

Newsletter n°8

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Mobility out of Europe!! The Erasmus Mundus External Co-operation Window - (EM ECW - 2009-2010)



The **Erasmus Mundus External Co-operation Window (EM ECW)** is a co-operation and mobility programme in the area of higher education. It was launched by European Union through its Europe Aid cooperation Office and implemented by EACEA (Executive Agency Education Audiovisual and Culture) towards the Third-Countries.

The EM ECW aims at achieving a better understanding and mutual enrichment between the EU and Third Countries co-operation in the field of higher education through promoting the exchange of knowledge, skills and people (students and scholars).

Among its specific objectives EM ECW foresees the improvement of transparency and mutual recognition of studies and qualifications for study periods abroad, along with the enhancement of the academic staff and students capacities and employability between EU and the Third-countries.

In this regard, EM ECW allows the implementation of *Action 2 - Partnerships between Europe and Third Country* of the Erasmus Mundus Programme. The initiative is financed through different European funds such as: ENPI European Neighbourhood and Partnership Instrument; IPA Instrument for Pre-Accession Assistance; DCI Development Cooperation Instrument and the EDF European Development Fund. The programme is also complementary to other higher education initiatives, such as: Erasmus Mundus, Erasmus, Tempus, Asia-Link, ALFA, Alban, and Edu-link.

For the academic year 2009-2010 the programme's geographical 'windows' for Third-countries include: South Mediterranean; Eastern Europe and Russia; Yemen, Iran, Iraq; Central Asian Republics; Western Balkans; Asia Regions (Asia Regional, India, China); Latin America Regions (Latin America Regional, Brazil, Argentina).



In Europe, the Higher Education Institutions (HEI), which hold an Erasmus Charter, can apply for a project, while for the Third-countries, specific recognised HEIs can take part in the programme. The grants cover the specific costs, such as: travel (in accordance with distance); monthly allowance (from 1,000 to 2,500 €); tuition fees and the insurance costs.

Final beneficiaries can be students, doctoral candidates, teachers, researchers and other academic staff. For the students, the duration of a mobility period abroad can vary, from 6 months till 3 academic years.

Further information:

For Erasmus Mundus Programme:

http://ec.europa.eu/education/external-relation-programmes/doc72_en.htm

http://eacea.ec.europa.eu/erasmus_mundus/index_en.php

For External Cooperation Window: <http://eacea.ec.europa.eu/extcoop/call/index.htm>

For information and guidance at national level (European Union and EFTA-EEA countries), see Erasmus Mundus National Structures:

http://ec.europa.eu/education/erasmus-mundus/doc1515_en.htm

Student ambassador – Ygor “Unforgettable!”

A Spanish guy in Italy

About the experience at the company I have worked throughout these 3 months, I have to say that in general it was very good. I have learned many new things that are going to be very positives for my future and knowledge. At work I have learnt new things progressively, it hasn't been easy to adapt myself because the things I had studied weren't the same I was doing, but with the help of my work colleagues and the daily activities I was able to enrol the tasks and to learn everything in the best way possible.

In my first working day I was taught how the projects were developed. Following the next days I started to use software to develop these projects with the help of my colleagues. All the software that I had to use were new to me and the truth is that it wasn't easy to learn how to use them, because, besides they were new to me, the different language, wanting or not, affects it a lot when it comes to work and learn. Step by step I had learnt to use these software and to enrol tasks by myself. In the beginning I was developing simple assemblies of lathes with which my colleagues would simulate metal pieces that would be made in other companies and be used in valves, compressors, etc. These assemblies that I did were simple, of 3 or 4 different parts, so it's a very simple task. On the other hand, further, they gave me projects that were a little bit harder. In these projects I would draw the pieces made after lathing. These draws are used by my colleagues to develop simulations to see if the software is functioning in a proper way before sending it to the companies. In general this has been my work throughout this period, I have made a great list of almost 800 assemblies for an entire machine in Florence. Apart from that, lots of other drawings.

The social network created has been unforgettable, for the students and also for the people responsible for the internship. This period has made me meet very good people and many friends. It also made me know myself better, to know how to live by myself. Although among my roommates we've had some very small problems, in general, a very good and positive atmosphere was created. We have met many people and enjoyed our time with them. Even the CSCS staff has offered us many good things. This period has given me good and bad things, but in general it has been a very positive experience that helped me to learn a lot. I don't know what else to say more than "Thank you very much" and "Hasta la vista"!

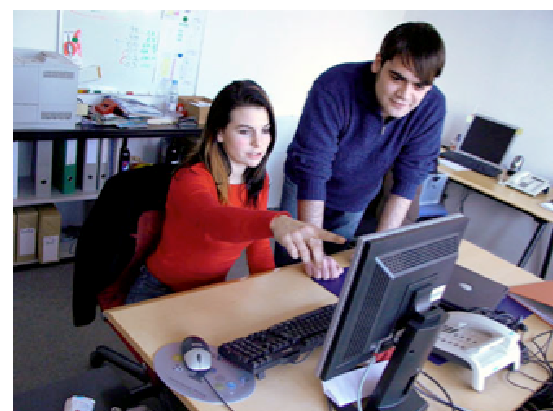
Vocational training in Switzerland

More than two thirds of 16-21 year-olds opt for vocational training, which combines practice and theory.

The vast majority of such courses last 3 or 4 years, depending on the chosen field, and operate under the day release system. This means the trainee spends most of his or her time working for an approved company but attends a vocational school for 1 - 2 days per week. Students have a choice of about 300 recognised apprenticeship categories

Apprentice mechanics with the Swiss Federal Railways

© Alain D. Boillat SBB



Women are still under represented among IT apprentices

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Popular with both men and women in 2005 were office work and the retail trade, but otherwise the courses chosen diverged according to sex. Far more men than women went in for technical training, to be electricians and mechanics, etc, while women tended to choose health-related jobs, such as nursing and caring, or personal services, like hairdressing.



Apprentices who pass the final exam at the end of their basic training are awarded a federal diploma which is recognised throughout the country.

When the law on vocational training came into force in 1934, only 11% of women followed a course that led to a recognised vocational certificate. In 2004 the proportion had risen to 52%. They account for over 40% of all apprentices. The proportion of men following such courses rose from 38% to 67% in the last 70 years.

Despite the fact that more women are taking apprenticeships, they tend to follow the shorter courses. Only just over 10% of those taking four-year training courses are women.

Since 1993 apprentices have been able to take an exam leading to a technical school leaving certificate (known in German as Berufsmaturität and in French as maturité professionnelle), which enables them to go on to study at a specialised University of Applied Sciences.