



EU - GRAD !

TOTAL MOBILITY

Learning & training mobility in Europe: A proposal
for total mobility of university graduates

Summary of Main Conclusions and Proposals

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THE EU-GRAD FRAMEWORK

Increasing employability and mobility of young graduates is a clear priority for the European Commission, as well as for European business, higher education institutions, and many other organizations which support and foster schemes with this objective in mind.

EU-GRAD aims to contribute to the development of new policies and realities along the guidelines set by the Commission: 20% mobility of skilled workers for 2020 and enhanced employability of young graduates through active participation of social agents and acquisition of skills and competences for the job market.

OUR AIMS AND ACTIVITIES

The EU-GRAD project, launched in October 2010 and funded by the European Commission Lifelong Learning Programme, aims to identify existing barriers, develop guidelines and recommendations for mobility drivers.

The EU-GRAD consortium strives to offer a transferable and sustainable model for a transnational mobility programme for graduates and postgraduates across the EU through a combined learning+training model based on strong university-business cooperation, flexible and customized solutions, and complete programme management.

In order to achieve these objectives, the EU-GRAD project was designed to:

- Set up National Work Groups, with the participation of project partners, companies, and Higher Education Institutions (HEIs).
- Elaborate National Case Studies, based on quantitative and qualitative research in the 5 participating countries.
- Identify and assess the barriers and obstacles that hinder “total mobility” of EU postgraduate students wishing to undergo transnational training or work programmes (legal, fiscal, qualifications and certifications, language skills, etc.).
- Identify Good Practices related to mobility schemes and elaborate guidelines for companies and HEIs regarding postgraduate student mobility.
- Define the procedures and mechanisms for a EU-GRAD transnational postgraduate learning + training programme and set the foundations for the running of a pilot experience.
- Implement an online community.

The main conclusions of the different stages of the EU-GRAD project may be found in the following pages.

NATIONAL CASE STUDIES: MAIN CONCLUSIONS

The specific trends, including those referring to barriers and drivers, identified in each EU-GRAD country, point to innovative solutions which could be exported to other EU countries. These best practices refer to the creation and operation of decentralized networks and partnerships at the local level that act as catalysts for mobility and the professionalization of mobility actions through intermediary bodies.

1. LEARNING+TRAINING MOBILITY TRENDS

1.A. SUCCESS OF THE ERASMUS LEARNING MOBILITY PROGRAMME FOR STUDENTS, BUT LACK OF ALTERNATIVES FOR TRAINING MOBILITY

The ERASMUS culture has changed how HEIs behave in relation to mobility issues (specialized services have been created, for example) and how students plan their career.

ERASMUS has created a “European Brand” for mobility and it has developed a broad cooperation network between HEIs across the EU. However, companies do not have a role in ERASMUS.

There are few alternatives to ERASMUS. In fact, a student who wants to study abroad most frequently makes the arrangements individually and for the whole extension of his/her studies. Clear itineraries to do an internship abroad are few (the recently launched ERASMUS Student Mobility for Placements programme is promising) and combined learning and training programmes are amiss.

Although the ERASMUS Programme has opened channels for transnational cooperation and set up services that can contribute to increased mobility, the “Mobility Universe” has a limited dimension across the EU, especially when training mobility is analyzed.

1.B. LACK OF LEARNING AND TRAINING MOBILITY ELEMENTS IN POSTGRADUATE SYLLABUS / INSUFFICIENT UNIVERSITY-BUSINESS COOPERATION

In line with the Bologna Process, all the EU members states stress the importance of combining learning and training credits in postgraduate programmes. Some countries have even quantified these credits (Spain, for example). However, learning and training are still independent realities and very few postgraduate courses include internships/placements in the workplace.

The limited dimension of mobility across the EU can be explained by the small number of programmes which incorporate mobility credits in their syllabus, and also by the low levels of cooperation between HEIs and companies in the development of transnational mobility actions for study and/or training purposes.

Breaking the barriers that separate learning and training would not only have a positive impact on closing the gap between HEIs and business, but also on graduate employability, facilitating the transition between study/academia and work/job market.

1.C. FAVOURABLE DISPOSITION OF EU YOUTH TOWARDS TRANSNATIONAL MOBILITY FOR LEARNING AND/OR TRAINING PURPOSES

While data for learning mobility is readily available, mainly due to ERASMUS, little information is to be found on training or combined learning and training mobility.

What is the real dimension of postgraduate mobility for both learning and training purposes? Data from surveys show that only 14% of young adults (only 1 in 7) had stayed abroad for education purposes. Only 43% of them followed tertiary studies abroad and just 26% of these had participated in a placement/internship in an enterprise. These poor results contrast with the favorable disposition of

European youth towards transnational mobility for training and/or learning purposes (Youth on the Move, 2010 – Gallup, 2011).

The impact of the economic crisis (high youth unemployment) has already begun to multiply the willingness to move abroad in the coming years. Graduate population has increased sharply across the EU in the last decade, as HEIs expanded the number of students. The current crisis is reshaping the distribution of the EU labour force, discovering territories with a great demand of qualified labour that contrast with territories in which very little jobs are on offer. Only a more flexible mobility framework can contribute to move professionals to where opportunities are available.

On the other hand, EU enterprises face an increasingly globalized market in which hiring the most talented professionals is crucial to enhance their competitive advantage. Despite their significant role in national economies, SMEs do not have a significant participation on mobility.

2. BARRIERS AND DRIVERS FOR TOTAL MOBILITY

2.A. CULTURAL BARRIERS AND POSSIBLE DRIVERS FOR TOTAL MOBILITY

2.a.1. Lack of knowledge vs overflow of information

The first barrier found against total mobility was the **general lack of knowledge about mobility programmes** amongst different stakeholders: students, parents, companies and HEIs.

This situation entails the need for various drivers: the presence of multipliers (experts in HEIs and/or companies), the implementation of massive dissemination programmes, for example.

One of the most difficult tasks for a mobile candidate is to manage the existing **overflow of information**. Therefore fewer platforms with centralized information are needed instead of too many tools. A possibility would be to have a tool

developed by the EC as a central platform with information on all schemes at a local, regional, national and european level.

An example of this kind of platform is “Aquimob”, available in the Aquitaine region of France. This kind of tool could be seen as a solution both to the lack of figures and to the fragmentation of available funds and information.

A similar initiative has been running for 15 years at the University of Padova with a platform for internship opportunities.

On the other hand, an efficient use of social networks and websites specialized in posting internship placements for students is also advisable.

2.a.2. Adaptation and real professional integration

The second barrier taken into account was the problem of **adaptation and real professional integration**. What kind of training programmes are available for adaptation/integration? When are they to be provided? Who should prevent and moderate cultural shock, especially for certain cultures and destinations?

It is advisable to have people (other homeland students, volunteers, etc.) available to dedicate some of their time to consistently integrate mobile students to real life in the destination country.

It is a usual practice in many universities to build up **student networks** where local students volunteer to introduce incoming students to local habits and procedures. As financial resources to pay for this activity are usually scarce, an **academic recognition** or certification of the time spent volunteering would be an interesting way of compensating (and motivating) without economic costs.

These student networks should also be complemented with professionalized services carried out by “**mobility experts**” who will have to be qualified enough to offer essential advice before the mobility period starts –for outgoing students–; and after arrival for incoming students. Their function is not only to assess and orient through the various options available to the candidates, but also to accelerate integration processes. Experts should be career officers with information about traineeships, internships, etc. The question remains as to whether these experts will belong to local universities or to external firms, and who will cover the costs of the services.

Another integration tool could be available in **large companies** willing to adapt their own integration programmes for international staff into integration programmes for international interns.

2.a.3. Support for mobility students

When referring to training mobility, students usually have to do everything on their own. The real situation is that they are not really linked to a foreign university, they arrive and are left all to themselves: find the company, fund their travelling costs, find accommodation... Local universities should be open to offer incoming mobile students guidance and assistance on accommodation and integration issues.

2.a.4. Fear and culture shock

Fear is the core of **cultural shock**: since candidates do not have enough information about possible destinations they perceive them as far too great a challenge –therefore they show little or no interest. Indeed, data showed that 37% of students are not interested in mobility. Fear of mobility must be overcome with **guidance and information before** starting the experience.

2.a.5. Language

Language is unfortunately the **most evident cultural barrier** in transnational mobility, in three different directions:

- It is sometimes difficult to make students understand that **English** is useful. Therefore, it is even harder to **raise awareness** on the importance of the **national languages**.
- Candidates must be aware of the **language requirements** that suffice in order to work in the targeted professional environment.
- Companies may feel that they are **not prepared** to host foreign nationals.

In order to avoid “**linguistic frustration**” amongst interns, companies should be honest in the description of the requested profiles and set the **right expectations**: it is usual practice to blow up profiles and to ask for English or other requirements

when they are not really needed. English is very often used to discard candidates when the CVs heap up, even if it will not be a real asset for a specific placement.

It is vital to make a **clear difference** between job requirements and internship requirements. Therefore, a **change of mindset** and a **common terminology** are needed. Interns are supposed to be learning, not working; trainees and interns are not the same thing.

2.a.6. Lack of motivation within companies

It is very difficult to find companies willing to host international interns, because they are very likely to go back to their country after their experience. Line managers lack the necessary motivation to take on extra recruitment efforts, especially in the current economic situation. Many line managers feel that there is little or no return on the investment.

The **benefits to be gained** from the interns must therefore be clearly explained and demonstrated to line managers. Some of these advantages could be:

- Interns will be brilliant students with fresh views, unbiased, no fear of failure, innovators, creative and open-minded. Not as rigid as your senior employees.
- Although international interns may be seen as a liability on the short run, they become a clear asset towards internationalization on the long run.
- SMEs could invest in launching international strategies, at a lower cost, through international interns.

Transnational platforms would also be helpful in facilitating communication between HEIs, companies and intermediate organizations.

2.a.7. Intermediate institutions

A network of **intermediate institutions** could be able to overcome initial rejection of international internships by companies.

National intermediary organizations are agile and have a direct knowledge of their local environment; however, they find huge barriers for international mobility. An **international network with local roots** would, on the contrary, be able to send and receive mobile candidates across the EU and profit from real outreach to both companies and HEIs. Among the tasks of these operators will be the provision of clear information on legal requirements and taxation (one-stop services as an ideal goal on the long run); monitoring new schemes and pioneer mobile experiences; the promotion of a proactive mindset towards internationalization among all stakeholders.

2.a.8. Learning outcomes

Companies find it difficult to make rational selection decisions due to a lack of uniformity in describing course/degree content, identifying skills and competences, and defining best practices and methods for mapping.

Learning outcomes (or what candidates can do after completing a given course or degree) are the point of balance between academic qualification and productive skills, and must be used as reference for matching candidates with positions. The importance of realistic requirements that set the right expectations and a common terminology, together with the added value of an international intern must be transmitted to companies.

2.8. LEGAL BARRIERS AND POSSIBLE DRIVERS FOR TOTAL MOBILITY

2.b.1. National work regulations and labour law

National work regulations and labour law are seen as an important barrier while sending and receiving interns.

In many cases, the legal status of interns is the key to determine the labour law provisions that should be applied determining rights and obligations in terms of work conditions, benefits, taxation, etc. Usually internal/national legal regulations recognize two main cases: status of “a student” and status of “a worker”. The ‘worker’ status is company-friendly, the ‘student’ status HEI-friendly.

EU-GRAD research shows that HEIs are interested in receiving students while the companies are more interested in having productive and proactive workers as the companies are more familiar with the regulations concerning employees.

The real status of an intern depends much on the type of mobility (organized by HEIs, spontaneous, studying or work) though in many cases it is still hard to determine. A future European **definition of “internship”** may find the balance and give content to the minimum features defined in the **European Quality Charter for Mobility** and a common legal framework for internships (**European Traineeship Regulation**) could be reached that would constitute the status of “an intern”. For instance, remuneration that covers travelling and living expenses must be considered the minimum standard (legal minimum wages vs. minimum fees for interns, as in France): different approaches will only foster inequality.

2.b.2. Taxation

Taxation is subject to national laws and international bilateral treaties and agreements between countries.

As national tax regulations, with long lists of exemptions, differ a lot from country to country it is of vital importance to provide clear information.

A reasonable solution would be to identify **operators** (career centers at universities, for example) that may deliver this information.

Also implementation of a system of **one stop services for mobility students** could be a good move to achieve the total mobility goal. The question that may arise is who will be charged for these services. Different models can be elaborated. Most important seems to be finding a rational organization and proactive mindset. In any case, **professionalization of the mobility market** would ease dealing with legal barriers.

2.b.3. Healthcare

The integration of health care systems is ongoing and on the right track to improve mobility. It is very important for interns to be aware of the health care system in the country of destination and also be able to access health care in a similar manner as in their home country.

Healthcare is reasonably covered with the **European Health Insurance Card** (or EHIC) that is issued free of charge and allows anyone who is insured by or covered by a statutory social security scheme of the EU countries and Switzerland to receive medical treatment in other Member States for free or at a reduced cost, if that treatment becomes necessary during their visit. Travelling students are usually equipped with the EHIC.

2.b.4. Pension portability

Pension portability is not an issue at this early stage and does not have any effects on mobility. This is most likely because most mobile students/graduates have not yet started their careers and are not thinking of their pension and also because the mobility period is short.

2.b.5. Internship agreements

Every organized stay abroad undertaken for learning or learning+training purposes should be elaborated beforehand and agreed by all parties: sending institution, hosting organization and participating intern. The agreement should set out the aims, expected outcomes, rules and obligations of the parties. Internship agreements are considered an important issue by both HEIs and companies.

EU-GRAD research shows that enterprises are afraid of **heavy bureaucracy** regarding the internship agreements. This must be simplified. As a unified agreement template/model for the whole EU/EAHE is unrealistic, a flexible model should be available to accommodate to specific cases and protocols.

2.b.6. Recognition of learning and training outcomes

Validation of academic curricula is a major barrier from the point of view of HEIs and students. Enterprises are more concerned with competences, profile and motivation of the candidates (a need to present information on candidates in a clear way).

2.C. FINANCIAL BARRIERS AND POSSIBLE DRIVERS FOR TOTAL MOBILITY

2.c.1. Involvement by companies and funding schemes

The main issue is **whether companies are willing to finance or co-finance mobility** schemes, whether companies will be willing to pay for an international intern which may return to his/her country of origin and transform potential investment into “wasted” spending.

Companies interviewed by EU-GRAD consortium members declared to be ready to fund internships and stressed the importance of private funding to finance student mobility.

The best solution would be 100% finance coming from host companies when possible (the “Gaia” initiative in Spain is a good practice to be taken into consideration), and a mixed public + private funding model in countries where companies are less willing to pay interns. An example of this model was mentioned: FUE used to run a humanities mobility programme based on 60% public funding from the Madrid regional government and 40% private funding from host companies.

Another issue concerning private funding is the fact that **student loans** are almost an exception in Europe. However, student loans are being considered as an option for Erasmus placements, since the grants are completely insufficient. Also, **government grants** for mobility are very rare in the private sector.

Tax relief for host companies could be also considered.

2.c.2. Internship remuneration

It was pointed out that **remuneration boosts intern motivation and generates more commitment**, both on the side of the intern and of the host company. It also diminishes inequality issues.

Internship remuneration should be mandatory, as internships are beginning to be considered a necessary step in the professional development of today’s youth.

Mobile students need to be assured that their travelling and living costs are 100% covered. On the contrary, mobility will not advance.

The remuneration of interns in Europe varies widely. In some countries like the UK, interns must be paid the minimum wage, regardless of their status as interns. In France, the minimum wage an intern can receive is 417 €, with 40% social security fees to be paid by the company. It could be considered as a model for a pan-european policy.

Legal minimum wages and other employee rights (pension...) should be used as a **reference for proper compensation**.

2.c.3. HR mobility management

HR departments and HEIs would be greatly assisted if **intermediate operators** were involved in the projects.

Some entities have their own placement service, but these are costly. Intermediary organizations are useful and necessary, bridging the gap and creating new policies that involve both spheres. They are more agile, they have a better management of information and knowledge and they have direct contact with the companies' network.

In Spain there are 30 organizations similar to FUE. Also, the Spanish Ministry of Education has two mobility programmes: one for national placements and another for placements abroad. Although the Ministry sets the regulations and allocates the funds, these programmes are managed by an intermediate organization.

Having a single operator would not work, given the number of parties involved. A **network** of several intermediate operators with very close ties to both companies and universities is needed; with staff managing the programmes being known to each other and being capable of joining efforts and input. These intermediate operators could come under the same umbrella and sign a **quality charter of mobility**.

EU-GRAD LEARNING AND TRAINING PROGRAMME: A PROPOSAL FOR TOTAL MOBILITY

The innovation that EU-GRAD offers and sets it apart from other mobility programmes is that it trains participants in competences, specialized knowledge and tailor-made learning solutions.

The main objective of the EU-GRAD project is to achieve Total Mobility (“any postgraduate student in any country and in any company”) through a combined training + internship model based on strong university-business cooperation.

The EU-GRAD Programme is structured around:

- **Learning:** Participating interns will be equipped with the core competences required to optimize performance in a work environment and acquire an innovative, creative and international mindset. These core competences will be completed with optional credit contents tailored for each placement, assuring knowledge of the local culture
- **Training:** Participating graduates/postgraduates will carry out a project-based internship in a host company
- **On-going evaluation:** Tutoring and mentoring from the EU-GRAD Consortium

The total duration of the program (learning+training) is **6 months** with fifteen days vacation (the dates of which are to be decided by the Company). Internships will be carried out for a period of 6 months, except in Poland where existing legislation establishes a maximum of 3 months.

Students benefit from a scholarship throughout the duration of the program.

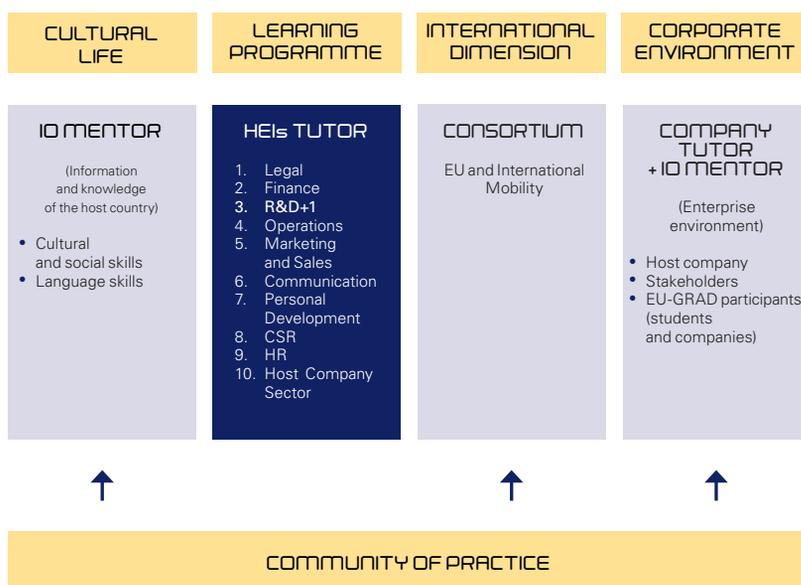
The **EU-GRAD Programme Diploma** will be awarded to those students who have completed the entire course of the learning curriculum established by EU-GRAD Consortium along with a company internship. Students will also

receive a **Company Certificate** (issued by the intern’s host company) and a **University Certificate** (issued by the participating universities).

COLLABORATIVE LEARNING

The EU-GRAD Programme is based on a **we-learning methodology** built on social and individual learning supported by an **online platform**. This platform is comprised by specific and transversal CONTENTS or **UNITS** designed to ease the barriers to total mobility, previously identified by the Consortium.

The UNITS cover topics such as: international networking, cultural aspects, social skills, corporate environment and, most importantly, the learning programme itself.



Three of these units cover transversal and complementary features that are essential for the proper development of a mobility programme:

- **Cultural Life UNIT:** provides information and knowledge from the host country.

- **International Dimension UNIT:** promotes and encourages the European and international dimension of mobility.
- **Corporate Environment UNIT:** provides information on professional profiles and participating companies.

THE LEARNING PROGRAMME UNIT

Learning Programme is comprised by **5 elective courses** and **1 language course** to be completed during the internship program. The courses are chosen from a portfolio of several of courses related to participating business sectors.

The programme awards a total of 35 academic credits (30 academic credits for the five elective courses and 5 academic credits for one language course). Internship and training activities are accomplished in one of the companies participating in the EU-GRAD programme.

Each course is divided into learning TOPICS. The contents are designed in a way that learning takes place through self-study, compatible with the internships. Each course has an independent evaluation and the corresponding grade will be included in the personal certification that will be provided at the end of the programme.

Students must select **six courses** before the beginning of the programme:

ELECTIVE COURSES

6 ECTS each / the student must select 5

- Legal Aspects of Business
- Business Law and Corporate Law
- Business Financial Management
- European Economy
- Strategies and International Marketing
- Negotiations in International Business

- Human Resources
- Communication and Multimedia Culture
- Training the Trainer
- Computer Tools: Advanced Excel and Project Management

LANGUAGE COURSES

5 ECTS each / the student must select 1

- Preparation for Certificate of Advanced English (CAE)
- Italian Language
- Portuguese Language (initiation)
- Portuguese Language (intensive)
- Spanish Language: Vive y convive en España

TUTORSHIP AND METHODOLOGY

Both the learning UNITS and the internship are tutored by several parties.

- **Cultural Life UNIT:** tutored by an Intermediary Organization Mentor (IO).
- **International Dimension UNIT:** tutored by Consortium members.
- **Corporate Environment UNIT:** tutored by a Company Tutor and an IO Mentor.
- **Learning Programme UNIT:** tutored by a **Business Tutor** (provided by the host company, he/she must monitor the adequate development of the training plan and completion of the internship schedule as well as provide guidance and advice within the company) and an **Academic Tutor** (designated by CIFF, he/she must ensure the successful completion of the academic plan).

- **Internship:** FUE appoints a **general internship tutor** whose role is to monitor the general implementation of the program and to provide interns with guidance and counseling regarding the general development of the program.

Each course is supported by a **Study Guide** which includes the tasks and activities to be developed in each subject or learning unit. These tasks and activities, previously agreed upon by the Programme Committee, are:

- Reading content
- Interactive Summaries
- Specific Activities
- Case Studies
- Self-Assessments
- Final Exam

STUDENT PROFILE

EU graduates and postgraduates wishing to benefit from the EU-GRAD programme should meet the following requirements:

- EU citizen.
- Maximum age limit 29 years old.
- Maximum 12 months after graduation (in Italy the 6 month internship must be completed within 12 months after graduation, so candidates would have to begin the internship maximum 6 months after graduation). Academic qualifications must be recognized in destination country.
- No previous work experience within the field of study.
- Erasmus experience or living experience within the host country will be valued.

- Knowledge of English (Europass level as well as TOEFL or IELTS certification, minimum level to be defined) and local language (minimum level to be defined). Proficiency will be assessed in a personal interview.
- Interest in developing an international career path, preferably in the destination country.
- Proactive mindset.

COMPANY PROFILE

Companies wishing to participate in the EU-GRAD programme should meet the following requirements:

- Preferably medium or large companies (over 250 employees) with proven international activity and experience in HR policies which use or support international mobility programmes for university graduates and postgraduates.
- Preferably companies in sectors with growth potential for graduate employment: aerospace, information technologies, telecommunications, energy, healthcare, biotechnologies, green economy, banking and finance, chemistry and pharmaceutical, etc.
- In a first pilot stage companies will be located in EU-GRAD Consortium countries (France, Italy, Poland, Portugal and Spain); later stages will open participation to companies located within the EU in order to facilitate/ foster mobility options between country branches and offices.

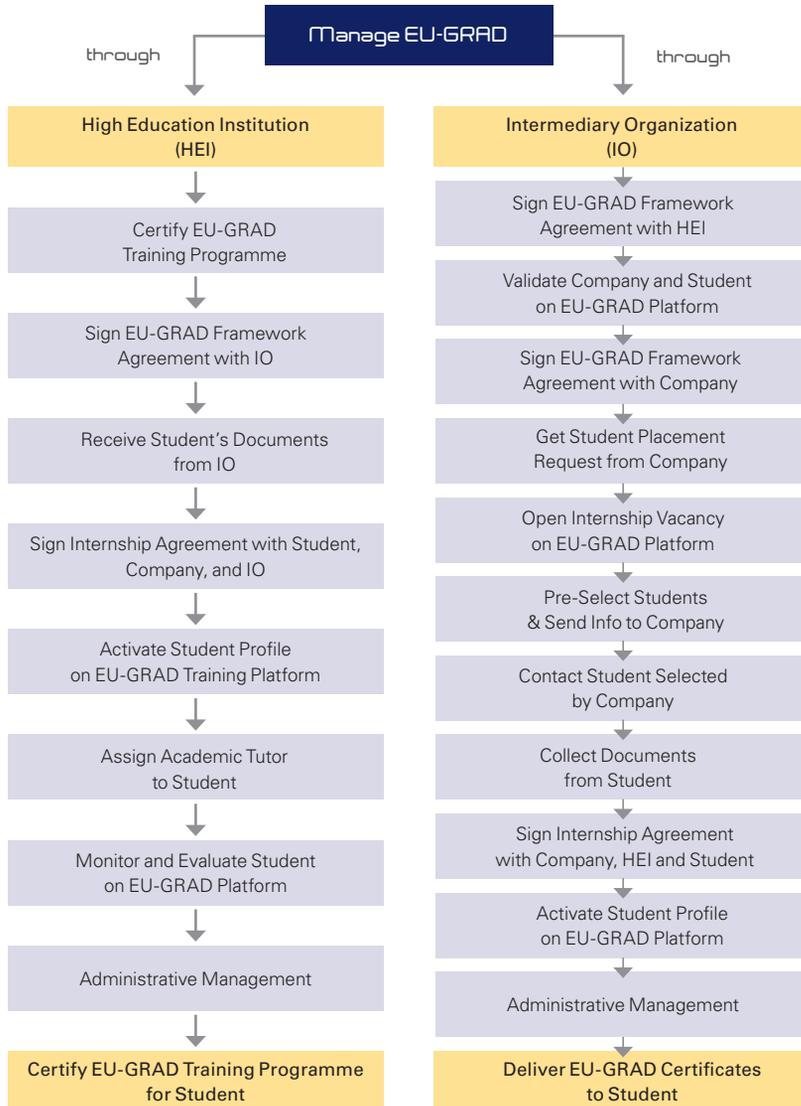
PROGRAMME MANAGEMENT

The EU-GRAD Consortium strives to offer flexible and customized solutions to participating Higher Education Institutions (HEIs) and companies, as well as complete programme management, through Intermediary Organizations (IOs) with broad experience in building strong university-business cooperation schemes in the fields of learning and training, and expertise in recruitment and selection of young talent.

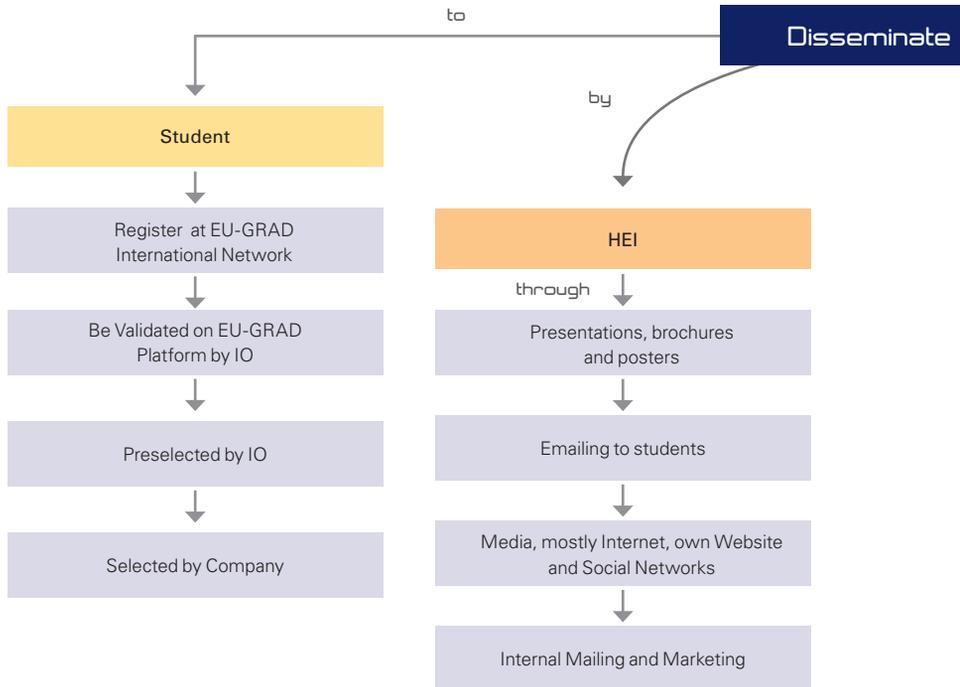
Programme management will include:

- Definition of internship projects and intern profiles.
- Recruitment and preselection of candidates.
- Internship agreements (HEI-Company-IO-Intern).
- Payment of scholarship to interns, when necessary.
- Insurance, tax and legal issues.
- Accounting and administrative services.

EU-GRAD PROGRAMME PROCEDURES: INTERNAL WORKFLOW

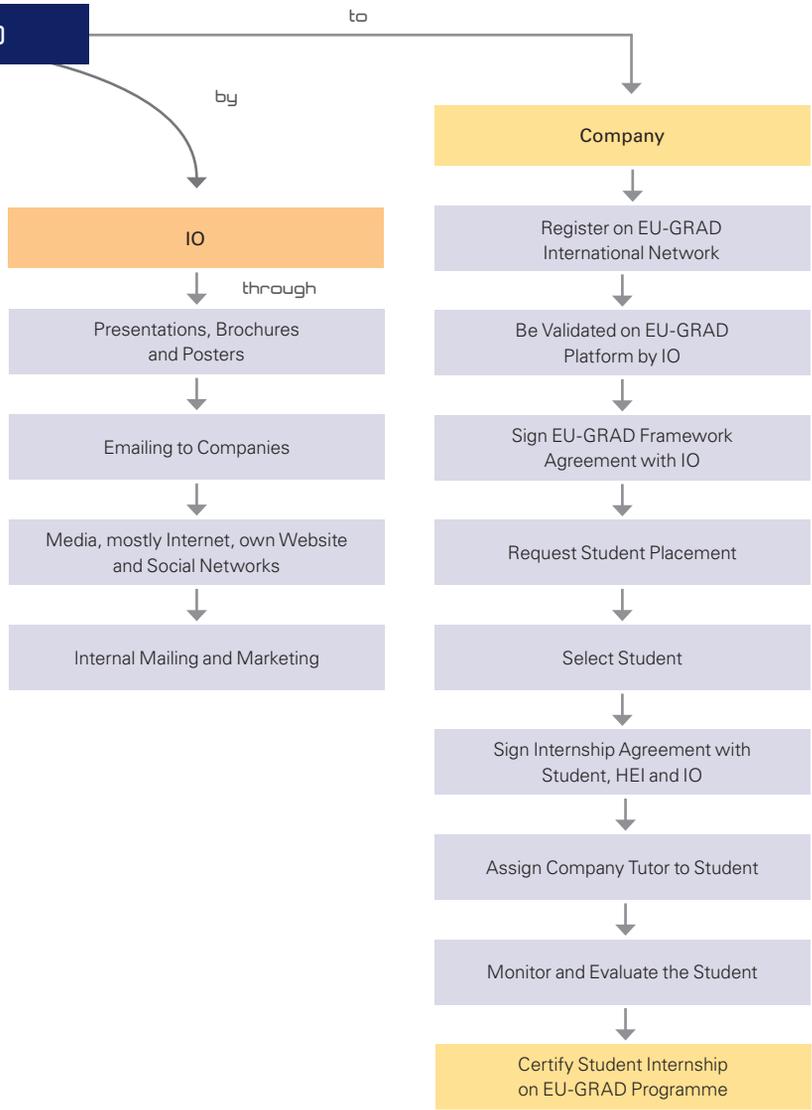


EU-GRAD PROGRAMME PROCEDURES: EXTERNAL WORKFLOW





EU-GRAD



PROGRAMME BENEFITS FOR PARTICIPATING COMPANIES AND HEIS

Participating Companies will be able to:

- Improve recruitment strategies with the attraction of the best graduate/postgraduate talent across the EU.
- Refresh teams with highly qualified and proactive interns with an international mindset.
- Outsource recruitment and selection of international interns to experienced, trustable and efficient intermediate bodies.
- Reinforce corporate image across EU HEIs.
- Facilitate internal HR policies for corporate mobility.

Participating HEIs will be able to:

- Foster employability and mobility of graduates and postgraduates.
- Increase international presence and attraction of talent.
- Strengthen cooperation with the private sector.
- Offer an international learning+training mobility programme for graduates and postgraduates.
- Become part of an active network composed by European higher education institutions, companies and intermediate institutions with expertise in international mobility and career paths.

EU-GRAD CONSORTIUM PARTNERS AND CONTACTS

FUNDACIÓN UNIVERSIDAD-EMPRESA [SPAIN]

Leader

37 years experience in university-business cooperation, with a strong focus on student and graduate training + internship programmes, career guidance, job placement for qualified and highly qualified graduates, etc.

Óscar Cubillo | ocubillo@fue.es

INSTITUTO DE FORMACIÓN INTEGRAL - IFI [SPAIN]

Technical coordinator

Main line of activities is project consultancy, with a strong focus on evaluation and assessment of policies & occupational training. Long experience in EU projects, EU methodologies, applications, processes and language.

Carlos Domínguez | c.dominguez@ifi.com.es

FUNDACIÓN CIFF [SPAIN]

Higher education institution with ample experience in designing postgraduate programmes. Partner with FUE in the international graduate internship programme GAIA, which is at the core of EU-GRAD project conception as it has brought out many of the barriers and obstacles to total mobility which have been addressed throughout EU-GRAD.

Adolfo Meléndez | a.melendez@ciff.net

SOCIEDADE PORTUGUESA DE INOVAÇÃO [PORTUGAL]

A knowledge management oriented company with experience in innovative training methodologies & pedagogical approaches, development of training plans & didactic materials, identification/selection of training resources, supervision/evaluation of training programs, among others. EU projects in the framework of Leonardo da Vinci, Grundtvig & Erasmus.

Miguel Ramos | miguelramos@spi.pt

UNIVERSITÀ DEGLI STUDI DI PADOVA [ITALY]

Broad experience in career guidance, project management, job and internship placements (13.000 internships/year, and agreements with 18.000 companies). Member of the European Placement Offices Network.

Gilda Rota | gilda.rota@unipd.it

CAP ULYSSE [FRANCE]

Main focus on mobility projects mostly targeted to recent graduates.

Elisabeth Silva | silva@capulyse.fr

FUNDACJA ROZWOJU PRZEDSIĘBIORCZOŚCI [POLAND]

Information, advisory and training centre with 20 years experience in European projects, as well as in fostering university-business cooperation.

Ewa Sadowska-Kowalska | r.zuromski@frp.lodz.pl

AN EU POSTGRADUATE TRAINING AND WORKING
PROGRAMME TO ACHIEVE "TOTAL MOBILITY"
OF POSTGRADUATE STUDENTS ACROSS THE EU

