



Executive Agency, Education, Audiovisual and Culture



**European Regions Enhancing Internationalisation of Vocational Education and Training (EREIVET)**

Progress Report

Public Part

## Project information

Project acronym: EREIVET  
Project title: **European Regions Enhancing Internationalisation of Vocational Education and Training**  
Project number:  
Sub-programme or KA: Enter your text here  
Project website: [www.ereivet.net](http://www.ereivet.net)

Reporting period: From 01.11.2012  
To 30.04.2014  
Report version: Progress report  
Date of preparation: 15.05.2014

Beneficiary organisation: Ministry of Education of Lower Saxony

Project coordinator: Barbara Paulmann  
Project coordinator organisation: Ministry of Education of Lower Saxony  
Project coordinator telephone number: 00495111207365  
Project coordinator email address: [Barbara.Paulmann@mk.niedersachsen.de](mailto:Barbara.Paulmann@mk.niedersachsen.de)

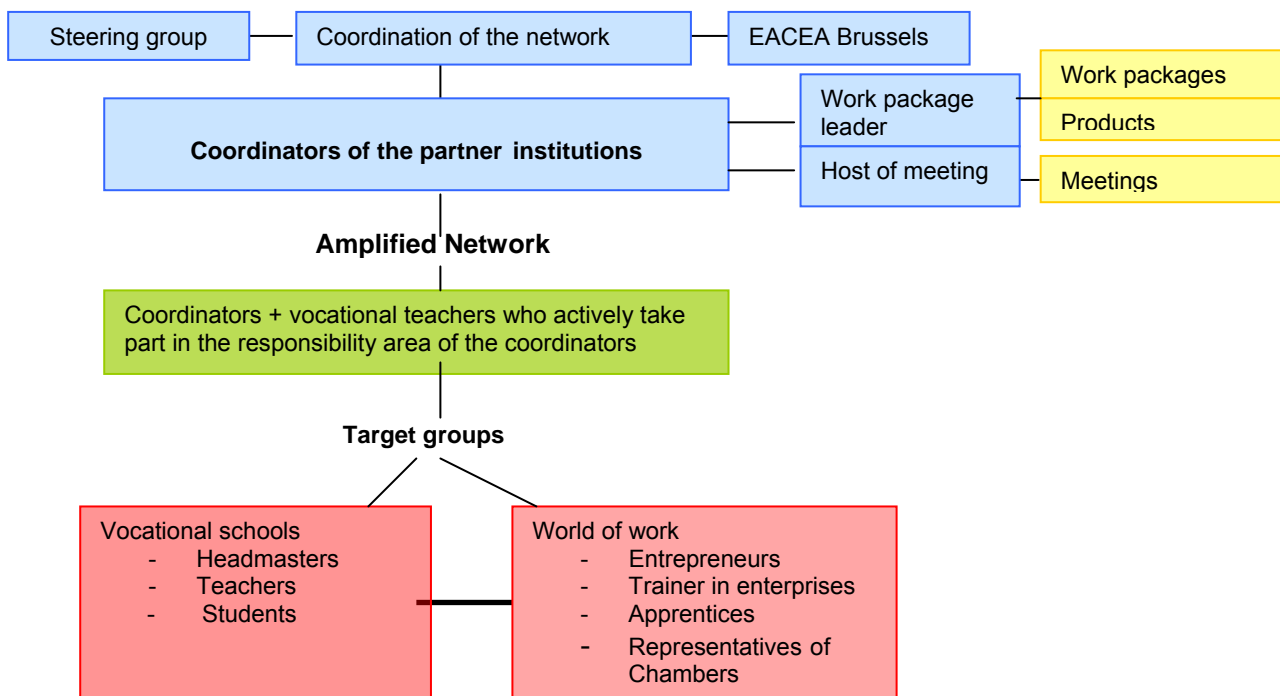
This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# Executive Summary

Fifteen partners from twelve countries – regional school authorities, associations of vocational schools and vocational schools with a regional network – are cooperating to enhance the quantity and quality of cross-border learning mobility in vocational education and training (VET), one of the most appropriate measures for the internationalisation of VET. These partners represent 1,908 schools with vocational education and training, 49,803 teachers and 829,200 students and apprentices. All partners have regional networks to achieve the aims of the network and are cooperating with the world of work.

## Structure of the network EREIVET



Our vision – published on our website – reflects that in the main focus of all our efforts are our young people in vocational education and training. We want them to benefit from the European Union by becoming fit to live and work in Europe; to strengthen their employability on the European labour market. To achieve this aim, we want to motivate our schools to be international and especially to implement transnational mobility by bearing in mind that in each cross-border internship an enterprise is receiving organisation so that the world of work is always involved.

We inform, motivate and support the vocational teachers e.g. by also experiencing a cross-border learning stay or support in concrete projects. Teachers who are offered possibilities for international peer learning are usually more disposed to implement transnational cooperation. We are ready to smooth out obstacles for cross-border mobility by helping our teachers and by linking them up with appropriate transnational partners. This creates sustainable structures for more cross-border mobility in future.

Cross-border internships during a period of initial vocational education and training are still the exception but we all agree that the enhancement of these opportunities for our young people in quantity as well as in quality will contribute to a common European labour market

and raise attractiveness of vocational education and training. A stronger cooperation of the vocational schools will deliver benefits not only to them but will also contribute to EU policies and to regional development.

With the initiatives of the European Union which were launched by the Copenhagen process we have some really good transparency instruments available but it is necessary to introduce them and to invite our target groups to use them.

The network always endeavours to use a practically orientated approach e.g. for the development of the learning outcome units for internships by involving more than 40 teachers as experts for their vocational sector. The ECVET approach also has some influence on the quality of cross-border mobility which was taken into account by the corresponding working group. The results of this working group will be published soon.

The network was set up in 2009 and has been built up since then with several of the current partner institutions and it is still growing. It was possible to establish a reliable and effective cooperation with a quality management concept and fixed responsibilities. The considerable number of members and their expertise guarantee the learning process inside the network and a linking-up of European regional authorities in excess of vocational education and training. Using the meetings as the core of our work, the networking lets us share experience, link up our school and develop new, complementary projects. During the first 18 months of this project from November 2012 to April 2014 the network has organised 11 meetings and conferences with 201 participants. One hundred representatives of 47 vocational schools in four “markets of possibilities” presented their schools and made a lot of new contacts for European cooperation.

The network EREIVET has a fixed structure with a working plan and a consequent distribution of task in this project. As we define ourselves mainly as a dissemination network, this topic is always relevant. We are presented in our frequently visited website [www.ereivet.net](http://www.ereivet.net) and we use our dissemination plan. At the end of our project we'll be able to give recommendations and/or proposals for mobility strategies in vocational education and training which should be useful for other stakeholders.

# Table of Contents

1. PROJECT OBJECTIVES.....	6
2. PROJECT APPROACH.....	8
3. PROJECT OUTCOMES & RESULTS.....	9
4. PARTNERSHIPS .....	11
5. PLANS FOR THE FUTURE .....	14
6. CONTRIBUTION TO EU POLICIES .....	15
7. EXTRA HEADING/SECTION.....	FEHLER! TEXTMARKE NICHT DEFINIERT.

# 1. Project Objectives

The main aim of the network EREIVET is the enhancement in quantity and quality of cross-border mobility in vocational education and training. By cooperating in this network the partners want to overcome the well-known obstacles for cross-border learning mobility and to create favourable conditions for their vocational schools and institutions by establishing structures and developing strategies, which will help to facilitate cross-border learning mobility for all persons in vocational education and training; students, apprentices, vocational teachers, headmasters, employers, trainers in enterprises and representatives from Chambers of Commerce and work associations.

Cross-border mobility for young persons in initial vocational education and training is still in the focus of the European Union, not least because it may contribute to more apprenticeship and work-based learning which is the aim of the newest European initiatives. To increase the number of mobilities by enabling the vocational schools which currently play a considerable role in this area to implement more and better mobility projects (e.g. in ERASMUS+ key-action-1 projects or with bilateral programme) will allow more and more young people to achieve international employability. International vocational competence means to possess foreign-language skill, professional skill, and intercultural skills. In times of globalisation it will make our young people competitive for the global labour market.

With the framework of key competences for lifelong learning (2006) eight key competences were defined which should be achieved by everybody. The most relevant for which is obviously supported by cross-border mobilities is: “communication in foreign languages, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding.” It’s obvious that the capacity for listening, speaking, reading and writing in a foreign language can be increased during a cross-border internship.

To realise a cross-border internship the young people in vocational education and training need support. Support to:

- find a traineeship/place for an internship,
- find accommodation,
- be linguistically and professionally prepared
- organise the travel
- be able to finance the stay abroad.

This support might only be given if vocational schools are disposed to implement projects and if the necessary human resources for the teachers and other persons who are involved are provided.

All people involved in cross-border mobility projects might gain professional and personal skills and competences by cooperating with transnational partners. Experience has shown that it isn’t always easy for teachers to change the role from a lecturer to a learner and to look over the perimeter. And employers and persons responsible for trainees in countries without the dual system may get an impression how this is working. The impact of cross-border mobility is sufficiently known and we are working on the aim to facilitate this excellent chance to more people.

Enhancing quality of cross-border mobility means for us to make sure that each cross-border mobility is implemented under certain quality criteria so that the achievement of international vocational competence might be acquired. It means as well that the European transparency instrument Europass mobility is used and also the quality charter of the partnership. That implies that the stakeholders of mobility projects are informed about the standards.

The working groups to describe learning outcome units confirmed the opinion of the network that implementing ECVET into our mobility projects will lead to more quality in mobility and we will keep on this way.

Another approach to enhance quality of mobility projects is to build up reliable partnerships between the stakeholder of mobility projects; in majority in Europe vocational schools and public authorities. Reliable partnerships avoid misunderstandings, mismanagement and demotivation from which the participants in mobility projects will benefit also.

To consider cross-border mobility as one instrument of internationalisation of vocational education and training implies to identify other opportunities and benefits of internationalisation for the target groups. Not for nothing the European Union wants to increase with the Copenhagen process and the latest paper, the Bruges Communiqué, an enhanced cooperation in VET. It's obvious that the diversity of VET systems is a challenge and instruments are needed to achieve transparency and recognition as they are developed with e.g. ECVET, EQF and Europass. It is not sufficient to develop these instruments but competent bodies are needed to disseminate them and to motivate persons in VET to use them.

The network is convinced that not only the institutional level – enterprises, authorities, schools – might benefit but also each individual who is involved as it is described above. Insofar as our defined target groups may benefit in a considerable way from this network even if it's nearly impossible to measure this impact.

Another aim is to inform about and to contribute to the aims of European policies in VET such as the Europe 2020 strategy for smart, sustainable and inclusive growth, the Education and Training 2020 framework (ET 2020) and the Copenhagen process. We are convinced that each European citizen should know the main objectives which pursue the European Union and the objectives which has impacts for his/her professional live. We see our task to “translate” the European papers for a common understanding and to extract the issues which are important for vocational teachers because in our world which is marked more and more by media we all are living in an information overload.

In summary it can be asserted that the network's aims are to link up, to learn and to promote innovative approaches and processes.

## 2. Project Approach

“A network is process-oriented rather than product-oriented and therefore less predictable than a project. Network aims are also more complex than in projects. This multiplicity of aims and the programme requirement to represent a large number of European countries as well as different types of actors and levels of hierarchy lead to an extremely high degree of diversity of actors in a network. Networks have a distinct mission: They are about networking, learning, and shaping policies and practices.” (source: The art of networking, project Euoweaving, ISBN 978-3-9502335)

Related to this statement, the several missions a network can have and adopting to the above mentioned manual the EREIVET network defines the following functional areas to achieve the goals in the three-year networking project:

- Dissemination function to disseminate the advantages of cross-border mobility, best practice examples concerning internationalisation of vocational education and training.
- Research function to provide an overview e. g. the school systems in the participating regions, the material concerning ECVET, the planned glossary with relevant terms.
- Debate function by implementing vocational teachers and trainers in our work e.g. by their participation in conferences. Vocational teachers as experts were the participants in the working groups to describe learning outcome units for cross-border mobility.
- Supporting function by giving to the target groups all information and practical support to implement mobility projects for students, apprentices, teachers and trainers and by linking them up as well with adequate transnational partners.
- Advocacy function to promote new developments in EU policies for example ECVET and work-based learning.
- Forecast function with the statement we'll present at the end of our project which will also include structures and strategies to increase cross-border mobility in vocational education and training.

The main approach of the network is to act as a dissemination network as it is described as follows:

<b>Dissemination networks: the merchants in the market</b> Dissemination networks can be compared to a market place full of merchants and clients. Each participant becomes involved with the objective to either 'buy' or 'sell' knowledge (most of the time they are doing both). Such a network, being a market platform, requires a strong ability to market, strong selling skills and promotion expertise		
Scope	Possible partners	Typical outputs
<ul style="list-style-type: none"> <li>■ Identification of an exchange of good practise</li> <li>■ Dissemination and valorisation</li> <li>■ Promotion of innovation</li> <li>■ Mainstreaming and benchmarking</li> <li>■ Support of projects</li> <li>■ Adaptation and transfer of methods</li> </ul>	<ul style="list-style-type: none"> <li>■ Representative in the field</li> <li>■ Promotion and dissemination experts</li> <li>■ Marketing and advertising experts</li> <li>■ Public authorities</li> <li>■ Umbrella organisations and platforms</li> <li>■ Other networks</li> </ul>	<ul style="list-style-type: none"> <li>■ Good practice compilation / database</li> <li>■ Promotional products</li> <li>■ Dissemination events</li> <li>■ Training sessions</li> <li>■ Wikis, online platforms, web tools</li> <li>■ Networking; social fabric of relations</li> </ul>

Source: The art of networking, [http://www.networks-in-education.eu/fileadmin/images/downloads/art\\_EN.pdf](http://www.networks-in-education.eu/fileadmin/images/downloads/art_EN.pdf)



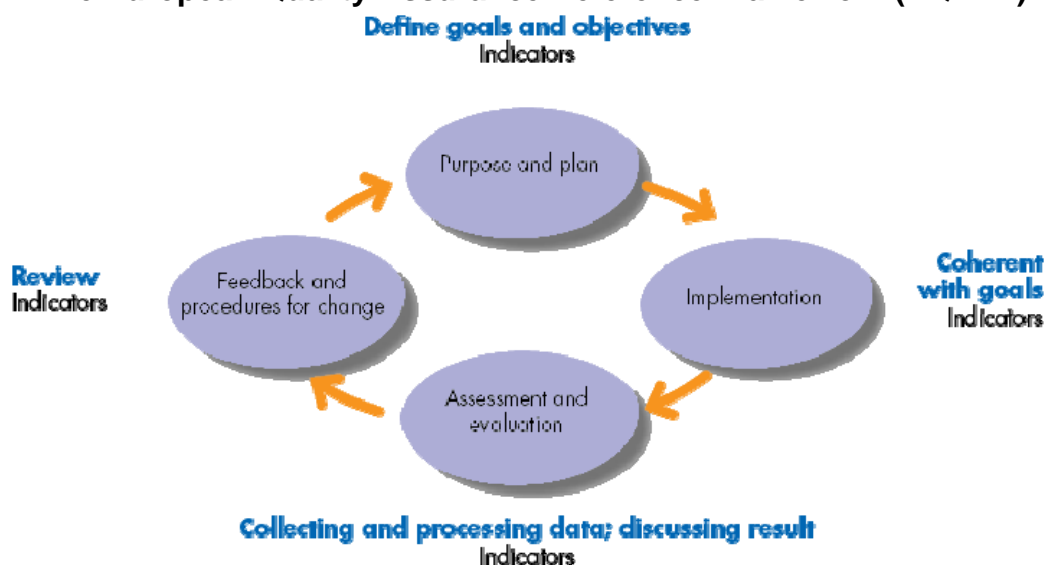
Considering the more process-orientated approach it isn't priority for a network to develop innovative new products like new pedagogical material. The contribution of a network in this field contents in picking up innovative principle and procedures, in enhancing them and in disseminating them. This describes what the network did with the shift into a learning outcome approach which was launched by the European qualification framework and the ECVET procedure which was introduced in June 2009. Since that time the ECVET procedure was especially developed in and for mobility projects. The conference on 24-25 October in Brussels showed the results of the implementation of ECVET in the countries and in 2014 – hence, five years after the adoption of the ECVET Recommendation – the Commission will report to the European Parliament and the Council on the results of the testing and assessment of actions taken at Member State level.

The network actively took part in this new approach for vocational education and training and within one year three working groups with 33 vocational teachers from 12 countries agreed to learning outcome units for students/apprentices who realise a stay abroad and they also got to know the whole ECVET procedure in mobility projects with Memorandum of Understanding, learning agreements and assessment procedures. This was a very practical approach and the networks still receive some requests to publish the results.

Another very important approach is the linking-up of our vocational schools to be able to find reliable partners for cross-border mobility projects. The network has developed templates for partner-search profiles which are used very successfully. They are published in the internal part of the network but are also given from hand to hand within the team of coordinators who know which vocational school in the region might be an adequate partner.

The EREIVET network is using the method of EQARF Evaluation (European Quality Assurance Reference Framework). This reference instrument helps our network to promote and monitor our project with the aim to improve our performance and achieve our objectives.

### The European Quality Assurance Reference Framework (EQARF)



Source: [http://www.oph.fi/english/education\\_development/quality\\_assurance\\_and\\_evaluation/wbl-toi/concepts\\_and\\_framework/eqarf\\_framework](http://www.oph.fi/english/education_development/quality_assurance_and_evaluation/wbl-toi/concepts_and_framework/eqarf_framework)

In our evaluation plan all work packages are subject of a regular evaluation; different methods like enquiries, debriefing of meetings and conferences or checklists are used. It is also planned to make evaluations about the impact e.g. implementation of ECVET or the enhancement of mobility in the participating regions but this will be a task for the future.

Evaluation is a criterion for quality and the network considers evaluation as an ongoing process to enhance performance and progress. Insofar the EREIVET network sees itself as learning body.

### 3. Project Outcomes and Results

To describe the outcomes it will be helpful to cite Aristotle who said: “The sum is more than its parts”. This quotation reflects perfectly the synergy effects of networking. The network has a strict working plan for this project which contains nine work packages. It discloses the tasks and as well the outcomes and results of the project.

Regarding to the identification as dissemination network,

- the website
- the flyer and
- the conferences

are the most important outcomes of the EREIVET project.

The website was set up before the start of the project. It is updated every 2 months; the numbers of visits are impressive; in the public part and also in the internal part. Its purpose is to disseminate the network in the public part but also the idea of mobility and it offers some partner search offers. The internal part is for the amplified network and the coordinator gave access to several vocational teachers.

The flyer of the network – including the vision which was made in our first meeting – was published in March 2013; it is available to download on our website.

For networking common conferences or meetings are crucial: they are the market place for information, linking up, sharing experience, collecting best practice examples, learning from each other in intercultural and/or language issues, generating visions, launching decision-making processes or make them easier or faster, generate complementary and new projects and even sharing problems. We denominate the gatherings as “meetings” if exclusively the coordinators of the partner institutions are participating and “conferences” - to underline their importance - if other persons are participating.

To date two meetings and two conferences of the project and respectively two meetings of each working group have taken place. The first meeting in January 2013 in Bari was mainly dedicated to integrating some new partners, the overall management, the development of a vision and other teambuilding and intercultural processes. The first conference – held in March 2013 in Marseille – launched the work of the working groups to describe learning outcomes for some branches by introducing into the topic ECVET and starting the work. The second meeting in September 2013 in Tekirdağ was destined to inform about the new ERASMUS+ programme and to share experience about dissemination, other international projects, the concrete work on work packages “quality in mobility” and “evaluation” and the new idea to develop a strategic paper which could be considered as proposal/recommendation for other stakeholders in the area of cross-border mobility and internationalisation of vocational education and training. The conference in Wrocław in April 2014 was especially dedicated to present and disseminate the results of the working groups “units of learning outcomes” and in addition the working group “quality in mobility” presented the draft for a flyer which will be published soon.

All conferences of the network contributed to the above-mentioned ideas and were dedicated to support the compliance of the nine work packages.

Other outcomes are the results which have produced the working groups for the work packages “Describing units of learning outcomes”. The working groups have used templates from the German National contact point for ECVET and have defined knowledge, skills and competences which might be acquired if a student realises a cross-border internship. They made this definition for several activities and so it will be possible to choose some of the

activities (depending on the length of the internship) and to realise them. This is the first step toward an ECVET approach and the vocational teachers were directly concerned with the shift from a learning input approach as it is usual today in many countries to a learning outcome approach as it is forced by EU policies with the European qualification framework and ECVET. The working group designed such learning outcome units for activities in the sectors “social and health care”, “trade, business and administration” and “electricity” which are published on the website [www.ereivet.net](http://www.ereivet.net). The working groups also agreed to an assessment process after a mobility unit and drafted templates to make the learning outcomes of the students visible.

Dissemination of these results and the ideas of the network is one of the work packages and because of the diversity of target groups, methods and such a wide range of partners with different facilities the network has inserted a dissemination plan. A quality plan and a strategy exist for the more internal work packages “overall management” and “evaluation”.

But the project has a lot of so-called secondary effects: A few projects between the partners were generated:

- A LEONARDO DA VINCI transfer of innovation project of GEB Düsseldorf in which there are also EREIVET partners such as schools and/or coordinator institutions from Tekirdağ (Turkey), Raisio (Finland) and Styria (Austria)
- A LEONARDO DA VINCI VETPRO project of the Ministry of Education of Lower Saxony to facilitate a continuing education for vocational teachers by defining learning outcome units together with their partner institutions with seven involved EREIVET partners
- A VETPRO project, “EUROCOM Smart” between several EREIVET partners (Lower Saxony, GEB Düsseldorf, Raisio and SOSU Sjaelland) in the sector of social and health care continuing the work with ECVET already started in projects from 2011.
- A COMENIUS project of a vocational school in Lower Saxony with a school in Andalusia
- A COMENIUS project of a vocational school in Lower Saxony with schools from Andalusia and Tekirdağ
- Partnership project “Grade and Treat Core Food in Elderly Care” more partners among them Lower Saxony and SOSU Sjaelland
- Two VETPRO projects MOVITPRO and DUALVET to send teachers from Andalusia to do study visits to most EREIVET partners, including Turku (Finland), Jämtland (Sweden), Düsseldorf (Germany) etc. “Dualvet” projects consisting of bringing together all participants necessary for the Dual or Work-based learning system to bridge the gap between this to different VET areas.

Several new partnerships between vocational schools of our regions have been arranged and only in 2013 round about 544 students in vocational education and training from the EREIVET partners were received by other EREIVET partners to realise a cross-border mobility in an enterprise.

Several young Spanish people who were concerned by unemployment have found a job or are realising a vocational education and training in the dual system. Two Chambers in Hannover began with projects based on the EREIVET cooperation to attract workers who are needed in our region from Andalusia.

## 4. Partnerships

Cross-border learning mobility is demanded more than ever and it is obvious that competent bodies are needed which will be able to contribute: To realise more learning mobility, stakeholders of mobility projects are required and all target groups have to be informed and motivated. To enhance cross-border learning mobility, transnational cooperation between several promoters is indispensable. The vocational schools play a very active part in organising cross-border mobilities for young persons in initial vocational training. The statistics of the LEONARDO DA VINCI programme from 2012 show that in Germany with the dual system about 65% of the grants were applied for by vocational schools. In countries with full-time systems and less responsibility of enterprises for vocational education and training the vocational schools are implementing over 90% of the projects. Some regional authorities are also organising mobility projects for their schools. These numbers demonstrate that the network with its considerable number of partners in the origin network and the amplified network really might contribute to raise the number of cross-border mobilities above a good quality standard.

The network covers regions from North to South and West to East and the participation of some vocational schools guarantees that the network is very close to the basis.

"Coming together is a beginning; keeping together is a progress; working together is success":

These words from Henry Ford identify perfectly the development of our network. The network has been built up since April 2009 and at the beginning it was not easy to understand one another. Understanding in the meaning that we don't have a native English speaker in our lines and that everybody has other ideas concerning technical terms.

Meanwhile we have developed strategies, methods and tools for a successful and reliable cooperation and all of us have learnt from intercultural experiences.

The network itself is a learning system: everybody might learn from the other; e.g. how to motivate and interest vocational teachers for internationalisation or how to finance it. A very successful instrument is our "Market of possibilities" which is organised by the host of a meeting. There, vocational schools of the regions are presenting themselves and first contacts can be made between these schools and the coordinators of the other region. In so doing several partnerships were generated and the fruits – a lot of mobility projects – will be seen.

The network partner have generated several – from the network so called – flanking projects: Transnational projects concerning other or similar topics were some of the EREIVET partners are cooperating with other partners. This will be also an excellent opportunity to spread the idea of EREIVET to keep the network sustainable. The cooperation between Andalusia and Lower Saxony for example has lead to cooperation to offer vocational education and training in the dual system or jobs in Lower Saxony to young people from Andalusia.

The involvement of nearly 40 vocational trainers as experts in the working groups to describe learning outcome units for cross-border internships was a very good experience and might contribute to a dissemination of ECVET because they are multipliers. To build up the working groups with their considerable size and to get the results within this short time (March 2013 – April 2014) was only possible because of the structures the network already has.

## 5. Plans for the Future

Our work programme includes nine work packages which are all on a different processing status in this midpoint of the project. In a few work packages we'll have some changes regarding the products.

The network has had the experience that it is nearly impossible to get comparable figures about cross-border mobility respectively it would be an unacceptable effort to ascertain these figures that the network decided that the volume of statistics will be reduced. Instead of this, the network will collect success stories and best practice examples to prove how it works.

For work package 8 (EU-policies) it was planned to make a newsletter. But discussion with the teachers in our regions have shown that this would overcharge them and the conferences and meetings have also shown that we need a really good – on the needs of our teachers matched - glossary with terms about EU-policies. The first draft is made and this product is dated to be presented in the next conference in September 2014.

For our dissemination we have a lot of additional ideas. We want to put testimonials from persons who did a cross-border mobility (from EREIVET region to EREIVET region) to show how it works, to motivate other schools to involve as well mobility projects and to intensify the cooperation between stakeholders of our network regions. The topic "dissemination" is always in progress and the products we'll draft for the dissemination are still under discussion.

A really new product which was generated during the first period is a paper which gives an overview about cross-border mobility (challenges, quality etc), describes the regional mobility strategies of the participating regions, describes the structures which the network has found during this project. The research for this paper began in spring 2014 and the conceptual work will begin in summer 2014.

Another topic for the further cooperation is the coherence between ECVET and Europass mobility. This was a topic which was developed in the working group "quality of mobility" and it's obvious that using the learning outcome approach as well in the Europass mobility, they will be more transparent than now. As well in the above-mentioned conference in April related to ECVET this was a topic and the network could contribute to a better complementation of the European transparency instruments to increase the support of the learners.

Moreover the linking-up of our network with other similar European networks is definitely worth considering. We have identified a few and with three networks the coordinator has made personal contacts on the occasion of conferences in Brussels. The network will invite two representatives to our meeting in Düsseldorf in January 2015 which is dedicated to the topic "Quality in mobility".

Beside the changes and new ideas explained above, the network EREIVET will continue the path upon which it has embarked to achieve the working plan with its referring products and aims. The quality management plan with an ongoing evaluation and enhancement process of will guarantee a good further performance.

Very important for the progress are the meetings of the network coordinators in which we'll take part in Seville in September 2014, Düsseldorf in January 2015, in Osternund in June 2015 and in Hanover in September 2015. All meetings are dedicated to work packages and will contribute to linking up, learning from each other and decision-making processes.

## 6. Contribution to EU policies

The contribution to EU policies is a strong part of the network because of its size and possibilities of dissemination. One work package of the working plan is dedicated to this topic and it is one of the most important aims to bring EU policies into the classrooms of the participating regions.

One part of this task concerns the European programmes and transparency instruments as there are:

1. Programme for Lifelong learning/ERASMUS +
2. European Credit System for Vocational Education and Training (ECVET)
3. Europass instruments
4. European Qualification framework (EQF) and national qualification frameworks

### 1. Programme for Lifelong learning/ERASMUS +

The network partners want their schools to be able to use the supporting programmes for the benefit of their staff and students to enhance internationalisation in VET especially under other the learning mobility of persons in initial vocational education and training as of professionals. But the network always lays stress on the aspect of quality which is reflected by the work package 3 “Quality in mobility”

In September 2014 within the coordinators meeting a presentation about the ERASMUS+ programme was shown and in the subsequent discussion more information was spread, so that all coordinators were able to inform their schools about the new programme and its possibilities for funding.

### 2. European Credit System for Vocational Education and Training (ECVET)

ECVET was the main topic in two conferences and all partners of the network are well informed about it and its development. In a learning-by-doing process three working groups which were composed from vocational teachers of the network institutions have developed learning outcome units by using the existing templates. The coordinator will disseminate these results among the schools in the participating regions. Among the partners more and more projects are arising under the ECVET aspect (e.g. a LDV VETPRO project with several EREIVET partner institutions). The network partners are now strongly piloting ECVET documents and procedures with their own mobility projects. The network will collect the best practices or good advice when we have the first round of students back giving their feedback concerning ECVET and the documents.

### 3. Europass instruments

To present Europass instruments and to communicate that they are very useful transparency instruments is meanwhile daily routine in the work of the coordinators of the network. Especially the Europass mobility is a good instrument for the quality of mobility.

### 4. EQF and national qualification frameworks

The direct examination with the theme of ECVET and the shift from an input orientated to a learning outcome orientated VET causes as well the knowledge of the European Qualification frame and own national qualification frameworks in the group.

The network contributes furthermore to the leading strategies and initiatives for Europe as there are:

1. Europe 2020 strategy for smart, sustainable and inclusive growth
2. Education and Training 2020 (ET 2020)

3. Copenhagen process
4. European Alliance for Apprenticeship
5. Youth guarantee
6. Common European Labour Market

### **1. Europe 2020 strategy for smart, sustainable and inclusive growth**

On its website the European Commission publishes the following:

“Dialogue between national, regional and local government will bring the EU’s priorities closer to people, strengthening the feeling of ownership needed to get everyone involved in moving Europe towards the 2020 targets.

In many EU countries, the regional or local authorities are responsible for policy areas linked to the Europe 2020 strategy such as education and training, entrepreneurship, labour market, infrastructure or energy efficiency.

It is crucial that all levels of governance be aware of the need to implement effectively the Europe 2020 strategy on the ground so as to achieve smart, inclusive and sustainable economic growth, and that each plays its part in introducing the necessary changes.”  
([http://ec.europa.eu/europe2020/who-does-what/regional-and-local-authorities/index\\_en.htm](http://ec.europa.eu/europe2020/who-does-what/regional-and-local-authorities/index_en.htm))

This statement describes exactly the self concept of our network.

### **2. Education and Training 2020 (ET 2020)**

The Council Conclusions of 12 May 2009 set out four **strategic objectives** for the framework. Our network is contributing to these objectives

- **making lifelong learning and mobility a reality**
- **improving the quality and efficiency of education and training**
- **promoting equity, social cohesion and active**

The main purposes of the network was since its first steps in 2009 to enhance learning mobility in quality and quantity to enable our learners to work in the European labour market. Our vision which is published on our website [www.ereivet.net](http://www.ereivet.net) reflects this contribution to EU-policies.

### **3. Copenhagen process**

The Copenhagen process forms an integral part of the “Education and Training 2020” (ET2020) strategic framework and will contribute to achieving the education-related targets of the Europe 2020 strategy. The objectives are consistent with those of the ET 2020. The Copenhagen process with its last updating by the Bruges Communiqué on enhanced European cooperation in vocational education and training for the period 2011-20 underlines that the purpose of the EREIVET network is a contribution to this policy approach. As example are denominated:

### **4. European Alliance for Apprenticeship and initiative for work-based learning**

The European Monitoring Conference – Work Based Learning and Apprenticeships – which took place from 11th–12th February 2014 in Brussels, was the launch event for the European Alliance for Apprenticeship and the start for the European funded network project NETWBL with 29 National Agencies to promote and foster work-based learning.

The EREIVET network was invited to present itself in workshop 3 “Cooperation Training centre/VET school – companies and involvement of social partners” and in workshop 5 “work-based learning and Higher education”. This underlines that learning mobility is able to contribute to these new initiatives of the European Union. In addition to the benefits to participants – also persons in initial vocational training as professionals in VET- in mobility



projects may also get the experience enterprises can make within these projects as receiving and hosting organisation could contribute as well to the idea of apprenticeship itself as to concrete ideas for the personal strategy of the enterprise. To foster learning mobility means to improve apprenticeship by learning from each other.

### **5. Youth Guarantee**

The Youth Guarantee is a new approach to tackling youth unemployment which ensures that all young people under 25 – whether registered with employment services or not – get a good-quality, concrete offer within 4 months of them leaving formal education or becoming unemployed. The network contributes to this guarantee by showing the young people in initial training via experience in a cross-border internship more possibilities for their work life.

### **6. Common European Labour Market**

Unemployment currently ranges from about 5% in Austria and Germany to 27% in Greece and Spain. The common labour market in Europe with possibilities to balance between unemployment in a few countries and the demand on qualified workers in others is urgently needed. Studies show that the mobility of workers within the EU yet is not satisfactory. Learning mobility experience at younger ages can contribute to the disposition of being mobile on a European labour market.

It's clear that the network especially because of its size, experience and contacts is able to contribute to EU-policies and their dissemination because and even more: All new activities and initiatives since the application of the EREIVET projects are directing in a way the network has already adopted as it could be shown on the example of a very recent Council recommendation on a Quality Framework for Traineeships from 10th March 2014 where the cross-border mobility also plays an important role: "One of the challenges is to increase the cross-border mobility of trainees in the Union so as to help foster a genuine European labour market.

<http://ec.europa.eu/social/main.jsp?langId=en&catId=1079&newsId=2048&furtherNews=yes>