



STAFFER
EUROPEAN RAIL SKILLS ALLIANCE

STAFFER DELIVERABLE 6.3

DRAFT FINAL REPORT

Developing and implementation of European apprenticeship programmes and work-based internships in the rail sector

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PREFACE

This is the revised version of Deliverable 7.1 of the STAFFER project that has been elaborated in year three of the project lifetime. It is based on summarising key results of the STAFFER work packages achieved so far and conclusions in relation to developing a robust and sustainable long-term strategy and action plan for the rail sector.

This consolidated version of the deliverable takes into account comments and input received from STAFFER partners, in particular UNIFE and CER and their national affiliates involved in the project that have been gathered in written form as well as in meetings held in October and November 2023 as well as in January 2024.

While these input reflects the importance of this document it should also be noted that though the current version of the Deliverable 7.1 now includes a consolidated elaboration of the long-term strategy for skills and employability in the rail sector, the concretisation of the strategy in terms of elaborating an action plan and a roadmap for implementing the strategy will continue: Taking into account also the results of the two other deliverables in Work Package 7 on attractiveness of rail as a career path (7.2) and gaining political and financial support, the work will continue in the context of Task 7.4 “*Developing and implementing the action plan of the sectoral skills strategy*” that will be carried out jointly by the four co-leaders of STAFFER Work Package 7 under the lead of UNIROMA1.

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ABBREVIATIONS

LNG	Liquefied Natural Gas
ATO	Automated Train Operation
AS	Automated Systems
ERTMS	European Rail Traffic Management System
ETCS	European Train Control System
BIM	Building Information Modeling
MaaS	Mobility as a Service
FMRC	Future Mobile Railway Communication System
AI	Artificial Intelligence
HR	Human Resources
IoT	Internet of Things
ERRAC	European Rail Research Advisory Council
ICT	Information and Communication Technology
RAMS	Reliability, Availability, Maintainability and Safety
CCTV	Closed Circuit Television
ESCO	European Skills/Competences, Qualifications and Occupations
EQF	European Qualification Framework
LCC	Life Cycle Costing
ILS	Integrated Logistics Support
VET	Vocational Education and Training
HEI	Higher Education Institution
CEDEFOP	European Centre for the Development of Vocational Training
EQAVET	European Quality Assurance in Vocational Education and Training
EFQM	European Foundation for Quality Management
WBL	Work Based Learning
FLP	Flexible Learning Programme
NGL	Next-Generation Learning
CDL	Comprehensive Distance Learning
EDO	Employment Development Opportunities
EES	European Employment Strategy
ET2020	Education and Training 2020 Work Programme
SA	Self-Assessment
QA	Quality Assessment
ILO	International Labour Organisation
IT	Information Technology
OT	Operational Technology
NSA	National Safety Authority
Wi-Fi	Wireless Fidelity



INTRODUCTION

STAFFER Task 6.3 aimed at developing the **STAFFER Apprenticeship Mobility Programme for the Rail Sector**. While this aim has been similar to the one addressed by Task 6.2 (*“Implementing of cross-European student mobility programmes and work-based internships”*), Task 6.3 took into account the specificities of the target group of apprentices and the fact that apprenticeship training is organised very heterogeneously across European countries. While taking such specific requirements of the target group into account, Task 6.3 – like Task 6.2 – elaborated an approach for a standardised process targeting rail sector apprentices and companies to identify, apply for, and be accepted at institutions offering railway-related courses or learning experiences. Furthermore, Task 6.3 developed material for the STAFFER website that provides information for apprentices as well as potential hosts and sending companies and/or VET institutions on applying for Erasmus+ mobility grants.

1 STATE OF THE ART OF APPRENTICESHIP IN RAIL

While most EU Member States have set up legally acknowledged systems of apprenticeship training, the landscape of apprenticeships schemes and programmes in relation to applicable groups of learners, duration of apprenticeships, EQF level is quite diverse (see the apprenticeship map in the technical annex) across countries.

As it is widely acknowledged that apprenticeship training and the alternating paths of learning at VET schools or institutions and at the workplace provides added value for both learners and companies, the EU has been promoting apprenticeship training for quite a long time, including by more recent initiatives.

Since 2013, the EU has supported Member States on expanding existing apprenticeship schemes or introducing new ones also through the **European Alliance for Apprenticeships** (EAfA), which was relaunched in 2020.¹ In 2018, the **European framework for quality and effective apprenticeships**² (EFQEA), set by the Council Recommendation, represents a key point of reference, offering Member States a well-defined set of criteria for their apprenticeships to provide benefits to both employers and apprentices.

For the purposes of that Recommendation, apprenticeships are understood as formal vocational education and training schemes that:

- combine learning in education or training institutions with substantial work-based learning in companies and other workplaces,
- lead to nationally recognised qualifications
- are based on an agreement defining the rights and obligations of the apprentice, the employer and, where appropriate, the vocational education and training institution, and
- with the apprentice being paid or otherwise compensated for the work-based component.

A more detailed analytical framework for apprenticeship has also been developed and published by the *European Centre for the Development of Vocational Training* (CEDEFOP).³

More recently, and in the light of persisting high youth unemployment as well as labour and skills shortages in certain occupations, the European Commission adopted the proposal for a

¹ <https://ec.europa.eu/social/main.jsp?catId=1147&intPagelId=5234&langId=en>. See also the weblink to EAfA in the technical annex.

² See: [https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0502\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0502(01)&from=EN)

³ https://www.cedefop.europa.eu/files/8130_en.pdf

Council Recommendation ‘Europe on the Move’ – learning mobility opportunities for everyone”.⁴ According to the EU Commission, mobility of apprentices and VET learners provides for certain added value and for young people entering the labour market as well as for companies and labour markets in general.⁵

Due to the fact that railways is a complex and diverse system of transport infrastructure, operation and services with many rail-specific occupational profiles that are highly safety relevant, companies need to invest in quality training and talent development. Against this, apprenticeship training is quite common in the rail sector: In the context of a survey on major trends and challenges impacting on skill shifts and skill needs in railway operation and infrastructure management, respondents from railway undertakings and railway VET/HEI institutions were also asked about engagement in apprenticeship training at company level. The following Figure 1 shows that around 2/3 of the responding companies are engaged in apprenticeship training (left figure) with slightly more engagement in higher apprenticeship training at EQF level 5-7 than at lower level (EQF level 3-5).

FIGURE 1: STAFFER SURVEY 2021 - INCIDENCE OF APPRENTICESHIP TRAINING IN RAILWAY UNDERTAKINGS (N=83)

Is your company engaged in apprenticeship training at initial (EQF 3-5) or higher (EQF 5-7) level?

Apprenticeship training at initial and higher level



Source: STAFFER survey of railway operators and infrastructure managers 2021 (STAFFER Work Package 2)

As regards the promotion of mobility of apprentices across-borders, the STAFFER survey 2021 showed a strong interest in railway companies and VET and higher education institutions in transnational mobility of initial learners at lower as well as higher EQF level.

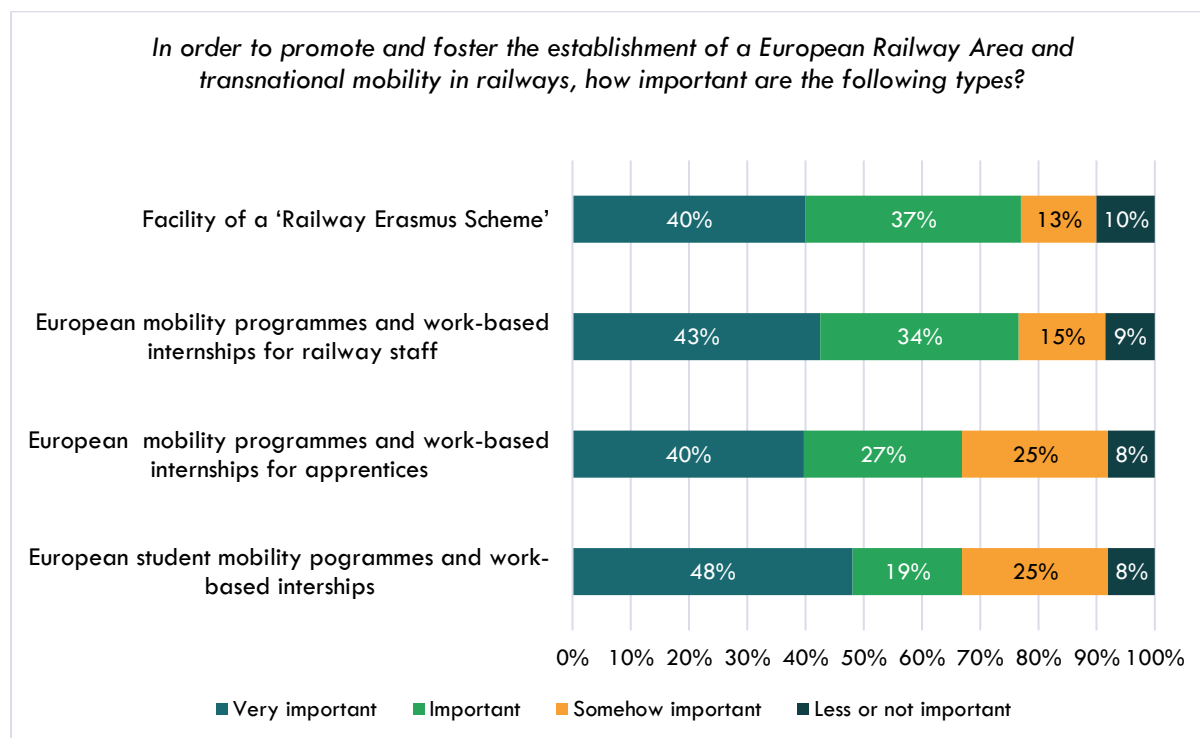
⁴ [Link to the press release of the COM and to the download link of the Council Recommendation](#)

⁵ [Link to download the Commission report “Commission Staff Working document accompanying the proposal for a Council Recommendation ‘Europe on the move’ – learning mobility opportunities for everyone”](#)

The following Figure 2 illustrates that railway operators and infrastructure managers as well as related VET/HEI actors regard transnational learning mobility and exchange programmes for students as well as staff groups as important to promote and foster the European Railway Area and transnational mobility:

- Nearly 70% of respondents to the survey would regard the creation of a “Railway Erasmus Scheme” as either very important or important.
- A similar share respondents regard the setting-up of mobility programmes and work-based internships for apprentices as very important (40%) or important (27%)
- Finally, the establishment of mobility programmes and work-based internships for students is seen as similarly important by respondents – 48% would regard this as very important and 19% as important.

FIGURE 2: STAFFER SURVEY 2021 – ASSESSMENT OF DIFFERENT TYPES OF MOBILITY ACROSS BORDERS IN RAILWAY OPERATION AND INFRASTRUCTURE MANAGEMENT (N=83)



Source: STAFFER survey of railway operators and infrastructure managers 2021 (STAFFER Work Package 2)



2 APPRENTICESHIP AND INITIAL LEARNERS' MOBILITY IN RAILWAY AS COMPARED TO OTHER SECTORS

2.1 VET learner and staff mobility in the rail sector

In the context of Task 6.3 a comprehensive screening and analysis of the **Erasmus+ project database** was carried out⁶ with a focus on rail-related projects – for search topics and occupations as listed in Table 1 below covering the time period of project funding from 2015 – 2023 and documenting results as of 15 August 2023.

TABLE 1: ERASMUS+ PROJECT DATABASE – SEARCH TERMS RELATED TO RAILWAYS

Topics	Occupations
<ul style="list-style-type: none"> • Rail • Rail freight • Railway • Rail(way) transport • Traffic control • Rail safety • Railway language • Rail ICT • ERTMS • ETCS • DAC 	<ul style="list-style-type: none"> • Train Driver • Rail engineer • Rail technician • Train machinist • Dispatcher • Shunter • Maintenance repairer • Freight forwarder • Welder

Source: STAFFER Task 6.3.

Out of several thousands of projects, the systematic screening and search identified 100 rail-related projects that received co-funding from the Erasmus+ Programme between 2015 and 2023. The majority of projects started during the period of 2016 and 2020.

By far, most (nearly 70%) of the projects were situated in the Erasmus+ action type of “*VET learner and staff mobility*” that supports organisations active in the field of VET (including companies) in implementing mobility activities for VET learners and staff.

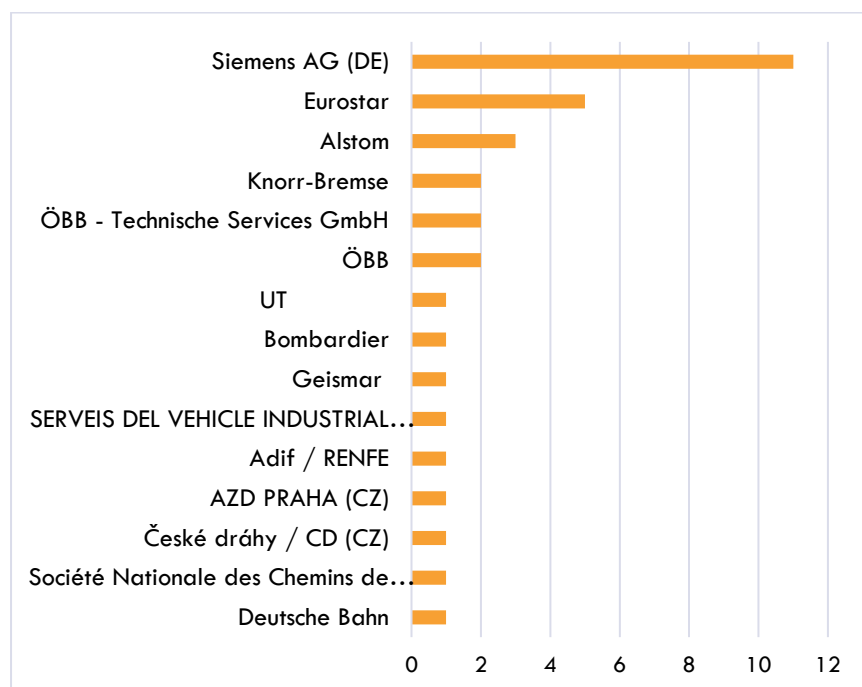
The analysis of the Erasmus+ project database shows that other funding lines have been used much less and mainly in the field of higher education such as “Strategic Partnerships for Vocational Education and Training” (7 projects), “Higher Education Student and Staff Mobility between Programme and Partner Countries (7) or “Capacity Building in Higher Education” (3).

⁶ The database is available here: <https://erasmus-plus.ec.europa.eu/projects>

Even less projects were carried out by or with rail related partners that targeted school education.

The following Figure 3 list those companies related to the rail sector (both suppliers and railway operators and infrastructure managers) that have carried out or have been involved as partners Erasmus+ projects in the field of learner and (training) staff mobility.

FIGURE 3: RAIL SECTOR COMPANIES INVOLVED IN ERASMUS+ VET LEARNER AND STAFF MOBILITY PROJECTS, 2014 – 2022 (34)



Source: STAFFER Task 6.3

A striking characteristic of the rail-related mobility projects is – with very few exemptions – the absence of an active (coordinating or leading) role of companies. Most of the projects have been coordinated by VET schools, private training centres or universities and only very few by companies. If rail sector companies are listed in the project database, their role in the project in most cases has been a hosting role for VET learners from abroad.

A further characteristic of the rail-related projects is the dominance of Central and Eastern European and Countries such as Poland, the Baltic States as well as Turkey in relation to coordinating and management of projects. This seems to indicate the motivation of less experienced member states in the Eastern parts of the EU learning from Western European countries.

When it comes to occupational profiles targeted by mobility projects, the majority of programmes were dedicated to technical and engineering profiles of some sort as the following

Table 2 shows. Much less profiles have been dedicated learners in operation (e.g. train drivers, train conductors) or traffic control.

TABLE 2: OCCUPATIONAL PROFILES TARGETTED BY RAIL-RELATED ERASMUS+ MOBILITY PROJECTS

Technician occupational profiles	Engineering profiles
<ul style="list-style-type: none"> • Rail(way) transport technician (LINK) • Automatic traffic control technician, rail traffic control automation technician (LINK) • Freight forward technician, logistics and rail traffic service technician (LINK) • Railway and engineering facilities technician, rail transport electric power technician, technician in electromechanical maintenance, network technician (LINK) • Rail power engineering technician, electro-energetic engineering technician, electro-energetic rail transport technician, Electro-technician (LINK) 	<ul style="list-style-type: none"> • Railway engineering (LINK) • Electro-energy of rail transport engineer (LINK) • Signalling engineering (LINK) • Mechanical engineering (LINK) • Electrical engineering (LINK)
	Other profiles
	<ul style="list-style-type: none"> • Welder (LINK) • Rail (material) maintenance (LINK) • High-Speed Train maintainer (LINK) • International transport dispatcher (LINK) • Train machinist (LINK)

Source: STAFFER Task 6.3

The screening of projects also showed that only very few Erasmus+ mobility projects involved rail-related companies as project partners: Among all Erasmus+ programmes completed between 2014-2022 in the category of „VET learner and staff mobility“ that involved SME or large enterprises as project partners, only 17 were related to the rail sector. This contrasts with activities in other transport sectors as further analysis of the Erasmus project database shows: A similar analysis focussing on “Aviation” (using keywords such as „aviation“; „aircraft“; „airline personnel“, etc.) identified 74 VET learner and staff mobility projects with SME/large enterprises as project partners **contained keywords associated with aviation** (i.e. „aviation“; „aircraft“; „airline personnel“, etc.) as shown in

ŠKODA AUTO a.s. (Czech Republic): Gaining Work Experience Abroad

Background: The "Gaining Work Experience Abroad" project was created not only as a continuation of two successful previous projects, but also and above all on the basis of the ŠKODA AUTO VET school strategy 2017 - 2022.

The school's strategy focuses on several themes in the area of internationalisation. Central to this is strengthening and deepening existing cooperation with foreign partners, establishing new partnerships and increasing the number of foreign partners to ten. Another topic that is closely related to internationalisation is foreign internships, improving their quality and increasing the number of pupils and teachers completing internships abroad. The aim is that at least 20% of the total number of pupils in the third year of study and 20% of the total number of pupils in the fourth year of study and 10% of teachers should take part in a traineeship abroad each year. The third point focuses on improving the language level of school management, teachers and pupils.

The last point is the introduction of new teaching methods, tools and technologies in the teaching of general and vocational subjects and vocational training.

Objectives: The main objectives of the project were mainly to gain new professional experience and to develop existing professional knowledge and skills, not only of pupils but also of teachers. The project also aimed to internationalise the pupils and teachers in terms of deepening their language and intercultural knowledge. Last but not least, the project aimed at familiarising the students with the dual education system or its elements applied in the foreign partners of the project and strengthening the link between theoretical and practical training, directly in the production plants. All the objectives defined in this way have been met by the project implementation.

Implementation: In the context of the project, 12 mobility activities for a total of 52 learners to the following destinations were organised:

- Germany (AUDI Ingolstadt, MAN Salzgitter (2 trips), VW Braunschweig, VW Kassel, VW Emden)
- Slovakia (VW Slovakia, 2 trips)
- Hungary (AUDI Győr)
- Portugal (ATEC Palmela)
- Spain (VW Navarra)

Students from a total of 11 disciplines participated in the mobilities, from the 3rd and 4th years in the case of apprenticeship and baccalaureate disciplines respectively. The pupils were placed in each mobilities according to their field of study or apprenticeship.

In addition, 4 mobility activities were organised for training staff of ŠKODA AUTO with six trainers/instructors visiting AUDI Ingolstadt in Germany, ATEC Palmela in Portugal (2 trips) and VW Navarra in Spain. The trips were attended by the vocational training masters, the deputy director of the school for vocational training and the IT methodologist for teaching.

Achievements: During their internships abroad, the pupils not only learned about the organisational structure and processes of the individual plants, but also experienced different technologies, working procedures, machines and equipment than those used at the VET school of ŠKODA AUTO in the Czech Republic. The deepening of professional skills and competences was mainly due to working on vehicles of different brands and classes.

The mobility of the teachers in particular has deepened their professional knowledge, which they will be able to pass on not only to their pupils but also to their fellow teachers and vocational training masters. The acquisition of professional knowledge and the strengthening of the teachers' supra-professional competences will contribute to improving the quality of VET education at ŠKODA AUTO in the Czech Republic.

The internships also resulted in familiarisation with modern technological systems of the partner plants. An important outcome of the project is also the deepening and intensification of cooperation between the VET schools and their foreign partners. Thanks to the project, this cooperation develops not only in the field of cooperation in the implementation of mobility, but also in the ongoing activities in the transfer of knowledge, experience and online projects.

[Link to project card](#)

DB Schenker (Germany): VET Learning Units in the European Community



Background: In global markets, intercultural competences and foreign language skills are key qualifications in addition to the technical training objectives. The previous education of trainees in these areas often does not meet the requirements in everyday contact with international customers. For successful training in the profession of freight forwarding and logistics services, however, English is an irreplaceable working tool in addition to versatile cultural experience, especially with regard to effective and successful cooperation in multinational teams.

DB Schenker has been engaged in providing learning mobility for trainees and apprentices since the beginning of the 2000s. Until 2017, the UK and Turkey were our Erasmus+ partners. In 2017, we were able to win the Netherlands and Belgium as new partners. Sweden and Poland have been participating since 2018, France since 2019 and Austria since 2020.

During an Erasmus+ Mobility project 2018 – 2021, a total of 17 trainees for forwarding and logistics services continued their training for 13 weeks in a branch office of our 7 ERASMUS+ partner countries. The young people are in their second year of training. During the project period, we were able to expand our portfolio of participating countries from 3 - Belgium, the Netherlands and Turkey - to 7 countries: France, Sweden, Poland and Austria were newly added.

The trainees worked in the day-to-day business of the host branches in the host countries. They learned the training contents defined in the Learning Agreement and Memorandum of Understanding in the areas of sea and air freight, land transport and internal sales. Their individual learning needs were analysed and made visible with the help of the template for assessing and documenting the acquired learning outcomes.

The trainees applied and deepened their language skills in their daily work and private lives. By working in multinational teams, they were also sensitised to intercultural similarities and differences and thus qualified for the international labour market.

The Europass CV was introduced as a binding application for participation in our ERASMUS project. The training supervisors guided and supported the trainees during the application phase.

When organising the learning stays abroad, the learning objectives and content had to be agreed with the receiving offices. The learning objectives and contents are described in our Template for assessing and documenting the acquired learning outcomes. As a new learning outcome unit, we were able to describe the learning objectives for the area of land transport and include them in our template. The template is available to all partners. It is used to guide the trainees.

In the meantime, our partners are sensitised to vocational training with defined learning objectives and contents. In some cases, they also use the template for the training and qualification of their employees. In the long run, we expect that this will lead to a comparability of vocational qualifications.

The description of the learning outcomes is published on the national ECVET portal.

Another effect on the participating companies was that cultural differences or lack of language skills were no longer a reason for not being able to cooperate or do business and that both communication and understanding between the foreign business partners or partner organisations improved and was facilitated because the participants got to know, understand and react to working contexts on site.

The trainees were also able to develop their productive language skills and experienced how language can be completed through on-the-job training. They can communicate spontaneously and fluently, so that a normal working conversation with colleagues and customers is possible. You have learned to be sensitive to cultural peculiarities and to take them into account when interacting with colleagues, customers and acquaintances. They have learned to recognise an opportunity for their further career in another

European country. The project qualified the young people for the European labour market and promoted their willingness to be mobile in Europe.

[Link to project card](#)



2.2 Apprenticeship and apprenticeship mobility in other sectoral Blueprint projects

In the context of Task 6.3 activities of other sectoral Blueprint for Skills projects related to apprenticeship and apprenticeship mobility have been analysed.

The following Source: <https://www.project-drives.eu/en/apprenticeship>

provides an overview of those sectoral initiatives that received funding and were completed or ongoing with a funding period until the end of 2024. Out of the 20 other Blueprint projects, several have dedicated work packages and/or task-related activities to the issue of apprenticeship:

Four sectoral Blueprint partnerships have either implemented or (as of June 2023) were planning to implement activities related to promote apprentice mobility:

- **mates** (maritime technology and shipbuilding sector) has created an exchange and technical visit pilot experience for students (VET, HE; EQF level 3-8) and workers (blue-collar, white-collar and pink-collar)
- **eo4geo** (space and geo information data) has built an internship, job and project work offers catalogue for students (HE) and young professionals
- **SKILLSEA** (maritime shipping) intended to establish a platform or forum to identify possible exchange programmes for staff and students (SkillSea maritime shipping Blueprint)
- **Metis** (microelectronics manufacturing and design) intended to develop a tool to identify placement opportunities for learners and other staff groups

TABLE 3: OVERVIEW OF BLUEPRINTS FOR SECTORAL COOPERATION OF SKILLS, 2018 - 2024

Duration	Title	Sector
01/2018 - 12/2021	DRIVES	Automotive
01/2018 - 04/2022	mates	Maritime technology / shipbuilding
01/2018 - 06/2022	eo4geo	Space - geo information
01/2018 - 12/2021	Skills4Smart TCLF 2030	Textile, clothing, leather and footwear
01/2018 - 12/2021	NTG Next Tourism Generation	Tourism
01/2019 - 12/2022	SAM	Additive manufacturing
01/2019 - 03/2023	Construction Blueprint	Construction
01/2019 - 06/2023	SKILLSEA	Maritime shipping
01/2019 - 06/2023	ESSA	Steel industry
12/2019 - 12/2023	fields	Bioeconomy, new technologies and innovation in agriculture
12/2019 - 12/2023	albatts	Batteries for electro-mobility
01/2020 - 12/2023	ASSETS+	Defence technologies
01/2020 - 12/2023	EDDIE	Energy value chain - digitalisation

Duration	Title	Sector
01/2020 - 12/2023	SPIRE-SAIS	Energy-intensive industries/industrial symbiosis
01/2020 - 12/2023	METIS	Microelectronic manufacturing & design
11/2020 - 10/2024	STAFFER	Rails supply and transport industries
11/2020 - 10/2024	CHAISE	Blockchain
01/2021 - 12/2024	CHARTER	Cultural heritage
11/2020 - 10/2024	REWIRE	Cybersecurity
01/2021 - 12/2024	BWISE	Work integration social enterprises
01/2021 - 12/2024	ESSA	Software services

Source: STAFFER Task 6.3

Some further Blueprint partnerships (**Construction Blueprint** and **ASSETs** Blueprint in the defence industry) have also developed toolkits for mobilities, such as guidelines for internship mobilities, advise on funding mobilities, etc.

Finally, the **DRIVES** Blueprint consortium in the automotive sector – though not having developed a transnational learners mobility programme – focussed on the promotion of apprenticeships via an **apprenticeship marketplace** containing profile sheets on apprenticeship occupations and by establishing an apprenticeship forum for exchange of good practices in relation to apprenticeship in the automotive sector (see Figure 5 below).

FIGURE 5: DRIVES BLUEPRINT: ESTABLISHING AN AUTOMOTIVE APPRENTICESHIP FORUM

5.1 EU AUTOMOTIVE APPRENTICESHIP FORUM TO PROMOTE AND EXCHANGE GOOD PRACTICE

We have established the DRIVES Automotive Apprenticeship Network (DAAN) on LinkedIn to bring together stakeholders to share ideas and approaches relating to apprenticeships in the EU's automotive sector. Join in the discussion [here](#).

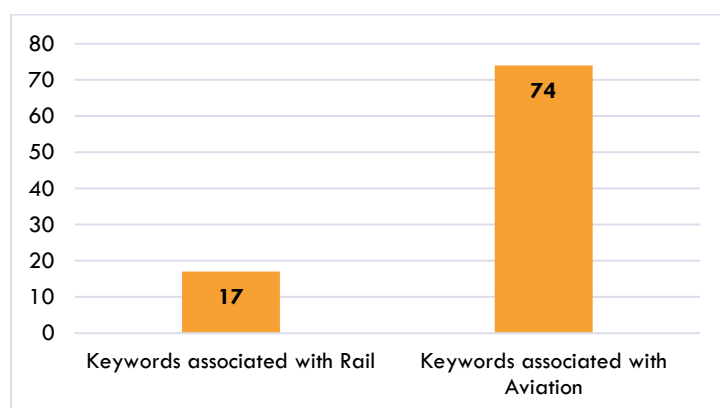
DRIVES partners worked with focused forums, such as the European Alliance for Apprenticeships, to support effective dissemination of good practices to EU wide audiences. This has included playing a prominent role in conferences on topics such as improving mobility and developing shared understanding of the marketplace.

The DRIVES Project has collected good examples of innovative practise relating to Apprenticeships in the form of a series of case studies across a range of themes. Both the themes and an explanation of them and the case studies themselves can be found [here](#).

Source: <https://www.project-drives.eu/en/apprenticeship>

below.

FIGURE 4: VET LEARNER AND STAFF MOBILITY PROJECTS RELATED TO THE RAIL AND AVIATION SECTORS, 2014 – 2022 (ABSOLUTE NUMBERS)



Source: STAFFER Task 6.3



2.3 Good practice examples of mobility in apprenticeship training outside rail

While in rail, no comparable activities and examples exist, companies in other sectors have been more active in moving towards internationalisation of apprenticeship training and making use of the Erasmus+ funding both for the development of internationalisation strategies and programmes as well as co-financing mobility and exchange visits abroad.

In the following three examples from aviation, the automotive sector and road freight transport are briefly presented to illustrate this experience and the added-value achieved according to company representatives.

The example illustrates not only the added value of establishing practices of VET mobility for apprentices and VET learners both for the learners and the company, but also the flexibility of the Erasmus+ funding programme that allows for solutions and activities that are tailored to the company needs and the national specificities of the respective systems of initial VET training in different countries.

It should be noted that two of the three companies described below have not carried out only one but several projects funded by the Erasmus+ funding line ("Key Action") for "VET Learners and Staff Mobility". Consequently they also have (successfully applied for Erasmus Accreditation on the basis of a multi-annual planning VET learner and training staff mobility and a successive internationalisation of apprenticeship training.⁷

Airbus (Germany): Mobility 4 Airbus Apprentices (M4AA)

Background: As a company, Airbus demands mobility, flexibility and support from its employees in the further internationalization of our company. This goal is so essential for the success of the company that it is even explicitly reflected in the vision of vocational training (see "Training vision"). The key to success is the employees - this includes the trainees in particular, as they are the future of Airbus. The course must therefore already be set during training. On the one hand, this includes raising awareness of mobility, well-founded preparation, but also practical experience of intercultural cooperation. For this reason, the "Mobility 4 Airbus Apprentices" (M4AA) program has become an integral part of vocational training, which has gained in importance in recent years and is supported and valued by top management in all partner countries.

Objectives: Mobility plays an important role at Airbus, the importance of which has increased significantly in the last 10 years and will continue to increase. For this reason, the program, which was originally launched under the name "Intercultural Competencies Programme", was renamed "Mobility 4 Airbus Apprentices" (M4AA). Airbus would like to bring the meaning of "being mobile and flexible" closer to the trainees in this way. After your stay abroad, you have made your first personal developments that will shape your further professional career. Airbus expects them to be courageous, to

⁷ On the added-value of Erasmus Accreditation see the respective section on the Annex.

get involved with the local conditions, to use the professionally well-supervised stay abroad to get used to other cultures (at work and in their free time) and also to represent their country on site, i.e. theirs too. Becoming aware of their responsibility, that of course they too will leave a cultural impression on their colleagues abroad.

Mobility does not just mean making the young adults physically mobile, but above all mentally, i.e. creating a mindset for openness and flexibility.

Implementation: The four steps of the M4AA program are divided into an intercultural basic training "Cultural Awareness Training", one-week team events "International Teamwork" (in Germany, UK or France, "Learning Abroad" and "Exchange your experience", which represents the follow-up. Due to the Pandemic, the participants were selected and prepared according to the project description. The stay also went as described. The follow-up took place in individual discussions. The feedback was forwarded to all people involved.

The Mobility 4 Airbus Apprentices (M4AA) program specifically addresses cultural diversity as the program includes apprentices from all Airbus locations. This diversity and the exchange between the different cultures is particularly encouraged during the M4AA program, as participants from different international locations interact with each other and work together on site in international teams. In addition, the shared accommodation of the trainees promotes language and cultural exchange as well as physical and mental mobility."

[Link to Project Card](#)

ŠKODA AUTO a.s. (Czech Republic): Gaining Work Experience Abroad

Background: The "Gaining Work Experience Abroad" project was created not only as a continuation of two successful previous projects, but also and above all on the basis of the ŠKODA AUTO VET school strategy 2017 - 2022.

The school's strategy focuses on several themes in the area of internationalisation. Central to this is strengthening and deepening existing cooperation with foreign partners, establishing new partnerships and increasing the number of foreign partners to ten. Another topic that is closely related to internationalisation is foreign internships, improving their quality and increasing the number of pupils and teachers completing internships abroad. The aim is that at least 20% of the total number of pupils in the third year of study and 20% of the total number of pupils in the fourth year of study and 10% of teachers should take part in a traineeship abroad each year. The third point focuses on improving the language level of school management, teachers and pupils.

The last point is the introduction of new teaching methods, tools and technologies in the teaching of general and vocational subjects and vocational training.

Objectives: The main objectives of the project were mainly to gain new professional experience and to develop existing professional knowledge and skills, not only of pupils but also of teachers. The project also aimed to internationalise the pupils and teachers in terms of deepening their language and intercultural knowledge. Last but not least, the project aimed at familiarising the students with the dual education system or its elements applied in the foreign partners of the project and strengthening the link between theoretical and practical training, directly in the production plants. All the objectives defined in this way have been met by the project implementation.

Implementation: In the context of the project, 12 mobility activities for a total of 52 learners to the following destinations were organised:



- Germany (AUDI Ingolstadt, MAN Salzgitter (2 trips), VW Braunschweig, VW Kassel, VW Emden)
- Slovakia (VW Slovakia, 2 trips)
- Hungary (AUDI Győr)
- Portugal (ATEC Palmela)
- Spain (VW Navarra)

Students from a total of 11 disciplines participated in the mobilities, from the 3rd and 4th years in the case of apprenticeship and baccalaureate disciplines respectively. The pupils were placed in each mobilities according to their field of study or apprenticeship.

In addition, 4 mobility activities were organised for training staff of ŠKODA AUTO with six trainers/instructors visiting AUDI Ingolstadt in Germany, ATEC Palmela in Portugal (2 trips) and VW Navarra in Spain. The trips were attended by the vocational training masters, the deputy director of the school for vocational training and the IT methodologist for teaching.

Achievements: During their internships abroad, the pupils not only learned about the organisational structure and processes of the individual plants, but also experienced different technologies, working procedures, machines and equipment than those used at the VET school of ŠKODA AUTO in the Czech Republic. The deepening of professional skills and competences was mainly due to working on vehicles of different brands and classes.

The mobility of the teachers in particular has deepened their professional knowledge, which they will be able to pass on not only to their pupils but also to their fellow teachers and vocational training masters. The acquisition of professional knowledge and the strengthening of the teachers' supra-professional competences will contribute to improving the quality of VET education at ŠKODA AUTO in the Czech Republic'.

The internships also resulted in familiarisation with modern technological systems of the partner plants. An important outcome of the project is also the deepening and intensification of cooperation between the VET schools and their foreign partners. Thanks to the project, this cooperation develops not only in the field of cooperation in the implementation of mobility, but also in the ongoing activities in the transfer of knowledge, experience and online projects.

[Link to project card](#)

DB Schenker (Germany): VET Learning Units in the European Community

Background: In global markets, intercultural competences and foreign language skills are key qualifications in addition to the technical training objectives. The previous education of trainees in these areas often does not meet the requirements in everyday contact with international customers. For successful training in the profession of freight forwarding and logistics services, however, English is an irreplaceable working tool in addition to versatile cultural experience, especially with regard to effective and successful cooperation in multinational teams.

DB Schenker has been engaged in providing learning mobility for trainees and apprentices since the beginning of the 2000s. Until 2017, the UK and Turkey were our Erasmus+ partners. In 2017, we were able to win the Netherlands and Belgium as new partners. Sweden and Poland have been participating since 2018, France since 2019 and Austria since 2020.

During an Erasmus+ Mobility project 2018 – 2021, a total of 17 trainees for forwarding and logistics services continued their training for 13 weeks in a branch office of our 7 ERASMUS+ partner countries. The young people are in their second year of training. During the project period, we were able to



expand our portfolio of participating countries from 3 - Belgium, the Netherlands and Turkey - to 7 countries: France, Sweden, Poland and Austria were newly added.

The trainees worked in the day-to-day business of the host branches in the host countries. They learned the training contents defined in the Learning Agreement and Memorandum of Understanding in the areas of sea and air freight, land transport and internal sales. Their individual learning needs were analysed and made visible with the help of the template for assessing and documenting the acquired learning outcomes.

The trainees applied and deepened their language skills in their daily work and private lives. By working in multinational teams, they were also sensitised to intercultural similarities and differences and thus qualified for the international labour market.

The Europass CV was introduced as a binding application for participation in our ERASMUS project. The training supervisors guided and supported the trainees during the application phase.

When organising the learning stays abroad, the learning objectives and content had to be agreed with the receiving offices. The learning objectives and contents are described in our Template for assessing and documenting the acquired learning outcomes. As a new learning outcome unit, we were able to describe the learning objectives for the area of land transport and include them in our template. The template is available to all partners. It is used to guide the trainees.

In the meantime, our partners are sensitised to vocational training with defined learning objectives and contents. In some cases, they also use the template for the training and qualification of their employees. In the long run, we expect that this will lead to a comparability of vocational qualifications.

The description of the learning outcomes is published on the national ECVET portal.⁸

Another effect on the participating companies was that cultural differences or lack of language skills were no longer a reason for not being able to cooperate or do business and that both communication and understanding between the foreign business partners or partner organisations improved and was facilitated because the participants got to know, understand and react to working contexts on site.

The trainees were also able to develop their productive language skills and experienced how language can be completed through on-the-job training. They can communicate spontaneously and fluently, so that a normal working conversation with colleagues and customers is possible. You have learned to be sensitive to cultural peculiarities and to take them into account when interacting with colleagues, customers and acquaintances. They have learned to recognise an opportunity for their further career in another European country. The project qualified the young people for the European labour market and promoted their willingness to be mobile in Europe.

[Link to project card](#)

⁸ http://www.ecvet-info.de/media/ECVET-Raster_Kfm_Spedition_und_Logistikdienstleistung_Unit_1-3.pdf

2.4 Apprenticeship and apprenticeship mobility in other sectoral Blueprint projects

In the context of Task 6.3 activities of other sectoral Blueprint for Skills projects related to apprenticeship and apprenticeship mobility have been analysed.

The following Source: <https://www.project-drives.eu/en/apprenticeship>

provides an overview of those sectoral initiatives that received funding and were completed or ongoing with a funding period until the end of 2024. Out of the 20 other Blueprint projects, several have dedicated work packages and/or task-related activities to the issue of apprenticeship:

Four sectoral Blueprint partnerships have either implemented or (as of June 2023) were planning to implement activities related to promote apprentice mobility:

- **mates** (maritime technology and shipbuilding sector) has created an exchange and technical visit pilot experience for students (VET, HE; EQF level 3-8) and workers (blue-collar, white-collar and pink-collar)
- **eo4geo** (space and geo information data) has built an internship, job and project work offers catalogue for students (HE) and young professionals⁹
- **SKILLSEA** (maritime shipping) intended to establish a platform or forum to identify possible exchange programmes for staff and students (SkillSea maritime shipping Blueprint)
- **Metis** (microelectronics manufacturing and design) intended to develop a tool to identify placement opportunities for learners and other staff groups

TABLE 3: OVERVIEW OF BLUEPRINTS FOR SECTORAL COOPERATION OF SKILLS, 2018 - 2024

Duration	Title	Sector
01/2018 - 12/2021	DRIVES	Automotive
01/2018 - 04/2022	mates	Maritime technology / shipbuilding
01/2018 - 06/2022	eo4geo	Space - geo information
01/2018 - 12/2021	Skills4Smart TCLF 2030	Textile, clothing, leather and footwear
01/2018 - 12/2021	NTG Next Tourism Generation	Tourism
01/2019 - 12/2022	SAM	Additive manufacturing
01/2019 - 03/2023	Construction Blueprint	Construction
01/2019 - 06/2023	SKILLSEA	Maritime shipping
01/2019 - 06/2023	ESSA	Steel industry
12/2019 - 12/2023	fields	Bioeconomy, new technologies and innovation in agriculture
12/2019 - 12/2023	albatts	Batteries for electro-mobility

⁹ See: <http://www.eo4geo.eu/tools/job-offer-tool/>

Duration	Title	Sector
01/2020 - 12/2023	ASSETs+	Defence technologies
01/2020 - 12/2023	EDDIE	Energy value chain - digitalisation
01/2020 - 12/2023	SPIRE-SAIS	Energy-intensive industries/industrial symbiosis
01/2020 - 12/2023	METIS	Microelectronic manufacturing & design
11/2020 - 10/2024	STAFFER	Rails supply and transport industries
11/2020 - 10/2024	CHAISE	Blockchain
01/2021 - 12/2024	CHARTER	Cultural heritage
11/2020 - 10/2024	REWIRE	Cybersecurity
01/2021 - 12/2024	BWISE	Work integration social enterprises
01/2021 - 12/2024	ESSA	Software services

Source: STAFFER Task 6.3

Some further Blueprint partnerships (**Construction Blueprint** and **ASSETs** Blueprint in the defence industry) have also developed toolkits for mobilities, such as guidelines for internship mobilities, advise on funding mobilities, etc. ¹⁰

Finally, the **DRIVES** Blueprint consortium in the automotive sector – though not having developed a transnational learners mobility programme – focussed on the promotion of apprenticeships via an **apprenticeship marketplace** containing profile sheets on apprenticeship occupations and by establishing an apprenticeship forum for exchange of good practices in relation to apprenticeship in the automotive sector (see Figure 5 below).

FIGURE 5: DRIVES BLUEPRINT: ESTABLISHING AN AUTOMOTIVE APPRENTICESHIP FORUM

¹⁰ See: **Construction Blueprint**: Planning to promote mobility among VET students etc. in Europe via the Blueprint platform: specific section will be opened on the portal to provide information and **guidance on how to make better use of EU funding of mobility** (such as Erasmus+, EURES Targeted Mobility Scheme), Link: <https://constructionblueprint.eu/campaing-mobility-in-europe/>; **SKILLSEA** (Maritime shipping): planned for M48: maritime **education and training centers (METs) forum for solving barriers on student mobility, identifying possible joint programmes or exchanges of staff and students**, Link: <https://www.skillsea.eu/index.php/activities/structural-cooperation-among-mets>; **ASSETs** (Defence industry): Job search engine fed by 7 large companies of the sector, of which one (Airbus) is also offering internships, Link: <https://assets-plus.eu/job-profiles/>



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Source: <https://www.project-drives.eu/en/apprenticeship>



3 LEARNING MOBILITY - WHAT RAILWAY COMPANIES AND APPRENTICES THINK

3.1 Company perspectives

In the context of Task 6.3 interviews with STAFFER partners as well as interested companies were carried out¹¹ with the aim to learn more about interests and expectations as well as own experiences and practical challenges in relation to apprenticeship and initial learner mobility schemes. A second phase of exchange was carried out in the context of drafting Deliverable 7.4 during summer/autumn 2024 in order to clarify expectations and gather more concrete ideas on designing the rail-related mobility scheme.¹²

These exchanges with companies and VET institution representatives first of all confirmed the great interest of railway stakeholders in transnational mobility projects for apprentices, , initial learners' as well as other staff categories (e.g. trainers, instructors, specialised experts).

In the following sections, assessments and interests of railway companies in European mobility programmes and/or work-based internships are summarised, based on bilateral exchange, interviews and written responses to an ad-hoc survey carried out during summer 2024.

3.1.1 The added value of engaging in learner mobility

Company representatives from different national backgrounds (with and without formalised apprenticeship systems for initial VET learners highlighted the following added values of a European Mobility Programme for apprentices, trainees or other groups of VET learners in railways:

- Learning mobility would contribute significantly to building European Mindsets and awareness of future generations of railway workers for a cohesive and efficient European Rail Area.
- It would improve language skills, cultural understanding and would strengthen soft skills and self-confidence of young people in railways.
- It would enhance practical learning outcomes and facilitate the mobility and networking of new talents and workers across workers.
- It would make the rail sector, professional careers in rail and occupational profiles in railways more attractive and improve the image of the sector.

¹¹ Interviews were carried out with six railway undertakings (railway operation as well as infrastructure management) from Austria, France, Germany, Luxembourg, Poland, and Serbia during Summer 2023. In addition written comments were received from Higher VET Institutions in France and Germany.

¹² In the context of an ad-hoc survey responses from railway undertakings and HEI were received from Austria, Denmark, France, Germany, Greece and Luxembourg. This added to bilateral exchange with further railway undertakings on the issue that was carried out during Task 6.3 implementation (Serbia, Poland, Belgium, Italy).

- Mobility and exchange programmes for VET learners could be used by the railway companies for branding/storytelling to attract new candidates.
- Mobility and exchange would also contribute to the dissemination of innovative and new methods of training and teaching.
- Beyond these aspects, periods of learning and working abroad has also other positive impacts on apprentices and learners. As highlighted in a comment from the railway operator in Luxembourg:

“Beyond the technical aspects, we find it essential that apprentices grow personally through this experience. We aim for them to gain a broader perspective on professional life in general, and to learn the value of work, commitment, and responsibility. It is also about providing a human experience.” (CFL)

3.1.2 Relevant target groups for mobility and exchange

There is a broad variety of apprenticeship training in terms of formalisation, duration, target groups as well as entrance EQF levels in Europe and this is also reflected in the railway sector.

Within STAFFER, companies such as SNCF or DB are strongly engaged at apprenticeship training and amongst the largest employers in their countries: According to input received from SNCF, the railway undertaking employs and trains about 5,000 apprentices at EQF level 3-5, mainly in rolling stock and infrastructure maintenance. Furthermore, there are another 5,000 apprentices at higher EQF level, mainly in office support positions.

Also German railway and infrastructure manager Deutsche Bahn employs several thousands of apprentices at lower and higher EQF level as the following Table 4 shows.

TABLE 4: ENGAGEMENT OF DEUTSCHE BAHN IN APPRENTICESHIP TRAINING AT DIFFERENT EQF LEVEL

Engagement in apprenticeship training at EQF level 3-5	Engagement in apprenticeship training at EQF level 6-8
Approx. 50 apprenticeships: transport professions (e.g. train driver), industrial/technical professions (e.g. mechatronics technician, electronics technician), IT professions (e.g. IT specialist), commercial professions (e.g. industrial business management assistant)	Approx. 25 dual study programs: transport study programs (e.g. industrial engineering in railway engineering), business administration study programs (e.g. business administration - controlling, business administration - forwarding, transport, logistics), engineering study programs (e.g. electrical and civil engineering) and IT study programs (e.g. computer science and business informatics)

Source: STAFFER Task 6.3. based on information received from Deutsche Bahn

Apprentices at **EQF level 3-5** in occupational profiles such as mechatronics technicians, electronics and logistics may either be employed directly or – under an apprenticeship or traineeship contract – in cooperation with vocational schools. The cooperative approach of apprenticeship training at EQF level 3-5 is illustrated for example by the example of the Hellenic Railway organisation OSE in Greece that provided input to STAFFER Task 6.3:



“Our VET training is focused on trainee employed by OSE and Railway operators. We provide courses for Train drivers, Station Masters, Traffic controllers and railway infrastructure maintenance. Our approach combines theoretical courses to cover essential knowledge and principles related to each role and On-the-Job Training.” (OSE)

At **EQF level 6-8**, only in some countries (e.g. France or Germany) apprenticeship programmes are in place where companies are engaged in “dual” vocational programmes in cooperation with higher education institutions.

However, in most EU countries railway occupational profiles at the EQF 6-8 level are trained by higher education institutions (Universities, Universities of Applied Science) in a broad variety of engineering and other professions, either as “generalists” or already with specialisation in railways such as at CNAM in France:

“Our specific programme concerns the Railway Signalling Electronics Engineering Degree. This programme is a specialized apprenticeship programme that provides training in railway signalling systems and is recognized within the framework of the ‘Contrat d’apprentissage’ and ‘Contrat de professionnalisation’. These schemes are regulated under the French Labour Code and are supported by laws and regulations that facilitate apprenticeship training in various fields. The targeted professions or roles could be for an Entry-Level Position: Proximity Signalling Manager, Signalling Works Supervisor, Signalling Unit Assistant, Signalling Engineer and subsequently: Unit Manager, Support Department Head, Works Lot Manager, Project Manager.” (CNAM)

As most learners have a higher average age (e.g. 21-24 years) than apprentices and trainees at EQF level 3-5 and have better foreign language skills, e.g. English.

At EQF level 6-8, companies as well as HEI indicated that a European Mobility Programme in Railway would be interesting as universities and /or engineering/commercial schools ask more and more for an experience abroad and the development of language skills. There is definitively a need to make the rail sector more attractive and to give language skills. In term of especially engineering/IT studies, such European Mobility Programmes can help to build the European Rail Area.

However, besides the need to differentiate between lower and higher EQF level target groups, STAFFER partners and other interested companies and HEI also highlighted that there might be further specific target groups related to different railway domains: Here, in particular high-speed and long-distance railways, freight rail transport or foreign subsidiaries of national railway companies were mentioned. Also, mobility and exchange in cross-border regions, along transnational rail corridors or based on common languages (in particular for EQF level 3-5 students), for example German were highlighted in this context.

3.1.3 Possible formats of mobility, exchange and internships

Company representatives noted that possible formats for mobility activities need to be different when it comes to EQF levels. As highlighted for example by SNCF,

“Generally speaking, SNCF doesn’t handle EQF 3 and 4 level apprentices in the same way as EQF 5 level apprentices. For the EQF 3 to EQF 4 levels, SNCF would be interested in organizing a two-week exchange (one week in each country) with another country, but to base this exchange on a specific project to be carried out jointly or in pairs with an apprentice of the same level and the same occupation field. For example, this could involve identifying a topic where the skills or procedures differ between the 2 countries. The pairs could study the reasons for this difference and identify the advantages and disadvantages of each method.

The result would be a discovery report and a formal analysis that could be used to draw up best practices in either country. The interest for the apprentice will be to discover new methods, to think outside the box, and to progress in a foreign language.

For the EQF 5 level, it could be appropriate to organize a tour of several other countries (2 or 3), in order to discover different practices in a given profession. EQF 5 students are likely to become team-leaders in the short term. A more macro view of their counterparts’ working methods, and the ability to speak an international language (English, for example), could be an undeniable asset for future positions, in terms of open-mindedness and operational and managerial practices.”

EQF level 6-8: Need for either short-term learning visits as well as longer term visits/internships (up to 3 months)” (SNCF)

This difference in exchange and mobility formats is also reflected in suggestions made by other railway operators and infrastructure managers. For example, the Greek railway operator OSE suggested two concrete possible formats for mobilities and learning in another country targeting different learners, trainees and apprentices as the following Table 5 shows:

TABLE 5: APPRENTICESHIP MOBILITY AND EXCHANGE FORMAT FOR DIFFERENT TARGET GROUPS

Duration of learning mobilities/visits	Target Groups	Topics
Short-term (1-4 weeks)	Secondary school students in vocational tracks and early-stage post-secondary VET students	<p><u>Railway Engineering</u>: Advanced training in railway infrastructure, maintenance, and construction</p> <p><u>Rolling Stock Maintenance</u>: Hands-on experience with the maintenance and repair of trains and related equipment</p> <p><u>Signal and Communication Systems</u>: Exposure to the latest technologies in railway signalling and communication</p>
Medium-term (1-3 months)	Post-secondary VET students; apprentices and trainees; young professionals and recent graduates	<p><u>Safety Standards and Regulation</u>: Understanding and implementing international safety protocols</p> <p><u>Traffic Management</u>: Real-time traffic control and scheduling to ensure smooth operation.</p>

Source: STAFFER Task 6.3. based on input received from Hellenic Railways OSE

The need for short assignments or mobilities was also stressed by railway undertakings as resulting from quite dense apprenticeship programmes and curricula:

“DB already has several international exchange programmes around apprenticeships, including the apprentice exchange with SNCF. This program strengthens intercultural understanding, promotes cross-border learning and networking. It also develops personal and professional skills and promotes cross-border understanding of the railway system and an increase in the European mindset among the trainees. In order to realize these exchange programmes, it is important that there are short assignments/learning visits at a time, as the training/curriculum is already very full, and the achievement of the training objective must not be compromised.” (DB)

However, STAFFER partners highlighted also similarities in the need of different groups of learners:

“Programmes that develop a basic understanding of the rail system in the host country can be open to every target group. Additionally, we’d like the apprentices to gain an insight into how their own job and education is practiced in another country, so they hopefully get inspired with new ideas and best-practice examples. In this case we would have to check the learning program thoroughly and match it with our apprentice programmes.” (ÖBB)

In relation to EQF level 6-8, companies and HEI indicated that learners or dual students in fields such as engineering would be interested in internships abroad, not only to gain insights in foreign learning and operational environments but also to improve foreign language skills.

Companies have also developed ideas on specific mobility formats in relation to dedicated target groups and expected outcomes as the following input from DSB in Denmark illustrates:

“We see a potential in an exchange between us and e.g. other operators, where newly educated/junior master/bachelor candidates can participate in an exchange programme.

The exchange programme can e.g. be built up around that the candidate works in different areas within the company, or deep dives into a topic, e.g. project to operation or similar. The purpose of the programme is to accelerate the candidate’s development and take advantage of lessons learned/areas of expertise and bring into the company (DSB). Furthermore, we see this participation of such an exchange programme can be used in branding/storytelling to attract new candidates. Our expectation in terms of skills is that the candidates have a professional proficiency in English as a minimum.”

Railway companies that provided suggestions for apprenticeship mobility, often had also quite concrete ideas on contents and expected learning outputs of the exchange:

- *“We are particularly interested in programs focusing on the maintenance and servicing of locomotives, as well as innovative railway technologies. These topics are crucial for our apprentices, who are all assigned to the locomotive maintenance workshop.” (CFL)*
- *“There is a special need for Eurostar or freight: learn intercultural ways of working, learn the differences in the signalling rules in different countries, or in rolling stock for example” (SNCF)*
-



Finally, STAFFER partners and other interested railway companies highlighted that also railway training staff should be regarded as an important target groups of learning mobility. As noted by one participant in a written response:

“We are also interested in establishing exchange programmes for our trainers and educators. We would like to enable them to develop further and gain new perspectives. In terms of content, once again an overview of the regional rail system would be interesting, as would innovative teaching methods and best practices. We’d also like to encourage our teachers to connect personally with teachers from all over Europe, especially with German-speaking companies.” (ÖBB)

3.1.4 Further requirements and needs from the company perspective

Contributors to the STAFFER apprenticeship mobility programme also noted that the creation of a platform or network would provide significant added value:

“Another need is a transnational network for the apprentices. Firstly, you can learn a lot from the exchange. Secondly, networks enable low-threshold participation. One Idea could be short network meetings of 3-5 days, that provide insight into a foreign railway system. In this case there would be little administration effort and probably no necessity to formally recognize learning outcomes. The shorter the stay, the easier the administration behind it.” (ÖBB)

This need has also been shared by other railway undertakings that provided input to Task 6.3.

Further suggestions or recommendations made, included the following:

- Establishing and regularly updating a list of contact persons in companies or VET institutions who are interested in an exchange or mobility programme/project
- Pooling of companies and contact points on the basis of a common language, e.g. German language
- Companies that have gained already experience in apprenticeship exchange (e.g. SNCF, DB, CFL) stressed also the added-value of longer-term bilateral partnerships for organising regular reciprocal visits in the other country.

3.1.5 Sending and receiving perspective

All companies and stakeholders that provide input for the development of a rail mobility programme stated that they would be interested in becoming involved in exchange on a reciprocity basis, i.e. sending and receiving learners. Here it was also stressed that railways’ operational needs are based on regular exchange and linkages, increasingly across borders.

As highlighted by a response of CFL to the STAFFER ad-hoc survey on the STAFFER apprenticeship mobility programme, the sending and hosting perspective has several positive impacts:

“From the sending perspective, we believe it is valuable for our apprentices to gain international experience, broaden their horizons, and learn about different railway systems and technologies. This exposure can greatly enhance their technical skills and personal development.

From the hosting perspective, we are equally enthusiastic. Hosting apprentices from other European countries would allow us to share our expertise and best practices, foster international collaboration, and enrich our own training environment with diverse perspectives.

In summary, we see great benefits in both sending our apprentices abroad and hosting international apprentices. This dual approach will help create a more dynamic and interconnected learning experience for all involved.” (CFL)

3.1.6 Barriers, obstacles and support needs

The exchange also shed light on previous experience of administrative, organisational and technical difficulties and challenges of implementing mobility and exchange programmes and working with the Erasmus funding mechanism.

As a company with some experience in working with Erasmus+ funded projects noted, past experience was mixed and there would be a need to develop a tool for facilitating apprentices and learner mobility that is effectively supports companies and reduces procedural and administrative burden:

“Of course, we consider apprenticeship mobility programs very important. However, our experiences have been rather disappointing due to the complexity and administrative burden involved. For us, the most crucial aspect would be to simplify the procedures, as the administrative workload has discouraged us from continuing with the European programme.”(CFL)

Support would also be needed on legal and other issues, e.g. drafting exchange or partnership contracts, matching insurance requirements. Furthermore, companies indicated that there is a need for support in the application process alongside financial and social support information.

“Another obstacle is local accommodation and cost of living abroad: subsidies would be welcome to foster the phenomenon. It would be very useful to have a “kit” with all kinds of information (legal, financial, practical...) about short or long-term stays and the relevant European funding possibilities.” (SNCF)

For apprenticeships at EQF level 3-5, railway companies highlighted the challenge that mobility activities need to fit into the formal grading criteria of the apprenticeship programme.

While this might not be a problem for “higher apprenticeships” at university level, apprentices and trainees at EQF level 3-5 also require special attention in relation to language: Communication is hampered by a lack of foreign language skills and there is either the need to focus on specific target groups (e.g. apprentices that already learn or work in a multinational environment, e.g. rail freight logistics or cross-border railways) or other solutions (exchange with apprentices of the same language group, e.g. German; support by translators).

From the perspective of hosting companies, partners that contributed to the Task 6.3 highlighted the requirement that incoming apprentices and trainees need to have certain language skills (either English in the field of higher education or the local language of the hosting company when it comes to lower EQF levels).

While HEI have developed already a certain routine in relation of developing successful applications to Erasmus+ or other funding programmes, this is not the case of railway companies. Companies therefore stressed that they also are in need for concrete help to fill in application forms.

3.2 Apprenticeship perspectives and expectations

During the **apprentice exchange programme between the DB and the SNCF in June 2023** we from the EU-project STAFFER asked the participants to answer a questionnaire (see annex). Questions concerned their personal career plans, how they perceived the exchange programme and their future in the cross-border sector.

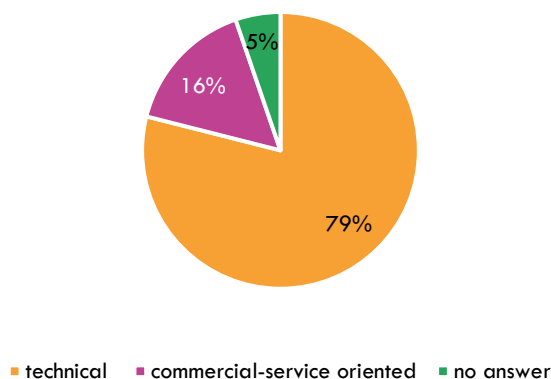
Of 30 participants per country, we got 18 replies on the German side and 19 from their French counterparts. These high numbers can give us a good representation of how the exchange programme is perceived and, because the numbers of participants are very close together, a comparison between the French and the German answers is useful. This makes it possible to see why the participants decided to take part in the exchange, what they expected and how the programme held up to these expectations.

The apprentices are the reason exchanges like this exist and from their feedback strengths and weaknesses of the programme can be identified and can be used to further improve it. The findings can also help in the conception of new programmes and to increase their attractiveness.

3.2.1 Profile of participants

On the **German side**, the big majority of the participants were apprentices in the technical field. Only three participants' apprenticeships were commercial-service oriented. The reasons why they decided for their apprenticeships were diverse, but professional interest, the attractiveness of either the training system, the DB or the remuneration and good possibilities for a career were main factors. When asked what they wanted to do after their apprenticeship, most of the participants wanted to stay in the job they are currently learning. Ambitions for further training and career were voiced five times, which made up the second biggest cluster of answers.

Apprenticeship occupations of German participants

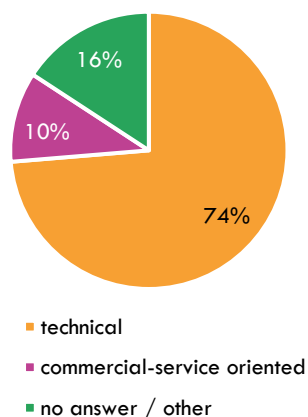


On the **French side**, out of our 19 participants, 14 made an apprenticeship in the technical sector. Opposing two people in the commercial service-oriented sector, they make up the big majority. The reasons why they decided for their apprenticeships differ, but a talent or special interest in the job make up the biggest single cluster with nearly half the answers.

Other reasons were getting a permanent contract quickly, the dream of working at SNCF or obtaining the baccalaureate, the French equivalent to the German *Realschulabschluss*.

Regarding their future, the group was nearly divided in two directions, staying in the job they are learning right now and career. Nine apprentices wanted to stay in their Job and seven had ambitions to for example become a manager or continue with a BTS (higher technician certificate). Four participants emphasized on the fact that they wanted to stay at SNCF.

Apprenticeship occupations of French participants



3.2.2 Motivation and expectations of participants

When asked why they decided to take part in the exchange, the **German apprentices** mostly voiced an interest for the differences between their work and the French equivalents. A general interest in the SNCF and France as a country was also voiced, just as often as the improvement of the own language skills. Having the Exchange as a positive note in their CV was only for one person the reason why they decided to do it. Possibly a surprising reason for DB apprentices to take part in an exchange programme was to get to know the DB better, which was voiced more often than meeting new people.

Even though it might not have been the main reason to decide for the programme, meeting new people was particularly important about the exchange for the German apprentices. Next to their main importance, getting to know the structure or tech of the SNCF and getting to know the equivalent of their jobs in France, courtesy and respect were crucial for the participants. A good organization, free-time, cultural exchange and just having a good time were also voiced as important for the exchange but made up a smaller share of the answers.

The reasons of the **French apprentices** to participate in the exchange programme were mostly driven by an interest in the comparison between DB and SNCF, as roughly 73% of answers stressed this fact. Other reasons to decide for the programme were the cultural exchange, improving the own knowledge or just the personal experience. Language, in this case improving their German, was only the reason for one of the participants, another one took part because he thought the exchange was a rewarding project.

When asked what was especially important to them, the answers were more various than the reasons to take part in the programme. Discovering similarities and differences between DB and SNCF and the work in both countries was still the biggest factor, but a cultural exchange and discovering the German way of life was answered just two times less. Getting a deeper understanding of their profession was also voiced as an important aspect, just like mutual respect and improving language skills.

3.2.3 Feedback on the programme

The **German apprentices** particularly liked the programme of the exchange, with a strong focus on the lot of different insights they got. The dialogue with their French counterparts was also highlighted as a positive aspect. An improvement of the language skills and their free time were other positives seen by participants.



In contrast to this, not enough free time and communication problems were the biggest negatives voiced by the participants. Both aspects each made up roughly a third of all negative feedback, with other individual points, like the food in Paris or too little content being the rest.

There is a clear connection from these negative points to the improvement suggestions of the participants. The wish for more free time or a less tight planning was the biggest one voiced in the questionnaire. There were different possibilities how to archive this goal suggested, such as visiting only two instead of three cities or having more buffer between the activities. Another suggestion was to split the programme up into two non-consecutive weeks. The second biggest improvement suggested was linked to the communication problems mentioned. Speaking English or the language of the exchange country was wished as an obligation for the exchange, twice as often as free language courses before the beginning of the programme. Another improvement suggested was more social interaction between the German and French participants in the form of an introductory round (Kennenlernrunde) or getting to know each other beforehand through writing letters.

In line to their expectations, the **French apprentices** especially enjoyed discovering the German facilities and culture a lot. Even though they stressed communication problems throughout the whole exchange, they liked learning a bit of the language and meeting their German counterparts. The participants would have liked to have more free time, what goes hand in hand with complaints about the organization in general.

Participants would have liked to speak to employees about their daily work, instead of managers, especially on the German side. Staying in line with the perceived organizational problems, the apprentices would have preferred to have more time at each of the activities and to have fewer overall. Their wish for more free time was also a wish for more dialogue and better communication between the two groups. There also were complaints about the quality of the food and the hotel in Germany. There was also a feeling of unequal quality of the German and the French part of the trip in general.

3.2.4 The view of cross-border work

Eleven out of the 18 **German participants** could imagine working in the cross-border sector, which is roughly 61%. Requirements for this were in one case a job in the region of Hamburg, or improved language skills. The language was also the argument for everyone else, all three people who said no, stated missing language skills as their reason.

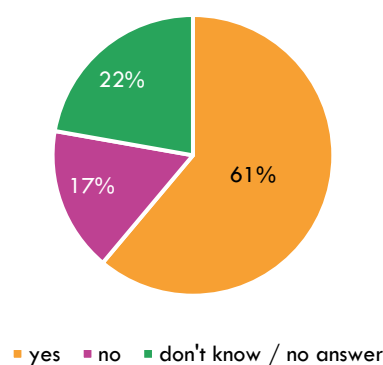
When asked which incentives or supports the apprentices would wish for a job in the cross-border sector, the language was again a main factor. Over half of the answers concerned language courses, translators or other forms of help with the language. As incentives often wished for were more exchange programmes, workshops or other ways communicating the possibilities. Financial incentives or good hotels were also seen as ways to support working in the cross-border sector.

The question if stays abroad or foreign language skills should be considered more in the apprenticeship was affirmed by every apprentice, just one made the limitation that these options should only be voluntarily. Here was again a clear focus on language skills, as language courses were often wished for, even without an exchange programme. The apprentices also wished for more exchange programmes and more information about them.

When asked if they could imagine working the cross-border sector, 74% of the **French apprentices**, which equals fourteen of our participants, said yes. Some gave requirements, like remaining in their field or a language barrier making it not possible for them to work with the DB, but other countries being an option.

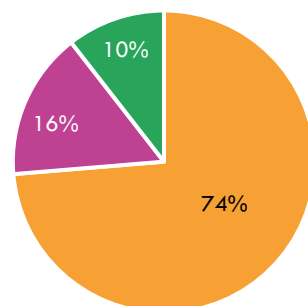
In one answer, the exchange programme was referenced as the reason why the person could imagine working in the cross-border sector now. Reasons against cross-border jobs were for example wanting to stay at their current location.

Could you imagine working in the cross-border sector?



Their ideas for support or incentives for cross-border jobs were the first time, the apprentices focused on language courses, which were the most voiced wish. Support which was often wished for was help with accommodation or administrative support with everyday needs. Financial support was also wished for, just as often as free travel and movement as incentives for these jobs. As another incentive, further training was only voiced once in the form of becoming a specialist.

Could you imagine working in the cross-border sector?



■ yes ■ no ■ don't know / no answer

Regarding the apprenticeship itself, there was a clear wish for more European themes, more exchange programmes and language courses. Only three participants opposed these ideas.

There is also a focus on cross-border work, especially regarding information about its existence and exchange programmes to promote it. Exchange programmes were also wished for to get culturally closer with other countries.

3.2.5 Differences and similarities

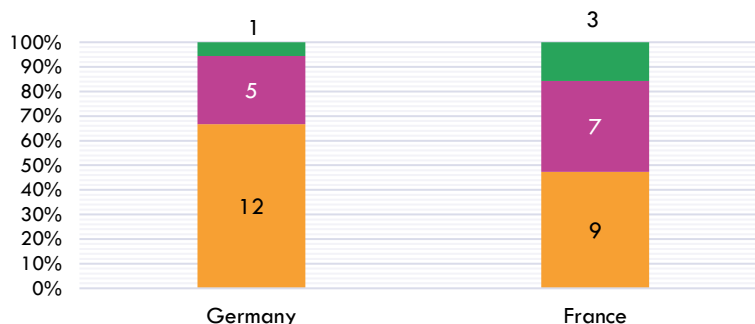
The structure of the groups was very similar, with a big majority of apprentices from the technical sector in both countries. The reasons they decided for their apprenticeships were similar as well, in both cases

predominantly personal interest or talent. After that, the German participants put more of a focus on a good training system, the DB itself and remuneration. Analogue to their German counterparts, the French participants

chose their apprenticeships because of the SNCF, or permanent contracts. Next to the remuneration, the possibilities for a career were also not a reason for the French apprentices.

Counterintuitive to that, the German participants put less of a focus on career when asked what they wanted to do after their apprenticeship. While almost as many French participants had

What do you want to do after your apprenticeship?

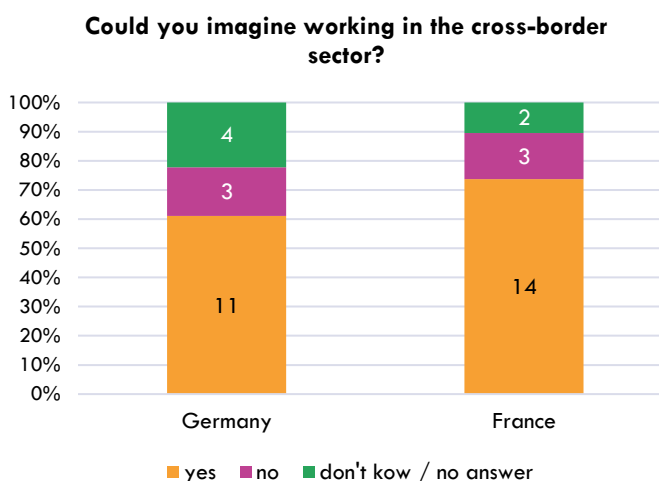


■ Stay in the current job ■ Career ■ don't know / no answer



ambitions for higher positions as those who wanted to stay in their current jobs, more than twice as many German apprentices wanted to stay in their current jobs.

Apprentices from both countries could imagine working in cross-border jobs, in both cases more than half of the participants. The French apprentices were even more open to the idea, with nearly three quarters of participants being able to imagine working in a cross-border job. Interestingly, all Germans who said no, did so because of language skills, while only one of the French participants even considered these, as a reason why he could only imagine working with Eurotrain and not with the DB.



There is also a significant difference in the number of people who didn't know or didn't answer the question, what could indicate that the German apprentices are not less open to cross-border work, but just less sure.

The wished incentives and supports for a cross-border job were the first-time participants from both countries were wishing for language courses as their first priority. In both cases good accommodation, and financial support were other important wishes. The German apprentices then focused more on the communication and workshops to get to know the possibility of cross-border work, while their French colleagues wished for good accommodation and free travel.

3.2.6 Perception of the exchange programme and suggestions for improvements

Regarding their expectations, both sides of the exchange had a big interest in the differences and similarities of their employers. For a lot of apprentices, especially how the day-to-day work life is organised and what are the differences to what they know was of great interest. But cultural exchange and getting to know the daily life of their counterparts were quite important for German as well as French apprentices, but not the only aspects. The technical side of their jobs was another interest. A French apprentice stated, that he wanted to see how maintenance is done in Germany, a German one was especially interested in seeing the French facilities. The third big interest for both groups was meeting their colleagues from another country, even exchanging ideas was voiced as a reason for the exchange. Matching to this, there was also a

wish for mutual respect on both sides. The only real difference in their expectations was a bigger focus on the expansion of language skills on the German side.

The feedback had a lot of similarities as well. Both Groups enjoyed discovering the facilities and the programme itself. They also liked the cultural exchange and their free time, while both times stressing that there was not enough of it. The biggest complaints in this direction were about the time they had at the different locations. Especially the German apprentices would have liked a less tight planning and more time to ask questions. On the French side, there were more complaints about the content. French apprentices said, they would have liked to talk to more employees and not only DB managers, stressing their interest in the daily work life of the Germans. The French participants also felt that they got not enough insights on the technical side of the DB, suspecting secrecy rather than cooperation. Particularly said as a positive activity on the French side were the ICE maintenance centre and discovering the driving simulator. Their German counterparts emphasised the railway police as interesting and very deep insights on the French side. On both sides very liked as well were the discussions between the two groups and the time together. Again, only the German apprentices saw an improvement of their language skills as a positive aspect.

Communication problems were stressed by both sides, just as not enough free time and the wish for a closer social interaction. Both sides suggested less activities with more time per activity and a bigger focus on social exchange with more free time. The French apprentices then put more of a focus on a perceived poor organization, and wished for a betterment of that, possibly through a closer communication between the organizers in Germany and France. In contrast to that, the German participants wished for language courses and certain language skills as an obligation for the exchange. Both sides also had the idea to split the trip up in two non-consecutive weeks to have time to reflect on the seen in between. Another idea in the same direction was reducing the duration from 14 to 10 days or to visit just two instead of three cities.

Regarding their apprenticeships, participants from both countries nearly unanimously agreed that possibilities for exchange programmes and foreign language skills should be expanded. Here were again some differences, as the German apprentices wished for more foreign language courses and their French counterparts wished for more information regarding cross border-work, but both agreed that exchange programmes, or at least the information about them, should play a bigger role in their apprenticeships.

3.3 Learnings from two exchange visits in 2024 (DB – SNCF – CFL)

During Summer 2024, two exchange experiences were organised by STAFFER partners DB, SNCF and CFL that are briefly reviewed in the following section based on documentations and evaluations provided by DB project managers and coordinators of the two events to the Task 6.3 co-leader.

It should be mentioned that there was the initial plan to actively involve STAFFER resources, apply for co-funding from the respective Erasmus+ KA1 funding line (“*Learning Mobility of VET Learners*”) and implement both events as pilot activities in the context of STAFFER. However, this proved as not feasible due to organisational and administrative reasons (reflecting also the administrative and other barriers mentioned in section 3.1 above).

However, based on the close collaboration and involvement of DB colleagues responsible for organising and implementing the exchange visits in STAFFER, Task 6.3 has been able to summarise some important learnings and results of both events that provide valuable input for future activities as well as for the design of a railway Erasmus programme.

3.3.1 The DB – SNCF exchange visits 2024

The DB – SNCF exchange visits took place between 24 June and 7 July 2024.

Reflecting a very long tradition of bilateral exchange and cooperation on apprenticeship¹³ training, the DB – SNCF visit in 2024 consisted basically of a two-week exchange programme of apprentices from both companies. Participants were apprentices in technical and engineering occupations as well as in the field of rail travel service agents (“*Kaufleute für Verkehrsservice*”). From each side, about 20 apprentices participated.



¹³ The collaboration of the two railway undertakings dates back to a contract concluded in 1964 which was renewed in 2024 for unlimited duration.

The 2-week programme consisted of the following features:

- Both groups of apprentices spent one week in France and another week in Germany, hosted by SNCF and DB
- The programme is supported by trainers and language support staff/interpreters¹⁴
- The focus of the programme is on site visits, language animation and communication as well as workshops with the aim to strengthen intercultural competences, mutual understanding and collaboration / networking between the two companies
 - Apprentices were given an insight into training in DB and SNCF and exchanged ideas with trainees from the other country. Intercultural skills were strengthened.
 - Apprentices improved their language skills and learned from each other. Basic knowledge made it possible to communicate with the group.
 - Joint leisure activities completed the programme and strengthened the sense of community.
- Participants are selected by the two companies whereby DB focusses on the selection of high-performing apprentices

Based on the feedback and suggestions for improvements made by apprentices, DB and SNCF will consider the following aspects for planning the next event in June/July 2025 related to contents:

- There should be more practice-related contents, for example, spending more time in training workshops and producing something or implementing a specific task
- Participants should receive more information and knowledge in the vocational training and education system of the other country in advance as well as during the visit
- There should be also more activities of getting known to each other at the beginning of the visit as well as language preparation, perhaps before the exchange

3.3.2 Visit of apprentices from Société Nationale des Chemins de Fer Luxembourgeois (CFL) to the maintenance workshop of Deutsche Bahn FZI

Based on previous exchange and collaboration between the maintenance departments of CFL in Luxembourg and DB, six apprentices visited the DB FZI maintenance workshop in Kassel for two weeks, between 5 – 16 August 2024.

The CFL apprentices are involved in an apprenticeship programme in the occupational field of electronics and air conditioning technology/engineering.

¹⁴ Language support was co-financed by the Franco-German Youth Office (FGYO).

The technical contents of the exchange consisted of the following works and components:

Deployment in the maintenance hall for vehicle maintenance, projects and accidents

- Replacement of air conditioning units in the driver's cab
- Removal of air conditioning compressors including the drive motor (power pack)
- Replacing the seating in the passenger compartments
- Connection and installation of charging sockets, passenger counting, video surveillance systems
-



Accompanying a vehicle during commissioning

- Adjusting the running gear, checking the doors and train safety systems, adjusting the motors/engines
- Conclusion: Accompanying the test drive to Treysa
- Exchange, question and answer session and explanation of the maintenance process on site by the training coordinator and train driver

Exchange rounds

- About the vocational training process at DB FZI
- Discussions about differences between the training structures and content between Germany and Luxembourg

The Apprentices from Luxembourg supported their German fellow apprentices in work on the apprenticeship project “Molly”, that is the reconstruction and interior work of a historic locomotive as a common room for apprentices.

The feedback of participants as well as supporting staff and trainers was very positive and the involved apprentices and staff at CFL is looking forward to host apprentices from DB FZI in 2025.

4 DESIGNING THE APPRENTICESHIP MOBILITY SCHEME FOR THE RAIL SECTOR

“A European Mobility Programme in Railways for apprenticeships, trainees, or VET learners can significantly contribute to building a cohesive and efficient European Rail Area, improve language skills and cultural understanding, enhance practical learning outcomes, and make the rail sector a more attractive career path.” (Hellenic Railways OSE, Greece)

4.1 A rail sector scheme for apprentices and learner mobility would reflect stakeholder needs

As shown in previous sections (see 3.1) and highlighted in the quote above, railway stakeholders strongly confirmed the added value of supportive scheme or platform for the sector. According to stakeholders, the development and offer of mobility and learning visits for apprentices and trainees would also increase the attractiveness of the sector as a professional pathway for young people and would have a positive impact on the visibility and image of railways not only as a national but also European and transnational mode of transport.

In particular, the following added value was highlighted in exchange and written responses:

- Receiving detailed and practical information on Erasmus+ Mobility funding opportunities is crucial. This information should include eligibility criteria, application processes, deadlines, and tips for successful applications to ensure available resources can be fully utilized.
- Further practical support for developing projects and applying for Erasmus+ funding such as workshops, one-on-one consultations, and access to resources that help streamline the application process and increase our chances of securing funding would also be highly appreciated.
- Also, the creation of a platform of rail related companies / VET institutions and a “marketplace” of learning mobility opportunities and internship offers both from the perspective of receiving and sending partners would be regarded as providing added value to sectoral stakeholders.

Further aspects of a rail sector apprenticeship and trainee mobility scheme that were highlighted by STAFFER partners and interested organisations and companies are:

- Establishing a sectoral mechanism or scheme at EU level (e.g. “European Railway Erasmus Scheme”) to promote cross-border mobility of apprentices and initial learners (internship) in railways.
- Such as scheme should be situated closely to the Erasmus+ Programme and other EU initiatives of promoting mobility of VET learners and apprentices
- Besides the provision of occupation-specific learning outcomes the scheme should also foster transnational experiences, competences and knowledge in cross-border railways

4.2 Beyond STAFFER: Next steps

Based on the overall support and interests of rail-sector companies and VET/HEI stakeholders, different options of implementing a scheme or platform providing support for and facilitating learning mobilities in the railway sector have been discussed with STAFFER partners and further interested organisations.

Based on this, a number of specific activities have already been defined and described in the STAFFER long-term strategy and action plan. As regards mobility funding in the context of the European Erasmus+ Programme, also the policy recommendations include the demand to increase available resources.

In practical terms and with the objective of moving forward to create a sector related scheme, the following is suggested for the near future:

Based on the comprehensive analysis and gathering of ideas in the context of STAFFER Task 6.3, a rail sector mobility scheme for apprentices and initial learners should be concretised and operationalised in the context of a follow-up activity.

Such a activity might be designed as an Erasmus+ transnational cooperation project that would aim to develop concrete formats of learner mobility and internships in the railway sector and possibly implement 1-2 pilot activities.

Further measures implemented by such a project within a period of 12-24 months could be the following:

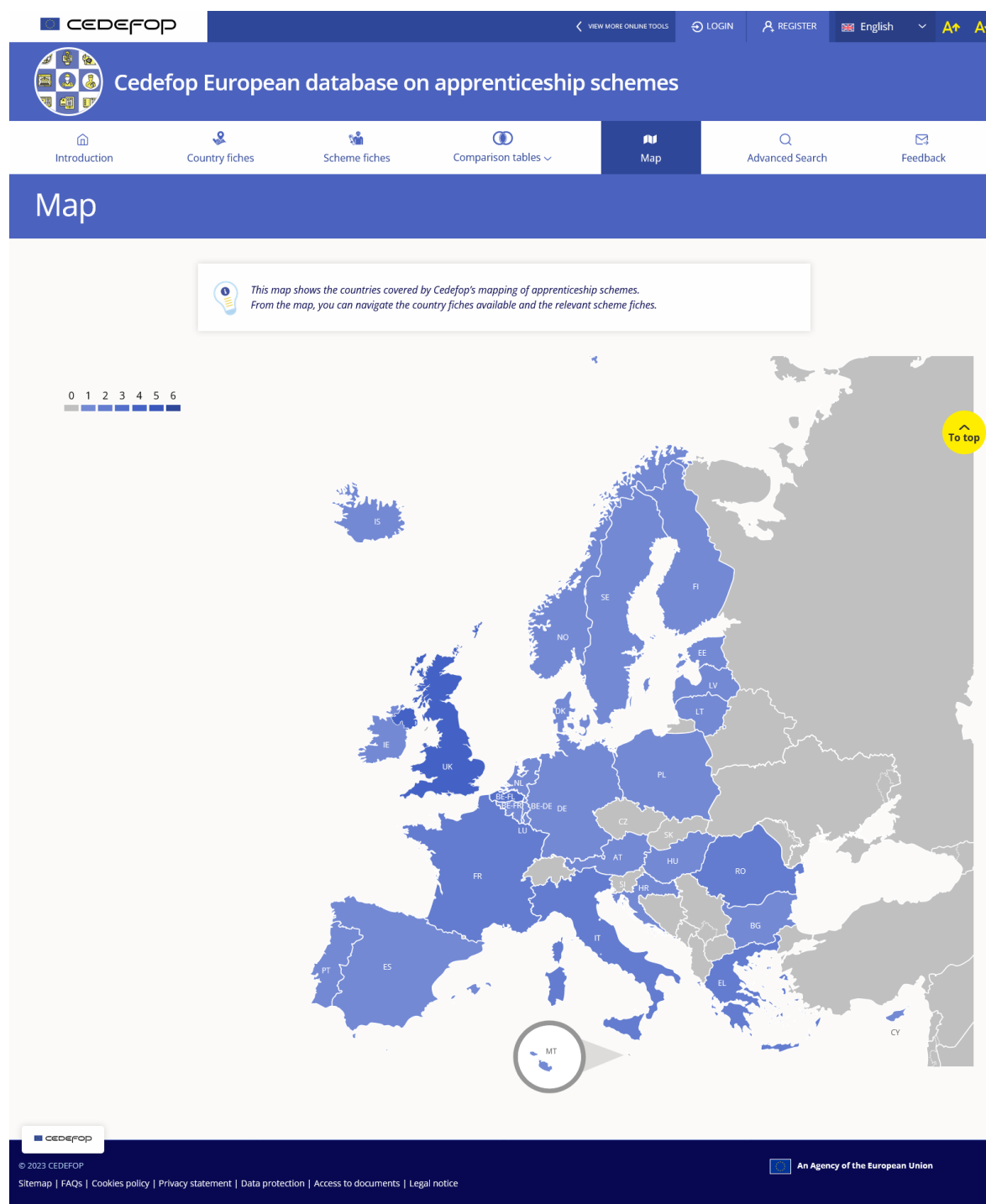
- Designing and building a web-based platform as a one stop-shop for information, guidance and other resources supporting companies and VET/HEI
- Organising workshops, seminars and bilateral sessions on practical issues and questions in the context of developing and implementing mobility projects and applying for funding
- Documentation of mobility project results and good practices
- Presenting company profiles focussing on apprenticeship training and traineeship
- Establishing a market-place of mobility offers and posting of mobility interests both for companies wishing to send apprentices / trainees as well as apprentices and learners.

Against this, it is suggested to launch a call of expression of interest amongst STAFFER partners and interested organisations in the rail sector to participate as partners or associated members in a project application that might be delivered in Spring 2025 in the context of the call for proposals for Erasmus+ transnational cooperation projects.

5 INFORMATION, GUIDANCE AND TOOLS FOR COMPANIES

5.1 Information on apprenticeship training across the EU

FIGURE 6: CEDEFOP INTERACTIVE MAP: EU LANDSCAPE OF APPRENTICESHIP SYSTEMS



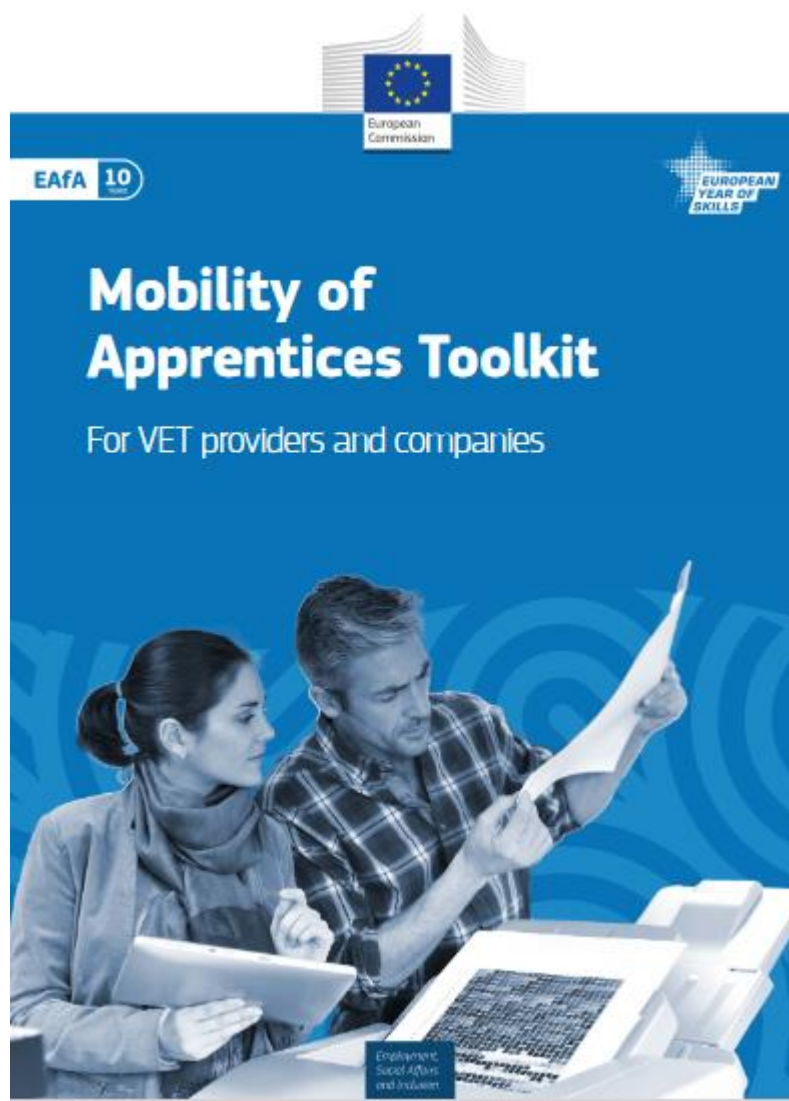
5.2 Toolkits on Apprenticeship Mobility

The European Commission in 2023 has published two toolkits providing advice and steps designed to support individuals and stakeholders to implement, improve, and assess a measure, activity, action, or programme of apprenticeship mobility. More specifically, the toolkits aim to:

- increase knowledge of key aspects of quality apprenticeships among EAfA members and the broader community of stakeholders involved in VET and work-based learning;
- contribute to the improved implementation of quality apprenticeships and promote increased coherence in approaches across the EU;
- provide concrete and tailored guidance on specific issues related to quality apprenticeships, directly responding to the particular needs of different stakeholders;
- encourage mutual and peer learning, including through the promotion of good practices on selected issues.

Two versions of the EAfA Toolkit on the Mobility of Apprentices are available and can be accessed here:

- [Toolkit for apprentices](#)
- [Toolkit for companies and VET providers](#)



5.3 The Erasmus+ Programme

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe.

It has an estimated budget of €26.2 billion. This is nearly double the funding compared to its predecessor programme (2014-2020). The 2021-2027 programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life.

The Erasmus Programme supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda. The programme also

- supports the European Pillar of Social Rights
- implements the EU Youth Strategy 2019-2027
- develops the European dimension in sport

FIGURE 7: ERASMUS+ IN NUMBERS



Source: EU Commission

5.3.1 Erasmus+ Key Action 1: Learning Mobility of Individuals

This action is the most relevant for companies and VET institutions when it comes to apply for co-funding for apprenticeship and initial learner mobility.

The Actions supported under this Key Action are expected to bring positive and long-lasting effects on the participants and participating organisations involved, as well as on the policy systems in which such activities are framed.

As regards pupils, students, trainees, apprentices, adult learners and young people, the mobility activities supported under this Key Action are meant to produce one or more of the following outcomes:

- improved learning performance;
- enhanced employability and improved career prospects;
- increased sense of initiative and entrepreneurship;
- increased self-empowerment and self-esteem;
- improved foreign language and digital competences;
- enhanced intercultural awareness;
- more active participation in society;
- enhanced positive interactions with people from different backgrounds;
- better awareness of the European project and the EU values;
- increased motivation for taking part in future (formal/non-formal) education or training after the mobility period abroad.

As regards staff, youth workers and professionals involved in education, training and youth, the mobility activities are expected to produce one or more of the following outcomes:

- improved competences, linked to their occupational profiles (teaching, training, youth work, etc.);
- broader understanding of practices, policies and systems in education, training or youth work across countries;
- increased capacity to trigger changes in terms of modernisation and international opening within their educational organisations;
- greater understanding of interconnections between formal and non-formal education, vocational training and the labour market respectively;
- better quality of their work and activities in favour of students, trainees, apprentices, pupils, adult learners and young people;
- greater understanding and responsiveness to all kinds of diversity, e.g. social, ethnic, linguistic, gender and cultural diversity, as well as diverse abilities;
- increased ability to address the needs of people with fewer opportunities;
- increased support for and promotion of mobility activities for learners;
- increased opportunities for professional and career development;
- improved foreign language and digital competences;

- increased motivation and satisfaction in their daily work.

Activities supported under this Action are also expected to produce one or more of the following outcomes on participating organisations:

- increased capacity to operate at EU/international level: improved management skills and internationalisation strategies; reinforced cooperation with partners from other countries; increased allocation of financial resources (other than EU funds) to organise EU/international projects; increased quality in the preparation, implementation, monitoring and follow up of EU/international projects;
- innovative and improved way of operating towards their target groups, by providing for example: more attractive programmes for students, trainees, apprentices and young people in line with their needs and expectations; improved qualifications of teaching and training staff; improved processes of recognition and validation of competences gained during learning periods abroad; more effective activities for the benefit of local communities, improved youth work methods and practices to actively involve young people and/or to address disadvantaged groups, etc.;
- more modern, dynamic, committed and professional environment inside the organisation: ready to integrate good practices and new methods into daily activities; open to synergies with organisations active in different social, educational and employment fields; planning strategically the professional development of their staff in relation to individual needs and organisational objectives; maintaining communication, knowledge transfer and outreach of improvements if relevant, capable of attracting excellent students and academic staff from all over the world.



5.3.2 Erasmus Accreditation

Launched in 2014, the Erasmus+ Programme has created numerous opportunities for mobility and cooperation in education, training, youth and sport. It has provided valuable skills and experience to participants, and helped to modernise education, training, and youth work across Europe. The new Programme (2021-2027) aims to be even more inclusive, accessible, and sustainable. Important goals include supporting the digital transition in European education and helping to build the European Education Area. To achieve these objectives, the new Programme

has been designed to be easier than ever for organisations to access. Erasmus accreditation is crucial for this objective. Erasmus accreditation is a new way to access mobility activities under the new Programme.

Erasmus accreditation gives organisations access to learning mobility opportunities under the Programme's Key Action 1. Key Action 1 supports organisations in delivering professional and personal development opportunities for learners

(including apprentices and students), teachers, trainers and other education staff.

The EU Commission has published a brochure that explains how accreditation works, who can apply, and what the benefits are.

The brochure is available [here](#).



WHAT ARE THE ADVANTAGES OF AN ERASMUS ACCREDITATION?

To be accredited, organisations need to create a plan to implement high-quality mobility activities and use them to improve their education and training offer. Once accredited, organisations can take advantage of the following benefits:

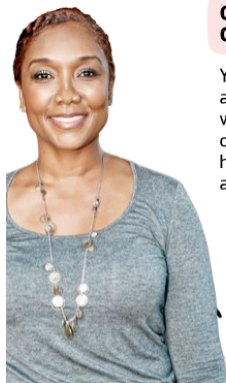
STABLE FUNDING

Your organisation can rely on the Programme to support you with funds for new mobility activities every year.



OPPORTUNITY TO GROW AND EXPLORE

You can try new types of activities or collaborations with new partner organisations – without having to write a new application every time.



MAKING YOUR OWN STRATEGY

Erasmus accreditation lets you define your own goals and gives you the freedom to choose the speed at which you want to move. As you progress, you can also update your plan to keep it relevant.

INVESTING INTO THE FUTURE

Stable access to funding means you can focus on long-term goals. Mobility activities can be used to gradually raise the quality of teaching and learning in your organisation to new levels.



5.3.3 Erasmus Quality Standards - mobility projects - VET, adults, schools

Organisations implementing mobility activities must adhere to a common set of Erasmus quality standards.

These standards are applicable for the years 2021-2027.

The standards exist to ensure good mobility experience and learning outcomes for all participants, and to make sure that all organisations receiving the programme's funding are contributing to its objectives.

The EU Commission has published a concise booklet on "*Erasmus Quality Standards for mobility projects in the fields of adult education, vocational education and training, and school education*" that is available [here](#).

This document contains information and guidance on key quality standards that should be taken into account when applying for and implementing mobility projects. You will find information on the following in the booklet:

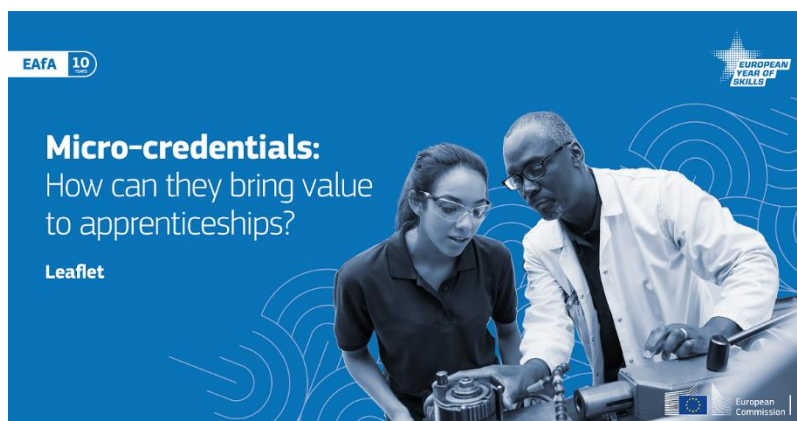
- basic principles
- good management practices
- how to provide quality and support to participants
- how to share results and knowledge about the programme

5.3.4 Making use of micro-credentials in apprenticeship

Micro-credentials certify the learning outcomes of short-term learning experiences, such as a short course or training on specific skills. They offer a flexible, targeted way to help people develop the knowledge, skills and competences they need for their personal and professional development. Although micro-credentials are not new to skill systems in general, their application in apprenticeships is still being explored.

The European Alliance for Apprenticeships (EAfA) has published a leaflet on the use of micro-credentials in apprenticeships.





The leaflet provides a comprehensive overview of what micro-credentials are and the opportunities they can offer to apprenticeships if used according to high-quality standards. The publication reveals inspiring examples of

how micro-credentials can help apprenticeships meet the needs of emerging industries. The leaflet also includes information on how micro-credentials can support apprenticeships for adults as well as the professional development of in-company trainers. For those interested in delving deeper into the subject, the publication also has a list of useful resources.

You can download the leaflet [here](#).

5.3.5 List of national Erasmus+ Agencies

The EU works with National Agencies to bring the Erasmus+ programme as close as possible to the participants. The National Agencies are based in [EU Member States and third countries associated to the Programme](#) (previously called Programme Countries) and their role involves:

- providing information on Erasmus+
- selecting projects to be funded
- monitoring and evaluating Erasmus+
- supporting applicants and participants
- working with other National Agencies and the EU
- promoting Erasmus+
- sharing success stories and best practices

TABLE 6: ERASMUS+ NATIONAL AGENCIES

Erasmus+ Programme Country	National Agencies
Austria	<ul style="list-style-type: none"> ● OeAD-GmbH - Agentur für Bildung und Internationalisierung <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://erasmusplus.at/en
Belgium	<ul style="list-style-type: none"> ● AEF-Europe - Agence francophone pour l'éducation et la formation tout au long de la vie <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education



Erasmus+ Programme Country	National Agencies
	<ul style="list-style-type: none"> ○ https://www.erasmusplus-fr.be/ ● EPOS vzw <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education ○ https://www.epos-vlaanderen.be/ ● Jugendbüro der Deutschsprachigen Gemeinschaft Gemeinschaft V.o.G. <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://jugendbuero.be/ ● BIJ – Bureau International Jeunesse <ul style="list-style-type: none"> ○ Youth, Sport ○ https://www.lebij.be/ ● JINT vzw <ul style="list-style-type: none"> ○ Youth ○ https://www.jint.be/
Bulgaria	<ul style="list-style-type: none"> ● Human Resource Development Centre (HRDC) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://hrdc.bg/en/
Croatia	<ul style="list-style-type: none"> ● Ampeu - Agencija za mobilnost i programe EU <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://en.ampeu.hr/
Cyprus	<ul style="list-style-type: none"> ● Foundation for the Management of European Lifelong Learning Programmes (IDEP) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://idep.org.cy/
Czechia	<ul style="list-style-type: none"> ● Czech National Agency for International Education and Research - Dům zahraniční spolupráce (DZS) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://www.dzs.cz/en/program/erasmus
Denmark	<ul style="list-style-type: none"> ● Danish Agency for Higher Education and Science – OUddannelses- og Forskningsstyrelsen - UFS <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://ufm.dk/uddannelse/tilskud-til-udveksling-og-internationale-projekter/erasmusplus/?set_language=da
Estonia	<ul style="list-style-type: none"> ● Education and Youth Board (Haridus-Ja Noorteamet – HARNO) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://www.erasmuspluss.ee/
Finland	<ul style="list-style-type: none"> ● Finnish National Agency for Education (EDUFI) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://www.oph.fi/en/education-development-and-internationalisation/erasmus-programme-finland-2021-2027
France	<ul style="list-style-type: none"> ● Agence Erasmus+ France / Education Formation <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education ○ https://agence.erasmusplus.fr/ ● Agence Erasmus+ France Jeunesse & Sport (Agence du Service Civique)



Erasmus+ Programme Country	National Agencies
	<ul style="list-style-type: none"> ○ Youth, Sport ○ https://www.erasmusplus-jeunesse.fr/
Germany	<ul style="list-style-type: none"> ● Nationale Agentur für Erasmus+ Hochschulzusammenarbeit im Deutschen Akademischen Austauschdienst (DAAD) <ul style="list-style-type: none"> ○ Higher Education ○ https://ev.daad.de/de/ ● Nationale Agentur Bildung für Europa beim Bundesinstitut für Berufsbildung (BiBB) <ul style="list-style-type: none"> ○ Vocational Education and Training, Adult Education ○ https://www.na-bibb.de/ ● Agentur für Erasmus+ Schulbildung <ul style="list-style-type: none"> ○ School Education ○ https://erasmusplus.schule/ ● JUGEND für Europa <ul style="list-style-type: none"> ○ Youth, Sport ○ https://www.erasmusplus-jugend.de/
Greece	<ul style="list-style-type: none"> ● Greek State Scholarship's Foundation (IKY) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education ○ https://www.iky.gr/epale/erasmus-plus-mainp/ ● Youth and Lifelong Learning Foundation (I.NE.DI.VI.M) <ul style="list-style-type: none"> ○ Youth, Sport ○ https://en.erasmus-plus.gr/
Hungary	<ul style="list-style-type: none"> ● Tempus Public Foundation (TPF) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://www.tpf.hu/
Iceland	<ul style="list-style-type: none"> ● Landskrifstofa Erasmus+ - Rannsóknamiðstöð Íslands (Rannís) - Icelandic Centre for Research <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://www.erasmusplus.is/
Ireland	<ul style="list-style-type: none"> ● Léargas <ul style="list-style-type: none"> ○ Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://www.leargas.ie/ ● The Higher Education Authority (HEA) <ul style="list-style-type: none"> ○ Higher Education ○ https://eurireland.ie/
Italy	<ul style="list-style-type: none"> ● Agenzia Nazionale Erasmus+ INAPP (Istituto nazionale per l'analisi delle politiche pubbliche) <ul style="list-style-type: none"> ○ Vocational Education and Training ○ https://www.erasmusplus.it/ ● Agenzia Nazionale Erasmus+ (INDIRE) <ul style="list-style-type: none"> ○ School Education, Higher Education, Adult Education ○ https://www.erasmusplus.it/ ● Agenzia italiana per la gioventù (AIG) <ul style="list-style-type: none"> ○ Youth, Sport ○ https://agenziagioventu.gov.it/
Latvia	<ul style="list-style-type: none"> ● Valsts izglītības attīstības aģentūra (VIAA) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Sport ○ https://erasmusplus.lv/



Erasmus+ Programme Country	National Agencies
	<ul style="list-style-type: none"> • Jaunatnes starptautisko programmu aģentūra <ul style="list-style-type: none"> ○ Youth ○ https://erasmusplus.lv/
Liechtenstein	<ul style="list-style-type: none"> • Agentur für Internationale Bildungsangelegenheiten (AIBA) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://www.aiba.li/
Lithuania	<ul style="list-style-type: none"> • Education Exchanges Support Foundation (EESF) - Švietimo mainų paramos fondas (ŠMPF) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Sport ○ https://erasmus-plus.lt/ • Agency of Youth Affairs (AYA) - Jaunimo reikalų agentūra (JRA) <ul style="list-style-type: none"> ○ Youth ○ https://jra.lt/
Luxembourg	<ul style="list-style-type: none"> • Anefore a.s.b.l <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://www.anefore.lu/
Malta	<ul style="list-style-type: none"> • European Union Programmes Agency (EUPA) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://fondi.eu/european-union-programmes-agency-2/
Netherlands	<ul style="list-style-type: none"> • Nationaal Agentschap Erasmus+ Onderwijs & Training <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education ○ https://www.erasmusplus.nl/ • Nederlands Jeugdinstituut National Agency Erasmus+ Youth (NJI) <ul style="list-style-type: none"> ○ Youth, Sport ○ http://www.erasmusplusjeugd.nl/
North Macedonia	<ul style="list-style-type: none"> • National Agency for European Educational Programmes and Mobility (NAEPM) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://na.org.mk/en/
Norway	<ul style="list-style-type: none"> • Norwegian Directorate for Higher Education and Skills <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Sport ○ https://hkdir.no/en • Budfir – Barne-, ungdoms- og familiedirektoratet <ul style="list-style-type: none"> ○ Youth ○ https://erasmusplussungdom.no/
Poland	<ul style="list-style-type: none"> • Erasmus+ and European Solidarity Corps National Agency (Foundation for the Development of the Education System) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://erasmusplus.org.pl/
Portugal	<ul style="list-style-type: none"> • Agência Nacional para a Gestão do Programa Erasmus+ Educação e Formação <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education ○ https://erasmusmais.pt/



Erasmus+ Programme Country	National Agencies
	<ul style="list-style-type: none"> • Erasmus+ Juventude/Desporto e Corpo Europeu de Solidariedade <ul style="list-style-type: none"> ○ Youth, Sport ○ https://www.juventude.pt/pt/
Romania	<ul style="list-style-type: none"> • Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale (ANPCDEFP) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://en.anpcdefp.ro/
Serbia	<ul style="list-style-type: none"> • Fondacija Tempus – Foundation Tempus <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://tempus.ac.rs/
Slovakia	<ul style="list-style-type: none"> • Slovak Academic Association for International Cooperation (SAAIC) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education ○ https://www.saaic.sk/ • NIVAM – E+ <ul style="list-style-type: none"> ○ Youth, Sport ○ https://nivam.sk/
Slovenia	<ul style="list-style-type: none"> • Center Republike Slovenije za mobilnost in evropske programe izobraževanja in usposabljanja (CMEPIUS) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Sport ○ https://www.cmepius.si/ • MOVIT – Institute for Development of Youth Mobility <ul style="list-style-type: none"> ○ Youth ○ https://www.movit.si/
Spain	<ul style="list-style-type: none"> • Servicio Español para la Internacionalización de la Educación (SEPIE) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education ○ http://www.sepie.es/ • Agencia Nacional Española para la Juventud (INJUVE) <ul style="list-style-type: none"> ○ Youth, Sport ○ https://www.injuve.es/erasmusplus/
Sweden	<ul style="list-style-type: none"> • Swedish Council for Higher Education (UHR) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education ○ https://www.uhr.se/en/start/ • Swedish Agency for Youth and Civil Society (MUCF) <ul style="list-style-type: none"> ○ Youth, Sport ○ https://www.mucf.se/ ○
Türkiye	<ul style="list-style-type: none"> • The Centre for European Union Education and Youth Programmes (CEUEYP) <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth, Sport ○ https://www.ua.gov.tr/
United Kingdom	<ul style="list-style-type: none"> • British Council, in partnership with Ecorys UK <ul style="list-style-type: none"> ○ Higher Education, Vocational Education and Training, School Education, Adult Education, Youth ○ https://erasmusplus.org.uk/

Source: https://erasmus-plus.ec.europa.eu/contacts/national-agencies?facets_permanent%7Cfield_eac_topics=1964



As the Erasmus+ Programme works also with further countries there are also in those “**Partners Countries**” national Erasmus+ Offices (NEOs).

These offices help the European Commission and national authorities implement Erasmus+ in certain third countries not associated to the Programme (previously called Partner Countries).

These countries are located in the Western Balkans, the Eastern and Southern Neighbourhoods and Central Asia.

NEO responsibilities include

- providing information on Erasmus+
- assisting applicants and participants
- supporting policy dialogue
- maintaining contact with local authorities and EU Delegations

Finally and for countries located outside Europe, there are “**Erasmus+ National Focal Points**” (ENFP) which are representatives of the education sector in countries in Africa, Asia-Pacific, the Middle East and the Americas. The European Commission has been working since 2022 with countries in these regions to designate ENFPs.

If you are interested in or from a country in one of these regions, the ENFP can help you find out about how you or your organisation can take part in Erasmus+.

The Commission supports ENFPs in this task, and to organise events to promote Erasmus+ and show what projects are doing.

WANT TO KNOW MORE?

Further information and resources
are available below:



Read the Programme Guide:

https://ec.europa.eu/programmes/erasmus-plus/resources/programme-guide_en



Check out the application form:

<https://webgate.ec.europa.eu/app-forms/af-ui-opportunities/#/erasmus-plus>



Get in touch with your National Agency:

<http://ec.europa.eu/programmes/erasmus-plus/contact>



5.4 European Alliance for Apprenticeships (EAfA)

Launched in 2013, the EAfA is a multi-stakeholder platform aiming to strengthen the quality, supply and image of apprenticeships and enhance the mobility of apprentices in Europe through national commitments and voluntary pledges from stakeholders.

The Alliance was renewed in 2020 to give a boost to apprenticeships across the EU through a specific focus on six priorities. It also calls for new commitments for digital and green apprenticeships, focusing on the economic sectors that will be on the frontline of the transition to a climate-neutral Europe.

So far, through the Alliance:

- Since its launch in 2013, 40 countries have made national commitments, including 27 Member States, all EFTA countries, 7 candidate countries and 2 EAfA partner countries;
- Around 450 stakeholders (e.g. companies, social partners, chambers, VET providers and regional and local authorities) have pledged to take act;
- Businesses and employers have pledged over 2.5 million training and job opportunities.

All pledges to the Alliance are listed online. You can find them [here](#).

Rail sector members of EAfA that have made respected pledges are for example SNCF, Deutsche Bahn, ÖBB, NMBS/SNCB and ProRail. Also the Association of European Rolling Stock Lessors (AERRL) has joined the EAfA.

5.4.1 Members' Benefits

The EAfA acts as a platform for networking, sharing experience and good practices with other EAfA members and the public. As such, the EAfA allows learning from other members and experts on how to improve the quality of apprenticeships and is a catalyst for the development of new projects.

EAfA members can also benefit from Apprenticeship Support Services, which provide online resources and networking opportunities that enable like-minded individuals to connect, learn and act.

In particular, EAfA members have access to webinars with EU-level and national experts, online discussions among practitioners, training tools to learn about specific aspects of apprenticeships

and a vast library of resources. All of this material is accessible through the [Knowledge Sharing Portal](#) on the EAfA website.

EAfA members are also invited to in-person and virtual events over the year. These events represent a great opportunity for members to learn about policy developments at EU and national level and good practices in the sector, and to network with peers from all over Europe. Several projects have been kicked-off by members meeting at EAfA events. All travel and accommodation costs related to members' participation in these events are covered by the EAfA (only a limited number of members can participate to EAfA events and the EAfA covers the costs of one representative per organisation).

Joining the EAfA is free of charge. However, new members commit in a pledge to either increase the supply or quality or to improve the image of apprenticeships or to provide opportunities of learning mobility.

5.4.2 EAfA Communities

EAfA Communities **complement and deepen** the existing EAfA networking opportunities and aim to **stimulate interactivity and bottom-up engagement among EAfA members** sharing similar interests. They act as a tool for EAfA members to exchange knowledge, best practices and build strong collaborations.

Communities primarily rely on web-based collaborative environments to communicate and connect, with a focus on sharing best practices and creating new knowledge to foster the quality and availability of apprenticeships.



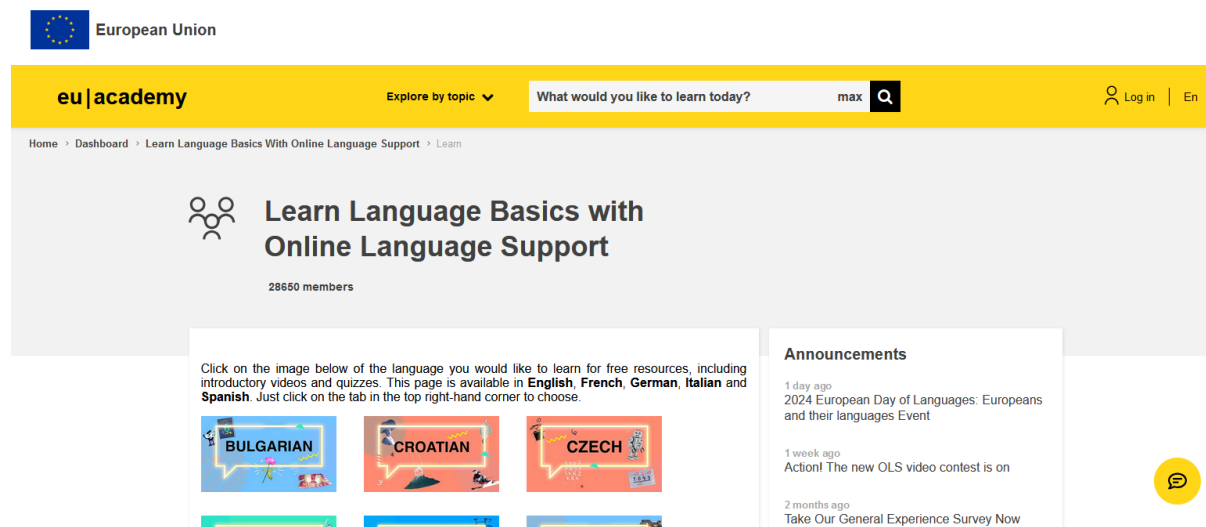
In 2023, four new EAfA Communities were set up, including a “Community on the Learning Mobility of Apprentices” coordinated by the French based EuroAppMobility, which certainly is highly interesting for the STAFFER apprenticeship mobility programme.

The four Communities and their main contacts are listed here:

- **Community on the Learning Mobility of Apprentices** – Leading organisation: [Euro App Mobility](#)
- **Community on Social Inclusion and Gender Equality** – Leading organisations: [Fundació Catalana de l'Esplai](#) and [IDEC.SA](#)
- **Community on the Green and Digital Transitions** – Leading organisation: [ESB Networks](#)
- **Community on the Role of Cities and Regions in fostering apprenticeship** – Leading organisations: [European Association of Regional and Local Authorities For Lifelong Learning \(EARLALL\)](#), [Fundación Bertelsmann](#) and the [Metropolitan City of Rome](#)



ERASMUS+ ONLINE SUPPORT AND COURSES (OLS)



European Union

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- BULGARIAN
- CROATIAN
- CZECH

Announcements

- 1 day ago
2024 European Day of Languages: Europeans and their languages Event
- 1 week ago
Action! The new OLS video contest is on
- 2 months ago
Take Our General Experience Survey Now

CHECKLISTS