

**ON THE MOVE**Empowering apprentices
through mobility

Blended mobility schemes for apprentices

Author(s): Silvia Lecchi, Laura Bonaita, Giuseppe A. Alberghina,
AFP Patronato San Vincenzo (Bergamo), ITALY

Submission date: 20/03/2026

Dissemination level: PUB

Document factsheet

Project Number:	101195914
Project Acronym:	ON THE MOVE
Project Title:	Building the capacity of VET actors to create and apply blended mobility schemes

Abstract:

This document presents the **Blended Mobility Schemes Framework** developed within the Erasmus+ project **ON THE MOVE - Building the capacity of VET actors to create and apply blended mobility schemes**. It is intended to support vocational education and training (VET) providers, companies and intermediary organisations in planning, implementing and evaluating blended mobility experiences for apprentices. Combining online and physical learning components, blended mobility offers a flexible and innovative way to widen participation in apprenticeship mobility while maintaining quality and educational value. Drawing on European policy references, stakeholder consultation and practical experience, the framework provides guidance on key implementation issues, including quality, governance, roles, monitoring and operational planning. It also includes implementation models and practical tools to support organisations in making blended mobility a structured and sustainable part of apprenticeship pathways.

Keyword List:

Blended mobility; apprenticeship mobility; vocational education and training VET; European mobility; online learning; work-based learning; learning outcomes; mobility governance; quality assurance; monitoring; recognition; stakeholder cooperation; onboarding; inclusion; scalability.

Consortium

	<i>Name</i>	<i>Short Name</i>	<i>Country</i>
1.	ACTION SYNERGY SA	ACTION	GREECE
2.	CAMARA OFICIAL DE COMERCIO INDUSTRIA SERVICIOS Y NAVEGACION DE SEVILLA	CCSEV	SPAIN
3.	ASSOCIAZIONE FORMAZIONE PROFESSIONALE DEL PATRONATO SAN VINCENZO	AFP	ITALY
4.	GEOCAMP ICELAND EHF	GEOCAMP	ICELAND
5.	CONSUFÉ	CONSUFÉ	DENMARK
6.	ONE TERRENE INTERNATIONAL GROUP	OTI GROUP	CYPRUS
7.	SDRUZHENIE BULGARSKA TARGOVSKO-PROMISHLENA PALATA	BCCI	BULGARIA

Statement of originality:

This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both.

Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

Table of Contents

DOCUMENT FACTSHEET	2
CONSORTIUM	3
TABLE OF CONTENTS	4
LIST OF TABLES	7
LIST OF ABBREVIATIONS	8
EXECUTIVE SUMMARY	10
HOW TO USE THIS FRAMEWORK	11
1.	12
1.1.	13
2.	15
2.1.	15
2.2.	16
2.3.	17
3.	18
3.1.	18
3.2.	21
3.3.	22
4.	23
5.	28
5.1.	28
5.2.	29
5.2.1.	31
5.2.2.	31
5.3.	33
5.3.1.	33
5.3.2.	34
5.3.3.	36
5.3.4.	37
5.3.5.	39
5.4.	40
FROM AMBITION TO ACTION: A PRACTICAL FRAMEWORK FOR BMA	41
OPERATIONAL PLAN	42

- 1. 43**
 - 1.1. 43
 - a.* 43
 - b.* 43
 - 1.2. 44
 - a.* 44
 - 1.3. 44
 - a.* 44
 - b.* 45
 - c.* 45
 - d.* 45
 - e.* 46
 - 1.4. 46
 - a.* 46
 - b.* 47
 - c.* 47
 - d.* 48
 - e.* 48
 - f.* 48
 - g.* 49
 - h.* 50
 - i.* 50
 - 1.5. 51
 - a.* 51
 - b.* 51
 - c.* 52
 - d.* 53
 - 1.6. 54
 - a.* 54
 - b.* 54
- 2. 55**
 - 2.1. 55
 - a.* 55
 - 2.2. 55
 - a.* 55
 - b.* 55
 - c.* 56
 - d.* 56
- 3. 57**
 - 3.1. 57
 - a.* 57

<i>b.</i>	57	
<i>c.</i>	57	
<i>d.</i>	57	
3.2.	57	
<i>a.</i>	57	
<i>b.</i>	57	
4.	58	
4.1.	58	
<i>a.</i>	58	
<i>b.</i>	58	
<i>c.</i>	58	
<i>d.</i>	59	
4.2.	59	
<i>a.</i>	59	
5.	60	
5.1.	60	
FINAL REMARKS		63
ANNEXES: CHECKLIST & TOOLS		64
ANNEX 1. OPERATIONAL PLAN		65
ANNEX 2. RACI TABLE: TASKS AND ROLES OVERVIEW.		72
ANNEX 3. QUALITY CHECK, A SELF-ASSESSMENT TOOL.		75
SECTION 1 - QUALITY AND EFFECTIVE APPRENTICESHIPS		75
SECTION 2 - QUALITY MOBILITY - 10-POINT CHECKLIST		78
ANNEX 4. ADDITIONAL TOOLS AND RESOURCES SUPPORTING BMA		81
TOOLKITS ON IMPLEMENTED BLENDED MOBILITIES PROVIDED BY KA2 PROJECTS.		81
EUROPEAN KNOWLEDGE HUBS AND INITIATIVES SUPPORTING BMA		82
REFERENCES		84
ADDITIONAL ONLINE RESOURCES		85

List of Tables

TABLE 1. ERASMUS+ 2021-2027	20
TABLE 2. STAKEHOLDERS IDENTIFIED CHALLENGES AND FACILITATORS FOR BMA	27
TABLE 3. IN PERSON AND ONLINE ACTIVITIES DURING BLENDED MOBILITY	29
TABLE 4. BMA DESIGN COMPONENTS.	40
TABLE 5. BMA IMPLEMENTATION PHASES.	42
TABLE 6. MAIN MOBILITY FORMATS FOR VET LEARNERS, OVERVIEW (2021–2027 ERASMUS+)	44

BOX 1. BENEFITS OF BMA FOR ALL STAKEHOLDERS.	14
BOX 2. QUALITY FOUNDATION ELEMENTS FOR LEARNING MOBILITY IN APPRENTICESHIP	17
BOX 3. A CLOSER LOOK AT ERASMUS-PRO AND BIP	21
BOX 4. THE STAKEHOLDER’S PERSPECTIVE: ENABLERS, DISABLERS AND NEEDS IN THE IMPLEMENTATION OF BMA	25
BOX 5. EU TOOLS TO FACILITATE MOBILITY IN TRAINING AND EMPLOYMENT	50

List of Abbreviations

The following table presents the acronyms used in the deliverable in alphabetical order.

Abbreviation	Description
A	Apprentice
AUB	Danish funding/reimbursement body supporting apprenticeship placements abroad
BIP / BIPs	Blended Intensive Programme(s)
BMA	Blended Mobility for Apprentices
BMS	Blended Mobility Schemes
CAD	Computer-Aided Design
CADD	Computer-Aided Design and Drafting
CCB	Company Capacity Building for Blended Mobility
CEDEFOP	European Centre for the Development of Vocational Training
CV	Curriculum Vitae
EAfA	European Alliance for Apprenticeships
ECHE	Erasmus Charter for Higher Education
ECTS	European Credit Transfer and Accumulation System
EDCL	European Digital Credentials for Learning
EFQEA	European Framework for Quality and Effective Apprenticeships
EHIC	European Health Insurance Card
EURES	European network/public employment support services for job mobility
GDPR	General Data Protection Regulation
HC	Hosting Company
HE / HEI / HEIs	Higher Education / Higher Education Institution(s)
IAH	Integration of Apprentices in the Host Country through Blended Activities
IO	Intermediary Organisation
IT	Information Technology
IVET	Initial Vocational Education and Training
KA1 / KA131	Key Action 1 / Key Action 1 in Higher Education mobility
LMS	Learning Management System

OLS	Online Language Support
OPU	Danish scheme for apprenticeship training abroad
QMC	Qualifications for the Mobility Coordinator Offices
SME / SMEs	Small and Medium-sized Enterprise(s)
VET	Vocational Education and Training
VR	Virtual Reality

Executive Summary

This document presents the **Blended Mobility Schemes (BMS) Framework** developed within the Erasmus+ project **ON THE MOVE - Building the capacity of VET actors to create and apply blended mobility schemes**. Its purpose is to support **VET providers, intermediary organisations and companies** in the design, implementation, monitoring and evaluation of **blended mobility for apprentices (BMA)**, combining virtual learning and preparation activities with physical workplace-based mobility abroad.

The framework is grounded in a **research-based and practice-informed approach**, drawing on European policy documents, stakeholder interviews and focus-group work. In particular, it builds on the main European references relevant to apprenticeship and learning mobility, including the European Framework for Quality and Effective Apprenticeships, the European Quality Charter for Mobility, and the Council Recommendation on Learning Mobility. On this basis, the document translates policy principles and field experience into practical guidance for the organisation of high-quality, inclusive and effective blended mobility pathways.

The framework highlights the **potential** of blended mobility to make apprenticeship mobility more accessible, flexible and scalable, while preserving its educational value. It identifies the main benefits for apprentices, companies and VET systems, but also acknowledges the principal **barriers** that continue to hinder implementation, including regulatory complexity, limited funding, insufficient organisational capacity, recognition challenges, and the need for stronger partnerships and clearer operational models.

To address these challenges, the document provides a **practical implementation framework** covering the full mobility cycle: preparatory arrangements, onboarding and online activities, management during mobility, and post-mobility assessment and follow-up. It also outlines possible blended mobility models, clarifies the roles and responsibilities of the actors involved, and offers operational tools to support planning, coordination, monitoring and quality assurance.

Particular attention is given to the need for **clear learning outcomes, sound governance, effective mentoring, recognition mechanisms, and coherent integration of online and on-site components**. To further support implementation, the annexes include practical tools such as an operational plan, a RACI table, and a self-assessment quality tool based on the recommendations set out in the relevant European policy documents.

Overall, the framework positions blended mobility not as a substitute for physical mobility, but as a **structured approach** that can widen participation and strengthen apprenticeship mobility across Europe when supported by coherent organisational frameworks, appropriate quality measures, and strong cooperation among stakeholders.

How to use this framework

This framework is intended as a practical reference to support the design, implementation, monitoring and review of blended mobility for apprentices. It can be used by VET providers, intermediary organisations, companies and other actors involved in apprenticeship mobility, either when planning a new blended mobility experience or when strengthening an existing one. The document combines policy principles, stakeholder evidence, design options and operational guidance, and should therefore be read not as a rigid model, but as a structured tool that can be adapted to different national, sectoral and organisational contexts.

Users are encouraged to begin with the sections on **purpose, policy background and stakeholder perspectives**, which explain why blended mobility matters, which quality principles should guide it, and which practical barriers and enabling conditions need to be taken into account. These sections help frame the rationale for action and clarify the conditions under which blended mobility can become a feasible and high-quality component of apprenticeship pathways.

The chapter on **core design components and practical models** should then be used to shape the pedagogical and organisational structure of the mobility. It supports users in defining learning objectives, sequencing online and on-site phases, selecting appropriate activities and delivery modes, and identifying possible blended mobility scenarios that can fit different sectors and operational realities.

The **operational plan** is the core implementation section of the framework and is best used as a step-by-step guide throughout the full mobility cycle. It is organised into four phases - set-up; preliminary onboarding and online activities; management during mobility; and post-mobility actions - and provides concrete guidance on partnership building, candidate selection, legal and administrative checks, learning agreements, mentoring, monitoring, recognition and follow-up. Users should read the full section before starting, as some steps are introduced briefly and developed in more detail later on.

The **annexes** are designed to support practical application. Annex 1 can be used as an operational planning checklist; Annex 2 helps clarify roles and responsibilities through the RACI model; Annex 3 provides a self-assessment quality tool to help users check that all key quality aspects have been duly addressed; and the final annex points to additional resources and examples that may support further development. Together, these tools can help organisations move from general intentions to concrete and coordinated implementation.

1. Users, purpose and context for this framework

Apprenticeship mobility is a valuable instrument for helping young people develop the skills required for the future, while also strengthening the overall effectiveness of apprenticeship systems. The “*On the Move*” Erasmus+ project was launched in March 2025 with the purpose of promoting and supporting international apprenticeship mobility in a blended form: combining physical and online activities. The project aims at raising the capacity of all key actors: apprentices, VET providers, intermediary organizations, companies, and policymakers while addressing the barriers that can constrain this strategic learning pathway.

This document is a core output of the project and it represents one of four frameworks developed to comprehensively address stakeholders needs and the structural elements required **to build high-quality, effective blended mobility schemes for apprentices**. The four related frameworks address the following areas:

1. **Qualifications for the mobility coordinator offices in intermediary organizations (QMC) framework.** Defines the knowledge, skills, and organizational capabilities required to establish and operate coordination offices able to deliver high-quality, effective BMA.
2. **Integration of apprentices in the host country through blended activities (IAH) framework.** Designed to operationalize successful integration pathways by analysing and detailing online and face-to-face activities that prepare, accompany, and support apprentices before, during, and after the physical placement.
3. **Blended Mobility Schemes (BMS) Framework** (this document). Provides a practical blueprint for designing, implementing, and monitoring BMA schemes across European countries combining virtual preparation and learning with on-site workplace placements.
4. **Company capacity building for blended mobility (CCB) framework.** Provides tools, guidance, and pathways for companies to sustain robust processes and strengthen partnerships.

Who is this framework for?

- Vocational education and training (VET) providers,
- intermediary organizations (supporting organizations)
- Companies

Together with the apprentice, the main **key players in BMA** are the “sending” and “hosting” organizations.

- **The sending organizations** are the Vocational education and Training (VET) provider involved in his training and the company where the apprentice works in his/her home country.
- **The hosting organizations** can be companies and VET, in the country of destination.

The whole process is often supported by “intermediary/supporting organizations” (IO) that offer supporting services such as logistics, networking, administrative tasks, etc...

A research-based and practice-grounded framework

Aimed at VET providers, supporting organizations and companies, the present document addresses the project's objectives by designing a research-informed, practice-grounded framework for implementing blended mobility for apprentices (BMA).

It is the result of a multifaceted approach developed in three steps.

First, we carried out extensive research and analysis of European policy documents and programs, as well as guidelines and recommendations from European agencies on high-quality international mobility, with a special focus on their relevance for apprenticeship programs. This made it possible to identify the main models, implementation approaches, and recommendations.

Second, we conducted interviews with stakeholders directly involved in organizing BMA, in order to capture their needs and perspectives, identify potential difficulties and obstacles, and highlight strategies, new trends, and emerging effective practices.

Finally, we held focus groups bringing all stakeholders together to develop feasible models and to validate the most promising ones.

Arising from this work this document provides a practical blueprint for **designing, implementing, and monitoring BMA schemes** across European countries combining virtual learning activities with on-site workplace placements. It outlines **core design components, identifies roles and responsibilities, suggests quality-assurance procedures and feedback loops**, and includes ready-to-use templates for planning, delivery, and monitoring.

1.1. Why blended mobility for apprentices?

The value of mobility: an opportunity for the future

Mobility in apprenticeship helps young people to prepare for the future of work. It has proven crucial for learning and progress, but it is more than just an important formative opportunity and its impact extends far beyond the individual apprentice or company: mobility represents a strategic opportunity for all involved. By studying, training, or working abroad, learners not only acquire technical skills but also develop trust, a spirit of adaptation, and intercultural sensitivity; at the same time, businesses have the opportunity to welcome talents with an international vision and broader perspectives. In this way, mobility represents a foundational pillar of Europe's skills and cohesion agenda.

On a larger scale, the circulation of skills and the transfer of knowledge between different regions and sectors stimulate innovation, raising productivity and the overall quality of employment, also easing a better match between job supply and demand and offering opportunities for a faster career progression. By consolidating lasting links between companies, vocational training bodies and intermediary organizations, mobility spreads progress beyond large urban centers, strengthening institutional cooperation and Europe's capacity to generate truly inclusive growth. On a wider scale, these benefits also help to mitigate regional disparities, effectively combating the phenomenon of "brain drain".

What's in it for me? BMA carries benefits for apprentices, companies and VET providers

- **For apprentices:** with international experience workers can acquire new workplace-relevant skills, or enhance personal competences by learning new practices. They can build confidence, develop language and intercultural capabilities and build personal and professional networks that can be useful and enriching in their future personal and work-related life. Flexible access, through blended formats for participants who cannot be away for long further, widens participation opportunities.
- **For companies (sending & hosting):** with the digitalization and internationalization of the modern working environment, companies need a prepared and agile workforce. Both working abroad and welcoming people from other countries will help employees build stronger soft skills and open mindedness. Apprentices return from a mobility experience with a broader skill set, they have been exposed to an array of new ideas and can positively contribute to the company. Similarly, hosting a visiting apprentice can add an international dimension to your company and add new perspectives. Companies can gain exposure to new practices/markets through internationalization and networking. They can contribute and benefit from innovation spill overs, become more attractive and recruit skilful people with great potential.
- **For VET providers/intermediaries:** mobility fosters internationalization of VET centres and the evolution of ecosystems of Vocational Excellence. It promotes curriculum modernization and improved recognition/validation practice.
- **For systems/policy:** mobility favours inclusion, mobility at scale (including hybrid), greener delivery, better matching of skills with labour-market needs, stronger networking, competitiveness and European citizenship.

Box 1. Benefits of BMA for all stakeholders.**Mobility in apprenticeship, the advantages of blended formats.**

In EU policies, international mobility in workplaces and education and training institutions is long since firmly recognised as a key quality element of apprenticeships (EFQEA, 2018, source available [here](#)). The recommendation of the “Europe on the Move” Council (13 May 2024) places learning mobility at the heart of the European Skills Strategy, explicitly including the promotion of **mobility for apprentices** and the adoption of **blended formats (physical and online)**: more innovative, flexible and inclusive. The aim is to make cross-border learning a standard feature of education and training at all ages, both to support personal development and to respond to green and digital skills needs.

Blended formats are introduced to lower barriers and strengthen partnerships; they can ensure meaningful outcomes despite limited time spent abroad. The **blended** scheme in mobility presents several advantages such as **flexibility** and **inclusivity**, **appeal** and **innovation**. This formula more easily

adapts to different academic calendars, to companies' needs (for example to meet high peak work periods), and it is financially more affordable. Furthermore, the blended frame can be a first step for students with fragilities or hesitant to go abroad: participating in a virtual component before their physical mobility can help build confidence, self-efficacy and intercultural sensitivity, and lead to a better-quality mobility and in turn to an increased number of applicants and participants.

Furthermore, **including the participation of local learners** in blended courses allows for an international experience at home for learners and staff during both the virtual and physical components of the blended mobility. This can be a good introduction for those who are unsure about going on mobility; it can broaden their view and increase the appeal of this experience and might encourage further participation with an international perspective.

Not least the innovation in teaching and learning: it offers opportunities that can lead to the development of new types of competences especially, but not limited to, digital skills.

2. Guiding principles: European policy background

Over the last decade, the European Union has progressively positioned mobility as a quality criterion for modern VET and apprenticeship schemes supporting it with **recommendation documents** (for quality and impact), **dedicated programmes** (for funding and organization) and **tools** for a successful implementation (Europass, EQF, digital credentials, etc.). New, more **flexible learning formats** are recognised, including blended mobility, which combines **physical and virtual components**. These documents and guiding lines are at the base of the structure for BMA proposed in this document.

2.1. Quality assurance foundations for apprenticeship

Apprenticeships offer the mix of technical, transversal and soft skills that employers seek and create a bridge between the academic and work environments. They must therefore meet quality standards for both learning and working conditions. The document “**Recommendation on a European Framework for Quality and Effective Apprenticeships**” (EFQEA, 2018, source available [here](#)) provided the essential **quality benchmark for apprenticeships** in Europe. The recommendation document sets out basic criteria for these conditions, an essential starting point for organising mobility experiences for apprentices. The main points include: a **written contract** between the apprentice and the employer, **comprehensive learning outcomes** for the acquisition of job-related skills, **pedagogical support**: in-company trainers should be designated and cooperate closely with VET providers and teachers. Teachers and trainers should be supported to update their skills. Half of the apprenticeship should be carried out in the **workspace** and the apprentice should receive **compensation** for his/her work. And also: the apprentice should be entitled to **social protection** and **insurance**. The hosting workplace should comply with relevant rules and **regulations on working conditions**, in particular **health and safety** legislation. All these conditions should be taken into consideration also while implementing BMA.

The document also designs **framework conditions** highlighting that transnational mobility should be a component of apprenticeship, within clear quality assurance measures.

2.2. Quality assurance foundations for mobility

The **European Quality Charter for Mobility** (published in 2006, source available [here](#)) focuses on the quality aspects of mobility and constitutes a reference document for stays abroad in order to ensure that participants, both young people and adults, have a positive experience. The guidance consists of 10 principles implemented on a voluntary and flexible basis, being adaptable to the nature and peculiarities of each stay. These principles are:

- **Clear pre-mobility Learning Agreements:** tripartite agreements between apprentice, sending VET provider and hosting company should spell out learning outcomes, roles and tasks, mentoring arrangements and recognition mechanisms.
- **Learning plan:** signed by the sending and hosting organisations and participants before every stay for education or training purposes. It describes the objectives and expected outcomes, the means of achieving them, and evaluation, and must also take account of reintegration issues.
- **Personalization:** the plan should fit the learner's skills and motivation in accordance with his learning path.
- **General preparation:** delivered before departure, it should cover specific needs and linguistic, pedagogical, legal, cultural or financial aspects.
- **Language preparation:** language and cultural preparation are essential for more effective learning, intercultural communication and a better understanding of the host country's culture. A pre-departure assessment of the language skills and the possibility to attend language courses should be guaranteed.
- **Logistical support:** providing participants with information and assistance concerning travel arrangements, insurance, the portability of government grants and loans, residence or work permits, social security and any other practical aspects.
- **Mentoring and feedback loops:** the appointment of a workplace mentor is considered central to a smooth integration. Training for supervisors and hosts (e.g. workshops, online modules) ensures they can guide apprentices in both physical and virtual components. It is also important to monitor and track progress against agreed outcomes, often supported by digital tools (e.g. Europass Mobility, e-portfolios) and regular check-ins with sending and hosting organizations.
- **Recognition and certification:** validation of learning outcomes acquired abroad, ideally linked to **national qualification frameworks** and to the **European Qualifications Framework (EQF)**.
- **Reintegration and evaluation:** upon returning to their home country participants should receive guidance on how to capitalize on the competences acquired during their stay abroad. The experience should be evaluated in order to assess whether the objectives set out in the learning plan have been achieved.
- **Commitments and responsibilities:** the responsibilities arising from these quality criteria must be clearly defined and, in particular, **confirmed in writing** by all parties (sending and hosting organizations, as well as participants).

The model for organizing BMA presented in this document is based on all these principles. You will find them developed throughout the description of the "Operational plan". Annex 3 provides a list of actions that can be used as a self-assessment tool (Adapted from EFQEA 2018) to ensure you are organizing BMA following high quality principles for a smooth and fruitful experience for all stakeholders.

2.3. Recommendation on Learning mobility

The Council **Recommendation on Learning mobility**, Europe on the move - Learning mobility opportunities for everyone (Council of European Union, 13/05/2024, source available [here](#)), strongly underlines the importance of mobility in skills development, and aims to improve learning mobility opportunities across Europe for people of all ages.

This document sets high targets for mobility numbers for the next future and has been a key basis for designing this framework for the BMA.

Recognizing current challenges (such as **language barriers** and a lack of **automatic mutual recognition** of qualifications and competences including those gained through non-formal and informal learning) the document sets out measures that would promote learning mobility across Europe. Importantly, it suggests the use of EU frameworks like Europass and Youthpass, European Digital Credentials for Learning (EDCL) and European Qualifications Framework (EQF) for competence documentation and recognition before and after mobility.

Furthermore, the text emphasizes the importance of aiding learners in transitioning from education to employment and, once more, it suggests facilitating access to jobseeker support for mobile learners through public employment services and EURES.

It also emphasizes the importance of **inclusivity** in mobility and calls for developing measures dedicated to accommodating the needs of people with fewer opportunities, removing obstacles in the design of mobility experiences, and facilitating access to funds and support.

It places attention on **green and digital goals**. In this regard, it encourages the use of **digital tools** to complement and support physical mobility (for example through **online platforms**) and calls for conscious organization and conscious use of means of transport during mobility.

Stressing the promotion of EU values, it encourages participation in local community life through volunteering during mobility periods and it suggests providing people in mobility with training on **intercultural awareness** and knowledge of EU values.

Finally, to promote the EU as a preferred learning destination it suggests to support timely **visa issuance** for third-country nationals selected for learning opportunities.

→ These are all recommendations that improve the quality and sustainability of your BMA. Based on this guidance, while organizing BMA you should include the provision of **language classes** and **onboarding activities** for the apprentices to facilitate integration and intercultural awareness. Design mobility formats in a blended fashion, respecting inclusivity and environmental sustainability. Set-up the necessary digital tools. Ensure competence **recognition** bound to formal, non-formal, and informal education.

Box 2. Quality foundation elements for learning mobility in apprenticeship

3. Funding and tools

3.1. Erasmus+ funding for apprenticeship mobility

One of the challenges that makes BMA difficult to organize is the lack of funding. At the European level, to make its mobility agenda operational, EU policy has developed concrete **programs and instruments** that can be used to design, finance, manage BMA.

Erasmus+, the EU program for education, training, youth and sport, is central in this respect providing funding and facilitating mobility.

In Erasmus+ the opportunities for Apprentices parallel those for the world of Vocational Education and Training (VET). Currently the mobility of individual VET learners is funded by Key Action 1 (KA1) of the Erasmus+ Program 2021-2027 and represents a highly impactful opportunity for the students and training organizations involved. A young apprentice, a pupil at a vocational training center or a student at a technical and vocational college, with Erasmus+ can have the opportunity to improve their training and increase their skills thanks to a European experience of internship or on-the-job training through structured opportunities.

The 2021–2027 program strengthens opportunities for VET learners and apprentices and presents novel opportunities that are particularly relevant for BMA:

- **Erasmus Pro:** long-term learning mobility (up to 365 days) for VET learners and apprentices, designed to deepen skills acquisition and embed internationalization in VET.
- **Blended Intensive Programmes (BIPs):** short physical mobilities combined with substantial virtual components, designed for higher education paths. BIPs show how blended formats can make mobility more accessible and meaningful even when physical stay is short.

Launched in 2017, **Erasmus Pro** initiative has expanded opportunities for longer placements abroad for apprentices as well with the intent to foster deeper practical learning. On the other hand, the mixed intensive programmes (**BIPs**): short physical stays combined with a substantial and mandatory virtual component, offer a strong design model for mixed mobility. These programmes will be better described below.

In order to apply for Erasmus+ funding, you must be an accredited organization. A possible alternative is to join an accredited consortium led by a VET provider or another eligible coordinating organization (for more info check on the Erasmus+ website and Programme Guide). The following table provides a brief summary; conditions may vary, so please check on the official sources before proceeding.

Erasmus+ _ 2021-2027
Who can participate?
● Apprentices and pupils in initial and continuing vocational education and training. ● Newly graduated and newly qualified (including ex-apprentices) in initial and continuing vocational education and training programmes, up to 12 months after graduation.

Who can apply?
Eligible applicants include organisations (public or private) providing initial and continuing vocational education and training, as well as other bodies active in this field; detailed rules depend on each country's education system. Individuals (students, apprentices) do not apply directly, but through their institution (school, VET centre, university, NGO, etc.) or an existing project. In VET mobility for apprentices, applications are usually submitted by VET schools/centres, mobility consortia (e.g. chambers of commerce with VET providers and companies) or intermediary organisations. Typically, the VET provider or consortium applies for funding, while companies participate as partners and send their apprentices abroad within that project. To benefit from European funding, companies therefore need to be part of an Erasmus+ application that meets the programme's quality and eligibility requirements (e.g. target groups, eligible costs).
When?
Each year there is a timeline for the opening of the Erasmus+ call for application (in October), the deadline for submissions (in February), the selection results (in June) and the start of the mobility. Be sure to plan ahead.
Where to? Eligible Countries
Activities must take place abroad, in EU Member States and third countries associated with the Programme (Macedonia, Iceland, Liechtenstein, Norway, Turkey). Organizations holding an Erasmus accreditation may also send participants to third countries not associated with the Programme.
Eligible costs
Travel expenses, subsistence expenses, organizational costs, specific needs costs, extraordinary costs, language support fee.
Options
→ Skills competitions From 1 to 10 days; International sectoral events or competitions, designed to exchange know-how, showcase skills and raise awareness among young people of the importance of professional skills for economic growth and personal success. → Short-term (10 to 89 days) / Long-term - Erasmus Pro (90 to 365 days) mobility for VET learners This activity enables VET learners to spend a period of study abroad with a partner VET provider, a company or other organisation active in VET or the labour market. The study period must include a strongly <u>work-based component</u> and an individual study programme must be defined for each participant. → Blended Intensive Programmes (BIP) for VET learners

Short-term blended mobility combining physical (**5 to 30 days**) and mandatory virtual components.

- BIPs are formally a **higher education action**. They **must be developed and implemented by at least 3 higher education institutions (HEIs) holding an ECHE** (Erasmus Charter for Higher Education), from 3 Programme Countries. Other organisations (VET centres, companies, NGOs, etc.) can take part as hosting / associated organisations (e.g. providing the work-based component), but they cannot replace the HEIs as core BIP partners or coordinators. Blended Intensive Programmes allow groups of VET learners to take part in a **jointly designed short programme**.

- BIP combine a short physical mobility abroad with a substantial, **mandatory** virtual component carried out before, during and/or after the stay. The programme must follow jointly agreed **learning outcomes**, include a meaningful **work-based or practice-oriented** dimension whenever relevant, and be fully integrated into each participant's learning pathway through **formal recognition** by the sending institution.

For further readings:

- Official page of the European Commission on Erasmus+: <http://erasmus-plus.ec.europa.eu>
- Guide to Erasmus + : <http://erasmus-plus.ec.europa.eu/erasmus-programme-guide>

Table 1. Erasmus+ 2021-2027

A closer look at Erasmus Pro and BIP

Erasmus Pro.

Introduced in 2017, Erasmus Pro (source available [here](#)) is the specific initiative, within the broader Erasmus+ programme, designed for students in Vocational Education and Training (VET) including apprentices or recent graduates, to create for them further opportunities. While classic Erasmus+ mobility often covers short stays, Erasmus Pro supports **long-term** placements abroad (from 3 to 12 months) with the goal of strengthening professional and language skills and employability while promoting cross-border cooperation and internationalisation of the vocational training systems. Activities in Erasmus Pro mobility include: **work-based placements in companies** or internships in training institutions or workshops and can be organized in groups or as individual mobility. They all must be supported by a **Learning Agreement** and **formal recognition of skills** (e.g., via Europass). Erasmus Pro covers: travel costs, accommodation and food, linguistic support (e.g., online

Language Support, OLS) and insurance. Common sectors involved are: Electronics, IT, Tourism, Hospitality and Catering, Healthcare and Social work, Fashion, Design, Crafts.

BIP (Blended Intensive Programmes).

Blended mobility was introduced in the 2021–2027 Erasmus+ cycle, formalized through BIPs for students and staff in **higher education** (Key Action 1 Higher Education - KA131). Its structure combines a **short-term physical mobility abroad (5–30 days) with a mandatory virtual component**. Introducing blended mobility, BIPs increase accessibility and cooperation, especially when long stays are not feasible, ensuring a meaningful experience despite the shorter physical stay. BIPs differ from “regular” mobility: as they are **always blended** (virtual + short physical), whereas “regular” mobility can be long-term **physical only**. It’s a collaborative/short intensive learning with defined outputs and must be run by a consortium of at least 3 HEI from 3 Programme Countries. Recognition: the program usually awards ≥3 ECTS tied to the BIP’s learning outcomes.

The “ Blended Mobility Implementation Guide For Erasmus+ Higher Education Mobility KA131” (European Commission, 2022, source available [here](#)) provides possible implementation strategies and good practices, possible scenarios and examples in higher education.

Box 3. A closer look at Erasmus-Pro and BIP

3.2. Erasmus+ Programme 2028-2034. What’s new and what it means for apprentices

Within Erasmus+, to date (Programme 2014–2020, and 2021–2027), apprentices have participated mainly under VET learner mobility. This has covered work placements or study periods abroad, typically short-term (≈2 weeks to <3 months), with the option of longer stays (up to 12 months) through the Erasmus Pro window. Since 2021, **blended formats** (online preparation/learning combined with a physical placement) have been eligible and widely used.

Support measures have included language preparation, inclusion top-ups, travel and green travel support, and (where relevant) accompanying persons for minors or learners with fewer opportunities. Beyond individual mobility, cooperation projects have helped VET providers, intermediary organisations, and companies build partnerships, quality frameworks, and recognition procedures for learning outcomes.

In the plan for the next Multiannual Financial Framework (proposed for 2028–2034) Erasmus+ moves away from the KA1/KA2/KA3 labels ((KA1: learning mobility for individuals, KA2: cooperation among organizations and institutions, KA3: support for policy development and cooperation) and is reorganised into a simpler architecture. Mobility for learners - including apprentices - sits under a single, more streamlined pillar (“*learning opportunities for all*”), while cooperation and capacity-

building actions are grouped under a complementary pillar. For apprentices, the practical implications are positive: international mobility for apprentices remains a core action, with clearer, unified rules and wider use of lump sums/unit costs for a simpler management. Moreover, there are:

- **Flexible formats:** blended mobility stays eligible and is encouraged; durations remain adaptable to work-based learning needs.
- **Stronger recognition:** emphasis on transparent learning outcomes (EQF/Europass), micro-credentials/short learning programmes where appropriate.
- **Inclusion and green priorities:** with reinforced funding signals for learners with fewer opportunities and for low-impact travel.
- **Easier partnering:** closer alignment with Centres of Vocational Excellence and employer networks should make placements easier to source and manage.

In conclusion: apprenticeship mobility continues and is expected to be easier to organise, better recognised, and more inclusive, with blended designs remaining a practical, encouraged default.

3.3. National programs and funding opportunities.

Several National governments provide direct financial incentives, such as grants for hiring apprentices, training allowances, and tax incentives. Check with your local **trade associations, Regional apprenticeship office, National programs** and the education or employment **Ministry** for information on the specific financial support schemes, grants, and incentives available in your area.

In Austria, for example, current supporting initiatives include a financial support scheme where the training company receives the gross compensation for periods in which the apprentice is undertaking a work-related traineeship abroad and is therefore not actively working at the company. The actual costs of language courses are funded (with no limit), while fixed allowances and daily rates are granted to help cover travel and accommodation costs (source [here](#)). This means that, for the company, the main (though not all) expenses and investments related to apprentices spending time abroad are covered. Still the companies need to bear the **temporary unavailability** of the productive contribution to the production process by the apprentice. Another example is OPU Denmark (Danish scheme for apprenticeship training abroad): AUB Denmark (the Danish funding/reimbursement body that can support those placement) provide companies with refunds for apprentices' salaries and travel costs during the mobility period.

You may also visit the Cedefop's website (European Centre for the Development of Vocational Training), it provides many tools and interesting information, and has a dedicated section for European countries financing instruments for apprenticeship (source available [here](#)). The European Alliance for Apprenticeships (EAfA) toolkit can also be an important source of information (source available [here](#)) on EU-wide funding opportunities and useful organization tips.

4. The stakeholder's perspective: enablers, disablers and needs in the implementation of BMA.

A list of clear benefits, funding opportunities, implementation strategies and useful quality directions are available for BMA. Despite all this, however, significant obstacles still limit both willingness and capacity to organize it. Some of these challenges may feel familiar to you as well. The purpose of this section is to define and tackle these obstacles: they are elements to keep in consideration while organizing BMA.

According to a recent study from Cedefop, the European Centre for the Development of Vocational Training, a specialized agency of the European Union that supports the development of vocational education and training (VET) policies across EU Member States (*Enablers and disablers of cross-border long-term apprentice mobility*, CEDEFOP, 2021, source available [here](#)), despite all efforts, long-term apprentice mobility proves to be the hardest to organise compared to mobility in school-based initial VET (IVET) and higher education.

Apprentices are contractually part of company workforces; their wage/status/productivity ties create the biggest impediments and require buy-in from employers and social partners in both sending and receiving countries. The lack of **funding** supporting BMA for compensation is a further limit. As a consequence, offer and take-up remain limited, especially among **SMEs** as they struggle to see benefits and are hesitant to release “quasi-qualified” workers. On a bigger frame this also limits the development of possible **networks and alliances**.

Practitioners highlight practical hurdles for long-term mobility and, in particular, a lack of **specialised organisations** that could take over the management of long-term mobility, as well as effective cross-country networks between them and VET providers (*Cross-Border Long-Term Apprentice Mobility*, CEDEFOP, 2021, source available [here](#)).

The lack of data and **recognition** is also not helping. Differences in **curricula, qualification structures, and administrative constraints** often make it difficult to embed international training within a learner's pathway, particularly in highly physical or manual occupations.

These hurdles are even amplified for apprenticeship, because of additional legal and administrative complexities that can deter participation and dissuade firms from investing in mobility schemes.

Furthermore, **language** and cultural obstacles further inhibit apprentices' readiness to embark on BMA. Limited proficiency and the risk of miscommunication do not merely curtail social interaction for apprentices; they also undermine learning and workplace integration: the difficulty in fully understanding briefings and instructions or safety guidelines can affect the worker's performance or safety. Apprentices may hesitate to seek clarification and may misread intents or sector-specific terminology, with predictable consequences for confidence and effectiveness on the job.

In order to create this operational framework for BMA, the project “*On the move*” collected the practical perspective from company representatives, VET and IO through semi-structured interviews. Our recommendations in this document are also based on the results of this research. A total of 23

stakeholders were interviewed: 9 company representatives, 5 representatives of intermediary organizations and 9 VET representatives were interviewed, from the countries represented in this study. VET and IO representatives described their experience in mobilities, 4 of the companies also had previous experience in mobility for apprentices, others considered the possibility, but found it difficult to implement and contributed to the identification of currently existing limitations and concerns. The interviews aimed at capturing needs and direct viewpoint of the different stakeholders involved in BMA, identifying possible difficulties and impediments, **but also highlighting strategies, new trends, emerging and effective patterns**. Here is an overview of what emerged from the interviews:

- **Regulatory complexity.** The interviews suggest that BMA will scale only if companies perceive it as both feasible and valuable. At present, many see its value, but hesitate because the legislative environment (visas, permits, liability) appears opaque and risky. Clear, hands-on assistance (for example, a local helpdesk able to mediate legal responsibilities) can reduce perceived risk and accelerate decision-making.
- **International partnerships.** A stronger involvement (direct or through local trade organization) in international partnerships, stronger ties with schools and IO in Erasmus+ partnerships could provide precious support.
- **Organisational capacity.** A further barrier is organisational capacity: administrative and logistical tasks can overextend lean teams. **Practical toolkits**, standardised templates, and coordination support could reduce the workload to a level that even a small HR office can reasonably absorb. Companies also require assurance that **tutors abroad** are adequately prepared. Targeted mentor training, delivered before and during the placement, improves learning outcomes and lowers supervisory demands.
- **Costs** remain a persistent concern: predictable financial support and tax incentives at EU and national levels, coupled with one-stop information on available funding, can reframe the decision from “additional cost” to “investment with offsets.”
- **Firms need a clear value proposition.** Systematic engagement, demonstrating how mobility develops talent pipelines, strengthens networks, enhances employer attractiveness, and aligns with evolving EU policies, can shift the narrative from compliance to competitiveness. Where the nature of work complicates on-site placements, curated menus of online activities and alternative hybrid schemes (as in BMA) would contribute to keeping options open rather than closed.
- **Staff time and readiness:** VET providers are the pivotal actors enabling mobility in initial vocational education and training (IVET), yet they face their own constraints when working with apprentices. Staff time and readiness emerge rapidly as administrative requirements and learners’ welfare responsibilities expand, especially with minors. The suggested remedy is twofold: first, designate **dedicated administrative roles** furnished with **ready-to-use guidance**; second, **invest in training for those who will accompany minors** as responsible adults or have access to vetted, monitored accommodation for the learners. Recruiting and empowering motivated staff can shift institutional culture from initial reluctance to commitment.
- **Blended design:** pedagogically, many institutions remain uncertain about blended designs; having **access to practical examples** in specific areas, shared curricula, and structured partnerships with experienced VET centres and intermediary organisations can accelerate its adoption.

- Finally, there is the perceived need of a robust **digital tracking of activities** and outcomes, together with clear alignment to the EQF and transparent recognition processes, to assess learning, making mobilities solid and credible to both educators and employers.
- **Matching:** Intermediary organisations knit the ecosystem together. Their first mandate is high-quality matching: to this end, broad employer–school networks and structured pre-mobility meetings reduce mismatches and the risk of dropout.
- **Language and cultural preparation** are not optional extras; they are core risk controls. Short pre-departure courses, accessible digital platforms, and on-site linguistic and cultural support are pivotal to stabilise the critical initial weeks, when most issues arise. And they maintain a continuous line of communication and support during the entire process.
- **Monitoring:** continuous, lightweight but regular monitoring enables early detection and rapid remediation. Intermediaries are also key communicators: by articulating concrete benefits for each stakeholder and providing experience, networks and support, they can convert diffuse interest into committed participation.
- **Emotional support:** apprentices themselves need more than logistics; they expressed the need to feel capable, supported, and connected. Emotional factors like anxiety and homesickness emerged as key barriers, especially in younger or first-time travellers. Pre-mobility meetings that co-create tasks with the learner anchor expectations and reduce anxiety. **Open, formal and informal channels** to mentors and coordinators, plus peer communities, provide the everyday scaffolding that keeps **motivation** high.
- **Practicalities** matter: reliable Wi-Fi is not a luxury in a blended pathway; it is the backbone of learning continuity.
- **Recognition:** visible progress tracking, and recognition means (badges, micro-credentials) can also contribute to creating interest and commitment.

In short, according to stakeholders, in order to succeed BMA would benefit from more administrative and legal clarity, enablement, and coordinated partnerships. Legal guidance, administrative toolkits, mentor and preparation, and funding can contribute to de-risk company participation; dedicated platforms for administrative tasks and tracking, informed staff, pedagogical support, trainers preparation, and sample programs EQF-aligned can empower VET providers; professional preparation, wide networks and dedicated platforms would empower intermediary work and strong matching, and emotionally attuned, well-connected support structures can help apprentices thrive. Put together, these enablers can contribute to transform BMA from an exceptional opportunity into a normal, scalable pathway.

Box 4. The stakeholder’s perspective: enablers, disablers and needs in the implementation of BMA

The next table summarises the principal issues emerging from the interviews, both for the on-site and the online activities, and highlights the cross-cutting requirements and facilitators.

Stakeholders identified challenges and facilitators for BMA. How to overcome obstacles?

CHALLENGES	FACILITATORS:
ON-SITE	
Scarce motivation for companies	Explanatory material and practical tools can inform and encourage
Emotional factors for apprentices	Pre-departure meetings and activities and clear planning. These build trust, emotional readiness, confidence before departure. Peer groups can provide support.
Regulatory complexity. Differences in national regulations and administrative procedures (visa processes, insurance, compliance with institutional and national regulations).	Dedicated informative websites. Partnership with school with strong internationalization strategy . Strategic support from local trade associations, national programs. Dedicated staff in IOs.
Lack of international partnerships	The involvement of local trade organizations . Ties between schools, IOs and companies and Erasmus+ partnerships . Collaboration among companies, for example in sectors like hospitality, enables flexible arrangements.
Financial cost (housing, flights, ...)	Scouting for existing funding schemes (e.g. OPU, Denmark, AUB, Denmark: companies receive refunds for apprentice salaries and travel costs during the mobility period). Erasmus+, Erasmus Pro or BIP.
Administrative complexity. Coordinating between multiple stakeholders (learners, VET, Host, employers)	Strong collaborations, and clear communication , Well-structured Learning Agreements and training plans.
VIRTUAL	
Increased staff workload and complexity. Teachers' workload for preparation, coordination, follow-up. Blended structure can double planning efforts.	Dedicated platforms and websites. Storytelling templates. Planner guides. Templates and ready tools . School with strong internationalization strategy (strategic support, national programs) and dedicated staff .
Scarce motivation from teachers toward blended mobility. Weaker mentoring online	Clear structure, project plans for blended formats.
Scarce motivation of learners toward blended. Low engagement, lack of emotional cues. Inadequate home study environments. Perceived lower value of online activities.	Easy, accessible platform, meaningful programs, fun digital tools, simplified language.
Zoom fatigue	Peer groups, pre-set calendars, clear structure.
Language barriers	Multilanguage platforms, language courses and tools.

Technological barriers, digital readiness and support in understanding how remote components can link to real tasks (teachers, students' readiness).	Staff training. IT infrastructure
Logistics: scheduling of virtual sessions not always suitable with time zones. Unstable IT platforms.	Asynchronous tools. IT infrastructure
Inconsistency in mentoring across companies.	Curriculum alignment at European level (micro credentials). Mapping transnational apprenticeship.
Lack of established mobility schemes	Visual templates , timelines and good practice examples. Scheduling guides, onboarding maps. Sector specific toolkits and templates National level framework (multilingual?) to support modular learning, and apprenticeship contracts.
Feasibility of online activities: VET often implies mainly practical tasks, hand-on work (carpenter, mechanic, ...)	Transversal courses (such as safety modules, hygiene modules, sectorial language courses, digital reporting, remote tutorials for IT, digital literacy, soft skills) can be developed through online activities.
Time pressure. Match with learning goals and school/apprenticeship calendar.	Flexibility. Physical and blended activities. Consistent with Learning Agreement.

Table 2. Stakeholders identified challenges and facilitators for BMA

The framework proposed in this document aims to address these challenges and implement the facilitators highlighted above.

5. How to structure blended mobility for apprenticeships: core design components and practical models.

It can be challenging to envisage how BMA can be structured in highly practical, hands-on sectors. This chapter is designed to support that process by presenting a clear overview of the main elements that shape a BMA experience and by offering examples that may serve as inspiration. In particular, it examines how **online and on-site phases** can be combined and aligned, considering their **duration, sequence, learning activities, and delivery modes**, as well as the tools that may support their implementation. Building on this framework, the chapter also provides practical examples of different configurations, showing how these elements can be adapted to specific sectors, contexts, and learning objectives.

When planning a BMA experience, the essential building blocks include **the length of the online and on-site phases, their sequence, the activities they include, and the way they are delivered**. The following sections explore each of these elements in greater detail.

5.1. Define learning objectives, length and sequence of the physical and online components

The blended format offers **great flexibility** in the design of the experience: the virtual learning component can take place **before, during or after** the physical mobility, in a very flexible way allowing you to tailor your experience to best fit your needs. However, quality depends on the coherent integration of online and physical components: they should be conceived as a single, coherent learning pathway, **integrated and complementary** rather than two separate courses. Each phase brings its own strengths: the online part can involve more participants, foster broader collaboration, deepen specific theoretical knowledge and help the apprentice become familiar with the host workplace and build trust before travelling, the physical part allows the apprentice to apply trained skills in a relevant, real-world environment.

Start by outlining the learning plan. Define the main learning goal, including the skills the learner is expected to develop and the intended learning outcomes. Where possible, these outcomes should connect with occupational standards, the learner's curriculum, and the evolving needs of companies and sectors. A useful starting point is the professional profile, from which key competences can be translated into clear and observable learning outcomes for the BMA experience. It is also important to check that these outcomes fit well within the existing curriculum, while leaving some space for new competences linked to innovation, such as digitalisation, green practices, or new ways of working in the hosting company. In this way, mobility can support both the learner's formal pathway and the development of forward-looking skills that are relevant for the workplace.

The virtual learning component can be used as a preparatory phase, but also further along for the development of a project. In the preparatory phase it should include meaningful online engagement with the organization's team encouraging group bonding and setting the stage for in-person collaboration. Further on in the mobility it can offer necessary theoretical knowledge or be in the form of online collaboration on a task. Ideally it would need to be provided through an intuitive and

functional digital learning environment and it should allow cooperation between users of different countries, in small groups for meaningful interactions, discussions on online platforms, etc... Designing specific mobility programs and courses open to local and international learners/workers offers a great opportunity for all locals (not only those involved in mobility) and enhance cross-border collaboration.

The physical component is a way for apprentices to apply their skills in a relevant, real-world setting. Each mobility program sets a defined duration for the physical stay. Check with your funding sources for limitations in allowed **length** of on-site phases. Current mobilities in Erasmus+ include: short term (10-89 days), long term (90-365 days); in BIP the physical stay abroad has a minimum required duration of 5-30 days (short/long-term) for students and 2–5 days for staff.

The physical period should be well-integrated into the hosting organization tasks. Activities can include group work, discussions, theoretical knowledge together with practical and experiential learning. Ideally the planning should also promote local engagement: with businesses, civic societies, culture, networking opportunities. Online activities can compensate and strengthen short physical stays ensuring a stronger integration, a longer engagement and more meaningful links with the hosting company.

5.2. Learning activities

Following is a list of possible online and in person activities to be combined in BMA:

ACTIVITIES	Online	In person
Traineeships	→ Preparatory activities → Integration in hosting organization tasks → Online engagement with organization's team. → Online courses/workshops → Online platforms for activities and discussions	→ In-person interaction with the organisation's team. → Local engagement and networking → Apply and acquire skills → Courses

Table 3, In person and online activities during blended mobility

In person activities:

They represent the most immersive dimension of the mobility experience, as they allow apprentices to engage directly with the hosting organisation's professional environment.

- **Interaction with the organisation's team** supports integration into daily work processes, facilitates informal learning, and helps participants understand organisational culture and expectations.
- **Local engagement and networking** further enrich the experience by creating opportunities to build professional relationships, exchange practices, and gain broader awareness of the local economic and social context.

- **Apply and acquire skills** through authentic tasks and hands-on experience, turning prior knowledge into practical competence. Finally,
- **Courses delivered on site** can strengthen both technical and transversal skills, complementing workplace learning with more structured training opportunities.

Online activities:

- **Preparatory activities**
 - **Cultural awareness-mediation and training:** introductions sessions to hosting country, city, culture. It can be implemented through meetings, materials and Google forms for reflections on the topic.
 - **Language training:** it can be delivered through a dedicated platform e.g. the Erasmus platform for Online Language Support (OLS, on the academy.europa.eu website, available [here](#)), sponsored by the Erasmus programme. Intermediary organizations often are equipped with tools and material for language readiness.
 - **CV editing sessions:** can be created through the Europass tools (available [here](#)). This tool can provide documents to record knowledge and skills acquired in another European country, through a work placement in a company, an exchange programme, a voluntary placement in an NGO.
- **Online engagement with organization's team**, integration in hosting organization tasks and online courses/workshops
 - **Theoretical instructions:** introductory project work
 - **Training modules.** Beside common school subjects or transversal skills, it may be difficult to imagine online tasks for practical fields. Even in companies that include online work, this possibility is often limited to staff with suitable tasks, i.e. office work, IT tasks, marketing. Following is a list of online pre-mobility activities that you can consider to include in BMA and can contribute to enhance readiness and quality of the experience; some are widely applicable to different sectors, others are more specific.

The most common and widely applicable training modules can be:

 - Safety modules,
 - Hygiene modules,
 - Sectorial language courses,
 - Digital reporting,
 - Remote tutorials for IT,
 - Digital literacy,
 - Soft skills activities (work ethic, communication, teamwork, problem solving, time management, emotional intelligence, etc...)
 - Courses about job regulation and job market abroad.
 - **Professional activities.** Some sectors are not very suitable as they require mostly hand-on work, but for suitable sectors it's possible to include the following professional activities to be carried out online:
 - Administrative duties (e.g., invoicing, digital filing, office support);
 - Database management and data entry,
 - Content and material creation (technical documentation, reports, or presentations);

- Customer interaction simulations (customer service, sales techniques, or helpdesk support);
 - Digital marketing and social media management;
 - CAD and CADD (computer-aided design and drafting);
 - Equipment briefings (operating instructions, maintenance tutorials, and safety protocols);
 - Quality control briefing (compliance standards, verification checklists, and quality assurance procedures).
- **Specific professional online courses and workshops:** some courses can also be created to ensure consistency across companies about learning tasks and needs (e.g. on the use of a special technology or machine). Consider the possibility to introduce virtual and augmented reality: some VET institutions are piloting virtual reality (VR) and augmented reality (AR) tools for technical training, particularly in fields where hands-on practice is essential but access to equipment or facilities may be limited.

For inspiration see also the website “teacheracademy: www.teacheracademy.eu.

5.2.1. Modalities for the delivery of learning online activities

The use of online training brings many advantages, such as flexibility and inclusiveness. Modern tools and technology allow for a wide spectrum of modalities and approaches. When planning your online activities you should also consider the following aspects:

- **Modality:** carefully ponder if online courses should be **synchronous** or **asynchronous**. Some consider online training less engaging, as it can feel isolating and passive. A synchronous lesson, where teacher and students connect in real time, may help address this point by fostering interaction (with the trainer and with an international group of learners) and a stronger sense of presence. However, it reduces flexibility, since everyone must be available at the same time, whereas asynchronous lessons can be followed whenever it is most convenient for the student. For this reason, well-designed asynchronous activities can also help to overcome “videoconference fatigue,” by allowing learners to manage their workload and screen time more autonomously.
- **GDPR compliance:** please note that all online activities must be developed in compliance with GDPR standards.
- **Engagement, monitoring, recognition:** for online activities it’s important to define the engagement rules, the modality for assessments and for the certification of remotely complete hours: what type of evidence will you consider for the certification of remotely completed hours? Existing online learning platforms (LMS) offer the possibility to track and certify the learners' participation (see below).

5.2.2. Online platforms for learning activities (LMS)

If the learning online occupies an important part of your BMA; ideally you can choose and adopt a learning management system (LMS): a software application that can be used by organizations to create, deliver, manage, and track online courses and training programs. It acts as a central hub for all learning activities, allowing educators or trainers to distribute content, manage learners, and assess

progress, while also providing a platform for learners to access educational materials and interact with each other.

Key functions of an LMS

- **Content and course management:** create, store, organize, and deliver a wide variety of online learning content, from simple documents to interactive modules.
- **Training delivery:** facilitate both self-paced (asynchronous) and instructor-led (synchronous) online learning experiences. May offer classroom management for instructor-led training or a flipped classroom.
- **Learner administration:** enrol users in courses, track their progress and completion, and manage their learning paths. Offers online assessment.
- **Reporting and analytics:** generate reports to measure the effectiveness of training, track compliance, and assess individual or organizational performance.
- **Personalization:** many platforms nowadays use artificial intelligence to create personalized learning paths based on a user's skills, needs, and progress.

→ **TIPS. Use online platforms for activities and discussions:** *a dedicated online platform giving access to all online activities becomes a fundamental instrument for a successful, quality BMA. To make it even more useful it may be integrated with a space for forums and discussions to have a complete and effective tool.*

Examples:

- **Moodle:** (Modular Object-Oriented Dynamic Learning Environment) is a platform (opensource) for learning: large-scale e-learning training delivery. It requires some IT support. Used mainly in higher education and professional education. Can be used for onboarding and it provides an adaptable suite of automation, reporting and virtual learning tools. Available tasks:
 - course content,
 - assignments, quizzes, skills tracking
 - diaries
 - surveys, forums, messaging, etc...
- **Canvas LMS .** Main functions:
 - Intuitive course pages with modules, pages, discussions
 - Integrated gradebook and outcomes-based assessment
 - Mobile apps for apprentices on the move
 - Strong integration with tools like MS Teams, Google, external apps
- **Learncove:** multilingual e-learning module for the food industry.
 - Provides video,
 - Assessments
 - Monitors learner engagement (completion of modules)
 - Collect Learners and mentors feedback.

Several other apps and tools are available, not necessarily LMS:

- **Google classroom, Microsoft Teams for Education** (as LMS hub) are other simple LMS.
- **Gdrive, Gdocs, Gforms:** for online shareable docs and files.

- **Slack, Edmodo, Trello, Padlet, GitHub, Miro** can be used for online collaboration on projects.
- **Kahoot, Youtube, Zoom**, are also useful platforms to introduce tasks before mobility.

More tools:

- **SALTO Resource Center** (Support, Advanced Learning and Training Opportunities for Youth) provides hundreds of useful tools for learning for youth work and training activities (<https://www.salto-youth.net/tools/toolbox/>)
- **EPALE** (Electronic Platform for Adult Learning in Europe) also provides a broad range of online and offline courses and teaching material. It offers Erasmus+ space dedicated to blended mobility, and more (<https://epale.ec.europa.eu/en>)

5.3. Possible scenarios, practical examples.

BMA may seem more naturally suited to some sectors and less feasible for highly hands-on occupations, however the next chapter offers practical guidance and examples to show how this approach can also create valuable opportunities in these more practical fields.

This chapter offers a list of examples of possible scenarios with combination of different alignment of physical and online components, each with defined length of stay and learning activities. The sections that follow show possible scenarios to be used to implement BMA.

5.3.1. Scenario 1 - Front-loaded virtual prep + short physical

This blended model starts with a structured **online preparation phase**, followed by a **short and focused stay abroad**. During 1–2 months of **virtual activities**, the apprentice builds the foundations needed for the placement: language skills, safety awareness, cultural preparation, and technical knowledge. The **physical phase**, lasting 2–4 weeks, is then used for targeted on-site tasks, job shadowing, hands-on practice, and direct performance in the hosting company. This model is especially useful when mobility time is limited but the placement still needs to be meaningful, safe, and well prepared. It also helps align online and on-site learning with clear learning outcomes and a written plan.

Prep online [1-2 months]	On site tasks [2-4 weeks]
Preparatory activities, language, safety, and technical modules online	Targeted on-site tasks
Possible activities: ● cultural awareness and mediation sessions ● language training and technical vocabulary ● CV editing and motivation sessions ● online meetings with the host tutor or company staff ● clarification of learning outcomes, tasks, and expectations	Possible activities: ● arrival, induction, and workplace orientation ● introduction to the team and the work environment ● job shadowing ● supervised hands-on practice

● online health and safety briefing ● hygiene and workplace rules modules ● digital literacy and reporting tools training ● introduction to the hosting company and its organization ● introductory technical or professional modules ● virtual pre-training on tools, machines, procedures, or software	● targeted operational tasks ● application of the skills prepared online ● performance of simple or progressive work tasks ● daily supervision by the host tutor ● use of a logbook to record activities and progress ● short review meetings and final feedback
--	--

Practical example

An apprentice in mechatronics spends six weeks online before departure. In this period, they attend language sessions, complete health and safety modules, and follow virtual training on the hosting company's machinery and maintenance procedures. Once abroad for three weeks, the apprentice already knows the company context and basic technical language, so the stay can focus on job shadowing, supervised machine set-up, simple maintenance tasks, and performance under the guidance of the host tutor. In this way, the online phase prepares the apprentice, while the short physical stay is used for practical application and assessment.

In this model a list of preliminary activities such as onboarding courses (e.g. cultural awareness and mediation courses, language training, CV editing sessions), and a list of widely applicable training modules (safety, hygiene, digital skills, literacy and others) together with specific professional courses (e.g. a virtual pre-training on a specific machine or tool or skill) can serve as preparatory phase for physical activities to be carried on abroad. During the on-site phase, activities can include: initial job shadowing and hands on training and performance.

Sector to apply it

This is a very versatile model. A very suitable sector for this model is **advanced manufacturing / mechatronics**. It works well because many preparatory elements can be delivered online first, such as technical vocabulary, digital simulations, safety training, and introductory knowledge about tools and machines, while the essential practical part is concentrated in a shorter on-site period.

5.3.2. Scenario 2 - Project definition + collaboration online + delivery in person and reflection

This blended model combines two short in-person phases with a longer period of online collaboration. The first on-site stay allows apprentices and host staff to meet, define the project goal, agree on roles and methods, and build trust through direct interaction. The following online phase gives time to develop the project remotely, using digital tools and regular exchanges with the hosting company. The final in-person phase is dedicated to presenting or implementing the final product, reflecting on the

process, and exploring possible follow-up collaboration. This model is particularly effective for project-based learning, where relationship-building, autonomy, and real cooperation are central.

On site project definition [1-2 weeks] Onboarding and preliminary on-site tasks	Online Collaboration [1-2 months] Ideal also for multiprofessional collaboration	Final delivery [1 week] Final product delivery and reflections.
Possible activities: • introductory meetings with the whole team • company presentation and workplace visits • onboarding and team-building activities • workshops to identify needs and define the project goal • exchange of best practices • meetings with local learners and workers • seminars or expert inputs related to the project • role allocation and timeline definition • agreement on methods, tools, expected outputs, and milestones	Possible activities: • regular online team meetings • collaborative project work in mixed teams • remote research and problem-solving • drafting of project outputs • digital content creation or design work • database work, reporting, CAD, digital marketing, or administrative tasks, depending on sector • tutor check-ins and milestone reviews • exchange of feedback with hosting company staff • use of shared digital platforms for co-creation and monitoring	Possible activities: • presentation of the final product or solution • testing or implementation of the project output • workshops to discuss results and lessons learned • reflection sessions on teamwork, communication, and intercultural learning • meetings with company staff on future improvements • final assessment and validation of outcomes • dissemination event or internal seminar • discussion of possible future collaboration

Practical example

A group of apprentices in business and communication spends two weeks at a hosting company abroad to understand its needs and co-design a small project to improve the company's online visibility. During this first visit, they meet staff, observe workflows, and define objectives, tasks, and deadlines. Over the next two months, they work remotely in mixed teams, using shared digital tools to prepare social media content, propose communication strategies, and organize promotional materials. In the final one-week visit, they present the finished project to the company, discuss results,

and take part in reflection sessions on teamwork, communication, and what they learned from the international experience.

Sector to apply it

A very suitable sector for this model is **marketing, communication, and business services**. It also works well in areas where project work, problem-solving, and digital collaboration are important, including administration, design, tourism promotion, and social innovation.

5.3.3. Scenario 3 - Alternating blocks: iterative skill acquisition and reflection cycles.

This blended model is based on alternating periods of on-site practice and online reflection. Apprentices spend a first phase abroad acquiring practical skills in the real work environment, then return to an online phase where they reflect on what they have learned, consolidate knowledge, and prepare for the next step. The cycle can then be repeated, allowing skills to develop progressively through practice, feedback, and further application. This model is especially valuable for professional pathways that require deep, hands-on learning over time, while also offering flexibility and reducing some of the challenges of a single long mobility period.

Online preparatory activities	Skills acquisition onsite [3-6 weeks]	Reflection cycles and learning online [1-2 weeks]	Skills acquisition onsite [3-6 weeks]	Reflection cycles online [1-2 weeks] (...)
Possible activities: • language support • online safety and compliance modules • theoretical introduction to work processes • technical briefings before physical block • goal-setting for the next	Possible activities: • workplace induction • job shadowing • practical training with tutor supervision • execution of progressively more complex tasks • observation of workflows and standards • documentation of practice through logs or evidence collection • regular coaching	Possible activities: • reflective diary or learning journal • debrief meetings with VET tutor and host tutor • online discussion of difficulties encountered on site • quizzes or short assessments • review of work artefacts,	Possible activities: • return to the workplace with higher responsibility • more autonomous practical work • advanced tasks or specialization • refinement of technical procedures • problem-solving in real work situations • performance review with the	Possible activities: • final reflection session • portfolio completion • evidence submission • self-assessment and tutor assessment • discussion of progression and next steps

on-site phase ●digital assignments linked to upcoming tasks ●meetings with tutors to prepare expectations and objectives	and problem-solving support	photos, designs, or reports ●theory reinforcement linked to practical experience ●planning of the next skills block	host tutor	
--	-----------------------------	---	------------	--

Practical example

An apprentice in culinary training spends four weeks in a restaurant abroad, learning kitchen organization, food preparation techniques, hygiene routines, and service coordination. This is followed by two weeks online, during which the apprentice reviews procedures, discusses challenges with tutors, completes learning assignments, and reflects on strengths and areas for improvement. The apprentice then returns for a second on-site block, better prepared to take on more advanced tasks with greater autonomy. In this way, learning is built step by step through repeated cycles of practice and reflection.

Sector to apply it

A very suitable sector for this model is **hospitality training**. It is also well suited to other professions that require progressive mastery of practical skills, such as healthcare support, construction, beauty services, and mechanical work. This alternating block model can maximize the benefits of both settings (online, on-site) while mitigating the drawbacks of long-term mobility.

5.3.4. Scenario 4 - Consortium pipeline: Pools of SMEs and VETs sharing placements year-round.

This blended model is based on a consortium of VET providers and SMEs that coordinate placements throughout the year, across different countries and hosting companies. Apprentices complete an initial online preparation phase, including language, safety, and introductory technical modules, before moving into a longer on-site placement in one of the participating firms. Because placements are shared across a network rather than relying on a single company, the model reduces the burden on individual SMEs while creating a continuous exchange of skills, practices, and experience across the consortium. It is particularly valuable for building stable partnerships, widening placement opportunities, and supporting mutual learning within the network.

Country 1 	Prep online 1- month Introductory, language, safety, and technical modules online	On site tasks 2-3 months Targeted on-site tasks
	Prep online 1-months Introductory, language, safety, and technical modules online	On site tasks 2-3 months Targeted on-site tasks
	Possible activities: • joint introductory sessions for apprentices from different partners • presentation of the consortium and participating SMEs • language and intercultural preparation • online safety and technical modules • introduction to the hosting company's work processes • sector-specific preparatory training • explanation of roles, rights, duties, and mobility structure • networking meetings with apprentices, VETs, and hosting companies across the consortium • preparation of documents, logistics, and learning agreements	Possible activities: • workplace induction and introduction to staff • job shadowing • supervised practical work • targeted operational tasks • collaborative project work inside the company • exposure to company-specific methods and standards. Practical application of skills in a different production context • exchange with workers and tutors, comparison of work practices across firms • collection of evidence of learning and performance • regular mentoring and monitoring • contribution to innovation or process improvement tasks • peer exchange across apprentices in the network • consolidation of learning through exposure to multiple workplaces

Practical example

A consortium of VET schools and small manufacturing companies in two countries organizes mobility placements on a rotating basis. Before departure, apprentices complete one month of online preparation covering technical vocabulary, workplace safety, and an introduction to production methods used by the hosting firms. They then spend two to three months abroad in one company,

taking part in job shadowing, supervised practical work, and collaborative tasks. Because the placement is part of a wider network, different companies can host at different times of the year, reducing disruption for each single SME. At the same time, apprentices and companies benefit from the circulation of ideas, methods, and practical knowledge across the consortium.

Sector to apply it

A very suitable sector for this model is **manufacturing and technical trades**, especially where many small and medium-sized enterprises operate in the same production chain. It can also work well in sectors such as **hospitality, construction, agri-food, and crafts**, where networks of SMEs can jointly offer meaningful placements while sharing responsibilities and benefits.

5.3.5. More examples

The Blended Mobility Implementation Guide For Erasmus+ Higher Education Mobility KA131 (source available [here](#)) also outlines several examples of different blended mobilities some of which may be of interest also for organizing BMA (just keep in mind that BIP is designed for Higher Education).

5.4. Final remarks: overview of structure of blended mobilities

- Check with your funding sources for limitations in allowed **length and sequencing** of the online / on-site phases.
- Virtual and physical components should be **integrated and complementary**, not treated as separate courses. All activities should be described in the **Learning Agreement**.
- **The virtual learning component** can take place **before, during or after the physical mobility**. Consider adopting a functional digital learning environment.
- **Activities open to local and international learners/workers** enhance cross-border collaboration.
- It is important to establish **credentials and credits recognition** for the learning experience (credits, micro-credentials, etc...).

Combination of building blocks:

SEQUENCE	DURATION	TECHNOLOGY TO SUPPORT LEARNING	ACTIVITIES
• SCENARIO 1: Virtual start → physical placement • SCENARIO 2: Physical start → virtual continuation • SCENARIO 3: Alternating virtual and physical visits • SCENARIO 4: Consortium pipeline model: virtual start → physical placement	• SHORT STAY • MID LENGTH STAY • LONG STAY	• Simple shared space (Gdrive, Microsoft), videocalls • Specialized learning platform (LMS) • Virtual reality / Augmented reality	• Online / onsite • Preparatory activities • Project based • Mobility course • Transversal courses

Table 4. BMA design components.

From ambition to action: a practical framework for BMA

Taken together, these policy documents, empirical findings and conceptual elements provide a **coherent foundation** for an organisational and monitoring framework for BMA:

- They affirm that **mobility is a quality criterion** for apprenticeships and blended formats are valid and encouraged.
- They define **quality benchmarks** which any BMA scheme must respect in terms of contracts, learning outcomes, social protection, and quality assurance.
- They suggest **implementation strategies** and structures.
- They identify **challenges to be overcome and enablers**.
- They emphasise **monitoring, recognition, inclusion, sustainability and digitalisation**, all of which are central to designing robust blended mobility pathways.

The subsequent framework for BMA is built on this base to detail **concrete strategies and schemes** for implementation (e.g. typical blended models, roles and workflows), as well as **specific quality assurance procedures, monitoring tools and feedback mechanisms** tailored to blended mobility in apprenticeships.

Operational plan

This section offers a practical framework for setting up and running BMA, structured into four phases: set up, preliminary activities, implementation and monitoring; recognition of results and feedback loops.

Each subsection provides concrete suggestions and action-oriented guidelines to support you step by step in designing and implementing BMA in line with the principles outlined above, ensuring quality and smooth delivery. There is no single model for organising BMA, much depends on your specific context and constraints, but this document offers directions and options that **you can adapt to your own needs**. Please read through the entire guide before you begin: some steps are only introduced briefly at the start and are developed in more detail later on.

Here are the main points of the four phases. Each step is then further elaborated in concrete actions. In the Annex 1 you will find a complete table with phases, steps, actions.

PHASE	STEPS
Phase 1 - Set up	1.1 Funding programmes and partnership. 1.2 Dedicated shared digital platform. 1.3 Candidate selection and matching. 1.4 Learning plan and blended program design (virtual + physical). 1.5 Mobility Agreement and Learning Agreement. 1.6 Staff preparedness
Phase 2 - Preliminary onboarding and online activities	2.1 Introductory onboarding to the workplace. 2.2 Cultural preparation and online learning activities.
Phase 3 - Management during mobility	3.1 Daily supervision and coaching. 3.2 Periodical monitoring and check-ins.
Phase 4 - Post mobility actions	4.1 Post-mobility assessment and recognition of Learning Outcomes. 4.2 Post placement reflection.

Table 5. BMA implementation phases.

1. Phase 1 - Set up

1.1. Funding programmes and partnership

a. Build your network/find the hosting company

This phase includes the preliminary steps that make it possible to organize a BMA experience. These are enabling actions that usually take place well in advance, such as joining a supporting network or identifying suitable funding opportunities, and can be considered **preconditions** for implementation.

Organizing BMA is a collective effort. Together with the apprentice, the main key players in BMA are the “sending” and “hosting” organizations; intermediary organizations can be a solid support for planning, logistics and development. Taking part in BMA you will need to work with different organizations across countries and building a strong partnership is the first step in this process. Build your **network**, if you are not accredited for Erasmus+ funding look for organizations that are part of an **Erasmus+ partnership or consortium**, check also with **sector networks and local chambers**. Specialized **intermediary organizations (IO)** can help you finding partners and hosting companies through their extensive networks.

Furthermore, existing online platforms and tools, such as **U Partner Search** (eupartnersearch.com), an Erasmus+ partner search platform, allow you to search for partners by programme, country and type of organisation. Other available resources are: EPAL Partner search, Otlas (SALTO-YOUTH), Europass Project Platform, and more.

b. Scout for possible funding

If you are planning to apply to the Erasmus+ program, plan your mobility in advance, in line with the Erasmus+ application timeline. You can find the yearly program guide at the dedicated web page (source available [here](#)). The table below provides an overview of the main mobility formats for VET learners available in the 2021–2027 Erasmus+. Erasmus+ provides funding (travel and subsistence expenses, organizational costs) organizational support, language learning support, specific needs and extraordinary costs (for disabilities or inclusiveness).

Format	Physical duration	Virtual component	Target in BMA	Recognition and notes
Short/standard VET mobility	10 to 39 days. Typically 2 weeks to <3 months.	Optional (encouraged)	Apprentices, neo qualified VET (within 12 months form qualification). Individual / small cohorts.	Learning Agreement and quality standards apply. Recognition via national / sectoral tools (e.g., Europass). EQF credits
Long term VET mobility (Erasmus pro) under KA1	3-12 months	Optional (can be blended)	Apprentices, neo qualified VET (within 12 months form qualification).	Designed for deeper skills acquisition and stronger outcomes; hosts must provide

Format	Physical duration	Virtual component	Target in BMA	Recognition and notes
				structured training and mentoring.
Blended Intensive Programme (BIP) for HEI	5–30 days (intensive physical phase)	Mandatory structured online collaboration	HE learners. Individual / Group (min 15). Organised by ≥3 HEIs from ≥3 Programme Countries.	Typically awards ≥3 ECTS; recognised via institutional procedures consistent with ECHE.

Table 6. Main mobility Formats for VET learners, overview (2021–2027 Erasmus+)

There are resources available beside the Erasmus + programme (see the chapter “Funding and tools” in this document).

1.2. Dedicated shared digital platform

a. Consider your needs and choose a proper platform or Learning management system

A well-organised online platform for collecting and storing all documents greatly facilitates the management of mobility. In many cases, the sending VET provider or the intermediary organisation already has such a system in place.

The same platform can also support communication and the management of deadlines (a **simple shared cloud space**, such as Google Drive, may be sufficient for this). However, in blended mobility, a dedicated platform with e-learning functionalities (a proper Learning Management System, LMS) can be particularly valuable for delivering and tracking all online learning activities.

When choosing your preferred platform, consider whether it can support the following functions:

- Secure document collection and storage (GDPR compliant)
- E-learning delivery, monitoring and tracking (see also paragraph “*Online platforms for learning activities (LMS)*” in this framework.
- Communication between all parties
- Deadline and progress tracking

Please note that technology may occasionally fail or internet access may be temporarily unavailable. It is therefore advisable to put in place a **back-up plan to store, access, and recover all essential information and documents** when needed.

1.3. Candidate selection and matching

a. Inform and motivate apprentices and companies

While VET organisations and IOs may already have experience in organising learner mobility, it is often

necessary to actively present and promote these opportunities to companies, for example by arranging dedicated **information and Q&A sessions**. Informing and actively promoting BMA to companies is essential to ensure their engagement and commitment. When employers clearly understand the objectives, benefits and practical arrangements of BMA, they are more likely to invest time and resources, offer quality placements and support apprentices throughout the experience. Effective communication and promotion also help reach new companies and broaden the range of opportunities for all.

Future apprentices can also be engaged early-on through information events in schools. Former participants with direct mobility experience can be invited as ambassadors to share their insights.

b. Select the apprentice

If you intend to make use of Erasmus+ funds, it is advisable to start publicising the initiative at least **five months in advance**, to allow sufficient time to collect applications and complete the selection of participants.

Making candidate selection a shared responsibility between the apprentice, the employer and the VET provider is more effective, as it integrates educational, workplace and individual needs. The VET provider can ensure the appropriate learning framework, while the employer can confirm the feasibility of participation, provided the apprentice is in good standing (attendance, behaviour, basic skills) and can be released during the relevant period. Once eligible apprentices have been identified, **their employer should formally confirm the feasibility of their participation**.

The process should ensure a **transparent, fair and inclusive** selection procedure, in line with diversity and equal opportunities policies. Alongside a clear description of the mobility opportunity, the eligibility criteria, selection methods and assessment procedures should be explicitly outlined in the call for applications (e.g. motivation, maturity, language readiness of the candidate).

c. Collect CV and application documents

Once you have selected the eligible participants, start collecting the necessary documents. For the Erasmus+ application the documents necessary for the participation of the apprentices are:

- Europass CV and motivational letter
- Parental consent in case of minors.
- Valid ID document (valid throughout the whole mobility) *
- European Health Insurance Card (EHIC)

* For people holding a VISA or a resident permit verify that there is no further requirement in the hosting country.

d. Select / verify the matching with potential hosting companies abroad

Map the existing partnerships and identify potential hosting companies and intermediary organizations. Intermediary organizations abroad should ideally have a network of suitable matching

companies.

e. Verify Legal obligations and requirements

The legal status of apprentices is a crucial point to consider. In some countries they are classified as workers, while in others their legal framework is closer to the one of students, and this difference can affect both their rights and the duties of VET providers and companies (for example regarding social protection, remuneration, and leave). Furthermore, in some countries the sending organisation remains responsible for pay and social protection when an apprentice goes abroad, whereas for others, these obligations usually lie with the hosting organisation, or this can be an option depending on the chosen legal arrangement.

If you are unsure about your responsibilities you can ask intermediary organisations, or local chambers of commerce as they can often clarify what is expected from sending and hosting bodies (see also “Posting staff abroad” on [europa.eu](https://europea.eu) webpage, source available [here](#)).

You can also consult the Cedefop’s web sites, it lists country profiles (source available [here](#)) , which give an overview of the legal status of apprentices and the main entitlements they should receive.

Health and safety requirements

Once the hosting company has been identified, training and requirements in the hosting company must be checked and, if necessary, inserted in the learner’s program.

Define responsibilities clearly

Since national rules on apprenticeships in the host country do not always automatically apply to mobile apprentices, **it is essential that sending and hosting organisations explicitly agree on who will ensure that legal obligations are met (for example, visa, wages and social security coverage, health care, etc...).**

1.4. Learning plan and blended program design (virtual + physical).

As soon as the apprentice and the hosting company have been identified, other important key actors should be designated: **the VET mentor, the hosting-company tutor, the intermediary organisation contact**. Together with the sending VET organization, they should clarify roles and responsibilities, review administrative and legal requirements, and agree on the learning goals and planned activities. On this basis, a **Mobility Agreement** (administrative and legal requirements) and a **Learning Agreement** (learning path details) are jointly drafted and co-signed **before** the start of the mobility (see below). Here are the main steps that define these two fundamental documents.

a. Define tutoring and mentoring

Apprenticeships must always have both a **workplace mentor** and a **VET tutor** overseeing and monitoring progress in learning. In mobility it is also necessary to designate a **Host tutor** in the receiving company. The sending VET is ultimately responsible for the training and also the wellbeing

of the apprentice, however, establishing a **contact person** abroad is also necessary when it comes to mobility.

Briefly, for a quality experience you should designate:

- **VET tutor**
The sending VET designates a tutor responsible for pre-mobility preparation. He will also be in contact with the hosting organization to track the apprentice's progress.
- **Host tutor**
The hosting company designates a host tutor that will overview the day-to day activities of the apprentice, providing supervision and mentorship.
- **Contact person in the hosting country**
The intermediary organization (or, in general, the mobility coordinator) designates a contact person who maintains an open communication channel with the apprentices for cultural and logistical support (e.g. with accommodations) and provides support in case of questions or issues that may arise.
- In case of minors consider involving and training an **accompanying adult**.

b. Define the detailed learning plan, expected skills to be acquired, and learning outcomes

You are now ready to plan this learning opportunity in more detail, so that it benefits both the apprentice and, where relevant, supports innovation in the companies involved. The **learning outcomes** should ideally be aligned with **occupational standards, the learner's curriculum, and, possibly, the innovation needs of the sector**. A good starting point is the relevant occupational standard or professional profile, which can be translated into **clear and observable learning outcomes** for the BMA.

These outcomes should fit coherently within the **existing curriculum**, while also allowing space for **new competences** in the hosting company. In this way, mobility can support both formal progression in the training pathway and the development of forward-looking skills. The agreed learning outcomes should then be set out in the **Learning Agreement**, which serves as the main reference document for the mobility experience. It should describe the expected results, the learning activities, the assessment methods, and how achievements will be recognized.

The next steps include the definition of the concrete structure of the mobility: the definition of the length and alignment of blended and virtual phases, the modalities for the delivery of the online activities, the activities to be carried out. A more detailed description on these main building blocks for a successful BMA is available at the chapter "How to structure blended mobility for apprenticeships: core design components and practical models", make sure you read it before proceeding further.

c. Define alignment of blended and virtual phases (length, dates and sequencing)

When designing BMAs, a variability of possible implementation models can play on different **lengths, sequences, and combinations of online vs. on-site activities**.

Chapter "How to structure blended mobility for apprenticeships: core design components and practical models" in this framework provides a list of possible scenarios that you can use for inspiration

on how to design BMA, with practical examples related to specific sectors (e.g. “Scenario 1: Front-loaded virtual prep + short physical” can be a suitable models for the manufacturing sector, etc...).

The Blended Mobility Implementation Guide For Erasmus+ Higher Education Mobility KA131 (source available [here](#)) also outlines several **examples of different blended mobilities** some of which may be of interest also for organizing BMA (just keep in mind that BIP is designed for HE).

d. Define Learning activities

When organizing blended mobility it is imperative that online and in person learning activities are **consistent and coherent**. This implies a strong coordination among sending and receiving companies and the sending VET provider and an accurate planning ahead.

On site activities must be meaningful and coherent with the learning plan.

Online activities will complement the learner’s experience and strengthen soft skills and knowledge.

List of possible activities:

→ Preparatory activities

- **Cultural awareness-mediation and training**
- **Language training**
- **CV editing sessions**

→ Activities for the integration in hosting organization tasks and online engagement with organization’s team, online courses/workshops

- **Theoretical instructions or introductory project work**
- **Training modules**
- **Specific professional courses**
- **Professional activities**

See chapter “How to structure blended mobility for apprenticeship: practical models” for further details.

e. Define modalities for the delivery of learning online activities

Consider:

- **synchronous or asynchronous mode.**
- **GDPR compliance:** please note that all online activities must be developed in compliance with GDPR standards.
- **Engagement, monitoring, recognition:** for online activities it’s important to define the engagement rules, the modality for assessments and for the certification of remotely complete hours. Existing online learning platforms (LMS) offer the possibility to track and certify the learners' participation (see below).

f. Set up the selected online Platform for learning activities (advised, but optional)

VET may find it useful to have a “**central hub**” for learning, enabling educators and trainers to share content, organize learners, but also to track participation and progress, and assess outcomes. You can use a shared space (e.g. G-drive), but you may also consider to use a dedicated platform for

collaboration (e.g. Slack, Edmodo, Trello, Padlet, GitHub, Miro) or a specific Learning Management System (LMS).

See “How to structure blended mobility for apprenticeships: core design components and practical models” for a more detailed description and examples.

📌 **TIPS: Online platforms for activities and discussions:** consider creating an online space for forums and discussions. It can support interaction, reflection, peer exchange.

Among the European resources you can also find: **SALTO Resource Center** (Support, Advanced Learning and Training Opportunities for Youth) provides hundreds of useful tools for learning for youth work and training activities (<https://www.salto-youth.net/tools/toolbox/>); and **EPALE** (Electronic Platform for Adult Learning in Europe), <https://epale.ec.europa.eu/en>) that also provides a broad range of online and offline courses and teaching material. It offers Erasmus+ space dedicated to blended mobility, and more.

g. Define expected recognitions

Finalize the list of preliminary, onboarding and learning activities. Recognition and credit should be planned from the outset, using existing and recognizable European tools. The European Qualifications Framework (EQF) and national qualifications frameworks help you express learning outcomes at the right level and make them comparable across countries (source available [here](#)). **Europass** can be used to document skills, qualifications and mobility periods, while Youthpass supports the recognition of non-formal learning, especially in youth projects (source available [here](#)). In addition, many systems are gradually introducing **micro-credentials** and short learning programmes, following the 2022 Council Recommendation on a European approach to micro-credentials, which sets common principles for their quality, transparency and recognition (source available [here](#)). Together with institutional or national certificate policies, these instruments allow BMA learning outcomes to be clearly described, validated and made visible for future education and employment.

EU tools to facilitate mobility in training and employment

- **EUROPASS:** consisting of a CV (with a cover letter) and the "European Skills Passport" (Language Passport, Europass Mobility, Diploma Supplement, and Certification Supplement), it should make a person's skills and competences clearly understandable (<https://europass.europa.eu/en>).
- **EQF** (European Qualifications Framework): the EQF is an 8-level, learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. It helps improve transparency, comparability and portability of people's qualifications and makes it possible to compare qualifications from different countries and institutions. The EQF covers all types and all levels of qualifications and the use of learning outcomes makes it clear what a person knows, understands and is able to do. <https://europass.europa.eu/en/european-qualifications-framework-eqf>, <https://www.cedefop.europa.eu/en/projects/european-qualifications-framework-eq>

- **YOUTHPASS:** the new Youthpass certificates for 2021-2027 use the European Training Strategy (ETS) competence model for youth workers to work internationally as the reference framework for the self-assessment of participants in training activities (youth workers and other youth work practitioners), as well as of team members. <https://www.youthpass.eu/en/help/faqs/ets-youthworkers>

Box 5. EU tools to facilitate mobility in training and employment

Finally, another instrument: **EURES/TMS** (EUropean Employment Services/Targeted Mobility Scheme) promoting professional mobility in another EU country, Norway and Iceland. EURES TMS provides EU jobseekers and employers with a set of dedicated services to find a job, traineeship or apprenticeship opportunity and to find motivated and qualified workers. It can be useful before or after mobility.

h. Define a Risk management plan and emergency measures.

A risk management plan should be established before the mobility starts in order to anticipate potential problems and ensure that all partners are prepared to respond quickly and consistently. The plan should identify the most relevant operational, safeguarding, legal, and logistical risks, assess their likelihood and potential impact, and assign clear roles for prevention, reporting, and response. Having pre-defined procedures helps reduce uncertainty, improves coordination among partners, and allows timely action in case of urgent situations.

Typical risks include accommodation failure, workplace safety incident, mismatch of tasks, illness, data breach, visa/ID loss.

Preventive measures may include pre-vetted hosts, safety instructions, emergency contacts, back up housing, insurance coverage, and clear data protection procedures.

Incident response: For common incidents, set up a response line of actions, e.g. immediate care→ notify coordinator→ document→ take corrective actions→ review. This helps ensure consistency, speed, clarity in emergency situations.

i. Set up a monitoring plan

Effective monitoring is requested and recommended as it ensures that mobility placements deliver agreed learning outcomes and provide quality experiences. Clearly designated roles, stakeholder coordination, a mix of digital tools and structured feedback can make monitoring transparent and consistent.

Suggested monitoring framework (digital tools and methods):

Set **clear milestones** to be specified in the co-signed Learning Agreement and monitored throughout the mobility.

Set up:

- **Daily Apprentice log-book** to be filled in and signed daily (reporting attendance, hours, activities). Periodically countersigned by the host tutor.
- **Periodic Mentor/tutor report** (to be filled weekly or bi-weekly) recording workplace integration and professional progress.
- Virtual check ins: **regular video calls** by VET or OI can keep track and resolve issues early.

A **digital monitoring platform** can be of support. In case of digital activities, the platform allows not only to upload material and lessons, it can also be used to log progress, to record time spent on tasks, attendance, collect deliverables, etc...

Furthermore, during or after the mobility organize:

- **Surveys and feedback loops:** the VET or the intermediary organization can prepare short online questionnaires for feedback or self-assessment and reflections from the apprentices.

Set clear responsibility and accountability, here a possible set:

- The **Apprentices:** daily record learning activities, flag issues early, answer feedback surveys.
- **Hosting companies:** assign workplace mentors to supervise daily work, provide **periodic** qualitative feedback on skills development.
- **Intermediary organisations:** offer frequent supervision, cultural and logistical support, and carry out **periodic** monitoring. Available **daily** with an open support channel.
- **Sending VET providers:** coordinate the mobility, ensure alignment with curricula, oversee recognition of learning outcomes.

Set up the architecture for the monitoring, periodicity, tools and responsibilities to be included in the Learning Agreement.

1.5. Mobility agreement and Learning Agreement

a. Assess fit with the workplace

Now you have defined learning activities, online/on-site alignment, expected outcomes, recognitions, safety measures, monitoring activities. Final check: is the mobility coherent with the training plan and learning outcomes? Also verify safety critical constraints, some tasks require a certain level of experience or specific safety courses. Check tasks, safety, team, language, timing.

The hosting company takes the final decision based on workplace fit and agreed learning outcomes.

b. Prepare and Sign the Mobility Agreement

In the context of BMA, the **Mobility Agreement** is the overarching formal contract that sets the general terms and **conditions of the exchange**. This agreement is primarily an **administrative and financial contract** between the **participant and the sending (or coordinating) organisation**, while considering the obligations of the **hosting organisation**.

The Mobility Agreement covers **funding, insurance and administrative aspects**, including the financial, contractual and insurance conditions of participation. Because an apprenticeship is based on an employment contract with a specific training programme, apprentices are, in general, considered employees and are normally entitled to **insurance benefits for work-related injuries and accidents, occupational diseases, health reasons, ageing, disability, maternity, family allowances**

and labour social security coverage. Where strict regulatory constraints apply, the possibility to work abroad and/or to include specific online activities should be **explicitly integrated into the training programme at home**, so that all these protections remain valid throughout the blended mobility with clear agreements between the sending and the hosting companies.

The Mobility Agreement must therefore clearly address **protection, health and safety**. It should ensure that:

- A **safe environment** is guaranteed, protecting the physical and emotional integrity, mental health and wellbeing of all participants.
- For **participants under 18**, prior authorisation is obtained from parents or legal guardians, and designated adults accompany minors during mobility activities, monitoring the quality of accommodation and learning, and ensuring protection and safety.
- **Insurance coverage** is in place for all apprentices against risks linked to participation in mobility activities. Organisers may choose the most suitable policy, provided that, where relevant, the following areas are covered (if not already covered by existing policies of the organisers or employers):
 - travel insurance (including damage or loss of luggage);
 - third-party liability (including, where appropriate, professional indemnity);
 - accident and serious illness (including temporary or permanent incapacity);
 - death (including repatriation for activities abroad).

It is strongly recommended that participants in transnational activities hold a **European Health Insurance Card (EHIC)**, which facilitates access to medically necessary, state-provided healthcare during temporary stays in other EU/EEA countries under the same conditions as insured persons in the host country.

In summary, typical content of a **Mobility Agreement** includes:

- *Duration and location of the stay;*
- *Funding arrangements (Reimbursements, grant, travel, top-ups, inclusion support);*
- *Insurance (travel, liability, health and safety), social security and travel rules;*
- *Responsibilities and obligations of the parties (including mentoring duties, reporting duties, force majeure and termination clauses).*
- *Legal aspects (visa/work permit, where necessary, social security)*
- *Consider adding notes on H&S risk assessment (health and safety) and requirements abroad.*

c. Prepare and sign the Learning Agreement

While the mobility agreement focuses on the administrative and financial conditions, the learning **Learning Agreement** focuses on the entire educational content of the mobility. It is co-signed by all relevant parties (**apprentice, sending VET provider and hosting company**, plus **the intermediary**, where applicable) and specifies the virtual and physical learning components, the expected learning outcomes, the roles and responsibilities of each party, and the related quality assurance and monitoring arrangements. Please note that the **training of the tutors** that will be in charge of the apprentice abroad is fundamental so that they are fully aware of their responsibilities.

Focus: *What* the apprentice will learn. It's essentially a **pedagogical contract** between:

- the apprentice
- the sending VET provider
- the hosting organisation (company / school abroad) + sometimes the sending company and IO

For BMA, the Learning Agreement should cover **both**:

- virtual component (before/during/after)
- physical placement

Typical content:

- Learning outcomes / competences
- Tasks and activities (online and in person)
- Who teaches/supervises what (VET vs company or IO)
- How learning will be monitored and assessed (tools, frequency, and milestones)
- How it will be recognised in the home programme

At this point, in Erasmus+ the mobility coordinator **uploads on the EU erasmus+ platform** the name, destination, length of the mobility.

In summary:

- **Mobility Agreement = organisational and operational framework.** It focuses on the **overall organisation of the mobility experience**: who is involved, where and when it takes place, roles and responsibilities, practical arrangements, support, monitoring, and general conditions.
- **Learning Agreement = pedagogical and assessment framework.** It focuses specifically on the **learning dimension** of the mobility: what the participant is expected to learn, which activities support those outcomes, how learning will be assessed, and how achievements will be recognised. NOTE: The Erasmus + platform provides a possible template for traineeship KA131/ka171 (source available [here](#)).

Together, the **Mobility Agreement** (administrative/financial conditions) and the **Learning Agreement** (educational content) should define a coherent package that frames high-quality, safe and well-regulated blended mobility for apprentices.

d. Organize the logistic, travel calendar, housing

Once you have defined the participants and the main structure (dates and places) organize the logistic of the trip. These activities are generally organized by the sending organization in collaboration with the supporting organization (that provides connections abroad):

- **Travel arrangements.** Verify that the validity of the documents used for the presentations extends beyond the period of mobility. Planning in advance will result in lower travel costs.
- **Accommodations.** Some young apprentices will express their willingness to live with other young apprentices to have a further opportunity for cultural exchange. Others would prefer

more private accommodation. **In the case of minors**, consider the possibility of accommodation in a protected location (student dorms, controlled structures, ...).

1.6. Staff preparedness

a. Mentors preparations and training.

Tutors must be informed and prepared. Make sure they are fully aware of their responsibility and the Learning Agreement goals; in the end, targeted mentor training improves learning outcomes and lowers supervisory demands.

b. Prepare online didactic units

The VET (sending or hosting) prepares the necessary **online didactic units** (if they are included in the plan). Consider preparing the teachers if they are not accustomed to online delivery. Teachers and tutors need to be prepared and have to be willing to adapt their curricula from face-to-face lectures and tutoring to online lectures. There is the potential for instructors to try to directly translate existing support materials into courses which can result in very low interactivity and engagement for learners if not done well.

2. Phase 2 - Preliminary onboarding and online activities

2.1. Introductory onboarding to the workplace

Apprentices' preparedness makes a difference. Systematic preparation and mentoring through the appointment of a workplace mentor are considered central to a smooth integration. Onboarding should cover practical, professional and cultural aspects of their stay offering:

- a clear introduction to the workplace and the planned tasks,
- practical information about logistic and organization of the mobility,
- cultural preparation about the host country, city, culture and everyday life.

NOTE: In the “Integration of apprentices in the host country through blended activities (IAH) Framework” of the project “On the move” the integration process of apprentices is also analysed and described, with considerations, advice, and directives for effective and productive integration.

a. Organize onboarding online meetings with the hosting company

The intermediary organization should consider arranging online meetings with apprentice and on site company tutors, for first acquaintance to ensure a smoother and more clear onboarding. Meetings with hosting company representatives ensure a better matching, it builds trust and fruitful collaboration. This preliminary onboarding should provide:

- **Information about logistics:** description of documents, safety, procedures.
- **Information materials (video, brochures):** the hosting company can prepare informative material about the company organization, and work. Consider creating intro-videos prior arrival about the hosting company, or virtual tours. This would clarify expectations and enable more meaningful mobility.
- **Possibly hold a short interview** (online) with the apprentice to check expectations and soft skills.

2.2. Cultural preparation and learning online activities

a. Provide necessary logistic and practical info

Equip the apprentice with useful information (e.g. about the local transportation services, the accommodation) and an open channel to a contact person for any problems. You can also inform the apprentice about local initiatives (for a better integration). For advice on integration please see the “Integration of apprentices in the host country through blended activities (IAH) Framework” of the “On the move” project.

b. Provide cultural awareness and preparation

Preparatory activities can include:

- **Cultural awareness-mediation and preparation:** introductions sessions to hosting country, city, culture. It can be implemented through meetings, role play on stereotypes, materials and Google forms for reflections on the topic (e.g. on expectations, needs, fears), etc...
- **CV editing sessions:** can be created through the Europass tools (source available [here](#)). These tools can provide documents to record knowledge and skills acquired in another European

country, through a work placement in a company, an exchange programme, a voluntary placement in an NGO.

c. Ensure language readiness

Language readiness is very important, be sure you provide the apprentice with adequate tools and support prior departure. **Language assessment** (mandatory in Erasmus +) and **training** can be delivered through a dedicated platform e.g. the Online Language Support (OLS, on the academy.europa.eu/ website, source available [here](#)), sponsored by the Erasmus programme. Intermediary organizations are often equipped with tools and material for language readiness.

d. Provide professional learning online activities

Depending on your learning plan you may also include professional preparatory activities, safety training, etc.. (see also the paragraph “Learning online activities” above).

You will need to monitor engagement and assessment for these activities for a final recognition. A specific learning platform (LMS) would provide these services.

3. Phase 3 - Management during mobility

Once the activities begin, mobility management must also give priority to ongoing monitoring.

3.1. Daily Supervision and coaching

a. Delivery and monitoring of online activities

As mentioned, a dedicated Learning Management System (LMS) can be a valuable tool for remote monitoring. Many platforms can host courses and also track **progress**, **time-on-task**, **attendance** and **deliverables**, and apprentices can upload their feedback and evidence.

b. Arrival and set up

At the beginning of the physical mobility, the IO and VET tutor check that the arrival and onboarding are proceeding according to plan (accommodation, hosting tutor and introduction to the work place).

c. Day to day supervision and coaching at the workplace

- The host tutor provides day to day **supervision and tutoring**
- The apprentice daily fills in the **apprentice log book** reporting activities and attendance. It is periodically cosigned by the tutor. You can set-up a shareable online workbook.
- Both host tutor and apprentice are invited to **flag issues** early.
- **Regular videocalls** between sending VET providers, apprentices and host organizations can solve issues early. The supporting organization can function as intermediary

d. Keep an open channel

The contact person abroad should keep an open channel to identify and address challenges early (under any aspects: housing, work, wellbeing).

3.2. Periodical monitoring and check-ins

a. Set regular (e.g. weekly) progress check-ins and evidence collection

- Hosting company mentors should provide **structured reports** on workplace integration and skills development (e.g. tutor-weekly/monthly-log),
- VET tutors can **track progress** against curricula.

b. Follow Learning Agreement milestones

If you inserted expected competencies and **checkpoints** (e.g. after 1 week, monthly, at mid-stay, final assessment) this will permit constant tracking and monitoring.

4. Phase 4 - Actions post mobility

After the mobility, “recognition” is essentially about ensuring that the experience, rather than remaining only as an item on a CV, has concrete value within the current apprenticeship contract, in his formal qualification, and, ideally, in the labour market.

For blended mobility for apprentices (BMA), recognition must cover both:

- **Physical components:** the time spent working/learning abroad.
- **Online components:** joint online projects, virtual company visits, remote teamwork.

And both:

- **Technical competences**
- **Transversal competences** (teamwork, language, digital skills, autonomy, resourcefulness, etc.)

All should be made visible.

The Learning Agreement should specify ex-ante *which* learning outcomes the apprentice is expected to achieve abroad and *how* they will be assessed. And it should also link those outcomes to the **home qualification / occupational standard** (units, modules, new competences).

For employers, proper recognition means that the skills and experience gained abroad are **fully integrated into the apprentice’s professional pathway**: they avoid duplication of training, support a more competent and autonomous employee, and make the company’s investment in mobility visible as part of its HR development strategy.

4.1. Post-mobility assessment and recognition of Learning Outcomes

a. Assess post-mobility technical and social skills (when feasible)

Collect elements useful for the final assessment:

- **Assessment methods:** direct observation, product evaluation, reflective logs, quizzes, supervisor reports, skills demonstrations.
- **Evidence types:** work artifacts, photos/videos (GDPR-compliant), code/design files, checklists, ...

b. Validation: The hosting organisation documents learning outcomes

- **The validation** can occur using agreed tools: evaluation forms, rubrics with proficiency levels (e.g., *Emerging - Competent - Advanced*) signed by tutor, certificate of achieved learning outcomes, skills checklist, etc.

c. Issue a formal record

Common instruments include:

- **Europass Mobility:** a standard EU document describing what the learner did and learned during their mobility.
- Erasmus+ “**certificate of learning outcomes**” from the hosting company/VET provider.

- **ESCO (European Skills, Competences, Qualifications and Occupations)** = the EU's **multilingual classification / dictionary** of skills, competences, qualifications and occupations. It structures how jobs and skills are described (*labour market & skills taxonomy*), useful for describing occupations, skills gained, etc...
- **For HE: Transcript of Records / ECTS**

d. Integration into official documents

Possibly translate outcomes into the home system as units or credits. Produce visible entries in official records and CV, or a contract annex.

4.2. Post-placement reflection

a. Set up a feedback survey

The Erasmus+ experience also includes a post-mobility online survey that the learner must complete within 30 days. The questionnaire asks for a concrete description of the activities carried out, the skills acquired, and the learner's level of satisfaction with practical aspects such as logistics, travel arrangements, insurance information and the timeliness of support in case of need. It checks whether a contact person and a tutor were available, whether the integration process was effective and satisfactory, and gathers other quality-related information. Finally, it collects feedback on the perceived benefits of the mobility, including skills development and increased self-confidence.

Setting up a **feedback survey** for participants (e.g. online questionnaire, guided test, etc.) will support continuous improvement.

If you hosted you can decide to **continue remote collaboration** (when feasible).

You can plan a **Follow-up at 3–6 months** (to further evaluate outcome and the impact on the participant's work career).

5. Stakeholders and governance

5.1. Stakeholders roles and responsibilities

The allocation of tasks in a transparent and unambiguous manner is a quality pillar for organizing BMA. A clear definition of roles and responsibilities will ensure a smoother organization and implementation.

Below is a brief overview of all stakeholders and their roles on mobility: apprentices, VET providers, employer, hosting company, support organizations, mentors/supervisors. This scheme derives directly from the implementation scheme presented above.

You may decide to organize things differently from what it's suggested here, depending on funding, partnership, opportunities. Before starting, take time to review all the necessary steps and draw up a **clear list that assigns each task to one or more specific stakeholder**: apprentices, VET providers, employers, hosting companies, support organisations, and mentors/supervisors. **Make sure that roles and duties are explicitly agreed and understood**. Some actions and responsibilities necessarily belong to a specific stakeholder (e.g. ensuring health and safety in the work place, equipment and procedures is the responsibility of the company where the apprentice is working at the moment), while others can be shared or negotiated. A clear definition of roles and responsibilities will make organisation and implementation smoother and will clarify accountability if problems arise.

Sending VET provider (and tutor):

In order to apply to Erasmus+ funding schools and training bodies must be “**accredited** mobility organizations”. Another possible solution is to be part of a wider consortium coordinating the mobilities centrally. The sending organisation, applying for the grant will then be responsible for selecting the participants and collecting the necessary documents.

Sending VET institutions:

- **select** the participants (in accordance with principles of inclusion and transparency),
- in case of **minors** it must be considered the need to designate a chaperone abroad and a specific endorsement from the family,
- collect the necessary **documents**,
- coordinates pedagogy, ensure **educational, pedagogical and organizational quality** of the mobility,
- sign **agreements** (Learning Agreement, Mobility Agreement) with the hosting organizations,
- **report expenses and outcomes**,
- validate **learning outcomes** (LOs): they provide **recognition and credit**: define how the results will be validated and transferred, e.g. through the recognition of micro-credentials or other certificates. They can rely on a third-party **intermediary** (IO) to facilitate mobilities.

Host VET provider (if applicable) can provide supplemental training and assessment support.

Apprentice: is **contractually** tied to the training company and receives a salary for his/her work. Apprentices' learning pathways programmes generally combine a substantial amount of on-the-job training with school-based education, whether practical or theoretical, often delivered by a VET institution and defined in a **Learning Agreement** signed by the VET, the Company and the apprentice. Training typically results in a nationally recognized qualification or serves as an entry point into the labour market. Parts of the training may be undertaken **abroad, provided this remains consistent with the terms of the work contract and the Learning Agreement** signed. This possibility should be included in the Learning Agreement.

The apprentice must

- complete the prescribed training programme described in the "**Learning Agreement**", which may take place either within the company or through external providers, and must comply with the professional standards of the chosen field.
- He may be required to log activities daily, to signal issues timely and provide feedback after the experience.

Intermediary Organizations (IO) often work as mobility coordinators for a network of professional accredited training schools. An IO generally

- has knowledge about logistics and networks,
- helps finding **hosting partners** in accordance with the apprentice's training curriculum (**matching**),
- takes care of **logistical** aspects in loco, housing,
- provides **onboarding** (cultural mediation)
- before, during and after the mobility it usually maintains an **open channel** for **systematic feedback and support**, and is ready for emergency response if necessary.
- provides legal support and advice to the companies

Employer (sending company):

- is responsible for the **contract**, and pays the apprentice the **salary** for the work performed,
- is responsible for the **health insurance** and **specific safety** and training of the apprentice.
- He guarantees him/her the **training** necessary to acquire professional skills appropriate to the role and tasks for which he/she was hired.
- He assigns each apprentice a **mentor** responsible for the learner's activities and learning for academic alignment, pastoral support, progress checks.

Hosting Company:

- picks up the responsibility of conducting the learner's **workplace training** (including safety requirements).
- it assigns a **mentor** responsible for directions, tutoring and monitoring, day-to-day guidance and evaluation inputs.
- It's responsible for **safety** within its premises.

- Other responsibilities (payment, assurance, documents) depend on the Mobility arrangements.

Additional Players: can provide the facilitating conditions and funding to make it possible and more desirable:

- **Public funding bodies** and schemes: (e.g. AUB, OPU) provide access to financial support and international company networks.
- **Chambers of commerce, trade organizations:** facilitate connections between schools and companies, especially internationally.
- **National organizations:** can provide policy level support and funding
- **Project Coordinator:** overall governance, risk, reporting. It can be represented by IO or VET providers if adequately prepared and staffed.

Annex 2 of this document presents a RACI table: the table combines the list of key tasks with a clear allocation of roles and responsibilities. For each action, it identifies who is **R**esponsible for carrying out the work, who is **A**ccountable for ensuring that the action is completed, who should be **C**onsulted for input or expertise, and who should be **I**nformed about progress and decisions.

The table is intended as a practical reference and planning tool rather than a rigid model. The allocation of roles may vary depending on national or local regulations, institutional arrangements, the type and duration of the mobility, and the specific activities involved. In this sense, the table serves as a checklist to support clarity, coordination, and transparency in the planning process, while allowing organisations to adapt responsibilities to their own context.

Final remarks

In conclusion, blended mobility for apprentices should be understood not as a reduced alternative to physical mobility, but as a **structured and flexible model** that can expand participation while preserving educational quality.

From a **practical** perspective, its success depends on careful planning, clear roles, strong coordination among VET providers, companies, and intermediary organisations, and on the integration of online and on-site phases around explicit learning outcomes.

From a **policy** perspective, blended mobility offers a promising way to make apprenticeship mobility more accessible, scalable, and resilient, but this requires supportive funding conditions, recognition mechanisms, quality standards, and institutional commitment.

To support the effective use of this guide, a self-assessment tool is also included in the annexes (Annex 3). Based on the quality recommendations set out in the relevant European policy documents, it is designed to help organisations and practitioners check that all key quality aspects have been duly addressed in the design and implementation of blended mobility for apprentices.

Overall, the development of coherent organisational frameworks at European level can foster the growth of blended mobility in apprenticeships, unlocking its potential to enhance knowledge, strengthen collaboration, promote integration, and support development. Within this perspective, the present framework is intended to support organisations in translating policy ambitions into practice by providing a structured reference for roles, tasks and quality measures, and by helping to embed blended mobility as a stable option within apprenticeship pathways.

ANNEXES: Checklist & Tools

1. **A1. Operational Plan**
2. **A2. RACI Table: tasks and roles overview.**
3. **A3. Quality check, a self-assessment tool.**
4. **A4. Additional tools and resources supporting BMA**

Annex 1. Operational plan

This table summarizes the plan illustrated in the document. The plan is divided into 4 phases, multiple steps and actions.

The green check symbol () indicates the individual actions in each step of the plan.

Phase 1 - Set up	
STEPS	ACTIONS (tips and comments)
1.1. Funding programmes and partnerships	 Build your network/find the hosting company Connect with other stakeholders (hosting companies, VET providers, IO). IO in the hosting country can give you assistance and support connecting with local companies. You can also use online platforms and tools. If you are planning to apply to Erasmus+ program, you will need to be an accredited VET (or to connect with one).  Scout for possible available funding • If you are planning to apply to the Erasmus+ program, check the application programme and timeline, plan ahead. Erasmus + covers: Travel expenses, subsistence expenses, organizational costs, specific needs costs, language support fee. • Check the availability of other National, sectorial, etc... fundings.
1.2. Dedicated shared digital platform	 Consider your needs and choose a proper platform or Learning management system Choose and set up a dedicated shared platform to keep track of all the documents, communication, deadlines, etc... Also consider adopting a proper LMS for delivery, tracking and monitoring of the learning activity. Functions: • Secure document collection and storage (GDPR compliant) • E-learning delivery, monitoring and tracking • Communication between all parties • Deadline and progress tracking
1.3. Candidate selection and matching	 Inform and motivate apprentices and companies Informative Q&A sessions.  Select the apprentice (VET, consulting E) Adopt a transparent, fair and inclusive process.  Collect CV and application documents Necessary documents for Erasmus+ application:

Phase 1 - Set up	
STEPS	ACTIONS (tips and comments)
	• Europass CV and motivational letter • Parental consent in case of minors. • Valid ID document (valid throughout the whole mobility) • European Health Insurance Card (EHIC) ☒ Select/verify the matching with companies abroad ☒ Verify Legal obligations and requirements Visa, social security, health care, etc..., Health and safety training and requirements in the hosting company. Define responsibilities clearly.
1.4. Learning plan and blended program design (virtual + physical)	☒ Define tutoring and mentoring • VET tutor (VET) • Host tutor (HC) • Contact person abroad (IO) • (for minors) Designated accompanying adult (VET) ☒ Define the detailed learning plan, expected skills to be acquired, and learning outcomes In consideration of occupational standards, the learner's curriculum, the market innovations needs. ☒ Define alignment of blended and virtual phases (length, dates and sequencing) • Minimum/maximum time and period for in person / online phases. • Sequence of in person and online phases. • Consistent activities in coherence with the training plan and learning outcomes ☒ Define learning activities <i>On site activities</i> must be meaningful and coherent with the learning plan. <i>Online activities</i> will complement the learner's experience and strengthen soft skills and knowledge. Consider: • Preparatory activities: ○ Cultural awareness-mediation and training. ○ Language training. ○ CV editing sessions.

Phase 1 - Set up	
STEPS	ACTIONS (tips and comments)
	● Integration in hosting organization tasks and online engagement with organization's team. ● Online courses/workshops ○ Theoretical instructions: introductory project work ○ Training modules on the most common and widely applicable training modules (safety, hygiene, sectorial language, digital reporting, digital literacy, soft skills activities: work ethic, communication, teamwork, problem solving, time management, emotional intelligence, etc...), courses about job regulation and job market abroad ○ Specific professional courses ○ Professional activities: administrative duties, database management, digital marketing, CAD computer-aided design, etc... ☒ Define modalities for the delivery of learning online activities ● Synchronous/asynchronous. ● GDPR compliance. ● Engagement, monitoring, recognition. ☒ Set up the selected online platform for learning activities E-learning delivery monitoring and tracking. (E.g. Moodle, G-classroom, etc...) ☒ Define the expected recognition See Europass mobility, microcredentials, Youthpass. ☒ Define a Risk management plan and emergency measures E.g. for accommodation failure, workplace safety incident, mismatch of tasks, illness, data breach, visa/ID loss. Adopt safety instructions, emergency contacts, backup housing, insurance. Define responsibilities clearly. ☒ Set up a monitoring plan Define daily, periodical (weekly, monthly) check-in and reporting milestones. E.g. apprentice daily logbook (attendance and activities), host tutor weekly/monthly report, Learning Agreement milestones and checkpoints to be shared with sending VET.

Phase 1 - Set up	
STEPS	ACTIONS (tips and comments)
1.5. Mobility Agreement and Learning Agreement	✓ Assess fit with the workplace Final check of tasks, safety requirements, team, language, timing. ✓ Prepare and sign the Mobility Agreement Signed by: participant, the sending organisation, and the hosting organisation (if conditions apply). • <i>Duration and location of the stay;</i> • <i>Funding arrangements (Reimbursements, grant, travel, top-ups, inclusion support);</i> • <i>Insurance (travel, liability, health and safety), social security and travel rules;</i> • <i>Responsibilities and obligations of the parties (including mentoring duties, reporting duties, force majeure and termination clauses).</i> • <i>Legal aspects (visa/work permit, where necessary, social security)</i> • <i>Consider adding notes on H&S risk assessment (health and safety) and requirements abroad.</i> ✓ Prepare and sign the Learning Agreement It is signed by the apprentice + the sending VET provider, + hosting company (it can also be signed by the employer and the intermediary). • Learning outcomes / competences • Tasks and activities (online and in person) • Who teaches/supervises what (VET vs company) • How learning will be monitored and assessed (e.g. milestones) • How it will be recognised in the home programme In Erasmus+ the mobility coordinator uploads on the EU erasmus+ platform the name, destination, length of the mobility , etc... ✓ Organize the logistic, travel calendar, housing Travel tickets, accommodations. Consider appropriate housing options for minors. Plan in advance.
1.6. Staff preparedness	✓ Mentors preparation and training Make sure they are fully aware of their responsibilities and the Learning Agreement's goals. VET mentor, HC mentor, IO contact person. ✓ Prepare online didactic units (if they are included in the plan) Consider forming the teachers in advance

Phase 2 - Preliminary onboarding and online activities	
STEPS	ACTIONS (tips and comments)
2.1. Introductory onboarding to the workplace	✓ Organize onboarding online meetings with the hosting company Possibly hold a short interview (online) with the apprentice to check expectations and soft skills. The hosting company can prepare informative material about the company organization, and work.
2.2 Cultural preparation and learning online activities	✓ Provide necessary logistic and practical info Housing, travelling, documents. ✓ Provide cultural awareness and preparation ✓ Ensure Language readiness Language readiness is very important, be sure you provide the learner with adequate tools and support prior departure. ✓ Provide professional learning online activities Specific interactions and training related to the new company if necessary, with directions on their implementation.

Phase 3 - Management during mobility	
STEPS	ACTIONS (tips and comments)
3.1. Daily supervision and coaching.	✓ Delivery and monitoring of online activities ✓ Arrival and set up Accommodation. Hosting tutor and introduction to the workplace. ✓ Day to day supervision and coaching at the workplace • Supervision and tutoring. • Apprentice logbook. • Flag issues early ✓ Open channel (IO) A contact person abroad should keep an open channel to identify and address challenges early (under any aspects: housing, work, wellbeing, etc...)

3.2. Periodical monitoring and check-ins	✓ Set regular (e.g. weekly) progress check-ins and evidence collection • Logs by the apprentice (activities, attendance..), artefacts. • Weekly/monthly reports by the host tutor, key performance indicators. • Vet tutor can track progress. ✓ Follow Learning Agreement milestones including checkpoints • Checkpoints can be at mid-stay or final assessment.
---	--

Phase 4 - Post-mobility Actions

STEPS	ACTIONS (tips and comments)
4.1. Post mobility assessment and recognition of learning outcomes	✓ Assess post-mobility technical and transversal skills For both online, on-site activities. • Assessment methods: direct observation, product evaluation, reflective logs, quizzes, supervisor reports, skills demonstrations. • Evidence types: work artifacts, photos/videos (GDPR-compliant), code/design files, checklists, ... ✓ Validation: The hosting organisation documents learning outcomes Using agreed tools: evaluation form, rubrics with proficiency levels (e.g., <i>Emerging - Competent - Advanced</i>), signed by tutor, certificate of achieved learning outcomes, skills checklist, etc.). ✓ Issue a formal record Common instruments include: • Europass Mobility: a standard EU document describing what the learner did and learned during their mobility. • Erasmus+ “certificate of learning outcomes” from the hosting company/VET provider. • ESCO (European Skills, Competences, Qualifications and Occupations) = the EU’s multilingual classification / dictionary of skills, competences, qualifications and occupations. • For Higher Education: Transcript of Records / ECTS ✓ Integration into official documents Possibly translate outcomes into the home system (units/modules/credits + visible entries in official records and CV, a contract annex).

**4.2. Post-placement
reflection****✔ Set up a feedback survey**

For participants (e.g. online questionnaire, guided test, etc.) to support continuous improvement.

If you hosted you can continue remote collaboration (when feasible)

You can plan a Follow-up at 3–6 months (to further evaluate outcomes)

Annex 2. RACI table: tasks and roles overview.

The table below provides an indicative allocation of roles and responsibilities for the main activities involved in blended mobility for apprentices. Using the RACI model, it clarifies who is **Responsible** for carrying out each task, who is **Accountable** for ensuring its completion, who should be **Consulted**, and who should be **Informed**.

This allocation should be understood as a reference framework rather than a fixed model. Responsibilities may vary according to national regulations, organisational arrangements, the type of the mobility, and the specific design of the learning activities. The table is therefore intended to support transparent planning and coordination, while leaving room for adaptation to different institutional and operational contexts.

Legend:

AP= apprentice, **VET**= sending VET, **IO**= intermediary organization, **EM**= employer in home country, **HC**= hosting company.

R= responsible, **A**= Accountable, **C**= Consulted, **I**= Informed.

STEP	ACTIVITY / DECISION	AP	VET	IO	EM	HC
Phase 1 – Set-up						
1.1. Funding programmes and partnership	1.1.a. Build partnerships / identify hosting company	I	A/R	C/R	R	I
	1.1.b. Scout funding opportunities	I	A/R	C	R	I
1.2. Dedicated shared digital platform	1.2.a. Choose shared platform	I	A/R	C/R	I	I
1.3. Candidate selection and matching	1.3.a. Inform and motivate participants / companies	I	A/R	R	C	I
	1.3.b. Select apprentice	C	A/R	I	C/R	I
	1.3.c. Collect application documents	R	A/R	I	I	I
	1.3.d. Match apprentice with hosting company	I	C	A/R	C	R
	1.3.e. Verify legal obligations and requirements	I	C	A/R	R	R

STEP	ACTIVITY / DECISION	AP	VET	IO	EM	HC
1.4. Learning plan and blended program design (virtual + physical)	1.4.a. Define tutors / mentors / contact persons	I	A/R	A/R	I	R
	1.4.b. Define learning outcomes and learning plan	C/R	A/R	C	C	C/R
	1.4.c. Define sequence of virtual and physical phases	C	A/R	C	C/R	C/R
	1.4.d. Define learning activities	C/R	A/R	C	C	C/R
	1.4.e. Define online delivery modalities	I	A/R	C	I	I
	1.4.f. Set up online learning space	I	A/R	R	I	I
	1.4.g. Define recognition approach	I	A/R	C	C	C
	1.4.h. Define risk management / emergency plan	I	C	A/R	C	A/R
	1.4.i. Set up monitoring plan	I	A/R	I	I	R
1.5. Mobility Agreement and Learning Agreement	1.5.a. Assess fit with workplace before departure	C	C	I	I	C
	1.5.b. Prepare and sign Mobility Agreement	R	A/R	C	(R)	R
	1.5.c. Prepare and sign Learning Agreement	R	A/R	C	C	R
	1.5.d. Organise travel, calendar, housing	C	I	A/R	I	C
1.6. Staff preparedness	1.6.a. Train mentors / staff preparedness	I	A/R	R	I	C
	1.6.b. Prepare online didactic units	I	A/R	I	I	C
Phase 2 – Preliminary onboarding and online activities						
2.2. Introductory onboarding to the workplace	2.2.a. Organise online onboarding with hosting company	R	R	A/R	I	R

STEP	ACTIVITY / DECISION	AP	VET	IO	EM	HC
2.3 Cultural preparation and learning online activities	2.3.a. Provide practical / logistical information	I	I	A/R	I	C
	2.3.b. Provide cultural preparation	I	C	A/R	I	C
	2.3.c. Ensure language readiness	R	A/R	R	I	C
	2.3.d. Provide professional online learning activities	R	A/R	C	I	R/C
Phase 3 – Management during mobility						
3.1. Daily supervision and coaching.	3.1.a. Deliver / monitor online activities	R	A/R	R	I	I/C/R
	3.1.b. Arrival and local set-up	I	I	A/R	I	C
	3.1.c. Day-to-day workplace supervision	R	I	I	I	A/R
	3.1.d. Keep open support channel during mobility	R	R	A/R	I	C
3.2. Periodical monitoring and check-ins	3.2.a. Weekly check-ins / evidence collection	R	A/R	R/I	I	R
	3.2.b. Follow Learning Agreement milestones	R	A/R	I	I	R
Phase 4 – Post-mobility actions						
4.1. Post mobility assessment and recognition of learning outcomes	Assess technical and transversal skills	C	A/R	I	I	R
	Document learning outcomes	I	A/R	I	I	A/R
	Issue formal record / recognition	I	A/R	I	I	C
	Integration into official documents		A/R		R	
4.2. Post-placement reflection	Gather feedback / post-placement reflection	R	A/R	C	I	R/C

Annex 3. Quality check, a self-assessment tool.

This annex proposes a quality checklist based on the recommendations set out in the Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships (EFQEA, 2018) and in the Recommendation of the European Parliament and of the Council on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility (2005). It can be used as a self-assessment tool for the implementation of BMA. The answer to each question should be YES, and the tips provided will help you design a high-quality product.

Section 1 - Quality and Effective Apprenticeships

A. Criteria on learning and working conditions

1. Written agreement

Is there a *written apprenticeship contract* between the employer, the apprentice, the VET provider / training institution?

TIP→ the Mobility Agreement should explicitly cover **online and physical periods abroad** (e.g. host company, duration of stay, virtual components, insurance and remuneration during mobility).

2. Clear learning outcomes

Are comprehensive *learning outcomes* agreed between the company and the VET provider, covering:

- a. technical and professional competences
- b. personal and transversal skills?

TIP→ the Learning Agreement should explain the **learning outcomes for BMA** and specify what is learned **online vs on site**, and how they align with the overall qualification/occupational profile.

3. Structured pedagogical support / mentoring

- a. Is there a designated *company tutor/mentor*?
- b. Does the tutor cooperate regularly with the VET provider?
- c. Do tutors and teachers have opportunities to update their skills?

TIP→ Ensure that there are mentoring arrangements for BMA (e.g. named tutors in sending and host organisations, online check-ins, joint monitoring of progress in both virtual and physical phases).

4. Substantial work-based component

- a. Does at least *half of the overall duration* of the programme take place in the workplace?
- b. Are there opportunities to complete *part of the work-based component abroad*?

TIP→ The mobility should possibly be designed so that the **physical placement + any remote work-based tasks** in BMA ensure a **meaningful work-based component**, not just a short “visit”.

5. **Pay and/or compensation**

Does the apprentice receive *remuneration and/or an allowance*, with clear rules on:

- a. level/amount
- b. cost-sharing between employer, apprentice and public funding?

TIP→ Specify how **remuneration/allowances** apply during: (a) the physical stay abroad, (b) online periods linked to the host company, and how this is communicated to the apprentice.

6. **Social protection**

Is the apprentice covered by *adequate social protection*, including the necessary insurances (e.g. accidents at work, illness, etc.)?

TIP→ **Social protection and insurance** must cover all **activities**, including cross-border health insurance, accident at work insurance, and who is responsible (sending vs host). Prepare an emergency plan for common occurrences.

7. **Working conditions, health and safety**

Does the workplace fully comply with the relevant rules on:

- a. working time and conditions
- b. health and safety (H&S)?

TIPS→ **H&S training** and information are integrated in BMA (e.g. online H&S briefing before departure + on-site induction; procedures for reporting incidents during mobility).

B. Criteria on framework conditions

8. **Clear and coherent regulatory framework**

Is there a *clear and coherent regulatory framework* for apprenticeships, based on:

- partnership among key actors
- transparent dialogue with stakeholders?

TIP→ Clarify how **national rules** (sending and hosting) on apprenticeships are interpreted for BMA (e.g. guidelines, internal procedures) so that cross-border and online components are compliant.

9. **Involvement of social partners**

Are *social partners* (employers' organisations, trade unions, chambers, sectoral bodies) involved in:

- designing apprenticeship schemes
- governing them
- implementing them?

TIP→ **Employers' organisations at sectoral levels or intermediary bodies** can be consulted or involved when designing and promoting BMA schemes (e.g. sector agreements, advisory boards).

10. Support to companies (especially SMEs)

Are there forms of *financial and/or non-financial support* (advice, simplification, services) for companies hosting apprentices, with specific attention to SMEs and micro-enterprises?

TIP→ When organizing BMA the mobility coordinators and VET international offices should scout for **support tools** available for companies (e.g. intermediaries, platforms, guidance, funding for travel/hosting, simplified procedures, ready-made documents).

11. Flexible pathways and mobility

- Are there *flexible access pathways* into apprenticeships?
- Do apprenticeships (and BMA) lead to a *nationally recognised qualification* (ideally linked to NQF/EQF)?
- Are there real opportunities for *transnational mobility* for apprentices?

TIP→ The **physical stays + virtual work/learning** should be recognised as part of the programme, ideally **BMA** should be **embedded** in the qualification path

12. Guidance, mentoring and dropout prevention

Are the following available:

- *career guidance* before and during the apprenticeship
- individual mentoring/coaching
- measures to prevent *dropout* and support successful completion?

TIP→ Apprentices **guidance before, during and after** BMA (online info sessions, individual counselling, follow-up after return) is a quality point. Plan also on what you would do if **problems emerge during mobility**.

13. Transparency of opportunities

Are apprenticeship opportunities *transparent and easily accessible*, e.g.:

- clear information on conditions, rights and obligations
- visibility of offers at local/national level (and possibly cross-border, e.g. EURES)?
-

TIP→ **BMA opportunities organized by VET and IO should be advertised** (website, platform, info sessions) in a transparent way. Conditions (rights, duties, workload, online/physical structure) must be clearly communicated to apprentices and companies.

14. Quality assurance and graduate tracking

- Is there a *quality assurance system* specifically covering your BMA? For example, are the *outcomes of former apprentices* (employment, career progression, further study) monitored to improve programmes?

TIP→ Indicators, feedback from participants and hosts, evaluation of online vs physical parts will provide quality check and assurance. **Tracking former apprentices** who did BMA will secure continuous improvement.

Section 2 - Quality Mobility - 10-point checklist

1. Guidance and information

Do potential participants receive clear, reliable and accessible information about the mobility (conditions, duration, tasks, virtual/physical parts, financial/legal aspects)?

TO DO → **inform apprentices and companies** about BMA (e.g. leaflet, info session, website, FAQs), and clearly present **what is online vs on-site**, duration, workload, funding, rights and duties.

2. Learning plan

Is there a written learning plan agreed by sending organisation, hosting organisation and participant, defining objectives and expected learning outcomes?

TO DO→ The **BMA learning plan** integrated into the **Learning Agreement** specifies: (a) **virtual learning/work tasks**, (b) **on-site tasks**, (c) assessment methods. All partners and the apprentice sign/approve it.

3. Personalisation

Is the mobility tailored to the participant's profile, needs, level and career plans?

TO DO→ If you are a VET or IO organizing BMA **select and match apprentices** to BMA opportunities (e.g. motivation interview, skills check) and if necessary adapt the **tasks and online activities** to their level and progression in the apprenticeship.

4. General preparation

Do participants receive adequate preparation (practical, cultural, administrative, legal, financial, pedagogical) before mobility starts?

TO DO→ Offer **pre-departure activities**: online briefing sessions, checklists for documents, cultural orientation, explanation of company culture and expectations, introduction to the digital tools used in the virtual phase.

5. Linguistic aspects

Are language needs assessed and is language support provided before and/or during the mobility?

TO DO→ **Assess language needs** and provide support (e.g. OLS/online courses, short language modules, glossary for technical terms, language support during virtual meetings and on-site work).

6. **Logistical support**

Is there adequate support on logistics (travel, accommodation, insurance, permits, safety)?

TO DO→ Provide a **logistical support package**: who helps with travel, accommodation, insurance, residence/work permits, and **safety information** (emergency contacts, rules). It must be communicated before departure and reinforced online/on-site.

7. **Mentoring**

Does the hosting organisation provide a **mentor** who:

- supports effective integration in the hosting environment
- acts as a **contact person** for any problems or further assistance?

TO DO→ **Appoint mentors** in the hosting company and in the sending organisation, they support apprentices across both **virtual and physical periods** (regular online check-ins, clear contact points, problem-solving procedures).

8. **Recognition**

Is the stay abroad part of a formal programme?

TO DO→ This should be **explicit in the learning plan** and participants receive **support to ensure proper recognition and certification** of periods of study/training.

For non-formal mobility, a **certificate** documents participation and learning outcomes.

9. **Reintegration and evaluation**

After return, do participants receive **guidance on using the competences gained** and, especially for long-term mobility, **support with reintegration** (social, educational, professional)?

The mobility is **evaluated jointly** (participant + organisations) against the learning plan.

TO DO→ **Welcome apprentices back** with debriefing meeting, reflection on competences gained, integration of experience into assessment or career guidance. **Collect feedback** (questionnaires, interviews) to improve future BMA.

10. **Commitments and responsibilities**

Are responsibilities of all parties (sending, host, participant) clearly defined and **confirmed in writing**, so roles and obligations are **unambiguous**?

TO DO→ Formalise **who does what** (sending VET provider, employer, hosting company, intermediary, apprentice): e.g. Mobility Agreement, task list, responsibility matrix covering online and on-site phases, signed and shared with everyone.

For further readings: the Grow Abroad World Alliance provides apprenticeship and traineeship placements and exchanges in agriculture in several countries around the world. It filled a useful

charter of quality criteria that can be used as a template by companies and VET providers (source available [here](#)).

Annex 4. Additional tools and resources supporting BMA

Toolkits on implemented blended mobilities provided by KA2 projects.

For further readings: KA2 won't usually fund *individual* BMA mobilities, but it can fund projects that prepare the groundwork for BMA. Blended mobility was implemented in KA2 projects aiming at creating the models, digital content, partnerships, tools and quality systems that make BMA practical, scalable and sustainable. **Many of these projects produced and shared good practices, toolkits, manuals on how to implement blended mobility.**

1. EMBED (2017–2020): European Maturity Model for Blended Education.

EMBED (European Maturity Model for Blended Education) was a strategic partnership aiming at developing a monitor to map and assess blended learning practices to build a **reference model** for the effective implementation of blended learning.

The project made a careful selection of tools and methodologies. For example: students are on Campus two days per week and have a face-to-face session for the different courses in their programme (it can be hand-on sessions for example). The other activities are online and are supported by chat. Other courses are organized in a flipped classroom fashion. EMBED outcomes include: a **conceptual framework** and **monitoring tool** to evaluate blended education maturity. Implementation guidelines, training materials, and even a **MOOC** titled *Making Blended Education Work*. Website: <https://embed.eadtu.eu/>.

2. BlendEd Mobility Project (2016–2018).

It is an international student project where collaboration is mainly performed on a remote basis. Participants collaborate on interdisciplinary projects involving industry partnerships. They mainly work from their home institution (Universities and colleges), except for the kick-off meeting and the final presentation. During the kick-off meeting students meet for the first time and the project gets launched. At the end of the project, students meet again to finalize their project and present their results to the organizing committee. Usually the team consists of students from different disciplines so that the team can benefit from each other's skills and knowledge (e.g. design, development, marketing, business,...).

Outcomes of the projects include: Toolkits and guidelines for setting up blended mobility courses in academia, guidelines for collaborating with industry partners, contacts for specialized consultancy support. Website: <https://blendedmobility.com/>

3. Apprentline

The main objective of this project (supported by Erasmus + program) is to build the capacity of VET actors (VET centres, companies, intermediary organisations) to effectively use digital tools in order to organize online apprenticeships. It collects a total of 30 best practices of online apprenticeships, successfully implemented by organisations from all over the world in the field of Information Technology, Digital Marketing, Tourism and Hospitality (online classes), Business and Finance,

Advertising and Journalism, EU Studies, Consulting, Languages and Culture, Cross-sectoral Programs. These are among the most suitable sectors for implementing blended mobility.

It provides Guidelines: recommendations, suggestions and general guidance on organizing virtual apprenticeship, engaging organizations, digitalizing apprentices and mentors, developing strategies and action plans, monitoring and evaluating the apprenticeships.

- Guidelines for the organization of online apprenticeships for VET
- Guidelines for the organization of online apprenticeships for intermediary organizations
- Guidelines for the organization of online apprenticeships for companies

Website: <https://apprentline.eu>

4. C-Extended (2017–2020): Blended Mobility Handbook

The project designed and evaluated an Interdisciplinary/Intersectoral/Blended-Mobility Scheme (IIBMS) for Master's students in ICT. It produced a handbook outlining an overview of blended techniques and online pedagogical strategies. It also offers a step-by-step guidance for implementing blended mobility schemes.

Website: https://ec.europa.eu/programmes/erasmus-plus/project-result-content/b4937ace-4f3e-4412-8490-a17145f1477a/4 - B_Mobility_Handbook.pdf

Finally, two pilot projects that experimented long term mobility for apprentices were: [Apprentices in motion](#) (with useful guidelines) and [Euro App mobility \(EAM\)](#) that “support international mobility of apprentices and trainees in Europe, works to remove legal, academic, financial, educational, linguistic and psychological barriers to apprentice mobility, build networks between VET providers, companies and institutions, and advocate for a genuine *European apprenticeship area* where long-term mobility becomes a normal part of vocational training”.

European knowledge hubs and initiatives supporting BMA

In the European panorama, blended mobility can also rely on a solid ecosystem of European agencies, alliances and projects that already provide knowledge, tools and practical guidance. This chapter presents three key reference points: CEDEFOP, as the EU's specialised VET research and data hub; the European Alliance for Apprenticeships (EaFA), which mobilises governments and stakeholders and offers practical toolkits on apprentice mobility; and Apprentline, an Erasmus+-funded project that can be the source of concrete guidelines and best practices for online and virtual apprenticeships. These resources can offer an additional evidence-based, operational toolbox for designing and implementing high-quality blended mobility pathways.

European Centre for the Development of Vocational Training (CEDEFOP)

A specialized agency of the European Union and a research hub founded in 1975, and based in Greece. Its main role is to support the development of vocational education and training (VET) policies across EU Member States. Cedefop collects, analyzes, and disseminates information on vocational training

systems, skills, and labour market trends thus helping shape EU policies by providing **research, data, and policy advice** on skills development and lifelong learning. It actively contributed to important resources like the European Qualifications Framework (EQF) tool. **Cedefop's reports and tools** are a rich source in designing BMA ensuring an informed overview of the current context and expected trends. In particular, the Cedefop European **database on apprenticeship schemes** collects and presents structured, comparable information on apprenticeship schemes in EU Member States plus Iceland, Norway, Switzerland, and the UK describing, for each country, how apprenticeship provision should be designed, delivered, assessed, certified, and governed within the overall VET system.

Website: <https://www.cedefop.europa.eu/en>

European Alliance for Apprenticeship (EAfA)

EAfA (European Alliance for Apprenticeship) is a political platform to improve quality and promote **mobility** in apprenticeship (source available [here](#)). This alliance unites governments and key stakeholders (business and business organisations, education and training providers, youth and non-profit organisations, regional and local authorities, social partners, etc...) with the aim of strengthening the quality, supply and overall image of apprenticeships across Europe, while also promoting the mobility of apprentices.

It produced a **mobility of apprentices' toolkits for guidance, knowledge, advice** (based on EQFEA criteria). The toolkit provides step-by-step advice on how to maximise benefits and avoid pitfalls across the three main stages of mobility: initiation, implementation, and integration. Three versions are available: Toolkit for apprentices, Toolkit for companies and VET providers, Toolkit on digital skills for companies and VET providers: to integrate digital skills in apprenticeships (guidance on planning and assessing needs, building internal capacity, and designing and implementing programs).

References

Cedefop. (2020). *International mobility of apprentices*. <https://www.cedefop.europa.eu/en/country-reports/international-mobility-apprentices>

Cedefop. (2021). *EFQEA implementation: A Cedefop analysis and main findings: How schemes in Cedefop's European database on apprenticeship schemes compare with EFQEA criteria*. Publications Office of the European Union. <https://www.cedefop.europa.eu/en/publications/4195>

Cedefop & ReferNet. (2023). *Timeline of VET policies in Europe* [Online tool]. <https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe>

Council of the European Union. (2018). *Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships* (2018/C 153/01). EUR-Lex. [https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32018H0502\(01\)](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32018H0502(01))

Council of the European Union. (2024). *Council Recommendation of 13 May 2024 "Europe on the Move" — Learning mobility opportunities for everyone*. EUR-Lex. https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C_202403364

European Commission. (n.d.). *Erasmus+ EU programme for education, training, youth and sport*. Erasmus+. <https://erasmus-plus.ec.europa.eu/>

European Commission. (2017, October 4). *European Framework for Quality and Effective Apprenticeships: Questions and answers*. European Commission Press Corner. https://ec.europa.eu/commission/presscorner/detail/en/memo_17_3586

European Commission, Directorate-General for Education, Youth, Sport and Culture. (2022). *Blended mobility implementation guide for Erasmus+ higher education mobility KA131*. Publications Office of the European Union. <https://op.europa.eu/en/publication-detail/-/publication/8a4bbab0-540d-11ed-92ed-01aa75ed71a1>

European Parliament and Council of the European Union. (2009). *Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training* (2009/C 155/01). EUR-Lex. https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=oj:JOC_2009_155_R_0001_01

European Parliament and Council of the European Union. (2016). *Regulation (EU) 2016/589 of 13 April 2016 on a European network of employment services (EURES), workers' access to mobility services and the further integration of labour markets*. EUR-Lex. <https://eur-lex.europa.eu/eli/reg/2016/589/oj/eng>

European Parliament and Council of the European Union. (2021). *Regulation (EU) 2021/817 of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport*. EUR-Lex. <https://eur-lex.europa.eu/eli/reg/2021/817/oj/eng>

ibw Austria – Research & Development in VET. (2021). *Mobility abroad in apprenticeship training: Framework conditions, funding instruments, and stakeholder perspectives*. <https://erasmusplusesearch.eu/sites/default/files/2024-04/Erasmus%2B%20Mobility%20Abroad%20in%20Apprenticeship%20Training.pdf>

Additional online resources

Apprentline. <https://apprentline.eu/>

BlendEd Mobility. <https://blendedmobility.com/>

C-Extended. *Blended Mobility Handbook*. [https://ec.europa.eu/programmes/erasmus-plus/project-result-content/b4937ace-4f3e-4412-8490-a17145f1477a/4 - B Mobility Handbook.pdf](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/b4937ace-4f3e-4412-8490-a17145f1477a/4_-_B_Mobility_Handbook.pdf)

EMBED – European Maturity Model for Blended Education. <https://embed.eadtu.eu/>

European Alliance for Apprenticeships (EAfA). https://employment-social-affairs.ec.europa.eu/policies-and-activities/skills-and-qualifications/working-together/european-alliance-apprenticeships_en

European Alliance for Apprenticeships (EAfA) toolkits. https://employment-social-affairs.ec.europa.eu/policies-and-activities/skills-and-qualifications/working-together/eafa-toolkits_en

Europass. <https://europass.europa.eu/en>

Euro App Mobility. <https://www.euroappmobility.eu/fr>

Grow Abroad World Alliance. *Charter*. <https://grow-abroad.com/charter>

SALTO Youth Toolbox. <https://www.salto-youth.net/tools/toolbox>

Youthpass. <https://www.youthpass.eu/en/help/faqs/ets-youthworkers>