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Improved Mobility

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# Programme: Erasmus +

## Project Title: Improved Mobility

### Final Results & key findings

**Project Number 2018-1-DE02-KA202-005020**

**Key Action: Cooperation for innovation  
and the exchange of good practices**

**Action: Strategic Partnerships**

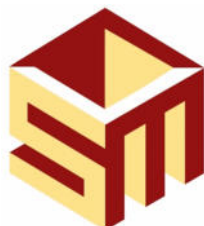
**Main objective of the project:**

**Exchange of good practices**

**Project Start Date: 01.10.2018**

**Project End Date: 31.03.2020**

**Project Duration: 18 months**



VILNIAUS  
STATYBININKŲ  
RENGIMO  
CENTRAS





## About Improved Mobility

The aim of the Improved Mobility project was to identify factors that make it possible to measure the probability of successful mobility of trainees in Europe.

In recent years, mobility has become increasingly important for vocational education and training and various institutions have recognised that stays abroad during vocational training are a sensible supplement. But how does successful mobility come about?

We asked ourselves: What are the factors for successful mobility?

The EU sets a target of 6%, i.e. 6% of trainees in Europe should spend a part of their training abroad. The government of the Federal Republic of Germany, for example, had set itself an even more ambitious target of 10%. In fact, however, the rate was only 4% in 2015. Measures to increase this rate therefore seemed sensible.

Within the framework of this project, the factors that support successful mobility were supposed to be identified. Three different groups of people should be interviewed using questionnaires.

The first group was supposed to consist of people who were interested in mobility. With the help of the surveys, they should find out and reflect on their most important personality traits and thus check whether mobility projects make sense to them.

The second group should have consisted of people who were currently abroad. The idea was that they learn more about themselves and can increase their self-confidence. Things that work well or badly in mobility become more tangible and solutions were supposed to be found. It was planned that this group was interviewed by the members of the project consortium. A large proportion of the project partners had extensive experience in looking after people who were involved in mobility projects.

The third group consisted of people who had completed a stay abroad with one of the project partners. These people were also asked about their subjective sense of achievement.

Subsequently, factors for successful mobility were derived from the evaluation of the respective questionnaires and made available to the potential target groups.

We did and still believe that in an increasingly globalized Europe mobility is an absolute added value for young people in order to internationalize their experiences and skills and



thus develop them competitively. The innovative approach of this project was the holistic consideration of success factors in the context of mobility projects for different target groups, but above all for target groups from the construction sector.

“Improved Mobility” was operated under the leadership of TALENTBRÜCKE GmbH & Co. KG from Cologne and was funded by the Erasmus+ program of the European Union. The project consortium consisted of members from Germany, Spain, Lithuania, Italy and Belgium.

TALENTBRÜCKE GmbH & Co. KG (Cologne/Germany)

- Lux Impuls GmbH (Munich/Germany)
- Berufsförderungswerk der Bauindustrie NRW gGmbH (Kerpen/Germany)
- Centro Edile A. Palladio (Vicenza/Italy) – now: Scuola Costruzioni Vicenza Andrea Palladio
- Viesoji istaiga Vilniaus statybininku rengimo centras (Vilnius/Lithuania)
- International Formation Center S.L. (Madrid/Spain)
- Centre IFAPME Liège-Huy-Waremme ASBL (Liège/Belgium) – now: Centre IFAPME Liège-Huy-Verviers

To ensure the exchange of good experiences, seven transnational project meetings were held within the project.

## **Impact of the project**

In the course of the project numerous new project ideas were developed. A total of 3 ideas will be submitted by us or partners for Erasmus+ in the current Call 2020.

The commitment of the partners was strengthened by the project.



## **1<sup>st</sup> transnational Project Meeting, 10 and 11 October 2018, Cologne**

Within the working phase of the 1st transnational Project Meeting all partners were discussing standards as well as the procedure/ common goals on which they later agreed. The partners agreed on that they will focus on a research including success factors as well as obstacles. Furthermore they agreed that there should be a SWOT-Analysis for all target groups, such as:

- Trainees
- Trainers / VET Centers
- Companies
- Institutions / Associations

It was intended that this analysis become part of the work phase at the second meeting in Madrid in January 2019.

After this phase of researching and analyzing, thus intended for the long term, every project partner should conduct a survey with a certain amount of participants.



**Figure 1: 1st transnational Project Meeting, 10 and 11 October 2018, Cologne**



## **2<sup>nd</sup> transnational Project Meeting, 21 and 22 January 2019, Madrid**

Within the working phase of the 2nd transnational Project Meeting all partners were discussing contents of the questionnaires, which had to be designed. Furthermore, the contents of the SWOT analyses carried out by every partner in the meantime had been discussed in order to find a suitable questionnaire design with the right questions.

In this way, the partners initially worked out the contents for the individual questionnaires. All partners agreed to phrase not more than 10-15 questions concerning success factors and obstacles of mobility.

The questionnaires should refer to personality traits as well as to general factors. All questions should be formulated in easy language and the questionnaire should only contain closed questions. In addition, it was discussed how the implementation of the upcoming survey can succeed and by when the questionnaires for the first target group (trainees) have to be prepared. All partners agreed that the questionnaires were needed promptly.

Furthermore, all agreed to draw up three different questionnaires for the four target groups, such as: 1. Questionnaire: Trainees, 2. Questionnaire: Trainers / VET Centers / Institutions / Associations and 3. Questionnaire: Companies

Furthermore, it was suggested to also interview trainees who are not interested in mobility in order to gain further knowledge about obstacles.



**Figure 2: 2nd transnational Project Meeting, 21 and 22 January 2019, Madrid**



**February 2019:** The developed questionnaires were from now on available [online](#) and in all five partner languages, German, Spanish, Italian, Lithuanian and French. This questionnaire examines the success factors and obstacles of mobility in education throughout Europe.

### **3<sup>rd</sup> transnational Project Meeting, 11 and 12 April 2019, Vicenza**

All partners discussed the current status of the survey. The majority said that a differentiation of the three target groups (trainees) was difficult to impossible. Therefore, it was suggested to change the approach. In this way it would probably be possible to obtain equally significant results.

The change should be to reduce the target groups from three to two.

As a result, from now on only trainees should be interviewed after mobility. Since all partners only send their trainees abroad for short stays of about two weeks or less, it turned out to be particularly difficult to interview trainees during their mobility.

The factor of extremely short stays abroad had been underestimated when writing the project application.

In addition, all partners agreed that there was added value in interviewing the next two target groups “trainers / VET centres / institutions / associations” as well as “companies” with qualitative interview guidelines in order to gain further insights into factors of well-functioning mobilities.



**Figure 3: 3<sup>rd</sup> transnational Project Meeting, 11 and 12 April 2019, Vicenza**



#### **4<sup>th</sup> transnational Project Meeting, 3 and 4 June 2019, Vilnius**

During the meeting, the current status of the survey was discussed. This took place against the background that now only two target groups were distinguished, namely before and after mobility. As the total number of trainees to be interviewed had not yet been reached, the partners aimed to continue sending the questionnaire to trainees after a mobility.

All partners were confident that the method change was promising and that the originally planned amount of questionnaires would be completed by the following meeting in September.



**Figure 4: 4<sup>th</sup> transnational Project Meeting, 3 and 4 June 2019, Vilnius**

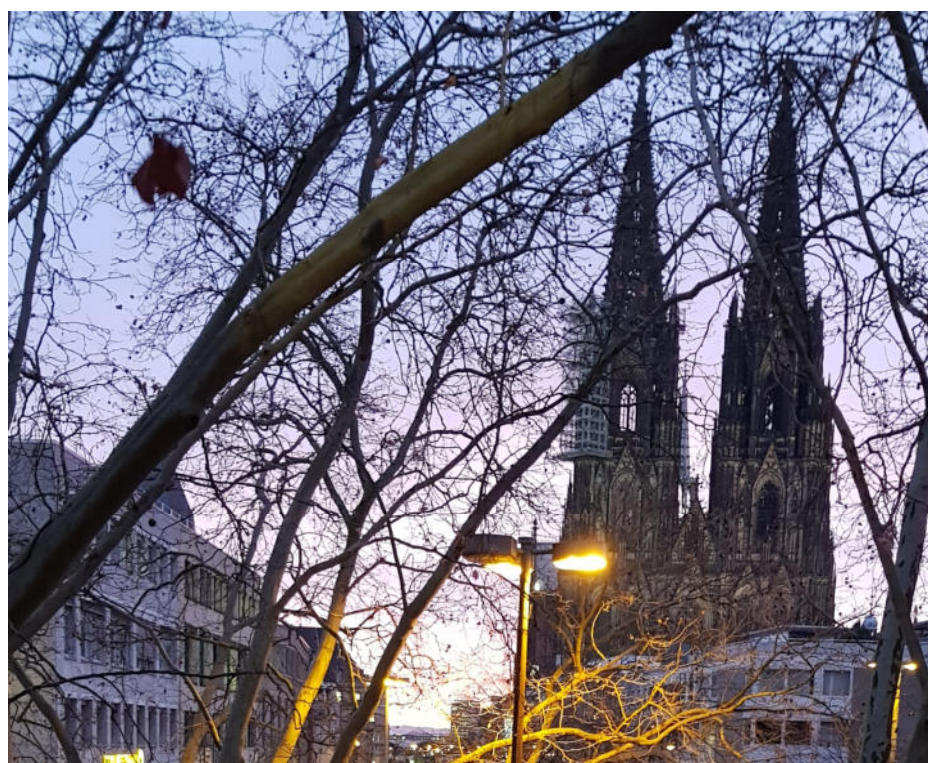


## **5<sup>th</sup> transnational Project Meeting, 30 September and 1 October 2019, Kerpen/Cologne**

All partners discussed the current state of the survey. Since the total amount of trainees to be surveyed had not been reached yet, the partners sought to continue forwarding the questionnaire to trainees after a mobility. Currently, there were 303 out of 640 questionnaires collected.

The majority of the partners stated that they were still very satisfied that there had been a change in approach and that now only trainees are interviewed before and after mobility. Nevertheless, it was still difficult to get young people to participate in a survey.

These difficulties also exist in institutions, but the fact that all partners had agreed on personal interviews was a facilitating and binding approach.



**Figure 5: 5<sup>th</sup> transnational Project Meeting, 30 September and 1 October 2019, Kerpen/Cologne**



## **6<sup>th</sup> transnational Project Meeting, 9 and 10 December 2019, Liège** **Final Results of the survey with trainees & interviews with institutions**

All partners discussed the latest state of the survey.

After all partners had once again worked extremely focused on achieving the key figures, the news was that in the end 432 of the original 640 questionnaire surveys were implemented, as well as 46 of the forecasted 50 interviews.



**Figure 6: 6th transnational Project Meeting, 9 and 10 December 2019, Liège**

All partners agreed that after a long period of hard work, during which it was considered extremely difficult to achieve the survey figures, this could be considered a success.

The **core statements** and effects of before and after mobility, which could be derived from the survey results, were the following:



# RESULTS

- Before mobility students think they need a higher level of personality traits
  - big differences [0.47 pts] between before/after mobility concerning “intention to grow personality”
  - “supportive social environment” [family/friends] is considered even more important [0.45 pts] after mobility
- **The most essential aspect concerning successful stays abroad:**  
“involvement of families”
- **Potential obstacles:**  
(external circumstances) were underestimated  
before mobility e.g. language obstacles
- **Development opportunities of mobility:**
  - Effect on improvement of language
  - Effect on improvement of social communication skills
  - Effect on getting to know other ways of working
- **Most important factor:**
  - Preparation work & support are the key of successful mobilities  
E.g. checking conditions

All in all a larger range of information about options concerning mobility during an apprenticeship is necessary!

The core statements obtained here were generated after detailed evaluation of the survey values and derived from the graphical representations of the results (p. 9 ff.).



## 7<sup>th</sup> transnational Project Meeting, 16 and 17 March 2020, (Munich) virtually

During the final transnational meeting, which originally should have taken place in Munich, all project partners met virtually. Via the online platform GoToMeeting all partners followed the invitation and met on 16 March 2020.

In order to be able to continue working on the project content even in the times of Covid-19, the meeting was used to coordinate the final results.

It was agreed that all the projects' key results would now be brought together for dissemination through social media channels. The aforementioned results and their media processing can be found at the end of this document.

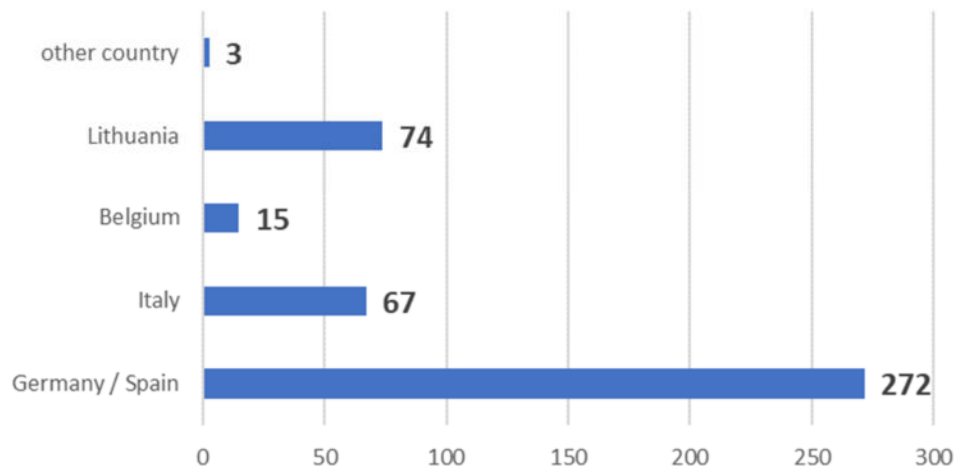


**Figure 7: :7th transnational Project Meeting, 16 March**



## Summary of results

### Total amount of 432 trainees



**Figure 8: Overview of participants**

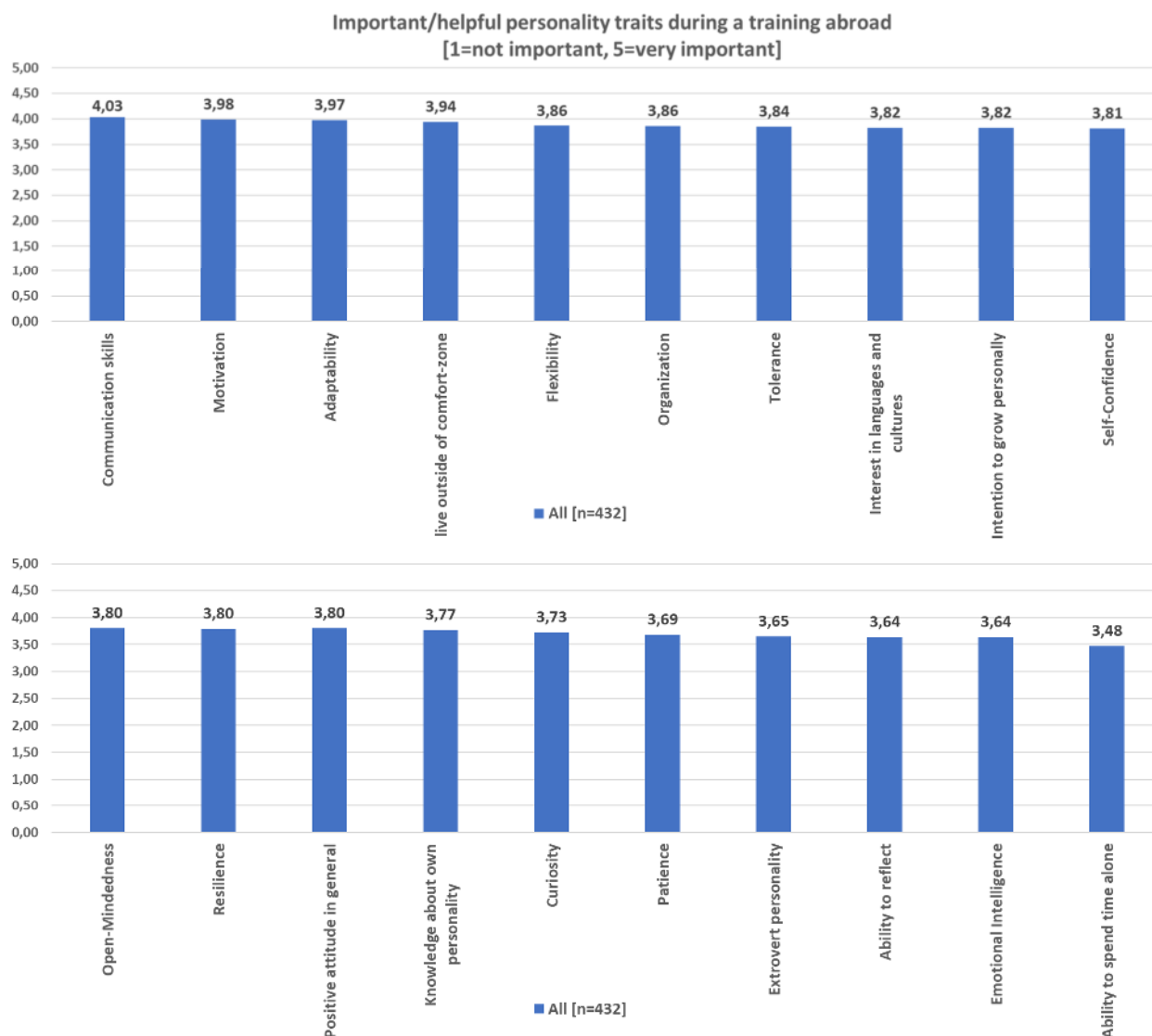
All in all, 432 trainees could be reached with the questionnaire survey within the framework of the Erasmus+ project “Improved Mobility”. Due to the fact that a huge amount of participants in Spain used the German questionnaire, unfortunately, it was ultimately no longer possible to divide the answers given by Germany and Spain.

### What group do you belong to?



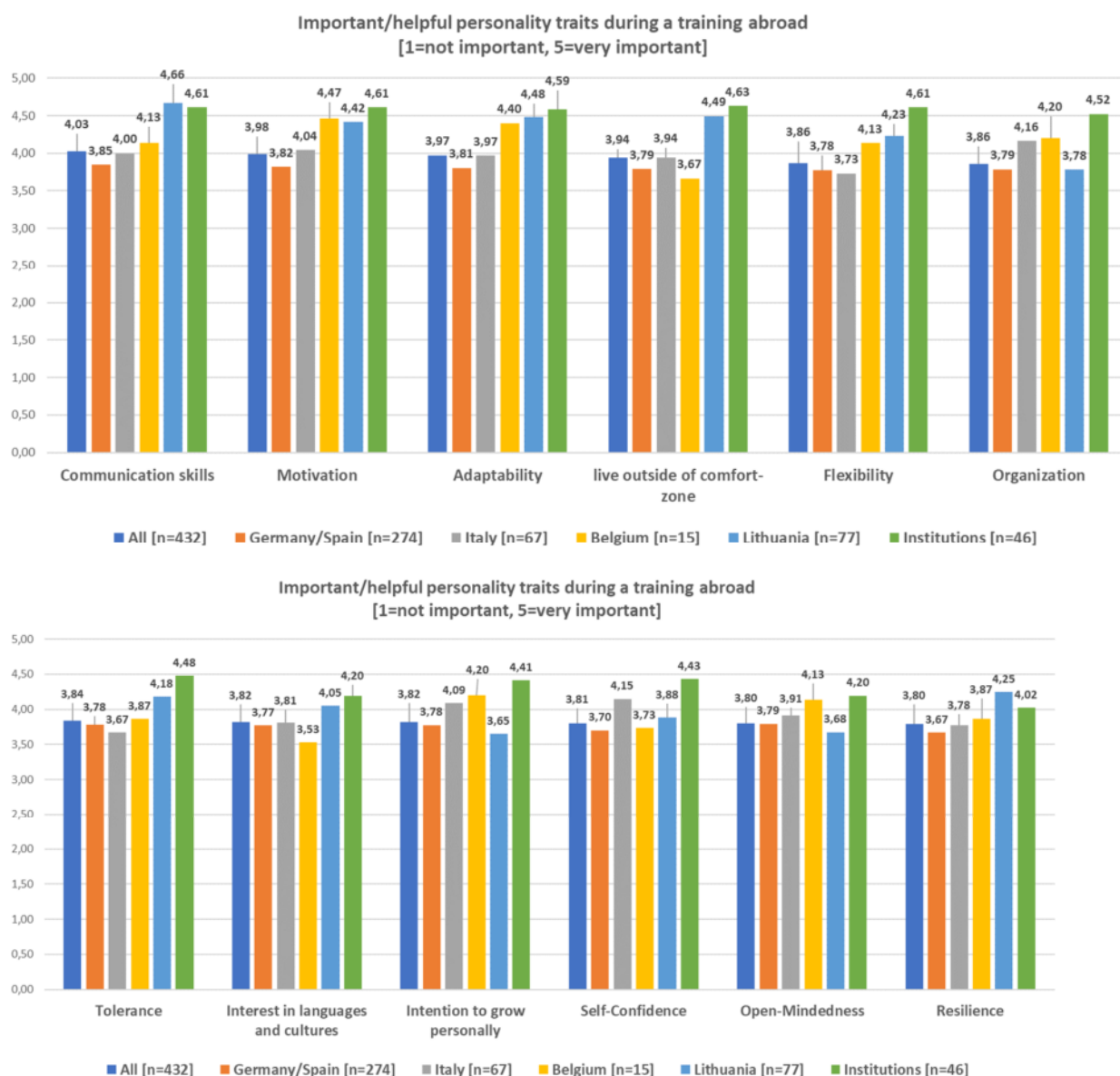
**Figure 9: Overview of participants**

After having changed the approach from three to two groups to be asked, a huge amount of trainees could be reached and effects could be measured before and after mobility.



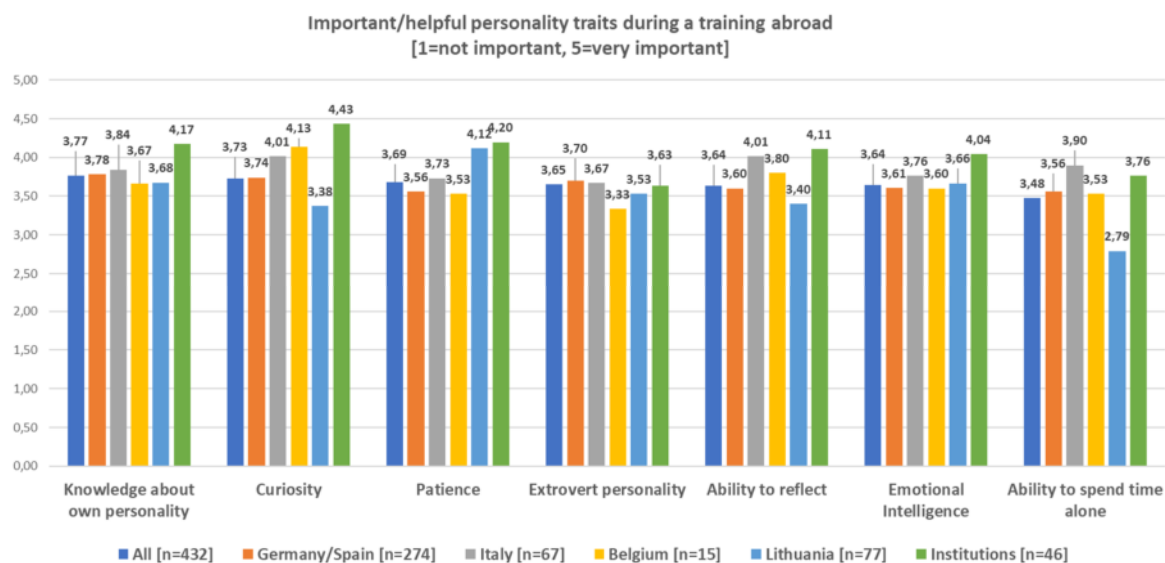
**Figure 10: Important and helpful personality traits – overview**

All personality traits that could be important during a training abroad were rated on a scale of 1 (not important) to 5 (important) over 3, the average rating of all personality traits was 3.79 pts. "Communication skills" were rated most useful, while the "ability to spend time alone" was rated least important.



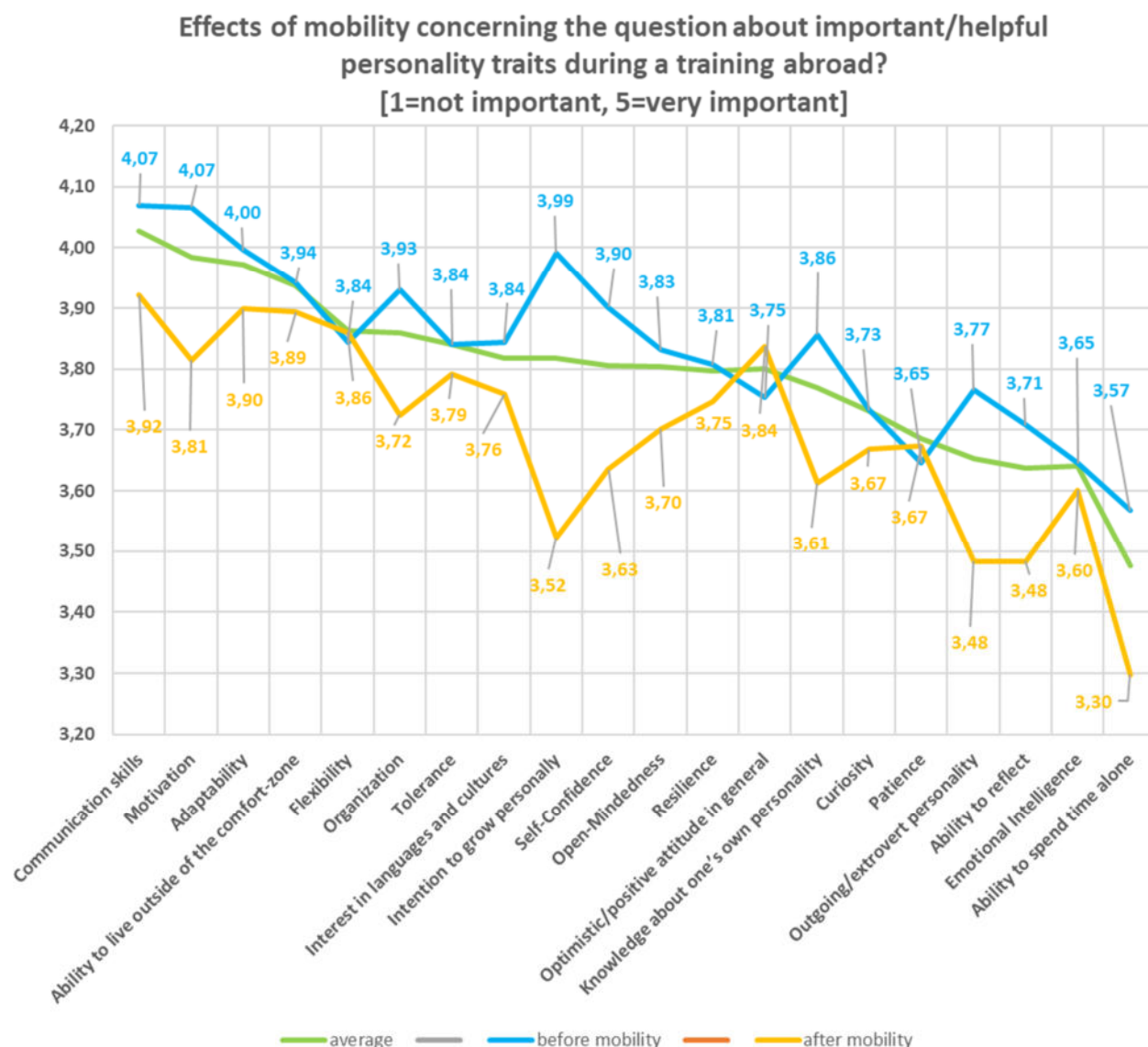
**Figure 11: Important and helpful personality traits – country specific**

This graphic shows how the evaluation of important personality traits during a training abroad is structured according to specific groups (countries & institutions). The institutions gave the highest rating for 15 of the 19 questioned personality traits, while the country group Germany/Spain gave a rating below average for 15 of the 19 personality traits.



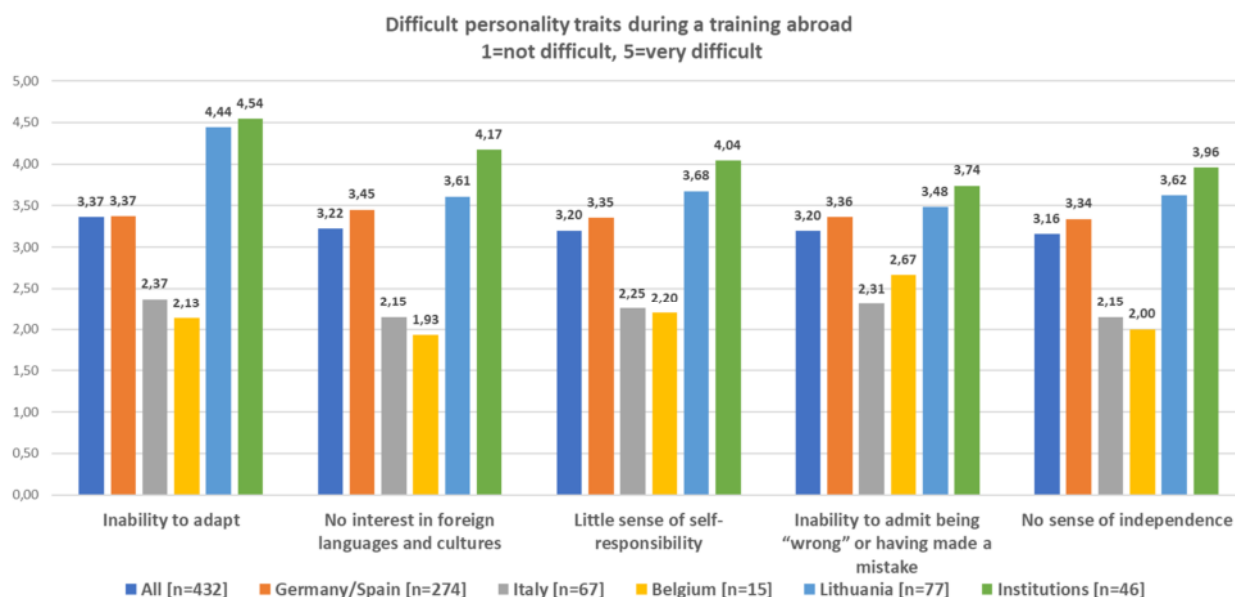
**Figure 12: Important and helpful personality traits – country specific**

As picture 4 shows, the "Communication Skills" are rated especially important because of the high evaluation of Lithuania and the institutions. While picture 5 shows that the "Ability to spend time alone" received a comparatively unimportant rating because of the particularly low rating of Lithuania.



**Figure 13: Effects of mobility concerning the question about important/helpful personality traits during a training abroad.**

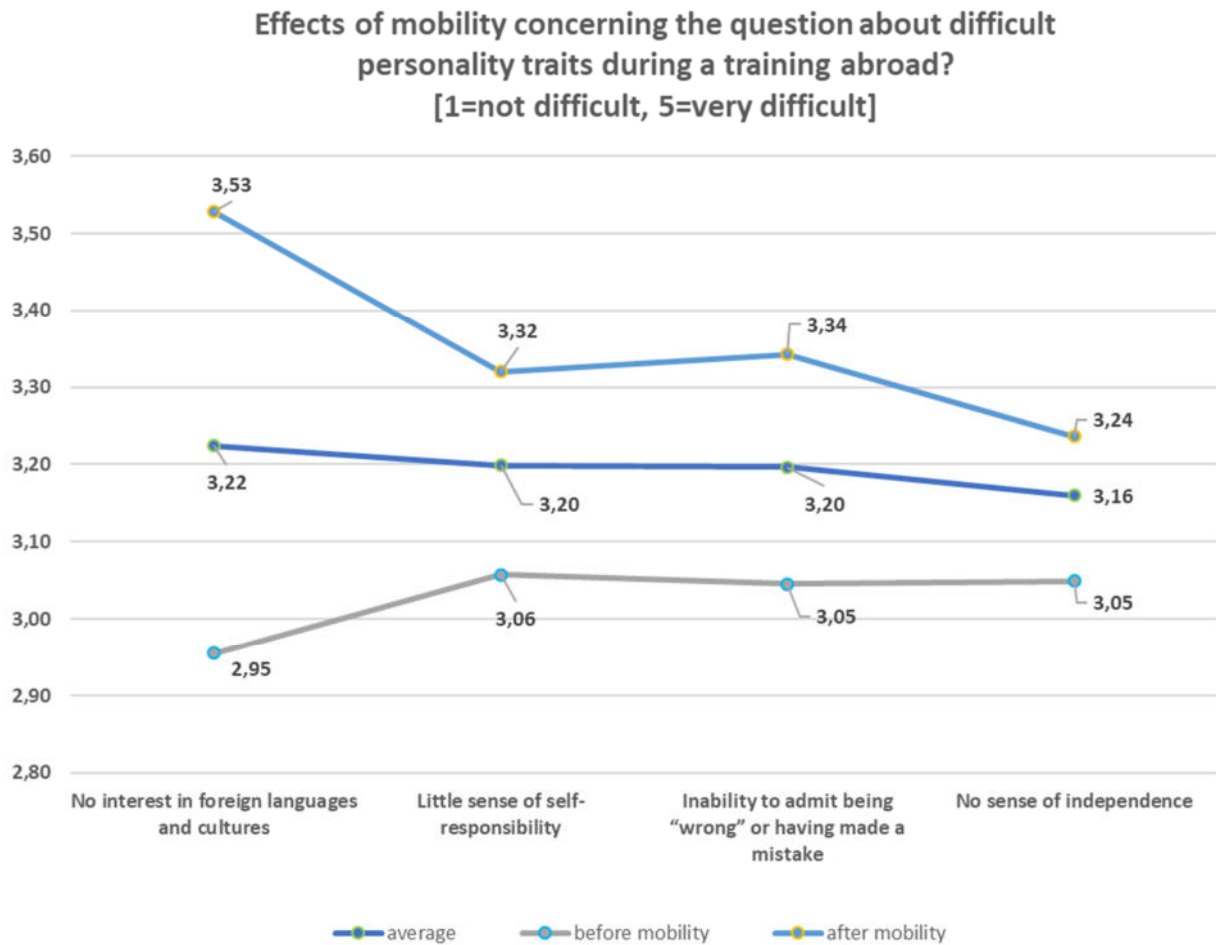
Before mobility students think they need a higher level of personality traits. A big difference could be measured [0.47 pts] between before/after mobility concerning “intention to grow personally”.



**Figure 14: Difficult personality traits during a training abroad**

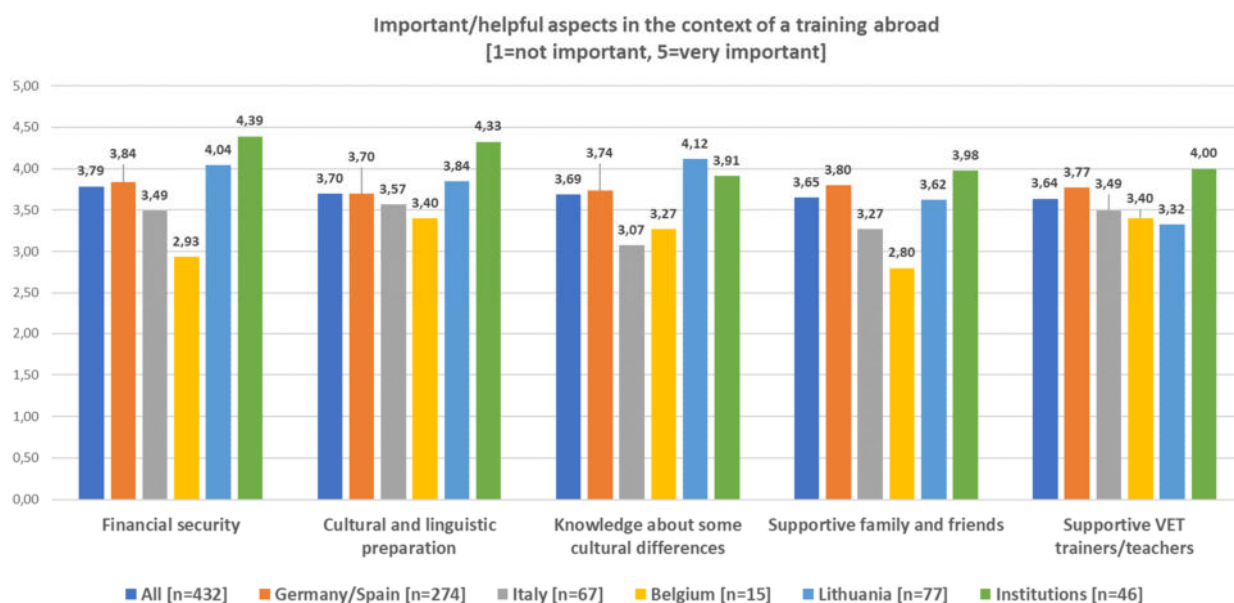
As the most difficult personality trait during a training abroad was ranked the "Inability to adapt" and as less difficult was seen "No sense of independence".

As the graphic shows there are large discrepancies between the assessments of Lithuania/the institutions and Belgium/Italy. The institutions, followed by Lithuania, considered all personality traits during a training abroad to be rather difficult. While Belgium and Italy chose lower ratings in the survey and therefore, they considered the personality traits rather unproblematic. Germany and Spain are always close to the average rating.



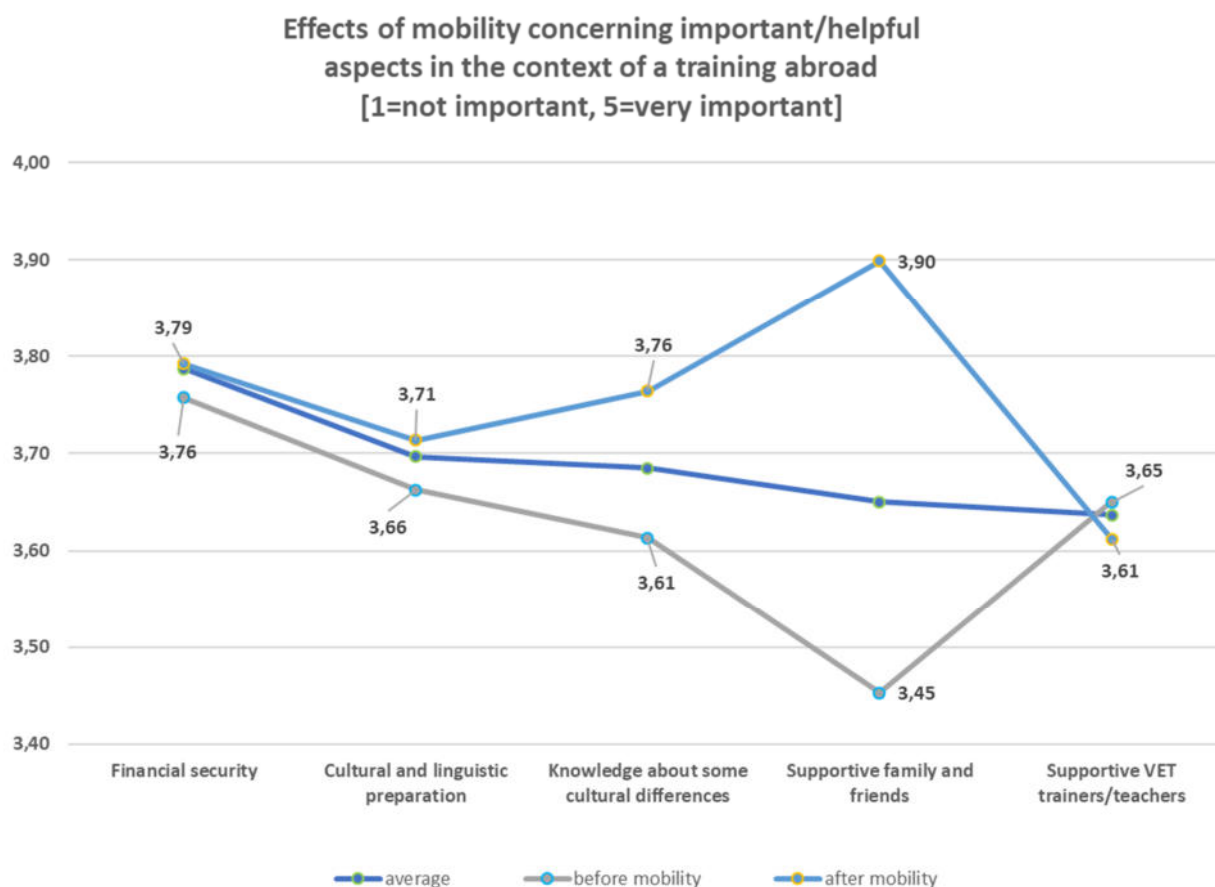
**Figure 15: Effects of mobility concerning the question about difficult personality traits during a training abroad**

A big difference could be measured [0.58 pts] between before/after mobility concerning "no interest in foreign languages and cultures". Furthermore, all difficult personality traits during a training abroad, were considered more difficult after mobility.



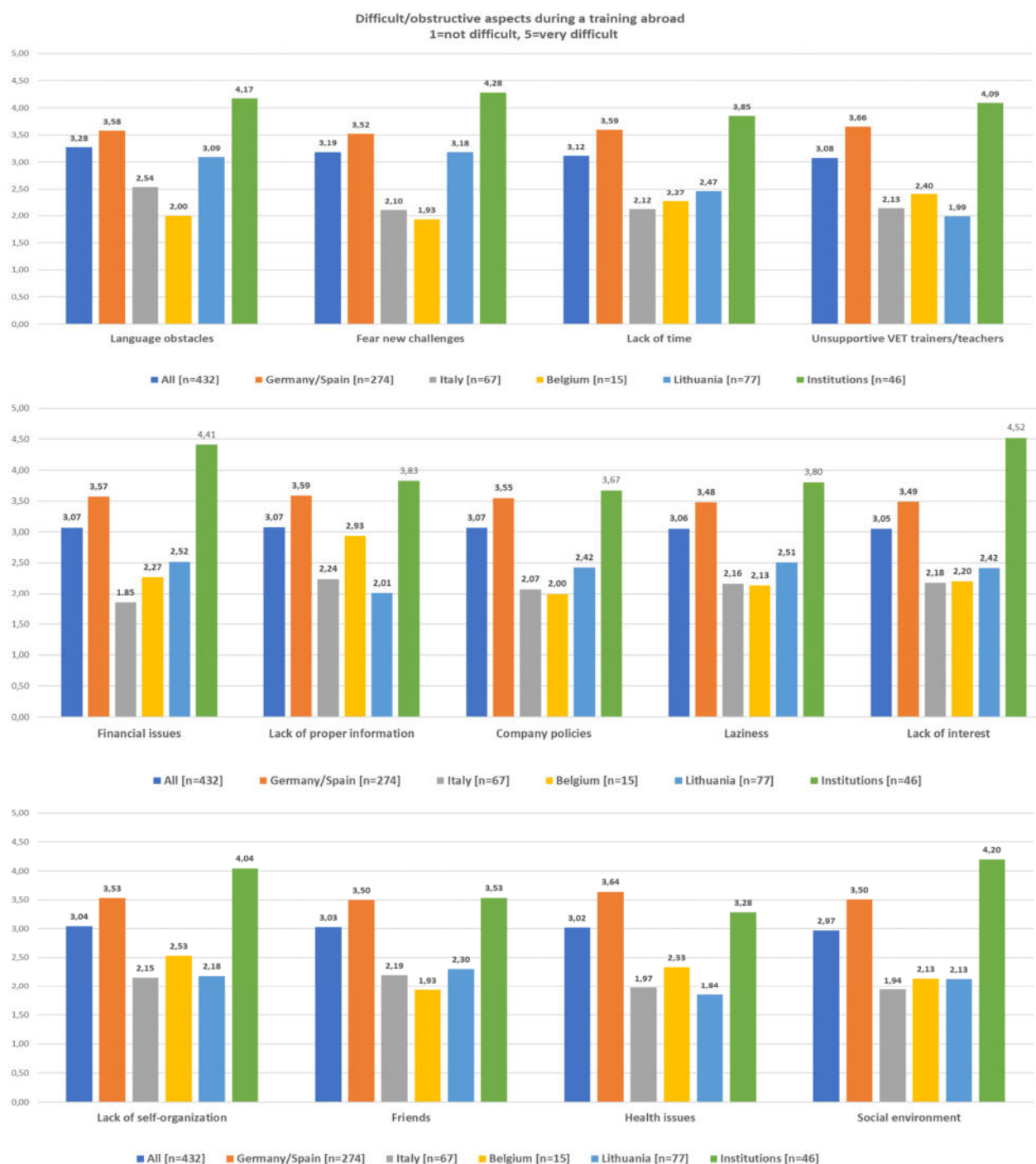
**Figure 16: Important and helpful aspects in the context of a training abroad – country specific**

"Financial security" is seen as the most important aspect and "Supportive VET trainers/teachers" are seen as less important in the training context abroad. Again, it can be observed that the gap between the given ratings is largest between Italy and Belgium on the one hand and Lithuania and the institutions on the other hand.



**Figure 17: Effects of mobility concerning important and helpful aspects in the context of a training abroad.**

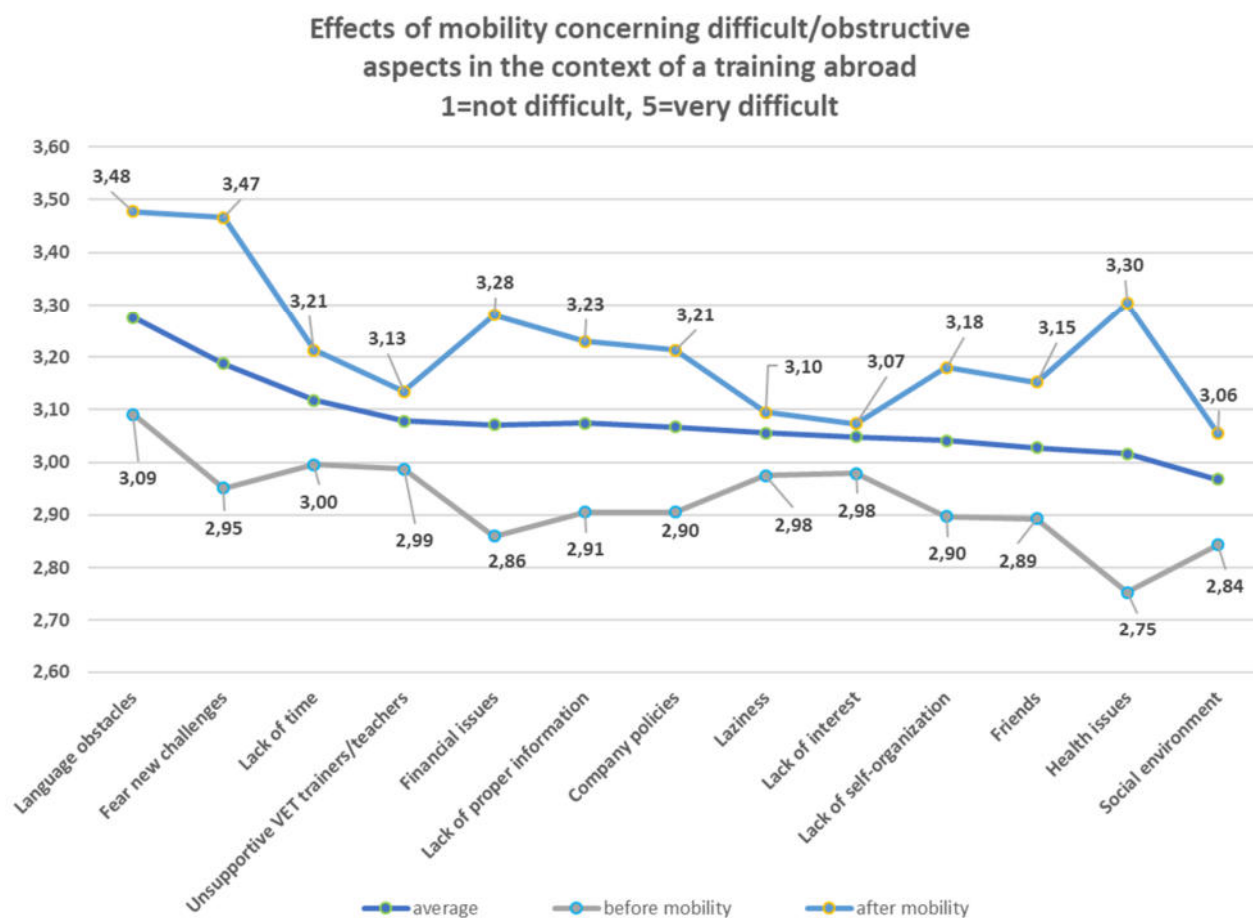
A "supportive social environment" [family/friends] is considered even more important [0.45 pts] after mobility. Thus, the "involvement of families" is the most essential aspect concerning successful stays abroad.



**Figure 18: Difficult/obstructive aspects in the context of a training abroad**

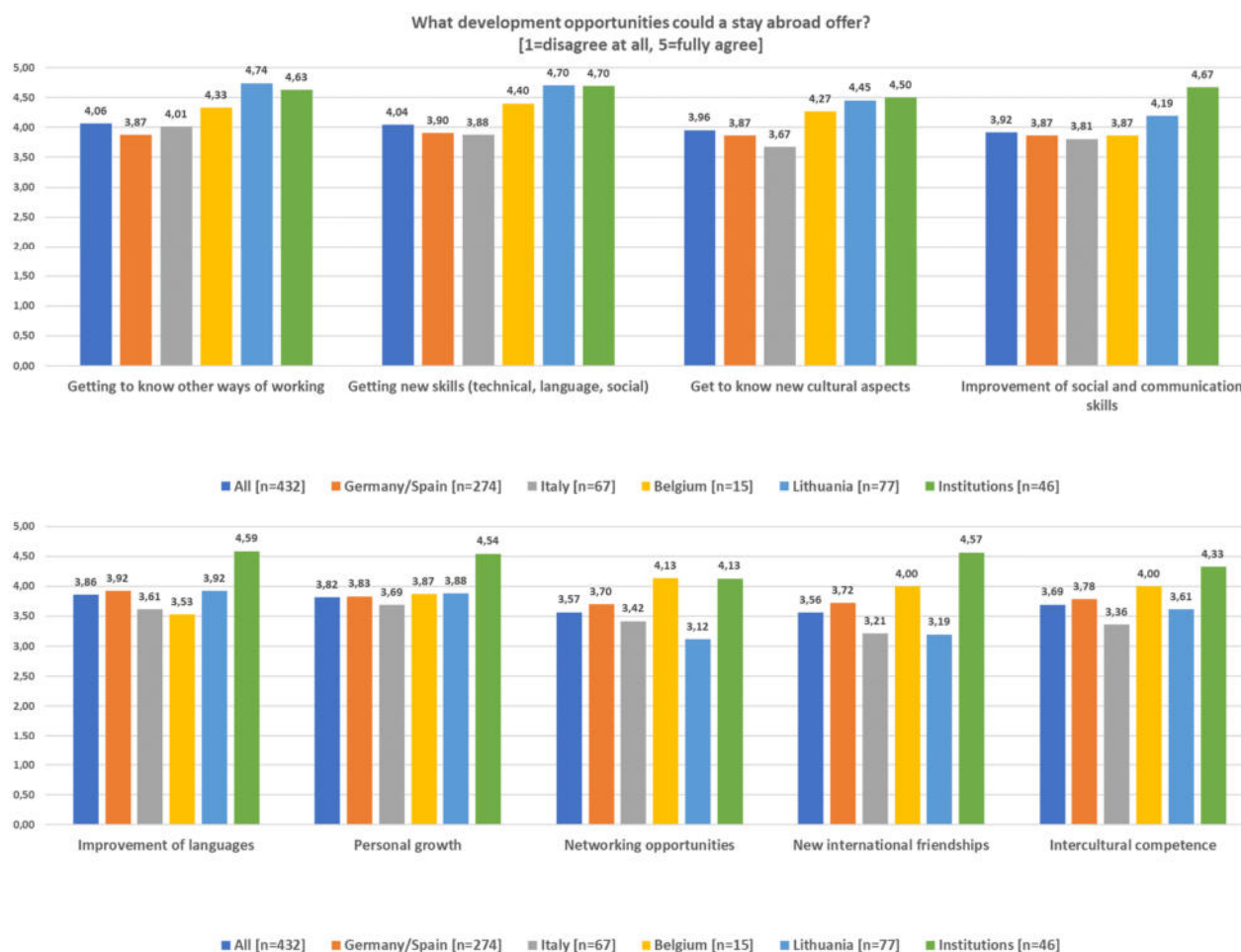
"Language obstacles" were rated with 3,28 pts as the most difficult aspect and the "Social environment" with 2,97 pts as the less difficult aspect in the context of a training abroad.

The institutions rated all aspects as particularly difficult during a training abroad, closely followed by Germany/Spain. Italy, Belgium and Lithuania gave comparatively lower values regarding the difficulty of the aspects.



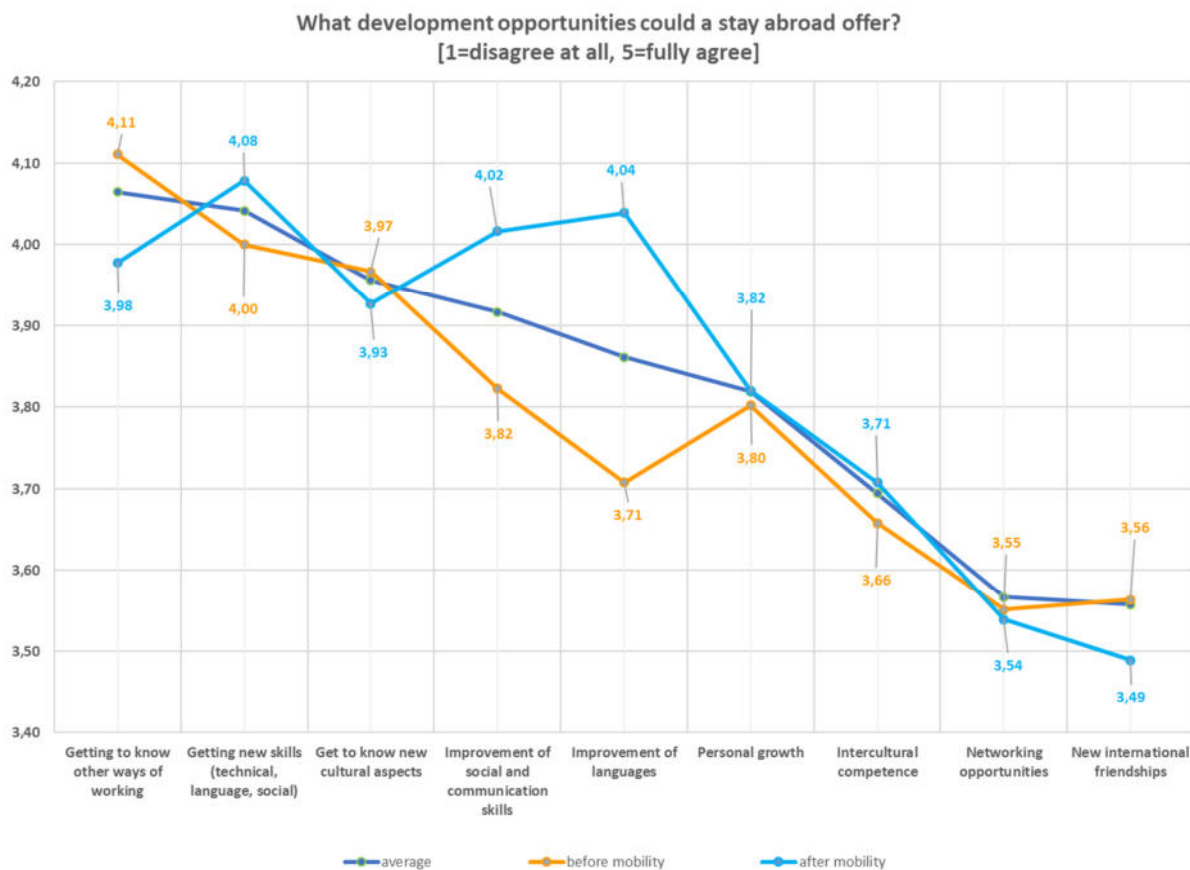
**Figure 19: Effects of mobility difficult/obstructive aspects in the context of a training abroad**

Possible obstacles related to external circumstances were underestimated before mobility e.g. language obstacles.



**Figure 20: Development opportunities during a training abroad**

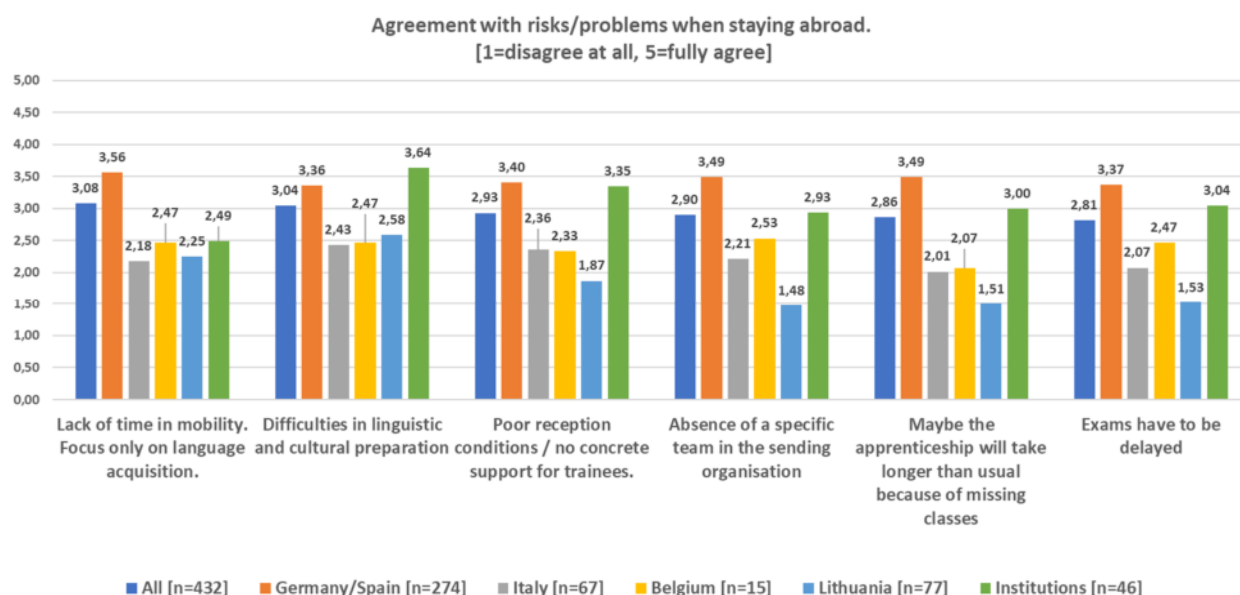
"Getting to know other ways of working" was the development opportunity that received the most agreement. "Getting new skills (technical, language, social)" was close behind with a difference of 0.02 pts. The development opportunity of "Intercultural competence" received the least approval. In addition, the institutions agreed almost entirely on all points and gave the highest ratings overall.



**Figure 21: Effects of mobility concerning the question about development opportunities during a training abroad**

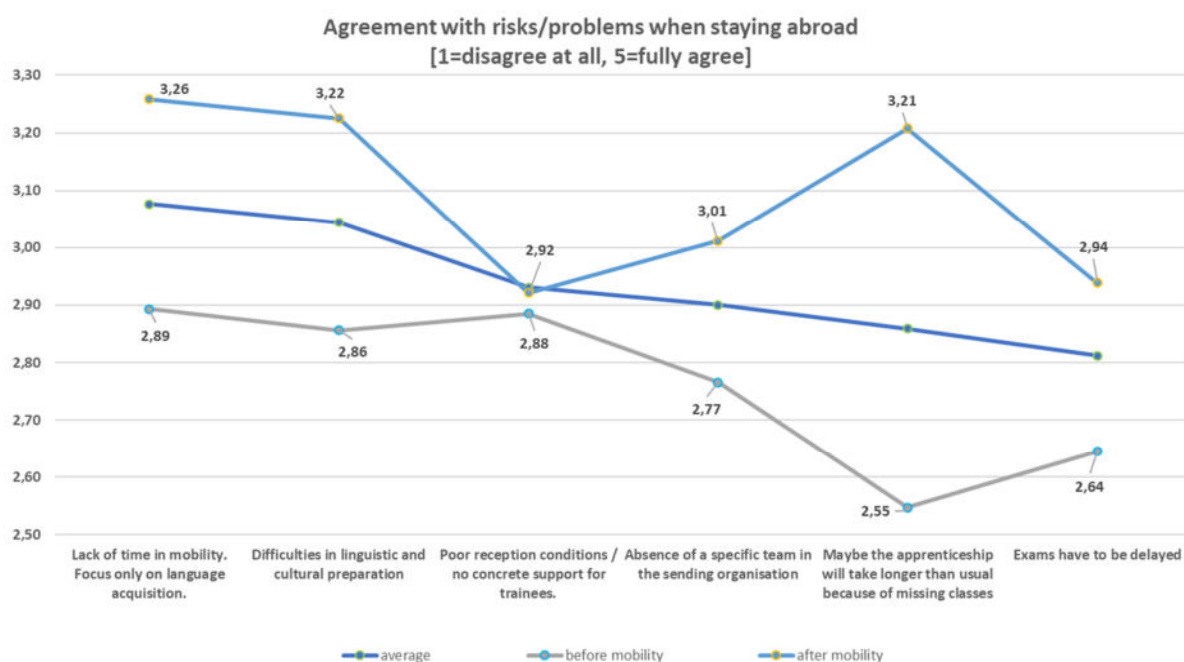
The most frequently mentioned development opportunities of mobility are:

- Effect on improvement of language
- Effect on improvement of social communication skills
- Effect on getting to know other ways of working



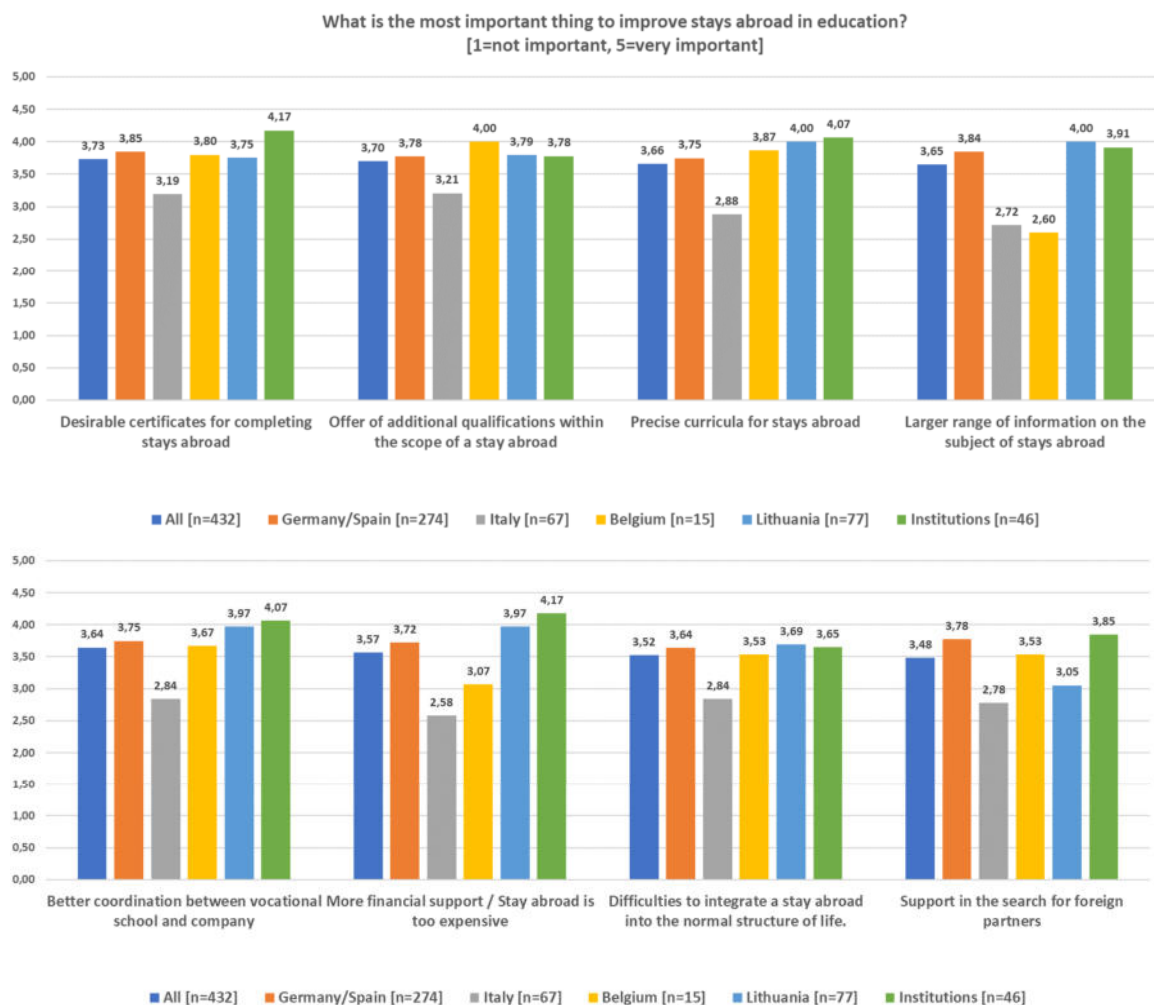
**Figure 22: Risks/problems during a training abroad**

A "Lack of time in mobility. Focus only on language acquisition" was rated as most problematic for staying abroad and "Exams have to be delayed" were rated as less problematic. The country group Germany/Spain gave the highest scores in 5 of the 6 choices. The fact that a "Lack of time in mobility. Focus only on language acquisition" was considered the biggest problem while staying abroad is also due to the high ranking of the relatively large group of Germany/Spain [N=274], the average score of Italy, Belgium, Lithuania and the Institutions is 2.34 pts.



**Figure 23: Effects of mobility concerning risks/problems when staying abroad**

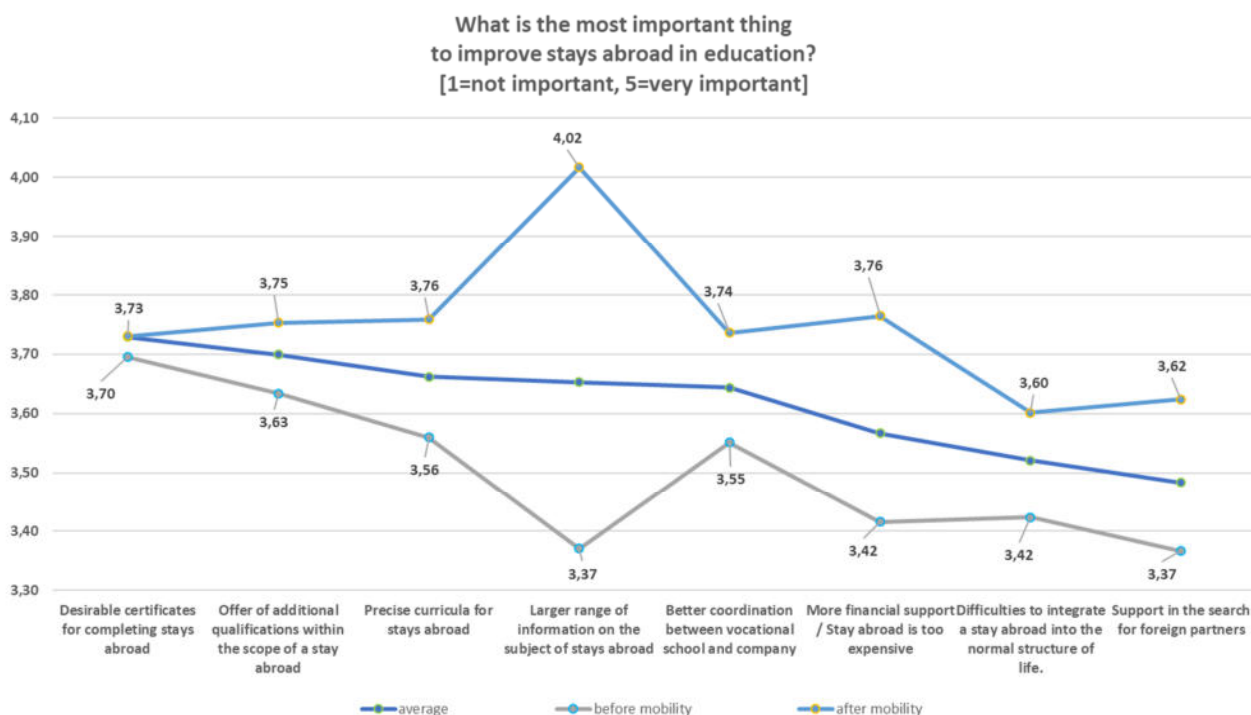
The biggest difference between pre- and post-mobility assessment could be measured [0.66 pts] concerning "maybe the apprenticeship will take longer than usual because of missing classes".



**Figure 24: What is the most important thing to improve stays abroad in education?**

"Desirable certificated for completing stays abroad" was rated as the most important thing to improve stays abroad in education, while "Support in the search for foreign partners" was evaluated as less important.

Italy gave the lowest scores and Belgium gave a score above 3.5 pts for 7 of the 8 answers, but only 2.6 pts for "Larger range of information of the subject of stays abroad".



**Figure 25: Effects of mobility concerning the question about the most important thing to improve stays abroad in education**

It was shown that a "Larger range of information on the subject of stays abroad" is rated more important after mobility with a discrepancy of 0.65 pts. between before mobility.

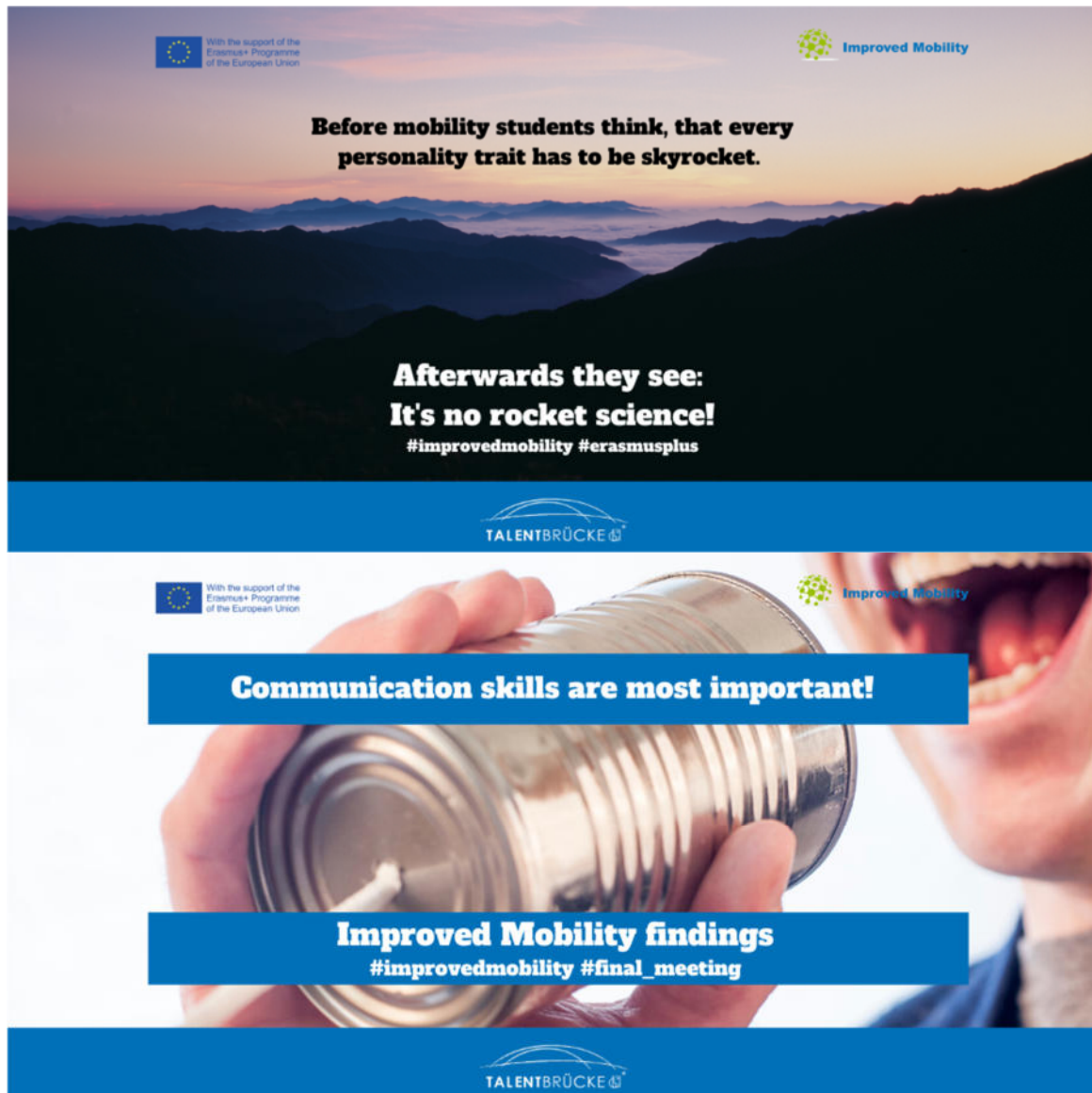


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## Social media posts with the final results of the project





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Improved Mobility

**Communication skills  
are most important!**

**Improved Mobility findings**  
#improvedmobility #final\_meeting

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Improved Mobility

**Opportunities of mobilities?  
Getting new skills (technical, language, social)**

**SKILLS**

**Improved Mobility findings**  
#improvedmobility #final\_meeting

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Improved Mobility

**Opportunities of mobilities?  
Getting to know other ways of working**

**Improved Mobility findings**  
#improvedmobility #final\_meeting

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Improved Mobility

**Opportunities of mobilities?  
Improvement of language skills**

**Improved Mobility findings**  
#improvedmobility #final\_meeting

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Improved Mobility

**Helpful for mobilities?  
Support from the sending institutions**

**Improved Mobility findings**  
#improvedmobility #final\_meeting

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Improved Mobility

**Opportunities of mobilities?  
Improvement of language skills**

**Improved Mobility findings**  
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**Helpful for mobilities?  
Certificates about the mobility**

Improved Mobility findings  
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Improved Mobility

**Helpful for mobilities?  
Support from family and friends**

Improved Mobility findings  
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**Helpful for mobilities?  
Cultural and linguistic preparation**

Improved Mobility findings  
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**Helpful for mobilities?  
Financial security**

Improved Mobility findings  
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**Obstacles for mobility?  
Too little information before mobility**

Improved Mobility findings  
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**Obstacles for mobility?  
Training could be extended**

Improved Mobility findings  
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**Obstacles for mobility?**  
**Lack of time in mobility.**  
**Focus only on language acquisition.**




**Improved Mobility findings**  
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**Obstacles for mobility?**  
**Underestimation of external factors**



**Improved Mobility findings**  
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**Obstacles for mobility?**  
**Fear to face new challenges**



**Improved Mobility findings**  
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**Obstacles for mobility?**  
**No interest in foreign languages and cultures**



**Improved Mobility findings**  
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**Biggest obstacle for mobility?**  
**Inability to adapt!**



**Improved Mobility findings**  
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**Helpful for mobilities?**  
**Offer of additional qualification  
with the scope of a stay abroad**

**QUALIFICATION**

**Improved Mobility findings**  
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