



Vocational mobility in Europe: analysing provision, take-up and impact

Annex 6 - short country factsheets

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The present Annex brings together 33 short country factsheets assembled for the study on Vocational education and training mobility: analysing provision, take up and impact.

Conceived and used as an internal document by the study team, the short factsheets set out below, are not meant to be exhaustive but to offer a brief summary of insights gained from the review of national legislation and/or recent VET-centred policy documents. The main purpose of the review was to identify whether and how VET mobility is referred to and defined across the 33 countries under the scope of the study. The review was carried out in spring 2018.

Additional information on selected non-Erasmus+ VET mobility programmes/schemes was gathered (through desk research) and stored by the study team in a project database (not made publicly available). Key findings have been reflected in the comparative analysis supplied in the final report.

Country Factsheet – Austria

What is meant by VET mobility in the national context?

1.1 Is there an official definition of ‘VET mobility’ in the country?

VET mobility is explicitly referred to and defined in official documents in Austria.

The so called “Auslandspraktika” (Internships abroad) may have a maximum duration of 6 months annually during an individual’s VET. The contents of the internship need to concern the respective VET degree. They are aimed providing learners with the opportunity to explore new practices and techniques in different countries and to extend their cultural horizon. Article 27b of the Berufsausbildungsgesetz (VET law) specifies that VET mobility is possible, if (a) a state contract confirms the comparability of the VET for the respective occupation, or (b) an assessment confirms that the taught skills and competences are comparable and that the VET programmes are sufficiently similar.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- ✓ Mobility for vocational training after completion of the initial education and training
- ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

Part of apprenticeship training (up to 6 months each year of training, if the training abroad is in accordance with the apprenticeship profession in Austria). Full-time VET schools and colleges: mostly obligatory practical working times which can be done abroad.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

A specific support to VET mobility at national level is demonstrated by the role of IFA.

IFA – Internationaler Fachkräfteaustausch was founded by the Austrian Economic Chambers, the Federation of the Austrian Industry together with the Federal Ministry of Economy in 1995 in order to help training companies and apprentices to participate in learning mobility. IFA is supported by public funds, works, works in

the field of counselling, organisation & funding for companies & apprentices of all branches, professions and from all Austrian regions.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

VET mobility is referenced in ongoing debates in the country. The main issues around which the debate is taking place are motivation, recognition and funding of language preparation.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

IFA provides statistics about all persons getting funding by IFA.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

Some studies on the impact of VET mobility in the country are available.¹

1.8 Are there any programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

The following non-Erasmus+ VET mobility programmes/schemes have been identified in Austria, in addition to Erasmus+ funded initiatives.

- ÖMV apprenticeship scheme
- WKO Begabtenfoerderung Lehrlingsmobilitaet
- AIRcelerate
- Begabtenfoerderung fuer Mobilitaetsprojekte 2018, IFA (International Young Workers Exchange)
- Let's Walz
- Integration durch Austausch (IdA) - CHANCE EUROPA (multilateral)

¹ http://www.forschungsnetzwerk.at/downloadpub/Nutzen-von-Auslandspraktika_Endbericht_mit_Anhang.pdf

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet – Belgium

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

There no official definition of VET mobility in Belgium, even if some references to mobility can be identified.

In Flanders, reference to mobility exists in the framework of 'internationalisation', which is the two-way exchange of international influences to and from Flanders, in some cases also referring to the German and French speaking regions of Belgium. Mobility, as part of internationalisation, is almost exclusively mentioned with reference to Higher Education, not to Vocational Education. There is a broad goal to have offered 33% of all graduates an international experience by 2020, but in the 2014-2019 policy note on Education, this is only mentioned under the header of higher education. The VLOR (Vlaamse onderwijs raad: Flemish council for education), in its advice setting out stronger incentives for internationalisation policy in Flemish schools, highlights that internationalisation of schools enriches learning processes of students, provides reflection and an opportunity for improving quality for teachers and the organisation².

In Wallonia, reference to mobility can be found in two main policy documents, on the establishment of the structure of secondary education (Loi relative à la structure générale et à l'organisation de l'enseignement secondaire), and within the "Décret organisant la certification par unités d'acquis d'apprentissage (CPU) dans l'enseignement secondaire qualifiant et modifiant diverses dispositions relatives à l'enseignement secondaire"³. In both cases, mobility is simply mentioned as an option, but no definition is provided. Moreover, there is no specific reference to mobility in the specific context of VET.

1.2 Understanding of VET mobility in the country includes:

- ✓ Other forms of mobility for VET learners or staff (please explain)
 - Mobility as part of the initial vocational education and training
 - Mobility for vocational training after completion of the initial education and training
 - Mobility of VET staff for teaching/training assignments or for their professional continuous development

For Flanders, none of the above correspond to an understanding of VET mobility in the region. In Flanders there is no definition of mobility as such and where it makes reference to increased internationalisation or international mobility, the implied target group is Higher Education. In Wallonia, there is no definition of VET mobility

² <https://www.vlaanderen.be/nl/publicaties/detail/beleidsnota-2014-2019-onderwijs-VLOR-advice>:
<https://www.vlor.be/adviezen/sterkere-impulsen-voor-een-internationaliseringsbeleid-vlaamse-scholen>

³ http://www.gallilex.cfwb.be/document/pdf/02252_004.pdf
http://www.gallilex.cfwb.be/document/pdf/37913_005.pdf

as such. Mobility is mentioned under the framework of secondary education, but with no additional specification.

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

See details under question 1.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

There is no specific strategy or policy to support/ foster VET mobility in the country.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

No specific debates surrounding VET mobility in the country can be identified.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

No data on VET mobility is publicly available.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus + programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

The following non-Erasmus+ VET mobility programmes/schemes have been identified in Belgium, in addition to Erasmus+ funded initiatives.

- Buurklassen
- West vlaanderen uitwisselingsprojecten voor scholen (West Flanders exchange projects for schools)
- Programme Québec: Cursus Québec
- Programme Québec: Curriculum Québec
- Tremplin Job

-
- Entrechok - Esprit d'entreprendre : soutien à la mobilité internationale des projets jeunes
 - Artichok - Programme de mobilité des jeunes artistes
 - The European Traineeships Programmes - Actiris International
 - IFAPME programmes
 - Eurodissey (multilateral)

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet – Bulgaria

What is meant by VET mobility in the national context?

1.1 Is there an official definition of ‘VET mobility’ in the country?

There is no official definition of VET mobility in the country. Some definition may be found for internal mobility within the framework of education and training which aims to equip people with knowledge, skills and/or competences required on the labour market. Mobility is seen as a measure to increase the quality of VET.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- ✓ Mobility for vocational training after completion of the initial education and training
- Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

The only document mentioning transnational mobility is Human Resources Development (HRD) Operational Program 2014-2020 - with a very broad scope: the HRD Programme will encourage transnational mobility in order to increase the quality of VET, but no specific measures and indicators are planned directly under this measure. Internal mobility of the workforce seems to be a priority, and also workforce mobility, but not necessarily in the framework of VET systems (EURES Bulgaria).

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

There is not a specific strategy or policy to support and foster VET mobility in Bulgaria.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet – Croatia

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

Although there was no official definition found for VET mobility in Croatia significant reference is made to mobility in the two most recent strategic documents on vocational education: - Development Strategy of the Vocational Education System in the Republic of Croatia 2008-2013 - VET System Development Programme 2016-2020 One of the main priorities of the latter document is the internationalisation of VET and promotion of teacher and student mobility. In addition, the Law on Vocational Education was amended in 2018 including: "Article 2. ... (5) Students can achieve learning outcomes during the periods of international mobility in another country with employers or in a VET provider."⁴

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- Mobility for vocational training after completion of the initial education and training
- ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development.

This staff and student mobility is highlighted in Priority 4 of the VET System Development Programme 2016-2020: "Priority 4. Internationalization of VET, encouraging international mobility of students and teachers"

⁴ Strategy available at: http://www.asoo.hr/UserDocImages/dokumenti/VET%20SYSTEM%20DEVELOPMENT%20STRATEGY_CR_OATIA_AVET.pdf Development Programme available: http://www.asoo.hr/UserDocImages/VET_Programme_EN.pdf Regulation available: https://narodne-novine.nn.hr/clanci/sluzbeni/2018_03_25_478.html

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

VET mobility appears in the following main strategic policy documents
- Development Strategy of the Vocational Education System in the Republic of Croatia 2008-2013: the strategy aims to create a system of vocational education and training that allows for lifelong learning and mobility
- VET System Development Programme 2016-2020: there is a specific priority dedicated to internationalization of VET: Priority 4: Internationalization of VET, encouraging international mobility of students and teachers

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

The VET System Development Programme 2016-2020, Measure 4.1. focuses on the development and improvement of possibilities for greater mobility of students and teachers. Under the current VET System Development Programme 2016-2020, Measure 4.1. focuses on the development and improvement of possibilities for greater mobility of students and teachers. Primarily with the purpose of strengthening mobility and internationalization of VET an impact analysis will be undertaken of the influence of participation of VET schools and other participating education providers in the Lifelong Learning Programme and guidelines will be developed for strengthening international mobility as well as measurable indicators for monitoring the development of the international dimension. The capacities of teachers for involvement in international mobility projects will be strengthened and legislative and administrative preconditions ensured for realization and evaluation of teachers' and students' mobility. Also, the scope of schools participating in international mobility projects will be widened and attention will be given to inclusion of social partners as well as local and regional government in projects within Erasmus+. The number of instances of teacher and student mobility will be proportionally increased in accordance with the planned increase of funding within Erasmus+ until 2020. The new activity of transnational cooperation within Erasmus+ will allow a certain number of VET teachers and principals to participate in transnational forms of teacher training aimed towards developing projects within the Erasmus+ programme and strengthening professional and project potential in general.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

See details under question 4.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

Even if no database was found, relevant information is available in the VET System Development Programme: Up to 2015, 24% VET schools have participated in this programme and the new Erasmus+ programme. Currently 83 VET schools are involved in international mobility of students/teachers' projects through the Erasmus+ programme, out of which 72 deal with VET, while others deal with general education or adult education. It is estimated that in the 2015/2016 school year 0,78% students will participate in Erasmus+ mobility (the EU average for 2013 was 0,7%), while it is estimated that over 1% will do so by the conclusion (2020) of the Erasmus+ programme. In addition, a list of projects is available on the website of the Agency for Vocational Education and Training and Adult Education which were implemented with other international partners to enhance life-long learning and mobility⁵.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

The National Report on the Implementation and Impact of the Erasmus+ Programme – Croatia (2017) Ministry for Demography, Family, Youth and Social Policy provides information on Erasmus+ VET mobility in Croatia and its impact.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

However, the following programme is also implemented in Croatia:

- Eurodyssey (multilateral)

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- Erasmus for Young Entrepreneurs
- Your First Eures Job

⁵http://www.asoo.hr/UserDocsImages/WEB_EU%20projekti%20Agencije%20za%20strukovno%20obrazovanje%20i%20obrazovanje%20odraslih.pdf

Country Factsheet - Cyprus

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in Cyprus. However, an interest in compatibility across VET systems through ECVET is emphasised at government level, which gives us some indication of an understanding of VET mobility at national level.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- ✓ Mobility for vocational training after completion of the initial education and training
- ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

Main policy documents⁶ do not talk specifically about VET mobility, however, specific importance is given to compatibility with ECVET⁷.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in Cyprus.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility.

⁶ <http://www.moec.gov.cy/mtee/nomothesia.html>

⁷ <http://www.moec.gov.cy/mtee/en/ecvet.html>

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet – Czech Republic

What is meant by VET mobility in the national context?

1.1 Is there an official definition of ‘VET mobility’ in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in the Czech Republic.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- ✓ Mobility for vocational training after completion of the initial education and training
- Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

Based on the documents reviewed, VET mobility is mentioned only very briefly in the main policy documents. Hence, it is difficult to assess the extent to which VET mobility is amongst the priority areas for the Czech Republic⁸.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in the Czech Republic.

⁸ Education Law: <http://www.msmt.cz/dokumenty-3/skolsky-zakon-ve-zneni-ucinnem-od-1-9-2017-do-31-8-2018> Government Decree No.211/2010 Coll. on the education system in primary, secondary and higher vocational education <http://www.msmt.cz/vzdelavani/stredni-vzdelavani/nove-narizeni-vlady-o-soustave-oboru-vzdelani-v-zakladnim> Decree No. 470/2006 Coll. about higher vocational education <https://www.zakonyprolidi.cz/cs/2006-470> Kaňáková, M.; Czesaná, V.; Šímová, Z. (2016). Vocational education and training in Europe – Czech Republic. Cedefop ReferNet VET in Europe reports. http://libserver.cedefop.europa.eu/vetelib/2016/2016_CR_CZ.pdf Kuczera, M. (2010). OECD reviews of vocational education and training: a learning for jobs review of the Czech Republic. <http://dx.doi.org/10.1787/9789264113756-en> OECD (2009). OECD reviews of tertiary education: Czech Republic 2009. <http://dx.doi.org/10.1787/9789264049079-en>

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

However, VET mobility opportunities have been identified under the following non-Erasmus+ programmes/schemes:

- Bridge to employment
- High School Teacher Programme
- International School partnership
- Apprenticeships Programmes
- International cooperation

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet - Denmark

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

Transnational VET-mobility is usually referred to as "udlandsophold som en del af en erhvervsuddannelse" (stays abroad as part of VET), but there is no official definition. The understanding of this term corresponds with the general definition below. Transnational mobility within the framework of education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- Mobility as part of the initial vocational education and training
- Mobility for vocational training after completion of the initial education and training
- Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

Transnational learning mobility is mentioned in the Law on VET and the Ministerial Order covering VET-programmes. It concerns two different types of mobility, however: §5 c item 2 of Law on VET states that periods of paid work abroad for training purposes undertaken may be recognised as part of a Danish IVET programme provided the learning is in alignment with this⁹. This is the legal basis for the PIU-scheme. § 16 item 6 of the Main Ministerial Order on VET states that all learners in IVET must be offered the possibility to spend part of the school-based elements of the programme at a VET-institution abroad¹⁰.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

There is no overarching policy for mobility in VET, but in the period up to app. 2006, "internationalisation" of VET (including mobility) was a topic on the political agenda VET-schools are required by law to have an internationalisation strategy and to offer to their students the possibility of a stay abroad (see above). The PIU-scheme was introduced in 1992 by an amendment to the Law on VET that allowed (paid) placements abroad to be recognised as part of a Danish VET programme. See additional details under question 3.

⁹ <https://www.retsinformation.dk/Forms/R0710.aspx?id=186661>

¹⁰ <https://www.retsinformation.dk/Forms/R0710.aspx?id=197009>

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

Mobility in VET has not been a topic in recent policy debates on VET, which have been governed by other themes. The topic of the “internationalisation” of VET (including VET-mobility as one of several activities included under this paradigm) has not constituted any significant element in policy debates on VET over the last 10 years. The last significant paper was the report of the so called "globalisation council" set up by the government in 2005, which treated internationalisation of VET as one of many themes¹¹.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

Data from the national schemes (PIU, DK-USA) as well as Nordic schemes (Nordplus Junior and Nordplus Adult) are available from the website of the Ministry of Higher Education and Science¹².

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

The PIU-scheme (or aspects of it) has been evaluated a number of times since 1992. However, the last study is from 2013 (Kristensen, S.: Udvikling af faglig innovationsevne og iværksætterier gennem praktikophold i udlandet i EUD/Development of innovation and entrepreneurship in VET through placements abroad). A short article based on this study is available in the publication "Young people, entrepreneurship & non-formal learning: a work in progress"¹³.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

The following non-Erasmus+ VET mobility programmes/schemes have been identified in Denmark, in addition to Erasmus+ funded initiatives.

¹¹ http://www.stm.dk/_p_13631.html

¹² <https://ufm.dk/uddannelse/tilskud-til-udveksling-og-internationale-projekter>

¹³ https://www.salto-youth.net/downloads/4-17-2949/010_SALTO_Participation.web_A%20work%20in%20progress%5B2%5D.pdf). A 2006 study: Pedersen, F., Warring, N.: Praktik i udlandet – hvad lærer eleverne/Placements abroad – what do participants learn is available from the website of the Ministry: <https://ufm.dk/uddannelse/tilskud-til-udveksling-og-internationale-projekter/praktik-i-udlandet-piu>

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- PIU – Praktik I Udalndet (Practical Placement Abroad)
 - Nordplus Junior
 - Nordplus Adult
 - Denmark-USA programme

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet - Estonia

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in Estonia. However, as VET mobility in Estonia is mostly funded through Erasmus+, the understanding relies heavily on how it is defined in Erasmus+. The Vocational Education Programme 2017-2020* states that "International cooperation supports the development and improvement of the VET system as well as study mobility of teachers and students. The experience of study mobility supports teachers' professional development and improves students' competitiveness on the labour market"¹⁴.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- ✓ Mobility for vocational training after completion of the initial education and training
- ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

Estonia has one central education policy strategy - Estonian Lifelong Learning Strategy 2020¹⁵, that sets all the main strategic targets and actions for Estonia. The strategy does not mention VET mobility, but in general mentions that "including international experience and expertise in all levels of education is of critical importance for Estonia". In order to implement the strategy, 9 programmes have been developed, including Vocational Education Programme¹⁶. Developing international cooperation is one of the main activities of this programme and it is stated in the document that "International cooperation supports the development and improvement of the VET system as well as study mobility of teachers and students. The experience of study mobility supports teachers' professional development and improves students' competitiveness on the labour market". Developing international cooperation in VET is planned through 2 activities: 1) ensuring the accordance of Estonian VET system to the European trends, initiatives and activities (ECVET and EQAVET); 2) supporting participation in international networks, international cooperation, development of VET policies and exchange of good practices, including through Erasmus+. As a result it is

¹⁴ https://www.hm.ee/sites/default/files/7_kutseharidusprogrammi_2017-2020_eelhou_1.pdf

¹⁵ https://www.hm.ee/sites/default/files/estonian_lifelong_strategy.pdf

¹⁶ <https://www.hm.ee/et/kutseharidusprogramm>

envisioned in the programme document, that "study mobility of teachers and students increases as well as VET institutions' participation in international cooperation. The development of Estonian VET policies relies on international experiences. EU instruments are implemented".

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

As mentioned in the previous answer, developing international cooperation is one of the main activities of the Vocational Education Programme 2017-2020¹⁷ and it is stated in the document that "International cooperation supports the development and improvement of the VET system as well as study mobility of teachers and students. The experience of study mobility supports teachers' professional development and improves students' competitiveness on the labour market". Developing international cooperation in VET is planned through 2 activities: 1) ensuring the accordance of Estonian VET system to the European trends, initiatives and activities (ECVET and EQAVET); 2) supporting participation in international networks, international cooperation, development of VET policies and exchange of good practices, including through Erasmus+. As a result it is envisioned in the programme document, that "study mobility of teachers and students increases as well as VET institutions' participation in international cooperation. The development of Estonian VET policies relies on international experiences. EU instruments are implemented".

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country. Some Erasmus+ statistics are available, but they are rather general¹⁸.

¹⁷ https://www.hm.ee/sites/default/files/7_kutseharidusprogrammi_2017-2020_eelnou_1.pdf

¹⁸ <http://haridus.archimedes.ee/tulemused-opirandes>

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

However, the following programme is also implemented in Estonia:

- Nordplus Junior (multilateral)
- Nordplus Adult (multilateral)

Country Factsheet - Finland

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in Finland. Most official sources (agencies, ministries) refers to the European frameworks and the need for internationalisation and lifelong learning in vocational studies without further defining the mobility aspect. However, within the new legislation for VET from 1.1.2018 onwards (as in previous legislation) all learning environments, both at home and abroad, have been accounted for and full recognition of learning outcomes (according to ECVET-principles) is accounted for provided that proper documentation of the learning outcomes have taken place.

1.2 Understanding of VET mobility in the country includes:

- ✓ Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- ✓ Mobility for vocational training after completion of the initial education and training
- ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

VET mobility is strongly emphasised in policy documents and a nationally coordinated approach for education provider strategies have been developed, which is typical for a highly decentralised and locally managed education system such as Finland's¹⁹.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

A specific strategy was launched in 2014 and covers the period up to 2020, in line with the EU policy framework strategy.

¹⁹ http://www.oph.fi/download/155952_strength_from_international_cooperation.pdf

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

At policy level, the main focus appears to be on the future skills needed by the export driven economy that Finland is and how important this is to Finland. There is also focus on that Finland is among the most frequent users of the various mobility programs that exists, with emphasis on Erasmus+ but also with national funding increasingly on mobility outside of Europe, in growing market areas of the world. There is discussion around the issue that most education providers fund major parts of the mobilities with their own funds, but this has become increasingly difficult with cuts to education budgets. Previously the implementation of the EQF and ECVET was a major national topic, but since both have been fully integrated into national legislation since some years this has diminished in importance.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

Statistics are provided by EDUFI (previously CIMO, merged on 1.1.2018)²⁰.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

A number of studies were published since 2007 on VET mobility programmes/schemes. However, not many elements on the impact were explored²¹.

²⁰http://www.cimo.fi/services/statistics_on_internationalisation/vocational_institutions

http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/78242_Faktaa_1B_2015.pdf

Which Programme?

http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/163214_Students_vocational_programmes_2016.pdf

²¹http://www.oph.fi/download/115314_Increasing_the_quality_and_effectiveness_of_the_management_of_internationalisation.pdf;
http://www.cimo.fi/services/publications/faktaa_1b_2016;
http://www.cimo.fi/facts_express_2c_2016;
http://www.cimo.fi/services/publications/networks_help_to_make_vocational_education_and_training_more_international;
https://www.theseus.fi/bitstream/handle/10024/81169/Paronen_Paula.pdf?sequence=1&isAllowed=y

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

VET mobility opportunities have been identified under the following non-Erasmus+ programmes/schemes:

- EDUFI support to internationalisation (before 1.1.2017 Ammatillisen koulutuksen kansainvälistyminen/State grant of Finnish National Board of Education to support Internationalisation and mobility)
- Pohjola-Norden
- Future Leaders
- Nuorisovaihto /Alliansi Youth Exchange
- Nordplus Junior (multilateral)
- Nordplus Adult (multilateral)

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet - France

What is meant by VET mobility in the national context?

Note: the factsheet was completed in June 2018.

The following was introduced in September 2018. Related key features were taken into account in the comparative analysis set out in the final study report:

In France, new legal provisions came into force in March and September 2018 aiming to support mobility for apprentices and trainees in apprenticeship training schemes. Further to the adoption of law n° 2018-771 of 5 September 2018²² organising periods of mobility abroad as part of alternance training schemes should now be easier and more legally secured for both training organisations and employers.

The information set out below dates back to June 2018.

1.1 Is there an official definition of 'VET mobility' in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in France. However, Article 15 of recent legislation (2014) on VET encourages international mobility of apprentices, especially through EU programmes. Since this refers to the EU framework, we could assume that VET mobility is here understood in similar terms to the ones of the present study²³: 'Transnational mobility within the framework of education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market'.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- Mobility as part of the initial vocational education and training
- Mobility for vocational training after completion of the initial education and training
- Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

In addition to the reference specified under question 1, Décret n° 2014-725 du 27 juin 2014 was implemented to modify a number of articles of the Code de

²² Loi n° 2018-771 du 5 septembre 2018 pour la liberté de choisir son avenir professionnel **available at** : <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000037367660&categorieLien=id#JORFSCTA000037367665>

²³ LOI n° 2014-288 du 5 mars 2014 relative à la formation professionnelle, à l'emploi et à la démocratie sociale – Article 15 : Art. L. 6231-1. -Les centres de formation d'apprentis Encouragent la mobilité internationale des apprentis, en mobilisant en particulier les programmes de l'Union européenne, https://www.legifrance.gouv.fr/affichTexteArticle.do?sessionId=C081D3ACFC576550752560F4D5837B9B.tplgfr26s_3?idArticle=JORFARTI000028683974&cidTexte=JO

l'education. In this context, additional reference to mobility is provided, with a number of specifications for students in IVET. These articles provide the possibility for students to attend part of their training within a professional context, for the length of one third of its total duration, in an enterprise of another EU member state, or within the European Economic Area and EFTA countries.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

Décret n° 2014-725 du 27 juin 2014, as indicated above, provides a specific framework for VET mobility in France. The Ministry of education, with the Erasmus+ national agency has prepared a guidance note for educational institutions to effectively implement mobility activities, specifically in the context of the European Credit System in VET (ECVET)²⁴. Moreover, VET mobility is included in broader strategies for mobility of learners more broadly, for example emphasising France's support to the EU "Education and training 2020" Strategy, such as in the Circulaire n° 2011-116 du 3-8-2011 – Partenariats scolaires²⁵. This memorandum of the French National Ministry of Education, articulates the characteristics of school partnerships, noting their role under the framework of the EU Education and training 2020 strategy. Within this document, the Ministry also points to VET mobility, both inside and outside Erasmus+. Circulaire no. 2014-0005 du 5-3-2014 calls for projects under the framework of Erasmus+, in the specific context of the international mobility of students and apprentices²⁶.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

Some debates in the context of VET mobility are led by the Erasmus+ national agency in France, for example in the specific context of ECVET and its effective implementation²⁷.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

Statistics are provided only in the context of VET mobility initiatives funded under Erasmus+, available for example in the website of the French Erasmus+ Agency.

²⁴ https://www.agence-erasmus.fr/docs/2404_vade-mecum_bac-pro-mobilite_ecvet-france.pdf

²⁵ http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=57077

²⁶ Appel à propositions relatif au programme de l'Union pour l'éducation, la formation, la jeunesse et le sport - Erasmus+ (2014/2020) - année scolaire et universitaire 2014-2015.

²⁷ <https://www.agence-erasmus.fr/evenement/462/ecvet-france-en-action-innovation-et-inclusion>

However, this is not the case for all identified VET mobility programmes/schemes²⁸. Data is mostly not publicly available. If any, the information is directly provided in the websites of the programme/scheme itself, but not recorded by government reports or platforms.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

The sources identified only refer to the impact of VET mobility schemes under Erasmus+, and more exactly under the Leonardo Da Vinci programme²⁹. No more recent studies or evaluations have been retrieved.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

The following non-Erasmus+ VET mobility programmes/schemes have been identified in France, in addition to Erasmus+ funded initiatives:

- Dynastage Apprentis
- Zellidja - Bourses de Voyage
- Compagnons du Devoir et du Tour de France Programmes
- Mobilité individuelle: le stage professionnalisant
- Bourse Région Mobilité Internationale Etudiants
- ProTandem Exchanges : Échanges franco-allemands en formation professionnelle (bilateral)
- Praxes : stages hors cursus (bilateral)
- Bourse pour stage pratique pendant la formation professionnelle / technologique (BTS) (bilateral)
- Programme Voltaire (bilateral)
- DFJW - Scholarship for VET mobility (bilateral)
- Deutsch Französisches Jugendwerk Austausch mit Auszubildenden der beruflichen Schulen (bilateral)
- Grenzüberschreitende Berufsbildung zwischen Saarland und Lothringen (bilateral)
- Bourses d'etudes "Entente Cordiale" (bilateral)
- Charles de Gaulle Trust partnerships (bilateral)
- Eurodyssey (multilateral)
- Euregio Zertifikat (multilateral)

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes

²⁸ <http://www.agence-erasmus.fr/page/mobilite-formation-professionnelle>

²⁹ Agence Erasmus (2009). Etude d'impact des projets Leonardo Da Vinci. http://www.agence-erasmus.fr/docs/20130502_etude-impact-afpa.pdf Agence Erasmus (2014). Mobilité européenne et valorisation de l'apprentissage, https://www.agence-erasmus.fr/docs/2099_final-apprentis-web.pdf

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- Youth Guarantee
 - Pestalozzi Programme
 - Erasmus for Young Entrepreneurs
 - Your First Eures Job

Country Factsheet - FYROM

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in the former Yugoslav Republic of Macedonia (FYROM). See question 3 for more details.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- ✓ Mobility for vocational training after completion of the initial education and training
- ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

While in the Law on VET there is no specific reference to VET mobility, the Strategy of Vocational Education and Training in a Lifelong Learning Context 2013-2020 makes multiple references to VET mobility, without going into in-depth details. In the Strategy for Vocational Education and Training in a Lifelong Learning Context 2013-2020 and Action Plan "Better Skills for a Better Tomorrow" there is a couple of references to mobility, including horizontal and vertical mobility, and as one of the Vision and goals of the VET strategy is "realisation of mobility on national and international level" (p.8; p. 49,50). As one of the measures to be undertaken by 2020 it is outlined: "Enhance the mobility of VET teachers, trainers and students through international cooperation, learning and work in partner VET schools and companies, including practical training (practical teaching, vocational practice and summer internships abroad). But there is no precise specific definition of VET mobility.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in FYROM.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

Country Factsheet - Germany

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

VET mobility is explicitly referred to and defined in official documents in Germany.

According to § 2 BBiG (Vocational Training Act), "parts of a VET can be conducted in a foreign country, if this contributes to the achievement of the overall goal of the VET. The total duration of such a placement shall not exceed a quarter of the total duration (as defined in the training regulation) of the VET." Thus, VET mobility of initial learners (Grenzüberschreitende Verbundausbildung (GVA)) is defined as any mobility that contributes to the goal of the VET, whilst not exceeding a quarter of the duration of the full respective VET. The mobility placements hereby commonly feature a minimum duration of four months. Sending and receiving institutions need to agree on training plan, which subsequently needs to be approved by the responsible chamber of crafts or commerce (as per requirement for any work placement which exceeds a duration of four weeks).

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- Mobility as part of the initial vocational education and training
- Mobility for vocational training after completion of the initial education and training
- Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

See details under question 1.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

There is no specific strategy to support VET mobility. However, the policy debate revolves strongly around recognition of foreign VET learning outcomes. This has in part be addressed by the law for recognition of foreign vocational qualifications (Berufsanerkennungsgesetz) . It is recognised that in a globalised economy, the German concept for VET needs to be increasingly internationalised. The strict and occasionally rigid German VET system has been considered hardly comprehensible for foreign stakeholders and integration into a European VET system, e.g. ECVET, is still work in progress³⁰.

³⁰ <https://www.bibb.de/datenreport/de/2017/63957.php>
<https://www.bibb.de/veroeffentlichungen/de/publication/download/1419>

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

See details under question 4.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

Data is collected and analysed and published by the Federal Institute of Vocational Education (BiBB).³¹

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

BiBB has regularly published studies and evaluations on the impact of VET mobility.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

The following non-Erasmus+ VET mobility programmes/schemes have been identified in Germany, in addition to Erasmus+ funded initiatives:

- Begabtenförderung
- BASF
- Robert Bosch GmbH
- Siemens AG
- Daimler AG - "Trainee goes global"
- Baden-Württemberg-STIPENDIUM
- College Council – Work & Travel, Fachpraktika und Ausbildung im englischsprachigen Ausland
- Mobilitätsfonds - Ausbildung in Europa (Auslandspraktika) Niedersachsen

³¹ <https://www.bibb.de/datenreport/de/2017/63957.php>). BiBB study on non-LdV VET mobility (BiBB, 2011, „impuls 43: Verdeckte Mobilität in der beruflichen Bildung“, <https://www.na-bibb.de/service/publikationen/publikationsdetails/wk/anzeigen/artikel/impuls-43-verdeckte-mobilitaet-in-der-beruflichen-bildung/>)

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- RWE apprenticeship exchange
 - Telekom X-Change Programme - for employees with high potential
 - Krupp Stiftung scholarship
 - PASCH, Schools: Partners for the Future
 - DFJW - Scholarship for VET mobility (bilateral)
 - Deutsch Französisches Jugendwerk Austausch mit Auszubildenden der beruflichen Schulen (bilateral)
 - Grenzüberschreitende Berufsbildung zwischen Saarland und Lothringen (bilateral)
 - Deutsch Japanisches Austauschprogramm für junge Berufstätige und Auszubildende Internationales Austauschprogramm, Ausbildungsprojekt (bilateral)
 - Cross-border apprenticeship (bilateral)
 - Deutsch-Polnisches Jugendwerk (bilateral)
 - Training bridges - Austausch von Auszubildenden und Ausbildern mit Großbritannien (bilateral)
 - Deutsch Amerikanisches Austauschprogramm für Auszubildende Internationales Austauschprogramm, Ausbildungsprojekt (bilateral)
 - ProTandem Exchanges: Échanges franco-allemands en formation professionnelle (bilateral)
 - Praxes: stages hors cursus (bilateral)
 - Bourse pour stage pratique pendant la formation professionnelle / technologique (BTS) (bilateral)
 - Programme Voltaire (bilateral)
 - Borsa di Scambio per scuole professionali italiane e tedesche (bilateral)
 - Gjør Det! (Do It!) (bilateral)
 - Polish-German Youth Cooperation (PNWM) (bilateral)
 - Euregio Zertifikat (multilateral)
 - TLN Mobility (multilateral)
 - Integration durch Austausch (IdA) - CHANCE EUROPA (multilateral)

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet - Greece

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in Greece. Some reference to Erasmus+ however can be basis for the assumption that an understanding of VET mobility is close to the definition used in the present study, seeing VET mobility as: 'Transnational mobility within the framework of education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.'

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- ✓ Mobility for vocational training after completion of the initial education and training
- ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

See question 1.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

The National Strategic Framework was published in April 2016 and adopted in May 2017. Main goals are to match the National Framework Qualifications with the European Framework, cross-border support Mobility, enhancing the VET system's permeability³².

³²

https://www.minedu.gov.gr/publications/docs2016/%CE%A3%CF%84%CF%81%CE%B1%CF%84%CE%B7%CE%B3%CE%B9%CE%BA%CF%8C_%CE%A0%CE%BB%CE%B1%CE%AF%CF%83%CE%B9%CE%B F_%CE%95%CE%95%CE%9A.pdf

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

The debate revolves around developing Curricula tailored to the European Credit Transfer and Training System (ECVET) to strengthen mobility of graduates and assure the recognition and safeguarding of the learning outcomes.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet - Hungary

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

No reference was found to VET mobility in the key education policy documents. Underpinning the findings of the scheme mapping, it appears that Erasmus+ is the only tool for VET mobility in Hungary. This suggests that the following definition, used for the present study, holds true in Hungary: 'Transnational mobility within the framework of education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.'

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- ✓ Mobility for vocational training after completion of the initial education and training
- ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

No reference to VET mobility was found in relevant main education and training policy documents.

Important to note that the VET scheme has undergone some significant reforms over the past years whereas new policy documents were adopted. These include no reference to VET mobility however, increasingly introduce dual VET (similar to the one in place in Germany, a combination of school-based and work-based VET programme). Introduction of dual VET scheme may, indirectly, trigger mobility whereas some of the VET students take up their apprenticeships abroad. Although only anecdotal evidence exists, an example could be the car manufacturing industry that often provides future employees with training abroad, typically in Germany (Mercededes-Benz, Audi, etc.).

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in Hungary.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet – Iceland

What is meant by VET mobility in the national context?

1.1 Is there an official definition of ‘VET mobility’ in the country?

The current legislation on vocational education is the “Adult Education Act, No. 27, 31 March 2010” and the Upper Secondary Education Act 2008 No 92 12 June. In these documents no definition is provided and no reference is made to VET mobility. However, Iceland has developed a national framework – the Icelandic national qualifications framework (ISQF) – consisting of seven learning-outcomes-based levels and covering all levels and types of qualification. The framework is designed to make the pathways through the education system clearer, to increase student mobility within the country and between countries, and to motivate further learning. In this document no definition is provided but reference is made to VET Education Act³³.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- Mobility as part of the initial vocational education and training
- Mobility for vocational training after completion of the initial education and training
- Mobility of VET staff for teaching/training assignments or for their professional continuous development

Understanding of VET mobility is not specified in policy documents.

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

OECD’s National Background Report on Iceland mentions that Iceland entered the Education and Training 2010 work programme of the European Union early on and has been taking an active role in both the Bologna and the Copenhagen processes and these early efforts concentrated (among others) on mobility and European cooperation. Currently, increasing mobility of students is an objective of the National Qualifications Framework (see above)³⁴.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in Iceland.

³³ <https://www.government.is/media/menntamalaraduneyti-media/media/law-and-regulations/Upper-Secondary-Education-Act-No.-92-2008.pdf> Qualification Framework <http://english.enicnaric.is/national-qualification-framework.html>

³⁴ Background report available at: <https://www.stjornarradid.is/media/menntamalaraduneyti-media/media/MRN-pdf/OECD-SKYRSLA-TILBUIN-NOV-2013.pdf>

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

The National Statistical Institute of Iceland (Statistics Iceland) is responsible for collecting information about the school system in Iceland. Through its website³⁵ statistics about all school levels in the formal system are accessible, but there was no information on VET mobility specifically.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

A 2017 study investigated the implementation of Erasmus+³⁶, including VET mobility opportunities. No other studies or evaluations were identified.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

The following non-Erasmus+ VET mobility programmes/schemes have been identified in Iceland:

- Nordplus Junior (multilateral)
- Nordplus Adult (multilateral)
- Institutional Collaboration for Scholarship and Training Fund in Poland - Współpraca Instytucjonalna FSS (multilateral)

³⁵ <https://statice.is/>

³⁶ http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/el_national_report/IS_National%20Report.pdf

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective:

- Your First Eures Job
- Erasmus for Young Entrepreneurs

Country Factsheet – Ireland

What is meant by VET mobility in the national context?

1.1 Is there an official definition of ‘VET mobility’ in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in Ireland.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- Mobility as part of the initial vocational education and training
- Mobility for vocational training after completion of the initial education and training
- Mobility of VET staff for teaching/training assignments or for their professional continuous development

Understanding of VET mobility is not specified in policy documents

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

Although there is no definition for VET mobility in Ireland it appears in the Irish Education Globally Connected: An International Education Strategy for Ireland, 2016-2020 as one of the main objectives. However, this policy document focuses more on higher education rather than VET.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in Ireland. In fact, as noted above, the International Education Strategy rather focuses on higher education.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

Apart from the Mid-term Evaluation of Erasmus+ Programme 2014-2020, no other studies/ evaluations on the impact of VET mobility in the country have been identified.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet - Italy

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in Italy. However, the main most recent education reform ("La Buona Scuola") makes specific reference to the alternation between schooling and work placements ("Alternanza Scuola Lavoro"). In this context, the document explicitly refers to the importance of "enlarging our horizon" across Europe. This is indicated specifically in the context of Erasmus+³⁷. From this, we can assume that the definition of VET mobility in the country is in line with the one indicated for this study: 'Transnational mobility within the framework of education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.'

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- ✓ Mobility for vocational training after completion of the initial education and training
- Mobility of VET staff for teaching/training assignments or for their professional continuous development

As shown as well by the types of programmes/schemes implemented in the country, it is possible to see that an understanding of VET mobility is related especially to initial vocational education and training, as well as higher education.

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

In addition to the reference in the "Buona Scuola", as outlined under question 1, the document which outlines the rights and obligations for the students participating to the "alternation" between schooling and work placements specifies that such alternation can be conducted abroad, as well as within Italy. However, the document highlights that this will depend on the institutes themselves, in the framework of their autonomy³⁸. Within the "Operational guidance for schools" of the "Alternanza Scuola Lavoro", mobility is also highlighted as an important priority, once more within the specific framework of Erasmus+, to show the alignment with EU priorities³⁹.

³⁷ https://labuonascuola.gov.it/documenti/lbs_web.pdf?v=756d80f See answer 3 for additional details

³⁸ <http://www.istruzione.it/alternanza/allegati/2017/Carta-dei-diritti-e-dei-doveri.pdf>

³⁹ <http://www.istruzione.it/allegati/2015/guidaASLinterattiva.pdf>

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

VET mobility seems to be encouraged under the main education policy document, but there does not seem to be a specific strategy for mobility in the context of VET.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

VET mobility does not appear to be a hot topic at national level. Some attention to mobility in a broader sense is given, for example in a context of students leaving Italy to pursue opportunities abroad. Moreover, attention has been given to the dual system in VET, with the opportunity for students to learn on the job in enterprises since the introduction of the “Buona Scuola” reform. However, mobility is not the main issue raised in this context.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

Data on VET mobility is not available at national level. There is some general information available in the framework of Erasmus+, within the website of the Italian Agency for Erasmus+. However, no other comprehensive data on VET mobility can be identified through desk research. Some data is available in the context of specific programmes, but is often not solely specific to VET.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

It was possible to identify one evaluation of the Leonardo Da Vinci programme in Italy, which looks at the impact of VET mobility schemes in this context⁴⁰. However, it was not possible to easily identify other impact studies/ evaluations of VET mobility programmes/schemes in the country, in particular in the context of non-Erasmus+ VET mobility.

⁴⁰ Invalsi (2007). Rapporto finale di valutazione. Programma Leonardo da Vinci 2000-2006. http://hubmiur.pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/1bcb531b-113a-47bc-bda0-94ff7fa61d43/valutazione_leonardo.pdf

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

The following non-Erasmus+ VET mobility programmes/schemes have been identified in France, in addition to Erasmus+ funded initiatives:

- Torno Subito
- Giovani Sì – Tirocini non curricolari
- Progetti di mobilità transnazionale
- Borse di studio Ivano Becchi
- Percorsi di mobilità professionale transnazionale e interregionale
- Borsa di scambio per scuole professionali italiane e tedesche (bilateral)
- Eurodyssey (multilateral)
- TLN Mobility (multilateral)
- Integration durch Austausch (IdA) - CHANCE EUROPA (multilateral)

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes (Regional and National) (e.g. Torno Subito)
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet - Latvia

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

VET mobility is defined in Latvian for the purposes of Erasmus+ mobility of VET teachers and students in the framework of KA102 and KA116 activities on the home page of State Education Development Agency (responsible for Erasmus + activities). It mentions that mobility is 'opportunity to improve professionalism in another country and to bring back new professional and life experience' and more specifically in VET context is speaks of 'practical experience/ apprenticeship in a company or in a VET institution/ or both' (for students) and 'delivering training in educational or business environment abroad, or improving one's teaching skills' (for teachers/trainers).

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- ✓ Mobility for vocational training after completion of the initial education and training
- ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

Only regulations related to Erasmus + implementation in Latvia mention VET mobility explicitly (see question 1)⁴¹.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in Latvia.

⁴¹ State Education Development Agency
http://viaa.gov.lv/lat/ek_izgl_programmas_iniciativas/erasmusplus/par_macibu_mobilitatem/

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility. VET mobility is not a major topic in policy debate on education and training.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

The following non-Erasmus+ VET mobility programmes/schemes have been identified in Latvia:

- Nordplus Junior (multilateral)
- Nordplus Adult (multilateral)
-

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs

- Your First Eures Job

Country Factsheet – Liechtenstein

What is meant by VET mobility in the national context?

1.1 Is there an official definition of ‘VET mobility’ in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in Liechtenstein.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- Mobility as part of the initial vocational education and training
- Mobility for vocational training after completion of the initial education and training
- Mobility of VET staff for teaching/training assignments or for their professional continuous development

Understanding of VET mobility is not specified in policy documents

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

Main policy documents do not discuss specifically VET mobility.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in Liechtenstein.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

The following non-Erasmus+ VET mobility programmes/schemes have been identified in Liechtenstein:

- Visite
- Institutional Collaboration for Scholarship and Training Fund in Poland - Współpraca Instytucjonalna FSS (multilateral)

Country Factsheet - Lithuania

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in Lithuania.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- Mobility as part of the initial vocational education and training
- Mobility for vocational training after completion of the initial education and training
- Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

Reference to VET mobility is made only in Erasmus+ programme documents, where the term is referred to as mobilumas (mobility) or mobilumo projektas (mobility projects).

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in Lithuania.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

The following non-Erasmus+ VET mobility programmes/schemes have been identified in Lithuania:

- Nordplus Junior(multilateral)
- Nordplus Adult (multilateral)
-
- VET mobility activities may as well be implemented under:
- Polish-Lithuanian Youth Exchange Fund

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet - Luxembourg

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in Luxembourg. However, some reference to mobility in the context of apprenticeships can be identified in official documents. See question 3 for more details.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- Mobility as part of the initial vocational education and training
- Mobility for vocational training after completion of the initial education and training
- Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

VET mobility is referenced in the specific context of apprenticeships, under the Règlement grand-ducal of 15 July 2014: this document outlines the professions that are considered under vocational education and training in Luxembourg, and it authorises for the training to take the form of "apprentissage frontalier", cross-border traineeships.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

As indicated above, VET mobility is referenced in the specific context of apprenticeships, under the Règlement grand-ducal of 15 July 2014: this document outlines the professions that are considered under vocational education and training in Luxembourg, and it is authorises for the training to take the form of "apprentissage frontalier", cross-border traineeships. The main education reform in vocational education and training, adopted in 2008 and updated in 2014, does not refer specifically to mobility. The possibility of undertaking internships abroad is foreseen: however, there is no specific additional information in this sense⁴². The press release on the 2014 reform update does not make specific reference to VET mobility either⁴³.

⁴² <http://data.legilux.public.lu/file/eli-etat-leg-memorial-2010-189-fr-pdf.pdf>

⁴³ <http://www.men.public.lu/fr/actualites/articles/communiqués-conference-presse/2014/12/23-formation-professionnelle/index.html>

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

The following non-Erasmus+ VET mobility programme has been identified in Luxembourg:

- Apprentissage Transfrontalier

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet - Malta

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in Malta. According to the Ministry of Education, the definition of VET used – 'education and training that aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market' – is that used by Cedefop⁴⁴.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- Mobility as part of the initial vocational education and training
- Mobility for vocational training after completion of the initial education and training
- Mobility of VET staff for teaching/training assignments or for their professional continuous development

VET mobility is not referred to in official policy documents, therefore the above selection was made on what current VET mobility schemes are currently available (inclusive Erasmus+ schemes).

⁴⁴ <https://education.gov.mt/en/refernet/Pages/About-VET.aspx>

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

Main policy documents do not discuss specifically VET mobility.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

The European Union Programmes Agency (EUPA) supports Maltese individuals avail of the educational programmes offered by the European Commission. The EUPA (a national agency) is financed by the European Commission, but is operated at the national level. The EUPA administers Erasmus + in Malta. Beyond this, there doesn't seem to be another tangible strategy/ policy that aims at fostering VET mobility in Malta.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

The following non-Erasmus+ VET mobility programmes/schemes have been identified in Malta:

- International Internship Trade Practice (IITP)

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet – Netherlands

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

There are various documents that define VET international mobility, but there is not one singular official definition. However, convention is to understand VET mobility to mean an experience in another country. The length of time is not specified. Indeed the latest vision letter from the Minister for Education, Culture and Science (Balanced internationalisation) speaks in favour of both short- and longer-term mobility. Further interviews confirm the importance of short- and longer-term mobility: the shorter-term mobility makes international mobility more accessible to a broader group of students and may serve as a stepping stone to longer term mobility. Examples include: - VET Mobility during the internship that is a mandatory part of IVET qualifications. In this case the mobility must be with an accredited workplace, meaning the workplace has to meet the same standards as accredited workplaces in the Netherlands. The SBB (Stichting Beroepsonderwijs Bedrijfsleven (Cooperation Organisation for Vocational Education, Training and the Labour market) is responsible for these accreditations. - As part of students' electives. All students have to complete one elective a year equivalent to 240 study hours. The SBB maintains the descriptions of these supra-sector electives, as well the sector-specific description of VET qualifications. The regional VET providers may offer a selection of electives as part of their qualification offer.

Rules, regulations, conventions and norms, but also products/services and packaging, production chains or export conditions could all be different to those in the Netherlands. These proceedings are often communicated in a different language to the mother tongue. These electives are monitored, with the latest monitoring taking place in October/November 2017. 71 schools took part in the monitoring. The monitoring shows the number of schools out of these 71 schools that offer these electives. Student takeup is not consistently available across all participating schools.⁴⁵ Article 7.2.8 of the Law on vocational education (Wet educatie beroepsonderwijs) states that all qualifications in vocational education are required to offer experience in the practice of the vocation.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- Mobility as part of the initial vocational education and training
- Mobility for vocational training after completion of the initial education and training
- Mobility of VET staff for teaching/training assignments or for their professional continuous development

⁴⁵ <http://www.herzieningmbo.nl/monitor-keuzedelen/keuzedeelaanbod-per-school/>

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

The Minister for Education, Culture and Science specifically called for increased international mobility for VET pupils in official letters setting out VET strategy or vision; The MBO Raad (the VET provider sectoral organisation) has also included this in its own vision⁴⁶. Furthermore, there are several qualifications which include elements of international acts or skills. However, it is not specified that activities in pursue of teaching these skills are required to take place abroad. Indeed, teaching and examination of these skills is ultimately done within the Netherlands.

Documents do not explicitly refer to CVET (continuous vocational education and training) in terms of internationalisation and mobility. Regional VET providers offer 2 pathways, one being more experience-based and the other more class-room based (more info on this below question 8). Most experience-based students are generally a bit older than those on the classroom-based pathway. Most students are on the classroom-based pathway and this is also the group who takes part most in mobility.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

The vision document from the Minister for Education, Culture and Science⁴⁷ reiterates the Dutch commitment to the ET2020 benchmarks, i.e. by 2020, 6% of 18-34-year-olds with an initial vocational qualification should have spent some time studying or training abroad. It also highlights mobility for teachers. "Internationalisation" more broadly is also mentioned in the 2014-2018 administrative agreement between the MBO Raad and the government as being one of the routes through which to increase the quality in Dutch VET education⁴⁸. The latest vision document from the Minister for Education, Culture and Science (offered 4 June 2018) "Balancing internationalisation" specifically addresses internationalisation in both VET and Higher Education (HE). It sets a target of 10% mobility of VET students nationwide. It does not explicitly refer to mobility for teachers but it is implied that this is part of the internationalisation of education⁴⁹.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There is a call from the VET sector to put VET (pupils) on equal footing with HE (pupils). Most relevant is the recent call from the MBO Raad together with 3 other organisations in education (Nuffic, JOB (jongeren organisatie beroepsopleiding: youth organisation vocational education) and SBB). These organisations call for

⁴⁶ <https://www.mбораad.nl/sites/default/files/documents/visie-mbo-raad-op-internationalisering-in-het-mbo.pdf>

⁴⁷ <https://zoek.officielebekendmakingen.nl/kst-22452-41.html>

⁴⁸ <https://www.kwaliteitsafsprakenmbo.nl/documenten/rapport/2014/07/11/bestuursakkoord-mbo-2014>

⁴⁹ <https://www.rijksoverheid.nl/onderwerpen/onderwijs-en-internationalisering/documenten/kamerstukken/2018/06/04/kamerbrief-over-internationalisering-mbo-en-ho>

the Minister of Education to include the VET sector in its vision for Higher Education and Internationalisation, due to be presented before the summer of this year (2018)⁵⁰. In 2018, the Minister set out her vision on internationalisation which included both HE and VET, welcoming the MBO Raad, SBB and Nuffics call. Her letter also foresees more (EU) regional mobility in VET. The latest vision also focuses on inwards international VET mobility (VET students from other countries coming to the Netherlands, especially for longer-term stays). This occurs against a backdrop of increasing demand and unfulfilled vacancies for vocational professionals. It also highlights the opportunities that the virtual world can bring to create virtual mobility. Both of these (virtual mobility and inwards mobility) contribute to an international classroom, which is also part of internationalisation.

Finally, the vision also discusses better acknowledgment of experiences and courses followed abroad, and comparisons and recognition of VET diplomas abroad, in particular with border countries. The debate on VET in the Netherlands has been very active of late. The broader (in)equality between VET students and HE students has been a topic of debate. For example, the Dutch Broadcasting Foundation (NOS), one of the main news channels, published a news article that voices this concern of VET students. On this occasion the concern was that VET students do not have access to the same student leisure organisations that HE students do. They also feel marginalised because rather than being referred to in discourse as 'students', they are 'participants'. This differentiates them (negatively) from HE students. Even more recently (writing this fact sheet), on 31 May 2018, the Minister sent out a communication that the government aims to change the law by the 2020/2021 academic year so that VET participants will be named students⁵¹.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

Nuffic publishes mobility statistics for the VET sector. These are available in Dutch and English⁵².

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

Nuffic (the Dutch organisation for internationalisation of education) regularly measures mobility that involved stays abroad of at least 2 weeks. Most of this is Erasmus+ funded, except for mobility of 2 weeks or more going outside of Europe (i.e. global). This measure is used to monitor progress against national targets and provide insight into international mobility⁵³.

⁵⁰ <https://www.mborraad.nl/nieuws/mbo-raad-mbo-verdient-plek-internationaliseringsagenda>

⁵¹ <https://www.rijksoverheid.nl/onderwerpen/middelbaar-beroepsonderwijs/nieuws/2018/05/31/mbo%E2%80%99ers-heten-voortaan-officieel-student>

⁵² <https://www.nuffic.nl/en/internationalisation/facts-and-figures/vocational-education>

⁵³ <https://www.nuffic.nl/en/internationalisation/facts-and-figures/vocational-education>

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

In the Netherlands, outwards international mobility for VET students from the Netherlands is provided as part of the school curriculum and not as part as a specific project or programme. These mobility actions are funded by the school itself or (co)funded by Erasmus+.

For example, VET mobility initiatives may be implemented under the following:

- Learning Euregion: "The learning Euregion does it" and; "Learning without borders"
-
- VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.
- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet - Norway

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

VET mobility is referred to in official documents, but no definition is provided.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- Mobility for vocational training after completion of the initial education and training
- ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

There is a policy drive to try and get more learners in education and training to go abroad, but the Government is concerned that numbers over the past years have dropped slightly, also for VET-mobility⁵⁴.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

The White Paper on the internationalisation of education and training fosters VET mobility, referring as well to learning outcomes related to intercultural understanding and personal development⁵⁵.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

The Government wants more learners from Norway to go abroad as part of their education and training trajectory. It is an ongoing priority of the Government and

⁵⁴ 2016 Mobility Report issued by the Centre for the internationalisation of Education and Training in Norway - <https://www.siu.no/publikasjoner/Alle-publikasjoner/Mobilitetsrapport-2016>

⁵⁵ White paper on Internationalisation of Education and Training from the Norwegian Government: <https://www.regjeringen.no/no/dokumenter/stmeld-nr-14-2008-2009/id545749/>

major stakeholders, and is expressed through the activities of the Norwegian Centre for International cooperation in Education (SIU).

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

Information on mobility (including statistics) is available from the website of the Norwegian Centre for the Internationalisation of Education and Training⁵⁶.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

The Norwegian Centre for the internationalisation of education and Training publishes a biannual mobility report (see above). The latest report is from 2016.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

The following non-Erasmus+ VET mobility programmes/schemes have been identified in Norway:

- Statens Lånekasse
- Gjør Det! (Do It!) (bilateral)
- Institutional Collaboration for Scholarship and Training Fund in Poland - Współpraca Instytucjonalna FSS (multilateral)
- Nordplus Junior(multilateral)
- Nordplus Adult (multilateral)
- VET mobility activities may as well be implemented under:
- EEA grants

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- Your First Eures Job

⁵⁶ www.siu.no

Country Factsheet - Poland

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

In Polish legal regulations there is no official definition of vocational education and training (VET), nor educational mobility. The definitions in force in Poland are derived from the executive regulation of the Council of the European Union No. 282/2011 of March 15, 2011. These definitions are considered as only auxiliary without any legal force. The basic legislative act which regulates the functioning of the education system, including vocational education and continuing education (6), for youth and adults, is the Education System Act of 7 September 1991, with further amendments. The training for unemployed, job-seekers and vocational guidance and counselling is regulated by the Act of 20 April 2004 on promotion of employment and labour market institutions, and by various ordinances of the Ministry of Labour and Social Policy (MPiPS) and the Ministry of National Education (MEN). Most legal decisions regarding vocational education are made through ordinances by the Ministry of National Education. In recent years, more than a dozen such ordinances have covered key issues: standards for examinations leading to vocational qualifications; operation of public continuing education establishments (i.e. Continuing training centres, practical training centres); core curricula for vocational education; and rules for employing vocational teachers⁵⁷.

1.2 Understanding of VET mobility in the country includes:

- ✓ Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- ✓ Mobility for vocational training after completion of the initial education and training
- ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

The confirmation that VET understanding in Poland includes staff mobility can be found on the website⁵⁸ (in Polish) where this topic is clearly listed. To be in line with this strategic choice of Polish educational Authorities, the POWER programme, for instance, constitutes a source of funding for transnational staff mobility⁵⁹. One can also find a so called "Long term mobility" after initial education and after several years of professional experience, to develop specific knowledge, skills and

⁵⁷ Vocational Education and Training in Poland: Short description. CEDEFOP, 2011

⁵⁸ <https://www.frse.org.pl/zagraniczna-mobilnosc-szkolnej-kadry-edukacyjnej-w-ramach-projektow-instytucjonalnych/>

⁵⁹ More information on <http://power.frse.org.pl/edukacja-zawodowa-2017>.

competences abroad. This case exists especially in big multinational companies that support internal transnational (or international) mobility and finance it with their own support (ex. Supermarkets like Tesco, Auchan, producers like Caterpillar, Volkswagen, Hotel chains like Marriott or Accor, telecoms like Orange or construction companies like Bouygues).

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in Poland.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

Two Polish research institutes, namely the Foundation for the Development of Education System⁶⁰ and the Institute for Educational Research⁶¹, prepare materials including debates on transnational mobility considered as a component of vocational education and training. They principally concern mobility programmes achieved within the framework of Erasmus+⁶².

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country.

Non-Erasmus+ VET mobility programmes/schemes

⁶⁰ www.frse.org.pl

⁶¹ www.ibe.edu.pl

⁶² The following ones were identified: • Badanie losów absolwentów staży i praktyk zawodowych finansowanych ze środków programu Erasmus (VET) - Examination of the destiny of beneficiaries of internships and apprenticeships financed from the Erasmus programme (VET) – FRSE, will be available in June 2018 • Labour Market Perspective on the Quality of VET in Poland, IBE – Institute of Structural Research, 2017 (link: <http://www.edukacja.ibe.edu.pl/images/numery/2017/5-1-lis-miazga-labour-market-perspective.pdf>)

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

The following non-Erasmus+ VET mobility programmes/schemes have been identified in Poland:

- Polish-German Youth Cooperation (PNWM) (bilateral)
- TLN Mobility (multilateral)
- Visegrad Fund (multilateral)
- Institutional Collaboration for Scholarship and Training Fund in Poland - Współpraca Instytucjonalna FSS (multilateral)
-
- VET mobility activities may as well be implemented under:
 - Polish-Lithuanian Youth Exchange Fund
 - Polish-Ukrainian Youth Exchange Council

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes (under POWER 2014-2020, Knowledge, Education and Development programme)
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet - Portugal

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in Portugal. However, reference to VET mobility is evident among policy commitments, with a particular attention towards Higher VET. See question 3 for additional details.

1.2 Understanding of VET mobility in the country includes:

- ✓ Other forms of mobility for VET learners or staff (please explain)
 - Mobility as part of the initial vocational education and training
- ✓ Mobility for vocational training after completion of the initial education and training
 - Mobility of VET staff for teaching/training assignments or for their professional continuous development

As specified under question 3, understanding of VET mobility in Portugal seems to focus on Higher Education, rather than IVET or CVET.

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

In terms of mobility, the focus of the PT government so far has been on promoting HEI mobility. It has not become apparent from the desk research as to whether a formalised strategy on VET mobility exists. Apart from individual programmes and schemes, there does not seem to be a national strategy in support of VET mobility. What should be noted, however, is that Portuguese government has worked on building the National Credit System in 2016, which is based on the European Credit System for Vocational Education and Training, with the aim to increase mobility national level. Consequently, such a reform process at national level should also lead to more incentives for the promotion of mobility at EU level.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in Portugal.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

As mentioned above, the promotion of mobility is mainly referenced in the public/policy debate in Portugal in the context of HEI. However, based on the scheme described below, it becomes apparent that a focus has been placed on internationalisation of VET programmes, i.e. creating opportunities for young graduates in Portugal to gain work experience abroad which will not only increase their chances of employability, but also will allow them to employ their newly acquired skills in their new jobs, thus enriching the Portuguese labour market.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

Reports from the Erasmus+ national agencies provide some data in the context of VET mobility. No data on non-Erasmus+ VET mobility is publicly available in the country.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

VET mobility in the country seems to focus on Higher education, beyond the scope of this study.

Overall, Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

VET mobility initiatives may be implemented under the following non-Erasmus+ programme/scheme:

- INOV Contacto
- Eurodyssey (multilateral)

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

-
- INTERREG funding
 - ESF Operational Programmes
 - Youth Guarantee
 - Pestalozzi Programme
 - Erasmus for Young Entrepreneurs
 - Your First Eures Job

Country Factsheet - Romania

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

VET mobility is defined as "the possibility to study, train or gaining professional experience and to participate in voluntary programs in other countries" with direct references to ERASMUS program⁶³. Another definition is stated on the website of the National Agency for Erasmus+ Programme in Romania. Mobility in VET is defined as "opportunities for IVET students (vocational schools, high schools and post-secondary schools) and for apprentices to work professionally and / or gain experience at work, experience that also enables them to develop new skills and communication skills in a foreign language⁶⁴.

1.2 Understanding of VET mobility in the country includes:

- ✓ Other forms of mobility for VET learners or staff (please explain)
 - Mobility as part of the initial vocational education and training
 - Mobility for vocational training after completion of the initial education and training
- ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

VET mobility issue is not a top priority in the main policy documents and is very seldom mentioned as measure for the opportunity to gain work and learning experience. The main policy document referring to VET mobility is National Strategy for LLL and VET National strategy. The Youth Guarantee programme in Romania is referring only to intra-national/internal mobility of youth.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in Romania.

The main policy documents are referring to ERASMUS+ program as the main source of funding to support VET mobility. Other strategic documents such as VET national Strategy 2016-2020 and LLL National Strategy 2016-2020 are mentioning VET mobility as measures to increase quality of IVET and CVET.

⁶³ 2015 - National Strategy for Lifelong Learning, p. 44

⁶⁴ <https://www.erasmusplus.ro/formare-profesionala-vet-mobilitati>

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

VET mobility is not mentioned as a subject on policy debate. Internal VET mobility is rather a priority (Youth Guarantee Programme in Romania).

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

The national Erasmus+ Agency may provide data on request. No other data on VET mobility is publicly available.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

Only with references to ERASMUS+ ROMANIA - National Report on the Implementation of the ERASMUS+ programme between 2007-2017 and its predecessors (Lifelong Learning, Youth in Action) 2007-2013.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

The following non-Erasmus+ VET mobility programmes/schemes have been identified in Romania:

- Eurodyssey (multilateral)

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee – In this case, the research showed that the implementation of the Youth Guarantee at national level rather focuses on internal mobility
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet - Slovakia

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in Slovakia.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- Mobility as part of the initial vocational education and training
- Mobility for vocational training after completion of the initial education and training
- Mobility of VET staff for teaching/training assignments or for their professional continuous development

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

In the key education and training national policy documents, there are no references to VET mobility explicitly. An exception is the National programme for development of education and training suggests tax concessions for enterprises if they support vocational education which includes VET mobility. Overall, VET mobility does not appear to be amongst the priority areas for the Slovak Republic.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in Slovakia.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

VET mobility activities may as well be implemented under:

- Exalliev's scholarship
- The Duke of Edinburgh's international award
- Visegrad Fund (multilateral)

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet - Slovenia

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

No specific reference to VET mobility could be found either in law, national strategies or other official policy documents. Therefore, VET mobility does not seem to be amongst key priority areas in Slovenia. However, there are certain indications that VET mobility is broadly understood similar to the definition used for the present study: 'Transnational mobility within the framework of education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.' For example, the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS) as a public institution leading most of the mobility programmes and schemes in Slovenia, refers to VET mobility by emphasising that "VET mobility programmes enable the collaboration between institutions in order to assure learning mobility of VET students (either young, adult or those who have already attained their VET qualification), teachers, school counsellors, advisors, as well as all other professionals involved in implementation of VET programmes in practice. Apart from learning mobility these programmes also encourage international projects of strategic partnerships that aim to raise the overall quality of vocational education and training, upgrade the competencies and skills of individuals and contribute to the openness of institutions."⁶⁵

Additional evidence to support the claim that VET mobility in Slovenia is indeed understood according to the above given definition (i.e. "equip people with knowledge, know-how, skills and/or competences required in particular occupations") can also be recognised in the effort that was recently invested in the preparation of ECVET handbook⁶⁶. The handbook provides useful tools for schools to properly prepare students for mobility and for the recognition of learning outcomes acquired at institutions abroad. Shortly after the handbook was issued in 2014, Slovenian ECVET experts organised seminars and workshops on ECVET use for teachers and mobility coordinators at schools, which also included the use of ECVET in the recognition of learning outcomes acquired abroad. Namely, in Slovenia, learning mobility at upper secondary VET level is only short-term and as emphasised in the Mobility Scoreboard report (2017), the recognition of learning outcomes acquired abroad is the responsibility of schools⁶⁷.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- Mobility as part of the initial vocational education and training

⁶⁵ CMEPIUS 2018; see: <https://www.cmepius.si/poklicno-izobrazevanje/>

⁶⁶ Mali et al. 2014, see <http://www2.cmepius.si/files/cmepius/userfiles/ECVET/ECVET%20priročnik%20za%20sole1.pdf>

⁶⁷ <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/mobility-scoreboard/country-fiches?countries%5B%5D=341&year%5Bvalue%5D%5Byear%5D=2017>

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- ✓ Mobility for vocational training after completion of the initial education and training
 - ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development

In Slovenia, international mobility seems to be more of a strategic priority in the area of higher (tertiary) education.

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

VET mobility is not explicitly referred to in any of available ET policy documents, neither in strategic documents that address education in general (e.g. White Paper on Education in Slovenia, 2011) nor in the documents that specifically address the area of VET. For example, there is no reference to VET mobility in the most recent “Report on the quality of VET” (2016), prepared by the Institute of the Republic of Slovenia for VET⁶⁸. It should be noted, however, that the newly adopted Apprenticeship Act (2017) explicitly allows the practical part of the training to be conducted as part of the international mobility programmes (ibid., Article 4). The Scholarship Act (2010, Article 2) also includes “promoting of international mobility” as one of the purposes of scholarship awards, while specifically recognising the “Ad futura scholarships” as scholarships awarded for international mobility for education, study visits or participation in knowledge and research competitions (ibid., Article 46).

Some of the documents mention internationalisation of upper secondary education, but in a rather marginal manner. For example, in March 2016, the new “Guidelines for the preparation of upper secondary VET programmes” were adopted by the National Expert Council for VET. Although this is the most important national policy document for the area of upper secondary VET, it contains very limited reference to VET mobility and international aspect of VET: mobility is only briefly mentioned while recommending that ECVET tools for the recognition of learning outcomes should be used when/if students complete part of the programme abroad (Izhodišča ... 2016, p. 12). While addressing the issues of mobility in general, some policy documents and legislative acts could also be considered as indirectly referring to the VET mobility. Few examples: - One of the strategic goals of the “National Youth Programme 2013-2022” (adopted in 2013) is also “to increase the international (study) mobility of young people” by increasing the financial support that state provides to schools and other educational institutions and by strengthening the quality, promotion and support for studying and practice abroad (Resolucija o Nacionalnem programu... 2013, pp. 16-17); - In the “White Paper on Education in the Republic of Slovenia” (2011) the general statement can be found emphasising that “at all education levels the collaboration with partner schools in other countries shall be promoted and international exchanges of students and teachers should be organised. Every education unit should be involved in at least one international activity.” (White Paper... 2011, p. 45) In this document, mobility is further referred to only in the context of addressing the professional development of teachers and other education professionals. In that section, White Paper actually recognises the mobility as one of the key principles of professional development: “The principle of mobility of teachers is one of the key factors of professional development and high quality education work. /.../ The main aim of mobility is to

⁶⁸http://www.cpi.si/files/cpi/userfiles/Datoteke/evalvacija/Kakovost/Porocilo_o_kakovosti_za_2014_15_junij_2016.pdf

raise the quality of professional work of teachers and other education professionals, to encourage innovations, support the transparency of education systems, strengthen the European dimension and acquiring knowledge and competencies in other environments.”

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in Slovenia.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility. See question 3 for more details on the key topics addressed in relation to VET mobility in policy documents.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

The CMEPIUS website contains publicly available statistics on VET mobility in Slovenia⁶⁹. However, CMEPIUS statistics only include mobility in the context of Erasmus+ scheme, other schemes/programmes are not included.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

As emphasised also by the Mobility scoreboard report (2017), policy actions in the area of VET are not countrywide coordinated and not evaluated. Some evaluations and studies exist, but they do not address VET mobility in particular, but rather the overall impacts of mobility (mostly within Erasmus+ programme).

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

⁶⁹ <http://statistike.cmepius.si/>

The following non-Erasmus+ VET mobility programmes/schemes have been identified in Slovenia:

- ESC2YOUNG
- TLN Mobility (multilateral)

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes (e.g. ESC2YOUNG)
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet - Spain

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in Spain.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- Mobility as part of the initial vocational education and training
- Mobility for vocational training after completion of the initial education and training
- Mobility of VET staff for teaching/training assignments or for their professional continuous development

Understanding of VET mobility is not specified in policy documents.

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

The legislation on the Spanish Dual system for VET (Formacion Profesional Dual) does not make any reference to VET mobility, neither in its 2012 main document, nor in the 2013 and 2015 amendments⁷⁰. No specific reference is found in the legislation for basic VET⁷¹. At regional level, it is possible to find reference to "European Union projects" in the context of the legislation on VET centres in Catalunya. However, no reference specifically to mobility per se⁷².

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in Spain.

⁷⁰ <http://todofp.es/profesores/normativa/legislacion/normativa-estatal/fpdual.html>

⁷¹ http://www.boe.es/diario_boe/txt.php?id=BOE-A-2014-2360

⁷² http://dogc.gencat.cat/ca/pdogc_canals_interns/pdogc_resultats_fitxa/?action=fitxa&documentId=574304&language=ca_ES

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

There is no publicly available data on VET mobility in the country.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

VET mobility opportunities may be implemented at regional level, despite the lack of explicit commitments to VET mobility in national legislation or policy framework.

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

The following non-Erasmus+ VET mobility programmes/schemes have been identified in Spain:

- Galeuropa
- Gazteak Atzerrian, Global Training – In this case, the focus is rather on Higher Education
- Eurodissey (multilateral)

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

Country Factsheet - Sweden

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

Official sources (agencies, ministries) in Sweden refer to the European framework for VET and the ambition to increase mobility inside Europe without defining it in further detail.

1.2 Understanding of VET mobility in the country includes:

- ✓ Other forms of mobility for VET learners or staff (please explain)
 - Mobility as part of the initial vocational education and training
 - Mobility for vocational training after completion of the initial education and training
- ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development

The concept of VET mobility seems also from Swedish perspective to include various programs and projects aimed at teachers and staff to enhance the quality of education through internationalisation through participation in the various programs that exists both locally and through the European framework. See question 3 for more details.

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

Referred to indirectly on the government/ministries of education policy plan and on the National Agency for Educations documents. Overall the Agency is referring to VET Mobility through the European framework programmes of ECVET, EQAVET, EQF/NQF, EUROPASS, ELGPN & VNFIL. In the actual curriculum for Secondary education and adult education mobility is referred to as something that should be promoted "The internationalisation of Swedish society and increasing cross-border mobility place high demands on the ability of people to live with and appreciate the values inherent in cultural diversity. The school is a social and cultural meeting place with both the opportunity and the responsibility to strengthen this ability among all who work there. Familiarity with the culture and history of Sweden and the Swedish language should be strengthened through teaching in many of the subjects studied in the school. A secure identity and awareness of one's own cultural origins and sharing a common cultural heritage strengthens the ability to understand and empathize with the values and conditions of others. Schools must help students to develop an identity that can be related to and encompass not only what is specifically Swedish, but also that which is Nordic, European, and

ultimately global. International links and education exchange with other countries should be supported.”⁷³

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No particular specific strategy for Sweden. As mentioned above, mobility is supported in the Curriculum and through various strategy documents and policies but not in a specific Swedish policy. For the targetgroup (VET).

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

There are no evident policy debates in the country relating explicitly to VET mobility.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

Data is available, but it does not go into the granularity of scheme type, profile etc. Statistical bureau of Sweden. Please note that 9% of all Swedish IVET students have taken part of a Mobility program of at least 2 weeks abroad as part of their studies. Statistics is unfortunately not available for CVET. For higher VET and Higher University education 17% of pupils attended a mobility program abroad. CVET students seem to not be included as a separate category⁷⁴.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

A 2016 report evaluates the programmes Atlas and Athena, evaluating the partnerships between Swedish secondary schools and low and middle income

⁷³ https://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftryck-sak%2FBlob%2Fpdf2975.pdf%3Fk%3D2975 (English version)
<http://www.government.se/49b730/contentassets/d82941161bd54cfc82727c76526ee06e/adult-education-and-training-in-sweden-u13.012>

⁷⁴ https://www.scb.se/contentassets/a352486ef45447939b505e7bfbfbd62/uf0549_2014a01_br_a40br1701.pdf

countries⁷⁵. However, this and other existing reports do not provide specific information on the impact of VET mobility itself.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

The following non-Erasmus+ VET mobility programmes/schemes have been identified in Sweden:

- Athena utbyten
- Atlas praktik
- Praktikantprogrammet
- TLN Mobility (multilateral)
- Nordplus Junior (multilateral)
- Nordplus Adult (multilateral)

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job

⁷⁵https://www.uhr.se/globalassets/_uhr.se/publikationer/2016/uhr-gymnasieskolers-erfarenheter-av-internationella-samarbeten-med-lag-och-medelinkomstlander.pdf

Country Factsheet - Turkey

What is meant by VET mobility in the national context?

1.1 Is there an official definition of 'VET mobility' in the country?

Clear reference to VET mobility is made in the Vocation and Technical Education Strategy and Action Plan of Turkey covering period 2014-2018. It is referred as an important way to develop skills required for today's world. Under the section "National and International Mobility of the Vocational and Technical Education" of the Strategy, it is noted that "In parallel to the rapid mobility of services and capital in the world, the mobility of also the human capital which is the ultimate aim of education systems has become inevitable. Therefore, it is necessary to form an educational system which is in accordance with the requirements of the mobility and speed, which are the basic characteristics of the era we live in, which can meet the national and global demands, which is on the basis of employment strategy, and which is skill-oriented, flexible and permeable."

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- ✓ Mobility for vocational training after completion of the initial education and training
- ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development⁷⁶

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

The policy document referring to VET mobility is the Vocation and Technical Education Strategy and Action Plan of Turkey covering period 2014-2018. VET mobility is one of the priorities set in the document (PRIORITY: 3.2. The National and International Activities of Vocational and Technical Schools' and Institutions' Students and Alumni will be Enabled) under "POLITICAL GRID 3.CAPACITY IN VOCATIONAL AND TECHNICAL EDUCATION"⁷⁷. VET mobility is also covered in the Annual Activity Report of the Ministry of Education. The report highlights the need to increase international mobility and improve the indicators on the subject⁷⁸.

⁷⁶ https://unevoc.unesco.org/network/up/TVET_STRATEGY_PAPER_2014-2018.pdf
https://sgb.meb.gov.tr/meb_iys_dosyalar/2018_02/28093718_Faaliyet_Raporu_yayYn_28022018_1707.pdf
<https://abdigm.meb.gov.tr/projeler/ois/egitim/022.pdf>

⁷⁷ https://unevoc.unesco.org/network/up/TVET_STRATEGY_PAPER_2014-2018.pdf

⁷⁸ https://sgb.meb.gov.tr/meb_iys_dosyalar/2018_02/28093718_Faaliyet_Raporu_yayYn_28022018_1707.pdf

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

As noted above, the Vocation and Technical Education Strategy and Action Plan of Turkey covering period 2014-2018 fosters VET mobility. It was adopted in 2014 by the High Planning Council. Its main objective is “To create a flexible and permeable vocational and technical education system with the active participation of stakeholders which supports social and economic development, in which all of the segments of the society have the opportunity to learn in accordance with their needs, which is innovative, and which prepares for employment”.

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

The debate mainly focuses on the need to increase international mobility. It was one of the topics discussed and included in the Task Force for Restructuring Vocational Education for the Tenth Development Plan 2014-2018⁷⁹. The members of the Task Force included representatives from the public and private sector and the non-governmental organisations (a list of members are provided on page xi and xii of the report). A similar task force was established for the Eleventh Development Plan (2019-2023) where mobility related issues are discussed by the stakeholders⁸⁰. There are also meetings organised to discuss the need for increasing international mobility with a focus on Erasmus+.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

Data on mobility in the education system is given in the annual activity reports of the Ministry of National Education but there are no specific reference or details on VET mobility.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

The National Agency of Turkey studied the impact of Erasmus+ VET mobility. This evaluation or other evaluations on the issue are, however, not publicly available.

⁷⁹ <https://abdigm.meb.gov.tr/projeler/ois/egitim/022.pdf>

⁸⁰

<http://www.kalkinma.gov.tr/Lists/zel%20htisas%20Komisyonu%20Raporlar/Attachments/404/On%20Birinci%20Kalkinma%20Planı%20Özel%20İhtisas%20Komisyonları%20Eİ%20Kitabı.pdf>

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

No non-Erasmus+ VET mobility programmes/schemes were identified in Turkey. In addition to Erasmus+, VET mobility activities may be implemented under the following:

- Erasmus for Young Entrepreneurs
- AFS Intercultural Programmes (individual mobility)

Country Factsheet – United Kingdom

What is meant by VET mobility in the national context?

1.1 Is there an official definition of ‘VET mobility’ in the country?

No official definition of VET mobility is evident across law, national strategy or other official policy documents in the United Kingdom. VET itself is referred to as ‘Further and higher education, skills and vocational training’⁸¹.

1.2 Understanding of VET mobility in the country includes:

- Other forms of mobility for VET learners or staff (please explain)
- ✓ Mobility as part of the initial vocational education and training
- ✓ Mobility for vocational training after completion of the initial education and training
- ✓ Mobility of VET staff for teaching/training assignments or for their professional continuous development⁸²

1.3 How and to what extent is VET mobility referred to in main education and training policy documents?

Within the context of Erasmus +, VET mobility is managed by the UK National Agency (a partnership between the British Council and Ecorys UK). No reference to VET mobility outside of the Erasmus+ programme was identified in the United Kingdom.

1.4 Is there a specific strategy/ policy to support/ foster VET mobility?

No specific strategy or policy to support and foster VET mobility can be identified at national level in the United Kingdom.

⁸¹ <https://www.gov.uk/education/further-and-higher-education-skills-and-vocational-training>

⁸² This selection derived from the consultation of the following documents: <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/65-cross-border-learning-mobility-united-kingdom-northern-ireland#123>; <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/65-cross-border-learning-mobility-united-kingdom-england#123>; <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/65-cross-border-learning-mobility-united-kingdom-wales>; <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/65-cross-border-learning-mobility-united-kingdom-scotland>; <https://www.britishcouncil.org/>; <https://www.gov.uk/education/further-and-higher-education-skills-and-vocational-training>; <https://www.erasmusplus.org.uk/>

1.5 Is VET mobility referenced in ongoing (i.e. since 2016) policy debates in the country (for example, in policy debates relating to education, training, skills development, continuing professional development or youth)?

VET mobility as a concept does not seem to appear in policy debates relating to education, training, skills development etc. Issues relating to VET schemes seem to focus on the privatisation of VET provision and the introduction of 'T-levels', new qualifications (in Digital, Construction, and Education and Childcare) to be taught from 2020.

1.6 Is data on VET mobility (e.g. participation, profile of participants overall and per main types of schemes, duration of mobility/ stay abroad in each scheme) publicly available?

Data is available- to varying degrees- for some individual schemes. Data on VET mobility participation and implementation is not available at a national or regional level.

Non-Erasmus+ VET mobility programmes/schemes

1.7 Are there studies/ evaluations on the impact of VET mobility easily identifiable via desk research?

No studies/ evaluations on the impact of VET mobility in the country have been published.

1.8 Are there any non-Erasmus+ programmes/schemes currently or recently implemented which have supported VET mobility (as their main purpose or one of their main purposes)?

Erasmus+ funding constitutes the main source of funding for VET mobility in the country.

Nevertheless, the following non-Erasmus+ VET mobility programmes/schemes have been identified in the United Kingdom:

- International Exchange Programme UK
- Leadership Exchange Programme
- JIB Apprenticeship Exchange Programme
- Cultural Exchange Scheme
- Technical Apprenticeship Scheme - Horizon Nuclear
- RHS and GCA Interchange Fellowship: Internship at Longwood Gardens (bilateral)
- Generation UK- China Internships (bilateral)
- Cultural Exchange Program (bilateral)

-
- Training bridges - Austausch von Auszubildenden und Ausbildern mit Großbritannien (bilateral)
 - Scholarships "Entente Cordiale" (bilateral)
 - Charles de Gaulle Trust partnerships (bilateral)
 - Agricultural Apprenticeships Programs (multilateral)

VET mobility activities may as well be implemented under the following EU-wide programmes, even if VET mobility per se is not their primary objective.

- INTERREG funding
- ESF Operational Programmes
- Youth Guarantee
- Pestalozzi Programme
- Erasmus for Young Entrepreneurs
- Your First Eures Job