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ON THE MOVE

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through mobility

Qualifications Framework for Mobility Coordinator Offices in Intermediary Organisations

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Abstract: This framework establishes a comprehensive Qualifications Framework for Mobility Coordinator Offices (MCOs) within Intermediary Organisations (IOs) across Europe. It defines a common professional profile for coordinators of blended apprenticeship mobility—a hybrid model combining physical and virtual learning components. Built upon a systematic research methodology including literature reviews and 24 interviews across seven European countries, the framework outlines the essential knowledge, skills, competences, and attitudes required to manage high-quality mobility experiences.

Aligned with EQF Levels 5 and 6, the framework provides a shared reference for recruitment, training curricula design, and the validation of competence gaps. It emphasizes four cross-cutting dimensions: digitalisation, inclusion, sustainability, and ethical practice. By clarifying role boundaries and professional standards, this framework supports the transparency, comparability, and professionalisation of VET (Vocational Education and Training) mobility actors throughout the European ecosystem.

Keyword List: Blended Mobility, Apprenticeships, Vocational Education and Training (VET), Intermediary Organisations (IOs), Mobility Coordinator, European Qualifications Framework (EQF)

Consortium

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Table 1: Consortium Members

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This deliverable contains original unpublished work except where clearly indicated otherwise.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.

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List of Abbreviations

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

<i>Abbreviation</i>	<i>Description</i>
BCCI	Bulgarian Chamber of Commerce and Industry
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualifications Framework
EYE	Erasmus for Young Entrepreneurs
GDPR	General Data Protection Regulation
HRDA	Human Resource Development Authority
IO	Intermediary Organisation
LMS	Learning management systems
MCO	Mobility Coordinator Office
SCF	Scuola Centrale Formazione
VET	Vocational Education and Training

Table 2: List of Abbreviations

Executive Summary

This framework presents a comprehensive **Qualifications Framework for Mobility Coordinator Offices (MCOs)** within **Intermediary Organisations (IOs)** and **mobility offices** involved in blended apprenticeship mobility across Europe.

Drawing upon extensive literature review, desk research, and qualitative evidence from 24 interviews with professionals across seven European countries, this framework defines a common professional profile, outlines the **knowledge, skills, competences, and attitudes** required to coordinate high-quality blended mobility, and provides a solid foundation for **capacity building, recognition, and professionalisation** throughout the European Vocational Education and Training (VET) ecosystem.

Blended mobility—combining physical and virtual components—has become a cornerstone of inclusive, sustainable, and digitally enabled transnational learning. Intermediary Organisations and mobility offices serve as the operational and pedagogical interface between sending institutions, host companies, learners, and policymakers. They ensure that apprenticeship mobilities are designed, implemented, and evaluated in accordance with European quality standards, ethical principles, and inclusion goals. As these programmes become increasingly hybrid, professionals in this field must integrate digital facilitation, intercultural mentoring, and administrative management within a unified and coherent approach.

Purpose of the framework:

To define a **common professional profile required to coordinate blended mobility for apprenticeships at a high-quality level**, expressed in terms of knowledge, skills, competences, and attitudes.

The framework can be used for defining job profiles, supporting recruitment processes, designing training curricula for mobility coordinators and related staff, and validating competence gaps within existing teams.

By providing a shared professional reference, the framework supports transparency, comparability, and recognition of mobility coordination roles, ultimately contributing to the professionalisation and quality of VET mobility across Europe.

1. Users and purpose

The European Vocational Education and Training (VET) landscape is evolving rapidly under the combined influence of **digitalisation, sustainability, and internationalisation**. Apprenticeship mobility—particularly when organised through blended formats—is now recognised as a key mechanism for enhancing inclusion, innovation, and employability in Europe.

Within this ecosystem, **Intermediary Organisations (IOs)** play an increasingly strategic role. They act as **bridging structures** linking VET providers, host companies, apprentices, and policymakers. These organisations evaluate and monitor learning mobility programmes, provide pedagogical and administrative support, ensure legal compliance, and promote accessibility and inclusion. By combining educational, organisational, and intercultural expertise, they guarantee that international and blended apprenticeships translate into meaningful, equitable, and future-oriented learning outcomes.

Evolving Organisational Models

Across Europe, the management of blended apprenticeship mobility varies significantly.

- In some countries, dedicated Mobility Coordinator Offices exist within VET consortia or chambers of commerce.
- In others, international departments or project management units within schools or regional training agencies perform the coordination tasks.
- Smaller institutions may delegate mobility responsibilities to a single project manager or share the function among several staff members.

Regardless of structure, these entities collectively contribute to a **professional ecosystem of mobility coordination**, supported by common standards, shared competences, and European cooperation. The framework presented in this report provides a reference for all these organisational models—ensuring that, despite institutional diversity, the **quality of blended apprenticeship mobility remains consistent and comparable across Europe**.

Examples of Intermediary Organisations in each project country:

Country	Intermediary Organisations
Iceland	IDAN (www.idan.is) is Iceland's central vocational training centre, formed in 2006 through the merger of several industry-based education centres. It is owned by a wide coalition of employer associations and trade unions. They support apprenticeships through their department Nemastofa (www.nemastofa.is) and work closely with companies and social partners to define competencies, organise training, manage apprenticeship contracts, and ensure that workplace learning meets national quality standards.

Italy	There is no single national “intermediary body”, IO can be represented by: - VET networks and consortia. These consortia coordinate many VET centres and often act as Erasmus+ mobility consortia coordinators. Example: Scuola Centrale Formazione (SCF) with its service company Itaca SCARL (it organises the incoming logistics of mobility: accommodation, placements, etc.) for partner organisations. - Training agencies and social cooperatives specialised in mobility. e.g. CEIPES, IFOA, SCF, UNISER, EGINA... usual responsibilities: to manage the project architecture and consortium. Build and maintain the network of host companies and hosting VET providers. Organises practical aspects (travel, accommodation, local transport, emergency procedures). Provides briefing, cultural/language support, mentoring and monitoring. Supports documentation and quality assurance (reports, Europass, learning outcomes, etc.).
Spain	In Spain, Intermediary Organisations (IOs) include not only chambers of commerce, VET consortia and business associations, but also specialised private companies that professionally manage international VET mobilities. Operating within a decentralised VET governance system, Spanish IOs support both public and private stakeholders by coordinating placements, ensuring the alignment of learning outcomes with labour-market needs, and providing mentoring and monitoring throughout the mobility process.
Bulgaria	Bulgarian Chamber of Commerce and Industry (BCCI) and its network of 28 regional chambers of commerce and offices, covering the whole territory of the country can act as an IO. In previous projects related to the organisation of apprenticeships, BCCI acted as an IO, connecting hosting companies with apprentices. BCCI was responsible for identifying the hosting companies and apprentices, matching them according to the companies’ needs and apprentices’ profiles, providing support, coordination and guidance in the process of implementation. Other fellow officially recognised and nationally represented business associations, members of the Association of Bulgarian Employers’ Organisations could also act as IOs. Members of BCCI’s Council of Sectorial Organisations can also be relevant IOs.
Denmark	In Denmark, intermediary organisations operate at several levels and with different coordination roles. Some are municipal or regional apprenticeship centres (uddannelseskontorer). Others are sector-specific training offices organised by employer associations or unions. VET schools also have international offices that act as intermediaries when organising Erasmus+ and other mobility activities.

	In addition, Denmark has private intermediary organisations that professionally manage international VET mobilities and educational travel, such as Venga Travel, Kilroy, and Scandies Downunder.
Greece	In Greece, the intermediary function is decentralized and performed by several key actors. The DYPA (formerly OAED, the Manpower Employment Organisation) serves as the primary national agency for apprenticeships, managing dual system models and connecting businesses with VET institutions. Additionally, specialized private organizations like Action Synergy (Athens) and the Greek Mobility Center (GMC) act as professional IOs. These entities coordinate the logistics of Erasmus+ mobility projects, including internship placements in sectors like tourism, engineering, and IT, while providing mentoring, cultural orientation, and administrative support to both sending institutes and host companies.
Cyprus	In Cyprus, the role of Intermediary Organisations (IOs) is not formalised under a single national structure. Instead, the intermediary function is carried out by different types of organisations depending on the programme and type of mobility (e.g., Erasmus+ VET mobility, apprenticeships, or Erasmus for Young Entrepreneurs). Given the relatively limited scale of apprenticeship-based mobility in Cyprus, IOs operate in a flexible and case-dependent manner. 1. Accredited VET Centres and Training Providers Certified Vocational Education and Training (VET) centres, particularly those accredited by the Human Resource Development Authority (HRDA), often act as intermediary organisations in Erasmus+ mobility projects. 2. Private Training and Consulting Organisations Specialised private organisations with expertise in EU project management frequently act as IOs. In many cases, these organisations operate transnationally and build long-term partnerships with foreign host companies. 3. Sectoral Bodies and Employers' Associations In apprenticeship-related contexts, sectoral associations and employer organisations may informally act as intermediaries by connecting apprentices with companies, ensuring placements match labour market needs and supporting employer engagement and supervision. However, their involvement in international mobility remains limited. 4. Erasmus for Young Entrepreneurs (EYE) Context For Erasmus for Young Entrepreneurs, the intermediary organisation is an independent entity formally approved by the European Commission.

In this case, IOs are specialised organisations responsible exclusively for matching new and host entrepreneurs and managing the exchange process.

Table 3: Intermediary Organisations in each project country

The Rise of Blended Apprenticeship Mobility

Blended mobility—integrating online and physical learning experiences—has become a lasting innovation within European VET. Initially accelerated by the COVID-19 pandemic, it now serves as a sustainable and flexible model for international learning. It combines:

- **Online preparation and learning**, such as language, intercultural, and technical modules;
- **Physical mobility**, including short-term placements in host companies or institutions;
- **Digital follow-up and validation**, covering reflection, assessment, and credentialing activities.

This hybrid approach widens participation, reduces environmental impact, and aligns with the European Green Deal and the EU's broader sustainability agenda. It also brings new professional challenges that require mobility practitioners to manage digital learning tools, support intercultural collaboration remotely, and ensure the formal recognition of blended learning outcomes.

Recent European monitoring reports confirm the strategic importance of structured mobility in VET and highlight the need for stronger coordination capacities across Member States (European Commission, 2023a; European Commission, 2023b).

Purpose and Added Value of this Framework

The On the Move Project developed this Qualifications Framework to establish a clear, shared reference for all professionals involved in coordinating blended apprenticeship mobility.

Purpose of the Framework:

To define the **common professional profile required to coordinate blended mobility for apprenticeships at a high-quality level** (knowledge, skills, competences, and attitudes).

Use of the Framework:

For Intermediary Organisations (IOs)

- **Assess staff competences:** Compare existing staff roles and practices against the EQF-aligned knowledge, skills, and competences outlined in the framework.
- **Identify capacity-building needs:** Plan targeted training in key areas such as digital facilitation, learner mentoring, or sustainability integration.

- Develop job profiles and recruitment criteria: Align internal role descriptions with EQF Levels 5 and 6 descriptors to ensure transparency in recruitment and career progression.
- Validate competence gaps: Use the framework as a checklist for internal staff reviews, self-assessment exercises, or external audits.

For Training Providers

- Design targeted training curricula: Use the competence tables to develop structured courses, workshops, or micro-credentials that correspond to EQF learning outcomes.
- Align curricula with European standards: Integrate the framework into VET staff development strategies to ensure European-wide coherence.
- Evaluate training impact: Apply the indicators to measure improvement in organisational capacity and learner outcomes after staff development initiatives.

For Policy Makers and Accreditation Bodies

- Support recognition and certification: The framework provides a basis for recognising mobility coordination as a distinct professional role within national and European qualification systems.
- Guide funding and policy decisions: Reference the framework when setting funding priorities or defining quality standards for VET mobility implementation.

For Individual Professionals

- Self-assessment and career planning: Use the framework to evaluate current competences, plan professional growth, and document achievements for recognition.
- Peer learning and exchange: The framework encourages collaboration and knowledge sharing among mobility professionals across Europe.

By clarifying the professional expectations and competences required, the framework strengthens the transparency, comparability, and professional recognition of those who plan, manage, and support mobility in the European VET sector.

Overall, this framework ensures a shared language and structure for defining, developing, and recognising the competences needed to deliver high-quality, inclusive, and sustainable blended mobility. It strengthens the professional identity of all actors—organisations, managers, and coordinators—who make European apprenticeship mobility possible.

2. Policy and Conceptual Alignment

The **Qualifications Framework** is structured around the **European Qualifications Framework (EQF)** and its learning outcomes approach. It defines professional expectations in terms of **knowledge, skills, competence, and attitude**, ensuring transparency, comparability, and recognition across different European contexts.

The framework is intended to be applied by Intermediary Organisations (IOs) as a common reference for designing, coordinating, and evaluating blended apprenticeship mobility. It captures the essential elements of professional practice required to guarantee **quality, inclusion, and sustainability** in all mobility processes.

The framework, while adopting the EQF's structure of knowledge, skills, and competencies, is enhanced and specified by incorporating additional, complementary frameworks. These include: Deardorff's model for intercultural competence, which addresses the relational and cultural aspects; DigComp/DigCompEdu, which covers the digital dimension; and EQAVET, which ensures quality assurance. Collectively, these frameworks form a unified and robust foundation for defining the professional profile of the mobility coordinator.

The framework is also aligned with broader European policy developments in vocational education and training, including the renewed VET policy framework and the growing recognition of flexible and modular learning pathways (European Commission, 2020; European Commission, 2022).

In relation to sustainability and the green transition, the framework is also conceptually aligned with the European Sustainability Competence Framework (GreenComp) developed by the European Commission. GreenComp defines sustainability as a transversal competence encompassing environmental awareness, responsible action, systems thinking, and future-oriented decision-making. The inclusion of sustainability and green transition as a cross-cutting dimension in this framework reflects the GreenComp approach, positioning mobility coordination as a professional practice that contributes not only to skills development and employability, but also to environmental responsibility and sustainable behaviour in education and training contexts.

EQF Level Rationale

The functions described in this framework correspond primarily to **EQF Levels 5 and 6**, reflecting both operational and strategic dimensions of blended mobility coordination:

- **Level 5** — Operational coordination: professionals apply defined procedures with technical and administrative competence, manage learners and partnerships, and contribute to continuous improvement.
- **Level 6** — Strategic and leadership coordination: professionals demonstrate autonomy and innovation, design mobility strategies, manage teams and partnerships, and integrate sustainability and digitalisation into institutional practice.

By accommodating both levels, the framework acknowledges that professionals may operate in different institutional settings—ranging from small project teams to large organisations—but share a

common standard of quality and competence. The EQF structure also facilitates capacity building, staff recognition, and training design, enabling institutions to use the framework for recruitment, performance evaluation, and curriculum development.

3. Evidence Base

3.1 Introduction

The Qualifications Framework detailed in this report is built upon a robust empirical evidence base. It was developed using a systematic, multi-stage research methodology agreed upon by the consortium. Rather than relying on theoretical assumptions, the framework is the result of a systematic analysis of genuine practices, challenges, and competence requirements observed across various European contexts. Its validity was subsequently confirmed through structured focus groups held in the project countries, with participants including representatives from intermediary organizations, VET institutions, companies, and mobility practitioners.

The methodological approach combined:

- A literature review and desk research, analysing European policy documents, research studies, and existing competence frameworks related to VET, learning mobility, and blended learning;
- A series of semi-structured interviews with professionals involved in coordinating apprenticeship mobility, including representatives of intermediary organisations, mobility offices, VET institutions, and companies;
- National focus groups, bringing together key stakeholders to validate, refine, and contextualise the findings emerging from the interviews and desk research.

This methodology is described in detail in the **common methodological document** developed within the project, which defines the data collection tools, analytical criteria, and validation procedures applied consistently across partner countries. This analysis is further informed by international research on future skills and professional competence development, particularly OECD work on transversal skills, adaptability, and lifelong learning (OECD, 2021; OECD, 2023).

To ensure transparency and traceability between evidence and outcomes, the framework has been developed through an explicit linkage between empirical findings and framework components. Each domain of knowledge, skill, competence, and attitude included in the framework responds directly to recurring patterns identified during data collection and stakeholder validation. In this way, the framework functions as a synthesis tool, translating empirical insights into a structured professional profile aligned with the European Qualifications Framework (EQF).

3.2 Knowledge Domains Emerging from Research

Five key knowledge domains underpin blended mobility coordination across Europe:

1. **Policy and Institutional Contexts:**

Understanding European frameworks such as EQF, EQAVET, Erasmus+, and the Council Recommendations on VET (2020) and Learning Mobility for Everyone (2023). Professionals must interpret these policies into concrete, actionable procedures for project design and reporting.

2. **Pedagogical and Learning Design Principles:**

Knowledge of blended and hybrid methodologies, outcome-based learning, and assessment tools. Coordinators design learning paths integrating online and face-to-face components coherently.

3. **Administrative and Legal Expertise:**

Strong understanding of contractual, financial, and regulatory frameworks, including GDPR compliance. This ensures smooth operations and accountability during transnational cooperation.

4. **Digitalisation and Technology:**

Expertise in digital tools for coordination, such as LMS platforms (Moodle, Canvas), communication tools (Teams, Zoom), and collaborative systems (Google Workspace). This domain has become essential for the design, delivery, and monitoring of blended mobility.

5. **Inclusion, Sustainability, and Ethics:**

Knowledge of inclusive education principles, gender equality, sustainability practices, and ethical frameworks that protect learners' rights and promote social fairness. The integration of sustainability competences within mobility coordination is further supported by recent European analyses emphasising the role of VET in driving the green transition (CEDEFOP, 2023; European Training Foundation [ETF], 2022).

3.3 Skills Identified Across Cases

Desk and field research reveal transversal and applied skills required by mobility professionals:

- **Programme Design and Quality Assurance:** Ability to design integrated online and onsite learning sequences and align them with learning outcomes.
- **Digital Facilitation:** Using online tools for virtual onboarding, communication, and monitoring.
- **Stakeholder Coordination and Networking:** Managing international partnerships and facilitating cooperation among schools, companies, and learners.
- **Communication, Mediation, and Promotion:** Advocating for mobility participation among new partners—students, companies, and teachers.
- **Mentoring and Learner Support:** Providing structured mentoring and feedback throughout all phases of mobility.
- **Problem-Solving and Adaptability:** Managing logistical or pedagogical challenges flexibly and efficiently.

3.4 Competences and Attitudes

The qualitative data obtained from interviews and focus groups conducted by the project partners confirm that coordinators operate in high-autonomy contexts that demand not only technical

proficiency but also **leadership, ethical integrity, and reflective practice**. The role of the mobility coordinator requires continuous adaptation to dynamic environments, where decisions often affect multiple stakeholders and the learning experiences of diverse groups of apprentices.

Across all countries, coordinators are expected to exercise **judgement, initiative, and ethical awareness** in complex and multicultural settings. They demonstrate professional maturity by taking responsibility for quality outcomes, ensuring compliance with European standards, and fostering collaboration among partners.

Commonly observed attitudes include **flexibility, empathy, inclusivity, critical thinking, accountability**, and a strong **commitment to continuous learning**. Coordinators often balance administrative precision with mentoring sensibilities, ensuring that mobility processes are both efficient and learner-centred.

This combination of competences and attitudes underscores the multidimensional nature of the role—bridging policy and practice, management and pedagogy, and digital and interpersonal domains. It also reinforces the need for professional frameworks and recognition systems that acknowledge the strategic and human dimensions of blended mobility coordination.

3.5 Challenges and Barriers

While the development of blended apprenticeship mobility offers new opportunities for inclusion, innovation, and flexibility, professionals coordinating these programmes continue to face a series of **structural, organisational, and pedagogical challenges**.

These barriers vary across countries and institutional contexts but share common underlying causes related to resource limitations, policy coherence, and the evolving nature of digital learning environments.

3.5.1 Institutional and Structural Barriers

- **Fragmented Responsibilities and Unclear roles:** In many organisations, the division of tasks between VET providers, intermediary organisations, and companies remains ambiguous. This leads to duplication of effort, inconsistent communication, and uneven quality assurance procedures.
- **Insufficient Institutional Recognition of the Role:** The position of mobility coordinator is often under-defined in national qualification systems and career pathways. This limits professionalisation, job stability, and access to continuing professional development.
- **Resource and Staffing Constraints:** Many IOs and mobility offices rely on short-term project funding and small administrative teams, which restrict their ability to sustain high-quality blended mobility over time.

3.5.2 Digital and Technological Barriers

- **Unequal Digital Capacity:** The digital transition has not progressed uniformly. While some institutions use advanced learning management systems and online collaboration tools, others lack the infrastructure or training to manage virtual components effectively.
- **Digital Fatigue and Accessibility Gaps:** Coordinators report that maintaining motivation and engagement in virtual settings is difficult, particularly when apprentices or mentors have limited digital literacy or access to reliable internet connections.
Ensuring accessibility for all learners—including those with disabilities—remains a persistent challenge.
- **Data Protection and Cybersecurity concerns:** The rapid shift to online collaboration has increased exposure to data privacy risks. Coordinators often lack sufficient guidance on GDPR compliance in blended settings.

3.5.3 Pedagogical and Quality Assurance Barriers

- **Limited Integration of Online and Physical Learning:** In many cases, digital and in-person phases of mobility are treated as separate activities rather than as parts of a coherent learning process.
This weakens the educational value of the blended format and complicates assessment and recognition of learning outcomes.
- **Inconsistent Mentoring Quality:** Not all host companies or VET institutions have trained mentors familiar with blended learning or international apprenticeships.
The absence of common mentoring standards reduces the quality and comparability of experiences.
- **Challenges in Monitoring and Evaluation:** Quality assurance processes often focus on administrative reporting rather than pedagogical monitoring.
Coordinators highlight the need for shared evaluation tools, such as digital logs or standardised feedback mechanisms, to measure learner progress consistently.

3.5.4 Inclusion and Sustainability Challenges

- **Limited Access for Learners with Fewer Opportunities:** Financial, linguistic, or geographic barriers still prevent some groups from participating in blended mobility.
Despite progress, inclusion strategies are not always systematically implemented or adequately funded.
- **Environmental and Sustainability Constraints:** Although blended formats reduce travel-related emissions, sustainable mobility requires further alignment between programme design, institutional practices, and environmental commitments.
Coordinators often lack the tools or resources to monitor the ecological footprint of mobility.

3.5.5 Professional Development and Capacity-Building Gaps

- **Lack of Structured Training Pathways:** Professionals responsible for mobility coordination frequently learn through experience rather than through formal training. The absence of accredited curricula or micro-credentials limits opportunities for competence recognition and continuous improvement.
- **Need for Peer-learning Networks:** There is growing demand for European platforms that connect coordinators, mentors, and IOs to exchange experiences, resources, and methodologies. Such networks are essential to strengthen professional identity and share innovative practices across countries.

Addressing the Barriers

The **Qualifications Framework** itself is a response to many of these challenges. In particular, the clarification of role boundaries, the integration of digital and sustainability competences, and the articulation of EQF-aligned learning outcomes directly respond to the barriers identified during the research and validation phases.

By defining a **common professional profile** based on EQF levels, it provides a foundation for:

- Clearer institutional role descriptions and recruitment criteria;
- Targeted staff training and upskilling in digital, pedagogical, and intercultural competences;
- Consistent quality assurance and recognition systems across Europe.

Overcoming these barriers requires coordinated action from policy makers, intermediary organisations, training providers, and employers, ensuring that professionals responsible for mobility are adequately supported, recognised, and equipped to manage the complexity of blended apprenticeship mobility.

4. The Core Framework

4.1 Introduction

This section presents the core framework of the Qualifications Framework for coordinating blended apprenticeship mobility. The core is structured around a central professional role and a set of interrelated components that together define what professionals coordinating blended mobility are, do, and how they perform their role. It includes the core role identities of the mobility coordinator, the main responsibility areas that characterise daily professional practice, and the professional profile dimensions expressed in terms of knowledge, skills, competences, and attitudes. These elements are complemented by cross-cutting dimensions that underpin all aspects of mobility coordination and ensure alignment with European priorities on digitalisation, inclusion, sustainability, and ethical practice.

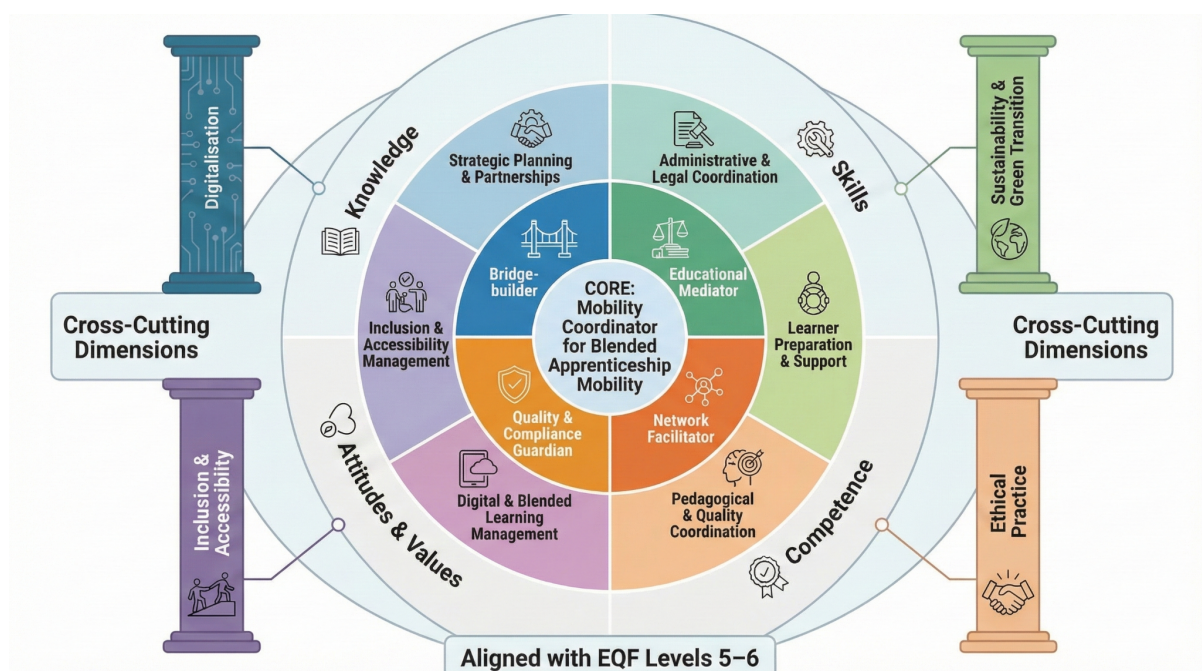


Figure 1: The Core of the Framework

4.2 Role of Mobility Coordinator

Mobility coordination in apprenticeship programmes is often carried out within Intermediary Organisations (IOs), mobility offices, or project management units operating at regional, national, or transnational levels. These structures are responsible for ensuring that apprenticeship mobility—both physical and blended—is effectively designed, implemented, and evaluated.

Within these organisations, Mobility Coordinator Offices (MCOs) may act as specialised units leading or supporting mobility activities. However, depending on the institutional context, the same functions may also be performed by project managers, mobility advisers, or VET staff with internationalisation responsibilities.

Regardless of title or organisational structure, all these professionals share the same mission: to coordinate **high-quality blended mobility experiences** that are pedagogically meaningful, inclusive, sustainable, and aligned with European and national standards. This role reflects the increasing emphasis placed by European education and training policies on structured learning mobility, quality assurance, and professional support mechanisms within VET systems (European Commission, 2017; Council of the European Union, 2020; Council of the European Union, 2023).

While the framework defines a comprehensive professional profile, it does **not imply** that Mobility Coordinators assume responsibility for all pedagogical, technical, or instructional functions. Their **role is to coordinate, facilitate, and ensure compliance, coherence, and quality across actors**. The design of detailed learning content, assessment methodologies, and curriculum alignment remains primarily the responsibility of VET institutions, while the achievement of learning outcomes ultimately depends on the apprentice and the host company. The Mobility Coordinator ensures the conditions for success, rather than replacing specialised roles within the mobility ecosystem.

To capture this shared professional reality, the framework does not describe a single occupational position, but rather defines a **common professional profile**. This profile is expressed through a set of interconnected functions, responsibilities, and professional dimensions—namely **knowledge, skills, competences, and attitudes**—required to deliver blended apprenticeship mobility at a consistently high standard across Europe.

Figure 1 provides a visual representation of this professional profile. It illustrates the Mobility Coordinator for Blended Apprenticeship Mobility as a central role, surrounded by three complementary layers:

- the **core role identities** (what the professional is),
- the **core responsibilities** (what the professional does), and
- the **professional profile dimensions** (how the role is performed).

In addition, the figure highlights four cross-cutting dimensions—digitalisation, inclusion and accessibility, sustainability and green transition, and ethical practice—which underpin all aspects of mobility coordination. Together, these elements show how professionals act as bridges between apprentices, VET providers, host companies, and policymakers, translating institutional objectives and European policy priorities into daily operational and pedagogical practice. In this way, Mobility Coordinators play a strategic role in supporting both individual learner development and the modernisation of European VET systems.

4.3 Core Responsibilities

The responsibilities associated with blended mobility coordination extend across several interrelated domains. Whether carried out by dedicated Mobility Coordinators, project managers, or team members within IOs or VET institutions, these functions together ensure the **quality, compliance, and educational impact** of mobility experiences.

1. **Strategic Planning and Partnership Management** – Building and maintaining international partnerships among VET providers, companies, and institutional networks. This includes establishing cooperation agreements, ensuring reciprocity, and aligning objectives with European frameworks such as EQAVET and Erasmus+.
2. **Administrative and Legal Management** – Overseeing contractual, financial, and regulatory procedures, including learning agreements, insurance, visas, and GDPR compliance. Professionals ensure transparency, accountability, and risk management throughout the mobility lifecycle.
3. **Learner Preparation and Support** – Providing learners with pedagogical and intercultural preparation, language training, and digital readiness sessions. This responsibility extends to continuous mentoring and pastoral support before, during, and after mobility.
4. **Pedagogical and Quality Coordination** – Ensuring that mobility activities are pedagogically coherent, aligned with VET curricula, and properly validated through recognised tools such as Europass, learning outcomes, or micro-credentials. In this context, the coordinator ensures alignment, documentation, and validation processes but does not substitute the pedagogical leadership of VET providers. The coordinator's role is to guarantee that mobility activities are coherent with defined learning outcomes and quality standards, while instructional delivery remains under the responsibility of educational staff and workplace tutors.
5. **Digital and Blended Learning Management** – Managing online components, virtual collaboration, and blended instructional design. This includes facilitating hybrid learning environments and ensuring that digital participation complements and enriches physical mobility experiences.
6. **Inclusion and Accessibility** – Designing and implementing inclusive strategies so that learners with fewer opportunities, women in underrepresented sectors, and those facing economic, geographic, or linguistic barriers can participate fully. This also includes monitoring and mitigating potential accessibility barriers in digital tools and learning environments.

Together, these domains represent the **core functions of blended mobility coordination**, regardless of organisational form. They highlight the dual nature of the role—**technical and pedagogical, operational and strategic**—and the need for professionals who can balance compliance, innovation, and learner-centred support. These responsibility areas are consistent with quality principles for learning mobility and vocational education outlined at European level, including EQAVET quality cycles and Erasmus+ programme requirements for planning, implementation, monitoring, and evaluation (European Commission, 2017; European Commission, 2021a; Erasmus+ Programme, 2022).

4.4 Role and Boundaries of Responsibility

The multi-national validation process conducted across partner countries underscored the necessity of establishing a clear demarcation of responsibilities among the various actors in the blended

mobility ecosystem. To mitigate the risk of role-overlap and ensure institutional accountability, the following matrix delineates the professional scope of the **Intermediary Organisations** in relation to **VET Providers** and **Host Companies**.

The Mobility Coordinator operates as a strategic facilitator and "quality guardian", ensuring that the structural and compliance-related conditions for success are met without infringing upon the pedagogical or technical sovereignty of the partner institutions.

<i>Domain of Activity</i>	<i>MCO/IO (Coordination & Facilitation)</i>	<i>Responsibility</i>	<i>Institutional Boundaries (VET / Host Company)</i>
Pedagogical Governance	Ensures the structural coherence of the hybrid learning path and manages the accessibility of digital learning platforms.		VET Providers maintain exclusive authority over the definition of Learning Outcomes, curriculum alignment, and instructional delivery.
Legal Compliance & Transnational Posting	Oversees administrative compliance, including insurance, GDPR protocols, and social security requirements such as the A1 Certificate .		Companies and VETs are responsible for ensuring the mobility plan adheres to national labor laws and individual training agreements.
Risk Mitigation & Crisis Management	Operates as a primary mediator to identify warning signs (anxiety, friction) and implements established de-escalation protocols.		National Authorities and VETs retain final decision-making power regarding disciplinary measures, repatriation, or legal contract termination.
Validation of Learning	Facilitates the collection of evidence for digital credentialing and administrative documentation (e.g., Europass Mobility).		The formal evaluation of technical professional competences remains the sole duty of the Workplace Tutor and the VET Faculty .
Learner Support & Welfare	Manages logistical preparation, intercultural orientation, and support mechanisms to address travel-related anxiety.		VET Providers are responsible for the continuous psychosocial well-being and deep pedagogical guidance of the apprentice.
Operational Supervision	Coordinates the integrated mobility lifecycle and ensures systemic coherence among all stakeholders.		Does not replace specialized staff (e.g., accountants, instructional designers, or technical mentors) in the execution of their professional tasks.

Table 4: Role and Boundaries of Intermediary Organisations

4.5 The Blended Dimension

In blended mobility, coordination acquires new layers of complexity that go beyond traditional logistical management.

Professionals must ensure that **digital and physical learning environments**—for example, platforms such as Moodle, MS Teams, or national e-learning systems—are seamlessly integrated and support the same learning outcomes. This requires expertise in digital pedagogy, online facilitation, and the validation of virtual components within institutional and national qualification systems.

In blended mobility settings, coordinators facilitate the integration of digital components and ensure that communication and monitoring systems function effectively. However, they are not expected to act as instructional designers or content developers unless explicitly mandated by their institutional role. Their responsibility lies in ensuring coordination and coherence between digital and physical learning phases.

Blended formats demand that coordinators and project managers act as **educational mediators**, connecting administrative structures with teaching and learning processes. Their ability to design hybrid pathways that are pedagogically coherent, inclusive, and flexible determines the success and credibility of mobility programmes.

Evidence from Erasmus+ programme evaluations also indicates that blended formats can enhance learner engagement and widen participation when supported by structured coordination and digital readiness (Erasmus+ Programme, 2019; Erasmus+ Programme, 2022).

Moreover, blended mobility increases the importance of **cross-sector collaboration**—between VET institutions, companies, digital providers, and public authorities. Coordinators thus operate as facilitators of networks and ecosystems, ensuring that technology and pedagogy reinforce one another to produce high-quality, learner-centred results.

4.6 Defining the Professional Profile for Coordinating Blended Mobility

The framework defines a minimum and common professional reference rather than a legally binding standard, allowing adaptation to national systems and institutional contexts. It applies to professionals working in **Intermediary Organisations** across Europe.

Positioned between **EQF Levels 5 and 6**, the framework provides a structure for designing **training curricula, recruitment tools, and competence validation systems**, ensuring a shared understanding of professional standards.

This positioning reflects European approaches to skills development and professional progression, supporting transparency, mobility, and lifelong learning pathways across education and employment systems (European Commission, 2017; European Commission, 2021b).

The framework is organised into four competence dimensions:

- **Knowledge** – What professionals need to know.
- **Skills** – What they must be able to do.
- **Competences** – How they apply knowledge and skills with responsibility and autonomy.
- **Attitudes and Values** – The ethical and behavioural orientation guiding their work.

Each domain is accompanied by examples of application and mapped to the relevant EQF level. The components of each of these four dimensions of knowledge, competence, skills and attitudes (detailed in sections 4.7 to 4.10) are derived from empirical findings obtained through interviews and focus groups, as well as from a literature review and desk research.

4.7 Knowledge

The knowledge areas presented in the following table summarise the theoretical and practical understanding that professionals need to coordinate blended apprenticeship mobility effectively.

They integrate policy literacy, pedagogical knowledge, administrative and legal awareness, digital competence, and understanding of inclusion, sustainability, and ethics.

Together, these domains represent the **conceptual foundation** of the common professional profile and correspond to the EQF Levels 5–6 descriptors of theoretical and factual knowledge.

These knowledge domains are consistent with European competence-based approaches to vocational education and training and reflect key policy orientations related to mobility, quality assurance, digitalisation, inclusion, and sustainability (European Commission, 2019; CEDEFOP, 2020).

<i>Knowledge Area</i>	<i>Detailed Description</i>	<i>Examples of Application</i>	<i>EQF Level</i>
European and National VET Policy	Comprehensive understanding of EU frameworks (EQF, EQAVET, Erasmus+) and their intersection with national VET regulations and institutional training plans.	Interpreting Erasmus+ guidelines to ensure institutional compliance; aligning mobility activities with the apprentice's Individual Training Plan (ITP) from the onset of hiring.	5–6
Administrative, Legal, and Financial Frameworks	Mastery of EU and national labor laws, contract management, and specific regulations regarding the transnational posting of apprentices (e.g., social security coordination and secondment).	Managing the application for the A1 Certificate and ensuring social security continuity; drafting compliant training agreements that respect host-country labor standards.	5–6
Risk, Crisis, and Welfare Literacy	Understanding of risk assessment methodologies, insurance coverage, and escalation protocols for logistical, medical, or interpersonal emergencies.	Identifying potential warning signs of learner distress; knowing when to intervene directly versus when to escalate to sending institutions or national authorities.	6

Blended and Hybrid Pedagogies	Functional knowledge of integrating synchronous and asynchronous learning, including instructional design principles for virtual preparation and post-mobility reflection.	Coordinating pre-departure virtual modules; ensuring that digital tasks are pedagogically coherent with the physical work placement and defined learning outcomes.	5–6
Digitalization and Technical Systems	Proficiency in digital tools for project management, data protection (GDPR), and the use of Learning Management Systems (LMS) for monitoring progress.	Utilizing collaborative digital spaces for real-time monitoring; ensuring secure handling of apprentice data across transnational digital platforms.	5
Interculturality, Inclusion, and Ethics	Deep awareness of cultural adaptation processes, inclusive education principles, and the ethical management of diverse learner profiles.	Developing accessible orientation materials; implementing trauma-informed or inclusive mentoring strategies for learners with fewer opportunities.	6

Table 5: Knowledge dimension

4.8 Skills

The skills domain translates knowledge into **practical ability**—the capability to apply theoretical understanding in authentic work situations.

These skills describe how professionals plan, deliver, and monitor blended mobility programmes in real contexts.

They include organisational and digital skills, intercultural communication, mentoring, stakeholder engagement, and quality assurance.

It is important to note that the skills described in this section refer to the coordinator’s ability to manage and oversee processes rather than personally executing every specialised task. In many institutional contexts, certain technical, pedagogical, or digital functions may be carried out by dedicated staff members, while the Mobility Coordinator ensures integration, supervision, and quality assurance across these contributions.

Each skill listed in the table is observable in practice and contributes directly to ensuring inclusion, transparency, and effectiveness in mobility coordination.

The skills identified reflect transversal and professional competences increasingly required in European labour markets, particularly in international, digital, and intercultural contexts (OECD, 2021; OECD, 2023).

<i>Skill Domain</i>	<i>Description</i>	<i>Practical Indicators</i>	<i>EQF Level</i>
Programme Support and Monitor	Ability to support, evaluate and monitor blended mobility programmes integrating pedagogical, administrative, and digital dimensions.	Supporting mobility plans; coordinating partners; monitoring progress.	5–6
Digital Facilitation and Learning Technology	Proficiency with tools for virtual collaboration, learning management, and online assessment.	Supporting learners on Moodle/Teams; managing e-assessment tools; troubleshooting digital issues.	5–6
Communication, Mediation, and Promotion	Strong interpersonal and intercultural communication combined with the capacity to promote and advocate for mobility opportunities among new stakeholders (students, companies, and teachers). Ability to persuade, negotiate, and build enthusiasm around participation in blended and international apprenticeships.	Developing outreach materials; presenting mobility opportunities; motivating non-participating institutions and enterprises; fostering a culture of internationalisation.	6
Foreign Language Proficiency for Mobility Coordination	Professionals coordinating blended apprenticeship mobility must demonstrate a minimum level of foreign language proficiency sufficient for transnational coordination, with English as the primary working language . This skill is required to ensure effective communication with international partners, companies, learners, and institutions involved in cross-border mobility.	Communicates fluently with international partners and stakeholders in English; coordinates placements, logistics, and monitoring activities in English; drafts and understands project-related documentation, emails, agreements, and reports in English; supports learners and companies in cross-border communication.	5–6
Mentoring and Learner Support	Providing academic and emotional support through mentoring, monitoring, and feedback.	Conducting orientation and debriefing sessions; applying trauma-aware or inclusive approaches.	5–6

Quality Assurance and Evaluation	Designing feedback systems and applying EQAVET principles.	Implementing monitoring forms; conducting satisfaction analysis; producing quality reports.	6
Project and Financial Management	Managing project cycles, budgets, and funding mechanisms; fostering innovation and partnerships.	Overseeing Erasmus+ budgets; seeking new funding; coordinating SMEs.	6

Table 6: Skills dimension

4.9 Competences

Competences express the **integration of knowledge and skills with autonomy, responsibility, and professional judgement**. This competence-based perspective aligns with the EQF understanding of responsibility and autonomy as defining characteristics of professional performance at Levels 5 and 6 (European Commission, 2017).

They define the behaviours required to manage blended mobility systems in complex, multi-actor environments.

The competences below emphasise leadership, collaboration, ethical responsibility, and lifelong-learning orientation—elements that characterise the professional maturity expected at EQF Levels 5 and 6.

These competences form the backbone of professional recognition and guide performance evaluation and staff development.

<i>Competence Domain</i>	<i>Application and Behavioural Indicators</i>	<i>EQF Level</i>
Leadership and Initiative	Takes initiative in developing new partnerships, assumes responsibility for mobility project outcomes, and drives institutional innovation. Demonstrates leadership in promoting blended learning within IOs.	6
Problem-Solving and Adaptability	Analyses problems systematically; adjusts plans in response to changing circumstances (e.g., travel restrictions, digital breakdowns). Applies creative solutions while maintaining quality standards.	5–6
Ethical and Responsible Practice	Ensures fair treatment, inclusivity, and transparency in all processes. Upholds learner rights, ensures informed consent, and prevents discrimination.	6

Strategic Collaboration	Builds and sustains national and international networks. Aligns organisational activities with EU policies on digitalisation, inclusion, and sustainability.	6
Reflective and Lifelong Learning Orientation	Demonstrates openness to feedback, engages in continuous learning, and integrates lessons learned into professional practice. Encourages peer exchange and institutional learning.	5–6
Cultural and Emotional Intelligence	Manages cultural diversity effectively; exhibits empathy and emotional literacy in learner support and team coordination.	6
Sustainability Competence	Incorporates environmental and social responsibility into planning and decision-making. Promotes green mobility solutions and ethical consumption of resources.	6

Table 7: Competences dimension

4.10 Attitudes and Values

Attitudes and values underpin professional behaviour and determine the **ethical and human quality** of mobility coordination.

Empathy, integrity, inclusivity, and sustainability are not optional attributes but core requirements for excellence in blended apprenticeship mobility.

The attitudes described here ensure that coordinators, project managers, and mentors operate with fairness, accountability, and cultural openness in all contexts.

They reflect the spirit of European cooperation and the social dimension of vocational education and training. These values are also consistent with European and international perspectives on education as a driver of social cohesion, sustainability, and ethical responsibility (European Parliament and Council of the European Union, 2021; UNESCO, 2022).

<i>Attitude/Value</i>	<i>Behavioural Description</i>	<i>Observable Indicators in Practice</i>
Empathy and Inclusivity	Demonstrates sensitivity to learner backgrounds and needs; ensures equitable access and inclusive support systems.	Designs accessible materials; provides additional mentoring for learners with fewer opportunities; ensures gender balance in placements.
Integrity and Accountability	Acts transparently in communication, reporting, and decision-making; takes responsibility for ethical compliance.	Produces clear documentation; reports issues honestly; adheres to Erasmus+ ethical codes.

Sustainability Mindset	Promotes environmental awareness in mobility practices and everyday work culture.	Encourages low-carbon travel; adopts paperless workflows; integrates sustainability modules into training.
Intercultural Openness	Displays curiosity, respect, and adaptability toward different cultural perspectives and working styles.	Engages with multicultural teams; supports cross-cultural reflection among learners; avoids stereotyping.
Professional Growth and Self-Reflection	Values lifelong learning, seeks peer feedback, and contributes to institutional knowledge-sharing.	Participates in professional development; documents lessons learned; mentors junior colleagues.
Resilience and Well-being Orientation	Maintains composure under pressure and fosters positive working environments.	Manages workload effectively; models healthy work-life balance; applies trauma-informed mentoring techniques.

Table 8: Attitudes and Values dimension

4.11 Learning Outcomes Summary by EQF Level

This subsection consolidates the expected learning outcomes of the framework across EQF Levels 5 and 6.

These outcome statements provide a practical reference for curriculum design, recruitment, and competence assessment across different institutional contexts.

The learning outcomes are formulated in line with the EQF learning outcomes approach, supporting comparability, recognition, and progression across European education and training systems (European Commission, 2017).

<i>EQF Level</i>	<i>Description of Expected Professional Profile</i>
Level 5 Operational Mobility Coordinator	– Capable of performing technical and administrative tasks independently within established frameworks. Understands EU policy and procedures, manages blended mobility logistics, supports learners, and applies digital tools effectively. Demonstrates adaptability and reliability in carrying out defined mobility tasks.
Level 6 Strategic/Lead Mobility Coordinator	– Manages complex projects and leads teams. Designs and evaluates blended mobility strategies, integrates sustainability and ethics, and contributes to institutional innovation. Operates with high autonomy, assumes responsibility for outcomes, and mentors others. Exhibits leadership, strategic vision, and reflective professional practice.

Table 9: EQF Level

5. Cross-Cutting Dimensions

5.1 Introduction

The **cross-cutting dimensions** are overarching values and operational principles that apply to all aspects of blended mobility coordination. They represent the transversal enablers that ensure quality, ethics, and sustainability across every role and process.

Whether the professional works in an IO, a mobility office, or a project management context, these dimensions—**Digitalisation, Inclusion and Accessibility, Sustainability and Green Transition, and Ethical Practice**—must be embedded into planning, implementation, and evaluation.

Each dimension reflects key European policy priorities and helps align mobility coordination with the objectives of the **European Education Area**, the **Digital Education Action Plan (2021–2027)**, and the **European Green Deal**.

These priorities are reinforced in recent European monitoring and policy documents that underline the need for professional capacity in mobility coordination to achieve systemic impact (European Commission, 2023a; European Commission, 2023b).

Together, they ensure that mobility coordination is not only efficient but also meaningful, equitable, and socially responsible.

5.2 Digitalisation

Digitalisation has transformed mobility coordination from an administrative activity into a pedagogical and technological practice. Coordinators must possess the ability to design and manage **online preparation and follow-up modules**, facilitate **virtual mentoring and monitoring**, and ensure the **integration of digital learning environments** within the overall apprenticeship pathway.

This digital shift requires coordinators to be proficient in a wide range of tools, including **learning management systems (LMS)** such as Moodle or Canvas, **video-conferencing platforms** like MS Teams or Zoom, and **e-portfolio or credentialing systems** such as Europass and Open Badges. Beyond technical fluency, coordinators must understand how digital learning supports the achievement of defined learning outcomes and contributes to inclusive participation.

Furthermore, digitalisation has broadened the coordinator's role to include data protection, ethical management of online communication, and digital accessibility. Ensuring that learners can effectively engage with virtual environments—regardless of their background or technological resources—has become a critical dimension of quality assurance in blended apprenticeship mobility.

5.3 Inclusion and Accessibility

Inclusion and accessibility lie at the heart of the European social dimension of learning mobility. Mobility opportunities must be accessible to all learners, including those with **fewer opportunities** due to socio-economic, geographic, linguistic, or health-related barriers.

Mobility Coordinators therefore serve as enablers of equity, developing personalised solutions, adapting logistical arrangements, and ensuring that no learner is excluded from participation.

These principles are consistent with the European Pillar of Social Rights, which promotes equal access to education, training, and learning mobility opportunities for all learners (European Parliament and Council of the European Union, 2021).

Inclusive coordination practices might include providing financial support, accessible transport and housing, tailored mentoring, or collaboration with specialised organisations that support underrepresented groups.

In doing so, coordinators advance the principles of **social fairness and equal opportunity** promoted in the Council Recommendation on VET for Sustainable Competitiveness, Social Fairness and Resilience (2020) and the Council Recommendation “Europe on the Move” (2023).

Inclusion is not an optional add-on — it is a core competence that defines the professionalism and social responsibility of the Mobility Coordinator role.

5.4 Sustainability and Green Transition

The green transition is one of the defining priorities of the European Union, and mobility coordination plays a crucial part in it.

By designing **blended mobility schemes**, coordinators directly contribute to the **reduction of carbon emissions** and promote more sustainable learning formats.

They encourage green travel options, paperless administration, and responsible consumption practices among learners and partner organisations.

Beyond logistical measures, coordinators act as *educational ambassadors* of sustainability. They help embed green competences and environmental awareness into the content of apprenticeships, encouraging learners to consider sustainability within their professions.

This aligns with the European Green Deal, GreenComp (European Commission, 2022), and CEDEFOP’s (2022; 2023) call for integrating green skills into vocational training.

5.5 Ethical Practice

Ethical practice is the foundation of quality and trust in international mobility.

Mobility coordinators handle sensitive data, manage public funds, and support learners in complex intercultural environments — all of which require high ethical standards.

They must ensure **transparency, fairness, and respect for learners’ rights** throughout all stages of the mobility process.

Ethical coordination also means recognising and addressing potential risks, such as exploitative internships, unequal treatment, or exclusionary recruitment practices. Coordinators act as guardians of learner welfare, ensuring that all mobility opportunities meet ethical and pedagogical quality standards.

Furthermore, they uphold **accountability and integrity** in communication with partners and stakeholders, reflecting the values of the **European Education Area** and **Erasmus+ Charter for Higher Education**.

6. Conclusions

The **Qualifications Framework for Mobility Coordinator Offices in Intermediary Organisations** provides a shared professional reference for all actors engaged in the coordination of blended apprenticeship mobility.

The validation process conducted across project countries confirmed the importance of clearly defining role boundaries within the mobility ecosystem. The framework therefore recognises that mobility coordination is a coordinating and integrative function. It ensures compliance, quality, mediation, and systemic coherence, without replacing the pedagogical authority of VET providers or the operational responsibilities of host companies.

The findings confirm that these professionals are **key enablers of quality, inclusion, and innovation** within the European VET ecosystem. Their work integrates administrative precision, pedagogical sensitivity, digital competence, and ethical practice.

By defining the **minimum and common professional profile** required to deliver high-quality blended mobility, the framework contributes to:

- The **professionalisation** and recognition of mobility coordination roles;
- The development of **training and certification pathways** aligned with EQF standards;
- The **capacity building** of organisations through competence validation and staff development;
- The broader objectives of the **European Education Area and the Green and Digital Transitions**.

In doing so, it supports Europe's long-term vision of an inclusive, sustainable, and high-quality VET mobility system where every learner—and every professional supporting them—can thrive.

While the Qualifications Framework provides a common reference for coordinating blended apprenticeship mobility, its application may be influenced by contextual factors such as organisational capacity, national regulatory frameworks, and available resources. The framework defines a minimum and shared professional profile, but it does not assume that all competences are concentrated in a single individual or role in every organisation. In practice, responsibilities may be distributed across teams or adapted to institutional contexts. Furthermore, as blended mobility models and European policy priorities continue to evolve, the framework should be understood as a dynamic tool that may require periodic review and contextual adaptation.

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