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IO2

Toolkit

Mob4App Toolkit for Companies and Apprentices

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Introduction

Apprentices benefit from international mobility since it allows them to learn new professional and technical skills, develop independence, and improve their foreign language skills.

Cultural exchange encourages creativity strengthens a **company's** skill base, and attract foreign talent, which benefits the enterprises involved.

Despite the positive effects of VET mobility on apprentices' professional, personal, and social skills, as well as broad benefits for businesses, figures from the Erasmus+ National Agencies evaluations show that only a small number of apprentices have participated in mobility experiences in other EU countries in recent years.

Furthermore, many companies and schools that serve as sending organizations (VET), as well as EU hosting organizations, do not know how to support young apprentices prior to, during, and after their mobility experience.

As a result, the **Mob4App's Toolkit for companies and apprentices** fills a gap in the sector by providing a practical tool for Companies (SMEs) and Apprentices that will provide key information, guidance and practical tools useful to support them in applying and managing long-term mobility.

This **Toolkit** is the second product of MOB4APP project, co-financed by the European Commission under the Erasmus+ programme, KA202 – Strategic Partnerships - Development of Innovation for VET sector.

Prior to the development of this Intellectual Output, surveys have been run by all the partners' countries (Italy, Netherlands, Germany, Spain, Poland and Belgium). We collected more than 60 responses from SMEs and more than 40 from VET Professionals from June 2021 till September 2021.

Thanks to those surveys, we were able to gain enough knowledge regarding the guidance and support needed in order to implement long-term apprenticeship mobility from their perspective.

In the following section, you'll find an overview about the structure and the notions available in this toolkit.

After the testing phase, a final version of this document will be finalized and published.

Overview

In order to facilitate the readability of this document, the toolkit has been divided into four different sections:

- Common Section

This section contains one module "Legal Framework" that is common for both companies and apprentices

- Companies

This section contains twelve modules and will focus on different aspects of the implementation and management of a long-term mobility abroad, from the perspective of a company (SMEs)

- Apprentices

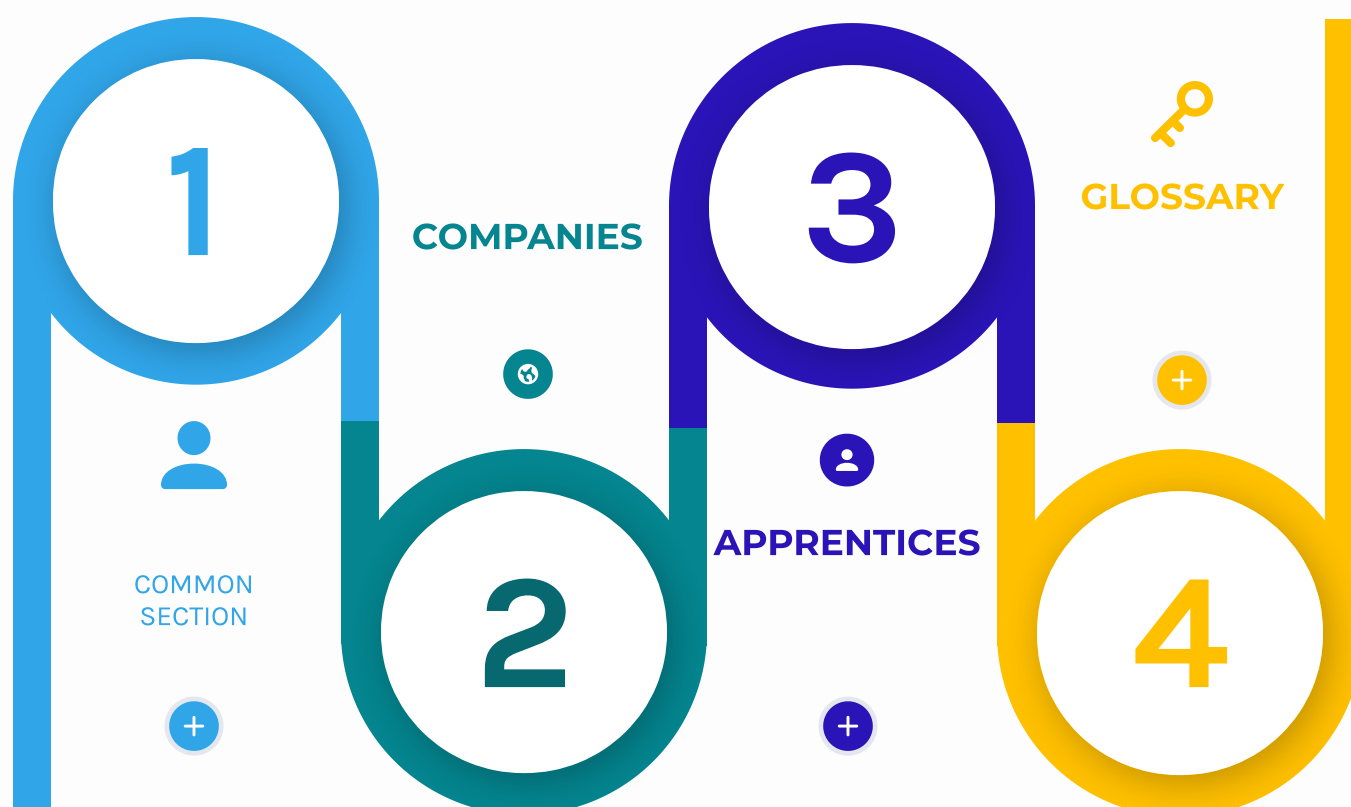
This section contains the same twelve modules as the companies, with one extra module. In this case, the focus is on the apprentices.

- Glossary

The Glossary will contain all the important key words used in this toolkit

Each section is divided into:

- Introduction
- Aim
- Description
- Websites/tools
- Relevant articles





COMMON SECTION (COMPANIES and APPRENTICES)

Legal Framework

Tools and resources to understand the main regulations at European and national level on long-term mobility for apprentices

Introduction

This chapter contains useful information and tools related to the regulations governing apprenticeships and the long-term mobility of apprentices at the European and national levels.

Aim

When you plan to apply for a long-term mobility opportunity for apprentices (i.e. from 3 to 12 months), regardless of whether you are a company or an apprentice, it is important to check the European and national regulations that apply to you. The following tools enable companies and apprentices, and in particular people in charge of managing these type of experiences, to understand the set of laws that regulate the subject.

Description

Apprenticeships are regulated by national laws and countries have their own specific definitions, processes and tools for managing and implementing apprenticeships. Most European countries have apprenticeship schemes, which have a stable/valid legal basis and are mainstreamed at a systemic level. They are fundamentally different in their strategic function and purpose, with implications for the way they are defined and placed within national education and training systems.

We can say that every apprenticeship scheme has the following common features:

- compulsory learning and/or working in a company, whether in combination, or not, with learning at a provider of education and training services
- contractual link between the learner and the company.

In Europe, there are two main categories of apprenticeship:

- (a) Apprenticeships as an education and training system, which provides people with comprehensives skills and abilities in a specific vocation (clear and established education and training function).
- (b) Apprenticeships as a method to deliver VET within the formal VET system, which provides another way to deliver VET in order to obtain formal VET qualifications by bringing people into the labour market (mixed education and employment functions).

The European Commission strongly recommends the long-term mobility of apprentices as a key experience in developing transversal skills and in improving employability. In recent years, long-term, transnational mobility opportunities have become a key policy initiative in apprenticeship schemes for the European Commission. Despite this strong commitment, cross-country mobility opportunities for apprenticeships have still not been sufficiently implemented.

EU legislation takes the form of:

- Treaties establishing the European Union and governing the way it works
- EU regulations, directives and decisions - with a direct or indirect effect on EU Member States.

From the legal point of view, the European Commission, the European Parliament and the European Council support transnational mobility opportunities for apprentices through:

- Directives and recommendations
- Funding programmes

Legal Framework

Tools and resources to understand the main regulations at European and national level on long-term mobility for apprentices

Description

The recommendations and Directives define the rights, strategic guidelines and standards for improving the opportunities for apprentices in general.
The financing programmes provide EU Member States and organisations with resources to implement long-term mobility opportunities for apprentices and VET learners.

Websites



EU law (EUR-Lex)

Most recent
legislative
documents

Summaries of
EU legislation

Tools for finding the EU legislation in effect

This is an EU law platform containing documents (directives, regulations, decisions, international agreements and other acts) in different languages

This is a selection of the latest legislative documents available on EUR-Lex

This is an overview of legislation by subject area

EU directives and recommendations on apprenticeships

Council
Declaration of 15
October 2013

The Council Declaration of 15 October 2013 established the European Alliance for Apprenticeships through which a large number of governments have submitted concrete commitments on the next steps to increase the quantity, quality and supply of apprenticeships.

Directive
2014/54/EU

DIRECTIVE 2014/54/EU OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 16 April 2014 introduces measures to facilitate the freedom of movement for workers (and apprentices) in the EU.

COUNCIL
RECOMMENDATION
15/03/2018

The COUNCIL RECOMMENDATION of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships defines some criteria for effective, quality apprenticeships that Member States should implement

Communication
01/07/2020

The communication from the commission to the european parliament, the council, the european economic and social committee and the committee of the regions of 1 july 2020 puts apprenticeships and international mobility at the centre of the eu strategy to support youth employment after the covid pandemic.

Council
Recommendation
24/11/2020

The COUNCIL RECOMMENDATION of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience, provides EU Member States with guidelines for developing a modern VET system.

Legal Framework

Tools and resources to understand the main regulations at European and national level on long-term mobility for apprentices

Websites

- Erasmus+
- European Social Fund
- Youth Guarantee

Relevant Articles



Funding Programs

- Erasmus+ is the EU's programme to support education, training, youth and sport in Europe.
- The European Social Fund Plus (ESF+) is the European Union (EU)’s main instrument for investing in people.
- Member States commitment to ensure that all young people under the age of 25 years receive a good-quality offer of employment, continued education, an apprenticeship or a traineeship within four months of becoming unemployed or leaving formal education.

- [Council recommendation for Youth Guarantee](#)
- [Programme Guide Erasmus+](#)

Contractual rules

Legal criteria and EU Legislation for SMEs to understand the main programmes and procedures in order to apply for long-term apprenticeship mobility opportunities at the European level

Introduction

This section contains an overview of the legal requirements for SMEs to develop the process of long-term mobility of apprentices. In addition, some specific elements that can be found in various combinations in existing apprenticeship systems are also examined.

Aim

Since apprenticeships result in technical, transversal and soft skills that employers in Member States are looking for, it is worth looking at the overall European framework. The goal is to be able to develop and expand the supply of apprenticeships. Therefore, the main objective is to find out what legal success criteria the various employers, especially SMEs, can adopt to develop effective and quality apprenticeship opportunities.

Description

Apprenticeships, nowadays, are an important placement opportunity for people at the European level and, therefore, are useful in alleviating unemployment.

It should be pointed out that each European Union Member State has its own specific rules on apprenticeships. However, the European Union has tried to find aspects that could be applied across all Member States in order to create some kind of common alignment across the Union.

Nevertheless, while there are EU countries that have implemented apprenticeship programmes effectively, there are other countries in which apprenticeships have not been very successful. European SMEs usually do not have structures in place to employ apprentices and the value proposition is not always clear to SMEs. The main objectives of the “**Supporting Apprenticeships between Professional Higher Education & Small and Medium Enterprises (SAPS)**” project are to improve SME perceptions of hiring apprentices.

But what are the practical, easy-to-use management criteria for SMEs to ensure the quality of apprenticeships and the beneficial cooperation of all parties? On 5 October 2017, the European Commission published a proposal for a Council Recommendation on Quality and Effective Apprenticeships. This was followed by the Council Recommendation on a European Framework for Quality and Effective Apprenticeships (EFQEA) in 2018.

Before coming to 2018, it should be pointed out that two years earlier, in 2016, the European social partners and Member States adopted an Opinion on the framework of the Advisory Committee on Vocational Training (ACVT). This opinion was adopted in the famous “A shared Vision for Quality and Effective Apprenticeships and Work-Based Learning”. Trade organisations (BusinessEurope, CEEP, ETUC, UEAPME) examined the cost-effectiveness of apprenticeships, while the European Trade Union Confederation focused on the quality of apprenticeships. All the work done by European social partners and the ACVT’s Opinion provided a substantial part of the input to the proposal for a Council Recommendation.

Contractual rules

Legal criteria and EU Legislation for SMEs to understand the main programmes and procedures in order to apply for long-term apprenticeship mobility opportunities at the European level

Description

In this Recommendation, the framework provides a total of fourteen criteria for defining effective, quality apprenticeships. These criteria ensure both the development of work-related skills and the personal development of apprentices. Furthermore, they are addressed to both apprentices and employers, such as SMEs.

These criteria are in line with national or sectoral requirements and collective agreements.
However, it should be noted that the diversity of vocational education and training (VET) systems in the EU has been taken into account and that Member State skills in the field of VET are respected.

The first seven criteria cover the **learning and working conditions**:

- **Written contract**: An apprenticeship should be based on a written contract between the employer, the apprentice, and the vocational training institution.
- **Learning outcomes**: Comprehensive learning outcomes should be defined by employers and vocational training institutions. Therefore, this is another key criterion that manages the role of employers as they must ensure both work-related skills development and vocational development.
- **Pedagogical support**: In-company trainers should have the skills to collaborate closely with VET providers and teachers. This is because it is crucial to keep up to date with their skills.
- **Workplace component**: At least half of the length of the apprenticeship should be spent in the workplace, and there should also be the chance of mobility opportunities abroad. This is a criterion that applies to both employers and apprentices.
- **Pay and/or compensation**: In this case, it is made clear that apprentices should receive remuneration and/or compensation. Cost-sharing agreements between employers, apprentices and public authorities should be taken into account.
- **Social protection**: apprentices should be entitled to social protection, including insurance coverage
- **Work, health and safety conditions**: the host workplace should comply with relevant rules and regulations on working conditions, especially regarding health and safety legislation.

Then, we have the criteria for **framework conditions**:

- **Regulatory framework**: there should be a regulatory framework that is clear and consistent. Moreover, it must be based on partnerships and transparent dialogue between all stakeholders.
- **Involvement of social partners**: Social partners, including at the sectoral level, should be involved in the design, governance and implementation of apprenticeship programmes.
- **Support for companies**: Financial and/or non-financial support should be provided to companies, and in particular small, medium and micro enterprises.
- **Flexible programmes and mobility opportunities**: There should be flexible entry requirements and there should be opportunities for education and training. Transnational mobility is essential and should be part of the apprenticeship programme.

Contractual rules

Legal criteria and EU Legislation for SMEs to understand the main programmes and procedures in order to apply for long-term apprenticeship mobility opportunities at the European level

Description

- **Career guidance and raising awareness:** Career guidance, mentoring and learner support should be provided to ensure a successful outcome and to reduce the risk of dropping out.
- **Transparency:** transparency and access to apprenticeship opportunities should be guaranteed in all Member States.
- **Quality assurance and graduate tracking:** there should be quality assurance of apprenticeships and the employment and career progression of apprentices should be monitored so that their progress can be followed from the beginning.

Therefore, it is up to each Member State to develop appropriate instruments and policies based on these criteria.

Websites



EU law (EUR – Lex)

Specifically, to find the treaties currently in effect and the founding treaties to regulate working conditions (see Article 153 (2) and Article 153 (1) point b of the Treaty on the Functioning of the European Union – TFEU).

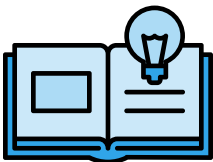
Legal acts (EUR – Lex)

To access EU legal acts, including regulations, directives, decisions, recommendations and opinions.

Relevant Articles



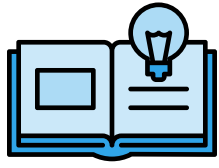
- [European Quality Charter on Internships and Apprenticeships](#)
- [Joint Declaration establishing the European Alliance for Apprenticeships on 2/07/13](#)
- [Joint Statement “Towards a Shared Vision of Apprenticeships”](#)
- [A shared Vision for Quality and Effective Apprenticeships and Work-Based Learning.](#)
- [EESC Opinion: European Framework for Quality and Effective Apprenticeships:](#)
- [SAPS – Supporting Apprenticeships between Professional Higher Education & Small and Medium Enterprises](#)



Apprenticeships are **regulated** internally by the different legal systems in the Member States. However, there are some elements which are present, to varying degrees and in different combinations, in existing apprenticeship systems. Firstly, it should be pointed out that an apprentice is contractually bound to the employer and receives remuneration, as the above-mentioned criteria also state. In addition, the apprenticeship position is regulated in a legal framework. The employer is the party responsible for the business part of the programme. Roles and responsibilities of key actors (the State, employer organisations, trade unions, chambers of commerce, schools, VET providers, companies) at the national, regional and local levels (regional and local levels are clearly defined and distributed).

Contractual rules

Legal criteria and EU Legislation for SMEs to understand the main programmes and procedures in order to apply for long-term apprenticeship mobility opportunities at the European level



In addition, employer organisations and trade unions are actively engaged at all levels.

However, there is a kind of cooperation between learning venues.

There is co-operation, co-ordination and a clear distribution of responsibilities between the different locations.

A school, a company and an apprentice develop a training plan together, based on the curriculum.

When a company cannot ensure the acquisition of all required learning outcomes, there are arrangements to compensate for this (e.g. inter-company training centres, cooperation between companies).

The issue of **supporting participation** in companies is also crucial.

Firstly, the rights and obligations of companies offering training are laid down in law. It should be borne in mind that:

- There are strategies and initiatives to marketing apprenticeships and informing companies of the advantages of taking on apprentices, their responsibilities and the incentives available.
- There are some minimum requirements for companies wishing to offer apprenticeships, apprenticeship positions and/or an accreditation procedure.

Crucially, companies, especially SMEs, receive non-financial support to implement apprenticeships.

However, there is also recognition and rewards for companies that provide quality apprenticeships.

From a financial point of view, the State is responsible for financing vocational training institutions and/or paying subsidies to hire apprentices.

In addition, it should be pointed out that there are incentives (subsidies, tax deductions) to encourage companies to take on apprentices, in general and/or in specific vocational sectors.

The European Quality Charter for Traineeships and Apprenticeships establishes the basic quality principles for traineeships and apprenticeships in order to become a valuable and quality experience throughout Europe.

People have a right to quality opportunities. Indeed, there are necessary standards to ensure that traineeships and apprenticeships are truly quality experiences. The Quality Charter states that there are three key elements:

- Learning content
- Rights
- Remuneration

This Quality Charter has been used as an advocacy tool to influence institutional processes on quality transitions. Furthermore, it was also used to initiate a conversation with employers and encourage them to provide quality opportunities for young people.



FOCUS ON COMPANIES (SMEs)

Roles and Responsibilities

Understanding how the roles and responsibilities are distributed amongst the parties involved in long-term mobility abroad in the VET sector – focus on SMEs

Introduction

This chapter provides information on the role of an SME regarding long-term mobility in the VET sector as a hosting company. This section also describes the responsibilities that this choice entails. It will also provide a general overview of the other parties involved, including the role of intermediary agencies.

Aim

This chapter’s main goals are:

- To understand the role of a hosting company
- To understand the responsibilities behind it
- To learn more about and to understand the actions of all the parties involved
- To understand what an intermediary agency does and how it interacts with the other parties

Description

When talking about long-term mobility opportunities abroad for apprentices, we first need to identify all the parties involved (or potentially involved):

- Apprentice

An individual student or an employee who is willing to participate in a mobility opportunity abroad for training and work experience.

This role is a central part of the exchange

- Sending Organisation

The organisation, public or private, to which a learner/staff members undertaking the long-term mobility opportunity belong. In the context under analysis, it includes vocational institutions or VET centres, public or private, which have a strong connection to the apprentice participating in the mobility opportunity.

- Hosting Organisation

In the VET context, this is often a private company located abroad where participants in the mobility opportunity experience an apprenticeship.

- Intermediary Agency

These organisations, which are often specialist training or mobility agencies, are the intermediary between the sending and the hosting organisations and are able to provide significant support in the preparation and supervision of the mobility opportunity abroad

- Funding Organisation (external to the project consortium)

This is the public entity or private organisation which funds the mobility programme, either through a grant or an individual scholarship. The European Commission is the most common provider of funding (see the chapter on financial inputs).

The responsibilities that come with a mobility opportunity abroad are shared among the various involved parties across the three phases that define the long-term mobility opportunity abroad: before the apprentice’s departure, during their stay, after their stay.

The Sending Organisation, knowing the apprentices much better, will be able to select the most suitable person for the hosting companies available, and will be able to identify the learning outcomes and support apprentices, especially during the “before departure phase” .

Roles and Responsibilities

Understanding how the roles and responsibilities are distributed amongst the parties involved in long-term mobility abroad in the VET sector – focus on SMEs

Description

Hosting companies (SMEs) will be in contact with the apprentice but will be mostly involved in the “during phase”, introducing apprentices to the work situation, helping them, providing personal tutoring and, without intermediaries, easing them into the new environment. SMEs will need to prepare a report on the achievements reached and assess each apprentice during their apprenticeship.

As mentioned before, there is the possibility of working alongside intermediary agencies; their role is to help sending and hosting organisations as well as apprentices (and students in general) with administrative tasks, managing the mobility opportunity and reporting progress. An intermediary agency is also crucial in finding the right funding.

Websites



Europass Mobility

Europass Mobility is a document which describes the skills you develop on a particular mobility experience. The document can include information on your roles and responsibilities, job-related skills, language skills, digital skills, organisation and managerial skills, communication skills.

Salto Youth

SALTO-YOUTH stands for Support, Advanced Learning and Training Opportunities for Youth. It works within the Erasmus+ Youth and the European Solidarity Corps programmes. SALTO-YOUTH is a network of seven Resource Centres working on European priority areas within the youth field.

Source of Information

Useful information sources for SMEs who want to learn more about the long-term international mobility opportunity process for apprentices.

Introduction

This chapter presents the sources of information that SMEs, who want to learn more about, or who are considering participating in, a long-term international mobility opportunity process, will find useful. To this end, this document offers the most representative sources of information in the different stages of the participation decision process: first contact with the process, learning more about the process and specific information if the company chooses to participate.

Aim

This document is intended to help SMEs in their search for the most relevant information when considering the options of participating in an international mobility opportunity. For this, the most useful sources are provided for the first stages of the decision-making process: an introduction to international mobility of apprentices, learning more about the various aspects, and specific information in the event that the company decides to participate.

Description

When SMEs consider participating in an international mobility opportunity for apprentices, they need to have some basic information in order to form an initial impression of this process. Below are some information sources that provide the potential host company with a first look at this process. The contents have been organised as follows:
Firstly, information sources are provided that help answer the initial questions about international mobility of apprentices:

- Erasmus+
- European Knowledge Center for Mobility

Once the initial questions have been answered, sources are provided that offer more information on specific issues, such as how to identify a good candidate, how to assess the skills and qualifications awarded in other countries, what procedures to use to recognise foreign qualifications and professional/vocational experience.

- EURES
- Europass
- ENIC-NARIC Networks

Finally, other sources that might be of interest in the event that the company decides to participate in an international mobility opportunity:

- EuroApprentices Network
- Dual VET

Websites



European Knowledge Center for Mobility

The European Knowledge Center for Mobility is a “one-stop shop” for high-quality mobility projects, offering information that every party involved (beneficiaries, sending organisations and hosting organisations) will find useful in order to achieve a worthwhile, meaningful experience. As a future hosting organisation, the European Knowledge Center explains, in a step-by-step way, how to manage successful mobility projects. Available languages: English, Italian, German, Spanish and Dutch.

Source of Information

Useful information sources for SMEs who want to learn more about the long-term international mobility opportunity process for apprentices.

Websites

Dual VET project

The objective of the Dual VET project is to implement a real transfer of experienced knowledge on dual training systems from experienced Germans and Austrians to their counterparts in Spain and Portugal who are focused on training company trainers on transversal skills and competences. Workers, who will become the educators and trainers of the future apprentices and trainees, need to learn to teach and need to be trained on communicative, methodological and personal skills. Available languages: English, German, Portuguese, Spanish.

Relevant Articles



- [The Mobility Process – Checklist and considerations](#)
- [The European qualifications framework for lifelong learning \(EQF\)](#)
- [Successful stories](#)
- [Dual VET system: Transfer of successful structures and guidance for implementing the dual VET system. Training company trainers](#)

How to Apply For

Tools and resources to understand the main programmes and the procedure to use when applying for a long-term mobility apprenticeship at the European level

Introduction

This section presents the main programmes, the procedure to follow to become a sending or a hosting organisation and the procedure to use when applying for a long-term mobility apprenticeship at the European level.

Aim

- The main aims of this section are:
- To understand the programmes that enable long-term mobility apprenticeships at the European level
 - To understand the procedures to follow in order to become a sending or a hosting organisation under the apprenticeship abroad programme
 - To understand which supporting organisations can help in the application process

Description

At the European level, apprenticeships abroad are mainly organised within the framework of the Erasmus Plus Programme (Action: KA1 – Field: VET sector) and through the EURES Targeted Mobility Scheme (TMS).

1) Under the Erasmus Plus Programme, sending organisations can receive a budget for sending apprentices abroad. Here are the steps to follow:

- Gather information on the Erasmus Plus Programme (KA1 – Sector: Vocational education and training - VET) by visiting the official website and/or by contacting your National Agency.
- Apply for a mobility project by yourself. If you want to apply by yourself, you should first register your organisation and get an EU Login account. Then you can apply for funding in two ways:
 - Short-term projects: applicant organisations can organise various mobility activities over a period of six to eighteen months. Short-term projects are the best choice for organisations experiencing Erasmus+ for the first time, or for those organisations that wish to organise just a limited number of activities.
 - Accredited projects: only open to organisations holding an Erasmus accreditation in the field of vocational education and training. This special funding strand allows accredited organisations to receive funding regularly for mobility activities that contribute to the gradual implementation of their Erasmus Plan.
- Apply for a mobility project on behalf of an organisation: you can join an existing Erasmus+ mobility consortium led by an accredited consortium coordinator in your country that is accepting new members into their consortium.

Under the Erasmus Plus Programme, hosting organisations need not submit a mobility project. You need to contact an intermediate organisation or a placement agency in your country and provide your availability to host apprentices. This is a valuable experience and a good way to learn more about the Programme before applying by yourself.

How to Apply For

Tools and resources to understand the main programmes and the procedure to use when applying for a long-term mobility apprenticeship at the European level

Description

2) Another EU initiative is the EURES Targeted Mobility Scheme (TMS). This helps SMEs, in particular hosting organisations, find the workers (or apprentices) they need for their hard-to-fill vacancies. Here are the steps to follow:

- Gather information on the programme by visiting the official website and/or by contacting your local EURES Adviser.
- Register your organisation on the EUJOB4EU Platform and publish your job vacancy.

The EURES Adviser will support you through the recruitment process.

3) In the local context, a variety of national and regional programmes can be found, depending on the scheme and the legal framework applied in that specific country. Outside this, you may organise an apprenticeship abroad through a voluntary placement. In this case, the procedure is not well formalised and you may need an intermediate organisation (or placement agency) that can help you find a sending or a hosting organisation and help with the logistics and administrative procedures.

Websites



ERASMUS+

The EU programme to support education, training, youth and sport in Europe. Each country has its own [national agency](#).

EURES

The network of European Employment Services and the European Job Mobility portal

Enterprise Europe Network

A network to help SMEs make the most of business opportunities in the EU and beyond

Relevant Articles



- [EURES Targeted Mobility Scheme \(TMS\)](#)
- [EURES Advisors](#)
- [EURES Check for employers](#)
- [Erasmus+ National Agencies](#)
- [Recruiting in Europe - A guide for employers](#)

Preparatory Activities

Preparatory activities connected to long-term mobility of apprentices- focus on SMEs

Introduction

This chapter is intended for SMEs and provides an overview of the preparatory activities connected to the arrival at a new SME of one or more apprentices for a long-term mobility opportunity.

Aim

- The main aims are:
- To provide a general overview of the “before” phase of a long-term mobility opportunity
 - To provide the tools to gather and provide the necessary information
 - To provide a series of steps to take in order to begin a successful apprenticeship

Description

Preparing a series of preparatory activities is mainly done by the sending organisation or an intermediary agency (if there is one). The sending organisation will select the participants, organise agreements with parties, prepare the apprentices, make the practical arrangements and provide any linguistic support.

Email and sharing tools, like Google Drive/Dropbox, are ideal in order to stay in contact with the sending organisation when reviewing candidate applications. Since you are hosting someone from a different country, who may know little to nothing regarding the living situation, prepare a country information kit in PowerPoint or Prezi that can be shared directly with participants or made available through the coordinator.

It is crucial that all parties establish, from the outset, a clear and understandable language and a transparent relationship based on trust and dialogue. The parties will need to draw up and agree with sending and hosting organisations (SMEs), together with the apprentice, a clear plan that establishes the objectives of the mobility opportunity, the expected outcomes, the learning goals and a series of assessment procedures (the learning agreement).

SMEs should provide a tutor who can ease the apprentice’s transition from their homeland to the new living and working situation. The tutor should be available and committed to the success of the mobility opportunity.

- To summarise, the steps to be taken are:
- Make contact with the sending organisation and/or the intermediary
 - Make contact with the potential apprentice
 - Agree on a sharing tool to connect the parties
 - Identify a specific tutor
 - Discuss the risk assessment plan
 - Draw up and sign the learning agreement and contracts
 - Make contact with the apprentice regarding their arrival
 - Introduce the apprentice into the SME

Preparatory Activities

Preparatory activities connected to long-term mobility of apprentices- focus on SMEs

Websites



MOB GAE

Risk Assessment

Tools to manage international projects and mobilities

Useful tool to be used to reflect on possible risks, go through different safety checklists and guidelines when embarking on the adventure of a youth exchange

Assessment

The assessment of the long-term mobility opportunity for an apprenticeship abroad - focus on SMEs

Introduction

In this chapter, we want to offer tools and actions to help SMEs assess whether an apprenticeship abroad is working, how it is progressing and to suggest corrections if needed.

Aim

- The main goals are:
- To understand the meaning and importance of assessing a long-term mobility opportunity abroad
 - To give tutors and SMEs the specific tools to make such an assessment

Description

SMEs are required to assess the apprenticeship during the long-term mobility opportunity abroad and immediately after it has ended.

Initially, the sending organisation, together with the apprentice, do a pre-assessment of the apprentice’s language level and knowledge.

The learning agreement, signed by all parties, starts with the apprentice’s initial skills and will require an assessment of the apprentice’s progress which is beneficial for both the apprentice and the SME.

The SME is required to assign the apprentice a tutor and this person will play an important role in the apprentice’s experience.

Indeed, tutors regularly assess apprentices to ensure the learning process is being followed so that apprentices are able to increase their knowledge, as defined by the learning agreement, and to gain a committed assessment, certification and recognition of the skills that will benefit them after the end of the apprenticeship.

It is important for the tutor to meet apprentices regularly and to define specific moments for bilateral assessments. The assessment process is significant for the individual, since it leads to some form of recognition of his/her achievements and can be very empowering and stimulating for further development.

Websites



Skills Portfolio

This document has been developed to assess the skills someone already has, to choose which skills to acquire and to check the progress of acquiring those new skills.

R.APP

Project that develops useful modules for the implementation and assessment of LTMA. Annex 10,11,12,13, 14

Tutoring and in-company training

The company tutor as a cornerstone in the long-term mobility opportunity

Introduction

Tutoring is a broad concept and, as such, it could be understood in different ways. Sometimes it can even be mixed with mentoring or coaching, depending on the perspective or the linguistic nuances. Going back to its linguistic roots, the word “tutor” comes from Latin and means guardian and protector. In practice it could mean informal support and help, often but not only, in an educational context. The common thread is that the tutor is a key figure in the long-term mobility opportunity and involves a technical and a human aspect to be taken into consideration.

Aim

The aim is to provide host companies with specific information about the role of the company tutor as part of the long-term mobility opportunity, both in terms of a central actor in the mobility opportunity and in terms of engagement in the procedure.

Description

The company tutor is someone with specific job-related skills and a vocation/commitment to training. They are in charge of the intern’s development, in terms of both technical and professional aspects. That is why the company tutor needs to have the expertise at work but also an aptitude for teaching.

Some important features of the company tutor include:

- Professional knowledge in order to monitor the trainee’s work and to be able to teach new skills;
- Dedication to the role: they should be willing to transfer their knowledge in terms of technical skills and behaviour within the company and with supervisors, to set an example for the trainee, to involve the student in the social life of the company;
- Motivation: they should be patient with the trainee, available to give additional explanations, feedback and support;

The role of the company tutor is, therefore, crucial to the success of the long-term mobility opportunity: company tutors are strategic when it comes to welcoming the trainee in the company and in the trainee’s subsequent integration into the company; they are the ones who provide direct feedback about the acquired technical knowledge and soft skills; their assessment can be a turning point in the trainee’s career path and they can be a model for the trainee.

The company tutor’s involvement in the long-term mobility opportunity is as follows:

Pre-Mobility:

- The sending organisation should involve the company tutor in selecting the future trainee
- Company tutors can be contacted by the sending organisation to ask that the Mobility documents, such as the Learning Agreement and Quality Commitment, be signed.

Neither action is mandatory and the involvement of the company tutor can be done later, in the actual Mobility Phase.

Tutoring and in-company training

The company tutor as a cornerstone in the long-term mobility opportunity

Description

During Mobility:

- the company tutor welcomes the trainee to the company and is responsible for seeing to the trainee's induction as well as for such documents as the working contract, the learning agreement, etc.
- the company tutor develops a work programme with the trainee based on the learning outcomes and the trainee's previous knowledge;
- the company tutor should also be in contact with the tutor from the sending/intermediary organisation. The tutor from the sending/intermediary organisation should be in charge of organising meetings and the company tutor should be able to contact them in the event that anything related to the training programme arises;
- the company tutor should monitor the trainee, give him/her feedback and assess the trainee at different stages of the internship;
- the company tutor should assess the trainee and, for this purpose, the sending/intermediary organisation could provide useful documents. It is good practice to write a reference letter for the trainee at the end of the internship.

The company tutor should have an open communication channel with the sending organisation's tutor and, if envisaged, with the intermediary organisation's tutor, in order to fully support the trainee from different points of view.

Websites



Google Translate

DeepL

Whatsapp

As mentioned, communication between the trainee and the tutor and/or the rest of the team is critical. Some problems may arise due to the language barrier (basic knowledge of English, lack of specific terminology, etc.)

These translation tools can be useful in aiding communication. They are both very easy to grasp and they are effective in terms of both results and usability. They can be downloaded as Apps but can be accessed from any browser connected to the internet.

For remote communication, instant messaging is easier than a telephone call. The company tutor should define which means of communication are acceptable and which should be used in different situations, i.e. for urgent matters, use a telephone, for information during working hours, send a message.

Benefits

Opportunities offered by a long-term apprentice opportunity abroad for the SME

Introduction

This chapter addresses the opportunities offered by a long-term apprentice opportunity abroad.

Apprentices and long-term placements are an important part of employee development, where, during the trip, they acquire new knowledge, skills and competencies. Despite the numerous benefits of this type of practice, a small number of employees and employers decide to invest in such opportunities in the workplace.

As far as the benefits of long-term apprentices are concerned, there are 3 levels where positive experiences happen:

- a) Benefits to the departing employee;
- b) Benefits to the company receiving workers;
- c) Benefits to the company sending a worker on a long-term apprentice opportunity.

This chapter discusses the benefits that arise for all groups of recipients.

Aim

This chapter highlights the positive aspects of a long-term apprentice opportunity abroad. Learning about the range of benefits for the individual employee, the host company and the company investing in this type of travel allows for a holistic view of apprentices abroad and fosters promotion. This chapter explains the value of work placements abroad at various levels.

Description

This chapter discusses the benefits for the company that hosts workers. In addition to the individual benefits for the worker going on a placement, attention should also be paid to the gains that the host company may experience.

The company welcoming employees from other countries has the opportunity to realistically promote its activities, to actively engage in corporate social responsibility and to acquire potential international partners for cooperation. An employee from another country who is accepted for a long-term apprentice opportunity, brings knowledge and practices from his/her home company, which may have a positive impact on the activities of the host company. International relationships and contacts could also be significant, which, under globalisation, might allow companies to enter new markets, to create a network of cooperation and to exchange good practices.

The second aspect in this chapter is to discuss the benefits for the company that sends an employee to a long-term apprentice opportunity. Companies whose employees participate in long-term apprentice opportunities abroad have a real impact on the development of their staff, create an environment conducive to the development of lifelong learning, and gain better qualified employees who are more adaptable to change. The company that creates opportunities for travel motivates its employees to take up the challenges associated with the trip and becomes, for staff, not only a place to work but also a space for self-improvement and self-development. Companies which invest in staff development also become places where potentially better trained people want to work. Nowadays, the labour market not only places demands on employees but also on employers, who must strive to attract the best candidates who are increasingly aware of their rights and opportunities related to improving their skills and competencies.

The numerous benefits of a long-term apprentice opportunity lead us to conclude that such trips greatly facilitate the individual development of employees and contribute to progress at various levels, both in home and host companies.

Financial inputs

International mobility of apprentices: main sources of funding and support available for SMEs and search tools to find these financial inputs

Introduction

If your company is considering participating in a long-term apprenticeship mobility opportunity, it is important that you understand the available financial inputs. There are a number of grants available to support your business in taking on an apprentice. The European Commission makes direct financial contributions in the form of grants in support of projects or organisations which further the interests of the EU and/or contribute to implementing an EU programme or policy. Interested parties can apply by responding to calls for proposals. A comprehensive list of them is given in this chapter.

Aim

The main goal of this chapter is for the reader to understand the current, main financial inputs for companies that participate in long-term mobility of apprentices.

Description

In general terms, this section outlines the funds available for companies that participate in the international mobility of apprentices, and the current instruments for companies to search for them.

- For this, firstly, two financing search tools are presented:
- Funding opportunities: Which gives closing dates and more information about EU funding opportunities for education and training.
 - Eurodesk Opportunity Finder: Which provides information about funding to support youth projects, youth work and youth information from the EU such as Erasmus+, or Europe for Citizens calls for proposals and from private foundations.

- Secondly, the list of specific funding instruments that could promote the development of international mobility projects is provided:
- Erasmus+: Offers funding possibilities for individuals and organisations.
 - The European Social Fund: Supports setting up or improving apprenticeship schemes, though not for every EU Member State. Legal entities within the EU and associated countries can participate.
 - Horizon Europe: this is the EU’s key funding programme for research and innovation.
 - EURES axis of EaSI: Offers funding possibilities for individuals and organisations
 - European Investment Bank: Provides loan support to the private sector under different initiatives.

Websites



European
Commission

Where to look for financial inputs: funding search tools

The EU offers a wide range of funding opportunities for education and training. You can find closing dates and more information about it here.
Available languages: English, Bulgarian, Croatian, Czech, Danish, Dutch, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Swedish.

Financial inputs

International mobility of apprentices: main sources of funding and support available for SMEs and search tools to find these financial inputs

Websites

Eurodesk Opportunity Finder

This provides information on the following offers:

- Learning: programmes, funds and scholarships to learn and study abroad
- Volunteering: programmes, funds and projects for volunteering abroad
- Internships: paid internships and traineeships at international and EU institutions such as the World Bank, the EU, the Court of Justice, the UN, etc.
- Participating: Open calls for participation in consultations, competitions, awards, prizes and games
- Grants: funding to support youth projects, youth work and youth information from the EU such as Erasmus+, Horizon 2020 or Europe for Citizens calls for proposals and from private foundations

Available language: English.

Specific funding sources

Erasmus+

The information can be found [here](#)

ESF

Horizon Europe

Horizon Europe is the EU’s key funding programme for research and innovation. This funding instrument does not specifically focus on the key activities of education, training and apprenticeship; yet they could be part of an integrated project.

Available languages: English, Bulgarian, Croatian, Czech, Danish, Dutch, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Swedish.

EURES axis of EaSI

The aim of this axis is to strengthen EURES, a European job mobility network that provides information, guidance and recruitment/placement services to employers, jobseekers and any person wishing to take advantage of freedom of movement for workers.

Available languages: English, Bulgarian, Croatian, Czech, Danish, Dutch, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Swedish.

European Investment Bank

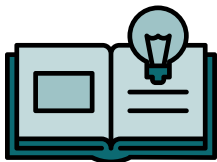
The European Investment Bank can provide loan support to the public and private sectors under initiatives such as the Investing for Youth programme.

Available languages: English, French, German

Financial inputs

International mobility of apprentices: main sources of funding and support available for SMEs and search tools to find these financial inputs

Relevant Articles



- [Financing apprenticeships in the EU](#)
- [Database on financing apprenticeships in the EU](#)
- [Financing programmes for SMEs](#)
- [Find partners for EU funding opportunities](#)

Funds available for companies that participate in the international mobility of apprentices are limited when it comes to funding instruments directly supporting these activities:

- The Erasmus+ programme offers the best options and specifically Key Action 1 and Key Action 2.
- The European Social Fund has several possibilities in place, although not for every EU Member State.
- In addition, it is a good idea to include the development of education and training programmes (and, where possible, education and training activities and apprenticeships) as an integral part of research and development activities.

Most EU funding involves collaboration between organisations from different countries. There are various search services for partners that can help you find organisations wanting to participate in proposals, or publish your own collaboration proposals.

Where to find SMEs, apprentices and available organisations

Useful platforms for SMEs to understand where to find apprentices available for a long-term mobility opportunity

Introduction

This chapter presents useful information about some platforms. These platforms are useful for SMEs that want to collaborate with other organisations or that want to find apprentices who are thinking of participating in a long-term mobility opportunity. Tools providing services to jobseekers and employers, especially SMEs, make it easier to search for apprenticeships.

Aim

Finding apprenticeships, especially in other EU countries, is not such an easy task. This difficulty is exacerbated by the SMEs’ search for people with skills that match their business. This document describes the platforms used by SMEs to help them find apprentices who are willing to participate in a long-term mobility opportunity.

Description

From a practical point of view, searching for a job on the web is not an easy task, even for those who are experienced in using the IT tools available online. The basis of a successful job search depends on the information supplied by providers.

Both in the European and the national contexts, there are tools that can be used to find which SMEs have open apprenticeships. In order to facilitate matching supply with demand, the European Union has decided to set up a dedicated job mobility portal, **EURES**. The solution is to provide services to employers, including SMEs, who are interested in acquiring new professional resources, making use of the principle of free movement of people within the EU. Specifically, the portal provides three types of service:

- Information
- Consultancy
- Matching supply and demand for collaboration/recruitment purposes.

EURES activities are based on the work of a network of consultants who are able to sound out the market and provide information on open positions, the needs of employers and professionals looking for jobs. This service is also essential for apprenticeships. However, finding workers from other European countries or SMEs can be a difficult task if it has not been done before, especially when the aim is to promote the long-term mobility of apprenticeships. So how do you start? What should be considered? Who can provide help and support? In EURES, there is a section dedicated to employers, including SMEs, who are looking to recruit new staff, including apprentices.

Another important platform is **EURES - Targeted Mobility Scheme (TMS)**. This is an initiative that promotes professional mobility in another EU country and in other countries too, such as Norway and Iceland. EURES TMS offers EU employers, including SMEs, a range of dedicated services to find motivated, qualified workers, interns and apprentices. The project provides SMEs with financial support for training and services that are offered to new participants recruited into the project in order to contribute to the costs of an “integration programme”. The training programme must be started during the first 3 weeks of the employee’s/trainee’s employment. There are no specific duration requirements but a realistic training plan needs to be offered in order to achieve a participant’s expected learning outcomes. Financial support depends on the country in which the employer is based and on the complexity of the integration programme.

Over the years, the European Union has developed several programmes and initiatives to support the internal movement of workers and collaboration between enterprises, with a particular focus on SMEs.

Where to find SMEs, apprentices and available organisations

Useful platforms for SMEs to understand where to find apprentices available for a long-term mobility opportunity

Description

It should be pointed out, however, that until 10 March 2021, there was no specific programme dedicated to supporting workers who go abroad to work in other companies to exchange skills. This shortcoming led to the creation of MobiliseSME.

- **MobiliseSME** is the first mobility programme specifically designed for SME staff. The main purpose of MobiliseSME is to encourage the internationalisation of EU SMEs, to improve their competitiveness and to establish a common EU methodology for a mobility scheme for SME staff. This programme is not the only one.
- **SME2B – The Networking and Trade Platform for SMEs**
SME2B is a business-to-business platform that enables European small and medium-sized enterprises to find new business partners across the continent in order to better exploit the European single market. This platform is also an excellent tool for VET providers and educational institutions wishing to develop their networks and improve cooperation with companies across the European Union. This platform is also of great benefit to members who want to develop and improve their collaboration with companies (e.g., for internships/apprenticeships) at the local, national or international level.

Websites

EURES Employers

This platform contains a section dedicated to employers who wish to recruit apprentices. It lets you find candidates, view candidates, advertise jobs and get tips within the platform.

EURES Target Mobility Scheme

This platform helps employers, especially SMEs, recruit people, including apprentices, with a specific profile. The network is innovative because it helps find staff in all European countries and beyond, and it also helps build a multicultural team.

SME2B

SME2B is a business-to-business platform that enables European small and medium-sized enterprises to find new business partners across Europe.

MobiliseSME

MobiliseSME is a programme initiated by the EU (EURES, EASI). It aims to help develop the skills of company staff (employees, managers and owners or co-owners) who wish to experience cross-border mobility in another company for a limited period of time, while maintaining the contractual link with their employer.

Relevant Articles



- [Regulation EU 2016/589](#)
- [Report EU 06/08/2021](#)
- [Your first EURES job \(project ended in 2021 but it's a good reference point for apprenticeship\)](#)
- [The Craft and SMEs VET – NET Platform](#)

Practical Info

Practical information for SMEs about the organisation of long-term mobility for apprentices

Introduction

This chapter will focus on the practical information that a company should receive before, during and after the mobility period of the apprentice(s) they agreed to host. Specifically, SMEs will receive an overview of the various documents they will need to stamp and sign, information about the most common insurance policies the students are provided with, as well as other general practical aspects that are crucial for a smooth progression of the apprenticeship/mobility period. It is important to specify that the majority of mobility projects in the VET sector in Europe is funded by the European programme Erasmus +.

Aim

The aim is to provide host companies with specific information on the main steps to follow when hosting an apprentice from abroad for a period of time longer than three months. The idea is to give them a clear overview of which documents, which insurance policies and which practicalities are needed. The goal is to make things as clear as possible so that lack of information can no longer be a barrier to long-term mobility in the VET sector.

Description

Internships abroad are a great resource for both host companies and apprentices. Sometimes, companies think it might be too challenging for them to take on an apprentice from abroad and one of the main reasons behind that could be the lack of practical information

Before the apprentice’s arrival in the company:

There are many ways to be part of an international experience: Either the company will be contacted directly by the VET/sending institution, by the apprentice him/herself or by an intermediary agency/work-experience provider that is in charge of organising the apprenticeship programme. The company itself, though, can actively initiate international mobility by contacting VET institutions in other countries or intermediary organisations. A good way to find contacts is to search for project partners, like VET schools, on online platforms like the [Erasmus Plus Projects Result Platform](#) or the websites of the [National Agencies in their country](#).

To be able to choose the right candidate that meets the company’s profile and needs, it is important to match the apprentice’s professional background and his/her hard and soft skills. Language skills are also very important. Since most apprenticeships are carried out in the context of a specific learning curriculum, it should be clear to all participating parties which learning outcomes the apprentice should have after completing the international experience. For this, it is highly recommended that work-placement and learning agreements be prepared between, at least, the apprentice and the hosting company. For more information about the documents involved, see the dedicated section below.

This initial selection phase can be organised by the sending or the intermediary organisation, but also by the hosting company as well. Once the company has agreed to take on the apprentice and has defined the training period with a start and end date, it should be decided internally who is going to be the apprentice’s responsible tutor and what tasks will be assigned to the apprentice during his/her internship.

Practical Info

Practical information for SMEs about the organisation of long-term mobility for apprentices

Description

For the host company, this means they will not have to worry about paying for extra employee coverage.
European apprentices can use their European health card for any type of emergency. Additional coverage may or may not be present.
The type of insurance policy that will be provided can also vary depending on the length of the mobility period. If this period is long (more than 3 months), there may be additional policies needed compared to shorter mobility periods.

Travel and accomodation

Travel to the mobility destination is, in most cases, organised by the VET institution or the school, whereas accommodation is often provided by the intermediary organisation. Travel costs are mostly paid by the mobility funding programme as an allowance, depending on the travel distances. At the mobility destination, local public transportation services, like buses or metros, can be used. It is often cheaper to buy a weekly or monthly ticket rather than a one-day ticket each day. Some cities even have special discounts for apprentices.
As regards accommodation, apprentices usually stay in a hostel (for shorter stays) or in a flat or shared flat or with a host family. They are usually either provided with meals or they take care of themselves.
Also in this case, the type of accommodation will vary depending on the duration of the trainee’s stay and the calculation of costs.
For long stays, there is also the possibility that students will have to look for a place to stay by themselves. In this case, the company might, on a voluntary basis, help the trainee with their search for suitable accommodation. Useful platforms for finding accommodation are local community housing groups on social media like Facebook or temporary housing listings on websites or in local newspapers.

Websites



Erasmus+ Results Platform

A database with descriptions, results and contact information for all Erasmus+ Projects undertaken.
Available in English.

Language Barriers

Tools to overcome and help overcome the language barrier in VET mobility opportunities abroad

Introduction

Despite the numerous benefits of long-term apprentice opportunities, a small group of employees and employers decide to invest in this type of venture. The relatively low involvement by employees in apprentice opportunities abroad is due to a number of barriers and difficulties that we can consider both in individual and group terms. One of the most significant barriers discouraging employees from leaving is the language barrier, as a result of poor knowledge of the destination language. Especially the English language, which is, nowadays, required in many workplaces. This chapter focuses on the barriers - especially the language barrier - that discourage people from participating in long-term apprentice opportunities and on solutions that can help break down the language barrier in the workplace.

Aim

The aim of this chapter is to underline the importance of creating a friendly environment in which employees can improve their language skills. In doing so, the consequences of failing to do this will also be pointed out: the language barrier and thus the early abandonment of long-term apprentice opportunities abroad.

Description

In order to reduce barriers to communication, employers should implement opportunities to improve language skills. One good solution is to offer free language courses and training, which will allow employees to practise.

The language barrier can also be eliminated by taking on foreign workers for internships. A company with English speakers creates the conditions for gradual “familiarisation” of its employees with a language other than their native one. The employer can also encourage employees to use freely available online courses (e.g. the Navoica platform) allowing people to work on language content and materials at their convenience. The employer can also create space for improving language skills by organising regular meetings with international guests. A useful tool to support the language skills of trainees could be preparing a dictionary of the most frequently used terms and phrases in the host country’s language within the scope of the planned work placement. Such a “language phrasebook” will help in communications with professionals from the host institution in the initial phase of the apprenticeship.

Another suggestion is to use translation applications that are common and freely available for smartphones and that could be useful in everyday communication. Overcoming the language barrier can also be started with short-term, pilot apprenticeships, during which the employee will gain self-confidence, overcome any initial fears and be encouraged to consider a long-term apprenticeship. Another good solution is to invite employees to participate in conferences or industry training, which are not always held outside the country and which require knowledge of a foreign language.

Websites



LOLS

Online Linguistic Support (OLS)
Provides linguistic support to all registered Erasmus+ users
Available in every European language



FOCUS ON APPRENTICES

Roles and Responsibilities

Understanding how the roles and responsibilities are distributed amongst the parties involved in long-term mobility abroad in the VET sector – focus on apprentices

Introduction

This chapter provides information about on the role of an apprentice regarding long-term mobility in the VET sector.
It will also provide a general overview of the other parties involved, including the role of intermediary agencies.

Aim

This chapter’s main goals are:

- To understand the role of an apprentice, where to ask for assistance and from whom
- To learn more about and to understand the actions of all the parties involved
- To understand what an intermediary agency does and how it interacts with the other parties

Description

When talking about long-term mobility opportunities abroad for apprentices, we first need to identify all the parties involved (or potentially involved):

- Apprentice

An individual student who is willing to participate in a mobility opportunity abroad for training and work experience.

This role is a central part of the exchange

- Sending Organisation

The organisation, public or private, to which a learner/staff members undertaking the long-term mobility opportunity belong. In the context under analysis, it includes vocational institutions or VET centres, public or private, which have a strong connection to the apprentice participating in the mobility opportunity.

- Hosting Organisation

In the VET context, this is often a private company located abroad where participants in the mobility opportunity experience an apprenticeship.

- Intermediary Agency

These organisations, which are often specialist training or mobility agencies, are the intermediary between the sending and the hosting organisations and are able to provide significant support in the preparation and supervision of the mobility opportunity abroad

- Funding Organisation (external to the project consortium)

This is the public entity or private organisation which funds the mobility programme, either through a grant or an individual scholarship. The European Commission is the most common provider of funding (see the chapter on financial inputs).

The responsibilities that come with a mobility opportunity abroad are shared among the various involved parties across the three phases that define the long-term mobility opportunity abroad: before the apprentice’s departure, during their stay, after their stay.

It is better to understand each party’s responsibilities in every phase, in order to better understand the process around apprenticeships and to avoid miscommunication, where possible.

The Sending Organisation selects the apprentices and identifies the learning outcomes together with the apprentice. A crucial role in the “before phase”.

Roles and Responsibilities

Understanding how the roles and responsibilities are distributed amongst the parties involved in long-term mobility abroad in the VET sector – focus on SMEs

Description

Hosting companies (SMEs) will be in contact with the apprentice but will be mostly involved in the “during phase”, introducing apprentices to the work situation, helping them, providing personal tutoring and, without intermediaries, easing them into the new environment.
SMEs will need to prepare a report on the achievements reached and assess each apprentice during their apprenticeship.

As mentioned before, there is the possibility of working alongside intermediary agencies; their role is to help sending and hosting organisations as well as apprentices (and students in general) with administrative tasks, managing the mobility opportunity and reporting progress.
An intermediary agency is also crucial in finding the right funding.

Websites



Europass Mobility

Europass Mobility is a document which describes the skills you develop on a particular mobility experience. The document can include information on your roles and responsibilities, job-related skills, language skills, digital skills, organisation and managerial skills, communication skills.

Salto Youth

SALTO-YOUTH stands for Support, Advanced Learning and Training Opportunities for Youth. It works within the Erasmus+ Youth and the European Solidarity Corps programmes. SALTO-YOUTH is a network of seven Resource Centres working on European priority areas within the youth field.

Source of information

Useful sources of information for apprentices who are considering participating in a long-term international mobility process

Introduction

This chapter presents the sources of information that apprentices, who are considering participating in a long-term international mobility opportunity process, will find useful.

To this end, this document offers the most representative sources of information in the different stages of the participation decision process: first contact, learning more about the process, learning about other experiences and other information that could be relevant.

Aim

This document is intended to help apprentices in their search for the most relevant information when considering the options of participating in an international mobility opportunity. For this, the most useful sources are provided for the first stages of the decision-making process: an introduction to international mobility of apprentices, learning more about the various aspects, and the approach to other experiences in a Vocational Education and Training field.

Description

When young people consider participating in an international mobility opportunity for apprentices, they need to have some basic information in order to form an initial impression of this process. Below are the sources of information that provide a first contact to the future learner. The contents have been organised as follows:

Firstly, information sources are provided that help answer the initial questions about international mobility of apprentices:

- European Knowledge Center for Mobility
- Erasmus+
- Study in Europe

Once the initial questions have been answered, those sources that provide more information on specific issues are provided, such as where internships can be done, how to prepare a CV to apply for them, which tools to use to understand the level of knowledge required of a foreign language and the training available to improve it:

- European Knowledge Center for Mobility
- Eurodesk
- Europass
- Online Linguistic Support (OLS)
- ENIC-NARIC Networks

Finally, other sources that might be of interest to the future apprentice are included, mainly aimed at knowing what young Europeans are doing and their experiences of international mobility:

- EuroApprentices Network
- European Apprentices Network
- European Youth Portal
- The European Platform on Learning Mobility
- Erasmus Student Network

Source of information

Useful sources of information for apprentices who are considering participating in a long-term international mobility process

Websites



Study in Europe

European Knowledge Center for Mobility

EURES

EURODESK

An introduction to the mobility opportunity process

This is a website for citizens outside Europe, but it also contains useful information for European apprentices. Find out everything you need to know to plan and complete your studies abroad.

Available languages: English, Bulgarian, Croatian, Czech, Danish, Dutch, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Swedish.

The European Knowledge Center for Mobility is a “one-stop shop” for high-quality mobility projects, offering information that every party involved (beneficiaries, sending organisations and hosting organisations) will find useful in order to achieve a worthwhile, meaningful experience.

As a future apprentice, you will find information to answer questions such as Why should I go abroad? How can I get involved? What can I do abroad? In addition, there are details about the mobility process.

Available languages: English, Italian, German, Spanish and Dutch

If you want to learn more...

EURES is a cooperation network designed to facilitate the free movement of workers within the EU 28 countries plus Switzerland, Iceland, Liechtenstein and Norway. The partners provide information, placement and recruitment services to employers and jobseekers whereas the European and National Coordination Offices oversee the organisation of the activities at the European and national levels respectively.

Available languages: English, Bulgarian, Croatian, Czech, Danish, Dutch, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Swedish.

EURODESK is a support organisation to Erasmus+. Eurodesk makes information on learning mobility comprehensive and accessible to young people and those who work with them. With a network of national coordinators connected to over 1100 local information providers in 36 European countries, Eurodesk raises awareness of learning mobility opportunities and encourages young people to become active citizens. Eurodesk is the main source of youth information on European policies, mobility information and opportunities.

Available language: English.

Source of information

Useful sources of information for apprentices who are considering participating in a long-term international mobility process

Websites

EUROPASS National Centers

EUROPASS NATIONAL CENTRES in every country (in the European Union and the European Economic Area plus the former Yugoslav Republic of Macedonia, Serbia and Turkey), a National Europass Centre coordinates all activities related to Europass documents. It is the first point of contact for any person or organisation interested in using or learning more about Europass.
Available languages: English, Bulgarian, Croatian, Czech, Danish, Dutch, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Swedish.

NARIC Network

National Academic Recognition Information Centres (NARIC Network) is a network that provides information on recognising diplomas awarded and periods of study completed in other European countries as well as advice on foreign academic diplomas in the country where the NARIC is established. The NARIC network provides authoritative advice to anyone travelling abroad for work or further education, but also to institutions, students, advisers, parents, teachers and prospective employers.

ENIC NARIC Networks

This portal provides information on recognising academic and vocational qualifications and on international mobility opportunities in the professional and higher education fields.
An individual wishing to study/work abroad: information on recognising diplomas and periods of study abroad for academic and professional purposes.
Available language: English.

Another good preparation option is to learn from others...

EUROAPPRENTICE Networks

The EuroApprentices Network is a network that connects apprentices and young people following a work-based learning experience in a Vocational Education and Training field. It aims to promote the VET sector and to encourage other young people to join VET institutions and undertake apprentices and work-based-learning schemes.
Available languages: English, German, French

EAN

The EAN is a network of apprentices at the European level. It was established to ensure that the voices of young apprentices are heard in discussions related to VET, and in particular for apprenticeships. The EAN is formed by current and former apprentices, representatives of student organisations and representatives of youth labour unions.
Available language: English.

Source of information

Useful sources of information for apprentices who are considering participating in a long-term international mobility process

Websites

European Youth Portal

Additional useful information

The European Youth Portal offers European and country-level information about opportunities and initiatives that are of interest to young people who are living, learning and working in Europe.
Available languages: English, Bulgarian, Croatian, Czech, Danish, Dutch, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Swedish

The European Platform on Learning Mobility (EPLM)

The EPLM is an exchange and cooperation space for youth organisations, researchers, policy makers and practitioners, such as trainers and youth workers.
Available language: English

Erasmus Student Network (ESN)

ESN is a non-profit international student organisation. Its mission is to represent international students and thus provide opportunities for cultural understanding and self-development under the principle of Students Helping Students.
Available language: English.

Relevant Articles



- [The Mobility Process – Checklist and considerations](#)
- [The European qualifications framework for lifelong learning.\(EQE\)](#)
- [PODCAST: COVID-19 and learning mobility](#)
- [Finding a job in Europe. A guide for jobseekers](#)
- [Euro working. A guide for young people who want to have a work experience abroad](#)
- [Top 7 benefits of living and working abroad](#)

How to apply

Tools and resources to understand the main programs and the procedure to use when applying for a long-term mobility apprenticeship at the European level.

Introduction

This section presents the main programs and the procedure to use when applying for a long-term mobility apprenticeship at the European level.

Aim

- The main aims of this section are:
- To understand the programmes that enable long-term mobility apprenticeships at the European level
 - To understand the procedures to follow in order to take part in an apprenticeship abroad
 - To understand which supporting organisations can help in the application process

Description

At the European level, apprenticeships abroad are mainly organised within specific funded programmes and initiatives, such as the Erasmus Plus Programme (Action: KA1 - Sector: VET), the EURES Targeted Mobility Scheme (TMS) and the Youth Guarantee.

1) According to the Erasmus Plus Programme, participants can spend a learning period abroad with a VET provider partner, in a company or another organisation active in the field of VET or in the labour market.

To take part in a VET learner mobility opportunity abroad with Erasmus+, applying directly for a grant as an individual is not possible. Applications must be made by the sending organisation, which, in turn, selects candidates for the period abroad. EU grants are designed to cover travel and subsistence costs whilst abroad. Here are the steps to follow:

- Ask your sending organisation to find out whether this opportunity is available to you.
- If your sending organisation is not familiar with the Programme, ask it to contact its National Agency.

2) Another EU initiative is the EURES Targeted Mobility Scheme (TMS). It helps young people (aged at least 18) and adults find a job, traineeship or apprenticeship in another EU Member State. Here are the steps to follow:

The EURES Adviser will support applicants in the recruitment process and will help them get ready to start their work experience abroad.

3) The Youth Guarantee initiative supports all young people in getting a good quality, concrete offer (apprenticeships or traineeship abroad) within four months after leaving formal education or becoming unemployed. Here are the steps to follow:

- Gather information about the initiative by visiting the Youth Guarantee website and/or by contacting your local contact point.
- Register for Youth Guarantee. Having completed your online registration, your nearest Public Employment Services (PES) office will contact you for an initial interview, leading to different measures such as a traineeship or an apprenticeship. Depending on regional practices, this step might be performed by a private entity duly enabled by the region to perform such services.

How to apply

Tools and resources to understand the main programs and the procedure to use when applying for a long-term mobility apprenticeship at the European level.

Description

4) In the local context, a variety of national and regional programmes can be found, depending on the scheme and the legal framework applied in that specific country. In this case, get in touch with your local or regional Public Employment Services (PES) office.

Outside this, you may take part in the apprenticeship abroad through voluntary applications as well. The most common procedure is to send a targeted CV with a cover letter to pre-selected employers. You may need an intermediate organisation (or placement agency) that can help you find a hosting organisation and to help with the logistics and administrative procedures.

Websites



Erasmus+

The EU programme to support education, training, youth and sport in Europe

EURES

The network of European Employment Services and the European Job Mobility portal

[EURES Advisors](#)

[EURES Mobility Scheme](#)

EURAXESS

It supports researcher mobility and career development, while enhancing scientific collaboration between Europe and the world.

Youth Guarantee

It is an EU initiative to ensure that all young people under 30 – whether registered with employment services or not – get a good-quality, concrete offer within four months after leaving formal education or becoming unemployed.

[Find your local contact point](#)

[Registration to Youth Guarantee](#)

Relevant Articles



[Finding a job in Europe - Guide for jobseekers](#)

Preparatory Activities

Preparatory activities connected to long-term mobility of apprentices

Introduction

This chapter is aimed at apprentices who are in the process of starting a long-term mobility opportunity abroad. It provides an overview of the preparatory activities connected to the opportunity.

Aim

- The main aims are:
- To provide a general overview of the “before” phase of a long-term mobility opportunity
 - To provide the tools to gather and provide the necessary information
 - To provide a series of steps to take in order to begin a successful apprenticeship abroad

Description

Preparing a series of preparatory activities is mainly done by the sending organisation or an intermediary agency (if there is one). After applying for a specific apprenticeship, there is the selection process for that specific role.

The selection process is mainly done by the sending organisation and, at a later stage, with the hosting organisation.

If all parties agree, a learning agreement is drawn up and signed by each party; this agreement is crucial to the successful outcome of the apprenticeship and the experience.

A country-specific information pack is usually provided by the hosting organisation. You will also be assigned a tutor who will help ease your stay into the workplace and the new country.

It might be useful to compare experiences with other expats using the shared site. It is also important to try to be as sincere as possible when talking about your difficulties, doubts and linguistic situation.

The situation regarding the departure could be done independently or with the sending organisation’s assistance.

Make sure you communicate, in a timely manner, the time and place of your arrival. Regarding accommodation, the sending and the hosting organisation may already have an agreement about this and may be able to provide you with some possibilities.

If not, the hosting organisation can usually help find a good solution.

Make sure you give yourself enough time: finding a place to stay in some countries/cities is more difficult than in others and it could have a huge impact on the start of your stay.

To summarise, the steps to be taken are:

- Find a suitable SME (or SMEs) (usually with the sending organisation’s help)
- Make contact with the sending organisation and/or the intermediary
- Make contact with the potential SME
- Draw up and sign the learning agreement and contracts
- Make contact with the assigned tutor
- Organise the practical arrangements/departure/accommodation

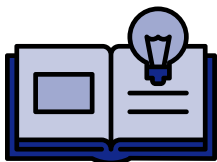
Preparatory Activities

Preparatory activities connected to long-term mobility of apprentices- focus on SMEs

Websites



SALTO YOUTH



The SALTO-YOUTH Resource Centres promote and support youth work by offering trainings, tools and state-of-art strategies

It is crucial that all parties communication well. Try to be assertive and ask for information when needed. At times, a problem might appear insurmountable but, with the right knowledge, it could be solved easily.

Assessment

The assessment and self-assessment of your mobility apprenticeship experience - focus on apprentices

Introduction

In this chapter, we want to offer tools and actions to help apprentices self-assess their experience abroad and, therefore, whether the apprenticeship abroad scheme is working, how it is progressing and to suggest corrections if needed.

Aim

- The main goals are:
- To understand the meaning and importance of assessing a long-term mobility opportunity abroad
 - To gain the right knowledge and tools to be able to do a self-assessment

Description

Your apprenticeship abroad will base its efficiency on the learning agreement you produce before your departure.

A pre-assessment of your linguistic skills is essential in order to be able to address the situation if needed, and also to provide the hosting organisation with the right knowledge regarding your situation.

It would be ideal to pre-assess your soft and hard skills as well; knowing where you are lacking and what could be improved might help you and your tutor define the next step of your mobility opportunity and it would also give you the chance to see improvements achieved specifically in the work setting.

In this perspective, it would be ideal to create an assessment grid that could work alongside the learning agreement drawn up previously.

Regular assessment sessions with your tutor can be agreed and can help you adjust to the challenges and increase the chances of a successful apprenticeship.

Indeed, tutors regularly assess apprentices to ensure the learning process is being followed so that apprentices are able to increase their knowledge, as defined by the learning agreement, and to gain a committed assessment, certification and recognition of the skills that will benefit them after the end of the apprenticeship.

It is important for the tutor to meet apprentices regularly and to define specific moments for bilateral assessments.

Websites



Skills Portfolio

R.APP

Europass Mobility

This document has been developed to assess the skills someone already has, to choose which skills to acquire and to check the progress of acquiring those new skills.

Project that develops useful modules for the implementation and assessment of LTMA. Annex 10,11,12,13, 14

This is a document that records the knowledge and skills acquired in another European country.

Tutoring and in-company training

The tutor as a cornerstone in the long-term mobility opportunity

Introduction

Tutoring is a broad concept and, as such, it could be understood in different ways. Sometimes it can even be mixed with mentoring or coaching, depending on the perspective or the linguistic nuances. Going back to its linguistic roots, the word “tutor” comes from Latin and means guardian and protector. In practice it could mean informal support and help, often but not only, in an educational context. The common thread is that the tutor is a key figure in the long-term mobility opportunity and involves a technical and a human aspect to be taken into consideration.

Aim

The aim is to provide apprentices with specific information about the role of the tutor within the long-term mobility opportunity: this person will accompany the trainee before, during and after the mobility experience. When abroad for a long time, away from their comfort zone and their support system, trainees can feel overwhelmed and insecure. In this case, the tutor plays a fundamental role. It is crucial, therefore, to understand this position as well as the tutor’s tasks and responsibilities.

Description

As part of the long-term mobility opportunity abroad, tutors include the sending organisation’s tutor and the receiving organisation’s tutor, also called the company tutor. An optional third figure can be the tutor from the intermediary organisation. The overall goal of any tutor is to provide the necessary support to the trainee, helping them overcome any challenges encountered during the mobility experience, monitoring their progress, giving constructive feedback and keeping in touch with other parties involved during the trainee’s stay abroad. Tutors should be able to have an open communication channel between them in order to fully support the trainee from different points of view.

The sending organisation’s tutor is often a project coordinator or a teacher who brings together all the involved parties, handles mobility standards and criteria, and acts as a general supervisor. This tutor is active even before the mobility experience starts and they provide trainees with clear information about the partner roles involved and their responsibilities. Moreover, they are in charge of the documents related to mobility.

The company tutor can either be an employee of the company or the head of the company itself. They will be the trainee’s contact person for the work placement and will play a strategic role in the trainee’s integration into and adaptation to a new vocational setting.

The tutor from the intermediary organisation acts as a mediator between the trainee, the tutor from the sending organisation and the tutor from the company. This is the person who welcomes the trainee and helps him/her take the first steps in the new country, facilitating training at the destination. The intermediary tutor should be in constant contact with the trainee in order to mediate and support them in organisational and bureaucratic issues

Tutoring when done at its best will not give the answer, but will guide the trainee to discover it, giving constructive feedback, exchanging thoughts.

Tutoring and in-company training

The tutor as a cornerstone in the long-term mobility opportunity

Description

The company tutor as an expert will show the trainee techniques and strategies but will also tell them about their own experiences, help them learn from their mistakes, motivate them to improve and move forward.

The sending organisation’s tutor (or the intermediary organisation’s tutor, if envisaged) can help with logistical, linguistic and bureaucratic issues. Through contact with the trainee and the company, they can be a great mediator and give the trainee practical problem solving advice.

One way to get better feedback is to have frequent meetings, where the tutor and the trainee take the time to have a general overview and talk about the challenges and any possible difficulties of the internship.

The company tutor should have an open communication channel with the sending organisation’s tutor and, if envisaged, with the intermediary organisation’s tutor, in order to fully support the trainee from different points of view.

Websites



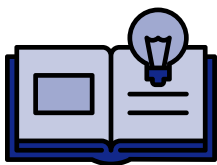
Google Translate

DeepL

As mentioned, communication between the trainee and the tutor and/or the rest of the team is critical. Some problems may arise due to the language barrier (basic knowledge of English, lack of specific terminology, etc.)

These translation tools can be useful in aiding communication. They are both very easy to grasp and they are effective in terms of both results and usability. They can be downloaded as Apps but can be accessed from any browser connected to the internet.

Whatsapp



For remote communication, instant messaging is easier than a telephone call. The company tutor should define which means of communication are acceptable and which should be used in different situations, i.e. for urgent matters, use a telephone, for information during working hours, send a message.

Open communication and mutual respect are at the heart of every relationship. In the context of international mobility, there can often be cultural differences and misunderstandings due to language. This also affects expectations. It is worth discussing them with tutors in order to avoid disappointments and misunderstandings.

Benefits

Opportunities offered by a long-term apprentice opportunity abroad for the apprentice

Introduction

This chapter addresses the opportunities offered by a long-term apprentice opportunity abroad. Apprentices and long-term placements are an important part of employee development, where, during the trip, they acquire new knowledge, skills and competencies. Despite the numerous benefits of this type of practice, a small number of employees and employers decide to invest in such opportunities in the workplace.

As far as the benefits of long-term apprentices are concerned, there are 3 levels where positive experiences happen:

- a) Benefits to the departing employee;
- b) Benefits to the company receiving workers;
- c) Benefits to the company sending a worker on a long-term apprentice opportunity.

This chapter discusses the benefits that arise for all groups of recipients.

Aim

The aim of this chapter is to show the positive aspects of a long-term apprentice opportunity abroad for the employee (trainee) and which can be also be applicable to a student. Knowing the range of benefits for the individual employee, the host company and the company investing in this type of travel allows for a holistic view of apprentices abroad and fosters promotion. This chapter explains the value of professional internships abroad at various levels.

From the trainee’s perspective, opportunities related to professional development, improving communication skills, learning about new cultures and gaining experience working in a multicultural environment become important.

Description

An employee who participates in a long-term apprentice opportunity abroad has a chance to improve his/her existing qualifications. He/She gets to see new work environments, expand his/her network of contacts, open him/herself up to new technologies and work techniques, gain experience that is an important element of professional development, improve his/her language skills. By improving his/her skills on international grounds, an employee enriches his/her CV, opens him/herself up to new opportunities, gets to know another culture. Today’s labour market continuously places new demands on potential employees and, along with increased globalisation, intercultural competencies are becoming important, the practical learning and application of which is realised during long-term apprentices abroad.

Long-term apprentice opportunities abroad become a real chance to exchange an international experience both in relationships between individual employees as well as between companies. Apprentice opportunities of this kind make it possible to exchange experiences and learn about new technologies used in various industries. Short-term apprentice opportunities do not offer as many chances, they are often treated as a trip to visit a particular region rather than as providing an opportunity for professional development. Long-term apprentice opportunities allow the employee to develop professionally in various areas, as well as to get to know a different culture and the place where he/she will be staying. Long-term apprentice opportunities are also in line with the idea of lifelong learning and constitute an opportunity for all employees, regardless of age.

A wide range of benefits that arise from a long-term apprentice opportunity leads us to conclude that such trips greatly facilitate the individual development of employees and contribute to progress at various levels, both in home and host companies.

Financial inputs

Long term international mobility: funding possibilities for apprentices

Introduction

If you are considering participating in a long-term apprenticeship mobility opportunity, it is important that you understand the available financial inputs.

There are a number of grants available to support this experience. The European Commission makes direct financial contributions in the form of grants in support of projects or organisations which further the interests of the EU and/or contribute to implementing an EU programme or policy. Interested parties can apply by responding to calls for proposals. A comprehensive list of them is given in this document.

Aim

The objective is for the reader to understand the current, main financial inputs for apprentices who participate in a long-term mobility opportunity.

Description

In general terms, this section outlines the funds available for apprentices who participate in an international mobility opportunity and the current instruments to search for this kind of financial input.

For this, firstly, two financing search tools are presented:

- Funding resources: To browse education and training funding calls and get further information about it.
- Eurodesk Opportunity Finder: Which provides information about funding to support youth projects, youth work and youth information from the EU such as Erasmus+, or Europe for Citizens calls for proposals and from private foundations.

Secondly, the list of specific funding instruments that could promote the development of international mobility projects is provided:

- Erasmus+: supports work placements or study periods abroad for students currently enrolled in vocational education and training (VET) and for recent graduates.
- EURES Targeted Mobility Scheme: supports jobseekers in tackling the challenges of working abroad, providing support in the form of targeted allowances.

Websites



Funding resources

Where to look for financial inputs: funding search tools

The EU offers a wide range of funding opportunities for education and training. You can browse education funding calls and get further information about it here. Available languages: English, Bulgarian, Croatian, Czech, Danish, Dutch, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Swedish.

Financial inputs

Long term international mobility: funding possibilities for apprentices

Websites

Eurodesk Opportunity Finder

This provides information on the following offers:

- Learning: programmes, funds and scholarships to learn and study abroad
- Volunteering: programmes, funds and projects for volunteering abroad
- Internships: paid internships and traineeships at international and EU institutions such as the World Bank, the EU, the Court of Justice, the UN, etc.
- Participating: Open calls for participation in consultations, competitions, awards, prizes and games
- Grants: funding to support youth projects, youth work and youth information from the EU such as Erasmus+, Horizon 2020 or Europe for Citizens calls for proposals and from private foundations

Available language: English.

Specific funding sources

Erasmus+

Erasmus+ supports work placements or study periods abroad for students currently enrolled in vocational education and training (VET) and for recent graduates. Students can receive a “student grant” to contribute to the increased costs that the mobility period abroad generates. Such a grant may consist of one or both of the following:

- an EU grant, calculated per month and paid as a unit cost (see the “funding rules” section in Part B of this Guide); and/or
- a national, regional and/or local grant provided by a public or private donor, or loan scheme.

Students with a zero-grant from EU funds are permitted (both for study and traineeship mobility), i.e. students who fulfil all Erasmus student eligibility criteria and benefit from all advantages of being an Erasmus student without receiving an EU mobility grant.

Available languages: English, Bulgarian, Croatian, Czech, Danish, Dutch, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Swedish.

EURES Mobility Scheme

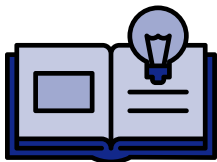
Thanks to EURES TMS, jobseekers can be supported in tackling the challenges of working abroad. EURES TMS can provide support in the form of targeted allowances. Language courses, recognition of qualifications, travel and subsistence expenses can be financed.

Available languages: English, Bulgarian, Croatian, Czech, Danish, Dutch, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Swedish.

Financial inputs

Long term international mobility: funding possibilities for apprentices

Relevant Articles



[Financing apprenticeships in the EU](#)
[Database on financing apprenticeships in the EU](#)
[Financing programmes for SMEs](#)

- Duration: the period abroad may last between 2 weeks and 12 months.
- Conditions: to participate in a VET learner mobility abroad programme with Erasmus+, your organisation must apply to acquire an Erasmus accreditation in the field of VET or to participate in a short-term mobility project.
To receive Erasmus+ support as a recent graduate, your study or traineeship period must occur within 1 year of graduation.
- Learning Agreement: before you start your study or traineeship period, you, your institution or organisation and the receiving organisation will need to prepare a Learning Agreement. This document sets out your learning goals, rights and responsibilities and how the learning period will be formally recognised.
- Financial Support: EU grants are designed to cover travel and subsistence costs whilst abroad. With EU funding, grants are managed by the sending organisation in question and they are responsible for making payments to individuals.
- How to apply: you cannot apply directly for a grant as an individual; applications must be made by the sending organisation, which, in turn, selects candidates for the period abroad.

Where to find SMEs and available organisations

Useful platforms for apprentices to understand where to find SMEs available for a long-term mobility process.

Introduction

This section contains useful information about some apprenticeship platforms. These platforms are useful for apprentices who want to find apprenticeship opportunities that match their interests and skills. We will also discover how the use of certain social media networks can play a decisive role in the search for certain job positions, including long-term mobility.

Aim

Europe constantly needs more workers with practical skills and qualifications. By participating in an apprenticeship, you can develop the skills that employers are looking for, increasing your chances of finding a gratifying job. At both the European and national levels, efforts are being made to promote apprenticeships in various ways. This chapter, therefore, provides a general overview of where organisations and SMEs can be found that offer apprenticeship opportunities.

Description

There are several channels and/or platforms in both the European and national contexts where information can be found about organisations and companies, including SMEs, which offer apprenticeship opportunities.

- Reinforced Youth Guarantee

Since 2013, the European Alliance for Apprenticeships (EaFA) platform has brought together governments and businesses, social partners, VET providers and youth representatives. Its aim is to strengthen the quality, supply and image of apprenticeships in Europe and to improve the mobility of apprentices. The Alliance promotes the mobility of apprentices and, with its apprenticeship support service, aims to improve the quality of apprenticeships across the EU. EaFA members can benefit from apprenticeship support services, which provide online resources and networking opportunities that allow like-minded people to connect, learn and act. Through the Youth Guarantee, you may be eligible for an apprenticeship. The Reinforced Youth Guarantee is a commitment by every Member State to ensure that all young people under the age of 30 can have the opportunity of a good apprenticeship.

- EURES

With this job mobility portal, the solution is to provide services to apprentices who are interested in acquiring new professional resources, making use of the principle of free movement of people within the EU. Specifically, the portal provides three types of service:

- Information
 - Consultancy
 - Matching supply and demand for collaboration/recruitment purposes.
- EURES activities are based on the work of a network of consultants who are able to sound out the market and provide information on open positions, the needs of employers and professionals looking for jobs. This service is also essential for apprenticeships. There is a section in EURES dedicated to jobseekers, including apprentices, where you can access the platform and enter the EURES labour market. It lets you find employers, including SMEs, register and get hired through your EURES CV.

- EURES – Target Mobility Scheme (TMS)

Another important platform is EURES - Targeted Mobility Scheme (TMS). This an initiative that promotes professional mobility in another EU country and in other countries too, such as Norway and Iceland. EURES TMS offers EU jobseekers a range of dedicated services to find a job, internship or apprenticeship opportunity. EURES TMS provides great support to EU citizens to find an apprenticeship through tailor-made assistance. It can also provide support in the form of targeted allowances. Another important aspect is that language courses, recognised qualifications, travel and subsistence costs can be financed.

Where to find SMEs and available organisations

Useful platforms for apprentices to understand where to find SMEs available for a long-term mobility process.

Description

Besides these platforms, there are other sites that help with the job search. Here is a list of the main ones:

- **Monster**

Monster is a popular search engine for job postings but can also be used to look for an apprenticeship. Its database can be browsed free of charge but, in order to be able to reply to a job posting, you need to register, which will allow you to create your own virtual CV and make it available to employers.

- **Totaljobs**

How do you find an apprenticeship? And, more importantly, how can you make sure it's the right one for you?

Totaljobs is a good platform that explains how apprenticeships are a great way to enter a profession by putting various job opportunities on your page.

- **LinkedIn**

LinkedIn, a social media network dedicated to the professional world, can be used from a computer but also from smartphones and tablets, and could be useful for job hunting.

In fact, although not exactly in the category of websites dedicated to job offers, LinkedIn can be valuable when starting a new working relationship, including apprenticeships, since it has a section dedicated to job postings. It also allows you to highlight your profile so that it stands out to companies looking for new professionals.

Websites



**European Alliance
for Apprenticeships**

The European Alliance for Apprenticeships is a platform for sharing experiences and learning from those involved in an apprenticeship programme. You can also find partners, develop new ideas and initiatives, and access the latest news and tools on apprenticeships.

**EURES Target
Mobility Scheme**

This platform helps employers, especially SMEs, recruit people, including apprentices, with a specific profile. The network is innovative because it helps find staff in all European countries and beyond, and it also helps build a multicultural team.

**Reinforced Youth
Guarantee**

The Reinforced Youth Guarantee is a commitment by every Member State to ensure that all young people under the age of 30 can have the opportunity of a good apprenticeship.

Monster

Totaljobs

LinkedIn

Where to find SMEs and available organisations

Useful platforms for apprentices to understand where to find SMEs available for a long-term mobility process.

Relevant Articles



- [Regulation EU 2016/589](#)
- [Report EU 06/08/2021](#)
- [Commission proposal 01/07/2020 on Youth Guarantee](#)

Practical Info

Practical information for apprentices about the organisation of long-term mobility for apprentices

Introduction

This chapter will focus on the practical information that an apprentice should receive before, during and after the mobility period. Trainees will receive an overview of the various documents they will need to fill out or submit to host companies, information about the most common insurance policies they are provided with, as well as other general practical aspects that are crucial for a smooth progression of their apprenticeship/mobility period. Note that most mobility projects in the VET sector are funded by the European programme Erasmus +.

Aim

The aim is to provide apprentices participating in a VET long-term mobility opportunity with specific information about the main steps to follow when working abroad at a host company. The idea is to give them a clear overview of which documents, which accommodation information and which practicalities are needed. The goal is to make things as clear as possible so that lack of information can no longer be a barrier to long-term mobility in the VET sector.

Description

Internships abroad are a great resource for both host companies and apprentices. Sometimes, an apprentice might think that it is too much of a challenge for them to go abroad and work in a foreign company, away from their home and their personal safety. Any second thoughts can be dealt with if we provide trainees with useful and clear information about what they can be expected to face during the mobility period.

Before the apprentice’s arrival in the company:

Apprentices can take part in an international experience autonomously or through their school/VET institution. If the school/VET institution organises the mobility opportunity, there is often an intermediary agency/work experience provider that manages all the practical aspects of the programme at the destination. This intermediary agency is the point of reference for the student whilst abroad. It usually handles finding accommodation, looking for the right companies based on the student’s skills and experience, and managing all the necessary documents. If an apprentice decides to participate in a programme autonomously, they can either contact an intermediary agency directly or do some research on the Erasmus Plus Official Page for information about projects/applications for individuals. Another great source of information are the local National Agencies based in the apprentice’s country of residence.

In choosing the right company for the trainee’s profile, it is important to match the trainee’s professional background and their hard and soft skills. To ensure that communication will not be an issue, the trainee’s language skills are also very important. Since most apprenticeships are carried out in the context of a specific learning curriculum, it should be clear to all participating parties which learning outcomes the apprentice should have after completing the international experience. The trainee should also take advantage of their time abroad to improve their language skills and make the most out of the working experience in a foreign company.

Practical Info

Practical information for apprentices about the organisation of long-term mobility for apprentices

Description

The apprentice may have several tutors during the mobility period, one from the sending organisation, one at the intermediary agency and one in the workplace. Tutors are responsible for monitoring the internship and its various aspects.

Documents

Before starting the training abroad, it is recommended that the trainee and the other parties participating in the mobility opportunity agree the following contracts:

This list is an overview of the most common documents in the EU context. Be aware that this is a list of documents in a “best practice scenario”, which means that a host company will not necessarily have to deal with all of them. Those documents are often prepared by the sending or the intermediary institution.

Learning Agreement

This provides for a transparent and efficient preparation of the work-placement so that everything is made clear and understandable to all the parties involved in order to ensure the trainee receives recognition for the activities successfully completed abroad. It mainly contains the Learning Objectives and Outcomes and defines the specific assessment and recognition procedures.

Quality Commitment

This refers to the principles under the European Quality Charter for Mobility and defines each project participant’s responsibilities, e.g. the sending institution, the hosting institution and the trainee.

Europass

A standardised CV format, which allows the trainee to present his/her skills and the qualifications gained after the training period.

In addition to the usual EU documents, each apprentice should have a working contract with the host company and his/her sending institution and/or the intermediary organisation. This working contract should specify the period of the apprenticeship, the insurance measures to take, the compensation offered, the tasks to be performed, etc. If the apprenticeship is part of a project, the project name and project number should be specified too. This is important should the host company be subject to a review by its national tax office or another official institution.

During the training period in the company, it is important that the apprentice’s activities are recorded and periodically signed and stamped by the company’s tutor. That is why an attendance and activity register should be implemented on a daily or weekly basis.

At the end of the training period, the trainee should receive a certificate from the host company as proof of having successfully completed the training period.

Insurance

It is very important for trainees to know that, during their time abroad, they should be covered by an accident and liability insurance policy, which applies to the workplace as well.

European apprentices can use their European health card for any type of medical emergency. Additional health coverage may or may not be present.

Practical Info

Practical information for apprentices about the organisation of long-term mobility for apprentices

Description

The type of insurance policy that will be provided can vary depending on the length of the mobility period. If this period is long (more than 3 months), there may be additional policies needed compared to shorter mobility periods.
In the event of an emergency, trainees should be familiar with the local emergency telephone numbers, e.g. ambulance, fire and police.

Travel and accommodation

Travel to the mobility destination is, in most cases, organised by the VET institution or the school, whereas accommodation is often provided by the intermediary organisation. Travel costs are mostly paid by the mobility funding programme as an allowance, depending on the travel distances. It is important, therefore, to book flights, buses or trains some time in advance in order to ensure that prices remain reasonable and understandable. At the mobility destination, local public transportation services, like buses or metros, can be used. It is often cheaper to buy a weekly or monthly ticket rather than a one-day ticket each day. Some cities even have special discounts for apprentices. For more information, consult the local public transportation service’s website.

As regards accommodation, apprentices usually stay in a hostel (for shorter stays) or in a flat or shared flat or with a host family.
If a trainee stays in a hostel, meals will either be provided (in the form of half board or full board) by the hostel itself, or the trainee may often receive compensation from the mobility programme’s sending institution in the form of a stipend to be used for shopping and cooking meals in the hostel’s shared kitchen.
If the trainee stays with a host family, they will see to the meals. If the trainee stays in an apartment, which is often the most common type of accommodation for a long-term internship, they will have to do the shopping and the cooking with the money they receive as a stipend.

The type of accommodation will vary depending on the duration of the trainee’s stay and the calculation of costs.
In the case of self-organised stays, trainees will have to look for a place to stay by themselves. In this case, they can either ask their host company for help, or they can browse useful platforms such as local community housing groups on social media like Facebook, temporary housing listings on websites or local newspapers.

Websites



Erasmus+ Results
Platform

A database with descriptions, results and contact information for all Erasmus+ Projects undertaken.
Available in English.

Language Barriers

Tools to overcome the language barrier in VET mobility opportunities abroad

Introduction

Despite the numerous benefits of long-term travel for an internship, a small group of employees and employers decide to invest in this type of venture. The relatively low involvement by employees in trips abroad is due to a number of barriers and difficulties that we can consider both in individual and group terms. One of the most significant barriers discouraging employees from leaving is the language barrier, as a result of poor knowledge of the destination language. Especially the English language, which is, nowadays, required in many workplaces. This chapter explores the barriers - particularly the language barrier - that discourage people from participating in long-term apprentice opportunities and the solutions that can help break down the language barrier in the workplace from an employee (intern) perspective.

Aim

The aim of this chapter is to discuss the conditions that influence the emergence of a language barrier and thus the abandonment of a long-term apprentice opportunity abroad. The chapter addresses the issue of overcoming the language barrier at the employee (trainee) level in order to motivate employees to take action to improve their language skills.

Description

The language barrier is a factor that discourages an employee from actively engaging in professional travel abroad. This issue is particularly felt by older workers, who graduated from formal education at a time when there was less emphasis placed on cultural competence or knowledge of a foreign language. Young people entering the job market today have fewer issues with language because they are aware of the necessity of knowing at least one foreign language. This situation also results from greater opportunities to travel and explore the world, which is attractive and appealing to young people. In terms of the issues discussed, it should be noted that the language barrier is already an obstacle when deciding whether to consider an internship abroad. Employers and employees are already discouraged at the stage when the required documents need to be prepared, acquiring a foreign partner, preparing the stay.

Websites



OLS

Online Linguistic Support (OLS)
Provides linguistic support to all registered Erasmus+ users
Available in every European language

Results and certifications

Tools and resources to understand the main certificates awarded after successfully completing a mobility experience at the European level

Introduction

This section contains the main knowledge, skills and competences acquired by apprentices during a long-term apprenticeship abroad and the certificates awarded after successfully completing a mobility experience at the European level.

Aim

- The main aims of this section are:
- To understand the main knowledge, skills and competences acquired by apprentices during a long-term apprenticeship abroad at the European level
 - To understand the certificates awarded after successfully completing a mobility experience at the European level

Description

Spending time in another country is an excellent way to learn about new cultures and develop new skills through a range of different experiences. Europass Mobility helps capture and communicate these valuable new skills and experiences gained during a mobility experience in a widely recognised way. Europass Mobility is a document which describes the skills you develop, including information on your roles and responsibilities, job-related skills, language skills, digital skills, organisation and managerial skills, and communication skills. If you participate in an organised mobility experience in another country and would like to receive the Europass Mobility, follow these steps:

- Ask the sending organisation (e.g. the school or institution that organised your placement) to register with the National Europass Centre in your country.
- The sending organisation and the hosting organisation (the organisation or institution that you visit when abroad) will complete the relevant documents.
- You will receive your Europass Mobility after you complete your experience abroad.

Websites



Europass Mobility

Europass Mobility is a document which describes the skills you develop on a particular mobility experience. The document can include information on your roles and responsibilities, job-related skills, language skills, digital skills, organisation and managerial skills, communication skills. These skills can be very valuable when applying for jobs and courses in the future.

[Europass Mobility Template](#)

[Europass Mobility Instructions](#)

[Europass Profile](#)

Results and certifications

Tools and resources to understand the main certificates awarded after successfully completing a mobility experience at the European level

Websites

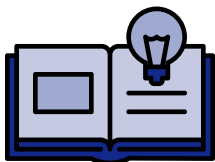


Self-assessment

The self-assessment grid illustrates the levels of proficiency described in the Common European Framework of Reference for Languages (CEFR). It presents 34 scales of listening, reading, spoken interaction, spoken production and writing activities.

Eric- Naric Network

This portal provides information on recognising academic and vocational qualifications and on international mobility opportunities in the professional and higher education fields.
Employers: information on a candidate’s foreign qualifications and on what procedures to use to recognise professional/vocational experience.
Available language: English.



With a Europass Mobility, you can simply update your Europass profile with the skills and information from it and store it in your Europass library.



GLOSSARY

Glossary

A

Applicant

Any participating organisation which submits a grant application.

Apprentice

A person who works for another in order to learn a trade, someone who follows an apprenticeship learning scheme .

Apprenticeship

The period of time spent working as an apprentice. This is akin to job training that involves following and studying a master of the trade on the job instead of in school. A combination of on-the-job training and related instruction in which apprentices learn the practical and theoretical aspects of a highly skilled vocation.

Assessment of learning outcomes

The process whereby the knowledge, skills and competences of an individual are appraised against predefined criteria (learning expectations, measurement of learning outcomes). Assessment is typically followed by certification and validation.

B

Beneficiary

When a project is approved for an Erasmus+ grant, the applicant organisation becomes a beneficiary by signing a contract with the National or Executive Agency that selected the project. If the application was made on behalf of other participating organisations, the partners may become co-beneficiaries of the grant.

C

Company's tutor

Someone with specific job-related skills and a vocation/commitment to training, someone who is in charge of the development of the intern, in terms of both technical and professional aspects.

Consortium

Two or more participating organisations which team up to prepare, implement and follow up a project or an activity within a project. A consortium may be national (i.e. involving organisations established in the same country) or international (involving participating organisations from different countries).

Criterion/Criteria

A standard or principle to judge, evaluate or select something. Company tutor

E

Employer

An employer is the person or organisation that you work for.

ECVET

European Credit System for Vocational Education and Training (ECVET) is a technical framework for the transfer, recognition and (where appropriate) accumulation of an individual's learning outcomes with a view to achieving a qualification.

Glossary

E

EQF

European Qualifications Framework (EQF): this is a translation tool that helps explain qualifications awarded in different countries and by different education and training systems, and helps compare them. Its eight levels are described in terms of knowledge, skills and competences.

Erasmus Pro

This is an initiative under the Erasmus+ Programme. This initiative included under Key Action 1 (learning mobility) aims to facilitate and promote 50,000 work placements of 3 to 12 months for VET learners and recent graduates between 2018 and 2020.

Eures

Set up in 1993, EURES is a cooperation network between the European Commission and the EEA's Public Employment Services (PES). Switzerland also cooperates in EURES. EURES helps workers and employers who wish to benefit from the right of free movement of workers within the EEA.

Europass

A standardised CV format, which allows the trainee to present his/her skills and the qualifications gained after the training period.

Europass Library

It is a free online space, linked to your Europass profile, where you can store files related to your career and studies.

Europass Mobility

It is a document which describes the skills you develop on a particular mobility experience.

Europass Profile

It is a tool that can be used by organisations – employers, volunteer organisations, recruiters, guidance practitioners, youth organisations, education and training institutions and more – as part of the support and services they offer to people.

G

Grants

Subsidies to support the individual's or the company's investment in education and training.

I

Intermediary Organization

This is an organisation active in the labour market or in the fields of education, training and youth work. Its role may be to share and facilitate the administrative procedures of the sending higher education institutions and to better match student profiles with the needs of enterprises in case of traineeships and to jointly prepare participants.

Intermediary's tutor

A person at the foreign destination who acts as a mediator between all the involved parties and helps the trainee locally

I

ECVET

European Credit System for Vocational Education and Training (ECVET) is a technical framework for the transfer, recognition and (where appropriate) accumulation of an individual's learning outcomes with a view to achieving a qualification.

Glossary

L

Learning Agreement

This is the document which defines the learning outcomes to be acquired during the mobility opportunity by the apprentice, agreeing the assessment procedures and how learning achievements will be documented, specifying the roles of the partners involved and under which conditions credits can be transferred (validation and recognition).

Learning Outcome

The set of knowledge, skills and competences an individual acquires and/or is able to demonstrate after successfully completing a learning process, either formal, non-formal or informal. These are statements of what a learner knows, understands and is able to do upon completing a learning process, which are defined in terms of knowledge, skills and competence.

M

Memorandum of Understanding

This specifies the terms of the partnership, the roles of the parties involved and the Learning Objectives. It details the conditions under which the identified learning outcomes from the trainee's course syllabus can be achieved, assessed, validated and potentially transferred.

Mentor

The experienced person, acting as a role model, guide or coach, who provides guidance and support to an apprentice.

N

National Agency

A body in charge of managing the implementation of the Programme at the national level in a Member State or in a third country associated with the Programme. One or more National Agencies may exist in any one country.

O

Organisation

An organisation is an entity — such as a company, an institution, or an association — comprising one or more people and having a particular purpose.

P

Platform

A piece of technology or software that connects users with other members of a community to create mutually beneficial opportunities.

Q

Quality Commitment

This refers to the principles under the European Quality Charter for Mobility and defines each project participant's responsibilities, e.g. the sending institution, the hosting institution and the trainee.

R

Receiving organisation (or hosting)

It's the organization in charge of receiving students/staff from abroad and offering them a study/traineeship programme or a programme of training activities, or benefiting from a teaching activity.

Glossary

R

Receiving organisation's tutor

Someone with specific job-related skills and a vocation/commitment to training, someone who is in charge of the development of the intern, in terms of both technical and professional aspects.

Recommendation

This is one of two forms of a non-binding EU act. The other form being opinions. Although recommendations do not have any legal consequences, they may offer guidance on the interpretation or content of EU law.

Regulations

A binding legislative act that must be applied, in its entirety, across the EU.

S

Sending organization

The VET organisation, school or another kind of institution at which the participant is studying or where he/she has recently finished studying. When the sending organisation is also the applicant, it assumes all project coordination and implementation tasks. In the case of a consortium, arrangements regarding selection, grant payments, preparation, monitoring and recognition related to the mobility period might vary as they can be shared among members.

Sending organisation's tutor

Sending organisation's tutor: a project coordinator or a teacher who brings together all the involved parties, handles mobility standards and criteria, and acts as general supervisor.

Skills

These are the abilities to apply knowledge and to use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

SMEs

Small and medium-sized enterprises (SMEs) are non-subsidiary, independent firms which employ fewer than a given number of employees. This number varies by country. The most frequent upper limit designating an SME is 250 employees, as in the European Union. They are defined in the EU Recommendation 2003/361.

T

Targeted mobility scheme

The initiative to test innovative methods to implement intra-EU job mobility opportunities and tackle the needs of specific target groups, economic sectors, vocations and countries

Tutor

The person in charge when considering the personality, learning needs and preferences of the apprentice being tutored, to create a context or a process in which the apprentice ends up building his/her own knowledge and learning path.

