve as a first data collection exercise and will indicate whether collecting IVET mobility-related information through ReferNet on a regular basis, over time, is feasible or not. The survey questionnaire will be focused on the criteria that describe the thematic areas listed in the Council Recommendation. The feasibility study as a whole aims to identify whether or not the relevant data can be collected; whether a prototype scoreboard can be built; and any other possible limitations that should be taken into account in the process.

ReferNet will be the main channel for data and information collection for this project.

Focus of the questionnaire

The questionnaire is focused on the conditions for the international learning mobility of young IVET students, in four of the thematic areas outlined in the Council Recommendation *'Youth on the move'* (2011):

- 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.

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 study is on young people enrolled in initial VET, but with no strict age limit (as situations can vary across contexts). 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. If needed, concrete cases may be further examined by the IVET MSB team.

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

Guidelines

For the purpose of this questionnaire, we use the following **definitions**:

- ✓ System (e.g. Questions 1.1; 1.2): a set of actors whose roles and responsibilities are clearly defined and who interact in a streamlined way with the aim to produce an outcome for a defined target group;
- ✓ Mechanism (e.g. Questions 1.1.b; 1.3): in contrast with a system, a mechanism is limited in its scope and coverage. It does not follow a systematic approach and it might lack (at least) one of the elements that describe a system;
- ✓ Strategy (e.g. Questions 1.5; 3.6; 4.1; 4.4; 4.7): a planned set of coordinated actions that are carried out by an identified entity to reach a defined objective (e.g. providing a service, improving an existing system, etc.), making use of dedicated means;
- ✓ Policy initiatives and/or actions (e.g. Questions 1.5.b; 3.6.b; 4.1.b; 4.4.b; 4.7.b): in contrast with a strategy, an initiative or action is an isolated operation/step that is not coordinated within a comprehensive and consistent framework, and/or is not consistently related with other operations/steps over time;
- ✓ Improvement (e.g. Questions 1.5; 1.5.a): any step to bring the actual situation closer to the requirements of the Recommendation;
- ✓ Evaluation (e.g. Questions 1.6; 3.7; 3.8; 4.2; 4.5; 4.6; 4.8): comparison between a target reference and a given situation in order to point out the differences between them and to identify the possible steps for improvement;
- ✓ Third countries (Question 2.4): countries other than EU Member States.

The questionnaire often asks about strategies in place in your country to address various aspects of mobility, e.g. information and guidance, visibility of contact points, funding awarded to learners, support given to stakeholders. It may well happen that in your country these different aspects are addressed as part of a broader strategy. As a general rule, please give all necessary details when you mention a strategy for the first time. Every time you have to refer again to a strategy already mentioned, you may just recall the reference to this strategy and then focus only on the details that specifically concern the new topic on which you are responding.

Note

The ultimate goal of the Scoreboard is to provide policy-makers with country information that can allow them to identify precisely the policy steps that countries should address to improve the international learning mobility of IVET students. In this regard, we are interested in all types of country situations. These situations can be significantly different as some countries may have already very well developed and organised systems to support mobility, while other countries may be at more early stages. The questionnaire covers these different types of situations, asking for systems or strategies as well as for less elaborated mechanisms and actions. This should not be interpreted as a preference or higher interest in more developed situations: all types of situations are of equal interest, and will serve to identify examples of good practices as well as ways and steps for future improvements.

In some cases, the questionnaire refers to national approaches to IVET mobility. The interest in national approaches relates to the fact that as a European statute, the '*Youth on the move*' aims to set a European standard towards which Member States are invited to converge. What we are interested in is the way this convergence is ensured within countries. The reference in the questions to a national approach to mobility aims to capture the convergence process that is in place in countries. It does not imply any preference towards centralised governance: convergence can also be reached through decentralised / regional / local mechanisms provided that these are coordinated. Knowing more on how countries actually ensure convergence towards the EU standards in this particular field of IVET mobility is an important part of the information expected from your responses.

Complementary information sources

While answering the questionnaire, if you think it is more suitable that we contact another institution or service in your country to receive information related to a particular question, please send us an email indicating the question number and specifying the contact details of this institution, i.e.:

- Question number
- Name of institution
- Name of relevant service
- Postal address
- Email address
- International telephone number
- Contact person
- Email address of contact person

(You may use this template if you wish.)

<i>Question number</i>	<i>Institution</i>	<i>Service</i>	<i>Postal address</i>	<i>Email address</i>	<i>International telephone number</i>	<i>Contact person</i>	<i>Email address of contact person</i>

Thanks a lot for your work!