

# EU-wide Survey Report

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Europe-wide  
Survey



## Contents

Introduction.....	3
Analysis of results.....	3
SECTION I: Profile of organisations.....	4
SECTION II: Organisation mobility profile.....	4
SECTION III: Challenges & Benefits of internationalization and mobility in VET.....	5
SECTION IV: Recommendations .....	14
Conclusion.....	16
Annexes .....	18

## Introduction

This document aims to present the results from a survey conducted by the ENNE project consortium within the timeframe 01.09.2022 – 30.09.2022 all across Europe. The aim of the survey was to collect valuable feedback regarding the benefits and challenges of internationalisation and mobility in VET from representatives of European VET providers (public/private VET schools/centers/institutes and other stakeholders). The initial idea of the survey was to be elaborated only in the partner languages however partners decided to invest extra efforts and make the survey available for all European languages therefore the survey was available in 29 languages so that VET providers from all across Europe can respond to it. The survey was distributed through partners' networks and social media as well as through the ENNE website which had a dedicated [section](#).

In the next pages of the report a detailed analysis of the results and conclusions based on it are presented.

## Analysis of results

The sample upon which the results presented in the next sections of the report consists of total of 35 respondents from 35 VET institutions from 11 EU countries. The structure of the analysis follows the structure of the survey consisting of four sections as follows:

- ★ Section I: Profile of organisations – the aim of this section was to identify the kind of organisation the respondent is representing and from which country.
- ★ Section II: Organisation mobility profile – the aim of this section was to identify whether the organisation has experience in mobilities and what kind – for teachers, learners, long-term, short-term, etc. Also the section contained questions aimed at identifying the means of managing mobilities and international activities like if there is a internationalisation strategy, a dedicated team dealing with these activities, whether the organisation collaborates with intermediary organisations, etc.
- ★ Section III: Challenges & Benefits of internationalization and mobility in VET – this section was aimed at identifying what are the main challenges and benefits from mobilities both for mobility beneficiaries (e.g. students, teachers) and for the organisation in general.
- ★ Section IV: Recommendations – the objective of this part of the survey was to gather information on available policies in the respondents' countries and ask them what kind of policies they think would be beneficial for promoting international VET mobilities. The last questions of the survey were connected to the ENNE network, asking the respondents if they would like to become a member of the network which main aim is to promote and boost the capacity of VET schools to organize and conduct high-quality mobilities.

## SECTION I: Profile of organisations

In this section respondents pointed the organisation which they are representing and from which country do they come from.

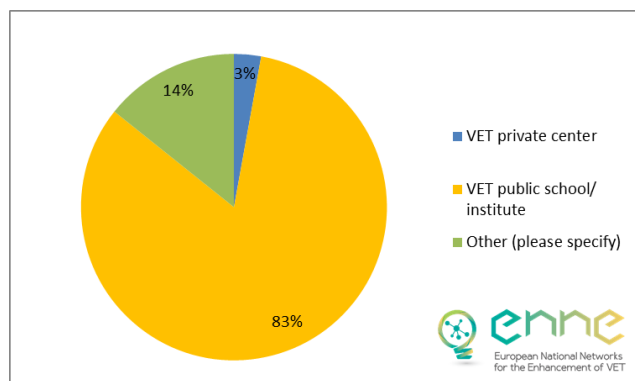


Fig. 1. Type of organisation

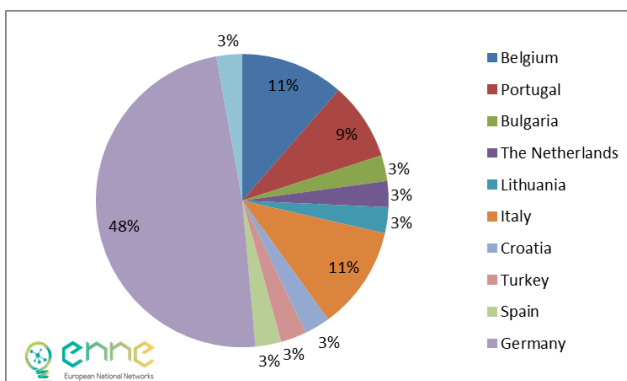


Fig. 2. Country of origin

As it is visible from fig. 1 the vast majority of respondents (29) come from VET public schools/institutes. 5 respondents have pointed different types of organisations as follows: 2 come from intermediary organisations; 1 is a VET private school; 1 is the national institution implementing vocational training policy; 1 is a teacher training center and public vocational school.

There are respondents from a total of 11 EU countries: Belgium, Portugal, Bulgaria, The Netherlands, Lithuania, Italy, Croatia, Turkey, Spain, Germany and Greece. Most of the respondents come from Germany (48%), Portugal, Italy and Belgium which is logical as these are the countries of the ENNE partners.

## SECTION II: Organisation mobility profile

The first question of this section (Q3) was asking respondents if they have experience with international VET mobility. Based on the responses to this question it could be said mainly experienced VET organisations participated in the survey as 75% (29 out of 35 respondents) confirmed they had conducted mobilities and 9 said they haven't.

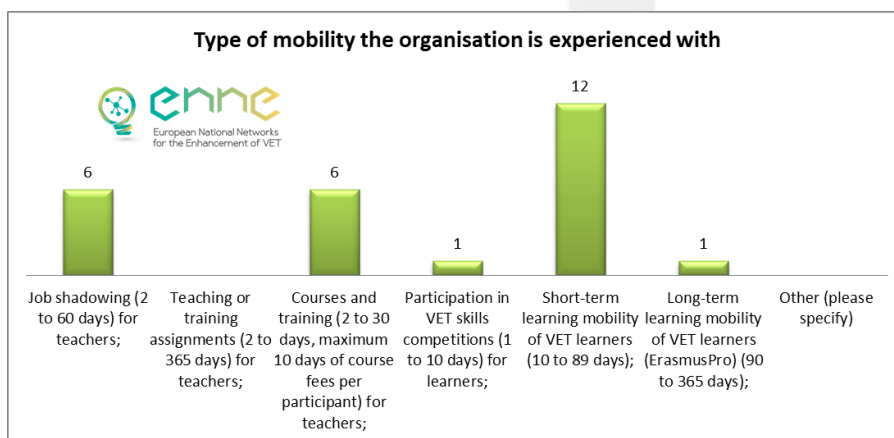


Fig. 3. Distribution of respondents according to type of mobility they participated in

As it is visible from fig. 3 the most popular mobility experience among the respondents is the short-term mobility of VET learners, followed by courses and job-shadowing for teachers. None of the organisations has experience with teaching or training assignments for teachers.

Respondents were asked a series of binary questions to evaluate their opinion of how quality in international VET mobility can be improved (see table 1.)

ID	Question/ answer options	No. of responses
Q5	Do you have a policy or plan/strategy in your organization/institution for internationalization?	
	Yes	17 (48%)
	No	18 (52%)
Q6	6. If not, do you plan on introducing one?	
	Yes	18 (69%)
	No	8 (31%)
Q7	If yes, do you have a dedicated team to internationalization activities inside the organisation?	
	Yes	25 (71%)
	No	8 (29%)
Q8	Do you think that a clear strategy for internationalization can improve the number of the VET mobilities in your institution?	
	Yes	33 (94%)
	No	2 (6%)
Q9	Do you think that a clear strategy for internationalization can improve the quality of the VET mobilities in your institution?	
	Yes	35 (100%)
	No	
Q10	Do you consider that intermediate organizations can improve the process and quality of the international VET mobilities?	
	Yes	30 (86%)
	No	5 (14%)

Table 1. Responses to questions from 5 to 10

Based on the responses to the questions presented in table 1, the mobility profile of organisations could be summarized as follows:



- ✦ Even though most organisations have experience with some kind of VET mobility, only half have a specific plan/strategy for internationalisation.
- ✦ The majority of VET organisations which don't have a plan/strategy for internationalisation are planning to introduce one.
- ✦ The vast majority (71%) has a dedicated team within their organisation which deals with internationalization activities.
- ✦ Almost everyone (94%) think that a clear internationalization strategy would improve the number of VET mobilities.
- ✦ All respondents (100%) support the idea that a clear internationalization strategy would certainly improve the quality of VET mobilities which more or less corresponds with the answer that those who don't have such a strategy are planning to introduce one.
- ✦ The majority (86%) of respondents think that intermediate organisations can contribute to boosting the quality of VET mobilities.

**Respondents were asked to motivate their answer to Q 10. "Do you consider that intermediate organizations can improve the process and quality of the international VET mobilities?" and they provided the following responses:**

- ✦ "Without a structured plan it's possible that you fail in achieving your goals. Due to a lack in planning, unforeseen circumstances may get in your way of building an international network. Intermediate organizations can **help setting up a plan which allows schools to enrol in more projects** which in turn improves the opportunities of learners."
- ✦ "Not necessarily"
- ✦ "These are experiences that the students will never forget. I am a VET teacher that coordinates the international projects office at our school, but before that I was also a student who participated in Comenius. We are not experienced in KA1, but we do have some experience with KA229, and we notice how much more interested our students are and how eager they are to participate!"
- ✦ "Through the intermediary organizations, you work in a team, exchange ideas and shared experience, **distribute activities and responsibilities more easily.**"
- ✦ "The collaboration of quality intermediary entities, in the country of origin and host country, allows for more and **better preparation of mobility**, taking into account the network of local and proximity partners that these entities have. The involvement of these entities in mobility projects is, in my opinion, an asset, which the EU should support."
- ✦ "They can find **better reception conditions.**"
- ✦ Many intermediary organizations participate in the process primarily for their own interest and secondarily for the interest of our organization. You have a better grip on the process and therefore also the quality. Nevertheless, for the sake of **convenience (time and the like)**, we use intermediary organizations.
- ✦ We work closely with Connectief. Here we get a **clear picture of what can and cannot be done**, they are aware of the latest developments in the field of internationalization.
- ✦ Intermediary organizations have contact with several schools in the Netherlands and abroad, so a larger network in more European countries. They can **work on this full-time and in this way manage more larger projects.**
- ✦ As we do not implement vocational training programs, mobility is important to us only in relation to employees. However, we never refuse to partner

with vocational training institutions when it provides mutual benefits for both institutions.

- ✦ **strengthening relationships and strategies, making the participation process easier**
- ✦ It is **hard for a school to find companies** in a foreign country which are willing to accept foreign students for training. The second reason is that **The companies and mentor on The companies cannot take responsibilities of Being at disposal to students after The working hours.** Provider can take **care of that and help accompanying person on case of emergency.** There are Also situations when there is no accompanying person with students particularly if VET Training last 2 of 3 months.
- ✦ Schools often are overwhelmed by tasks and cannot catch up with the activities
- ✦ **Improving the quality**
- ✦ **A lot of targeted, strategic and focused work is needed to organise tailored mobilities.** VET providers do not have enough resources and expertise to fulfil students' needs.
- ✦ Managing **international mobilities is a complex task** that cannot always be achieved by teaching staff with a full teaching timetable.
- ✦ It is difficult to say whether or not intermediate organizations can help in the international process. Each mobility / international action must be analyzed to determine said process. Indicate that the direct action of the educational center maximizes the impact of international actions in the country's educational system.
- ✦ "Difficult to answer yes or no. That always depends on how it would be carried out."
- ✦ "Acceptance of activities (organization of trips, ..)expertise and support"
- ✦ Many organizations have years of experience from which we as a "newcomer" can benefit.
- ✦ Intermediate organizations, which **reduce the administrative and organizational effort for students and teachers** in the turbulent everyday school life, help to acquire more learners and teachers and to take away their shyness about the scope of organizational hurdles. In addition, disadvantaged learners who, among other things, have difficulties using forms and the like can also be convinced in this way to overcome bureaucratic hurdles.
- ✦ **Need for support,** because the possibilities, **organizational pitfalls are rather unknown,** we don't have any partners in the other countries and do the whole thing on the side
- ✦ The **effort for individual schools is far too great to cope with** in addition to the regular school routine.
- ✦ "Intermediary organizations such as Wisamar can help with the **management of the bureaucratic tasks involved in preparing, planning and implementing the mobilities,** thereby relieving their own staff.
- ✦ Otherwise, **the process and application would be too complex**
- ✦ Organizations that specialize in mobility are an important support and help in planning and implementation. We as **teachers lack the connections, the knowledge in the field** (we are new to Erasmus) **and also the time"**
- ✦ The **teachers are relieved** by the agencies.
- ✦ I think it has to be about giving those responsible on site more opportunities and more space/time for these projects. Everything else increases the bureaucracy. In addition, the school VA know what works best and how.

- ✦ Unfortunately, we had hardly any international contacts in the past (nothing at all with Erasmus+) and the few contacts came to a complete standstill due to the pandemic. A concrete plan and strategy for the internationalization of our school has now been in development for a few months. Without this strategy, hardly anything would probably change. **The initial support from Wisamar helped a lot. I also think that Wisamar's support will continue to be very helpful in implementing the mobilities.**
- ✦ **"facilitates contacts and finding suitable practice, relief for teachers"**
- ✦ In order to **make corresponding programs known and to provide support with the application and financing.**
- ✦ I hope to **simplify the application and reporting of mobilities.**
- ✦ It will **make the whole process easier and there will be better results.**

In summary of the above presented comments by the respondents it could be said that the most common reasons for wanting an intermediary organisation involved in the implementation of international VET mobilities are:

- ✦ Intermediary organisations reduce the bureaucratic burden for schools, because teachers and school staff dealing with mobilities lack time to address the administrative issues.
- ✦ Intermediary organisations support schools in partner finding and organising the mobility with reliable partners abroad. Most schools lack contacts with partners abroad especially with companies in other countries that can offer practice for learners.
- ✦ Intermediary organisations provide support in emergency situations during mobilities.
- ✦ Intermediary organisations support schools in project proposal preparation, partner search and reporting as teachers/school staff find these processes complex and lack times.
- ✦ Intermediary organisations support schools in preparing and implementing their internationalization plans/strategies and advise them on what can and can't be done.

In general, almost all respondents evaluate the support of intermediary organisations in VET mobilities positively.

### SECTION III: Challenges & Benefits of internationalization and mobility in VET

Respondents were asked to point out the most daunting tasks of the international VET mobility projects according to them. According to the results shown on Fig.4, the biggest challenge for schools and other VET providers who participated in the survey are related to project proposal preparation and submission and partner finding. These results are logical as earlier respondents pointed out that these are one of the main reasons they prefer having an intermediary organisation supporting them. Cultural differences and interpersonal relations aren't considered an issue. 3 respondents have pointed also the following challenges:

- ✦ Preparation of a result-oriented visit agenda
- ✦ Unwillingness of trainees
- ✦ Coordination/recognition between school-foreign company; company/school





**Fig.4. Mobility aspects where respondents face difficulties the most**

Respondents were asked to further elaborate what are the difficulties they face in the implementation of international VET mobilities and they have commented the following:

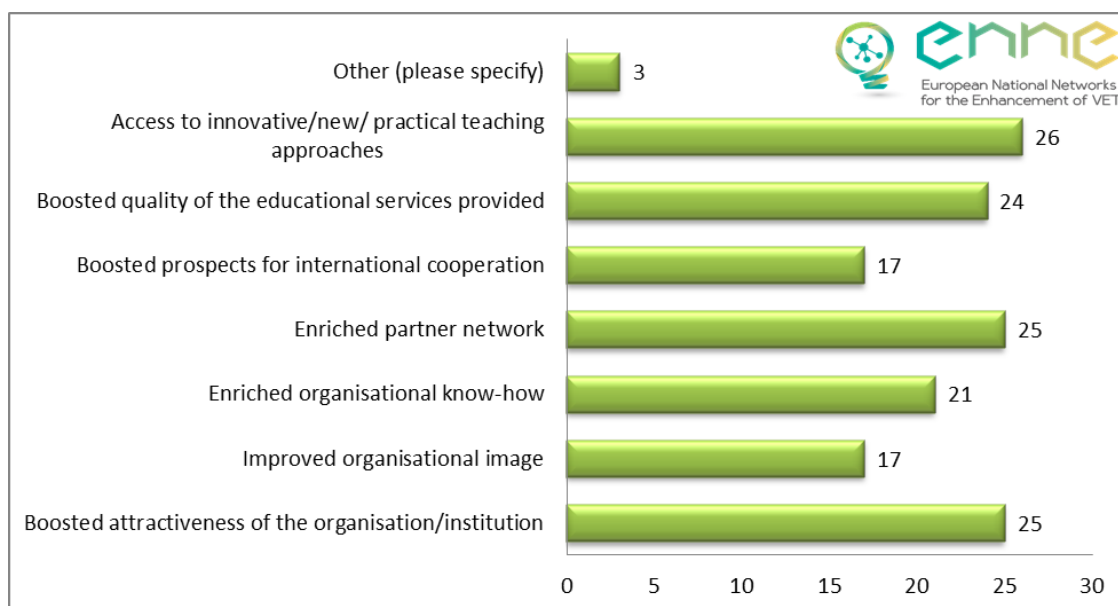
- ✦ Our school is **not experienced in writing project proposal**, certainly not when it comes to management and budget allocations.
- ✦ **Find good partners is a challenge**
- ✦ When we write proposals sometimes we are overachievers, which makes it very difficult in terms of operationalization.
- ✦ before gaining experience, the project writing team sometimes had **difficulty expressing their ideas precisely** and clearly. **Issues connected to third parties also arise** during the implementation of the activities.
- ✦ All the above-mentioned issues are of utmost importance and must be addressed in the context of European mobility projects.
- ✦ The VET Entities in Portugal, public and private, do not have internationalization support teams, these activities are mostly performed by Teachers/Trainers with under-loaded timetables for classes and other school tasks. Certain that these trainers do a lot, the quality of mobility can be improved by resorting to the support of specialized entities, such as intermediary entities, provided that these entities themselves are somehow certified."
- ✦ **Despite the effort put into the preparation of applications, the results are not always positive.**
- ✦ **Finding partners with similar needs with similar commonalities is already difficult.** The agendas must then be coordinated with each other. Priority, experience and capacity are rarely the same.
- ✦ Especially for writing projects, we are still very sure of ourselves. It is also nice to have an organization that supports you in finding partners. As for all other points.
- ✦ all **administration takes a lot of time** to fill in, but also **to find the way to the right documents is not obvious**

- ✦ It is always important for us to clarify the purpose of the visit very clearly, so that its results are sustainable and help to improve the quality of the organization's activities.
- ✦ **the proposed projects are not always adequate and respond to the needs of learners**
- ✦ Sometimes it is important to pay attention when writing application and not skip something which may be take for granted, or know what can Bring additional points.
- ✦ It's my experience
- ✦ **finding partners is quite a challenge** at the moment
- ✦ **With increased accommodation prices, it is more and more challenging to deliver projects within awarded budget.**
- ✦ Again, **project writing is a complex matter and requires more time** than many teaching staff have and the **finding reliable partners is key in order to ensure effectiveness of projects.**
- ✦ "The **most difficult point is the search for partners** according to the mobility needs. The differences between studies between countries, equivalences and ways of working make the process difficult. In our case, especially in the search for companies.
- ✦ In addition, for CFGS studies, the economic costs of certain countries can be a great handicap.
- ✦ At the writing level, due to the structure and organization, educational centers are capable of writing KA1-type projects, but **it is difficult to choose to write and manage larger projects."**
- ✦ Our **biggest problem is really getting the trainees to do internships abroad.** Unfortunately, the **interest is very low and many do not recognize the added value."**
- ✦ Cumbersome, **difficult applications** not to be allowed to conduct legal transactions with banks
- ✦ Approval of the mobility by the school management is the biggest challenge.
- ✦ This causes an enormous amount of time for research (if you don't have a reliable partner to fall back on yet).
- ✦ "We have not had any experience with Erasmus projects so far.
- ✦ In the dual training, the companies continue to pay the trainees and do not get any work - they have to be convinced that the exchange makes sense. In school or technical school training, the days abroad would have to be recognized as internships so that the students don't have any days off."
- ✦ All this is currently on the table of the school administration.
- ✦ Unfortunately, the variety and quantity of tasks often means that international projects are not given priority.
- ✦ "Partly desired countries not there, applications too complex time, inexperience"
- ✦ **Application forms are very extensive**
- ✦ It's about time that has to be given for it. By the way, that's not possible.
- ✦ Since we are still at the very beginning, these challenges are the most relevant for us at the moment.
- ✦ **Application and billing are time-consuming and therefore personnel-intensive**
- ✦ **Very time consuming**
- ✦ One "stumbles" over the framework conditions first, all other aspects are probably only perceived later with varying intensity???
- ✦ **The application and reporting is quite cumbersome**

- ★ **That is where I believe the experience of the intermediary organisations will be needed.**

The majority of respondents explain that the application process is very time-consuming and complex for them as well as reporting and finding partners which are exactly the aspects in which they have pointed out they prefer having support from intermediary organizations.

Respondents were asked to point out which are the biggest benefits for their organisations from international VET mobilities.



**Fig. 5 Most common benefits from international VET mobilities for the organisations**

The results on Fig. 5 indicate that the biggest benefits are considered: (1) access to innovative teaching approaches thanks to exchange of know-how, job-shadowing, etc.; (2) enriched partner network; (3) boosted attractiveness of the VET organisation; (4) boosted quality of the educational services.

In general, it is visible that respondents are of the opinion that international VET mobilities have many benefits for their respective organisation and the benefits are more than the difficulties if we compare the answers to this question with the ones from the previous one.

**Respondents were asked to further elaborate on the benefits of international mobility for their organisations and they commented the following:**

- ★ Furthermore international VET mobilities offer the **opportunity to fill in gaps in your organization**. PTI Kortrijk for example wants to invest in a vineyard but lacks the experience in the sector.
- ★ All of the above has a positive effect on the organization and participants.
- ★ **International projects are an asset in all educational aspects**, both at an organizational and individual level for trainers and trainees. **International mobility also has an impact on the region and on the business fabric.**
- ★ **By doing European projects, we notice that students are more likely to choose our school.** For the colleagues, we notice that they always learn from how other partners/schools approach topics.

- ✦ In this way, **innovations from all over Europe can be brought into the classroom**, after all, after their learning mobility, students and teachers tell how to approach the internship in other European countries.
- ✦ promote innovative learning in terms of skills that can be spent in the future
- ✦ There above mentioned statements **contribute to professional and personal development of staff.**
- ✦ We need to concentrate on promoting the VET activities
- ✦ Offering **international mobilities can make a school more attractive** to both students and families; teachers' **mobilities can be motivating for staff and students as well**; knowing how similar or different institutions in other countries work can help innovate teaching and organisational practices
- ✦ The **trainees are strengthened in their personality.**
- ✦ expanding horizons
- ✦ Think out of the box. I think **projects like this move us forward both as a faculty and as educators**
- ✦ As an international school, we already export education and welcome a large number of foreign students to our school, enabling international mobility for students and teachers corresponds to our school concept, our statutes and our local responsibility.
- ✦ Stays abroad are attractive
- ✦ The implementation of mobility in vocational training represents an absolute **win-win situation.**
- ✦ I think that **internationalization has ONLY advantages. :)**
- ✦ An international network that continuously promotes and tests innovative ideas in education and shares experiences will be able to jointly develop the optimal implementation options for the respective educational situation.
- ✦ there are still perspectives. You are no longer sitting in your own bubble
- ✦ The exchange of experiences, images and techniques **increases the quality of the teaching provided in technical education.**



Fig. 6 Most common benefits for participants in international VET mobilities according to respondents

According to Fig. 6, respondents to the survey consider the biggest benefits for participants in international mobility are: (1) widened personal and professional horizons; (2) boosted skills, knowledge and competences for their current/future jobs; (3) improved foreign language competences. Similar to the benefits for the organisation, also from the responses to this question, it is visible that respondents think that there are many benefits for the participants in international mobilities.

**Respondents were asked to further elaborate on the benefits of international mobility for participants and they commented the following:**

- ✦ **International experiences change the way we and our students look at the world. It's an eye-opener for many people, especially for young minds.**
- ✦ The exchange of experience, the shared emotions, the established contacts, all this builds up and further develops young people.
- ✦ All the ones mentioned and certainly others...
- ✦ By participating in international VET mobilities, a **new world opens up for students and teachers as well. Their way of thinking and living is broadened enormously, they become more tolerant, they learn to stand up for themselves;** Only positives in my eyes. I hope we can continue with this for a long time.
- ✦ all of the above to **promote effective growth of the participants**
- ✦ All The above mentioned skills can be improved through VET Mobility.
- ✦ Most of the times young people tend to stick to prejudices
- ✦ International mobilities for students and staff **help boost self-esteem and professional horizons** by getting to know different countries, cultures, work and school systems
- ✦ Assignments abroad were sought in a more targeted manner
- ✦ "personal lifelong development is encouraged"
- ✦ **Thinking outside the box, dispelling prejudices, greater appreciation of what you have**
- ✦ "Globalization is on everyone's lips. In order to be able to live globalization, intercultural skills are required. Mobility and exchange projects can be used to develop these skills to a greater extent.
- ✦ New cultures and experiences broaden horizons"
- ✦ "Everything you need to survive in a globalized world and collect new experiences"



## SECTION IV: Recommendations

Respondents were asked what kind of policy support is available in their respective countries when it comes to international VET mobilities and according to their feedback, in most countries national national or regional supporting policies are available.

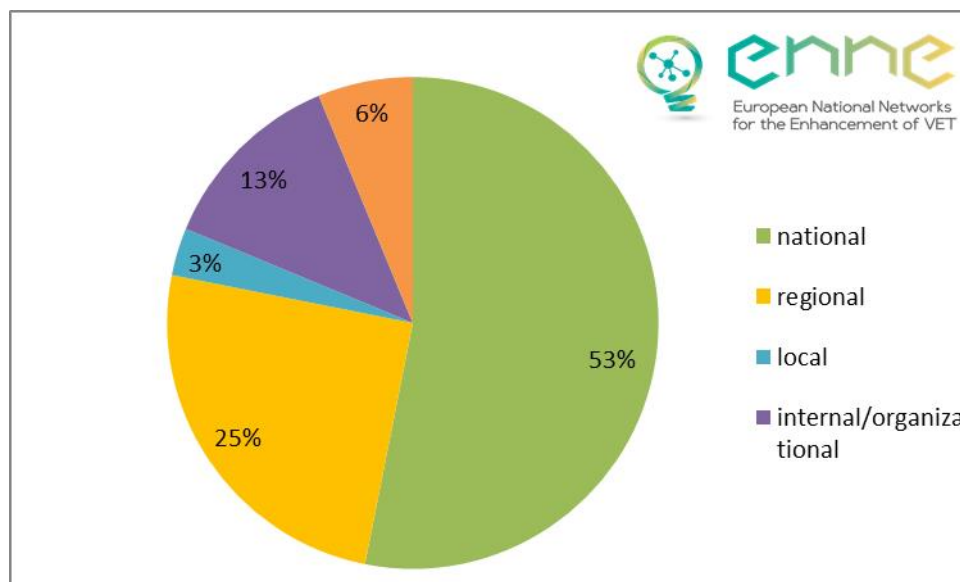


Fig. 7 Type of policy support regarding international VET mobilities available in respondents' countries

When asked what kind of policy support do they think would be effective in promoting international VET mobility in their country, respondents commented the following:

- ✦ **recognition process of placements**
- ✦ I think we're ok
- ✦ **The NA should support intermediary entities in setting up networks such as the ENNE network.**
- ✦ **Greater recognition of the training acquired.**
- ✦ **More pressure from EU and national politics to have to shape internationalization in the organization.**
- ✦ Perhaps also **regionally, better cooperation between the educational networks.** International VET mobilities should be neutral and not an inter-network branch. The more we work together with each other, the better this is for the future society.
- ✦ **Bringing internationalization into the regions of pedagogical guidance too, not just at the Flemish level**
- ✦ believe more in these qualitative development policies for the school
- ✦ **More Education of staff and spreading information on national level.**
- ✦ Scholastic bodies
- ✦ **financial support**
- ✦ Erasmus VET mobilities without visa.
- ✦ Cannot answer
- ✦ A clearer clarification of processes and needs.
- ✦ Overall, the importance of international experience must be strengthened. In general, it always sounds as if international experience brings a

professional advantage. In the German real bureaucracy, however, this is unfortunately very different - **experience abroad is rarely recognized and/or the recognition procedures are excessively complex, non-transparent, inaccessible. That could/should change politics.**

- ✦ **Chambers and the State Office for Education must provide support**
- ✦ Greater involvement of rural businesses
- ✦ **Media presence aimed at the young target group** (getting young people enthusiastic about the program)
- ✦ **Assistance with funding** and exemption of participants
- ✦ **Recognition and appreciation, e.g. by specifying international internships in school regulations**
- ✦ The recognition of the necessity is not yet sufficiently developed.
- ✦ **financial support**
- ✦ Reduction hours for teachers
- ✦ Give a bonus to the project as important and useful
- ✦ Can't say too much about it yet.
- ✦ **Encouragement to participate in programs and political clarification of the importance of cooperation, collaboration, networking for solving challenges (climate, food, peace)**
- ✦ **Clear commitment to education as the most important resource for the future**
- ✦ better opportunities to take leave to participate in mobilities
- ✦ Local

To sum up the aforementioned comments, one of the most commonly mentioned aspects is the recognition of the experiences abroad, more encouragement to participate in the Erasmus+ programme even through media, clearer information and promotion also on national levels on the necessity and benefits of such international experiences.

Participants in the survey were asked if they think centralized EU policies and mechanisms for quality can facilitate the organization and implementation of international VET mobilities and the vast majority (69%) said yes and 31% said no. When asked to motivate their answer, respondents answered the following:

- ✦ **Centralized policies can give clarity in regulations to VET schools.**
- ✦ **It makes the scheme the same for everyone!**
- ✦ **They can serve as a reference, but there is a need to adapt them to national realities.**
- ✦ **A better and more credible network of partners.**
- ✦ **It is important for the whole of the EU. Mandatory legislation is therefore desirable.**
- ✦ **Yes, because then there is 1 coordination point** and also no, because as a country you certainly have to make sure that you are not absorbed in the big pool and that you can achieve less on a national level.
- ✦ **Then it becomes too big to keep an overview**
- ✦ Quality is primarily an agreement on what quality is, so it is very important that the **countries organizing the visit have the same understanding of what the quality of an international mobility visit is.**
- ✦ absolutely must continue to believe in these projects that contribute to the growth of generations of learners
- ✦ It is important to improve and keep the quality level of VET Education.
- ✦ In my experience it is better to coordinate the job

- ✦ it strengthens key competences and transversal skills, as much as language learning and digital skills, it develops job specific skills needed in the current and future labour market, it allows to share best practices and promote the use of new and innovative pedagogical methods and technologies ; last but not least it helps the professional development of teachers, trainers, mentors and other staff in VET
- ✦ **increase funding and decrease/unify bureaucracy**
- ✦ **They may help ensure a common standard**
- ✦ **Communication from centralized processes does not normally reach local institutions.**
- ✦ **That would have to be done at a much more local level.** If you look at how badly other EU quality standards have prevailed - I have little hope for that. Except maybe, **concrete procedures for the translation of these quality requirements are enforced at all levels** - but unfortunately I find it very difficult to imagine.
- ✦ **Unified rules and administrative regulations possible**
- ✦ **In my opinion, this increases the bureaucratic effort.**
- ✦ **facilitates comparability**
- ✦ **In a united Europe there should also be common quality standards**
- ✦ I think that every organization should exploit and further develop its possibilities and find central control rather restrictive
- ✦ **The higher the instance, the broader and more widespread the conception.**
- ✦ EU is not at the base
- ✦ If the EU were to demand implementation in general, the corresponding capacities would have to be available or made available in the schools.
- ✦ Encouraging and challenging - must always go together
- ✦ **Unified standards would certainly be helpful**
- ✦ Can't say too much about it yet.
- ✦ **Quality standards are necessary as public funds are used.** Who else should set these standards when using EU money???
- ✦ Maybe if there is central prompt
- ✦ **They can certainly help and facilitate the organization and implementation in the field of mobility** by providing information related to finding partners and host bodies.

To sum up the aforementioned comments, the people who support the idea of centralized EU policies and mechanisms for quality in international VET mobilities mostly mention that there should be unified standards for everyone and these standards would give clarity in regulations to VET schools. The opponents of this idea argue that centralised policies do not reach target institutions at local level.

## Conclusion

In summary of the analysis presented in the previous sections, the following conclusions could be drawn:

- ✦ All of the surveyed VET organisations consider internationalisation an important process and many of the schools that don't have internationalisation plan or strategy are planning to introduce one.
- ✦ International VET mobilities create many benefits both for participants (teachers and/or learners) and for the sending VET organisation.

- ✦ International VET mobilities certainly have more benefits and create more opportunities than they pose challenges.
- ✦ Despite the fact the many of the surveyed organisations have experience with international VET mobilities, they still see one of the biggest challenges the preparation of the project proposal, the reporting and finding reliable partners abroad who can address their training needs.
- ✦ Most of the surveyed VET organisations consider intermediary organisations provide support for better quality of international VET mobilities because they provide effective support especially in the field of project proposal preparation, reporting, partner finding and address the administrative issues for which many of the teachers and school staff don't have the enough time.
- ✦ Most of the respondents think centralized EU policies and mechanisms for quality can facilitate the organization and implementation of international VET mobilities because such policies/ standards will unify and clarify the regulations to VET schools. The respondents who don't find the idea effective are of the opinion that centralised policies do not reach target institutions at local level and therefore wouldn't be that effective on this level.



## Annexes

### Annex 1: EU-wide survey questionnaire

"European National Networks for the Enhancement of VET" – ENNE is a European project funded by the Erasmus+ Programme, Key Action 3 Support for Policy Reform. The project promotes the enhancement of VET quality and attractiveness, with a specific focus on mobility opportunities. ENNE supported the establishment of 5 national networks in the field of Vocational Education and Training in five different countries - Italy, Bulgaria, Germany, Portugal and Belgium.

This questionnaire aims to collect valuable feedback regarding the benefits and challenges of internationalisation and mobility in VET from representatives of European VET providers. The results from survey will be summarized in an online article.

The questionnaire will take you not more than 5 minutes to complete.

#### Profile of organisations

**1. Please point out the type of your organisation:**

- VET private center
- VET public school/ institute
- Other VET provider

**2. Where is your organisation based? (drop-down menu with 33 countries in Europe)**

.....

#### Organisation mobility profile

**3. Does your organisation have any experience with international mobility of staff and/or learners?**

- Yes
- No

**4. If yes, please point out the type of mobility your organisation has experience with:**

- Job shadowing (2 to 60 days) for teachers;
- Teaching or training assignments (2 to 365 days) for teachers;
- Courses and training (2 to 30 days, maximum 10 days of course fees per participant) for teachers;
- Participation in VET skills competitions (1 to 10 days) for learners;
- Short-term learning mobility of VET learners (10 to 89 days);
- Long-term learning mobility of VET learners (ErasmusPro) (90 to 365 days);

**5. Do you have a policy or objective in your organization/institution for internationalization?**

- Yes
- No

**6. Do you have a dedicated team to internationalisation activities inside the organisation?**

- Yes



- No

7. Do you think that a clear strategy for internationalization can improve the **number** of the VET mobilities in your institution?

- Yes

- No

8. Do you think that a clear strategy for internationalization can improve the **quality** of the VET mobilities in your institution?

- Yes

- No

9. Do you consider that intermediate organizations can improve the process and quality of the international VET mobilities?

- Yes

- No

10. Please motivate your answer:

### Challenges & Benefits of internationalisation and mobility in VET

11. In which of the following aspects do you think is most likely to face difficulties when organizing and conducting international VET mobility?

- project proposals writing and submission
- partner finding
- logistics
- project reporting
- practical issues related to the organization of the working/learning program
- funding/ co-funding
- interpersonal relations
- cultural differences
- other please specify .....

12. Please motivate your answer:

13. Which of the following you consider as benefits from international VET mobilities for **your organisation**?

- Boosted attractiveness of the organisation/institution
- Improved organisational image
- Enriched organisational know-how
- Enriched partner network
- Boosted prospects for international cooperation
- Boosted quality of the educational services provided
- Access to innovative/new/ practical teaching approaches
- Other, please specify.....

14. Please motivate your answer:

15. Which of the following you consider as benefits for **participants** in international VET mobilities?

- Improved career prospects
- Boosted skills, knowledge and competences relevant to their current/future occupation
- Access to innovative/new/ practical teaching approaches
- Improved transversal skills
- Boosted foreign language competences
- Improved multicultural awareness and tolerance
- Widened personal and professional horizons
- Other, please specify

16. Please motivate you answer:

## Recommendations

17. What kind of policy support you have in your country regarding the international VET mobilities:

- national
- regional
- local
- internal/organizational
- none
- other .....

18. What kind of policy support you think is needed in your country to promote international VET mobilities?

19. Do you think centralized EU policies and mechanisms for quality can facilitate the organization and implementation of international VET mobilities?

- Yes
- No

20. Please motivate your answer:

***Thank you for your feedback!***

