



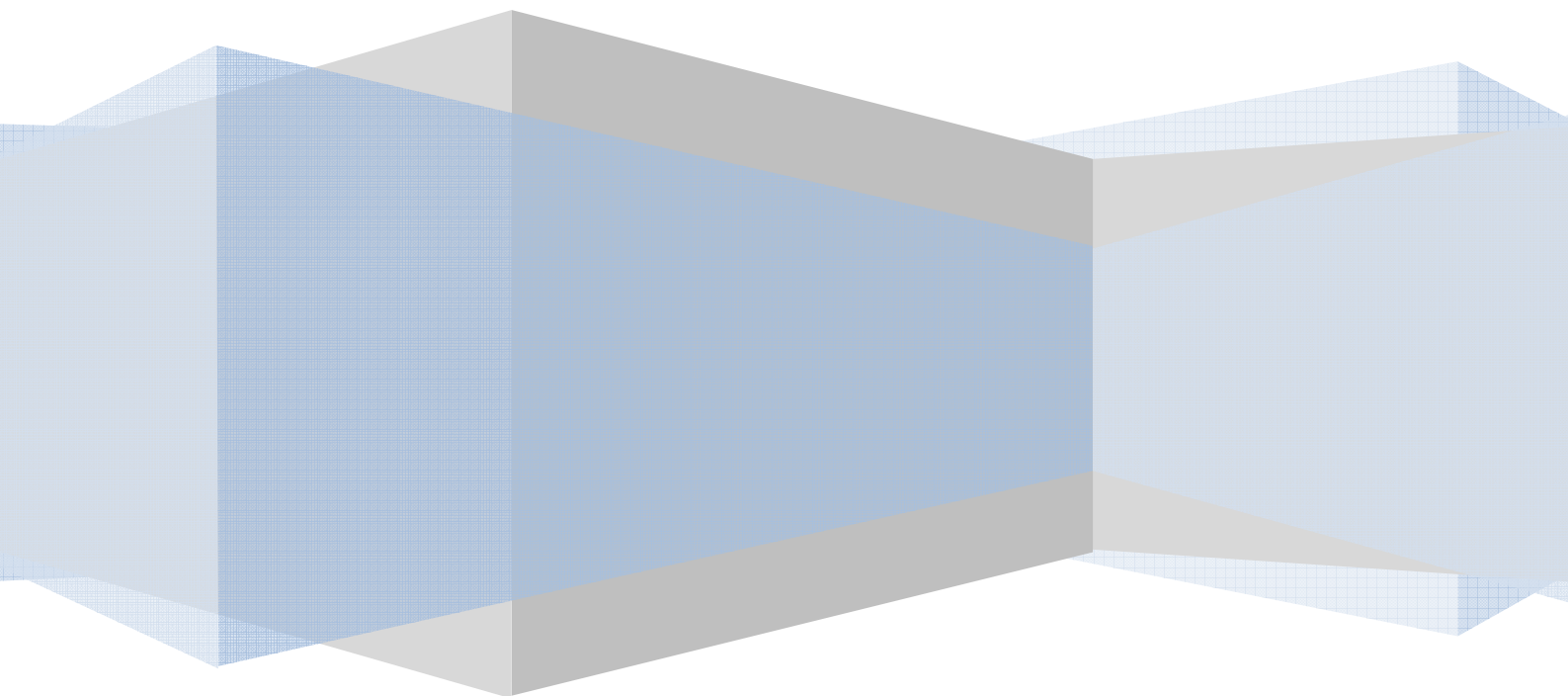
Education and Culture DG

Lifelong Learning Programme



WSF Wirtschafts- und Sozialforschung

Study on the impact of the Leonardo da Vinci programme on the quality of vocational education and training systems



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Final report

Kerpen, 25 May 2010

This study was financed with the support of the European Commission. The opinions expressed in the study are those of the author and do not represent the official position of the Commission.

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Summary and recommendations

The Leonardo da Vinci programme

(1) The European Commission pursues several goals with the LEONARDO DA VINCI programme. On the one hand, the programme is intended to enhance transnational mobility of vocational education and training professionals (VETPro) and of young people engaged in vocational education and training. On the other hand, mobility actions for VETPro and innovation projects are intended to contribute to the modernization of initial (IVET) and the continuing training systems (CVET) and their adaptation to reflect the challenges of progressing European integration.

(2) Mobility projects within the Leonardo da Vinci (LdV) programme for VETPro are a very important mean for the institutions for vocational education and training (VET) to improve the quality of VET and to support LdV participating countries in their reform processes.

(3) The Leonardo da Vinci programme is one of the central supporting instruments of the European Union for the purpose of promoting transnational competencies, enhancing the quality of VET, and adapting VET systems to the new challenges. Furthermore, like the EU Youth in Action programme and the European Social Fund (ESF), it is intended to develop the European unification process, reduce xenophobic tendencies and support inter-cultural competencies.

(4) In total, 31 European states take part in the Leonardo da Vinci programme; specifically, the 27 member states of the EU, the EEA EFTA countries (Liechtenstein, Norway, and Iceland) and Turkey. The Leonardo da Vinci programme was started in 1995. Since 2000, approximately 520 000 trainees, trainers, teachers etc. have participated in transnational mobility actions under the programme; among their numbers were approximately 80 000 VET professionals. The mobility actions of the LdV programme have been expanded greatly in recent years: the number of participants increased from just under 37 000 in 2000 to almost 86 000 in 2007.

(5) VETPro-mobility in the LdV programme is used by the participating countries in a variety of ways. The majority of the VET professionals who participated in mobility actions between 2005 and 2008 came from Turkey, Poland, Germany, Greece, Italy and the United Kingdom. Overall, it can be stated that the new member states of the EU, the EEA EFTA (Iceland, Norway and Liechtenstein) and Turkey take part with great intensity. When countries are ranked by numbers of participants entering, a clear structure emerges. At the top of the list is Germany (17%), followed by Spain, the UK (10% each) and Italy (9%). Furthermore, one can observe that VETPro from the EU-15 travel for the most part within the EU-15 and that VETPro from the EU-12 travel mainly to the EU-15 and only rarely within the EU-12.

(6) When one looks at the relationships between numbers of participants entering a country and those departing from it, it emerges that nearly twice as many VETPro (1.8:1) enter the EU-15 for a stay abroad than depart to participate in mobility actions elsewhere. Accordingly, the ratio of entering to departing participants for non EU-15 countries is low. The ratio is 0.4:1 in the EU-12 and 0.3:1 in the EEA EFTA countries and Turkey. Thus, for every five VET professionals who leave the new EU member states for a stay abroad, only two VET professionals come to the new EU member states to complete their stay abroad.

Objectives and methods of the study

(7) The objective of this study was to identify what effects transnational mobility actions have on VET professionals on a personal level, on the institutions in which they work and on the national education systems, and to determine which factors have a supporting or inhibiting effect in that context. It attempts to describe the problems and challenges that confront VETPro and in particular those that impede the requisite modernization of VET and their systems. In addition, factors supporting the processes of modernization and innovation have been identified.

(8) The study is based on a combination of quantitative and qualitative analyses. Workshops, expert interviews, a survey of VET professionals who participated in mobility actions and a survey of project providers that organize mobility actions were some of the instruments used. Almost 6 000 persons throughout Europe participated in the

VETPro survey; the response rate was approximately 19%. 290 questionnaires for project providers have been returned (response rate 20%). In addition, a total of 42 experts were interviewed and approximately 120 people attended the workshops.

Impacts of mobility actions on VET professionals

(9) It is primarily teachers from vocational schools and comparable higher education institutions that participate in VETPro-mobility actions within the LdV programme. This group accounts for almost half of all the participants.

(10) Trainers and human resources managers from companies are significantly under-represented, accounting for only 8% of participants. The interviewed experts assess this low share as a deficit and request that greater consideration be given to companies in the context of VETPro-mobility, since this is also a precondition for the participation of more trainees from small and medium enterprises (SME) in mobility actions.

(11) VET professionals cite different objectives regarding their stays abroad. Of central interest are the exchange of experiences, to allow them to improve and analyse teaching and learning materials (51%), and the establishment of new transnational networks (48%). Also in the foreground are the identification of and acquaintance with innovative curricula and training methods (35%), experiences with other VET structures (35%) and system analysis (20%). Thus, VETPro-mobility aims primarily at the improvement of training methods, contents and innovations in VET. Especially for VETPro from the EU-12, VETPro-mobility offers the trainers the opportunity to contribute to the modernization of curricula and training courses in their countries.

(12) The phase in which the action is developed and its thorough preparation are crucial to the success of VETPro-mobility actions. In approximately two third of the projects the contents and objectives are developed in the institutions/companies that employ the VET professionals. ***Stays abroad by VET professionals are especially successful when the employees of the institution have carried out the preparations in a joint project. I.e., when the mobility actions are self-designed projects with individually adjusted contents.*** Overall, the quality of the preparation of mobility actions for VET professionals can be assessed as being good.

(13) One significant factor inhibiting further intensification of VETPro-mobility is the fact that the institutions/companies often allow insufficient time for their VET professionals to plan and prepare mobility actions properly. Thus, preparation largely takes place during their spare time.

(14) VETPro participate in mobility actions due in part to a desire to develop further as individuals and in their careers and in part due to a desire to improve VET at their institutions. The desire to demonstrate to superiors and the education authorities that important VET knowledge can be gained abroad should not be underestimated as a motive. VET professionals - e.g. teachers at VET schools - who participated in mobility actions during their own training are distinct from their colleagues in the frequency with which they themselves develop mobility projects very soon after taking up employment at a school or as a trainer in a company. Thus, support should continue for this special form of trainer mobility.

(15) Visiting programmes, in which the participants make very short visits to multiple institutions, form something of an exception. Observing and work shadowing (71%) and discussions with colleagues (79%) represent the most important actions for the acquisition of knowledge. Innovative approaches, such as tandem partnerships, currently at 30%, or actually taking up employment as a teacher in a foreign country, at 23%, are not widespread, but they have reached a noteworthy level. These approaches should be adopted more frequently in the future, as their Long term impact on mobility is very high.

(16) ***Tandem partnerships and working as a teaching during the stay abroad result in great benefits for the practical work of VET professionals.*** However, the importance of intensive discussions with colleagues in the destination countries must also be emphasized. Conditions crucial to the success of a mobility measure include the following:

- ◆ regular exchange of experiences with participants occurs;
- ◆ the receiving institution is a good choice and appropriate fit;

- ◆ the reception from the employees on-site is positive;
- ◆ there is atmosphere climate of innovation in the participating institutions;
- ◆ the institutions plan to internationalize their educational opportunities and have an interest in encouraging employees to broaden their horizons.

Beyond that, it is important that colleagues from the sending institutions regard the mobility of their colleagues as a positive input.

(17) The composition of the groups going abroad has consequences for the success of the action. Above all, heterogeneous groups have proven successful: e.g. groups that include both teachers from VET schools and trainers from companies or that involve individuals from multiple hierarchical levels. Positive effects can also be noted when VETPro develop their own "individual projects" and then travel abroad on their own.

(18) After their stay abroad, VET professionals often try to transfer the knowledge and the experiences they have acquired into networks existing within their institutions and external networks. Important objectives in this context are: The improvement of existing training courses through new contents and teaching methods (56% of VETPro) and the transfer of acquired knowledge into networks (50%). Attempts to initiate new courses at their own school, at their own company or in their own institutions also reach a remarkably high level (46%). Efforts to communicate the experiences gained during the stays abroad to school authorities, local or regional authorities and ministries are observed less often. Amongst the VETPro, 36% have arranged for further dissemination to school authorities and 25% have tried to inform regional and/or local authorities about their experiences and to promote more transnational mobility in VET.

(19) Problems confronting VETPro in their attempts to put in place new curricula and/or training methods have been surprisingly few. Only 20% reported that their efforts met with little success and that they were unable to overcome persisting difficulties even over the long term.

(20) VET professionals often apply the knowledge, skills and experiences acquired during their stay abroad in their practical work:

- ◆ 47% of the VETPro are able to apply new curricula (in existing training courses) very often or often.
- ◆ 45% have applied new teaching and learning methods.
- ◆ 47% could apply new working techniques and practices.
- ◆ 42% are actively engaged in shaping work processes.
- ◆ 42% are involved in the development of VET concepts.
- ◆ 39% succeeded in initiating completely new processes and innovations.

(21) The personal impact of VETPro-mobility on VET professionals is diverse. Professional promotions, partly accompanied by a higher income, as well as more qualitative changes such as a greater personal involvement in measures for the improvement of VET-systems, or more responsibility at work can be observed. More than 80% of VET professionals who attended a stay abroad have personally benefited greatly from mobility.

(22) VET professionals who have participated in mobility confirm the existence of very innovative environment in their institutions. 72% of the providers and 67% of VETPro report that there are attempts to create an innovative atmosphere in their institutions by cooperating with school authorities and professional associations, local and regional authorities/administration etc. The proportion of schools/institutions/companies in which the management is somewhat opposed to more transnational mobility in VET is only approximately one fifth.

(23) When VETPro-mobility is a "joint project" of VET professionals and institutions the success rates are especially high. However, this is the case in too few institutions; only 20% to 25% report to organize "joint projects". However, those experiences can serve as a "blueprint" for the development of successful strategies in other VET institutions. A positive atmosphere for VETPro-mobility in institutions arises above all when the involved persons are aware that mobility can contribute to solving existing problems and that the level of success of VET can be increased. Before considering mobility actions, institutions should collectively analyse their strengths and weak-

nesses. At the outset then, the objective should not be to gather experiences abroad in general, but rather to review the internal situation to create a basis for the development of a solution strategy. Building up on that, a joint project involving VETPro and management should be developed and analysed in order to see how mobility of the training staff could contribute to a solution. An example is early childhood education: European countries have no or only rudimentary experiences with training in this area, whereas in the Scandinavian countries, for example, well established training courses have existed for a long time.

It is very difficult to anchor mobility in institutions where neither the VET professionals nor the management have engaged in mobility until now. One solution could be to increase the involvement of persons attending trainer or teacher training in mobility projects. This offers two advantages: On the one hand, such individuals will be very interested to initiate their own mobility projects once they work as teachers or trainers. On the other hand, they will acquire the know-how required in the development and drafting of project applications.

Impacts of VETPro-mobility on sending institutions

(24) The providers of LdV mobility projects are mainly VET schools; their percentage of the total is 41%. Continuing training and adult education institutions are ranked second and account for 13%. The share of providers belonging to the corporate sector ("business linked providers") is 15%. Both, small and large institutions serve as project providers of VETPro-mobility. All in all, a balanced size structure of providers can be identified.

(25) From the view point of the providers, LdV is the central programme for the support of vocational mobility of trainees and VET professionals. The role of LdV as a promoter is particularly emphasized. The programme has an important pilot function: New approaches - due for one to the thematic openness of LdV - can be developed and later transferred in mainstream promotion.

(26) Mobility actions for VET professionals lead to decisive changes and innovations in schools, training companies and other educational institutions (total of "strongly agree" and "agree" answers):

- ◆ 55% of VET institutions with VETPro-mobility participants pursue an internationalization strategy;
- ◆ The participation of the institutions' employees is an important factor for quality improvement of VET (55%).
- ◆ The institution is stronger anchored in transnational networks (48%).
- ◆ The "philosophy" at the institution has been transformed (45%).
- ◆ New curricula for VET have been introduced (45%).
- ◆ New teaching and learning strategies have been implemented (45%).
- ◆ There is plan for continuing training for teachers and trainers (39%)

(27) The influence of the educational institution on the school authorities/chambers of industry and commerce/of crafts etc. is marginal. Only 25% of VET professionals have noticed an improvement. Furthermore the provision of improved financial, material and personnel resources has been occurred in only 21% of the cases.

(28) The strategy adopted by the institution involved has a decisive influence on the impacts of the VETPro-mobility on VET schools, training companies and other educational institutions. The impacts of VETPro-mobility are significantly higher in those institutions in which the management pursues the following objectives: enhancement of continuing training opportunities for employees; improvement of the quality in VET; qualification of trainers and teachers or an internationalization of VET opportunities. Furthermore, acceptance on the part of the support from school authorities, ministries and social partners are decisive factors for Long term positive impacts of mobility actions on the institutions. Institutions receive particularly great benefits from VETPro-mobility when internal and external follow-ups are organised.

(29) With respect to institutions, VETPro-mobility has primarily the following positive effects:

- ◆ The attractiveness of the school, the company etc. as a VET institution is enhanced.
- ◆ Institutions engaged in VETPro-mobility tend to have a climate of innovation. Thus, the experiences are swiftly applied in terms of new teaching and learning methods as well as in terms of new curricula.

- ◆ The quality of VET is noticeably enhanced in these institutions.
- ◆ VET professionals have better career opportunities in the respective institution and the general labour market.
- ◆ Many partnerships and networks are initiated and their sustainability is fostered. Networks engaging in activities beyond those of pure mobility have a high multiplier effect.
- ◆ Against the background of increased competition, VET schools and educational institutions are in a better position to succeed on the educational market.

(30) Primarily the following factors impede implementation and dissemination of mobility experiences by the institutions:

- ◆ Lack of resources for a targeted dissemination strategy.
- ◆ The institutions are insufficiently equipped both in terms of personnel and materials.
- ◆ A large number of institutions are involved in the development and reform of training courses and are obstructing one another.
- ◆ Systematic follow-up by superiors and school administration is lacking to some extent.

Impacts of mobility actions on vocational education and training systems

(31) In the EU member states, the EEA EFTA countries and Turkey, a significant need for the modernization and internationalisation of national VET systems persists. VETPro-mobility plays a leading role in the reform process. Due to budget constraints, the number of project applications for VETPro-mobility is two to three times higher than the number of realized projects, which sheds light on the huge demand for exchange actions. The need for VETPro-mobility in the new EU member states is above average. In the EU-12, 27% of all LdV mobility participants are VET professionals, whereas in the EU-15 the respective percentage is 14%, i.e. approximately one half less. In the new member states a particularly great need exists for experience in new (instructional) technologies and to identify which VET innovations are necessary to achieve of good performance and for involvement at the international level in general.

(32) VETPro-mobility is welcomed and considered wise at the national political level. However, the experts interviewed believe that active support is often lacking at the political level or from school authorities.

(33) Impacts of VETPro-mobility on the national VET systems can be seen primarily in the following fields:

- ◆ Mobility contributes to the recognition of the importance of international competencies.
- ◆ New ideas and impulses for qualitative improvements of VET systems result from mobility.
- ◆ Regional and international networking is stimulated - for example in the course of project dissemination.
- ◆ Mobility has multiplier effects: If just two VET professionals go abroad and subsequently disseminate their experiences, this results in higher effects than does the participation of 50 young people in an IVT-project.

(34) Factors reducing the (possible) impact of VETPro-mobility are:

- ◆ Partly limited opportunities to influence the VET system, which can be attributed to inflexible legislation, traditional structures and a high number of actors involved in training course reform.
- ◆ Lack of resources in schools restricts possible changes and innovations.
- ◆ Low percentage of company representatives among VET professionals.
- ◆ As a rule, VETPro-mobility is only perceived and used by an "elite" group of VET professionals; therefore a broad impact is lacking.
- ◆ No systematic and effective steering of transfer and lack of means for the dissemination of the experiences gained.
- ◆ Lacking or inadequate supervision of national education systems resulting in the failure to identify necessary adaptations or failure to do so in time. .

(35) Systematic transfer management, specific marketing of results (trade and target-group orientation), dissemination of best practice examples are decisive for a favourable influence on national VET systems. Therefore, these should belong to the standard repertoire for the dissemination of project results.

(36) The impact of stays abroad on national VET systems has significantly increased during the last five years. All in all, the quality of internationalization in VET has been substantially enhanced. Regarding the impact on the VET-systems, it has to be stressed that mobility actions have contributed to a general improvement of quality in the initial vocational training. 56% to 57% of the interviewed VET professionals agreed with this view.

(37) In many participating countries, persisting institutional obstacles impede more comprehensive and rapid implementation of knowledge and abilities acquired abroad. As a consequence, modernisation and innovation of the VET-system is delayed or even rendered impossible.

(38) The most significant positive impacts that VETPro-mobility has on national education systems are the following:

- ◆ Promotion of intercultural and linguistic competencies
- ◆ Creation of international and national networks, decisively contributing to the dissemination of the results
- ◆ Improvement of the quality of initial VET
- ◆ VETPro-mobility is an important impetus for modernization and innovation of VET systems
- ◆ Institutions - primarily school authorities and chambers of industry and commerce/of crafts - will be motivated to support transnational measures.

(39) In addition, LdV mobility has also made a significant contribution to the further development of methods for the transfer of knowledge and skills. The discussions and workshops with experts and the evaluation of the annual reports of national agencies have proven that:

- ◆ In almost all countries participating in LdV, VETPro-mobility was used as an important impetus for developing the national qualification framework (NQF), as well as for its adjustment to fit the European qualification framework (EQF). This was associated with a significant increase of "outcome" oriented processes, which will increase their importance in the long run. This could be observed in Germany, Denmark, Finland and Poland. In Romania the VET-system is still in a state of reform, much importance is attached to the testing and realization of the NQF and EQF. Poland explicitly states that the ongoing development of its VET systems aims at the combination of knowledge, skills and competencies.
- ◆ In the new member states mobility actions have reinforced learner-related/targeted methods. In the Czech Republic, for example, the main objective is to replace the previously dominant form of instruction based on rote-learning with the teaching of key qualifications, also within the framework of project work. The strategy in Poland is similar. However, these trends can be observed in the old member states as well: VETPro-mobility is deliberately being used in Italy to promote the development of innovative teaching methods and the implementation of the classroom use of multimedia, with an emphasis on promoting individual competencies rather than collective knowledge transfer.
- ◆ Innovations in teaching and learning methods can also be detected in continuing training for adults. In Finland, for example, new learning surroundings are being developed, such as work-place-related learning "virtual learning" at the computer. In the Netherlands the concept of "competence based learning" in particular is used in continuing training.

(40) No clear correlation has emerged with respect to differentiation among of the impacts of transnational measures and the type of the VET-system dominant in individual LdV participating countries.

- ◆ On the one hand, innovations and further developments of national VET systems are found mostly in countries in which school-based systems or mixed forms of dual and school-based VET prevail; in countries with a dual (apprenticeship) system they are rarely found. In such countries it is considerably more difficult

to launch fundamental reforms, in part because VET regulations are centrally set and are frequently determined by many different stakeholders.

- ◆ On the other hand, the effects of mobility on VET institutions in countries with a dual system are greater than those on institutions of countries where school-based VET prevails. Improvements at dual VET institutions tend to be implemented only very gradually and are confined to the VET institutions. This means that more innovations due to mobility are seen at the system level in countries with school-based VET systems and mixed forms. In countries with a dual (apprenticeship) system, impacts tend to be concentrated at training institutions, where, however, they have an exceptionally strong effect.

Recommendations

The following recommendations for the further development of VETPro-mobility address three different areas: The first concerns ways in which the impacts of mobility can be enhanced by adjusting the way the programme is set up – e.g. the eligibility criteria for funding of mobility actions for VET professionals. The second area concerns stakeholders. The third area urges national authorities bring experiences with VETPro-mobility to bear more effectively and internationalize their educational systems.

Further development of LdV mobility actions - level of programme supervision

Overall, VETPro-mobility within the Leonardo da Vinci programme has proven successful: the impacts on participants, VET institutions and national VET systems have been considerable. The thematic openness of the VETPro-mobility actions is one of the central strengths of the programme. Implementation by national agencies has also been extremely effective. Therefore, careful consideration is called for before any changes are made to the programme and it would be imprudent to undertake any radical reform.

(1) Heterogeneous groups and increased participation by company trainers:

Heterogeneous groups, those that include individuals from different institutions or from different hierarchical levels, have a considerable contribution to make towards the success of the mobility action. This is due to a great extent to the fact that the outcomes are not restricted to a single institution and thus broader dissemination is assured. Thus, it would be desirable to require project promoters to involve multiple target groups in their projects, i.e. both individuals from different hierarchical levels and from different institutions.

When VET schools organize mobility projects for their own VET personnel, they should attempt to incorporate trainers from companies and/or representatives of the school management. The involvement of company trainers and human resources managers in VETPro-mobility remains regrettably rare. More heterogeneity is also required with regard to the choice of hosting institutions. The fact that "schools prefer to visit schools" is regarded in a negative light. More teachers should experience the day-to-day life at businesses in other countries. That would help ensure that the needs of businesses are better addressed in transnational curricula.

(2) **Stronger orientation on needs:** Mobility projects are especially effective when they are structured to address a requirements analysis, i.e. when they represent an attempt to solve existing problems, react to new challenges or trigger innovation. Therefore, project applications should be required more strictly to provide more evidence that there is demand (by companies) and the need for qualifications and experience or that there exist problems that mobility projects can resolve.

(3) **Fewer visiting programmes - more practical work/shadowing during mobility actions:** Visiting programmes in which a large number of institutions are contacted have proven relatively inefficient. VET professionals benefit from mobility above all when they work as teachers themselves and/or in tandem partnerships. This should be thoroughly reviewed at the stage of project selection, i.e. in the case of visiting programmes involving many institutions solid reasons must be supplied for why the project is needed and expected effects must be set out in detail.

(4) **Incentive system for good dissemination:** It would be worth reviewing the possibility of creating an incentive system for good dissemination, e.g. the provision of special funds for dissemination activities or the issue of certificates for schools VET institutions which they could use in for promotional purposes e.g.

The fact that the NA require submission of a final report relatively promptly after completion of a mobility action restricts the ability of institutions to disseminate the results, both internally and externally, at that time. Thus, it might be worth considering changing reporting requirements so that, for instance, only a short report would be required after three months with submission of a final report to follow a year later, with the latter containing specific details about the transfer of results achieved. Requiring a final report to be submitted too early results in a loss of time for dissemination.

Transfers of results have proven to be successful in cases where the involvement of local and regional (dissemination) partners is already defined at the application stage. Thus, promoters should be asked to describe how their results will be disseminated on a regional and local level when designing their projects. For example, the inclusion of such information could make the application eligible for bonus points at the selection stage or, as suggested above, specific funds could be made available. In the latter case, funding for dissemination activities could be approved separately, e.g. at the end of the action, after the submission of a dissemination plan.

(5) **Mobility certificate for VETPro and providers:** It would also be useful to issue an EU-wide mobility certificate for VETPro-mobility participants and providers. VET professionals could use such evidence certificate, for example, when applying for managerial positions or other duties as evidence of their transnational experiences and competencies. Schools, providers or training companies could use them to draw attention to their transnational activities.

Preparation for VETPro-mobility by providers

(6) **More intensive preparation:** Due to the great role played by preparatory measures in the success of projects, providers should become more active in this area. Ensuring that mobility participants carry out their preparation as a group and that mobility content is integrated into a plan for continuing training have proven to be especially effective approaches.

Transfer of the results by the providers - dissemination within the institution and the region

(7) **More intensive follow-up and dissemination of the results of the mobility actions in the institutions:** This task has to be fulfilled by the organization, it cannot be controlled or reviewed centrally (e.g. by NAs). Since the management of the sending institutions have a positive attitude towards mobility, the preconditions for follow-up and dissemination are favourable. As is the case with preparation work, approaches involving joint projects by former VETPro participants and other teachers and the management of the institutions have proven highly effective when the groups analyze the mobility experience and their possible transfer into VET practice. In this context the identification of concrete and verifiable objectives is helpful.

(8) **Regional transfer of experiences:** The implementation of regional conferences for the transfer of results by VETPro and the organizations should generally be supported. In addition to representatives from VET schools, those of local education authorities, chambers of industry and commerce/of crafts, training companies etc. should attend these conferences. Experience with this type of conference has been excellent in the German federal state Hamburg, for example. Above all, such events have helped to convince more businesses that mobility of trainers and trainees beneficial to companies.

Transfer into the systems – integration of policy makers

(9) One important prerequisite for further development of VET systems is the **existence of a national strategy** and the definition of clear (quantified) and verifiable objectives. In the context of such a strategy VETPro-mobility promotes the further development of national VET systems. However, positive impacts can only occur if there is a will at the political level to anchor transnational competencies in the curricula and in training of trainers.

(10) **Improving transfer of results by the national agencies (NAs):** Up to now, the transfer of the results of mobility projects at the systems levels has been unsystematic and has occurred without coordination. Above all, it is still difficult for providers to communicate with the relevant bodies, in particular school authorities, ministries and other authorities responsible for the organization of VET. The NAs could play an important role in this context by collecting good examples of VETPro-mobility and conveying them systematically to the responsible authorities.

(11) **Regional supporting structures:** Bottom-up-processes alone are not sufficient to advance internationalization of VET. The countries participating in LdV and the relevant regional stakeholders must support the providers - VET schools, training companies etc. - both financially and otherwise during the planning and in the realization of the results of mobility actions. The establishment of regional agencies to fulfil these tasks has proven successful.

(12) **More commitment from the business world:** As the business world has an influence on VET contents in most countries: it too has a role to play. Calls from businesses for more internationalization of VET will exert pressure on inflexible government authorities to review the curricula.

(13) **Expanding the funding for mobility:** If the level of mobility of trainers and trainees and thus its impacts on VET systems are to be significantly enhanced – and there is no question but that there is a need for this – significantly more financial resources than are presently being drawn will be required. Thus, the countries participating in LdV should provide and the mobility project providers should draw on other sources of funding, such as the European Social Fund (ESF), for example. This applies primarily with regard to standardised actions.

(14) **Continuation of LdV as an independent programme:** The Leonardo da Vinci programme should be continued as an independent VET programme, merging it, with the ESF e.g., would be unwise. Leonardo da Vinci plays an important role in triggering and piloting the development of new VET contents and methods. That task would be difficult to reconcile with mainstream funding (e.g. the ESF). LdV has a unique selling point, especially regarding the initiation of innovations in VET systems. This special quality should be maintained by all means.

I. Introduction

On March 4, 2009, the European Commission - Directorate General for Education and Culture (DG EAC) - commissioned the WSF Wirtschafts- und Sozialforschung, Germany, to carry out the study:

"Impacts of mobility projects of the Leonardo da Vinci programme on the quality of vocational education and training systems"

The WSF hereby presents the final report on that study.

The European Commission pursues several goals simultaneously with the LEONARDO DA VINCI programme. On the one hand, it seeks to enhance transnational mobility of young people and VETPro during VET. On the other hand, mobility actions for VETPro and innovative projects are intended to contribute to modernizing the systems of initial VET and adapting them to the challenges of an ever advancing European integration.

The European Commission describes the goals of LEONARDO DA VINCI (LdV) as follows:¹

The Leonardo da Vinci programme ensures the combination of policy and practice in VET. Projects range from those offering individuals the opportunity to improve their competencies, their knowledge and their skills by means of a stay abroad to Europe-wide cooperation projects between educational institutions.

Integrated in the EU-programme for lifelong learning, this single programme finances a broad range of activities, including international mobility initiatives, cooperation projects for the development and transfer of innovation, and thematic networks. The spectrum of potential participants is just as broad, ranging from persons engaged in initial training to people already integrated in the labour market, to the staff of VET-institutions and to private and public organizations active in this field.

Leonardo da Vinci enables VET institutions to cooperate with European partners, the exchange of tried and tested processes, the consolidation of the expert knowledge of their personnel and the active response to teaching- and learning needs of people. Thus, this programme supports the efforts to make VET more attractive for young people. By supporting the citizens of Europe to acquire new skills, knowledge and qualifications, it boosts the overall competitiveness of the European labour market.

From the start, innovative projects have formed the core of the Leonardo da Vinci-programme. They aim at a qualitative improvement of the educational systems through the development and transfer of innovative VET measures, strategies, curricula and processes.

Altogether 31 European countries take part in the LdV programme, the 27 member states and Liechtenstein, Norway, Iceland and Turkey.

The report is subdivided as follows:

In Chapter II, the political background of the study is explained; in particular there is a description of how the Leonardo da Vinci programme and the mobility projects of VET professionals in particular are embedded in the Lisbon-strategy.

Chapter III provides an overview of the objectives of the study and Chapter IV discusses the methods used and phases of the study.

In Chapter V, a short overview of the Leonardo da Vinci programme is presented. The individual support elements upon which the programme is built are discussed and the mobility of VETPro is described in detail. The chapter also looks at what currents of mobility - between countries participating in LdV - can be detected.

Chapters VI - VIII describe the key results of the study. Chapter VI provides an analysis from the perspective of VET professionals, and describes the impacts on the personal level of the VETPro that have been identified as well as factors that have an enhancing or inhibitory effect.

¹ http://ec.europa.eu/education/lifelong-learning-programme/doc82_de.htm

In chapter VII, we turn to a different level of observation. Specifically, we examine what the effects VETPro-mobility has had on the specific schools, companies and other educational institutions and what is being done by VET professionals and their institutions to initiate bottom-up-processes contributing to innovations in VET.

Chapter VIII analyses the impact that mobility actions have on the VET systems and examines which measures are appropriate to overcoming structural conservatism and identifies the general trends in the development of VET systems.

Chapter IX contains a description of current trends in VET and good practice examples.

II. Political background

Key facts in brief:

In 2000, European commission conference in Lisbon defined the objective of making the European Union the most competitive and dynamic economic area in the world. Excellence in general education and, in particular, in vocational education and training are crucial prerequisites for the achievement of this objective. A key role is ascribed to VET in the revised version of the Lisbon strategy of 2005.

The objective must be for Europe to have very competent, motivated and committed teachers and trainers, who cope confidently and well with their tasks, which are becoming more and more complex. Furthermore, there is a need to work with teachers and trainers to find possibilities "of making their profession more attractive including continuous updating of their professional skills" (Maastricht Communiqué, 2004).

Mobility projects for teachers and trainers within the Leonardo da Vinci (LdV) programme represent an important measure with which VET institutions can improve the quality of VET and support the member states and other participating countries in their reform processes.

The Leonardo da Vinci programme is one of the central support instruments of the European Union; supporting innovative projects and transnational mobility of young people in VET and VETPro. It promotes transnational competencies, enhances the quality of VET and helps VET systems adapt to the new challenges.

The objective of the present study was to explore the impact that transnational mobility actions for VETPro have had on trainers and teachers, the institutions they work in, and the national VET systems and determine which factors have an inhibitory or enhancing effect.

At its Lisbon conference in 2000, the European Council defined the aim of making the European Union the most *competitive and dynamic economic area in the world*. General education and VET are important factors for the achievement of this objective. General education and VET play a central role in determining the potential of each country to produce excellent results and innovations and to enhance competitiveness. Accordingly, they are vital components of the Lisbon strategy for growth and jobs, which was revised in 2005. For that reason, at its conference in Barcelona in 2002, the European Council undertook to make the European general education and VET systems a world-quality reference. The heads of states and governments of the European Union agreed upon the "Education and Training 2010" work programme, which calls for the development of standard and extensive strategies of life-long learning in the member states.

The quality of general education and VET is closely correlated with the quality of teachers and trainers. Thus, the quality and relevance of their basic training, their continuing training, their motivation and teaching and training environment are of very great significance as is to the necessity of rendering their profession as attractive as possible.

The aim must be to ensure that Europe has very competent, motivated and committed teachers and trainers, who cope confidently and well with their tasks, which are becoming more and more complex. Furthermore, it is necessary to work VETPro to identify possibilities for "*making their profession more attractive including continuous updating of their professional skills*"(Maastricht Communiqué, 2004).²

The "Education and Training 2010" work programme emphasizes the central role played by teachers and trainers in the Lisbon agenda. The main fields of work include the determination of skills and competencies that VET professionals should possess and the creation of conditions to adequately support them.

In their joint interim report³ on the progress of the "Education and Training 2010" work programme, the council and the commission emphasized that success of urgently needed reforms hinges directly on the motivation and

² http://ec.europa.eu/education/news/ip/docs/maastricht_com_en.pdf

³ Joint interim report of the Council and the Commission, Document 6905/04 of the Council March 2004
http://ec.europa.eu/education/policies/2010/doc/jir_council_final.pdf

the quality of the teachers and trainers. The report states that the development and application of common European references and principles, which can usefully support national policies, should receive priority. Accordingly, in 2005 the commission worked with experts appointed by the member states to generate "Common European principles for teacher competencies and qualifications", which were approved at a conference in June 2005.

In a 2006 joint progress report issued by the Council and the Commission, it is emphasized that the *"professional development of teachers in vocational education and training remains a real challenge for most countries"*⁴

For VET institutions mobility projects for VET professionals within the Leonardo da Vinci (LdV) programme represent important measures serving to promote improvements in quality and to support the participating countries in their reform processes.

⁴ Common progress report of the Council and the Commission 2006 on the implementation of the Education and Training 2010 working programme, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2006:079:0001:0019:EN:PDF>

III. Objectives of the study

Key facts in brief:

The central aim of this study was to determine the impacts of mobility projects on VET professionals in vocational schools, companies, continuing training and other VET institutions and the national education systems.

In particular, the aim was to identify and describe problems and challenges that VETPro confront and those that inhibit the necessary modernization of VET and of the VET systems. At the same time factors which support processes of modernization and innovation also were identified.

The study was designed to take both quantitative and qualitative aspects into consideration. Regarding the former, the focus was on the following: participation in mobility overall, the structure of the VETPro population that takes part in mobility actions and in addition, the short- and Long term effects of mobility on VET institutions and systems and inhibiting and promoting factors.

The qualitative analysis was designed to determine how VETPro can organize bottom-up-processes to allow the incorporation of transnational experiences into VET and examine successful international strategies which aim at sensitizing regional and national authorities, ministries etc. so that they support the reform process.

The subject of the present study is the analysis of the impacts of mobility actions on VET professionals, on the institutions at which they work and, last but not least, on VET systems.

The central objective of the study is the assessment of the impacts that LdV mobility projects for teachers and trainers have on the VET systems on three levels:

- ◆ the thematic/subject-level impact,
- ◆ the institutional level and
- ◆ the system level.

One of the aims of the study is to contribute to the acquisition of data concerning the problems and challenges which the teachers and trainers in VET are confronted with. Furthermore, it should reveal ways and means for them to play a more effective role in the achievement of the Lisbon goals.

In order to answer the central questions, the following analyses were performed.

1. Quantitative analysis re. the following aspects:

- ◆ Participation of VET professionals in VETPro projects (preparation, field of subject, type and size of home institution).
- ◆ Results of projects for VETPro.
- ◆ Long term impact on the thematic and content level, the institutional level and system level.
- ◆ Applied/required means for specific types of results.

2. Qualitative analysis re. the following aspects:

- ◆ Impacts of LdV mobility projects for VET professionals on VET systems and processes of VET.
- ◆ Indicators relating to a successful reflection of the experiences of the LdV mobility in the daily routine of VET, as well as their further development on the three levels mentioned above.
- ◆ Sustainability of mobility projects of the Leonardo da Vinci programme.

The study was designed to answer the following core questions:

- ◆ How are different VET concepts and structures analyzed in the light of local conditions and integrated into concepts and structures in the home country?
- ◆ To what extent do LdV mobility projects for VET professionals support the development of an internationalization strategy of institutions?

- ◆ To what extent do LdV mobility projects strengthen cooperation in VET between partners in national and international networks?
- ◆ What trends can be identified regarding the development of competencies of teachers and trainers?
- ◆ Do the communication structures among different levels of hierarchy operate smoothly?
- ◆ What input from VETPro regarding human resources is necessary?
- ◆ How do VETPro, their hierarchy and authorities assess the impact of mobility experiences with respect to input?
- ◆ What success factors promote and support VETPro mobility?

On the individual subject level the following questions were examined:

- ◆ Which strategies are appropriate for applying the results and experiences gathered in LdV mobility projects for VETPro to further develop VET in day-to-day practice?
- ◆ What advantages for education and training result from the developments launched by LdV mobility projects for VETPro?
- ◆ How can one characterise the role of VETPro as a motor for *bottom-up* reform-processes?

With respect to the institutional level the following questions were analysed:

- ◆ What are the results of VETPro-mobility in the VET institutions: e.g. internationalization strategies, profile changes, changes in administration processes, changes in quality-management-systems, changes in institutional infrastructure and personnel planning?
- ◆ How can one describe professional interests of teachers and trainers on the one side and the interests of the educational institutions on the other?
- ◆ What relevance does transnational mobility have for educational institutions and companies?
- ◆ In what way does LdV mobility support and strengthen the objectives and the work of schools, companies and other educational institutions?
- ◆ What are the factors contributing to the inclusion of experiences and results of transnational mobility in development strategies?
- ◆ How do LdV mobility actions for VET professionals contribute towards improving conditions and strategic planning at educational institutions?

On the level of educational systems the focus was on the following questions.

- ◆ What impacts on strategic planning by superiors, management and authorities are associated with LdV-mobility?
- ◆ What are successful strategies promoting shared networked learning, on the level of VET and on the local, regional and international level?
- ◆ Are there examples for exemplary processes, instruments and methods allowing improved exploitation of the results and experiences of mobility projects?

Based on these analyses, the study was designed to generate recommendations for:

- ◆ The further development of LdV mobility actions within the programme for lifelong learning.
- ◆ Stakeholders at all levels, enabling the use of mobility actions in the further development of VET at the three levels named above.
- ◆ National authorities, designed to support reform processes.

IV. Methods of the study

Key facts in brief:

The study is based on a combination of quantitative and qualitative analyses. In addition to a statistical evaluation of the RAP4Leo database, which documents the individual mobility actions within the LdV programme, a literature analysis and the following empirical research were carried out:

- ◆ Representative online survey of participants in VETPro-mobility from 2005 to 2008.
- ◆ Survey of providers of VETPro project from 2004 to 2008.
- ◆ Expert interviews and workshops in 10 selected LdV countries.
- ◆ Closing workshop with VETPro, experts and employees of the Directorate-General for Education and Culture of the European Commission in Brussels.

Almost 6 000 VETPro took part in the online survey of the VET professionals: the response rate was approximately 19%. 290 organizations completed the questionnaire for project providers (response rate 20%). A total of 42 experts were interviewed, approximately 120 persons attended the workshops.

4.1 Overview regarding the methodical procedure

WSF designed a study to address the questions given above that was based on a combination of methods and included elements of both quantitative and quantitative analyses.

The following analysis instruments were used.

For the quantitative analyses:

- ◆ Statistical evaluation of the RAP4Leo database from the Directorate-General for Education and Culture of the European Commission which documents both projects and participants of LdV mobility actions.
- ◆ Online survey of VET professionals who took part in LdV mobility actions from 2005 to 2008.
- ◆ Online survey of project providers that organized mobility projects for VETPro between 2004 and 2008.

For the qualitative analyses:

- ◆ Literature and document analysis regarding structures, developments and trends, in VET.
- ◆ Expert interviews in 10 LdV countries (UK, FR, DE, IT, LV, NL, PL, SE, SI, TR). A total of 40 experts were interviewed.
- ◆ Workshops with VETPro, national agencies (NAs), mobility project providers, government representatives and social partners in 10 countries.
- ◆ Central study results and questions were discussed at a closing workshop, held 1-2 December, 2009, in Brussels. 30 experts from all over Europe took part in this workshop, which was attended by VET professionals, project providers, representatives of national agencies and by representatives of the DG EAC.

The individual elements of the study are described in detail below.

4.2 Online survey of VET professionals

The online survey was carried out with the LimeSurvey software between mid August and mid October 2009. The main sample for this survey was drawn from the RAP4Leo database of the DG EAC which contains data on the individual VETPro - including e-mail addresses - who took part in mobility actions between 2005 and 2008.

Since the inquiry was organized in the form of an online survey, no random sample was derived, instead all VETPro, for whom at least a name and an email-address were available, were selected for the study. The initial database, with names and email-addresses, includes a total of approximately 38 500 VETPro.

After purging the address pool – it was necessary to eliminate those entries that did not have a valid email address or where one email address appeared in multiple times several times (e.g. where only a single email address had been entered for an entire group of VETPro-mobility participants) - a total of 34 200 valid addresses remained. All of those individuals were contacted by email an initial survey wave, which began on 25 August 2009.

Approximately 3 400 of the 34 200 addresses were no longer valid. Thus, the effective sample size was 30 800. It can be assumed that this collection of 30 800 addresses contained some "dead boxes", i.e. the email accounts still exist are not longer actively used. This is particularly common when the institutions that implemented a mobility project created an email account for the participants. It was not possible to assign a precise figure to the number of failed deliveries.

On 25 September 2009, a reminder campaign began targeting VETPro, who not yet returned the questionnaire. By the end of that campaign, approximately 6 500 VETPro who had taken part LdV mobility actions had opened the online-questionnaire. 5 725 VET professionals completed the questionnaire. The following table contains central data about the course of the survey:

Table 4.1: Survey data for VETPro-mobility participants

VETPro addresses available in Rap4LEO	38 563
Valid and unambiguous e-mail addresses	35 370
Addresses remaining after elimination of participants of multiple actions	34 242
E-mail addresses still existing (sample size)	30 823
Participants who opened the online-questionnaire	6 448
Participants who completed the online-questionnaire	5 725
Response rate in terms of VETPro who opened the online-questionnaire	20.9%
Response rate in terms of VETPro who completed the online-questionnaire	18.6%

In part in view of the fact that the questionnaire was very long – participating non-native speakers needed an average of more than one hour to fill it in, in some cases even more than 2 hours – the response rate of approximately 20% must be considered very high (Appendix one has a sample questionnaire).

The high response rate is also a sign that the survey met with great interest among VETPro and a reflection of the fact that this group of people is very committed.

The questionnaire was published on the internet in the following languages:

- ◆ German
- ◆ English
- ◆ Polish
- ◆ French
- ◆ Spanish

Table 4.2 gives the number of respondents and response rates broken down by individual LdV countries. It shows that the response received in most LdV countries are sufficiently high to permit country-specific evaluation. Trends can be identified for countries with a minimum of 33 respondents; with 60 or more one can consider the results to be relatively reliable. Thus with the exception of Ireland and Austria, statements concerning specific characteristics for countries could be made, although for Portugal, Hungary and Denmark, these were limited to identification of trends. No completed questionnaires are available for Liechtenstein and Luxembourg. Addresses of participants from Ireland were only available in certain cases the RAP4Leo database (4 in total).

The great variance in the response rate among individual countries is remarkable. It ranges between approximately 48% in Austria (where, however, only 52 addresses were available in RAP4Leo) and 38% in Germany to only 7% in Hungary.

Table 4.2: Questionnaire response rate according to LdV countries

Country	VETPro who opened the questionnaire	Response rate in %
AUSTRIA	25	47.9
GERMANY	895	38.2
SPAIN	576	33.9
ICELAND	93	31.2
FRANCE	91	30.9
DENMARK	64	28.7
SLOVAKIA	101	27.6
ROMANIA	372	26.8
MALTA	89	25.4
SLOVENIA	192	24.5
UNITED KINGDOM	415	23.4
POLAND	666	21.6
BELGIUM	82	21.1
FINLAND	171	20.4
BULGARIA	119	19.5
PORTUGAL	52	19.3
ESTONIA	94	19.1
CZECH REPUBLIC	215	18.7
LATVIA	126	17.9
SWEDEN	154	17.1
ITALY	306	16.6
LITHUANIA	279	16.6
GREECE	236	15.0
NORWAY	100	15.0
NETHERLANDS	193	14.7
IRELAND *	1	13.9
CYPRUS	37	13.2
TURKEY	593	12.9
HUNGARY	54	6.6
Total	6 448	20.9

* The data base RAP4Leo contained only 4 addresses for Ireland in total.

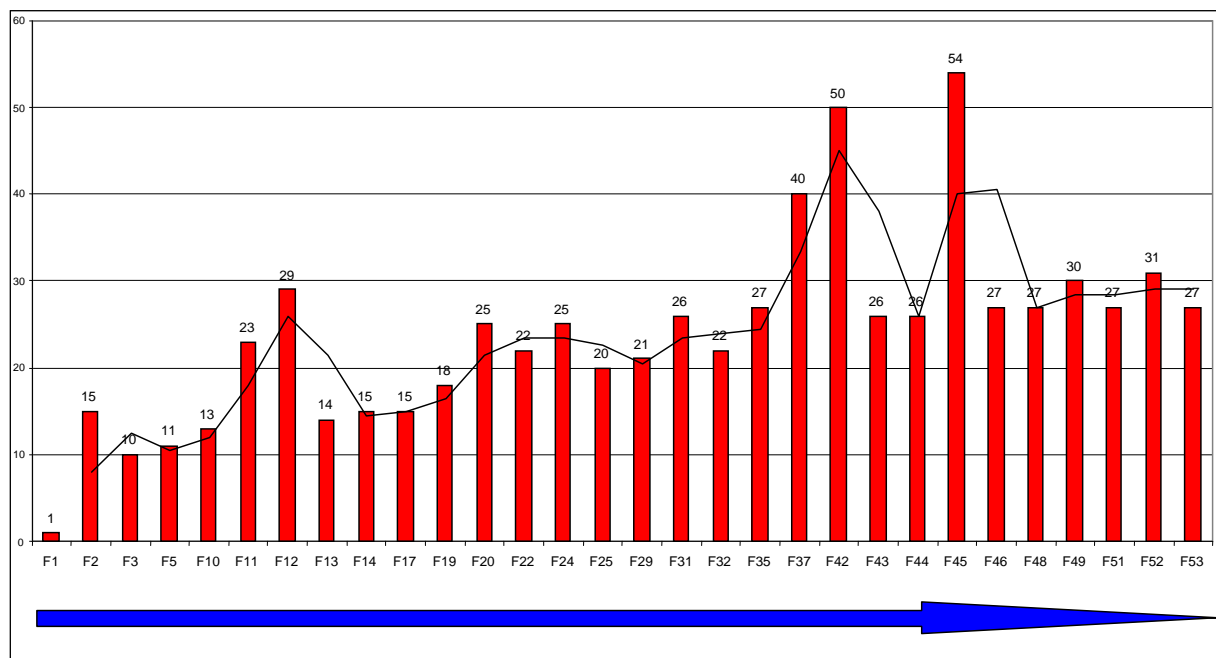
One reason for these differences could be that the questionnaire was only available in certain languages. On closer analysis however, it is apparent that this effect could have been only of secondary importance. For example, VETPro from Iceland and Denmark had no questionnaires in their own languages but almost all of them have a very good command of the English language. Their response rates at a rate of were 31% (Iceland) 29% (Denmark). In contrast, in the UK and Poland, where the questionnaires were available in the national language, the response rate was only 23% and 22% respectively. Moreover, 28% of Slovakian and 27% of Romanian VETPro participants responded, while only 18% of Latvians and 17% of Lithuanians did so –(none of those countries had a questionnaire in their native language) suggesting that the language aspect could have influenced the response rates only to a limited extent.

No systematic difference could be identified between the response rates of the old and new member states. Out of the 10 countries with the highest rates, 5 were EU-15 countries and 4 were EU-12 countries, plus another country (Malta) which is participating in the programme. A similar picture emerges among the ten countries with the lowest proportions: four were EU-15 and three EU-12 countries; the other three are EEA EFTA countries.

In order to avoid distortion of the overall results due to differences in response rates from different LdV countries, the results were weighted. The starting point (target matrix) for the weighting was the national and gender distribution of the VETPro who attended LdV mobility actions corresponding to the structural information in the RAP4Leo database of the Directorate-General for Education and Culture of the European Commission, which documents all mobility processes. Gender was used as an additional weighting feature, because experience has shown that women take part in surveys more frequently than men. Additional weighting features - e.g. the status of the VETPro - could not be taken into consideration because the RAP4Leo database does not contain this information. The target matrix was then compared with the real response rates for the online survey. The weighting factor for each VETPro taking part in the survey resulted from the ratio of target to actual for each cell of the matrix, with one cell representing the number of the VET professionals per country and there again differentiated according to gender.

We have already stated that the questionnaire was very complex and was therefore very time-consuming. Furthermore, some of the VETPro did not complete individual questions all the way through to the end. Figure 4.1 shows that this proportion of participants increased to approximately 30% at the end of the questionnaire.

Figure 4.1: Proportion of responses according to number of question (= F) in the online questionnaire - missing values in %



Contents of the online questionnaire were (questionnaire cf. appendix 1):

- A.** General assessments regarding the impacts of a stay abroad
- B.** General questions regarding the stay abroad
- C.** Questions regarding further stays abroad and regarding transnational commitment of the employer
- D.** Questions regarding the initial position before the stay abroad
- E.** Implementation of the stay abroad
- F.** Impacts of transnational measures
- G.** Questions regarding professional development and the individual

4.3 Online survey of VETPro project providers

In addition to the standardized online survey of VETPro participants, an online survey of VETPro project providers was also carried out (see Appendix 2 for the questionnaire).

A list compiled by the DG EAC of project providers that organized mobility actions for VETPro between 2004 and 2008 was consulted as the basis for the survey of the project providers. The database comprises a total of approximately 3 900 projects. Since project providers had often carried out not just one but several mobility actions during the observation period and the project leaders of the project providers surveyed had already partly taken part in the VETPro survey, the number of the persons for the survey was reduced to a total of 1 441 (to avoid duplication). The following table illustrates the structure of the provider survey population.

Table 4.3: VETPro-mobility project survey data

VETPro projects available in Rap4LEO	3 925
Sample remaining after elimination of duplicates and incomplete e-mail addresses	1 586
E-mail addresses still extant (sample size)	1 441
Project promoters who filled in the questionnaire	290
Response rate for project promoters who filled in the questionnaire	20.1%

The first emails were sent to the project providers on 30 September 2009; subsequently a "reminder" email action was started on October 30, 2009. In total, 290 project providers completed the questionnaire: a response rate of 20.1%. This is comparable to the response rate for VETPro. 258 questionnaires from the project providers were filled in completely and included in the analysis.

Contents of the survey of the project providers were:

- A.** General assessments regarding the impacts of mobility actions
- B.** Questions concerning the company/institution
- C.** Reasons for the implementation of VETPro measures
- D.** Administrative realization of mobility actions
- E.** Implementation of mobility actions
- F.** Results stemming from VETPro measures
- G.** Questions concerning the respondent

4.4 Expert interviews and workshops in 10 countries

Interviews of experts and workshops on site in 10 countries participating in LdV represented an important element of the research concept of the WSF study. Workshops were held in the following countries:

◆ Germany	◆ Sweden
◆ France	◆ Poland
◆ Italy	◆ Turkey
◆ United Kingdom	◆ Slovenia
◆ The Netherlands	◆ Latvia

42 experts from these countries were interviewed between August 2009 and November 2009, using structured interview guidelines. After the end of these interviews, workshops were carried out in all 10 countries. These were organized by the respective national agencies. These forums for the exchange of experiences were attended by mobile VET professionals, representatives of the national agencies, representatives of social partners, of ministries, of mobility agencies and principals of vocational schools.

4.5 WEB-Forum for experts and VET professionals

A WEB-Forum was planned as an additional element of the study. For that purpose, a discussion forum was created in the Internet, and selected experts and participants of VETPro-mobility actions and VETPro project providers were invited to participate (altogether approx. 150). This forum was an experiment, because experiences

suggesting how the VET professionals would react to such an instrument were not available. Ultimately, it was determined that the individuals approached were not inclined to engage in discussion in the forum. Thus, no more in-depth information was acquired from this element of the study. However, since extensive data was acquired through the representative surveys of the VETPro and project providers of VETPro-mobility actions, expert interviews, workshops in 10 countries and the final workshop in Brussels, the failure of the experimental WEB Forum had no consequences for project as a whole. It was still possible to analyse the impacts of mobility projects for VET and the quality of VET systems in the present study.

V. Basic information on mobility actions for VET professionals

Key facts in brief:

The Leonardo da Vinci programme was launched in 1995. Approximately 520 000 trainees, trainers, and teachers etc. have taken part in transnational mobility actions since 2000. That figure includes approximately 80 000 VET professionals.

Approximately 2 600 innovation projects were implemented during that period.

27 EU-member states took part in LdV as did Liechtenstein, Norway, Iceland and Turkey.

The mobility actions of the LdV programme have been strongly expanded in recent years: action numbers have risen from approximately 37 000 in 2000 to 86 000 in 2007.

LEONARDO DA VINCI has made an important contribution towards promoting transnational mobility in Europe. In this context, it should be emphasised that LdV decisively supports national programmes that promote transnational mobility, and in some cases is the only relevant programme for the improvement of the mobility of young employees, trainees and VETPro in the participating countries.

VETPro-mobility is regarded in a variety of ways in the different participating countries. Most VETPro, who took part in mobility actions, came from Turkey, Poland, Germany, Greece, Italy and the United Kingdom. In general, one may note that mainly the new member states, the EEA EFTA countries and Turkey participate at high levels of intensity in the programme.

A clear structure emerges when destination countries are ranked by number of entering VETPro. Germany is in the lead (17%), followed by Spain and the UK (10% each) and Italy (9%).

Furthermore, it can be stated that:

- VETPro from the EU-15 mainly travel within the EU-15.
- VETPro from the EU-12 mainly travel to the EU-15.

At the moment, the new member states, the EEA EFTA-countries and Turkey are not really attractive as destination countries for a stay abroad for VETPro. None of them rank among the top ten destination countries.

LEONARDO DA VINCI (LdV) is the core programme of the European Community for the promotion and improvement of the European co-operation in VET and the improvement of transnational mobility.

The programme contributes to the Lisbon Agenda (modernization of the VET systems in Europe) and to the Copenhagen Process (development of a functioning European labour market). Furthermore, it is intended to advance the European unification process, reduce xenophobia and enhance intercultural skills, as are other transnational programmes - e.g. the Youth in Action programme, the EQUAL Initiative and the European Social Fund (ESF).

The first phase of LdV lasted from 1995-1999 and the second phase began in 2000 and ended in 2006. Since 2007, LdV has been integrated into the "Lifelong Learning" Programme. Since 2000, approx. 520 000, mainly young, people were able to participate in transnational mobility actions. Furthermore, approximately 2 600 projects to improve structures and methods in VET were carried out.

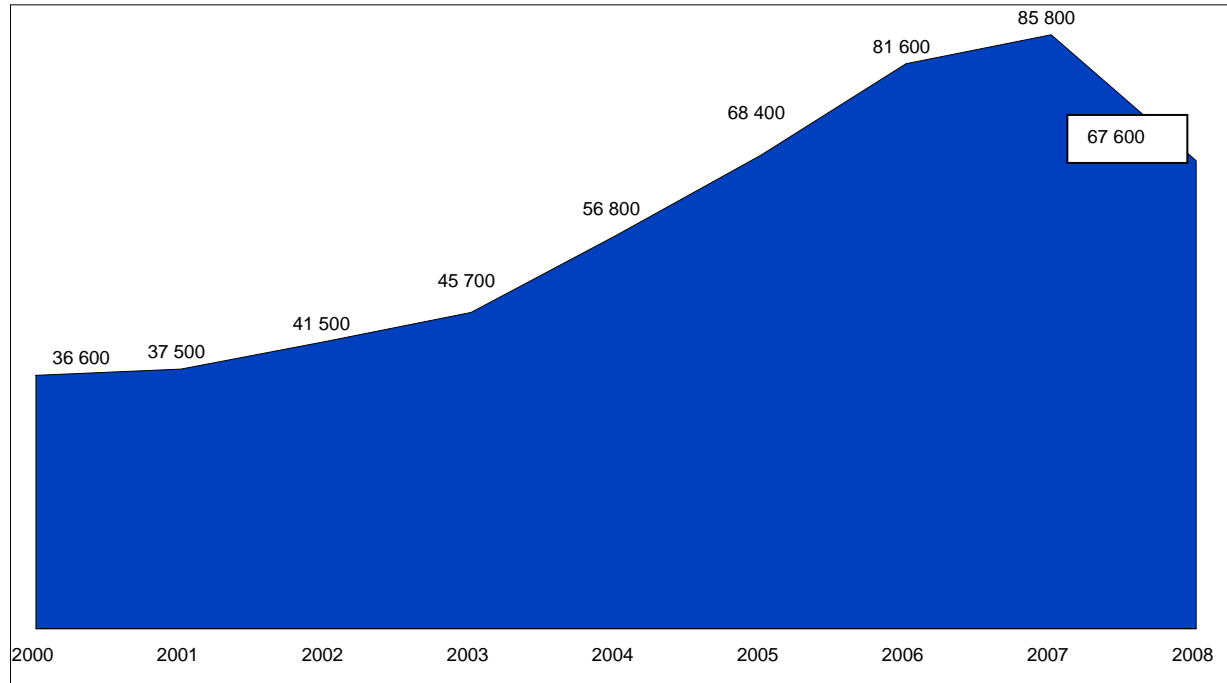
Table 5.1: Development of LdV since 2000

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	Total
Participants in mobility actions	36 600	37 500	41 500	45 700	56 800	68 400	81 600	85 800	67 600	518 000
Number of innovative projects	226	245	271	277	344	290	317	315	330	2 615

Source: European Commission - GD Education and Culture: LEONARDO DA VINCI programme

LdV has significantly improved its performance in the last couple of years especially with respect to its mobility section. In the year 2000 participants of mobility action numbered only approx. 36 600. By 2004, this number had risen to 57 000 and in 2007 it reached 85 800 (cf. figure 5.1). The decline in 2008 is probably due to the fact that the recording of the number of participants has not yet been completed. All in all, in the period from 2000 to 2008 more than 520 000 persons took part in LdV mobility actions.

Figure 5.1: LdV Participants 2000 - 2008



Source: European Commission - Directorate-General for Education and Culture: LEONARDO DA VINCI programme

The LdV programme has made a significant contribution to the promotion of transnational mobility in Europe. In this context, one should emphasize that LdV decisively supports the national programmes that promote transnational mobility, and in some cases is the only relevant programme for the improvement of the mobility of young employees, trainees and VETPro in the participating countries.

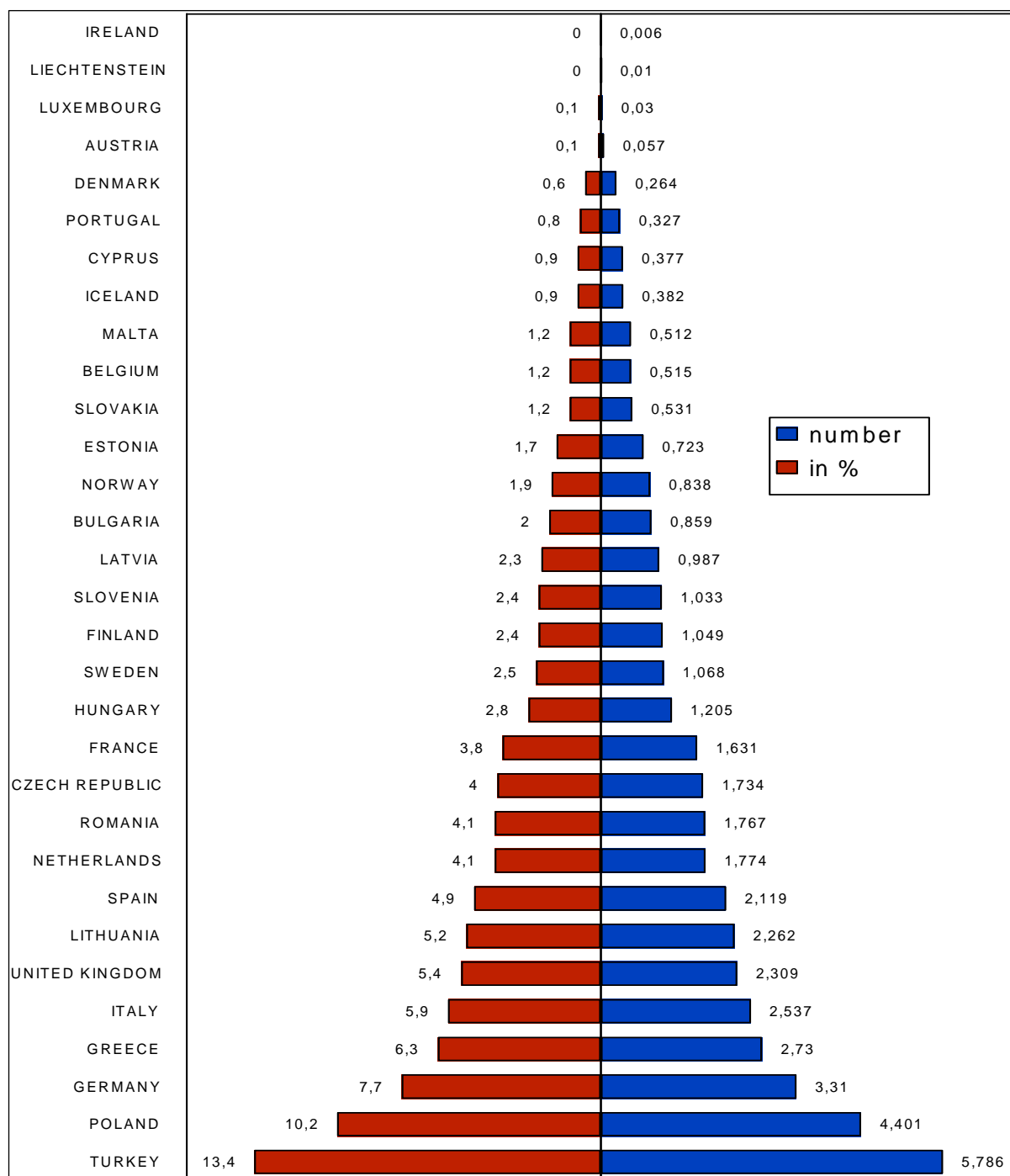
All 27 EU member states, Turkey, Norway, Liechtenstein and Iceland participate in LdV.

Almost 15% of all mobility action participants are VETPro. Since 2000, approximately 78 000 VETPro have taken part in mobility actions through LdV. Figure 5.2 shows the numbers of mobility action participants broken down by country between 2005 and 2008.

Between 2005 and 2008, approximately 43 000 VET professionals participated in mobility actions in the LdV Programme: the largest percentages of them came from Turkey (13% or approx. 5 800), Poland (10% or 4 400) and Germany (8% or 3 300). Hence these three countries account for approximately 30% of the total VETPro mobility. Other countries with large numbers of VETPro that take part in transnational mobility are Greece (6% or 2 700), Italy (6% or 2 500), and the United Kingdom (5% or 2 300), followed by Lithuania (5% or 2 300) and Spain (5% or 2 100).

It is remarkable that the two states with the highest level of VETPro mobility, Poland and Turkey, are a new EU member country and a non-EU participating country. Lithuania, Romania, the Czech Republic, Hungary and Slovenia also have comparably a high number of mobility actions for VETPro. Also worth mentioning is the rather low mobility of VETPro from France, with approx. 1 600, as contrasted to 3 300 from Germany, 2 500 from Italy, and 2 300 from the UK. In general, it can be noted that the new member states, the EEA EFTA countries and Turkey participate at relatively high levels of intensity in the programme.

Figure 5.2: Distribution of VETPro-mobility 2005-2008 by country, in 1000s (2005-2008)



Source: WSF; evaluation of the RAP4Leo database

In addition to the question about who participates in VETPro mobility, the destinations of these trainers, teachers etc. in the context of that mobility were also subjected to analysis using RAP4Leo database. Figure 5.3 gives a general overview and an analysis to determine if certain patterns exist follows. The rank order of the destination countries is unambiguous. Germany is in the lead with 17%, followed by Spain with 10% and the United Kingdom also with 10% and Italy with 9%. Almost half of all mobility actions are conducted in these countries (46%). Other attractive destinations for the VET professionals are France (6%), Finland (5%), Sweden (5%) and the Netherlands (4%).

It must be stressed that Finland – whose population accounts for less than 1% of the total population of all the countries participating in Leonardo da Vinci – is selected as a destination by more than 5% of the VETPro. This popularity is probably due to Finland's very good results in the PISA study. According to many experts, even more participants would choose Finland were it not for the fact that the country's intake capacity is to a great extent exhausted and the fact that the peripheral position and the comparatively high price levels there that the costs associated with actions there are above average.

The new member states, the EEA EFTA countries and Turkey are not at present very attractive for VETPro as preferred destination countries. None of those countries make it into the top ten of the ranking scale. Turkey takes 11th, Poland 12th place and the Czech Republic comes in at 17th. Most of the new member states are at the end of the scale. This is mainly due to the fact that mobility follows a relatively simple pattern:

- ◆ VETPro from the old EU-member states travel mainly within the EU-15.
- ◆ VETPro from the new member states travel mainly to the old member states of the EU.

If one calculates the ratio of entering to departing VETPro for the individual countries and for the EU-15, EU-12 and the four other countries, the following results emerge:

- ◆ The number of VETPro travelling to Denmark and Luxembourg is 4 times higher than the number of residents of those countries that travel to other European countries.
- ◆ A similar situation is found in Portugal; almost 3 times more VETPro go to Portugal depart from Portugal for a stay abroad.
- ◆ In Germany, Finland, Sweden and the United Kingdom the ratio between departure and entry is 1:2.

As mentioned above, VETPro from new to old member states tend to travel to old member states; two indicators demonstrated this. First, the distribution of the VETPro among the receiving countries and the second are the ratios in the EU-15, EU-12 and the EEA EFTA countries and Turkey, for arriving and departing VETPro.

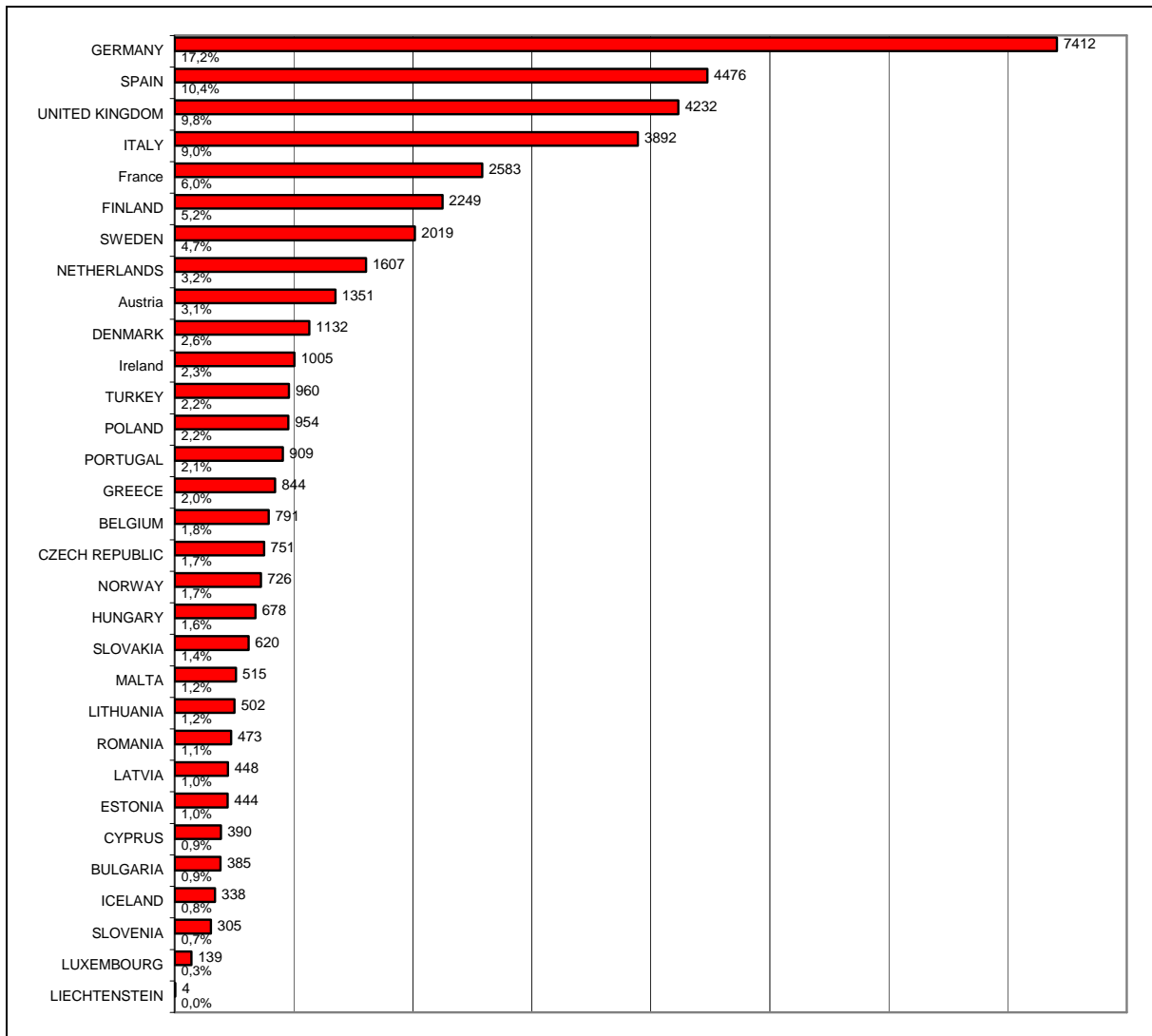
With regard to the distribution of VETPro in the receiving countries, the following conclusions apply:

- ◆ 66% of the VETPro from the old EU member states travel to countries in the EU-15, 27% to the EU-12 and 7% to the EEA EFTA countries and Turkey.
- ◆ 78% of the VETPro from the EU-12 travel to the EU-15, 18% to the EU-12 and 4% to the EEA EFTA and Turkey.
- ◆ With a share of 88% the VETPro coming from the EEA EFTA countries and Turkey have the strongest orientation towards the EU-15. They seldom travel to the EU-12 (only 11%).

With regard to the ratio of entries to departures, almost twice as many (1.8:1) VETPro come to the EU-15 for a stay abroad than depart for mobility actions elsewhere. The ratio of entries to departures is accordingly low in other countries: 0.4:1 in the EU-12 and 0.3:1 in the partner countries. Thus, for five VETPro who leave the new EU-member states for a stay abroad, only two enter the new EU-member states to complete their stay abroad there.

Measured by that ratio, Romania, Lithuania and Turkey are the nations which, though they send many VETPro abroad in order to gather mobility experience (cf. figure. 5.3), are hardly ever chosen as a target country by other countries. On the one hand, the reason could be that these countries currently have a special need for innovation and modernization in their VET systems and therefore use the instrument of VETPro-mobility intensively. On the other hand, the low relation between entry and departure may also be due to the fact that it is not yet possible to learn in these countries that which can be learned in other countries and therefore these countries hold out only limited appeal for VET professionals, particularly those from the EU-15.

Figure 5.3: VETPro destination countries (2005-2008)



Source: WSF; evaluation of the RAP4Leo database

The countries in question are interesting for VETPro, their institutions and project providers with respect to the potential that exists there to build new networks, which can be used in the longer term, or to gain intercultural experiences. Greatly highlighted here is the acquisition of intercultural experiences; in the Netherlands and Germany emphasis is placed on the acquisition of intercultural experience. Thus, approximately 7% and 10% of all VETPro from Germany and the Netherlands, respectively, travel to Turkey. Another explanation given for this is that VETPro from the Netherlands and Germany teach many young people with a Turkish or an Islamic migration background. Stays abroad in Turkey therefore provide an opportunity to orient themselves better to this target group and/or its cultural background.

Table 5.2: Ratio of VETPro entering a country to departing VETPro (2005-2008)

Country	Ratio
LUXEMBOURG	4.6
DENMARK	4.3
PORTUGAL	2.8
GERMANY	2.2
FINLAND	2.1
SPAIN	2.1
SWEDEN	1.9
UNITED KINGDOM	1.8
Total EU 15	1.8
FRANCE	1.6
BELGIUM	1.5
ITALY	1.5
SLOVAKIA	1.2
CYPRUS	1.0
MALTA	1.0
NETHERLANDS	0.9
ICELAND	0.9
NORWAY	0.9
ESTONIA	0.6
HUNGARY	0.6
LATVIA	0.5
BULGARIA	0.4
CZECH REPUBLIC	0.4
LIECHTENSTEIN	0.4
Total EU 12	0.4
GREECE	0.3
SLOVENIA	0.3
Total EEA EFTA-Countries and Turkey	0.3
ROMANIA	0.3
LITHUANIA	0.2
POLAND	0.2
TURKEY	0.2

Source: WSF; Evaluation of the RAP4Leo database

VI. Impacts of mobility actions on VET professionals

Key facts in brief:

Participants in VETPro-mobility actions in the LdV programme are mostly teachers of vocational schools and comparable higher education institutions. Altogether almost half of the participants fall into this group.

With a share of only 8%, trainers and human resources personnel from companies are clearly under-represented. The interviewed experts assess this low share as a deficit and request that greater consideration be given to trainers from companies in the context of VETPro mobility, since this is also a precondition for the participation of more trainees from small and medium enterprises (SME) in mobility actions.

Objectives pursued in the stays abroad vary. Of central interest are the exchange of experiences, to allow them to improve and analyze teaching and learning materials (51%), and the establishment of new transnational networks (48%). Also in the foreground are the identification and the learning of innovative curricula and training methods (35%), experiences with other VET structures (35%) and system analysis (20%).

VETPro-mobility aims primarily at the improvement of training methods and curricula, as also at innovating the training. Especially for VETPro of the EU-12, trainer mobility offers the opportunity to contribute towards the modernization of curricula and training courses.

The phase in which the action is developed and its thorough preparation are crucial to the success of VETPro-mobility actions. In approximately two third of the projects the contents and objectives are developed in the institutions/companies that employ the VET professionals. It has emerged that self-developed projects are usually significantly better suited to the specific needs of the institutions and/or of the participants as compared to projects which have been generated by external institutions or providers.

VETPro-mobility actions are usually the subject of extensive preparation. The great importance of this preparation must be emphasized. All in all, the quality of the preparation can be assessed as good. Inadequate or no preparation has negative consequences for the success of the action.

One significant factor inhibiting intensification of VETPro-mobility is the fact that the institutions/companies often allow insufficient time for their education personnel to plan and prepare mobility actions properly. More than half of the preparation work is performed by personnel during their spare time.

VETPro participate in mobility actions due in part to a desire to develop further as individuals and in their careers and in part due to a desire to improve VET at their institutions. The desire to demonstrate to superiors and the education authorities that important VET knowledge can be gained abroad should not be underestimated as a motive.

Visiting programmes, in which the participants only make very short visits to multiple institutions, form something of an exception. Observing and work shadowing (71%) and discussions with colleagues from abroad (79%) represent the most important measures for the acquisition of knowledge. Innovative approaches, such as tandem partnerships or even direct teaching and learning activities abroad are currently (at 30% and 23% respectively) not widespread, however, they have reached a noteworthy level. These approaches should be adopted more frequently in the future, as their Long term impact on mobility is very high.

Mobility actions yield special benefits for the practical work of VETPro in cases where they have worked as teachers themselves, or taken part in tandem partnerships or where they had the opportunity to engage in intensive discussions with colleagues of the receiving country during their stay abroad.

After their stay abroad, VET professionals often try to transfer the knowledge and experiences they acquired into networks that exist inside and outside of their institutions. Most commonly reported are attempts to improve existing training courses through new curricula and teaching methods (56% of VETPro) followed by the transfer of acquired knowledge into networks (50%). Attempts to initiate new courses in their own school, in their own company or in their own institutions were also reported at a remarkably high level (46%). Efforts to transmit the

experiences gained during the stays abroad to school authorities, local or regional authorities and ministries are rarely observed. Among the VETPro surveyed, 36% had arranged for further dissemination to school authorities and 25% tried to inform regional and/or local authorities about their experiences and to promote more transnational mobility in VET.

The problems confronting VETPro in their attempts to realize new curricula and/or training methods were surprisingly few. 53% reported that no such obstacles existed, 27% reported having initially been confronted with such obstacles which they had since overcome. Only 20% stated that their efforts met with little success and that they were unable to overcome the difficulties they faced over the long term.

VET professionals often apply the knowledge, skills and experiences acquired during the stay abroad to the practical work of their profession:

- ◆ 47% were able to implement new curricula (in existing training courses) very often or often.
- ◆ 45% have implemented new teaching- and learning methods.
- ◆ 47% were able to introduce new working techniques and practices.
- ◆ 42% are actively engaged in shaping work processes.
- ◆ 42% are involved in developing new VET concepts.
- ◆ 39% succeeded in initiating completely new processes and innovations.

The impacts of mobility on VETPro are diverse. Professional promotions, accompanied to some extent by an increase in income, as well as more qualitative changes such as a greater personal involvement in measures for the improvement of VET systems, or more responsibility at work were reported. More than 80% of mobile VET professionals have personally benefited greatly from this mobility.

VETPro profited from mobility measures particularly greatly when the following occurred:

- ◆ A regular exchange of experiences with participants was made possible during the mobility, the receiving institution was well chosen and the acceptance by the residential employees was positive.
- ◆ Newly acquired competencies, experiences, processes etc. can also be applied during instruction.
- ◆ The aim of participation in the mobility action was improvement of the participant's own professional competencies and the actions were aimed at expanding professional experiences and providing experience with new curricula and methods.
- ◆ There is a positive atmosphere in the participating institutions and there is a desire on the part of management to widen its activity spectrum, internationalize its offerings, and broaden of the horizons of its employees.
- ◆ Participants' colleagues also regard mobility as an important input.
- ◆ The quality of the preparation was high, it and was completed within the group.
- ◆ One objective of the participating VETPro is to convince their superiors, authorities and ministries that mobility is important for the improvement of teaching and the teacher competencies.

6.1 Status of the VET professionals participating in mobility actions

The mobility actions encompass a wide spectrum of VETPro: teachers at vocational schools, trainers in companies, persons responsible for the development of training programmes, representatives of social partners, and employees of ministries, regional and local authorities and many more.

The structure of LdV mobility participants is depicted in figure 6.1. The following results should be highlighted.

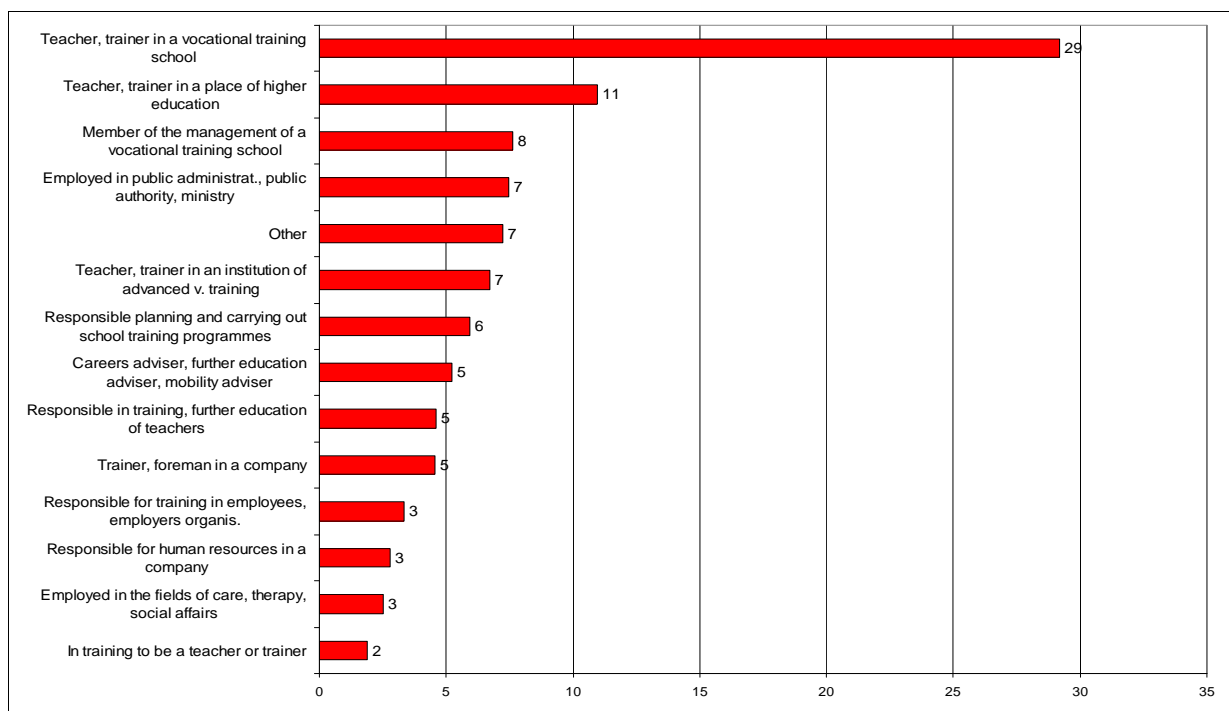
- ◆ Teachers and the management of vocational schools represent the largest group participating in VETPro mobility, with a share of approximately 37%.
- ◆ Teachers from other education institutions (e.g. universities) come in at second place with a share of 11%.

- ◆ Trainers and human resources officers from companies represent an 8% share.
- ◆ At least 7% of the participants come from public authorities, government ministries, etc.

On the whole, the participation of trainers and other VETPro from companies is - with a share of 8% - relatively low. Both the expert interviews and the workshops suggest that almost all participants considered this as a deficit. The improvement of the participation of company representatives in mobility actions is regarded as necessary for the following reasons.

- ◆ The necessity for changes in VET is usually recognized early in the corporate sector. Companies can provide decisive impulses for innovations - above all with respect to the modernization of the curricula.
- ◆ SME in particular are seldom willing to allow their trainees take part in transnational mobility actions. Experience has shown that this attitude can be easily overcome if representatives of companies take part in mobility themselves. In such situations they come to recognize more quickly the great benefits that can arise to the companies themselves as well as in terms of the performance, motivation and commitment of trainees in connection with such measures.

Figure 6.1: Profile of individuals participating in VETPro mobility, in %



Source: WSF; online survey of VET professionals, 2009; respondents who did not identify their status were omitted

The situation in which company representatives only seldom take part in VETPro-mobility can be observed in all LdV participating countries. Countries reporting company participation rates above the average of 7% are Bulgaria with 9%, Hungary with 10%, Greece with 11% and Germany and Austria each with 13%. In the two lattermost countries, the predominance of the dual education system (apprenticeship) may be the reason for the slightly higher participation. However, the participation of the corporate sector can be confirmed as too low across the board. Basically, two factors are crucial for the lack of the participation of company representatives at mobility actions. One is the poor level of awareness of VETPro-mobility among the companies and the other is that submitting an application is associated with too much effort for many companies. According to many of the experts, it is finding a partner in another country that poses the biggest obstacle for most of the companies.

In addition to representing a wide spectrum of functions, the VET professionals that took part in mobility actions within the LdV programme represent a wide range of economic sectors (cf. Figure 6.2). As expected, most of the mobile VETPro came from the education, training and culture sector: this sector accounted for 57% of the total.

The fact that company representatives seldom attend, or are seldom considered for VETPro-mobility actions can explain the fact that other economic sectors are under-represented. 4% of the VETPro come from the agriculture, forestry and fishing sector, 3% from both the health and social sectors, and 3% from the metal working and electrical industry.

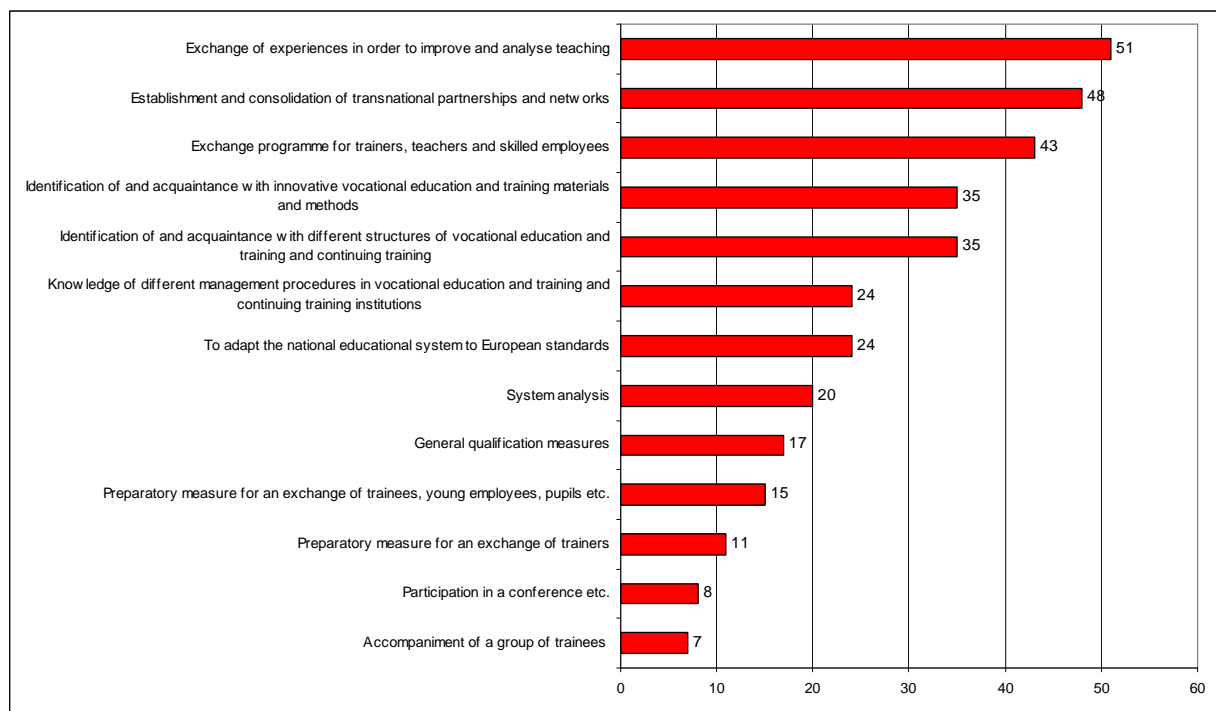
6.2 Type, organization and preparation of the stay abroad.

Participants pursue different objectives with their stays abroad. In the foreground is the exchange of experiences in order to improve and analyse teaching and learning materials (51%) and the establishment of new transnational networks (48%). Further important motives and objectives are:

- ◆ Identification of and acquaintance with innovative curricula and training methods (35%).
- ◆ Acquiring experiences with other VET structures (35%).
- ◆ System analysis (20%).

In addition to the establishment of transnational networks, the acquisition of qualifications and competencies and that of new experiences are the main objectives of VETPro mobility. For approximately one third of the mobile VET professionals experience with innovative methods and materials was also an important motive. This motive played a slightly more important role for the VETPro from the new EU-member states, with a share of 37%, than for those from the EU-15 (33%). With regard to VETPro from EU-12 countries, the objective "exchange of experiences" for the improvement or analysis of teaching and learning methods is very important (54%).

Figure 6.2: Type of stays abroad of VETPro, in %



Source: WSF; online survey of VET professionals, 2009

The results presented here unambiguously demonstrate that the primary objectives of VETPro-mobility are primarily that of improving the vocational education and training methods and materials and that of identifying innovations in VET. Participation in conferences or the preparation of exchange actions is of rather secondary importance. For VETPro from the EU-12, above all, transnational mobility offers the opportunity to contribute towards modernization of the curricula and/or training courses.

The phase in which the action is planned and the preparation phase are of considerable importance to the success of VETPro mobility. It should be emphasised that approximately two thirds of the mobility actions were

developed by the institution/company in which the participating VETPro were employed. In one third of the cases the concepts were developed by a third party. The applications were also written by the sending institutions, in two thirds of the projects.

These figures vary strongly with the positions held by the VETPro concerned. Concept design tends to be directed by the sending institution, when teachers and trainers at schools are involved (71%). When employees from companies take part mobility actions, in only half of the cases do the companies themselves design the action. These differences can be traced back to the fact that SME, in particular, do not have the necessary capacities to design an action by themselves. According to the experts, this results in a situation in which companies applying for actions are almost exclusively larger ones. In addition, the potential number of participants from one SME is often not sufficient to formulate an application. For that reason, VETPro-mobility actions for companies are often "collective projects", in which, for example, the chambers of industry and commerce/of crafts apply for the projects on behalf of multiple companies. The various companies then send representatives to a project abroad.

Thus, collective projects play an important role; they should be restricted though to those situations in which this form of organization is the only realistic possibility to enable VETPro from companies to take part in mobility. However, it would be better if, e.g., vocational schools included trainers from companies in their projects.

In order to analyse, in detail, the relation between the impacts of mobility actions on the VETPro and the project genesis, the questions of the survey describing the impacts of mobility actions on VETPro, were incorporated within a combined indicator. The values lie between 0 (= no effect for the individual VETPro) and 100 (= in all aspects an optimal impact was reported).

On the average, this indicator reached a value of 64 points. At 67 points, the indicator was slightly higher when the design for the mobility action was created by the sending institution itself. In projects in which the action was designed by an external party, a lower value 62 points, was achieved. Thus, projects which are developed by the institutions themselves yield a slightly greater benefit for the participants than those which have been formulated by others. This is primarily due to the fact that self-developed projects are generally better suited to the specific needs of the institutions and the participants, than projects that were designed by external providers.

External persons or providers are not able to identify the needs of the institutions as well as insiders. However, as already mentioned above, it must be stressed that "collective projects" do have a role to play.

VETPro-mobility actions are usually associated with extensive preparation. However, 5% of the VETPro either did not prepare for the measures themselves or were prepared by a third party e.g. by their school. The most important measures are:

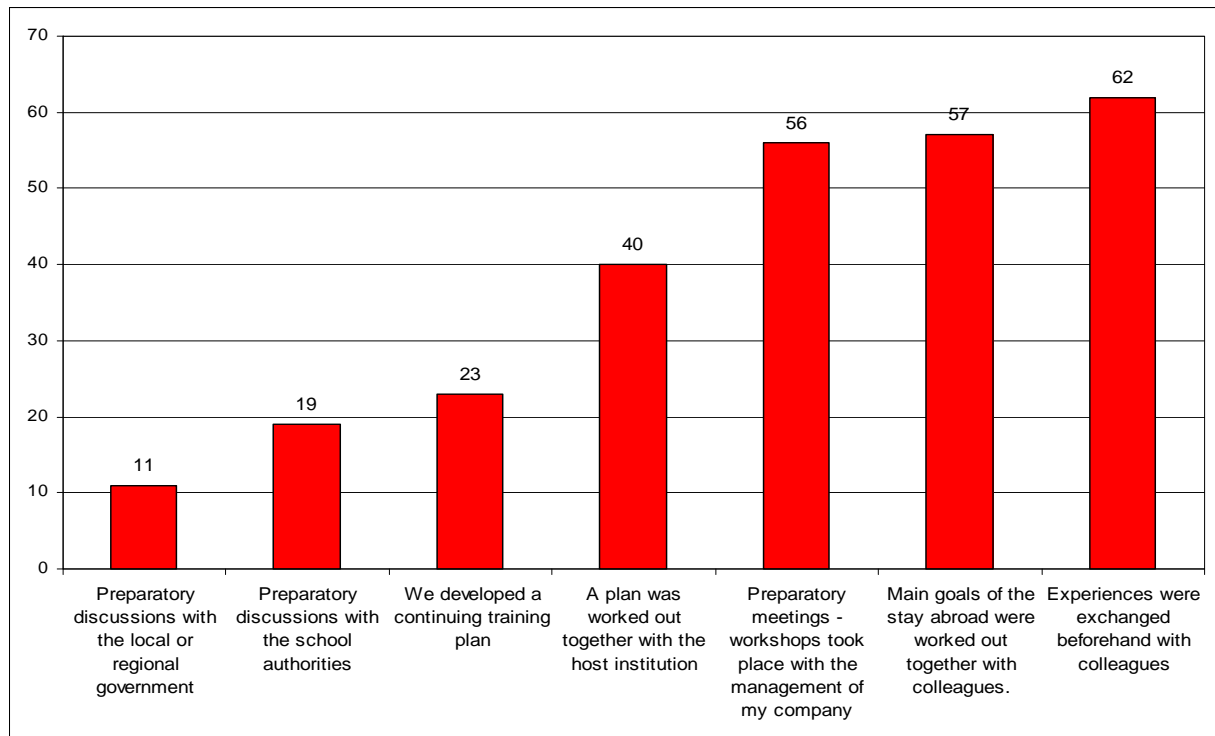
- ◆ Self-initiated preparation of project (20%)
- ◆ Preparation as a group (49%)
- ◆ Preparation by external persons (7%)
- ◆ Internal and external preparation (20%)

Worthy of emphasis is the great significance of preparation performed as joint projects by employees of the institutions planning a mobility action. Preparation exclusively by third parties is only of secondary importance. In the expert workshops, several participants suggested that professional preparation by external professionals was very important for the success of the actions. They justified this by stating that self-organized preparation (at one's own initiative or within the framework of the group which will travel abroad) is often inadequate, due in part to the lack of relevant experience. In their view, a significant need for action for the improvement of the quality of VETPro-mobility projects was associated with this point in particular.

Overall, the quality of the preparation of mobility actions for VETPro was assessed as good. While only 4% of the VETPro assessing preparation as very bad or bad, at least 85% assessed it as good or very good. No significant differences emerged between the EU-15 and the EU-12 countries in this respect; the aspect was assessed very positively almost everywhere.

Gender and the professional status did not influence the assessment of the quality of preparation. No differences corresponding to social status were detected either.

Figure 6.3: Type of preparation, in %



Source: WSF; online survey of VET professionals, 2009

That the assessment of the quality of preparation was extremely positive can be attributed to the fact that such preparation is usually very intensive and that a wide spectrum of activities are involved, i.e. no single source of information or measure is relied on, rather a combination of options are used. Basically four types of preparation prevail (cf. figure 6.3):

- ◆ Exchange of experiences with colleagues (62%)
- ◆ Joint determination of objectives and contents of the mobility actions with colleagues (57%)
- ◆ Preparation workshops involving management of the institution (56%)
- ◆ Project design in consultation with the receiving organizations (40%)

Less popular, but still reported with noteworthy frequency, are preparation activities involving school-, local or regional authorities (19% respectively 11%). Teachers from vocational schools often established contacts with school authorities (25%), and consulted other local or regional authorities (10%). Regarding these activities there are no differences between the EU-15 and the EU-12 countries, but a difference did emerge with respect to the EEA EFTA countries and Turkey. Altogether 38% of the VET professionals of the EEA EFTA countries and Turkey reported the involvement of school authorities and local or regional authorities in the preparation. This effect can mainly be attributed to Turkey, which accounts for 75% of the VETPro in those four countries. In Turkey, the project providers are obliged to identify the regional cooperating- and implementation partners in their applications.

An examination was also undertaken of the impact that action preparation has on the combined indicator, which describes the impact of VETPro-mobility on the individual participant. The following emerged:

- ◆ If no preparation takes place, the effect measured by the indicator with only 58 points (average: 65) is the smallest.

- ◆ There was a trend suggesting that the greatest effect on VET professionals is reported when several VETPro have prepared in groups. On the average, the effect amounts to a value of 66 points; three percentage points higher the case for the other forms of preparation.
- ◆ The success of the mobility action for the VETPro was the greatest, with 72 points, when concrete continuing training plan was developed during preparations.
- ◆ A greater than average benefit which to individuals can be detected when talks with local and regional school authorities have taken place in the preparation phase.

Another result of the expert interviews and the workshops regarding the success factors of VETPro-mobility was that the effects of the experiences gained abroad were especially high when groups of the participants were heterogeneously composed. In other words, if the group making the trip abroad was not composed solely of teachers and company trainers but instead included other stakeholders as well, e.g. principals, human resource officers, etc.

The experiences and knowledge gained abroad can be better disseminated by heterogeneous groups than by homogeneous groups - e.g. participants of different hierarchical levels or of schools and companies. If groups are composed of participants from different hierarchical levels, e.g. teachers and school management, the likelihood that the results are disseminated through the entire institution rather than only among teacher colleagues is much higher. If the participants come from schools and companies, it is much more likely that more than one school or company will benefit from the results.

The results of the survey of VETPro are unambiguous: pure homogeneous groups tend to represent an exception. Only 35% of VET professionals took part in an action with a homogeneous group. By comparison, in 65% of the cases a mixed group composition was reported.

Homogeneous groups are found with disproportionate frequency (41%) in mobility stays of teachers from vocational schools. These teachers also travel with great frequency to other schools abroad. The criticism "schools prefer to visit schools", voiced by many experts in our interviews and at our workshops, is true not only in individual cases, but applies over a broader spectrum.

Whether a homogeneous group composition really does result in decreased effects on VETPro was also examined on the basis of the combined indicator, defined above. That analysis did not empirically confirm that assumption. The following indicator values for the total effect of mobility for the individual VETPro were determined for the different types of group composition.

- ◆ Homogeneous groups (65 points)
- ◆ Group combines different functions (63 points)
- ◆ Group combines different hierarchical levels (66 points)

Thus, the results are not clear. Preparation is apparently more important than group composition.

An important inhibiting factor for an intensification of VETPro-mobility is that the institutions/companies often fail to provide sufficient time for VET professionals to plan and prepare mobility actions properly. This fact was confirmed by the survey of the VETPro. More than half of the preparation is done during their spare time. On average VETPro needed approximately 53 hours to prepare a mobility action, i.e. 28 hours of spare time were needed.

Teachers of vocational schools were required spend particularly great amounts of non-working hours; for them, the portion of non-working hours came in at 59% (33 hours). In addition to the time spent on preparations, there is the fact that many stays abroad (must) take place during vacation periods. Almost one third of VET professionals have used vacation time, at least in part, for a mobility action abroad. Altogether approximately one third of the time spent abroad came during vacation periods.

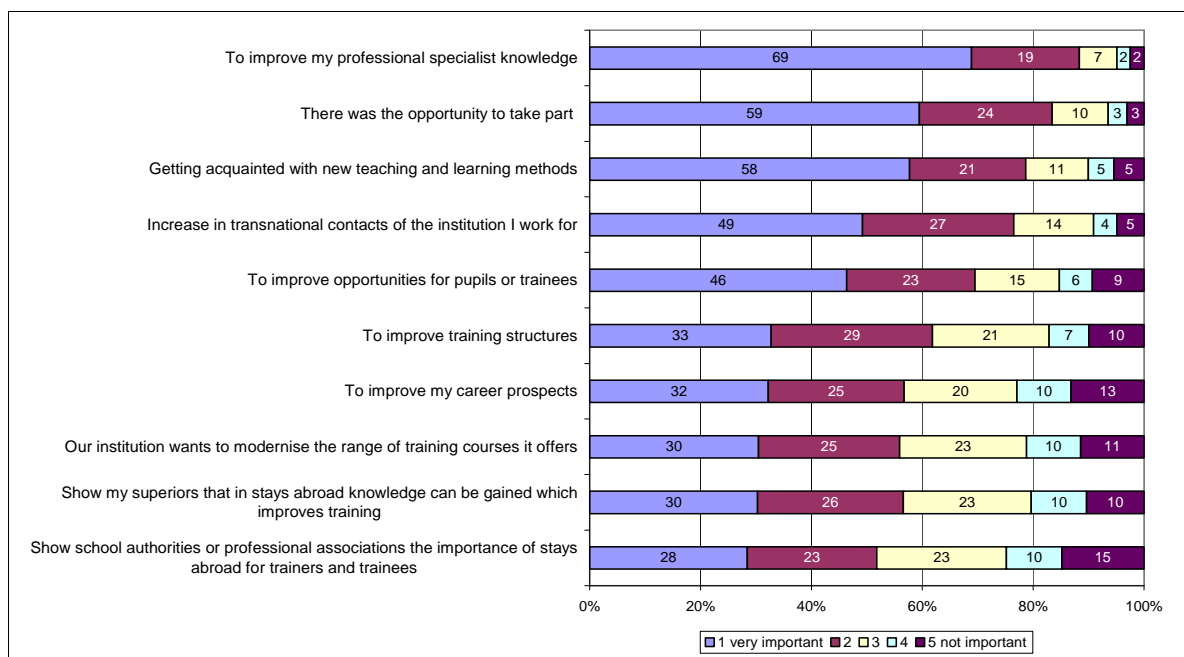
The fact that VETPro are to a large extent prepared to use their spare time or a part of their holiday for the preparation and implementation of the mobility projects emphasizes their high level of motivation. However, one must consider that individuals that participate in LdV mobility are not really a representative cross section of all VETPro, but instead make up an especially committed group. In Europe, only approximately 10 000 VETPro travel abroad in the context of LdV each year. This is just a fraction of the total population employed in VET.

The specific motives for VET professionals' participation in transnational mobility will be discussed in the following section.

6.3 Motives for VET professionals to undertake stays abroad

VETPro take part in mobility actions due to the desire for further development as individuals and in their career and due to a desire to improve VET at their institutions. The desire to demonstrate to superiors and the education authorities that one can gain important knowledge abroad for VET and, above all, that transnational mobility is very important for trainees is not to be underestimated as a motive (see Figure 6.4).

Figure 6.4: VETPro motives for participation in mobility actions, in %



Source: WSF; online survey of VET professionals, 2009

Specifically, the following motives were identified (percentage of respondents entering "true" or "very true"):

- ◆ Improvement of professional knowledge (88%)
- ◆ To experience new teaching and learning methods (79%)
- ◆ Increase transnational contacts (76%)
- ◆ Improvement of professional opportunities for my pupils and trainees (69%)
- ◆ Improvement of VET structures (62%)
- ◆ Improvement of my professional opportunities/career prospects (57%)

56% of VET professionals take part in stays abroad in order to demonstrate that such experiences are important in daily teaching and that new ideas and innovations from abroad can contribute to sustainable improvement of the quality of VET. Furthermore, approximately half of the participants associate the stay abroad with the expectation of having new arguments and examples after the stay to convince the school authorities that transnational training measures for pupils and trainees are important.

This motive structure emphasizes, once again, the great commitment of the VETPro. The motives which aim at expertise and the trainees/pupils are the most prevalent; improvement of competencies, creation of new support

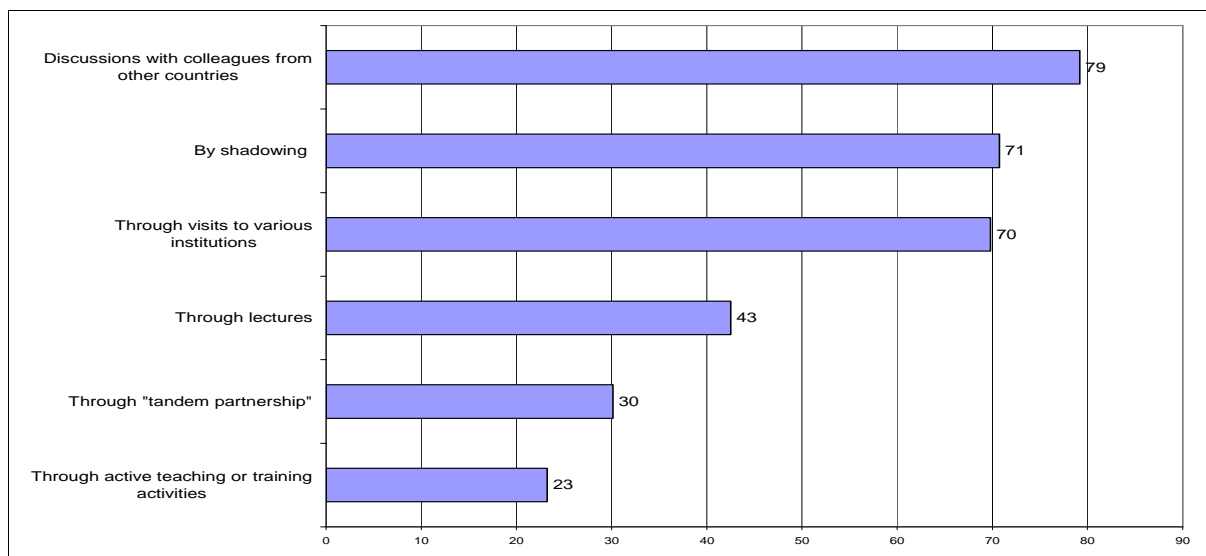
structures, and enhancement of professional opportunities for young people and the objective of anchoring transnationality more strongly in VET. Personal motives - although they should not be assessed in a negative light either - are only of secondary importance.

6.4 Implementation of the stay abroad

In the expert interviews and workshops, it was there was discussion to some extent of the impression that the practical realization of mobility actions on-site sometimes showed weaknesses, above all, when the visiting programmes are overcrowded. There were reports of visitor groups for whom up to five appointments per day at different institutions had been organized. Thus, the online survey also asked how the stays abroad were implemented and how the respondent would assess the quality of the implementation.

The responses of the VET professionals surveyed show that pure visitor programmes, in which the participants visit a great number of institutions (on one day), form an exception. Nevertheless, they do occur. Watching and work shadowing (71%) and discussions with colleagues from abroad (79%) represent the most important measures for the acquisition of knowledge. At least 70% of the visits (also) consisted of a visitor programme involving a large number of institutions. Lectures were held in 43% of the visits (cf. figure 6.5).

Figure 6.5: Form of implementation of the stay abroad, in %



Source: WSF; online survey of VET professionals, 2009

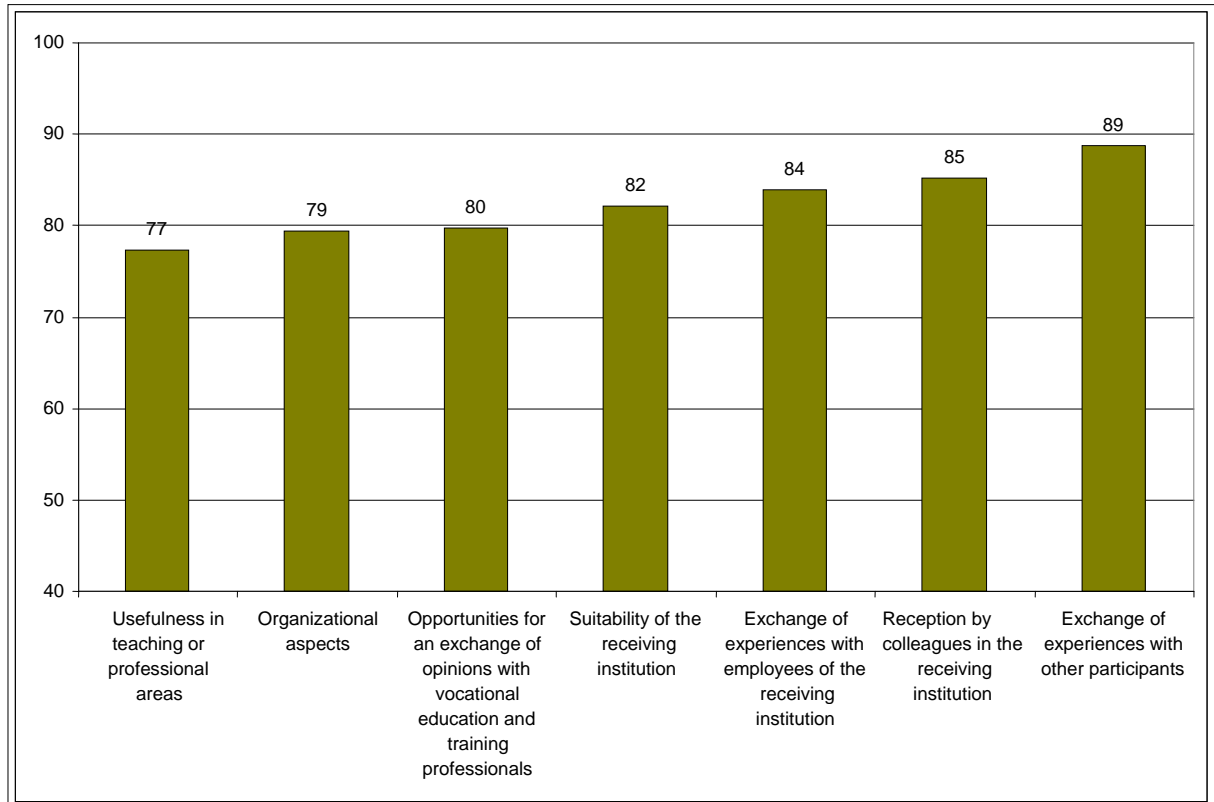
Innovative approaches such as tandem partnerships or even active teaching abroad are, at 30% and 23% respectively, currently not very widespread, however, the figures are significant. In the future, these two approaches should be applied more frequently, because the analysis of the correlation between how the stays abroad are organized and the overall effects of the mobility actions has shown that when tandem partnerships were carried out or the VETPro themselves had taught or trained, the combined indicator concerning the effects of mobility actions always reached an especially high value. In the case of tandem partnerships, 69 points, and in the case of active teaching, 70 points (overall average: 65 points).

VETPro were for the most part satisfied with the implementation of their trips abroad. In the case of every aspect of implementation specified, at least three quarters of respondents described the aspect as very good or at least good. (See Fig. 6.6). Positive ratings were particularly frequent for opportunities to exchange experiences with other participants during the stay abroad (89%) and the acceptance of the colleagues in the receiving institutions (85%). The suitability of the receiving institutions was positively assessed by more than 80% of the study participants.

There is also the opportunity to exchange experiences with the VETPro in the receiving country. 80% of the VETPro surveyed assessed this item positively. The assessment of mobility actions' organizational processes was similarly positive.

At the bottom of the chart (see Figure 6.6) was the assessment of the usefulness of the acquired knowledge and experiences in practical professional working life. Although 77% of respondents assessed this aspect of their trip positively, it is striking that positive ratings for this aspect were the least frequent. Of total respondents, 41% reported that the experience was very useful; another 36% said that it could be applied well; however 16% felt that the practical effect was rather low and 7% could not link their stay abroad with any practical effect on their teaching or in their profession.

Figure 6.6: Evaluation of the quality of the implementation of the stay abroad in %



Source: WSF; online survey of VET professionals, 2009

It is worth mentioning that VET professionals from the EU-12, the EEA EFTA countries, and Turkey, assess the usefulness of mobility actions significantly higher than those from the EU-15. Whereas only 74% of the EU-15 VETPro reported that the usefulness of the trip in that respect was very good or good, the percentage of positive ratings among VETPro from the EU-12 was 80% and 82% from the EEA EFTA countries and Turkey.

Once again, as described above in the case of Turkey, the effect of the high levels of participation of the Turkish VETPro in the programme has an impact. Differences of this type also emerge with regard to professional standing. With a share of 79%, teachers and trainers from vocational schools and representatives from governmental authorities and ministries report the greatest practical use from mobility actions for their work, whereas only 72% of company trainers do so. Although these differences are minor, and overall the practical usefulness is relatively high, there is still potential for improvement.

However, in assessing the quality of the implementation of the mobility actions, one should also consider the fact that many of the VETPro, especially from the EU-12 and Turkey, had taken part in a mobility project for the first time. Thus, they have no other measures with which to compare the quality of implementation. Further analysis of the results has shown, for example, that participants from the Netherlands, who generally take part in trips abroad with greater frequency, were more critical in their judgement of the quality.

A detailed analysis of the question, "when do VETPro receive the greatest benefit in their daily work from mobility actions", revealed that this is particularly the case when:

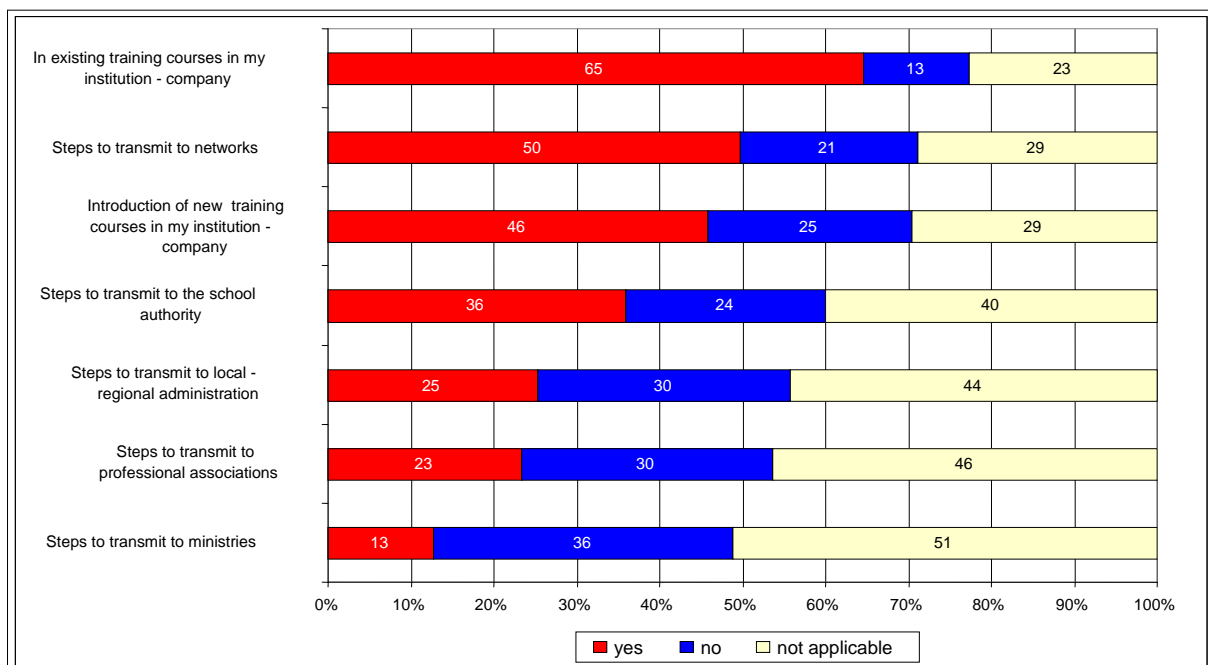
- ◆ VETPro engaged in teaching during their stay abroad,
- ◆ tandem partnerships took place,
- ◆ opportunities for intensive discussions with colleagues from the host countries were available.

6.5 Impact of trips abroad on VET professionals

This chapter will examine whether the VETPro have attempted to transfer the experiences gained during their stay abroad, whether they new skills were applied in their daily work over the long term, and what personal benefits they received from the mobility.

VETPro very often try to transfer the experiences knowledge they have acquired during their stay abroad to their institutions. They also try to communicate the experiences to outside networks or to school authorities, although to a lesser extent. Their major focus is on efforts to improve existing training courses in their own institutions through new curricula and teaching methods, 56% of VETPro have attempted this. Closely following, at 50%, is the transmission of the knowledge they acquired into networks. Next in rank come attempts to initiate new training courses in their own school, in their own company or in their own institutions, which, at 46%, is at a remarkably high level (see Figure 6.7).

Figure 6.7: Attempts were made to implement new curricula and methods or disseminate them further, in %



Source: WSF; online survey of VET professionals, 2009

Steps designed to transmit new elements to school authorities, regional authorities and ministries are comparatively infrequent. Dissemination to school authorities was arranged by 36% of VETPro, and 25% tried to inform regional and/or local authorities about their experiences and to promote more transnationality in VET.

Professional organizations, as addressees for experience reports regarding mobility actions, play a minor role in this context, with only 23% of the VET professionals taking dissemination measures in that direction. Only 13% of respondents indicated that they have actively attempted to transmit new elements to ministries, hence this also represents an exception. This is not surprising since very few VETPro have direct contacts with or access to ministerial authorities, the same applies, in many cases, to contacts with regional and local authorities.

As an interim conclusion we can point out: The majority of VETPro do make attempts to transmit their newly acquired experiences and knowledge. This happens primarily within their own institutions and through networks, but a remarkable attempt is also made to contact external actors, for example authorities, ministries or professional associations.

At one expert workshop, dissemination methods became the subject of intensive discussion. In the opinion of those involved, dissemination would ideally proceed as follows: The participants would instruct their closest colleagues and the management of the institution. The institution would then disseminate the project results throughout the institution and inform the NA of the results. The NA, in its turn, would be responsible for disseminating the experiences nationwide. According to the experts, this is the ideal-typical path of a bottom-up-approach for the dissemination of experiences of mobility projects.

Due to the fact that dissemination through networks is one of the main steps taken by VETPro to disseminate their results, one can detect considerable multiplier-effects, both in the vocational education training institutions and in the systems.

The average values, described previously, for the total population of respondents, VETPro who participated in mobility, conceal significant differences correlating with the professional function of respondents.

1. 70% of the teachers at vocational schools and trainers from companies have integrated their new experiences and knowledge in existing training courses.
2. 44% of the teachers and/or the vocational school administrations did attempt to increase awareness on the part of school authorities.
3. Dissemination to local or regional authorities is carried out with particular frequency by the VETPro who themselves come from such authorities. I.e., this is a significant target group for mobility actions that should not be underestimated.
4. Worthy of emphasis is the fact that 53% of VETPro who are company trainers or human resources managers attempt with particular frequency to initiate new VET-measures (with transnational elements) after their stay abroad.

Analysis of these activity areas in correlation with geographic origin of VETPro, revealed no significant differences among the EU-15, EU-12 and the EEA EFTA countries and Turkey.

A differentiation of the survey results according to the gender leads to the surprising result: On average male VETPro try more frequently to transfer their experiences than do their female counterparts, (cf. the following table). This is probably partially linked to the fact that the proportion of males compared to females in leadership positions as well as in ministries is higher meaning that more males have direct access to, for example, school authorities (see Table 6.1).

Table 6.1: Measures for the transfer of mobility actions by VETPro according to gender

	Female	Male	Total
In existing training courses in my institution - company	63%	67%	65%
Introduction of new training courses in my institution - company	43%	48%	46%
Transmitted to professional associations	19%	28%	23%
Transmitted to the school authority	35%	37%	36%
Transmitted to ministries	11%	14%	13%
Transmitted to the local - regional administration	24%	27%	25%
Transmitted to networks	49%	51%	50%

Source: WSF; online survey of VET professionals, 2009

The problems confronting VETPro in their attempts to implement new curricula and/or training methods have been surprisingly few.

- ◆ 53% of VETPro reported that no such obstacles existed.
- ◆ 27% were initially confronted with such obstacles, but were able to overcome them.
- ◆ In 20% of the cases, these efforts were less than successful, and barriers to implementation continued to exist at the time of the survey.

Considering only the group of VET professionals who reported persisting problems in implementation, it can be stated that:

- ◆ VETPro from authorities have such problems more frequently (23%).
- ◆ Gender is not a factor.

In the following LdV-participating nations, persisting resistance at a high level was reported:

- ◆ Austria
- ◆ The Czech Republic
- ◆ France
- ◆ Greece
- ◆ Poland
- ◆ Turkey

Implementation problems of this type were reported at a comparably low rate in:

- ◆ Belgium
- ◆ Germany
- ◆ Hungary
- ◆ Lithuania
- ◆ Malta
- ◆ Norway
- ◆ Slovenia

In addition, an analysis was made to determine which actors in the environment of the VETPro evinced very great or very little interest in the knowledge acquired during the stay abroad (cf. figure 6.8). Immediate supervisors and management of the VET professionals' home institutions (70% and 65%, respectively) showed the greatest interest. This group of people were even more interested than were the closest colleagues of the VETPro. However, as both the expert interviews and workshops have shown, this surprising result can be attributed to the limited staffing of many educational institutions; close colleagues are forced to take on an additional workload while VETPro are on a stay abroad.

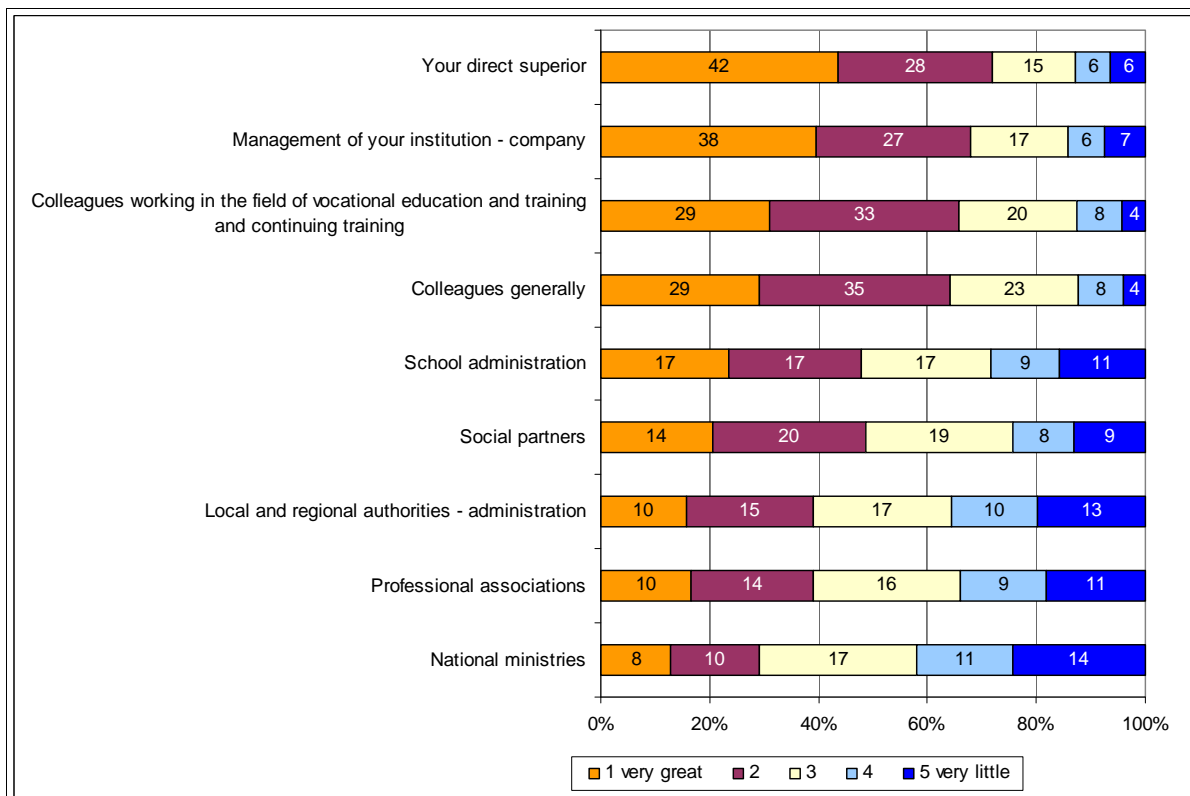
Trainer mobility is not standard at institutions. On average, only a quarter of the VETPro at the institutions of those surveyed had taken part in a mobility action in recent years. The implication is that the greater part of the VETPro cannot, or do not want to, take part in mobility actions. This could partially explain why colleagues are not interested in the ideas that the mobile VETPro import from abroad. This corresponds with another result of the survey: 30% of respondents reported being "a lone fighter, it is difficult to realize innovations which result from experiences made abroad".

The ministries evinced the lowest level of interest in participating in the experiences the VETPro gained abroad. This is consistent with the finding above that VETPro do not focus on ministries in their dissemination efforts. Only 18% of the VET professionals described interest on the part of ministries as being great.

Professional associations of teachers and trainers are also rather uninterested. Only approximately one quarter of those surveyed believed that dissemination measures fall on fertile ground there. The result with respect to local and regional authorities is similar.

With respect to social partners, only one third of their VET professionals see them as having an interest in taking up the experiences of the mobility actions; their assessment of school authorities is similarly reserved.

Figure 6.8: Interest of other people/institutions in the results of stays abroad, in %



Source: WSF; online survey of VET professionals, 2009

To summarize, this means new experiences are accepted with relative interest and goodwill in the immediate working environment of VETPro. Interestingly, superiors are more open in this respect than colleagues. Ministries, authorities, social partners and professional organizations, by contrast, are rather difficult to reach. This group shows little interest and must be contacted again and again, a tedious and difficult task.

Another issue of crucial importance for evaluating the effects of VETPro-mobility is whether the experience, skills and competencies acquired during trips abroad are subsequently applied in the work of VETPro. It has already been mentioned that practical usefulness received the lowest ranking out of all the assessment criteria examined. Nonetheless, 70% of respondents did assess it positively.

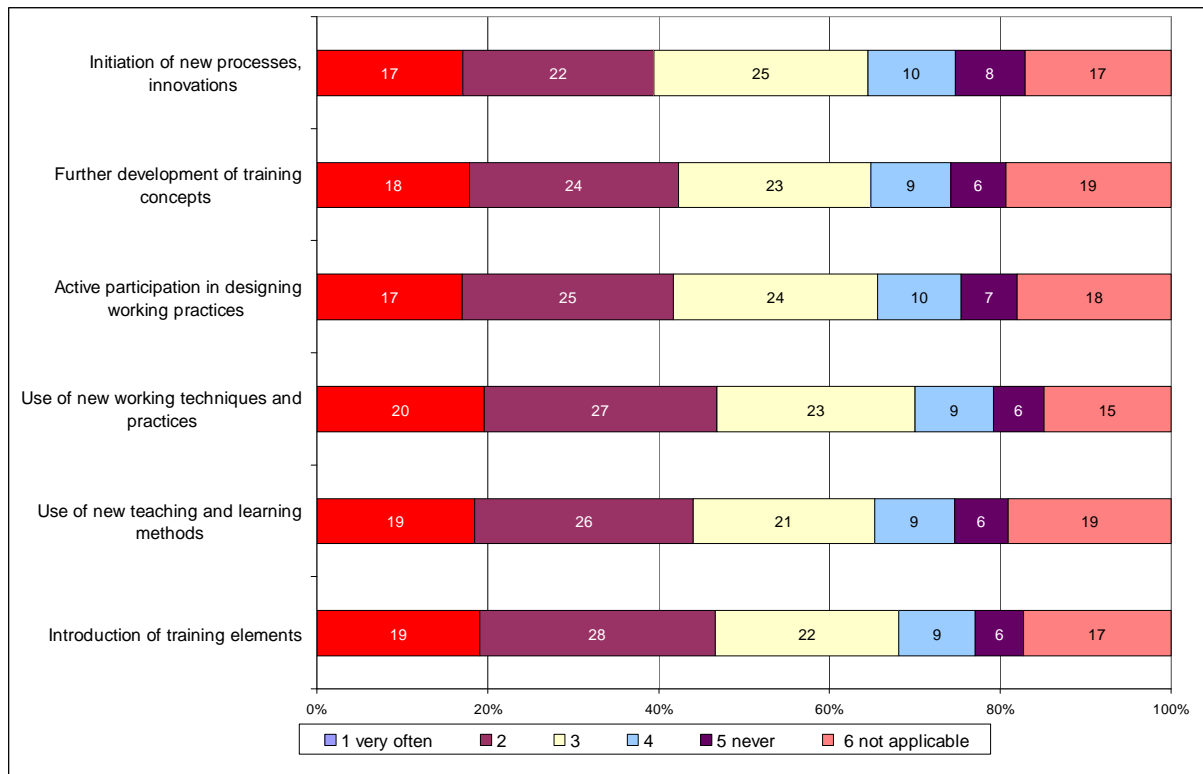
Thus, we now turn to an examination of what specific forms of usefulness can be observed.

The most important results are (see Figure 6.9):

- ◆ 47% of VETPro surveyed were able to implement new curricula (in existing training courses) very often or often.
- ◆ 45% have applied new teaching and learning methods.
- ◆ 47% were able to apply new working techniques and practices.
- ◆ 42% are actively engaged in designing work processes.
- ◆ 42% are involved in the development of VET concepts.

39% succeeded in initiating new processes and innovations. This result is impressive. In particular, it should be emphasized that VETPro contribute significantly towards developing innovations and organizing working processes. However, in this context, it is important to note that the VETPro who participate in mobility actions are a highly motivated and committed group. Thus, drawing a conclusion about all VETPro would be inadmissible. Nevertheless, the following statement is correct: VETPro-mobility makes critical contributions to innovation in VET institutions and systems.

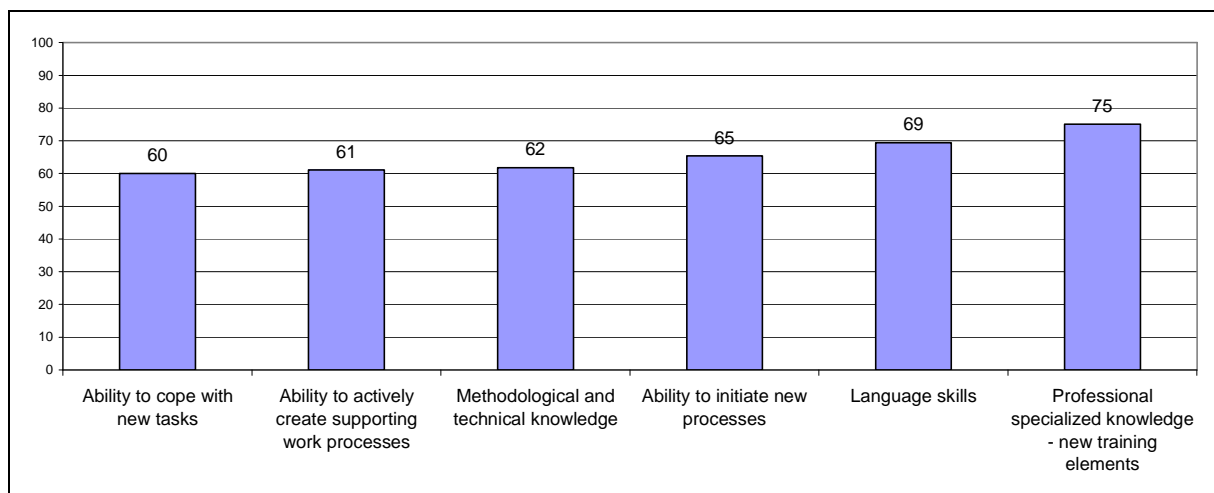
Figure 6.9: Could skills acquired during the stay abroad be applied on the job over the long term? (in %)



Source: WSF; online survey of VET professionals, 2009

For VET professionals the stay abroad was associated with a significant increase in competence. In particular (see Figure 6.10), professional expertise, language skills and the ability to initiate new processes were strengthened.

Figure 6.10: Influence of the stay abroad on the competencies of VETPro, in % ("very great" and "great" answers)



Source: WSF; online survey of VET professionals, 2009

In conclusion, this section examines the personal changes that resulted from the stay abroad and the experience there for the VETPro, and how they assess their personal benefits overall.

Firstly, it must be stated (cf. figure 6.11) that though, as a rule, benefits to individuals tend to increase over the longer-term, the effects from the mobility actions on the individual VETPro after the stay abroad tend to set in very quickly. The increases of the impacts seen over the longer term are not very great. In this context one must bear in mind that there is probably no single causal correlation in most cases. Thus, career advancement proc-

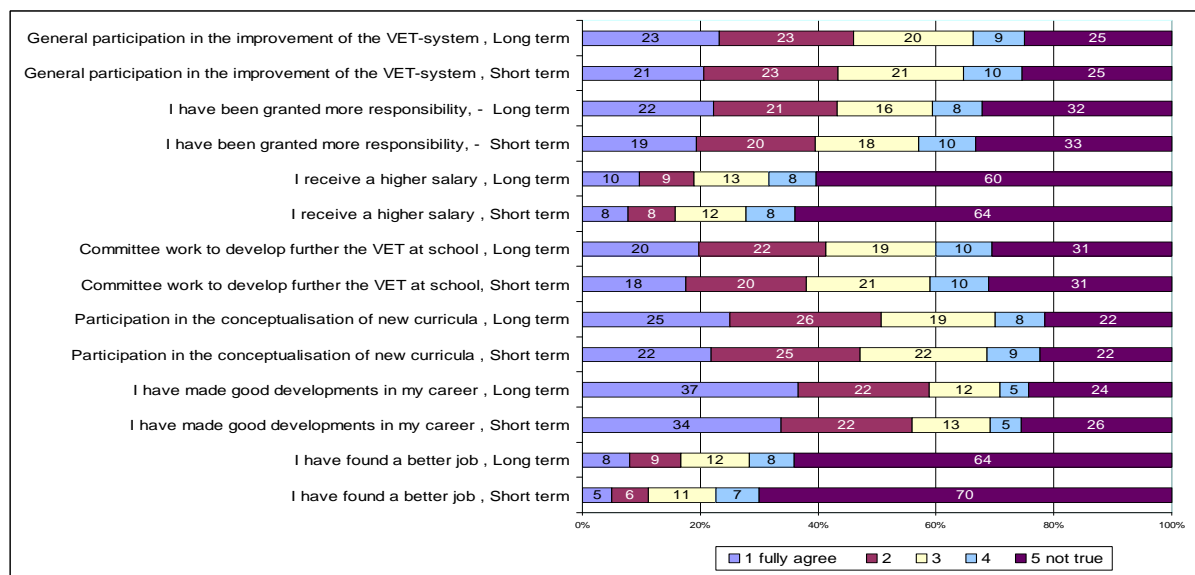
esses, such as those observed after participating in mobility activities cannot be attributed solely to mobility, but are also due to the fact that the mobility participants on the whole are a highly committed group. A number of factors come together here, reinforcing one another.

The effects of mobility on VETPro as individuals vary. Processes of professional advancement, accompanied to some extent by increased income, as well as more qualitative changes such as a greater personal involvement in measures for the improvement VET-systems, or more responsibility at work can be observed (see Figure 6.11).

The following results should be highlighted:

- ◆ Over the long term, 59% of the VETPro surveyed received a promotion at least in part due to participation in VETPro-mobility (sum of the "true" and "very true" responses):
- ◆ Just over half are involved in the design and development of new curricula.
- ◆ Just under half of them (46%) now participate (more) in discussions, measures etc. for improving the vocational education and training and the VET-system.
- ◆ Almost every fourth VETPro has taken on more responsibility in the job and participates in committees which develop VET.
- ◆ Almost 20% have a higher income.
- ◆ 17% found a better, or another job.

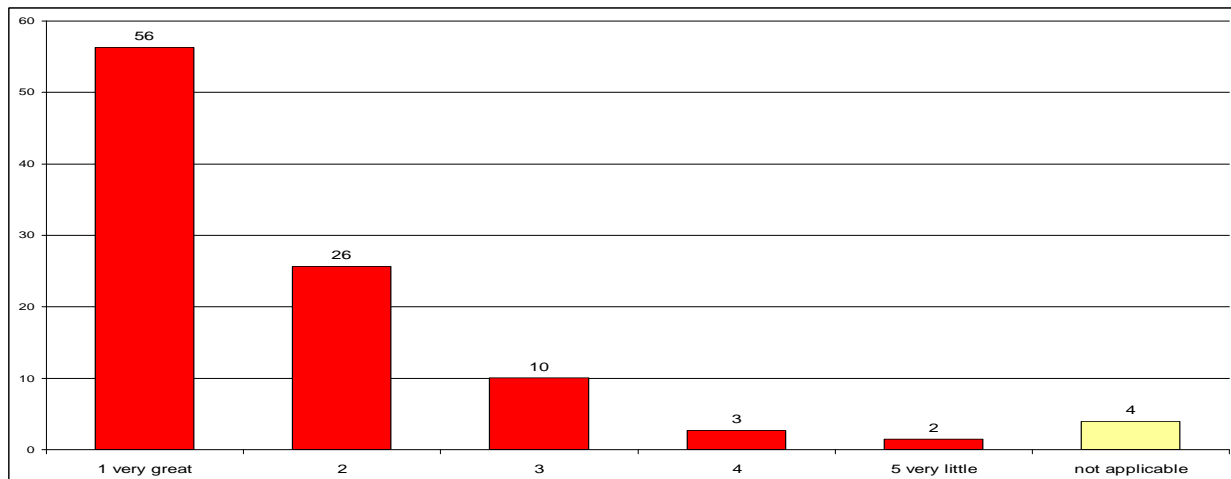
Figure 6.11: Changes due to the stay abroad, in %



Source: WSF; online survey of VET professionals, 2009

The mobile VETPro were asked to assess the overall personal benefits they obtained from their mobility. We should point out here that the short and medium term benefits are almost identical in this respect. 82% stated that the personal overall benefit in the Long term was very great (56%) or rather great (26%) (see Figure 6.12). Assessment of personal overall benefit varied considerably between the participating countries.

Figure 6.12: Assessment of the overall benefit of LdV mobility actions for VETPro, in %

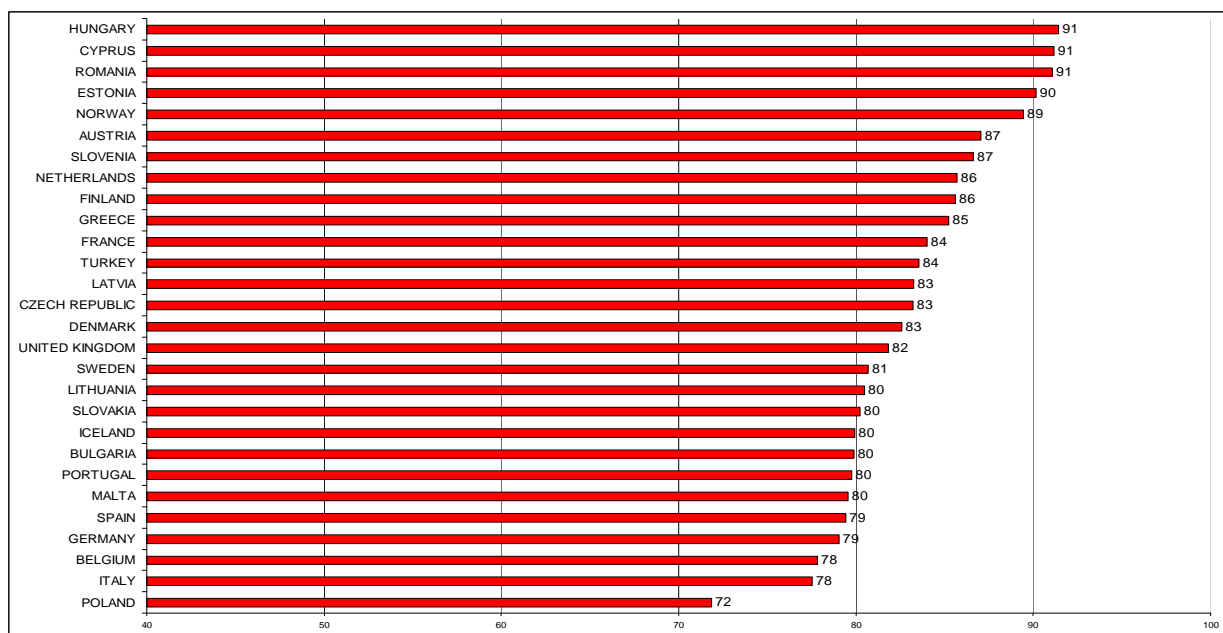


Source: WSF; online survey of VET professionals, 2009

Figure 6.13 depicts these benefit assessments according to the country. Especially high is the benefit for participants from Hungary, Cyprus, and Romania (91%), Estonia (90%) and Norway (89%). Germany and Spain (79%), Italy and Belgium (78%) and Poland (72%), are at the bottom of the chart. But these benefit values – except for the case of Poland - also reach almost 80% and are therefore still very high.

The great benefit that mobility actions have on VETPro is also apparent in the responses to the question of how they would decide if “faced with the question of taking part in an exchange measure [again]”: 86% answered “yes, certainly”, 12% were unsure, and only 2% indicated that they had no wish to participate again.

Figure 6.13: Assessment of overall benefit of LdV mobility actions for VET professionals, by country



Source: WSF; online survey of VET professionals, 2009; “very high” and “high” answers

6.6 Success factors for the personal development of VET professionals

In this chapter we will examine which aspects of mobility actions are decisive with respect to determining whether VETPro profit from them on an individual level or not. Some of these factors are based on the individual VETPro and his or her motivations. Some factors are external: for example the objectives of the institutions, the attitude of institutional management towards mobility actions or the circumstances associated with mobility actions, e.g., preparatory activities, reception at the host institution, etc. This analysis was based on the above mentioned combined indicator describing overall impact on VETPro.

Benefit to VETPro from mobility actions are at a particularly high level when (see Table 6.2) the following apply:

- ◆ during the mobility action, they have the opportunity for the regular exchange of experiences with other participants; the receiving institution was a good/ appropriate choice and the reception from the employees was positive.
- ◆ when it was possible to apply newly acquired competencies, experiences, processes etc. in their teaching/training.
- ◆ when the VETPro motivation for participating in the action was that of improving their own professional skills, expanding their own technical knowledge and become acquainted with new curricula and methods.
- ◆ when a climate of innovation prevails at the home institution and the management there is expanding its spectrum of activities, wants to internationalize its educational offerings and is interested in having employees broadening their horizons.
- ◆ when colleagues also regard the mobility as being a positive input.
- ◆ when preparation - when possible in groups - took place and was of high quality.
- ◆ when one objective of the VETPro is that of persuading their superiors, authorities and ministries that mobility is important for the improvement of the teaching and the enhancement of the instructional competencies.

Table 6.2: Factors supporting benefits to VETPro at the individual level from mobility actions

Factor	Effect
Sufficient opportunities for exchange with other participants	+++++
Suitability of the host institution	+++++
Contents of the measure can be used in the classroom	+++++
Positive reception from colleagues at the host institution	+++++
Opportunities to exchange experiences with those responsible for training	+++++
Motive of expanding professional skills	++++
Goal of becoming acquainted with new contents and methods	++++
Goal of increasing professional expertise	++++
Institution wants to extend its range of activities	++++
Institution wants its employees to widen their horizon	++++
Institution does not want to internationalize its activities	++++
Interest of the management	++++
Colleagues do not see mobility as an important input	++++
Quality of preparation	++++
VETPro wanted to show their superiors that mobility actions can be useful	++++
VETPro wanted to show the authorities that mobility actions can be useful	++++
Follow-up in the form of discussions with professional organizations	+++
We developed a further education plan for the mobility action	+++
Preparation for measures	+++
New training elements are evaluated in the institution	+++
Increase skills by teaching during the mobility action	+++
Follow-up in the form of discussions with local/regional authorities	+++
Discussions with ministries	+++
Goal of the mobility action was to bring the training system up to European standards	++
Increase skills during the mobility action through tandem partnership	++
VETPro were motivated to develop a mobility action	++
The concept for the mobility has been developed by the institution	++
Were motivated to develop such measures	++
Previously participation in mobility	+

Source: WSF; online survey of VET professionals 2009

Further important factors promoting benefits to the individual from the mobility actions are:

- ◆ Participants developed their own continuing training plan as a foundation for the mobility.
- ◆ Follow-up activities took place with professional organizations.
- ◆ New education elements in schools, companies and other educational institutions are regularly evaluated.

- ◆ Acquisition of competencies during the actions came about through active teaching and/or tandem partnerships.
- ◆ Follow-up activities in the form of discussions with ministries, school authorities and other local or regional institutions took place.

It must also be emphasized that VETPro assess the results and effects of mobility actions for themselves personally as being very high in cases where the objective of their stay abroad was that of influencing ministries, school authorities etc. Thus, they had the clear notion that Long term innovations in VET can only be realized when those institutions are also involved and support the programme.

Bottom-up-processes lead - as mentioned above - not only to positive affects for the VETPro themselves, but also to positive effects for the institutions and at the level of VET-systems. These processes are explained in detail in the Chapter VII. Examples for such effects are: home educational institutions are more likely to follow an internationalisation strategy; the institutions are anchored more firmly in transnational networks or new curricula are introduced in the VET. However, such processes are not sufficiently widespread, thus it is important that the VET-Pro and institutions be supported in these efforts.

The expert interviews revealed following (further) important factors that help the mobility actions for VETPro to be a success:

- ◆ Interest on the part of the VETPro in introducing experiences gained during mobility projects in instructions and transmitting them to colleagues, is crucial. Only if the colleagues also support implementation activities and successes in instruction can be rendered visible, will VETPro and their institutions benefit in the longer term.
- ◆ In the absence of systematic follow-up activities of mobility projects – such as for example building platforms for internal transfer training of the teachers/trainers - the impact of mobility actions fades rapidly. Measures allowing teachers and trainers to review the experiences of mobility actions in a team and derive from them an implementation strategy and objectives are especially successful.
- ◆ Local networks for the joint development of mobility concepts and for the further development of experiences gained in LdV-projects are another variable which supports the success of such actions. Networks which have the objective to bring together participants with mobility actions from various institutions in the network enhance the benefit of the mobility: both in regard to the design of mobility projects and with regard to dissemination.
- ◆ That the school authorities take on a positive and active role is the central prerequisite allowing teachers to draw on their experiences in classes, as well for a successful implementation of innovations in the institutions and the systems of VET. A more intensive exchange among a larger group of colleagues is only possible with the support of the school administration. The integration of the school administration is crucial; without it, reform processes only take place on a small scale within a small group of colleagues.
- ◆ The impacts of mobility are especially great if VETPro and project providers have previous experience with mobility actions. Lack of experience and associated lack of international contacts reduce the success of the actions.
- ◆ The transfer to one's own institution is too often left up to the personal commitment of individuals. VET professionals need more time- and material resources – to prepare measures properly. It was often reported that the school administrations view trips abroad in a positive light but do not offer their VETPro any support for the follow-up and/or the result transfer or also failed to allow them sufficient time in that context. This means many of the participants are left to their own resources following their trip abroad.
- ◆ Group size is not always well selected. In relatively large groups there is a danger that the transfer of knowledge only takes place via lectures. Smaller groups or individual-based designs are better, for example the "shadowing" in which one VET professional accompanies a colleague in the host country for several days.

- ◆ In general, projects are of particular benefit for VETPro and also the institutions, if the training institutions initially identify a problem and then design mobility projects to contribute to finding a solution for that problem. However, this requires on the one hand that VETPro and institution management undertake clear problem analysis and define their objectives together. It also requires that the destination country, the host institutions and the methods of knowledge- and skills acquisition be selected with great care.

6.7 Joint strategy of VET professionals and institutions

The conditions under which VETPro benefit from mobility actions personally and in their education- and/or training activities were discussed above. Among other things, it emerged that such effects are especially high when the management of the schools, training companies and other education institutions show an interest in internationalizing their offerings. This interest is promoted to no small degree by increasing competition between education providers. It is also important that the management from educational institutions deliberately uses experiences from abroad to enhance the quality of their curricula. Furthermore, it should be emphasized that a positive attitude on the part of institutional management has greater influence on the level of benefits that VET professionals gain from their mobility as individuals, than does acceptance on the part of their colleagues.

In this sub-section we will take a close look at how the professional interests of the VET professionals can be linked to those of the respective institutions, so that VETPro-mobility will become a "joint project" of VETPro and vocational schools, training companies and other educational institutions.

Based on the analyses, surveys and interviews conducted, the current situation can be characterized as follows:

- ◆ At a significant portion of institutions such a "common project" of VETPro and the management is already a well-established practice. The vast majority of the VETPro surveyed, specifically, around 70%, came from such an institution.
- ◆ The second group is made up of educational institutions, in which individual VETPro try to further internationalize training and education and innovate IVET and continuing training, but are rather inhibited than supported in that respect by the management.
- ◆ The third group currently represents the vast majority of institutions. In these institutions, management is not interested and the VETPro are accordingly not committed and probably not sufficiently informed.

A clear quantification of the importance of these three groups of institutions is not possible, since essentially, we have information only concerning the first group, the project providers were also surveyed there. We estimate that the first group represents a maximum of 20% - 25% of all educational institutions; among training companies the share may be even lower. The second group probably accounts for a similar percentage. Thus, we would estimate that the third group represents over 50% of all institutions.

This differentiation of the current situation makes it clear that the objective of arriving at a situation in which the VET professionals and the management pull in the same direction can only be achieved using a combination of activities and instruments and by involving not only, VETPro and the management of the educational institutions, but also the responsible ministries, school and local authorities and the social partners.

The first group, the institutions in which the management and the VET professionals are generally very committed and motivated, may offer a "blueprint" for the development of successful strategies in the two other groups.

During the approximately 15 years in which VETPro-mobility has been promoted through the Leonardo da Vinci programme, considerable changes concerning the content and objectives of mobility actions have occurred. If initially the focus was on establishing contacts, getting to know one another and visiting one another to get information about other VET-systems, VETPro-mobility today has a different quality. In addition to establishing contacts to prepare mobility actions for trainees and pupils, today VETPro mobility, in the framework of specific projects, contributes to finding solutions to problems faced in the educational institutions and to the further development of methods and contents. The lattermost aspect above all- for example the integration of more interna-

tional skills in training - should be emphasized, because at issue are not "only" reactive measures but active measures as well, which are intended to seize existing opportunities.

The study has shown that it is possible to create a positive atmosphere for VETPro-mobility in the institutions - in the sense of joint approach on the part of VET professionals and the management of the institutions - when all participants, if possible, are aware that mobility can make a contribution to the solution of existing problems and can lead to improved results of training activities. In more specific terms, this means that before considering mobility actions institutions should perform an analysis on their strengths and weaknesses mobility actions. That analysis may determine where there are concrete problems that can be solved - for example better integration of and better results from young people with migration background in the training. Alternatively, it might determine how the institution in question can extend its offerings. Thus, the initial focus should not be on the objective of gathering experiences abroad in general, but instead on a joint inventory and status assessment which can be drawn on to develop a solution strategy, one element of which might then be VETPro mobility. This approach also has a contribution to make towards restricting or even preventing reservations held by some colleagues or the management because it could counter the creation of the widespread idea that VETPro-mobility is a sort of tourism. VETPro-mobility that is based on this type of analysis of the situation tends to be viewed as an important instrument rather than as an individual preference.

In specific terms, this means that VETPro initial work together with the management of the institutions, to determine where strengths and weaknesses lie. They might, for example, address the following aspects:

- ◆ Intercultural education
- ◆ Integration of pupils and trainees with a background of migration
- ◆ Improvement of the training of VETPro
- ◆ Continuing training of VETPro
- ◆ Development of curricula with international contents
- ◆ New development or extensive adaptation of training courses, e.g. in early childhood education or geriatric care

Ideally, based on this analysis on the strengths and weaknesses, a joint project for VETPro and the management of the respective institution would be developed and an analysis of where and to what extent mobility by individual teachers or trainers makes sense would be undertaken. Regarding the subject continuing training, it would be worth considering a joint continuing training plan for the VETPro under which (individual) VETPro would travel abroad and then disseminate their experiences (initially) within the home institution. Another example concerns training in geriatric care or the early childhood education: in many European countries there are no or only rudimentary experiences in those areas, whereas elsewhere - for example in Scandinavia - well established training courses have existed for a long time. Stays abroad by VETPro could be of great use in this context in the establishment of new training courses or the adaptation of existing courses to meet the new challenges.

The increasing competition between the educational institutions mentioned above could be another approach for a joint project by VETPro and the management. After all, job security at a particular institution is also related to that institution's ability to compete with other educational institutions.

These explanations have shown that the preparation and the right choice of the destination countries are extremely important for VETPro mobility. Mobility will only be accepted, if the result of the mobility is assessed as being helpful by both the colleagues and the management of the institutions.

However, conditions at most institutions are not that favourable. I.e. the stance of colleagues and/or management towards mobility is rather sceptical or they reject it outright. However, despite this, it is possible to transfer the experiences from the first group to such institutions. Committed VETPro should combine their mobility actions with a strengths/weaknesses analysis and explain what benefits the trip abroad can offer for everyone involved before departing on the mobility action. It is even more important though that an appropriate follow-up activity

takes place in the institutions. It has emerged that it is helpful if the VETPro, who called themselves "lone fighters" in the survey, design projects that include other colleagues. The trips abroad do not have to take place at the same time, but can be distributed over a period of multiple months of the school year in conjunction with an overall strategy. Such a solution also helps make it possible to divide the necessary work as substitute teacher/trainer among all persons involved, i.e. feelings of envy and annoyance that arise when only one person travels abroad, because other staff have to take over their instructional duties.

It is particularly difficult to anchor mobility in institutions where, neither VETPro nor the management has previously participated in mobility. The key reasons for this have not been fully established. Probably, however, at issue is a combination of indifference, lack of information and general rejection due to reluctance to put forth the effort associated with mobility actions. In addition, the political arena often fails to advocate internationalization of training sufficiently.

At the concluding workshop in Brussels, a proposal was made that the inclusion of individuals currently in trainer- or teacher training more strongly in mobility projects be used as a means to overcome inactivity on the part of institutions and VETPro. Two advantages are associated with that approach. The first is that, as experience has shown such individuals exhibit a high degree of interest in initiating their own mobility projects when they take up positions teachers or trainers, Furthermore, they bring with them know-how about developing projects and writing applications.

Without the support of VET policy such bottom-up-processes can make only a limited contribution to changing the atmosphere of institutions that tend to resist mobility. The companies can also make an important contribution by exerting pressure at the political level and at institutions to anchor more mobility in training. Companies and the political arena - this was revealed by the surveys of the VETPro and the providers – now pursue this objective with greater intensity, although not yet on the scale required. Interestingly enough, the ministries of labour and the ministries of trade and commerce of the individual countries are more open-minded about this objective than are the ministries of education.

Here we can see an important future field of activity for the national agencies. For example, in cooperation with the responsible ministries, mobility counselling agencies could be established on the level of states and regions. Exemplary in this respect is the mobility counselling agency of the German federal state Hamburg, which, since 2000, has been supported with the funds of the ESF from the Hamburg Ministry for Labour and Economic Affairs. It has the explicit objective of encouraging schools and training companies to enhance the mobility of VET professionals and young people and to support them in the development of projects - including LdV projects. The project receives non-material support from large enterprises in Hamburg, the Chamber of Industry and Commerce and the industrial associations. The ministry associates another goal with its support of this project as well, that of increasing the prominence of the German federal state of Hamburg as an international centre.

VII. Impacts of VETPro-mobility on institutions

Key facts in brief:

The providers of LdV mobility projects are mainly vocational schools; these account for 41% share. In second place are continuing training institutions (13%). Organizations that can be assigned to the corporate sector account for 15% share of "industry-linked" organisations.

Project providers of VETPro-mobility comprise both smaller and larger institutions. Overall, a balanced size structure can be identified among providers.

From the perspective of the project providers, LdV is the central programme for the support of the professional mobility of trainees and VETPro. The function of LdV as a catalyst is particularly emphasized. The programme has an important pilot function: New approaches - not only due to the openness of the subject - can be developed which can be transferred later on into mainstream education (other programmes).

VETPro who participate in mobility confirm that their institutions have atmosphere climate of innovation. 72% of the providers and 67% of VETPro report that an attempt to create atmosphere climate of innovation in their institutions by regular cooperating with school authorities and professional associations, local and regional authorities/administration etc. The proportion of schools/institutions/companies in which the management tends to oppose more transnationality in VET was approximately one fifth.

In almost half of the institutions there was a change in "philosophy" (45%) as a result of mobility projects, i.e. predominantly more innovative, open atmosphere was created, and new ideas are not just dismissed but actively picked up on. Network-building has increased and new curricula and methods are being introduced.

The following impacts of mobility actions are worthy of special note:

- ◆ 55% of the VETPro home education institutions pursue an internationalization strategy (sum of "completely true" and "true" responses).
- ◆ The participation of employees' institutions is an important factor in improving the quality of VET (55%).
- ◆ The institution is anchored more firmly in international networks (48%).
- ◆ Introduction of new training elements in continuing training (45%).
- ◆ Application of new teaching- and learning methods (45%).
- ◆ There is a continuing training plan for VETPro (39%).

In contrast VETPro reported only marginal impacts on the educational institutions, school authorities and chambers of industry and commerce/of crafts etc. Only 25% of VET professionals noticed an improvement in that area. Improvement in the provision of financial, material and personnel resources occurred only rarely (21%).

The impacts of VETPro-mobility on schools, training companies and other educational institutions are influenced decisively by the strategy of the institution concerned. The impacts of VETPro-mobility are significantly higher in those institutions here the management pursues the following objectives: the enhancement of the continuing training opportunities for employees, the improvement of the quality in VET, the qualification of trainers and teachers or an internationalization of VET opportunities.. Furthermore, the acceptance on the part of and the support from school authorities, ministries and social partners are decisive factors for Long term positive impacts by mobility actions on institutions.

Furthermore, the acceptance of and the support by school authorities are decisive factors for Long term positive impacts of mobility actions on the institutions.

The institutions profit also more intensively from VETPro-mobility over the long term, when follow-up activities were organized internally and externally.

At the level of the institution VETPro-mobility has primarily the following positive effects:

- ◆ The attractiveness of the school, the company etc. as a VET-institution is enhanced. Schools and educational institutions are able to better present themselves on the increasingly competitive educational market.

- ◆ The institutions which take part in VETPro-mobility tend to have a climate of innovation, thus the experiences are in many cases quickly implemented in terms of new teaching- and learning methods and in terms of new training elements.
- ◆ In these institutions the quality of VET increases significantly.
- ◆ Many partnerships and networks are launched and their sustainability encouraged. Networks, whose activities extend beyond mere mobility activities, have a high multiplier effect.

The implementation and dissemination of mobility experiences are impeded by:

- ◆ Lack of resources for a targeted dissemination strategy.
- ◆ Inadequate provision of both personnel and materials for implementing innovations at the respective institutions. In this context we should also point out that when VET professionals take part in stays abroad, substitutions must be organized. In case of a limited staffing, colleagues must then take on an additional workload, which can lead to acceptance problems.
- ◆ A high number of different stakeholders involved the development and reform of training courses that obstruct one another.
- ◆ Inadequate systematic follow-up by superiors and school administration.
- ◆ It should also be mentioned here, that in most institutions only a part of the VETPro take part in mobility (the elite), this leads in some cases to feelings of envy amongst the colleagues and can also impede the implementation of the results.

7.1 Structure of the providers of VETPro-mobility projects

The providers with LdV mobility projects are primarily vocational schools, accounting for a 41% share. In second place, with a considerably smaller share, are continuing training institutions, 13% (cf. figure 7.1). Universities/universities of applied sciences and companies each account for 8% of providers. The chamber of industry and commerce and the chamber of crafts account for 5% and 4% of providers are school authorities/ministries or other public institutions.

Grouping providers, which can be defined as belonging to the business sector, the share of “business linked providers” is 15%. This corresponds almost exactly to the share of VETPro coming from the corporate sector. Again, that circumstance highlights the fact that while vocational schools are represented in sufficient numbers in mobility actions, the corporate sector and the continuing training providers do not participate in LdV mobility to the extent that would be required for the upcoming reforms within the framework of the Lisbon processes.

Project providers for VETPro-mobility are in both small and large institutions; overall the structure is balanced. Below is the specific structure of project provider sizes, by the number of employees:

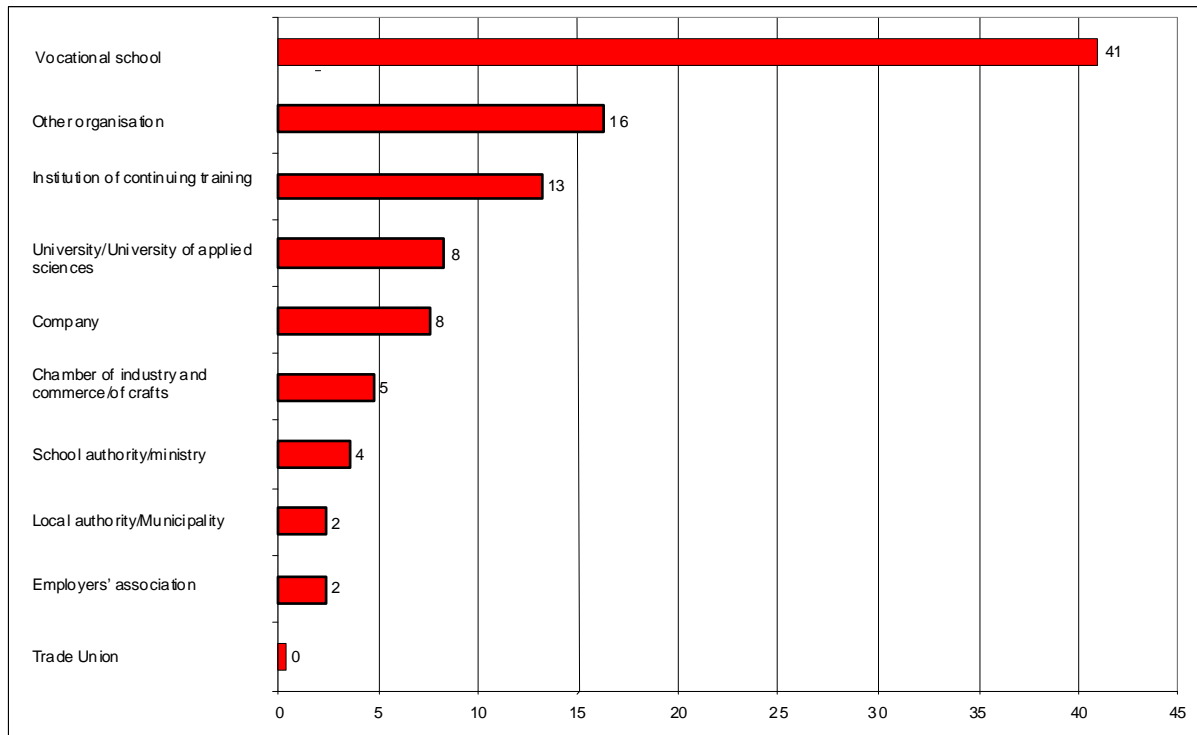
- | | |
|--------------------------|-----|
| ◆ Up to 50 employees | 30% |
| ◆ 51 to 100 employees | 23% |
| ◆ 101 to 250 employees | 23% |
| ◆ 251 and more employees | 24% |

Some of the VETPro-mobility providers organize mobility actions offering VET professionals from other institutions the opportunity to travel abroad in addition to their own employees. 43% of the organizations organize mobility only for their own employees, another 29% mainly for that group. Almost 30% of providers organize mobility actions predominantly for external parties (collective projects). Those include mainly vocational schools, institutions for continuing training, but also some companies and other business-linked organisations.

The majority of providers had previous experience with the organization of VETPro-mobility actions. Approximately 16% have been active in this area since the 1994-1999 funding period, 28% joined between 2000 and

2003 and 34% submitted their first application between 2004 and 2006. The proportion of providers that first became active in 2007 is 19%. All in all, there is a reasonable mix of experienced, old organizations and newcomers.

Figure 7.1: Structure of the providers of VETPro-mobility projects, in %



Source: WSF; online survey of VETPro project providers, 2009

Most project providers organize mobility actions for VET professionals on a small scale. Only 40% had sent a maximum of 10 VETPro for a stay abroad in recent years, for 27% of the organisations this figure was between 11 and 20 persons and 25% made it possible for 21 to 50 persons to spend time abroad. Project providers, which have sent a larger number abroad (more than 50 VETPro) form something of an exception, at only 10%.

For most project providers VETPro-mobility complements the mobility of trainees and pupils. In the last five years the project providers have sent noticeably more trainees than VET professionals to mobility actions. During that period, 40% of the project providers sent more than 50 pupils and trainees abroad. A further 28% sent between 21 and 50, and 16% sent between 11 and 20. Only very few project providers sent a very small number of trainees (up to 10), namely 16%.

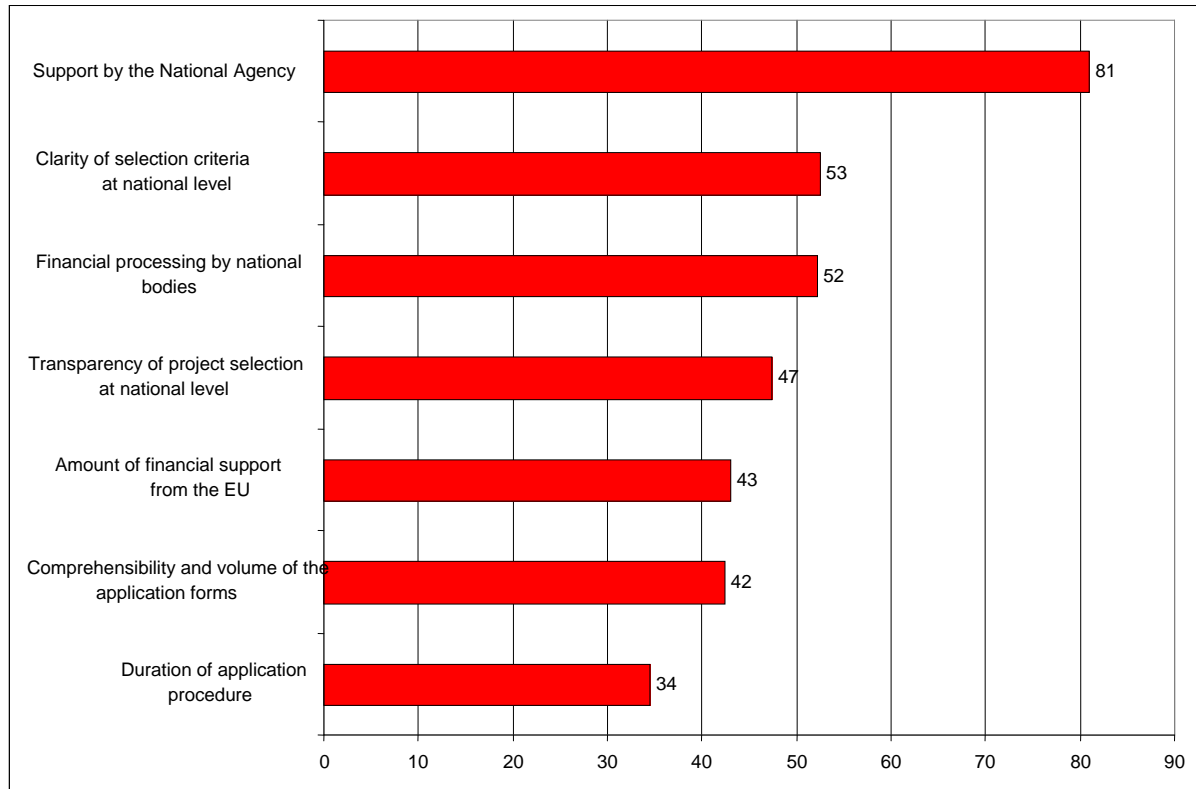
7.2 The importance of the Leonardo da Vinci programme from the perspective of the project providers

From the point of view of the project providers, LdV is in most countries the central programme for the funding of professional mobility of trainees and VETPro. Above all, the function of LdV as a catalyst is emphasized. Although compared to other funding instruments - e.g. EU Structural Funds and especially the ESF - the programme has access to relatively modest funds, it still has a pilot function. The basic thematic openness of the programme offers a chance to develop new approaches, which can then later be transferred into the mainstream funding (of other programmes).

The demand for LdV mobility actions by VET professionals usually noticeably exceeds the funds available. Among the project providers surveyed, 68% reported that they could definitely organize more mobility actions for VETPro, if more financial resources were available. On average, project providers already active in this area could extend their programmes by almost 40%, if they had more resources. Added to that is the capacity of the project providers whose applications were not approved and hence could not be included in the online study. In other words, there is considerable potential on the part of project providers to expand offerings of VETPro-mobility.

A further strength of the programme is the implementation structure, i.e. the national agencies. The work of the national agencies is assessed either as very good or good by 85% of the surveyed LdV project providers (see Figure 7.2).

Figure 7.2: Assessment of implementation of the LdV programme by the project providers (net difference between positive and negative assessment, in %)



Source: WSF; online survey of VETPro project providers, 2009

If one sums up the positive and negative evaluations of the project providers for particular elements of the LdV programme, then it becomes evident that in addition to the work of the national agencies, the clear strengths are the clarity the selection criteria at a national level and the financial side of the programme. However, the duration of the application procedure was not assessed positively.

In conclusion, the following strengths and weaknesses can be identified regarding the structure and implementation of the programme.

Strengths:

- ◆ Openness of the programme in regard to content and participants
- ◆ Programme regulations are simple and are known from the outset. The rules are valid Europe-wide for:
 - Calls for applications
 - Applications
 - Execution/documentation
 - Payments
 - Requirements
 - Funds are paid out promptly

Weaknesses:

- ◆ Insufficiently systematic and/or effective transmission and direction of transmission
- ◆ No resources designated specifically for the dissemination of the knowledge gained
- ◆ The finances regarding travel and accommodation costs are not flexible enough, so that funds cannot be spent or certain destinations cannot be reached

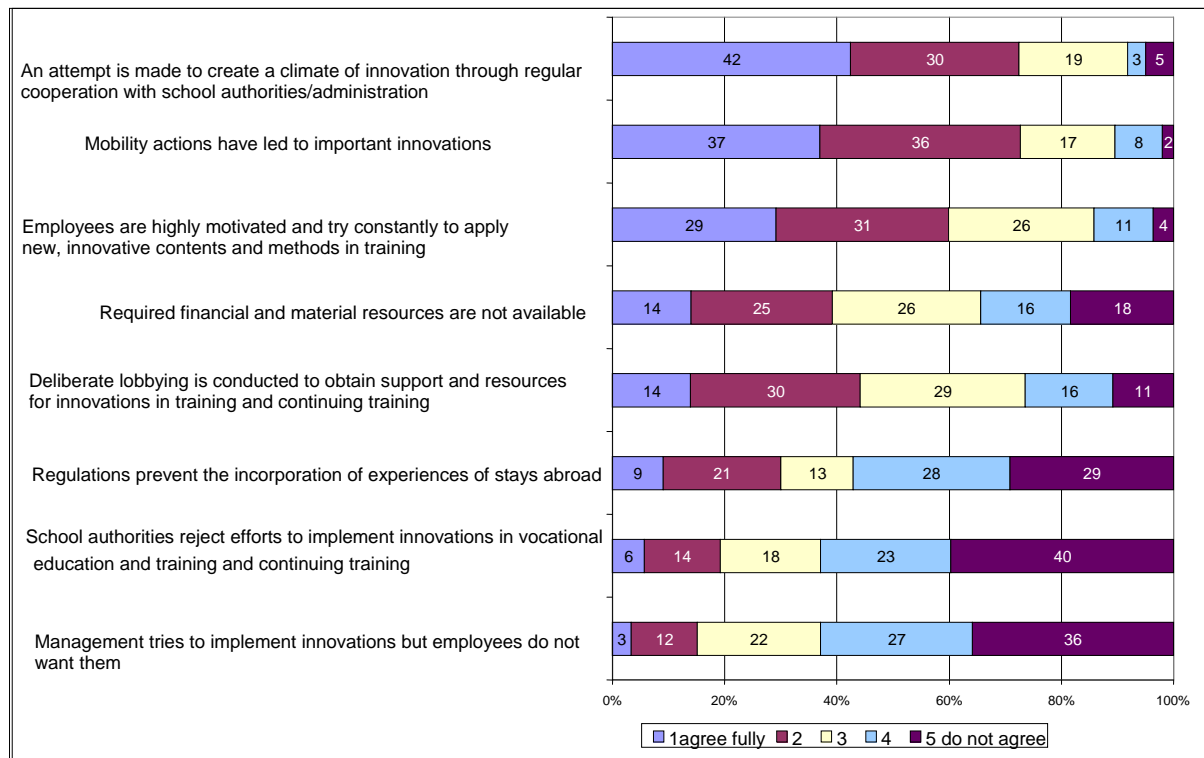
Amongst the weaknesses listed emphasis should be placed above all on the aspect of the still insufficiently systematic transmission operations. In the preceding section we explained that the VETPro are able to encourage bottom-up processes in their institutions and in the VET-systems. And that - if this occurs –changes can be achieved where innovation experiences are disseminated. However, the VETPro and their institutions require more support for that.

7.3 Importance of a positive climate for innovations in schools and companies

This section presents an analysis of how VET professionals and project providers generally assess the experiences of their institutions with trips abroad. In other words, it examines whether the institution has a climate favourable to innovation and whether in some cases third parties - e.g. school authorities or ministries - react in either a supportive or inhibiting manner.

First, we should point out that VET professionals and project providers both assess the climate in their institutions as innovative; the project providers give a somewhat more favourable assessment than do the VETPro, but the differences are fairly minor.

Figure 7.3: Experiences in VETPro institutions/companies with trips abroad, in %



Source: WSF; online survey of VET professionals, 2009

Project providers as well as VETPro both describe their institutions as having a very innovative climate: 72% of the project providers and 67% of the VETPro report that in their institutions there are attempts, through regular cooperation with school authorities and professional associations, local and regional authorities/administration etc., to create atmosphere climate of innovation.

The proportion of schools/institutions/companies in which the management tends to oppose more transnational mobility in VET is approximately one fifth. The finding that the mobility actions have contributed to important innovations in continuing training (73% of the project providers and 63% of the VETPro), must be further emphasized.

When evaluating these results one should consider the fact that both project providers and mobile VET professionals are to some extent a kind of elite. Those who organize the mobility actions and those that participate in them tend to be convinced of the necessity and usefulness thereof and are more likely to be in a position to im-

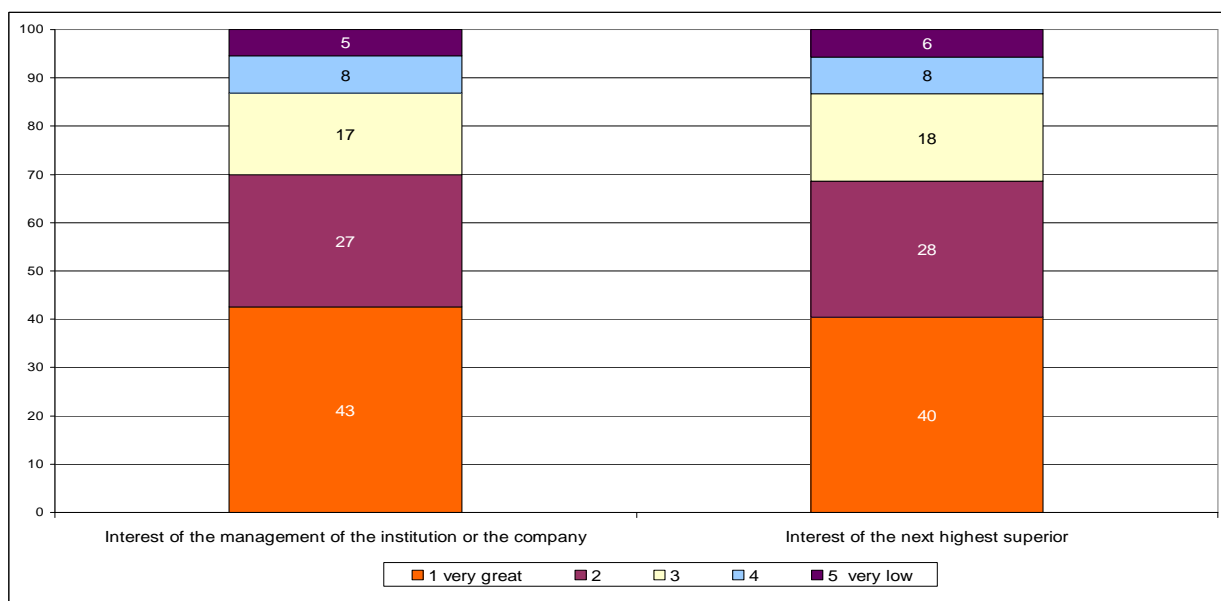
plement innovations in their own institution. This means that the described results cannot be transferred to all higher education institutions and VETPro. However, it is apparent that mobility actions do lead to important innovations in continuing training when institution managers are convinced of their usefulness.

As far as implementing new elements and methods for VET are concerned, the colleagues of the mobile VETPro and the employees in the institutions of the project providers are highly motivated (each approx. 70%). However, in around 20% of the cases, institutions reported that some of VETPro resisted attempts by the institution managers to introduce changes. This shows that there is some opposition from the sphere of employees of the institutions, but according to the statements by both the VETPro as well as project providers, that opposition is not very great. The same – as stated above – was found to be true for the role of the management. Around half of the VETPro and 44% of project providers further report that in a deliberate lobby campaign was and is undertaken at their schools, companies, institutions, etc to obtain support and resources for innovations in IVET and continuing training.

However, there are obvious obstacles which stand in the way of improvements to VET. Above all, the limited financial resources: this point was mentioned by 57% of the VET professionals and 39% of project providers. The fact that the project providers were less negative in this assessment can be explained by the fact the VETPro population surveyed included a large number of participants whose employers/institutions did not administer the mobility actions themselves. Project providers that are more familiar with project acquisition seem to be in a better position to mobilize additional funds. Furthermore, the observation can be made that approximately one-fourth of the VETPro surveyed complained that the responsible educational authorities took a rather negative stance towards innovations in continuing training.

The findings concerning the attitude of companies and schools as well as higher education institutions were confirmed by the statements of the VETPro surveyed in response to the question asking for an evaluation of the interest on the part of the institution management and of the respondent's direct superior in its employees taking part in mobility actions. The results, presented in Figure 7.4, reveal that both supervisors and institution management consider the mobility of their employees in a very positive light. In around 80% of the cases their interest was evaluated as either very high or high. Around 13% of the institutions, companies and schools were reported to show very little or no interest at all. This, again, confirms the above-mentioned finding that the management of only a relatively small number of schools or institutions considered mobility in a more negative light or even attempted to prevent VETPro from participating in a stay abroad.

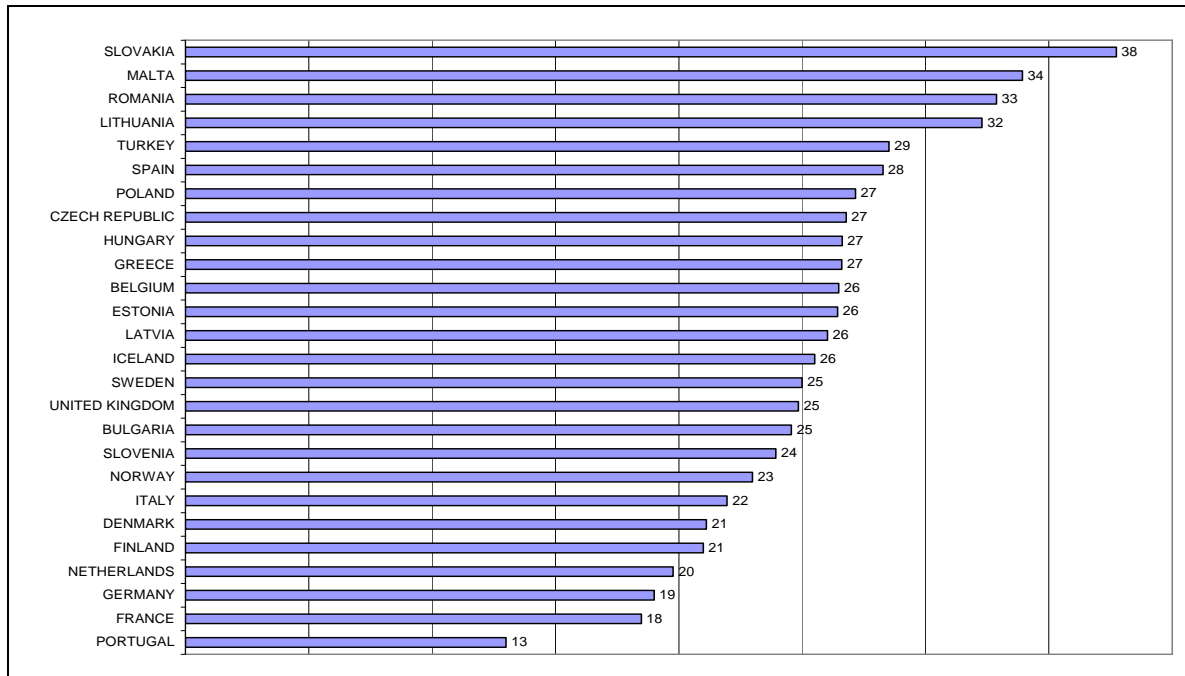
Figure 7.4: Interests of the institution management and supervisors, for the VETPro to participate in mobility actions - in % of the VETPro



Source: WSF; online survey of VET professionals, 2009

A differentiated examination of the LdV participating countries is presented below, addressing the question of where school authorities tend to prevent (or want to prevent) mobility with greater frequency and how the institutions oppose the mobility of their employees.

Figure 7.5: Problems with school authorities during the implementation of innovations - in % of VETPro



Source: WSF; online survey of VET professionals, 2009

Opposition from school authorities and other institutions that have similar control duties and responsibilities is particularly great in the EU-12 (29%) and in the EEA EFTA countries and Turkey (28%), and somewhat lower in the EU-15, where only 23% of the VET professionals reported such obstacles.

The presence of problems with school authorities varies greatly among the individual countries. They are comparatively infrequent in Portugal, France, Germany, the Netherlands, Finland and Denmark. In Greece, Hungary, the Czech Republic, Poland, Spain and Turkey, they were reported at an above average rate. VET professionals from Lithuania, Romania, Malta and Slovakia reported facing particularly large problems.

As far as the role of the management of the individual institutions is concerned, no differences between the old and new member states emerged that are worthy of note. Even when broken down by individual country, the differences are certainly not as pronounced as is the case with regard to role of the educational authorities. Overall, a total average of 70% of the VETPro reported that the management of their institutions considered transnational measures in a positive light, while this figure for the Czech Republic and Denmark was only 62% and in Hungary 63%. The VETPro in Belgium, Finland, Iceland, Malta and Slovakia received particularly great support from management.

The survey of the VETPro about the role of the school authorities and management revealed that the problem is not as a rule that of institutions' management, but rather, that in many countries the school authorities act in a rather restrictively manner.

In the following, the central motives on the part of higher education institutions for transnational engagement are analysed. Here the data stemming from the survey VETPro and that of project providers are again very similar. The following is worthy of emphasis (see Figure 7.6a):

- ◆ From the perspective of the VETPro, as well as that of the providers, the central motive for implementing mobility actions is to allow teachers and trainers to expand their skills (90% of project providers and 81% of VETPro).

- ◆ 83% of the VETPro and 90% of the project providers reported that giving the employees an opportunity to broaden their horizons was a motive for the institutions.
- ◆ According to assessments made by the VETPro, almost 80% of the institutions want to increase the quality of education.
- ◆ Almost two-thirds of the institutions also pursue the objective of contributing to the internationalization of their activities/programme through transnational mobility actions.
- ◆ Another important motive for the institution is to expand and improve continuing training programmes for their employees (84% of project providers and 72% of VETPro).
- ◆ Similarly high is also the objective of the goal of creating or further developing international networks. (87% of project providers and 76% of VETPro).

For the providers, the following two motives were assessed as especially important (see Figure 7.6b):

- ◆ Enhancement of international transparency of vocational degrees (62%)
- ◆ Increasing opportunities on the market (63%)

Furthermore, the project providers also pursued to some extent the objective of influencing their national education system. This applies to 50% of the project providers surveyed, by their own report.

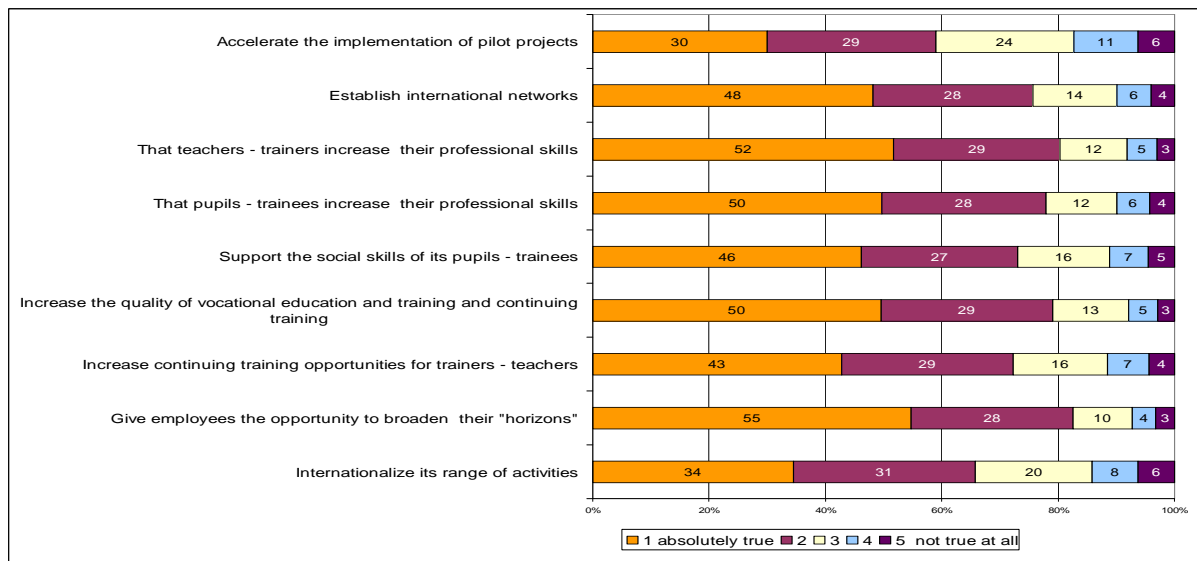
It emerged that the following motives are in the foreground for the institutions that send their VET professionals abroad:

- ◆ Firstly, the desire to improve the quality of their own education offerings and expanded them to include international curricula. Mobility actions represent an important instrument to enable employees to expand their competencies broaden their horizons. This means that both experiences gained abroad are deliberately drawn on both in the development of mid and Long term strategies of institutions and in the development of continuing training plans and facilities for employees.
- ◆ Secondly, the expert interviews and the workshops supported this – one result of the reforms of VET systems in many member states over the last few years has been more competition among higher education institutions. There is a general Europe-wide trend that policies are allowing schools and education institutions more flexibility. As a consequence, the spectrum of offerings and services of education institutions is now considerably broader than it was 10 or 20 years ago. In addition, falling student numbers are causing increased competition among vocational schools in many European countries. Since education institutions want to attract the good and/or high performing pupils, they have to distinguish themselves from other schools in a positive way. In this context, an international orientation offers a way of increasing an institution's appeal. More strongly international-oriented curricula and the opportunity for pupils and trainees to participate in mobility actions, therefore, increasingly belong to the marketing instruments of the institutions.

The experts pointed out that strong differences exist in this context among sectors and with respect to company size. The education institutions or companies from the tourist sector and other branches with an international orientation and those that are very active abroad - e.g. the logistic branch - market their international offers very aggressively. Companies and educational institutions which are orientated more towards national markets or traditional professions are only gradually starting to understand the opportunity represented by international offerings.

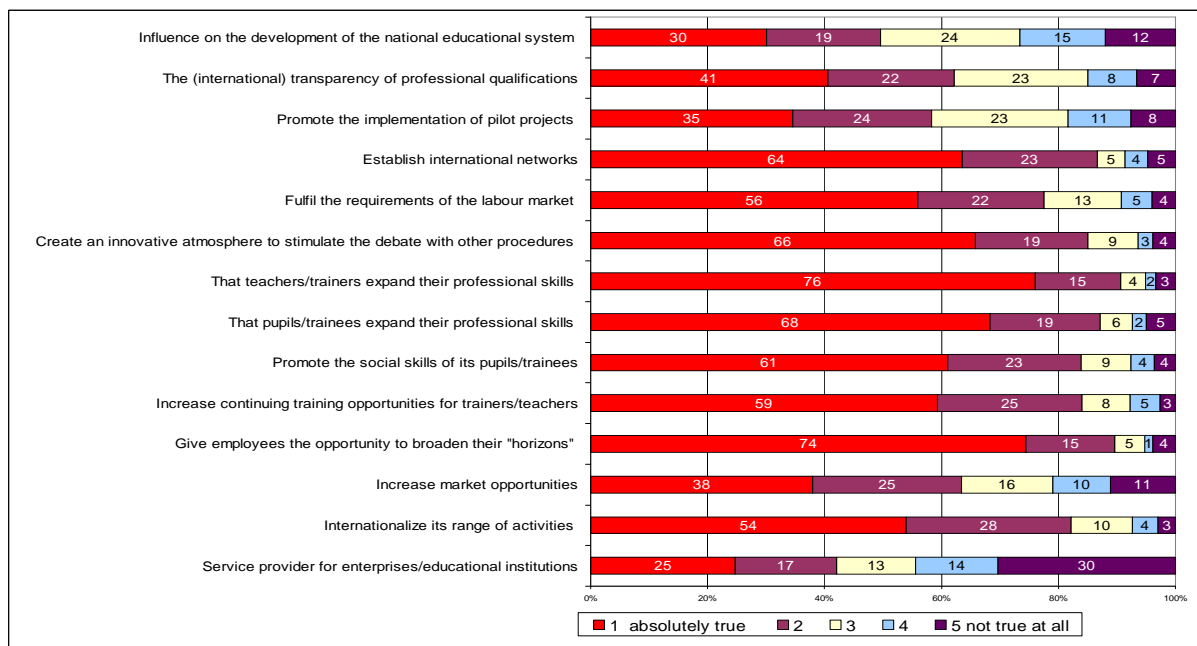
- Thirdly, and at issue here, too, is a marketing tool at least to some extent, is the motivation on the part of vocational schools and other education providers to better meet the requirements of the job market. This issue played a prominent role at the concluding workshop. Many experts pointed out at various times that demand from, or rather the needs of, the corporate sector should have a stronger influence in the design of international educational offerings and mobility measure. That sector would then, it was suggested, be more willing to participate in Leonardo da Vinci mobility actions and send both their trainers as well as their trainees abroad.

Figure 7.6a: Motives of education institutions when VETPro, trainees and pupils participate in mobility actions - in % of VETPro



Source: WSF; online survey of VET professionals, 2009

Figure 7.6b: Motives of education institutions when VETPro, trainees and pupils participate in mobility actions - in % of project providers



Source: WSF; online survey of VET professionals, 2009

7.4 Impacts of mobility actions on institutions for vocational education and training

An important assignment of this study was to work out how LdV mobility actions affect the individual schools, companies and other education institutions, i.e. how mobility can contribute to the modernization and innovation of VET and which inhibiting and supporting factors are at work. In the preceding subsections, we have shown that institutions which participate in LdV mobility often possess a general climate of innovation. The management level, as well as the employees, predominantly supports these efforts. The environment is described as being encouraging rather than inhibiting, even though educational authorities are (still) to some extent inflexible and don't (want to) recognize the significance of an international orientation in VET and of the adaptation of new training methods. The following figures, 7.7a to 7.7c, present the impacts of mobility actions on schools, companies and other VET institutions as observed by VETPro as well as project providers of mobility actions.

A central result of this analysis is that almost all possible impacts increase the positive effects of mobility actions over time. On average, these effects have increased (cf. Figure 7.7a) by about 5 percent (measured by the share of VETPro, who observed such changes). If one next considers the effects of mobility actions identified by VETPro as being Long term then the following impacts should be stressed:

- ◆ Educational institutions which participate in VETPro-mobility pursue an internationalization strategy (total of "absolutely true" and "true" answers) (55%).
- ◆ Participation of the institutions' employees is an important factor in improving the quality of VET (55%).
- ◆ Participation of the institutions' trainees and pupils is an important factor in improving the quality of VET (55%).
- ◆ The qualifications of the VET-personnel were enhanced (57%).
- ◆ The institution is anchored stronger in international networks (48%).
- ◆ The "philosophy" in my institution has been transformed (45%).
- ◆ New curricula in VET were introduced (45%).
- ◆ New teaching- and learning strategies have been implemented (45%).
- ◆ There is a continuing training plan for the VETPro (39%).
- ◆ International skills are part of examinations (32%).

In the view of VET professionals, the effects of the following were low:

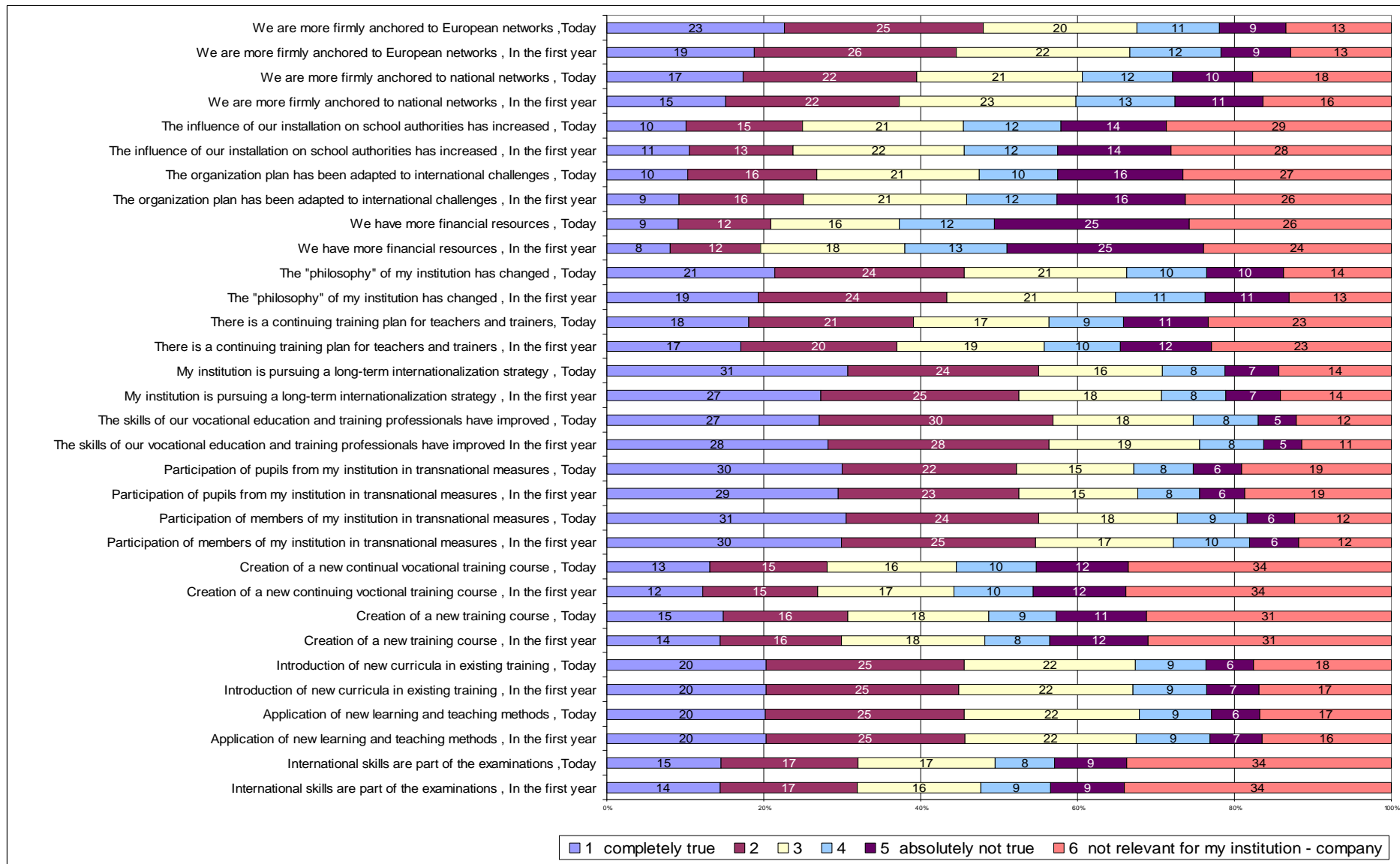
- ◆ The influence of the educational institutions on the school authorities/chambers of industry and commerce/of crafts etc. Only 25% noticed an improvement here.
- ◆ Improvement of financial, material and personnel resources was rarely seen (in only 21% of the cases).
- ◆ Similarly the organization plans of the institutions were adapted only seldom (26%).

The VETPro-mobility project providers assessed the effects in a similar way; however their assessment was slightly more favourable than that of VETPro. This is primarily due to the fact that approximately a third of the VETPro come from institutions which neither design nor administer mobility projects themselves. At such institutions, the effects of mobility actions may be lower to no small degree because fewer employees participate in mobility and because the mobility projects had not been correctly adjusted to reflect the strategies of the respective institution. On the other hand, the management of an institution - at which the provider survey was aimed - is in a better position to evaluate some aspects, for instance because they maintain more contact with other VET institutions (authorities, chambers of industry and commerce/of crafts, companies etc.). From the point of view of the project providers, the following institution-specific effects resulting from LdV mobility can be highlighted:

- ◆ LdV mobility immediately leads to an enhancement of the competencies of training personnel (75%).
- ◆ Participation of employees in mobility is an integral part of the measures to improve the quality of continuing training (71%).
- ◆ The institution pursues an internationalization strategy (65%).
- ◆ New curricula were integrated into the existing courses (58%).
- ◆ The institutions are anchored more strongly in the European networks (59%).
- ◆ New teaching and learning methods are put into use (56%).
- ◆ In 37% of the institutions new courses were created.
- ◆ In 32% of the institutions, international competencies have become a part of the exams.

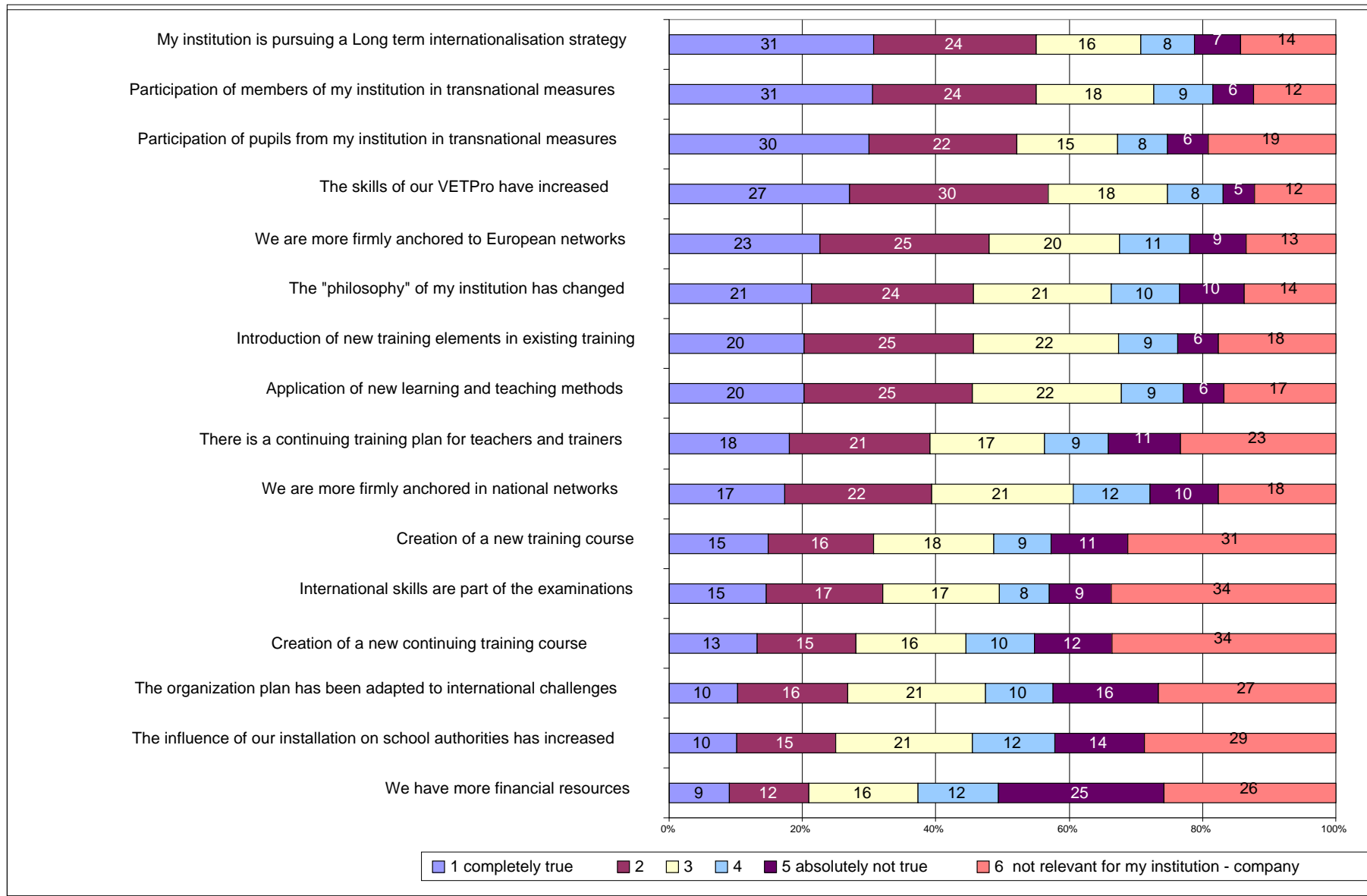
According to the responses from the providers, mobility actions had little impact with respect to adapting the staff appointment scheme to reflect the new challenges (34%), financial resources (31%) or the amount of influence on the educational authorities/chambers of industry and commerce/of crafts etc. (38%)(cf. figure 7.7c). Hence, the impacts of VETPro-mobility affect schools, companies and other education institutions in particular with regard to quality improvement, a stronger internationalization of VET, the introduction of new curricula in existing training courses and the use of new teaching and learning methods.

Figure 7.7a: Effects at the institutional level as assessed by VETPro, in %



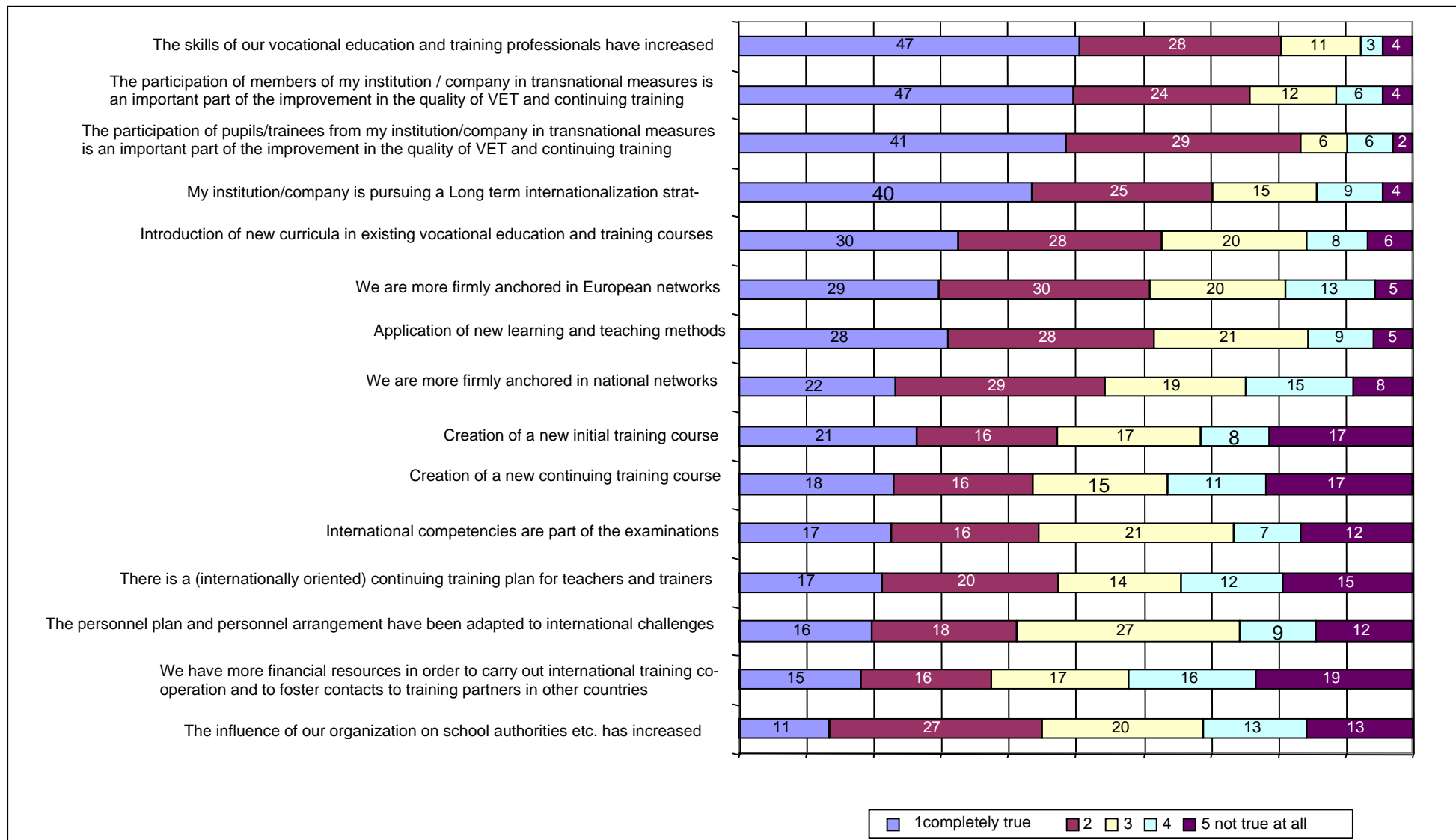
Source: WSF; online survey of VET professionals, 2009

Figure 7.7b: Effects at the institutional level today as assessed by VETPro, in %



Source: WSF; online survey of VET professionals, 2009

Figure 7.7c: Effects at the institutional level as assessed by project providers - in % of the project providers



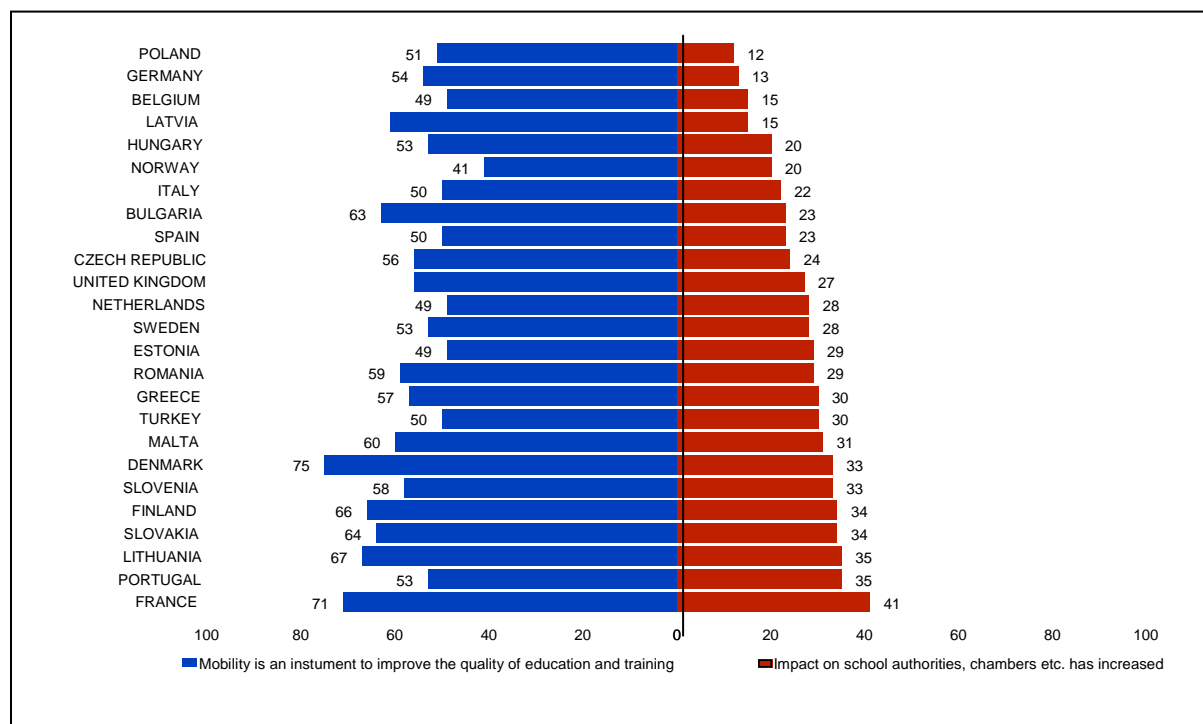
Source: WSF; online survey of VETPro project providers, 2009

The implementation of new VET courses occurs rather infrequently, it applied to only 21% of the institutions. One reason for this is that, as a rule, it is not the education provider but others such as ministries, school authorities or social partners that make decisions regarding new training courses. On the other hand, schools and education institutions have more freedom in the implementation of new teaching and learning methods. This is also true for the integration of new learning elements in existing training courses, provided the overall specified training schedule allows some flexibility (e.g. time).

Below, there is an analysis of two of the key impact dimensions with respect to whether and how these differ among the LdV countries: the effects “participation of employees in mobility is an integral part of the improvement of quality of VET” and “the influence of our institution on school authorities/chambers of industry and commerce/of crafts etc. has increased” (see Figure 7.8).

The influence of school authorities, chambers of industry and commerce/of crafts etc. on VET professionals varies considerably among LdV countries. The institutions in Poland, Germany, Belgium and Latvia - according to the assessments made by the VETPro surveyed – are not very receptive towards innovations. One expert outlined this as follows: “Just a few years ago they thought mobility was redundant, now we encounter benevolent passivity. We inform [them] regularly about our new experiences, but we have never received a response”. This means that the atmosphere has indeed changed, and that there is considerably less opposition. However, one can only hope for some sporadic support or willingness to act upon innovations.

Figure 7.8: Importance of mobility as an instrument to improve the quality of education in the institutions, as well as the influence of the institution on school authorities, chambers of industry and commerce/of crafts etc. - in % of VETPro



Source: WSF; online survey of VET professionals, 2009; total of “absolutely true” and “true” answers

The authorities in Hungary, Norway, Italy, Bulgaria, Spain as well as the Czech Republic are, according to the estimation of VETPro, rather reluctant. The exertion of influence through discussions, experience reports etc. is only possible to a limited extent. However, the situation is better in the first group of countries.

A third group of countries, from which the VETPro reported that their institutions acquired a greater influence on school authorities, chambers of industry and commerce/of crafts etc. as a consequence of the mobility experiences, comprises the UK, the Netherlands, Sweden, Estonia, Romania, Greece, Turkey and Malta.

It can be concluded from the survey results, that there is a particularly innovative atmosphere in Denmark, Slovenia, Finland, Slovakia, Lithuania, Portugal and France. In these countries, at least, the responsible authorities

are relatively open for suggestions from schools and other educational institutions that originate from mobility actions.

The overall analysis of the effects of mobility actions involving VET professionals shows that VETPro and the project providers evaluate these almost identically. However, differences do emerge with respect to effects over a longer time frame... Whilst the VETPro saw almost no long term changes, in the view of the project providers, the Long term effects of the measures were stronger than Short term effects (consistently 10 percent or higher).

Participants reported that impacts that were not felt in the first year after the measure, did not occur later either. This is probably related to the fact that, VETPro are especially motivated immediately after their stay abroad, as they have profited considerably personally from the actions.

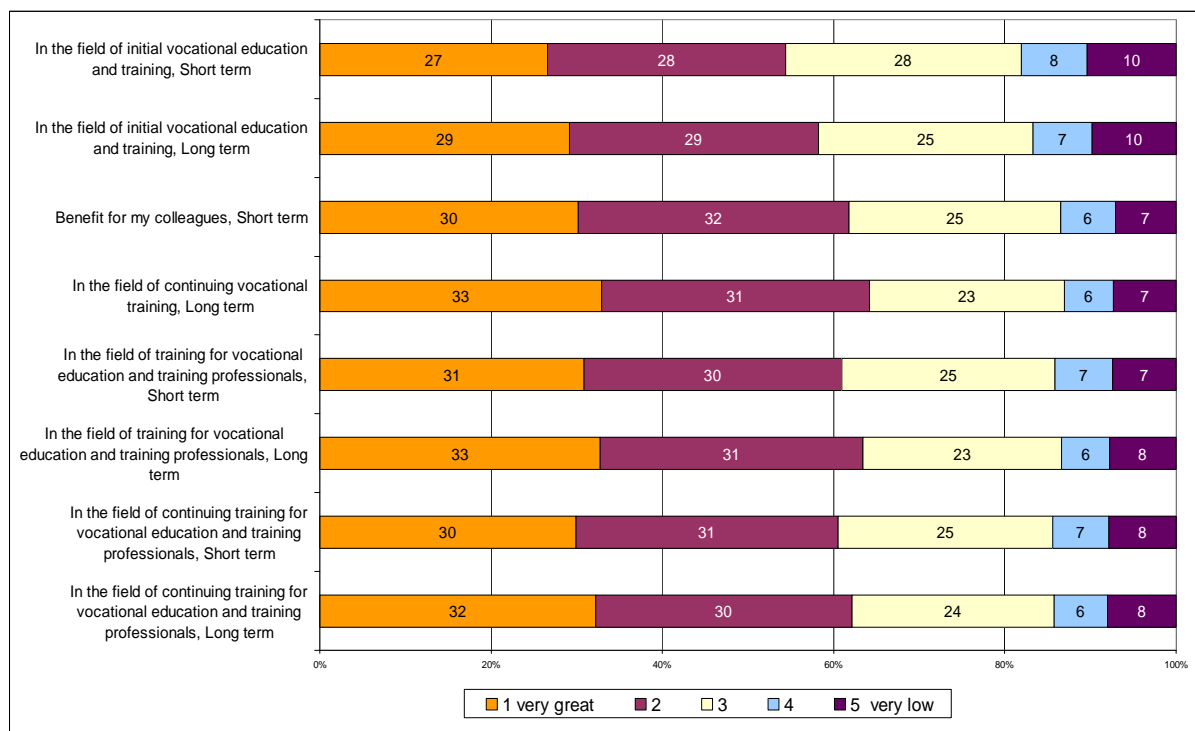
The increase in impacts from the perspective of project providers can be traced to the fact that the dissemination and implementation of the results within the institutions cannot be carried out in a short time and hence the (final) effects can only emerge over a longer time frame.

The institutions profit chiefly from VETPro-mobility with respect to a quality improvement of IVET AND CVET of their own education personnel (approx. 60% of the VETPro and approx. 70% of the project providers) (Total of "very great" and "great" effects: share of responses in %) (see Figures 7.9a and 7.9b).

The impacts on CVET tend to be higher than on IVET (on average 12 percent points). However, noticeable advances were reported in both areas, at least in the institutions whose training personnel participated in mobility.

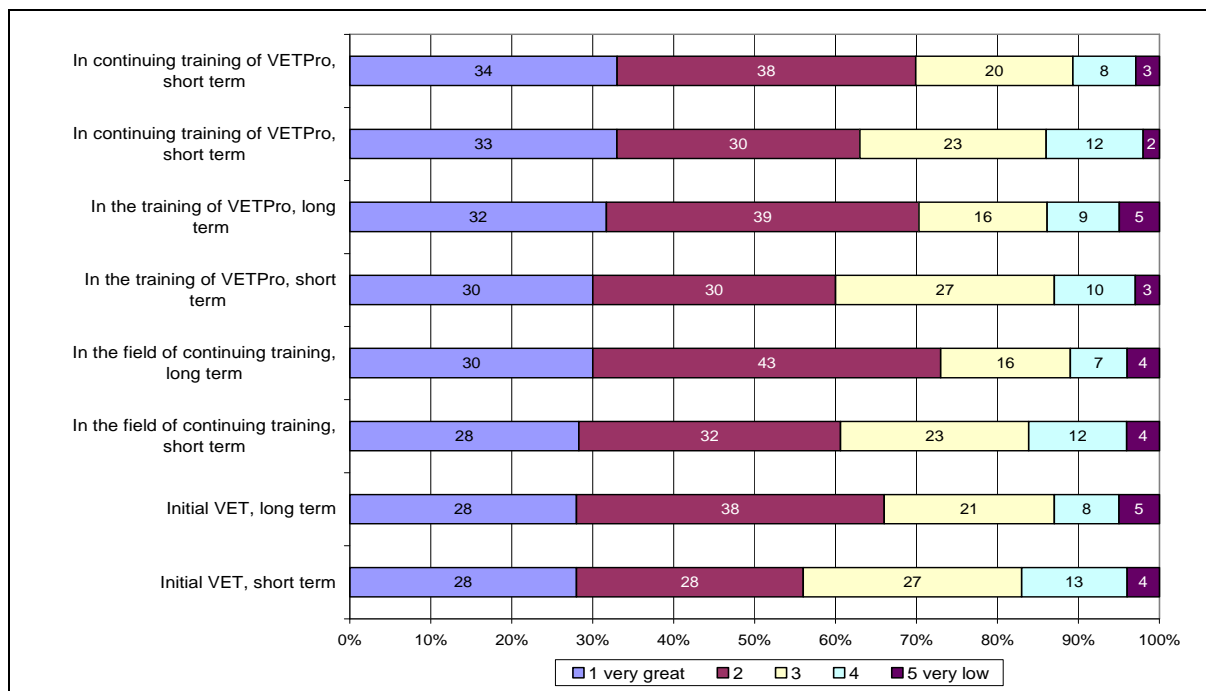
In total, more than half of the VET professionals and project providers reported an improvement in quality of initial training and almost 70% reported improvements CVET.

Figure 7.9a: Assessment of VETPro of the impacts of mobility actions regarding the quality of educational offerings of the institutions, in %



Source: WSF; online survey of VET professionals, 2009

Figure 7.9b: Assessment of project providers of the impacts of mobility actions regarding the quality of educational offerings of the institutions, in %



Source: WSF; online survey of VET professionals, 2009

The differences between the effects on initial vocational education and training (IVET) and continuing training (CVET) can be explained by the following, as the results of the case studies and expert interviews showed:

- ◆ As a rule, changes in IVET - this applies especially for the introduction of innovative transnational contents - are relatively difficult to achieve. The curriculum is drafted by third parties e.g. ministries, school authorities, social partners etc. meaning, according to the estimations of 43% of the project providers, it is difficult to exercise influence. Hence quality improvements are primarily possible through the introduction of new teaching and learning methods. New content, by contrast, can often only be integrated into existing training courses if the curriculum (still) leaves sufficient time available for additional contents.
- ◆ On the other hand, continuing training is considerably less regulated by the state. Educational institutions - these are often business-linked project providers - are able to make decisions regarding contents and methods freely. Furthermore, because project providers are often commissioned to organize actions in the corporate sector, it is necessary for the project providers to be able to orient themselves according to company requirements.

As already mentioned, at the expert interviews there were calls for curricula to have a stronger orientation on the job market and for requirements of businesses to be reflected more intensively when planning the contents of mobility actions.

Mobility actions have also an additional positive side effect for the participating project providers: 50% of the project providers surveyed reported that - due to their experiences with LdV mobility - they were able to improve their financial resources, hence e.g. procure subsidies from other programmes.

A ranking of the benefits to VETPro, their colleagues and the institutions in which they are employed that are acquired through participation in mobility actions, reveals the following (see also Figure 7.10b):

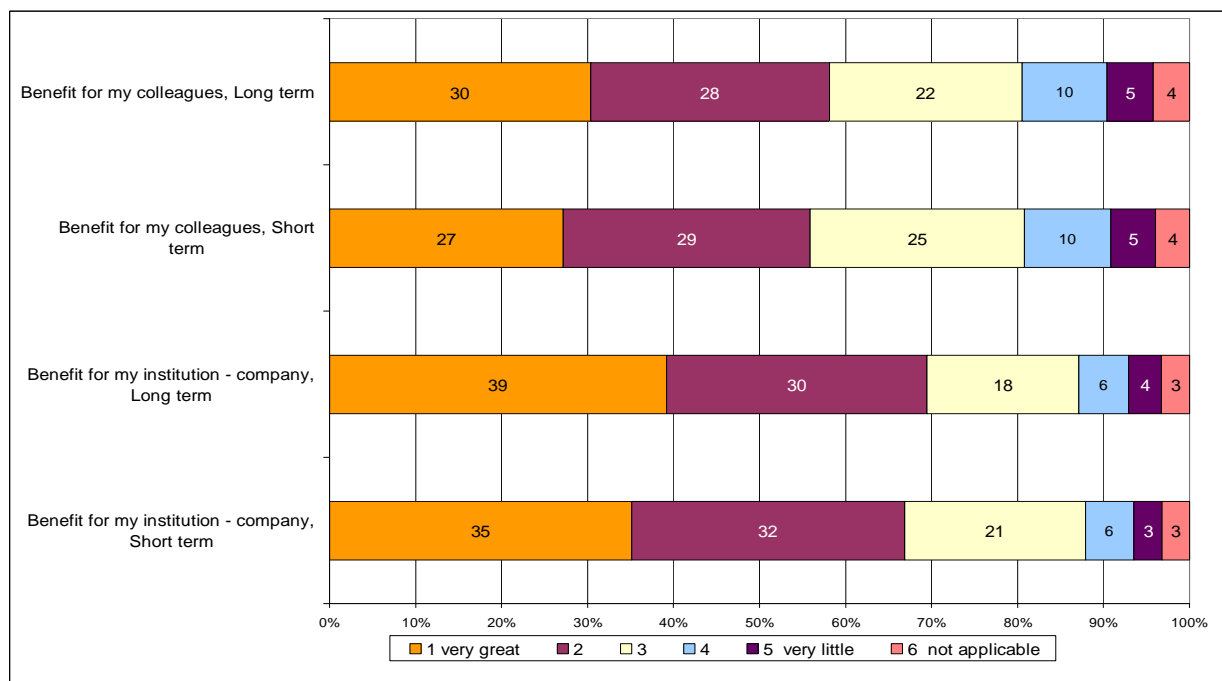
- ◆ The individual VET professional profits the most from mobility: 82% associate a very high or high personal usage with it.
- ◆ The benefits for the institutions follow, in second place. These were assessed as either being very high or high by 69% of the VETPro.

- ◆ In third place are the colleagues of mobile VETPro. 58% of the mobile VETPro surveyed identified a very great or great benefit for them.

The fact that project providers also recognize benefit for themselves (82%) that is just as high as that they see for the participants in VETPro-mobility is interesting. The finding that, in general, the VET professionals see a more minor advantage arising to their institutions than do the project providers can be explained by the fact that a certain proportion of the VETPro employers are not themselves project providers (collective projects).

The great benefits that schools, companies and other education institutions gain from the organization of mobility actions could be used more intensively as a “marketing argument” to motivate other institutions to participate in mobility. In the face of the high excess demand for VETPro-mobility actions on the part of (potential) project providers such a strategy would only make sense if more financial resources were made available and/or funds from other support programmes (e.g. the ESF) were used.

Figure 7.10: Evaluation of the benefits of mobility actions for colleagues and the institution, from the point of view of VETPro, in %



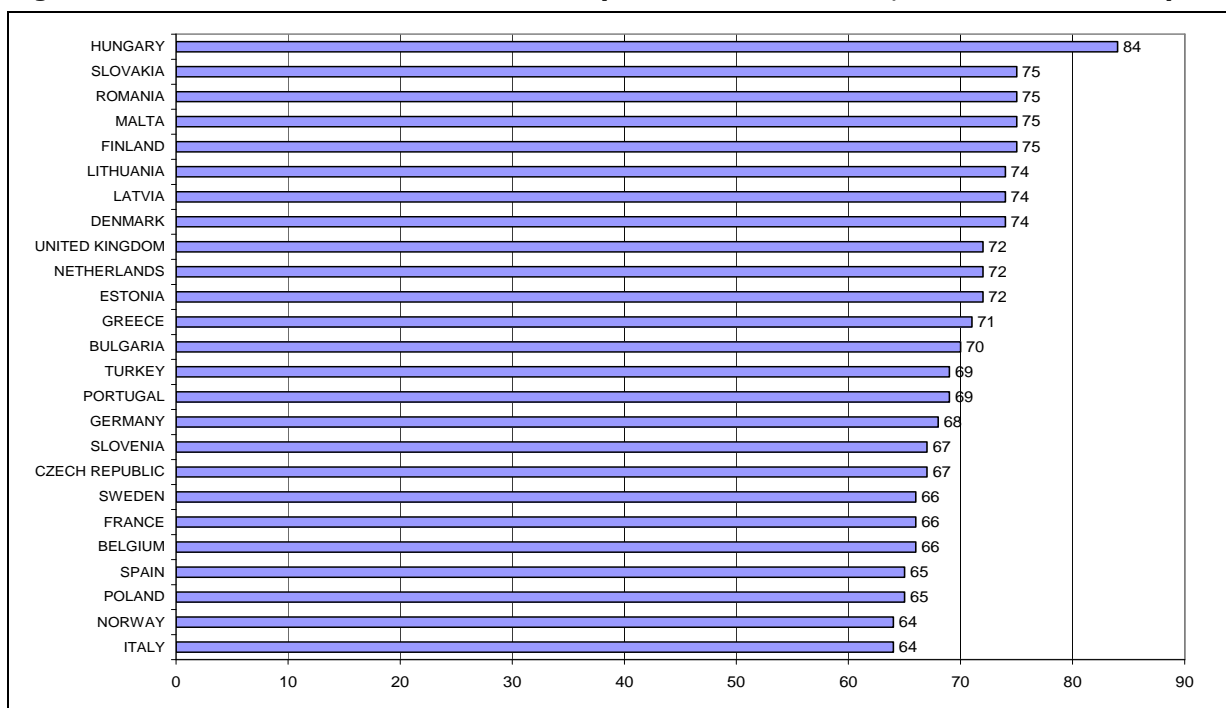
Source: WSF; online survey of VET professionals, 2009

The considerable benefits that result from the mobility of trainers and trainees should be communicated better to companies. This group should - independent of a possible increase of funds - definitely be approached more often.

The differentiation of the benefit assessments by the VETPro, according to the type of institution, revealed that companies that engage in training and VET institutions (73% and 71% respectively) profit particularly from VETPro mobility. VETPro from governmental authorities reported that their own institution benefited to the least extent, at only 57% (compared to other groups: 64%). Since both of the chief target groups, schools and companies, genuinely do profit to the greatest extent from the measures, these results can be evaluated as positive overall.

Extensive differences between the effects of mobility actions in different participating countries were detected. However, these do not vary as greatly as, for example, do the assessments of whether such actions succeeded in increasing an institution's influence on authorities, chambers of industry and commerce/of crafts etc. or of whether the institutions uses mobility explicitly as an instrument to increase the quality of VET.

Figure 7.11: Evaluation of the benefit of mobility actions for institutions, in % of VETPro surveyed



Source: WSF; online survey of VET professionals, 2009

Schools and education institutions in the new member states tend to reap benefits from VETPro-mobility more frequently. The benefits of mobility actions for employees is high, above all, in schools, companies and other educational institutions in Hungary, Slovenia, Romania, Malta, Finland, Lithuania, Latvia and Denmark. It is noticeable that six of the eight countries in this group are new member states (cf. figure 7.11).

7.5 Success factors for sustainable impacts on mobility in institutions

This section undertakes a summary analysis of which factors have a key impact on the quality of education and the influence of education institutions on authorities.

The impacts of VETPro-mobility on institutions are influenced decisively by the strategy of the respective institution. In those institutions in which the objectives of the management are the enhancement of the continuing training opportunities for employees, improvement of the quality in VET or of the qualification of the VETPro, or an internationalization of IVET and CVET offerings, the impacts of VETPro-mobility are significantly higher than in those institutions where such objectives are not in the foreground. A high level of interest on the part of managers in allowing their employees to participate in mobility actions also has a reinforcing effect.

Table 7.1: Factors contributing to the triggering of positive impacts in institutions by VETPro-mobility

Factor	Effect
High interest of the management of the sending institution	+++++
Acceptance of mobility by colleagues	++++
Acceptance of mobility by ministries	++++
Acceptance of mobility by school authorities	++++
Acceptance of mobility by social partners	++++
Goal of the institution: Internationalise its training courses	++++
Goal of the institution: Employees should widen their horizon	+++++
Goal of the institution: Increase further education opportunities for employees	+++++
Goal of the institution: Increase the quality of education and training	+++++
Goal of the institution: Increase the competences of trainers	+++++
Goal of the institution: Establish international networks	+++++
Support by school authorities	++++
Support by regional/local administration	+++

Factor	Effect
Mobility concept has been developed by the institution	++
There have been preparatory workshops with the management of the institution	++
Institution developed a further education plan	+++
Goals of the foreign trip were worked out together with colleagues	++++
Goal of the measure was to exchange trainer	+++
Goal was to bring the training system up to European standards	++
Follow-up: Discussion with management of the institution	++
Follow-up: Presentation of experiences with mobility at conferences	+++
Follow-up: Presentation of experiences with mobility at ministries	+++
Implementation in an enterprise	++
Implementation at authority	--
The group consists of persons with various functions	-

Furthermore, the acceptance of and the support by school authorities are decisive factors for Long term positive impacts of mobility actions on school authorities, ministries and social partners.

The social partners are important; this emerged in the expert interviews and workshops, because, for instance, the schools would hardly be in a position to organize mobility for trainees without the support of the employer in the dual education systems. Moreover, social partners often have more influence on ministries than do education project providers or schools. In this context, it is also interesting that economic and labour ministries often see mobility actions for VET professionals in a more positive light than the directly responsible education ministries. Above all, labour and economic ministries also provide financial support for mobility more often.

In this context, there are positive examples from Germany that should be mentioned. Here, support from the European Social Funds (ESF) is used to employ mobility advisers. These persons advise companies, so that their trainees can participate more intensely in mobility (German federal ESF programme, 2007-2013). Another programme of the Federal Ministry of Labour and Social Affairs, called IdA, supports the mobility of 10 000 disadvantaged young people and is intended to contribute to their integration into the labour market (German federal ESF Programme, 2007-2013). In Hamburg, mobility counselling as well as the mobility of trainees and pupils has been supported with funds from the ESF since 2000.

Mobility has also an important, positive effect for the institutions if these measures are embedded in a continuing training plan and the design of the content of the mobility actions is developed jointly by employees and management.

Institutions benefit intensely from VETPro-mobility when follow-up activities are organized internally and externally. Effects which go beyond the institution are achieved if the experiences are presented to ministries and school authorities. It must be noted though, that considerable and continuous efforts are necessary in order to convince those bodies of the necessity of transnationality. A key prerequisite for successful dissemination is the development of a Long term dissemination plan for the institutions. For this purpose, personnel and material resources have to be made available and clear, verifiable objectives have to be formulated.

Mobility actions, which are carried out not only in schools but are also implemented in private companies, have also been proven to have above average effects for the sending institutions. By contrast, actions implemented at authorities are, according to the VETPro surveyed, not particularly successful.

From Table 7.1 (last row) it is clear that, from the point of view of the provider multifunctional heterogeneously-composed mobility groups are less effective than homogeneous groups with regard to the benefits for the institutions. By contrast, the experts have emphasized that multifunctional combined groups, e.g. groups containing teachers from vocational schools and trainers from companies as well as VETPro from ministries, are especially useful. Hence we must conclude that no definitive answer to this question has been reached. The authors of the present study tend the view that multifunctional and multi-institutional groups would be more useful.

To conclude this section, the results on the impacts of VETPro-mobility actions on schools, training companies and other education institutions will be summarized (see Table 7.2). For that purpose each of the quantitative assessments collected in the survey was first translated onto a scale of 1 to 100. Subsequently, the corresponding assessments of the experts were evaluated by the evaluation team again on a scale of 1 to 100, according to how intense and frequent these aspects were addressed by the experts. This procedure enabled us to conduct a comprehensive overall assessment. One advantage of this assessment is that it allowed us to take all aspects into consideration, even those that were not analysed in the online surveys, but which played an important role in the expert interviews.

Table 7.2: Overall assessment of positive impacts and inhibiting factors at the level of institutions

	Experts	VETPro	Project provider	Total
Positive effects of the programmes at institutional level				
Motivate trainees/pupils to stay abroad	●●●●●●●●	●●●●●●●●	●●●●●●●●	●●●●●●●●
Increase the attractiveness of the school/institution	●●●●●●●●		●●●●●●●●	●●●●●●●●
Opportunity of transmission within the institution	●●●●●●●●	●●●●●●●●	●●●●●●●●	●●●●●●●●
Improve quality of teaching/training	●●●●●●●●	●●●●●●●●	●●●●●●●●	●●●●●●●●
Better career opportunities for VETPro	●●●●●●●●	●●●●●●●●		●●●●●●●●
Establish new partnerships, including some extending beyond VETPro	●●●●●●●●			●●●●●●●●
Promote competition amongst schools for vocational education	●●●●●●●●			●●●●●●●●
To keep up local networks in vocational education	●●●●●●●●	●●●●●●●●	●●●●●●●●	●●●●●●●●
Negative/inhibiting effects at institutional level				
No resources provided for dissemination of gained knowledge	●●●●●●●●			●●●●●●●●
Lack of human and material resources in the institution	●●●●●●●●	●●●●●●●●	●●●●●●●●	●●●●●●●●
A lot of stakeholders are involved in reforms of training courses	●●●●●●●●	●●●●●●●●	●●●●●●●●	●●●●●●●●
Lack of experience and therefore lack of international contacts	●●●●●●●●			●●●●●●●●
Lack of systemic follow-up initiated by superiors and school administration	●●●●●●●●	●●●●●●●●		●●●●●●●●
Transfer in the institution depends on the dedication of individuals	●●●●●●●●			●●●●●●●●
Risk that the same individuals always participate	●●●●●●●●			●●●●●●●●
Problems finding substitute staff during time abroad	●●●●●●●●	●●●●●●●●		●●●●●●●●

Source: Summary and evaluation by WSF

VETPro-mobility has primarily the following positive effects for institutions:

1. Pupils and trainees could be more intensively motivated to participate in stays abroad.
2. The attractiveness of the school, the company etc. as a VET institution is enhanced.
3. The institutions which take part in VETPro-mobility tend to have a climate of innovation, thus, the experiences will be quickly integrated in terms of new teaching- and learning methods and in terms of new training elements.
4. The quality of VET in these institutions noticeably changes for the better.
5. VETPro have better career opportunities in the respective institution and on the general labour market.
6. Many partnerships and networks are launched and their sustainability promoted. Networks which go beyond mere mobility activities have a high multiplier effect.
7. Schools and educational institutions are better able to distinguish themselves on the increasingly competitive educational market.

Implementation and dissemination of mobility experiences by the institutions are especially inhibited by the following factors:

1. Lack of resources for a targeted dissemination strategy.
2. Insufficient personnel and material resources on the part of institutions to implement innovations at those institutions. In this context, it must be stated that a substitute staffing must be arranged for VET professionals

who take part in stays abroad. When staffing is limited, colleagues have to take on an additional workload which can cause acceptance problems.

3. A high number of different stakeholders who are involved in development and reform of VET and who obstruct one another.
4. Lack, to some degree, of systematic follow-up by superiors and school administration.
5. It should also be mentioned here that in most institutions only part of the VET professionals take part in mobility (the elite); this can lead to feelings of envy among the colleagues and obstruct implementation of results.

7.6 Results of the workshops and the expert interviews

In this section, the main results of the expert interviews and the workshops held in 10 LdV participating countries will be described. For the purposes of better interpretation of the findings, the discussion includes a brief description of the national education system concerned along with a recapitulation of selected results from the VETPro survey.

Country	The Netherlands
Brief description of the VET system	<p>Young people in the Netherlands have a choice among 700 professions at 4 different levels of education. In general, there are learning paths, equal in status:</p> <ul style="list-style-type: none"> ◆ BOL: VET as a full-time education, accompanied by internships in companies ◆ BBL apprenticeship as part-time education: 1-2 days per week in a vocational school and 3-4 days work in a company <p>The dual system of training in part-time education (BBL) is not very widespread in the Netherlands. VET is very school-based and takes place in:</p> <ul style="list-style-type: none"> ◆ 40 regional training centres (ROC) with offerings for occupations in the three sectors; business, technology and service/healthcare. Furthermore, they are also responsible for continuing training. ◆ 18 agricultural training centres AOC and in ◆ specific vocational schools (e.g. for the categories: fishery, shipping, carpentry, painter trade and meat processing). <p>The courses of vocational educational can be divided into four levels:</p> <ul style="list-style-type: none"> ◆ Training as non-skilled worker. Length up to 1 year. ◆ Training as prospective worker. Length 2-3 years. ◆ Training as skilled worker. Length 2-4 years. ◆ Training as skilled worker at a medium-management level. Length 3-4 years. This course makes the transition to a university of applied sciences possible. <p>Although company internships during VET are gaining importance, in the Netherlands the VET-system is still deeply school-based.</p>
Results of expert interviews and workshops	
Significance of VET-Pro-mobility	<p>According to the assessment of the experts, VETPro-mobility in the Netherlands is well developed and has a status of its own compared to many other countries.</p> <p>For the first time in 2008 the Ministry of Education, Culture and Research worked out a strategic agenda for the next 4 years to internationalize VET. One of objectives of the agenda is the enhanced use of mobility projects within the framework of Leonardo da Vinci.</p> <p>On the other hand, the significance of VETPro-mobility is lessened by the fact that many vocational schools (ROC's, AOC's etc) complain about financial shortfalls that lead to financial cuts in the area of international projects. In the Netherlands, the internationalization of education is seen more as an extra and not as a central part of vocational education.</p>
Demand for mobility	<p>The VETPro-mobility actions concentrate predominantly on the following objectives and thematic priorities:</p> <ul style="list-style-type: none"> ◆ Development of specific problem solutions ◆ Acquisition of new knowledge and skills which are not widespread in the Netherlands ◆ Measures for personal development of teaching staff ◆ Improvement of foreign language skills of the VETPro ◆ Improvement of IT skills of the VETPro <p>That the general demand for VETPro-mobility projects is high can be detected in the fact that the number of participants has slightly increased over the years and that in 2009 more applications were submitted than funds were available.</p> <p>On the other hand, emerged clearly in the expert interviews that the importance of stays abroad in the Netherlands is underestimated. One company survey, carried out in 2008 in the region Brabant, which was concerned with the significance of employee qualifications, revealed that experiences gained abroad did not play an important role for companies. However, upon closer examination the results showed that 8 out of 10 key qualifications cited with the most frequency could be best acquired within the framework of stays abroad.</p>
Factors which support or prevent the participation of VETPro	<p>All in all, it can be stated that there are no restrictions on a national level that make participation in VETPro-mobility more difficult. In the Netherlands, the ROC and AOC enjoy a high level of autonomy, so that whether and to what extent they take part in VETPro-mobility is at their own discretion.</p> <p>However, the participation in VETPro-mobility results in additional costs and work for the vocational schools. On the one hand, the schools do not receive compensation for organizing a stay abroad or for dissemination of results and on the other hand, they have to take on the responsibility of finding a substitute for the teacher participating in VETPro mobility. Either these factors could lead to the school refraining from involvement in</p>

	<p>VETPro mobility.</p> <p>At the level of the individual there are additional factors that tend to inhibit the initiation and implementation of VETPro-mobility projects. For example, the average age of the teachers in the Netherlands is high. As older teachers are less interested in stays abroad than younger colleagues, it is sometimes difficult for vocational schools to find a sufficient number of participants for the mobility actions.</p> <p>Moreover, the target regions of stays abroad are subject to general (fashion) trends, i.e. younger teachers from the Netherlands currently tend to be more interested in stays in developing countries than in Europe.</p>
Strengths and weaknesses in VETPro measures	<p>Direct and system-immanent weaknesses of VETPro-mobility were not expressed in the interviews. However, it was mentioned that the success of the actions is hardly ascertainable. This is due to the fact that the format of many of the actions is very individualized, and that whether the results attained during the stay abroad can later be implemented into daily teaching activities thus depends on the participating persons.</p> <p>A central strength of VETPro-mobility exists in the fact that, in comparison to IVT projects, a higher output can be achieved with less input. More specifically, if 2 teachers travel abroad and thereafter disseminate their results, the effects can be considerably higher than if 50 young people participate in one IVT-project.</p> <p>Further strengths of stays abroad are in addition to the acquisition of new training elements and methods, above all acquaintance with foreign cultures accompanied by the acquisition of a better understanding of new ways of working and dealing with others (including teachers with pupils).</p> <p>One problem in the context of VETPro-mobility is the low level of awareness of the programme in the Netherlands. On the one hand, this leads to a situation in which it is predominantly teachers from vocational schools who take part in VETPro-mobility and on the other hand, that other target groups are under-represented. At the same time it can be observed that over the years the same people repeatedly take part in the actions and hence only a limited circle of trainers participate in stays abroad.</p>
Role of teachers and trainers as a motor for reform processes	<p>Ultimately, the teachers can only set a course on the micro level. For this purpose they have to reflect on the newly gained knowledge and then must decide what can be applied in their instruction. Moreover, they have the possibility of influencing their colleagues and setting processes in motion at least at their own school. According to experts, the influence of the teachers ends here.</p> <p>The management of regional training centres is responsible for a further diffusion of the results, above and beyond the ROC's or AOC's. In this context one must, however, bear in mind that the individual VET centres are in competition with one another. For this reason, they do not share their new knowledge with other vocational schools.</p>
Contribution of mobility projects to increase the quality of VET	<p>Finally, in the opinion of some of the experts, the benefits for the national VET-system resulting from the measures depend on the motivation of the participating teachers. This means that they also depends on the extent to which the knowledge won abroad is implemented in instruction and whether teachers are prepared to share their foreign experiences with other colleagues.</p> <p>In addition, we will add here that mobility actions have a sustainable effect for the institution, if the stay abroad follows a strict strategy and the management of the schools is interested in the new knowledge and is motivated to aid in the implementation and dissemination of the results.</p> <p>In general, the Dutch VET-system can, however, only profit from the stays abroad when they succeed in creating a link between VET and the labour market. This means that in the demands on the Dutch labour market must be considered in the design of VETPro projects.</p> <p>A problem of evaluating the contribution of mobility projects towards increasing the quality of VET in the Netherlands exists as far as how the impacts of mobility actions are measured. For example, contents that target the personal development of VETPro, indubitably lead to an increase in the quality of VET. However, it is nearly impossible to assess the magnitude of this increase in quality.</p>
Influence of VETPro projects on the national education system	<p>According to the experts surveyed, VETPro actions do not have a direct influence on the national education system. However, mobility projects can cause national procedures to be revised or to be challenged. This means that VETPro actions can initiate discussions and in an indirect way influence the Dutch education system.</p>

Key results from the survey of VETPro participants from the Netherlands		
Professional status of the participant	Netherlands	In total
Trainers, human resources managers	6%	7%
Teachers/trainers in a vocational school	29%	32%
Trainers/trainers in an institution of continuing vocational training	10%	6%
Teachers/trainers in a place of higher education	13%	11%
Impacts of Leonardo da Vinci at a national level		
Experiences gained abroad are taken into consideration in the development of education measures	61%	58%
(School) Authorities prevent innovations in VET	25%	30%
Mobility actions have led to important innovations in VET	71%	65%
Did VETPro participants spend time abroad as individual persons or as a group?		
As an individual	11%	11%
As a small group with up to 5 participants	37%	33%
As a bigger group with more than 5 participants	52 %	59%
Evaluation of the interests of the institution in having employees take part in a stay abroad		
High level of interest from the manager of the institution	72%	70%
High level of interest from the next superior	68%	68%
Motives of institutions for the participation of their employees in stays abroad		
Internationalization of the spectrum of activities	67%	65%
To offer the employees the opportunity to broaden their own horizon	83%	83%
To improve the quality of VET	77%	79%
To expand on the expert skills of employees	81%	81%
Was there a preparation for the stay abroad?		
Yes, I did all the preparation myself	23%	20%
Yes, we prepared ourselves in a group	51%	49%
Yes, the preparation was carried out by externals and/or the employer	25%	27%
No, no preparation was carried out	2%	5%
Type of preparation		
Preparation talks/workshops with the management of the institution	56%	56%
The main objectives of the stay abroad were fixed with the institution	61%	57%
Development of a continuing training plan	30%	23%
Greater impact on the participants in a stay abroad regarding:		
Professional specialist knowledge/ new curricula	74%	74%
Foreign language skills	61%	65%
Methodical specialist knowledge	70%	60%
Ability to deal with new tasks	60%	57%
Ability to actively participate in work processes	59%	59%
Ability to initiate new processes	64%	63%
Have participants in mobility actions attempted to implement the knowledge they gained abroad, i.e. training elements or teaching methods, in their home country?		
Yes, in existing training courses in my institution	65%	65%
Yes, the introduction of new training courses in my institution	54%	46%
Yes, dissemination to the school authorities	33%	36%
Yes, dissemination to the ministries	7%	13%
Did you encounter problems in the implementation of new curricula or teaching methods?		
Yes, but only at the start	28%	27%
Yes, continually	20%	20%
No	52%	53%
Evaluation of the impact of mobility actions for VETPro on the quality of VET in their institution		
Short term high impact	50%	55%
Long term high impact	55%	58%
Evaluation of Long term impacts of mobility actions		
Great benefit for me personally	85%	82%
Great benefit for my institution	72%	69%
Great benefit for my colleagues	62%	58%
Evaluation of Long term total impacts of mobility actions for VETPro on the further development of the education system in your home country		
Great impact in the area of initial vocational education and training	65%	57%
Great impact in the area of continuing vocational training	75%	63%

Country	Turkey
Brief description of the VET system	<p>In Turkey, vocational schools and technical schools offer VET to graduates of compulsory schooling. The length of the vocational education and training takes between 2 and 4 years, depending on the type of school. The following types of schools can currently be found in Turkey:</p> <ul style="list-style-type: none"> ◆ Technical university of applied sciences for young women ◆ Technical university of applied sciences for young men only ◆ University of applied sciences for careers in business and tourism ◆ University of applied sciences for the health professions ◆ University of applied sciences for agricultural professions ◆ University of applied sciences for clergy (imam, priest) ◆ other specialised universities <p>All in all, Turkey has a school-based VET system. Recently, there have been increasing efforts to integrate internships into the training at school.</p>
Results of expert interviews and workshops	
Significance of VETPro-mobility	<p>Turkey has been participating in Leonardo da Vinci only since 2004. In the beginning, an above-average number of VETPro-mobility actions were implemented to initiate IVT mobility. In the first year (2005) 3 000 applications were submitted for VETPro-mobility projects, from which only 400 could be approved. Thereafter, an attempt was made to drastically reduce both the number of applications and that of approved actions in order to increase the quality of the actions and enable a qualitative, more significant appraisal.</p> <p>A focus on specific topics has been consciously avoided in VETPro projects. The aim is for project ideas to be created according to the bottom-up principle at the individual or institutional levels. Only measures for the disabled and socially-disadvantaged from regions that have as yet barely participated in the VETPro programme are the target of extra support efforts. They receive bonus points in the evaluation of the application.</p>
Demand for VETPro-mobility	<p>The demand for VETPro-mobility in Turkey is very high, which is demonstrated, for example, by the large number of applications. The applications are not solely concerned with becoming acquainted with new vocational professions, technologies and working and teaching methods abroad. The fact of being able to move within an international environment or being confronted with the daily routines in foreign schools or companies provides the participants with important life experiences, from which their pupils and trainees can greatly benefit. Here, one must consider that through participation in mobility projects, most Turkish VETPro will travel abroad for the first time.</p>
Factors which support or inhibit participation in VETPro	<p>Supporting factors:</p> <p>Individuals involved in VETPro institutions are also open to the programme and try to promote participation in stays abroad. The National Agency organizes more events to provide information about mobility actions and assists project provider to locate partners. For 2010, an online portal is planned to make the search for partners easier.</p> <p>Inhibiting factors:</p> <p>There are several general conditions that make participation in VETPro difficult. The search for a partner abroad poses a serious problem for many applicants. Usually they do not have any experience and sometimes turn to organizations that often demand excessive fees for finding a partner. Furthermore, there is no guaranteed that these agencies do find a suitable co-operation partner.</p> <p>Lack of language skills also presents a further obstacle in the initiation and implementation of stays abroad. This leads to almost 40% of stays abroad being spent in Germany, where the language barrier can be broken, due to the large Turkish community in Germany. During the participant's stay abroad, other Turkish individuals help by establishing contact with partner organizations and taking on the role of interpreter. However, these types of stays abroad do not contribute greatly to the improvement of foreign language skills of the participant.</p> <p>In addition, Turkish VETPro-mobility participants have problems getting a visa for some countries or are forced to pay high visa fees.</p>
Strengths and weaknesses of VETPro measures	<p>Strengths:</p> <ul style="list-style-type: none"> ◆ Enhancement of competition between the vocational schools. The participation in VETPro-mobility actions has a big marketing impact for the vocational schools. ◆ VETPro has activated regional networks in Turkey and intensified the co-operation between companies, schools and local authorities ◆ Greater individual benefits for the trainers. It has been demonstrated that both

	<p>teachers and training staff who have previous participation in VETPro-mobility are more likely to become school director or assume other important roles in VET.</p> <p>Weaknesses:</p> <p>Experts interviewed could not name any direct and system immanent weaknesses of the VETPro programme.</p>
Role of teachers and trainers as a motor for reform processes	<p>The participant plays a decisive role in the dissemination of the knowledge gained from the VETPro-mobility projects. For example, a vocational school from the city of Mus in East Anatolia was named one of the most successful providers in Turkey, which can be explained by the motivation of the individuals involved.</p> <p>The formal requirements stipulated by the Turkish NA, according to which the applicant for mobility actions must show proof of having at least two regional partners, should contribute to wider acceptance of passing on of knowledge gained abroad and its distribution throughout the community.</p> <p>However, the interviewees pointed out that there are limits to the implementation of newly gained knowledge. Modification of the curricula is not possible for individual schools, however these schools and companies do have sufficient leeway when introducing new learning and teaching methods as well the use of new technologies.</p>
Contribution of mobility projects towards increasing the quality of VET	<p>VETPro measures have a great influence on the quality of VET in Turkey. This is also due to the fact that until 2005 almost no exchange of experiences had taken place in VET with other European countries. The existing opportunities within the framework of VET-Pro-mobility of learning about other systems, curricula and teaching methods lead to clear improvement in vocational education and training, especially within the participating institutions.</p>
Influence of VETPro projects on the national education system	<p>VETPro-mobility actions have influenced Turkish education, also on a national level and especially to the effect that the concept of mobility is transferred at a national level. This means that exchange programmes have been organized within Turkey for teachers, trainers, trainees and students, analogue to Leonardo da Vinci.</p> <p>In addition, the experiences and knowledge gained are incorporated into the development and revision of national curricula.</p>

Key results from the survey of VETPro participants from Turkey		
Professional status of the participant	Turkey	In total
Trainers, human resources managers	8%	7%
Teachers/trainers in a vocational school	30%	32%
Trainers/trainers in an institution of continuing vocational training	6%	6%
Teachers/trainers in a place of higher education	13%	11%
Impacts of Leonardo da Vinci at a national level		
Experiences gained abroad are taken into consideration in the development of education measures	61%	58%
(School) Authorities prevent innovations in VET	27%	30%
Mobility actions have led to important innovations in VET	70%	65%
Did VETPro participants spend time abroad as individual persons or as a group?		
As an individual	10%	11%
As a small group with up to 5 participants	39%	33%
As a bigger group with more than 5 participants	51%	59%
Evaluation of the interests of the institution in having employees take part in a stay abroad		
High level of interest from the manager of the institution	68%	70%
High level of interest from the next superior	64%	68%
Motives of institutions for the participation of their employees in stays abroad		
Internationalization of the spectrum of activities	66%	65%
To offer the employees the opportunity to broaden their own horizon	82%	83%
To improve the quality of VET	74%	79%
To expand on the expert skills of employees	83%	81%
Was there a preparation for the stay abroad?		
Yes, I did all the preparation myself	20%	20%
Yes, we prepared ourselves in a group	49%	49%
Yes, the preparation was carried out by externals and/or the employer	24%	27%
No, no preparation was carried out	8%	5%
Type of preparation		
Preparation talks/workshops with the management of the institution	60%	56%
The main objectives of the stay abroad were fixed with the institution	61%	57%
Development of a continuing training plan	21%	23%
Greater impact on the participants in a stay abroad regarding:		
Professional specialist knowledge/ new curricula	74%	74%
Foreign language skills	63%	65%
Methodical specialist knowledge	61%	60%
Ability to deal with new tasks	58%	57%
Ability to actively participate in work processes	60%	59%
Ability to initiate new processes	62%	63%
Have participants in mobility actions attempted to implement the knowledge they gained abroad, i.e. training elements or teaching methods, in their home country?		
Yes, in existing training courses in my institution	66%	65%
Yes, the introduction of new training courses in my institution	51%	46%
Yes, dissemination to the school authorities	45%	36%
Yes, dissemination to the ministries	14%	13%
Did you encounter problems in the implementation of new curricula or teaching methods?		
Yes, but only at the start	31%	27%
Yes, continually	25%	20%
No	44%	53%
Evaluation of the impact of mobility actions for VETPro on the quality of VET in their institution		
Short term high impact	55%	55%
Long term high impact	54%	58%
Evaluation of Long term impacts of mobility actions		
Great benefit for me personally	83%	82%
Great benefit for my institution	69%	69%
Great benefit for my colleagues	59%	58%
Evaluation of Long term total impacts of mobility actions for VETPro on the further development of the education system in your home country		
Great impact in the area of initial vocational education and training	50%	57%
Great impact in the area of continuing vocational training	57%	63%

Country	France
Brief description of the VET system	<p>There are two kinds of vocational education and training in France. Apart from the full-time VET at school, vocational education and training can be carried out in the form of an alternating apprenticeship in a company and a vocational school.</p> <p>In the past, before 2008, approximately 37% of those leaving general educational schools elected to attend VET courses. Both final certificates (school and apprenticeship) aim for a qualified job at the level of a skilled worker or professional employee. In general, the full-time VET at school in France dominates, whereas the apprenticeship has a comparatively low quantitative importance.</p>
Result of expert talks and workshops	
Significance of VET-Pro- mobility	<p>While the significance of VETPro-mobility has increased distinctly in vocational schools in the last year, involvement of companies in the programme is still minimal. If a company is involved in LEONARDO DA VINCI, then first and foremost the employees, who participate in a stay abroad, do so within the framework of continuing training. Participation of trainers or other VET professionals is still an exception to the rule.</p>
Demand for VETPro-mobility	<p>While demand for VETPro-mobility increased in the programme phase from 2000-2006, there is now a decrease in demand. In 2005, 50 projects were carried out; however in 2009 the NA approved only 22 projects.</p> <p>The following were cited as reasons for this development:</p> <ul style="list-style-type: none"> ◆ Obstacles - such as lack of arrangements for staff substitution in education institutions – still exist and will be rendered even more critical due to budget restrictions. ◆ The level of financial support was reduced. In 2006 1,150 Euro was still available for a stay abroad, as of 2007 is the amount is only 800 Euro.
Factors which support or inhibit participation in VETPro-mobility	<p>The following factors support participation in VETPro-mobility projects:</p> <ul style="list-style-type: none"> ◆ A well worked-out concept, which complements other projects or programmes, e.g. to pilot projects or activities within the framework of Grundtvig. ◆ Complementarity to other participating groups, within the framework of Leonardo da Vinci, especially young people in their IVET. <p>In addition to this, several factors were suggested by dialogue partners as having a rather inhibitive effect on participation in mobility projects, in particular:</p> <ul style="list-style-type: none"> ◆ The time required for the application. As a rule, there is no time to work on applications. ◆ Participation in VETPro has almost no impact on the career and salary of the VET professionals. ◆ There is a shortage of available teaching staff and it is often difficult to find adequate replacements for them during their stays abroad. ◆ The inadequate budget is also restrictive and has an impact on co-financing as well. ◆ Companies profit only indirectly from the VETPro projects. Therefore, many human resources managers have a rather conservative attitude towards participation in this programme.
Strengths and weaknesses of VETPro measures	<p>Strengths</p> <ul style="list-style-type: none"> ◆ Inclusion of diverse partners at different levels (local, national and transnational). ◆ Dissemination of knowledge by the mobilisation of partners in newly created networks. ◆ Mobility projects bring teachers together and motivate them. ◆ The image of an institution is improved by a participation in the VETPro programme. <p>Weaknesses:</p> <ul style="list-style-type: none"> ◆ The low level of awareness of VETPro-mobility in France. Due to the fact that other programmes are more established and well-known, relatively few project applications are submitted, especially by companies. ◆ Insufficient involvement of the participants in the preparation, the content and the working programme of projects. This has a negative impact on both the project applications, as well as the results report. ◆ Project objectives are often not clearly defined, so that potential participants are often not clear about the purpose of a stay abroad. This means that there is no joint project design in the institutions. ◆ There is no way to measure impacts. Currently, there are hardly any reliable indicators in France, with which the impacts of stays abroad could be determined. However, this would be important in order to evaluate the development of vocational education and training on an institutional level.

Role of teachers and trainers as a motor in the reform processes	In France, it is not considered the task of the teaching staff to act as a motor for reform processes. Their main task is to adapt their knowledge and skills to technological developments and to communicate the required knowledge to the pupils using relevant educational concepts and didactic instruments.
Contribution of mobility projects to increase the quality of VET	<p>VETPro-mobility projects can contribute to an increase in the quality of VET in France, if the following requirements are fulfilled:</p> <ul style="list-style-type: none"> ◆ The sustainability of the measures guarantees that the project results are adequately disseminated. ◆ The will to embark on something new exists and receives political supported. ◆ A network of partners exists that try, together, to implement innovations. <p>The quality of education is also improved if teachers provide a good example, in general that is reflected in a higher willingness of the pupils to participate in mobility.</p>
Influence of VETPro projects on the national education system	<p>The impacts of VETPro projects on the national VET-system are generally limited. The projects are more likely to influence the micro level.</p> <p>One survey of career counsellors found that half of them thought that mobility had changed their working practices and the perception of the working environment. Effects were also seen in the circle of colleagues, however rarely anywhere else.</p>

Most important results from the survey of VETPro participants from France		
Professional status of the participant	France	In total
Trainers, human resources managers	6%	7%
Teachers/trainers in a vocational school	30%	32%
Trainers/trainers in an institution of continuing vocational training	3%	6%
Teachers/trainers in a place of higher education	19%	11%
Impacts of Leonardo da Vinci at a national level		
Experiences gained abroad are taken into consideration in the development of education measures	53%	58%
(School) Authorities prevent innovations in VET	38%	30%
Mobility actions have led to important innovations in VET	45%	65%
Did VETPro participants spend time abroad as individual persons or as a group?		
As an individual	17%	11%
As a small group with up to 5 participants	26%	33%
As a bigger group with more than 5 participants	62%	59%
Evaluation of the interests of the institution in having employees take part in a stay abroad		
High level of interest from the manager of the institution	71%	70%
High level of interest from the next superior	41%	68%
Motives of institutions for the participation of their employees in stays abroad		
Internationalization of the spectrum of activities	62%	65%
To offer the employees the opportunity to broaden their own horizon	84%	83%
To improve the quality of VET	60%	79%
To expand on the expert skills of employees	83%	81%
Was there a preparation for the stay abroad?		
Yes, I did all the preparation myself	14%	20%
Yes, we prepared ourselves in a group	53%	49%
Yes, the preparation was carried out by externals and/or the employer	34%	27%
No, no preparation was carried out	0%	5%
Type of preparation		
Preparation talks/workshops with the management of the institution	41%	56%
The main objectives of the stay abroad were fixed with the institution	37%	57%
Development of a continuing training plan	23%	23%
Greater impact on the participants in a stay abroad regarding:		
Professional specialist knowledge/ new curricula	78%	74%
Foreign language skills	72%	65%
Methodical specialist knowledge	56%	60%
Ability to deal with new tasks	46%	57%
Ability to actively participate in work processes	55%	59%
Ability to initiate new processes	64%	63%
Have participants in mobility actions attempted to implement the knowledge they gained abroad, i.e. training elements or teaching methods, in their home country?		
Yes, in existing training courses in my institution	57%	65%
Yes, the introduction of new training courses in my institution	32%	46%
Yes, dissemination to the school authorities	46%	36%
Yes, dissemination to the ministries	17%	13%
Did you encounter problems in the implementation of new curricula or teaching methods?		
Yes, but only at the start	27%	27%
Yes, continually	25%	20%
No	48%	53%
Evaluation of the impact of mobility actions for VETPro on the quality of VET in their institution		
Short term high impact	46%	55%
Long term high impact	57%	58%
Evaluation of Long term impacts of mobility actions		
Great benefit for me personally	84%	82%
Great benefit for my institution	66%	69%
Great benefit for my colleagues	55%	58%
Evaluation of Long term total impacts of mobility actions for VETPro on the further development of the education system in your home country		
Great impact in the area of initial vocational education and training	54%	57%
Great impact in the area of continuing vocational training	61%	63%

Country	Latvia
Brief description of the VET system	<p>Diverse institutions are responsible for VET in Latvia. Also the form of education varies greatly. Everyone who has completed the basic school education has the right to a vocational higher education. In Latvia there are 3 levels of professional education:</p> <ul style="list-style-type: none"> ◆ primary vocational education ◆ vocational secondary school ◆ higher vocational education <p>IVET takes, depending on the course, between 3-5 years and is completed in professional full-time schooling. The practical lessons take place in school workshops and laboratory centres. The education is mainly carried out in the following institutions:</p> <ul style="list-style-type: none"> ◆ Vocational schools, which offer a primary VET with courses of diverse length ◆ Technical colleges, completion of these leads to a qualified certificate in special careers on the mid-level of personnel.
Results of expert interviews and workshops	
Significance of VETPro-mobility	<p>"Latvia wishes to be an equal partner in Europe". Therefore, projects with a focus on Europe have a high significance.</p>
Demand for VETPro-mobility	<p>In many areas of vocational education and training in Latvia there is great need for catching up and modernization. As far as stays abroad are concerned, Germany and the Scandinavian countries are the most popular destinations. This can be explained by the fact that these countries have very well developed vocational education system, and visitors expect the greatest learning effect.</p> <p>As unknown difficulties could arise with the introduction of new teaching and learning methods, experiences gained from staying abroad and "experiencing these methods beforehand" helps to implement them in the Latvian education system. Many aspects cannot be planned at "the round table"; they have to be experienced "live" onsite. Latvia takes advantage of these possibilities, within the framework of the mobility projects.</p>
Factors which support or inhibit participation in VETPro-mobility	<p>Supporting factors</p> <p>For project providers it is decisive that the application process is simple and that payment of funds is prompt. Both criteria are fulfilled by the LEONARDO DA VINCI mobility projects.</p> <p>The transparency of the programme is also emphasized in a positive light: in the case of rejected projects, the project providers are informed of the reasons considered crucial in the decision. Furthermore, suggestions are made for improving so that the next application will be successful.</p> <p>Inhibiting factors</p> <p>In the past, Latvian project providers often had difficulty finding a suitable partner abroad. In the future, this problem should be solved by visits in advance. For this purpose a budget of € 50 000.00 has been set up to finance 15 visits from Latvian project providers. Mutual "getting acquainted meetings" should guarantee better coordination of projects.</p>
Strengths and weaknesses of VETPro measures	<p>A central strength is the openness of the topics and the large scope for creative freedom of VETPro-mobility projects.</p> <p>Also the chance to experience and to put new methods and new skilled knowledge into practice opens up possibilities for the participants from Latvia, which did not exist until a few years ago. The individual format of actions contributes to high learning success and facilitates implementation of the newly gained experiences.</p> <p>The innovative character of many projects is especially emphasized. This often leads to situations in which participants are confronted with new issues that do not correspond to planned part of the measures. For example, in the mobility project, participants in one action became acquainted with important circumstances regarding the integration of persons with a migration background in the labour market. Although this was not planned, this knowledge is of significance in the further development of VET in Latvia.</p> <p>According to experts, one problem associated with the mobility projects lies in the fact that experiences gained abroad cannot be implemented in Latvia. Opposition on the part of individual stakeholders, as well as the adaptation of the results to the specific circumstances of Latvia, make implementation and dissemination of the results more difficult.</p>
Contribution of mobility projects to increasing the quality of VET	<p>For the majority of the Latvian providers the VETPro projects represent the only opportunity of gaining experience abroad. These experiences can contribute to a considerable improvement of the quality of VET in the participating institutions. Higher expertise of the VET professionals, introduction of new teaching and learning methods as well as the</p>

	availability of modern teaching materials are some of the most important changes caused by stays abroad.
Influence of VETPro projects on the national education system	On a national level the VETPro projects have little influence on the further development of the Latvian education system. The impacts of the projects are targeted at the participating institutions.

Most important results from the survey of VETPro participants from Latvia		
Professional status of the participant	Latvia	In total
Trainers, human resources managers	5%	7%
Teachers/trainers in a vocational school	34%	32%
Trainers/trainers in an institution of continuing vocational training	4%	6%
Teachers/trainers in a place of higher education	9%	11%
Impacts of Leonardo da Vinci at a national level		
Experiences gained abroad are taken into consideration in the development of education measures	56%	58%
(School) Authorities prevent innovations in VET	19%	30%
Mobility actions have led to important innovations in VET	74%	65%
Did VETPro participants spend time abroad as individual persons or as a group?		
As an individual	12%	11%
As a small group with up to 5 participants	34%	33%
As a bigger group with more than 5 participants	54%	59%
Evaluation of the interests of the institution in having employees take part in a stay abroad		
High level of interest from the manager of the institution	72%	70%
High level of interest from the next superior	68%	68%
Motives of institutions for the participation of their employees in stays abroad		
Internationalization of the spectrum of activities	70%	65%
To offer the employees the opportunity to broaden their own horizon	83%	83%
To improve the quality of VET	72%	79%
To expand on the expert skills of employees	79%	81%
Was there a preparation for the stay abroad?		
Yes, I did all the preparation myself	20%	20%
Yes, we prepared ourselves in a group	48%	49%
Yes, the preparation was carried out by externals and/or the employer	26%	27%
No, no preparation was carried out	7%	5%
Type of preparation		
Preparation talks/workshops with the management of the institution	52%	56%
The main objectives of the stay abroad were fixed with the institution	56%	57%
Development of a continuing training plan	21%	23%
Greater impact on the participants in a stay abroad regarding:		
Professional specialist knowledge/ new curricula	71%	74%
Foreign language skills	61%	65%
Methodical specialist knowledge	55%	60%
Ability to deal with new tasks	47%	57%
Ability to actively participate in work processes	50%	59%
Ability to initiate new processes	58%	63%
Have participants in mobility actions attempted to implement the knowledge they gained abroad, i.e. training elements or teaching methods, in their home country?		
Yes, in existing training courses in my institution	70%	65%
Yes, the introduction of new training courses in my institution	50%	46%
Yes, dissemination to the school authorities	47%	36%
Yes, dissemination to the ministries	17%	13%
Did you encounter problems in the implementation of new curricula or teaching methods?		
Yes, but only at the start	32%	27%
Yes, continually	18%	20%
No	51%	53%
Evaluation of the impact of mobility actions for VETPro on the quality of VET in their institution		
Short term high impact	43%	55%
Long term high impact	54%	58%
Evaluation of Long term impacts of mobility actions		
Great benefit for me personally	83%	82%
Great benefit for my institution	74%	69%
Great benefit for my colleagues	64%	58%
Evaluation of Long term total impacts of mobility actions for VETPro on the further development of the education system in your home country		
Great impact in the area of initial vocational education and training	60%	57%
Great impact in the area of continuing vocational training	66%	63%

Country	Poland
Brief description of the VET system	<p>In Poland, VET is predominantly organized by schools. The following forms exist:</p> <ul style="list-style-type: none"> ◆ Vocational schools: these offer the acquisition of skilled labour qualifications (also in context of company apprenticeships). Length-2 -3 years. ◆ Postlyzeale (specialised secondary) schools: these offer courses which provide the first vocational qualifications. ◆ Technical schools: these lead to technical qualifications and to a baccalaureate. Length: 4 years. <p>In Poland, in the school year 2006/2007, around 25% of 16-18 year-olds attended a technical or vocational school and around 12% of the youth attended a vocational school. Vocational education and training in Poland is mainly on full-time schooling basis and completed with an external examination. In general, fewer and fewer young people decide to complete VET. This is demonstrated in a decrease in the number of pupils of nearly 75% in 2006 compared to 1990.</p> <p>The responsibilities for VET in Poland are divided between the Ministry for National Education and the regional self-administration, which have the task of ensuring that the vocational education and training is in line with the requirements of the regional labour market.</p>
Results of expert interviews and workshops	
Significance of VET-Pro- mobility	<p>VETPro projects are very important for vocational schools and other education institutions, as the competition for financial resources has also increased in VET.</p> <p>The participation of teachers and training personnel in stays abroad considerably enhances the attractiveness of institutions, which has contributed to a growing significance of VETPro-mobility in Poland.</p>
Demand for VETPro-mobility	<p>There have been noticeably more applications submitted (ratio 3:1), than funds available. This had led to the rejection of very good projects.</p>
Factors which either support or inhibit VETPro-mobility	<p>Supporting factors:</p> <p>Firstly, the openness of the programme with respect to content was cited. Furthermore, a more precise phrasing of the expected impacts and the development of a strategy to disseminate the project results is important to be able to motivate the teaching and training personnel to participate in the projects. The linguistic and cultural preparation of the participants is also helpful here.</p> <p>Inhibiting factors:</p> <p>A main obstacle for the participation of companies in mobility projects is the release of trainers during their stay abroad</p>
Strengths and weaknesses of VETPro measures	<p>Strengths:</p> <ul style="list-style-type: none"> ◆ Sustainability at the institutions and participants involved. ◆ Sharing knowledge with colleagues ◆ Openness with regard to the development of new methods ◆ Simple and transparent application process ◆ High flexibility in the various financial aspects ◆ The possibility of making modifications to the selection of participants and the choice of partner countries ◆ The possibility to using returned funds for the financing of reserve projects <p>Weaknesses:</p> <p>Acceptance and interest in VETPro projects is still low in Polish companies (especially by SMEs, in smaller towns and in rural areas). This runs counter to the national priorities in the years 2008-2010.</p> <p>A further problem is that when participants in VETPro projects return from their stay abroad, highly-motivated, they are unable to implement the gained knowledge in the school due to lack of equipment.</p>
Role of teachers and trainers as a motor for reform processes	<p>Teachers play a central role in the development of concepts after the stay abroad has been completed. As a rule, they are also the ones that are involved in the preparation of the results. Due to the education reforms in Poland, over the last year, teacher and trainers have more leeway to integrate experiences gained abroad.</p> <p>In Poland the Leonardo da Vinci has made a general contribution towards improving the schools and companies. The feedback from participants and providers in VETPro projects is very positive. This was also confirmed by a study, conducted on behalf of the National</p>

	Agency. 90% of participants and an equally high number of providers submitted a positive benefit-evaluation of the stay abroad.
Contribution of mobility projects towards increasing the quality of VET	The VETPro actions have an impact on the participating persons and institutions, however, not yet with respect to general qualitative improvement of VET. First and foremost, VETPro projects enhance the attractiveness of the schools and improve the social and foreign language skills of the participants.
Influence of VETPro projects on the national education system	The mobility actions have more of an impact on a micro and meso level. Up to now, the integration of the project results in a national education plan has been possible only in isolated cases, even though that has been pursued as a Long term objective. However, these projects support the internationalization process in Poland. For example, they contribute to implementing the EQF, including at a national level.

Most important results from the survey of VETPro participants from Poland		
Professional status of the participant	Poland	In total
Trainers, human resources managers	4%	7%
Teachers/trainers in a vocational school	24%	32%
Trainers/trainers in an institution of continuing vocational training	6%	6%
Teachers/trainers in a place of higher education	8%	11%
Impacts of Leonardo da Vinci at a national level		
Experiences gained abroad are taken into consideration in the development of education measures	60%	58%
(School) Authorities prevent innovations in VET	48%	30%
Mobility actions have led to important innovations in VET	50%	65%
Did VETPro participants spend time abroad as individual persons or as a group?		
As an individual	1%	11%
As a small group with up to 5 participants	17%	33%
As a bigger group with more than 5 participants	82%	59%
Evaluation of the interests of the institution in having employees take part in a stay abroad		
High level of interest from the manager of the institution	69%	70%
High level of interest from the next superior	70%	68%
Motives of institutions for the participation of their employees in stays abroad		
Internationalization of the spectrum of activities	60%	65%
To offer the employees the opportunity to broaden their own horizon	83%	83%
To improve the quality of VET	70%	79%
To expand on the expert skills of employees	82%	81%
Was there a preparation for the stay abroad?		
Yes, I did all the preparation myself	12%	20%
Yes, we prepared ourselves in a group	52%	49%
Yes, the preparation was carried out by externals and/or the employer	31%	27%
No, no preparation was carried out	5%	5%
Type of preparation		
Preparation talks/workshops with the management of the institution	66%	56%
The main objectives of the stay abroad were fixed with the institution	59%	57%
Development of a continuing training plan	35%	23%
Greater impact on the participants in a stay abroad regarding:		
Professional specialist knowledge/ new curricula	83%	74%
Foreign language skills	68%	65%
Methodical specialist knowledge	67%	60%
Ability to deal with new tasks	72%	57%
Ability to actively participate in work processes	65%	59%
Ability to initiate new processes	65%	63%
Have participants in mobility actions attempted to implement the knowledge they gained abroad, i.e. training elements or teaching methods, in their home country?		
Yes, in existing training courses in my institution	66%	65%
Yes, the introduction of new training courses in my institution	42%	46%
Yes, dissemination to the school authorities	20%	36%
Yes, dissemination to the ministries	10%	13%
Did you encounter problems in the implementation of new curricula or teaching methods?		
Yes, but only at the start	25%	27%
Yes, continually	26%	20%
No	49%	53%
Evaluation of the impact of mobility actions for VETPro on the quality of VET in their institution		
Short term high impact	52%	55%
Long term high impact	54%	58%
Evaluation of Long term impacts of mobility actions		
Great benefit for me personally	72%	82%
Great benefit for my institution	65%	69%
Great benefit for my colleagues	54%	58%
Evaluation of Long term total impacts of mobility actions for VETPro on the further development of the education system in your home country		
Great impact in the area of initial vocational education and training	50%	57%
Great impact in the area of continuing vocational training	58%	63%

Country	Sweden
Brief description of the VET system	<p>In Sweden, the initial vocational education and training of young people is part of the integrated school system of the secondary school level II. There are IVET courses which take three years and in which approximately half of all pupils take part. These are divided into 17 VET-programmes which are offered throughout the nation. 14 of the 17 programmes are organized according to the profession.</p> <p>VET takes place mainly in full-time schooling institutions at grammar-school level.</p> <p>Apart from the study- and vocational oriented upper secondary schools, there is also vocational education and training under the dual system on a small scale. In Sweden, social partners have an important position in VET, since they decide, for example, on the issuance of aptitude certificates and are active in counselling VET-committees.</p>
Results of expert interviews and workshops	
Significance of VET-Pro- mobility	<p>In Sweden the significance of VETPro-projects is high. International activities traditionally have high priority and are usually well organized and nationally funded.</p> <p>The country also has exchange programmes with, amongst others:</p> <ul style="list-style-type: none"> ◆ India ◆ China ◆ Bolivia ◆ Africa
Demand for VETPro- mobility	<p>15-20% of the total budget of LEONARDO DA VINCI is spent on VETPro measures; which is significantly about the average for the EU 15. In most cases it is schools that take part in stays abroad; companies are decisively under-represented, a circumstance due primarily to the insufficient level of awareness of the programme.</p> <p>In Sweden there are still significantly more project applications submitted than can be approved. Nonetheless, in order to subsidize as many measures as possible, the evaluators of the applications increasingly decrease the budget and the scheduled number of participants. This allows approximately 20 - 30% more projects to be subsidized.</p>
Factors supporting or inhibiting the participation of VETPro in mobility actions.	<p>Factors supporting the implementation of VETPro-projects are:</p> <ul style="list-style-type: none"> ◆ many years of partnership abroad ◆ good preparation of the actions ◆ enough time for the exchange ◆ mutual visits of project partners ◆ planning reliability regarding the available budget (2-3 years) <p>In Sweden there is still need for improvement of the public relations of VETPro-projects. Particularly important are measures which explain the benefits of VETPro-projects to the companies.</p> <p>Furthermore, more flexibility of time with respect to the implementation of stays abroad would be desirable. The inflexible rule that one has to arrive on Sunday and return on Saturday was identified as counter-productive.</p>
Strengths and weaknesses of VETPro measures	<p>Strengths:</p> <p>VETPro- measures offer participants the opportunity to broaden their own horizons and allow them to gain insight into the methods other countries use to cope with similar problems. The knowledge gained during the stays abroad can significantly contribute to the development of the vocational education and training system in the country.</p> <p>In addition, the dialogue partners emphasized that the benefits of VETPro-projects are extraordinarily high compared to other measures. With relatively low expenditure of time and finances, considerable effects can be achieved, especially on the level of the participants and their institutions.</p> <p>Furthermore, it was positively noted that in 2009 financing modalities were again optimized. Now, full flexibility is permitted for the mutual charging of the costs for the journey and accommodation.</p> <p>Weaknesses:</p> <p>One problem is the comparatively low total budget for LdV-activities in Sweden. High rejection rates of project applications may lead to a withdrawal on the part the applicants, which could have a negative impact on the quality of the measures in the middle and the long term.</p> <p>Furthermore, it is unfortunately not possible to subsidize trainers who are not in employment or who are the changing from one system into another.</p> <p>Regarding the target groups and the types of stays abroad the broad funding spectrum was assessed both as a strength and as a weakness. On the one hand, there are many</p>

	<p>opportunities as a result. On the other hand, this leads to a situation in which actions are not well coordinated with one another and/or are not specific.</p> <p>The role of the (school-) management must also be assessed in a differentiated manner. Usually the school administration or the administration of the institutions considers participation in VETPro in a positive light. On the other hand the preparation and implementation of mobility actions require expenditures of time and finances which can, in some cases, limit the willingness to participate.</p>
Role of teachers and trainers as a motor for reform processes	<p>In Sweden, teachers and trainers are usually highly motivated and eager to launch reform processes.</p> <p>In this context, the upcoming change of generation is a problem in many institutions. Since in Sweden a large portion of VET professionals are at an advanced age and will therefore soon retire, it is feared that in many VET institutions experiences and knowledge for the further development of vocational education and training will be lost.</p>
Influence of VETPro projects on the national education system	<p>The influence of VETPro projects on the national education system has to be assessed in a differentiated manner and varies according to sector and region. Mobility actions have a significant influence in rural regions and in health professions.</p>

Most important results from the survey of VETPro participants from Sweden		
Professional status of the participant	Sweden	In total
Trainers, human resources managers	6%	7%
Teachers/trainers in a vocational school	31%	32%
Trainers/trainers in an institution of continuing vocational training	7%	6%
Teachers/trainers in a place of higher education	9%	11%
Impacts of Leonardo da Vinci at a national level		
Experiences gained abroad are taken into consideration in the development of education measures	63%	58%
(School) Authorities prevent innovations in VET	30%	30%
Mobility actions have led to important innovations in VET	72%	65%
Did VETPro participants spend time abroad as individual persons or as a group?		
As an individual	10%	11%
As a small group with up to 5 participants	41%	33%
As a bigger group with more than 5 participants	49%	59%
Evaluation of the interests of the institution in having employees take part in a stay abroad		
High level of interest from the manager of the institution	67%	70%
High level of interest from the next superior	66%	68%
Motives of institutions for the participation of their employees in stays abroad		
Internationalization of the spectrum of activities	66%	65%
To offer the employees the opportunity to broaden their own horizon	80%	83%
To improve the quality of VET	70%	79%
To expand on the expert skills of employees	80%	81%
Was there a preparation for the stay abroad?		
Yes, I did all the preparation myself	26%	20%
Yes, we prepared ourselves in a group	39%	49%
Yes, the preparation was carried out by externals and/or the employer	33%	27%
No, no preparation was carried out	2%	5%
Type of preparation		
Preparation talks/workshops with the management of the institution	47%	56%
The main objectives of the stay abroad were fixed with the institution	50%	57%
Development of a continuing training plan	17%	23%
Greater impact on the participants in a stay abroad regarding:		
Professional specialist knowledge/ new curricula	67%	74%
Foreign language skills	63%	65%
Methodical specialist knowledge	55%	60%
Ability to deal with new tasks	52%	57%
Ability to actively participate in work processes	55%	59%
Ability to initiate new processes	56%	63%
Have participants in mobility actions attempted to implement the knowledge they gained abroad, i.e. training elements or teaching methods, in their home country?		
Yes, in existing training courses in my institution	57%	65%
Yes, the introduction of new training courses in my institution	58%	46%
Yes, dissemination to the school authorities	31%	36%
Yes, dissemination to the ministries	14%	13%
Did you encounter problems in the implementation of new curricula or teaching methods?		
Yes, but only at the start	24%	27%
Yes, continually	18%	20%
No	59%	53%
Evaluation of the impact of mobility actions for VETPro on the quality of VET in their institution		
Short term high impact	46%	55%
Long term high impact	54%	58%
Evaluation of Long term impacts of mobility actions		
Great benefit for me personally	80%	82%
Great benefit for my institution	66%	69%
Great benefit for my colleagues	56%	58%
Evaluation of Long term total impacts of mobility actions for VETPro on the further development of the education system in your home country		
Great impact in the area of initial vocational education and training	58%	57%
Great impact in the area of continuing vocational training	63%	63%

Country	Slovenia
<p>Brief description of the VET system</p>	<p>In Slovenia, occupation-oriented and technical initial vocational education and training is completed in courses lasting two and a half to three years. The graduates apply for positions on the labour market with the acquired degree or continue on to school education at secondary school level II.</p> <p>Furthermore, there is an option of beginning a four-year course of technical training or an occupation-oriented technical vocational education and training after completion of secondary school level II. In these training courses practical training of at least 24 weeks in a company is stipulated.</p> <p>The vocational education and training in the vocational schools includes all trades. Training courses at vocational schools can also be taken up without first acquiring a of secondary school-level leaving certificate.</p>
<p>Results of expert interviews and workshops</p>	
<p>Significance of VETPro- mobility</p>	<p>The great importance of VETPro-mobility in Slovenia is reflected by the fact that one third of the budget of LEONARDO DA VINCI is used for that purpose, far beyond the average for the EU 27.</p>
<p>Demand for VETPro-mobility</p>	<p>Nevertheless, the demand for VETPro projects is significantly higher than the available budget. There are application pool is three times greater than the number of projects that can be funded.</p> <p>In the interviews, experts pointed out several times that VETPro-projects offer the only opportunity for the target group of VET professionals to acquire experiences abroad.</p> <p>The most important reasons for participation in VETPro-projects are:</p> <ul style="list-style-type: none"> ◆ to acquire transnational experiences ◆ to compare oneself with others ◆ to learn to approach challenges in a way similar to that used in other countries ◆ to find new partners, to network, to establish bilateral contacts for Long term partnerships <p>Since VETPro measures meet with great interest in the rural regions of Slovenia, thought should be given to how stakeholders from such regions can be more strongly supported or advised.</p> <p>With regards to the European Year of Combating Poverty and Social Exclusion, it was pointed out that LEONARDO enables young people from poor families to go abroad for the first time.</p>
<p>Factors supporting or inhibiting the participation of VETPro in mobility.</p>	<p>A clearly reinforcing element of the stays abroad is the high participation of management-level personnel. This increases acceptance of the measures.</p> <p>The possibility for participants to present their own suggestions and formulate questions and expectations also has a supporting effect. Another important prerequisite for a successful measure is the suitability of the receiving partner organizations.</p> <p>The following facts hinder participation in VETPro-projects:</p> <ul style="list-style-type: none"> ◆ the bureaucratic image of the EU ◆ lack of information about foreign partners ◆ lack of foreign language skills as well as the lack of self confidence to communicate in another foreign language ◆ shortage of time on the part of providers and/or participants ◆ The financing of the project does not cover the working time <p>VET professionals who organize LEONARDO projects in schools also execute other tasks at the same time without earning recognition. This has a discouraging effect.</p>
<p>Strengths and weaknesses of VETPro measures</p>	<p>One clear strength of VETPro-mobility is the transnational dimension of the programme, which is lacking in national programmes and also in the ESF in Slovenia.</p> <p>EU-projects have a reputation of being bureaucratic. However, this is not the case as far as VETPro projects are concerned. The financial reporting system is easy to deal with and the use of the available software does not cause any problems. Furthermore, that the fact that financial funding can be received at an early stage (60-80% of the funds) is advantageous.</p> <p>The budget itself is flexible because the different kinds of expenses can be offset against each other (e.g. travelling expenses with accommodation and vice versa). This</p>

	<p>leeway is used to enable more people to go abroad.</p> <p>The only weakness of the LEONARDO DA VINCI programme mentioned was that the budget is generally too low.</p>
Role of teachers and trainers as a motor for reform processes	<p>Following reform of the education system in the year 2004, the schools in Slovenia have more freedom to make (autonomous) decisions. Thus, educational institutions can fill up to 20% of the curricula with their own content.</p> <p>This flexibility provides vocational education professionals significantly more scope for decision-making and has contributed towards changing the organization of instruction at schools. However, this conversion did not run smoothly in all schools. Conflicts previously played out on a national level were then shifted to the schools.</p>
Contribution of mobility projects towards increasing the quality of VET	<p>The experiences gained in mobility projects have contributed to the introduction of new teaching- and learning methods in Slovenia. For example, in the course of internationalization of the vocational education and training project work, previously rare, has significantly increased in importance.</p>
Influence of VETPro projects on the national education system	<p>In Slovenia, mobility actions do influence the national education system. According to experts, they often have the effect of pilot projects. A broad integration of experiences gained abroad is subsidized in Slovenia with ESF funds. Thus, despite the low budget, VETPro projects can often achieve a great multiplier effect in this way.</p>

Most important results from the survey of VETPro participants from Slovenia		
Professional status of the participant	Slovenia	In total
Trainers, human resources managers	4%	7%
Teachers/trainers in a vocational school	32%	32%
Trainers/trainers in an institution of continuing vocational training	6%	6%
Teachers/trainers in a place of higher education	12%	11%
Impacts of Leonardo da Vinci at a national level		
Experiences gained abroad are taken into consideration in the development of education measures	59%	58%
(School) Authorities prevent innovations in VET	19%	30%
Mobility actions have led to important innovations in VET	62%	65%
Did VETPro participants spend time abroad as individual persons or as a group?		
As an individual	11%	11%
As a small group with up to 5 participants	40%	33%
As a bigger group with more than 5 participants	49%	59%
Evaluation of the interests of the institution in having employees take part in a stay abroad		
High level of interest from the manager of the institution	67%	70%
High level of interest from the next superior	63%	68%
Motives of institutions for the participation of their employees in stays abroad		
Internationalization of the spectrum of activities	67%	65%
To offer the employees the opportunity to broaden their own horizon	86%	83%
To improve the quality of VET	67%	79%
To expand on the expert skills of employees	82%	81%
Was there a preparation for the stay abroad?		
Yes, I did all the preparation myself	21%	20%
Yes, we prepared ourselves in a group	50%	49%
Yes, the preparation was carried out by externals and/or the employer	24%	27%
No, no preparation was carried out	5%	5%
Type of preparation		
Preparation talks/workshops with the management of the institution	59%	56%
The main objectives of the stay abroad were fixed with the institution	56%	57%
Development of a continuing training plan	23%	23%
Greater impact on the participants in a stay abroad regarding:		
Professional specialist knowledge/ new curricula	80%	74%
Foreign language skills	58%	65%
Methodical specialist knowledge	60%	60%
Ability to deal with new tasks	53%	57%
Ability to actively participate in work processes	53%	59%
Ability to initiate new processes	60%	63%
Have participants in mobility actions attempted to implement the knowledge they gained abroad, i.e. training elements or teaching methods, in their home country?		
Yes, in existing training courses in my institution	63%	65%
Yes, the introduction of new training courses in my institution	50%	46%
Yes, dissemination to the school authorities	35%	36%
Yes, dissemination to the ministries	20%	13%
Did you encounter problems in the implementation of new curricula or teaching methods?		
Yes, but only at the start	28%	27%
Yes, continually	14%	20%
No	58%	53%
Evaluation of the impact of mobility actions for VETPro on the quality of VET in their institution		
Short term high impact	55%	55%
Long term high impact	59%	58%
Evaluation of Long term impacts of mobility actions		
Great benefit for me personally	87%	82%
Great benefit for my institution	67%	69%
Great benefit for my colleagues	52%	58%
Evaluation of Long term total impacts of mobility actions for VETPro on the further development of the education system in your home country		
Great impact in the area of initial vocational education and training	57%	57%
Great impact in the area of continuing vocational training	58%	63%

Country	United Kingdom
Brief description of the VET system	<p>Vocational education and training takes place as early as at the secondary school level I. The first VET-certificates are provided at that level.</p> <p>These certificates qualify pupils to take part in continuing school or vocational education and training. A full-time course vocational education and training conducted in vocational schools or continuing training institutions, takes one to three years. In these schools the following certification can be acquired:</p> <ul style="list-style-type: none"> ◆ Vocational school-leaving certificate ◆ National Vocational Qualification (NVQ) certificate ◆ International Vocational Qualification certificate
Results of expert interviews and workshops	
Significance of VET-Pro- mobility	<p>In Great Britain, globalization has a higher priority than Europeanization. The interest in European transnational projects is therefore less than in projects with nations from other continents. This also applies to the area of school education and vocational education and training.</p>
Demand for VETPro- mobility	<p>Nevertheless, in Great Britain there is a high demand for VETPro projects. There are three times as many projects submitted as can be approved. The budget and/or number of participants is curtailed in order to allow more actions to be subsidized. Saving 38% of the funds this way in recent years has allowed many other projects to be subsidized.</p> <p>The number of projects in the health sector and the sport sector are increasing, these are areas in which local authorities and charitable institutions are heavily involved. The so-called "Heritage Projects" are also important. These projects revive old, traditional crafts that have declined in the United Kingdom. In this context, co-operation with project providers from Romania takes place, since they still have the relevant knowledge.</p> <p>The majority of applications come from VET institutions. In the last few years more companies and public agencies have submitted project applications. This could be due to the fact that companies increasingly recognize the importance of transnational qualifications.</p>
Factors supporting or inhibiting the participation of VETPro in mobility.	<p>Factors which support participation in VETPro measures are:</p> <ul style="list-style-type: none"> ◆ good preparation for the measures, ◆ administrative support, ◆ moral support, ◆ the support of senior management of the institutions. <p>Furthermore, it has been shown that a stay abroad significantly improves the professional prospects of VETPro. This is an additional motivation to participate in mobility projects.</p> <p>Problems in the context of VETPro measures</p> <p>In Great Britain a regular evaluation of schools takes place. The result is recorded in so-called "league tables". Participation in transnational projects has no influence on the evaluation of the schools. Therefore, there is a lack of incentive to participate in VET-Pro-projects.</p>
Strengths and weaknesses of VETPro measures	<p>Strengths:</p> <ul style="list-style-type: none"> ◆ participants lose their "tunnel vision" and are more open to innovations, ◆ getting to know new methods and approaches, ◆ development of better understanding of foreign cultures, ◆ sufficient financial resources, ◆ reasonable bureaucracy, ◆ very good support by the NA. <p>Furthermore, providers that implement measures of high quality are awarded the newly introduced "Certificate of Mobility", which was emphasized as a positive addition. Additionally, the providers receive a funding commitment for the next four years.</p> <p>Weaknesses:</p> <p>The ability of VETPro participants to communicate in a foreign language is very low. Foreign language skills in Great Britain are well below the European average. A further drawback is that there is no funding provision for the organization of project implementation and for dissemination of the results.</p>
Role of teachers and trainers as a motor for reform processes	<p>The commitment of VET professionals is crucial for the development and implementation of the strategy for lifelong learning in Great Britain. Transferring the necessary skills and competencies that the labour market demands depends to a great extent on the work and/or teaching abilities of VETPro.</p>

<p>Contribution of mobility projects to increase the quality of VET</p>	<p>Globalisation: Meeting the Challenge. An international strategy for further education in England" developed in 2008 by the Department for Innovation, Universities and Skills states:</p> <p>"The key challenge is to recognise how FE colleges and providers can help their learners improve their knowledge and understanding of the wider world and the impact of global forces on their lives. This is even more crucial in a world where the global dimension is having repercussions for people both in the workplace and in communities."⁵</p> <p>Regarding the internationalization of (vocational) education in Great Britain, one must bear in mind that the primary orientation is toward the English-speaking countries (USA, Australia, India and others) and China. Europe is of secondary importance in comparison. Thus, the contribution of VETPro-mobility projects towards enhancing the quality of VET is not particularly pronounced.</p>
<p>Influence of VETPro projects on the national education system</p>	<p>New teaching methods, getting acquainted with new systems, integration of new experiences in existing training courses has a definite influence on the institutions of vocational education. The effects on the national vocational education and training programme are, however, barely measurable.</p>

⁵ http://www.bis.gov.uk/assets/biscore/corporate/migratedD/publications/G/globalisation_strategy_FE

Most important results from the survey of VETPro participants from the United Kingdom		
Professional status of the participant	UK	In total
Trainers, human resources managers	5%	7%
Teachers/trainers in a vocational school	31%	32%
Trainers/trainers in an institution of continuing vocational training	6%	6%
Teachers/trainers in a place of higher education	14%	11%
Impacts of Leonardo da Vinci at a national level		
Experiences gained abroad are taken into consideration in the development of education measures	66%	58%
(School) Authorities prevent innovations in VET	27%	30%
Mobility actions have led to important innovations in VET	74%	65%
Did VETPro participants spend time abroad as individual persons or as a group?		
As an individual	9%	11%
As a small group with up to 5 participants	39%	33%
As a bigger group with more than 5 participants	53%	59%
Evaluation of the interests of the institution in having employees take part in a stay abroad		
High level of interest from the manager of the institution	74%	70%
High level of interest from the next superior	69%	68%
Motives of institutions for the participation of their employees in stays abroad		
Internationalization of the spectrum of activities	69%	65%
To offer the employees the opportunity to broaden their own horizon	81%	83%
To improve the quality of VET	71%	79%
To expand on the expert skills of employees	83%	81%
Was there a preparation for the stay abroad?		
Yes, I did all the preparation myself	22%	20%
Yes, we prepared ourselves in a group	51%	49%
Yes, the preparation was carried out by externals and/or the employer	22%	27%
No, no preparation was carried out	4%	5%
Type of preparation		
Preparation talks/workshops with the management of the institution	58%	56%
The main objectives of the stay abroad were fixed with the institution	60%	57%
Development of a continuing training plan	29%	23%
Greater impact on the participants in a stay abroad regarding:		
Professional specialist knowledge/ new curricula	75%	74%
Foreign language skills	64%	65%
Methodical specialist knowledge	66%	60%
Ability to deal with new tasks	63%	57%
Ability to actively participate in work processes	67%	59%
Ability to initiate new processes	70%	63%
Have participants in mobility actions attempted to implement the knowledge they gained abroad, i.e. training elements or teaching methods, in their home country?		
Yes, in existing training courses in my institution	69%	65%
Yes, the introduction of new training courses in my institution	49%	46%
Yes, dissemination to the school authorities	37%	36%
Yes, dissemination to the ministries	17%	13%
Did you encounter problems in the implementation of new curricula or teaching methods?		
Yes, but only at the start	28%	27%
Yes, continually	19%	20%
No	53%	53%
Evaluation of the impact of mobility actions for VETPro on the quality of VET in their institution		
Short term high impact	53%	55%
Long term high impact	58%	58%
Evaluation of Long term impacts of mobility actions		
Great benefit for me personally	81%	82%
Great benefit for my institution	72%	69%
Great benefit for my colleagues	61%	58%
Evaluation of Long term total impacts of mobility actions for VETPro on the further development of the education system in your home country		
Great impact in the area of initial vocational education and training	52%	57%
Great impact in the area of continuing vocational training	60%	63%

Country	Italy
Brief description of the VET system	<p>After leaving school, a vocational qualification can be begun within the basic vocational education. The basic education takes three years and contains practical exercises and internships.</p> <p>Young people can also take part dual forms of VET. The vocational education and training is designed to alternate and takes up to six years.</p> <p>Various vocational education and training courses which last at least three years entitle their graduates either to carry out a profession or to participate in advanced training courses.</p> <p>The vocational education and training at an Italian vocational school also leads to a degree which qualifies the graduate to enter an occupation after three years.</p> <p>In the VET-branch, five-year vocational education and training course at a full-time school entitles graduates to engage in occupations middle level or to enter the advanced education system.</p>
Results of expert interviews and workshops	
Significance of VETPro- mobility	<p>The VETPro-programme is of great importance to Italy. This is due to the fact that the system of the extra-occupational continuing training for the VETPro in Italy is still not very developed and VETPro mobility, at the moment, is the only funding instrument in Italy which offers continuing training within an international context.</p> <p>Within LEONARDO-LLP, VETPro represents the smallest of the three LLP-partial-programmes: As measured by the number of projects funded, according to the National Agency, approximately one fifth are for VETPro, with PLM and IVT each accounting for approximately 40% each. Altogether 50 project applications are submitted in the annual application rounds, of which approximately 30 will be subsidized. Significantly more projects could be subsidized, however the budget is limited.</p>
Demand for VETPro-mobility	<p>There is demand for VETPro measures on both the quantitative as well as the qualitative level: from the quantitative view it must be stressed that there are no (subsidized) offerings for education-sector employees in with which competencies can be acquired within a transnational context. However, all participants in the round of talks agree that the quantitative deficit cannot be reduced in the slightest by VETPro. It rather enables the targeted qualification of particularly motivated personnel of the education system.</p> <p>At the quantitative level there is a particular focus on the extension of competencies in the pedagogical-didactic area. Keywords are: new teaching concepts, innovative teaching material, use of multimedia in class, individual competence support instead of collective knowledge transfer.</p> <p>In this field the importance of VETPro is great: Through direct confrontation of the Italian participants with the modalities on how lessons are designed and educational processes initiated, the knowledge acquired in VETPro measures can immediately be integrated into one's own teaching concept. This is considered to be significantly more efficient than a teaching instruction which is "ordered from the top".</p>
Factors supporting or inhibiting the participation of VETPro in mobility.	<p>In addition to commitment on the part of teaching staff, the concrete support of the superiors and the school authorities is a supporting factor for participation in VETPro-mobility projects. Furthermore, good planning of the stays abroad by the providers of both the sending and the receiving institutions is very important. The quality of the measures is closely correlated therewith. Projects that are well designed in educational and technical terms rarely have any problems finding enough participants.</p> <p>In Italy, that the circumstance that participation in mobility projects does not get official recognition in the sense of a certified continuing training and/or of a certified continuing training module is a drawback. Thus, participation enables "only" an expansion of one's own competencies and skills; however, it does not promote the professional advancement of teachers.</p>
Strengths and weaknesses of VETPro measures	<p>Strengths:</p> <ul style="list-style-type: none"> ◆ Due to the high quality and specialised orientation of mobility projects, participants obtain continuing training in a short time that is compact and related to practice, which is almost impossible in the national context. ◆ The direct confrontation with other teaching methods and concepts enables an efficient continuing training with respect to the didactic-pedagogic competencies of VETPro. This applies especially to the foreign language instruction. ◆ An essential strength of VETPro is the opportunity to learn in the multi-cultural context: the participants in VETPro-projects are confronted with teaching traditions which can be advantageously used in Italy. In this connection, participation in concrete teaching situations with young people of different cultural and ethnic

	<p>origin is important for trainers from Italy (e.g. in France or Germany). Italy has less experience in dealing with immigrants and the integration of foreign youth.</p> <p>The low budget for VETPro measures was regarded as a weakness by the experts. Compared to the actual need, its effect is like "a drop in the ocean". So far, the experiences acquired through VETPro measures have been limited structurally to the level of the respective participants and/or providers. Furthermore, it has not been possible to acquire VET professionals and human resources managers from companies (SME) in noteworthy numbers for VETPro-mobility projects.</p>
Role of teachers and trainers as a motor for reform processes	<p>Teachers and trainers in VETPro measures have the opportunity to use the teaching concepts and contents "learned" and tested abroad directly in their own lessons. In some cases there were reports that schools were tending more to have VETPro-mobility participants lead internal continuing training sessions for their teaching staff about the knowledge learned abroad. Some regions - e.g. Tuscany - support these processes with paid leave and/or time in lieu.</p> <p>However, on the national level, teachers and trainers are of secondary importance as a motor for reform processes. In the past years, due to changing political majority situations, the Italian educational system has implemented partly contradictory reforms, in which teachers associations were listened to, but did not actively take part. Furthermore, it must be stated that the training of teachers and trainers is the responsibility of the individual regions. Therefore the speed, coherence and depth of reforms in the education sector vary greatly from region to region.</p>
Contribution of mobility projects towards increasing the quality of VET	<p>Mobility projects give rise to qualitative impulses in the direct surroundings, however, rarely on the national level. Thus, the primary beneficiaries are the educational institutions whose teachers and trainers have taken part in mobility projects. There, results are implemented and lead to an increase in quality of the vocational education and training. Examples here: learning in project groups, introduction of problem focused teaching concepts, use of multimedia-learning concepts etc.</p>
Influence of VETPro projects on the national education system	<p>The influence of VETPro projects on the national education system is rather low. The regional fragmentation of the educational system (VET- regulations, degrees, school types and - organizations etc.), the shifting of responsibilities to decentralize levels (school providers), organizational questions regarding the safeguarding of the school offerings are in the focus of the current discussion surrounding educational policy in Italy.</p> <p>With regard to the practical training of teachers, the regions are increasingly delegating this task to schools and no longer to academic training centres.</p> <p>Nevertheless, the significance of VETPro-projects towards improving of the quality of instruction was stressed by all experts. Since there is a lack of appropriate national projects and initiatives VETPro can only proceed bit by bit and not systematically.</p>

Most important results from the survey of VETPro participants from Italy		
Professional status of the participant	Italy	In total
Trainers, human resources managers	6%	7%
Teachers/trainers in a vocational school	39%	32%
Trainers/trainers in an institution of continuing vocational training	4%	6%
Teachers/trainers in a place of higher education	12%	11%
Impacts of Leonardo da Vinci at a national level		
Experiences gained abroad are taken into consideration in the development of education measures	59%	58%
(School) Authorities prevent innovations in VET	28%	30%
Mobility actions have led to important innovations in VET	65%	65%
Did VETPro participants spend time abroad as individual persons or as a group?		
As an individual	7%	11%
As a small group with up to 5 participants	35%	33%
As a bigger group with more than 5 participants	58%	59%
Evaluation of the interests of the institution in having employees take part in a stay abroad		
High level of interest from the manager of the institution	72%	70%
High level of interest from the next superior	71%	68%
Motives of institutions for the participation of their employees in stays abroad		
Internationalization of the spectrum of activities	66%	65%
To offer the employees the opportunity to broaden their own horizon	82%	83%
To improve the quality of VET	76%	79%
To expand on the expert skills of employees	78%	81%
Was there a preparation for the stay abroad?		
Yes, I did all the preparation myself	21%	20%
Yes, we prepared ourselves in a group	49%	49%
Yes, the preparation was carried out by externals and/or the employer	26%	27%
No, no preparation was carried out	5%	5%
Type of preparation		
Preparation talks/workshops with the management of the institution	48%	56%
The main objectives of the stay abroad were fixed with the institution	57%	57%
Development of a continuing training plan	24%	23%
Greater impact on the participants in a stay abroad regarding:		
Professional specialist knowledge/ new curricula	74%	74%
Foreign language skills	65%	65%
Methodical specialist knowledge	61%	60%
Ability to deal with new tasks	52%	57%
Ability to actively participate in work processes	52%	59%
Ability to initiate new processes	58%	63%
Have participants in mobility actions attempted to implement the knowledge they gained abroad, i.e. training elements or teaching methods, in their home country?		
Yes, in existing training courses in my institution	61%	65%
Yes, the introduction of new training courses in my institution	47%	46%
Yes, dissemination to the school authorities	38%	36%
Yes, dissemination to the ministries	12%	13%
Did you encounter problems in the implementation of new curricula or teaching methods?		
Yes, but only at the start	27%	27%
Yes, continually	17%	20%
No	56%	53%
Evaluation of the impact of mobility actions for VETPro on the quality of VET in their institution		
Short term high impact	55%	55%
Long term high impact	55%	58%
Evaluation of Long term impacts of mobility actions		
Great benefit for me personally	77%	82%
Great benefit for my institution	64%	69%
Great benefit for my colleagues	57%	58%
Evaluation of Long term total impacts of mobility actions for VETPro on the further development of the education system in your home country		
Great impact in the area of initial vocational education and training	54%	57%
Great impact in the area of continuing vocational training	60%	63%

Country	Germany
Brief description of the VET system	<p>The dual education system is the core of the vocational education and training in Germany and can be completed within two to three and a half years. Vocational education and training takes place in both companies and in vocational schools. More than 50% of school leavers enter this branch of education after leaving secondary school. Social partners have an overall strongly regulating position in the dual education system.</p> <p>Vocational full-time school exists at the secondary school level II. Fulltime occupational schools include training colleges, specialized secondary schools, post-secondary colleges, technical schools, upper vocational schools and other kind of schools that are country specific.</p> <p>Training college courses can be completed in one to three years. Whereas the single year form contains a preparation for further degrees, the two to three year courses lead to a fully qualified degree.</p> <p>Specialised secondary schools and upper vocational schools usually offer an education which takes 2 years. Mostly they build on previously completed vocational education and training and to some extent belong to the sphere of continuing training. Master craftsman training, for example, takes place at training colleges.</p>
Results of expert interviews and workshops	
Significance of VET-Pro- mobility	<p>In Germany, VETPro-mobility is mainly concentrated among a small "elite" group of VET professionals and sending institutions.</p> <p>Trainers from companies in Germany participate - as in the rest of Europe - at a disproportionately low rate (13%). However, their participation rate is almost twice as high as the overall average for LdV-participating countries.</p> <p>VETPro-mobility is assigned great significance in Germany - especially by the responsible German Federal Ministry of Education and Research and the NA.</p> <p>VETPro projects have been implemented, for example for the targeted acquisition of experiences with the early childhood education.</p>
Demand for VETPro-mobility	<p>In general, demand to extend VETPro-mobility is increasing in Germany. One primary objective in that context is to achieve a broader impact on the education infrastructure. An unresolved problem is the participation of trainers from companies. It remains too low.</p> <p>Germany, as a de facto immigration country that has had insufficient success in integrating young people with migration backgrounds successfully into the VET-system has a particular need for increased inter cultural training of VET professionals. VETPro projects can make a significant contribution to this.</p>
Factors supporting or inhibiting the participation of VETPro in mobility.	<p>In too many vocational schools and training companies there is insufficient awareness of or even ignorance about the opportunity to conduct VETPro-stays abroad. Furthermore, the misconception that one cannot learn much abroad because the training is organized in a different way is found at many of these schools.</p> <p>Another problem - though one that arises in other countries too, is that educational institutions are not able or in some cases do not want to provide their trainers time to engage in follow-up and write the applications. Thus, a lot depends on the commitment of the individual VETPro. The organization of substitute staff to take over during their absence is also a problem.</p> <p>Trainers often fail to realize that mobility actions might be of use to them. This applies especially for trainers who come from SME and from sectors/companies that are not internationally active.</p> <p>Concrete projects of individual German federal states have turned out to be useful for increasing participation in more stays abroad by VETPro in Germany. In the German federal state of Hamburg, for example, a mobility agency that regularly informs schools and companies about mobility programmes is subsidized with ESF funding.</p>
Strengths and weaknesses of VETPro measures	<p>Strengths: The creation of robust networks and peer-learning activities, which also take place, were identified as special strengths. Above all, networks that are European sector specific and/or occupation-specific enable the development of specific qualifications.</p> <p>In Germany as well, the openness of the programme to subjects and methods can be stressed as a particular strength and one which is exploited. For example, for the further advancement of early childhood education.</p> <p>Weaknesses: VET-companies and trainers from companies are too rarely involved in the preparation and implementation of VETPro-mobility and the participation of "decision makers" in mobility actions is too low. However, such actions are also more likely to run up against prejudice: "The boss is travelling again."</p>

<p>Role of teachers and trainers as a motor for reform processes</p>	<p>Basically, VET professionals are able to fulfil their role as a motor for reform processes on the level of educational institutions. Improvements of quality in the institutions are very frequent.</p> <p>Since in Germany the VET-regulations and curricula are considered relatively inflexible and since there are a great many regional regulations involved, particularly with respect to full-time training courses, due to Germany's federalism in the field of education and culture, it is very difficult to activate reform processes on the level of curricula. Thus, the experts have repeatedly spoken of "stand-alone solutions". Therefore, individual active trainers and teachers and their institutions implement extensive innovations on-site and are eager to communicate them externally. However, the acceptance at school authorities is still of not well developed.</p> <p>Furthermore, in Germany the participation of persons who are still in the teacher- and trainer training in VETPro-mobility also contributes to triggering reforms from the bottom up and, over the Long term to reaching institutions that have not previously participated in VETPro mobility.</p>
<p>Contribution of mobility projects to increasing the quality of VET</p>	<p>The impacts of mobility on VET are already assessed as high, with regards to the institutions and companies that actively take part in such measures. This is also underlined by the survey results for the VETPro from Germany which showed that the effects of actions are greater than average. By contrast, less success was reported viz. dissemination to broader audiences.</p>
<p>Influence of VETPro projects on the national education system</p>	<p>Influences at this level are described in muted tones. Impacts on CVET are greater than those in IVET, a circumstance that can be traced to the fact that CVET is less regulated.</p> <p>However, positive impacts at the VET-system can be detected during the development of new training courses, where there are no existing structures to be overcome.</p> <p>Finally, mobility actions did contributed in Germany towards ensuring that the Ordinance on Aptitude of Instructors (Ausbildereignungsverordnung) included teaching of inter-cultural competences and now requires trainers to check whether individual parts of the vocational education and training can be completed abroad. In parallel, the Vocational Education and Training Act provides for the (possible) recognition of parts of the VET that are completed abroad as part of vocational education and training.</p>

Most important results from the survey of VETPro participants from Germany		
Professional status of the participant	Germany	In total
Trainers, human resources managers	13%	7%
Teachers/trainers in a vocational school	41%	32%
Trainers/trainers in an institution of continuing vocational training	8%	6%
Teachers/trainers in a place of higher education	4%	11%
Impacts of Leonardo da Vinci at a national level		
Experiences gained abroad are taken into consideration in the development of education measures	45%	58%
(School) Authorities prevent innovations in VET	36%	30%
Mobility actions have led to important innovations in VET	50%	65%
Did VETPro participants spend time abroad as individual persons or as a group?		
As an individual	8%	11%
As a small group with up to 5 participants	29%	33%
As a bigger group with more than 5 participants	63%	59%
Evaluation of the interests of the institution in having employees take part in a stay abroad		
High level of interest from the manager of the institution	71%	70%
High level of interest from the next superior	71%	68%
Motives of institutions for the participation of their employees in stays abroad		
Internationalization of the spectrum of activities	69%	65%
To offer the employees the opportunity to broaden their own horizon	88%	83%
To improve the quality of VET	67%	79%
To expand on the expert skills of employees	79%	81%
Was there a preparation for the stay abroad?		
Yes, I did all the preparation myself	16%	20%
Yes, we prepared ourselves in a group	44%	49%
Yes, the preparation was carried out by externals and/or the employer	38%	27%
No, no preparation was carried out	2%	5%
Type of preparation		
Preparation talks/workshops with the management of the institution	55%	56%
The main objectives of the stay abroad were fixed with the institution	51%	57%
Development of a continuing training plan	16%	23%
Greater impact on the participants in a stay abroad regarding:		
Professional specialist knowledge/ new curricula	62%	74%
Foreign language skills	57%	65%
Methodical specialist knowledge	45%	60%
Ability to deal with new tasks	52%	57%
Ability to actively participate in work processes	49%	59%
Ability to initiate new processes	57%	63%
Have participants in mobility actions attempted to implement the knowledge they gained abroad, i.e. training elements or teaching methods, in their home country?		
Yes, in existing training courses in my institution	60%	65%
Yes, the introduction of new training courses in my institution	24%	46%
Yes, dissemination to the school authorities	18%	36%
Yes, dissemination to the ministries	9%	13%
Did you encounter problems in the implementation of new curricula or teaching methods?		
Yes, but only at the start	23%	27%
Yes, continually	13%	20%
No	64%	53%
Evaluation of the impact of mobility actions for VETPro on the quality of VET in their institution		
Short term high impact	65%	55%
Long term high impact	70%	58%
Evaluation of Long term impacts of mobility actions		
Great benefit for me personally	79%	82%
Great benefit for my institution	68%	69%
Great benefit for my colleagues	51%	58%
Evaluation of Long term total impacts of mobility actions for VETPro on the further development of the education system in your home country		
Great impact in the area of initial vocational education and training	58%	57%
Great impact in the area of continuing vocational training	66%	63%

VIII: Impacts of mobility actions on the level of the education systems

Key facts in brief:

In the member states, the EEA EFTA countries and Turkey, there is a great need to modernize and to internationalize the national VET systems. VETPro-mobility plays an important role in these reform efforts.

The number of the submitted project applications for VETPro-mobility is two to three times higher than what can be realized with the budget available. This underlines the great demand for exchange measures for VETPro. In the new EU member states the demand for VETPro-mobility is above average. In the EU-12, 27% of all LdV mobility participants are VETPro, whereas the share of VETPro in the EU-15 is only around half of that, at 14%. In the new member states there is a particularly high need for acquaintance with new technologies and to identify which innovations in vocational education and training are necessary to be able to move on an international level.

On a national political level, VETPro-mobility is definitely welcomed and considered to be a good idea, but in the opinion of the experts interviewed, in many cases the intensity of active support on the political level and, for instance, from the school authorities is inadequate.

At the level of the vocational education and training systems, the strengths of VETPro-mobility lies in the following areas:

- ◆ Its contribution to the creation of awareness of the importance of international competencies.
- ◆ Creation of international networks.
- ◆ As a source of impetus for qualitative improvements of VET-Systems.
- ◆ In the initiation of regional and international networking - for example during the dissemination of project results.
- ◆ The multiplier effect: Having just two trainers or VET professionals go abroad and thereafter disseminate the experiences they gained can lead to significantly higher effects than having 50 young people participate in an IVT project.

The following actors limiting the impacts of VETPro-mobility:

- ◆ To some extent, the opportunities to influence the system of vocational education and training are limited due to inflexible legislation or traditional structures and the high number of participants involved in the reforms of vocational education and training courses.
- ◆ Shortage of resources in schools which limits possible changes and innovations.
- ◆ Low proportion of company representatives among mobile VET professionals.
- ◆ As a rule, VETPro-mobility is only recognized and used by an "elite" group of teachers/trainers; broad-scale impact is therefore insufficient.
- ◆ No systematic or effective transfer management and lack of methods for dissemination of the experiences acquired
- ◆ Frequently, countries have failed to subject their national education systems to critical examination, leading to a situation in which required adjustments are not recognized or not recognized in time.

An important prerequisite for further development of VET systems is the availability of a national strategy and an integrative policy the implementation and success of which can be verified based on clearly defined (quantified) objectives.

VETPro-mobility in the context of such a strategy promotes the further development of a national education system. However, positive impacts are only found when there is a will on the political level to anchor transnational competencies in VET curricula and in trainer initial and continuing education and training.

Systematic transfer management, specific marketing of results (sectoral and target-group orientation) and dissemination of best practice examples should belong to the standard repertoire for the dissemination of the project results.

One can state that in the view of the participants in VETPro mobility, project provider and the experts, the impact of spending time abroad on national education systems has significantly increased during the last five years. Overall, the quality of internationalization has decisively increased.

In many participating countries, there are still institutional obstacles that impede an extensive and more rapid integration of experiences, knowledge and skills acquired abroad, thus delaying or even making reforms in the education system impossible with respect to modernization and innovation.

Regarding system-level aspects, it should be emphasized, that mobility actions have contributed to a general quality improvement of VET. 56% or 57% of the VETPro surveyed agreed on this point.

The greatest positive impacts of transnational mobility on teachers, trainers and VETPro are:

1. Promotion of intercultural and language skills.
2. Creation of international and national networks, which decisively contribute to the dissemination of results.
3. Improvement of the quality of CVET.
4. Improvement of the quality of the IVET.
5. Impetus for modernization and innovation in systems of VET.
6. Increased motivation on the part of institutions, particularly school authorities and chambers of industry and commerce/of crafts, to support transnational measures.

8.1. Significance and demand for stays abroad for the purposes of further developing national education systems

The LEONARDO DA VINCI programme is intended to enhance the transnational mobility of young people engaged in vocational education and training and of VETPro. In addition, mobility actions for VETPro are intended to contribute towards the modernization of IVET and CVET in the 31 participating countries and towards adapting those systems to the challenges of increasing European integration. This objective, extensive modernization of VET, is also an element of the Lisbon process.

The focus in this section is on the analysis of the impacts of mobility actions for trainers and other VETPro on the national education systems in the LdV-participating countries and of the correlations between the effects of VETPro-mobility and the VET systems prevalent in the individual LdV-participating countries.

Before turning to the impact analysis however, we would like to examine the following points: how are stays abroad and/or mobility projects perceived at the national level (significance), how great is the demand for them and what factors influence successful integration of the results at the national level.

The number of the project applications for VETPro-mobility submitted is two or three times higher than can be realized with the available budget. This demonstrates the high overall need for exchange measures for VETPro. However, one must bear in mind that situations vary greatly from country to country.

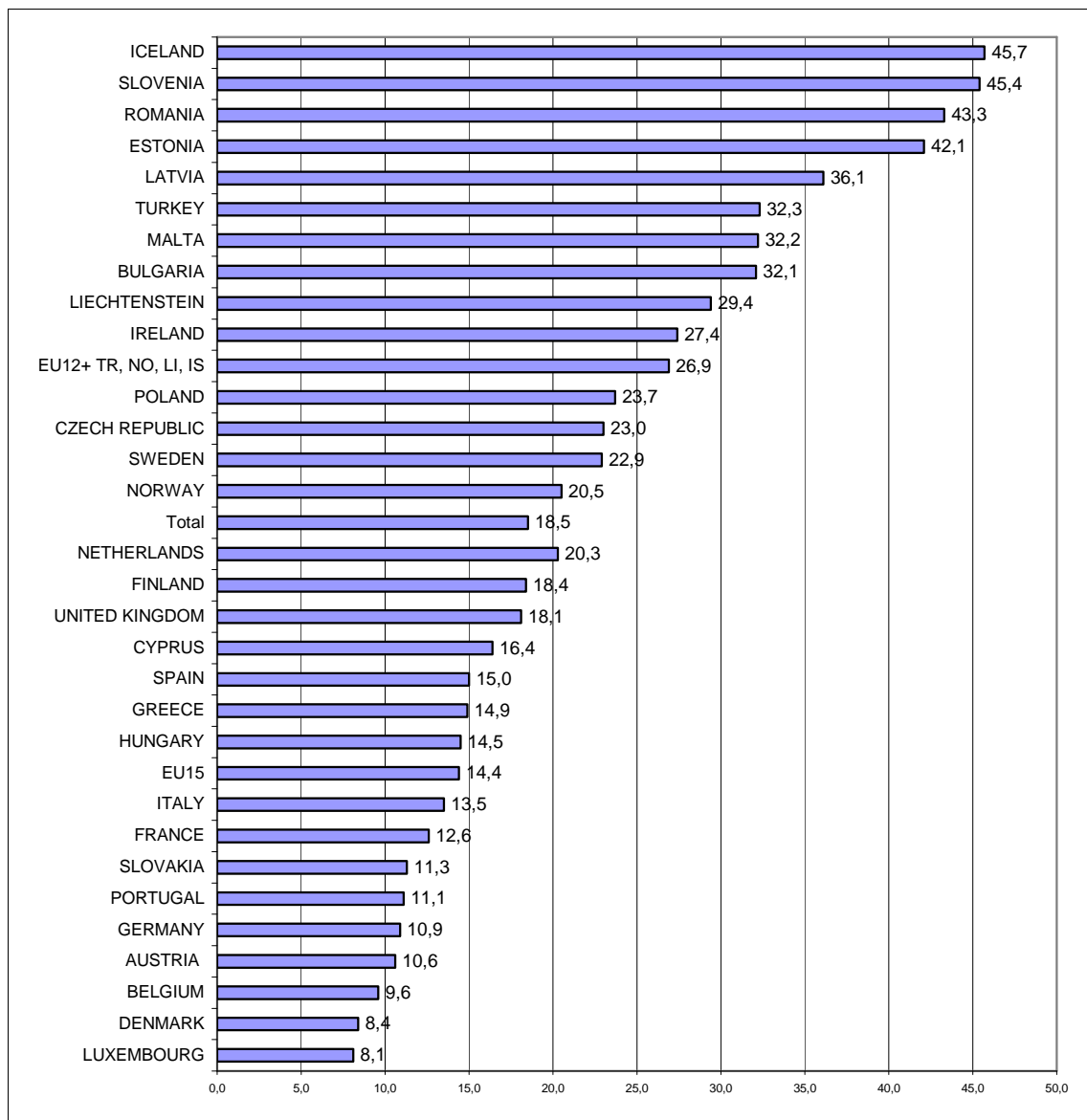
Figure 8.1 shows that the proportion of VETPro among total mobility project participants in 2007 and 2008 in the EU-12 and Turkey was significantly higher than it was in the old member states of the EU. In the EU-12, approximately 27% of LdV mobility participants are VETPro, whereas in the EU-15 they account for only approximately half as many, at 14%. This can be attributed to the fact that many EU-12 countries and Turkey have, to

some extent, accumulated needs in VET, prompting them to greater activity with respect to the mobility of trainers and other VETPro. In the workshops and expert interviews it was explained that the needs in these countries are complex, e.g. objectives include:

- ◆ Becoming familiar with new technologies.
- ◆ Identifying which innovations in vocational education and training are necessary.
- ◆ Enhancing the ability to act in an international context at all. That includes learning to write project applications interaction with people of other cultures and becoming acquainted with other systems of VET.

Furthermore, one must bear in mind that for most of these countries VETPro-mobility is the only available instrument for the financing of international exchange measures for teachers, trainers and professionals in vocational education and training. In contrast, the results of the expert interviews and workshops reveal that VETPro-programmes in the EU 15 mainly follow more specific goals. In those countries the priority is on learning new methods or techniques in sub- or special fields, intensifying internationalization of the vocational education and training or - optimizing the strategic orientation – when there is one – of the national education system.

Figure 8.1: Proportion of VETPro among Leonardo da Vinci mobility project participants in 2007, 2008, in %



Source: RAP4Leo

In general one can observe that the Leonardo da Vinci programme meets with a high level of approval at the political level in the participating countries, and that the usefulness of the programme has been explicitly praised in statements by politicians. Most of the education ministries allow the national agencies a high degree of autonomy to design the content of the programme and administer it. The advantage of this is that there are no over-restrictive requirements concerning content, ensuring the thematic openness and flexibility of actions.

In this context, experts did voice the criticism however that lack of active commitment at the political level means that when insufficient attention is paid during selection of VETPro projects to whether they also support the national education objectives and reform programmes. Consequently, the dissemination of the results at a national level is adequate.

In summary, we can state that there is a great need for VETPro-mobility projects in all LdV-participating countries. The level of need for modernization and innovation within VET systems varies from country to country. In the EU-12 and Turkey, in particular, the demand for VETPro-mobility projects is particularly high. Although VETPro-mobility is consistently welcomed and seen as useful at the national political level, in the opinion of the experts interviewed, active support is not provided in a sufficient scope.

8.2 Strengths and weaknesses of VETPro-mobility on the level of VET systems

In the following, the impact of VETPro-mobility on VET systems will be examined using a of the strengths/weaknesses analysis. This analysis is based on the expert interviews, the workshops in ten participating countries and the concluding workshop held in Brussels.

According to experts, the strengths of VETPro-mobility at the level of the vocational education systems lie in the following areas:

Strengths of VETPro-mobility according to experts

- ◆ The openness of the programme in terms of content, participants and therefore also in terms of different education systems.
- ◆ Its contribution to the creation of awareness of the importance of international competencies.
- ◆ Its promotion of intercultural and language skills.
- ◆ Role in the creation of international networks.
- ◆ Role as a source of impetus for qualitative improvements of VET systems.
- ◆ Role encouraging regional networking e.g. in the course of the dissemination of project results or partner searches.
- ◆ The multiplier effect: If just two VET trainers or VET professionals go abroad and subsequently disseminate their experiences, this can lead to significantly higher impacts than having 50 young people participating in an IVT-project.
- ◆ VETPro have a signalling effect on young people: they are encouraged to participate in a stay abroad as well.

Thus, VETPro-mobility makes a significant contribution to the improvement of VET systems, to the formation of national and international networks and to the consolidation of transnational competencies in all fields of VET. However, the experts also identified a range of factors that counter these positive developments.

Factors limiting the impacts of VETPro mobility

- ◆ Inadequate opportunities to influence the VET system due to inflexible legislation or traditional structures in some countries.
- ◆ Lack of resources in schools, severely restricting changes and innovations possible.
- ◆ Minor significance of companies in the VETPro programmes.
- ◆ In general, the programme is not well known, especially in the corporate sector.

- ◆ VETPro-mobility is only perceived and used by an "elite" group of VET professionals; therefore there is still a lack of a broad impact.
- ◆ No systematic or effective transfer management.
- ◆ There are no funds designated for dissemination of project results.
- ◆ Results of VETPro-mobility projects are sometimes difficult to disseminate since at issue are not always hard factors but instead often "soft skills", focussed for instance on developing the personality of the individual participants.

The lack of awareness, accompanied by low involvement on the part of companies, lack of resources for dissemination of results, inflexible legislation and traditional structures reduce the possible impacts of and/or the possibilities for influence from VETPro-mobility on the national education systems. The preceding analyses of the impacts of VETPro-mobility projects have also confirmed that companies are too rarely involved and that the VETPro who take part in mobility actions are very committed trainers and teachers. The effects of the programme on VETPro and their institutions are considerable. However, such effects are rather isolated and are still too often limited to the active institutions and their surroundings - e.g. networks. As we will discuss below, the results attained reveal that a rethinking process has begun recently in ministries and authorities at the national level; transnationality in vocational education and training is increasingly regarded as important by them.

In this context, the following question arises: Under which conditions are mobility actions especially likely to succeed? At one workshop, a trivial but highly telling description of successful projects was created. According to that description, successful projects are those in which problems and/or weak points are identified in the national education system and the mobility actions contribute to the solution of the problem.

An important prerequisite for the further development of VET systems is the availability of a national strategy. In the context of such a strategy, VETPro-mobility is easier to disseminate, fits in better in the overall context and is, therefore, useful for the further development of the national education systems. However, positive impacts can only occur if there is a will at the political level to anchor transnational competencies in the curricula and in the training of trainers. Formal recognition of competencies acquired abroad would represent an appropriate supporting measure.

In addition to an innovative political atmosphere, there is a need for intensive transfer activities that make the knowledge gained accessible to a wide range of interested people and which descriptively document the possible benefit. Systematic transfer management, specific marketing of the results (sectoral and target-group orientation) and dissemination of best-practice examples should belong to the standard repertoire for disseminating project results.

In this context great importance is attached to networks. Within networks, results of mobility projects can be disseminated with much less effort at regularly scheduled meetings, workshops or within the framework of bilateral contacts,. This means that in general, there is no need to arrange meetings for the dissemination of certain results, since opportunities occur anyway at regular intervals in well functioning networks.

It is indisputable that the formation and/or creation of networks takes time, which is why they are more common in the EU-15 than in the EU-12. Here, there is a need to introduce appropriate measures to accelerate the formation of networks. This has in fact, already been done to some extent, for example, through the establishment of regional conferences, in which VETPro exchange experiences about national and international aspects of vocational education and training. In this context, a larger group of people can be informed about best practice examples, experiences can be exchanged and networking can be facilitated and/or encouraged. An interesting variation is found in Turkey: the involvement of regional partners is required already during the application process. . One objective behind that requirement is that regional networks be activated, with the aim of thereby enhancing acceptance of the knowledge gained abroad and facilitating dissemination of the results.

Up to now, we have discussed what VETPro-mobility can achieve and under which conditions successful implementation of instructional elements and teaching methods acquired abroad at the level of the VET-system can be carried out. The following section will describe which impacts can be achieved under the given conditions.

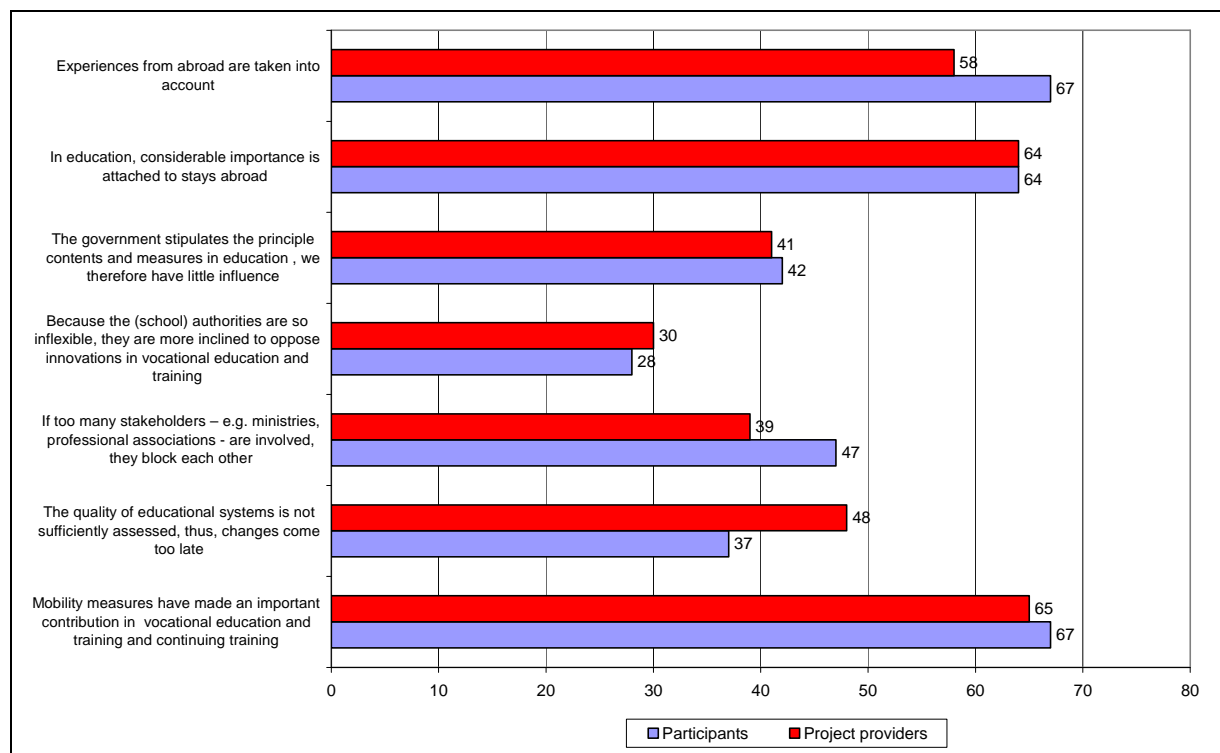
8.3. Impacts of mobility actions on the level of vocational education and training systems

In order to gain an overview of the impacts of VETPro mobility, both the participants who travelled abroad and the project providers were questioned on this subject. For validation, these results were discussed at the expert interviews and workshops.

The general impacts of VETPro-mobility actions of the LdV programme on the national VET systems are the following:

- ◆ Approx. 60% of the VETPro surveyed agreed with the thesis that experiences from abroad would be taken into consideration in the further development of education measures. This shows that the processes of internationalization of vocational education and training have acquired significant dimensions.
- ◆ This result is supported by the fact that also around 60% of those questioned thought that mobility actions had contributed towards important innovations in VET and that participation in stays abroad is highly valued in VET.
- ◆ The assessment of the project providers, of whom the same question was asked, (cf. figure 8.2) was almost exactly the same.

Figure 8.2: Effects of mobility actions on the education system of the country of the VETPro surveyed, in %



Source: WSF; online survey of participants and project providers, 2009. Total of "totally agree" and "agree" answers

On the other hand, approximately 40% of those surveyed, VET professionals as well as project providers, reported national restrictions that counteract internationalization efforts in vocational education and training. These include above all:

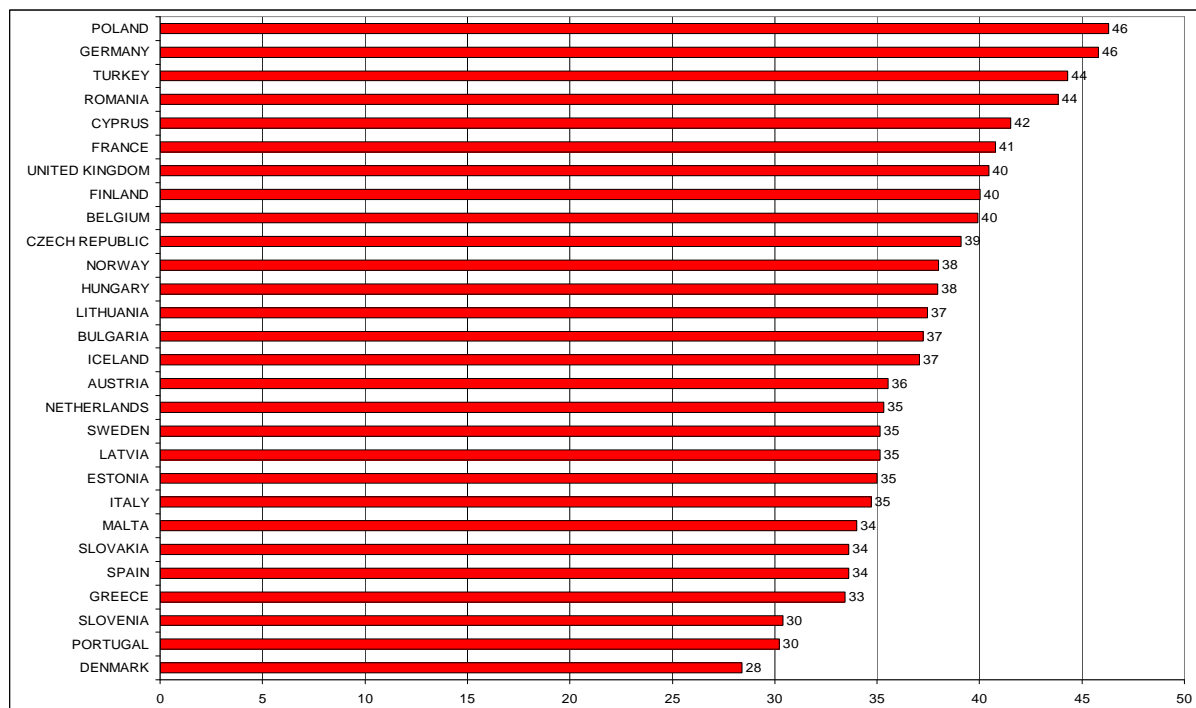
- ◆ Government provisions and legal regulations concerning vocational education and training, for example, inflexible curricula.
- ◆ The high number of different stakeholders involved in vocational education and training and who block each other due to their different interests.

- ◆ Critical scrutiny of a country's own national education system is often missing, which has the consequence that the need for adaptations is not noticed in time or not noticed at all.

Since, according to the VETPro responses, the inflexibility of training courses represents a significant hindrance to the implementation of innovations in the education systems, we will now turn to an analysis of the significance of this inhibiting factor in the individual LdV-member states.

Variation in size of the problem among the individual countries is quite large. In Denmark, Portugal and Slovenia, respondents reported that different stakeholders hindered each other, thus rendering the VET system inflexible, at the lowest rate (approx. 30% of the VET professionals in each case). By comparison, in Poland, Germany, Turkey and Romania such structures are especially prominent and lead to stalled reforms (approx. 45% of VETPro respondents) (cf. figure 8.3).

Figure 8.3: Inhibiting factor "too many bodies are involved in the further development of training measures" - in % of VETPro surveyed



Source: WSF; online survey of participants and project providers, 2009; Total of "totally agree" and "agree" answers

The following interim conclusion can be drawn: a contribution to the internationalization of education has been made through the Leonardo da Vinci programme. In many participating countries, there continue to be institutional obstacles that impede the thorough and more rapid implementation of experiences of knowledge and abilities acquired abroad and hence delay reforms in the education system, in the sense of modernization and innovation, or even make such reform impossible.

In the following, we will also examine which effects on individual areas of their national education systems VET-Pro and VETPro project providers associate with transnational mobility. In this analysis, we will deliberately broaden our view to include all VETPro-mobility actions, i.e. including those which are not financed by LdV. This is necessary because other comparable measures influence the systems of VET and therefore system impacts cannot be regarded in isolation.

We begin with the statement that in the view of the participants in VETPro-mobility, the impact of spending time abroad on national education systems has significantly increased over the last five years and the level of internationalization overall has increased. The influence of stays abroad in the subject areas listed in Table 8.1, i.e. training elements and methods etc., has consistently increased by 18 - 24 percentage points.

- ◆ 56% or 59% of the VETPro surveyed could detect an improvement of the quality of VET.
- ◆ 57% of the VETPro thought that international cooperation in education had significantly gained in importance in the political arena at the highest political level.
- ◆ In contrast, the acceptance of stays abroad as an element in initial vocational and school-based education has not increased to the same degree. "Only" approx. 45% of those questioned felt that this was the case. However, one must bear in mind that in this area as well, a positive trend can be detected over the last five years.

Table 8.1: Effects of transnational exchange measures on the national education systems, as assessed by participants in VETPro mobility, in %

	5 Years Ago	Today	Difference
Cross-border skills have been introduced in schools	32	53	+21
Cross-border skills have been introduced in companies	30	48	+18
Quality of initial vocational training has been increased	34	56	+22
Quality of continuing vocational training has been increased	37	59	+22
Time spent abroad on initial vocational training is recognised	37	56	+20
Foreign trips are an integral part of primary training in the school	27	45	+18
Foreign trips are an integral part of initial vocational training	28	47	+19
The importance of international cooperation in training has increased	32	57	+24

Source: WSF; online survey of VETPro, 2009

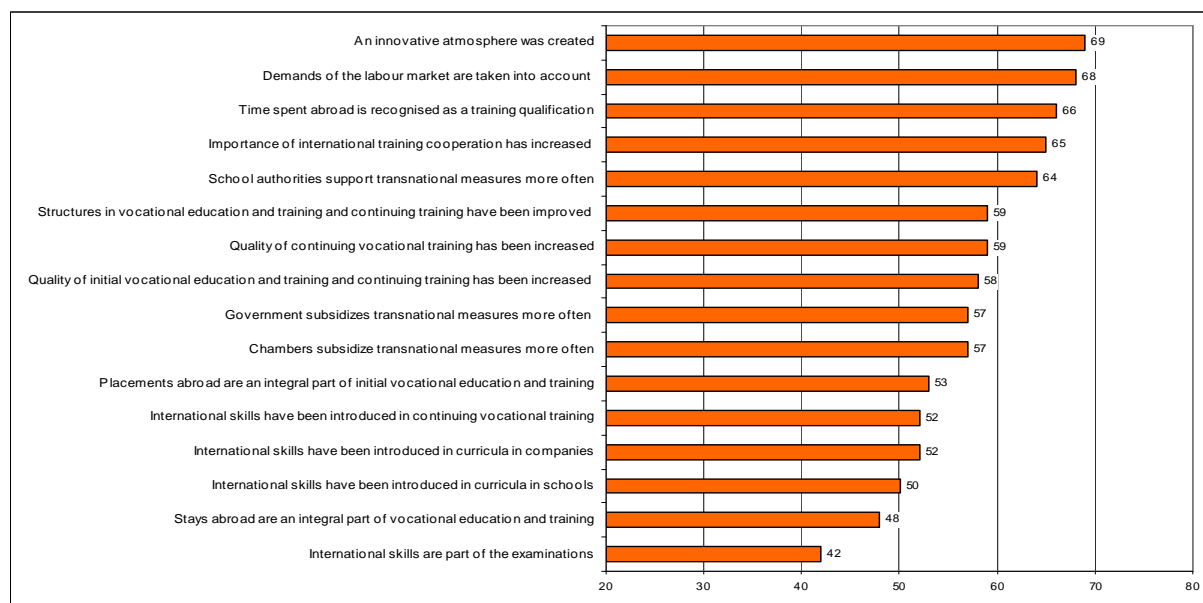
We should also emphasize the finding that according to the VETPro surveyed, in recent years international elements have been included in the curricula at schools to a somewhat greater extent than at companies engaging in vocational education and training (53% and/or 48%).

Against the background of the criticism of inflexible curricula, one might have expected companies to have reacted (or been able to react) more quickly to new challenges. This discrepancy might be due to the fact that the VETPro surveyed were mainly teachers from vocational schools, as fewer trainers from companies take part. Teachers can certainly better assess what happens in schools than what happens in companies. A detailed analysis of the responses to these questions confirms this assumption: 58% of company trainers reported that transnational experiences are now integrated in the curricula of the companies.

The providers surveyed also believe that significant progress has been made with regard to the internationalization of the vocational education and training in almost all areas over recent years. The following impacts of mobility actions on the educational systems are particularly worth mentioning (cf. Figure 8.4).

- ◆ The requirements of the labour market are better taken into consideration (68%).
- ◆ The time spent in initial vocational education and training abroad is acknowledged as a training performance (66%).
- ◆ International cooperation in education has gained in importance (65%).
- ◆ School authorities support transnational measures more often than they used to (64%).
- ◆ International competencies have been introduced into the curricula of VET (50%).

Figure 8.4: Long term effects of transnational exchange measures on the national education systems from the view of VETPro in %



Source: WSF; online survey of project providers, 2009

Table 8.2 presents an overview of the significant burst of development which transnational exchange measures have triggered in vocational education and training in the last years. A broad consensus among the participants in mobility actions and the providers exists as to what extent mobility actions have brought about concrete changes in the national education systems.

Table 8.2: Long term effects of transnational exchange measures on the national education systems from the view of VETPro and project providers

	Participants	Promoters	Difference
Cross-border skills have been introduced in schools	53%	50%	-3
Cross-border skills have been introduced in companies	48%	52%	4
Quality of primary vocational training has been increased	56%	58%	2
Quality of vocational further education has been increased	59%	59%	0
Time spent abroad on primary vocational training is recognised	56%	66%	10
Foreign trips are an integral part of initial training in the school	45%	48%	3
Foreign trips are an integral part of initial vocational training	47%	53%	6
The importance of international cooperation in training has increased	57%	65%	8

Source: WSF; online survey of VETPro and project providers, 2009

Apart from the introduction of transnational competencies in VET at schools, the providers assess the effects of mobility actions as even higher than their participants do. The providers assess effects as greater in particular in areas that are not directly related to aspects of content of vocational education and training, for example:

- ◆ recognition of training times abroad (agreement on the part of providers, 66%; of participants, 56%) and
- ◆ increasing importance of international cooperation (agreement on the part of providers, 66%; of participants, 56%).

These differing assessments can be traced to the fact that the providers have more information in areas that do not fall directly within the responsibility of VETPro and are therefore able to make more precise judgements than the participants in mobility actions.

At the end of this section, we will examine how the VETPro and providers assess the overall impact of mobility on their respective national education systems in general, i.e. including measures that are not funded by LdV. In the process, a distinction is made between initial vocational education and training and continuing training.

According to the VETPro and the providers, mobility contributes to the further development of the national education systems over the long term. Approximately 60% of the providers and VETPro (see Figure 8.5) took this view.

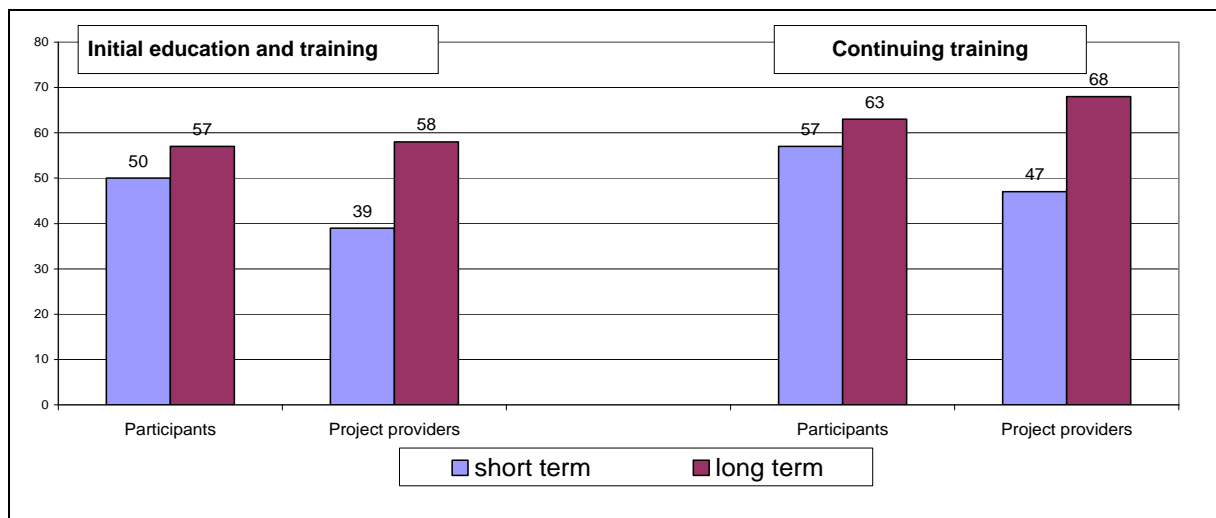
A slightly different picture emerges when a distinction is drawn between IVET and CVET. Impacts in CVET, are recognized by 63% of the VETPro and 67% of the project providers, a slightly higher proportion than see such impacts in IVET (57% and 58%, respectively). This result corresponds with the assessments expressed in the expert interviews. There, it was pointed out that IVET is usually significantly more regulated than CVET and thus the scope for the implementation of innovations in IVET is accordingly lower.

Participants and project providers differed decisively in their assessment of impacts over time (short and Long term effects). Whereas the VETPro assess the increase of effects over the Long term as rather low (effects on the further development of IVET over the Short term 50%, over the Long term 57%; for CVET 57% and 63%, respectively), far more project providers reported that mobility measures had Long term effects than reported Short term effects, a difference of almost 20 percent points (short term effect on the development of IVET 40%, CVET 47%; Long term effects 58% and 67%, respectively).

This phenomenon was also the subject of intensive discussion in the expert interviews. The prevailing assessment was that VETPro often have only a limited overview of dissemination measures and therefore of effects that take place outside the institutions in which they work. They are primarily involved in internal dissemination measures which take place in the short term, i.e. immediately after the stay abroad.

In contrast, project providers are involved in results transfer on a decisively larger scale, which extends beyond the institution. Thus, they are more often aware of whether dissemination of project results takes place at a regional and/or national level. It is, therefore, not unreasonable that the Long term effect of mobility actions is assessed as significantly higher by the project providers than by the participants.

Figure 8.5: Effects of mobility actions on the further development of the national education system in the view of VETPro and project providers, in %



Source: WSF; Online survey of VETPro and project providers, 2009

In conclusion, we will recapitulate and discuss all of the study results regarding the impacts of mobility actions for VETPro on VET. Table 8.3 presents the evaluation of the data from the surveys, expert interviews and workshops regarding the positive effects of mobility actions and also those regarding the inhibiting factors. Individual quantitative assessments from the surveys were translated onto a scale of 1 - 100 and the corresponding assessments of the experts were assigned a value on a scale of 1-100 by the evaluation team - based on the intensity and frequency with which those aspects were discussed by the experts.

A central result to underline is that the experts also were of the unanimous opinion that VETPro-mobility projects have made a considerable contribution to the improvement of the quality of the vocational education and training and respective national education system. The initiation and maintenance of networks is also indisputably one positive impact of mobility.

The greatest positive impacts of transnational mobility of teachers, trainers and VET professionals are:

- ◆ Promotion of intercultural and language skills.
- ◆ Creation of international and national networks which decisively contribute to the dissemination of results.
- ◆ Improvement of the quality of the continuing training.
- ◆ Improvement of the quality of IVET.
- ◆ Provision of impetus for the modernization and the innovation in systems of VET.
- ◆ Increased motivation on the part of institutions, particularly school authorities and chambers of industry and commerce/of crafts, to support transnational measures.

Table 8.3: Summarized evaluation of the impacts of VETPro-mobility on the education systems, inhibiting factors and weaknesses

	Experts	VETPro	Project promoter	Total
Positive elements and effects on national level				
Openness of the programme corresponding to the content and participants	●●●●●●●●			●●●●●●●●
Effective support by the National Agency	●●●●●●●●		●●●●●●●●	●●●●●●●●
Promote intercultural and language competences	●●●●●●●●	●●●●●●●●	●●●●●●●●	●●●●●●●●
Establish transnational networks	●●●●●●●●	●●●●●●●●	●●●●●●●●	●●●●●●●●
Stimulate regional networking	●●●●●●●●			●●●●●●●●
Improve the quality of continuing vocational education	●●●●●●●●	●●●●●●●●	●●●●●●●●	●●●●●●●●
Improve the quality of initial vocational training	●●●●●●●●	●●●●●●●●	●●●●●●●●	●●●●●●●●
Impulses for quality improvement of the national VET-systems	●●●●●●●●	●●●●●●●●	●●●●●●●●	●●●●●●●●
School authorities, chambers support transnational measures	●●●●●●●●		●●●●●●●●	●●●●●●●●
Complementarity with other EU funding programmes	●●●●●●●●			●●●●●●●●
Inhibiting factors and weaknesses				
Little importance assigned to VETPro-mobility in companies	●●●●●●●●			●●●●●●●●
No systematic resp. effective transfer management	●●●●●●●●			●●●●●●●●
No resources are provided for the dissemination of the results	●●●●●●●●			●●●●●●●●
Inadequacy/absence of evaluation of the quality of the education system	●●●●●●●●	●●●●●●●●	●●●●●●●●	●●●●●●●●
Low awareness level of VETPro-mobility	●●●●●●●●			●●●●●●●●
VETPro-mobility is just for the "elites", insufficiently broad impact	●●●●●●●●			●●●●●●●●
Low influence on education systems because of strict regulations/legislation	●●●●●●●●	●●●●●●●●	●●●●●●●●	●●●●●●●●
Too many actors are involved, hindering each other to some extent	●●●●●●●●	●●●●●●●●	●●●●●●●●	●●●●●●●●

Source: Summary by WSF; one point represents every 10 Points on a scale of 1 - 100

Weaknesses mainly concern the following:

- ◆ The still too-low level of participation of trainers and human resources managers from companies in VETPro mobility.
- ◆ Transfer measures which result from VETPro-mobility are still too much left to the initiative of the individual teachers and trainers and their sending institutions, there is a lack of systematic "marketing" and as well as the funding for it.
- ◆ The member states fail to examine their vocational education systems sufficiently, in contrast to general school education where evaluation is increasingly becoming standard practice. Thus, vulnerabilities and needs for action in VET are not recognized, or not recognized in time. In most cases, lower priority is assigned to the VET system than university education.
- ◆ According to the experts, not only the VET professionals but also the VETPro providers are regarded as an elite group. Therefore, efforts should be made to ensure a broader impact.
- ◆ Last but not least, VETPro, providers and experts complained that particularly with respect to IVET, the high amount of regulation combined with the fact that many stakeholders take part in these processes means that necessary innovations regarding transnational curricula etc. do not take place or do so only with considerable delay.

Nevertheless, the analyses of the impact on the VET systems have revealed that despite the remaining deficits, the impacts of exchange measures and/or stays abroad of VET professionals is significantly higher than is often assumed. Above all, it has been shown that internationalization in VET has gathered momentum over recent years. Though a range of obstacles to the implementation of transnational qualifications still exist, significant progress has been achieved in most of the participating countries.

8.4 Vocational education and training systems in Europe and their influence on the impacts of VET-Pro-mobility

The vocational education and training systems of the member states of the European Union have different organizational structures. Some of the systems have been undergoing a reform process aimed at adapting them to the globalized labour market and the changed needs of the trainees for years.

One objective of the present study was to determine what influence mobility of VETPro has on the existing systems, and whether it has been possible to trigger processes of modernization and innovation. Therefore, in the following the basic types of VET systems that are in Europe will be presented. Subsequently, we will examine the connections that exist between the various VET systems and the impacts of mobility actions on VET professionals. In essence, there are four organizational forms of vocational education and training found in the 27 member states of the EU and EEA EFTA countries and Turkey.

Four basic types of vocational education and training

1. Vocational education and training in the dual system: in this form of VET, training takes place in both companies and vocational schools. Practical occupational skills and knowledge are imparted at the company learning venue. In the vocational school, theoretical occupational knowledge is taught on the basis of core curricula/curricula.
2. Vocational education and training in full-time schools: both theory and practice are imparted at the schools. Some of the forms that full-time vocational schools take are training colleges, specialised secondary schools, vocational grammar schools (post-secondary colleges), technical schools, upper vocational schools and vocational preparatory schools.
3. Vocational education and training in companies: training takes place exclusively in factories/companies following completion of the general compulsory education at the secondary school level.
4. Vocational education and training in mixed forms: The vocational education and training is carried out within alternating dual form or a country-specific form of dual VET.

There are countries in the EU that combine these forms of the initial vocational education and training. The four forms described above may be organized in parallel, build upon one another or be completely integrated within a school system. All forms of vocational education and training lead to an approved training qualification; certification of that qualification takes different forms in the 31 LdV-participating countries. It is also possible, in Portugal, for instance, to acquire a double qualification of general education and vocational education and training. Certification can take the form of a degree certificate, a certificate of professional competence or a vocational aptitude certificate for a specific field.

Vocational training in the dual system refers to parallel training knowledge is imparted in schools and at the workplace. It represents, the core of vocational education and training in Germany and Austria, for example. This form of combined training is becoming increasingly widespread in Europe.

A mixed form is practised in Norway for example, here vocational education and training takes place first in school and later at a company. Finland also serves a good example of a country with a mixed form of vocational education and training. There, vocational education and training can be individually adapted to the trainees. Furthermore, training qualifications can be acquired on the basis of an examination verifying that a candidate has certain competencies.

At the other extreme are systems, in the United Kingdom, for example, where training takes place almost exclusively at schools. By contrast, in the Netherlands there is a clear separation of the systems for general education and vocational education and training.

In other member states, e.g. Sweden, the systems cannot be separated from one another. Sometimes, a vocational qualification is obligatory if an individual wishes to continue on to earn a specific vocational continuing qualification. In some countries the completion of vocational education and training always makes an individual eligible to enter a course of university education. In addition, VET is divided into separate qualification levels which build on one another. Moreover, vocational education and training can take place exclusively under public administration, or, as in Slovenia and Portugal, mainly in private vocational schools.

Table 8.4 provides an overview of the forms of vocational education and training practised in the individual countries.

Table 8.4: Systematisation of countries according to the education system

	Organization of vocational training			
	Dual education system	Full-time vocational schools	In Enterprises	Mixed forms
Belgium	•	•		
Bulgaria		•		
Germany	•	•		
Denmark	•			
Estonia		•		
Finland	•			•
France	•	•		
Greece		•		•
United Kingdom		•		•
Ireland		•	•	•
Italy	•	•		•
Latvia		•		
Lithuania		•		
Luxembourg	•	•		•
Malta	•	•		
Netherlands	•	•		•

	Organization of vocational training			
	Dual education system	Full-time vocational schools	In Enterprises	Mixed forms
Austria	•	•		
Poland		•	•	
Portugal	•	•		
Romania				•
Sweden		•		
Slovakia		•		
Slovenia	•	•		
Spain				•
Czech Republic	•	•		
Hungary		•		
Cyprus	•	•		
Iceland		•		
Liechtenstein	•	•		
Norway				•
Turkey		•		

Source: Summary by WSF

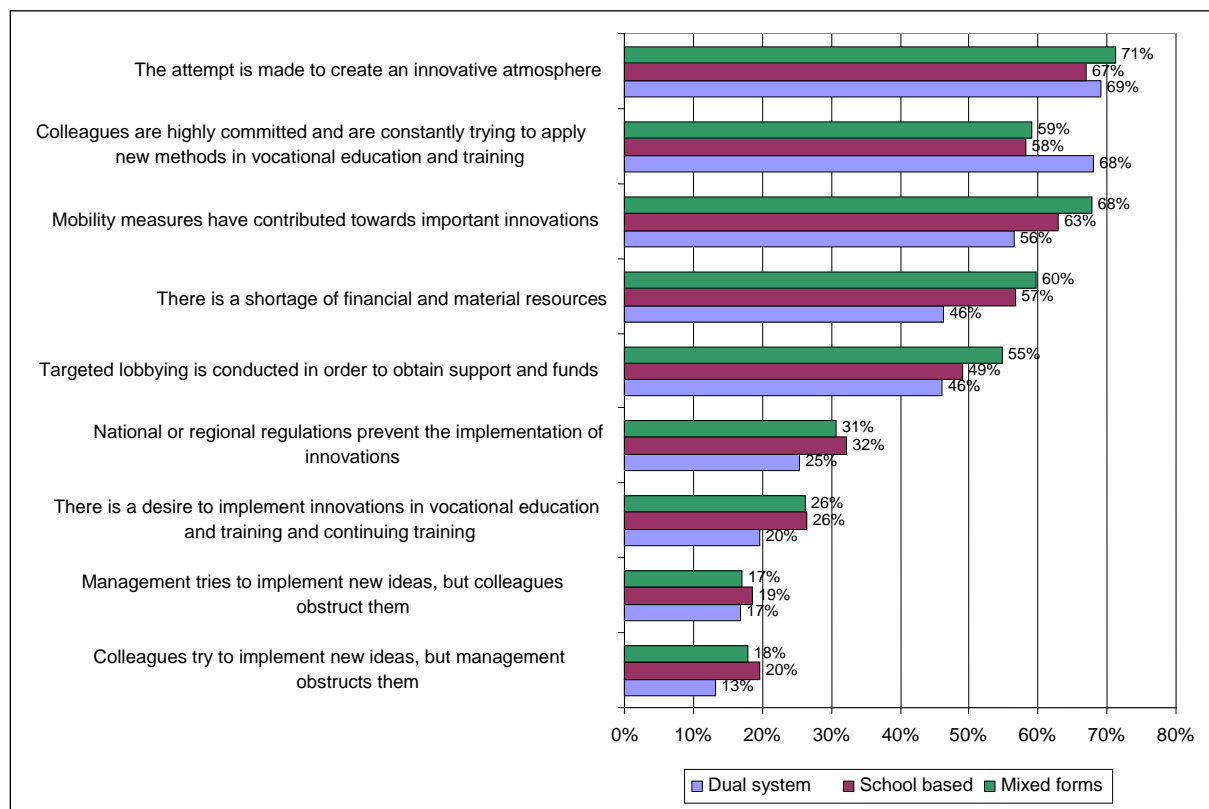
The development of the VET systems in the individual countries has consequences for the effectiveness of mobility actions for the VETPro and the institutions in which they work. As was mentioned above, in order to examine the correlations in this context we performed an analysis of the VETPro survey results according to the pre dominant type of VET. The analysis looked at the following variants: dual system VET, full-time school-based training and mixed forms, which also include vocational education and training purely in a company.

The key results of the differentiation of the impacts of VETPro-mobility on the respective (sending) institutions are set out below, whereby one must bear in mind that the results for the countries with a dual education system are heavily influenced by Germany.

- ◆ Regardless of VET system, the directors of the schools and other training centres are very much interested in their employees taking part in mobility actions abroad (approx. 70% in each case).
- ◆ However, the VET systems differ significantly with respect to motives of employees to do so. Trainers from countries where the dual system prevails (68%) reported with far greater frequency that their colleagues are very committed and would constantly try to integrate new innovative methods and curricula into VET than did VETPro from countries with where purely school-based vocational education and training prevailed (58%) and/or with mixed forms (59%).
- ◆ Despite this high commitment on the part of VETPro in countries with a prevailing dual education system, the realization of **comprehensive innovations** is nevertheless less frequent in schools and other educational institutions in those countries, since resistance is widespread. Hence, 68% of VETPro from countries with mixed forms reported that mobility experiences had led to important innovations in VET at their institutions, while the comparable figure for countries with predominantly school-based vocational education and training was 63% and only 56% in the dual education system dominated countries.
- ◆ It also emerged that in all likelihood, the provision of financial and material resources to educational institutions is worse in countries where mixed forms of VET or school-based forms prevail than is the case in countries with a dual education system. Whereas 60% and 57% of the VETPro respondents, respectively, from countries of the first groups reported that their resources were insufficient for the innovations, only 46% of those from countries with apprenticeship dual system (cf. Figure 8.6 sum of the "very often" and "often" statements) reported the same.

The fact that mobility actions lead to important innovations in educational institutions with considerably less frequency in the countries with apprenticeship dual system is, nevertheless, put into perspective by the fact that it those countries that reported with greatest frequency that the quality of VET could have been significantly increased. A gradual improvement took place within the framework of existing training regulations, etc. At issue here are classic bottom-up-processes, in which existing leeway is exploited (see Figure 8.6).

Figure 8.6: Experiences of VETPro in their institutions with mobility actions according to the prevailing system of vocational education and training, in %

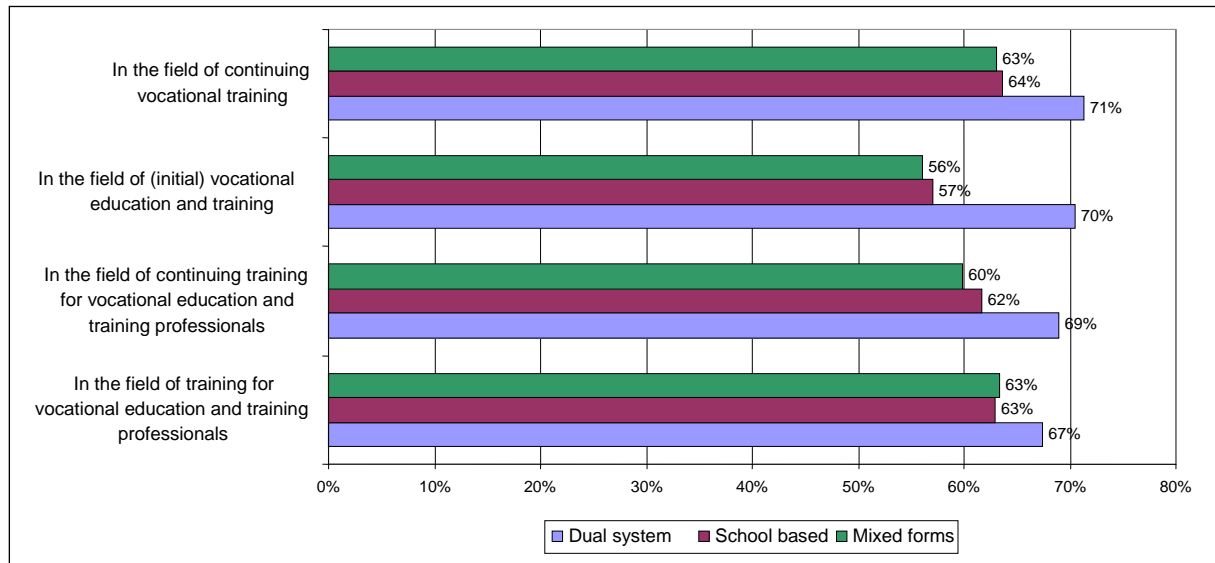


Source: WSF; online survey of VETPro, 2009

In the countries with school-based VET systems and mixed forms, the educational institutions have much more often established new courses in VET compared with countries that have the dual systems. Whereas at least 41% of the VETPro from countries with mixed forms and 31% from countries where training predominantly takes place at schools reported that new courses etc. had been introduced at the institutions, only 14% did so in countries with apprenticeship dual system. The result with respect to the development of new continuing training courses was also similar: 34% in countries with mixed forms, 28% in countries where school-based VET prevails and only 17% in countries with apprenticeship dual system.

At this point we can draw the following interim conclusion: in countries with school-based VET systems and above all countries where a mixed form prevails, mobility actions in the institutions lead to the introduction of new VET courses more often than they do in countries with a dual system. In the former, extensive innovations are carried out more frequently. In countries in which a dual system prevails, such great innovations are seen significantly less often. However, within the framework of existing training courses a step-by-step improvement is taking place. The results of the VETPro survey also strongly suggest that these step-by-step-processes apparently have greater positive effects on the quality of VET **in the individual institutions** than "grand designs". However, this could be related to the fact that, as is suggested by the responses of the VETPro surveyed, the financial conditions and the material resources in the dual systems are superior particularly to those in countries with solely school-based systems.

Figure 8.7: Evaluation of the impact of mobility actions on the quality of VET by VETPro according to the prevailing system of VET, in %



Source: WSF; online survey of VETPro, 2009

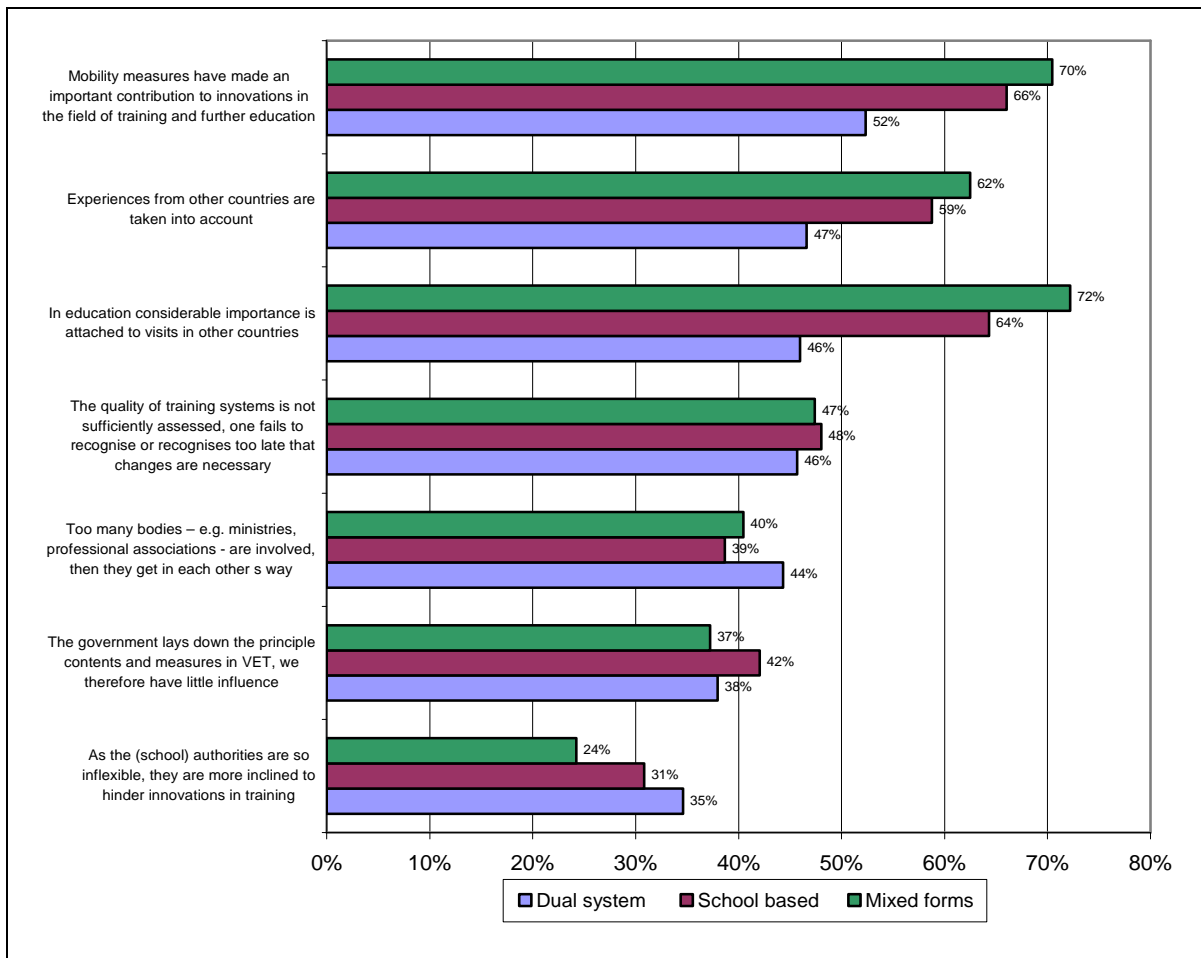
Following the analysis of different impacts of mobility actions on the level of the institutions presented above, we now turn to an analysis of how the effects of mobility on the national education systems are viewed by the VETPro. The distinction between the level of the individual institution and the national level is important, since in Europe only a few educational institutions allow their VETPro to take part in mobility. The effects on the level of the educational institutions examined within the present study are only representative for institutions which attach particular importance to transnational mobility, whereas the assessment of the VETPro of the general situation in their countries presents a more comprehensive picture. The presence of many successful innovations and improvements in the (few) institutions active in mobility projects does not necessarily imply that those are linked with massive changes of the respective national VET-systems.

As expected, and mentioned briefly above, the impacts of mobility in schools and other educational institutions are, in fact, greater than those on the level of the national VET-systems. Important results are (see Figure 8.8):

- ◆ Innovations in the **vocational education and training systems** have arisen as a consequence of mobility actions, primarily in countries with mixed forms (70% of the VETPro) and in countries where school-based vocational education and training prevails (66%). Such processes are seen less frequently in countries with apprenticeship dual system (52%).
- ◆ While 62% of the VETPro from countries with mixed forms and 59% from countries with school-based VET reported that experiences from abroad were acquired with a specific objective of further developing the contents and methods of the VET; only 47% of the nations with an apprenticeship reported the same.
- ◆ According to the responses of VETPro surveyed, the importance of mobility is the lowest in countries with apprenticeship dual system. Only 46% of the relevant VETPro reported that stays abroad during VET are considered to be important or very important; by contrast, in mixed forms 72% did so as did 64% of those in countries with a vocational education and training at school. This could be particularly connected with the fact that many companies engaged in VET are still unaware of the benefits associated with such measures.

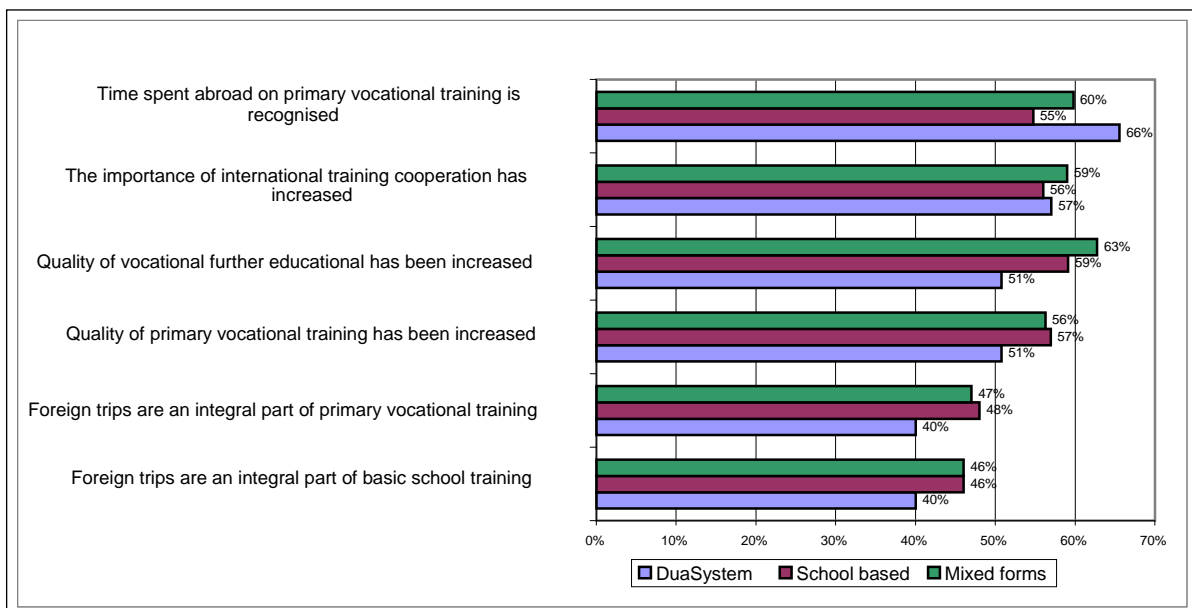
Figure 8.9 presents another look at specific effects of mobility according to the respective educational systems of the LdV-participating countries. It emerges that foreign trips have become an integral part of the vocational education and training primarily in countries with a mixed form (47% of the VETPro) and school-based VET systems(48%). In countries with dual systems such training elements have been anchored in training schedules and regulations only in exceptional cases (40%).

Figure 8.8: Impacts of LdV-mobility measures in the country depending on the prevailing VET-system in %



Source: WSF; Online-survey of VETPro, 2009

Figure 8.9: Effects of mobility on the national education system depending on the prevailing system of the vocational education and training in %



Source: WSF; Online-survey of VETPro, 2009

Conclusion: The impact of transnational mobility based on the respective training system is not unambiguous. The effects for the further development of national education systems tend to be seen in countries in which school-based VET systems or mixed forms prevail; in countries with apprenticeship dual system such effects are only rarely seen. It is more difficult to launch fundamental reforms in these countries, because VET regulations are centrally determined. Above all, the majority of the companies that engage in VET are sceptical towards the integration of more international competencies and only reluctantly allow their trainees take part in stays abroad.

A statement made by a trainer of the electrician trade underlines this point: "stays abroad don't make sense because there are different standards that are valid abroad". On the other hand, the impacts on the institutions which take part in mobility are greater in countries with dual systems than they are in the institutions of the two other types. However, the improvements in the dual educational institutions occur in much smaller steps, which are often limited to the educational institutions involved.

Thus, there is no categorical answer to the question, "Where are the greatest impacts found?". The results can be summarized as follows: In the countries with school-based VET systems and mixed forms innovations due to mobility are more frequent on the system level. In countries with a dual education system, there is a greater impact on the training venues, where they are seen with greater than average frequency.

IX. Trends and good examples

9.1 Examples of good practice

In the earlier parts of the report it was mentioned more than once that the subject-related openness of mobility projects of Leonardo da Vinci is one of its outstanding strengths. This applies to target groups, the content of the measures and the sectors they cover. Although vocational schools are among the main beneficiaries of mobility projects for VET professionals, in practice there are a number of examples in LdV participating countries include other sectors. Examples of that kind the 10 countries visited during execution of this study are presented below. In selecting these examples, importance was placed not on good practice alone, but rather, these examples were also chosen with an eye to portraying the entire spectrum of successful VETPro-mobility projects. They range from a project for employees of the metro in Ankara, to the use of sports in the UK and Sweden to improve integration of young people with immigrant backgrounds in the areas of education and job placement, to the qualification of the police officers in Poland in the fight against credit card fraud. Below, one to two examples from each country are presented.

The Netherlands

(a) Starting point for the project with the title "The other side of the medal" (Leonardo VETPro study visit to Antalya, Turkey) the question of how the high drop-out rates in vocational education and training among people with immigrant backgrounds in the Netherlands could be reduced.. In the Randstaat region, in particular, there are numerous trainees, who come from different cultural backgrounds and have enjoyed an Islamic-influenced upbringing.

The project was intended to put teaching staff in a better position to understand those of their pupils who had of a different cultural background, so that they could provide them with adequate support. The measures were aimed not only at Turkish trainees but also at trainees from foreign cultures in general.

The time spent in Turkey was split up. In the first part, the teachers spent two days with a Turkish family and played role games, in order to gain a better understanding of family life there. In the second part, they visited vocational schools and companies. All in all, 30 teachers from all the new training centres of the Dutch Alliance took part in this VETPro project.

One important product of these stays abroad was a list of "dos and don'ts", with tips on dealing with pupils from other cultures. During the stay abroad, the teachers learned that young people in Turkey are provided with clear rules, to a greater extent than is usual in the Netherlands. Individual responsibility and an argumentative approach when solving problems are far less widespread. These were the important findings, which the Dutch teachers would be able to take into greater account, during the education of their pupils in the future. Dissemination of the results was organized as follows; firstly the teachers who took part in a stay abroad in Turkey reported about their experiences and findings to their team. Furthermore, the central results were published on the websites of the participating ROC's and AOC's. In addition, the results were presented to a larger number of teaching staff within the framework of a study day of the Dutch-Alliance.

Italy

(a) In total, 37 persons took part in the project carried out by the Italian project provider, FORMEDIL. The aim in this project was primarily to arrange measures for small groups of up to eight participants. The stays abroad were carried out with long standing partners- educational institutions from the construction branch- in Germany (Krefeld), Spain (Barcelona) and France (Orléans and Paris).

As with all FORMEDIL projects, this VETPro project was also aimed at skilled employees in the building and construction industry and trainers from technical institutes for the vocational education and training of young people. More specifically, the project was aimed at surveyors, architects and civil engineers. In the courses abroad, the following topics were covered: "renewable energies", "ecology", "occupational safety" and "preservation of site of historic interest". The role of the teacher as tutor and facilitator stood in the foreground,

as an interdisciplinary topic in pedagogic-didactic, as there is a backlog demand for this in Italy, where the classic "lecturer" still dominates.

The following effects were achieved with this project:

- ◆ Increase in expertise and the expansion of the qualifications of the participants.
- ◆ Quality improvement in instruction, in which pupils are confronted with new methods of instruction, i.e. also new methods of learning.
- ◆ Quality improvement in the schools, in that the other teachers were informed about the results of the VETPro participation within the framework of internal continuing training whereby their competencies and didactic capabilities were also improved in a sort of snowball effect.

Germany

(a) The BSS VII Braunschweig vocational schools make it possible for teachers to spend time abroad during their courses of continuing training. Furthermore, prospective childcare workers take part in a stay abroad that is an integral part of their training. The stay abroad can be carried out at various levels with European partners of the BSS VII, such as at institutions of higher education or daycare centres. The co-operation partnerships include 11 countries.

The project was initiated 10 years ago. At that time, it was determined that there were diverging systems of education and interaction with children that can now be profitably used in projects. Experiences in countries such as Sweden, where the teachers can draw up individual curricula, or the Netherlands and France enrich all participants. The experiences gathered abroad are then presented, analyzed and put to the test in instruction at home, and then incorporated into the educational institution.

(b) "Knowledge exchange" is the name of another project in Germany administered by the of the "Seminargesellschaft für Wirtschaft und Soziales mbH (SWS)" for training personnel from higher vocational schools for ergotherapy, speech therapy and physiotherapy. The scope of the measures involved 3 delegations of teaching staff to the "Hogeschool Zuyd" in Heerlen, the Netherlands. After extensive language, cultural and didactic preparations relating to the "problem oriented learning" (POL) system, the participants spent a week at the Hogeschool Zuyd, in order to expand and broaden their competencies and skills for independent teaching with the POL system.

The POL system has been used as a tool in the Netherlands since the mid-70s. The system was introduced in the SWS three years ago. The stays abroad are intended to make it possible to further broaden experiences that have already been won. The participants in a stay abroad acquired detailed insight into the POL system: they improved their language competencies and were methodically and didactically prepared for their own teaching activity.

France

(a) The project titled ECOBIAG focuses on sustainable tourism. The complementarity of tourism with agriculture and the preservation of biological diversity is a central element for the sustainable development of the rural areas of Europe.

The transnational partnerships created for this project encompassed multiple occupations and fields and mobilized resources from diverse stakeholders. The project partners came from Spain, Italy, France and Hungary. An exchange of concepts and methods, which are used and considered exemplary in the respective countries, was organized.

In the course of implementing the projects, local steering committees and committees were established. These developed the training module in sustainable tourism. The creation of trans-sectoral and international cooperation in the tourism sector through the mobilisation of inter-disciplinary organizations underlines the innovative character of this project. The platform www.ecobiag.eu arose as a result of this VETPro project. It is continually maintained and developed.

United Kingdom

(a) Birmingham City Council (BCC) and a Swedish sports association participated in a project whose goal was to enable the exchange of personnel, ideas and experiences concerning the integration of young people with immigrant backgrounds through sports. The circumstances in a multi-ethnic city like Birmingham are of great interest to Swedish project providers, as the percentage of the population with immigrant backgrounds continues to increase in Sweden.

This means that concepts which are developed in the field of sports to improve integration of young people can be increasingly used in Sweden to reduce ethnic conflicts. At the same time, it is important for the city of Birmingham to learn more about the Swedish concept, which considers sport to be an integral part of society. Within the framework of the project, a network with a continuous transnational dialogue and activities between Birmingham City Council, the University of Birmingham, Aston Football Club and the Swedish partner was brought to life.

Since 2005, approximately 40 sports teachers from Sweden have participated in stays abroad in Birmingham and 15 sports teachers from Birmingham have travelled to Sweden. A long-standing partnership at a local and international level was initiated with the Leonardo da Vinci project.

(b) In another project in the UK, two lecturers from the North-East Institute in Ballymena visited the Institute for Machine Tools in Spain (Basque country), in order to teach there in English for two weeks within the framework of a Leonardo da Vinci mobility project in the teaching of mechanical engineering. This project helped the Spanish partner to directly implement the new VET regulations which had been issued by the Basque government. The guidelines stipulated that individual subjects (CNC or CAD) in engineering were to be taught in English. The British lecturers took advantage of their stay in Spain to visit local engineering companies, which enabled them to gain a better understanding of the Spanish system of engineering training.

Latvia

(a) Within the framework of a mobility project, three employees from the Latvia University of Agriculture (LLU) had the opportunity to travel to Finland where they were able to gain experience in the acquisition and management of international funding programmes, which could be supportive for the further development of the Latvian education system.

The Latvian participants are responsible for the support and management of numerous projects with diverse funding authorities, with a focus on EU-financed projects. The employees of the Latvia Agricultural University learned about the individual phases and procedures involved in project management; they initiated and developed projects, supervised them and authored assessments and then performed the final reporting. The project strengthened the capability of the employees to raise additional sums from the European funds and other funding programmes. The acquisition of additional funding is a priority for the Latvian education system, due to the high demand for innovation and adaptation.

(b) The year 2008 saw the completion of a Latvian VETPro project aimed at increasing expert competencies and knowledge of education experts in the field of educational and occupational counselling through the collection of information from many other countries. Within the framework, groups of three participants travelled to Ireland, Germany and the UK. The objective of the simultaneous visit to three different countries was that the participants would be able to become familiar with and then compare different approaches and different procedures of vocational guidance. The Latvian VETPro participants were able to get an extensive overview of the different forms of vocational guidance and adapted them to the specific needs in Latvia.

Poland

(a) This project involved an exchange between Polish police trainers and their Romanian colleagues with the objective of fighting criminality in electronic methods of payment (credit card fraud). The participants were employees from the department of vocational education and training of the regional police authorities in Wroclaw and

Katowice. The national dissemination in Poland of the knowledge and experiences acquired in Romania was part of the dissemination plan of the project.

The stay abroad also contributed to considerably improving the vocational education and training of Polish police officers with respect to the fight against crimes with electronic payment methods and to increasing security when dealing with cases of payment card fraud.

(b) The Polish VETPro project for trainers in the hotel and catering industry was carried out between 2008 and 2009. During a stay abroad in Cyprus, the participants were exposed to the vocational education and training of specialists in the hotel industry and restaurant industry. The objective was, above all, to modernize VET in tourism in Poland.

Cyprus was selected as the destination country, as it holds the top position in the branch of tourism and hotel industry and restaurant industry in Europe and could open the way for Polish participants to become acquainted with the latest trends and developments.

Trainers as well as VETPro from the hotel and restaurant industry took part in this project. Apart from gaining data and experience in the hotel industry, catering and restaurants the participants learned about the VET-system in the vocational schools on Cyprus.

Sweden

In 2008, the Swedish Poisons Information Centre executed a VETPro-mobility project, in which, in an initial wave, 11 pharmacists, working in VET, visited the countries of Bulgaria, Lithuania, Romania and Slovakia for one to two weeks. During their stays abroad, the pharmacists both found their way to comparable information centres and visited clinics which specialised in the treatment of poisoning.

The project's aim was a bilateral exchange; however, funds for return visits were only approved in Slovakia. On the whole, the project contributed to imparting a better understanding of the work strategies and vocational education and training used in other countries, and to intensifying the cooperation between poison information centres.

The objective of the second part of the project was to communicate the knowledge and information from the medical departments of clinical toxicology to the participants. These measures were intended to support the cooperation with the toxic emergency call centres in the partner countries. Through the experiences and knowledge collected in the host countries, it was possible to significantly improve the work of the Swedish information centre for toxic substances.

Slovenia

(a) 20 VETPro from the Višnja Gora Institute (teachers, school directors and VETPro), as well as teachers from vocational schools and continuing training institutions, took part in a Slovenian exchange project with Finland. The strategic aim of the project was to improve the quality of the continuing training in Slovenia, which should increase the employment chances of the Slovenian applicants on the European labour market and enhance their transnational mobility.

Due to the fact that Finland has a leading position in CVET in Europe, a partner organization from this country was deliberately selected. The participants gained valuable insights into the measures of quality assurance and the evaluation of continuing training courses in Finland.

Moreover, they learned new teaching and learning methods and were also able to improve their foreign language skills and inter cultural competencies.

Turkey

(a) The provider of a Turkish project is the Bugsas Municipal Transport Service in Ankara, Turkey's first metro operator, whose metro was put into operation about 10 years ago. Due to the fact that the Turkish operator initially had no experience with running a metro, 21 employees were sent at the time to Germany and Canada to

learn the most important knowledge about operating underground railways. Since then however the need to learn about the latest trends and developments of running an underground railway has increased. At a contact seminar held in Istanbul, the Municipal Transport Service from Ankara learned about the opportunity to arrange stays abroad within the framework of the Leonardo da Vinci mobility projects.

The Rheinbahn in Düsseldorf, Germany, was selected as a partner for the project. The advantage was that some of the individuals involved knew one another from the training that took place 10 years previously and that there underground railway in Dusseldorf and that in Ankara have several features in common. In total, 25 people, from both technical and administrative fields, took part in the stay abroad. The contents of the trips comprised both theory (seminars, lectures) and practical demonstrations and reports.

In detail, new findings in the following areas were communicated:

- new methods for maintenance and the alteration of maintenance intervals,
- higher share of spare parts manufactured in-house; previously, 90% externally purchased,
- improvement of customer service (e.g. optimisation of signage),
- better coordination (timetables) of metro and bus service,
- new methods of ticket control and supervision.

Bugas has its own training department, which offers internships for trainees and students and carries out in-firm training to a great extent. The experience gained during the stay abroad led to a new concept for continuing training seminars and was passed on to interns.

Furthermore, dissemination of the results beyond the company was carried out. There are now another five state underground railways in operation and in planning in Turkey. Contacts between the underground railway operators are close, so it was possible to pass the knowledge gained on to the other underground railway operators.

(b) The objective of another Turkish project was to modernize the traditional planting of hazelnuts in Turkey. Due to the use of old planting methods, some of which date back over a century, the revenues achieved were far below what is actually possible these days. The main aim was to significantly increase Turkish hazelnut production.

For this purpose, a stay abroad at a Spanish partner was organized, in order to learn about the considerably more productive hazelnut plantations there. Employees from the agricultural faculty of the University of Ordu, technical personnel from agricultural chambers, representatives from the organization of hazelnut plantation and personnel from a hazelnut research institution took part in this project. The measure had wide reaching impacts. The participants were not the only ones to profit from the stay abroad: the results were made available to all involved in the Turkish hazelnut plantations.

9.2 Priorities and trends in VET in Europe

The European commission, as well as the national agencies of the LdV participating countries make great efforts to continually improve the effectiveness and the quality of the Leonardo da Vinci programme of which the VET-Pro-mobility projects are part. In order to determine what middle-term trends can be identified in the further development of the vocational education and training in Europe, we will first present the fixed priorities of the commission then review the extent to which the LdV participating countries are trying to embed these priorities in their national objectives and discuss which ongoing trends should be monitored.

The main aims for improvement of the VETPro-mobility of the European Union are:

- ◆ to increase the attractiveness of the programme,
- ◆ to improve the quality of vocational education and training in the participating countries,
- ◆ to improve informational and consultation offerings,
- ◆ Mutual recognition of competencies and qualifications on a European level.

Special attention should be paid, in this context, to the involvement of sectors that have been under-represented up to now, social partners and companies, particularly SME. The fact that there is a particular need for action in this area was clearly shown in the preceding chapters.

In order to implement these aims, the European Commission has set six priorities for mobility for the forthcoming years. These are as follows:

Priority 1: Further development of qualifications of teachers and trainers in vocational education and training

The aim is to enable the stakeholders in VET to be involved in the process of changing the system of vocational education and training, to ensure closer integration of vocational education and training with occupational life and to contribute to the further development of instructional schedules and curricula.

Priority 2: Improvement of quality and attractiveness of the vocational education and training systems

The further development of quality assurance in VET, the permeability of education systems, from vocational education and training to university education, as well as a closer cooperation among the stakeholders involved should contribute to the realization of this priority.

Priority 3: Transparency and mutual recognition of competencies and qualifications

This priority addresses primarily the implementation of the EQF and ECVET. The EQF (European Qualifications Framework) acts as a translation instrument, intended to render national qualifications comparable and understandable throughout Europe. The aim of the EQF is to support the mobility of employees and trainees among the diverse countries and to facilitate lifelong learning. One of the purposes of the European VET credit system, ECVET, is to facilitate the recognition of learning outcomes from abroad and in that way support mobility in VET. EQF and ECVET follow the same approach and complement each other. The qualification levels of the EQF act as a reference for ECVET.

Priority 4: Development of adult skills on the labour market

With this priority, the following objectives are pursued:

- ◆ Improvement of vocational education and training at the work place, as well as the development and creation of jobs that contribute to the support of continuing training.
- ◆ Measures which both recognize and make possible job-based continuing training. The focus should be on digital competencies, field-related language skills and the promotion of creativity and entrepreneurial thinking.

Priority 5: Enhancement of competencies of risk groups and disadvantaged individuals

On the one hand, this priority addresses the need to better introduce persons with a particular disadvantage (un-trained, people with immigrant backgrounds, people with disabilities) onto the labour market. On the other hand, it addresses the need to increase the proportion of women in male-dominated vocations and vice versa. This priority is also intended to contribute to the process of adapting to the demographic changes in Europe and ensuring greater participation by older persons in employment.

Priority 6: Development of a suitable learning environment

Innovations in education connected with the use of I&C technologies can be assigned to this priority. However, self-initiated learning and distance learning fall under this priority as well.

In the following, we will analyse the extent to which these objectives are being pursued/implemented by the participating countries and what trends beyond that can be detected. Crucial to this analysis are the statements pro-

vided by the National Agencies in 2007 and 2008 to the European Commission and the qualitative expert interviews executed in 10 countries by the WSF. In general, we can state that the European objectives of improving vocational education and training are in accordance with the national priorities in the case of almost all National Agencies. However, in this context, one must bear in mind that some countries have not established national priorities, e.g. Greece, or, as is the case in Slovakia, are still in the process of designing national strategies.

With respect to the individual priorities, the situation in the member states can be presented as follows:

Priority 1: Further development of qualifications of teachers and trainers in vocational education and training

This priority counts as a primary concern of the National Agencies. However, elements aimed at the further development of curricula and teaching schedules play only a secondary role. In most of the participating countries efforts are principally being made to further develop the skills and competencies of VETPro. In many cases, mobility actions intended to contribute to transfer know-how that is needed and demanded by the companies to teachers and trainers are part of those efforts.

Examples of comments from the National Agencies regarding this priority:

The Czech Republic: The objective of curricular reform is to place greater importance on the acquisition of key qualifications in I&C technologies, foreign language skills and the improvement of communication skills, rather than the wide-spread "rote learning" approach. Furthermore, cooperation between schools and companies should be encouraged.

Mobility projects for VETPro serve primarily to enable participants to get acquainted with new working methods. Furthermore, the knowledge and experiences acquired during the stays abroad should be used in the context of curricular reform.

Iceland: According to the assessments of the project providers, the VETPro programme has considerably improved the quality of vocational education and training in Iceland. In this context, the improvements of existing and the introduction of new training methods can be mentioned in particular. Moreover, the results of the mobility projects flow into the revised curricula.

Poland: The curricula and programmes of VET must be better aligned to the needs of the labour market. The national vocational education and training system, as well as the national classification of qualifications are to be developed over the Long term in such a way as to ensure comparability in Poland to the EQF.

Finland: The national and European priorities of the LdV programmes, as well as the executed mobility projects supported the following specific developments in Finland.

- ◆ Development of strategies for management in vocational education and training for the purpose of improving the quality of the vocational education and training.
- ◆ Development of continuing training for teachers.
- ◆ Further development of extra-occupational continuing training for employees and acquisition of specific knowledge.
- ◆ Support of international competencies of teachers, including foreign language skills.
- ◆ Experience gained abroad flows increasingly in the development of curricula.

Networks and cooperation between vocational education and training institutions and companies play a significant role in the realization of these aims.

Priority 2: Improvement of the quality and attractiveness of VET systems

Many National Agencies aim to enhance the quality and the attractiveness of their national VET-systems. The principal focus is on stronger cooperation among the stakeholders involved in vocational education and training. The extensive activities of the individual participating countries, this applies to both the EU-15 as well as the EU-

12, to the EQF that in the past decision processes had some gaps or that only some of the effected stakeholders were involved. Here one should emphasize the fact that many countries intend to increase the roles of companies and social partners.

Only a few National Agencies, Germany, for example, explicitly address the subject of the permeability of education systems. One reason for this might be that the subjects of permeability and equivalence are of lower significance in national education systems featuring a polarisation between higher education (HE) and VET, than they are in countries with apprenticeship dual system, which have formalised regulations governing access to advanced continuing training, e.g. master craftsman or middle level commercial clerk.

The following additional trends relating to the further development and to improvement of the quality of the vocational education and training systems should be mentioned:

Turkey: In Turkey, the intensification of cooperation among vocational schools, social partners, public and private organizations, as well as stakeholders of vocational education and training on a local, regional and national level, is currently one of the top items on the VET-political agenda.

Bulgaria: The VETPro programme is being used to a substantial extent in the implementation of the national priorities in VET. Above all, the following objectives are being pursued:

- ◆ Improvement of the quality in the VET.
- ◆ Nationwide availability of vocational education and training in Bulgaria.
- ◆ More effective collaboration among the participating institutions

The Czech Republic: A focal point of the usage of the LdV programme is that of gearing vocational education and training system in the Czech Republic towards the needs and demands of the labour market, a process associated to some extent with a realignment of the education system. As the capabilities of trainees vary greatly, there is a plan to divide the courses into two, one with a lower level and one with a higher level.

The increased demand for specialist knowledge and key qualifications on the part of teachers in training has led to an increased interest in VETPro-mobility projects. In the focus is the connection between theory and practice, as well as the development of new teaching methods.

Germany: 10 guidelines were developed to modernise and to improve the structure of vocational education and training. These comprise:

- ◆ European qualifications framework.
- ◆ Permeability and attractiveness of vocational education and training.
- ◆ Consolidation of dual vocational education and training structures.
- ◆ Enhancement of transnational mobility.

Also to report from Germany is that the support of transnational mobility has found its way into the examination for the master craftsman's certificate, as well as the Ordinance on Aptitude of Instructors (for all training courses). That ordinance contains a provision requiring the trainers to check whether parts of the vocational education and training can be carried out abroad and whether intercultural competencies should be promoted explicitly⁶.

Romania: A programme (HRD 2007-2013) to further develop vocational education and training and orientate it more intensely to the needs of the labour market was recently launched in Romania. The core issues in the programme are as follows:

- ◆ Improvement of the chances of (young) personnel on the labour market.

⁶ Bundesgesetzblatt [Federal Law Gazette], Volume 2009, Part I No. 5, Ausbilder-Eignungsverordnung (Ordinance on Aptitude of Instructors) dated 21 January 2009

- ◆ Improvement of the chances of the labour force in rural regions.
- ◆ General improvement of the qualifications of the workforce

Slovenia: Of central importance is close cooperation of the National Agency with the national authorities. For this reason, in addition to the social partners, the members of two ministries are represented in national evaluation committees for vocational education and training. The committee meets once a year to define future objectives. Currently, intensification of the cooperation among social partners and VET institutions is one of the most important priorities.

Iceland: Iceland is undertaking the following efforts to improve the quality and attractiveness of vocational education and training:

- ◆ Support of the development of training courses that contribute to facilitating the transition to the work place or in into further schooling
- ◆ Enhancing the attractiveness of vocational education and training through improved cooperation between the social partners and the participating VET professionals

Priority 3: Transparency and mutual recognition of competencies and qualifications

The testing and development of the ECVT and the EQF are among the trends and focus points of the VET Mobility projects most often mentioned. Due to the fact that the LdV participating countries are supposed to have established the conditions for implementation of the EQF by 2012, there is a certain amount of time pressure. Mobility actions offer a good opportunity for the recognition and embedding of the qualifications acquired abroad.

The importance of EQF and ECVET can be illustrated by the fact that they are one of the central national priorities within the framework of LdV mobility in both the EU-15, as well as EU-12 countries. Even those countries, e.g., in Romania, where the vocational education and training systems are still in the process of renewal, there is a special signification attached to the testing and implementation of EQF and ECVET.

Denmark: The internationalization aspect in vocational education and training has been anchored in legislation in Denmark, which has led to an increased interest in Leonardo da Vinci mobility actions in that country. Awareness of the internationalization of vocational education and training on the part of both instructors and individuals in school management has been enhanced through participation in mobility projects. In addition, projects concerning implementation of the NQF and ECVET have been carried out. Both of these subjects are considered priorities in Denmark.

Finland: The Leonardo da Vinci programme in Finland contains a range of priorities on both a European and a national level, including active participation in the Copenhagen process and preparation for ECVET and the EQF. Specifically the exchange of VET professionals is being funded for the purpose of developing the methods and measures for the mobility of trainees, in the context of which ECVET will be applied.

Poland: In order for the EQF to be implemented in Poland, there the NQF must first be further developed. In this context, support should be granted to those LdV projects that contribute to mutual recognition of vocational skills and competencies on a European level or support the implementation of ECVET and EQF in Poland.

Romania: The National Centre for the Development of Technical and Vocational Education and Training is currently organizing the reform of initial vocational education and training and coordinates both the introduction of ECVET and the integration of the NQF into the EQF. The NA works with the National Centre and trains VET professionals and representatives of project providers, in order to enable the upcoming reforms to be implemented. The National Agency plans to develop a credit system, based on the ECVET, one of the functions of which will be to determine how "credits" can be acquired within the framework of mobility projects, in training programmes and through Europass certificates.

Sweden: Vocational education and training enjoys a high significance in Sweden. Numerous studies, pilot projects, suggestions for the further development of the "Vocation University Colleges" and a new structure for the

“Upper Secondary Vocational Education” underline the importance currently attached to vocational education and training. Furthermore, it has been decided to adjust the NQF to reflect the EQF in Sweden.

Priority 4: Development of adult skills on the labour market

Only a few National Agencies identify these priorities as an objective associated particularly with the projects they fund. One reason for this may be that providers of mobility projects within the framework of LdV are primarily vocational schools rather than companies and one also seldom runs across typical continuing training providers in the LdV programme. Although many National Agencies are making efforts to increase the participation of companies and the representatives of companies in mobility actions, so far their success has been rather fairly modest. Therefore, measures aimed at vocational concepts for continuing training in the workplace or workplace-related qualification offerings are fairly rare. This type of qualification of employees tends to be orchestrated by the companies themselves which to some extent contributes to the fact that international aspects in vocational education and training are not sufficiently addressed. In order to realize the objectives aspired to under this priority, it is necessary to more extensively analyze the needs of the companies and undertake tailored measures to contribute to a greater appreciation of the need for internationalization, including in continuing training.

Denmark: Through mobility projects, new ways of dealing with new or altered demands on the labour market have been identified. For example, experiences with dealing with new technologies have been acquired and methods for identifying qualification gaps in the labour force have been developed.

Finland: Mobility projects have contributed to developing what are called learning environments, which support both work-place related learning as well as “virtual learning” on PCs.

The Netherlands: In the course of implementing the national strategy of competence-based learning, stays abroad for VETPro are being carried out more frequently. These trips are designed to allow specific foreign language skills to be acquired and provide opportunities to learn how to use and deal with the latest I&C technologies.

Priority 5: Enhancement of competencies of risk groups and disadvantaged individuals

This encompasses a wide spectrum of target groups which can vary from country to country. While in many West European countries, people with an immigrant background form a quantitatively significant group, many countries of the EU-12 and Turkey do not have such groups. Gender-specific aspects are also assessed very differently in the different LdV-participating countries. While some countries try primarily to increase the low labour participation of women, others are trying to adjust the very different gender-specific percentages in certain primarily female dominated in male dominated professions. The situation of disabled people or people with learning difficulties is different. In some countries, a wide spectrum of supportive measures already exists, so that mobility actions can have impacts which are qualitative rather than quantitative, whereas in other countries LdV represents the only opportunity to support these groups of people.

United Kingdom: In the United Kingdom potential mobility projects have to demonstrate that they are in accordance with the national priorities. The support of disadvantaged persons is one of those priorities. Many groups of people are classified as disadvantaged, for example elderly employees, unskilled and semi-skilled workers, single parents, socially disadvantaged people, refugees, members of ethnic minorities and persons with disabilities.

Iceland: In Iceland one important objective of the VETPro-programme is to reduce the number of unskilled and semi-skilled workers.

Turkey: In general, there is no subject-related focus defined for VETPro mobility. Measures for persons with disabilities and disadvantaged persons, however, receive particular support, specifically, through bonus points granted in project application review.

Germany: In Germany, in addition to the LdV funding there is a programme called IdA = Integration durch Austausch (Integration through Exchange), which was initiated with ESF funding. The target groups in this pro-

gramme are disadvantaged persons. Funding of the transnational mobility is intended to specifically support their integration in VET and in professional life.

Priority 6: Development of a suitable learning environment

The development of a suitable learning environment is only mentioned in exceptional cases (e.g. Finland). Thus, it is difficult to assess the importance attached to this priority in the future development of vocational education and training in the individual countries or how the National Agencies are implementing it.

Due to the fact that the Europe-wide priorities are rather broadly formulated, the individual participants have relatively great freedom to define their country-specific main emphases within these priorities. In addition to those measures that relate specifically to the priorities defined by the European Union (for the LdV programme), the National Agencies and/or the education ministries have formulated a range of additional thematic foci. The following is a list of individual trends and objectives that at least two LdV participating countries cited. According to those actors, the mobility actions should contribute to the following:

- ◆ support of regional politics and/or promotion of regional development (Belgium, Latvia),
- ◆ encouragement of "lifelong learning" (Luxembourg, Poland, Romania),
- ◆ improvement of employment opportunities and/or reduction of unemployment (Cyprus, Great Britain, Iceland, Malta),
- ◆ establishment of structures of vocational education and training and/or to their further development (Czech Republic, Romania, Slovakia),
- ◆ to cushion the impact of the economic crisis (Ireland, Liechtenstein, Malta): The importance of this motive may have increased in other countries as well since then,
- ◆ the development of specific aims for the enhancement of transnational mobility. Countries such as Germany or Finland have set themselves quantitative targets, for example, mobility should be overall noticeably extended.

As stated in the presentation of the results of the quantitative surveys, a strong internationalization process has taken place in vocational education and training in Europe during the last years. The objectives and/or trends determined by the national governments and/or the National Agencies indicate that this process will continue to progress in the next years. In this context emphasis is placed on focusing on the testing the ECVET and the EQF and stronger involvement of companies and social partners in the internationalization of VET.

Appendix

Appendix 1: Questionnaire for the online survey of VETPro

A. General assessment of the effect of foreign trips

1. What experiences do you have in your institution/company with respect to foreign trips? Please cross as appropriate whether you agree with or do not agree with the following statements: Assessment: 1 = "agree fully" to 5: "do not agree at all".

<i>In my company/institution:</i>	
the attempt is made to create a climate of innovation by means of regular cooperation with school authorities, professional associations and local/regional administration	<input type="checkbox"/>
there is a desire to implement innovations in training and further education, but this is discouraged by the school authorities	<input type="checkbox"/>
colleagues are highly dedicated and are constantly trying to apply new and innovative elements and methods in training	<input type="checkbox"/>
targeted lobbying is conducted in order to obtain support and resources for training and further education	<input type="checkbox"/>
one would very much like to integrate innovations derived from experiences in other countries into training work, but national or regional regulations prevent this	<input type="checkbox"/>
the headmaster/management tries to implement new ideas, but the colleagues resist them	<input type="checkbox"/>
colleagues try to implement new ideas, but the headmaster/management resists them	<input type="checkbox"/>
there is a lack of financial and material resources	<input type="checkbox"/>
since I tend to be a "lone fighter", I find it difficult to implement innovations resulting from experiences in foreign countries	<input type="checkbox"/>
mobility measures have contributed towards important innovations in the fields of training and further education	<input type="checkbox"/>

2. Experiences derived from LEONARDO DA VINCI are having the following effects in my country: Please evaluate with 1 = "agree fully" to 5 = "not true".

<i>In my country:</i>	
it is customary that experiences from other countries are taken into account in the further development of training measures	<input type="checkbox"/>
in education and professional training, considerable importance is attached to visits in other countries	<input type="checkbox"/>
the government lays down the principle contents and measures in the fields of education and vocational training, we therefore have little influence as educational establishments, professional associations, companies etc.	<input type="checkbox"/>
because the (school) authorities are so inflexible, they are more inclined to hinder innovations in training	<input type="checkbox"/>
too many bodies – e.g. ministries, professional associations, the provinces/regions and other bodies – are involved in the development of training measures, then they get in each others' way	<input type="checkbox"/>
the quality of training systems is not sufficiently assessed, one fails to recognise or recognises too late that changes are necessary	<input type="checkbox"/>
mobility measures have made an important contribution to innovations in the field of training and further education	<input type="checkbox"/>

B. General questions on the subject of foreign trips

3. Some time ago you visited a foreign country as part of the EU Leonardo da Vinci Programme mentioned in our covering letter. What was your professional status at the beginning of this measure?

- Trainer/foreman in a company
- Responsible for human resources in a company
- Responsible for training in an employees' or employers' organisation
- Responsible for planning and carrying out vocational and school training programmes
- Careers adviser, further education adviser, mobility adviser
- Teacher/trainer in a vocational training school
- Member of the management of a vocational training school
- Teacher/trainer in an institution of advanced vocational training
- Responsible person/employee in the training and further education of teachers
- Teacher/trainer in a place of higher education
- Other

4. In which field of training and further education were you involved before the measure?

- I was myself still training to be a teacher
- I was myself still training to be a trainer
- Basic school and vocational training
- Vocational further education
- I worked in a teacher training establishment
- I was **not** involved in training or further education

5. To which business/industrial sector does the institution belong for which you work?

- Education, raising young people, culture (schools, further education institutions etc.)
- Public administration, public authority, ministry
- Chamber of industry and commerce, chamber of crafts and trades, other professional associations
- Employers' organisation, trade association
- Trade union, employees' organisation
- Agriculture and forestry, environment, garden landscaping, fisheries
- Building and extension work
- Clothing, design, textiles and leather
- Chemistry, physics, biology
- Nutrition and domestic science, health, personal hygiene
- Care, therapy
- Social affairs
- Glass, paper, ceramics, wood processing
- Hotels and gastronomy, tourism
- Metal, machine and vehicle construction, electro-technology and electronics
- Traffic and transport
- Other

6. What was the purpose of the foreign trip? (multiple answers possible)

- Establishment and consolidation of cross-border partnership and networks
- Exchange programme for trainers, teachers and skilled employees
- General qualification measure
- Participation at a conference etc.
- Preparatory measure for an exchange of *trainees, young employees, pupils etc.*
- Preparatory measure for an exchange of *trainers, teachers and those responsible for training etc.*
- System analysis
- Preparation/follow-up measure of a pilot project
- Accompaniment of a group of trainees
- Improvement in cooperation between companies and training institutions and schools
- Establishment and expansion of partner networks
- Exchange of experiences in order to improve and analyse teaching and learning materials
- Development of JOINT training elements
- Bringing the national training system up to European standards
- Identification of and acquaintance with innovative training materials and methods
- Identification of and acquaintance with different training and further education structures
- Acquaintance with different management procedures in training and further education institutions
- Other

7. In which foreign institutions did the exchange take place? (you may cross several)

- In a private operation/company
- In a state/public administrative body
- In a vocational training school (vocational school, specialised vocation school, preparatory vocational school)
- In a language school
- In some other training/further education institution
- In an employers' organisation, professional association
- In an employees' organisation/trade union
- In some other institution

8. When did the foreign trip take place?

- During my working time
- During my holidays
- Partly during working time and partly during holidays

9. Please state how much of the time you spent in the foreign country was your leisure time and how much working time.

% leisure time
 % working time
 = 100 %

10. Were you in a foreign country as an individual or were you part of a group?

As an individual → continue with question 12
 As a small group of up to 5 persons
 As a large group of more than 5 persons

11. Did those taking part constitute a homogeneous group, e.g. only teaching staff or trainers, or were various functions and levels represented in the group (e.g. school heads and teachers simultaneously)?

Homogeneous group
 Various functions were represented (e.g. teachers, trainers, careers advisers etc.)
 Different levels were represented (e.g. teachers and school heads simultaneously)

12. Did you apply for the trip to a foreign country yourself or were you asked to take part or to help in developing the measure? (multiple answers possible)

I applied myself and took care of the application myself
 I was asked to take part
 I was motivated/was asked to develop such a measure/to help with the development

C. Questions on additional foreign trips and on the commitment of your employer in the cross-border area

13. Did you take part in other comparable foreign trips as part of your professional activity before or after the mobility measure referred to?

No → continue with question 15
 Yes → continue with question 14

14. How frequently did you take part in comparable foreign trips in the following years?

Year	Number of trips
Before 2000
2000
2001
2002
2003
2004
2005
2006
2007
2008
2009

15. Have other colleagues (excluding trainees, pupils, re-trainees) in your establishment/company taken part in comparable foreign trips in the past few years?

No → continue with question 17
 Do not know → continue with question 17
 Yes → continue with question 16

16. How many colleagues do you estimate have taken part in such measures since the year 2000?

Roughly _____ have taken part since the year 2000.

That corresponds with roughly _____ % of all colleagues who teach, train or are in some other way involved in education.

17. Have trainees/pupils/re-trainees/participants in further education courses from your institution/company taken part in foreign trips during the last few years?

- No → continue with question 19
- Do not know → continue with question 19
- Yes → continue with question 18

18. How many pupils/trainees etc. from your institution/your company do you estimate have taken part in such measures since the year 2000?

Roughly _____ pupils/trainees have taken part since the year 2000.

That corresponds with roughly _____ % of the pupils/trainees, who attended our school or received training in our company between 2000 and 2008.

19. How high would you evaluate the interest of your institution/company in its employees taking part in foreign trips? Please evaluate with values between 1 and 5. 1 means that the interest was “very great” and 5 that “it was very low”. You may grade your answer with values in between. Please enter the value.

	Interest of the management of the institution or the company	Interest of the next highest superior
Your assessment	<input type="checkbox"/>	<input type="checkbox"/>

20. What are the motives pursued by your institution/company when employees, trainees, pupils etc. take part in foreign trips? Please state whether the following statements are true or rather not true: 1 means “absolutely true” and 5 “not true at all”.

<i>The institution/company will</i>	Your assessment
internationalise its range of activities	<input type="checkbox"/>
give employees the opportunity to widen their “horizon”	<input type="checkbox"/>
increase further education opportunities for trainers/trainees	<input type="checkbox"/>
promote the social skills of its pupils/trainees	<input type="checkbox"/>
that pupils/trainees enlarge their professional skills	<input type="checkbox"/>
that teachers/trainers enlarge their professional skills	<input type="checkbox"/>
establish international networks	<input type="checkbox"/>
accelerate the implementation of pilot projects	<input type="checkbox"/>

21. How did your colleagues react as you took part in foreign trips? Please state whether the following statements are true or rather not true: 1 means “absolutely true” and 5 “not true at all”.

Most colleagues found that it made sense	<input type="checkbox"/>
Many colleagues felt that it would be more of a “holiday”	<input type="checkbox"/>
Most of the colleagues cooperated in the preparation	<input type="checkbox"/>
There was resistance from many colleagues because they had to deputise for me during the foreign trip	<input type="checkbox"/>
Most colleagues see cross-border mobility measures as important input for the continued development of our work/range of training offered	<input type="checkbox"/>
Certain colleagues sought information from me and applied the knowledge/experiences gained from my foreign trip in their work	<input type="checkbox"/>

D. Questions on the background situation before the foreign trip

22. Who wrote the application to the national agency for Leonardo da Vinci to support your foreign trip?

- The application was written by my institution/my company
- The application was written by a different institution
- I do not know

23. Who developed the contents and the context for the foreign trip?

- The contents/context were written mainly by my institution/company
- The contents/context were developed mainly by a different institution

24. How do you assess the role of the following institutions etc. in bringing about your foreign trip? Did these institutions/persons support or rather hinder the matter? Please assess with values between 1 and 5. 1 means that this institution/person provided "very strong" support, 3, that they reacted "neutrally" and 5, that they would have preferred to "prevent" the foreign trip.

The head of my institution/company	<input type="checkbox"/>
My direct superior	<input type="checkbox"/>
Colleagues	<input type="checkbox"/>
The school authorities	<input type="checkbox"/>
Professional associations (chambers of commerce and industry, craft association etc.)	<input type="checkbox"/>
Ministries	<input type="checkbox"/>
Trade unions/employee organisations	<input type="checkbox"/>
Employers' associations	<input type="checkbox"/>
Local or regional government/administration	<input type="checkbox"/>

25. Do you exercise your own initiative in preparing for the foreign trip and/or was preparation done by a third party?

- I prepared myself completely alone → carry on with question 28
- We prepared ourselves as a group → carry on with question 26
- Was only prepared by third parties/my employer → carry on with question 26
- Prepared myself and preparation also provided by third parties → carry on with question 26
- No preparation took place → carry on with question 29

26. How do you rate the quality of this preparation? Please assess with values from 1 to 5. 1 means that the preparation was "very good" and 5 that it was "very bad". You may grade your answer with values in between.

Your assessment:

27. How did the preparation take place, what did it consist of? (multiple answers possible)

- I exchanged experiences beforehand with colleagues and other people who had taken part in cross-border measures
- Preparatory meetings/workshops took place with the management of my company/institution
- The main goals of the foreign trip were worked out together with colleagues and/or the management of my institution/company
- We developed a further education plan
- I coordinated together with the host institution and worked out a plan of what the foreign trip should include
- Preparatory discussions with the school authorities
- Preparatory discussions with the local or regional government/administration
- None of the above

28. How much time required for the preparation of the foreign trip was spent in your working time and in your own time?

Hours of my own time
 Hours of working time

 Total number of hours preparation

29. What made you decide to take part in this foreign trip, i.e. what were your goals? Please assess with values between 1 and 5; 1 = "very important" and 5 = "not important".

To become acquainted with new teaching and learning methods	<input type="checkbox"/>
To increase my professional specialist knowledge	<input type="checkbox"/>
I wish to improve my pupils'/trainees' opportunities	<input type="checkbox"/>
Our institution/company wishes to modernise the range of training courses it offers	<input type="checkbox"/>
I wish to show my superiors that one can gain important knowledge on how to improve training from foreign trips	<input type="checkbox"/>
I wish to get across to school authorities or professional associations that foreign trips are very important for trainers and pupils/trainees	<input type="checkbox"/>
I wish to improve training structures	<input type="checkbox"/>
Improvement of my career and promotion opportunities	<input type="checkbox"/>
Increase in the cross-border contacts of the institution/company in which I work	<input type="checkbox"/>
Because the opportunity of taking part was an interesting possibility	<input type="checkbox"/>

E. How the foreign trip was carried out

30. How did you acquire your new knowledge during the foreign trip (nature and form of knowledge acquisition)? (multiple answers possible)

- By looking on/taking part as an observer
- Through my own teaching or training activity
- Through "tandem partnership" (permanent accompaniment of a foreign colleague during his/her teaching/work)
- I carried out a programme of visits to various institutions/schools/companies
- Through lectures
- Discussions with colleagues from foreign countries

31. How would you evaluate the quality of how the foreign trip was carried out with respect to the following criteria? Please assess with values from 1 to 5; 1 = "very good", 5 = "inadequate".

	Your assessment
Usefulness in teaching or professionally	<input type="checkbox"/>
Organisational aspects	<input type="checkbox"/>
Exchange of experiences with other participants	<input type="checkbox"/>
Exchange of experiences with employees of the host institution	<input type="checkbox"/>
Suitability of the host institution	<input type="checkbox"/>
Opportunities for an exchange of opinions with those responsible for training in the host country	<input type="checkbox"/>
Reception by the colleagues in the host institution	<input type="checkbox"/>

F. Results of the foreign trip

32. Was there any follow-up of the foreign trip after your return?

- Yes No If no: → continue with question 34

33. What form did this follow-up take? (multiple answers possible)

- Preparation of a report on my experiences
- Discussions with the management of my institution/company
- Discussions with superiors
- Discussions with colleagues
- Discussions with the professional association or others responsible for training
- Discussions with the local or regional government/administration
- Discussion in ministries
- Lectures
- Through an unofficial exchange of opinions with colleagues
- An evaluation event

34. How much interest was shown by your institution/company, your colleagues and other institutions in the experiences that you gathered during your foreign trip? Assess with values from 1 = "very great" to 5 "very little". Should you not have communicated your experiences to a single body, you may state 6 = "not applicable".

The interest shown by ... was:	Your assessment
Management of your institution/company	<input type="checkbox"/>
Your direct superior	<input type="checkbox"/>
Colleagues generally	<input type="checkbox"/>
Colleagues working in the field of training and further education	<input type="checkbox"/>
Ministries at national level	<input type="checkbox"/>
School authorities	<input type="checkbox"/>
Local and regional authorities/administration	<input type="checkbox"/>
Professional associations	<input type="checkbox"/>
Social partners	<input type="checkbox"/>

35. Please evaluate the influence of the foreign trip on your skills in the following fields: Please assess from 1 = "very great" to 5 "very little"; 6 = "not applicable".

The influence of the foreign trip on ... was:	Your assessment
Professional technical knowledge/new training elements	<input type="checkbox"/>
Skill in foreign languages	<input type="checkbox"/>
Methodological technical knowledge	<input type="checkbox"/>
Ability to tackle new functions	<input type="checkbox"/>
Ability to actively help to shape working processes	<input type="checkbox"/>
Ability to initiate new processes	<input type="checkbox"/>

36. Were you able to use the skills you acquired during your foreign trip in your profession or in training? (1 = "very often", 5 = "never"; 6 = "does not apply to me")

	in the first year following your foreign trip	today
Introduction of new training elements	<input type="checkbox"/>	<input type="checkbox"/>
Use of new teaching and learning methods	<input type="checkbox"/>	<input type="checkbox"/>
Use of new working techniques and practices	<input type="checkbox"/>	<input type="checkbox"/>
Active participation in designing working practices	<input type="checkbox"/>	<input type="checkbox"/>
Further development of the training concept	<input type="checkbox"/>	<input type="checkbox"/>
Initiation of totally new processes, innovations	<input type="checkbox"/>	<input type="checkbox"/>

37. Have you tried to implement or to transmit new training elements and learning/teaching methods with which you became acquainted during your foreign trip, so that, for example, they are introduced in the ministries' teaching plans?

	Yes	No	Not applicable
In existing training courses in my institution/company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduction of new training courses in my institution/company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transmitted to professional associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transmitted to the school authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transmitted to ministries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transmitted to the local/regional administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transmitted to networks (e.g. of schools, training institutions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. How great was the degree of acceptance of the individual addressees and their willingness to implement innovations in training and further education? Values from 1 = "very great" to 5 = "very low acceptance"; 6 = "not applicable".

	at the beginning	over the longer term
Colleagues in my institution/company	<input type="checkbox"/>	<input type="checkbox"/>
Superiors	<input type="checkbox"/>	<input type="checkbox"/>
The management of my institution/company	<input type="checkbox"/>	<input type="checkbox"/>
Professional associations	<input type="checkbox"/>	<input type="checkbox"/>
School authority	<input type="checkbox"/>	<input type="checkbox"/>
Ministries	<input type="checkbox"/>	<input type="checkbox"/>
Local/regional administration	<input type="checkbox"/>	<input type="checkbox"/>

39. What role did the following institutions play in the implementation of the training elements, new learning and teaching methods or the development of new structures/concepts? (Please assess with values from 1 to 5; 1 = "very great", 5 "no support"; 6 = "not applicable".)

	at the beginning	over the longer term
My company/school	<input type="checkbox"/>	<input type="checkbox"/>
The professional associations	<input type="checkbox"/>	<input type="checkbox"/>
School authority	<input type="checkbox"/>	<input type="checkbox"/>
Local and regional government/administration	<input type="checkbox"/>	<input type="checkbox"/>
The organisation responsible for my institution	<input type="checkbox"/>	<input type="checkbox"/>
National training authorities/ministries	<input type="checkbox"/>	<input type="checkbox"/>
Employers' organisations	<input type="checkbox"/>	<input type="checkbox"/>
Employees' organisations	<input type="checkbox"/>	<input type="checkbox"/>

39. Were there problems in implementing the new training elements and new learning/teaching methods?

Yes, but only at the beginning Yes, continuously No

40. When new training elements and new learning/teaching methods were introduced in your institution/company: were these basically evaluated?

Yes, internally Yes, by an external assessor No

41. Should your country participate in the possibility of the LdV certification process: Has your institution applied for an LdV certificate from the national agency and have you received such a certificate?

Yes applied for, and
 certificate received
 certificate not received
 No applied for
 Unknown

G. Effects of cross-border measures

- 42. What individual effects did cross-border exchange measures have as far as you can observe in your institution/company?** Values from 1 to 5; 1 = “completely true”, 5 = “absolutely not true”, 6 = “not relevant for my institution/company”.

	in the first year following the foreign trip	today
International skills are part of the examinations	<input type="checkbox"/>	<input type="checkbox"/>
Application of new learning and teaching methods	<input type="checkbox"/>	<input type="checkbox"/>
Introduction of new training elements in existing training and further education courses	<input type="checkbox"/>	<input type="checkbox"/>
Creation of a new training course	<input type="checkbox"/>	<input type="checkbox"/>
Creation of a new further education course	<input type="checkbox"/>	<input type="checkbox"/>
The participation of members of my institution/company in cross-border measures is an important part of the improvement in the quality of training and further education	<input type="checkbox"/>	<input type="checkbox"/>
The participation of pupils/trainees from my institution/company in cross-border measures is an important part of the improvement in the quality of training and further education	<input type="checkbox"/>	<input type="checkbox"/>
The skills of our training personnel have increased	<input type="checkbox"/>	<input type="checkbox"/>
My institution/company is pursuing a longer-term internationalisation strategy	<input type="checkbox"/>	<input type="checkbox"/>
There is a (internationally oriented) further education plan for teaching staff and trainers	<input type="checkbox"/>	<input type="checkbox"/>
The “philosophy” of my institution/company has changed in that one can also try out new approaches	<input type="checkbox"/>	<input type="checkbox"/>
We have more financial resources in order to carry out international training cooperation and to foster contacts to training partners in other countries	<input type="checkbox"/>	<input type="checkbox"/>
The organisation plan and framing of positions have been adapted to international challenges	<input type="checkbox"/>	<input type="checkbox"/>
The influence of our installation on school authorities/professional associations etc. has increased	<input type="checkbox"/>	<input type="checkbox"/>
We are more firmly anchored to national networks	<input type="checkbox"/>	<input type="checkbox"/>
We are more firmly anchored to European networks	<input type="checkbox"/>	<input type="checkbox"/>

- 43. Seen overall, how do you evaluate the effects of mobility measures on the quality of the range of training in your institution for trainers, those responsible for training, teachers etc?** Please evaluate with 1 = “very great” to 5 “very low”.

Seen overall, the effects on quality:	in the field of (primary) training	in the field of professional further education	in the field of training for vocational training personnel	in the field of further education for vocational training personnel
Short term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Long term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 44. Summarising all aspects, how do you assess the overall benefit of the foreign trip for yourself, for your institution/company and for your colleagues?** Please evaluate with 1 = “very great” to 5: “very little”.

	for me personally and my teaching	benefit for my institution/company	benefit for my colleagues
Short term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Long term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. What concrete effects did cross-border exchange measures have in your opinion on your country's training system? Please evaluate with 1 = "very great" to 5: "very little".

	5 years ago	today
Cross-border skills have been introduced into teaching programmes in vocational education in schools	<input type="checkbox"/>	<input type="checkbox"/>
Cross-border skills have been introduced into teaching programmes in vocational education in companies	<input type="checkbox"/>	<input type="checkbox"/>
The quality of primary vocational training has been increased	<input type="checkbox"/>	<input type="checkbox"/>
The quality of vocational further educational has been increased	<input type="checkbox"/>	<input type="checkbox"/>
Time spent abroad on primary vocational training is recognised as a training qualification	<input type="checkbox"/>	<input type="checkbox"/>
Foreign trips are an integral part of basic school training	<input type="checkbox"/>	<input type="checkbox"/>
Foreign trips are an integral part of primary vocational training	<input type="checkbox"/>	<input type="checkbox"/>
The importance of international training cooperation has increased in the policy of ministries at the national level	<input type="checkbox"/>	<input type="checkbox"/>

46. Seen overall, how do you evaluate the effects of mobility measures on the continued development of the training system in your country for trainers, those responsible for training, teachers etc? Evaluate with 1 = "very great" to 5 "very low", 6 = "no evaluation possible".

	in the field of (primary) training	in the field of further education
Short term	<input type="checkbox"/>	<input type="checkbox"/>
Long term	<input type="checkbox"/>	<input type="checkbox"/>

H. Questions on your professional development and on you personally

47. How many years professional experience do you have?

_____ (years)

48. What changes have you experienced as a result of your foreign trip? Please evaluate with 1 = agree fully to 5 = not true.

	short term	long term
I have found a better job	<input type="checkbox"/>	<input type="checkbox"/>
I have improved myself professionally	<input type="checkbox"/>	<input type="checkbox"/>
I take part in the conceptualisation and development of new training elements	<input type="checkbox"/>	<input type="checkbox"/>
Participation in bodies for the further development of school/vocational education	<input type="checkbox"/>	<input type="checkbox"/>
I have a higher income from my work	<input type="checkbox"/>	<input type="checkbox"/>
I have more responsibility in my profession, in my job	<input type="checkbox"/>	<input type="checkbox"/>
I take part generally in the improvement of the vocational training system	<input type="checkbox"/>	<input type="checkbox"/>

49. How old are you?

_____ (years)

50. Your sex?

Female Male

51. Your highest school leaving qualification?

- No school leaving qualification
- Lower school leaving qualification
- Medium school leaving qualification
- Higher school leaving qualification

51. What professional qualifications have you completed?

- No professional qualification
- Company professional qualification
- School professional qualification
- Advanced technical school/foreman
- College of applied science
- University

52. Do you live in a frontier region, i.e. near to a frontier with another EU country or a non-EU member state?

- Yes No

53. Finally, the following question: If you were again faced with the question of taking part in an exchange measure: how would you decide?

- I would certainly take part
- I would perhaps take part
- I would tend not to take part

Thank you for your cooperation!

Appendix 2: Questionnaire for the online survey of VETPro project providers

A. Overall evaluations of the effects of mobility measures

1. **What have been your experiences with respect to visits to foreign countries in your institution/ your company? Please cross the appropriate box whether you are in agreement or not with the following statements:**
 Evaluation: 1 = “agree fully” to 5 = “do not agree at all”.

<i>In my company/institution:</i>	
An attempt is made to create a climate of innovation through regular cooperation with school authorities, professional associations, local and regional authorities/administration	<input type="checkbox"/>
One tries to implement innovations in training and further education but the responsible school authorities reject these efforts	<input type="checkbox"/>
The employees are highly motivated and try constantly to apply new and innovative contents and methods in training	<input type="checkbox"/>
Deliberate lobbying is conducted in order to obtain support and resources for innovations in training and further education	<input type="checkbox"/>
Although one would very much like to incorporate innovations derived from experiences in other countries into training work, this is prevented by regional and national regulations	<input type="checkbox"/>
Although the management tries to implement innovations, the employees do not want them	<input type="checkbox"/>
The required financial and material resources are not available	<input type="checkbox"/>
Mobility measures have led to important innovations in the field of training and further education	<input type="checkbox"/>

2. **The experiences derived from LEONARDO DA VINCI have had the following effects in my country.**
 Please evaluate with: 1 = “agree fully” to 5 = “not true”.

<i>In my country:</i>	
It is customary that experiences gained in other countries are considered in the further development of training measures	<input type="checkbox"/>
Considerable weight is placed on participation in foreign visits in school and vocational training	<input type="checkbox"/>
The government determines the key contents in school and vocational education; our influence as educational establishments, professional associations, companies etc. is very small	<input type="checkbox"/>
The (school) authorities are too inflexible; they are more likely to prevent innovations in training	<input type="checkbox"/>
Too many bodies – e.g. ministries, professional associations, provinces/ regions and other bodies – are involved in the further development of training measures; they all take too long	<input type="checkbox"/>
Since the quality of training systems is not sufficient evaluated, there is no recognition at all or recognition is too late that changes are necessary	<input type="checkbox"/>
Mobility measures have contributed to important innovations in the field of training and further education	<input type="checkbox"/>

B. Questions regarding your company/your institution

3. **In what sort of an institution are you employed?**

- Vocational training school
- Further vocational education/adult education institution
- Employers' or specialist association
- Trade union
- Company
- Professional association (chamber of commerce, skilled tradesmen's association etc.)
- University, college of applied science
- School authority/ministry
- Local council
- Other organisation

4. **How many employees (including self-employed people) does your institution currently have?**

Approximately employees

5. How long has your institution/your company been carrying out measures as part of Leonardo Da Vinci?

Year in which the first application was made for VETPro measures (trainers/teachers etc.)

Year in which the first application was made for measures for trainees/pupils etc.

6. For how many people has your institution/ company carried out Leonardo measures in the last 5 years?

Number of participants approx. in VETPro projects (trainers/teachers etc.)

Number of participants approx. in projects for trainees/pupils etc.

7. Are you more likely to carry out Leonardo mobility measures for VETPro for your own employees or for the employees of other institutions?

Please state the approximate distribution of both types of participants in the VETPro projects that you have carried out during the last five years.

Employees from our institution approx %

Employees from other institutions approx. %

Total **100 %**

C. Reasons for carrying out VETPro measures

8. What are the motives of your institution/your company when employees, trainees, pupils etc. (including those of other organisations) undertake foreign visits? Please state whether the following statements are true or untrue: 1 signifies “absolutely true”, 5 “not true at all”. You may grade your assessment with the intermediate stages.

<i>Institution/company wishes</i>	Your assessment
to organise foreign trips for the employees of companies/educational institutions/public authorities as a service provider for these bodies	<input type="checkbox"/>
to internationalise its range of activities	<input type="checkbox"/>
to increase its market opportunities	<input type="checkbox"/>
to provide employees with the opportunity to widen their “horizon”	<input type="checkbox"/>
to increase the range of further education opportunities offered to trainers/teachers	<input type="checkbox"/>
to promote the social skills of pupils/trainees	<input type="checkbox"/>
that pupils/trainees extend their professional skills	<input type="checkbox"/>
that teachers and trainers extend their professional skills	<input type="checkbox"/>
to create an innovative working environment and stimulate a discussion on other ways of doing things	<input type="checkbox"/>
to meet the requirements of the labour market and stay up-to-date	
to establish international networks	<input type="checkbox"/>
to accelerate the implementation of pilot projects	<input type="checkbox"/>
to increase the (international) transparency of professional qualifications	<input type="checkbox"/>
to exercise influence on the development of the national education system	<input type="checkbox"/>

D. Administrative implementation of mobility measures

9. How do you assess the administrative implementation of Leonardo VETPro measures? Please assess with values from 1 to 5. 1 signifies “very good” and 5 “very poor”.

Support from the national agency	<input type="checkbox"/>
Comprehensibility and volume of application forms	<input type="checkbox"/>
Duration of the application procedure	<input type="checkbox"/>
Financial processing by national bodies	<input type="checkbox"/>
The amount of financial support from the EU	<input type="checkbox"/>
Transparency of the procedure to select projects at the national level	<input type="checkbox"/>
Clarity of the selection criteria at the national level	<input type="checkbox"/>

E. Implementation of mobility measures

10. Do you generally carry out measures to ensure the quality of Leonardo VETPro measures?

- Yes, regularly
- Yes, mostly
- Yes, but rarely
- No

If so, what sort of measures? You may cross several answers.

- External evaluation
- Questionnaires to participants
- Checks on the host organisation abroad
- Collective evaluation within the sector network
- Collective evaluation within the regional network
- Other

11. Are the resources that you receive as part of Leonardo da Vinci for VETPro measures adequate in order to carry out these mobility measures with a high degree of quality?

- Are fully adequate
- Are generally adequate
- Are only partially adequate
- Are inadequate

12. Could you carry out more VETPro measures if more resources were available? I.e. is there greater interest amongst your employees or in the institutions for which you organise VETPro measures than you can normally accommodate?

- Yes**, more people are interested If so: by what percentage could you increase the number of participants if more resources were available
by approximately %
- No**, we can cover our needs

13. For which groups of VETPro do you carry out mobility measures?

	Frequently	Seldom	Never
Teachers			
Trainers			
People responsible for human resources			
People responsible for training			
Careers advisers			
Company senior and management staff with human resources responsibility			
Management of vocational training schools and further education institutions			
Other			

14. Do you plan to take part in Leonardo measures for VETPro in the future too?

- No, we are ending our involvement
- No, but we plan to carry out international cooperation and mobility measures outside Leonardo-Da-Vinci
- Yes, but we will reduce our involvement
- Yes, roughly at the same level
- Yes, we will increase our involvement in VETPro

F. Results of VETPro measures

15. In the event that your country takes part in LdV certification: has your institution applied for an LdV certificate from the national agency and has it received such a certificate?

- Yes, applied for and Certificate received
- Yes, applied for and Certificate not received
- Not applied for
- Unknown

16. From your observation, what individual effects did trans-national exchange measures have in your institution/your company? Values from 1 to 5; 1 = "absolutely true", 5 "not true at all", 6 = "not relevant for my institution/company".

International skills are included in the examinations	<input type="checkbox"/>
Application of new teaching and learning methods	<input type="checkbox"/>
Introduction of new training elements into existing training and further education courses	<input type="checkbox"/>
Creation of a new training course	<input type="checkbox"/>
Creation of a new further education course	<input type="checkbox"/>
The participation of employees from my institution/ my company in trans-national measures is an important part of improving the quality of training and further education	<input type="checkbox"/>
The participation of pupils/trainees etc. from my institution/ my company in trans-national measures is an important part of improving the quality of training and further education	<input type="checkbox"/>
Our training personnel's skills have increased	<input type="checkbox"/>
My institution/ my company is pursuing a longer-term internationalisation strategy	<input type="checkbox"/>
There exists a (trans-nationally oriented) further education plan for the teachers and trainers	<input type="checkbox"/>
We have more financial resources to carry out international training cooperation and to maintain contacts with foreign training partners	<input type="checkbox"/>
The organisation plan and the formulation of appointments have been adapted to international challenges	<input type="checkbox"/>
The influence of our institution on school authorities/professional associations etc. has increased	<input type="checkbox"/>
We are more deeply integrated into national networks	<input type="checkbox"/>
We are more deeply integrated into European networks	<input type="checkbox"/>

17. Viewed overall, how do you assess the effects of mobility measures for trainers, those responsible for training, teachers etc. on the quality of the training offered by your institution/your company? Please assess with 1 = "very great" to 5 = "very low".

Viewed overall, the effects on quality are:	In the field of (primary) training	In the field of vocational further education	In the field of training vocational training personnel	In the field of the further education of vocational training personnel
Short-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Long-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Were you able to improve the funding of your school / your training institution / your company as a result of participating in Leonardo da Vinci?

- Yes
- No

19. Taking all aspects together, how do you assess the overall benefit of Leonardo VETPro projects for your institution / your company? Please assess with 1 = "very great" to 5 = "very small".

Short-term	<input type="checkbox"/>
Long-term	<input type="checkbox"/>

20. What have you observed to be the concrete effects of trans-national exchange measures for VETPro on your country's educational system? Please assess with 1 = "agree fully" to 5 = "not true".

	5 years ago	Today
International skills are part of the examinations	<input type="checkbox"/>	<input type="checkbox"/>
International skills have been included in the teaching plans in the field of vocational training in the school	<input type="checkbox"/>	<input type="checkbox"/>
International skills have been included in the teaching plans in the field of professional vocational training	<input type="checkbox"/>	<input type="checkbox"/>
International skills have entered the curriculum in the field of professional further education	<input type="checkbox"/>	<input type="checkbox"/>
The quality of primary vocational training has been improved	<input type="checkbox"/>	<input type="checkbox"/>
The quality of vocational further education has been improved	<input type="checkbox"/>	<input type="checkbox"/>
Periods of primary vocational training in foreign countries are recognised as valid training	<input type="checkbox"/>	<input type="checkbox"/>
An innovative working environment has been created and discussion of other ways of doing things has been stimulated	<input type="checkbox"/>	<input type="checkbox"/>
More account has been taken of the requirements of the labour market and training and further education have become more modern	<input type="checkbox"/>	<input type="checkbox"/>
The structures of training and further education have been improved	<input type="checkbox"/>	<input type="checkbox"/>
Time spent in other countries are an integral part of primary training in the school	<input type="checkbox"/>	<input type="checkbox"/>
Periods of time spent in other countries are an integral part of primary vocational training	<input type="checkbox"/>	<input type="checkbox"/>
School authorities support trans-national measures more frequently than before	<input type="checkbox"/>	<input type="checkbox"/>
Professional associations support trans-national measures more frequently than before	<input type="checkbox"/>	<input type="checkbox"/>
Local and regional government/administration support trans-national measures more frequently than before	<input type="checkbox"/>	<input type="checkbox"/>
International cooperation in education has become more important in ministerial policy at the national level	<input type="checkbox"/>	<input type="checkbox"/>

21. Seen overall, how do you assess the effects of mobility measures for trainers, those responsible for training, teachers etc. on the further development of your country's education system? Assess from 1 = "very great" to 5 "very small", 6 = "assessment not possible".

	In the field of (primary) training	In the field of further education
Short-term	<input type="checkbox"/>	<input type="checkbox"/>
Long-term	<input type="checkbox"/>	<input type="checkbox"/>

22. Please assess the effects of mobility measures for trainers, those responsible for training, teachers etc. on innovations in your country's educational system.

Assess from 1 = "very great" to 5 "very small", 6 = "assessment not possible".

	In the field of (primary) training	In the field of further education
Short-term	<input type="checkbox"/>	<input type="checkbox"/>
Long-term	<input type="checkbox"/>	<input type="checkbox"/>

23. Did the LEONARDO VETPro measures that you carried out have effects beyond your institution?

- No
- Yes, our national cooperation associates applied/implemented the results
- Yes, at a regional level
- Yes, at a national level

Questions about you personally

24. How old are you?

_____ (year)

25. Your gender?

Female Male

26. Is your company/your institution in a frontier area, i.e. close to the frontier to another EU country or a non-EU member?

Yes No

Appendix 3: Index

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