

Role of geographic mobility in enhancing WBL in initial VET. The Romanian experience



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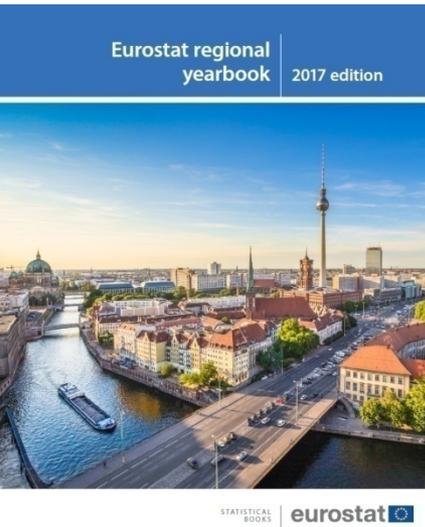
Content

- Why WBL and geographical mobility
- What is the role of Erasmus+ in WBL and geographical mobility
- What is the Romanian experience

Why and How?

Geographical Mobility

- Europe`s population is on the move!

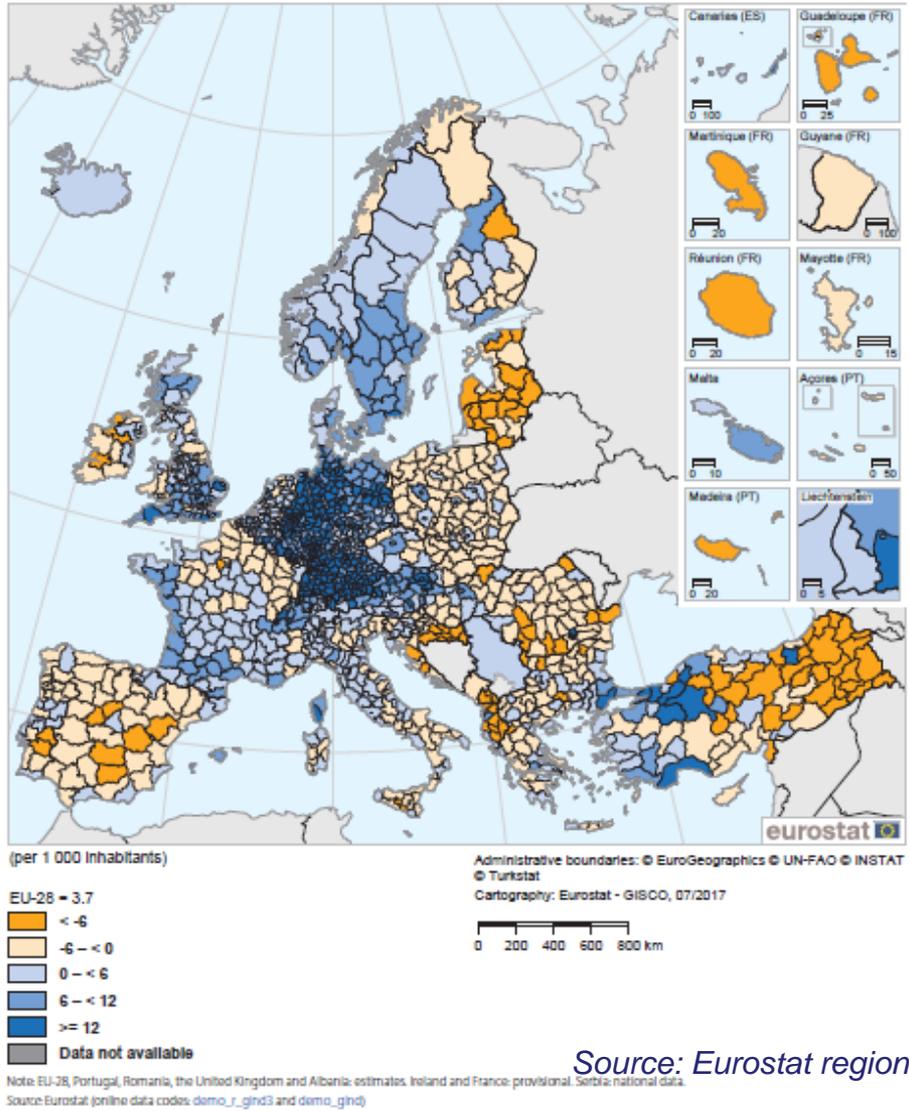


Work Based Learning

- An important driver influencing the European VET developments!



Map 2.3: Crude rate of net migration (plus statistical adjustment), by NUTS 3 regions, 2015 (per 1 000 inhabitants)

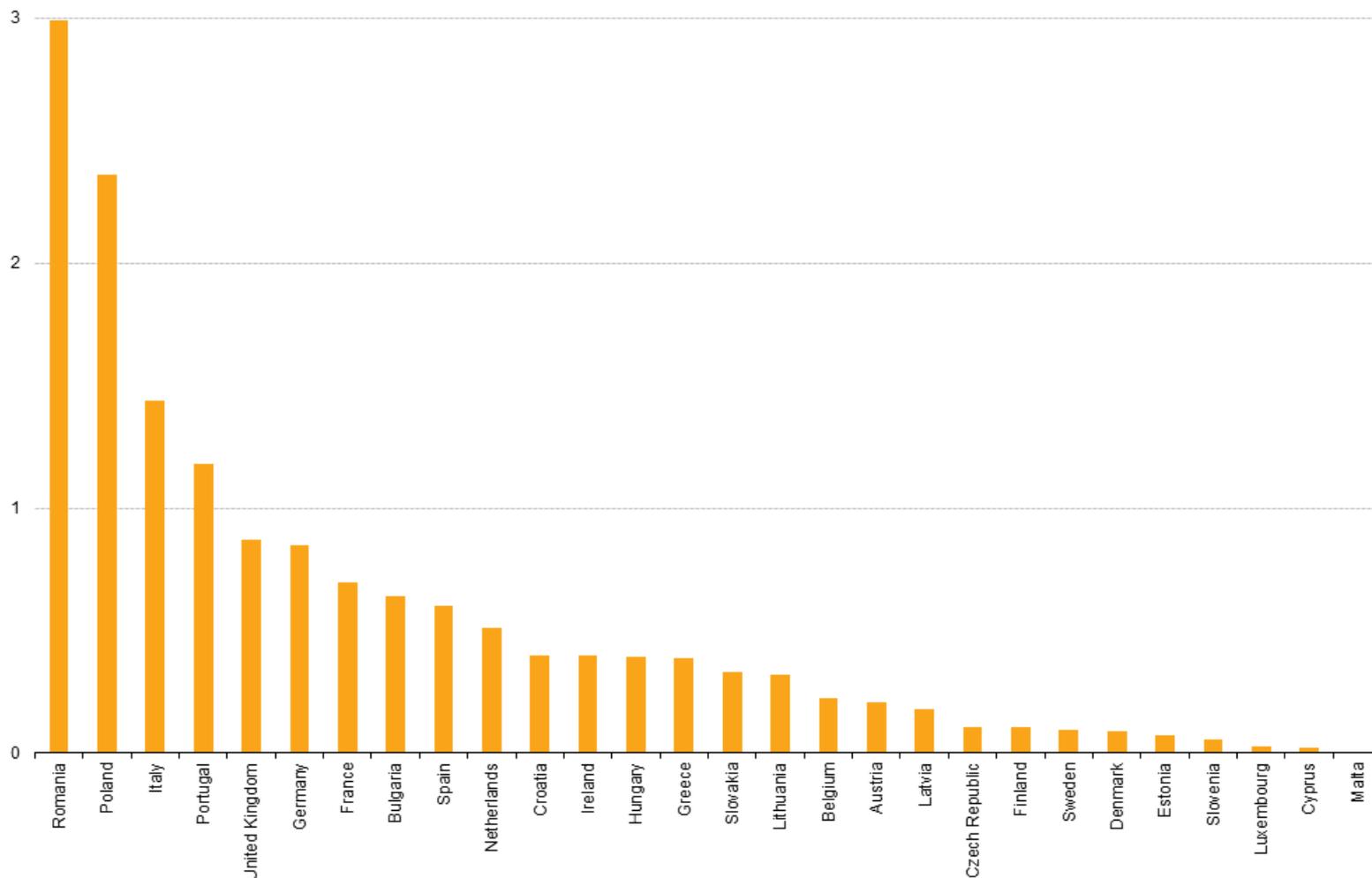


Geographical Mobility

The statistics show that the overall change in EU population numbers in 2015 was mainly impacted by net migration.

The German speaking regions are at the top of the highest crude rates, while the Baltic Member States, as well as the eastern and southern regions have a negative net migration.

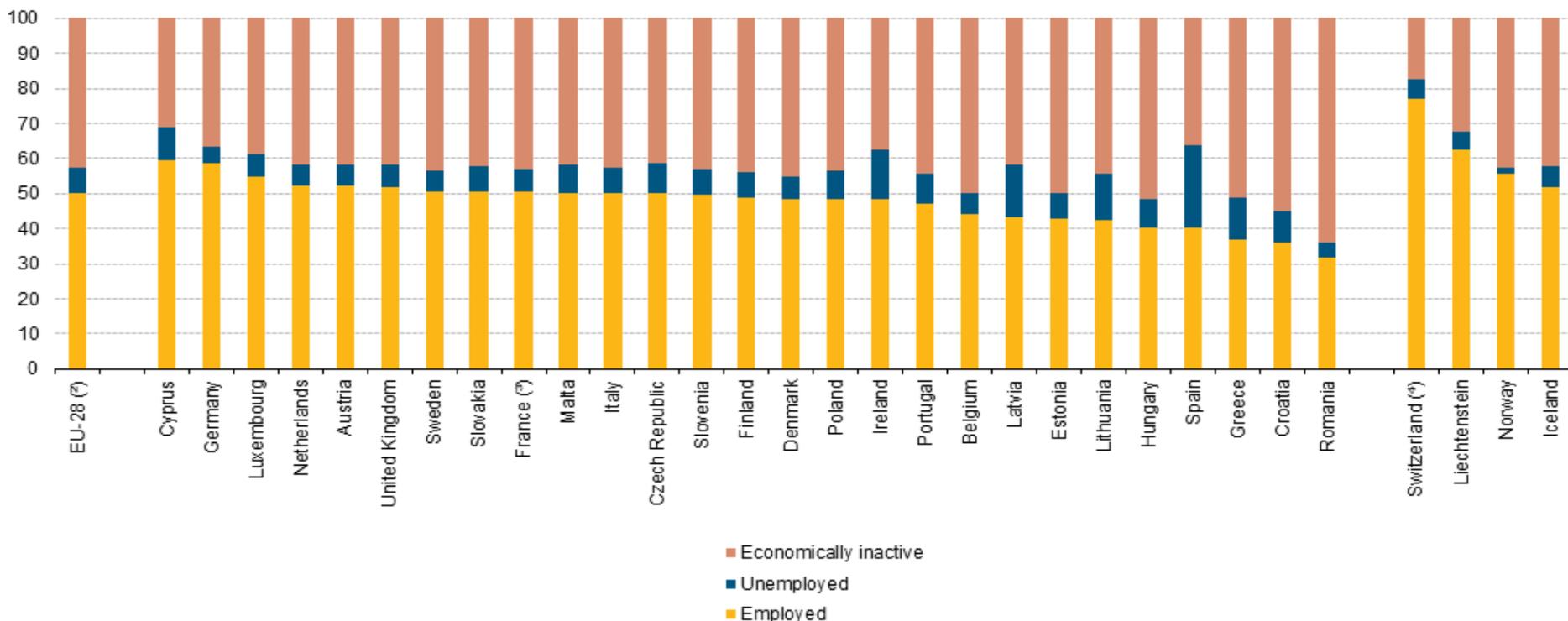
Number of EU citizens that are common residents in the rest of the EU as of 1 January 2016, EU-28 (million)



Note: Cyprus and Malta have not provided detailed data by individual EU citizenship. The United Kingdom and Spain have provided detailed data by individual EU citizenship only for the most numerous ones.

Source: Eurostat (online data code: migr_pop1ctz)

Residents who moved in the 12-month period prior to the census, by activity status, 2011 ⁽¹⁾ (% of the total number of people who moved)



⁽¹⁾ Bulgaria: not available.

⁽²⁾ Excluding Bulgaria.

⁽³⁾ Low reliability.

⁽⁴⁾ Persons aged 15 years and older.

Source: Eurostat (Census hub HC17)

Keep in mind!

Art. 39 of the Treaty establishing the European Community:

- The freedom of movement of workers is one of the founding principles of the European Union.

ET 2020 target:

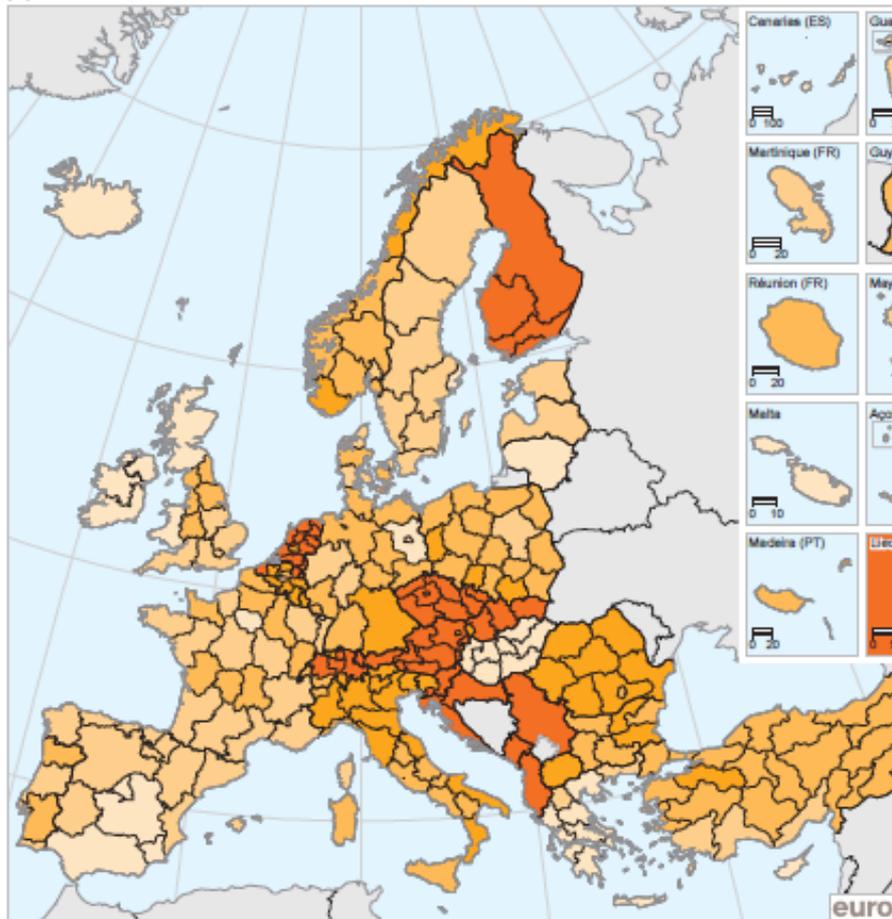
- At least 6% of young people (aged 18-34) with an initial vocational education and training qualification should have had an IVET related study or training period (including work placements) abroad lasting a minimum 2 weeks.

Euro barometer – August 2017

- A large majority of Europeans in all 28 EU Member States continue to support **“the free movement of EU citizens who can live, work, study and do business anywhere in the EU”** (81%, unchanged since autumn 2016). Close to one in five Europeans envisage working abroad in the future.
- A third of Europeans see **unemployment as the most important issue facing their country** (With 29% of mentions).

Can you see a link between IVET and NEETS?

Map 4.2: Share of students in upper secondary education (ISCED level 3) who were following vocational programmes, by NUTS 2 regions, 2015 (%)



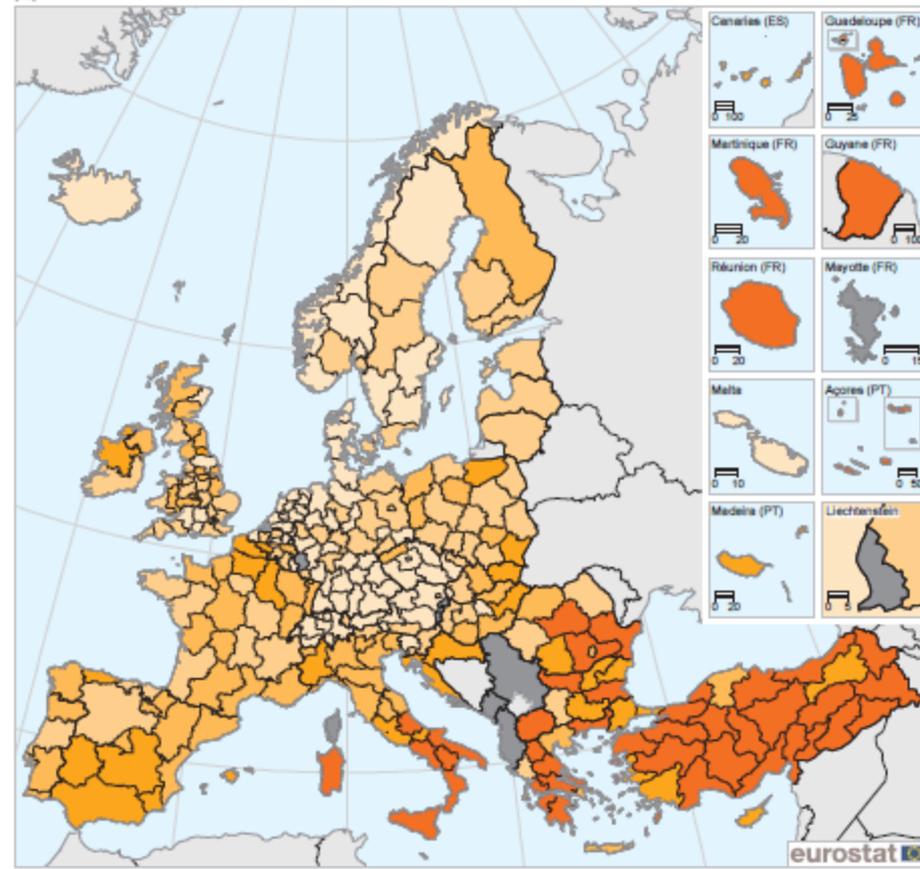
(%) Administrative boundaries: © EuroGeographics © UN-FAO Cartography: Eurostat - GISCO, 07/2017

EU-28 = 48.1

- < 35
- 35 - < 45
- 45 - < 55
- 55 - < 65
- >= 65
- Data not available

Note: Germany and the United Kingdom: NUTS level 1. Serbia: national data. Greece: 2014. Ireland: 2013. EU-28: estimate.

Map 4.4: Share of young people aged 18–24 neither in employment nor in education or training (NEETS), by NUTS 2 regions, 2016 (%)



(%) Administrative boundaries: © EuroGeographics © UN-FAO © Turkstat Cartography: Eurostat - GISCO, 07/2017

EU-28 = 15.2

- < 10
- 10 - < 15
- 15 - < 20
- 20 - < 25
- >= 25
- Data not available

Note: Oberösterreich (DE24) and Limousin (FR63): 2015. Vorarlberg (AT34): 2014. Includes data of low reliability for some regions. Source: Eurostat (online data code: edat_psa_22)

Erasmus+ contribution in 2015 VET mobility projects

- In 2015, 3,086 VET mobility projects were funded for a total grant of EUR 267 million, which is a success rate of 47%. This is slightly lower in absolute numbers compared to 2014 (-2%), but the average size of the project has increased, leading to a higher total number of participants.
- Under the 2015 call, 85% of the 130,000 participants were VET learners performing traineeships abroad (of which 75% in companies and 25% in VET institutions), while the remaining 15% were VET staff.

Erasmus+ contribution in 2015 VET mobility projects

ANNEX 6A – KA102 –VET learners and staff mobility - Projects contracted under call 2015

Data Sources = EPluslink - BO Report EPO27 (extraction date = 10/11/2016)

NA	PROJECTS			GRANT (EUR)							
	SUBMITTED	CONTRACTED	SUCCESS RATE	TOTAL	BY ACTIVITY				AVERAGES		
					Staff Training	Training/Teaching Assignments	Learners in Companies	Learners in Vocational Institutes	per Project	per Staff	per Learner
AT01	115	104	90%	5,188,954	100,401	55,768	3,794,657	166,908	49,894	730	1,273
BE01	24	22	92%	1,671,339	20,230	8,400	1,240,549	171,960	75,970	1,060	1,827
BE02	45	37	82%	2,845,945	83,950	1,810	1,955,022	388,013	76,917	1,009	1,873
BE03	4	4	100%	204,882	8,102		160,030		51,221	675	1,721
BG01	158	69	44%	4,428,574	377,752	41,600	2,531,342	887,980	64,182	1,800	2,125
CY01	19	19	100%	1,202,370	91,588	12,218	714,830	206,634	63,283	1,648	1,928
CZ01	311	122	39%	6,472,391	208,630	961	4,173,133	1,068,717	53,052	970	1,741
DE02	479	464	97%	33,425,792	3,662,218	663,243	17,068,759	4,814,231	72,038	1,048	1,202
DK01	37	32	86%	3,768,640	326,809	63,022	1,876,404	803,805	117,770	1,104	1,415
EE01	33	25	76%	2,089,926	134,676	44,319	1,475,608	118,873	83,597	1,517	2,042
EL01	236	128	54%	6,023,967	1,591,442	38,611	1,137,323	2,242,641	47,062	1,444	1,726
ES01	378	310	82%	21,725,514	947,272	45,723	17,236,817	1,307,002	70,082	1,140	3,497
FI01	49	42	86%	4,892,735	440,220	187,635	2,897,272	351,708	116,494	953	1,362
FR01	461	323	70%	28,728,963	3,626,283	506,850	18,349,813	1,503,917	88,944	1,428	1,338
HR01	84	33	39%	2,341,458	105,846	9,666	1,391,506	439,990	70,953	1,229	1,564
HU01	165	105	64%	6,022,019	634,237	72,474	3,384,106	906,302	57,353	1,099	1,680
IE01	21	17	81%	1,722,587	246,091	62,260	1,031,057	143,479	101,329	1,649	2,057
IS01	11	8	73%	579,153	63,817	0	255,538	189,098	72,394	1,636	2,728
IT01	325	82	25%	25,329,200	1,063,567	121,296	20,952,895	524,063	308,898	1,434	2,983
LI01	1	1	100%	152,217				130,517	152,217		1,838
LT01	115	68	59%	3,932,525	672,336	14,382	2,107,601	461,656	57,831	1,174	1,674
LU01	5	4	80%	597,777	32,375		484,552		149,444	875	2,387
LV01	40	33	83%	2,625,911	144,681	56,535	1,245,225	874,320	79,573	1,397	2,724
MK01	29	16	55%	626,999	91,313	26,224	113,455	302,207	39,187	1,754	1,807
MT01	11	9	82%	574,865	172,091	11,840	312,434		63,874	1,821	2,097
NL01	48	44	92%	9520,912	1,498,788	229,899	5,578,317	838,108	216,384	1,119	2,072
NO01	60	57	95%	3,605,968	227,380	32,258	1,918,642	1,085,838	63,263	1,434	2,963
PL01	515	250	49%	21,258,466	708,483	23,158	12,105,485	5,098,640	85,034	1,107	1,772
PT01	131	45	34%	7,221,560	455,206	91,527	5,743,824	138,453	160,479	1,286	2,960
RO01	228	101	44%	10,108,090	327,720		5,921,528	2,513,545	100,080	1,791	2,094
SE01	67	56	84%	4,500,374	394,066	87,761	2,691,207	622,340	80,364	1,128	1,978
SI01	48	33	69%	2,546,570	146,056	49,322	1,494,321	460,471	77,169	1,366	1,587
SK01	148	83	56%	4,193,493	81,198	3,980	2,464,890	988,725	50,524	1,121	1,690
TR01	1,944	214	11%	18,457,853	1,758,109	96,395	5,162,319	8,292,179	86,252	1,644	1,542
UK01	185	126	68%	18,229,886	610,994	881,985	11,094,337	3,480,470	144,682	1,691	2,121
TOTAL	6,530	3,086	47%	266,817,854	21,053,927	3,541,122	160,064,798	41,522,790	86,461	1,269	1,821

PARTICIPANTS

ORGANISATIONS



TOTAL	BY ACTIVITY					OUT OF WHICH			TOTAL
	Staff Training	Training/Teaching Assignments	Learners in Companies	Learners in Vocational Institutes	Apprentices	with special Needs	with fewer Opportunities	Accompanying Persons	
3,325	143	71	2,874	237	1,235	18	34	86	805
800	22	5	683	90	538	56	31	150	71
1,336	83	2	1,010	241	640	2	61	163	129
105	12		93		93				21
1,842	217	16	1,188	421	406	13	116	163	154
541	57	6	372	106	32		15	35	49
3,227	215	1	2,283	728	913	48	135	310	433
22,326	3,711	416	13,818	4,381	15,679	199	645	394	2,230
2,247	299	54	1,310	584	564		95	122	230
899	101	17	702	79		18		3	211
3,087	1,104	25	634	1,324	1,617	12	15	190	313
6,174	844	27	4,739	564	699	75	213	152	2,001
3,045	468	191	2,096	290	30	156	50	109	590
17,736	2,585	309	13,441	1,401	4,329	156	1,064	1,927	1,582
1,265	85	9	856	315	245	13	43	138	103
3,197	571	72	1,902	652	2,340	36	611	306	388
758	138	49	500	71	25	81	253	56	89
202	39		65	98	61				44
8,026	740	86	6,879	321		44	219	496	1,151
71				71	62			9	5
2,120	574	11	1,212	323	1,366	134	150	187	281
240	37		203		53				16
922	98	46	427	351		6	17	72	157
297	51	16	67	163	177	10	28	29	37
250	93	8	149		25		3		59
4,642	1,324	221	2,602	495	893	37	120	58	491
1,195	161	20	576	438	342	40	15	169	304
10,370	641	20	6,449	3,260	8,600	72	721	888	719
2,412	362	63	1,890	97	1,611	48	297	97	446
4,211	183		2,866	1,162	767	132	700	319	452
2,102	392	35	1,345	330	476	78	53	44	246
1,375	109	34	921	311	597	21	190	173	145
2,120	72	4	1,391	653	945	3	213	246	275
9,851	1,075	53	3,228	5,495	793	199	1,270	889	861
7,754	411	472	4,928	1,943	1,583	75	2,296	1,221	571
130,070	17,017	2,359	83,699	26,995	47,736	1,782	9,673	9,201	15659

The Romanian experience

- NA is currently carrying out research on themes linked to the impact of the mobility projects on the participants behavior.
- In September 2017 – a study called *What are students learning through project mobility and not in school?*, with a special focus on IVET mobility participants.

"În școală fiecare muncește pentru el. În proiecte am învățat să lucrăm împreună pentru un rezultat bun de care să ne bucurăm cu toții. În școală accentul se pune foarte mult pe teorie, dar cultura universală nu poate fi învățată teoretic. Cu ajutorul proiectelor am luat parte la viața de zi cu zi a unor persoane din alte țări și am ajuns să le cunoaștem și să le înțelegem mai bine cultura."

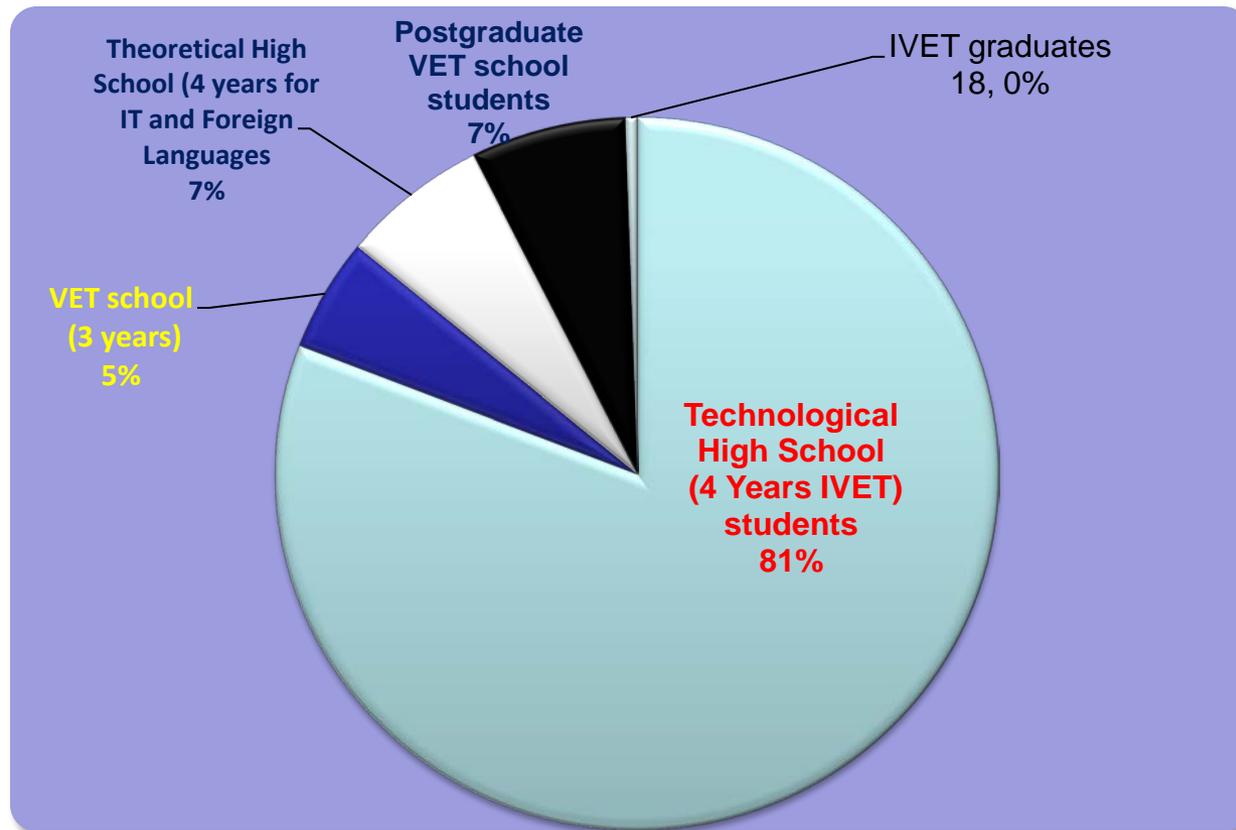
Ce învață elevii în proiecte și nu învață la școală

"Am învățat cum să rețin multe informații prin faptul că văd liber lumea nu doar din imagini și vorbele profesorului și, nu în ultimul rând, cum învățatul poate fi ceva plăcut și distractiv nu doar stresant, cum îl percep majoritatea elevilor."

"În urma participării la proiectele Erasmus+, am realizat că toate activitățile extrașcolare de acest tip reprezintă niște experiențe benefice interacțiunii dintre oameni; îți formează caracterul și îți dezvoltă abilitățile într-un mod recreativ-social pregătindu-te pentru viață. Am conștientizat că putem schimba pozitiv lumea în care trăim doar dacă ne schimbăm pe noi înșine mai întâi. Am învățat că trebuie să ne trăim viața frumos, într-un mod echilibrat și să prețuim timpul, canalizând-ul pe lucrurile cu adevărat

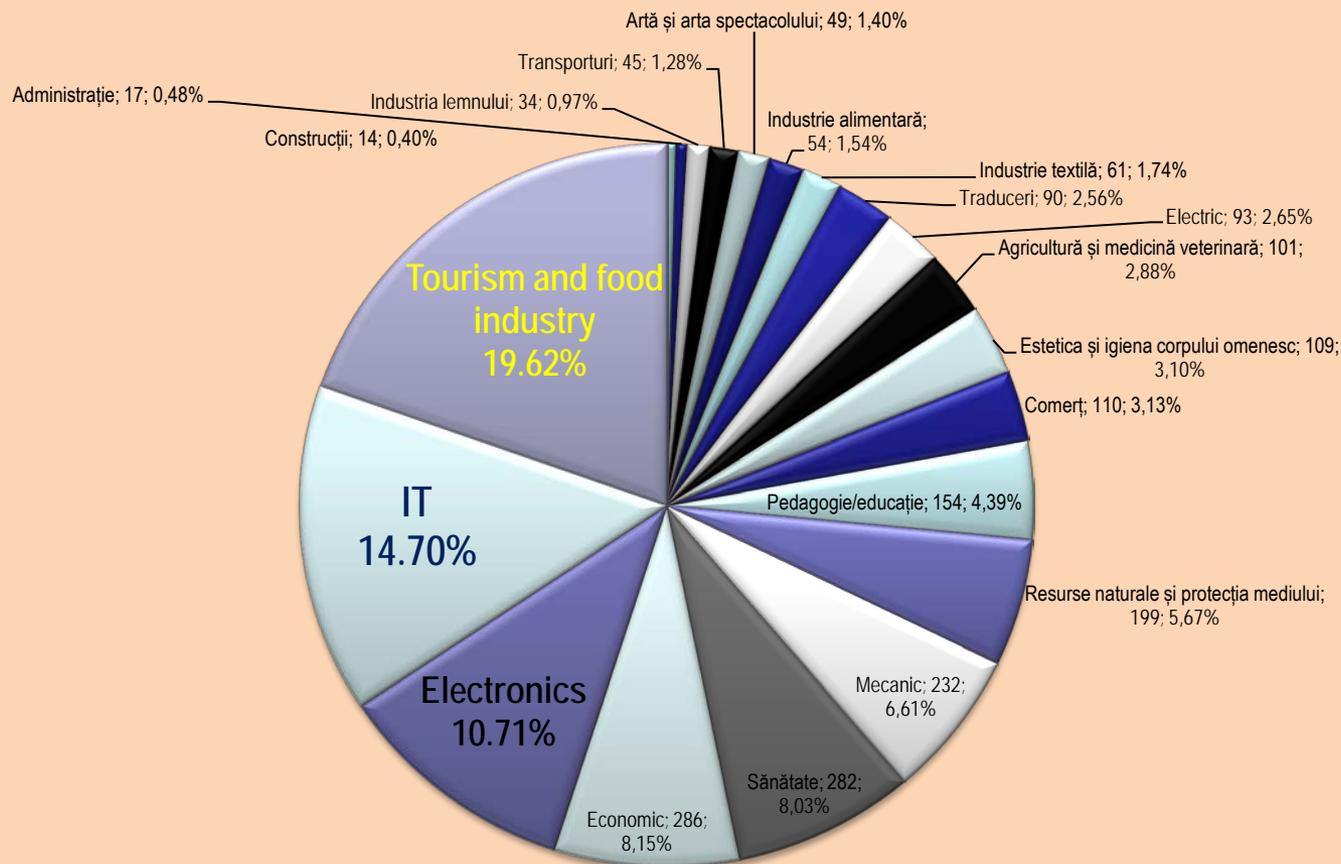
IVET Mobility (I)

The majority of students participating in vocational training mobility (93.39%), funded in 2014, come from VET schools:



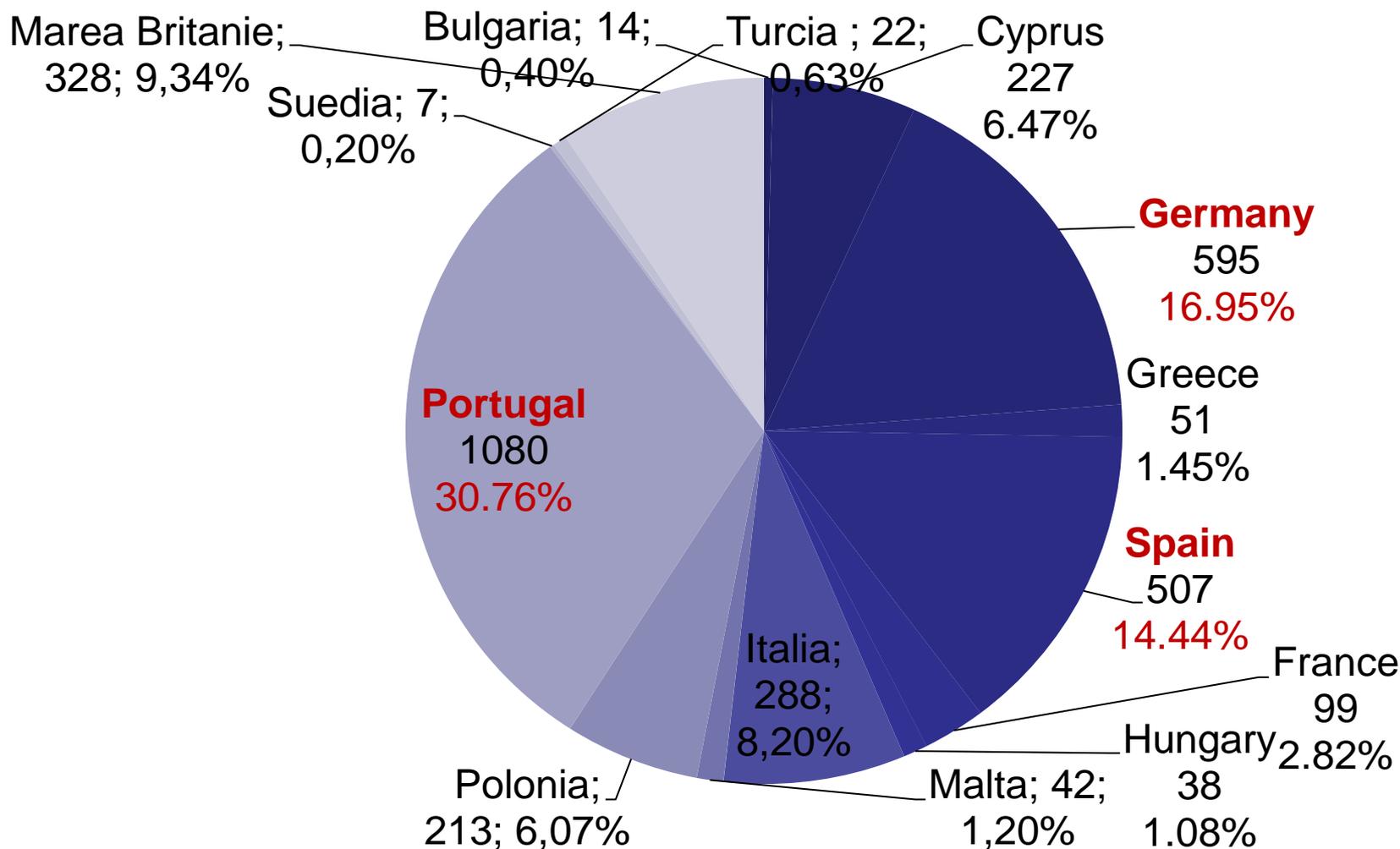
IVET Mobility (II)

What are the most wanted VET domains?



IVET Mobility (III)

What are the countries targeted by the beneficiaries?



IVET Mobility (IV)

What are the LOs acquired by the students in mobility projects?

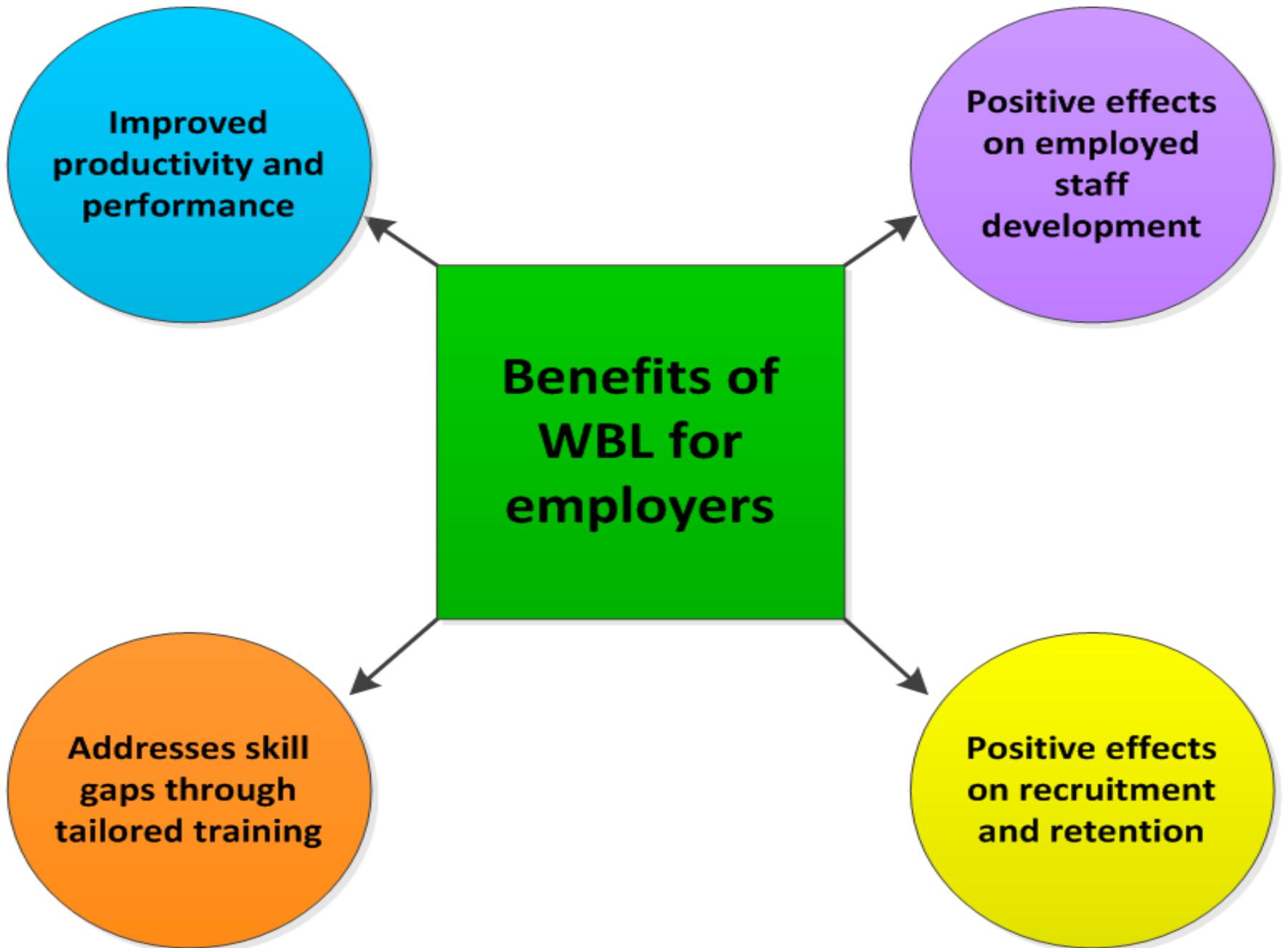
- **92,96%** of students said that the main reason to participate in the mobility project was the desire to develop their technical/professional competences

The LOs most frequent chosen:

- I learned to learn;
- **I learned how to work in a laboratory;**
- I improved my use of IT tools;
- **I developed the ability to solve real life problems.**

Main conclusions of the study

- Work-based learning provides a bridge to the labour market.
- WBL aids the transition from education to the world of work and contributes to the development of highly relevant skills for the labour market.
- IVET students are happier with a WBL model/ system than with a theoretical pathway.



Thank you for your time and attention!

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