

EuroDuaLE

INTELLECTUAL OUTPUT 1

**Labour demand analysis
and road mapping
of youth mobility in Europe**

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1. Introduction: Background and Aims of the Project

The European Commission has clearly stated in the 2020 Strategy the will for a smart, sustainable and inclusive growth, increasing significantly the investments for higher education, research and innovation. Europe increasingly needs people with the right combination of transversal competences, digital skills, creativity and adaptability, together with solid technical knowledge depending on the specific field. However, a growing number of employers in the private and public sector highlight the disequilibrium and the gap between graduates' skills and labour market needs, along with the relevant difficulties to recruit people matching with their constantly evolving needs (skills mismatch).

Higher education programmes often lag behind compared to the emerging needs of the economy in general, and specifically to emerging career paths. High youth unemployment, even among highly skilled young adults, is the result of such delay, particularly dramatic in southern Europe.

High unemployment rates, combined with emerging disparities in the labour market between skills demand and supply (acquired through traditional education) call for urgent action. To facilitate youth integration in the labour market, and their actual placement, there is the need to fill this gap and skills mismatch. In this context, dual learning programmes seem to have the potential to increase substantially the employability of young people, helping to reduce skills mismatch thanks to the possibility of combining theory with practical applications, working or participating in work-based experiences during their educational course.

From another point of view, an answer to high unemployment rates seems to be the labour mobility, which has a positive impact on the labour market, helping to balance high and low unemployment across different European regions. Also for this reason, the European Union is promoting labour mobility by removing barriers and by helping job-seekers and employers find each other.

Taking into consideration these two dimensions, **the aim of EuroDuaLE is to combine dual learning and international labour mobility, making the integration of these two components a strategic action.**

EuroDuaLE aims to open the road for a **transnational cooperation for the development of an integrated transnational dual learning framework and transnational dual learning programmes in higher education**, by expanding among EU Members States "the apprenticeship approach" (or in general a work-based learning approach) and providing higher education students with new curricula, combining formal with on-the-job training, and geographical mobility (giving the possibility to HE students to do part of their training in foreign companies) and virtual mobility, thanks to the collaboration with companies and employers and the potential of ICT solutions.

In this view, **the first phases of the EuroDuaLE project consist in analysing and understanding the context in which the European dual**

learning approach should take place and which are the main issues to take into consideration for a successful implementation of the EuroDuaLE model. In particular, considering that the EuroDuaLE project is based on the dimensions of international mobility and dual learning, first of all the project investigate these factors. Therefore, **the present intellectual output analyses “youth learning and labour mobility” in Europe**, while **the second intellectual output explores the state of art of existing dual learning programmes**, highlighting strengths and shortcomings, benefits and aspects that need improving for students and companies, as well as the permeability of higher education institutions (HEIs).

These analyses are the starting point for designing the EuroDuaLE framework.

2. The Definition of Mobility

Since the aim of the EuroDuaLE project is to combine dual learning and transnational labour mobility of young people, it is needed to investigate the current situation of youth mobility in Europe, starting from the definition of labour mobility we refer to.

There are two types of **labour mobility**: the **geographical mobility** and the **job mobility**.

The **job mobility** can consist in just moving from one employer to another or involve changing one's job profile or career level (with or without a change in employer)¹. The latter relies heavily on internal labour markets while the former suggests the external labour market mobility. According to J. Winterton (2005) and T. DiPrete (1987), the job mobility could be vertical as in career progression or lateral (horizontal) as in movement between sectors². It is noteworthy to mention that the mobility in the external labour market (aka. lateral, horizontal, intersectoral) in a wider sense deals with the perspective of transitions in labour market status in which individuals can move between employment, unemployment and inactivity over time³. A number of challenges intertwined with this typology when it comes to consider different companies, sectors or even countries.

On the other hand, the **geographical mobility** may involve a move from one region to another within the same country (internal mobility or regional mobility) or a move across national borders (international mobility). Within EU the international mobility becomes intra-EU mobility. The geographical intra-EU mobility is one of the fundamental principles of the Treaty of the European Union (art. 39): the freedom of movements of workers⁴. This type of mobility is sometimes called spatial⁵ which not only concern geographical mobility of people, but also material and immaterial goods, and information⁶.

Furthermore, the Council of Europe defines **learning mobility as transnational mobility undertaken for a period of time, consciously organised for educational purposes or to acquire new competences or**

¹ European Commission DG Employment, Social Affairs and Equal Opportunities, *Skill Mismatches and Labour Mobility*, Report, 2015, p. 1 e 9.

² J. Winterton, 2005. *From Bologna to Copenhagen: Progress towards a European credit transfer system for VET*, International Journal of Training Research, 3:2, pp.47-64, DOI: 10.5172/ijtr.3.2.47; see also: Thomas A. DiPrete, *Horizontal and Vertical Mobility in Organizations*, Administrative Science Quarterly, Vol. 32, No. 3 (Sep., 1987), pp. 422-444.

³ M. Ward-Warmedinger, C. Macchiarelli, Transition in Labour Market Status in the EU, in IZA Report, December 2013, no. 7814, p. 2.

⁴ Art. 79 and 80, TFEU.

⁵ A. Favell, E. Recchi, *Social Mobility and Spatial Mobility*, in *Sociology of the European Union*, 2010, chapter 3, p. 5; see also: Can M. Aybek, J. Huinink, R. Muttarak, 2015. *Spatial Mobility, Migration, and Living Arrangements*, Springer international publishing.

⁶ Spatial mobility – Hypergeo, 2016.

<http://www.hypergeo.eu/spip.php?article526#> (accessed 16 February 2016).

knowledge. It covers a wide variety of projects and activities and can be implemented in formal or non-formal settings⁷.

In this report we focus on geographical labour mobility. Moreover, by extending the definition of the Council of Europe we focus on the transnational mobility of young people connected not only to learning purposes, but also to professional purposes with a focus on work-based training schemes in forms of apprenticeship, traineeship/internship, school-work alternation and other accepted forms in the European member states.

It has been demonstrated that geographical mobility connected to professional training experiences may result in better skill matches for youth⁸. Returns to human capital formation may increase, which changes the incentives to invest in human capital. Improved skill matches and accelerated human capital formation may foster economic growth across the continent. The geographical mobility has a positive growth effect associated with free movement of human capital reducing labour market imbalances, improved skill matches in an integrated market, higher investment into education, and a higher level of innovation and entrepreneurship⁹. A more mobile labour force and expanded labour market have the potential of sustaining economic growth by promoting human capital's access. As the labour market functions through search and matching, openness to intra-EU geographic mobility will improve skill matches in the European labour market. Employers can choose from a larger pool of applicants, and young workers can screen a larger number of job offers. If it is possible to fill vacancies at a higher rate, or if the average quality of job matches improves, employers may in fact post more jobs, thereby reducing the high level of youth unemployment¹⁰.

⁷ The council of Europe, 2015. European platform on learning mobility.

<http://pjp-eu.coe.int/web/youth-partnership/european-platform-on-learning-mobility> (accessed 03 March 2016).

⁸ European Commission DG Employment, Social Affairs and Equal Opportunities, *Skill Mismatches and Labour Mobility*, Report, 2015, p.4; See also: European Commission DG Employment, Social Affairs and Equal Opportunities, *Geographic mobility in the European Union: Optimising its economic and social benefits*, Final Report, April 2008, p. 5.

⁹ *Ibid.*, p. 5 ss.

¹⁰ *Ibid.*, p. 78.

3. The EU and National Context for Policies on Youth Mobility and Dual Learning

3.1. The EU Framework

Before proceeding with an overview of national policies and programmes on **youth mobility related to learning and working purposes**, it is noteworthy to give an overview of the EU and national contexts within which these policies and programmes are placed.

The free movement of workers and in general of citizens is one of fundamental rights in the EU Treaties.

On one hand learning mobility for the purpose of acquiring new skills is considered to be important with reference to reinforce education, training and non-formal learning and at the same time is one of the fundamental ways in which young people can strengthen their future employability as well as their personal development.

On the other hand, EU institutions believe that increasing labour mobility is “a strategy to reduce discrepancies between supply and demand in European labour markets”¹¹, related to the coexistence of labour and skill shortages together with unemployment. Moreover, the labour mobility has positive impact on labour market not only by correcting “imbalances between high and low unemployment regions”¹², but also by promoting “the dissemination of knowledge and innovation across Europe”¹³. For these reasons, the EU supports and promotes the geographical labour mobility in Europe by aiming at removing obstacles that prevent it.

To enable labour mobility, the access and portability of social security rights within the EU is a key element. Actually, “EU citizens and their family members have experienced numerous obstacles in accessing old age pensions, healthcare, family benefits and unemployment benefits in the Member States. Most of the problems reported in accessing social benefits concern old age pensions”¹⁴. Moreover, it seems that “social security portability for migrants does not in practice follow a straightforward or linear route from contributions, to entitlement, to benefit access and portability”¹⁵.

¹¹ Eurofound, *Labour mobility in the EU: Recent trends and policies*, Publications Office of the European Union, Luxembourg, 2014, p. 3.

¹² European Commission – DG Employment, Social Affairs and Inclusion, *Labour Mobility in the EU: facts, figures and the labour mobility package*, 2015, p. 9.

¹³ European Commission – DG Employment, Social Affairs and Inclusion, *Labour Mobility in the EU: facts, figures and the labour mobility package*, 2015, p. 9.

¹⁴ European Parliament, *Obstacles to the right of free movement and residence for EU citizens and their families. Comparative Analysis*, Policy Department C, Brussel, 2016, p. 12.

¹⁵ E. Carmel, B. Sojka, K. Papiez, *A comparative analysis of the portability of social security rights within the European Union*, Institute for Policy Research, University of Bath, 2016, p. 2.

In particular, the portability of supplementary pension rights is still an open question in term of implementation, since the relevant Directive 2014/50/EU has been adopted, but Member States have time to transpose into national law until 21 May 2018.

Others obstacles to labour mobility are the difficulty in getting recognition of professional qualifications and recognition and validation of competences gained through non-formal and informal learning experiences.

3.2. The National Contexts

With reference to national contexts in which policies are implemented, in **Belgium**, there are many actors (public, private, collective and individual) involved when trying to ensure the transition of young people from education into the labour market. This process has been compared to a 'patchwork' of conflicting relations between all parties involved and unfortunately often hampers a smooth transition (Franssen 2014). But to better understand policy-making related to mobility in Flanders (Belgium), it is important to know which bodies are responsible. In Belgium responsibilities related to labour, employment and social economics are distributed across the federal government, the communities (Flemish Community, French Community and German-speaking Community), and the regions (Flemish Region, Brussels Capital Region and Walloon Region) (<http://www.werk.be/over-werk-sociale-economie/beleid/federaal>).

The federal government is responsible for labour law and social security law, including unemployment regulations. The competences of the communities are related to formation, education and support such as social promotion, training and occupational retraining. The regions are responsible for the actual employment policy. This involves labour mediation, employment programmes and the application of the norms governing the employment of foreign workers.

In **Spain**, mobility policies have not occupied, to date, a central role in training policies and youth employment. There is no linkage between the various forms of youth employment and the concept of mobility. Therefore, there is not a specific preoccupation of the government on this matter, neither a relationship between the rules of apprenticeship or traineeships and the mobility. The mobility inside the country, among its different regions as a part of a trainee or an apprenticeship is not very common. There is not a real development of an intersectorial dual training mobility system. Although, it is possible to find national and regional programmes to promote mobility in the framework of the Youth Guarantee, they are still are not implemented. Mobility works in these cases as an instrument to complete the training or to obtain new employment.

In the **UK**, the government is committed to maintain a level of sustainable growth in the labour market and a number of actions to address youth unemployment have been taken. However, there is no clear strategy to promote inward or outward geographical mobility (EU, 2016). Recent policies

open up the space for government to address the skills shortage and it is prioritising developing higher skills through vocational education and training. Employers are encouraged to create opportunities for apprenticeships. In addition, the policy urges government to work with local partners to provide the necessary support and services to less advantaged groups seen as being at risk in terms of employability. Lastly, it focuses on providing 'the right jobs for the right people' helping unemployed youths with their rehabilitation (HM Government, 2015). Because of the improvement of the UK economy, employment opportunities for young people have increased. The level of youth unemployment in Britain has been declining. In December 2015, the rate among young people aged 16 to 24 was 13.5% (Dar, 2016), the sixth lowest position in the EU (Statista, 2016).

With regard to **Italian** institutional context of youth mobility related to professional training purposes, two legislative acts, namely the labour market reform "*Jobs act*" and the school reform in the State Education "*Buona Scuola*", are nowadays the backbone of the Italian "dual system" aiming at widening the share of apprenticeships, traineeships and other work-based learning opportunities, both for learners and for companies¹⁶. The new dual system established in 2015, has given the possibility of including students in three different levels in apprenticeship pathways to acquire either a technical qualification or be hired with an apprenticeship contract and gain a professional or higher education qualification (see also the Italian country report). The new features of apprenticeship reform aim also to improve the quality of "on the job training", while assuring at the same time the right to education of apprentices.

In the context of dual learning, the mobility dimension is not specifically considered. Otherwise, from a general point of view, some functions assigned to the National Agency for the active labour market policies (ANPAL), created under the Jobs Act, are relevant with regard to labour mobility, namely the reorganization of employment incentives, the coordination of EURES activities¹⁷, establishing methods regarding incentives to geographical mobility¹⁸ and the specialized and individualized guidance, through skills assessment and analysis of any needs in terms of training and work experience¹⁹.

In **Germany** increasing the mobility of young people, making them aware of the possibilities of training and working abroad and reducing mobility barriers are main issues in the German debate on skill shortages. (e.g. see: Oltmer, Jochen (2011): Räumliche Mobilität und Qualifikation – eine historische Perspektive In: BWP 4/2011, 6-10).

¹⁶ National commitment of Italy for European Alliance for Apprenticeships, 2013. <http://ec.europa.eu/social/BlobServlet?docId=14190&langId=en> (accessed 16 February 2016).

¹⁷ Par. 3.1, art. 9, comma 1, lett. d), d.lgs. n. 150/2015, of which the implementation decision of 26 November 2012 of the Commission implements the regulation of (EU) No. 492/2011 of the European Parliament and of the Council of 5 April 2011.

¹⁸ Art. 9, comma 1, lett. m), d.lgs. n. 150/2015.

¹⁹ Art. 18, comma 1, lett. c), d.lgs. n. 150/2015.

Generally, it can be said that mobility policies have been promoted very much and are still seen as an additional benefit in training policies, notably with regard to youth employment. In fact, the youth mobility programmes were part of the successful improvement of the unemployment rate of young people in Germany, which is decreasing since 2005, when 12.5 % of the under 25-year-olds were without work. In 2015 the unemployment rate was 5.4%.

Government planned to double the mobility rate of trainees till 2017. Furthermore, it is planned to raise the amount of apprentices in initial VET having been abroad to 10%. (European Union plans 6%). At the moment about 4% of apprentices go abroad for training purposes.

4. EU Programmes and Measures for Youth Mobility and Dual Learning

With particular reference to young people, the EU Commission launched several programmes to address the problem of youth unemployment: Youth Employment Initiative in 2013 with the aim of strengthening measures defined in the Youth Employment Package; Youth Employment Package in 2012, including Youth Guarantee and the European Alliance for Apprenticeships; Youth on the Move with Youth Opportunities Initiative (consisting of actions supporting people who left school or training to return to school or enrol in vocational training or graduates to get a first work experience) and Your first EURES Job.

Among these main measures, some of them (Your first EURES Job, allocations from the ESF to support cross-border mobility schemes, Erasmus+) aim to increase youth mobility in the view of supporting young people to find a job, traineeship or apprenticeship in another EU country. More recently, to support intra-EU labour mobility, the reform of the European network of public employment services (EURES) and related increased resources aim to increase transparency by sharing information about jobseekers and job vacancies, to better support job search and recruitment across Europe and to better connect jobseekers and employers in Europe.

More in details, in April 2013, EU Member States made a commitment to ensure young people's successful transition into work by establishing the **Youth Guarantee** scheme. The aim is to offer all young people under 25 a job, apprenticeship, traineeship, or continued education. All Member States have started the implementation of the Youth Guarantee. Member States which have regions with youth unemployment rates above 25% have been provided with funding (via Youth Employment Initiative) to be invested in active policies and, among others interventions, to "**promote labour mobility** by making young people aware of job offers, traineeships and apprenticeships and available support in different areas and provide adequate support for those who have moved [YG rec 18]"²⁰.

The **European Alliance for Apprenticeships** (EAfA) is an initiative which brings together governments with other key stakeholders (businesses, social partners, chambers, vocational education and training (VET) providers, regions, youth representatives and think tanks) with the aim to strengthen the *quality, supply and image* of apprenticeships in Europe.

The European Alliance for Apprenticeship, which has 26 Member States today, including **Italy, Germany, Spain, Belgium and the UK**, recognizes the value and benefits of apprenticeships for youth employment, social inclusion, adaptation of skills and economic competitiveness, and it is committed taking steps to strengthen and improve training programmes and work for young people, and also to encourage mobility of apprentices in Europe.

²⁰ *Ibid.*

However, the Alliance does not provide funding itself. Nevertheless, a number of relevant European funding schemes are available for apprenticeship projects: the European Social Fund²¹ supports setting up or improving apprenticeship schemes; the Youth Employment Initiative²² supports the delivery of the [Youth Guarantee](#); Erasmus+ supports mobility projects, strategic partnerships, and policy reform; the European Investment Bank can provide loans to companies to set up new apprenticeship schemes, EURES and Your First EURES Job are being modernised i.e. to include apprenticeships, Drop'pin@Eures is a website for concrete apprenticeship and training offers, and for facilitating partnerships between companies and organisations.

²¹ European Commission, Employment, social affairs and inclusion, European Social Fund, 2015.

<http://ec.europa.eu/esf/home.jsp> (accessed 16 February 2016).

²² European Commission, Employment, social affairs and inclusion, News, *Commission proposes rules to make Youth Employment Initiative a reality*, 2015.

<http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=1829&furtherNews=yes> (accessed 16 February 2016).

5. National Programmes and Measures for Youth Mobility and Dual Learning

In **Italy**, despite the growing importance of mobility in apprenticeships, national commitments towards the EAfA have not envisaged a direct plan for the geographical mobility.

However, there are some good practices focusing on various objectives of the EAfA namely Fondazione Casa di carità Arti e Mestieri (focus on supply of apprenticeship); CIAPE – Italian Center for Lifelong Learning (focus on supply and quality) which are committed to activate training and working opportunities for young people. YouNet – Fostering European active citizenship and mobility and more recently in 2016 some new examples such as IFOM – Institute for Training, Employment and Mobile Learning²³ (focus on supply and mobility) have started focusing on the mobility aspect.

There are also some European best practices, which are active in Italy e.g. NETINVET – European network of vocational education and training centres and companies (focus on quality, image and mobility) in the area of International Trade & Wholesale and Transport & Logistics. The network covers today 8 EU Member States namely **Italy, Belgium, France, Germany, the Netherlands, Portugal, Romania and Spain**²⁴. It aims to promote a vocational education and training system incorporating apprenticeship, to increase the attractiveness and the quality of apprenticeships and to increase the number of mobility exchanges. In particular, the approach allows the exchanges of learners between the different vocational education and training systems. NETINVET network is structured around two tools supporting the mobility of learners: 1) a website dedicated to mobility with a public area presenting the network to the public and a private space providing network members with tools assisting in the communication, organisation of mobility operations, in the enhancement of their experiences and in the evaluation of the network and its quality process; 2) an association assembling the members of the network that ensures the sustainability of the quality process, monitoring, control and evaluation of tools and widely disseminates the culture of the network.

Under **Youth Guarantee** programme, young people aged between 15 and 29 years, resident in Italy – EU citizen or non-EU foreigners, legally staying – not engaged in employment or placed in a school or training course, can be helped by Garanzia Giovani to enhance their skills and educational and professional background to enter into the labour market. Programmes, initiatives, information services, incentives are the measures planned at

²³ IFOM, 2016.

<http://ec.europa.eu/social/main.jsp?catId=1149&langId=en&idPledge=147> (accessed 16 February 2016).

²⁴ NETINVET, 2015.

<http://ec.europa.eu/social/main.jsp?catId=1149&langId=en&idPledge=130> (accessed 16 February 2016).

national and regional level to provide opportunities for counselling, training and job placement, with a view to collaboration between all public and private actors involved. To determine appropriately the level and characteristics of the services and to increase its effectiveness, it was decided to introduce a "profiling" system that takes into account the distance from the labour market, through a personalized approach.

There are other types of mobility for youth under the European Voluntary Service (SVE). For instance, in **Italy**, the programme enables young people aged 18 to 30 years to live up to 12 months in another country working in a non-profit organization. The SVE is funded by the European Commission within the Youth in Action Programme and aims to improve young people's skills. Another important institutional programme is the **Italian National Civil Service**²⁵, which also coordinates some international projects. The latter is managed by the National Office for Civil Service (UNSC) which also coordinates the EU pilot project AMICUS. Other opportunities for cross-border volunteering activities are offered by third sector organizations that organize both short and medium term, as well as labour camps within and outside the European Union.

In **Germany**, next to the implementation of EU programmes (European Alliance for apprenticeships, Erasmus+), some national programmes are developed. the Ministry of Economy and Energy (BMWi) built up the programme "Berufsbildung ohne Grenzen" which shall support projects promote the mobility of young trainees and workers. Under this umbrella several projects started to offer internships as a part of the apprenticeship. For instance, there are several bilateral programmes with France, the United States and Israel namely German-French Youth work; German-French Exchange Programme for Vocational Education; Hello America and ISRAEL – German-Israeli Programme for Cooperation in Vocational Education, which the latter financed by BMBF and the Israeli Ministry of Economy (See further details in the relevant country report).

The "JOBSTARTER plus" programme is financed by the Federal Ministry of Education and Research (BMBF). It is run by the JOBSTARTER Programme Office at BIBB, Interregional mobility will be supported. Under the title of "Development and piloting of interregional cooperation agreements to compensate for disparities in regional training markets – Networks for matching and mobility" several projects with the goal to foster mobility are supported from January 2015. Next to that there are and were also several other programmes such as "Let's Go" supported by "Deutsches Handwerk" for apprentices and interns in **the EU, Norway, Iceland, Liechtenstein, Croatia, Macedonia and Turkey** for a maximum duration of a year and Joachim Herz Stiftung supported by Bavarian Ministry of Education and the

²⁵ The national civil service was introduced by L. n. 64/2001 when military service was still compulsory in Italy. It allowed conscientious objectors to substitute military service with civilian volunteer service. Since 2004, the military service is no longer compulsory and voluntary activities.

German-American Chamber of Trade for the exchange of young apprentice from Bavaria and Hamburg with the US.

Moreover, there are some recently expired programmes with the Netherlands and Norway such as: BAND – German-Dutch Exchange Programme for Trainees (with Netherlands) supported by BMBF, conducted by GIZ (run out); GJØR DET – German-Norwegian Exchange Programme for Trainees.

The German DAAD provides scholarships for students to work at German embassies and institutions, International organizations like UN or EU, German Schools in foreign countries, Goethe institutions etc.

Another programme which is offered in Germany is the Volunteer Service for Young people, which they can do abroad as well. The federal ministry of Economic Cooperation and Development supports this programme since 2007. So every year more than thousand young people can take part in this programme and collect new experiences in other countries and work in social projects. The young people need to be between 18 and 27 years old. The length of such a programme is between 6 and 24 months²⁶.

In the **UK**, the main national programmes are the implementation of EU programmes: Youth Opportunities Initiative (YOI); the Youth Guarantee (YG); European Alliance for Apprenticeship. Moreover, the programme Education Funding Agency (EFA) – Youth Contract (YC) is aimed to engage young British people in Education, Employment & Training (EET) by providing them with full or part-time work including traineeships, supported internships, apprenticeships, volunteering opportunities or paid work placements combined with part-time study. The main aim of the programme is to help young UK nationals to remain in education, training and employment (Newton et al., 2014)

In the UK, there are several bilateral agreements on vocational education with a number of countries, including China (since 2011) and members of the Commonwealth, such as India. However, it is noteworthy to mention these programmes are not specifically aimed at facilitating mobility of learners. Rather, they serve to enhance delivery of vocational education and training, and to improve skills development in those countries, e.g. through the UK India Skills Forum or the UK India Education and Research Initiative. There are no (bilateral) agreements between the UK and other countries to specifically promote the mobility of apprentices, trainees, interns or volunteers other than those provided by the EU (such as Erasmus+).

In **Spain** as well, the main national programmes are the implementation of EU programmes. There are no other national programmes to promote youth mobility to other European countries, or inside the country itself. Usually, mobility flows are rather forced, in view of the difficulties in finding employment within its borders. Nevertheless, there are some specific programmes of this type in the wake of the European Action Plan of labour mobility (2007-2010), which are in a rather embryonic stage, mostly in the context of making up of the Youth Guarantee.

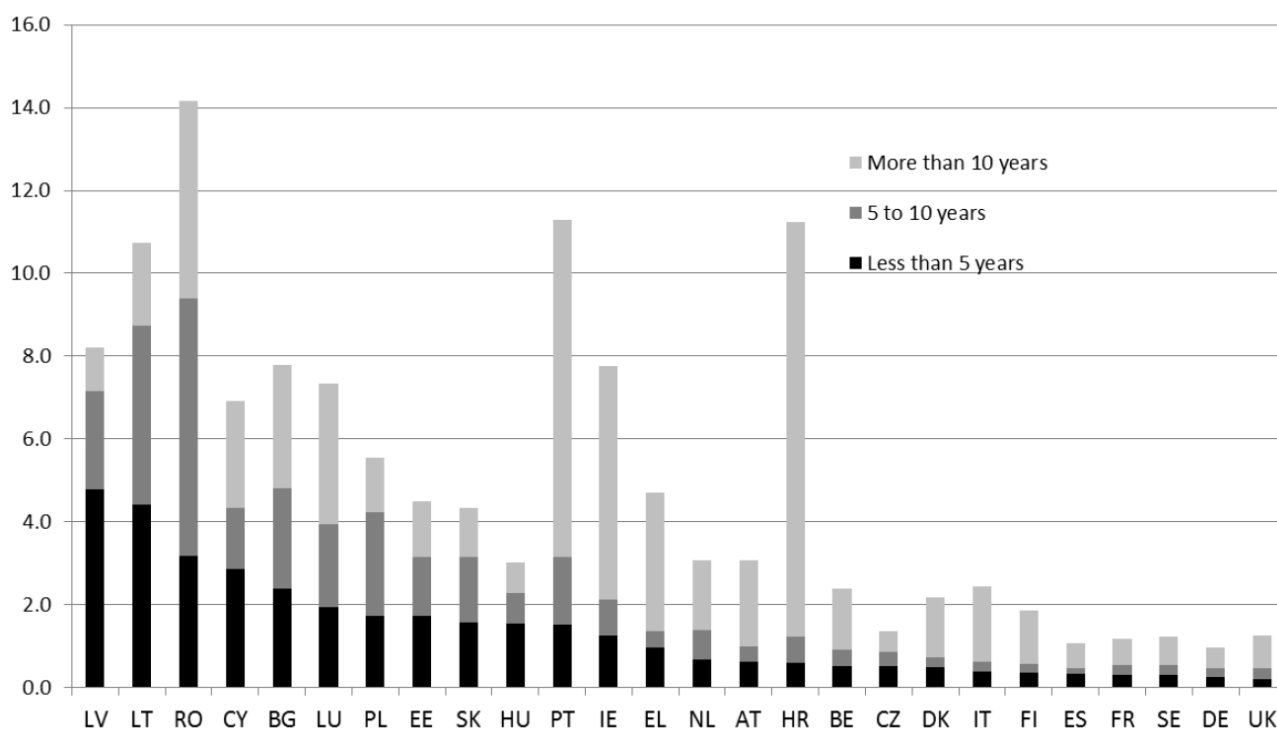
²⁶ IfJ, 2016.

In **Belgium**, in addition to the Youth Guarantee and the European alliance for apprenticeships at the national level there are some incentives/programmes for training mobility such as Youth Work Plan, First jobs, Action Plan Early Drop-outs, Sector Convenants, WIJ! Initiative (werkinleving voor jongeren – work experience on the job for youth) (Werk, 2013). At the international level, these programmes include COMENIUS, which supports partnership between schools in some thematic domains; Leonardo Da Vinci, which seeks to consolidate a European cooperation area for education and training; Erasmus. Focus on mobility and support the creation of the European space of higher education and Grundtvig programmes are designed to respond to challenges arising by the knowledge society.

6. Mobility in Europe: Facts and Figures

As the mobility is a basic component of the transnational dual learning framework proposed by EuroDuaLE, the understanding of mobility flows related to job search, work-based training possibilities and apprenticeships would be essential. Nevertheless, it seems that data on this kind of labour mobility are not available. However, some elaborations give information on intra-EU mobility rates of EU citizens²⁷.

Graph 1: Mobility rates by sending country – mobile EU citizens living in another EU Member State, by years of residence (age group 15-64, 2013 in % of working-age population of country citizenship)



Source: DG EMPL calculations based on Eurostat-EU-Labour force survey

Notes: Figures for MT and SI are too small to be reliable. Figures for CY, DK, EE, FI, LU and SE lack reliability due to small sample size.

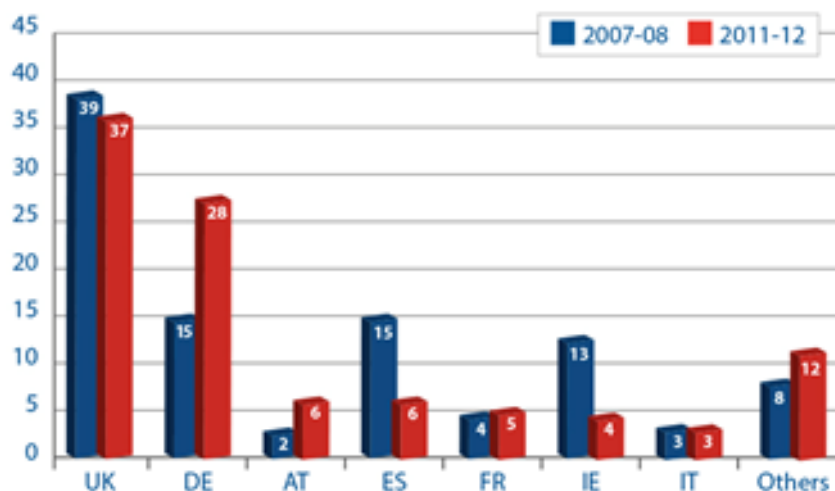
²⁷ Eurostat, *Skills Mismatches and Labour Mobility*, 2013, p. 15.

http://ec.europa.eu/europe2020/pdf/themes/27_skills_gaps_and_labour_mobility_02.pdf.

Romania, Croatia, Portugal, Lithuania, Latvia, Ireland, Bulgaria, Luxembourg and Cyprus – which in the majority of cases have high unemployment – show the highest level of outbound mobility among Member States, while Germany and United Kingdom are the main countries of destination of inbound mobility. However, the level of labour mobility within EU is considered low²⁸ and great labour market imbalances persist, coexisting a high unemployment in the southern countries with labour shortages in the northern countries.

Graph 2: Impact of crisis on distribution of mobile workers by host country

Recent (< 2 yrs) mobile EU citizens (econ. active) by host country (as % of total)



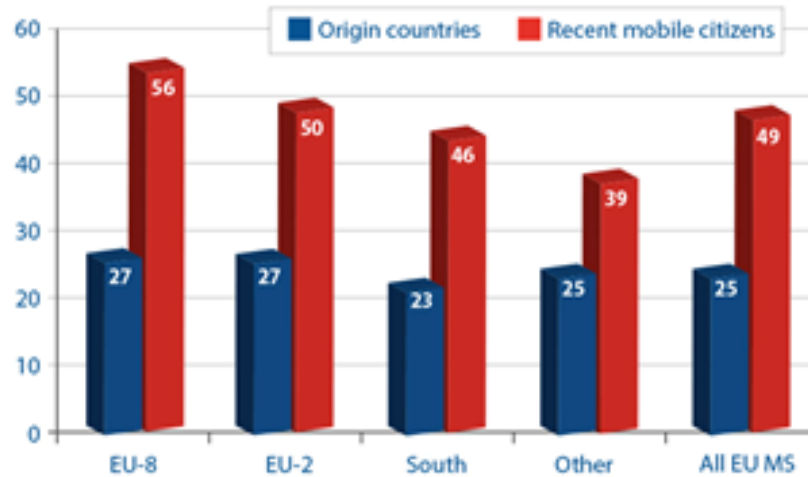
Source: Eurostat(LFS) and EC calculations.

With reference to the mobility of young people, available data show that mobile EU citizens are on average younger than the population of the host country.

²⁸ Eurofound, *Labour mobility in the EU: Recent trends and policies*, Publications Office of the European Union, Luxembourg, 2014, p. 16.

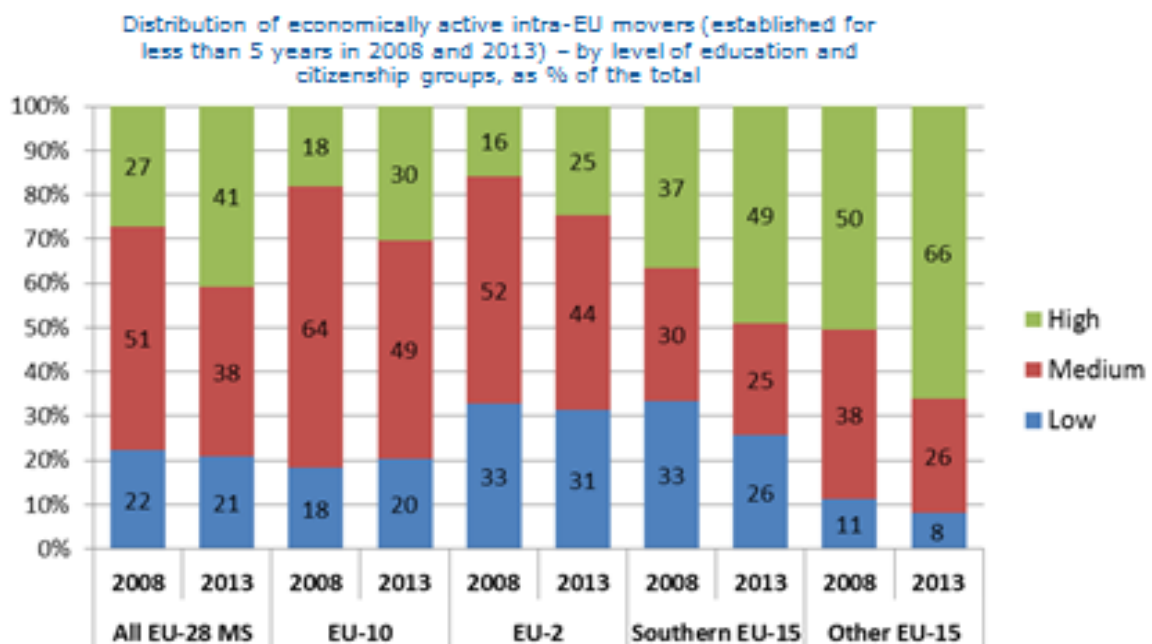
Graph 3: Mobile EU citizens tend to be young

Percentage of young people (15-34) among recent (<10 years) mobile EU citizens and in population of countries of origin, by group of EU countries, 2013



Source: Eurostat EU-LFS and European Commission calculations

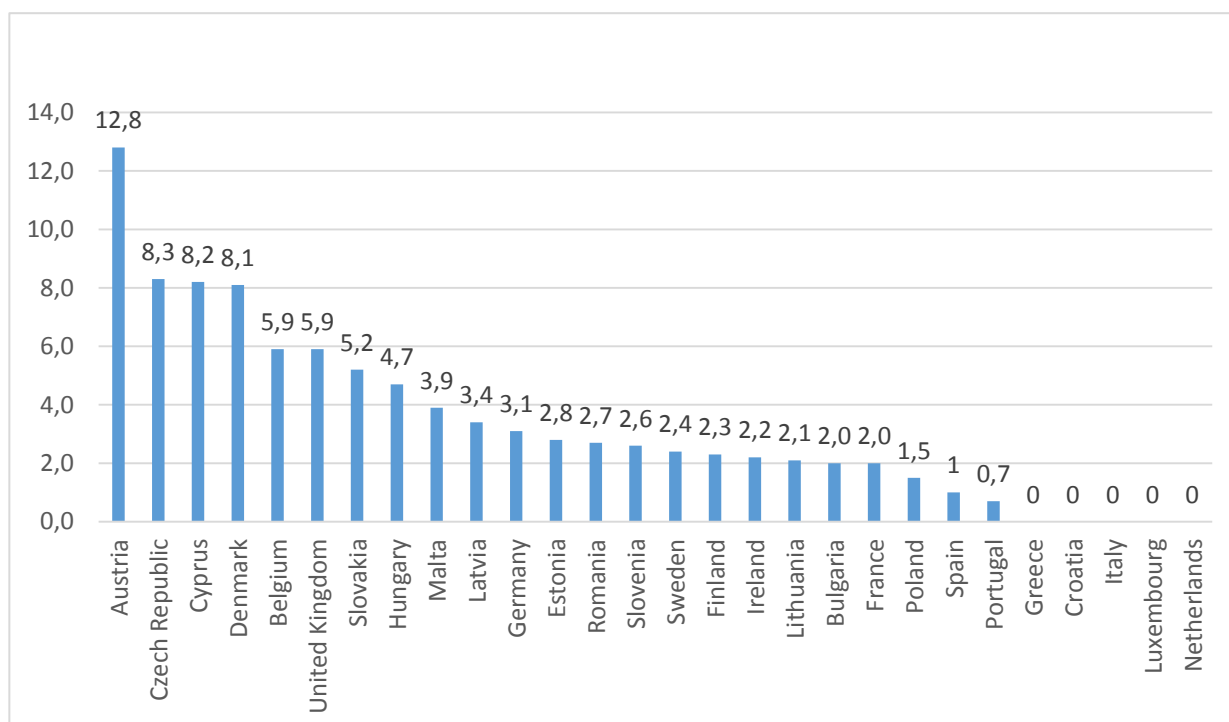
Moreover, among mobile EU workers the share of tertiary graduates is increasing: 41% of recent intra-EU movers had tertiary education in 2013 compared to 27% in 2008.

Graph 4: Growing percentage of tertiary graduates among mobile EU workers

Despite this elaboration on mobility data relevant to young people and tertiary graduates, specific data on the characteristics of youth labour mobility are not available. Therefore, it could be useful to have a look at data on learning mobility, in particular on the mobility of students in higher education.

"In 2013, 7.5 % of all EU students were studying in a country other than the one where they had completed their secondary education. Most of the mobility took place at doctorate level"²⁹.

Graph 5: Share of mobile students from abroad (Europe)



The graph 5 shows for each EU Member States the share of mobile students coming from other European Countries. "Inbound mobility can generally be seen as a sign of the attractiveness of a country's higher education"³⁰.

With reference to Erasmus student mobility, in the academic year 2013–2014, Spain, France, Germany and Italy had the highest number of outgoing students: over half (54 %) of the EU Erasmus mobility. At the same time the 47 % of all Erasmus students was hosted in these same countries³¹.

²⁹ Eurostat, *Smarter, greener, more inclusive? Indicators to support the Europe 2020 strategy*, Publications Office of the European Union, Luxembourg, 2016, p. 121.

³⁰ Eurostat, *Smarter, greener, more inclusive? Indicators to support the Europe 2020 strategy*, Publications Office of the European Union, Luxembourg, 2016, p. 129.

³¹ Eurostat, *Culture statistics*, Publications Office of the European Union, Luxembourg, 2016, p. 53.

Table 1: Erasmus student mobility, 2012-13 and 2013-14 (total number of outgoing and incoming students)

	2012-13		2013-14	
	Outgoing students	Incoming students	Outgoing students	Incoming students
EU-28	248 883	252 410	252 379	255 895
Belgium	7 741	9 124	7 754	9 321
Bulgaria	1 952	1 056	1 757	894
Czech Republic	7 299	6 437	7 510	6 868
Denmark	3 646	6 400	3 710	5 779
Germany	34 891	30 368	36 257	30 964
Estonia	1 153	1 274	1 010	1 302
Ireland	2 762	6 277	2 972	6 622
Greece	4 249	2 507	4 470	3 004
Spain	39 249	40 202	37 235	39 277
France	35 311	29 293	36 759	29 621
Croatia	1 124	701	1 403	987
Italy	25 805	19 964	26 331	20 204
Cyprus	350	827	395	803
Latvia	2 149	1 134	2 185	1 231
Lithuania	3 529	2 326	3 423	2 467
Luxembourg	405	546	434	585
Hungary	4 387	4 318	4 025	4 764
Malta	208	1 655	230	1 978
Netherlands	10 061	10 298	10 638	10 551
Austria	5 714	6 187	5 793	6 188
Poland	16 221	10 772	15 521	11 693
Portugal	7 041	9 894	6 957	10 430
Romania	5 011	2 149	5 742	2 189
Slovenia	1 821	1 920	1 792	1 911
Slovakia	3 008	1 553	3 177	1 570
Finland	5 496	7 255	5 569	7 279
Sweden	3 728	10 791	3 720	10 012
United Kingdom	14 572	27 182	15 610	27 401
Iceland	255	620	237	674
Liechtenstein	26	62	30	68
Norway	1 707	4 610	1 666	4 806
Switzerland	2 860	4 295	3 036	4 235
FYR of Macedonia	0	1	89	1
Turkey	14 412	6 145	15 060	6 818

Source: European Commission, DG Education and Culture, Erasmus statistics

Countries taken into consideration in this report confirm missing data on mobility of young people related to job search, work-based training possibilities and apprenticeships. They offer data on learning mobility.

7. Participation Rates in Youth Programmes

In **Germany**, according to BIBB (the national agency for the data relevant to the field of Vocational Education), about 4% of apprentices go abroad. Especially the programme Erasmus+ (former programme was Leonardo Da Vinci) is very successful. In 2014 there were about 18,000 students using this Erasmus+ programme³². These are 2,000 trainees (12.5%) more than in 2013. At the moment there are 33 partner countries. Most liked countries are Great Britain (7,200), Spain (1,700), France (990) and Ireland (970). For student mobility the DAAD presents information, showing continuously rising numbers for student mobility. The number of students who were abroad reached 52,100 in 2000 compared to 133.800 in 2011.

Lastly, most chosen countries by German youth are Austria (22.9%), Netherland (18.7%), Great Britain (11.2%), Switzerland (10.4%) and United States (7.0%). Whereas Spain and Italy attract only 2% and 1.1% respectively.

In **Belgium**, popular countries for Flemish students to do a traineeship or study abroad are namely France (17.6%) and Spain (16.6%) followed by the Netherlands (7.7%), United Kingdom (7.2%) and Italy (6.1%). For traineeships, the neighbour countries are preferred: the Netherlands, France, United Kingdom and Germany. According to the published figures: 5.291 students studied or did a traineeship abroad in 2014-2015. This is an increase of 18.71% compared to the previous academic year. 71% of these students studied abroad and 29% did a traineeship abroad. The number of students in professional education (48%) is slightly lower than students at universities (52%) (2013-2014).

Total number of foreign incoming students who studied or did a traineeship in 2013-2014 is 3.983 (Studiedienst van de Vlaamse Regering, n.d). Moreover, studies have been published on interregional (Flanders, Wallonia and Brussels) and frontier work mobility in Belgium with special focus on mobility between Belgium and its neighbors namely the Netherlands, France and Germany (see e.g. Vanderbiesen, 2012).

In **Spain**, in most programmes there is no access to specific data on the participation rate of young people or the countries of destination. For example, for the Erasmus project, data available refer to mobility in general, although the preferred country of destination is Italy (probably due to lower language difficulties). With regard to FARO and AGRO (traineeship) programmes, the participants in FARO include 2075 persons in Europe destinations; in Asia 434; in Canada 47 and in the USA 274. In the ARGO programme, at the moment, there are 209 people participating in a training mobility programme. Regarding the control mechanisms, like other aspects of mobility, they are not yet fully defined, and are outlined in a rather sparse and vague in the legal regulation.

³² Cf. BMBF 2015a.

In the **UK**, there are neither aggregated data in relation to overseas placements or mobility nor single data source on student mobility. There are a number of (not recent) reports that have brought together data provided by individual Higher Education Institutions. Some data document the substantial growth in outward student mobility between 2007/08 to 2012/13. This includes both, study periods and work placements (of a minimum of 3 months). During this period the number of UK Erasmus students grew by 42.6%. A total of 14,651 entries were registered in the Erasmus data for 2012-13, comprising 9,642 study periods and 5,006 work placements. Eighty per cent of the Erasmus students went to France, Spain, Germany and Italy, with much lower numbers going to other countries. Moreover, there are no data available on either national or international mobility of learners in vocational education and training. However, due to the low proportion of young people on programmes, the number is likely to be negligible. Also, employment rates for young people have improved over recent years. The current rate of unemployment for young people aged 16-24 is 13.6%. It is likely that outward migration of British learners is generally low, not least because of language barriers. Similarly, statistics on young people volunteering are difficult to find. The National Council for Voluntary Organisations (NCVO) only has data for national placements, according to which the proportion of 16-25 year old volunteering rose from 23% in 2010/11 to 35% in 2014/5 (Ockenden, 2016).

In **Italy** in the area of work-based learning, both recent reforms of “Buona Scuola” and “Jobs Act” aim to overhaul the apprenticeship system. The number of apprenticeship contracts from January 2013 to November 2015 reduced from 216.644 to 175.032³³ but, the use of apprenticeship contracts, especially for doctoral studies, is being promoted through “industrial doctorates” and business university cooperation. In 2015, 35 “industrial doctorate” programmes were running, involving 406 students and 64 enterprises³⁴. It is noteworthy to mention that the impact of reforms on apprenticeships are clear only for the second half of 2015.

The youth guarantee strategy also foresees the strengthening of already active measures such as apprenticeship and internship, with additional incentives and employment bonus. It aims to engage approximately 560,000 individuals in supporting and complementing actions in the labour market (specialized training, work accompaniment, non-curricular internship, apprenticeship, community service, support and self-employment towards self, job mobility and transnational territorial, employment bonus). Of these, 36,500 individuals would be achieved through apprenticeship programmes.

³³ INPS, Osservatorio sul Precariato, 2015.

<https://www.inps.it/docallegati/DatiEBilanci/osservatori/Documents/Osservatorio%20Precariato%20-%20Gen%20-%20Nov.pdf>, p. 6 (accessed 16 February 2016).

³⁴ Education and Training Monitor 2015 Italy, 2015.

http://ec.europa.eu/education/tools/docs/2015/monitor2015-italy_en.pdf, p. 8 (accessed 16 February 2016).

8. Closing remarks

On the one hand, **learning mobility for the purpose of acquiring new skills is one of the fundamental ways in which young people can strengthen their future employability as well as their personal development.** Learning mobility is supported at EU level and quite developed at Member States level (including countries taken into consideration in this report), which implement EU mobility programmes.

In **Germany**, mobility as a part of education and training becomes more and more important in the education system and a rising numbers of young people in the country go abroad to strengthen their knowledge and to achieve new competencies. Moreover, mobility in higher education is more developed than in the VET system, even if it has been possible in the VET system to take part in international mobility during apprenticeships since 2005. The reason for the higher rate in higher education might be the Bologna regulations, which are based on the ECTS system. That makes it much easier to recognize foreign modules in the home study programmes.

In **UK**, young people in education and training may also go abroad for part of their programme. EU programmes promoting mobility are implemented, but it seems that the government has no clear strategy to promote inward or outward geographical mobility.

In **Belgium**, there are a great variety of training or work-based learning programmes put in place in order to support the integration of young unemployed into the labour market. Even if the aspect of geographical mobility is studied, it is still work in progress.

On the other hand, at the European level, **labour mobility is often seen as a way to address skills mismatch and labour shortage and at the same time to give more employment opportunities and to tackle imbalances between high and low unemployment regions.** EU institution supports labour mobility, but in general policies promoting labour mobility are limited, even in countries such as **Italy** and **Spain** (with reference to countries taken into consideration in this report) which have high unemployment in general and youth unemployment in particular or in countries with labour shortages.

In **Spain**, the mobility policies have not taken, to date, a central role in training policies and youth employment. There is not a clear policy to promote youth mobility to other European countries or inside Spain and usually, mobility flows are rather forced, in view of the difficulties in finding employment within its borders. There is not a specific preoccupation of the government on this matter. Legal regulation on apprenticeships or traineeships does not contemplate mobility aspects and there are no specific incentives for youth mobility. Although it is possible to find any national and regional programme to promote mobility (in the framework of the Youth Guarantee).

In the same vein, in **Italy** the element of geographical mobility on the provision of internships, traineeships and apprenticeship is missing or at least has received less attention.

In short, even if the European Union has set goals, programmes and incentives not only to encourage learning mobility, but also to support labour mobility in general and of young people in particular, the path towards a more effective system to support the mobility needs to be paved.

9. Recommendations

In the view of the development of transnational dual learning programmes in higher education, it is necessary to connect dual learning programmes and labour mobility of young people. Because of its transnational aspects, coordination and actions at EU level are required.

In order to support the goal of this project and the development of transnational dual learning programmes, EU institutions and Member State might:

- collect data on labour mobility and in particular on youth labour mobility, including mobility related to job search, work-based training, apprenticeships
- develop the collection and dissemination of data on employment forecast and prediction in order to anticipate skills demand, helping in this way HE providers to design the right courses to respond to this skills demand
- inform EU population and public opinion on advantages of labour mobility to counter the fear in immigration countries related to an increasing number of incoming foreigners
- further develop the EURES system in order to share information on job vacancies and jobseekers for a better and more efficient job matching and to promote these services within national borders
- ensure the recognition of professional qualifications
- develop a system of recognition and validation of competences gained through non-formal and informal learning experiences
- ensure the portability of social security rights
- improve the acquisition and preservation of supplementary pension rights
- support the acquisition and development of foreign language skills

10. Roadmap

Action lines	Specific actions	What is there?	What is missing?	Actors involved	Priority
Evidence for decision making	<ul style="list-style-type: none"> Data collection on labour mobility and in particular on youth labour mobility, including mobility related to job search, work-based training, apprenticeship data collection and dissemination on employment forecast and prediction in order to anticipate skills demand, helping in this way HE providers to design the right courses to respond to this skills demand 	<ul style="list-style-type: none"> In Eurostat database, some: <ul style="list-style-type: none"> learning mobility data: Mobile students from abroad enrolled (educ_uoe_mobs) ad hoc modules 2014: Migration and labour market (Ifso_14) European Statistical System Agreement on 2014 Pilot data collection on learning mobility via household survey 	<ul style="list-style-type: none"> Data on labour mobility and youth labour mobility (regular basis) Data on VET mobility Data on work-based learning mobility Implementation of the existing agreement on data collection on learning mobility Data collection on expected labour demand 	<ul style="list-style-type: none"> European Commission Member States European Statistical System 	<ul style="list-style-type: none"> To establish a Task force on the improvement of labour mobility data To identify short term improvement objectives To agree implementation approach and funding scheme
Awareness and attractiveness of intra-EU mobility	<ul style="list-style-type: none"> information to EU population and public opinion on advantages of labour mobility to counter the fear in immigration countries 	<ul style="list-style-type: none"> Fragmented mobility promotion campaigns Leaflets and guides to encourage young people to intra-EU mobility 	<ul style="list-style-type: none"> A coherent and convincing awareness campaign to re-launch the European single labour market, documenting the 	<ul style="list-style-type: none"> European Commission Member States 	<ul style="list-style-type: none"> Involvement of media in re-launching a debate on labour mobility in general and youth mobility and work-based learning

	related to an increasing number of incoming foreigners	<ul style="list-style-type: none"> • Stereotypes on living and working abroad, not considering present circumstances (ICT, travelling habits, etc.) 	benefits for individuals and society of labour mobility in general and youth mobility and work-based learning mobility in particular		mobility in particular in Europe <ul style="list-style-type: none"> • Coordinated awareness campaign amongst the relevant Units of the EC and MS
Support infrastructures	<ul style="list-style-type: none"> • Further development of EURES system in order to share information on job vacancies and jobseekers for a better and more efficient job matching and to promote these services within national borders 	<ul style="list-style-type: none"> • EURES system • ERASMUS Units of HEIs and their support services for guest students 	<ul style="list-style-type: none"> • Greater cooperation between national employment services • Strengthen the promotion of EURES system by national employment services and by EURES Adviser • Mobility support services 	<ul style="list-style-type: none"> • European Commission • Member States • EURES Advisers 	<ul style="list-style-type: none"> • Strengthening of EURES and full support by all MS • Integration of mobility support services for students and young jobseekers, creating synergies between local ERASMUS infrastructure and national employment services
Policy integration	<ul style="list-style-type: none"> • Ensuring the recognition of professional qualifications • Development of a system of recognition and validation of competences gained through non-formal and informal learning experiences. 	<ul style="list-style-type: none"> • Fragmented policies at EU and MS levels, not allowing young workers and jobseekers to find their way through existing opportunities • Limited recognition of credits and qualifications in spite of the referencing exercises to EQF that 	<ul style="list-style-type: none"> • A system approach to policies supportive to intra-EU labour mobility (Employment, Health Insurance, Professional Qualifications and Training, EQF, Recognition and Validation of Competences Social 	<ul style="list-style-type: none"> • All EU institutions • Member States • Social partners • Stakeholders 	<ul style="list-style-type: none"> • Integration working group gathering EU institutions and MS representatives to design a comprehensive re-launch of intra-EU labour mobility, in parallel to the efforts presently directed to extra-EU migration

	<ul style="list-style-type: none"> • Ensuring the portability of social security rights • Implementation and ensuring of the portability of supplementary pension rights • acquisition and development of foreign language skills 	<p>MS have conducted</p> <ul style="list-style-type: none"> • Diverse policies on portability of pension rights 	<p>security, Language learning, etc.)</p> <ul style="list-style-type: none"> • European Policy for multilinguals at work 		towards the EU
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Annexes – Country reports

Belgium (Flanders)

1. Definition of mobility

Labour mobility defines how people change employer, occupation and region on the labour market. In other words, labour mobility involves the flexibility between jobs, occupations and regions of a country. The more people change jobs, occupation or area, the higher mobility is (Werk 2012).

Mobility can be induced by voluntary or forced job changes. These job changes can be internal (within an organization) as well as external (outside an organization) (Werk 2012). Both occupational and geographical mobility are affected by regulations. For example, mandatory training and other education requirements limit occupational labour mobility, while governments can ease or limit restrictions on emigration or immigration which affects the economy of a country. In what follows, we mainly focus on mobility of youth (15-29 years old), moving onto the job market. Incentives for youth to geographically move within the labour market are limited.

2. Overview of national policies

In general, to understand policy-making related to mobility in Flanders, it is important to know which bodies are responsible. In Belgium responsibilities related to labour, employment and social economics are distributed across the federal government, the communities (Flemish Community, French Community and German-speaking Community), and the regions (Flemish Region, Brussels Capital Region and Walloon Region) (<http://www.werk.be/over-werk-sociale-economie/beleid/federaal>).

The federal government is responsible for labour law and social security law, including unemployment regulations. More information can be found at <http://www.werk.belgie.be> and <http://www.socialsecurity.fgov.be>. The competences of the **communities** are related to formation, education and support such as social promotion, training and occupational retraining. The **regions** are responsible for the actual employment policy. This involves labour mediation, employment programmes and the application of the norms governing the employment of foreign workers. The responsibilities of the Flemish government related to the social economy are derived from the cooperation agreement of 30 May 2005. The legal basis for the division of powers concerning employment and social economy lies in the coordinated Constitution of 17 February 1994, and the special law of 8 August 1980 for reforming the institutions.

2.1. Policies concerning work and social economics

The three entities in the policy domain of work and social economics are the Department of Work and Social Economics and two independent public agencies: the Flemish Service for Labour Counselling and Professional Education (VDAB) and the Flemish Agency for Entrepreneurship (SYNTRA Flanders).

The Department of Work and Social Economics is responsible for the development, follow-up, and monitoring of the Flemish employment policy. It is also responsible for the governance of the European Social Fund (ESF) in Flanders.

It is the responsibility of the VDAB to facilitate connections between employers and job applicants. The mission of SYNTRA Flanders is to improve entrepreneurship by developing competences of the self-employed and future entrepreneurs. The Flemish Government made an agreement with both VDAB and SYNTRA to support and encourage employment and professional education. A strategic advisory board of this policy domain is the Sociaal-Economische Raad voor Vlaanderen (SERV). SERV, for example, issued guidelines for social partners on issues like offering a customized job for young jobseekers, dual learning, improving employability, service cheques, active labour migration and discrimination (SERV 2014).

Another important public service organization in this regard is VESOC (Flemish Economic Social Council). VESOC gives advice on learning on-the-job, on reforming secondary education and learning and working. In the following, the above named institutions, agencies and boards will be frequently referred to.

In summary, in Belgium, there are many actors (public, private, collective and individual) involved when trying to secure the transition of youth from education onto the job market. This process has been compared to a 'patchwork' of conflicting relations between all parties involved and unfortunately often hampers a smooth transition (Franssen 2014).

3. National, bilateral and regional mobility programmes and measures

3.1. National mobility programmes for youth

3.1.1. General national normative framework

A preliminary remark concerns the **definitions of traineeship, apprenticeship and job-related work**. Based on the definitions given by the European Commission (EC Europa 2016) apprenticeships provide a full qualifying professional or vocational education and training that lead to a professional profile or a qualification (mainly of EQF level 3 to 5) and aim for the participant to acquire the full set of knowledge, skills and competences of an occupation. Apprenticeships are equally important to course work in terms

of 'on-the-job-learning' and frequently offer the participant employee status. Most of the time, the participant is remunerated based on either an amount collectively negotiated or set by law. The main actors in this context are social partners and training providers.

Traineeships, on the other hand, are usually complementary educational programmes or serve as an addition to a trainee's CV. Traineeships can be found as part of programmes on all EQF levels and deal with vocational and/or work/career orientation, acquisition of parts of knowledge, skills and competences of an occupation or a profession. As to 'on-the-job learning', traineeships usually complement course work or are extra or optional. In terms of duration, overall, they take less than one year and students/trainees sign an agreement with an employer or school to train with, often unpaid.

When applying the concepts of apprenticeship and training to the Flemish situation, more distinctive features of both will become apparent as they are described in the Flemish normative framework with a specific focus on youth and different ways for youth to enter the job market.

What follows is a rather detailed description of the specific measures that the Flemish government has put forward with regard to stimulate unemployed job seekers via education, training and professional/vocational programmes. The main source for this information is the social compendium of Labour Law 2015-2016 (van Eeckhoutte 2015).

In the social compendium of Labour Law we can distinguish four major types of training programmes: job training (beroepsopleiding), traineeship for youth (stage van jongeren), learning agreement (leerovereenkomst) and job immersion agreement (beroepsinlevingsovereenkomst).

a) Apprenticeships

Learning agreement (leerovereenkomst)

An important type of education or initial employment programme is a learning agreement: a pupil who is bound by a learning agreement performs labour under the authority of a patron to learn a job or gain practical experience (Cass. 16 November 1992, RW 1992-93, 1020 and Soc.Kron. 1993, 113, not J. JACQMAIN).

This type of learning agreement has a double objective: to teach a specific profession to young people and at the same time give them a general basic education that is required, as well as some job experience. This involves solely linking theory to practice.

The learning agreement has to be interpreted in the framework of part-time compulsory education. In Flanders, following a full-time study programme is compulsory until the age of 16. Between 16 and 18

years of age, a youngster has the choice to either complete his education full-time or if not, obtain a job agreement to work part-time or obtain a part-time traineeship agreement or a learning agreement.

There are two types of learning agreements. The first one concerns the *employee learning agreement* (werknemersleerovereenkomst), and focuses

on working as an employee. The other is the *learning agreement* in the context of education and supervision of self-employed or SME's and focuses on performing a vocational or commercial activity as a self-employed.

1) Employee learning agreement

This type of agreement has different names mainly depending on sector and age groups. For example, in the construction sector, for minors, this agreement would be referred to as *jongerenleerlingwezen (JLW or JLC)* or youth apprenticeships in English and for adults as *alternerende bouwopleiding (ABO)* or in English, a work-linked construction training.

This agreement is regulated by the learning agreement law (*leerovereenkomstwet*) of 19 July 1983 relating to apprenticeships for jobs done by employees (people employed by others). This law originated because social partners wanted to teach jobs that were not organized well or were difficult to teach in schools. That is why the employee learning agreement was originally limited to jobs carried out by manual labourers. As of 1987 this type of agreement was expanded as a pedagogical means to benefit youth with learning disabilities and thus the application of the law was expanded to include intellectual jobs as well.

An *employee learning agreement* is a full time training agreement that consists of a vocational education with two parts, called 'leertijd': a practical education in an organization of an involved employer and an additional theoretical education, usually also including a general education, in an educational institution or training centre. The involved employer, also called the 'patron', is committed to teach his apprentice all the necessary skills in order to be able to do the chosen job. The youngster is also committed to learn the job from his patron by practising and under the patron's supervision take additional classes. As such this is truly a work-linked apprenticeship without any form of remuneration.

The duration of this type of apprenticeship is equal to the proper time frame indicated in the learning agreement and cannot be less than 6 months. The relationship between the patron and his pupil should also be one of mutual respect and decency. Their relationship is dictated by the working regulations law.

As a general rule this type of apprenticeship can only be done by young people between the age of 15/16 and 18 years old, in other words, starting at the end of a full-time compulsory education until the moment that the youngster is of age which indicates at the same time the end of compulsory education. Some sectors do allow in their regulations that non-minors (from 21 to 26 years of age) make an employee learning agreement till a certain age has been reached. This can differ depending on the sector. There may also be conditions related to these agreements.

In general, the apprentice receives a monthly learning compensation from his patron who is responsible for providing a practical education as well as an additional theoretical education. This income should not exceed what is stated as a maximum in the KB of 19 August 1998. Remuneration usually varies

between 480,60 euros per month (age 15) and 751,00 euros per month (age 21 and older).

In an average learning compensation, the apprentice has a right to a job bonus (reduction in personal social security contributions) as of 1 January when he turns 19. For each year of his work-linked apprenticeship (3 years max) the young person has the right to obtain a flat-rate bonus, so called start bonus (Federale Overheidsdienst Werkgelegenheid, Arbeid en Sociaal Overleg n.d.a).

2) Learning agreement in the context of education and guidance of the self-employed and SMEs

After the state reform of 1980 in Belgium, continuous education for the self-employed and SMEs belongs to the responsibilities of the communities. It is regulated by the decree of the Flemish Parliament of 7 May 2004 thereby founding an external independent agency called SYNTRA Flanders (Flemish agency for entrepreneurship). Continuous education in this context is also regulated by the decree of the Flemish Parliament of 19 July 2008 relating to the system of learning and working in the Flemish Community.

The latter decree is executed by two decisions of the Flemish government. The first one of 24 October 2008 mainly explains the financing of the different educational centres and the second one of 13 February 2009 concerns the learning period (leertijd) mentioned in the decree of 7 May 2004 on the founding of SYNTRA Flanders that deals with the two basic components: 'learning on the job' and 'learning'.

A learning agreement in the framework of a 'learning period' (leertijd) is a full time training agreement consisting of job training that involves a practical training within a company and a complementary theoretical training (i.e. a social and job technical training) in a SYNTRA learning centre. The practical training and the complementary training are inextricably linked. By making a learning agreement the employer involved is committed to teach his trainee a job and the trainee is engaged to learn the job on the work floor under the supervision of the employer and follow a theoretical training as well. This is again a work-linked learning agreement.

The trainee needs to be 15/16 years old in order to be eligible to start this programme and has fulfilled the conditions of compulsory full time education. The trainee can follow this programme until he turns 25. The duration of the learning agreement has to be equal to the duration of the programme as prescribed by the job or sector. It needs to take at least a full school year and is limited to 3 years.

Without prejudice to the application of a collective work agreement, the trainee receives a monthly learning compensation from the employer. This compensation amounts to a minimum of 317.78 € and a maximum of 520.08 €. (Federale Overheidsdienst Werkgelegenheid, Arbeid en Sociaal Overleg n.d.b)

b) Training – traineeship – internship

Job training (beroepsopleiding)

This form of training is strictly regulated by the Flemish Decree of 7 May 2004, which resulted in the foundation of VDAB (see above), and the Decision of the Flemish Government which regulates the organization of labour mediation and job training (BVR of 5 June 2009). The job training programmes take place in the competence centres of the VDAB, at an educational institution or at a (non-profit) organization, organization or an administrative governmental body. In the last two situations, job training is also called an IBO (Individuele Beroepsopleiding), translated into English, as an individual job training.

The main goal of job trainings is to stimulate a person to develop competences needed to perform a professional job and can consist of vocational or professional training, the development of competences, personal development, and application training.

Job trainings are part of the more general concept of competence development in order to perform the following activities: learning a profession or a function, additional training in a job, profession or function, acquiring the necessary basic skills for the performance of a professional activity, reorientation, completing and expanding skills needed for a job and adapting to new developments within a job, profession or function.

Job trainings can take place in (i) a competence centre of the VDAB or in (ii) an educational institution founded by public government recognized by public authorities, or in (iii) a (non-profit) organization or an administrative governmental body.

Length, employment status, compensation, and actors involved, can differ between the three possible types of job training. In the following we will explain them in detail:

1) Job training in a competence centre of the VDBA

This type of training is based on a written agreement made before the start of the programme, which indicates the identity of the parties, the start date of the programme and the duration, as well as the description, content and goals of the programme, the rights and duties of all parties as stated in the Decree of 30 April 2004 (Handvest van de Werkzoekende en de wetgeving op arbeidsbescherming).

As to compensation: the learning material is free, transport and meals are compensated, expenses for child care are reimbursed. Some trainees in specific cases receive a bonus of 1€ (not indexed) for each hour of training. The VDAB takes up the accident insurance.

This type of training can be requested by either the VDAB or the unemployed job-seeker or by an educational institution. It can also be requested by the employer who will have to pay for the training of the employee.

2) Job training in an educational institution

Taking into account the labour market requirements, the board of the VDAB will decide which programmes an unemployed job-seeker can follow with a VDAB agreement in one of the public, subsidized educational institutions. Furthermore, the trainee will be compensated for transport, meals, child care and receives a bonus per hour of training.

3) Job training in a (non-profit) organization or an administrative governmental body (IBO)

In this final type of job training, an agreement is made between the trainee, the VDAB, the (non-profit) organization or the administrative governmental body. The type of agreement is regulated by the board of VDAB.

The VDAB also regulates the duration of the training which is at least four weeks with a maximum of 26 weeks.

The trainee is remunerated by a bonus that compensates productive labour. After the trainee has completed his training, the employer offers a labour agreement of undetermined duration and is bound to employ the trainee for the job he was trained for. The employer can be an organization, a non-profit organization or an administrative governmental body.

There are two particular types of IBO which aim to ease the position of the young unemployed initial job-seeker into the job market, namely, the *curative IBO* and the *traineeship during the probationary period* or *instapstage* in Dutch.

Curative IBO involves an individual professional education given to an unemployed job-seeker younger than 25 years old who is registered with the VDAB at least 12 months prior to the start of his job training. It also involves the unemployed job-seeker, older than 25 who is registered with the VDAB at least 24 months prior to the start of this training.

The duration of this job training is at least four weeks and can last a maximum of 52 weeks. The compensation consists of a bonus equal to productive labour.

Traineeship during the probationary period (Instapstages) is a type of job training that takes place during the probationary period on the work floor, and is aimed at the unemployed job-seeker, younger than 25 years old who does not have a secondary education degree. This type of training is half time or full time and can last up to three months.

This type of training is also strictly regulated in the KB of 10 November 2012 to amend the KB of 25 November 1991 and stipulates that the youth will receive a training bonus from the VDAB together with a 200,00 € per month compensation given by the employer.

At the end of this probationary training period the trainee receives a certificate from the (non-profit) organization or the administrative governmental body, stating the acquired competences.

Traineeship for youth

This type of traineeships distinguished in the Flemish normative framework is a traineeship for youth. In general, a traineeship is different in its goals from

a labour agreement. The primary goal of this agreement is not that the trainee works to provide for his subsistence but that he works under authority to gain practical job experience.

The traineeship for youth was legally regulated by KB 230 of 21 December 1983 relating to the integration of youth on the labour market. This regulation was annulled on 1 April 2000 and was replaced by the so-called *runway* agreements (startbaanovereenkomsten), also referred to as the *Rosettaplan* (KB 30 March 2000). In this new regulation, focus is not so much on practical training but more on providing youth an education or a first job.

Next to the *runway* agreements, there are, of course, also general traineeship agreements in the widest sense of the word. Since 1 September 2002, the general traineeship agreement is covered by the regulations of the "beroepsinlevingsovereenkomsten" (see more below).

Finally, there is another form of traineeship, namely one that is performed in the framework of a study programme. These types of traineeships will differ depending on the study programme, the sector for which the student is trained and the educational institution that organizes the training.

All employers are also directed to offer a number of trainee positions on the work floor, up to 1% of their total annual number of personnel counted during the second quarter of the previous year. The main goal is that employers deliver efforts to increase the number of traineeships. This is mainly a macro-economic obligation but is more pertinent in the framework of the *runway* agreements or the traineeships during the probationary period. These positions concern all types of learning on the work floor.

Job immersion agreement (beroepsinlevingsovereenkomst)

The *job immersion agreement* is a collective name for any form of traineeship that is not part of the previously mentioned learning agreements.

The job immersion agreement is defined in article 104 of the programme act of 2 August 2002 as being an agreement between a trainee who within the framework of his education gains knowledge and skills at an employer's by performing a job. This type of traineeship can be identified as an 'open market traineeship' since it consists of an agreement between the trainee and the traineeship provider (e.g. a business or a company, non-profit or government) without the involvement of a third-party organization like an educational institution or a public employment service. It is mainly undertaken by young people after the completion of their studies and/or as part of a job search.

In contrast to a work agreement, the object of this agreement is not delivering work for an income, but an education, namely to learn the practical skills by being 'immersed' so to speak in business life and by doing tasks that could be part of a production process within a company. The labour law of 16 March 1971 and the law of 4 August 1996 dealing with the welfare of the employees while performing their job and the laws on keeping track of social documents, already equated the trainees to employees. For example, the

provisions on work duration, Sunday rest and night work are already applicable to these trainees.

The goal of this type of learning agreement is to get a practical education and as such the trainee does not receive a compensation that equals a regular job's compensation. Nevertheless the trainee does receive some compensation regulated by KB of 11 March 2003. The amount of compensation differs depending on the age of the trainee and is calculated based on half of an average monthly minimum income. Since 1 December 2012 the following amounts represent a minimum compensation:

Compensation of a trainee	
Age	Minimum compensation
15	€ 480,60 (1)
16	€ 525,70 (1)
17	€ 570,70 (1)
18	€ 615,80 (1)
19	€ 660,80 (1)
20	€ 705,90 (1)
21 and +	€ 751 (1)

(1): rounded at the higher multiple of 10 cent

(Federale Overheidsdienst Werkgelegenheid, Arbeid en Sociaal Overleg n.d.c)

3.1.2. Specific National Normative Framework

a) Vocational qualification

Flanders does not have credit systems in place for VET. It is giving priority to develop the NQF, its own qualification structure. There is no national/Flemish common approach for the transfer of assessed learning outcomes between education and training providers and programmes for the moment. Education and training providers may grant exemptions to students that move to a new programme, though this is complicated. (CEDEFOP 2013: 59).

For qualification structure CVET in adult education (*volwassenenonderwijs*), training programmes are modularised. For each assessed and validated module the learner is given a partial VET certificate. A defined set of partial VET certificates leads to a formal VET qualification certificate. VET qualification certificates are valued on the labour market. A defined set of partial VET certificates, together with a partial certificate acquired after following module(s) on general education, can lead to a state-recognised higher secondary education diploma without extra examination. (CEDEFOP 2013: 59).

For VET, mobility across borders is not encouraged on a national level. There are two obstacles are of particular relevance, namely legal obstacles for learners below 18 in the case of IVET and a lack of sufficient knowledge of the language of the host country (CEDEFOP 2013: 59).

In Belgium (Flanders) any initiatives on the implementation of ECVET are presently on hold (CEDEFOP 2013: 59).

An additional certificate that supports cross-border mobility is the EUROPASS. This pass gives extra information on the knowledge and competences obtained during an education. The functions for which this applies is found on www.europass-vlaanderen.be/cs. Some examples are bus drivers, job consultants, fork-lift driver, family social worker etc.

b) Academic qualification

In Flanders academic qualifications and recognition of competences, diplomas and professional qualifications are the responsibility of the following councils to warrant a qualitative higher education:

- NVAO (Nederlands Vlaams Accreditatieorganisatie): evaluates and ensures the quality of education in Flanders and the Netherlands and accredits all higher education qualifications;
- NARIC (National Academic Recognition Information Center Flanders): recognizes the equivalence of foreign study certificates;
- VLUHR (Vlaamse Universiteiten en Hogescholen Raad): organizes quality control, international cooperation and consultation on cooperation with the developing countries in higher education. This organization is an umbrella for the VLHORA and the VLIR (see below);
- VLHORA (Vlaamse Hogescholenraad): it is an umbrella organization of Flemish University Colleges which also provides advice on education;
- VLIR (Vlaamse Interuniversitaire Raad): i.e. Flemish interuniversity council;
- VLOR (Vlaamse Onderwijsraad): provides strategic advice on education and development.

3.2. Bilateral and regional programmes

In Belgium economic migration is a federal issue, that follows the European directives relating to free movement of labour (Timmerman 2015:134).

Flanders is responsible for the integration policy with its main goal being equal participation, accessibility of services, improve social cohesion (Timmerman 2015 134). It is also responsible for certain aspects of the intra-European labour migration policy. For example, this involves drawing up an annual list of so-called bottleneck professions (these are professions for which the vacancies are difficult to fill in) (Timmerman 2015:134) for which the VDAB follows the concentric model: at first they will try to fill vacancies with available workers on the Flemish labour market. If this does not meet the demand, then regional mobility from Brussels and Wallonia is stimulated. In

the last instance, international labour migration is considered (Timmerman 2015:135).

In the framework of 'Actionplan international Mobility' (Actieplan internationale mobiliteit) VDAB started in 2011 the exploitation of its activities in the European EURES network (Timmerman 2015:135).

For vacancies in Flanders, for example, the VDAB can call on another European labour mediation services. This involves that the partner that sends the applicant takes on the additional promotional and selection tasks to find a suitable worker for a Flemish employer.

Additionally, upon request of other European labour mediation services Flemish companies may take part in job fairs in other European countries to recruit potential candidates for the bottleneck jobs.

To this end, VDAB has made bilateral agreements with countries where there is a surplus on their labour market for jobs for which there are shortages in Flanders. The bottleneck jobs here are engineering and nursing (Timmerman 2015:135). At the same time, care is taken to avoid 'brain drain'. This number is at the moment limited. In 2012, 119 vacancies were filled because of 5 foreign job events for specific highly skilled profiles in Spain and Portugal. These involved engineers and nurses and a small number of IT specialists and other technical jobs (Timmerman 2015:135). With these initiatives the VDAB is meeting the general trend since the economic crisis to reinforce labour migration of mainly young highly educated professionals from Southern and Northern European countries to avoid high unemployment in the home countries. Another initiative is to attract Greek engineers and nurses and Dutch construction workers (Timmerman 2015:135).

In the framework of the Europe 2020 strategy targets, the Flemish government publishes yearly a *Flemish Reform Programme* that deals with the different structural changes that need to be undertaken in order to reach the European 2020 goals. In alignment with these goals Flanders aims to increase employability up to 76% instead of 75% and activate the most vulnerable groups in society in that respect, namely young people at the start of their career who experience difficulties entering the labour market and older people (50 plus) who are unemployed.

The Europe 2020 goals that concern us in the context of this report are:

- increasing labour market participation specifically by:
 - limiting financial incentives that make working unattractive
 - making the labour market more accessible for outsiders (e.g. young workers and people with a migration background)
 - expanding professional mobility
 - dealing with discrepancies between offered and sought competences on the labour market
 - reducing early drop-outs
- reinforcing the partnerships between government, public services and educational institutions across the country in order to give personalized support to young people at an early stage.

The EU also proposed 7 flagship initiatives in order to ensure progression on the objectives. These initiatives will require actions both on national level as on the European level.

Two of the [flagship initiatives](#) of the Europe 2020 strategy relate to employment and mobility.

- [Youth on the move](#): aims to improve young people's chances of finding a job by helping students and trainees gain experience in other countries, and improving the quality and attractiveness of education and training in Europe;
- [An agenda for new skills and jobs](#): aims to give fresh momentum to labour market reforms to help people gain the right skills for future jobs, to create new jobs and greater labour mobility and overhaul EU employment legislation.

Guidelines

In order to achieve the above targets, the application of the following guidelines will be reinforced (Vlaanderen 2015).

1) Getting everybody on the job market to increase the employability to 76% by 2020

- The Flemish Government will invest in jobs via a Flemish target group policy. The three targeted groups are youth, 55-plus and people with a work disability.
- The Flemish activation policy will focus strongly on youth and more specifically unqualified drop-outs. This will be realized by improving the matching between education and labour market. The purpose is to guarantee a tailor-made offer for each unemployed youth. More will be invested in learning on-the-job and recruitment. Employability of low qualified youth will also be stimulated. Some examples of initiatives to stimulate work experience for unqualified youth are WIJ! (see below), internships following the probationary period (see below) and individual vocational training (IBO see above). The input from government for the next three years is 11 million euro.
- Follow-up and supervision of the availability of the unemployed will be reinforced. The VDAB will be able to check if the applicant is looking for a job. When insufficient effort is made by the unemployed, a sanction will follow.
- Flanders is developing a labour migration policy. This policy has to be applied to the specific needs of the Flemish labour market. A flexible intake of highly qualified employees as well as middle qualified employees via a dynamic bottle neck occupation list: health care and IT and engineering is needed. In this respect, cooperation with the Walloon region, Brussels, the neighbouring countries and the rest of Europe is preferable.
- The labour market position of the alien jobseekers is improved by an activation and competence policy (integrated language policy, actions to reinforce competences, with a special focus on urban problems).

2) Stronger careers

Key is to offer more customized coaching and support for job seekers and workers together with an advanced competence policy in companies.

3) A comprehensive policy on the right to learn, truancy and early drop-outs

Based on the Europe 2020 target, two actions are planned to reduce early school drop-outs to 5.2 % and to reach 47.8% of the younger generation (30-34 years old) to obtain a higher education diploma.

4) Modernizing secondary education

Every study programme must ensure a quality alignment with higher education programmes and/or the labour market. Learning on-the-job will become a structural part of the study programmes leading directly to functions on the labour market. This way, traineeships, for example, will be made mandatory in 140 study programmes. Specifically technical and professional education will be focused on.

5) Eliminating discrepancies between offered and needed competences: dual learning track

Dual learning (direct link between work and learning) will be considered equal to all other forms of secondary education and offers more possibilities for youth and entrepreneurs. This also applies to young people 18 years and older for whom dual learning could be a good solution to gain a qualification.

6) The conditions to be given a stipend that supports acquiring an integration allowance (*inschakelingsuitkering*) will be made more strict

First time job-seekers have to go through a waiting time before they receive social support. This waiting time is called *beroepinschakelingstijd* (professional integration time) and requires the job-seeker to register with VDAB.

The integration allowance is not the same as an unemployment allowance since the latter is only given after one has been in a job for some time. However, the integration allowance is given to young people who have not been in a job for a considerable time. The amount of the allowance depends on age and family situation.

7) Realising a smooth progression between education and the labour market

- This is realized by the Flemish Qualification Framework. It describes which competences are necessary for a specific job and matches them to the study programmes. This will lead to a common system of quality control for programmes within and outside education that lead to a professional qualification.

- Action plan STEM 2012-2020 (Science, Technology, Engineering and Mathematics) is realized through improved STEM didactics.
- An updated action plan is developed to stimulate entrepreneurship through education.

8) Coordinating education and a development policy

An example of this is the Belgian Youth Guarantee Implementation Plan (YGIP) which is based on the European Youth Guarantee Implementation Plan. One of its aims is to prevent early drop-outs and mismatches of competences. The plan provides a framework for the cooperation between the policies of Education and Work and public service (VDAB).

The following are some key reforms and initiatives taken (VDAB 2014: 9-10):

- The integration allowance provides an encouragement for registration at the PES (Public Employment Services) and active job search.
- Right to social integration encourages job-search for young people without any income by providing social assistance benefits.
- Obligation of the employers to provide trainee/apprentice places representing 1% of the total workforce to ensure the availability of sufficient training positions.

In order to reach the young people who are not in employment, education or training (NEET), the Belgian social security system puts forward that young school-leavers automatically register as job-seekers to the appropriate regional Public Employment Service (VDAB in Flanders, Actiris in Brussels-Capital Region, Forem in Wallonia, ADG in the German speaking Community) to be eligible for a social allowance at local level or unemployment benefits at national level. Therefore, although some young people completely escape PES data systems and registers, the number of NEETs is relatively low in Belgium, although there are regional variations (VDAB 2014).

Best practices

In the next paragraphs, you can find some examples of initiatives, best practices, projects on how the above guidelines are put into practice in the different regions (Rapport nr. 88 2013).

- Youth Work Plan (Jeugdwerkplan): coaching young people intensively and effectively for sustainable jobs
- First jobs (startbanen): offering federally financed jobs for low skilled job-seekers
- Action Plan Early Drop-outs (Actieplan Vroegtijdig Schoolverlaten): offering opportunities for early drop-outs. Partners in this action plan are: education networks, development partners VDAB and SYNTRA, interprofessional social partners, strategic policy councils SERV and VLOR, ...
- Sector convenants: negotiating convenants between sectoral social partners and the Flemish government to build a bridge between education and the labour market and focus on employability and learning-on-the-job

The call for more employability wants to encourage sector funding to support companies in striving for “employable” jobs for employees. It involves projects that develop suitable jobs by focusing on one of the following employability indicators: work stress, motivation, learning possibilities, and an acceptable work-life balance.

The next call is for learning-on-the job opportunities for the unemployed youth without qualifications. It means learning and working within an organization that offers a defined training plan and the possibility of certification for the acquired competences. Employers are supported in their coaching tasks on the work floor.

- Flemish Qualification Structure (Vlaamse Kwalificatiestructuur): launching an action plan to improve communication between education, providers of developmental programmes and the job market on qualifications. They also aim to reinforce the exchange between different systems of learning.
- WIJ! Initiative (werkenleving voor jongeren – work experience on the job for youth) (Werk 2013): activating unqualified youth to develop competences and gain more work experience. VDAB is maximizing the opportunities for this group by organizing traineeships and other forms of learning-on-the-job that provide a job qualification. VDAB also started up work experience initiatives in partnership with different actors such as local governments and non-profit organizations with local connections.

The end result is that an unqualified young worker is technically and practically better qualified to enter the job market. Focus is on intake and orientation, different types of traineeships in order to gain experience, after care through job coaching and through recognizing the acquired competences. Examples are unpaid traineeships, individual professional programmes (traineeship of 1 to 6 months, paid, with a fixed or indefinite agreement), a first traineeship, etc. Preferred initiatives either involve compensation or result in a qualification or employment.

At first the WIJ! initiatives were limited to offer opportunities for youth in the city centres. In 2015 the number of youth involved in this initiative has tripled and includes all areas in Flanders.

- Traineeships during the probationary period (Instapstages) (see above 2.1.3) (Sodalys n.d.)

This initiative should encourage young unskilled and unqualified workers to enter the job market and gain work experience. It starts after a waiting or probationary period of 7 to 12 months and runs over a period of 3 months, half or full time on the work floor. There is no employment guarantee from the employer. Remuneration amounts to 200 euro p/m for full time workers and 100 euros p/m for half time workers. This allowance is not subject to social security contributions.

Geographical mobility

In a report called *Brains on the Move*, the European priorities in relation to education and training have strongly influenced measures in Flanders to promote labour mobility for the young (Brains on the Move 2013):

- The coalition agreement of the Flemish Government 2009-2014 states that with the Leuven Declaration (April 2009), the Bologna process entered a new phase, in which, among other things, the objectively demonstrable quality of institutions and programmes is paramount, and in which more students, researchers, teachers and graduates must be able to be mobile in Europe without obstacles. A foreign experience is useful for every student. To achieve the European objective – 20% of students spending a period of study abroad in 2020 – measures have to be taken to increase student mobility. Financial thresholds that hinder students in this regard must be dismantled step by step and cross-border initiatives must be stimulated.
- The 2009-2014 policy document of the Flemish Government stresses the importance of studies abroad. The proposed target that has to be achieved in the short term in Flanders is expressed as follows: “at the end of the 2015-2016 academic year, 15% of graduates on an initial Bachelor’s or Master’s programme have at least three months’ foreign learning experience.” The policy document also stresses the importance of balance in this learning mobility: an even spread by discipline, geographical origin and destination must ensure that quality does not disappear from sight in the effort to achieve the objectives.
 - The second half of 2010 was characterised by Belgium’s Presidency of the Council of the European Union. One of the events organised during this presidency was the conference “Youth on the move – Achieving mobility for all!”. The different aspects of mobility were discussed, with room for various outlooks, proposals and recommendations. Thus, there must be adequate emphasis on the framework conditions for a high-quality implementation and perception of mobility. At the same time, a broad and shared vision of internationalisation must not disappear from sight, in all relevant policy areas and levels. An appropriate budget is obviously required to achieve the proposed quantitative and qualitative objectives.
- In the Flemish Parliament policy document of 25 June 2010 on the reform of higher education in Flanders 21, the chapter on internationalisation focuses on the use of languages in higher education. The document sets out as a general objective that on the one hand, Flemish teachers and students must be able to communicate and exchange adequately with the international community, and that on the other, our higher education must be sufficiently open to students and teachers from abroad.
- The VLOR has issued two opinions on mobility. In the opinion on student mobility of 24 June 2010, the Higher Education Council of the VLOR

makes a number of recommendations on the way student mobility can be stimulated, but also addresses the distribution of tasks between the various actors and forums that have a role to play in Flanders in connection with student mobility. The opinion on staff mobility of 8 February 2011 arises out of the consideration that student and staff mobility are complementary and that their potential mutual impact should not be underestimated. The observations and recommendations of both opinions were taken into account when drawing up this action plan. It is evident from the above that mobility concerns not only students and teachers, but also the broad group of members of staff within higher education. However, this action plan limits itself to student mobility. For teacher mobility, refer to the proposals of the Flemish action plan for researchers "Daar zit beweging in!", a joint initiative of the Flemish minister for Innovation, Public Investment, Media and Poverty Reduction and the Flemish Minister for Education, Youth, Equal Opportunities and Brussels Affairs. Mobility will also figure in the teaching career debate, since teacher mobility fits into the context of the broad vision of professional development.

The *Brains on the Move* action plan also sums up the current international cooperation programmes in Flanders, as well as the strategic and operational objectives (joint programmes, work placements, ...) to encourage mobility and improve the quality of mobility. All these initiatives aim to support mobility of young people across borders.

The advantages of mobility for youth have been frequently stated. It has been shown that young people who have studied abroad, not only gain specific professional knowledge but also strengthen important skills that are very much appreciated by the employers. Graduates with an international experience have a higher chance of finding a job. They experience less risk of long-term unemployment in comparison to those who did not have an international experience. Five years after graduation, unemployment within this group is 23% lower than within the group of people without an international experience upon entry of the job market. 92% of employers consider skills like tolerance, independence, curiosity and problem solving as prevailing factors when recruiting. It is these skills that students acquire quicker during an exchange project abroad than their home peers. Learning another language is frequently an additional plus.

Students who choose to do an international traineeship within Europe can apply for an Erasmus grant. This grant supports extra travelling and accommodation costs. This is extended to exchanges and traineeships outside Europe as well.

4. Participation rates and monitoring

Popular countries for Flemish students to do a traineeship or study abroad are France (17.6%) and Spain (16.6%) followed by the Netherlands (7.7%), United Kingdom (7.2%) and Italy (6.1%). For traineeships, the neighbour

countries are preferred: the Netherlands, France, United Kingdom and Germany. Popular sectors for these traineeships are agriculture, forestry and the fishery.

Expressed in figures: 5.291 students studied or did a traineeship abroad in 2014-2015. This is an increase of 18.71% compared to the previous academic year. 71% of these students studied abroad and 29% did a traineeship abroad. The number of students in professional education (48%) is slightly lower than students at universities (52%) (2013-2014). Total number of foreign incoming students who studied or did a traineeship in 2013-2014 is 3.983 (Studiedienst van de Vlaamse Regering, n.d).

Furthermore studies have been published on interregional (Flanders, Wallonia and Brussels) and frontier work mobility in Belgium with special focus on mobility between Belgium and its neighbours (the Netherlands, France and Germany) (e.g. Vanderbiesen 2012).

Findings concerning the Brussels region is that Brussels is the major hub for commuters coming from Flanders and Wallonia, 371800 of the 670300 employed in Brussels. Of this incoming group of commuters two-thirds live in Flanders and about one third in Wallonia. In terms of age groups relating to incoming commuters there is no significant difference between the profile of the incoming commuters and the total internal employment in Brussels. Outgoing commuters from Brussels to the 2 other regions is a lot less. For the Flemish region incoming commuters, mainly from Brussels, are young people: 43% of the Brussels commuters into Flanders is younger than 35 in comparison to 33% of the total Flemish internal employment. As to Wallonia, incoming commuters from Flanders have more or less the same age profile matching the total Walloon internal employment. Brussels commuters again are younger: 41% are younger than 35 years old, compared to 28% of the Flemish commuters.

Frontier work mobility is important in Belgium: 67 700 of the total Belgian employment (4 405 400), is taken up by workers from other countries and mainly the neighbour countries: France (39 900), the Netherlands (7100), Germany (1500) and Luxemburg (400). In Wallonia 12% of the total group of incoming frontier workers is younger than 25 years old. In Flanders 13% is younger than 25.

As to outgoing frontier workers, for Flanders about 36 300 inhabitants commute for work to one of the neighbouring countries of a total of 83 800 outgoing commuters. This means that the outgoing number of frontier workers is higher than the incoming frontier workers. The Netherlands attracts the most workers from Belgium because there is no language barrier and the commute time is limited.

5. Rewards Mechanism

In Flanders, we do not have credit transfer systems in place for VET (CEDEFOP 2013). The main practice is that young people can do an internship

and then move on to a job within the same organization where they did their internship. This is the only type of reward that is in place for VET.

Mobility at academic level at university or university colleges is of course encouraged by Europe through action plans such as Brains on the move (Brains on the move 2013). Other initiatives for funding mobility across borders are:

- VLIR-UOS: support partnerships between universities and university colleges, in Flanders and in the South, looking for innovative responses to global and local challenges (VLIR-UOS n.d.)
- Following organisations offer monetary bursaries for studying abroad: ASEM-DUO, Transition Fellowship Programme, The Washington Center, Generiek beurzenstelsel (Studeer in het buitenland n.d.).

Mobility between the different communities in Belgium (Flemish, French and German) is also encouraged and financially supported by the Prins Filipfonds (Prins Filipfonds n.d.).

6. Summary

This report describes the occupational and geographical mobility of Flemish youngsters. First of all, an overview is given of the national policies where the importance of public service organisations like VDAB and SYNTRA is described. Next, in the general national normative framework, the definition of different categories of traineeship, apprenticeship and job related job opportunities are explained in detail. Furthermore, in the specific national normative framework, a distinction is made between vocational and academic qualifications issued by different organisations. As to the bilateral and regional programmes which are mainly based on the Europe 2020 goals, some guidelines are specified that set goals to encourage mobility and employability for youngsters. The main purpose is to realise a smooth progression between education and the labour market and best practices are listed and explained. Finally participation rates and rewards mechanisms are described.

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Germany

1. Definition of mobility

Labour mobility is not a new development. In temporary (season workers) and permanent form (permanent migration) it is known already since long time¹.

Labour mobility can be defined in different forms – the **professional²/social** and **geographical** mobility. **Vertical professional/social** mobility means the upward or downward movement within the social hierarchy, a movement which correlates to some extent with the individual ability to move and to develop within an education system³. **Horizontal mobility**, by contrast, is about changing jobs or occupations with a similar social status, be it within a company or institution or between companies or institutions. **Geographical mobility** can be understood as **regional mobility** but also as **international mobility**. International mobility⁴ means to move between different countries. We can differ international mobility as well by different types of mobility. A typical differentiation is the between incomings and outgoings⁵. Mobility can we categorize as well in their objective, e.g. is the goal of the mobility to continue the apprenticeship in the other institution/country or is the mobility a part of an information exchange⁶. Further differentiation could be the type of financing of the mobility, contractual or the organizational framework (also the legal recognition)⁷.

The European Union has added a new quality to international labour mobility by developing a common regulative framework for labour mobility, so that it seems more appropriate to speak of transnational rather than international mobility⁸.

Individuals engage in labour mobility for different reasons, including for instance educational, cultural, economic, political or familiar reasons. Individuals, families or groups usually seek to improve their working and living conditions. Better opportunities for education and training are also important mobility factors⁹. If someone carried out a mobility is influenced by different framework conditions¹⁰. A mobility asks for the ability of mobility (car, financial background etc.), the readiness for mobility (to have a positive

¹ Cf. Pries, 2010, 730f.

² Cf. Freisl, J. 1994.

³ Cf. Frommberger, 2011, 171f.

⁴ Cf. Pries, 2001, 5.

⁵ Cf. Bohlinger, 2011, 10.

⁶ Ibid.

⁷ Ibid.

⁸ Cf. Krings, 2015, 89.

⁹ Cf. Oltmer 2010, 1-7, Oltmer, 2011, 7.

¹⁰ Cf. Otto, 2004, 13

attitude to do a mobility) and the requirement for mobility (specific situation which asks for a mobility)¹¹.

Main obstacles of mobility are missing information about exchange possibilities, missing contacts to companies or institutions and missing language skills¹².

For this study mobility shall be understood as regional or transnational as well as intersectoral mobility for the young people aged 15-29.

2. Overview of national policies

Increasing the mobility of professionals and young people, making them aware of the possibilities for training and working abroad, as well as reducing mobility barriers are main issues in the German debate on skill shortages¹³. While poorly skilled workers are not needed in this range anymore, the demand for high-qualified workers is rising.

Generally, it can be said that mobility policies have been promoted very much and are still seen as an additional benefit in training policies, notably with regard to youth employment. The amount of mobile young people is rising. A lot of them are supported or financed by European Institutions, but also bilateral cooperation can be found. Some of them will be highlighted later.

Next to the European political motivation is the main issue of transnational mobility in the fast raising internationalization of the world of economy, work and life, which leads to new requirements and qualifications needs which has also influences on the training systems and ways as well¹⁴.

But the discussion in Germany is not limited on the question of mobility within the EU. It is furthermore discussed how to invite and integrate experts from third-country-states into the European Union¹⁵.

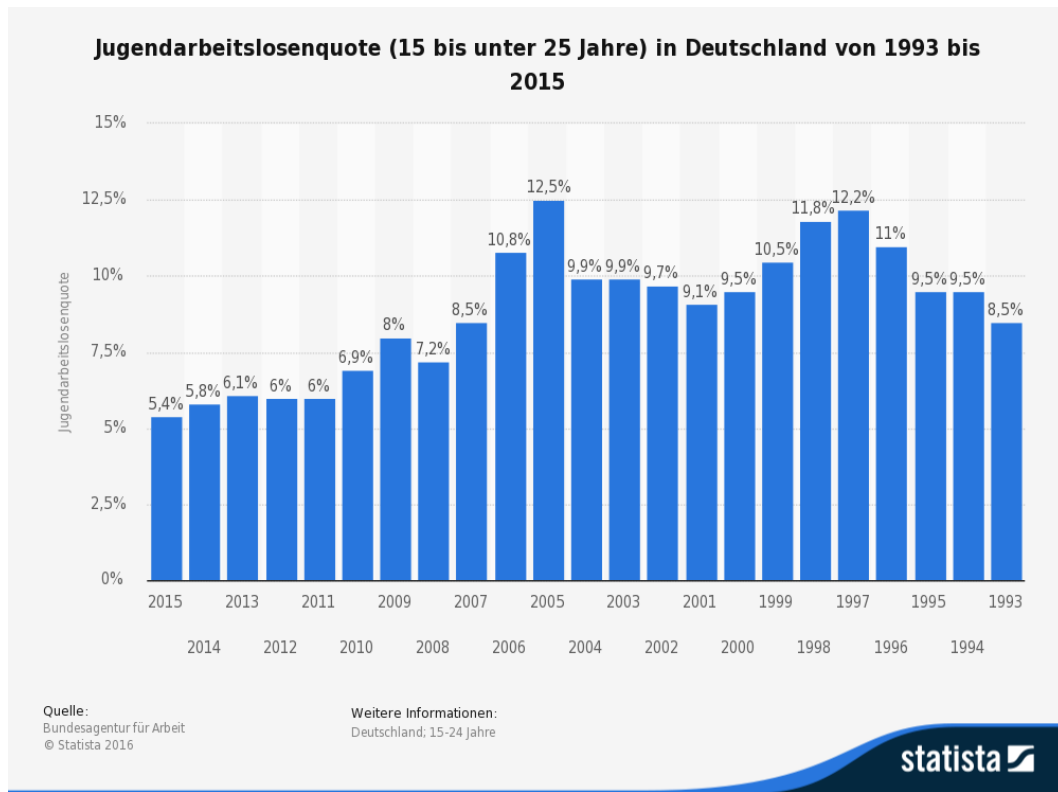
¹¹ Cf. Otto, 2004, 14.

¹² Cf. Bohlinger, 2011, 10.

¹³ Cf. Oltmer, 2011, 6.

¹⁴ Cf. Frommberger, 2011a, 4.

¹⁵ Cf. Oltmer, 2011, 6.

Figure 1: Youth Unemployment in Germany

The unemployment rate of young people in Germany is decreasing since 2005. (See Figure 1)¹⁶ In 2005, about 12.5 % of the under 25-year-olds were without work. In 2015 it was 5.4%. The youth mobility programmes were part of this successful development.

Also the recent government supports sets the mobility of young people on the political agenda. So it is planned to double the mobility rate of trainees till 2017. Furthermore it is planned to raise the amount of apprentices in initial VET having been abroad to 10%. (European Union plans 6%). At the moment about 4% of apprentices go abroad for training purposes.

Germany supports the EU-Youth-Guarantee, which was adopted by the Council of Ministers of the European Union on 22. April 2013. The objective is the reduction of youth unemployment by giving new impulses for the development of education and labour policies¹⁷. For this reason a national plan for the implementation of the EU-Youth-Guarantee in Germany was conducted in 2014.

Although the recommendations are almost fulfilled, the German government works on strategic, middle and long term developments to strengthen the labour market for young people. One issue is also the support of international

¹⁶ Cf. BfA, 2015.

¹⁷ Cf. BMAS, 2014, 15.

mobility. The Federal Ministry for Labour and Social Affairs is responsible for the implementation and coordination.

The EU-Youth-Guarantee is a recommendation/approach which ensures that all young people under 25 get a good-quality, concrete training or education offer within 4 months of them leaving formal education or becoming unemployed¹⁸.

Precondition is that the young people has to register at the "Job Center"/Agency for Labour, which are responsible for the support for job seeker. So called NEETs (not in employment, education or training) have the possibility to get support through private or federal institutions of the youth welfare or specific federal or regional programmes.

The Agencies for Labour are obliged by law (Code on Social Law III § 37 (2)/(3)) to seek an implementation agreement with young people looking for a job or training. The agreement has to be reviewed after three months.

In the national plan it is foreseen to strengthen this regulation and to provide offers to support young people in the registration and consultation. Also for NEETs there should be special activities and programmes. The Ministry for Families, Seniors, Women and Youth developed a programme under the label "JUGEND STÄRKEN" (Strengthen Youth). The programme shall support and integrate disadvantaged young people. Regions and local communities shall be supported to offer young people better living perspectives¹⁹. The possibilities for international exchange is so also a part of this strategy.

Furthermore there is a federal government's training initiative in conjunction with trade and industry (Employment Promotion Act (AFG)) to support young people. All partners of the initiative committed themselves to offer an apprenticeship training position to every young person who is able and who wants to start.

Since 25 years there is as well a central service institution (financed by BMBF) to support international mobility. The Information and Consultation Center for Mobility in Vocational Education (IBS) informs and supports trainees and companies in finding contacts and organizing the mobility.

3. National, bilateral and regional programmes and measures

3.1. National mobility programmes for youth

3.1.1. General National Normative Framework

a) Apprenticeship

The legal frame of the apprenticeship are the Berufsbildungsgesetz (Vocational Training Act – BBiG) and the Handwerksordnung (Crafts Code – HwO). The Federal Ministry of Economics and Technology (BMW) can, "in

¹⁸ Cf. BMAS, 2014, 16.

¹⁹ Cf. BMFSFJ, 2015.

agreement with the Federal Ministry of Education and Research (BMBF), grant state recognition to apprenticeships by means of an executive order law and enact training regimes for the apprenticeships. The training regimes set out the goals, duration, content and examination requirements for training in companies²⁰.

The Vocational Training Act provides the key regulations for the vocational training. It entitles enterprises to conduct vocational training on their own responsibility. In other words: to hire and train trainees. This federal law sets the requirements and conditions for vocational training that is provided on an in-company basis. The Vocational Training Act applies to companies in trade and industry, the public sector, to training in the liberal professions and in the skilled crafts and trades unless otherwise provided for in the Trade and Crafts Code.

The most important provisions in the Vocational Training Act concern:

- the content of the training contract,
- requirements regarding the suitability of the firm providing in-house vocational training and of the trainers,
- the companies obligation to pay trainees,
- the rights and duties of companies providing vocational training and of the persons receiving training,
- the necessity of having training regulations for vocational training that is provided according to plan,
- the process of conducting examinations,
- the trainee's right to a certificate from the company providing his training upon completion of his training,
- the competent body's (chamber's) organization and monitoring of in-company vocational training.

The Federal Institute for Vocational Education and Training (BIBB) is responsible for the development of regulation for the different professions. Currently 342 apprenticeships exist. The vocational training sector is mainly organized as a dual system. That means a training cooperation between companies and vocational schools. The vocational schools are organized, advised and monitored by regional ministries (Länder) on the basis of the regional school law.

The responsibility for issuing advice, monitoring the implementation of training in companies, the holding of examinations and the award of certificates/qualifications lies at "the responsible chambers of commerce and industry as self-regulatory bodies in the training sectors for industry and commerce, trades and crafts and the independent professions, and above all the ministries in the Länder for all other training sectors"²¹.

The main legal provisions on Continuing education and training are set in the Vocational Training Act (BBiG) and the Code on Social Law III (SGB III) including the Employment Promotion Act (AFG).

²⁰ Cf. BMBF, 2015, 16.

²¹ BMBF, 2015, 16.

Because of an amendment to the Vocational Training Act (BBiG) in 2005 it is possible to do part of the apprenticeship in foreign countries. The **time maximum** of the international part is a quarter of the full programme²². The mobility can be part of the apprenticeship when it supports the goal of the training programme (§2 III BBiG). So the curricula and contents of the mobility has to mostly same as in the training in the home institution as well it provides additional language knowledge or additional competences²³.

Additional legal basis are the training regulations (§5 II Nr.6 BBiB). Furthermore §27 II BBiG gives the possibility to cooperate with other training institutions when the competences, skills and knowledge cannot be provided in the home institution. § 2 III BBiG considers also training institutions in foreign countries as legal institutions for the apprenticeship. A mobility has to be regulated in the training contract between apprentice and the company. (§ 11 Nr. 3 BBiG). The obligation to pay remuneration continues to exist.

The chambers has to be informed and for longer mobility a plan has to be provided, so that the chambers have the possibility to fulfill their role for supervision and monitoring (§76 I BBiG)²⁴. As well the chambers can establish cooperation with foreign partners to fulfill their tasks.

With this change the internationalization shall also become existential part of vocational education and makes vocational education more attractive and equal to other education systems²⁵. Stays abroad needs the permission of the company, there is no right to go abroad. In best case it is arranged already in the vocational training contract or later in an additional amendment²⁶. The commitments like **social status, or financial arrangements do not change**. A leave from school has to be applied and the learning content has to be organized in self studies²⁷. **For the controlling and evaluation of the apprentices** the chambers can cooperation with foreign chambers. Within European supporting programmes like Erasmus the students can also be obliged to do certain reports.

b) Internship/Traineeship

Regarding the internship/traineeship there are several legal provisions. Next to the general labour law, there are regulations through Bürgerliches Gesetzbuch (BGB) and Right of Termination. Also the Vocational Training Act (BBiG) includes regulation for internships in §26. Since 2015 there is the "Law for strengthening the collective bargaining rights" which also includes regulation to the minimum wage for internships. Furthermore there is the Youth Labour Protection law (JArbSchG) which gives working regulations for the Young people up to the age of 17.

In the regulations, different forms of internship are described:

²² Cf. Hartwich, 2011.

²³ BT-Dr 15/3980 to § 2 after Hartwich, 2011.

²⁴ Cf. Hartwich, 2011.

²⁵ Cf. Hergenröder, 2008, 56.

²⁶ Ibid.

²⁷ ibid.

- school internships
- Study internships
- Volunteer internships for professional practice (Vor-/Nachpraktika)

School internships are obligatory for pupils. The social welfare is secured by schools. The objectives for these internships are the professional/vocational orientation and/or strengthening specific expert knowledge. The tasks of the internship are described in the school curricula which are provided by the regional ministries who are responsible for education politics in Germany.

School internships (for young people between 15-18) are regulated by Youth Worker Protection Act (JArbSchG). There are two types of internship. First type is the one which is part of a school lesson (e.g. work practices). Second type is internship in the vacation time. Internship in vacation are limited to four weeks per year.

For all it is regulated that the internship has to consider that students are not allowed to do jobs where they have to carry heavy loads, to work with dangerous materials and also no jobs with high responsibility. Maximum daily work time are 7 hours, maximum weekly work amount is 35 hours. No work between 20:00pm and 6:00 am is allowed.

Study internships are regulated by the universities. The form, duration and other regulations are set on the basis of study course regulations. The internships are part of the academic curricula e.g. as a practical semester or as a precondition for the study programme. These internships can be done during semester or in the time between the semesters.

Volunteer internships are normally done before the study at university or the vocational training starts or in the time between education phase and work phase. These internships are regulated through the Vocational Training Act (BBiG) §26.

3.1.2. Specific National Normative Framework

In 2012 a new law (BQFG) for Recognition and identification for vocational qualifications, which were acquired in foreign countries, was adopted. Background of this new law was the demographic development and the need to identify and recognize qualifications which people achieved in their foreign home countries²⁸.

About 2.9 Million people with foreign vocational qualifications are registered. The law sets the processes and criteria for about 450 professions (345 vocational professions, 40 federal regulated professions and 41 Meister-professions). 18 professions which are regulated by regional law and the academic recognition are not regulated by this law. It is to differ between regulated and not regulated professions. In regulated professions the

²⁸ Cf. Fohrbeck, 2012, 6.

recognition is needed as a precondition for doing this professions in Germany. For not regulated professions the recognition is part of transparency²⁹.

The right of residence is regulated by the law of residence (*Aufenthaltsgesetz* – AufenthG). In §18 the rules for employment are described. The right for employment can be awarded by the Agency of Labour or if there is a state regulation/contract with another state about this issue.

The German as well the European politics for Vocational Education has worked on concepts and criteria for assessing, recognizing and crediting. This shall support the permeability. Therefore 2008 the DECVET process was started in Germany³⁰. The ECVET (European Credit system for Vocational Education and Training) has a main focus on the learning outcomes, to support mobility and the recognition and crediting of learning performances³¹. The German DECVET process support this focus as well.

In the European Union the European qualification framework (EQF) was developed. Qualification frameworks are grids, in which the learning outcomes and the formal qualifications are ordered in different levels and organized and ordered through descriptors³². The EQF has 8 stages with three descriptors: knowledge, skills, competences³³.

As a supporting document the EUROPASS is installed. The EUROPASS, which is also promoted in Germany, shall bring more transparency. The EUROPASS is based on the decision of the Council of Ministers of the European Union on December 15th 2004. The Europass, which includes five different documents (European CV, language passport, diploma supplement, explanation of the certificate and a mobility passport), shall help young people to prove their qualifications and competences in a much easier way. This shall help them to have better chances on the German and European markets.

3.2. Bilateral and regional programmes

National programmes for supporting vocational education and apprenticeships can be found in different fields. One important programme is the "JOBSTARTER" programme, which was installed in 2006 and was supported by the Federal ministry of Education and Research. The main goal of the programme is to ensure specialist workforce of the future and to strengthen regional education and training structures. Since 2006 there were started over 350 projects³⁴. The focus of the project developed in the last ten years. In the beginning it was the objective to generate new apprenticeship training positions, nowadays the focus is to enhance the attractiveness of vocational education. Therefor international mobility are part of this programme.

²⁹ Cf. Fohrbeck, 2012, 7.

³⁰ Cf. Le Mouillour, 2011, 13.

³¹ Cf. *ibid.* 14.

³² Cf. Bohlinger, 2011, 11.

³³ Cf. *ibid.*

³⁴ Cf. BMBF, 2016.

The "JOBSTARTER plus" programme is financed by the Federal Ministry of Education and Research (BMBF). It is run by the JOBSTARTER Programme Office at BIBB, Interregional mobility will be supported. Under the title of "Development and piloting of interregional cooperation agreements to compensate for disparities in regional training markets – Networks for matching and mobility" several projects with the goal to foster mobility are supported from January 2015.

Furthermore Germany uses supporting programme from European Union e.g. ESF and Erasmus+ (former Leonardo Exchange programme). The Leonardo-da-Vince-programme as a part of the life long learning programme which was started in 1995 was very important in the European cooperation in vocational education. In the last five years there was a fast development in the usage of these possibilities. In 2011 there were about 8.400 outgoings (1% of young people), in 2014 it was 18.000 and nowadays the number is still rising, so about 4% of young people go abroad.

Another programme which is offered in Germany is the Volunteer Service for Young people, which they can do abroad as well. The federal ministry of Economic Cooperation and Development supports this programme since 2007. So every year more than thousand young people can take part in this programme and collect new experiences in other countries and work in social projects. The young people need to be between 18 and 27 years old. The length of such a programme is between 6 and 24 months³⁵.

a) Internship/Traineeships

In the field of internships are several programmes and supporting institutions, which shall support international mobility.

The German DAAD provides e.g. scholarships for students to work on German embassies and institutions, International organizations like UN or EU, German Schools in foreign countries, Goethe institutions etc. The internships have a duration of a minimum of 40 days and the participants need to apply at their university. The DAAD gives a support for travel to this institution and a monthly scholarship. The height depends on the chosen country.

Furthermore there are several programmes also support by the DAAD and BIBB which are financed and supported by European Union. So for example the Erasmus+ International mobility which runs since 2014. So German students can be supported with a scholarship with an amount of 650 Euro per month and foreign students who come to Germany can be supported with a scholarship of 800 Euro per month.

Next to that there are several bilateral programmes. Here are some examples:

³⁵ IfJ, 2016.

Programme	Country	Additional Information
German-French Youth work	France	<p>It is based on an agreement between France and Germany in 1963. https://www.ofaj.org/sites/default/files/directives-richtlinien.pdf</p> <p>Form of support: support for exchange programmes for young people between 3-30, individual exchange, training and further training projects</p> <p>Financial support: grant for travel costs, costs of stay and other costs</p> <p>Duration:</p> <p>Group exchange: Minimum duration for exchange project are four days, maximum 21 days</p> <p>Individual exchange: two weeks, maximum 12 months</p>
German-French Exchange Programme for Vocational Education	France	<p>It is based on an agreement between France and Germany in 1980 and it shall support young people to collect new experiences in the partner country. http://www.dfs-sfa.org/austauschprogramm/ablauf/</p> <p>Form of support: Support of time-shifted exchange of German-French-Group. Support for common training of French and German in a training center and a tandem-training in the trainings institution, language course, common project</p> <p>Financial of support: travel costs and costs of stay for two trainers (for three days), travel costs and costs of stay (French support) for the group, insurance, language course</p> <p>Duration: The mobility for vocational training has a duration of three weeks, for further training two weeks.</p>
Hello America	USA	<p>Financed by German Parliament and American Congress https://gc21.giz.de/ibt/de/usr/modules/gc21/ws-FLEXpppusa/info/ibt/index.sxhtml</p> <p>Form of support: support of exchange of young people</p>

		<p>Financial support:</p> <p>Travel costs and costs of stay for preparation seminar, travel costs for exchange in USA, insurance, study fees, support for guest families, Visa</p> <p>Duration: one year</p>
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b) Apprenticeships

The Ministry of Economy and Energy (BMWi) built up the programme "Berufsbildung ohne Grenzen" which shall support projects which support the mobility of young trainees and workers. 70% of the programme is financed by ESF and the BMWi and 30% has to be financed by the project partners. Under this umbrella several projects started to offer internships as a part of the apprenticeship. For this reason there were build a consultation network of the chambers of trade, industry and commerce to support young people to do international mobility during their vocational training phase. These consultants are partners for companies, trainees, young experts and international organizations. Furthermore the German government supports the European Alliance for apprenticeships. So it is planned to strengthen processes to attract vocational education. Companies, social partners, chambers, training institutions, youth organisations and think tanks work together to initiate different processes.

Next to that there are and were also several other programmes. Here some better known examples shall be provided:

Programme	Country	Additional Information
Let's Go	Different European Countries	<p>Supported by "Deutsches Handwerk". Financed by European Union. http://www.letsgoazubi.de/Forderermoglichkeiten/Forderung-fur-Azubis.html</p> <p>Form of support: support for apprentice for internships in EU Norway, Island, Liechtenstein, Croatia, Macedonia and Turkey, individual or group</p> <p>Financial support: fixed grant for travel costs, costs of stay and insurance</p> <p>Duration: maximum 12 months</p>
ISRAEL – German-Israeli Programme	Israel	Financed by BMBF an Israeli Ministry of Economy

for Cooperation in Vocational Education		https://www.na-bibb.de/bildungsprogram/deutsch_israelisches_programm.html Form of support: exchange of young apprentice, practical studies and theoretical workshops, cultural programme Financial support: travel costs and costs of stay Duration: three weeks
Joachim Herz Stiftung	USA	Supported by Bavarian Ministry of Education and the German-American Chamber of Trade http://www.joachim-herz-stiftung.de/ Form of support: exchange of young apprentice from Bavaria and Hamburg Financial support: travel costs and costs of stay Duration: 10-12 weeks
BAND – German-Dutch Exchange Programme for Trainees	Netherlands	Supported by BMBF, conducted by GIZ (run out) https://gc21.giz.de/ibt/de/usr/modules/gc21/ws-FLEXbilateral/info/ibt/index.sxhtml no detailed information on the webpage available
GJØR DET – German-Norwegian Exchange Programme for Trainees	Norway	Supported by BMBF, conducted by GIZ (run out) https://gc21.giz.de/ibt/de/usr/modules/gc21/ws-FLEXbilateral/info/ibt/index.sxhtml no detailed information on the webpage available

4. Participation rates and monitoring

For the field of Vocational Education the data basis comes mostly from the National Agency at the BIBB. At the moment about 4% of apprentices go

abroad. Especially the programme Erasmus+ (former programme was Leonardo Da Vinci) is very successful. In 2014 there were about 18,000 students using this Erasmus+ programme³⁶. These are 2,000 trainees (12.5%) more than in 2013. At the moment there are 33 partner countries. Most liked countries are Great Britain (7,200), Spain (1,700), France (990) and Ireland (970).

A BMBF study from 2011 gave a very good overview of the different donors:

Figure 2: Mobility of Trainees/Vocational Education³⁷

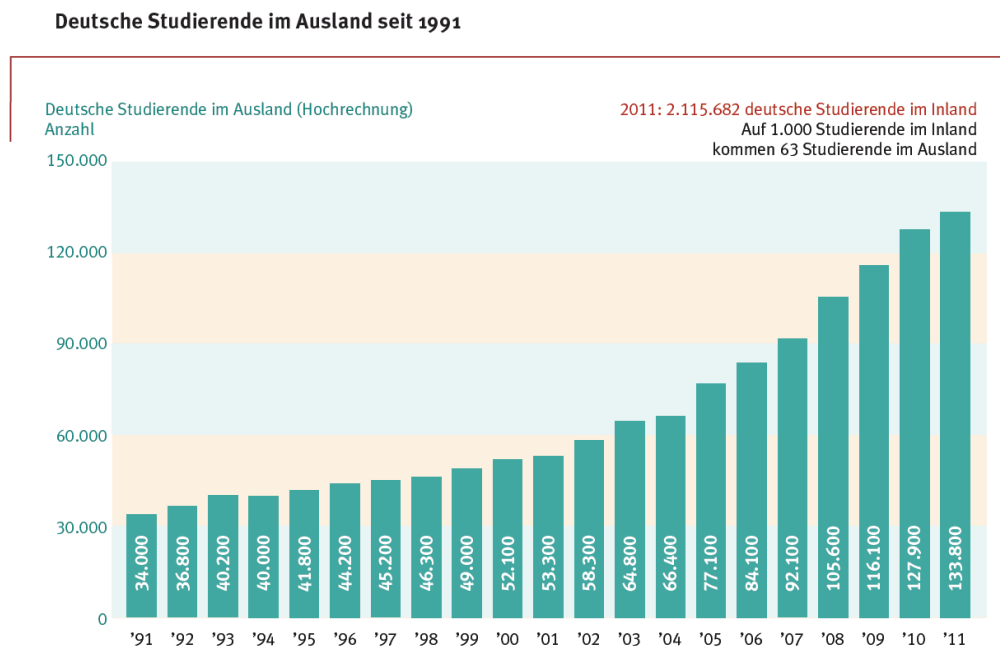
Aufteilung der mobilen Personen in der Erstausbildung auf Programme		
Programm	Durchschnittliche Zahl	Anteil in %
Mobilitätsfälle 2007–2009		
LEONARDO DA VINCI	8.800	37
Bilaterale Austauschprogramme des BMBF	1.900	8
ESF	1.500	6
EQUAL/INTERREG	300	1
Deutsch-Französisches Jugendwerk: Austausch mit Auszubildenden der beruflichen Schulen	200	1
Kammern, Stiftungen, Sonstige	1.900	8
Privat finanzierte Mobilität	8.900	38
Summe	23.500	100

Quelle: Zusammenstellung durch WSF

For student mobility the DAAD presents information, showing continuously rising numbers for student mobility. The number of students who were abroad reached 52,100 in 2000 compared to 133.800 in 2011 (see Figure 3).

³⁶ Cf. BMBF 2015a.

³⁷ Friedrich/Körbel, 2011, 113.

Figure 3: German Students in Foreign Countries³⁸

Quelle: Statistisches Bundesamt; länderspezifische Berichtszeiträume

Most chosen countries are Austria (22.9%), Netherland (18.7%), Great Britain (11.2%), Switzerland (10.4%) and United States (7.0%) (see Figure 4).

³⁸ Cf. DAAD, 2014.

Figure 4: Mobility Countries

Wichtige Gastländer deutscher Studierender im Ausland 2011,
Anzahl und in % aller deutschen Studierenden im Ausland

	Anzahl	Anteil in %
Österreich	30.574	22,9
Niederlande	25.028	18,7
Großbritannien	15.025	11,2
Schweiz	13.916	10,4
USA	9.347	7,0
Frankreich	6.147	4,6
China	5.451	4,1
Schweden	4.135	3,1
Spanien	2.677	2,0
Dänemark	2.505	1,9
Ungarn	2.341	1,7
Australien	1.835	1,4
Italien	1.450	1,1
Kanada	1.430	1,1
Neuseeland	1.324	1,0

5. Rewards mechanism

There is no special reward mechanism for mobility in Germany. Mobility is seen as additional benefit for the job or chances to get a job. There are first projects which shall support the comparability of the different competencies and qualifications in the different countries on the basis of the European qualification framework. As examples could be named:

- the "Skilled-Mobile-European-MASTER" project (SME MASTER which concentrates on the job profile of the baker (Meister),
- the innovation transfer project "MOVET – Modules for Vocational Education and Training for Competences in Europe" in which the partners from Germany, Denmark and Finland produced learning units for the field of mechanical engineering,
- or the "CREDCHEM – Strengthen the mobility in chemical sector"³⁹

³⁹ Cf. Küßner/Drews, 2011, 29.

6. Conclusion

Mobility as a part of education and training becomes more and more important in the German education system. A raising numbers of young people go abroad to strengthen their knowledge and to achieve new competencies. Politics supports especially several programmes in the field of international mobility. Here also different European programmes are provided, supported and used to raise the number of mobility. Also different programmes by private or economic institutions supports the development of young work forces. Mobility in Higher Education is more developed than in the VET system, also if it is possible in the VET system to take part on international mobility during the apprenticeships since 2005. The reason for the higher rate in Higher Education might be the Bologna regulations, which based on the ECTS system. That makes it much more easier to recognize foreign modules in the home study programmes.

As well the national mobility especially for higher education plays a big role to combine theory and practice much better. So in most study programmes nowadays internships are part of the curricula.

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Italy

1. Definition of mobility

There are two types of labour mobility: the **geographical mobility** and the **job mobility**.

Firstly, the geographical mobility may involve a move from one region to another within the same country (internal mobility) or a move across national borders (e.g. intra-EU mobility). Geographical intra-EU mobility is one of the fundamental principles of the Treaty of the European Union (art. 39): the freedom of movements of workers¹. This type of mobility is sometimes called **spatial**² which not only concern geographical mobility of people, but also material and immaterial goods, and information³.

On the other hand, the job mobility can consist in just moving from one employer to another or involve changing one's job profile or career level (with or without a change in employer)⁴. The latter relies heavily on internal labour markets while the former suggests the external labour market mobility.

According to J. Winterton (2005) and T. DiPrete (1987) the job mobility could be **vertical** as in career progression or **lateral** (horizontal) as in movement between sectors⁵. It is noteworthy to mention that the mobility in the external labour market (lateral, horizontal, intersectoral) in a wider sense deals with the perspective of transitions in labour market status in which individuals can move between employment, unemployment and inactivity over time⁶. A number of challenges intertwined with this typology when it comes to consider different companies, sectors or even countries.

Furthermore, the Council of Europe defines **learning mobility** as transnational mobility undertaken for a period of time, consciously organised for educational purposes or to acquire new competences or knowledge. It

¹ Art. 79 and 80, TFEU.

² A. Favell, E. Recchi, *Social Mobility and Spatial Mobility*, in *Sociology of the European Union*, 2010, chapter 3, p. 5; see also: Can M. Aybek, J. Huinink, R. Muttarak, 2015. *Spatial Mobility, Migration, and Living Arrangements*, Springer international publishing.

³ Spatial mobility – Hypergéio (2016), <http://www.hypergeo.eu/spip.php?article526#> (accessed 16 February 2016).

⁴ European Commission DG Employment, Social Affairs and Equal Opportunities, *Skill Mismatches and Labour Mobility*, Report, 2015, pp. 1 e 9.

⁵ J. Winterton, 2005. *From Bologna to Copenhagen: Progress towards a European credit transfer system for VET*, International Journal of Training Research, 3:2, pp.47-64, DOI: 10.5172/ijtr.3.2.47; see also: Thomas A. DiPrete, *Horizontal and Vertical Mobility in Organizations*, Administrative Science Quarterly, Vol. 32, No. 3 (Sep., 1987), pp. 422-444.

⁶ M. Ward-Warmedinger, C. Macchiarelli, Transition in Labour Market Status in the EU, in IZA Report, December 2013, no. 7814, p. 2.

covers a wide variety of projects and activities and can be implemented in formal or non-formal settings⁷.

In this report we extend the definition of the council of Europe focusing on the youth geographical mobility connected to professional purposes with a focus on work-based training schemes, either short or long term in forms of apprenticeship, traineeship/internship, school-work alternation and other accepted forms in the European member states.

It has been demonstrated that geographical mobility connected to professional training experiences may result in better skill matches for youth⁸. Returns to human capital formation may increase, which changes the incentives to invest in human capital. Improved skill matches and accelerated human capital formation may foster economic growth across the continent. The geographical mobility has a positive growth effects associated with free movement of human capital reducing labour market imbalances, improved skill matches in an integrated market, higher investment into education, and a higher level of innovation and entrepreneurship⁹. A more mobile labour force and expanded labour market have the potential of sustaining economic growth by promoting human capital's access. As the labour market functions through search and matching, openness to intra-EU geographic mobility will improve skill matches in the European labour market. Employers can choose from a larger pool of applicants, and young workers can screen a larger number of job offers. If it is possible to fill vacancies at a higher rate, or if the average quality of job matches improves, employers may in fact post more jobs, thereby reducing the high level of youth unemployment¹⁰.

2. Context of National Policies on Youth Mobility

To proceed with an overview of national policies on youth mobility related to professional training purposes, it is noteworthy to set out the discussion with an overview of labour market institutions in Italy. Since the mid-nineties, a path of reforms were implemented to increase labour productivity and to foster employment participation. As recognized by Malgarini et al. (2013)¹¹

⁷ The council of Europe, 2015. European platform on learning mobility, <http://pjp-eu.coe.int/web/youth-partnership/european-platform-on-learning-mobility> (accessed 03 March 2016).

⁸ European Commission DG Employment, Social Affairs and Equal Opportunities, *Skill Mismatches and Labour Mobility*, Report, 2015, p.4; See also: European Commission DG Employment, Social Affairs and Equal Opportunities, *Geographic mobility in the European Union: Optimising its economic and social benefits*, Final Report, April 2008, p.5.

⁹ *Ibid.*, p. 5 ss.

¹⁰ *Ibid.*, p. 78.

¹¹ M. Malgarini, M. Mancini, L. Pacelli, 2013. *Temporary hires and innovative investments*, Applied Economics, 45, pp. 2361–2370.

and Mancini (2007)¹², Italy represents indeed a case of special interest: the country's labour market institutions have dramatically changed since the nineties with a huge reduction of Employment Protection Legislation (EPL) for new hires. In particular, Italian policy makers were concerned by the weak performances – in terms of young people employment – compared to the other European economies. Thus, to invert such negative trends, firing restrictions were softened, new forms of temporary contracts were introduced and firm level bargaining schemes encouraged¹³.

The recent national policies and legal provisions in Italy are outlined into two main legislative acts namely the labour market reform "*Jobs act*" and the school reform in State Education "*Buona Scuola*". The two legislative acts are main pillars of a "dual system" aiming at widening the share of apprenticeships, traineeships and other work-based learning opportunities, both for learners and for companies¹⁴.

The new dual system established in 2015 has given the possibility of including students attending the last two years of upper secondary technical schools in apprenticeship pathways to acquire an upper secondary technical qualification or be hired with an apprenticeship contract starting from the second year. A further year of professional apprenticeship contract (second level of apprenticeship) with the same company will allow the student to get also a professional qualification. The new system also made the apprenticeship for higher education and research possible that will be further explained in this report. **The new features of apprenticeship reform** aim also to improve the quality of "on the job training", while assuring at the same time the right to education of apprentices. As regards the first and third level of apprenticeship, the reform provides training standards at the national level for work-based learning offering incremental hours of work-based learning. With reference to the second level of apprenticeship, the implementation of a National Repository of professional profiles of apprentices along with the setting of NQF (d.lgs. n. 13/2013) contributes to transparency of qualifications and titles. Similarly, the government's school reform "*Buona Scuola*" plans will increase the amount of work-based learning by introducing a minimum 400 hours school-work alternance period in all curriculum area of upper-secondary school in the technical and vocational area and a minimum 200 hours for Gymnasium.

On the side of **attractiveness** of apprenticeship towards companies, a more attractive set of financial supports for hiring young apprentices have been provided in the recent reform, as well as in the previous legislative framework still in force. That is:

¹² M. Mancini, 2007. "*Regimi di protezione all'impiego ed effetti sul mercato del lavoro: l'evoluzione della flessibilit a in Italia*," I Temi dei Rapporti ISAE, June.

¹³ F. Lucidi, A. Kleinknecht, 2009. "*Little innovation, many jobs: An econometric analysis of the Italian labour productivity crisis*," Cambridge Journal of Economics, bep011.

¹⁴ National commitment of Italy for European Alliance for Apprenticeships, 2013, <http://ec.europa.eu/social/BlobServlet?docId=14190&langId=en> (accessed 16 February 2016).

- A strong cut-off of the salary cost for apprenticeship and flexibility elements;
- A more attractive mechanism where the remuneration of apprentices will be proportionally linked to the time effectively spent on the job for the first and third level of apprenticeship linked with education and training¹⁵.

In terms of increasing attractiveness for companies, the mentioned school reform also envisages the creation of a National directory of companies involved in alternance or apprenticeship schemes, in order to give visibility to the companies and facilitate their matching with schools.

It is noteworthy the Jobs Act, Legislative Decree no. 150/2015 redesigns public structures for the support of workers and employers in search of employment and personnel. In particular, the National Agency for the active labour market policies (ANPAL), which was created under the Jobs Act, regulates the reorganization of employment incentives. With regard to geographical mobility it is necessary to mention art. 9, comma 1 and art. 18, comma 1 of the d.lgs. n. 150/2015. Article 9, comma 1 defines the ANPAL's functions: the coordination of EURES activities¹⁶, establishing methods regarding incentives to geographical mobility¹⁷ and the setting of service standards in relation to the measures of the following art. 18 of the decree. Moreover, art. 18 comma 1 delegates to the regions and Autonomous Provinces of Trento and Bolzano, the establishment of regional offices, designated employment centres. These centres have various tasks in the field of active policies in the labour market: carrying out basic orientation and analysis of skills in relation to the situation of the emerging labour market¹⁸, specialized and individualized guidance, through skills assessment and analysis of any needs in terms of training, work experience or other active employment policy measures on the adequacy of the profile of the demand expressed at the regional level work, national and European¹⁹. These two functions are very important for youth professional mobility since it is necessary to know the national and European labour market, before moving and training abroad, in order to promote the skill match. Another task is to organize activities of training aimed at qualifying and then work placement²⁰. In addition work experiences are promoted by the employment centre through the internships in order to increase skills²¹. **Finally, the employment centre manages the incentives for geographical mobility of workers too, as well as ANPAL.**

¹⁵ *Ibid.*, p. 3.

¹⁶ Par. 3.1, art. 9 comma 1 lett. d), d.lgs. n. 150/2015, of which the implementation decision of 26 November 2012 of the Commission implements the regulation of (EU) No. 492/2011 of the European Parliament and of the Council of 5 April 2011.

¹⁷ Art. 9, comma 1, lett. m), d.lgs. n. 150/2015

¹⁸ Art. 18, comma 1, lett. a) d.lgs. n. 150/2015.

¹⁹ Art. 18, comma 1, lett. c) d.lgs. n. 150/2015.

²⁰ Art. 18, comma 1, lett. e) d.lgs. n. 150/2015.

²¹ Art. 18, comma 1, lett. g) d.lgs. n. 150/2015.

Concerning the school reforms, "School, work and the territory" is one of the most innovative parts of the so-called "Buona Scuola" reform, which promotes young mobility too²². Generally, the legislative attempts are: to build an effective School-Work system, both in high schools than in technical and vocational schools and to involve business and government in offering education promoting the employment of young people, their mobility alternately in foreign countries, as well as to enrich their education. The instruments of the school-work alternation are internships, traineeships and the first type of apprenticeship reformed by the Jobs Act with d.lgs. n. 81/2015. Particularly, "Buona Scuola" reform at art. 1 comma 180 delegates the Italian Government to order and simplify the school regulatory system. One of the criterions of the delegation is the youth geographical mobility as art. 1 comma 181 lett.f) states. In fact, this provision for Government's delegation promotes the "Student Card" in order to attest the student's *status*. In this way the access to transnational mobility programmes is easier for the students that are interested in them. Moreover, the payment for eventual salary of apprenticeship or traineeship abroad is easier too; because there is the possibility to link to the "Student Card" also an electronic purse²³.

3. National, Bilateral and Regional Programmes and Measures

3.1. National Mobility Programmes for Youth

3.1.1. Specific programmes, projects, best practices, known at a national level concerning mobility

a) Apprenticeship

The main mobility programmes in Italy is often on the basis of European mobility initiatives. For instance, the **European Alliance for Apprenticeships** (EAfA) is a unique platform aiming at strengthening the *quality, supply and image* of apprenticeships in Europe, launched in July 2013 with a [joint declaration](#)²⁴ by the European Social Partners (ETUC, BusinessEurope, UEAPME and CEEP), the European Commission and the Presidency of the Council of the EU.

The Alliance does not provide funding itself. However, a number of relevant funding schemes are available for apprenticeship projects: the European

²² Art. 1, comma 181, lett. f), l. n. 107/2015.

²³ *Ibid.*

²⁴ European Alliance for Apprenticeships Declaration of the European Social Partners, the European Commission and the Lithuanian Presidency of the Council of the European Union, 2013. available at:

<http://ec.europa.eu/social/BlobServlet?docId=14331&langId=en> (accessed 16 February 2016).

Social Fund²⁵ supports setting up or improving apprenticeship scheme, the Youth Employment Initiative²⁶ supports the delivery of the [Youth Guarantee](#), Erasmus+²⁷ supports mobility, strategic partnerships, and policy reform, the European Investment Bank can provide loans to companies to set up new apprenticeship schemes, EURES²⁸ and Your First EURES Job²⁹ are being modernised i.e. to include apprenticeships, Drop'pin@Eures³⁰ is a website for concrete apprenticeship and training offers, and for facilitating partnerships between companies and organisations.

The European Alliance for apprenticeship, which has 26 Member States today, including Italy, recognizes the value and benefits of apprenticeships for youth employment, social inclusion, adaptation of skills and economic competitiveness, and it is committed taking steps to strengthen and improve training programmes and work for young people, and also to encourage mobility of apprentices in Europe.

In Italy, the EAfA is the joint commitment of the Ministry of Labour and Social Policies (MLPS) and the Ministry of Education, University and Research (MIUR). There are some good practices in Italy focusing on various objectives of the EAfA namely Fondazione Casa di carità Arti e Mestieri (focus on supply of apprenticeship); CIAPE – Italian Center for Lifelong Learning (focus on supply and quality) which are committed to activate training and working opportunities for young people.

Despite the growing importance of mobility in apprenticeships, **national commitments of Italy towards the EAfA have not envisaged a direct plan for the geographical mobility.**

Therefore, there are limited examples such as YouNet – Fostering European active citizenship and mobility and more recently in 2016 some new examples such as IFOM – Institute for Training, Employment and Mobile Learning³¹ (focus on supply and mobility) have started focusing on the mobility aspect. The aforementioned example, YouNet active as hosting and intermediary organization in the field of learning mobility, traineeship and apprenticeship is responsible through a formal agreement with the Bologna council of the info-point YouMob. It promotes apprenticeship schemes and initiatives across

²⁵ European Commission, Employment, social affairs and inclusion, European Social Fund, (2015), <http://ec.europa.eu/esf/home.jsp> (accessed 16 February 2016).

²⁶ European Commission, Employment, social affairs and inclusion, News, *Commission proposes rules to make Youth Employment Initiative a reality*, (2015) <http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=1829&furtherNews=yes> (accessed 16 February 2016).

²⁷ European Commission, Erasmus+, EU programme for education, training, youth and sport, (2015) http://ec.europa.eu/programmes/erasmus-plus/index_en.htm (accessed 16 February 2016).

²⁸ Cfr. *infra* note 28.

²⁹ *Ibid.*

³⁰ *Ibid.*

³¹ IFOM, 2016.

<http://ec.europa.eu/social/main.jsp?catId=1149&langId=en&idPledge=147> (accessed 16 February 2016).

Europe both among the youngsters population and among public authorities, businesses, social partners and VET providers. It works towards more quality, accessible and fair apprenticeships in Bologna and Emilia-Romagna regions³². The recipients of these programmes are the young people between 15 and 29 years, resident in Italy.

There are also some European best practices, which are active in Italy e.g. NETINVET – European network of vocational education and training centres and companies (focus on quality, image and mobility) in the area of International Trade & Wholesale and Transport & Logistics. The network covers today 8 EU Member States namely Italy, Belgium, France, Germany, the Netherlands, Portugal, Romania and Spain³³. The NETINVET aims to promote a vocational education and training system incorporating apprenticeship, to increase the attractiveness and the quality of apprenticeships and to increase the number of mobility exchanges. In particular, the approach allows the exchanges of learners between the different vocational education and training systems. It provides an evaluation of the learning outcomes acquired during the mobility in the different Member States participating in NETINVET based on the ECVET system. The quality process designed by NETINVET ensures that the education and training obtained in the schools and in the companies in another Member State is recognised in the national qualification system of the sending country. Furthermore, NETINVET provides VET centres with tools and services facilitating the setting-up of mobility and improving the quality of mobility. NETINVET network is structured around two tools supporting the mobility of learners coming from the training centres of the network: 1) a website dedicated to mobility with a public area presenting the network to the public and a private space providing network members with tools assisting in the communication, organisation of mobility operations, in the enhancement of their experiences and in the evaluation of the network and its quality process; 2) an association assembling the members of the network that ensures the sustainability of the quality process, monitoring, control and evaluation of tools and widely disseminates the culture of the network.

Another European best practice active in Italy is the Bosch Group, which has offered an additional 100 young people from southern Europe (Italy, Portugal, Spain) training in the company since 2014. 50 of these young people trained in Bosch subsidiaries in their native countries of Italy, Portugal, and Spain. For a further 50 applicants from Spain, the apprenticeships offered in Germany: more specifically, at Bosch Group companies in Bavaria and Baden-Württemberg. These apprenticeships for 100 young people in addition to the plans originally drawn up by the respective Bosch companies are a social

³² YouNet, 2013.

<http://ec.europa.eu/social/main.jsp?catId=1149&langId=en&idPledge=28> (accessed 16 February 2016).

³³ NETINVET, 2015.

<http://ec.europa.eu/social/main.jsp?catId=1149&langId=en&idPledge=130> (accessed 16 February 2016).

contribution to combating youth unemployment in the countries of southern Europe³⁴.

Back to the main European initiatives, in April 2013, EU Member States made a commitment to ensure young people's successful transition into work by establishing **Youth Guarantee** schemes³⁵. The programme has been providing funding for member states with unemployment rates above 25%, to invest in active policies for guidance, "promote employment/labour mobility by making young people aware of job offers, traineeships and apprenticeships and available support in different areas and provide adequate support for those who have moved [YG rec 18]"³⁶. In synergy with the European Recommendation in 2013³⁷, the Italian national implementation plan of "**Garanzia Giovani**" tried to ensure that, within four months of leaving school or losing a job, young people under 30 can either find a good-quality job suited to their education, skills and experience; or acquire the education, skills and experience required to find a job in the future through an apprenticeship, traineeship or continued education.

In this programme, young people aged between 15 and 29 years, resident in Italy – EU citizen or non-EU foreigners, legally staying – not engaged in employment or placed in a school or training course, can be helped by Garanzia Giovani to enhance their skills and educational and professional background to enter into the labour market. Programmes, initiatives, information services, incentives: these are the measures planned at national and regional level to provide opportunities for counselling, training and job placement, with a view to collaboration between all public and private actors involved. To determine appropriately the level and characteristics of the services and to increase its effectiveness, it was decided to introduce a "profiling" system that takes into account the distance from the labour market, through a personalized approach. **Garanzia Giovani encourages the mobility of young workers in Italy and in other European Union**

³⁴ EAfA Pledges (Bosch), 2013.

<http://ec.europa.eu/social/main.jsp?catId=1149&langId=en&idPledge=58> (accessed 16 February 2016).

³⁵ European Commission, 2015. http://europa.eu/rapid/press-release_MEMO-15-4102_en.htm (accessed 16 February 2016).

³⁶ *Ibid.*

³⁷ Youth Guarantee is a measure adopted by the Council of Ministers of the European Union on 22 April 2013, it is the European programme created for the purpose of reduction of youth unemployment and to promote the school-to-work transition. The Council Recommendation on the establishment of a Youth Guarantee recommends to Member States "to ensure that all young people under 25 years receive an offer qualitatively good work, further education, apprenticeship or internship within a period of four months after becoming unemployed or exit from the education formal system". The Youth Guarantee receives three funding sources: the European Social Fund (ESF), the Initiative youth employment (IOG) and national funding.

The European Recommendation on Youth Guarantee does not impose to the State the exact plan of its implementation, indeed each Member country has to adapt the Youth Guarantee in a better way regarding to the own current economic, social and occupational situation.

countries through a voucher that covers the costs of travel and accommodation for the duration of 6 months. This support for geographical professional mobility will appeal for both young people looking for career opportunities in Europe and businesses interested in hiring staff in other European countries³⁸.

In order to facilitate the free movement of workers in the EU, it is important the role of the competent services, such as Network EURES, the European Network of Services for Employment, coordinated by the European Commission, and which includes trade unions and organizations of employers³⁹. The **EURES network in Italy** consists of 64 consultants (EURES Advisers) and about 400 representatives located throughout the Italian national territory that carry out consultancy and placement service: the EURES advisers provide the European labour market information and facilitate the meeting between demand and supply of labour. **They promote also transnational and cross-border cooperation, helping to remove obstacles to mobility, such as the differences in legislation and administrative procedures between the different European countries.**

b) Other Types of Mobility (Volunteering)

The largest programme known for cross-border youth volunteering in Italy is the European Voluntary Service (SVE)⁴⁰. It enables young people aged 18 to

³⁸ European Commission, *Garanzia giovani*, 2015, p. 11, available at: <http://www.garanziaigiovani.gov.it/Documentazione/Documents/YG%20Measures.pdf>

³⁹ EURES system is an online job-matching platform. The European Commission created this institutional European Job Mobility Portal to help young people to find a job in another country. The initiative helps young people under 30 to find a job in another country by providing, among other things, financial support for the interview process. The EURES system and its online job-matching platform are important contributions to labour mobility and a cooperation of national employment agencies, streamlining the recognition of qualifications and supporting language training within the EU. In particular, "Your first EURES job" is a guidance platform to assist young people applying to jobs, it is 5000 placements for young people; but the number of young people matched to jobs via 'My first EURES Job' is very small. For this reason, there are other several exchange programmes and initiatives for training courses, education or volunteering abroad: "Leonardo Da Vinci", "Erasmus", "Comenius", "Marie Curie", "EVS- European Voluntary Service"; they can promote mobility as a means to achieve a degree, a new job, training or an own business.

⁴⁰ SVE-Erasmus+ Voluntary Service is among the most important association in the sector: through the association Rete Italiana di Volontariato Europeo (RIVE – Italian Network for European Voluntary Work) the international mobility of young people is favoured within no profit organisations. Quality is also promoted. RIVE was created in 2012 by seven Italian Associations (Associazione Joint, Associazione Vicolo Corto, Associazione Movimentazioni, Associazione Link, Cooperativa Cantiere Giovani e Associazione Strauss) with the objective of coordinating the deployment of volunteers abroad, promoting voluntary work projects there and putting in practice training and research activities on international mobility while promoting the exchange of best practices among the organisations in the field. The possible themes of the SVE projects, and so the activities to be carried out, range among all sectors in which no-

30 years to live up to 12 months in another country working in a non-profit organization. The SVE is funded by the European Commission within the Youth in Action Programme and aims to improve young people's skills. Another important institutional programme is the **Italian National Civil Service**⁴¹, which also coordinates some international projects. The latter is managed by the National Office for Civil Service (UNSC) which also coordinates the EU pilot project AMICUS⁴². Other opportunities for cross-border volunteering activities are offered by third sector organizations that organize both short and medium term, as well as labour camps within and outside the European Union. The civil service is an opportunity open to all young Italian citizens aged between 18 and 28 years. Young people have the opportunity to spend a year to enrich their social and professional skills within a non-profit volunteer organizations or public administration. As in the case of SVE, participating organizations must be formally accredited. You can participate in a project in another country, or perform community service abroad, but takes part in international projects only 1% of the total number of young people engaged in the national civil service. The civil service volunteers receive a monthly allowance (currently EUR 433.80 for a commitment of 30 hours per week) and their social security contributions are paid by the UNSC. Who chooses the civil service abroad receives 15 euro per day in addition to the allowance standard monthly and another 20 euro per day for room and board expenses (if they are not covered by the organization that sends them abroad), regardless of the country of destination. They also have insurance coverage for accidents, illness and civil liability provided by the UNSC.

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a) Apprenticeship

profit organisations operate: from assistance to disabled, elderly or sick people, to the entertainment of children, teenagers and youngsters, to environmental education to ecology and sustainable development, from the protection of the arts to music and theatre and so on.

⁴¹ The national civil service was introduced by L. n. 64/2001 when military service was still compulsory in Italy. It allowed conscientious objectors to substitute military service with civilian volunteer service. Since 2004, the military service is no longer compulsory and voluntary activities.

⁴² AMICUS (Association of Member States Implementing a Community Universal Service) is a project that experiments with the possibility of a European civil service and is supported financially by the European Union. The objective of this pilot project is to internationalize national civic services that already exist in some Member States through the exchange of volunteers. DG Education and Culture of the European Commission has announced a call for proposals. The Italian UNSC won the first call. The project includes a stay abroad of 6 months preceded by 10 days of training in Italy. From May to November 2009, 21 AMICUS volunteers have travelled to six participating countries: Cyprus, France, Germany, Italy, Poland and Spain. At the end of 2009 it published a second call for proposals and you select several Italian organizations, in addition to the Liguria region.

Apprenticeship in Italy is defined as an open-ended contract aiming at training and employment of young people established by article. 41 of Law 81/2015. The apprenticeship contract is divided into three different levels namely: apprenticeship for the qualification and professional diploma, a diploma of higher secondary education and higher technical specialization certificate (aged 15-25); Professional apprenticeship (aged 18-29); Apprenticeship for higher education and research (aged 18-29). **This form of contract enables young people aged 15 to 29, to move, to acquire more skills to enter into the labour market.** Thanks to the apprenticeship, as an instrument provides the young people the opportunity to facilitate the beginning of working career⁴³ get into training, job and a mobility experience⁴⁴.

In recent years, the Intra-EU mobility has faced the economic crisis that has involved especially young people, which have difficulties to access to the European labour market. To address the issue, the apprenticeship as a tool has two directions: to access to the labour market and to move and be trained.

One of the most important aspects of apprenticeship is the young professional mobility because in the context of education and the school-to-work transition, apprenticeship plays a substantial role, providing effective training and work-based learning. However, not all apprenticeships are equal in terms of investment in training, which is the fundamental feature of a true apprenticeship.

Moreover, not all apprenticeships carry the same value in terms of youth employability, and if there is no investment in "genuine" training on the part of the company, what remains is the mere use of cheap labour. There is a serious risk that apprenticeship becomes a mere instrument of exploitation of a flexible and cheaper labour force and not an useful tool for youth employability neither for school-to-work transition⁴⁵.

Back to the recent reform of the apprenticeship regulated by d.lgs. n. 81/2015 chapter V, art. 41-47, it is noteworthy to mention that **the training for professional qualifications (art. 43)** is feasible in all sectors of activity, including the completion of compulsory schooling, the duration of which may not exceed three years and is intended for persons who are at least fifteen years of age and until the completion of the twenty-fifth year old. The regulation of the training profiles is the responsibility of the regions and Autonomous Provinces in collaboration with the Ministry of Labour and Social

⁴³ M.A. Carbone, L. Carollo, S. Donà, D. Fagnoli, I. Ryzha, C. Serrapica, *Il contratto di apprendistato nel d. lgs. 81/2015*, Working Paper CSDLE Massimo D'Antona.IT, 286/2015, p. 12; see also: M. Tiraboschi, Industrial PhDs, Research Apprenticeships, and On-the-job training: The Case of Italy from a Comparative and International Perspective, Working Paper ADAPT, 4 June 2014, n. 159.

⁴⁴ CEDEFOP, *The role of VET in combating early leaving*.
<https://www.youtube.com/watch?v=IZnvXXtNdj4&app=desktop> (accessed 16 February 2016)

⁴⁵ M. Tiraboschi, *Young Workers in Recessionary Times: A Caveat (to Continental Europe) to Reconstruct its Labour Law?*, in *E-Journal of International and Comparative Labour Studies*, March-June 2012, vol. 1, n. 1-2, p. 19-20.

Policy and the Ministry of Education, University and Research. This first type of apprenticeship could be used in the process of school-to-work transition.

The second type of training is the professional apprenticeship, which can be activated in all sectors of activity including in the public administration. The duration and mode of delivery of training for the acquisition of technical and professional skills and expertise in relation to the professional profiles are established by the inter-confederation and collective agreements. The duration of the contract shall not exceed three years or five for the professional craft identified by the relevant collective bargaining agreement. The conditions set out for this new type thus favour the employability and mobility of young people as it would enable them to acquire a real expertise in the field.

Finally, the apprenticeship for higher education and research is inspired by the dual model, providing a tighter interaction between higher education institutions and enterprises. The first and the third type of apprenticeship link the entire Italian system of education and training. While the first type of training is a process aiming at the school-to-work transition helping young people's mobility, the third type is activated in all sectors of activity both private and public (as the second type), aiming at obtaining a qualification at the tertiary level, for the achievement of university degrees and higher education, including PhDs, for technical specialization, with particular reference to the diplomas relating to the paths of technological specialization of technical colleges, as well as for practical training for access to the professional experience. The recipients of this type of contract are people between the ages of 18 and 29 years old. The three typologies of apprenticeships are organically integrated in a dual system of training and work, with reference to government and education training and professional qualifications contained in the National Directory⁴⁶, as part of the European Framework of Qualifications⁴⁷ (EQF)⁴⁸. The choice of the Jobs Act reform is to group different models to do more rational forms of apprenticeship with achievable academic and professional objectives. The proximity of school, university to the work, also facilitates mobility of young people⁴⁹.

Apprenticeship cannot be considered the only national way to increase employability reducing youth unemployment and to favour youth mobility but it can be effective when is applied together with other employment policies of the state. For instance, until 31 December 2016, the Legislative Decree n. 150/2015 introduced a special relief system for the first type of apprenticeships, that made up the dual system apprenticeship. Who will take these contracts will be exempted from the contribution required by the dismissal fixed by the Law 92/2012 and from a

⁴⁶ Repertorio Nazionale ex. art. 8 d.lgs. n. 13/2013.

⁴⁷ Cfr. *infra* par. 3.1.2.

⁴⁸ Art. 41 comma 3 d.lgs. n. 81/2015.

⁴⁹ Garofalo D., *L' apprendistato nel d. lgs. 81/2015*, in Carinci F., *Commento al d.lgs. 15 giugno 2015, n. 81: le tipologie contrattuali e lo jus variandi*, Adapt Labour Studies ebook series, 48/2015, p. 256.

contribution rate of 5 % instead of 10 %. This rate will be free also from 1,61 % of social insurance for the use and inter-professional training funds. In general, the legislator establishes economic⁵⁰ and regulatory⁵¹ incentives for companies in order to promote the use of the apprenticeship, but they are not particularly for the transnational mobility.

b) Traineeship/Stage/Internship

Traineeship in Italy is defined as a period of orientation and training in a work environment that does not qualify as an employment relationship⁵² established by Article. 18 of Law 196/97 and regulated by Ministerial Decree 142/98. In recent years, however, the traineeship has been the subject of specific legislative measures and interventions of the Constitutional Court that have redefined it from the regulatory point of view. The latest classification of traineeship is based on the following categories:

- **Curricular Traineeships** within VET/High School, University (Tirocinio curricolare)
- **Non-Curricular Traineeships** (Tirocinio non curricolare)
 - a) Training and guidance traineeships (formativi e di orientamento)
 - b) Job placement/re-entry traineeships (inserimento/re-inserimento)
 - c) Guidance and training traineeships or placement/re-entry traineeships for the disabled, disadvantaged people, asylum seekers and beneficiaries of international protection.
- **Summer traineeships** which organised for adolescents and young people enrolled in any kind of University or high school programme and are held between the end of each school or academic year and the beginning of the next.

In addition there are also other types of traineeships: **traineeships for regulated professions; transnational traineeships**, for example those organised by European education and training programmes; **traineeships for non-EU citizens promoted according to the entry quotas**⁵³.

The national “**Guidelines on traineeships**”, approved by the State-Regions conference on January 24, 2013, in accordance with art. 1 par. 34 of Law 92/2012, establishes the framework and standard to ensure adequate

⁵⁰ In order to economic incentives art. 47, paragraph 7 of d.lgs. n. 81/2015 are still the current contributory benefits, which are maintained for one year by the continuation of the employment relationship at the end of training period, with the exception of mobile workers hired on training contracts.

⁵¹ With regard to regulatory incentives, the art. 47, paragraph 3, of d.lgs. n. 81/2015 provides that, subject to specific provisions of the law or collective agreement, workers hired on training contracts are excluded from the calculation of the numerical limits laid down in laws and collective agreements for the application special regulations and institutions.

⁵² ISFOL, *Tirocini*, http://www.isfol.it/temi/Formazione_apprendimento/tirocini (accessed 01 March 2016).

⁵³ ISFOL, *Traineeship in Italy* 2014, <http://www.isfol.it/euroguidance/documenti-euroguidance/pubblicazioni-eg/traineeship-in-italy> (accessed 16 February 2016).

traineeships quality. The guidelines aim at redefining the discipline of non-curricular internships, providing a common framework.

All regions have consolidated the guidelines into their regulations and have legislated on the subject: some regions were simply limited to adopt the text of the guidelines as regional legislation, others, however, have introduced a new regulation based on the principles and indications of the guidelines.

At the European level, in the Europe 2020 Strategy, the EU commission raises the question of the qualification of traineeships, considering preferred channel of integration into the labour and geographical mobility, especially for young people⁵⁴.

Concerning the youth mobility, there are many forms of traineeships that can be used to move, be trained and work abroad. For instance, the Erasmus+ is intended, among the various actions available, to promote the mobility of students and graduates, either during the university or after graduation. At the end of each training programme, participants will score an own personal document of the Europass Mobility⁵⁵.

The transnational traineeship is also used as a tool of school to work alternation; however, the average duration of training and staying abroad is very low⁵⁶. The short duration of the mobility abroad is due to various reasons. Since the training period abroad for students implies an absence from normal curricular activities, schools, in most cases decide to start the programme at the end of the school year as a **summer traineeship**, in order not to compromise the normal performance teaching. Another reason is related to the low flexibility of the staff (teaching and administrative) of school facilities and the difficulties of organizing mobility in different periods of the school year⁵⁷.

Non-curricular traineeships for EU and non-EU citizens legally residing in Italy are fully applicable based on regional regulations and are the principal tool for the professional mobility of young people.

⁵⁴ ISFOL, *Lo stage in Italia e in Europa*, mappa concettuale normativa, May 2014.

⁵⁵ The Erasmus +: is the EU programme for Education, Training, Youth and Sport. Mobility schemes are broadly funded in the new programme. Overall, 735.000 students including trainees and vocational students will have the chance to study or work abroad. Regarding to professional mobility, Erasmus + programme set the ambitious target of funding 650 000 trainings in VET. The issue is about the duration of the learning experience abroad: under Erasmus +, the duration of the stay abroad can be from 2 weeks to one year. Employers are reluctant to lose apprentices for one year, and experience shows that a mobility experience of 3-4 months is sufficient.

⁵⁶ Erasmus +, Ministero del lavoro e delle politiche sociali, ISFOL; *Mobilità Transnazionale Progetti di Trasferimento dell'Innovazione Partenariati Multilaterali in Rapporto annuale di monitoraggio 2014*; p. 27: The Leonardo da Vinci programme provides that the period of study abroad of IVT placements, go from a minimum of 2 to a maximum of 39 weeks. the low traineeship's duration is equal to 3.2 weeks for the mobility realized with the 2011/2012 projects, while for the relative mobility to projects of 2013, the average duration is further reduced to 1.7 weeks.

⁵⁷ Erasmus +, Ministero del lavoro e delle politiche sociali, ISFOL; *Mobilità Transnazionale Progetti di Trasferimento dell'Innovazione Partenariati Multilaterali in Rapporto annuale di monitoraggio 2014*; p. 27.

However, for non-EU citizens resident abroad, traineeships shall apply instead the “guidelines for the entry of foreigners from abroad interested in carrying out internships in Italy”, adopted by the State-Regions Agreement of August 5, 2014.

Finally, also the curricular traineeships could be used to move them since it is a way of school-work alternation. The regulation of curricular traineeships/internships is up to educational institutions. They have the competence to promote or not the youth mobility through the curricular internships in their school-work alternation programmes. Therefore, each institution has the right to exploit the use of curricular placements or, conversely, favouring more traditional teaching methods⁵⁸.

c) Volunteers

Geographical mobility of young people with learning purposes (as the mobility of students, researchers, teachers and trainees) could also happen for voluntary activities. In Italy the main volunteer activities revolve around: **Counselling** – this is particularly relevant for the health and social assistance sector; **Administrative and logistics tasks** – this can be found in all sectors; **Activities within the community** – this could be essentially related to leisure and culture, but it also applies to most sectors involving volunteers⁵⁹.

The European Quality Charter for Mobility (2006) stipulating the voluntary service abroad should be planned in order to give the best results in terms of vocational learning. Quality standards are essential to ensure that the learning objectives achieved by the volunteer movement are transparent and the skills and competences acquired through volunteering are recognized formally.

In Italy the main role in the development of the legal framework for **voluntary activities** is conducted at the national and transnational level. However, the regional and local authorities have also a role to play namely to support the development of new host organizations, to send and to promote transnational volunteering. The cross-border aspect is not yet fully integrated into voluntary activities, since institutional responsibilities are divided among several entities (Office for the Civil Service, Ministry of Youth, Ministry of Education, Ministry of Labour and Social Policy, Regions).

The framework law n. 266/1991 considers volunteering an expression of participation, solidarity and pluralism⁶⁰. Voluntary activities cannot be paid in

⁵⁸ Art. 1 comma 181 lett. f) l. 107/2015; see also: Buratti U., *Tirocini curriculari: un'occasione di alternanza formativa*, in Buratti U., Caroli S., Massagli E. (a cura di), *Gli spazi per la valorizzazione dell'alternanza scuola-lavoro*, Adapt ebook series, 42/2015, p. 55.

⁵⁹ European Commission, Study on Volunteering in the European Union Country Report Italy, http://ec.europa.eu/citizenship/pdf/national_report_it_en.pdf, p. 8 (accessed 16 February 2016).

⁶⁰ Art. 1 law n. 266/1991.

any way, even by the beneficiary and the volunteer can only be reimbursed the actual costs incurred for the activity done. The activities of **international volunteering** in developing countries is governed by law n. 49/1987, which states that volunteers participating in projects implemented by NGOs working in the field of development cooperation recognized by the Italian Foreign Ministry, have to enter into a two-year contract of voluntary international and to benefit from retirement assistance, in particular it is an monthly allowance, whose amount depends on the cost of living in the destination country, as well as a housing or a housing allowance.

The cross-border **volunteers moving in Europe** are not recognized by any specific legal status. The procedures differ for EU citizens and those of third countries staying in Italy to work as volunteers. In case of **non-EU citizens**, the legislative decree n. 154/2007 states that it is allowed to stay in Italy to foreign citizens aged between 20 and 30 years for participation in a voluntary programme promoted by a recognized church or church organization, recognized by an NGO or association social promotion enrolled in the national register. The volunteer must apply for a permit (the procedure is very long) and the visa is granted for a period not exceeding 18 months. This decree is an improvement over the previous decree (Legislative Decree n. 286/1998, known as the Immigration Act), which did not include volunteer work among the reasons allowed to request entry into Italy.

On the other hand, **EU citizens** can freely enter the country to carry out voluntary activities and can stay in Italy for up to three months without being subject to any bureaucratic exercise, in accordance to Directive 2004/38/EC. Until 2009, volunteering was not a legally recognized reason for staying in the country for more than three months; people with a job could remain and Italy provided them a sufficient financial resources and health insurance, to ease the burden on the social security system. In 2009, following the European Commission communication, the provisions have been revised so that financial resources can also be generated by the volunteers that come in Italy and now they can get a temporary residence permit and a tax code.

Young cross-border volunteers get benefits especially from the point of view of learning; they increase soft skills base and social skills (learning to live, work, share and discuss with others). They also achieve tangible results, in which prospective employers may be interested: the knowledge of foreign languages and the experience in office automation. In Italy there is no a coherent national system that enables validation and recognition of the skills acquired through non-formal learning such as the volunteering⁶¹ by universities and employers. For example, the UNSC releases to the participants in the civil services abroad a certificate attesting completion of the programme, but that does not validate the skills acquired. However, individual projects may have an agreement with a specific university, so the

⁶¹ K. Fonovic (CSVnet), *VALUE: Italy National Report* ["VALUE: relazione nazionale sull'Italia"]. Liverpool: VALUE, Volunteering and Lifelong Learning in Universities in Europe ["VALUE: volontariato e apprendimento permanente nelle università in Europa"], 2009.

skills acquired through the project are recognized as an internship or are converted to credits within the course of studies⁶².

3.1.2. Labour Law specific provisions on: the right of residence, social security, tax system and health system

The principle aim of mobility is to enable exchange between European countries, overcome limitations and balance differences related to specific national systems, such as social welfare systems⁶³. This intent demonstrates the complexity in favouring the model of a European single market and free delivery of services across Europe, on the one hand, while seeking to uphold social protection and employment rights for all workers, on the other⁶⁴. The article 45 TFEU states that the free of movements of the workers in the EU implies the abolition of any discrimination⁶⁵ based on the workers' nationality concern to the whole working conditions. The focus is on social security system that regards especially the young people who move through apprenticeships and not all the other forms that are not contracts (like internship or voluntary). So in terms of pension rights there is the recognition and validation of mobility periods for the apprenticeships. The Community legislation on social security coordination has a very clear content: mobile workers and their families benefit (with some exceptions) from social security coverage in the country where the person concerned works and must pay corresponding contributions. Since national social security schemes can vary considerably, EU law provides the workers with the right to export their social security rights, which mean that benefits acquired under the legislation of a Member States must be paid without any reduction, modification or suspension even if the person concerned resides in another Member State. The practical implementation of this basic principle requires good co-operation and coordination between Member States. The Regulation on the coordination of social security schemes covers sickness benefits, parenthood and family benefits, invalidity benefits, statutory old age pensions, death grants,

⁶² Public Policy and Management Institute, *Mobilità dei giovani volontari in Europa*, report, p. 173.

⁶³ I. Biletta, *Workers' mobility and migration: How to achieve a balance in Europe?*, in *Workers in Europe: mobility and migration*, Eurofound, Foundation focus, issue 18, December 2015, p. 3.

⁶⁴ See the Posting of Workers Directive (96/71/EC) and Directive 2014/67 on the enforcement of Directive 96/71. As outlined in the 2015 Commission work programme, the Commission will carry out a 'targeted review' of Directive 96/71 as part of the Labour Mobility Package in order to assess whether any adjustments are needed to further prevent the posting of workers leading to social dumping (see answer given by Commissioner Marianne Thyssen, on behalf of the Commission, to a question by MEP Jutta Steinruck, April 2015 or CWP 2015, Annex I).

⁶⁵ The principle of non-discrimination and equal treatment is regulated by EU reg. 492/2011.

survivors' benefits, benefits related to accident at work and occupational diseases, and unemployment benefits. Concerning to occupational pensions, changing job or country often means losing occupational pension benefits in some Member States. The difficulties in transferring these benefits from one country to another create some serious obstacles to labour mobility. A number of steps have been taken by Italian legislation in order to strengthen the portability of occupational pensions. They aim to guarantee mobile workers improved access and better preservation of their supplementary pension rights. It focuses on the setting of minimum requirements for better access to pension rights and preservation of rights so that mobile workers are not penalised and on improved access to useful and timely information⁶⁶. For the applicable law it is applied the principle of "*lex loci laboris*" as a guideline to identify the applicable legislation. Young people who move abroad to work are subject to the legislation of the EU member state with regard to the whole social security legislation⁶⁷. This connecting factor implements the principle of equality and protects the national system from possible distortive practices based on social dumping or the shopping welfare⁶⁸.

3.1.3. System for the recognition of competences, diplomas and professional qualifications (intra-EU mobility)

The transparency of training certification has become a central theme, essential for the European integration itself and for an effective system of free movement of workers⁶⁹. **The system for the recognition of competences, diplomas and professional qualifications has a fundamental goal: to promote the geographical mobility of workers, through recognition and transfer of qualifications between European countries⁷⁰.**

At the EU level, the European Qualification Framework (EQF) links the qualification systems in different countries aiming to facilitate the circulation of qualifications between the various systems. The objectives of funding the EQF implementation are to support labour mobility, **lifelong learning**, to compare individual national qualifications systems to the EQF and to introduce

⁶⁶ European Commission DG Employment, Social Affairs and Equal Opportunities, *Geographic mobility in the European Union: Optimising its economic and social benefits*, Final Report, April 2008, p. 114.

⁶⁷ Cinelli M., *Manuale della previdenza sociale*, Giappichelli, 2015, p. 214-215.

⁶⁸ Klaus F. Zimmermann, *European Labour Mobility: Challenges and Potentials*, Iza Discussion Paper, November 2004, n. 1410.

⁶⁹ M. Biagi, *Formazione e qualità: note per una strategia comunitaria dell'occupazione*, in *DRI*, 1996, n. 2, p. 75-83: "La trasparenza delle certificazioni formative diventa dunque in questa luce un tema centrale, presupposto essenziale della stessa integrazione europea, anche al fine dell'effettività della libera circolazione dei lavoratori".

⁷⁰ L. Casano, *Quadri nazionali delle qualifiche: la situazione Italiana alla luce degli sviluppi europei*, in *DRI*, 2015, n. 3, p. 908.

the individual qualification certificates, a reference to one of 8 levels of EQF starting from the basic level (level 1, the conclusion of the course of primary education) to the more advanced (Level 8, for example Doctorates). The EU Member States, in the wake of the EQF, have adopted national framework of qualifications, namely tools for the classification of qualifications according to a set of criteria based on the achievement of specific learning levels.

Indeed, the Italian legislature, with the legislative decree. n. 13/2013 established the national repertoire of qualifications in education, training and qualifications (ex. art. 4, par. 67, of the l. June 28, 2012, n. 92). The national repertoire is a frame of reference for the certification of skills, which describes all qualifications of education and training, and underlines correlativity between the EU Members States' qualifications, drawing the system of the European credits⁷¹.

In Italy, there is a difficulty to apply the provision of art. 8 d.lgs. n. 13/2013: the establishment of a National Directory encompassing all types of qualifications including the qualifications and titles taken at the conclusion of an apprenticeship in school-work alternation⁷². The difficulty could be overcome by the coordination of all the players involved: ministries, regions, social partners, educational institutions, companies, NGOs and all processes, such as the voluntary, in which the young people develop informal processes of learning moving abroad⁷³.

In this direction the Interministerial **Decree 30 June 2015**, to implement Legislative Decree 16 January 2013, n.13, defined an operational framework for the national recognition of regional qualifications and related skills⁷⁴. It promotes lifelong learning as a right of the person to increase and update their skills and knowledge in formal, non-formal and informal learning contexts. According to the operational framework in order to identify and validate competences drafted in the "validation document" supporting to ensure the transparency of skills acquired, the following minimum information should be provided: personal details of the person; the competencies identified as potential objects of validation; work experience and formal, non-formal and informal learning, referring to the competencies identified as potential objects of validation. At the end of the identification and validation service, the regions and autonomous provinces of Trento and Bolzano shall ensure that the issue of the "Validation Document" is in accordance with standards in art. 6 of Legislative Decree 16 January 2013, n. 13⁷⁵.

⁷¹ D. Garofalo, *L'apprendistato nel d. lgs. 81/2015*, in Carinci F., *Commento al d.lgs. 15 giugno 2015, n. 81: le tipologie contrattuali e lo jus variandi*, Adapt Labour Studies ebook series, 48/2015, p. 251 ss.

⁷² Art. 41 comma 3 d.lgs. n. 81/2015.

⁷³ L. Casano, *Quadri nazionali delle qualifiche: la situazione italiana alla luce degli sviluppi europei*, in *DRI*, 2015, n. 3, p. 914.

⁷⁴ Art. 1 decr. 30 June 2015.

⁷⁵ Art. 6 decr. 30 June 2015.

3.1.4. Incentives/supporting measures: Salary, financial support/compensation, housing and social security/assistance arrangements

Young people who move in Italy for a professional experience are subjected to disability and sickness benefits, social housing and unemployment benefits. The European citizens tend to use health services less than the native population in Italy, mainly because the majority of them are young and make less use of social housing than Italians. The reason for lower access clearly lies in the low stock of social housing, resulting in long waiting times even for Italians⁷⁶. In terms of supporting measures in order to promote geographical and professional mobility of young people, the European Social Fund (ESF) contributes to the financing of public national projects intended to provide workers a new productive employment or to grant aid to unemployed workers⁷⁷.

The insurance cover required for the young people that work and train abroad is the one officially indicated by the National Institute for Insurance against Accidents at Work (INAIL), which is valid on all Italian, European and non-European territories under the convention with INAIL. INAIL's insurance foresees: equal rights for men and women (article 37 of the Italian Constitution), no age limitations, protection of all Italian trainees/workers (apprentices) working both in Italy and everywhere abroad. As for trainees working abroad a distinction must be made between those employed by Italian companies (subject to the Italian legislation) and the ones employed in foreign companies within the European Union (subject to the legislation of the country where they work)⁷⁸.

To be precise, what is above described is not an accident insurance but the insurance covers only workers for the possible risks connected to the practical activities within the traineeship, provided that those are listed among the ones that can be protected on grounds of art.1 n.28 of the Consolidated Law approved with Presidential Decree n. 1124/1965⁷⁹.

Generally speaking, for traineeships abroad, the territorial extension of the INAIL insurance cover varies if the traineeship is carried out in another EU Member State or in a non-EU country. In the first case, the normal insurance cover will be required. In the second case, there will be no insurance cover if there is no social security agreement with the country in which the traineeship takes place. Some Italian universities (for example, Pavia University) grant INAIL cover all over the World during any institutional activity, either on teaching or a traineeship.

⁷⁶ *Social dimension of intra-EU mobility: Impact on public services*, Eurofound, Foundation Focus, 15 December 2015.

⁷⁷ Cinelli M., *Manuale della previdenza sociale*, Giappichelli, 2015, p. 41.

⁷⁸ INAIL, *Lavoro all'estero*, 2015.

<http://www.inail.it/internet/default/INAILincasodi/Lavoroallestero/index.html>

⁷⁹ see also the agreement between the Government, Regions and Autonomous Provinces of Trento and Bolzano on "Guidelines on traineeships" on 24.01.2013, par. 7 "Insurance guarantees."

From an economic point of view, the minimum remuneration (as it is not an employment contract with a minimum wage) **for all young trainees** in Italy cannot be less than EUR 300 gross per month for the "performance" made⁸⁰.

For apprentices the compensation depends on the relevant collective bargaining agreement while the taxation depends on national and regional tax system⁸¹. Youth Forum's data demonstrate that in 2013, there were 4.5 million internships in Europe: 60% of them were unpaid and over half (51%) of those interns who were paid said the amount was not sufficient to cover their basic living costs⁸².

For mobility of young volunteers the regulation and remuneration depends on the location either it is a voluntary work abroad or in Italy. For instance, volunteers abroad receive a monthly remuneration of € 433.80, plus a € 15.00 daily indemnity, plus a reimbursement for the costs of stay (€ 20,00 on a daily basis) provided that such reimbursement were not already paid in advance by the bodies responsible for the projects. Volunteers for the National Civil Service are granted insurance cover for the risks connected to the activity carried out, both in Italy and abroad. Regarding other forms of voluntary work, it is mandatory that all volunteers be covered by insurance for all the risks connected to the activities carried out, in case of illness, accidents and third party liability. The policies are varied and different from those for voluntary work in Italy, given that, often, voluntary activities abroad are carried out in highly dangerous environments. All NGOs are obliged to sign insurance policies for their volunteers abroad⁸³.

⁸⁰ The Ministerial Decree n. 1709 of 8 August 2014 regulating the implementation of the measure shall also establish the financial resources available, regional and provincial level, in which the incentive may be granted and that in total amount to EUR 184,855,343.66.

⁸¹ L.183/2011 (c.d. Legge di Stabilità 2012); Circolare INPS 128/2012; Circolare INAIL 27/2013; Circolari MLPS 5/2013 e 35/2013; D.L. 34/2014 convertito in L. 78/2014; Circolare MLPS n. 18/2014; Legge 92/2012; Legge 190/2014 (Legge di Stabilità 2015); d.lgs. n. 81/2015; d.lgs. n. 150/2015.

⁸² sources: EC, High Fliers Research Limited, September 2015

⁸³ Ksenija Fonovic (CSVnet), *VALUE: Italy National Report* ["VALUE: relazione nazionale sull'Italia"]. Liverpool: V ALUE – Volunteering and Lifelong Learning in Universities in Europe ["VALUE: volontariato e apprendimento permanente nelle università in Europa"], 2009.

3.2. Bilateral and Regional Programmes

3.2.1. Specific programmes, projects, best practices, known at a local and regional level concerning mobility

a) *Traineeships*

At the regional level, there are a number of examples focusing on learning mobility through traineeships. For instance, a regional project called **PREMO** (PREpara la Mobilità)⁸⁴ – Lifelong Learning Programme (active from 2012 to 2014), originated from the cooperation among **Autonomous Province of Trento, Friuli Venezia Giulia Autonomous Province, the Region of Marche and the Province of Turin**, transferred various approaches and tools to promote young people's mobility (through both traineeships and apprenticeships) in the fields of education and professional training. The project mainly focused on the preparatory phase of transnational mobility, providing various resources and tools to organise, prepare and manage mobility flows inside and outside of the country.

Another example is the region of **Sardinia** where since 2008 offers a financing scheme for traineeship programmes with the aim of promoting international mobility. The scholarship consists of a forfeit monthly sum of € 2,000 for traineeships abroad and it was created for all citizens not older than 36, having a university degree, who have been resident in the Sardinia region for at least 3 years, or have changed residency since no more than 5 years, provided that they have held residency in the Region for at least 20 years before changing⁸⁵.

Emilia Romagna is another region promotes international mobility for its young citizens through a free service provided by the Region's Legislative Assembly: it offers guidance and support for the organisation of study, traineeship, work or voluntary work experiences abroad. Such service is basically offered by a real and virtual centre to which make it possible to be a reference in person or on the phone, email, Skype and Facebook. In this regard, the website of the Europe Direct Centre of Emilia Romagna of the Region's Legislative Assembly proves to be very useful, as it provides information, counselling and assistance in case citizens decide to move to an EU Member State.

Another Italian project promoting traineeship experiences abroad is **Formazione II**. The project started in 2015 aiming at offering the possibility of a traineeship in a foreign country to young people coming from the **Southern**

⁸⁴ Regione Emilia Romagna, Europa, PRE-MO, Preparare la mobilità: linee guida e raccomandazioni, 2015.

http://www.europa.marche.it/Portals/0/Documenti/PreMo%20Guidelines_ITA.pdf (accessed 16 February 2016), p. 5.

⁸⁵ Regione Autonoma della Sardegna, Tirocini, 2015.

http://www.regione.sardegna.it/j/v/1062?&s=1&v=9&c=6770&na=1&n=10&va=2&no_desc=2 (accessed 16 February 2016).

Regions. What is required is a good knowledge of the language and the culture of the target country, as the project's main goal is a deeper inclusion, both at social and work levels. The destinations for traineeships are the United Kingdom, Spain and Malta. Young people taking part in such project will be 70 candidates between 18 and 35 years of age who just got their diploma and/or are already taking part in vocational training, profiting from social and work (re)inclusion programmes. Every traineeship abroad will last 4 weeks and will be organised in working contexts related to the characteristics/competences of each participant. The working contexts will be chosen based on the experience in mobility of the institution of origin and the intermediary organisation of the candidate. At the end of the traineeship experience abroad, each participant will be provided with the Europass Mobility – a document to record knowledge and skills acquired in another European country at the end of formal and informal learning programmes – which favours lifelong training and mobility of individuals among different jobs, sectors and countries.

b) Apprenticeships

Regulation and the duration of apprenticeship for the acquisition of a diploma, professional training and research is left to regions to take decision in accordance with social partners, universities and other training institutions. In the absence of regional regulations enabling higher apprenticeship or research, universities and other educational institutions are able to activate specific agreements with employers' associations.

In Italy, the amount of local and regional initiatives for the promotion of mobility among young apprentices depends on the various types of apprenticeships. The promotion of professional apprenticeship abroad is limited to a few local bodies, in contrast to the apprenticeships carried out in Italy. Among the few examples, the **Confcommercio** based in Monza organizes professional apprenticeship courses for young apprentices in the territory who decide to move abroad. Such courses will also be held in 2016 involving training bodies to offer services aimed at fulfilling individual needs. Many universities and Italian regions promote apprenticeship for higher education and research.

The **Tuscany** region, for instance, offers vouchers (reimbursement of enrolment and stay costs) to be used abroad within higher apprenticeships for young university graduates younger than 35 who live in the region. The calls are issued to implement the [Por Fse 2014-2020](#) project (European Social Fund for an Operative Programme of the Tuscany region) within interventions aimed at implementing internationalisation, development of competences and research projects⁸⁶.

In 2016, the **Lombardy** region allocated two million Euros to support the circulation of the contract for research apprenticeship as a mode of

⁸⁶ Regione Toscana, *Speciali Por Fse 2014-2020*, 2015.

<http://www.regione.toscana.it/por-fse-2014-2020> (accessed 16 February 2016).

cooperation and transfer of know-how among enterprises, universities and research centres. More in details, a formal notice of the region of Lombardy announces the allocation of funds for the training of researchers/apprentices, both in Italy and abroad, thus promoting international mobility of young researchers from the region⁸⁷.

With regard to the bilateral mobility programmes, there are a lot of them between Italian universities and the foreign ones to improve the collaboration in the academic fields through higher education and research apprenticeship. An example of these bilateral mobility programmes could be the **MIUR-DAAD Joint Mobility Programme**. It is a bilateral support programme for mobility of researchers (signed in Rome on September 18, 2015) between the DAAD and the Italian Ministry of Education, University and Research (MIUR), Department of Higher education and Research. The DAAD receives the funds for the implementation of the programme by the German Federal Ministry of Education and Research (BMBF). The Italian side is financed by funds from the Ministry of Education and Research (MIUR). The Ministry of Education-DAAD Joint Mobility Programme aims at promoting cooperation between Italian and German research groups for specific joint scientific projects. Beside the support of learning mobility, the programme aims to support the refinement and specialization of young researchers, as well as contribute to the growth of mutual understanding between the respective systems and academic research, contributing to the creation of networks aimed at inter-university cooperation. In particular, the main aim is to promote the updating and specialization of young researchers and academics in general. The joint mobility programme represents a highly desirable scientific cooperation that serves as starting point for larger research projects that should be applied more at European or international research funding levels⁸⁸.

c) Other Types of Mobility (Volunteers)

Volunteer work abroad is a widespread reality in Italy. Many associations offer young Italians to go abroad to do voluntary work, both within the EU and in non-European countries.

Voluntary work abroad is strongly promoted by the Italian regions. For instance, Friuli Venezia Giulia, on the region's website, provides useful information for those who wish to do voluntary work in international camps through the "Informa Giovani" Association, Youth Action for Peace Italia and Eurocultura⁸⁹. Some local bodies and associations in Italy take part in

⁸⁷ Assolombarda, *Sperimentazione dell'apprendistato di ricerca – Finanziamenti della Regione Lombardia*, 2015.

<http://www.assolombarda.it/servizi/formazione/informazioni/sperimentazione-dell2019apprendistato-di-ricerca-2013-finanziamenti-della-regione-lombardia> (accessed 16 February 2016).

⁸⁸ Bando MIUR-DAAD Joint Mobility Programme – Studi Germanici, 2015. <http://www.studigermanici.it/le-iniziative/617-bando-miur-daad-joint-mobility-programme> (accessed 16 February 2016).

⁸⁹ Cfr. *supra* note 29.

National Civil Service calls, a form of voluntary work, which is typically Italian but can be also carried out abroad. It aims at offering young people the possibility to go abroad for personal growth and enrichment. The calls for the Civil Service abroad were first issued in 2001 and since then issued every year together with those for Italy. Through this service, in 2010, 438 volunteers were sent to 75 different Foreign Countries. Those volunteers work in Africa (158), America (193), Asia (26), and Europe (61) respectively. They provide assistance and work for cultural promotion and cooperation under the law 49/1987. They also help in post-conflict operations and in the protection of the environment⁹⁰.

Regarding long-term voluntary work, the Ministry for Foreign Affairs issued a list of **NGOs** to which young Italians can send their resume together with a cover letter, in order to start their voluntary service. In this respect, the creation of three federations of NGOs proved to be very useful. Those federations use the volunteers' resumes and create data banks with the aim to make the encounter of demand/supply of resources easier⁹¹.

d) Garanzia Giovani

The Italian national implementation plan of "**Garanzia Giovani**" is very active at the regional level. The geographical transnational mobility of young people is promoted by 12 regions: Abruzzo, Basilicata, Calabria, Campania, Friuli Venezia Giulia, Lombardy, Marche, Puglia, Sicily, Trentino, Umbria, Veneto.

The region of Abruzzo has reshaped the allocation of financial resources in order to promote young mobility abroad. In detail, with the recent D.G.R. n. 177/2015 the largest part has been allocated to placements (12.2 million euro) differ by type and 8 million euro for the non-curricular training in regional or a reallocation of 4.2 million for the activation of non-curricular internships in transnational mobility.

The region of Friuli Venezia Giulia has implemented the Garanzia Giovani project within the Integrated Policy Plan for Employment and Labour – PIPOL. This includes integrated active policy measures of the work, carried out through the coordination and integration of programming 2007/2013 and 2014/2020 of the European Social Fund (ESF) and the Regional Operational Plan (ROP), falling in the Action Plan and cohesion (CAP), defined at the

⁹⁰ *Ibid.*

⁹¹ CIPSI (Coordinating Body for the People's Initiatives of International Solidarity – cipsi.it); COCIS (Coordinating Body of the Non Governmental Organisations for International Cooperation and Development – www.cocis.it/); FOCSIV (Federation of Christian Organisations for International Voluntary Service – www.focsiv.it/). The selected volunteers take part in a demanding training programme, usually made of a more general module (Knowledge of the Body in which volunteers are going to operate, of the conditions of the country of destination, study of the project, hygiene and public health notions) and a more specific one, on the project itself. Those are residential courses and thematic meetings. Training proceeds for a limited time also in the country of destination.

national level. This project gives a special attention to non-curricular training, with geographical mobility funding a total amount of EUR 10,325,618.

The region of Lombardy also organises a transnational mobility project called E-MAPP – European Mobility for Apprenticeship, which provides a potential pool of 72 subjects can be involved in a short training experience abroad⁹².

3.2.2. System for the recognition of competences, diplomas and professional qualifications

At the regional level, the definition of a system for the certification of competences is still in progress. The Italian regions, which have set up a final certification system, are Piedmont, Lombardy, Veneto, Emilia Romagna, Tuscany and Umbria. The Emilia Romagna region in 2006 was the first to define the system for the certification of competences acquired in non-formal and informal learning contexts. In 2014, the region also defined specific measures for certification procedures of the internship outcomes.

The Piedmont region in 2011 approved the manual for the certification of competences and the granting of credits. In the Lombardy region the system of certification of competences was regulated in October 2012, updated the learning in the formal context, with regional indications for training offers related to VET courses to make them lifelong, specialized and enabler.

In Veneto the guidelines for the validation of competences acquired in non-formal and informal contexts are still being tested. Therefore, the certification system has not yet started on a large scale.

⁹² Buratti U., Rosolen G., Seghezzi F., *Garanzia Giovani, un anno dopo*, in *Adapt ebook series*, 2015, n. 43, pag. 59 ss.

PRESENZA DI PROCESSI DI CERTIFICAZIONE DELLE COMPETENZE



Source: Ministero del Lavoro e delle Politiche Sociali Pianificazione Operativa Territoriale, *Stato della definizione dei sistemi regionali di certificazione delle competenze*, 2015, p. 6

In Tuscany the system of certifications has been active since 2009, but competences acquired in non-formal and informal contexts were regulated only at the end of 2014, as they became more complex to be certificated effectively. Lastly in Umbria the regional system of professional standards, training, certification and validation is applied.

The big challenge is the coordination between the different regional systems of the certification of competences as they are very heterogeneous among themselves. Furthermore, the difference between the various systems could result in the reduction of labour mobility of young people who move from one region to another, loss of professionalism and a disadvantage to young people, which would eventually affect their training and compensation.

The available solution at the regional level to address the issue of the coordination of various certification systems is to develop some interregional projects such as a project entitled "Towards the construction of a national skills certification system" aiming at the consolidation of measures. In this project all regions except: Abruzzo, Calabria, Friuli-Venezia Giulia, Liguria, Sicily, Autonomous Province of Bolzano and Veneto are participating⁹³.

⁹³ Ministero del Lavoro e delle Politiche Sociali Pianificazione Operativa Territoriale, *Stato della definizione dei sistemi regionali di certificazione delle competenze*, 2015.

3.2.3. Incentives/supporting measures: Salary, financial support/compensation, housing and social security/assistance arrangements

At the regional level, there are limited examples of supporting measures and incentives. To mention some, in 2012 the Lombardy region regulated a training vouchers for the mobility of entrepreneurs and workers of Lombardy SMEs in order to foster the growth of technical, professional and managerial skills of workers and entrepreneurs through European mobility programmes. The programmes aimed at promoting adaptability, employability, maintaining employment and the internationalization of companies in the region. The subsidized vouchers to enterprises for the mobility offer training and work experiences in other member states for a period of minimum 3 to 18 months⁹⁴. The financial resources available was € 5 million to POR Ob. 2 2007-2013 ESF⁹⁵.

In Veneto, people interested in regional mobility programmes can apply directly to training institutions accredited by the region participating in initiatives. For each recipient, if granted funding, there is a mobility exchange which provides the reimbursement of costs (travel and subsistence), the mobility support actions (information, assistance, guidance, training, mentoring and recognition of realized courses) and allowances frequency (only for the unemployed and the unemployed, if not earners of income support measures). The initiative is financed with resources from the European Social Fund 2007-2013 – POR, Axis V interregional and transnational⁹⁶.

In general for all the Italian regions, the security arrangements for the mobility of young, are defined by the Convention between the region and the company. However there are minimum standards⁹⁷ for the drafting and signing of the agreement and projects that the Convention must guarantee them. The promoter, or the host organization if required by the Convention, is required to ensure the activation of the following insurance coverage:

- trainee insurance against accidents at work, at the INAIL;
- trainee insurance for its civil liability to third parties during the course of the internship, with a suitable company insurance; the insurance

⁹⁴ Regione Lombardia, Voucher formativo per la mobilità in UE di imprenditori e lavoratori delle MPMI lombarde, 2012.

http://www.lavoro.regione.lombardia.it/cs/Satellite?c=Attivita&childpagename=DG_IFL%2FWrapperBandiLayout&cid=1213566257386&p=1213566257386&packedargs=menu-to-render%3D1213564616677&pagename=DG_IFLWrapper (accessed 29 February 2016).

⁹⁵ Decr. Reg. Lombardia 10257/2012

⁹⁶ Regione Veneto, Mobilità transnazionale, 2016.

<https://www.regione.veneto.it/web/lavoro/mobilita-transnazionale> (accessed 29 February 2016).

⁹⁷ DDUO del 5 novembre 2013, n. 10031 pubblicato sul Burl, Serie Ordinaria, n. 45, 8 novembre 2013.

coverage shall also include any activity carried out by the trainee outside the host institution⁹⁸.

4. Participation rates and monitoring

In Italy in the area of work-based learning, both recent reforms of “Buona Scuola” and “Jobs Act” aim to overhaul the apprenticeship system. In particular, to enable students to use apprenticeships to gain secondary and tertiary qualifications and simplifies training requirements for apprenticeship contracts. Although, the results are not satisfactory as the number of apprenticeship contracts from Jan 2013 to Nov 2015 reduced from 216.644 to 175.032⁹⁹ but, the use of apprenticeship contracts, especially for doctoral studies, is being promoted through “industrial doctorates” and business university cooperation. In 2015, 35 “industrial doctorate” programmes were running, involving 406 students and 64 enterprises¹⁰⁰. It is noteworthy to mention that the impact of reforms on apprenticeships are clear only for the second half of 2015.

The youth guarantee strategy also foresees the strengthening of already active measures such as apprenticeship and internship, with additional incentives and employment bonus. It aims to engage approximately 560,000 individuals in supporting and complementing actions in the labour market (specialized training, work accompaniment, non-curricular internship, apprenticeship, community service, support and self-employment towards self, job mobility and transnational territorial, employment bonus). Of these, 36,500 individuals would be achieved through apprenticeship programmes. Table 1 summarises the new and the annual average of apprenticeship (absolute values) and the share of apprenticeship workers to total employed 15-29 years by geographical area for the reference year of 2011-2013¹⁰¹.

For traineeships/internships in Italy there is apparently no consolidated data on the participation rates as it is regulated at the regional level and different regions have their own datasets. Even the results of the Garanzia Giovani (Youth Guarantee) programme are not helpful as it may be expected. The

⁹⁸ Regione Lombardia, *FAQ Tirocini*, 2016.

<http://www.lavoro.regione.lombardia.it/shared/ccurl/912/785/faq%20tirocini%2019102015.pdf> (accessed 29 February 2016).

⁹⁹ INPS, Osservatorio sul Precariato, 2015.

<https://www.inps.it/docallegati/DatiEBilanci/osservatori/Documents/Osservatorio%20Precariato%20-%20Gen%20-%20Nov.pdf>, p. 6 (accessed 16 February 2016).

¹⁰⁰ Education and Training Monitor 2015 Italy, 2015.

http://ec.europa.eu/education/tools/docs/2015/monitor2015-italy_en.pdf, p. 8 (accessed 16 February 2016).

¹⁰¹ ISFOL, *L'apprendistato tra risultati raggiunti e prospettive di innovazione XV Rapporto sull'apprendistato in Italia*, 2015.

<http://bw5.cilea.it/bw5ne2/ShowFile.aspx?FileName=R2AsBCDdEuk+5t9G5HRnOMPncEgoIAb7RIqkExuCCiBdHZI3FIL+4hfoxmvTOI/k&SID=ISFLDefaultpvzxkxfzxmuz1zl5wckxoip> (accessed 16 February 2016).

programme has allocated a considerable share of the total budget to training (20,4%), apprenticeship (4,5%), non-curricular traineeships, also with geographical mobility (21,3%), transnational and national professional mobility (2,6%). However, when it comes to the number of trainees/apprentices who received the funds and participated actively in the programme, the available reports on the monitoring data¹⁰² only provides information on the "Number of participants who have been proposed by a measure provided by the plan" which could be an offer for a job, apprenticeship, traineeship, or continued education (on 19 February 2016, 972.252 registered while 284.782 received an offer)¹⁰³. Therefore, there is clear data neither on the recipient of the offers nor on their mobility.

Table 1: New/average number of apprenticeship (absolute values) and share of apprenticeship workers to total employed 15-29 years by geographical area – values %, 2011-2013¹⁰⁴

Geographical area	New registered apprentices			Average number of apprentices			Share of apprentices (15-29)		
	2011	2012	2013*	2011	2012	2013*	2011	2012	2013*
North	162.003	146.377	132.649	277.391	265.36	257.827	15,3	15,1	16,1
North West	78.239	72.735	66.205	147.571	139.847	136.72	14,2	13,9	14,8
North East	83.764	73.642	66.444	129.821	125.513	121.107	16,8	16,8	17,7
Centre	66.744	64.833	58.515	127.755	120.192	115.378	17,9	17,7	18,3
South Islands	– 49.886	53.087	40.833	87.345	84.504	78.749	9,0	9,0	9,5
Italy	278.633	264.297	231.997	492.492	470.056	451.954	14,1	13,9	14,8

(*) Provisional data

5. Summary

Geographical mobility for the purpose of acquiring new skills is one of the fundamental ways in which young people can strengthen their future employability as well as their personal development. Learning mobility adds to

¹⁰² *La partecipazione dei giovani*, 2016.

http://www.garanziaiovani.gov.it/Report%20Monitoraggio/Documento_monitoraggio_Garanzia_Giovani_19febbraio2016.pdf (accessed 16 February 2016).

¹⁰³ *Ibid.*

¹⁰⁴ ISFOL, *L'apprendistato tra risultati raggiunti e prospettive di innovazione XV Rapporto sull'apprendistato in Italia*, 2015.

<http://bw5.cilea.it/bw5ne2/ShowFile.aspx?FileName=R2AsBCDdEuk+5t9G5HRnOMPncEgolAb7RIqkExuCCiBdHZI3FIL+4hfoxmvTOI/k&SID=ISFLDefaultpvzxkxfzximuz1zl5wckxoip> (accessed 16 February 2016).

human capital, as students access new knowledge and develop new linguistic skills and intercultural competences. It has played an important role in making education and training systems and institutions more open. Learning mobility can also strengthen Europe's competitiveness by helping to build a knowledge-intensive society, thereby contributing to growth and jobs. Furthermore, employers recognise and value these benefits and evidence show that Europeans who are mobile as young learners are more likely to be mobile as workers later in life.

However, the situation of mobility in Europe differs from the Italian one. Mobility is often seen, in the EU, as a way to address skills mismatch and labour demand by allowing greater access to employment opportunities but in Italy, policies concerning the situation of "mobility" and "employability" after some ten years of efforts are still divergent. Measures in Italy focus on activating young people especially by facilitating the school to work transition providing better match through guidance and apprenticeships. However, the element of geographical mobility on the provision of internships, traineeships and apprenticeship is missed or at least has received less attention. The fact even is not underlined in the country commitments towards the European alliance for apprenticeships. Looking at the main pillars of the dual system (2015) in Italy also highlights the fact that both recent reforms of "Buona Scuola" and "Jobs Act" in 2015 have not (or very limited for the Buona Scuola) envisaged the element of mobility.

Over the last few years the crisis affected southern European countries harder in terms of unemployment, many skilled workers left to look for opportunities abroad and it had a very negative effect on young people's mobility. On the one hand, it caused an increase in the number of young Italian migrants, on the other hand though, it caused a decrease in the implementation of measures to tackle this phenomenon or at least provide support to those young people of all levels of education who are forced to leave the country in search of better job conditions. As a result, mobility of young workers except for students is not very well supported at the national level, as the so-called Counter-Exodus Act (law 283/2010) has the goal to bring back the Italian qualified people who moved abroad instead of promoting mobility. Another evidence is tax benefits for workers who have spent three or more years abroad and choose to return and remain in Italy for at least five years.

It is apparent that the same cannot be said as far as universities are concerned. For example, in January 2015, the Italian Ministry for Education, Higher Education and Research (MIUR) issued a decree giving new prizes and incentives to universities committed in favouring their students' international mobility. The financing amounts to 6.2 million Euros for state universities and 2.6 million Euros for non-state ones, on the basis of four main indicators: 60% of mobility among students and newly graduates, on the basis of the number of ECTS obtained abroad (9, at least, in case of graduates), 5% on the basis of the number of PhDs of the last cycle who spent at least three months abroad. The remaining 35% will be proportionally allocated to students not behind schedule, except first years.

In a nutshell, even if the European Union has set the path towards a more effective system of government incentives and support the “mobility” which can be labelled as “**professional mobility**” as it aims at professional objectives, among young citizens, Italy has still work to do through school to work transition policies. It is also important to emphasise that mobility requires European Union intervention because by its nature it entails transnational aspects.

Spain

1. Definition of mobility

This study does not include analysis of transfers or displacements due to economic causes, technical, organizational or productive to compel the worker to a change of residence, whether temporary or permanent, regulated in art. 40 of the Workers' Statute. Only cases where, for training or employment needs, young Spaniards between 15 and 29 years old decide to move to other countries will be discussed.

2. Overview of national policies

Generally, it can be said that mobility policies have not occupied, to date, a central role in training policies and youth employment nationwide. There is not an specific preoccupation of the government on this matter, neither a relationship between the rules of apprenticeship or traineeships and the mobility. The mobility inside the country, between its different regions as a part of a trainee or an apprenticeships is not very often. There is not a real development of an intersectorial dual training mobility system. Although, it is possible to find any national and regional programmes to promote mobility in the framework of the Youth Guarantee, that still are not implemented. Mobility works in this cases as an instrument to complete the training or to obtain new employment.

Under the youth guarantee, it is a priority objective the promotion of mobility as a way of improving the employability of young people. Actually, there are foresights on these programmes and financial incentives, but there is a little progress in its start-up, with some exceptions, as discussed in the following section. Meanwhile, at educational level, starting from the national system of accreditation, acknowledgment and transfer of credits, inspired by European guidelines, student mobility programmes are expected, as well as for the universities staff. It can be seen the Order ECD/761/2015 of April 27th, which establishes the rules for the call for aid Erasmus.es, funded by the Ministry of Education, Culture and Sports under the Erasmus+ Programme for the mobility of students from higher education institutions, and its set the call for the academic year 2015-2016 competitive basis (Official Journal – BOE – April 29th, 2015).

There is no linkage between the various forms of young employment and the concept of mobility.

3. National, bilateral and regional programmes and measures

3.1. National mobility programmes for youth

3.1.1. General National Normative framework

a) Traineeships/internships

1) Traineeships (Training contract)

The training contract is a labor form of employment, it is a formative contract that is also used as a way to enter to work's market.

Legal Regulation: art. 11 of Workers' Statute (Royal Legislative Decree 2/2015 of October 23th) and Royal Decree 488/1998, March 27th.

Mobility: The mobility is not regulated in this norm and there is no reference to the possibility to spend a part of the contract abroad or somewhere else in Spain and, of course, there not exits any incentive for this possibility.

Object: a labor contract that allows the practical application of theoretical knowledge previously acquired by the worker. The workstation should allow the worker to obtain professional practice appropriate to the level of education or training completed. Sectorial collective agreements can determine such posts.

Requirements: theoretical knowledge must be sufficient (university academic degree or equivalent professional training or professional certificate entitling to practice) and recent (only able to hire interns who have obtained their degree within five years following the completion of studies or seven if workers with disabilities).

Duration: Minimum 6 months and maximum of 2 years. By sector-wide collective agreement it may set another time within those margins. The temporary disability, risk during pregnancy, maternity, adoption, custody for adoption, fostering, risk during breastfeeding and paternity interrupt the calculation of the duration of the contract.

Limits: No worker may be employed in practice in the same company for the same job for more than two years time even if it is the same or different degree or professional certificate; however, the degrees, master's or doctoral degree are not considered the same degree for this purpose, unless being hired for the first time the trainee was already in possession of the top title in question.

Trial period: The trial period is fixed in the collective agreement and, alternatively, may not exceed one month for interns hired in possession of evidence of intermediate or professional certificate level 1 or 2, or two months when the trainee are in possession of a college degree or a professional certificate level 3 (these levels are determined in the National Catalogue of Professional Qualifications pursuant to the LO 5/2002 June 19th, the Qualifications and Vocational Training).

Remuneration: is fixed in the collective agreement. Failing that, it can not be less than 60% during the first year or 75% in the second fixed wage agreement for employees who perform the same or equivalent job. In any

case, the salary may be below the minimum wage. The minimum wage in Spain for 2016 (Royal Decree 1171/2015, December 29th) is 21,84 €/day; or 655, 20 € month. In any case not under 9.172, 80 €/year (including two extra payments).

Social Security: Trainee is entitled to all social security benefits including unemployment. The unemployment contribution is 7.05% (5'50% corporate contribution and employee contribution of 1.55%).

Economic Incentives: 50% reduction of corporate contribution for common contingencies when contracts with workers with disability of over 33% or permanently disabled.

2) Traineeships in enterprise (No Labor)

Legal Regulation: Royal Decree 1543/2011, October 31th, by which no work experience in companies are regulated.

This is not a form of employment; there is not a contract between the trainee and the company.

Mobility: There is no legal mention to the mobility aspect and no specific incentives.

Target: Young people between 18 and 25 years. Must be unemployed and have professional qualifications without work experience (little or no). The professional qualifications may be based on an official university degree, vocational degree or higher level or a professional certificate

Requirements: prior conclusion of an agreement between the employer and the Public Employment Service. The screening and monitoring of youth rests with the Public Employment Service.

Duration: between 6 and 9 months.

Retribution: No remuneration is perceived. A grant with a minimum amount of 80 % of the monthly IPREM (Public Indicator Income for Multiple Effects) in force at any given moment (for 2016, 532,51 €).

Incentives: Can access support measures for recruitment.

Completion: It must be issued a certificate stating the practice performed, training content, duration and implementation period. This contract allows a subsequent hiring by the company in which they have developed practices. Collective bargaining can establish criteria for conducting procurement commitments at the end of the internship.

Social Security: Royal Decree 1493/2011, October 24th, establishing the terms and conditions for inclusion in the General Scheme of the Social Security of people who participate in training programmes, developing provisions regulating the Additional Provision Three of Law 27/2011, August 1st, on update, adaptation and modernization of the social security system. They are treated as employed persons for the purposes of inclusion in the General System of Social Security. The protective action does not include unemployment protection. Unemployment is not listed, nor Wage Guarantee Fund and Vocational training.

3) University internships

Legal Regulation: Royal Decree 592/2014 July 11th, external academic practices of college students.

Mobility: In the legal regulation there are only two mentions to mobility, but no incentives. In first place, the art. 8 states that the receivers of the internships are the own university students and students of other Spanish universities or foreign universities. On the other hand, the art. 16.3, regulating formal aspects, says that the document should have a format that makes possible the international mobility of the students.

Feature: it is not an employment relationship.

Objective: To contribute to the integral formation of university students complement their theoretical and practical learning and facilitate knowledge of appropriate work methodology to the professional reality and the development of technical, methodological, personal and participatory skills.

Requirements: Signing of an Agreement on Educational Cooperation between Universities and its partners (companies, institutions and public and private entities at the national and international level). Both the University and the collaborating institution shall appoint respectively a student tutor.

Modalities:

- Curriculum: are integrated into the curriculum;
- Extracurricular: are made on a voluntary basis and are not part of the curriculum but are covered by the Diploma Supplement.

Duration:

- Curriculum: determined in the curriculum, according to the RD 1393/2007, October 29th, establishing the organization of official university studies, with a maximum of 60 credits.
- Extracurricular: preferably will last no more than 50 % of the academic year.

Retribution: No compensation. The companies, however, typically provide a "bag or study aid."

Social Security: Royal Decree 1493/2011, October 24th, establishing the terms and conditions for inclusion in the General Scheme of the Social Security of people who participate in training programmes, developing provisions regulating the Additional Provision Three of Law 27/2011, August 1st, on update, adaptation and modernization of the Social Security system. They are treated as employed persons for the purposes of inclusion in the General System of Social Security. The student must register with the Social Security since the beginning of the participant in the training programme.

The protective action is for the General Social Security excluding unemployment protection. It is not listed by unemployment, or the Wage Guarantee Fund and Vocational Training for When external practices taking place abroad can subscribe a Special Agreement with the Social Security (in the Provincial Directorate of the General Treasury of the Social Security Madrid). The training period may be furnished by any legal means, including a certificate of participation in training programmes or research issued by the company, organization or institution concerned, certified and translated by the Ministry of Labor and Immigration Spanish or Spanish consulate. The signing of this special agreement determines the situation assimilated to

affiliation in the General Rules regarding the contingencies of retirement, permanent disability and survivors by professional or common contingencies. Incentives: Bonus 100% of the contribution to Social Security for the realization of practices (RDL 8/2014).

b) Apprenticeships

Dual training does not have a long tradition in our country, a fact that should join to the problems of the educational system in general. Currently this matter is regulated in Royal Decree (RD) 1529/2012, of November 8th, that develops the contract for training and apprenticeship and establish the vocational dual training bases (Official Journal November 9th) [developed by Order ESS/2518/2013 of December 26th, that adjust the training aspects of the contract for training and apprenticeship (as amended by Order ESS/41/2015 of January 12th)]. it is known as dual vocational training all the actions and training initiatives, mixed of employment and training, which are aimed at professional qualification of workers in a system of alternation of employment in a company with training activities, received under the job professional system or the education system (art. 2 RD 1529/2012). Therefore, it is characteristic that is combined the training or work learning through performance in a workplace with a theoretical training that can be provided in a school or in the centers and entities that make up the system of vocational training for employment (for these purposes, vid. Law 30/2015, of September 9th, in which the system of vocational training for employment in the workplace, Official Journal September 10th is regulated).

There are two ways of development of dual training in Spain: the contract for training and apprenticeships (form of employment) and the projects in the education field, inside the high school education system.

1) The contract for training and apprenticeship

The contract, although recently amended, has considerable tradition of legal regulation, though not in practical use that is and has been rather discreet, but can be seen some rebound after the reform and during the crisis according to the data recorded in the SEPE (Public State Employment Service). It can be considered an instrument of flexibility of labor relations and is characterized by a high degree of precariousness (temporary, relaxation of the training requirements and remuneration in particular).

Regulation: art. 11.2 ET Workers' Statute and Royal Decree 1529/2012.

As a difference with other European countries, in Spain there are not different levels in the legal regulation. There is not a typology of apprenticeships.

Mobility: Legal regulation does not contemplate mobility aspects. There are not special provisions about the possibility of spending a part of the period abroad or somewhere else in Spain.

There are not special incentives for mobility.

Definition: It is a form of employment and it is characterized by including alternating training: the student or apprentice, while working at the company,

complete their theoretical knowledge, obtaining a formal title of vocational training or a professional certificate, related with work developed.

Age: workers older than 16 and under 25 years old (30 until the unemployment rate falls below 15%, Art 11.2. a) ET; art. 6 RD 1529/2012 and Transitory Disposition 9ª Law 3/2012).

Requirements: workers should be lacking from professional qualification that can be obtained and recognized by the system of vocational training for employment or education system required to arrange a training contract for the job or occupation covered by the contract (art 6 RD 1529/2012).

Duration: The minimum term will be one year with a maximum of three. Different terms of the contract may be established by collective agreement, depending on the organizational and production needs of enterprises, without the minimum duration can be less than six months nor more than three years maximum. If the contract is for less than the statutory or conventional term can be extended by agreement of the parties to twice, without the extension can be less than six months nor the total length exceed the maximum of three years (Art. 11 RD 1529/2012).

Working time: the effective working time, alternating with training, may not exceed 75% during the first year and 85% during the second and third year, of the maximum working day established in the collective agreement or of the day maximum legal.

Retribution: the remuneration of the contractual employee shall be in proportion to the effective working time, in accordance with the provisions of the collective agreement. In any event the compensation may be below of the minimum wage (655,20 €/month) in proportion to the effective working time.

Social Security: the contract is characterized by significant quota reductions in Social Security contributions. They are entitled, for the duration of the contract, including any extensions, to a reduction in employer Social Security contributions for common contingencies, as well as those for industrial accidents and occupational diseases, unemployment, wage guarantee fund and vocational training, under those contracts, 100% if the contract is made in companies whose workforce is less than 250 persons, or 75% on the assumption that the company has a staff equal or more that figure. In such cases, 100% of the quotas of workers to the Social Security throughout the contract period will be reduced, including extensions (art. 3.1 Law 3/2012).

Companies that, on completion of their initial or extended duration, transformed into permanent contracts those contracts for training and learning, whatever the date of the sign shall be entitled to a reduction in the employer's contribution to Social Security up to 1500 €/year for three years. In case of women, the reduction will be 1800 €/year (art. 3.2 Law 3/2012).

Tutor: the training center will designate a person, teacher or trainer, responsible for the scheduling and tracking of tutor training and coordination of the evaluation with the professionals and/or tutors involved. This person will liaise with the company to develop the training and professional activity stated in the contract (art. 20 RD 1529/2012). Meanwhile, the head of the company or the person designed shall protect labor activity in his company.

Duties: The company is obliged to provide the worker effective work related to the professional profile of vocational training title or certificate of professionalism and ensure the conditions that allow them to attend training programmes identified in the agreement attached to the training activity contract.

The worker or trainee is obliged to provide effective work and to participate effectively in related training activities. The unexcused tardiness or not assistance to training activities may be classified as misdemeanors to work for legal purposes (Art. 16 RD 1529/2012)

2) Dual training from the educational system: dual training projects

According to art. 28 RD 1529/2012, "the aim of this title is to establish the framework for the development of dual vocational training projects in the education system, with the participation of schools and businesses, when there is no contract for training and learning".

The art. 34 RD 1529/2012 stipulates that "the education Authorities are responsible for follow-up and evaluation of these projects" (also launched the projects referred to the national plan for youth guarantee). In practice predominates (almost 85% of projects) formation with the involving of the company (in the terms provided in Art. 3 RD, which includes up to 5 patterns of development). Projects mainly focus on superior vocational education degree. By regions, developing a larger number of projects would be Catalonia, the Basque Country and Andalusia.

Time of theoretical and practical training: If the dual vocational training seeks to obtain a vocational training title, it takes place within the education system whose participants are students in vocational training, practical training occupying at least 33% of total time of training cycle, may be extended (vid. Art. 28 RD 1529/2012). The student is obliged to comply with the calendar, the working day and timetable established in the programme (Art. 32 RD 1529/2012).

Relevance of tutors: The tutorials have a particular importance in order to the coordination between company training and the school (arts. 30 and 20 RD 1529/2012).

However, there is some precedent for applying dual training projects in certain regions (e.g. Galicia or Madrid, being the pioneer in this field the Basque Country, although with significant difficulties in implementation; actually it is developing the project Hezibi, by the Department of Education, language policy and culture – Basque government, 2012). Also, it can be find some examples in collective negotiation.

3) Contract for part-time work with training link

We are facing a form of part-time contract, with training links where raw labor flexibility against the real purpose of learning or training contract. Apart from the possibility of contracting part-time workers, the biggest advantages of this type of contract comes in bonuses of Social Security, which are specified in reduction of 75 to 100% of the quota for common contingencies for the recruitment of under-30s with no previous job, with less work experience of

three months or coming from another sector, and that reconcile employment and training (Law 11/2013). It is sufficient credit to be doing or have done in the 6 months prior to the contract a creditable formation or coming from a call for public employment services or training in languages or information technology and communication lasting minimum equivalent to certificates at level 1 (90 hours).

There is not special mention to mobility aspects in the legal regulation.

c) Volunteer

Legal regulation: Law 45/2015, October 14th, Volunteer.

Mobility: There is no special mention to mobility aspects in legal regulation neither a prevision of incentives for the mobility.

Object: to encourage the joint participation of citizens through voluntary organizations within or outside Spain.

Compensation: There is no financial or material subject to the payment by the company's voluntary reimbursable expenses that involves voluntary activity.

Protection: They have coverage and accident risk arising from the disease and voluntary action, if any, liability insurance or other financial security.

d) Young workers

There is no single legal definition for young worker, however, if we take into account the regulatory requirements on age for admission to employment (16 years) and transitional measures to expand some of the main contractual arrangements for young at age 30, this would be the age range. Although the youth guarantee fixed the age limit at 25, it was also temporarily extended to people under 30. Some rules provide bonuses for older workers, especially for women up to 35 years. In the Employment Law (arts. 2 and 30 Royal Legislative Decree 3/2015, October 23th, approving the Revised Text of the Employment Law, Official Journal October 24th), young people are considered a group priority, especially if they have lack of training, but it's not established a given age threshold.

Measures to promote the employment move in different orders, especially in recent times promoting self-employment, rules such as Law 11/2013, of July 26th, of entrepreneurship support measures and stimulus growth and job creation (Official Journal July 29th) or the Law 14/2013 September 27th, to support for entrepreneurs and their internalization (Official Journal September 29th). In most of the cases lead back, as in the promotion of paid employment, to economic aid in the form of bonuses and reductions in social security contributions, for example, the so-called flat fee to quote Social Security, if young entrepreneurs are enlisted in the regime for self-employers workers.

In this area, the most unusual measure in order to stimulate the contracting of young people by companies would be to create a new type of contract,

temporary, called first job contract for young people, peculiar type of temporary contract regulated in art. 12 of Law 11/2013.

Mobility: there is no reference to mobility in this regulation. No incentives.

Aim: to make it possible for young people to have a first job experience.

Development of the initiative: this is a form of the existing temporary contract, based on the lack of experience of the worker under contract (a subjective cause), and is intended as an incentive to turn it into a open-ended contract.

Beneficiaries: jobseekers under the age of 30 with less than three months' work experience.

Requirements: For the company: Must maintain net employment (in order to avoid the substitution effect).

Working hours: must be at least 75% of the full-time working day.

Incentive: companies that turn these contracts into open-ended contracts are entitled to an annual discount in the employer's Social Security contributions of 500 € for three years, and 700 € if the contract involves employing women.

Time schedule: this measure will be applicable until the unemployment rate is reduced below 15%.

Other incentive measures are envisaged, for example, the contract to support entrepreneurs, provided that the first contract concluded by the company is made with a less than thirty years old young, enjoying both the relief provided in the fee Social security as a major tax deduction (art. 3 Law 3/2012 amending the labor reform approved). Also, the flexibility operated in regulating part-time contract is intended, with more concrete measures, promoting the use of this type of contract in order to combat unemployment in general and in particular among young people.

In 2013 the **Strategy for Entrepreneurship and Youth Employment 2013-2016** (hereinafter EEEJ) by the Ministry of Employment and Social Security was adopted after a process of dialogue and participation with the social partners, in order to respond to the employment situation in which young people are (in the strategy are collected the main causes of youth unemployment in Spain including high dropout rate, the polarization of the labor market, low relative weight training middle grade, low employability of young people, especially with regard to knowledge of foreign languages, high seasonality, high unwanted partial contracting, difficult access to the labor market of groups at risk of social exclusion and the need to improve levels of self-employment and entrepreneurship among young). Comprising numerous measures (total 100) designed to promote the employability of young people, whether through paid employment or entrepreneurship. Of these only 15 have short-term effects, that are being directed to stimulate contracting and entrepreneurship as well as improving education and training and intermediation in the labor market.

In the same year it is approved, in line with the previous document also, the **national implementation plan of the youth guarantee in Spain**, where the guarantee, its form of implementation and the instruments of the same are defined. The National Youth Guarantee system is regulated in Chapter I of

Title IV of Law 18/2014, of October 15th, approving urgent measures for growth, competitiveness and efficiency (Official Journal October 17th) (vid. also Law 25/2015, July 28th, of second chance mechanism, reducing the financial burden and other measures of social order amending some aspects of the guarantee).

The youth guarantee is intended to ensure that all young people **under 25** get a good job offer, continuing education, apprenticeship training or internship within four months after finishing formal education or becoming unemployed. Age has been extended to those over 25 and under 30 while the unemployment rate exceeds 20% (it is currently in a 29.77% according to the Labor Force Direction of Self-Employment, Social Economy and Social Responsibility of Companies, by extending the scope of the National System of Youth Guarantee, Official Journal July 30th). In 2013, from a total of 4.048.300 young people aged 16 to 24 years, 833.200 were nor unoccupied neither integrated into education and training systems (according to data contained in the Youth Employment Operational Programme 2014-2020 prepared by the Ministry of Employment and Social Security, and can be accessed at [www.empleo.gob.es/.../garantiajuvenil/.../Programa Operativo Empleo](http://www.empleo.gob.es/.../garantiajuvenil/.../Programa_Operativo_Empleo)).

3.1.2. Specific National Normative Framework

a) Specific programmes, projects, best practices, known at a national level concerning mobility

Spain is not characterized by a clear policy to promote youth mobility to other European countries, or inside the country. Usually, mobility flows are rather forced, in view of the difficulties in finding employment within its borders. Nevertheless, there are some specific programmes of this type in the wake of the European Action Plan of labor mobility (2007-2010), which are in a rather embryonic stage, mostly in the context of making up of the Youth Guarantee. Along with the above, participates in European mobility programmes.

1) Traineeships

1. EURES PROGRAMME:

Spain is involved, logically, in the **EURES Network** (Regulation (EU) 2016/589 of the European Parliament and the Council of 13 april 2016 on a European network of employment services (EURES), workers?' access to mobility services and the further integration of labour markets, and amending Regulations EU), N° 492/2011 and (EU) N° 1296/2013, OJEU L 107, 22 April 2016). This Network offers the possibility of internships in various companies and government agencies worldwide, for graduate and university students (in this case in accordance with the rules contained in the RD 592/2014). Also, through the network can find employment in other European countries.

- Procedure, instruments, duration:

The specific conditions for the stay are reflected in the corresponding agreement, equivalent in the no labor field to the contract.

- **Financial structure:**
Generally there is no compensation when performed in foreign companies and institutions, although some programmes have a scholarship aimed at personal expenses (It can be find all additional information in the summary document include: International Practices, document compiled by EURES Spain and upgraded to 2015, https://sepe.es/...empleo/.../Practicas_Organismos_UE-2015.pdf).

2. ARGO programme (2014-2017) (www.becasargo.es):

- **Procedure and instruments:**
It is destined to scholarships and grants for practices in companies and organizations, including aids to mobility of Spanish university graduates to perform **practical training in international companies** based in the countries covered by the ARGO programme.
Practices must be made in international companies or entities that act as host companies and, duly registered in the programme, make an offer to the graduates can make a training period based on some of the countries participating in the ARGO programme (companies or institutions based in certain countries in Europe (330 grants), US and Canada (180 grants) or Spanish multinational companies or institutions based in Asia and Oceania (120 grants)) (Requests until September 30th, 2016; call promoted by the Ministry of Education, Culture and Sport).
Target: foreign or Spanish graduates under 35 years with legal residence in Spain and who have obtained in the past three years an official degree in a Spanish university.
- **Financial structure:**
The beneficiary of an aid receives by the ARGO programme, a prize that includes: **Living expenses and subsistence:** The beneficiary of an aid receives a monthly payment for subsistence and lodging expenses to supplement the spending on arrival. Provisions range (between 450 and 1200 €, depending on the country).
The company has no obligation to make any financial contribution to the beneficiary. However priority will be given to entities that can provide financial or kind assistance to the beneficiary, because in this way thus complement the economic level of support the work of the beneficiary are encouraged within the company. According to current legislation, these amounts will apply a 2% corresponding to income tax. Furthermore, the part concerning the Social Security of the fellow will be deducted from the monthly amount of the scholarship.
Travel: The ARGO bag includes travel to and from the country of destination, based in the same maximum amounts reimbursable are provided.
Visas: Includes the cost of managing and processing of visa (depending on destination).

- **Duration:**
Length of stay: 6 months (until 8 months) From 20 to 40 hours per week.
- **Support structure:**
Insurance: The beneficiary of aid is discharged in an insurance policy that covers health insurance, accidents, liability and travel assistance, it is contracted before the start of practice. Regardless of the subscription of the policy, for stays in Europe, the beneficiary of aid will be asked to have the European Health Insurance Card or the equivalent coverage if having a private health insurance.
Social Security: ARGO bag includes the cost of social security contributions during their entire stay.
- **Insertion after the programme:**
The insertion after the programme seems to be very favorable according to data derived from a study by the Department of Sociology at the Oviedo University. According to it, at the time of conducting the survey, 62% of graduates are working, of which 9% do so on their own and 53% for others, 6% has achieved another scholarship and 8% resumed studies, therefore, only 24% remains unoccupied. 26.6% of the scholars who are working, remain in the same company where they practiced and 10% in a different but thanks to the ARGO scholarship.

3. ONECO PROGRAMMES:

More specifically, it can be also seen the projects promoted by ONECO which is a business on operational and strategic consulting, specializing in the complete management of projects in the field of training, youth, employment, among others (oneco.org) such as THEY.EA, Towards Higher Employability of Youth. European Approach; or Go Job Go, which is an initiative of entities from the scope of employment and training and has targeted the foster youth employment that have participated in European or international mobility plans.

2) Internships: Educational-programmes (internships for students from different educational levels)

1. FARO Programme (2015-2017)

- **Procedure and instruments:**
(www.empleo.gob.es/movilidad/internacional/es/menu_principal/aunclie/estudiar/index.htm): aimed at carrying out **training placements abroad for university students**, in the last courses, organized by the Ministry of Education, Culture and Sport. The programme began in 2002. To date it has enabled almost 3.000 students, of 150 degrees and belonging to 68 Spanish universities have enjoyed a period of practices in companies in 65 different countries (including Albania, Andorra Austria, Belgium, Belarus, Bosnia-Herzegovina, Bulgaria, Cyprus, Vatican City, Croatia, Denmark, Estonia, Finland, France, Georgia, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Monaco,

Montenegro, Norway, Netherlands, Poland, Portugal, United Kingdom, Czech Republic, Romania, Russia, San Marino, Serbia, Sweden, Switzerland, Turkey, Ukraine).

The ultimate goal of the programme is to encourage their transition from school to working life by improving their skills, abilities and attitudes.

It consists of 600 aids for training placements abroad (50% in companies located in Europe, 30% in companies in the United States and Canada and 20% in Spanish and multinational companies in Asia and Oceania).

The latest start-term stays is scheduled for December 31th, 2017.

- **Duration:**

5 to 6 months (flexibility to 7 months).

- **Financial structure:**

A monthly payment for **accommodation and support** that varies depending on the country of destination of the practice (the specific amounts depending on the destination can be found in www.becasfaro.es).

Accident **insurance**, civil liability, health and accident traveling

Money back for the **trip**. The trip must be made within days before the start of practice and return within ten days after the end of it.

Payment of **visa** processing costs. Only visa extensions that are essential to cover the period of development of practice shall be financed.

The company also has the option to complement the economic level of support conducting a financial contribution, either in cash or in kind. This contribution is not mandatory, but can help the student to cover the costs of their stay and be a motivating factor in the performance of their tasks within the company.

2. Erasmus + programme

With a budget for 2014-2020 of 15.000 million € is of special importance for the development of youth mobility actions based on learning, both in the field of education and training, as in the youth. It will allow about 4 million people, most under the age of 25, studying, training or doing voluntary work abroad and gain international experience and skills highly valued by employers.

- **Procedure and instruments:**

More than a million grants specifically target **placements for students and apprentices**. The same Operational Employment Programme (p. 346) provides contact with the National Agency for Erasmus + Programme (OAPEE) in order to find the common themes of work and articulate a system for efficient information exchange mobility programmes.

In the academic year 2012-2013 the number of mobilities of Spanish students is estimated at 39.249 (0.7% less than the previous year), according to the Ministry of Education. Specific data on students by country of destination and gender disaggregated can be found in the

Statistical Yearbook of the Erasmus Programme (2011-2012). There is no specific data for mobility for placements.

Students of higher education institutions, for participate in internship programmes in companies or institutions from other participating countries, must have an extended Erasmus University Charter (EUCP/X). The higher education institution of origin must give full recognition to practices abroad.

- **Duration:**
The term is at least 3 months (2 for students enrolled in a course of vocational education degree) and maximum of 12.
- **Financial structure:**
Provisions range from 300 to 400 € depending on the standard of living of the countries.
The aid is intended to help cover the additional costs of student mobility, mainly travel costs and living expenses during the stay abroad.

3. The Leonardo da Vinci Programme¹

- **Procedure and instruments:**
Funded by the European Commission and the Ministry of Education, Culture and Sport, is focused on the needs of education and training of the subjects involved in education and training. It aims to promote the attractiveness of vocational training and mobility for companies and individuals, facilitating the mobility of working trainees.
The specific objectives are:
 - Support participants in training and further training in the acquisition and use of knowledge, skills and qualifications to facilitate personal and professional development.
 - To support improvements in quality and innovation in systems, institutions and practices of education and training.
 - Enhance the attractiveness of vocational training and mobility for employers and individuals and to facilitate the mobility of working trainees.
 And the operational objectives of this programme are:
 - Qualitatively and quantitatively improve the mobility of people in initial and continuing vocational training in Europe, to make placements in enterprises to at least 80,000 per year at the end of the Lifelong Learning Programme.
 - Qualitatively and quantitatively improve cooperation between institutions or organizations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe.

¹ The RD 1493/2011, October 24th, setting forth the terms and conditions governing inclusion in the General System of Social Security of the people who participate in training programmes, developing the provisions of the arrangement Additional Three of Law 27/2011, August 1st, on update adaptation and modernization of the Social Security system, state that the Royal Decree 1493/2011 is not applicable to beneficiaries of the actions Learning Programme Permanent.

- Facilitate the development of innovative practices in the fields of non-tertiary education and training and their transfer, including from a participating country.
- Improve transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning.
- Encourage the learning of modern foreign languages.
- Support the development of content, services, pedagogies and practice for lifelong learning based on information and communications technology.
- **Duration:**
Mobility projects distinguish between Initial Vocational Training (IVT) for people undergoing initial vocational training (between 2 and 39 weeks) and People in the Labor Market (PLM) who have already reached a certain level of education and are in the labor market, including receivers of vocational training, graduates of Higher Grade Vocational Training and university graduates (between 2 and 26 weeks). Also provides placement and exchange for professional education and training (VETPRO, Vocational Education and training professionals) (1 to 6 weeks) (for more information <http://www-oapee.es/oapee/inicio/leonardo-da-vinci/project-of-movilidad.html>; http://ec.europa.eu/education/lifelong-learning-programme/doc82_en.htm).

4. Comenius programme aid:

- **Procedure and instruments:**
Financed by the Ministry of Education, Culture and Sports.
The Comenius Programme aims to strengthen the European dimension in the field of secondary nursery, primary and promoting mobility and cooperation between schools.
Subsidizes the following decentralized actions managed by the National Agency:
 - a) School Partnerships between schools in order to develop joint educational projects for students and teachers.
 - b) Training courses for teachers and other staff to contribute to improving the quality of early childhood education, primary, and secondary.
 - c) Assistantships for future teachers of any subject to better understand the European dimension in the teaching process.
 - d) Preparatory visits for mobility in order to develop a school partnership.
 - e) Comenius Partnerships between local and regional institutions with responsibility in school education to promote interregional cooperation at European level.
 It also subsidizes the following centralized actions, managed by the Executive Agency for Education, Audiovisual Media and Culture: Multilateral developing, promoting and disseminating best practices in

education, new teaching methods and materials, and to develop, promote and disseminate training courses for teachers Projects.

Multilateral Networks aimed at developing education in the discipline or subject area relevant for own benefit and for that of education in a broader sense.

Accompanying measures to finance various activities not eligible under the different actions, but clearly aimed at achieving the objectives of Comenius and the Lifelong Learning Programme.

The objective of this action is to provide the opportunity for future teachers of any subject to better understand the European dimension in teaching and learning, improve their knowledge of foreign languages, to meet other European countries and their education systems, as well as develop their teaching skills.

The duration of assistantships may be twelve to forty-five weeks and takes place in a host school of another participant in the Lifelong Learning Programme country.

- **Receivers and duration:**

- Who can apply for a Comenius Assistantship or hosting Comenius assistants?

- People who have studied at least two years to get a degree that will give them access to the teaching profession.
- Future teachers who have completed their training, but still have not regularly worked as a teacher.
- All schools in infant and secondary education, primary.

Assistant schedule will range between 12 and 16 hours a week, which will focus on four days. This period does not include time for lesson preparation, although the hours of direct contact with students and participation in any activity assistant center.

The helper or must reach an agreement with the tutor and school management in relation to the levels and time to provide planning.

- Activities directly related to the Assistantship

The host school designates a fully qualified member of the faculty and teaching experience who will act as supervisor. This will work with the person performing the assistantship in the development of the following tasks:

- Assist in classroom teaching, supporting teamwork of students and teaching through projects.
- Improve the understanding and expression of students in other languages.
- Teach the mother tongue or assistant, by disseminating information about their culture.
- Provide support to students with special educational needs.
- Collaborate with the students and the teaching staff in extracurricular activities.
- Provide or strengthen the European dimension in the host school.

Assistants should be fully integrated into school life. The Comenius assistantships may develop in more than one center (three maximum), either to give variety to work or to meet particular needs of neighboring schools.

The Comenius assistantships allow beneficiaries to improve their proficiency in the foreign language they already know, as well as in other languages less widely spoken and taught in Europe. In turn they are spokesmen for the cultural and linguistic wealth of their country in Spain, which will raise awareness throughout the assistantship.

5. Others

- **Mobility for Better Learning.** Mobility Strategy 2020 for the European Higher Education Area.
- **Strategic Internationalization Plan of the Spanish Economy 2014-2015:** it incorporates in the axis of Stimulus to the culture of internationalization and human capital Measure 38 Development and implementation of a strategy for the internationalization of Spanish universities, which includes the actions of this strategy.
- **Campus of International Excellence Programme (CIE):** It has encouraged the development of strategies of internationalization of Spanish campus, through the financing of activities such as:
 - developing cross border campus,
 - the establishment of international bridges with transnational mobility for learning and knowledge,
 - establishment abroad of centers of excellence world class,
 - organization of international events in Spain,
 - participation in projects, partnerships and networks in higher education, research and innovation and
 - development of institutional programmes and strategies of international mobility of learning, knowledge and employment.
- **Youth4JOBProject,** cofinanced by the Progress programme of the European Commission. Aim: identification, analysis and transfer of existing services, programmes, projects and good practices in order to promote youth employment in general, and the transition from academic/training world to the labor market in particular. It consists of 10 partners from 9 EU Member States: the Social Cooperative Promidea (Italy); the *Dirección Xeral de Xuventude* (Spain); the CRIJ Côte d'Azur (France); the Youth Department of the Campania region (Italy); South-East Regional Authority (Ireland); Latvian Maritime Academy (Latvia); ISD Noordenkwartier (Netherlands); Hellenic Regional Development Center (Greece); Agency for innovation and European Cooperation Slovakia (Slovakia); and *Agência de Desenvolvimento Regional do Vale do Ave* (Portugal).

b) Apprenticeship

In the field of learning and apprenticeship probably the most important programme is **MobiPro-EU** for vocational training in Germany.

- **Procedure and instruments:**

A programme promoted by the German Government as a result of the shortage of qualified staff in various professional sectors in the German labor market.

- **Receivers:**

It is a programme for young people from the EU between 18 and 35, applicants may have no vocational training in enterprises or a master's degree. They must hold the title of Secondary Compulsory Education (ESO).

- **Financial structure:**

The German programme offers financial support, complementing the remuneration received by apprentices:
<http://www.thejobofmylife.de/de/home.html>.

It includes support for language courses, travel expenses and moving, allowance to cover living expenses, payment of expenses for professional recognition procedure, etc.

The specific conditions of this programme are available on <http://www.thejobofmylife.de/de/home.html>,

http://www.spanien.diplo.de/contentblob/3840472/Daten/412184/ddfrderprogramm_deu_tsch.pdf or <https://www.arbeitsagentur.de>.

It is also available the **European Alliance for apprenticeship**, the European network to promote, implement and enhance the mobility of learners (apprentices mobility in Europe, www.euroapprenticeship.eu/es/home.html). The main instrument is the Leonardo da Vinci Programme, a lifelong learning programme, as seen.

c) Volunteering

In the field of volunteering the most important programme within the **Erasmus +**, it is the European voluntary service.

- **Procedure and instruments:**

The EVS is destined for young people between 17 and 30 years old residing in one of the participating countries.

It is a learning experience in the field of non-formal education, in which young volunteers improve or acquire skills for their personal, educational and professional development as well as for their social integration.

They operate outside their country of residence.

- **Duration:**

It depends on the activity.

- **Financial structure:**

This activity, unpaid and non-profit, is made at full-time during a given period for the benefit of the community (erasmusplus.injuve.es/acciones/voluntariadoeuropeo/antesvoluntariado

.html?_locale_n ull&cn=1&ca=d; also in
serviciovoluntariadoeuropeo.org).

- **Support structure:**

There is not labor taxation, there is only an insurance.

d) Youth Mobility

Among the European programmes, stands out "**Tu primer trabajo EURES**" (Your first EURES job), in which Spain is a member of Italy and Sweden, so there is a possibility to apply for these grants at "Your First Job" EURES-Italy. YFEJ 4.0 and "Your first EURES Job" EURES-Sweden. It is a labor mobility programme based on the cooperation of national and regional employment services to help young people find work in other EU countries and companies interested in recruiting from other countries. It is aimed at jobseekers who are between 18 and 30 years of age, citizens of EU countries and legally resident in a EU country.

- **Programmes under the Youth Guarantee**

Firstly, the national plan for implementation of youth guarantee foresees (p. 25) that the Ministry of Employment and the regions will encourage mobility programmes national and European target young beneficiaries of the Youth Guarantee, taking advantage of synergies instruments implemented in the framework of the European Union. In this way, it would be implemented the recommendation to promote the mobility of workers revealing to young job offers and traineeships and apprenticeships, as well as support available in different areas, regions and countries, for example through services and systems, such as EURES, to encourage mobility and work within the EU; and ensure that young people who find work in another area or another Member State have adequate support to adapt to their new environment.

Likewise the EEEJ also includes among its objectives "to promote the mobility of manpower revealing to young job offers and traineeships and apprenticeships, as well as support available in different areas, regions and countries for example, through services and systems, such as EURES, to encourage mobility and work within the EU; and ensure that young people who find work in another area or another Member State have adequate support to adapt to their new environment"

In its development the Youth Employment Operational Programme of the Ministry of Employment expressly provides (pp. 66 ff, 112 ff, 148 ff, 160 ff, 191 ff, pp. 207 ff, 241 ff ...) the promotion of mobility through activities and mobility programmes, both national and transnational, involving the acquisition of professional experience and result therefore in a direct improvement of employability. They will be developed among others the following activities: preparation expenses for mobility actions, travel expenses, language training, maintenance grants, etc. It is considered that "mobility therefore has a positive effect, both in training and in the acquisition of relevant experience for the incorporation to the labor market in a lasting way in time". Work experience abroad in other

parts of the country can bring added value to ongoing formation of young and professional trajectory and provide more employment opportunities. At the same time, improvements in training and employability of young people will reduce the existing imbalances in the labor market and meet the needs of manpower (163). Moreover, transnational mobility can support the acquisition of skills in foreign languages to increase the employability of young people. For it is expected (p. 122, p. 200) basically the articulation of a procedure to facilitate the development of transnational projects, preferably with other Member States, examining the options to launch specific calls for transnational cooperation, either regional or national level. In more detail can be seen the thematic objective 8. To promote employment and facilitate labor mobility in Spain Partnership Agreement 2014-2020 (pp. 149 ff).

It is implementing the **Mobility Plan Youth Guarantee** (Ministry of Employment and Social Security in collaboration with the Chambers of Commerce; <http://empleoygarantiajuvenil.es/jovenes/plan-demovilidad>). It is developed within the Integral Programme of Qualification and Employment – PICE-; there are 88 chambers of commerce in Spain, 85 involved in the strategy of youth employment and entrepreneurship, the budget is 177 million, 92% from the European Social Fund, to encourage contracting.

- **Scope:** all countries of the European Union
- **Objective:** to provide an opportunity to find a job in Europe. Through the plan it aims to: improve language skills, providing opportunities for employment and work contracts abroad; develop personal skills.
- **Actions** within the mobility plan:
Training and preparation for mobility both young people and their host: language immersion and cultural immersion.
- **Mobility 3 months:** it includes training at presential (face to face) modality and subsequent possibility of access to stay in business or in specific job training and job placement.
- **Express Mobility:** actions based on an innovative idea which aims to provide an opportunity to actively seek employment in other countries: 25 h training, active job search, business appointments and interviews ...

Moreover, the Ministry periodically call grants for projects developed under the Youth Programme, designed to promote social and professional integration of young Spaniards living abroad under 35 years through specific actions that allow them to continue their training through training programmes or internships, professional expertise and entrepreneurship, with the aim of incorporating them into the labor market of the country of residence and development programmes of foreign language or, where appropriate, the use of its experience to return to Spain (consult:

www.empleo.gob.es/movilidadinternacional/es/menu_principal/programasjovenes/index/htm).

e) Labor Law Specific provisions

1) Right of residence:

The right to free movement of workers recognized in the art. 45 TFEU includes the right of movement and residence of workers and the right to work in another Member State of the European Union. It is regulated by Directive 2004/38/EC on the right of EU citizens and their family members to move and reside freely within the territory of the Member States, Regulation (EU) No 492/2011 concerning the free movement of workers within the European Union and Regulation 883/2004 on the coordination of social security systems. However, when the company's workers who intended an EU country are facing another right: the freedom to provide services. In this case, Directive 96/71/EC establishes minimum conditions of work and employment in the host country, while Directive 2014/67/EC aims to ensure compliance, avoiding the race to the bottom.

2) Social Security:

The Social Security apprenticeship contracts, practices, labor practices of companies and university practices have been treated previously in paragraph 3.1.1.

For the exportability of Social Security rights European legislation (arts. 48, 153, 156 and 352 TFEU) applies. Social Security benefits can be felt throughout the territory of the European Union.

The General Social Security System in Spain is coordinated, being exported all of the same benefits when the worker contributes (is listed).

3) Tax System:

Taxes on labor income for residents in Spain depends on the net income of the worker and is regulated by Law 35/2006, November 28th on the Income Tax for Individuals and Royal Decree 439/2007, March 30th. If the income is less than 22.000 Euros gross annual with a single-payer, there is no obligation to make the statement of income.

Exempted salary income for work actually performed abroad to a non-resident company in Spain in that country whenever there is a tax equivalent to income tax (the maximum exemption limit are 60,100 Euros per year).

4) Health System:

The National Health System guarantees health care from public funds, among others, the employed persons registered with Social Security in a situation of high or similar service. Therefore, practice and engaged in learning have healthcare for your consideration of employed persons, while engaged in labor practices and those in university practices are entitled to health care as assimilated to employed others. In the case of volunteers they have risk insurance Accident and health.

On the other hand, when a temporary stay to take place on the territory of the European Economic Area or Switzerland whose motivation is performing a professional or research activity, the persons entitled to health care and their

beneficiaries may request the European health insurance card when they have the requirements of Spanish legislation and EU regulations

f) System for the recognitions of competences, diplomas and professional qualifications

At university level it should be considered mainly the following standards:

- Royal Decree 1393/2007, October 29th, on the organization of official university studies.
- Royal Decree 1837/2008, November 8th, which are incorporated into Spanish law Directive 2005/36/EC of the European Parliament and the Council of 7 September 2005, and Directive 2006/100/EC, of the Council of 20 November 2006 on the recognition of professional qualifications.
- Royal Decree 1027/2011 July 15th, on the Spanish Qualifications Framework for Superior Education.
- Royal Decree 1618/2011, November 14th, on the recognition of studies in the field of higher education.

In the framework of vocational training, the main rules are:

- Organic-Law 5/2002 June 19th, on Qualifications and Vocational Training.
- Organic-Law 2/2006, May 3rd, of Education.
- Royal Decree 1538/2006 December 15th, on the general organization of vocational training in the education system.
- Royal Decree March 23th, the subsystem of vocational training for employment is regulated.
- Royal Decree 1147/2011, July 29th, on the general organization of vocational education system.

Currently there are 664 qualifications approved by the Cabinet and published in the Official Journal (BOE) and represent the Modular Catalogue of Vocational Training².

g) Incentives and support measures

In each of the programmes has been listed, if available, the funding of the aid. There are no general policy of incentives and support. Youth programmes still enjoy little practical development and it is difficult at the moment, to access to the specific aid.

² Royal Decrees that approve the different professional qualifications are available at <http://www.educacion.es/educa/incual>.

3.2. Bilateral and regional programmes

a) Bilateral programmes

Spain has some bilateral programmes, including work experience, mostly signed with the following countries outside the EU, among the most relevant:

- **Mobility Programme for young people (between 18 and 30 years) from Spain and Australia** aimed at acquiring personal and professional experience (the Agreement between the Government of Spain and the Government of Australia concerning youth mobility programme, made in Canberra the September 3rd, 2014, Official Journal September 19th).

Number of young people: up to 500 visas (in each country)

At first, term for those who come to Spain (authorization to work in Spain for no more than 12 months; not able to work for the same employer more than 6 months, unless authorized; possibility of enrolling in training or educational courses not exceeding four-month project during his visit).

Equal term at first for Spanish citizens in Australia, may perform paid or unpaid work.

Another important requirement is that the young are required to have completed at least two years of higher education.

- Agreement **between Spain and Canada** concerning youth mobility programmes done in Ottawa on March 10th, 2009 (Official Journal February 2nd, 2010). The purpose of the agreement is the entry and stay in the territory of another state to young people who wish to gain work experience related to their field of competence, adding a supplement to his post-secondary education as a practice or improve their knowledge of languages, culture and society of that country. For young people (between 18 and 35 years) graduates or students. Also to develop voluntary work (art. 2).
- **Agreement between Spain and New Zealand** on holiday and occasional work activities, done at Wellington on June 23th, 2009 (Official Journal 4th May 2010).
- There is also a bilateral programme with Germany for mobility programmes for higher education researchers (DAAD España; <http://www.daad.es>).

b) Regional Programmes

Some regions have begun to develop mobility programmes within the framework of the **youth guarantee**. Many of them still in a state of "project" and no open calls. For example, the following:

- **Andalusia autonomous Community**
Development is planned within the framework of implementation and coordination agreement of the Andalusian Youth Guarantee System (SAGJ), about international mobility practices, through the programme

"TLN mobility", sponsored by 15 member states and regions of the European Union to facilitate the acquisition of professional experience, personalized support processes of integration and training actions to facilitate obtaining certification.

- **Canarias autonomous Community**

Both Canary Employment and Training Strategy 2012-2014 and the Canary Youth Employment Plan devote special attention to the issue of promoting mobility, especially of young people (<http://www.gobcan.es>). Drives support programmes to functional, sectorial and geographical mobility in Europe, participating in programmes to help mobility, as your first job EURES or vocational training programmes or practices, as the job of my life.

- **Castilla and Leon autonomous Community**

Grants to nonprofit organizations to develop European mobility programmes for young people of Castilla and Leon (application deadline until 11.30.2015, Order FAM/949/2015, of November 4th, by which grants are called targeted to non-profit entities to develop an agenda for European mobility, training and promoting employability that have addressed to young people of Castilla and Leon, BOCYL November 9th, 2015; www.tramitacastillayleon.jcyl.es). Co-financed by the operational programme for youth employment (global credit for the same of 520.651, 00 €). Aimed to youth in exclusion or at risk of social exclusion will be financed by the Operational Programme of the European Social Fund, with a total credit of 150.000,00 €.

- **Castilla La Mancha autonomous Community**

The Action Plan for Youth Employment (2013) specifically includes a programme to promote training and employment through the mobility and European cooperation in Dual Training (<http://www.castillalamancha.es>).

The economic contribution of Castilla-La Mancha for this dual training programme in Germany is 500.000 € and the travel bag for each participant 500.

- **Cataluña autonomous Community**

TLN Mobilicat programme (grants for youth mobility – Warranty youthful) (until 11.14.2015) (web.gencat.cat/es/actualitat/20151030-mobilicat-00001). The programme aims to enable young people who neither work nor study to do unpaid practices at educational entities or companies, public or private, of the EU member states. Therefore it calls for a line of grants supporting by institutions public or private non-profit that have transnational mobility projects. The aim is to facilitate the employment of young people involved through a personalized itinerary of accompaniment and support, practical training and learning abroad, in order to facilitate access to the labor market with quality employment expectations.

Beneficiaries: adult under 30 enrolled in the National System of Youth Guarantee as well as job seekers not employed in the Public Employment Service of Cataluña. Must have medium specialized studies

or higher level abandoned or terminated prematurely without work experience in the field of specialty. It is not taken into consideration work experience less than three months.

- **Other Programmes:** 10 places for unemployed young Catalans between 16 and 30 years convened by the Mundus Association, through the youth system warranty and funded by the Generalitat of Catalunya, for a period of practical training in Bologna (Italy) for 4 months in 2016 (an intensive course in Italian in February and a practices period of four months in March, April, May and June). Until January 17th, 2016 (www.asociacionmundus.com/garantia-juvenil).

The practices include different professional sectors. Covers all practical aspects of mobility, travel, accommodation, meals, local transportation, health insurance, language training prior and during the period and a tutor or mentor throughout the project.

- **Galicia autonomous Community:** Galeuropa transnational mobility programme (scholarships Galicia autonomous Community, Galicia Youth Guarantee programme, garantiajuvenil.es)

Amount: Between 2300 and 4000 €. Cofounded by the Youth Employment Initiative and the European Social Fund. Improving employability, helping to improve their training by acquiring professional experience to their incorporation into the labor market, while sharpening a foreign language.

- **Other regional programmes:** Procesa Ceuta Aid to mobility and employment of young people in youth guarantee (until 03.15.2016, 12.25.2015 BOCCE). Operating under the youth employment programme 2014-2020.

Public grant in a competitive basis, to promote and facilitate the contracting of young unemployed with youth guarantee, within the community or national territory, provided it involves movement and transfer of residence outside Ceuta.

These grants are designed as measures to improve intermediation, with the purpose to support young unemployed, who receive an offer of employment, more than six months full-time outside their place of residence.

- **EuraxessNetwork:** European network of service centers that provide information and advice to researchers who move within the European space, Spain joined in 2004. EURAXESS is a pan-European initiative that is structured in national networks. The aim of the Network is to give personal attention to researchers moving to or from countries of the European Union and associated countries. FECYT coordinates EURAXESS Spain at the national level, which currently consists of more than 90 centers in public and private foundations, universities, technology centers and other SECTI agents (web page: <http://euraxess.es/>).

The oldest aid programme to the formation of this organism is **Talentia Scholarships programme**, launched in 2007. For 8 years has offered young

Andalusians – or linked to Andalusia – the opportunity to perform postgraduate or specialization programmes in universities, schools, research institutes and higher education institutions of international prestige. The particularity of this aid is that they entail a commitment to return to Andalusia in order that beneficiaries, after their training, are incorporated into the productive sector of the community and their experience and knowledge reversed in improving competitiveness and innovativeness of Andalusian companies.

Since 2007, a total of 518 young people have enjoyed one of these grants, which it is an investment in human capital of more than 25 million euros by the Andalusian government, an average of 47,000 euros for help. Specifically, the convening was resolved in 2014 with 34 new aids amounting to 1.9 million euros. Most beneficiaries chose Master's degree studies (67%) and MBA (21%) and, to a lesser extent, PhD (9%) and professional specialization (3%). Training and specialization programmes have been performed in prestigious institutions from 27 countries, among which stands out Britain and the United States, which have together more than half of the fellows. France, Netherlands, Italy, Australia, China and Germany, are among the most popular. Finally, as to the origin of the beneficiaries, the provincial link would be Sevilla (37%), Granada (21%), Malaga (10%), Cádiz, Córdoba (both 9%), Jaén, Almería (with a 5%) and Huelva (4%).

During the past year the Andalusian Ministry of Economy and Knowledge, through the Agency of Knowledge, put two new aid programmes in place to promote researcher mobility: **Talentia Postdoc** y **Andalucía Talent Hub** Programmes. Both initiatives are 60% funded by the Government of Andalusia, and 40% by the European Union through the Marie Curie actions, including within the 7th European Framework Programme for R + D + i. With both types of aid it is attempted to promote the mobility of researchers at senior level in connection with the European Research Area and facilitate this staff the development of its work in optimal working conditions and in considered reference centers inside and outside Andalusia.

Thus, through the **Talentia Postdoc programme** were granted in 2014 a total of 16 grants to carry out transnational research projects with a budget of more than 2.5 million euros. The initiative offers beneficiaries two regimes of different mobility: one input and one output. In the input, the researcher should not reside in Spain at the time of application and must develop his project for 24 months in any Andalusian center or research institute holding the qualification of 'knowledge broker'. In the mobility scheme of output, on the other hand, the beneficiary must be a resident in a member country or associated with the European Union and develop the first part of his work in a host institution in a third country – from outside or within the EU – between the first 12 and 18 months. Once this period has elapsed, and up to 24 months, the researcher should finish his project in the Andalusian Knowledge Agent.

The great majority of applicants – 52% men and 48% women – chose the mobility scheme of output (80%) and, within this they chose to develop the

first part of their work in research centers in a European country (73%, versus 24% who prefer America and 3% who opted for Asia and other continents). United Kingdom and United States attract nearly half of the requests output rate.

On the other hand, one out of four applicants applied for assistance in the mobility scheme of input. It is about researchers from 22 different countries, with the majority origin from Italy, Germany and Poland.

In the case of **Andalusia Talent Hub programme**, a total of 50 aids were granted between late 2014 and early 2015, involving an investment of 7.9 million euros. This programme also establishes two different regimes of mobility for awarding grants: one input and one output. In the input mobility scheme, beneficiaries must develop their project for 24 months in an entity added to any Campus of International Excellence based in Andalusia (Andalucía Tech, BioTic, CEI.MAR, ceiA3, CamBio y PatrimoniUN10) which it is also registered as Agent of the Andalusian Knowledge System. This entity acts as host entity and as a contracting entity. In the regime of outgoing mobility beneficiaries must be resident of a member country or an associated country with the European Union and develop the first part of their work – between 12 and 18 first months – in a host institution in a country other than their residence, from outside or within the EU. Once this period has expired, and until completing 24 months, they will finish their project in an entity added to any Campus of International Excellence based in Andalusia and registered as 'Agent of the Andalusian Knowledge System'. In this case, the institution acts as contracting entity and during the return phase of the researcher, also as host organization.

-In the local level, within the education system: 1st Call for mobility Grants for conducting training in workplaces in countries of the European Union in the framework of the "European Youth Cádiz" project (Erasmus plus) (https://www.ifef.es/erasmusplus/resources/pdf/agenda/bases_gles_convocatoria_becas_fct.pdf; City of Cadiz).

c) System for the recognition of competence

It is the same that at national level.

d) Incentives and support measures

No specific measures are contemplated in bilateral agreements (with Australia or Canada).

In the Project Procesa Ceuta aid to offset part of the cost of travel and accommodation during the recruitment period. Eligible costs are considered: arising from the movement and residence of those young people during the recruitment period. The amount of aid will consist of the amount for travel expenses plus the amount for subsistence costs.

The others are indicated in each programme.

4. Participation rates and monitoring

Participation:

In most programmes there is no access to specific data on participation in them by young people or the countries of destination. For example in the Erasmus project, the data is mobility in general and not for practice, although the preferred country of destination is Italy (probably due to lower language difficulty).

- **Leonardo da Vinci programme**

Chart 1: Leonardo da Vinci: recipients of aid and typology

Leonardo da Vinci programme	Total	Inicial Vocational Training	Into Labor Market	Teachers, assessors & responsible
2007	4.515	962	2.927	626
2008	4.462	1.129	2.765	568
2009	4.715	743	3.991	581

Source: MECD, Educational Statistics

- **Comenius programme**

Projects approved to participate in Comenius programme have increased over the years (see Chart 2).

Chart 2: Approved projects Comenius programme

Comenius programme	School partnership Comenius		Individual Mobility Comenius			Comenius-Grundtvig
Year	Multilateral	Bilateral	Host Institutions	Language Assistants	Teacher Training	Preparatory Visits
2007	783	46	144	72	1.008	140
2008	412	73	189	52	1.128	328
2009	461	76	194	116	1.310	236

Source: MECD, Educational Statistics

The number of participants in the Comenius programme is presented in the following chart (Chart 3) in which the increase in the number of students is appreciated.

Chart 3: Students participants in Comenius Programme

Comenius programme Students	Multilateral Partnership		Bilateral Partnership	
	Total	Participants	Total	Participants
2007	101.550	4.023 (3,9%)	3.228	1.115 (34,5%)
2008	57.159	3.237 (5,6%)	3.548	1.106 (31,7%)
2009	81.348	5.653 (6,9%)	6.137	2.083 (33,9%)

Source: MECD, Educational Statistics

The number of participants in the Comenius programme is presented in the following chart (Chart 4) in which the increase in the number of teachers is appreciated.

Chart 4: Teachers participants in Comenius programme

Comenius programme Teachers	Multilateral Partnership		Bilateral Partnership	
	Total	Participants	Total	Participants
2007	9.586	2.929 (30,5%)	524	132 (25,1%)
2008	5.227	2.867 (54,8%)	527	162 (30,7%)
2009	8.187	4.205 (51,3%)	878	296 (33,7%)

Source: MECD, Educational Statistics

- **FARO and ARGO programmes:**

The participants in FARO programme from its origins to today are the following: in Europe destinations 2075; in Asia 434; in Canada 47 and in the USA 274.

In the ARGO programme, at the moment, there are 209 people participating in a training mobility programme.

Regarding the control mechanisms, like other aspects of mobility, they are not yet fully defined, and are outlined in a rather sparse and vague in the legal regulation. In general, the Youth Guarantee System providing for submission to monitor and evaluate all the actions and programmes, so that adapt and update implemented, ensuring the effective and efficient use of resources and a positive returns on investment (pp. 39 ff).

The first control mechanism is at the very entry of the young who meeting the statutory requirements, wants to benefit youth guarantee system in the file created by Law 18/2014, which serves as a tool for monitoring the actions and performance evaluation system. Meanwhile, the Autonomous Communities can create their own specific files, even when the data recorded should be held in a single computer system. The agency responsible for the organization and management of the file is the General Directorate of the Ministry of Employment and Social Security that have appropriate powers to administer the European Social Fund.

Regarding the control of bonuses linked to the aforementioned contracts, the General Treasury of the Social Security must provide monthly to the Public State Employment Service the number of workers subject to the bonus with their respective contribution bases and deductions apply. With equal intervals, the Directorate General of the Public Service of Employment, provide the Directorate General Inspectorate of Labor and Social Security information on the number of subsidized contracts to monitor the proper application of the relief provided.

Meanwhile, the national youth guarantee scheme itself describes the evaluation system taking into account the evaluation dates of the European Social Fund and in accordance with the monitoring indicators defined at European level. In addition, the indicators developed within the Red HoPES (Directors of Public Employment Services) are taken into account. The guarantee assessment system will be linked with the participation of social partners through the Council of the National Employment System and consists of a series of elements defined in the document (pp. 40 ff), performing at various stages (initial, to mid-term, pilot programmes ...).

The EEEJ includes among its objectives to promote the evaluation of employment policies by the government. And it contains a chapter on monitoring and evaluation of the targets set in the Strategy (pp. 106 ff).

5. Rewards mechanisms

There are no clear national incentive programmes and awards mobility unlike what happens in relation to recruitment, particularly through certain

contractual arrangements, youth or self-employment. Where appropriate, in each of the programmes set forth, if any, have been enunciated economic conditions, appropriate subsidies or aid.

6. Conclusions and recommendations

6.1. Conclusions

The mobility policies have not occupied, to date, a central role in training policies and youth employment nationwide. There is not a clear policy to promote youth mobility to other European countries or inside Spain. Usually, mobility flows are rather forced, in view of the difficulties in finding employment within its borders.

There is not an specific preoccupation of the government on this matter, neither a relationship between the rules of apprenticeship or traineeships and the mobility. There is not a real development of a dual training mobility system. Although it is possible to find any national and regional programmes to promote mobility (in the framework of the Youth Guarantee).

There are not specific incentives for the mobility on the legal regulation for traineeships or apprenticeship.

6.2. Recommendations

Legislative changes should be made to promote mobility among young people. It would be desirable to provide traineeships abroad and their recognition in Spain. Also for the apprenticeships.

It would be convenient to provide economic incentives for mobility to other European countries and between Spanish regions.

It would be appropriate to include rules and incentives to mobility within the dual training programmes in education system.

We recommend greater presence of Information and communications technology (ICT) in this regard, for example, forums on mobility and dual training, virtual spaces, greater presence in social networks and so on.

Promote the exchange of information on projects, institutions and procedures of development of mobility. It would be interesting having encounters between different countries.

It would be useful dissemination and exchange of best practices between countries.

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United Kingdom

1. Definition of mobility

Youth mobility in the UK is largely associated with students in Higher Education (undergraduates or postgraduates). In this context it relates to doing work placements (also referred to as internships) with relevant employers, at home or abroad, with the sole aim of gaining work experience (see EU, 2016). There is extremely little information in relation to mobility and other educational routes, such as vocational education and training. There are no comprehensive data available on movements of students in higher education. Neither are there data on the movements of apprentices, either nationally or internationally. However, for apprenticeships at least, this figure is likely to be negligible; in June 2015, only 5.3% of all 16 and 17 year-olds in England were doing apprenticeships, compared with 81.6% staying in full-time education (DfE, 2016). Yet, apprenticeship is the main form of work-based learning below degree level.

In the context of a consultation on the Bologna Process, the British Council highlighted several benefits associated with mobility, such as strategies for improving communication skills as well as cultural and context-based awareness along with employability (King et al., 2010). Similarly, the House of Lords Select Committee report entitled 'The Modernisation of Higher Education in Europe' (2012) described such benefits as adaptability, confidence, personal development and maturity.

Mobility can be based on several economic factors including the availability of jobs and higher income opportunities (Balaz and Williams, 2004). It is important to analyse youth mobility in the UK from the new perspectives that emerged after the extension of the European Union (Balaz and Williams, 2004). Student mobility has been experiencing new dimensions after the extension of the EU to Eastern Europe (Marcu, 2015). Internationally mobile students are generally flexible to move and ready to adapt to the new environment such as a new lifestyle and language (Findlay, 2011; Murphy-Lejeune, 2003). However, research on the relationship between mobility and employability is limited. Employability has been recognised as a priority area in the London Communiqué of the Bologna Process (Marcu, 2015).

Job mobility refers to people's capability of movement between different employers. In the UK labour market job mobility is influenced by different variables such as age, family circumstance, qualifications, personal living choices, type of employment, pay, occupation, industry and environment (Macaulay, 2003).

Job mobility is greatly influenced by the perceptions and attitudes of employers whereas student mobility is generally subject to requirements concerning academic qualifications and skills. It is noted that educated young

people who have foreign country exposure, including experience of studying abroad, are generally treated positively by employers (Marcu, 2015).

2. Overview of UK national policies

The UK government has no clear strategy to promote inward or outward geographical mobility (EU, 2016). As an EU member, the UK is of course subject to EU legislation in terms of the free movement of people. However, in the UK, the main focus of mobility is in terms of work placements, or internships, mainly aimed at higher education students. Internships are promoted by the Department of Business, Innovation and Skills, which provides a Graduate Talent Pool to match up students with available internships in industry in the UK (Department for Business, Innovation and Skills, 2016).

Young people in education and training may also go abroad for part of their programme in the context of Erasmus+ (previously Leonardo da Vinci), The European Alliance for Apprenticeships, EURES, or the Youth Guarantee scheme.

In the UK, successive governments' primary concern has been with reducing youth unemployment nationally and lowering the number of people not in education, employment or training (NEET) (Delebarre, 2016a). The UK government's youth employment policy emphasises participation in education and training, adjustment of young people to make quick transitions from education to employment, and young people's job placement by employers. More than 1 million jobs have been created over the last few years and for others provided the space to gain experiences. Conversely, despite the inclusive nature of the UK government's Work Programme, launched in 2011, it failed to reach the desirable success (Gregg, 2014). The Work Programme contained two major components namely the payment-for-results programme (the scheme which provided incentives for helping people into sustained work) and the welfare-to-work programme (the scheme that initiated a number of programmes targeting groups such as young people, lone parents, over 25 years' old long term unemployed people, people over the age of 50, and people with disabilities). The Programme was delivered by a range of private, public and voluntary sector organisations which supported people at risk of becoming long-term unemployed. It had replaced previous programmes such as the New Deal, Employment Zones and Flexible New Deal and represented a long-term investment by the government and its partners in seeking to help more people into lasting work.

Since 1979, the UK government has been placing increased importance on education and training along with establishing wage flexibility for young people (Gazier, 2002). The UK has introduced specific Active Labour Market Policies (ALMPs) along with the minimum wage, jobseeker's allowance (unemployment benefit) and incentives, such as training for young unemployed people (Gazier, 2002). The Department for Education and Employment promises investment on individual learning and ALMP is set to

promote employment, growth and equality. Besides, two programmes, the 'University for Industry' and 'Investors in People' have also been initiated to promote skills development under Objective 4 of the European Structural Funds (Rueda, 2006)

It is worth noting that the government is committed to maintain a level of sustainable growth in the labour market. Hence, a number of actions to address youth unemployment have been taken. Recent policies open up the space for government to address the skills shortage and it is prioritising developing higher skills through vocational education and training. Employers are encouraged to create opportunities for apprenticeships. In addition, the policy urges government to work with local partners to provide the necessary support and services to less advantaged groups seen as being at risk in terms of employability. Lastly, it focuses on providing 'the right jobs for the right people' helping unemployed youths with their rehabilitation (HM Government, 2015). Because of the improvement of the UK economy, employment opportunities for young people have increased. The level of youth unemployment in Britain has been declining. In December 2015, the rate among young people aged 16 to 24 was 13.5% (Dar, 2016), the sixth lowest position in the EU (Statista, 2016).

3. National, bilateral and regional programmes and measures

3.1. National mobility programmes for youth

- **The Youth Opportunities Initiative (YOI)**
As part of the European Union's 'Youth on the Move' project and to ensure the greater use of the European Social Fund, the YOI initiative was operationalised during 2012 and 2013 to reduce unemployment. One of the core objectives of the scheme was to support people to return to general education or vocational training in order to obtain in-demand skills. Additionally, it aimed to help graduates gain their first work experience. The initiative promoted employment for young people by adapting innovative approaches, by helping young people finding employment in the Eurozone, and by establishing partnerships among business and trade unions along with local and regional political authorities (www.ec.europa.eu).
- **The Youth Guarantee (YG)**
The European Commission is dedicated to helping each EU country in developing their own national Youth Guarantee Implementation Plan. In the UK, the Youth Guarantee project is a new approach to address youth unemployment (under 25 years). It provides support with finding employment, apprenticeships, traineeships or continued education based on individual needs. This opportunity is open for young people who may be registered or unregistered with employment services.
- **European Alliance for Apprenticeship**

The European Alliance for Apprenticeship was launched by the European Commission in 2013. The aim is to strengthen the quality, supply and image of apprenticeships in Europe by bringing together relevant stakeholders.

- **Education Funding Agency (EFA) – Youth Contract (YC)**

This funding is aimed to engage young British people in Education, Employment & Training (EET) by providing them with full or part-time work including traineeships, supported internships, apprenticeships, volunteering opportunities or paid work placements combined with part-time study. The main aim of the programme is to help young UK nationals to remain in education, training and employment (Newton et al., 2014).

3.1.1. General National Normative Framework

a) Apprenticeships

Apprenticeships have been high on the political agenda for some time (Brockmann et al., 2010). They are sometimes referred to as 'a cure for all ills', seeking to produce intermediate skills for a competitive economy as well as to absorb so-called 'low achievers' (Brockmann and Laurie, 2016). The government has come under frequent attack by academic scholars and educationalists for the low quality of apprenticeships, which until recently included very short-term programmes in non-traditional sectors (e.g. 6-weeks apprenticeships in hospitality). In response, the government commissioned a series of reviews to enhance the quality of the system of vocational qualifications (The Wolf Report, 2011) and of apprenticeships (The Richard Review, 2012). The recommendations of both reports have largely been taken on by the government.

Apprenticeships are full-time paid jobs which incorporate on – and off-the-job training. A successful apprentice will receive a nationally recognised qualification on completion of their contract (Delebarre, 2016b). However, because the constituent elements of an apprenticeship (the practical and theoretical components) are fully modularised, the content is tailored by employers to suit their specific workplace needs. As a result, occupational mobility may be impeded (Brockmann et al., 2010).

Apprenticeships are available to anyone in the UK, regardless of age and whether or not learners are already in employment. However, in a recent review of apprenticeships (Richard, 2012) it was recommended that they be predominantly aimed at school leavers who are not in employment.

More than 200 different apprenticeships are available (known as frameworks) in 13 broad sector subject areas. Apprentices can gain qualifications ranging from 5 GCSE passes to degree level.

The Specification of Apprenticeship Standards for England (SASE) sets out the minimum requirements to be included in a recognised apprenticeship framework. Compliance with the SASE is a statutory requirement of the

Apprenticeships, Skills, Children and Learning (ASCL) Act (Department for Business, Innovation and Skills, 2015a).

The apprenticeship must include a minimum of 280 guided learning hours. A minimum of 100 hours or 30% of all guided learning (whichever is greater) must be off-site. It also must include training to level 2 in English and maths if the apprentice does not already hold these qualifications or equivalent (Delebarre, 2016b).

Apprenticeships are available at different levels:

- Intermediate Apprenticeships (level 2) (Typical duration: 12 to 24 months)
- Advanced Apprenticeships (level 3) (Typical duration: 24 to 36 months)
- Higher and Degree Apprenticeships (level 4 and above) (Duration: from 4 years)

The government has announced that they will introduce 3 million new apprenticeships by 2020. There is a commitment to give apprenticeships the same legal treatment as degrees and protect the term “apprenticeship”, in the Enterprise Bill.

Based on the recommendations of the Richards Review (2012), new apprenticeship standards are being developed by employer-led groups known as “trailblazers”. Reforms such as the Trailblazer initiative aim to enhance the quality of apprenticeships and ensure that they reflect employer demand. Guidance plans are set out in ‘The Future of Apprenticeships in England: Implementation Plan’ (Department for Business, Innovation and Skills, 2013a). The measures include: empowering employers of each sector to design their own standards, thereby enhancing the ‘fitness for purpose’ of apprenticeships as well as transparency and status. 140 trailblazers involving 1,200 employers are developing new apprenticeship standards.

For regulating the quality of apprenticeships, including standards and assessment, the government is establishing a new independent body – the Institute for Apprenticeships – led by employers, to be operating by 2016/17 (Department for Business, Innovation and Skills, 2015b).

The government has introduced a range of measures to incentivise employers to provide apprenticeships, including the Trailblazer Initiative and low taxes. The Apprenticeship Grant for Employers (AGE) provided 106,700 apprenticeship grants between February 2012 and October 2014. The government announced a range of awards and schemes for institutions to contribute to addressing the UK’s perceived gap of ‘high vocational skills’ through higher level apprenticeships (at Level 4 and above) in an effort to rebalance the apprenticeship programme towards the production of higher skills (Department for Business, Innovation and Skills, 2015b).

b) Traineeships

Traineeships provide education, training and work experience to young people to help them secure an apprenticeship place or job. They were introduced in 2013 for young people aged 16-24, who: have little work experience and are not employed; are qualified below level 3; and could be ready for employment

or an apprenticeship within 6 months. Traineeships last between 6 weeks and 6 months. They include a work placement, work preparation training, and English and maths if required. Traineeships should include between 100 and 240 hours of work experience (Department for Education and Department for Business, Innovation and Skills, 2015).

In the UK, traineeships are considered by the government as an ideal opportunity for young people, particularly for those who are aged between 16 to 24 years. Traineeships are designed to improve skills in English and maths as well as to provide work experience, essential for securing an apprenticeship or employment. Traineeships are flexible and provide opportunities for employers to build a pool of potential future employees (Skills Funding Agency, 2014). The emphasis of traineeships is therefore on work preparation and on English and maths. Young people on traineeships may be able to train for additional qualifications but this is not specified. Successful outcomes include transition to employment or an apprenticeship. Traineeship opportunities are advertised regularly in UK and the National Apprenticeship Service. This organisation provides free support to both applicants for traineeships and employers.

c) Internships

An internship is an opportunity to gain relevant professional experience before starting a career. Through first-hand experience an intern can improve various professional skills and receive practical understanding about a profession (Department for Business, Innovation and Skills, 2013b).

In the UK, in terms of mobility, the focus lies with internships, also referred to as work placements (EU, 2016), which are, however, primarily aimed at HE students. There are a large range of private mobility schemes, such as Internship UK, or StudentJob UK (ibid.). However, the government (Department for Business, Innovation & Skills (BIS)) runs the Graduate Talent Pool, designed to match students with available internships in industry (in the UK). The aim of internships is to provide students with relevant and valuable work experience. There are no stipulations in terms of training, as the following quote from the Department for Business, Innovation and Skills (2013b) illustrates:

'The term 'work experience' generally refers to a specified period of time that a person spends with your business, during which they have an opportunity to learn directly about working life and the working environment. Some work experience positions offer people the chance to try their hand at particular tasks, others simply provide an opportunity to watch and learn. The nature, length and arrangements for work experience vary greatly.'

d) Volunteering

Volunteering (of people of all ages) features large in the UK. It is promoted on the government website, which also offers guidance on how to find volunteer placements, on volunteers' rights, and on pay and expenses. Volunteering

opportunities are offered by a large range of agencies, some of which feature on the government's website (of these most of them relate to national opportunities, although one, VSO, is specifically for overseas placements). The government promotes volunteering as a 'great way to meet new people; gain new or use existing skills; get experience; and make a big difference to the community' (GOV.UK, 2016).

Young people aged 16-17 in England and Wales can register for volunteer placements at the National Citizen Service website (for national placements). Those aged 18-25 wanting to volunteer abroad can register at the International Citizen Service website. These volunteering opportunities are funded by the UK government.

One of the international programmes for volunteering is Erasmus+ through which UK nationals aged 18-30 can undertake activities in 32 Programme Countries or in any of the Partner Countries neighbouring the EU.

3.1.2. Specific National Normative Framework

System for recognition of competences, diplomas and professional qualifications

National recognition

a) Apprenticeships

In principle, the qualifications achieved through the apprenticeship frameworks are nationally recognised. The constituent elements map onto the Qualifications and Credit Framework (see *International recognition* below). However, as this is a modularised system and apprenticeships are commonly tailored to workplace needs, occupational mobility may be restricted in practice.

b) Traineeships

The main qualifications are those in English and maths which are nationally recognised.

c) Internships

Internships do not usually involve qualifications. Knowledge and skills may be accredited in terms of Accredited Prior Learning for the purpose of access to further education (such as university access). This is regulated by individual universities.

c) Volunteering

As with internships, volunteering does not involve qualifications but are promoted by the government as a way of updating or learning new skills.

International recognition

UK NARIC is the designated United Kingdom national agency which compares and recognises international qualifications and skills (www.naric.org.uk). This organisation works on behalf of the UK Government and provides support to individuals and organisations. UK NARIC also operates through several member organisations which support immigrants through providing consultancy for employers along with training, events and conferences for job seekers (www.naric.org.uk).

In addition, the European Qualifications Framework (EQF) has been developed in order to enable comparability of vocational and higher education qualifications. In order to implement the EQF, member countries had to develop their own national qualification frameworks, which links to the levels 1-8 of the EQF. In England, this is the Qualifications and Credit Framework (QCF).

There is also the European Credit System for Vocational Education and Training (ECVET), which is a tool to enable recognition of learners' achievements during periods of mobility.

Incentives/supporting measures: salary, financial support/compensation, housing and social security/assistance arrangements

a) Apprenticeships

Apprentices aged 16-18 are entitled to the apprentice minimum wage of £3.30/hour. Apprentices aged 19 and over are also entitled to the apprentice minimum wage in the first 12 months of their apprenticeship. Thereafter, apprentices are entitled to the National Minimum Wage. The rate of the National Wage depends on age: 18-20: £5.30/hour; 21 and over: £6.70/hour).

For National Insurance purposes, a person who is gainfully employed in Great Britain either under a contract of service or in an office with emoluments chargeable to income tax under Schedule E/general earnings is an employed earner for contribution purposes. The term 'contract of service' includes contract of apprenticeship. For income tax purposes, tax is chargeable under S.19(1)1 ICTA1988 on any emoluments from an employment up to and including 5 April 2003. An apprenticeship falls within the term 'employment'. From 6 April 2003, employment income is chargeable under Part 2 of ITEPA 2003 and under S.4(1)(b) "employment" includes any employment under a contract of apprenticeship.

A contract of employment is specifically defined in much of the employment rights legislation as meaning a contract of service or apprenticeship.

b) Traineeships

Young people taking part in traineeships are not employed and thus exempt from the minimum wage. They are undertaking education and training and, where they qualify, are able to access existing programmes of financial support, including the 16 to 19 Bursary Fund, Free Meals, and Learning and Learner Support funding for 19 to 24 year olds. Access to Work funding from the Department for Work and Pensions is available for young people for the work experience placement of their traineeship if they have a disability or health condition that affects their ability to do a job, or means they have to pay extra work-related costs. An Access to Work Grant can help pay for travel when young people are unable to use public transport, and workplace support workers, including job coaches (Department for Education, and Department for Business, Innovation and Skills, 2015).

c) Internships

Remuneration depends on the intern's employment status. If an intern is classed as a worker, then they are subject to the National Minimum Wage. The rate of the National Wage depends on age: 18-20: £5.30/hour; 21 and over: £6.70/hour). A young person on a student internship is not entitled to the Minimum Wage (Department for Business, Innovation and Skills, 2013b). As a member of the European Union, European Union citizens have access to the UK welfare system on equal terms with British citizens. However, existing welfare provision to EU migrants is currently being re-negotiated, with the UK standing to receive concessions which will allow it to substantially curtail welfare benefits to migrants.

d) Volunteering

The UK government website states that volunteering placements are unpaid, although volunteers may be able to claim expenses, such as for travel or food. As there is no contract of employment, volunteers do not have the same rights as an employee. Volunteers will usually be given a volunteer agreement that explains inter alia: the level of supervision, the training provided, and expenses (GOV.UK, 2016).

3.2. Bilateral and regional programmes

The UK has bilateral agreements on vocational education with a number of countries, including China (since 2011) and members of the Commonwealth, such as India. However, it is important to note that these are not specifically aimed at facilitating mobility of learners. Rather, they serve to enhance delivery of vocational education and training, and to improve skills development in those countries, e.g. through the UK India Skills Forum or the UK India Education and Research Initiative.

These aims are also reflected in the bilateral agreement between China and the UK

Five key areas of activity have been identified (Leach, 2011):

- Trials of apprenticeships in China drawing on UK models and expertise
- Expand the mutual recognition of qualifications and vocational education providers.
- Support for institutional partnerships including joint course development and student/teacher exchanges.
- Joint development of e-learning and remote learning facilities.
- Sector specialists from the UK and China working together to develop curriculum material and training resources.

There are no (bilateral) agreements between the UK and other countries to specifically promote the mobility of apprentices, trainees, interns or volunteers other than those provided by the EU (such as Erasmus+).

There are no specific programmes that promote mobility between regions within the UK, either for apprenticeships, traineeships, internships or volunteering placements.

4. Participation rates and monitoring

There is no single data source on student mobility. There are a number of reports that have brought together data provided by individual Higher Education Institutions. However, the reports are not recent. In a report on UK ERASMUS students, the author documents the substantial growth in outward student mobility between 2007/08 to 2012/13 (Carbonell, 2014). This includes both, study periods and work placements (of a minimum of 3 months). During this period the number of UK Erasmus students grew by 42.6% (ibid). A total of 14,651 entries were registered in the Erasmus data for 2012-13, comprising 9,642 study periods and 5,006 work placements. Eighty per cent of the Erasmus students went to France, Spain, Germany and Italy, with much lower numbers going to other countries.

There are no data available on either national or international mobility of learners in vocational education and training. However, due to the low proportion of young people on programmes, the number is likely to be negligible. Also, employment rates for young people have improved over recent years. The current rate of unemployment for young people aged 16-24 is 13.6%. It is likely that outward migration of British learners is generally low, not least because of language barriers.

Similarly, statistics on young people volunteering are difficult to find. The National Council for Voluntary Organisations (NCVO) only has data for national placements, according to which the proportion of 16-25 year old volunteering rose from 23% in 2010/11 to 35% in 2014/5 (Ockenden, 2016). There are no aggregate data in relation to overseas placements or mobility.

5. Reward mechanisms

There are no clear policies by the British government to incentivise young people to be geographically mobile. EU initiatives do of course apply and learners can apply to a variety of schemes, including Erasmus, Erasmus+, Eures, and The Youth Guarantee.

6. Summary

In summary, there is relatively little information on outward mobility of young people in Britain. Data on mobility (internal or outward) are notoriously difficult to access, where indeed such sources exist. As has been acknowledged in a government report, mobility is mainly inward (i.e. from other nationals into the UK), although 'it is reasonable to say that relatively low numbers of UK students studying abroad would have been lower still, were it not for the support of EU programmes such as Erasmus' (HM Government, 2014). The same report acknowledges that cooperation within the EU has benefited education providers to enhance the delivery of programmes, but insists that 'EU work on education, training and youth policy has had little impact on the UK' (ibid.).

The UK is of course committed to 'the free movement of people' of the EU Treaty and the aims of the Lisbon Process in particular and the government promotes mobility in order to 'contribute towards skills, employability and preparing young people for the modern, global economy' (ibid.). Another focus is on education as a global market place, encouraging competition between training providers.

As discussed, there are a whole range of programmes at European level that promote youth mobility (such as YOI and YG).

The main concerns of successive UK governments over recent decades have been to a) increase the participation rate of young people in education (the participation age in education and training was raised to 18 in 2015) and b) to improve the national skills levels – two items where the UK has fared unfavourably in international comparisons. The main vehicle aimed at addressing both these aims has been apprenticeship, and the number of apprentices has increased considerably over recent years (although it is still a minor route in a country that favours school based education). There is currently a major reform underway that aims to enhance the quality of apprenticeships and to increase employer engagement (i.e. promote the provision of places by employers).

Traineeships were introduced to improve vocational pathways and the transition from school to work, with a key focus on English and maths, again high on the government agenda due to overall low levels of achievement. Both internships and volunteering are very popular in Britain, but again, there are no conclusive data that are easily available.

The main mechanism to confirm comparability of qualifications has been NARIC UK. However, the European Qualifications Framework (EQF) aims at

enabling comparability by mapping qualifications onto the various descriptors and levels.

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ITALY



General Mobility (Italy)	Context of		Employment Protection Legislations (EPL Index)	<ul style="list-style-type: none">• Protection of permanent workers against individual and collective dismissals: 2.89 (2013)• Protection of permanent workers against (individual) dismissal: 2.55 (2013)• Specific requirements for collective dismissal: 3.75 (2013)• Regulation on temporary forms of employment: 2.71 (2013) http://www.oecd.org/els/emp/EPL-data.xlsx (OECD, 2015)
	Active Labour Market Policies (ALMPs)	% Expenditures in ALMPs as a share of total GDP	0.41% of GDP (2013), Source: OECD Lfs, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=LMPEXP	
		% Expenditure in training policies as a share of total GDP	0.15% of GDP, of which 0.11% is "special support for apprenticeship" (2013), Source: OECD Lfs, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=LMPEXP	
	Passive Labour Market Policies (PLMPs)	(i.e. unemployment insurance, labour market integration)	1.51% of GDP, early retirement rate excluded (2013), Source: OECD Lfs, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=LMPEXP	
	Skills Mismatch Index (SMI)		1.80% http://ec.europa.eu/europe2020/pdf/themes/27_skills_gaps_and_labour_mobility.pdf (p.2)	
	Labour Shortage Indicator (LSI %)		0.60% http://ec.europa.eu/europe2020/pdf/themes/27_skills_gaps_and_labour_mobility.pdf (p.8)	
	Trade Unions and Union Density		CGIL, CISL and UIL, the three major Italian Unions. TU Density: 36.9% (2013) Source: OECD, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=U_D_D# (trade union density)	

Country: DE ☐ UK ☐ BE ☐ ES ☐ IT ☒

Mobility Typology	Apprenticeship ■ Traineeship/Internship <input type="checkbox"/> Others (specify) <input type="checkbox"/>	
School to Work Transition (STWT)	Form of employment	Open-ended contract based on Jobs ACT: + 175.032 apprenticeship contracts (INPS, Osservatorio sul precariato, 2015), Data from January to November 2015 https://www.inps.it/docallegati/DatiEBilanci/osservatori/Documents/Osservatorio%20Precariato%20-%20Gen%20-%20Nov.pdf
	Form of training	Apprenticeship is form of training which is available at three different levels namely: a) Apprenticeship for the qualification and professional diploma, a diploma of higher secondary education and higher technical specialization certificate (aged 15-25) b) Professional apprenticeship (aged 18-29) c) Apprenticeship for higher education and research (aged 18-29)
	Pay < 50% of a skilled employee	Depends on the collective bargaining agreement
Normative Framework	Minimum Wage/Compensation	No minimum wage but compensation depends on the collective bargaining agreement
	Labour taxation	It depends on national/regional tax system (l. n.183/2011 (c.d. legge di stabilità 2012); • Circolare INPS 128/2012; Circolare INAIL 27/2013; • Circolari MLPS 5/2013 e 35/2013; d.l. n. 34/2014 convertito in l. n. 78/2014; • Circolare MLPS n. 18/2014; l. n. 92/2012; l. n. 190/2014 (legge di stabilità 2015); d.lgs. n. 81/2015; d.lgs. n. 150/2015)
	System for the recognition of diplomas and professional qualifications	National/regional system for the recognition of diplomas and for professional qualifications depends on the collective bargaining agreement First level: • Articles 17 and 18 of legislative decree n. 226/2005 • Nationals Decrees of the President of the Republic n. 87, 88 and 89/2010 and relative decrees • Article 9 and 10 of the decree of the President of Council of Ministers of 25 Jan 2008

		Second level: depends on the collective bargaining agreement		
		Third level: <ul style="list-style-type: none">For “higher education apprenticeship” depends on national and university regulationsArticle 6 and 8 of the decree of the President of Council of Ministers of 25 Jan 2008For “research apprenticeship” depends on the collective bargaining agreement		
	Duration	Long term (total hour/month)		36 Months or 60 months for certain crafts
		Short term (total hour/month)		6 Months
Context and Characteristics of Mobility				
Destination	National	Policy framework	Incentives/Programmes for training mobility	Garanzia Giovani Programme and other Italian mobility programs among universities and regions e.g. see http://www.regione.toscana.it/por-fse-2014-2020
			Recognition and validation of periods of mobility (in terms of training/qualifications)	Yes, art. 46, comma 3, d.lgs. n. 81/2015
			Recognition and validation of periods of mobility (in terms of pension rights)	Yes
		From/to		Mobility from the south to the north has long been a trend in Italy both for educational and employment purposes. (ISFOL, 2015)
		Duration	Long term (total hour/month)	Depends on the agreement between apprentice and employer and types of apprenticeship and the programmes
			Short term (total hour/month)	Depends on the agreement between apprentice and employer and types of apprenticeship and the programmes
		Push factors of professional mobility (reasons)		<ul style="list-style-type: none">Educational factors: better training quality,

				<ul style="list-style-type: none"> Political/Social/Cultural factors: e.g. better cultural environment Economic factors: better compensation Labour market factors: Reducing skill mismatch/Long term unemployment
		Pull factors of professional mobility (obstacles)		<ul style="list-style-type: none"> Educational factors: Political/Social/Cultural factors: Cultural ties Economic factors: Living cost, etc.
	International (e.g. Italian apprentices who spend a period abroad)	Policy framework	Incentives/Programmes for training mobility	<p>The European Alliance for apprenticeships, Eures, Youth Guarantee</p> <p>There are also some examples of a bilateral mobility programmes for higher education/research apprenticeships namely the MIUR-DAAD Joint Mobility Programme</p> <p>http://www.studigermanici.it/images/bandi/MIUR-DAAD%20definitivo.pdf</p>
			Recognition and validation of periods of mobility (in terms of training/qualifications)	European Qualifications Framework (EQF)
			Recognition and validation of periods of mobility (in terms of pension rights)	<p>ILO Convention 118/1962 http://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---ilo-rome/documents/normativeinstrument/wcms_153854.pdf</p> <p>ILO Convention 157/1975 http://www.ilo.org/dyn/normlex/en/f?p=1000:12100:0::NO:12100:P12100_INSTRUMENT_ID:312302</p> <p>Bilateral agreement of Italy with other countries</p>

				<p>Association or cooperation agreement between EU and non-EU countries</p> <p>Regulation EU 987/2009 http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2009:284:0001:0042:en:PDF</p>
		From/to		<p>For the general trend, the east-to-west flows brought about by EU enlargements have been joined by new south-to-north flows. In Italy the latter is more common specially leaving for the UK and Germany http://www.euroapprenticeship.eu/en/italy-1.html</p>
		Duration	Long term (total hour/month)	<p>It depends on the agreement between apprentice and employer, for some programmes it is 12 months http://ec.europa.eu/education/opportunities/vocational/students_en.htm</p>
			Short term (total hour/month)	<p>2 weeks http://ec.europa.eu/education/opportunities/vocational/students_en.htm</p>
		Push factors of professional mobility (reasons)		<ul style="list-style-type: none"> • Educational factors: better training quality • Political/Social/Cultural factors: Linguistic motives • Economic factors, better salary, compensation • Labour market factors: Reducing skill mismatch/Long term unemployment
		Pull factors of professional mobility (obstacles)		<ul style="list-style-type: none"> • Educational factors: system incomparability • Political/Social/Cultural factors

Country: DE ☐ UK ☐ BE ☐ ES ☐ IT ☒

Mobility Typology	Apprenticeship <input type="checkbox"/> Traineeship/Internship <input checked="" type="checkbox"/> Others (specify) <input type="checkbox"/>			
School to Work Transition (STWT)	Form of employment	No, it's not contract (agreement)		
	Form of training	<p>Depends on the types of traineeships namely:</p> <ul style="list-style-type: none"> • Curricular Traineeships within VET/High School, University (Tirocinio curricolare) • Non-Curricular Traineeships (Tirocinio non curricolare) <ul style="list-style-type: none"> a) Training and guidance traineeships (formativi e di orientamento) b) Job placement/re-entry traineeships (inserimento/re-inserimento) c) Guidance and training traineeships or placement/re-entry traineeships for the disabled, disadvantaged people, asylum seekers and beneficiaries of international protection • Summer traineeships • Others: <ul style="list-style-type: none"> o Traineeships for regulated professions; o Transnational traineeships, e.g. those organised by European education and training programmes; o Traineeships for non-EU citizens promoted according to the entry quotas <p>http://www.isfol.it/euroguidance/documenti-euroguidance/pubblicazioni-eg/traineeship-in-italy</p>		
	Pay < 50% of a skilled employee	Yes, it's less than 50%, consider that s/he is an intern not an employee		
Normative Framework	Minimum Wage/Compensation	No minimum wage but minimum compensation of 300 €/month		
	Labour taxation	No		
	System for the recognition of diplomas and professional qualifications	(National/Regional) l. n. 92/2012; d.lgs. n.13/2013		
	Duration	Long term (total hour/month)	6-12-24 months	
		Short term (total hour/month)	No	
Context and Characteristics of Mobility				

Destination	National	Policy framework	Incentives/Programmes for training mobility	Garanzia Giovani Programme and regional Italian mobility programmes like PREMO (PREpara la Mobilità http://www.europa.marche.it/Portals/0/Documenti/PreMo_brochure_IT.pdf)
			Recognition and validation of periods of mobility (in terms of training/qualifications)	Yes, legislative decree. n. 13/2013
			Recognition and validation of periods of mobility (in terms of pension rights)	No
		From/to		There are some regional programmes e.g. Transnational Mobility projects financed by the Piedmont Region (TAKE- STAIR): 6 European countries: Germany, Hungary and Romania for the TAKE project and Spain, Slovakia and Bulgaria for the STAIR project.
		Duration	Long term (total hour/month)	Depends on the type of traineeship and the mobility programme
			Short term (total hour/month)	Depends on the type of traineeship and the mobility programme
		Push factors of professional mobility (reasons)		<ul style="list-style-type: none"> • Educational factors: better training quality • Political/Social/Cultural factors: e.g. better cultural environment • Labour market factors: Reducing skill mismatch/Long term unemployment
		Pull factors of professional mobility (obstacles)		<ul style="list-style-type: none"> • Political/Social/Cultural factors • Economic factors: living cost
	International	Policy framework	Incentives/Programmes for training mobility	Erasmus+, Eures mobility portal, Leonardo da Vinci programme, Comenius programme

			Recognition and validation of periods of mobility (in terms of training/qualifications)	Yes: European Credit System for Vocational Education and Training ECVET, European Qualifications Framework (EQF)
			Recognition and validation of periods of mobility (in terms of pension rights)	No
		From/to		<p>There are some examples e.g. in Leonardo da Vinci (Transnational mobility projects namely IVT, PLM and VETPRO 2011-2014)</p> <p>The countries of destination for 80% of the mobility of Italian students within three years (2011-2014) were the main European countries such as the UK (33%), Spain (20%), Germany, France and Ireland (9%), which together attract</p> <p>http://www.erasmusplus.it/file/2014/12/Rapporto-annuale-di-monitoraggio_2014.pdf</p>
		Duration	Long term (total hour/month)	<p>Depends on the type of traineeship and the mobility programme, for some programmes it is 12 months</p> <p>http://ec.europa.eu/education/opportunities/vocational/students_en.htm</p>
			Short term (total hour/month)	<p>Depends on the type of traineeship and the mobility programme, for some programmes it is 2 weeks</p> <p>http://ec.europa.eu/education/opportunities/vocational/students_en.htm</p>
		Push factors of professional mobility (reasons)		<ul style="list-style-type: none"> • Educational factors: better training quality • Political/Social/Cultural factors: better Linguistic skills • Economic factors, increasing compensation • Labour market factors: Reducing skill mismatch/Long term unemployment
		Pull factors of professional mobility (obstacles)		<ul style="list-style-type: none"> • Political/Social/Cultural factors

Country: DE ☐ UK ☐ BE ☐ ES ☐ IT ☒

Mobility Typology	Apprenticeship <input type="checkbox"/> Traineeship/Internship <input type="checkbox"/> Others (School-Work Alternation) <input checked="" type="checkbox"/>			
School to Work Transition (STWT)	Form of employment	No, School-Work Alternation is not an employment contract but an agreement		
	Form of training	Yes		
	Pay < 50% of a skilled employee	No, candidates are not employee and they are not paid		
Normative Framework	Minimum Wage/Compensation	School-Work Alternation: No compensation		
	Labour taxation	School-Work Alternation: No taxation		
	System for the recognition of diplomas and professional qualifications	L. n. 107/2015 D.lgs. n. 77/2005 (15 April)		
	Duration	Long term (total hour/month)	Depends on the programme and the agreement between student and enterprise	
		Short term (total hour/month)	Depends on the programme and the agreement between student and enterprise	
Context and Characteristics of Mobility				
Destination	National	Policy framework	Incentives/Programmes for training mobility	National Civil Service and other forms of regional voluntary programmes like “Informa Giovani” Association, Youth Action for Peace Italia and Eurocultura
			Recognition and validation of periods of mobility (in terms of training/qualifications)	Yes, d.lgs. n. 77/2005 (15 April)
			Recognition and validation of periods of mobility (in terms of pension rights)	School-Work Alternation: No

		From/to		No clear record of data to define a general trend
		Duration	Long term (total hour/month)	School- Work Alternation: 3rd-4th-5th years of vocational school (istituti tecnici e professionali): 400 hours 3rd-4th-5th years of other secondary school (liceo): 200 hours
			Short term (total hour/month)	No
		Push factors of professional mobility (reasons)		<ul style="list-style-type: none"> Educational factors: better training quality Political/Social/Cultural factors: e.g. better cultural environment Labour market factors: Reducing skill mismatch/Long term unemployment
		Pull factors of professional mobility (obstacles)		<ul style="list-style-type: none"> Political/Social/Cultural factors: Cultural ties Economic factors: living cost
	International	Policy framework	Incentives/Programmes for training mobility	SVE (European Voluntary Service)
			Recognition and validation of periods of mobility (in terms of training/qualifications)	Yes, d.lgs. n. 77/2005 (15 April)
			Recognition and validation of periods of mobility (in terms of pension rights)	No
		From/to		Not applicable
		Duration	Long term (total hour/month)	Depends on the programme and the agreement between student and enterprise
			Short term (total hour/month)	Depends on the programme and the agreement between student and enterprise
		Push factors of professional mobility (reasons)		<ul style="list-style-type: none"> Educational factors: better training quality

			<ul style="list-style-type: none"> Political/Social/Cultural factors: Linguistic motives
		Pull factors of professional mobility (obstacles)	<ul style="list-style-type: none"> Educational factors: system incomparability Political/Social/Cultural factors

SPAIN



General Mobility (Spain)	Context of		Employment Protection Legislations (EPL Index)	<ul style="list-style-type: none">Protection of permanent workers against individual and collective dismissals: 2.36 (2013)Protection of permanent workers against (individual) dismissal: 1.95 (2013)Specific requirements for collective dismissal: 3.38 (2013)Regulation on temporary forms of employment: 3.17 (2013) http://www.oecd.org/els/emp/EPL-data.xlsx (OECD, 2015)
	Active Labour Market Policies (ALMPs)	% Expenditures in ALMPs as a share of total GDP	0.61% of GDP (2012), Source: OECD Lfs, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=LMPEXP	
		% Expenditure in training policies as a share of total GDP	0.15% of GDP, Not available date for "special support for apprenticeship" (2012), Source: OECD Lfs, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=LMPEXP	
	(Passive Labour Market Policies (PLMPs)	(i.e. unemployment insurance, labour market integration)	2.95% of GDP, early retirement rate excluded (2012), Source: OECD Lfs, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=LMPEXP	
	Skills Mismatch Index (SMI)		1.60% (2010) http://ec.europa.eu/europe2020/pdf/themes/27_skills_gaps_and_labour_mobility.pdf	
	Labour Shortage Indicator (LSI %)		0.82% (2015) European Commission – Directorate general for economic and financial affairs (DG ECFIN)	
	Trade Unions and Union Density		CC.OO. and UGT are the two major Spanish Unions TU Density: 7.1% (from 16 to 24 years old) and 9.2% (from 25 to 29 years old) Source: http://www.empleo.gob.es/index.htm TU Density: 17.5% (2014) Source: OECD, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=U_D_D# (trade union density)	

Country: DE ☐ UK ☐ BE ☐ ES ☒ IT ☐

Mobility Typology	Apprenticeship ■ Traineeship/Internship <input type="checkbox"/> Others (specify) <input type="checkbox"/>	
School to Work Transition (STWT)	Form of employment: Contract for training and apprenticeship	Regulation: art. 11.2 ET (Workers' Statute, Royal Legislative Decree 2/2015, October 23th) and Royal Decree 1529/2012, November 8th +174.923 training and apprenticeship contracts, Data from January to December 2015 https://www.sepe.es/contenidos/que_es_el_sepe/estadisticas/datos_estadisticos/contratos/datos2015/diciembre.html
	Form of training	One of the ways of development of dual training in Spain. Combines the training or work learning through performance in a workplace with a theoretical training that can be provided in a school or in the centers and entities that make up the system of vocational training for employment Age: workers older than 16 and under 25 years old (30 until the unemployment rate falls below 15%)
	Pay < 50% of a skilled employee	Proportional to effective working time, according with provisions of the collective agreement. The compensation may be below of the minimum wage in proportion to the effective working time
Normative Framework	Minimum Wage/Compensation	Minimum wage: 655.20 €/month proportional to effective working time (9,172.80 €/year)
	Labour taxation	Order ESS/70/2016, January 29th, that develops the laws of contributions to the Social Security, unemployment, protection for cessation of activity, wage guarantee fund and vocational training, contained in Law 48/2015, October 29th, for General State Budget for 2016 There are significant quota reductions in Social Security contributions
	System for the recognition of diplomas and professional qualifications	<ul style="list-style-type: none"> • Royal Decree 1837/2008, November 8th, which are incorporated into Spanish law Directive 2005/36/EC of the European Parliament and the Council of 7 September 2005, and Directive 2006/100/EC, of the Council of 20 November 2006 on the recognition of professional qualifications • Royal Decree 1027/2011, July 15th, on the Spanish Qualifications Framework for Superior Education • Royal Decree 1618/2011, November 14th, on the Recognition of Studies in the field of Higher Education
	Duration	Minimum term: 1 year Maximum: 3 years Different terms may be established by collective agreement, depending on the organizational and

		production needs of enterprises, without the minimum duration can be less than six months nor more than three years maximum. If the contract is for less than the statutory or conventional term can be extended by agreement of the parties to twice, without the extension can be less than six months nor the total length exceed the maximum of three years (Art. 11 RD 1529/2012)		
Context and Characteristics of Mobility				
Destination	National	In general, there are no programmes for national mobility of apprentices. But we can find specific programmes such as “Procesa Ceuta Aid to mobility and employment of young people in youth guarantee”		
	International	Policy framework	Incentives/Programmes for Training Mobility	The European Alliance for apprenticeships, Eures (Activities Report of Eures in Spain), Youth Guarantee, MobiPro-EU (Germany), Leonardo da Vinci
			Recognition and validation of periods of mobility (in terms of training/qualifications)	European Qualifications Framework (EQF)
			Recognition and validation of periods of mobility (in terms of pension rights)	ILO Convention 118/1962 (not ratified by Spain) ILO Convention 157/1975 http://www.ilo.org/ Bilateral agreement of Spain with other countries; Association or cooperation agreement between EU and non-EU countries; Regulation EU 987/2009 http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2009:284:0001:0042:en:PDF
		From/to		From Spain to Germany, UK and France (MobiPro-EU) http://www.euroapprenticeship.eu/en/spain.html More information: www.sepie.es
		Duration	Long term	It depends of the programmes http://ec.europa.eu/education/opportunities/vocational/students_en.htm

				More information: http://www.thejobofmylife.de/de/home.html www.spanien.diplo.de
			Short term	It depends of the programmes http://ec.europa.eu/education/opportunities/vocational/students_en.htm
		Push factors of professional mobility (reasons)		<ul style="list-style-type: none"> • Educational factors: better training quality • Political/Social/Cultural factors: Linguistic motives • Economic factors, better salary, compensation • Labour market factors: Reducing skill mismatch/Long term unemployment
		Pull factors of professional mobility (obstacles)		<ul style="list-style-type: none"> • Social Security: family, sickness, unemployment, health insurance, pensions, ... • Finance: returns, contributions, ... • Professional qualifications: Equivalence, recognition, access to professional levels, ... • Labour Legislation: contracts, salaries, layoffs, syndication, schedules, ... • Cultural differences • Language difficulties

Country: DE ☐ UK ☐ BE ☐ ES ☒ IT ☐

Mobility Typology	Apprenticeship <input type="checkbox"/> Traineeship/Internship <input checked="" type="checkbox"/> Others (specify) <input type="checkbox"/>	
School to Work Transition (STWT)	Form of employment	Training contract: Yes (Legal Regulation: art. 11 Workers' Statute and Royal Decree 488/1998, March 27th) +82.886 training contracts, Data from January to December 2015 https://www.sepe.es/contenidos/que_es_el_sepe/estadisticas/datos_estadisticos/contratos/datos2015/dicembre.html No Labour practices in enterprises: No (Legal Regulation: Royal Decree 1543/2011, October 31th) University practices: No (Legal Regulation: Royal Decree 592/2014, July 11th)
	Form of training	It depends on the type of traineeship or practices
	Pay < 50% of a skilled employee	Training contract: No No Labour practices in enterprises: Yes University practices: Yes
Normative Framework	Minimum Wage/Compensation	Training contract: Fixed in the collective agreement. From 60% to 75% for employees who perform the same or equivalent job. Limit: minimum wage (655.20 €/month; 9,172.80 €/year) No Labour practices in enterprises: Compensation with a minimum amount of 80% IPREM (532.51 €) University practices: No compensation. Companies may provide a "bag or study aid"
	Labour taxation	Training contract: Order ESS/70/2016, January 29th No Labour practices in enterprises: Royal Decree 1493/2011, October 24th; Order ESS/70/2016, January 29th University practices: Royal Decree 1493/2011, October 24th
	System for the recognition of diplomas and professional qualifications	<ul style="list-style-type: none"> • Royal Decree 1837/2008, November 8th, which are incorporated into Spanish law Directive 2005/36/EC of the European Parliament and the Council of 7 September 2005, and Directive 2006/100/EC, of the Council of 20 November 2006 on the recognition of professional qualifications • Organic-Law 5/2002, June 19th, on Qualifications and Vocational Training

	Duration	Training contract: From 6 months to 2 years No Labour practices in enterprises: From 6 to 9 months University practices: It depends on the curriculum; the extracurricular no more than 50% of the academic year		
Context and Characteristics of Mobility				
Destination	National	There are no specific programmes		
	International	Policy framework	Incentives/Programmes for Training Mobility	Erasmus+, Eures network, Leonardo da Vinci, Comenius programme, ARGO programme, FARO programme
			Recognition and validation of periods of mobility (in terms of training/qualifications)	Yes: European Credit System for Vocational Education and Training ECVET, European Qualifications Framework (EQF) In FARO programme it depends on the University
			Recognition and validation of periods of mobility (in terms of pension rights)	No in general terms, but it is possible in Training contract and FARO programme (European Legislation art 48, 153, 156, 352 TUE)
		From/to		<ul style="list-style-type: none">• ARGO programme: Main countries in Europe, USA and Canada. Asia and Oceania• FARO programme: 65 different countries• Erasmus+: Main European countries
		Duration	Long term (total hour/month)	It depends on the type of traineeship and the mobility programme (e.g. ARGO programme: 6 months (between 20 and 40 hours weekly), FARO programme : 5 or 6 months)
			Short term (total hour/month)	It depends on the type of traineeship and the mobility programme (e.g. Leonardo da Vinci: between 2 and 26 weeks)
		Economic conditions		<ul style="list-style-type: none">• EURES: It depends on the agreement. Generally there is no compensation, but may include personal expenses

			<ul style="list-style-type: none"> • ARGO: Living expenses and subsistence between 450 and 1,200 €, depending on the country. Travel expenses, insurance, social security www.becasargo.es • Similar for FARO programme www.becasfaro.es
		Push factors of professional mobility (reasons)	<ul style="list-style-type: none"> • Educational factors: better training quality • Political/Social/Cultural factors: better Linguistic skills • Economic factors, increasing compensation • Labour market factors: Reducing skill mismatch/Long term unemployment
		Pull factors of professional mobility (obstacles)	<ul style="list-style-type: none"> • Social Security: family, sickness, unemployment, health insurance, pensions, ... • Finance: returns, contributions, ... • Professional qualifications: Equivalence, recognition, access to professional levels, ... • Labour Legislation: contracts, salaries, layoffs, syndication, schedules, ... • Cultural differences • Language difficulties

Country: DE ☐ UK ☐ BE ☐ ES ☒ IT ☐

Mobility Typology		Apprenticeship <input type="checkbox"/> Traineeship/Internship <input type="checkbox"/> Others (Volunteering and Youth Guarantee) <input checked="" type="checkbox"/>				
Volunteering	Form of employment		No (Law 45/2015, October 14th, Volunteer)			
	Form of training		-			
	Pay < 50% of a skilled employee		There is no compensation			
	Normative Framework	Minimum Wage/Compensation		No compensation		
		Labour taxation		No taxation		
		System for the recognition of diplomas and professional qualifications		<ul style="list-style-type: none">Royal Decree 1837/2008, November 8thRoyal Decree 1027/2011, July 15thRoyal Decree 1618/2011, November 14th		
Youth Guarantee	Regulation		Law 18/2014, October 15th, approving urgent measures for growth competitiveness and efficiency Young people between 16 and 30 years old			
Context and Characteristics of Mobility						
Destination	National		There are no specific programmes			
	International	V o l u n t e e r	Policy framework	Incentives/Programmes for Training Mobility		European Voluntary Service (Erasmus+) for young people between 17 and 30 years old
				Recognition and validation of periods of mobility (in terms of training/qualifications)		Yes, as non-formal learning (youth pass)
				Recognition and validation of periods of mobility (in terms of pension rights)		No (No labour taxation. There is only an insurance)
			From/to		From the country of residence To one of the participating countries	
			Duration	Long term (total hour/month)		Depends on the project

					From 2 months (exceptionally 2 weeks) to 12 months
				Short term (total hour/month)	-
			Push factors of professional mobility (reasons)		<ul style="list-style-type: none"> Educational factors: improve or acquire skills for their personal, educational and professional development as well as for their social integration Political/Social/Cultural factors: Linguistic and solidarity reasons
			Pull factors of professional mobility (obstacles)		<ul style="list-style-type: none"> Educational factors: system incomparability Political/Social/Cultural factors: fear of cultural, social and political differences
		Y o u t h G u a r a n t e e	Policy framework	Incentives/Programmes for Training Mobility	Mobility Plan Youth (Ministry of Employment and Social Security in collaboration with the Chambers of Commerce; http://empleoygarantiajuvenil.es/jovenes/plan-demovilidad)
				Recognition and validation of periods of mobility (in terms of training/qualifications)	<ul style="list-style-type: none"> Royal Decree 1837/2008, November 8th Royal Decree 1027/2011, July 15th Royal Decree 1618/2011, November 14th
				Recognition and validation of periods of mobility (in terms of pension rights)	Normally not. The aim is to seek for a job
			From/to		From Spain to all countries of the European Union
			Duration	Long term (total hour/month)	Mobility 3 months (training in class); possibility to access to stay in a business or in specific job training and job placement
				Short term (total hour/month)	Express mobility: 25 training hours, active job search, business appointments and interviews

			Push factors of professional mobility (reasons)	<ul style="list-style-type: none"> • Improve language skills • Providing opportunities for employment and work contracts abroad • Develop personal skills
			Pull factors of professional mobility (obstacles)	<ul style="list-style-type: none"> • Language difficulties • Short duration

UK



General Mobility (UK)	Employment Protection Legislations (EPL Index)		<ul style="list-style-type: none"> Protection of permanent workers against individual and collective dismissals: 1.59 (2013) Protection of permanent workers against (individual) dismissal: 1.18 (2014) Specific requirements for collective dismissal: 2.63 (2014) Regulation on temporary forms of employment: 0.54 (2014) Source: www.oecd.org/els/emp/EPL-data.xlsx (OECD, 2015)
	Active Labour Market Policies (ALMPs)	% Expenditures in ALMPs as a share of total GDP	0.23% of GDP (2011) Source: OECD Lfs, 2016 (Public expenditure and participant stocks on LMP) Source: www.stats.oecd.org/Index.aspx?DatasetCode=L
		% Expenditure in training policies as a share of total GDP	0.01% of GDP (2011) Source: OECD Lfs, 2016 (Public expenditure and participant stocks on LMP) Source: stats.oecd.org/Index.aspx?DatasetCode=LMPEXP
	(Passive Labour Market Policies (PLMPs)	(i.e. unemployment insurance, labour market integration)	0.32% of GDP (2011) Source: OECD Lfs, 2016 (Public expenditure and participant stocks on LMP) Source: stats.oecd.org/Index.aspx?DatasetCode=LMPEXP
	Skills Mismatch Index (SMI)		0.80% Source: www.ec.europa.eu/europe2020/pdf/themes/27_skills_gaps_and_labour_mobility.pdf (p.2)
	Labour Shortage Indicator (LSI %)		13.60% Source: ec.europa.eu/europe2020/pdf/themes/27_skills_gaps_and_labour_mobility.pdf (p.8)
	Trade Unions and Union Density		Main trade unions in the UK: ASLEF, CWU, GMB, RMT, UCATT, USDAW, Unison, Unite. The Trade Union Congress (TUC) is the federation of trade unions in Britain Trade Union Density: 25.4% (2013) Source: OECD, 2016, www.stats.oecd.org/Index.aspx?DatasetCode=U_D_D#

Country: DE ☐ UK ☒ BE ☐ ES ☐ IT ☐

Mobility Typology:	Apprenticeship	
School to Work Transition (STWT)	Form of employment	Based on a contract of full-time employment (minimum 30 hrs/week) Minimum duration: 12 months (House of Commons, 2016)
	Form of training	More than 200 different apprenticeships are available within the existing apprenticeship frameworks. Apprentices can gain qualifications ranging from 5 GCSE passes to degree level The apprenticeship must include a minimum of 280 guided learning hours. A minimum of 100 hours or 30% of all guided learning (whichever is greater) must be off-site. It also must include training to level 2 in English and maths if the apprentice does not already hold these qualifications or equivalent Apprenticeships are available at different levels: Intermediate Apprenticeships (level 2) Advanced Apprenticeships (level 3) Higher and Degree Apprenticeships (level 4 and above) (House of Commons, 2016)
	Pay < 50% of a skilled employee	Subject to on collective bargaining agreement
Normative Framework	Minimum Wage/Compensation	Apprentices aged 16-18 are entitled to the apprentice minimum wage of £3.30/hour. Apprentices aged 19 and over are also entitled to the apprentice minimum wage in the first 12 months of their apprenticeship. Thereafter, apprentices are entitled to the National Minimum Wage The rate of the National Wage depends on age: 18-20: £5.30/hour; 21 and over: £6.70/hour).
	Labour taxation	SSCBA 1992, subsections 2(1)(a) and 122(1) Section 19(1) 1 ICTA 1988/Part 2 ITEPA 2003 For NICs purposes, a person who is gainfully employed in Great Britain either under a contract of service or in an office with emoluments chargeable to income tax under Schedule E/general earnings is an employed earner for contribution purposes. The term 'contract of service' includes contract of apprenticeship For income tax purposes, tax is chargeable under S.19(1)1 ICTA1988 on any emoluments from an

		employment up to and including 5 April 2003. An apprenticeship falls within the term `employment` From 6 April 2003, employment income is chargeable under Part 2 of ITEPA 2003 and under S.4(1)(b) "employment" includes any employment under a contract of apprenticeship A contract of employment is specifically defined in much of the employment rights legislation as meaning a contract of service or apprenticeship			
	System for the recognition of diplomas and professional qualifications	In principle, the qualifications achieved through the apprenticeship frameworks are nationally recognised. However, as this is a modularised system and apprenticeships are commonly tailored to workplace needs so that occupational mobility is restricted			
	Duration	Long term (total hour/month)		Minimum of 12 months to typically 4 years (or longer if at level 5 and above).	
		Short term (total hour/month)		N/A	
Context and Characteristics of Mobility					
Destination	National	Policy framework	Incentives/Programmes for training mobility	There are no specific programmes to promote national mobility.	
			Recognition and validation of periods of mobility (in terms of training/qualifications)	There is no data (or guidance) on this.	
			Recognition and validation of periods of mobility (in terms of pension rights)	Apprenticeships in different parts of the country are subject to the same pension rights.	
		From/to		The government does not collect data on movement of apprentices (national or international). As there are so few apprenticeships available, we cannot expect any notable movement of apprentices.	
		Duration	Long term (total hour/month)		N/A
			Short term (total hour/month)		N/A
		Push factors of professional mobility (reasons)		N/A	

		Pull factors of professional mobility (obstacles)		N/A
	International	Policy framework	Incentives/Programmes for training mobility	The European Alliance for apprenticeships Eures Youth Guarantee Erasmus + There is no clear Government strategy for promoting inward and outward geographical mobility of learners and apprentices in the UK (EU, 2016). A few international companies do have their own exchange programmes.
			Recognition and validation of periods of mobility (in terms of training/qualifications)	European Qualifications Framework (EQF) NARIC, a designated national agency, compares and recognises international qualifications and skills www.naric.org.uk
			Recognition and validation of periods of mobility (in terms of pension rights)	ILO Convention 157/1975 http://www.ilo.org/dyn/normlex/en/f?p=1000:12100:0::NO:12100:P12100_INSTRUMENT_ID:312302
		From/to		
		Duration	Long term (total hour/month)	Under Erasmus+: 12 months
			Short term (total hour/month)	2 weeks
		Push factors of professional mobility (reasons)		Better education quality, climate preferences, political/social/cultural situations, labour market condition and burn-out syndromes
		Pull factors of professional mobility (obstacles)		Education quality, political/social/cultural situations, economic condition, social status and national identity

Country: DE ☐ UK ☒ BE ☐ ES ☐ IT ☐

Mobility Typology:	Traineeships			
School to Work Transition (STWT)	Form of employment	Young people on a traineeship are not employed.		
	Form of training	Traineeships provide education, training and work experience to young people to help them secure an apprenticeship place or job. They were introduced in 2013 for people aged 16-24. They are targeted at people who have little work experience and are not employed; are qualified below level 3; and could be ready for employment or an apprenticeship within 6 months. Traineeships last between 6 weeks and 6 months. They include a work placement, work preparation training, and English and maths if required. Traineeships should include between 100 and 240 hours of work experience (DfE and BIS, 2015)		
	Pay < 50% of a skilled employee			
Normative Framework	Minimum Wage/Compensation	Young people taking part in traineeships are not employed and thus exempt from the minimum wage. They are undertaking education and training and, where they qualify, are able to access existing programmes of financial support, including the 16 to 19 Bursary Fund, Free Meals, and Learning and Learner Support funding for 19 to 24 year olds. Access to Work funding from the Department for Work and Pensions is available for young people for the work experience placement of their traineeship if they have a disability or health condition that affects their ability to do a job, or means they have to pay extra work-related costs. An Access to Work grant can help pay for travel when young people are unable to use public transport, and workplace support workers, including job coaches (DfE and BIS, 2015).		
	Labour taxation	N/A		
	System for the recognition of diplomas and professional qualifications	The emphasis of traineeships is on work preparation and on English and maths. They may be able to train for additional qualifications but this is not specified. Successful outcomes include transition to employment or an apprenticeship.		
	Duration	Long term (total hour/month)	6 weeks to 6 months	
		Short term (total hour/month)	N/A	
Context and Characteristics of Mobility				

Destination	National	Policy framework	Incentives/Programmes for training mobility	N/A
			Recognition and validation of periods of mobility (in terms of training/qualifications)	N/A
			Recognition and validation of periods of mobility (in terms of pension rights)	N/A
		From/to		
		Duration	Long term (total hour/month)	N/A
			Short term (total hour/month)	N/A
		Push factors of professional mobility (reasons)		N/A
		Pull factors of professional mobility (obstacles)		N/A
	International	Policy framework	Incentives/Programmes for training mobility	N/A
			Recognition and validation of periods of mobility (in terms of training/qualifications)	N/A
			Recognition and validation of periods of mobility (in terms of pension rights)	N/A
		From/to		
		Duration	Long term (total hour/month)	N/A
			Short term (total hour/month)	N/A
		Push factors of professional mobility (reasons)		N/A
		Pull factors of professional mobility (obstacles)		N/A

Country: DE ☐ UK ☒ BE ☐ ES ☐ IT ☐

Mobility Typology	Internships		
School to Work Transition (STWT)	Form of employment	Internship	
	Form of training	In the UK, in terms of mobility, the focus lies with internships, also referred to as work placements (EU, 2016), which are, however, primarily aimed at HE students. There are a large range of private mobility schemes, such as Internship UK, or StudentJob UK (ibid.). However, the government (Department for Business, Innovation & Skills (BIS)) runs the Graduate Talent Pool, designed to match students with available internships in industry. The aim of internships is to provide students with relevant and valuable work experience. There are no stipulations in terms of training, as the following quote from BIS (2013) illustrates: 'The term 'work experience' generally refers to a specified period of time that a person spends with your business, during which they have an opportunity to learn directly about working life and the working environment. Some work experience positions offer people the chance to try their hand at particular tasks, others simply provide an opportunity to watch and learn. The nature, length and arrangements for work experience vary greatly.'	
	Pay < 50% of a skilled employee		
Normative Framework	Minimum Wage/Compensation	This depends on the intern's employment status. If an intern is classed as a worker, then they are subject to the National Minimum Wage. The rate of the National Wage depends on age: 18-20: £5.30/hour; 21 and over: £6.70/hour) A young person on a student internship is not entitled to the Minimum Wage (BIS, 2013)	
	Labour taxation	If the intern is a worker or employee, taxation would be subject to standard employment legislation	
	System for the recognition of diplomas and professional qualifications	N/A	
	Duration	Long term (total hour/month)	Depends on the programme and the agreement

				between student and enterprise	
		Short term (total hour/month)		Depends on the programme and the agreement between student and enterprise	
Context and Characteristics of Mobility					
Destination	National	Policy framework	Incentives/Programmes for training mobility		There is no government strategy to promote mobility. The Graduate Talent Pool matches students with employers.
			Recognition and validation of periods of mobility (in terms of training/qualifications)		N/A
			Recognition and validation of periods of mobility (in terms of pension rights)		N/A
		From/to			
		Duration	Long term (total hour/month)		An internship may last up to 12 months.
			Short term (total hour/month)		
		Push factors of professional mobility (reasons)			N/A
		Pull factors of professional mobility (obstacles)			N/A
	International	Policy framework	Incentives/Programmes for training mobility		SVE (European Voluntary Service)
			Recognition and validation of periods of mobility (in terms of training/qualifications)		N/A
			Recognition and validation of periods of mobility (in terms of pension rights)		N/A
		From/to			
		Duration	Long term (total hour/month)		Depends on the programme and student agreement

				between student and enterprise
			Short term (total hour/month)	Depends on the agreement between student and enterprise
		Push factors of professional mobility (reasons)		Better education quality, climate preferences, political/social/cultural situations, labour market condition and burn-out syndromes
		Pull factors of professional mobility (obstacles)		Education quality, political/social/cultural situations, economic condition, social status and national identity
Mobility Typology	Volunteering			
School to Work Transition (STWT)	Form of employment		This is not a form of employment.	
	Form of training		Volunteering does not necessarily include any training, although this should be stated in the Volunteer Agreement (GOV.UK, 2016). Where it does include training, this would normally be on the job, in order to initiate the volunteer into the particular practice	
	Pay < 50% of a skilled employee			
Normative Framework	Minimum Wage/Compensation		Volunteering placements are unpaid, although volunteers may be able to claim expenses, such as for travel or food. As there is no contract of employment, volunteers do not have the same rights as an employee. Volunteers will usually be given a volunteer agreement that explains inter alia: the level of supervision, the training provided, and expenses (GOV.UK, 2016)	
	Labour taxation		N/A	
	System for the recognition of diplomas and professional qualifications		N/A	
	Duration		Long term (total hour/month)	Depends on the programme and the agreement between volunteer and organisation
			Short term (total hour/month)	Depends on the programme and the agreement

			between volunteer and organisation		
Context and Characteristics of Mobility					
Destination	National	Policy framework	Incentives/Programmes for training mobility		The government promotes volunteering (of people of all ages), and there are ways of registering with agencies. The government funds these placements.
			Recognition and validation of periods of mobility (in terms of training/qualifications)		N/A
			Recognition and validation of periods of mobility (in terms of pension rights)		N/A
		From/to			
		Duration	Long term (total hour/month)		Any
			Short term (total hour/month)		Any
		Push factors of professional mobility (reasons)		Career break, meeting new people, enhancing existing skills or learning new ones.	
		Pull factors of professional mobility (obstacles)		Unpaid	
		International	Policy framework	Incentives/Programmes for training mobility	
	Recognition and validation of periods of mobility (in terms of training/qualifications)			N/A	
	Recognition and validation of periods of mobility (in terms of pension rights)			N/A	
	From/to				
	Duration		Long term (total hour/month)		Any

			Short term (total hour/month)	Any
		Push factors of professional mobility (reasons)		Career break, meeting new people, experience abroad, enhancing existing skills or learning new ones.
		Pull factors of professional mobility (obstacles)		Unpaid

GERMANY



General Context of Mobility (Germany)	Employment Protection Legislations (EPL Index)		<ul style="list-style-type: none"> Protection of permanent workers against individual and collective dismissals: 2.53 (2013) Protection of permanent workers against (individual) dismissal: 2.84 (2013) Specific requirements for collective dismissal: 3.63 (2013) Regulation on temporary forms of employment: 1.75 (2013) http://www.oecd.org/els/emp/EPL-data.xlsx (OECD, 2015)
	Active Labour Market Policies (ALMPs)	% Expenditures in ALMPs as a share of total GDP	0.67% of GDP (2013), Source: OECD Lfs, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=LMPEXP
		% Expenditure in training policies as a share of total GDP	0.24% of GDP, of which 0.01% is "special support for apprenticeship" (2013), Source: OECD Lfs, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=LMPEXP
	(Passive Labour Market Policies (PLMPs)	(i.e. unemployment insurance, labour market integration)	1.01% of GDP, early retirement rate excluded (2013), Source: OECD Lfs, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=LMPEXP
	Skills Mismatch Index (SMI)		0.95% http://ec.europa.eu/europe2020/pdf/themes/27_skills_gaps_and_labour_mobility.pdf (p.2)
	Labour Shortage Indicator (LSI %)		5.60% http://ec.europa.eu/europe2020/pdf/themes/27_skills_gaps_and_labour_mobility.pdf (p.8)
	Trade Unions and Union Density		DGB (8.3% from 16-27), two biggest unions: IG Metall (10%) Verdi (5.5%) TU Density: 17.7% (2013) Source: OECD, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=U_D_D# (trade union density)

Country: DE ■ UK □ BE □ ES □ IT □

Mobility Typology	Apprenticeship ■ Traineeship/Internship □ Others (specify) □	
School to Work Transition (STWT)	Form of employment	Apprenticeship contracts
	Form of training	<p>Apprenticeship is form of training which is available at:</p> <p>a) Apprenticeship for the qualification and professional diploma (TVET system) (aged 15-25);</p> <p>b) Apprenticeship in cooperation with programmes in higher education and research (Dual programmes) (aged 18-29)</p> <p>Apprenticeship has following characteristics:</p> <p>is an education which takes place on different training places – in a school or training center and in a company</p> <p>is part of a formal VET system</p> <p>with successful completion the apprentice reaches a qualification and get an official certificate (Cedefop, 2014, www.cedefop.europa.eu/files/9088_de.pdf)</p> <p>Legal frame of the apprenticeship: Berufsbildungsgesetz (Vocational Training Act – BBiG) and the Handwerksordnung (Crafts Code – HwO)</p> <p>The Federal Ministry of Economics and Technology (BMWi) can, “in agreement with the Federal Ministry of Education and Research (BMBF), grant state recognition to apprenticeships by means of an executive order law and enact training regimes for the apprenticeships. The training regimes set out the goals, duration, content and examination requirements for training in companies.” (BMBF (2015) Status of Recognition of non-formal and informal learning in Germany, https://www.bmbf.de/pub/non-formal_and_informal_learning_in_germany.pdf. 17.12.2015, 16)</p>
	Pay < 50% of a skilled employee	Depends on collective bargaining agreement or contract
Normative	Minimum Wage/Compensation	No general minimum wage during apprenticeship (minimum wage in Germany is not valid for apprenticeship contracts)

Framework	Labour taxation		Depends on the amount, the average worker in Germany faced a tax burden on labour income of 49.3% in 2013. German Income Tax Act (EStG), solidarity surcharge, Germany church tax law, social security contribution	
	System for the recognition of diplomas and professional qualifications		The Recognition Act includes the Professional Qualifications Assessment Act (Berufsqualifikationsfeststellungsgesetz - BQFG) under the responsibility of the BMBF as well as provisions for the recognition of vocational qualifications in around 60 federal laws and regulations governing professions, such as healthcare professions (Medical Practitioners' Code, Nursing Act) and master craftsmen (Craft Trades Law) For higher education it depends on national and university regulations	
	Duration		Long term (total hour/month)	36-42 Months
			Short term (total hour/month)	not defined by law
Context and Characteristics of Mobility				
Destination	National	Policy framework	Incentives/Programmes for training mobility	Because apprenticeship is mostly part of TVET training (dual system/paid by companies) programmes for national training mobility (e.g. financial support by Auerbach Stiftung or Kuhlmann Stiftung) are not developed that much. Also in higher education (paid) apprenticeship can be part of the education process (dual study programme) Young people can be supported under specific conditions during education and training phases through financial support according federal training assistance act (BaFöG)
			Recognition and validation of periods of mobility (in terms of training/qualifications)	Yes (TVET: Vocational Training Act (BBiG) Higher Education: depends on the study curriculum)
			Recognition and validation of periods of mobility (in terms of pension rights)	Yes, but education and training times have no influence on an increase of the pension

		From/to		Trends in mobility: from Eastern part of Germany to the Western part of Germany mostly Bavaria and Baden-Württemberg
		Duration	Long term (total hour/month)	Depending on the agreement between apprentice and employer and/or types of apprenticeship and/or the programmes.
			Short term (total hour/month)	Depending on the agreement between apprentice and employer and/or types of apprenticeship and/or the programmes.
		Push factors of professional mobility (reasons)		Individuals engage in labour mobility for different reasons, including for instance educational, cultural, economic, political or familiar reasons. Individuals, families or groups usually seek to improve their working and living conditions. Better opportunities for education and training are also important mobility factors.
		Pull factors of professional mobility (obstacles)		A mobility asks for the ability of mobility (car, financial background etc.), the readiness for mobility (to have a positive attitude to do a mobility) and the requirement for mobility (specific situation which asks for a mobility) Main obstacles of mobility are missing information about exchange possibilities, missing contacts to companies or institutions and missing language skills.
	International (e.g. German apprentices who spend a period abroad)	Policy framework	Incentives/Programmes for training mobility	Erasmus+ (former Leonardo Exchange programme), EU-Youth-Guarantee "JOBSTARTER" programme (https://www.bmbf.de/de/jobstarter-fuer-die-zukunft-

				<p>ausbilden-1072.html)</p> <p>European Alliance for apprenticeships (http://ec.europa.eu/social/main.jsp?catId=1147&langId=de)</p> <p>Volunteer Service for Young people (http://www.ausland.org/de/f/weltwaerts.html)</p> <p>Berufsbildung ohne Grenzen</p> <p>The German DAAD provides e.g. scholarships for students to work on German embassies and institutions, International organizations like UN or EU, German Schools in foreign countries, Goethe institutions etc.</p> <p>Young people can be supported under specific conditions during education and training phases through financial support according federal training assistance act (BaFöG)</p>
			Recognition and validation of periods of mobility (in terms of training/qualifications)	<p>Yes, Vocational Training Act (BBiG) offers the possibility to do part of the apprenticeship in foreign countries</p> <p>European Qualifications Framework (EQF)</p> <p>Europass</p>
			Recognition and validation of periods of mobility (in terms of pension rights)	Yes, but education and training times have no influence on an increase of the pension
		From/to		TVET: Most liked countries are Great Britain (7,200), Spain (1,700), France (990) and Ireland (970)

				Higher Education: Most chosen countries are Austria (22.9%), Netherland (18.7%), Great Britain (11.2%), Switzerland (10.4%) and United States (7.0%) (see Figure 4)
		Duration	Long term (total hour/month)	Depending on the agreement between apprentice and employer and types of apprenticeship and the programmes. The time maximum of the international part is a quarter of the full programme
			Short term (total hour/month)	Depending on the agreement between apprentice and employer and types of apprenticeship and the programmes
		Push factors of professional mobility (reasons)		Individuals engage in labour mobility for different reasons, including for instance educational, cultural, economic, political or familiar reasons. Individuals, families or groups usually seek to improve their working and living conditions. Better opportunities for education and training are also important mobility factors
		Pull factors of professional mobility (obstacles)		<p>A mobility asks for the ability of mobility (car, financial background etc.), the readiness for mobility (to have a positive attitude to do a mobility) and the requirement for mobility (specific situation which asks for a mobility)</p> <p>Main obstacles of mobility are missing information about exchange possibilities, missing contacts to companies or institutions and missing language skills</p>

Country: DE ■ UK □ BE □ ES □ IT □

Mobility Typology	Apprenticeship □ Traineeship/Internship ■ Others (specify) □		
School to Work Transition (STWT)	Form of employment	Agreement, internship contract	
	Form of training	It depends on the type of traineeship <ul style="list-style-type: none"> • School internships • Study internships • Volunteer internships for professional practice (Vor-/Nachpraktika) School internships are regulated by Youth Worker Protection Act (JArbSchG)	
	Pay < 50% of a skilled employee	Depends on collective bargaining agreement or contract	
Normative Framework	Minimum Wage/Compensation	Minimum wage of 8.50 € for internships with more than three months and if it is not a required internship	
	Labour taxation	Depends on the amount, the average worker in Germany faced a tax burden on labour income of 49.3% in 2013. German Income Tax Act (EStG), solidarity surcharge, Germany church tax law, social security contribution	
	System for the recognition of diplomas and professional qualifications	The Recognition Act includes the Professional Qualifications Assessment Act (Berufsqualifikationsfeststellungsgesetz - BQFG) under the responsibility of the BMBF as well as provisions for the recognition of vocational qualifications in around 60 federal laws and regulations governing professions, such as healthcare professions (Medical Practitioners' Code, Nursing Act) and master craftsmen (Craft Trades Law)	
	Duration	Long term (total hour/month)	Duration is not regulated by law
		Short term (total hour/month)	Duration is not regulated by law, Study internships depends on study curriculum School internships as part of school curriculum (normally 2-3 weeks)

				School internships in vacation time maximum 4 weeks per year
Context and Characteristics of Mobility				
Destination	National	Policy framework	Incentives/Programmes for training mobility	<p>Because (paid) apprenticeship is mostly part of TVET training (dual system) programmes for national internship mobility are not developed that much. In higher education there can be internship part of the study programme. Individual programmes:</p> <p>Auerbach Foundation (http://www.auerbach-stiftung.de/) financing internships in social welfare or youth work institutions</p> <p>E.W. Kuhlmann-Stiftung (http://www.kuhlmann-stiftung-hamburg.de/) supports internships</p> <p>Foundation for Scholarships for the gifted and talented in agriculture (http://www.stiftung-begabtenfoerderung-agrar.de/) supports trainings in institution and companies in the field of agriculture, forestry, viticulture and horticulture</p> <p>Young people can be supported under specific conditions during education and training phases through financial support according federal training assistance act (BaFöG)</p>
			Recognition and validation of periods of mobility (in terms of training/qualifications)	Yes (Higher Education: depends on the study curriculum)
			Recognition and validation of periods of mobility (in terms of pension rights)	No
		From/to		Trends in mobility: from Eastern part of Germany to the Western part of Germany mostly Bavaria and Baden-Württemberg

		Duration	Long term (total hour/month)	It depends on the type of internship and the mobility programme, Study internships depends on study curriculum
			Short term (total hour/month)	It depends on the type of internship and the mobility programme School internships as part of school curriculum (normally 2-3 weeks) School internships in vacation time maximum 4 weeks per year
		Push factors of professional mobility (reasons)		Individuals engage in labour mobility for different reasons, including for instance educational, cultural, economic, political or familiar reasons. Individuals, families or groups usually seek to improve their working and living conditions. Better opportunities for education and training are also important mobility factors.
		Pull factors of professional mobility (obstacles)		A mobility asks for the ability of mobility (car, financial background etc.), the readiness for mobility (to have a positive attitude to do a mobility) and the requirement for mobility (specific situation which asks for a mobility) Main obstacles of mobility are missing information about exchange possibilities, missing contacts to companies or institutions and missing language skills
	International	Policy framework	Incentives/Programmes for training mobility	Erasmus+ (former Leonardo Exchange programme), EU-Youth-Guarantee "JOBSTARTER" programme https://www.bmbf.de/de/jobstarter-fuer-die-zukunft-ausbilden-1072.html

				<p>Volunteer Service for Young people http://www.ausland.org/de/f/weltwaerts.html</p> <p>Berufsbildung ohne Grenzen</p> <p>The German DAAD provides e.g. scholarships for students to work on German embassies and institutions, International organizations like UN or EU, German Schools in foreign countries, Goethe institutions etc.</p> <p>Young people can be supported under specific conditions during education and training phases through financial support according federal training assistance act (BaFöG)</p>
			Recognition and validation of periods of mobility (in terms of training/qualifications)	<p>Yes:</p> <p>European Qualifications Framework (EQF)/ECTS</p> <p>Europass/European Credit System for Vocational Education and Training ECVET</p>
			Recognition and validation of periods of mobility (in terms of pension rights)	No
		From/to		<p>TVET: Most liked countries are Great Britain (7,200), Spain (1,700), France (990) and Ireland (970)</p> <p>Higher Education: Most chosen countries are Austria (22.9%), Netherland (18.7%), Great Britain (11.2%), Switzerland (10.4%) and United States (7.0%). (see Figure 4)</p>
		Duration	Long term (total hour/month)	It depends on the type of internship and the mobility

				programme
			Short term (total hour/month)	It depends on the type of internship and the mobility programme
		Push factors of professional mobility (reasons)		Individuals engage in labour mobility for different reasons, including for instance educational, cultural, economic, political or familiar reasons. Individuals, families or groups usually seek to improve their working and living conditions. Better opportunities for education and training are also important mobility factors.
		Pull factors of professional mobility (obstacles)		<p>A mobility asks for the ability of mobility (car, financial background etc.), the readiness for mobility (to have a positive attitude to do a mobility) and the requirement for mobility (specific situation which asks for a mobility)</p> <p>Main obstacles of mobility are missing information about exchange possibilities, missing contacts to companies or institutions and missing language skills</p>

BELGIUM



General Context of Mobility (Belgium)	Employment Protection Legislations (EPL Index)		<ul style="list-style-type: none"> Protection of permanent workers against individual and collective dismissals: 2.99 (2013) Protection of permanent workers against (individual) dismissal: 2.14 (2013) Specific requirements for collective dismissal: 5.13 (2013) Regulation on temporary forms of employment: 2.42 (2013) http://www.oecd.org/els/emp/EPL-data.xlsx (OECD, 2015)
	Active Labour Market Policies (ALMPs)	% Expenditures in ALMPs as a share of total GDP	0.72 of GDP (2013), Source: OECD Lfs, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=LMPEXP
		% Expenditure in training policies as a share of total GDP	0.15% of GDP, of which 0.11% is "special support for apprenticeship" (2013), Source: OECD Lfs, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=LMPEXP
	(Passive Labour Market Policies (PLMPs)	(i.e. unemployment insurance, labour market integration)	1.41% of GDP, early retirement rate excluded (2013), Source: OECD Lfs, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=LMPEXP
	Skills Mismatch Index (SMI)		2.50% http://ec.europa.eu/europe2020/pdf/themes/27_skills_gaps_and_labour_mobility.pdf (p.2)
	Labour Shortage Indicator (LSI %)		4.20% http://ec.europa.eu/europe2020/pdf/themes/27_skills_gaps_and_labour_mobility.pdf (p.8)
	Trade Unions and Union Density		ABVV, ACV and ACLVB are the three major Belgian Unions. TU Density: 55.0% (2012) Source: OECD, 2015 http://stats.oecd.org/Index.aspx?DatasetCode=U_D_D# (trade union density)

Country: DE ☐ UK ☐ BE ☒ ES ☐ IT ☐

Mobility Typology	Apprenticeship ■ Traineeship/Internship <input type="checkbox"/> Others (specify) <input type="checkbox"/>	
School to Work Transition (STWT)	Form of employment	<p>2 types of learning agreements:</p> <p>Employee learning agreement: full time training agreement of a vocational education with 2 parts: practical education in an organization of an involved employer and an additional theoretical education in an educational institution or training center</p> <p>Learning agreement in the context of education and guidance of the self-employed and SME's</p>
	Form of training	<p>General learning agreement: Regulated by Cass. 16 November 1992, RW 1992-93, 1020 and Soc.Kron. 1993, 113, not J. JACQMAIN). In general, the apprentice receives a monthly learning compensation from his patron who is responsible for providing a practical education as well as an additional theoretical education. This income should not exceed what is stated as a maximum in the KB of 19 August 1998</p> <p>Type 1: Employee learning agreement: on the job and in an educational institution or training center – work linked apprenticeship. This agreement is regulated by the learning agreement law (leerovereenkomstwet) of 19 July 1983 relating to apprenticeships for jobs done by employees (people employed by others), amended in 1987</p> <p>Type 2: Learning agreement in the context of education and guidance of the self-employed and SME's: practical training within in a company and complementary theoretical training in a SYNTRA learning center It is regulated by the decree of the Flemish Parliament of 7 May 2004 thereby founding an external independent agency called SYNTRA Flanders (Flemish agency for entrepreneurship). Continuous education in this context is also regulated by the decree of the Flemish Parliament of 19 July 2008 relating to the system of learning and working in the Flemish Community</p> <p>The latter decree is executed by two decisions of the Flemish government. The first one of 24 October 2008 mainly explains the financing of the different educational centres and the second one of 13 February 2009 concerns the learning period (leertijd) mentioned in the decree of 7 May 2004 on the founding of SYNTRA Flanders that deals with the two basic components: 'learning on the job' and 'learning'</p>

	Pay < 50% of a skilled employee	Employee learning agreement: the apprentice receives a monthly learning compensation from his patron. Varies between 480.60 € (age 15) and 751.00 € (age 21 and older) per month (see p 6 of report) Learning agreement in the context of education and guidance of the self-employed and SME's: minimum of 317.78 € and a maximum of 520.08 €		
Normative Framework	Minimum Wage/Compensation	See above		
	Labour taxation	Depends on the income. Minimum 25% of taxable income, maximum 50%, Article 130 of the WIB (Income tax law). Tax free amount of minimum 7,070 €, Article 131 of the WIB		
	System for the recognition of diplomas and professional qualifications	NVAO is the legal accreditation body by the Decree of 4 April 2003 concerning the restructuring of higher education in Flanders (https://www.nvao.net/system/files/procedures/Verdrag%20Vlaamse%20Gemeenschap%20van%20Belgi%C3%AB%20en%20Koninkrijk%20der%20Nederlanden%202003%20English.pdf) and amended by Protocol on 12 December 2012 and 16 January 2013 https://www.nvao.net/system/files/procedures/Protocol%20tot%20wijziging%20Verdrag%20NL-VL%2026%20febr%202013.pdf		
	Duration	Long term (total hour/month)	Employee learning agreement Depending on the learning agreement Learning agreement in the context of education and guidance of the self-employed and SME's: min. 1 year and max. 3 year	
		Short term (total hour/month)	Employee learning agreement Minimum 6 months Learning agreement in the context of education and guidance of the self-employed and SME's: no, needs to be equal to duration of the programme as prescribed by job or sector (see p. 6)	
Context and Characteristics of Mobility				
Destination	National	Policy framework	Incentives/Programmes for training mobility	Youth Work Plan, First jobs, Action Plan Early Drop-outs, Sector Convenants, Wij! Traineeship during the probationary period
			Recognition and validation of periods of mobility (in terms of	Flemish Qualification Structure + The Agency for Quality Assurance in Education and Training, AKOV (Agentschap voor Kwaliteitszorg in Onderwijs en Vorming)

			training/qualifications)	acts as EQF NCP. http://www.ond.vlaanderen.be/wegwijs/AKOV/# [accessed 26.2.2015].
			Recognition and validation of periods of mobility (in terms of pension rights)	Yes
		From/to		In Flanders: most of the youngsters (207.758)192.373) work in Flanders (192.373). 11.287 work in Brussels and 2.973 of them work in Wallonia. The rest (1.125) work abroad or is unknown http://www.steunpuntwerk.be/cijfers?field_collectie_tid=All&field_indicator_tid=541&items_per_page=50
		Duration	Long term (total hour/month)	Depending on the agreement between apprentice and employer and types of apprenticeship and the programmes
			Short term (total hour/month)	Depending on the agreement between apprentice and employer and types of apprenticeship and the programmes
		Push factors of professional mobility (reasons)		<ul style="list-style-type: none"> Political/Social/Cultural factors: e.g. better cultural environment Labour market factors: Reducing skill mismatch/Long term unemployment
		Pull factors of professional mobility (obstacles)		<ul style="list-style-type: none"> Political/Social/Cultural factors: Cultural ties Economic factors: Living cost, etc.
	International (e.g. Belgian apprentices who spend a period abroad)	Policy framework	Incentives/Programmes for training mobility	<ul style="list-style-type: none"> COMENIUS which supports partnership between schools in some thematic domains Leonardo Da Vinci. Community vocational training action programme Promoting a Europe of knowledge is central to the implementation of the programme, which seeks to consolidate a European cooperation area for education and training Erasmus. Focus on mobility and supports the creation of the European space of higher education Grundtvig programmes are designed to respond to challenges arising by the

				knowledge society <ul style="list-style-type: none"> • The European Alliance for apprenticeships • Eures Youth Guarantee
			Recognition and validation of periods of mobility (in terms of training/qualifications)	European Qualifications Framework (EQF)
			Recognition and validation of periods of mobility (in terms of pension rights)	
		From/to		From the 34.748 Flemish persons (not specified in ages, because these figures don't exist), 448 of them work in Germany, 909 in France, 931 in Luxemburg and 31.710 in the Netherland. The other 750 work in different countries (not specified) (figures for 2013 – Steunpunt WSE)
		Duration	Long term (total hour/month)	It depends on the agreement between apprentice and employer, for some programmes it is 12 months http://ec.europa.eu/education/opportunities/vocational/students_en.htm
			Short term (total hour/month)	2 weeks http://ec.europa.eu/education/opportunities/vocational/students_en.htm
		Push factors of professional mobility (reasons)		<ul style="list-style-type: none"> • Political/Social/Cultural factors: Linguistic motives • Economic factors, better salary, compensation • Labour market factors: Reducing skill mismatch/Long term unemployment
		Pull factors of professional mobility (obstacles)		<ul style="list-style-type: none"> • Educational factors: system incomparability • Political/Social/Cultural factors

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Mobility Typology	Apprenticeship <input type="checkbox"/> Traineeship/Internship <input checked="" type="checkbox"/> Others (specify) <input type="checkbox"/>	
School to Work Transition (STWT)	Form of employment	There are different types of traineeships: job training, traineeship for youth and job immersion agreement Based on the types of training, there can be an written agreement, but it is not an employment agreement (VDAB)
	Form of training	<p>Job training: Regulated by the Flemish Decree of 7 May 2004, which resulted in the foundation of VDAB and the Decision of the Flemish Government which regulates the organization of labour mediation and job training (BVR of 5 June 2009)</p> <p>Traineeship for youth: Regulated by KB 230 of 21 December 1983 relating to the integration of youth on the labour market. This regulation was annulled on 1 April 2000 and was replaced by the so-called runway agreements (startbaanovereenkomsten), also referred to as the Rosettaplan (KB 30 March 2000)</p> <p>Job immersion agreement: Regulated by the labour law of 16 March 1971 and the law of 4 August 1996 dealing with the welfare of the employees while performing their job and the laws on keeping track of social documents, already equated the trainees to employees. The job immersion agreement is defined in article 104 of the programme act of 2 August 2002 as being an agreement between a trainee who within the framework of his education gains knowledge and skills at an employer's by performing a job. Furthermore, compensation is regulated by KB of 11 March 2003</p>
	Pay < 50% of a skilled employee	Compensated by a bonus for productive labour (no labour agreement)
Normative Framework	Minimum Wage/Compensation	No minimum wage
	Labour taxation	No
	System for the recognition of diplomas and professional qualifications	NVAO is the legal accreditation body by the Decree of 4 April 2003 concerning the restructuring of higher education in Flanders (https://www.nvao.net/system/files/procedures/Verdrag%20Vlaamse%20Gemeenschap%20van%20Belgi%C3%AB%20en%20Koninkrijk%20der%20Nederlanden%202003%20English.pdf) and amended by

		Protocol on 12 December 2012 and 16 January 2013 https://www.nvao.net/system/files/procedures/Protocol%20tot%20wijziging%20Verdrag%20NL-VL%2026%20febr%202013.pdf		
	Duration	Long term (total hour/month)		Depending on the type of internship
		Short term (total hour/month)		Varies between 1 day and 6 months
Context and Characteristics of Mobility				
Destination	National	Policy framework	Incentives/Programmes for training mobility	Erasmus Belgica. This is a national programme for mobility between the communities in Belgium
			Recognition and validation of periods of mobility (in terms of training/qualifications)	Flemish Community recognition
			Recognition and validation of periods of mobility (in terms of pension rights)	No
		From/to		Erasmus Belgica: between regions
		Duration	Long term (total hour/month)	It depends on the type of traineeship and the mobility programme
			Short term (total hour/month)	It depends on the type of traineeship and the mobility programme
		Push factors of professional mobility (reasons)		<ul style="list-style-type: none">Political/Social/Cultural factors: e.g. better cultural environmentLabour market factors: Reducing skill mismatch/Long term unemployment
		Pull factors of professional mobility (obstacles)		<ul style="list-style-type: none">Political/Social/Cultural factors
		International	Policy framework	Incentives/Programmes for training mobility

				<p>programme. Promoting a Europe of knowledge is central to the implementation of the programme, which seeks to consolidate a European cooperation area for education and training</p> <ul style="list-style-type: none"> • Erasmus. Focus on mobility and supports the creation of the European space of higher education • Grundtvig programmes are designed to respond to challenges arising by the knowledge society
			Recognition and validation of periods of mobility (in terms of training/qualifications)	Yes: European Credit System for Vocational Education and Training ECVET, European Qualifications Framework (EQF)
			Recognition and validation of periods of mobility (in terms of pension rights)	No
		From/to		For traineeships and study abroad: France (17.6%), Spain (16.6%), the Netherlands (7.7%), United Kingdom (7.2%) and Italy (6.1%). For traineeships, the neighbour countries are preferred: the Netherlands, France, United Kingdom and Germany. Popular sectors for these traineeships are agriculture, forestry and the fishery. (Studiedienst van de Vlaamse Regering, n.d)
		Duration	Long term (total hour/month)	It depends on the type of traineeship and the mobility programme, for some programmes it is 12 months http://ec.europa.eu/education/opportunities/vocational/students_en.htm
			Short term (total hour/month)	It depends on the type of traineeship and the mobility programme, for some programmes it is 2 weeks http://ec.europa.eu/education/opportunities/vocational/students_en.htm
		Push factors of professional mobility (reasons)		<ul style="list-style-type: none"> • Political/Social/Cultural factors: better Linguistic skills

			<ul style="list-style-type: none"> • Economic factors, increasing compensation • Labour market factors: Reducing skill mismatch/Long term unemployment
		Pull factors of professional mobility (obstacles)	<ul style="list-style-type: none"> • Political/Social/Cultural factors

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Mobility Typology	Apprenticeship <input type="checkbox"/> Traineeship/Internship <input type="checkbox"/> Others (School-Work Alternation) <input checked="" type="checkbox"/>			
School to Work Transition (STWT)	Form of employment	No, School-Work Alternation is not an employment contract but an agreement		
	Form of training	Yes		
	Pay < 50% of a skilled employee	Depending on the type of training		
Normative Framework	Minimum Wage/Compensation	School-Work Alternation: No compensation		
	Labour taxation	School-Work Alternation: No taxation		
	System for the recognition of diplomas and professional qualifications	Flemish Community recognition		
	Duration	Long term (total hour/month)	Depends on the programme and the agreement between student and enterprise	
		Short term (total hour/month)	Depends on the programme and the agreement between student and enterprise	
Context and Characteristics of Mobility				
Destination	National	Policy framework	Incentives/Programmes for training mobility	Prins Filipfonds
			Recognition and validation of periods of mobility (in terms of training/qualifications)	Flemish Community recognition
			Recognition and validation of periods of mobility (in terms of pension rights)	No
		From/to		No clear record of data to define a general trend
		Duration	Long term (total hour/month)	Depends on the type of job training

			Short term (total hour/month)	Depends on the type of job training
		Push factors of professional mobility (reasons)		<ul style="list-style-type: none"> Political/Social/Cultural factors: e.g. better cultural environment Labour market factors: Reducing skill mismatch/Long term unemployment
		Pull factors of professional mobility (obstacles)		<ul style="list-style-type: none"> Political/Social/Cultural factors: Cultural ties
	International	Policy framework	Incentives/Programmes for training mobility	Comenius
			Recognition and validation of periods of mobility (in terms of training/qualifications)	Flemish Community recognition
			Recognition and validation of periods of mobility (in terms of pension rights)	No
		From/to		Not applicable
		Duration	Long term (total hour/month)	Depends on the programme and the agreement between student and enterprise
			Short term (total hour/month)	Depends on the programme and the agreement between student and enterprise
		Push factors of professional mobility (reasons)		<ul style="list-style-type: none"> Political/Social/Cultural factors: Linguistic motives
		Pull factors of professional mobility (obstacles)		<ul style="list-style-type: none"> Educational factors: system incomparability Political/Social/Cultural factors