



Abstract Guidelines

GORES and the Transnational Mobility:
the application of the ECVET methodological framework

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“I have not taught anything to my students. I have only tried to let them be in the condition to learn”
Albert Einstein

Premise

This methodological guide would like to offer a description of the pedagogical framework which characterizes the initiative GORES, a research/experimentation launched by Scuola Centrale Formazione in 2013.

After 4 years of application of the ECVET tools at transnational mobility projects Scuola Centrale Formazione collects the results, sees at the impacts whose systems and people have benefited and tries to individuate the challenges for the future.

The guide is addressed to the VET professionals interested in implement the project development capacity and understand how ECVET tools should be used to valorize experiential learning, in particular way the acquirable learning of a mobility experience.

Who in these last years has had the possibility to project and/or coordinate initiatives of transnational mobility has for sure encountered terms like *Memorandum of Understanding*, *Learning Agreement* and *Personal Transcript*.

Scuola Centrale Formazione, through GORES, tries, with this Guide, to make order within the finalities and pedagogical bases of those tools, offering to readers a work method, somehow difficult and not friendly, but which at medium-long term reduces the risks of failing of the mobility experiences, and gives back a precious amount of information for choosing organization and educative aspects.

For this Guide 2 samples of 391 mobility experiences of youths in IVET pathways and 96 mobilities of adult VET professionals have been taken in consideration.

Introduction

The transnational mobility, addressed to VET learners and to VET staff, is one of the most proficous opportunity for the implementation and acquisition of technical-professional and transversal learning outcomes.

A learning experience abroad promotes expectations, connected with the “curiosity” about news things, with the sense of “adventure” connected with the desire to learn; it promotes the capacity to adapt to new contexts of reality, of knowledge, of comunication. The emotional and cognitive challenges are on one hand significative, but they give back precuios values, which one can bring back home for the rest of own life.

The mobility experiences, which have been promoted by the European programmes since 80's and afterwords for a couple of decades, were characterized by a management adressed in particular way to organization's aspects (logistic quality), contractual aspects (reliability of the involved partners), administrative aspects (quality of the public funds management). Mobility experiences promoted in that period adressed above all the satisfaction of the beneficiaries in terms of:

- support to the solution of logistic problems (realized by the promoter, by the sending institution and/or by the host partner);
- support in searching for a “placement” which could match the request of the learner (oftern overestimated) and the offer of the host context;
- satisfaction of the mobility grant in terms of capacity of the subsistance cofinancing to cover all mobility costs (travel, accommodation, local transports, preparation).

The European Charter of the Quality of Mobility (2006) changes the pathway and makes in

evidence a not yet investigated character of the mobility: the QUALITY.

The document, known as “The Charter”, underlines the importance not only of the DURING the mobility as realization of the learning experience, but also the BEFORE and AFTER the mobility as integrated phases of the whole learning process.

Since the Charter was official all transversal initiatives BEFORE the mobility (information, diffusion, preparation of the beneficiaries) and AFTER the mobility (follow up, validation and recognition of learning outcomes, certification) acquire the same importance of the mobility phase itself.

The Charter implies the centrality of the beneficiary (learner) of an experience abroad and a precise planning of the learning activities.

The mobility experience is, therefore, and educative experience before, during and after the mobility itself.

Regarding the topic of QUALITY, the more recent *European Recommendation about the quality of work placements* (2014) focuses its attention on the learning and training outcomes, promoting the best practices to enrich the trainee with adequate competences, and encouraging the promoters of these experiences to foresee a **supervisor** who guides trainees and monitor their progress. The Recommendation mentions the relationship between the quality of the work-placement and the impact on the capacity to transit to the labour market of the trainee.

The presence of a supervisor has been widely supported by some pedagogic researches. Soren Kristensen of CEDEFOP in an academic article “Learning by Leaving” theorizes a pedagogy of the transnational mobility, where the pedagogical support impacts positively on the beneficiaries of a mobility experience (both in terms of learning outcomes, and implementation of future job career).

In 2009 the *Green Paper of the Mobility* promoted by the European Commission puts evidence on how **the preparation of the learner is the success key of the mobility experience.**

The European Recommendation ECVET (2009) brings a new element: if on one hand the quality of the mobility is supported by the Quality Framework for the Work Placements (mentioned above) on the other hand mobility has to be supported by the element of learning “transparency”: a recognizable learning is valid not only in the place where has been acquired BUT in all places where that learning could be “spent”, in order to increase the chances of integration and social inclusion within the European space.

In 2012, The European Commission provides the *Ecvet User's Guide* whose second part is dedicated to the application of the tools to the geographical mobility.

The application of ECVET to the mobility is characterized by the 3 moments of the mobility itself:



Before the mobility

project development of the learning

outcomes based mobility plan, in order to reduce the risks of a mismatch between an overestimated request of the learner (expectations of the learners, of the sending institutions, of the promoters of the mobility initiatives) and the learning “real” offer of activities to be realized within the host context;



During the mobility

realization of the mobility activities in

corrispondence with the agreed learning outcomes , assessment of the acquired learning outcomes and valorization of them, through the collection of “learning proofs”, for an awareness building;

→ **After** the mobility validation of the acquired learning outcomes and certification of the mobility experience, in order not to loose the precious amount of learning outcomes and promote, therefore, recognition procedures in the sending context through the acquisition of credits points, recognition of the mobility programme plan (timehours of the work placement, timehours of the training at school, etc..) within the formal learning pathway attended in the mothercountry.

Under the perspective of the *centrality of the learner*, who benefits of a mobility experience, the application of ECVET framework means:

- reduction of risks;
- building of identity;
- acquisition of competitiveness.