

Part 1

Transversal Competences in Mobility Situations



Key skills in youth mobility

Co-funded by the
Erasmus+ Programme
of the European Union



CONTENTS

CHAPTER I.....	3
1.1. INTRODUCTION	3
1.2. LABOUR MARKET SKILLS TODAY	5
1.2.1. The Impact of Global Technological Innovation	5
1.2.2. Other Factors Influencing Change.....	6
1.2.3. Anticipating a Troubled Transition.....	6
1.2.4. Promoting Positive Scenarios and Preventing Negative Ones	7
1.2.5. A New Worker Profile	8
1.2.6. Changes in Professional Profiles	8
1.3. LEARNING OUTCOMES AND SOFT SKILLS.....	9
1.4. EVALUATION AND CERTIFICATION OF LEARNING OUTCOMES AND SKILLS	13
CHAPTER II.....	16
2.1. SKILLS AND INTERNATIONAL MOBILITY	16
2.2. THE KEYMOB MODEL OF GENERAL SKILLS FOR MOBILITY.....	19
CHAPTER III.....	21
3.1. THE CONTEXT FOR DEVELOPING TRANSVERSAL SKILLS IN MOBILITY.....	21
3.2. DEFINING THE FOUR GENERAL SKILLS ASSOCIATED WITH EACH MOBILITY MODULE	24
3.3. TRANSVERSAL SKILLS IN MOBILITY.....	25
3.4. SKILLS TO TAKE INTO ACCOUNT BEFORE THE START OF THE MOBILITY PERIOD	27
3.5. SKILLS TO ACTIVATE IN THE MOBILITY PHASES.....	28
3.6. ACTIVITIES ASSOCIATED WITH EACH MOBILITY MODULE	48
3.6.1. Module 1: Preparing the Departure Project	48
3.6.2. Module 2: Travel and Mobility Period in the Foreign Country. Diary of the Mobility Period.....	52
3.6.3. Module 3: Work Placement in the Foreign Company. Report on the Placement.....	55
3.6.4. Module 4: Return to Home Country: Communication.	59
CHAPTER IV	62
4. 1. REGIONAL AND TERRITORIAL AUTHORITIES IN THE DEVELOPMENT OF INTERNATIONAL MOBILITY TRAINING ACTIONS.....	62
4.1.1. Community-Backed VET Mobility Programmes and Initiatives	62
4.1.2. Participation of VET Centres in European Mobility Training Programmes.....	62
4.1.3. The Role of Regional and Territorial Authorities	64

CHAPTER I

1.1. INTRODUCTION

The European Commission has diagnosed unemployment and the discordance between the competences acquired in training and those required in the workplace as one of the most pressing issues facing the in-depth transformation of most production systems.

One proposed solution involves promoting work-based learning (WBL) with the aim of improving the skills acquired through training and pivoting them to companies' real needs. This is to be seen within a context of globalisation and accelerated technological innovation. We can determine that improvement in young people's vocational and educational training (VET) is achievable through a system that includes an in-company internship as a work situation.

This methodology is posited in what would be an immediate observation: WBL happens in a real work environment, so the technological tools needed to fulfil the profession are leveraged in a real organisational setting that facilitates the full skills acquisition required for efficient and productive professional performance.

Naturally, this is one of the reasons why dual learning must be considered. However, there is another factor that is becoming more relevant in dual learning with every passing day. This is the acquisition of skill sets not strictly related to the work sector in which the learning takes place, i.e., transversal competences applicable to different work situations in distinct environments.

With that in mind, we should consider the importance of transversal competences as a new feature of the labour market, in other words, its progressive internationalisation within the framework of an increasingly interrelated global marketplace. This certainly requires transversal competences linked to an internship, but also a kind of training that prepares young people to step up to market globalisation, internationalisation and the interrelation of proceedings.

Young people can acquire these skills through mobility and training in different countries where they must face and solve situations in a foreign cultural environment. This helps them learn to adapt to situations and strengthens their transversal capabilities.

We can therefore tap two elements regarding the new scenario for young people in training: training in work centres and mobility for training. Both help considerably in boosting skill sets.

In any case, the confidence that apprentices acquire from training-related transversal competences must be guaranteed in any action developed. The organisation of international mobility, however, requires complex logistics. Attention must also be paid to a multiplicity of elements to secure a successful outcome. Experience suggests that transversal competences cannot be developed if left to the improvisation of learning processes - and these do not come about spontaneously. A detailed plan, dedicated protocols and appropriate methodologies are required to achieve the pursued goals and ensure quality transversal-competence learning.

To design, organise and implement the instruments needed to successfully develop the transversal competences acquired through international mobility requires the cooperation and teamwork of both professional training centres and companies, along with regional institutions responsible for training and structures at a municipal level. Professional training centres often lack the wherewithal

to tackle the complexity of learning transversal competences in an international context on their own. Training curricula concerning the learning of said competences must be developed, international consensus for this to be applicable must be achieved, and an efficient mobility logistics must be organised. Cooperation between institutions is needed to ensure the mobility periods abroad are implemented under suitable conditions for apprentices.

The aim of the KEYMOB project is to develop cooperation among training centres, companies, and regional and municipal governments to develop curricular tools and the logistical and organisational agreements required for the development of transversal competences by apprentices in a context of international mobility.

The project engaged different countries that brought distinct insights to bear from training centres, regional and local authorities, companies, experts and European organisations dedicated to the promotion of vocational education.

Project partnership comprised the following members, led by the Barcelona Chamber of Commerce:

- ✓ The Ministry of Education for the Government of Catalonia (Catalonia, Spain).
- ✓ The Kaufmännische Schule 1 VET centre (Baden-Württemberg, Germany).
- ✓ The municipal vocational training centre of Chomutov, Stredni odborna skola energeticka a stavebni, Obchodni akademie a Stredni zdravotnicka skola, Chomutov, prispevkova organizase (Chomutov, Czech Republic).
- ✓ Teams of experts from the Fundació Catalunya-Europa and NOTUS (Catalonia, Spain).
- ✓ The following European associations: European Association of Regional and Local Authorities for Lifelong Learning (AISBL-EARLALL) and Fondation des régions Européennes pour la recherche en éducation et en formation (FREREF).

Members of the following organisations also engaged in the debates as associate members:

- ✓ The Occitanie region (France)
- ✓ The CCOO Catalunya trade union (Catalonia, Spain)
- ✓ The Les Compagnons du Devoir association (France)

The core activities of the KEYMOB project consisted principally of preparing two intellectual deliverables and their outreach:

- ✓ The first was a curricular proposal to develop transversal competences in international mobility situations to incorporate into apprentice training programmes led by FREREF in collaboration with the other partners.
- ✓ The second was a guide for training-centre teachers and company tutors on applying quality criteria for the development of transferable skills for apprentices during their transnational mobility period. The drafting of the guide was spearheaded by the Kaufmännische Schule 1 VET centre with the collaboration of Stredni odborna skola energeticka a stavebni, Obchodni akademie a Stredni zdravotnicka skola in Chomutov and the other partners.

These two deliverables were supplemented by an analysis of the potential of European regions and local authorities to solve the detected problem of low mobility of young people in training schemes between European countries.

This final report summarises and integrates the key takeaways and proposals of the KEYMOB project with the aim of promoting outreach across Europe. It is organised into four chapters. The first contains the project outcomes in the context of the profound technological, social and economic changes under way that impact the evolution of the vocational skills map and the core conceptual references leveraged in the project.

The second chapter presents a proposed KEYMOB model for developing transversal competences in mobility situations. The key skills to be activated are defined, along with the activities to be developed in transnational work contexts.

The third chapter is dedicated to presenting an analysis of the Government of Catalonia's role in developing mobility in VET settings, making a series of proposals to strengthen the regional dimension of fostering the transnational mobility of vocational training students.

Finally, the key takeaways from the KEYMOB project are summarised.

1.2. LABOUR MARKET SKILLS TODAY

The debate around the curricular treatment of transversal competences in situations of international mobility must be framed within the profound and ongoing technological, economic and social transformations impacting the configuration of professional profiles and the skills required to harness them at work. This chapter briefly describes the context in which the development of transferable skills in training processes will become increasingly important going forward.

1.2.1. The Impact of Global Technological Innovation

Several international organisations (OECD, ILO, World Economic Forum)¹ have released reports in recent years on the impact of technological innovations on work and employment. The reports speak to a growing concern about the effects that the acceleration of automation is having on economic activity, workforce qualifications and employment at a global level, with consequences for world governance.

Different analysis methodologies demonstrate a widespread consensus on forecasts and future scenarios that confirm the conclusions of other, previous reports². The most likely scenario experts

¹ - OECD (2018): *Job Creation and Local Economic Development 2018: Preparing for the Future of Work*. OECD Publishing.

- WORLD ECONOMIC FORUM (2018): *The Future of Jobs Report*. Centre for the New Economy and Society Insight Report.

- INTERNATIONAL LABOUR ORGANIZATION (2018): *The future of work in a changing natural environment: Climate change, degradation and sustainability*. ILO future of work research paper series, research paper 4.

² - H. BAKHSHIA, J. DOWNING, M. OSBORNE, P. SCHNEIDER (2017): *The Future of Skills: Employment in 2030*. Pearson, University of Oxford, Oxford Martin School and Nesta.

are working with is the complementary nature between human activity and automatic processes. As Ken Goldberg³ says, "...robots and humans cannot replace each other, but we do supplement and need each other".

1.2.2. Other Factors Influencing Change

Although attention is focused on the technological innovations already known to us (high-speed internet; AI; big data; cloud technology; IoT; digital commerce; virtual and augmented reality; machine learning algorithms; stationary, non-humanoid and humanoid robots; drones, etc.), reports suggest we must consider other factors if we want to predict the impacts they will have. These factors include the organisations that end up onboarding innovation, e.g., implementing the electric car requires major changes to structures and the organisation of cities, the agreed-on regulations (in the case of platforms like Uber, Airbnb, Cabify, etc.), as well as social and cultural values around work and types of employment (regulation and acceptance of non-standard, part-time and temporary work, job insecurity, work distribution, etc.). The upshot of the impact on work will largely depend on the way countries take on and react to the choices that technological innovation affords. We must also consider that other factors need to be present for an innovation to be implemented, such as the cost of its implementation enabling sufficiently attractive profit margins as to make the investment viable, a labour cost that makes the innovation appealing, and the fact that there must be a sufficient workforce with the right qualifications, along with regulations and social acceptance that favour it. All these factors can work for or against it, prolonging or shortening the transition time between technological innovation operability and widespread uptake.

Furthermore, in addition to predictable technological changes we must also consider those related to the impact of the increasing ageing of the world's population, climate change impacts and the climate emergency we are experiencing. Then there are the effects of the growing internationalisation of the economy and changes in ethical/moral values and population behaviours due to the assimilation of scientific progress in the life sciences.

1.2.3. Anticipating a Troubled Transition

The conclusions to the above-mentioned reports agree that a period of acceleration has already begun regarding onboarding in the economic fabric of a wave of technological innovations that began in past decades and which will surely lead to future leaps in innovation still unknown today. The effects of this change can already be seen in the labour market and take the form of a dearth of professionals specialising in the areas of greatest innovation, the destruction of jobs in sectors subject to automation, the creation of new jobs related to the onboarding of new technologies, demand for new professional skill sets, etc.

The World Economic Forum report anticipates that the number of new jobs being created will exceed the number being destroyed, while the OECD report found that more jobs in sectors at a low

- MCKINSEY & COMPANY (2017a): *A future that works: automation, employment, and productivity*. McKinsey Global Institute.

³ Ken Goldberg, Professor of robotics engineering at the University of California, Berkeley. Interview in *La Vanguardia* 11 October 2018

risk of automation have been created since 2011 than those destroyed in sectors at a high risk of automation.

Forty-two percent of tasks are forecast to be automated and 58% still done by humans in 2022, compared to 29% and 71% respectively in 2018.

Despite these forecasts, they must be followed carefully to see the interaction between all the factors that influence them. Everything points towards the biggest problem to be faced by countries being not the replacement of human work by automated processes but the huge scale of the shift occurring in qualifications and skills and how that will impact the active population. It is calculated that 54% of workers will need to redefine or boost their vocational skills since their jobs will be partially affected by automation. A minimum of 30% of the activities in six out of every ten jobs will be automated.

The impact in the transition period will not be equal around the planet. Countries with more workers associated with activities that can be done by a machine (China, India, etc.) will take a bigger hit than those with fewer (Europe, Japan, US, etc.). Inequalities will also be felt according to the economic characteristics of territories. The risk of automation in western Slovakia is 40%, whereas in the Oslo metropolitan area it is 4%. Figures differ even within the same country: the difference in risk between regions in Canada is 1 point, while in Spain it is 12.

1.2.4. Promoting Positive Scenarios and Preventing Negative Ones

The tensions that can be observed in the transition period suggest two contrasting scenarios:

- ✓ **Negative scenario:** A shortfall of talent adapted to the new skills required in expanding sectors will be added to the difficulties of recycling workers who lose their jobs. This will increase unemployment and cause growing inequality and tensions in the governance of countries due to a lack of social cohesion that could even block the growth and well-being of the population.
- ✓ **Positive scenario:** The ability to attract talent and develop new vocational skills thanks to efforts made to retrain the workforce affected during the transition period will produce inclusive societies that foster a cycle of economic growth and prosperity for the population.

The OECD says that in 2011, 30% of its member countries' populations were living in areas where productivity and social inclusion had grown, with 50% in areas where productivity had grown but social inclusion had shrunk.

The contrast between the two scenarios speaks to two critical issues: the ability of countries and regions to attract and incentivize the economic activities that will ultimately be boosted by innovation, and the ability to retrain the affected population by developing new skills pivoted to job market demands. These two questions will depend largely on the ability to manage the transition period to consolidate the positive scenario.

The relationship between the two elements and territorial dynamics emphasises the role of local organisations in economic promotion and in the active employment policies that will play a key role in each territory's ability to react.

1.2.5. A New Worker Profile

In the same way that shaping the profile of a qualified and highly competitive worker in the mass industrial production cycle took nearly a century from the start of the Industrial Revolution, so too will it take time to configure a prototype worker able to interact with automated processes that span not only predictable and repetitive tasks but also areas of greater added value, including decision-making and complex troubleshooting. Changes in training and learning processes and organisational and management criteria in companies will also be needed.

Professions such as data analysts and scientists, software developers, e-commerce and social network experts, customer service staff, sales and marketing professionals, organisational and cultural development specialists, innovation managers, AI and machine-learning experts, big data specialists, automation professionals, information security analysts, man/machine interaction designers, robotics engineers, blockchain specialists and more are jobs that require a new type of worker with capabilities spanning creativity, originality, initiative, critical thinking, persuasion, negotiation, service orientation, resilience, flexibility, complex troubleshooting, emotional intelligence, leadership and social influence. It will therefore be necessary to organise new mechanisms and social structures that can roll out these skills among the population en masse and shape a new worker profile.

We must urgently look into meeting mass demand for retraining the active population among both the unemployed and those with jobs. It is expected that around 35% of the active population will have to engage in training activities for up to 6 months; 9% in training activities for six months to a year, and 10% in training activities lasting more than a year.

1.2.6. Changes in Professional Profiles

The coexistence of human work with automated mechanisms and processes in an increasingly internationalised context brings with it an evolution in the composition of the skills of most professional profiles.

On the one hand, new technical skills are emerging in connection with new technologies that formerly did not exist, such as mastery of the internet environment. On the other hand, a new configuration is also starting up in the relationship between technical skills and how to mobilise them in the workplace, i.e., 'soft' skills. Even the very concept of 'a job' is being transformed.

The fact that automation has onboarded a good many of the tasks that workers did in the past and expanded its areas of action both in time and space is profoundly transforming the content and composition of a good part of the present professional profiles in the work world today.

People now talk more about functions than jobs to be developed flexibly within a production organisation, or services requiring capabilities that are vastly more transversal and which change over time. In other words, a professional can perform functions today to meet a particular challenge, but after a certain time these functions are developed in another production context within the same organisation. The contrast between versatility and specialisation no longer has the same meaning since both are integrated in a professional's profile. Today's worker must be able to develop more differentiated functions than before but, at the same time, when developing any one of them, they must do so with a much greater degree of specialisation than ever before.

In the man/machine relationship, human activity now plays a much larger role than it used to: planning and control functions, checking, coordinating, managing, incident troubleshooting, etc., as opposed to previously performed functions, which involved directly intervening in the operation of machinery or information processes (automated programs). Even activities involving uploading information to computer programs is being computerised.

This change in worker profile composition shows that the skills that are increasingly important are more transversal across many more jobs than in the past and more closely related to personal know-how rather than acquired knowledge. In other words, today's job market requirements place more emphasis on aspects related to the personality and character of the individual than before, when any worker who could learn to perform specific tasks would become a highly productive and good employee. This statement must be considered with a certain degree of relativity, since a 'good employee' was always one who combined appropriate technical capabilities with human skills that fostered the organisation's good functioning.

But in the current climate, the relationship between the two aspects of professionalism comes down more in favour of personal skills, without this detracting from the importance of the WBL technical skills which continue to be essential to good professional practice. Organisation gains traction over technical processes that, once incorporated into automation, highlight the key human component across all organisational processes. Through this mechanism, the character and personality of individuals has greater production value. Differences in the competitiveness of companies and organisations that are mainstreaming technological innovations depend more on the human component. When an innovation is initiated, the party that has the innovation or not is key to competitiveness, but when innovation is mainstreamed the organisation becomes more important.

If technology marked the professional behavioural pattern of workers in an organisation in the industrial era because of the direct relationship of each worker involved with each machine or production process, as this two-way worker/machine relation is being unpicked today, the organisational factor and relationship between humans are gaining importance in the production organisation and therefore aspects related to leadership and people management also gain clout across companies and organisations. The communicative ability and relational capacity of the people in the organisation are better able to deliver the differentials of competitiveness that set companies with similar technological processes apart. These skills are more important in the profile of professionals in each degree of responsibility in the organisation.

The different characteristics of the elements comprising professional profiles also have another effect. Because of the speed of technological innovations, technical skills require constant updating since they quickly become obsolete. By contrast, 'soft' skills require ongoing training because they depreciate rapidly if not in constant use. Updating and training are the two keys to developing professional qualifications going forwards.

1.3. LEARNING OUTCOMES AND SOFT SKILLS

'Competences', 'capabilities' and 'skills' are often used indistinctly, although semantically they have a clear definition. One point of confusion stems from the use of the word 'skills' in the English language, understood as dexterity, ability, expertise, craft or experience. 'Skills' and 'competences' are very often used interchangeably in English, making them harder to translate into other languages.

The European Union's ESCO (European Skills, Competences and Occupations) classification leverages definitions based on the European Qualifications Framework (EQF) according to which 'competence' means "the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development," described in terms of responsibility and autonomy.

ESCO defines 'skills' as "the ability to apply knowledge and use know-how to complete tasks and solve problems." Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

ESCO acknowledges that the terms 'skills' and 'competences' are sometimes used as synonyms, although they can be distinguished according to their scope. 'Skill' typically refers to the use of methods or instruments in a particular setting and in relation to defined tasks. 'Competence' is broader and refers to the ability of a person, facing new situations and unforeseen challenges, to use and apply knowledge and skills in an independent and self-directed way.

This report starts from the concepts used by ESCO and utilises the same parameters of responsibility and autonomy as indicators of skills development.

More recently, the use of the concept of 'learning outcomes' has moved into popular parlance to emphasise the importance, from the training perspective, of focusing educational objectives on results defined in terms of competences.

CEDEFOP⁴ defines the concept of learning outcomes as the "set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal".

By contrast, 'competences', according to CEDEFOP, refers to the "ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development)".

In any case, the use of 'competences' and 'learning outcomes' reflect an important change in the world of education and human resource management in the work sphere. There has been a shift from a concept of education posited on pedagogical objectives and knowledge acquisition to a vision focused more on the outcomes of educational processes and the ability to apply them from a broader notion that includes both knowledge as well as skills and attitudes.

Learning outcomes refer more to what the student who acquires them aspires to or what they can show they have acquired, while competences refer more to the ability to mobilise learning outcomes in a particular context.

Despite the difficulties in achieving a sufficiently broad consensus on these concepts, several attempts have been made to specify skill types that span the full range of human capabilities mobilised in a professional context.

Some authors and institutions have got behind the concept of 'soft' skills; others favour the concept of 'transversal' competences and 'key', 'basic' or 'social' skills, depending on the emphasis they want

⁴ Cedefop (2014). *Terminology of European education and training policy: a selection of 130 key terms* (second edition). Luxembourg: Publications Office. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4117>

to make. When talking about basic skills, their fundamental nature is emphasised, in so far as they make up a person's baseline professional profile and are essential for any worker. When talking about key skills, the emphasis is also put on their importance in professional competitiveness and their fundamental nature. When the concept of transversality is used, it refers to skills and competences that are shared among many occupations. Use of the social concept refers to the worker's relational and communicative capabilities. But all these denominations present difficulties - for example, transversality is confused with other technical skills that are also cross-cutting for several or many occupations. The concept of 'key' is hard to differentiate from the technical skills that are also essential across many occupations. The concept of 'basic' and/or 'key' has been used by several international organisations, including the European Commission and the OECD, to define the elemental skills in the school learning or citizenry process, producing some confusion when they are extrapolated to the professional environment.

By contrast, the 'soft' concept makes it possible to put the emphasis on its literal meaning: bland, flexible, weak, as opposed to technical skills that are usually 'harder' in the sense that they are employed in engineering. 'Soft' refers to the information that makes the material components of a machine ('hard') run. 'Soft' skills mobilise 'hard' skills, understood as the techniques specific to each occupation or profession and instrumental knowledge. Use of the 'soft' concept also emphasises the less precise and more ambiguous nature of these skills compared to their 'hard' counterparts. In any case, we must accept that there is still no precise definition of these skill types, which also fits with the concept of 'soft'.

The European Union's ESCO classification, though it uses the term 'transversal competences', contrasts them with 'hard' skills. For ESCO, "transversal knowledge, skills and competences are relevant to a broad range of occupations and economic sectors". It says they are often referred to as "core skills, basic skills or 'soft' skills, the cornerstone for the personal development of a person. Transversal knowledge, skills and competences are the building blocks for the development of the 'hard' skills and competences required to succeed in the labour market."

The concept of 'soft' skills as those that make the efficacy of 'hard' or technical skills possible is also a nod to the ambiguity of the very concept of competence or skills. Competences are the 'practical intelligence' of professional situations, in other words, of the ability to understand professional situations, which in turn are transformed by the action of intelligence itself. This intelligence is posited on knowledge understood not only from the cognitive but also the comprehensive point of view and which is accumulated by diversity, not by repetition, and highlighted on the basis of capabilities and attitudes⁵.

In this report we will use the concepts of transversal competences applied to both 'hard' and 'soft' skills indistinctly. From this viewpoint, 'hard' skills would be subdivided into skills specific to each occupation or job, while transversal competences are the skills inherent to various occupations. The former would include the techniques and methodologies to apply in each job. The latter would include languages and the application or use of acquired knowledge such as digital skills, arithmetic and maths, and occupational health and safety laws and regulations.

⁵ Homs, O. La formación profesional en España. Hacia la sociedad del conocimiento. Obra Social Fundación "la Caixa", Barcelona, 2008, page 141

'Soft' skills are usually more transferable, although in some cases they can also be considered specific to a particular job or occupation if a high degree of specialisation in a certain skill is required, such as, for example, customer relations in the commercial sector. Generally, the ability to maintain satisfactory customer relations is common to most occupations and should therefore be considered a transversal competence, but in the case of commerce or public-facing jobs it is a skill that requires a specific methodology for each job. It can therefore be considered a specific soft skill.

Whatever the case, the idea of competence (singular) or competences (plural) to refer to each of their elements refers to an action. In other words, competences are only conceived of if mobilised in a particular situation and certain professional context. The party who mobilises the competence, i.e., the individual, matters just as much as the thing that is mobilised (the elements of competence) or the context in which it is mobilised (the organisation of the work setting).

From this perspective, and this will be very important in approaching skills development through training, it is necessary to put as much emphasis on the responsibility and involvement of the person to mobilise their skills as the organisation in which they should develop them. These two perspectives are complementary: a competent person may want to mobilise their capabilities and skills, but if they work in an organisation that fails to motivate or value them, they will be unable to. Competences are capabilities and skills in action, i.e., an outcome.

This approach to competences as an outcome matters when addressing the question of how they should be developed. While knowledge can be developed through practice and especially expert transmission via study, competences are unlikely to be developed by transmission but rather by practice and especially via training. That is why, if professors aim to develop their students' skill sets, they must act more like a trainer than a teacher in the sense of conveying experience over knowledge. It is true that this does not stop them from striving to raise student awareness around the skills they need to develop and the ways to put them into action to foster professional capabilities, but the emphasis must be on practice and mobilisation in professional situations. The right place for this is the workplace more than the classroom.

The problem that arises in the training field is identifying the necessary workplace-based skills. This can generally be described from observation or at the expert discretion of managers but doing so more accurately and in a way that can be standardised for an occupation considered generically is much harder. This is because there is no broadly agreed taxonomy of competences in such a way that a skill tree could be developed from a general grouping through to the various specific and detailed branches that can be materialised in a particular job.

Indeed, ESCO has ruled out building a skill tree in favour of searches with semantic criteria to localise a specific skill in a particular job. ESCO has a database of 13,485 skills. Nobody has yet been able to organise a database like it in the form of a taxonomy that makes it possible to clearly define the unequivocal limits of each, despite the interested parties and the valid attempts made to date by, for example, Harvard University⁶.

The problem facing researchers and experts who endeavour to classify skills turns on their multifaceted nature and the relationships and multi-dependencies between them. There is still not enough knowledge around brain structure and functioning to accurately establish the way skills are

⁶ The Taxonomy Project. Harvard University <http://exploresel.gse.harvard.edu/methods/>

activated and the relationships between them. For example: what is the relationship between the skill of being able to work in a team and the skill of responsibility? Is it possible to know how to engage in teamwork yet not be responsible and vice versa? Does one presuppose the other? What differences make it possible to distinguish the two? If the ability for teamwork is activated, is a certain responsibility activated at the same time? Can we measure degrees of ability for teamwork and responsibility? All these questions remain unanswered and require more in-depth multidisciplinary investigations to make headway in the matter. It is even possible that the multifaceted nature of skills makes it impossible to develop a structure in the form of a vertical classification tree. Instead, we might need to dig down on a cloud concept of nodes in which each skill is interrelated with others in a particular hierarchy of importance in some of the cloud nodes. This would mean that when an individual activates a skill, interrelations of different intensities between related competences are generated.

This report will leverage the idea of a node cloud to define several priority skills to activate in situations of international mobility, with the subsequent subset of interrelated competences that constitute the range of skills the different activities programmed during mobility projects should address.

1.4. EVALUATION AND CERTIFICATION OF LEARNING OUTCOMES AND SKILLS

All certification requires a prior evaluation to verify the degree of acquisition of a learning outcome or skill. Learning outcome evaluation in turn requires prior identification and definition of each outcome and a method to measure its acquisition. The same process can be applied in the case of skills.

Identifying and defining a learning outcome is as simple as establishing its meaning in professional practice. Any method that makes it possible to prove the degree of acquisition can be used to measure it, whether through an examination, test or observation. This is easier in the case of knowledge learning and more ambiguous in the case of skills and attitudes.

However, identifying and defining skills is harder because of their innate ambiguity, and measuring them becomes even more complicated due to the added interrelationship between the subjective element of the mobilisation of a certain skill by an individual and the objective element of the context in which it is mobilised. This context in turn is also the result of mutual interrelationships between the material, organisational and personal elements of the group members that interact in the professional context.

Within the complexity of skills assessment, 'hard' skills are less problematic since there is a trajectory in their definition and measurement. The bigger problem occurs with 'soft' skill assessment. There are even some authors who defend the ineffectiveness of 'soft' skill certification since it has been shown that an individual may mobilise a certain 'soft' skill in one situation but not in another. In this case, certificates are mere indications or baselines that the individual mobilised their skills in a particular context.

In the case of international mobility, we can distinguish four main contexts relating to the four key times in mobility development: during preparation, during the mobility period in the host country, during the work placement with the VET provider and upon return to the country of origin.

In each of these four phases we can plan the activation of skill sets more closely related with the activities scheduled for each stage that are liable to be assessed with specific instruments. Given the interrelationship between skills, it is likely that each will be activated more than once and in a transversal fashion throughout the different phases. But from the viewpoint of the learning process and 'soft' skill development on the part of the apprentice, the assessment strategy can focus on a particular subset of skills in each phase.

For example, the capacity for planning and organising the tasks needed for a mobility period in another country can be assessed in the preparation phase. The capacity for adapting to changes can be assessed during the phase of the mobility period. The ability for teamwork can be assessed during the work placement phase and the capacity for communication to showcase acquired learnings upon return.

The KEYMOB model of transversal competences defines particular skill sets grouped around key skills in each mobility phase. The context in which they should be developed is described for each to clearly define what behaviour is expected of the student and thus define the expected learning outcomes. These results are what should be assessed, tapping any of the current assessment methods that exist, whether quantitative or qualitative: observation, examinations, tests, interviews, reports, etc.

A further element to consider in the assessment strategy is the apprentice/tutor relationship. Both parties engage in the assessment procedure in a summative perspective. Different tutors intervene in the assessment process of learning outcomes in international mobility contexts: the tutor of the organisation arranging the mobility period abroad, the tutor of the host organisation and the tutor of the VET provider where the work placement is done.

In any case, it seems appropriate that, in addition to assessment by the evaluating tutor, an instrument be used that makes it possible to check uptake by the student of the development criteria of the skills expected of him or her. In this regard, the requirement of a report by the student, explaining how they approached skills development during the mobility project, will enable a more comprehensive assessment of their skills mobilisation. This report could supplement the final assessment.

On the part of tutors, the use of observation tools and methods seems to be best in the mobility context given the problems in establishing standardised test or exam mechanisms internationally.

Certification of the result of the skills-development assessment should be included in formal certification methods of the learning outcomes obtained by the student, according to the standards available in each country.

Assessment methods specially designed to measure transversal competences include the Pentabilities method as one option for use in the context of international mobility.

Pentabilities proposes a method to collect evidence on a comprehensive set of skills through the collection of 34 behaviours around five categories that comprise the five Pentabilities (responsibility, autonomy and initiative, cooperation, emotional management and thinking abilities). Breaking down constructs into 34 behaviours that are easy to understand and observe facilitates the first and second key aspects for formative assessment to be effective: 1) having a small set of behaviours as our target facilitates the creation of a clear and shared understanding of what the learning goals are and 2) facilitates the collection of evidence that enables feedback. Also,

the fact that evidence is collected by different observers (teachers, peers and self) under different circumstances (subjects, projects, working with different peers) ensures data reliability.

The main constraint on collecting evidence for teachers is having time to log and process it, so Pentabilities developed an app to facilitate data collection and analysis. This resulted in the Pentabilities app and the web analytics app. For more information see <https://pentabilities.com/index>

CHAPTER II

2.1. SKILLS AND INTERNATIONAL MOBILITY

International mobility for work placement in a company is a first-rate formative tool for VET students to round out their education. Doing a work placement in another country gives them an opportunity to acquire learnings that are meaningful to their professional future.

The organisation of international mobility programmes for VET students and graduates is a quality element of a centre's training offer that is highly prized by students.

The formative nature of international mobility for VET students involves treating them as such, i.e., they must be given a mobility plan and have activities organised in accordance with an educational programme provided for their training programmes. The regulatory framework in which mobility actions should be circumscribed is that of the training programmes of each country involved and the framework of the ECVET (European Credit System for Vocational Education and Training) instrument, where the learning objectives and expected outcomes in mobility processes should be planned, along with the processes of certification and mutual recognition required for Europe-wide validation.

The difficulties in developing the implementation of the ECVET credit transfer mechanism has considerably reduced the uptake of international mobility in official vocational training programmes, as explained in the INI Report to the European Parliament drafted by the MEP Ernest Maragall. Most cases involving the mutual recognition of transnational mobility are circumscribed to bilateral agreements between VET centres in different countries.

According to one report⁷, the activities that garner the most recognition are the work placement modules in the companies involved in the different VET programmes across Europe. Despite the different regulations of work-placement mobility periods, training centres encounter fewer problems for acceptance of the accreditation of these modules undertaken in a foreign company.

This leads to acknowledgement of the scarce formalisation of the expected learning outcomes in transnational mobility projects, even though the vast majority of assessment studies around them detect a high impact on the development of the professional skills that students acquire from their work-placement mobility periods in another country.

The aim of the KEYMOB project is to contribute to a greater formalisation of expected learning outcomes in international mobility projects for VET students.

The KEYMOB project has developed its own modelling proposal for developing transversal competences in situations of transnational mobility. See the final document of intellectual deliverable 1 for more on the model.

⁷ European Mobility on Vocational Training. Creating a Network. Francesc Colomé, Xavier Farriols. October 2016. Fundació Catalunya-Europa.

This general methodology is built around two main phases:

- The building of the reference framework, including the Transversal Competence Model and the general process to describe and design the learning framework process (learning outcomes, learning modalities and assessment process) (fig. 1);
- Recommendations to design and implement general elements in a concrete contextualised situation (a school, a programme, etc.) (fig. 2).

The work starts with agreement around the set of competences that should be developed. To that end, the descriptors of the European EQF and ECVET standards established for formal training programmes can be taken as a reference, although they cannot be applied directly in the case of international mobility as it is not formally regulated in training programmes. They can, however, be used as a baseline to define mobility-specific ones. The next step is to write up the learning outcomes related to the given set of chosen competences. The description of the learning outcomes should consider the learning modalities that will be programmed in each case (i.e., either more or less formal) and the assessment criteria, with their respective instruments and protocols. This second part enables each learning community to make the link with what already exists, transform it considering what was said during the first stages and adapt it to the standards.

This part is specific to each context, though it is interesting to consider what already exists in partner institutions to enrich local content and start working collaboratively in preparation of developing learning mobility.

The curriculum design will end with the definition of the validation process of the established skills. It is important to underline that contextualisation of the entire curriculum development should be prioritised within the mobility framework due to the large diversity of learning situations and prevalence of non-formal and informal learning processes.

To prevent the creation of overly rigid curricular devices that hamper their application in the great diversity and range of situations in which international mobility is produced, it is necessary to emphasise the contextualisation of learning processes from an initial definition of basic skills to promote their activation. Figure 2 aims to highlight this key question for the success of formalising learning processes and developing competences in the international mobility context.

The role of observation by the tutors who engage in the different mobility phases acquires its full meaning in this process of contextualising the assessment procedures of the sought competences.

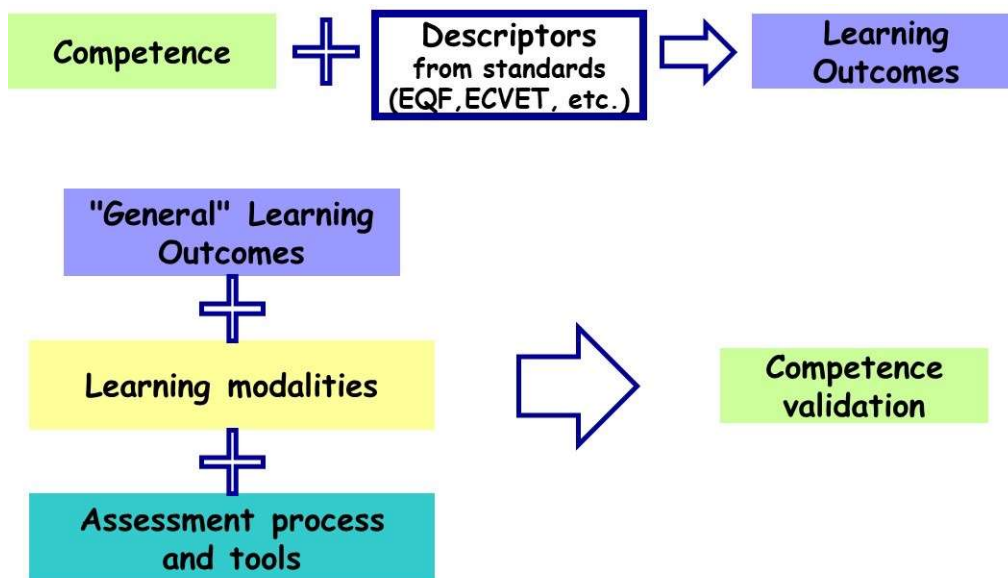


Fig. 1 - Reference framework from competence model to competence validation

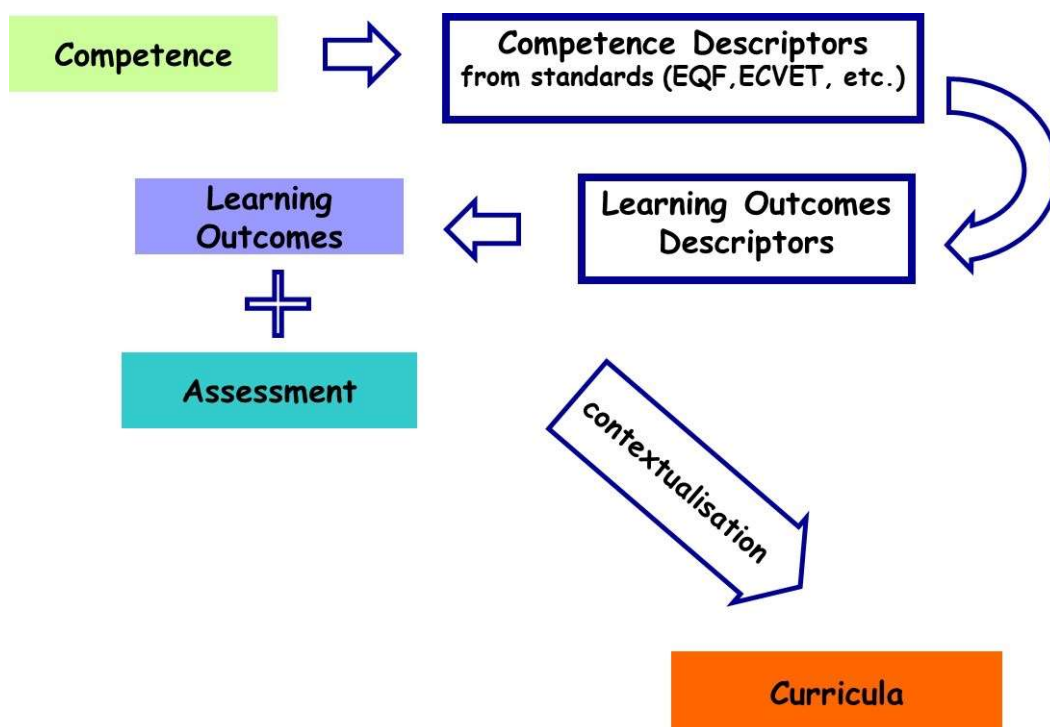


Fig. 2 - Methodology and process for building contextualised curricula according to the reference model

2.2. THE KEYMOB MODEL OF GENERAL SKILLS FOR MOBILITY

In this section we present the results of the preliminary work done by the KEYMOB project partners in drafting a curricular proposal for developing transversal competences in mobility situations.

The result of the work gave rise to a framework methodology document (intellectual deliverable 01) for preparing a curriculum on transversal competences in the context of transnational mobility.

The KEYMOB project selected four major bundles of meaningful transferable skills in an international mobility context and supplemented them with several basic skills common to them all. The main dimensions of professional activity were taken into consideration, i.e., the relationship to the job, other people and the community, as well as the capacity for personal control. These four dimensions shape a series of interrelated skill clouds that plot a broad map of the basic skills that comprise a competent worker profile. Basic skills such as learning to learn, communication/languages and digital skills were added to the four dimensions.

The first bundle brought together the skills that form the individual's relationship to their job, posited around the macro-skill of critical and innovative thinking. Problem-solving was identified as a featured skill, interrelated with other skills such as creativity, adaptation to change, sense of responsibility, entrepreneurship, organisational skills and leadership.

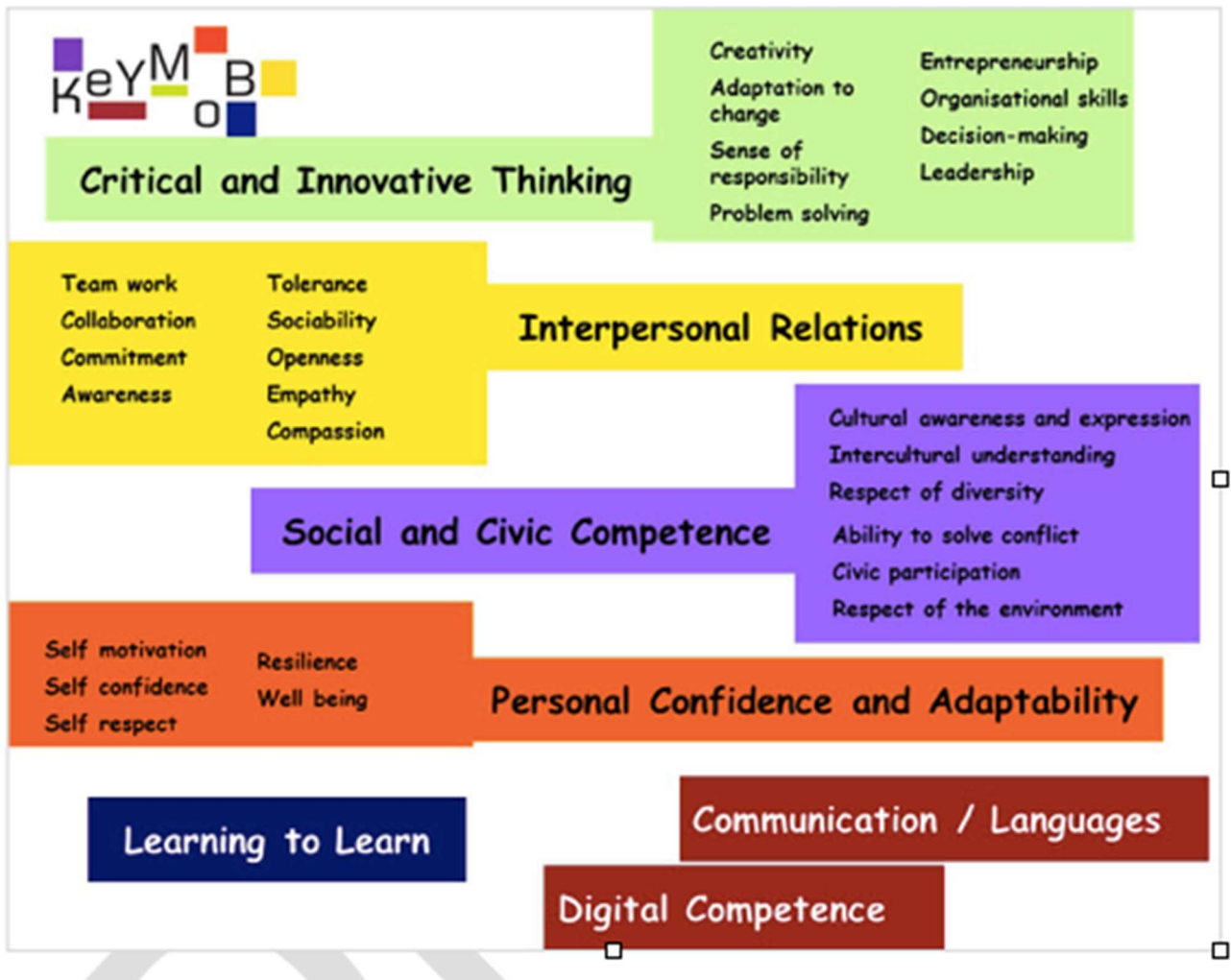
The second bundle revolved around interpersonal relations, whether regarding colleagues, customers/suppliers and subordinates or bosses that a worker interacts with in the discharge of their duties. In this case the featured skill was teamwork, related to collaboration, commitment, awareness, tolerance, sociability, openness, empathy and compassion.

The third bundle referred to social and civic competences as a member of a group or community. The featured skill was intercultural understanding, especially important in an international setting and interrelated with cultural awareness and expression, respect for diversity, ability to solve problems, civic engagement and respect for the environment.

The fourth bundle brought together personal confidence and adaptability skills, including self-confidence and is related to self-motivation, self-respect, resilience and well-being.

These are all especially significant in an international mobility setting. The four bundles, along with the basic skills of learning to learn, languages and digital skills, comprise the different nodes that form part of the skills cloud that should be considered in training programmes that include international mobility as a strategy to develop the transversal competences of young professionals.

Fig. 3 – Keymob model of competences



As can be seen in the next chapters, the different activities proposed to develop these competences in the diverse contexts of international mobility make it possible to roll out broader skill sets to maintain a relationship with, and which are most probably activated in an interdependent fashion when any one of them is developed.

CHAPTER III

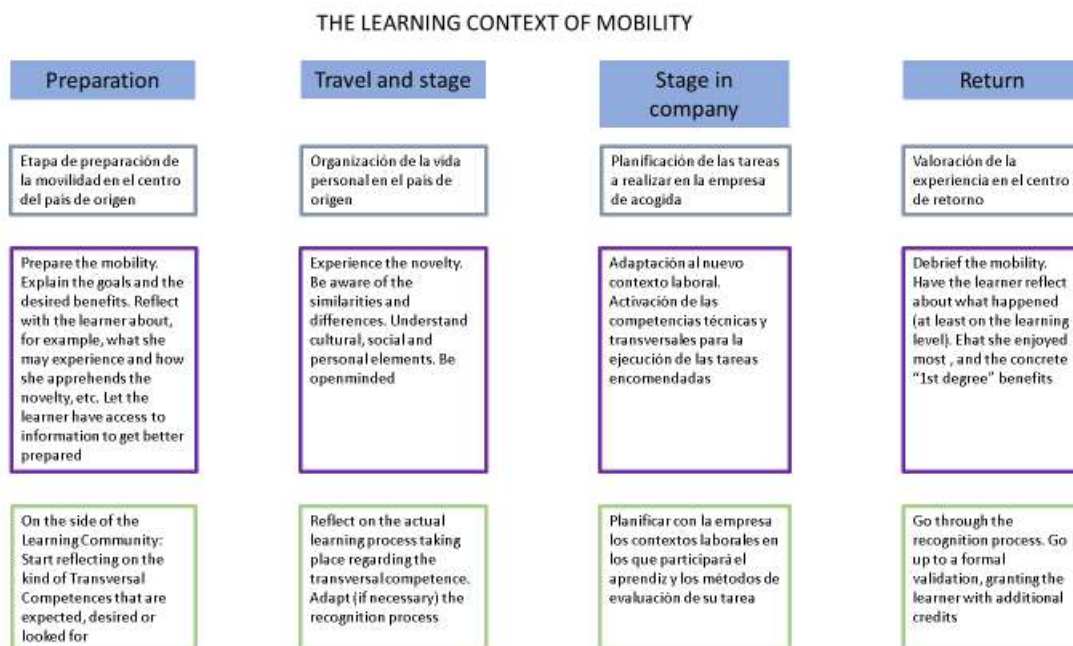
3.1. THE CONTEXT FOR DEVELOPING TRANSVERSAL SKILLS IN MOBILITY

The international mobility of apprentices produces new learning contexts of great formative value that promote new skills development or acquisition. In this section the above-mentioned KEYMOB model of transversal competences is applied to the specific contexts in which international mobility is developed and a proposal of curricular activities that can be incorporated into VET programmes is made.

The learning context is a complex element that includes (but is probably not limited to) the:

- place of learning (the foreign company)
- mode of learning (formal, non-formal and informal)
- institutional/organisational environment (company and place of residence)
- cultural/social environment (foreign country)
- standards, both "local" and European (defined by the centre of origin and host centre)
- level of qualification (starting and to be achieved) (defined by the two centres)
- personal context of the learner (work and home environment)
- etc.

The learning context greatly influences the way something is learnt and can therefore be appreciated. We can identify four situations in the mobility context that will define the four contexts in which we want to make headway:



The idea is to explore which skills can be acquired from the situations in which students or apprentices working in foreign-based companies find themselves.

Context plays a key role from the perspective of the acquisition of transversal competences. The situation the student finds him or herself in will be what allows us to assess the potential for acquiring a particular skill, whose rank within the overall general definition of transversal competences will depend precisely on the context.

This means that the acquisition of a skill and its associated sub-skills within a particular situation will be produced by the context in which the acquisition occurs.

In this sense, the taxonomies that can be established beforehand could be very useful for analysing and defining the skills that can be acquired, but we would lose the meaning of their hierarchy. For example, one skill that is fundamental in situations of mobility refers to the ability to adapt to change. From a taxonomical point of view, we included "adaptation to change" as a sub-skill of "critical and innovative thinking", but in the situation we are referring to any improvement in critical and innovative thinking would probably arise from the ability to adapt to change and would probably be on the basis of work on this skill that critical and innovative thinking would be developed.

That is why the curriculum we aim to establish for skills acquisition in mobility situations should be generated from this context, so that the sequence in which the skills can be worked on will derive from this situation. We could even say that not only will the mobility situation itself be important but so too the situations before and after it. The preparation for and subsequent assessment of the mobility period abroad will contribute to the acquisition of the skills defined in our taxonomy. See the end document of project intellectual deliverable 2 for more on the organisation of international mobility contexts for apprentices.

In the KEYMOB project we focused on so-called soft skills (although we also included several generic hard skills deriving from mobility). These skill types were generally not covered in curricula in the past, and today when they are provided for in a curriculum or learning outcome definition, they do not usually contain tools or descriptors for learning situations that make it possible to ensure their acquisition, although they are becoming increasingly appreciated.

What we do know is that they are highly prized in the business world, as stated in the various studies both by the EU and other diverse publications at the European level and in fieldwork conducted by some of the institutions in this consortium.

Transversal competences were once defined as "skills that cannot be taught, and which can only be learnt in real life". That is why the KEYMOB model we propose is based on identifying these competences in terms of learning outcomes so we can describe how they can be "learnt" and "taught" in a particular situation, i.e., work-placement mobility periods abroad.

These contexts make it possible to structure the defined general competences into the following sections:

SET OF COMPETENCES					
PHASE	Preparation	Travel and stage	Stage in company	Return	
KEY COMPETENCIES	Critical and innovative thinking	Interpersonal relations		Personal Confidence and Adaptability	Communication
		Social and Civil Competence			
COMPETENCES	<ul style="list-style-type: none"> - Problem solving - Evaluation of information - Identification of opportunities - Decision making - Managing time 	<ul style="list-style-type: none"> - Deal with uncertainty - Demonstrate Intercultural competence - Accept constructive criticism - Follow ethical code of conduct 	<ul style="list-style-type: none"> - Efficient work - Persistence - Self confidence - Commitment - Collaboration - Adaptation to change 	<ul style="list-style-type: none"> - Communication skills in public - Writing and composing - Technical or academic Writing - Digital communication and collaboration - Cultural awareness and expression 	
TRASNSVERSAL	Learning to Learn	Languages	Digital competences	Autonomy	Responsibility

The skills associated with the four pillars defined in the mobility programme abroad are contextualised in the following contexts and with the respective instruments:

The departure programme is contextualised in line with the four situations that occur, which can be defined as the four learning modules: preparation; trip/mobility period; work placement; return to home country.

In other words, a series of situations will be created during the preparation that make it possible to activate the skills described for this part of the process, during the mobility period itself, and so on successively. Naturally, these skills will remain active in the other phases across the entire process and continue to be acquired throughout the four phases.

The key skills associated with each phase are:

- ✓ Preparation: Critical and innovative thinking
- ✓ Trip and mobility period: Social and civic competence
- ✓ Work placement: Personal confidence and adaptability
- ✓ Return to home country: Communication

During the mobility period in the foreign country, whether in the VET provider or otherwise, these phases also share interpersonal relations as a key skill to be activated, given the effort the apprentice must make to adapt to an environment of personal relations that is completely new to him or her.

As described in the general competences section, the skills will be defined in the form of outcomes, and training modules must onboard the creation of situations where the sought skill can be activated. Skill assessment must basically be done via observation, whether of the student when exercising competences or in a presentation by the student on their progress in acquiring them.

An instrument to organise the skill acquisition process based on the project strategies is proposed for each of the four phases: departure plan; diary of the mobility period in the host country; report on the work placement; communication report. These four projects will constitute the pedagogical tools around which we propose organising all the training activities provided for in the curriculum.

3.2. DEFINING THE FOUR GENERAL SKILLS ASSOCIATED WITH EACH MOBILITY MODULE

In accordance with the skill cloud definition in which all related skills are found and whereby good performance in some leads to improvement in others, the four general skills associated with the four mobility modules are:

1. **Critical and innovative thinking:** Trip preparation is related to the critical and innovative-thinking skills required to implement a good organisation of the trip and mobility period in the foreign country. They include different associated skills (decision-making; problem-solving, etc.) which can essentially be activated in this phase arising from organising the trip. In any case, they will all be useful and will continue to be activated in the other three situations.

Creativity, open-mindedness and problem-solving are linked to organisation, without establishing a hierarchy between them.

Open-minded creativity involves thinking of things no-one else has considered before. It requires putting aside any assumptions or biases you may have and looking at things in a completely new way. By approaching a problem with an open mind, one allows oneself the chance to think creatively.

2. **Social and civic competence:** Living in a foreign country entails major changes to which a person must adapt. This is a very important skill that can be related with other ones, many of the "adaptation" type. Students must adapt to a cultural environment different to that of their home country. They need to develop their ability to respect the host country's norms and values and manage levels of uncertainty due to finding themselves in a different social milieu. Such a skill will be very useful in their professional lives, since engaging with increasingly globalised environments and high levels of multiculturalism activates their abilities for tolerance, sociability and empathy. This competence pillar also involves aspects related to social interaction as fundamental elements in a person's education.
3. **Personal confidence and adaptability:** Mobility situations throw down the gauntlet for young apprentices in two ways - they must adapt to a different country and also take their first steps in a company. Self-confidence and the ability to step up to new situations are among the skills young people say they developed most during their work placement abroad. Shoring up personal confidence is the springboard for equipping a young apprentice with the core tool for engaging in their mobility period in the company, working efficiently and

developing their capacity for resistance in situations of stress to deliver on proposed goals. All the skills related to controlling and managing emotions feature both in adaptation to change and teamwork, and emotional work will be very important.

The emotional domain includes skills that help a person recognise, express and control their emotions, and understand and empathise with others. Skills in this area are important not only for managing one's own feelings and behaviour but also for interacting with and responding to others in pro-social ways.

- 4. Communication:** Skills related to communication both in relation to colleagues and relations with line managers or personnel with whom the apprentice must interact at work are increasingly essential to employability. Being able to understand and make oneself understood, both in written form and orally, in small groups or in public, is ever more necessary for a broader range of jobs.

Precise, concise and truthful communication that conveys the messages required for the functioning of the production process or service is needed. Communication that checks correct message reception is valued. When making a presentation in public, this also requires command of speaking techniques to persuade an audience and hold their attention.

3.3. TRANSVERSAL SKILLS IN MOBILITY

In addition to the general skills that are key in each mobility process phase, four more have been identified that could be considered transversal across the mobility process and which should be activated in the four phases.

These skills are: autonomy, responsibility, languages and digital skills. They can all be considered manifestations of a general macro-skill of learning to learn which acts as a leitmotif throughout all learning and education processes.

Autonomy:

Ability to take actions and engage in activities using one's own resources and know when to ask for help.

Its associated behaviours are:

Contribute ideas.

Ask questions when appropriate.

Take decisions to move the project forward.

Get the group on board with your proposals.

Work with determination.

Believe in your ability to kick-start changes.

Responsibility:

Ability to successfully deliver on assigned tasks in the right place and time with the aim of responding to commitments and respecting agreed-on norms.

Its associated behaviours are:

Consistent work.

Stay connected to the group's activity.

Make comments and/or engage in activities related to the task to be performed.

Perform tasks efficiently.

Perform tasks with care.

Keep going in the face of difficulties.

Respect norms.

Languages

Ability to communicate through reading, writing, speaking and listening in the mother tongue and/or a foreign language.

Students must have a minimum command of the host country language and improve their acquired language skills prior to going abroad.

Digital skills

Digital skills are essential today since they are the tool required in all work contexts. We understand digital skills in mobility as follows:

ICT security:

Personal protection, data protection, digital identity protection, security measures, safe and sustainable use.

Digital data processing

Identify, locate, retrieve, store, organise and analyse digital information by judging its relevance and purpose.

Digital communication and collaboration

Communicate in digital environments, share resources through online tools, connect with others and collaborate through digital tools, interact with and participate in communities and networks, cross-cultural awareness.

Troubleshooting with digital tools

Identify digital needs and resources, make informed decisions on the most appropriate digital tools according to purpose or need, solve conceptual problems through digital means, use technologies creatively, solve technical problems, upskill one's own and other people's competences.

Digital content creation

Create and edit new content (from word processing to images and video); integrate and reframe previous knowledge and content; produce creative expressions, media outputs and programming; address and apply intellectual property rights and licences.

3.4. SKILLS TO TAKE INTO ACCOUNT BEFORE THE START OF THE MOBILITY PERIOD

Not just any young apprentice can be a candidate to engage in the work-placement abroad programme. In addition to predisposition and interest, the person must show they have acquired a set of skills they will need for their time in the host country to deliver the expected benefits around the development of professional competences.

From this perspective, the centre of origin must assess the apprentice's prior skills before accepting them into the mobility programme. Some are technical skills related to the speciality the apprentice has followed in their training process. Others are transferable, but of a basic or 'hard' type.

Technical skills:

Programme participants must demonstrate good preparation and predisposition to improve and apply the specific technical skills they will develop during their preparation at the centre of origin.

'Hard' transversal competences

Skills arising essentially from knowledge application are the ones that apprentices must work on before leaving for abroad, and although they would be expected to improve them during their time away, they must be based on skills learned throughout their general schooling.

The most important are:

1.1.- Digital skills

Description

Ability to use information and communication technologies effectively to achieve work objectives.

Scope notes

Use for the general ICT skills needed for practical, real-life applications across different occupations and educational fields.

1.2.- Numeracy and mathematics

Description

Ability to apply numerical and mathematical content, information, ideas and processes to meet the demands of the world of learning and work; this includes an

understanding of numbers, patterns, shape and space and the mathematical language, symbols, procedures and ways of thinking used to achieve concrete goals.

Scope notes

Use for the general mathematical skills needed for practical, real-life applications across different occupations and educational fields; for highly specialised and academic mathematical skills use the job-specific skill group mathematics and statistics.

1.3.- Language

Description

Ability to communicate through reading, writing, speaking and listening in the mother tongue and/or a foreign language.

1.4.- Health and safety

Knowledge of and adherence to relevant regulations and procedures intended to guarantee safe and sustainable work practices for oneself and others.

1.5.- Work environment

Knowledge of and adherence to organisational policies dedicated to diversity, company mission and quality standards.

3.5. SKILLS TO ACTIVATE IN THE MOBILITY PHASES

This section describes the skills to activate in each of the four phases into which the work placement in a foreign country programme has been divided and which complement the four general competences associated with each phase. Each competence is followed by a description of the associated skills that can be included when organising the activities to be planned for their activation.

1.- Preparation: Critical and innovative thinking: Departure project

The skills activated in this module are:

- 1.1.- Problem-solving.
- 1.2.- Information evaluation.
- 1.3.- Identification of opportunities.
- 1.4.- Decision-making.
- 1.5.- Time management.

1.1.- Problem-solving:

Description

Develop specific goals and plans to prioritise, organise and accomplish work.

This skill entails:

Establishing/knowing the aims pursued in a project.

Identifying the nature of the problems that achieving the aims can produce.

Prioritising solving the different problems.

Designing an action plan to solve a problem:

Build a model.

Brainstorm with team.

Pinpoint and distribute tasks.

Solving the problem.

Anticipating potential new problems.

The **skills associated** with problem-solving that can be activated are:

1.1.1.- Address problems critically:

Description

Identify the strengths and weaknesses of various abstract, rational concepts, such as issues, opinions and approaches related to a specific problematic situation to formulate solutions and alternative methods of tackling the situation.

1.1.2.- Problem-solving:

Description

Solve problems which arise in planning, prioritising, organising, directing/facilitating action and evaluating performance. Use systematic processes of collecting, analysing and summarising information to evaluate current practices and generate new understandings around practice.

1.1.3.- ICT problem-management techniques:

Description

The techniques related to identifying the solutions of the root cause of ICT incidents.

1.1.4.- Identify skills gaps:

Description

Search and spot individuals' possible skills gaps by using skill assessment tests and tools. Suggest an action plan.

1.1.5.- Implement short-term objectives:

Description

Define priorities and immediate actions for the near future. Lead the strategic planning process.

1.1.6.- Perform risk analysis:

Description

Identify and assess factors that may jeopardise project success or threaten the organisation's functioning. Implement procedures to avoid or minimise their impact.

1.1.7.- Provide improvement strategies:

Description

Identify root causes of problems and submit proposals for effective and long-term solutions.

1.2.- Information evaluation:

Description

Make and defend judgements based on internal evidence and external criteria.

This skill entails:

Being able to locate information that is important for the aims you want to achieve.

Knowing how to use different media to obtain the information.

Applying critical thinking to information assessment.

Evaluating information veracity.

Detecting bias.

Distinguishing between information and opinion.

Considering different alternatives in line with information obtained.

The **skills associated** with information evaluation are:

1.2.1.- Analyse ICT technical proposals

Description

Compare and assess technical requirements of an ICT product, service or solution in terms of quality, costs and compliance with specifications.

1.2.2.- Analyse problems for opportunities

Description

Identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.

1.2.3.- Evaluate project plans

Description

Evaluate proposals/project plans and assess feasibility issues.

1.2.4.- Follow up on complaints

Description

Follow up on complaints or accident reports to take adequate measures to solve problems. Contact the relevant authorities or internal staff to provide solutions in various situations.

1.2.5.- Review the organisation's development process

Description

Judge, review and decide on the organisation's innovation and development directions to improve efficiency and reduce costs.

1.2.6.- Use data processing techniques

Description

Gather, process and analyse relevant data and information, properly store and update data, and represent figures and data using charts and statistical diagrams.

1.3.- Identify opportunities

Description

Look beyond today and visualise what the future can bring to those with initiative.

This skill entails:

Knowing how to observe situations (circumstances) beyond ordinary or common interpretations.

Choosing the right information to identify the most favourable scenarios.

Having the initiative to understand how to leverage identified opportunities.

Deciding when initiatives should be taken to leverage opportunities.

The **skills associated** with identifying opportunities are:

1.3.1.- Analyse problems for opportunities

Description

Identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.

1.4.- Decision-making

Description

Choose from several alternative possibilities.

This skill entails:

Being able to make decisions according to the different variables involved.

Defining the resources needed to deliver on a particular goal.

Managing the time each team member spends on particular tasks.

Knowing how to choose the option that best meets personal and public needs and interests, or in accordance with instructions from the organisation.

The **skills associated** with decision-making are:

1.4.1.- Analyse the need for technical resources

Description

Define and list the required resources and equipment based on technical production requirements.

1.4.2.- Make independent operating decisions

Description

Make immediate operating decisions as necessary without reference to others, taking into account the circumstances and any relevant procedures and legislation. Determine alone which option is best for a particular situation.

1.4.3.- Make time-critical decisions

Description

Pursue optimal time-critical decision-making within the organisation.

1.4.4.- Select subject matter

Description

Select subject matter based on personal or public interest or as ordered by a publisher or agent.

1.5.- Time management.

Description

Plan the time sequence of events, programmes and activities, as well as the work of others.

This skill entails:

Knowing how to organise work in line with the passing of time.

Managing an agenda.

Prioritising tasks.

Coordinating actions in time.

Defining deadlines.

Planning delivery deadlines.

The **skills associated** with time management are:

Narrower skills/competences

1.5.1.- Manage appointments

Description

Accept, schedule and cancel appointments.

1.5.2.- Apply organisational techniques

Description

Employ a set of organisational techniques and procedures that facilitate set goal achievement. Use resources efficiently and sustainably and show flexibility when required.

1.5.3.- Construct individual learning plans

Description

Set up, in collaboration with the student, an individual learning plan (ILP) tailored to the student's specific learning needs, considering their strengths and weaknesses.

1.5.4.- Establish daily priorities

Description

Establish daily priorities for personnel. Effectively deal with multi-task workload.

1.5.5.- Estimate duration of work

Description

Produce accurate calculations on the time needed to fulfil future technical tasks based on past and present information and observations or plan the estimated duration of individual tasks in a given project.

1.5.6.- Keep time accurately

Description

Measure time, often with the assistance of a clock or stopwatch.

1.5.7.- Manage medium-term objectives

Description

Monitor medium-term schedules with budget estimates and quarterly reconciliation.

1.5.8.- Manage task schedule

Description

Maintain an overview of all incoming tasks in order to prioritise them, plan their execution and integrate new tasks as they arise.

1.5.9.- Meet deadlines

Description

Ensure operational processes are finished at a previously agreed-on time.

1.5.10.- Plan medium- to long-term objectives

Description

Schedule long-term objectives and immediate- to short-term objectives through effective medium-term planning and reconciliation.

1.5.11.- Plan teamwork

Description

Plan the work schedule of a group of people to meet all time and quality requirements.

1.5.12.- Work in an organised manner

Description

Stay focused on the project at hand at all times. Organise, manage time, plan, schedule and meet deadlines.

Mobility period abroad - Interpersonal relations:

- Trip and mobility period: Social and civic competence. Adaptation to change.
- Work placement: Personal confidence and adaptability. Teamwork.

2. -Trip and mobility period: Social and civic competence.

The skills to be activated in module 2 are:

- 2.1.- Handle uncertainty
- 2.2.- Demonstrate intercultural competence
- 2.3.- Accept constructive criticism
- 2.4.- Follow ethical code of conduct

2.1.- Handle uncertainty

Description:

Tolerate and work constructively in unexpected and unpredictable situations.

This skill entails:

- Knowing how to manage uncertainty and ambiguous situations.
- Knowing how to maintain and pivot a plan to the varying situations that can arise.
- Knowing how to anticipate the different sorts of problems that can arise.
- React to unexpected external events.
- Work under pressure in particular circumstances.

The **skills associated** with handling uncertainty are:

2.1.1.- Maintain plan for continuity of operations:

Description

Update methodology which contains steps to ensure that the organisation's facilities can continue to operate under a broad range of unforeseen events.

2.1.2.- React appropriately to unexpected external events:

Description

Detect and respond to changing conditions in the environment and their effect on human psychology and behaviour.

2.1.3.- Deal with pressure from unexpected circumstances:

Description

Strive to achieve objectives despite the pressures arising from unexpected factors outside your control.

2.2.- Demonstrate intercultural competence.

Description

Understand and respect people who are perceived to have different cultural affinities and respond to them effectively and respectfully.

This skill entails:

- Knowing and acknowledging the different cultures of the people you live with.
- Showing respect towards the different cultures.
- Knowing how to analyse cultural trends.

Taking cultural backgrounds into consideration.

Knowing how to work with people from different cultural backgrounds.

Knowing how to establish communication with people from foreign cultures.

Knowing how to work in an international environment.

Using culturally appropriate body language.

Knowing how to draft texts adapted to multiculturalism.

The **skills associated** with demonstrating intercultural competence are:

2.2.1.- Adapt texts culturally:

Description

Adjust texts so they are culturally and linguistically acceptable to readers while preserving the original message and nuance.

2.2.2.- Analyse cultural trends

Description

Keep up to date with popular cultural trends such as pop culture, cultural and social slang.

2.2.3.- Build rapport with people from different cultural backgrounds

Description

Understand and create a link with people from different cultures, countries and ideologies free of judgements and preconceptions.

2.2.4.- Establish communication with foreign cultures

Description

Strive to understand the cultural codes of the society where the company operates and to establish solid communication and mutual understanding with its members.

2.2.5.- Respect cultural preferences

Description

Recognise different cultural preferences when creating products and concepts in order to avoid insulting people. Try to reach as broad an audience as possible.

2.2.6.- Work in an international environment

Description

Guiding your career to an international level often requires the ability to interact, relate and communicate with people from different cultures.

2.3.- Accept constructive criticism

Description

React to valid and well-reasoned opinions about your work in a positive manner.

This skill entails:

Accept other people's opinions when given constructively.

Accept and use external evaluation for improvement.

Dig down on the reasons behind any complaints from colleagues.

Dig down on the reasons behind any complaints from customers.

Evaluate the impact of your professional development.

Identify people that can bring something constructive to your work.

Harness constructive criticism to improve your work.

The **skills associated** with accepting constructive criticism are:

2.3.1.- Collect customer feedback on applications

Description

Gather responses and analyse data from customers to identify requests or problems to improve applications and overall customer satisfaction.

2.3.2.- Evaluate writing in response to feedback

Description

Edit and adapt work in response to comments from peers and publishers.

2.3.3.- Investigate customer complaints

Description

Investigate customer complaints to determine the non-satisfactory elements in food products that lead to complaints from customers.

2.3.4.- Manage feedback

Description

Provide feedback to others. Evaluate and respond constructively and professionally to criticism from colleagues and customers.

2.4.- Follow ethical code of conduct

Description

Carry out workplace activities according to accepted principles of right and wrong, including fairness, transparency and impartiality in work practices and conduct towards other people.

This skill entails:

Keeping two main aspects of the code of ethical conduct in mind:

- Following the codes and standards of conduct covered by the law.
- Exercising personal values that guide decisions, practices and behaviours towards the people around you.

Knowing and following the organisation's code of ethics.

Knowing and obeying the laws of the country you are in.

Upholding professional behaviour.

Working with a code of ethical conduct.

Reflecting the code of ethics in your professional practice.

Knowing how to make choices that represent the decision most in keeping with the code of ethics.

The **skills associated** with following an ethical code of conduct are:

2.4.1.- Abide by ethical codes of business conduct

Description

Conform to and follow the ethical codes of conduct promoted by companies and businesses at large. Ensure that operations and activities comply with the code of conduct and ethical operations throughout the supply chain.

2.4.2.- Abide by the organisation's code of ethics

Description

Abide by European and region-specific standards and codes of ethics, understanding the organisation's reasons and common agreements and applying this awareness.

2.4.3.- Ensure lawful business practices

Description

Comply with legislation in the organisation's daily practices

2.4.4.- Promote human rights

Description

Promote and respect human rights and diversity in light of the physical, psychological, spiritual and social needs of independent individuals, considering their opinions, beliefs and values, along with international and national codes of ethics and the ethical implications of healthcare provision, ensuring people's right to privacy and honouring the confidentiality of healthcare information.

2.4.5.- Treat animals ethically

Description

Perform activities according to accepted principles of right and wrong, including transparency in work practices and conduct towards customers and their animals.

3.- Work placement: Personal confidence and adaptability.

The skills to activate in this phase are:

3.1.- Efficient work

3.2.- Persistence

3.3.- Self-confidence

3.4.- Collaboration

3.5.- Commitment

3.6.- Adaptation to change

3.1.- Efficient work

Description

Achieve objectives using a minimum amount of time, effort and cost.

This skill entails:

- Knowing how to efficiently adapt to production processes.
- Preparing the work environment to perform work efficiently.
- Demonstrating responsibility.
- Being alert.
- Pursuing optimal cost/efficiency ratios in production processes.
- Ensuring efficient communication between different company departments.
- Knowing how to efficiently engage in the technical aspects of production.

The **skills associated** with efficient work are:

3.1.1.- Prepare personal work environment

Description

Correct settings or positions for your working instruments and adjust them before starting operations.

3.1.2.- Show responsibility

Description

Accept responsibility and be accountable for professional decisions taken by yourself or others as part of a job or role.

3.1.3.- Stay alert

Description

Stay focused and alert at all times; react quickly in the case of unexpected events. Concentrate and do not get distracted when performing a task over a long period of time.

3.1.4.- Work in shifts

Description

Work in rotating shifts when the goal is to keep a service or production line running 24 x 7.

3.2.- Persistence

Description

Stick to one's tasks in spite of fatigue or frustration.

This skill entails:

- Being persistent.
- Knowing how to overcome setbacks.
- Knowing how to move forwards in tough situations.
- Developing a professional identity at work.
- Showing resilience.

The **skills associated** with persistence are:

3.2.1.- Deal with setbacks

Description

Learn from setbacks and mistakes when creating products and concepts in order to benefit from them.

3.2.2.- Strive for company growth

Description

Develop strategies and plans aimed at achieving sustained company growth, whether the company is self-owned or somebody else's. Strive with actions to increase revenues and positive cash flows.

3.2.3.- Organisational resilience

Description

The strategies, methods and techniques that increase the organisation's capacity to protect and sustain the services and operations that fulfil the organisational mission and create lasting value by effectively addressing the combined issues of security, preparedness, risk and disaster recovery.

3.3.- Self confidence

Description

Demonstrate degrees of maturity by fully understanding one's own qualities and abilities which can serve as sources of confidence in different situations.

This skill entails:

- Showing confidence in oneself.
- Demonstrating assertiveness.
- Knowing how to exercise self-control.
- Knowing how to promote oneself.
- Knowing how to reflect.
- Knowing how to take on commitments.
- Knowing how to organise oneself.
- Taking charge of your personal development.

The **skills associated** with self-confidence are:

3.3.1.- Assertiveness

Description

The quality of being self-assured and confident without being aggressive.

3.3.2.- Exercise self-control

Description

Manage your feelings, needs and wants appropriately for the benefit of participants, customers or colleagues.

3.3.3.- Perform self-assessment

Description

Effectively, regularly and systematically reflect on your actions, performance and attitudes and make necessary adjustments, seeking professional development opportunities to plug knowledge and practice gaps in identified areas.

3.3.4.- Promote yourself

Description

Market your strengths in terms of skills and knowledge.

3.3.5.- Reflection

Description

The way to listen to individuals, summarise major points and clarify what people are feeling in order to help them reflect on their behaviour.

3.3.6.- Meet commitments

Description

Perform your tasks in a self-disciplined, reliable and goal-oriented manner.

3.3.7.- Plan self-organisation

Description

Identify the necessary tasks and prioritise them to develop an individual schedule and work in an autonomous fashion, ensuring that requirements are met.

3.3.8.- Personal development

Description

The techniques and methods used to improve awareness and identity and to develop talents and potential in human beings.

3.3.9.- Leadership principles

Description

Set of traits and values which guide the actions of a leader with her/his employees and company and provide direction throughout her/his career. These principles are also an important tool for self-evaluation to identify strengths and weaknesses and seek self-improvement.

3.3.10.- Demonstrate enthusiasm

Description

Display great effort driven by an interest or enjoyment in the work itself, in the absence of external pressures.

3.4.- Collaboration

Description

Collaborate with colleagues to ensure that operations run effectively.

This skill entails:

Knowing how to work cooperatively.

Knowing how to partner with colleagues.

Knowing how to maintain professional communication with colleagues.

Knowing how to tap colleagues for technical and organisational troubleshooting.

Knowing how to engage with colleagues from other fields.

The **skills associated** with collaboration are:

3.4.1.- Communicate professionally with colleagues in other fields

Confer with library colleagues

3.4.2.- Interact with others

Description

Engage with others face-to-face across a wide range of situations, using strategies appropriate to context and purpose.

3.4.3.- Use digital tools for collaboration and productivity

Description

Use ICT software and hardware to collaborate and communicate with others and improve productivity.

3.4.4.- Communication, collaboration and creativity

Description

Communicating, collaborating, liaising and negotiating with others, developing solutions to problems, creating plans or specifications for the design of objects and systems, composing text or music, performing to entertain an audience and imparting knowledge to others.

3.4.5.- Define quality standards

Description

Define, in collaboration with line managers and quality experts, a set of quality standards to ensure compliance with regulations and help deliver on customer requirements.

3.5.- Commitment

Description

Perform your tasks in a self-disciplined, reliable and goal-oriented manner.

This skill entails:

- Demonstrating reliability.
- Setting goals.
- Showing strength.
- Working towards deadlines.
- Demonstrating punctuality.
- Showing responsibility.
- Knowing how to follow a work agenda.
- Updating procedural instructions.

The **skills associated** with commitment are:

3.5.1.- Bring project home within budget

Description

Make sure to stay within budget. Adapt work and materials to budget.

3.5.2.- Follow a brief

Description

Interpret and meet requirements and expectations as discussed and agreed on with customers.

3.5.3.- Meet contract specifications

Description

Meet contract specifications, schedules and manufacturer information. Check that work can be carried out in the estimated and allocated time.

3.5.4.- Follow a work schedule

Description

Manage the sequence of activities in order to deliver completed work on agreed deadlines by following a work schedule. Oversee the facilities' services budget.

3.5.5.- Show responsibility

Description

Accept responsibility and be accountable for professional decisions taken by yourself or others as part of a job or role. Update procedural instructions.

3.6.- Adapt to change

Description

Alter one's attitude or behaviour to accommodate modifications in the workplace.

The **skills associated** with adapting to change are:

3.6.1.- Adapt production levels

Description

Adapt current production levels and strive to improve production rates looking for economic gains and margins. Negotiate improvement with the sales, dispatch and distribution departments.

3.6.2.- Adapt to changes in technological development plans

Description

Modify the current design and development activities of technological projects to meet changes in requests or strategies. Ensure that the organisation's or customer's needs are met and that any sudden requests which were not previously planned are implemented.

3.6.3.- Adapt to new design materials

Description

Without neglecting more traditional techniques and materials, monitor material innovation such as new resin, plastic, paints, metals, etc. Develop ability to use them and include them in design projects.

3.6.4.- Adjust priorities

Description

Adjust priorities quickly in response to frequently changing circumstances. Continually assess tasks and respond to those requiring extra attention. Anticipate and seek to avoid crises.

3.6.5.- Apply change management

Description

Manage development within the organisation by anticipating changes and making managerial decisions to ensure that the members involved are disturbed as little as possible.

3.6.6.- Deal with challenging work conditions

Description

Deal with challenging work circumstances such as night work, shift work and atypical working conditions.

3.6.7.- Deal with changing operational demands

Description

Deal with changing operational demands; respond with effective solutions.

3.6.8.- Manage production changeovers

Description

Plan and oversee changeovers and related activities on a timely basis to successfully execute the required production schedule.

3.6.9.- Reflect on practice

Description

Routinely evaluate one's own practice, critically evaluating and monitoring practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from line managers, supervisors, other professionals and patients/customers to adapt the practice accordingly.

3.6.10.- Work with a broad variety of personalities

Description

Be flexible and work with a broad mix of personalities.

4.- Communication

The general skill in this phase spans different meanings: Communicating, collaborating, liaising and negotiating with others, developing solutions to problems, creating plans or specifications for the design of objects and systems, composing text or music, performing to entertain an audience and imparting knowledge to others.

The skills to activate in this phase are:

- 4.1.- Communication in public
- 4.2.- Writing and composing
- 4.3.- Technical or academic writing
- 4.4.- Digital communication and collaboration
- 4.5.- Cultural awareness and expression

4.1.- Communication in public

4.1.1.- Present information

Present oral or visual material to an audience in order to provide or interpret information.

4.1.2.- Speak in public

Address a group of listeners in a structured, deliberate manner to inform, influence or convince.

4.1.3.- Present general information

Present information of a non-technical nature to an audience.

4.1.4.- Address an audience

Speak in a structured, deliberate and face-to-face manner to a group of listeners to inform, influence or entertain.

4.1.5.- Adopt a relaxed posture

Adopt a posture that is relaxed and inviting to make the audience watch and listen attentively.

4.1.6.- Give a live presentation

Deliver a speech or talk in which a new product, service, idea or piece of work is demonstrated and explained to an audience.

4.2.- Writing and composing

Write text or compose music, create an original work with regard to format, style and content.

4.3.- Technical or academic writing

Write an original text of a primarily functional, technical or academic nature; edit text.

4.4.- Digital communication and collaboration

Communicate in digital environments, share resources through online tools, connect with others and collaborate through digital tools, interact with and participate in communities and networks, cross-cultural awareness.

4.5.- Cultural awareness and expression

Description

Strive to understand the cultural codes of the society where the company operates and to establish solid communication and mutual understanding with its members.

3.6. ACTIVITIES ASSOCIATED WITH EACH MOBILITY MODULE

The competences described in the section above make up the cloud of interrelated skills that can be activated in the activities to be planned for the curricular development of programmes for work placements abroad. A methodology posited on project-based learning is proposed to develop the activities and organise the curriculum.

This methodology, as described below, entails an important preparation of the activities, and the proposal intends to be just an example of the method used for the proposed skills acquisition. This proposal is not the only way to acquire the desired skill sets, although from the point of view of the nature of the project it may be the most suitable.

3.6.1. Module 1: Preparing the Departure Project

Module 1 spans the preparation phase for leaving the home country and going abroad. The aim is for students to take joint responsibility in preparing for their mobility period abroad by drafting a project that consists of planning their trip and time in the host country. The student must hand in the plan at the end of the module and present it to the class group.

Methodology

The module will be based on group work sessions in the classroom and individual work. Different group work techniques can be used in the sessions, according to each centre's type of pedagogical work.

Activities will be organised for the sessions in which the students will work to obtain the desired deliverable, in this case the design of a departure project. The activities will involve creating situations and proposing work around the above-mentioned competences. (See OI2)

Learning method analysis:

The question: The question the student should pose in this module is: How can I make my departure abroad as beneficial as possible? A departure programme will be designed covering all aspects and providing responses to the different sub-questions that appear.

Project authenticity: The module bases its authenticity on the fact that all the activities proposed around it refer to real situations the student must resolve to make their mobility period abroad run smoothly. The challenges should therefore respond to real situations the student will come across. Even in language learning it would be good to practice the vocabulary that should be used in these situations.

Participation: Students must organise their mobility period in collaboration with the tutor in the centre and the VET provider and decide on the best options.

Critical review: As part of the group work sessions, the group could assess the different decisions the students took in drafting their departure project. This review is where the students must perform thoughtful learning around the different skills activated during the preparation. Similarly, the assessment of the end deliverable in the fourth module will make it possible to analyse correlations between plan and outcome.

Deliverable: The design of a programme for a mobility period abroad will be the deliverable that is generated. It must contain the different aspects that correspond to the planning and organisation of the trip, the mobility period and the work-placement sequence.

The skills activated in this module are:

General skill:

Critical and innovative thinking.

In this case we understand that students are asked to think outside the box. In other words, to apply new and creative thinking.

Going abroad must represent a new situation for the student where they have to activate their critical and innovative thinking.

Creating open-mindedness will be a pre-departure condition for the student, who must be willing to step up to unknown situations.

The need to work in an organised manner will be another target skill in this module. Indeed, organisation is an important part of creativity and students must be able to organise an action plan with clear and programmed objectives.

The skills associated with the general skill are:

- 1.1.- Problem-solving.
- 1.2.- Information evaluation.
- 1.3.- Identification of opportunities.
- 1.4.- Decision-making.

1.5.- Time management.

Activities: (four sessions)

1.- Activity 1: Debate to define departure objectives (one session):

The main skill activated is **problem-solving**: developing specific plans to prioritise, organise and complete work.

1.1.- The core objectives below must be established:

- Improve on and acquire technical skills around the VET experience.
- Acquire the soft skills involved with undertaking a work placement abroad.
- Learn and improve the language used in the host country.

1.2.- The nature of the problems posed by the achievement of said aims must be identified:

- Existence of partners and identification of the most suitable.
- Fulfilment of basic criteria by each student to be able to go abroad.
- Identification of training shortfalls (techniques, language, social skills, etc.).
- Logistical and administrative requirements regarding travel and lodging.
- ...

1.3.- Students must learn to design an action plan to solve a problem:

Build a model.

Brainstorm with team.

Pinpoint and distribute tasks.

1.4.- Learn to anticipate potential new problems.

2.- Activity 2: Analyse offers, identify the opportunities they provide and decide on each (two sessions):

The skills activated in this activity are: information evaluation, identification of opportunities and decision-making.

2.1.- All the information referring to the different aspects that impact the project will be collected and analysed. To this end students must:

Ensure the information covers at least three aspects:

- Identification of partners for the mobility period and work placement.
- Logistical information regarding travel and lodging.

- General information on the host country: cultural, political, financial, etc.

Locate, with the aid of the teacher, information on the goals they wish to achieve, using different methods (telematic, personal, etc.) to obtain it.

Students must develop this information by applying critical thinking to their assessment. Applying critical thinking to information assessment. To that end they must evaluate information veracity; analyse any bias the information may potentially contain; know how to distinguish between information and opinion and establish an assessment method for the different alternatives depending on the information obtained.

2.2.- Students will assess the collected information to know what opportunities each option can provide. To that end they must practice:

Knowing how to observe situations (circumstances) beyond ordinary or common interpretations.

Choosing the right information to identify the most favourable scenarios.

Having the initiative to understand how to leverage identified opportunities.

Deciding when initiatives should be taken to leverage opportunities.

2.3.- The most suitable decisions will be made in line with the process followed. To that end they must:

Make decisions according to the different variables involved.

Define the resources needed to make their decisions (financial, agreements with partners, logistical questions, etc.).

3.- Activity 3: Prepare the schedule (agenda) to correctly programme the departure and mobility period abroad (one session):

The skill activated in this module is time management.

This activity is essentially the summary of the first work module. The outcome of the activity must be the generation of a work agenda for the departure and mobility period. It will also entail preparing a rotation programme in the company and anticipating the acquisition of the skills detailed in the section below.

A broad range of sub-skills associated with the general skill can be identified and developed:

- Apply organisational techniques.
- Organise interviews.
- Construct individual learning plans.
- Establish daily priorities.

- Estimate duration of work.
- Keep time accurately.
- Manage medium-term objectives.
- Plan teamwork.
- Work in an organised manner.
- Meet deadlines.
- Handle a work agenda.

Assessment criteria

Module assessment can be structured around three times:

- The process of drafting the plan, as a summative assessment of the activities carried out in the module. The tutor will draw on observation of the student's behaviour, actions and attitudes to assess the degree of activation of the described skill sets.
- The plan drafted by the student. The tutor will analyse the quality of the end deliverable in so far as it constitutes the materialisation of the activation of the skills worked on throughout the module, to which they will add the neatness of the presented document.
- The public presentation of the student's plan to the class group. In this presentation, the tutor will observe and assess the communication skills used by the student.

3.6.2. Module 2: Travel and Mobility Period in the Foreign Country. Diary of the Mobility Period.

Module two covers the phase of the mobility period in the host country when the work placement is performed, along with the experience of living independently in a foreign country. It focuses mainly on non-formal and informal learnings outside of work. The aim of the module is for students to assume maximum responsibility and autonomy in organising their personal and social life throughout the period. A project is proposed by which students prepare a diary to note down the core experiences and takeaways from their time in the foreign country. The student will hand in the diary to the tutor at module end.

The methodology will be based on preparing a diary in which to note the different aspects related to their mobility period in the country, paying special attention to experiences that impact the acquisition of the associated skills mentioned above.

The student's tutor from the centre or reference organisation in the host country will engage in preparing the diary and the online conversations with the tutor in the home country.

Learning method analysis:

The question: The question the student should pose in this module is: What situations during my mobility period abroad can provide me with life experiences that will tap my social and civic competences? To this end they must draft a diary where they note down their observations regarding the living conditions they have to step up to in the new situation and the challenges and solutions raised in this regard.

Project authenticity: The module bases its authenticity on the fact that the proposed activity refers to real experiences produced during the mobility period in the foreign country. The students must therefore try to ensure that the challenges analysed in this module respond to the most important situations that can arise in relation to the skills they wish to develop.

Participation: The entire module refers to the activity of each student.

Critical review: In the framework of the interviews the students have with their tutor in the reference organisation in the host country and online with the tutor in their home country, the situations they can find themselves in must be analysed and structured so they can be useful for skills acquisition.

Deliverable: Writing a diary that reflects the different situations the students find themselves in during their mobility period and the solutions they came up with.

The skills activated in this module are:

General skill:

Social and civic competence. Adaptation to change.

The aim of this module is to develop the skills arising from the ability to adapt to social situations different to the ones in the students' regular life and effective engagement with other people.

Living with people from a different culture must be the context in which the social and civic competences are developed, without forgetting the context that will be created from coexistence in the company with people from other cultures who follow different patterns of behaviour.

The ability to acquire these skills will be a major goal of the overall project since it represents developing the ability to engage with an increasingly globalised world.

The skills associated with the general skill are:

- 2.1.- Adapt to change
- 2.2.- Demonstrate intercultural competence.
- 2.3.- Handle uncertainty
- 2.4.- Follow ethical code of conduct
- 2.5.- Accept constructive criticism

Activities: The duration will be that which arises from the student's entire mobility period in the host country.

The activities will be the ones the student learns from their time abroad and can be distinguished as follows:

- 1.- Activities linked to relations with adults in the host country (especially if the student lives with a host family).
- 2.- Activities linked to relations with young people in leisure settings (outside the formal learning framework).
- 3.- Activities linked to social relations with people from the host country (cocktail parties, dinners, formal occasions, etc.).
- 4.- Activities linked to the student's ordinary life in the host city (transportation, the purchase of different products, personal leisure, dealings with service provider staff, etc.).

The associated skills that should be activated in this activity are:

- Adapt to change: the change of country will entail activating skills associated with adaptation to change, understood as a change in attitude or behaviour to pivot to differences in the environment, whether social or at work.
- Intercultural competence: the activation of intercultural skills can occur in the different daily living situations in a culturally distinct environment. These skills are understood as understanding and respecting people perceived as having different cultural affinities and responding to them effectively and respectfully.

To that end the student must activate the following skills:

- Knowing and acknowledging the different cultures of the people you live with.
- Showing respect towards the different cultures.
- Knowing how to work with people from different cultural backgrounds.
- Knowing how to establish communication with people from foreign cultures.
- Knowing how to work in an international environment.

- Handle uncertainty: One of the hardest things for students in new situations will be coping with situations of uncertainty, understanding this skill as tolerating and working constructively in unexpected and unpredictable situations.

To that end the student must activate the following skills:

- Knowing how to manage uncertainty and ambiguous situations.
- Knowing how to maintain and pivot a plan to the varying situations that can arise.
- Knowing how to anticipate the different sorts of problems that can arise.
- React to unexpected external events.
- Cope with pressure in particular circumstances.

- Follow a code of ethical conduct. This skill is understood to mean acting in accordance with accepted principles of right and wrong in practices and conducts with other people. In this new situation, students must give a good image of the values and standards practised in their home country and identify the different codes of conduct that could arise in the new situation.

Students must keep two main aspects of the code of ethical conduct in mind:

- Following the codes and standards of conduct covered by the law.
- Exercising personal values that guide decisions, practices and behaviours towards the people around you.
- Accept constructive criticism: Understood as reacting positively to valid and well-reasoned opinions about their actions.

To that end the student must activate the following skills:

- Accept other people's opinions when given constructively.
- Accept and use external evaluation for improvement.
- Dig down on the reasons behind any complaints by colleagues.
- Evaluate the impact of their own actions.
- Identify people that can bring something constructive to their work.
- Harness constructive criticism to improve their work.

Assessment criteria

Module assessment can be structured around three times:

- The tutor's ongoing observation at the host centre, tapped to assess the degree of activation of the skills described for the module, measured in terms of responsibility and autonomy.
- The remote interviews the tutor at the centre of origin may arrange for monitoring. Interview sessions can also be arranged by the host centre tutor. In both cases the tutor will assess the degree of activation of the skills provided for in the module.
- The student's diary. Reading the diary will enable the tutor to especially assess the skills activation process in terms of the student's strategies and capacity to adapt to the changes involved with their mobility period in the foreign country.

3.6.3. Module 3: Work Placement in the Foreign Company. Report on the Placement.

Module 3 covers the work placement in the foreign company. The proposal for the module project is that the student prepare a report on the different rotations of work situations produced in the company. The student will hand in the report at module end.

Methodology:

The preparation done in module 1 to prepare for the work placement in the company will be fundamental for this module.

There are two objectives to this module:

- Firstly, acquiring the technical skills arising from the work placement.
 - Secondly, acquiring the transferable skills arising from spending time in a company abroad.
- In this sense, the preparation of the different rotations and activities to be developed in the work environment must be programmed before the student enters the company.

From the methodological perspective, the student will endeavour to learn from the different situations that arise in the company and to acquire the skills involved with them.

The methodological difficulty of this module is based on the fact that, although it may be fairly simple to organise the activities related to technical skills acquisition, the ability to prepare situations that enable students to activate the skills described in the framework of the company could be harder to do. This is because some of them crop up naturally in the students' daily work, however there will be some that must be activated in more specific and less natural situations. These could include those arising from attributing a role to the students that they can exercise/represent for a specific period or action, such as: in some cases, they may be awarded the role of work group leader; in others responsibility for organisation; in others technical responsibility, etc. (See examples in OI1 on curriculum) (See OI2 on activities).

Learning method analysis:

The question: The question the student should pose in this module is: How can I learn from the real work situations that crop up in a company? To that end the student must produce a report describing their activities in the company and the activation of the different associated skills.

Project authenticity: The module bases its authenticity on the fact that the proposed activity refers to the time spent in the company.

Participation: The entire module refers to the activity of each student.

Critical review: There is abundant observation material on student work placements in companies that can be used both in the preparation and during the work-placement phase for critical review.

Deliverable: Drafting of a report that reflects the different learnings resulting from their work placement in the company.

The skills activated in this module are:

Personal confidence and adaptability

The aims of this module respond, as said before, to two skill sets, i.e., technical competences related to the student's study specialty and transversal competences arising from the work placement in the foreign company.

Although the report should collect both technical and transversal competences, the emphasis will be put on those considered transversal. These refer essentially to aspects of maturing as a person and, together with the previous module, adaptation to new situations and how to step up to new challenges.

In this regard, the skills to acquire, such as the ability to demonstrate a level of maturity needed to identify the qualities and abilities that can be used as sources of confidence in different situations, will be defined, and the project will delve deeper into the ability to change attitudes or behaviours to meet the requirements that can arise from a new job.

Once again, we would mention the importance of this skill to be able to move in an increasingly globalised world of work.

The skills associated with the general skill are:

- 3.1.- Efficient work
- 3.2.- Persistence
- 3.3.- Self confidence
- 3.4.- Collaboration
- 3.5.- Commitment

Activities: The duration will be that which arises from the student's entire mobility period in the host country.

The activities will be the ones the student learns from their mobility period in the foreign company, and work situations must be prepared in which the different associated skills can be activated. Resolutions of these situations will be collected in the student report with the aid of the company tutor. Different situations can be included, not necessarily related to this section, but the following ones should be mentioned specifically:

- When the student enters the company, they must step up to **adapting** to the job. To that end they will prepare a report describing:
 - How their first contact with the company went: introduction to the team and workstation, description of their main duties, etc.
 - How they prepared their work environment: required material, contacts and relations with colleagues, type of machinery, etc.
 - Which positions of responsibility they had to assume in the discharge of their duties.
- During their time with the company the student will have had experiences where they were forced to **demonstrate how to address adverse situations** that can arise and how to get through them despite possibly being tired or frustrated. To that end the report will describe:
 - The main setbacks they had to face during their time in the company.
 - The organisational strategies implemented in-company to protect workers in frustrating situations and raise their spirits.
 - The strategies developed to acquire and build a professional identity at work.
- One skill considered essential during this time is **self-confidence**. The expected behaviours associated with it are:
 - Showing confidence in oneself.
 - Demonstrating assertiveness.
 - Knowing how to exercise self-control.
 - Knowing how to promote oneself.
 - Knowing how to reflect.

Knowing how to take on commitments.
Knowing how to organise oneself.
Knowing how to show leadership.

These must all arise from the different challenges that are presented in the company and the student's report must review those that struck them as most important and detail how they reacted to them.

- **Capacity for collaboration** will be another important skill related to the ability to work as part of a team. It is defined as the capacity to collaborate with colleagues with the intention of ensuring that challenges are met effectively.

This skill entails:

Knowing how to work cooperatively.
Knowing how to partner with colleagues.
Knowing how to maintain professional communication with colleagues.
Knowing how to tap colleagues for technical and organisational troubleshooting.
Knowing how to engage with colleagues from other fields.

Commitment is another skill to be developed, understood as the capacity to perform tasks with self-discipline, reliability and goal-orientation. In this case it will be harder to presume that the student will be capable of identifying the scope of these skills, so here (more than in the above-mentioned cases) students will require tutor support.

This skill entails:

Demonstrating reliability.
Setting goals.
Showing strength.
Working towards deadlines.
Demonstrating punctuality.
Showing responsibility.
Knowing how to follow a work agenda.
Updating procedural instructions.

Assessment criteria:

The assessment of this module can be concentrated in different times:

- Ongoing observation by the company tutor that can be reflected in an assessment report describing the skills activated during the student's mobility period.
- The report by the host centre tutor which, in collaboration with the company tutor, involves arranging an interview during or at the end of the module to assess the student together. It could also possibly involve the company tutor assessing the mobility period.
- The report presented by the student at the end of the module, reflecting the degree of activation of the skills covered in it.

3.6.4. Module 4: Return to Home Country: Communication.

Module 4 covers the final return from the mobility period once the student has concluded the work placement. The aim is to activate communication skills by preparing and presenting deliverables from the three modules in public, i.e., departure project, diary, and report and summary of the experience.

Methodology:

The aim of the module is to learn how to give a public presentation. To that end, the methodology will focus on preparing the presentation. From a methodological point of view, the student must work individually on the three deliverables obtained in modules 1, 2 and 3 both in terms of quality of content and how to present them in public.

The centre will monitor the student's work and answer any questions/solve any difficulties they may have. The teacher will also impart, in the form of a group class, basic notions on the different techniques of speaking and presenting in public.

The presentation will also be assessed, so at the end or during it, the student may have to answer questions or queries about it.

The possibility of giving an oral presentation in public may be coupled with a demonstration of materials that can be shown and visited both by students and other members of the education community to document the core experiences of the students' work placement abroad.

Learning method analysis:

The question: The question the student should pose in this module is: How can I give a presentation in which I show all the most important things I want to communicate and at the same time make it attractive enough to hold the audience's attention? In this case, this involves showing the progress they made during their time abroad and will therefore have a double assessment value: capacity for communication and showcasing their work abroad.

Project authenticity: The module bases its authenticity on the fact that the presentation must be done with a real audience and in conditions that take elements of communication into account.

Participation: The students will deliver their presentation and must be able to propose the elements they consider can help them communicate everything they wish to convey and show.

Critical review: The presentation concept also entails the audience making a critical review of the activity, especially the teachers and tutors involved in the student's experience.

Deliverable: The presentation in public is the deliverable sought. The possibility of recording it also means having material that can be analysed in more detail and potentially used in subsequent experiences.

The skills activated in this module are:

Communication

Communication is understood as Communicating, collaborating, liaising and negotiating with others, developing solutions to problems, creating plans or specifications for the design of objects and systems, composing text or music, performing to entertain an audience and imparting knowledge to others.

The very definition of the skill is broader than what the experience addressed in this module can provide. However, activating the different skill sets to make a presentation in public of the material produced in this experience is a skill that can be transferred to other situations.

The skills associated with the general skill are:

- 4.1.- Communication in public
- 4.2.- Writing and composing
- 4.3.- Technical or academic writing
- 4.4.- Digital communication and collaboration
- 4.5.- Cultural awareness and expression

Activities: The presentation will take place approximately two weeks after the student returns to their home country.

During this time, they can do their regular work in the centre but will also have to prepare the presentation.

Activity 1: During the first week the student must organise the material they put together during their mobility period abroad and prepare a rough draft of their presentation.

Activity 2: At the end of the first week there will be a face-to-face session where the teacher will present and discuss techniques for delivering presentations in public. To that end the following skills should be worked on, basically related to associated skill 4.1 (public presentation skills) and the other associated skills will be supplementary:

- Present general and technical information
Present oral or visual material to an audience with the intention of supplying or interpreting information.
- Talk in public
Address an audience with a deliberate structure to inform, influence or convince.
- Address an audience.
Speak face-to-face with an audience in a structured manner to inform, influence or convince.
- Adopt a relaxed posture
Adopt a posture that invites the audience to pay attention and listen carefully.

- Deliver a live presentation.
Give a speech harnessing different means of communication, especially digital ones, both image and sound, to deliver a presentation to an audience.

Activity 3: After this session students will prepare their presentation individually, tapping the resources available at the centre, and hand the presentation in to the tutor at the end of the week for checking and correction.

Activity 4: Students will present their work in public at the end of the second week or start of the third. Different profiles of people should attend to help make the students aware that they are appearing in public. The possibility of streaming presentations can also be raised.

Assessment criteria

This module is essentially evaluative in nature and involves two key times:

- The observation and interviews by the tutor at the centre of origin during the activities preparing for the oral presentation, where they can assess the communication skills activated.
- The test of the presentation in public, where the student's communication skills will be assessed.

CHAPTER IV

4. 1. REGIONAL AND TERRITORIAL AUTHORITIES IN THE DEVELOPMENT OF INTERNATIONAL MOBILITY TRAINING ACTIONS

The experience of the KEYMOB project partners in the regional sphere was leveraged to draft takeaways and proposals to shore up this sphere in the promotion and organisation of international mobility for VET students.

4.1.1. Community-Backed VET Mobility Programmes and Initiatives

Vocational education and training programmes backed by the European Community have provided support and funding for the transnational mobility training of initial VET students. The following programmes have got behind the scheme (in chronological order):

- * EUROPEAN TRANSITION PROGRAMME (PETRA), 1988-1994
- * LEONARDO DA VINCI, 1995/2010-2013
- * ERASMUS +, 2014-2020

All the programmes had (or have, in the case of the current ERASMUS +) ring-fenced capital to fund mobility projects for initial VET students and apprentices to undertake a work placement with VET providers in other countries.

The successive programmes were designed and funded by the European Commission and organised through each member state's branch of the EU Agencies Network (today there are also non-EU participants including Norway, Iceland and Turkey). They have provided an extraordinary impulse for VET students and apprentices and enabled thousands of young people to benefit from the experience.

Other Community programmes and initiatives have also contributed to funding and implementing mobility projects. Specifically, YOUTHSTART, the European Social Fund employment initiative aimed at young people in VET studies that ran from 1994 to 1999. Also, the INTERREG territorial cooperation programme funded by the ERDF, which supported mobility training programmes in cross-border EU areas.

4.1.2. Participation of VET Centres in European Mobility Training Programmes

Despite this permanent and sustained contribution by different European programmes, mobility among initial VET students continues to be low and is far from that of university students.

There are several reasons why. The main ones include:

- The first distinctive element between the international mobility of VET and university students is related to the stakeholders involved. While university mobility involves three parties (all members of the university world, i.e., student, university of origin and host

university), VET mobility involves not only members of the education community (student or apprentice, trainer, training centre) but also the foreign company that has to host the young person during their work-placement mobility period. This three-way formation plus company, a key stakeholder for a meaningful experience, entails greater complexity and difficulty in organising and developing international mobility projects among initial VET students.

- Also of note is the tradition of international cooperation that has a long history in universities. This tradition previously did not exist for vocational training centres or national systems, which developed in a way directly linked to the economic and production structure of each country.
- VET student and apprenticeship studies are short-term courses, usually two to three years, in many countries. This poses certain difficulties in effectively inserting mobility periods in the training itinerary and limits the time available to perform mobility actions.
- Because of their organisational structure and size, initial vocational training centres in many cases do not have the operational capacity to organise mobility projects for their students or apprentices by themselves.
- In some initial VET modalities, such as dual training or apprentice training, centre-based training is combined with in-company practical training in a real work situation. This group of young people therefore comprises workers with employment contracts requiring their company's permission to take part in an international mobility action. Such a precondition very often limits their participation.
- Initial VET students and apprentices largely come from working-class families which see VET as a good resource for speedy labour integration. For this reason and the arguments above, they do not prize mobility training as a factor that improves employability but rather a potential obstacle to rapid attainment of the corresponding qualification and immediate search for a job.

With regards VET centres and their level of engagement in mobility programmes and experiences, despite the potentially different situations across Member States, we can classify them into three groups:

- Advanced centres: those that include international mobility as a part of their training offer, and which see it as a quality factor and added value. This involves centres, usually medium-sized or large within VET parameters and often with an extensive variety of specialities, that have adapted their structure so they can take part in programmes and arrange mobility actions. Their involvement is systematic and ongoing, and they have taken on human resources to seek out opportunities and organise and implement mobility projects for their students.
- Intermediate centres: those that engage sporadically in calls but without mobility being a permanent or structured part of their training offer. They usually take part when there is committed teaching staff who work voluntarily on implementing mobility projects. In these cases, participation is directly conditioned by the human factor, i.e., whether there is a teacher keen on the idea and willing to work on and

develop schemes. When that teacher leaves, new projects are not developed, and new student classes do not have the opportunities that were available before.

- Centres in reserve: those which never engage in projects or have never implemented an international mobility training action. This may be due to different reasons, e.g., small centres or ones with few specialities, but too often it simply comes down to teachers not knowing foreign languages and this acts as a brake on and even blocks their interest in taking part.

Although the number of 'advanced' centres is slowly rising, there are still many that only run projects some years and too many 'in reserve', i.e., that have never engaged in an international mobility action.

In conclusion, there is great disparity regarding the participation of VET centres in mobility programmes and actions. This prevents access to such programmes being guaranteed for everyone doing initial VET studies and stops them from being able to enrich their training with this experience.

The complexity of the partnerships required to organise a mobility training action, together with the great disparity of centres in terms of size, structure, resources and the other aspects mentioned above, goes a long way to hampering the widespread participation of all VET centres in international mobility programmes.

On the positive side, there is a slow but steady rise in the number of beneficiaries and centres taking part in mobility actions. However, it has also been shown that the number of VET students and apprentices is still very low, despite the presence of dedicated European programmes to promote and co-finance international work-placement projects.

More than 30 years on from the launch of the first programme (PETRA), the percentage of initial VET individuals tapping the opportunities of mobility programmes is still very low and bears no comparison with the number of university students who have taken part in ERASMUS programmes over the years.

In this regard, the gap between university and vocational training is yet to be bridged.

4.1.3. The Role of Regional and Territorial Authorities

As mentioned above, while the European student network guarantees potential access to all higher-education students, many initial VET centres lack the capacity to do the same.

In the VET area, where there is no European network of centres, the distance between the EC (the programme promoter), the Member States (the organisers via their national agencies) and the centres is often too large to ensure the flows required to harness all the benefits of mobility programmes and reach all potential beneficiaries.

In this regard, "the regions and other territorial authorities are the best agents of information, promotion and development of mobility programmes. Governed by the principle of subsidiarity and within the framework of their respective remits within each Member State, they act as the main link between European institutions and the States on the one hand and the beneficiaries of

mobility programmes on the other, i.e., VET students and apprentices, trainers and training centres".

With this goal, "the regions and other territorial authorities hereby undertake to: promote vocational training in their territories; optimise their resources; work towards the recognition of the skills achieved in mobility actions and cooperate with the economic agents with which VET students and apprentices can undertake work placements in other countries under conditions of safety and quality".

"Barcelona Declaration on the Contribution of the Regions and Territorial Authorities Regarding the Organisation and Promotion of the Mobility Training of Individuals in Initial Vocational Education and Training", adopted by 31 VET regions and territorial administrations from 14 countries in the conclusions to the European Conference of the Regions and Territorial Authorities for the Promotion of Mobility in Vocational Education and Training; Barcelona, 26 and 27 May 2009. ⁽¹⁾

Effectively, starting from the principle of subsidiarity combined with the proximity factor of the regions and other territorial authorities in relation to training centres in their space, these administrations have the conditions required to motivate international mobility training and act as sponsors of European programmes in its regard.

There are many different contributions the regions and other territorial authorities can make to the development of mobility training. Below are some examples:

- Inform and provide outreach: act as agents of information and outreach on international mobility programmes, presenting them as a voluntary training activity for everyone undertaking initial vocational training.
- Guarantee equal opportunities: put participation in European mobility training programmes within reach of VET students, endeavouring that all training centres in their territory effectively engage in them under suitable conditions.
- Promote the benefits of mobility: raise the profile among students, trainers and families of the benefits of international mobility in terms of learning, employability and skills acquisition. Promote a culture of international mobility as an element of European and world society and economy for the twenty-first century.
- Shore up centres' ability to implement international mobility schemes: provide them with training and support so they can take part in mobility programmes; facilitate the creation of tutors responsible for international mobility in the centres they have the remit for, and stimulate and favour the establishment of organisational structures in the appropriate centres to prepare and implement mobility schemes.
- Provide resources to prepare mobility actions (online language courses in English, French, German, etc.).
- Support centres in the administrative and logistical management of mobility projects (participation in calls, project preparation).
- Partner searches: foreign partners. Help centres find the required foreign partners (training centres, companies) to implement their projects.

- Guarantee project quality and safety: ensure that the projects of centres in their territory meet the required safety and quality conditions around mobility training activities, comparable to those existing in work placement programmes in their own region.
- Create networks in their territory with training centres and other organisations interested in promoting synergies of cooperation and spaces for the mutual exchange of experiences and learning.
- Contribute supplementary resources to Community mobility project funding. As far as they can, regions and territorial authorities can boost the provisions of European programmes to run mobility schemes.
- Establish partnerships with other regional authorities to organise exchanges of young people doing vocational training, conducting work placement programmes under safety and quality conditions. ⁽²⁾
- Engage in regional European and international networks that promote mobility training abroad. ⁽³⁾
- Promote and contribute to the evaluation and accreditation of the transversal competences acquired in international mobility training experiences. The regions, in the framework of their powers with regards VET, along with other subregional territorial authorities, must encourage centres to evaluate the transversal competences attained by students or apprentices that take part in mobility actions. Given that it concerns skills not included in the curriculum for the vocational speciality, it is necessary to ensure that the parties responsible for assessing the work placement programmes include this evaluation. The ideal place to record the result and put the corresponding certification on the record could be the Europass document, fostered by the European Commission and which can be appended to or enclosed with personal qualifications.
- Be a clear structural agent in the territory.

In conclusion, regions and territorial authorities play a key role in making the benefits of the mobility programmes promoted by the European Commission or led by other initiatives (companies, organisations, social agents) a reality and putting them within reach of the vocational education and training students and apprentices in their territory. Different experiences conducted by regions across distinct European Member States have proven it.

Higher levels, such as the European Commission and Member States, should also recognise and appreciate this contribution by regional and territorial authorities to capitalise on it in an optimal and comprehensive fashion in benefit of international mobility training actions and experiences.

Notes on Chapter IV

(1) The "Barcelona Declaration" was signed by 29 regions and territorial authorities from 12 EU Member States: Spain, 8, France 9, Belgium 1, Germany 1, United Kingdom 1, Italy 2, Sweden 2, Denmark 1, Austria 2, Poland 1, Romania 1 and Luxembourg, 1.

It was presented to the European Commissioner for Education, the Leonardo da Vinci programme committee and the European Committee of the Regions.

It was also signed by the Interdepartmental Conference on Public Instruction (CIIP) of Romandy and the Andorran Ministry of Education.

(2) Several regions established bilateral collaboration agreements in the first decade of this century around VET student and apprentice exchanges and guaranteed onboarding and practical training in companies within the framework of European programmes or other mobility actions. This collaboration stimulated the participation of many centres, since they felt supported by their government and provided with suitable guarantees by the partner region, which contributed the contact needed with the company.

Different regions, such as Catalonia, the Basque Country, Tuscany, Wales, Baden Württemberg, Rhône-Alpes, Occitanie, the Wallonia-Brussels Federation, Västra Götaland and others have signed these partnerships over the past 15 years.

(3) EARLALL and FREREF are long-standing regional cooperation networks working in vocational training and comprising different regional governments and territorial authorities from several Member States. Their intervention is guided by their support and contribution to lifelong European training policies. International mobility training for VET students and apprentices is one of their key areas of intervention.