

Study on Mobility Developments in School Education, Vocational Education and Training, Adult Education and Youth Exchanges

June 2012



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in School Education, Vocational
Education and Training, Adult
Education and Youth Exchanges**

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Part II Country Fiches of all countries under review

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Acronyms

APV	Advance Planning Visit
APEL	Accreditation of Prior Experiential Learning
CoE	Council of Europe
CVT	Continuing Vocational Training
DG	Directorate General
DG EAC	Directorate General for Education and Culture
EACEA	Educational, Audiovisual & Culture Executive Agency
EC	European Commission
ENGO	Body active at European level in the youth field
EP	European Parliament
EU	European Union
EVS	European Voluntary Service
HE	Higher Education
ICT	Information and Communication Technology
IVET	Initial Vocational Education and Training
LLP	Life-long Learning Programme
LdV	Leonardo da Vinci Programme
MEDA	Mediterranean Partner Countries
NA	National Agency (for EU action programmes)
OMC	Open Method of Coordination
RC	Resource Center
SALTO	Support, Advanced Learning and Training Opportunities
SEE	South East Europe
SO	Sending Organisation
TCP	Training and Cooperation Plan
TOEFL	Test of English as a Foreign Language
VET	Vocational Education and Training
VETPro	Vocational Education and Training Professionals
YiA	Youth in Action Programme
NGO	Non-Governmental Organisations
TOR	Terms of Reference

Executive Summary

Study on Mobility Developments in School Education, Vocational Education and Training, Adult Education and Youth Exchanges

Despite looming large on the horizon in European policy discussions on education, training and youth, transnational mobility undertaken for learning purposes remains in many ways a curiously under-researched phenomenon, both from a pedagogical and a sociological angle. What is the actual scope of the activities – how many people in Europe (young and old) go abroad for a period of time to acquire new skills, competences and knowledge; in what contexts does this take place; and how is this financed (and by whom)? And what is the precise rationale for these activities, how are they organized and outcomes recognized, and what is the nature of the interplay between the various programmes, schemes and initiatives? These are the questions that this study seeks to answer. It focuses on learning mobility in mobility schemes outside the European action programmes (the Comenius, Grundtvig and Leonardo da Vinci-strands of the Lifelong Learning Programme and the Youth in Action Programme), and it complements a similar study on mobility in higher education.

What kind of scheme is included?

In order to be regarded as a significant mobility scheme to be included in the study, the following criteria must be met:

- Learning mobility must be a **principal activity** of the scheme;
- A learning mobility scheme **must take place in an institutional or organisational setting**; this could be an educational establishment, a public body or authority, an organisation or an enterprise;
- A learning mobility scheme must be **transnational**, which means the participants are crossing national borders and spending time abroad as an integral part of the experience;
- A learning mobility scheme must involve **physical persons in cross-border activities**;
- A learning mobility scheme must serve a **learning purpose** the objectives of which should be acknowledged and agreed by the parties concerned;
- A learning mobility scheme must contain some form of structured, pedagogical content.
- Learning mobility experiences may be of **varying durations**;
- A mobility scheme must be **temporary** which means the learner must return to the home country after completion of the experience.
- A mobility scheme must be a **multi-annual** set-up.

How was the study conducted?

Mapping mobility in Europe represents a complex, methodological challenge. It takes place in a bewildering number of contexts involving a huge variety of target groups, actors and stakeholders, and in none of the 34 European countries¹ included in the study is there any one agency with a complete overview of mobility activities – let alone aggregate statistical data – in all the sectors concerned. The approach was to focus on established, multiannual mobility schemes as the anchor-point of the research. The contractor developed a search guideline to identify relevant mobility schemes in the countries under review. In addition, an online database was set up consisting of a questionnaire which had to be completed in a standardized way to ascertain full data comparability. The mobility schemes were identified via a network of national experts who searched in a standardized procedure for mobility schemes, and secondly, once identified, contacted the relevant implementing agencies for statistical data and other information.

Using mobility schemes as the point of departure for the study means that the picture eventually painted of mobility in Europe is not complete. It does not capture individual mobility outside of dedicated mobility schemes – the so called “free movers” – nor mobility in one-off projects that are undertaken in the framework of schemes that do not in the first place list mobility as the key activity (e.g. town-twinning schemes, employment initiatives). Any interpretation of the data needs to make allowance for this. Furthermore, the study almost certainly did not locate all European mobility schemes. We can be reasonably sure, however, that all the big fish are in the net.

Besides the statistical information on mobility schemes in Europe, the study also had a qualitative part which aimed at identifying important national trends and policies and which focused especially on the issues of recognition, the interplay between national mobility schemes and the EU action programmes, and mobility as a pedagogical tool.

How many participate in learning mobility activities?

Empirical data collection was carried out over a period of approximately 7 months, and during that time, nearly one thousand dedicated mobility schemes in Europe were identified and contacted. Only “significant” schemes were included in the study, but no absolute criteria for inclusion (in terms of e.g. duration, number of participants) were set up, and “significance” was determined on the basis of contextual criteria for each participating country. Many schemes were unfortunately not able – or willing – to provide statistical data on key aspects like participation and budgets, and figures from the study therefore to a certain extent rely on a “well-educated guess”. Taking this into account, it is estimated that approximately 430.000 persons per year participate in learning mobility

¹ The 27 EU Member States plus Norway, Iceland, Switzerland, Liechtenstein, Turkey, Croatia, and Macedonia.

through national or regional mobility schemes. This is nearly twice the number of participants in the relevant strands of the Lifelong Learning and the Youth in Action programmes. However, due to the incompleteness of data, this figure cannot be correlated with the length of the stay, and most of the schemes mainly provide short-term mobility experiences.

Who is paying for mobility?

Budgets are calculated in as many ways as there are mobility schemes, and it is therefore difficult to establish comparisons here. For many schemes, only a fraction of the real costs are included in the available budget information, as funding is composed of contributions from many sources, some of which are delivered in kind rather than cash. For others again – notably those operating without public funding in an NGO-context or even as a commercial enterprise – it is apparently moreover considered sensitive information, which is not shared with the rest of the world; even with *bona fide* researchers. From the information received total annual budgets of approximately EUR 500 mill are estimated, but with a considerable margin for error. There is a noticeable diminution in budgets over the last years, undoubtedly due to the economic crisis in Europe.

The major source of funding comes from public sources, i.e. from national and regional governments, even though the implementing agencies are often NGOs. Given this level of public commitment to mobility, it would seem that learning mobility is the subject of conscious and concerted policy-making at national level. This issue was therefore followed up in the qualitative part of the study, but it was not possible to identify inclusive national policies on learning mobility with clear, measurable and converging goals and in tune with supranational (EU) policies on mobility. What was found were as a rule rather diffuse declarations promoting different aims and different kinds of mobility, set in different contexts and often with little or no cross-reference. Some countries, however, have formulated clear policies for learning mobility in parts of the spectrum this covers, notably in the field of formal education and training.

Why engage in mobility?

The schemes were also asked about the rationale for their activities – i.e. why they found it worthwhile to organize and/or fund stays abroad. Answers to this question mainly fell in three categories:

- *Promoting intercultural understanding*: bringing (young) people together across national borders to develop solidarity and combat nationalism, racism and xenophobia;
- *Promoting internationalisation of education and training*: using mobility as a tool for the acquisition of foreign language skills, intercultural competence, knowledge of foreign markets and new working methods;

- *Promoting employability*: developing personal skills and competences through a stay abroad (adaptability, self-reliance, tolerance, empathy, crisis and stress management, responsibility, decision making etc.)

Most of the respondents indicated the first rationale as the most important *raison d'être* for their scheme, but in many cases a whole string of reasons were given which involve all three of the main categories listed above without giving preference to any one in particular. Yet it can be argued that these categories in terms of the aspirations they represent are quite different in nature, and require different methods to succeed. It is therefore interesting to look at how the mobility activities are organized and implemented and contrast this with the statements on objectives.

While there is a slight decrease of the number of participants in non-formal mobility schemes, formal mobility schemes seem to be on the rise. The number of participants in school exchange programmes is by far the largest and increased slightly in the last years. Work placements is the activity with the largest increase in the last years, and this could be taken as an indication that mobility – at least in action rather than words – is increasingly being inscribed in an employability discourse. Qualitative evidence emanating from analyses of accompanying documentation seems to underpin that such a development has indeed happened over the past decade, and it would be interesting to pursue this further – e.g. by also involving participants and enquire about their motivation for undertaking learning mobility.

Recognition of learning mobility

The focus in the study was mainly on formal recognition – in other words, how stays abroad undertaken for learning purposes can be integrated into education and training trajectories and be counted as a constituent part of a formal qualification.

There are significant differences in the various sectors covered by the study. For adult learners, most stays are of a very short duration, and recognition is hardly an issue here. This is also the case for the majority of the stays in VET. Only very few respondents indicated that they were systematically using the European devices for recognition and documentation of skills (ECVET, Europass), but this may be due to the relatively recent introduction of these tools. In general education, significant problems were registered with stays of the type “a school year abroad”, which are mostly undertaken at upper secondary level. In many instances, these stays are – due to perceived differences in curricula between countries – not recognized upon homecoming, and the participants will be set back a year in comparison with their peers.

Special attention was devoted to the field of youth exchanges and volunteering (i.e. mobility activities undertaken in a non- or informal context) and how skills and competences acquired during these stays

could be documented and possibly recognized in the setting of formal education and training. Given the European level focus on this issue, it was surprising to see that it apparently does not figure very prominently in activities undertaken outside of the European programmes. It was only possible to locate very few concrete instances where e.g. APEL² methods had been adapted and used for learning mobility in the youth sector, or where quality assurance strategies had been developed e.g. for transnational volunteering activities so that they could count as work placement periods in certain lines of training and study.

Mobility as a pedagogical tool

An understanding of learning processes in mobility – what can be achieved with this pedagogical tool and how it is done – is essential if it is to take its place as an important practice in lifelong learning policies and strategies. The focal point for this theme of the qualitative survey has been to try and investigate the level of awareness of the pedagogical aspects of mobility in mobility activities (policies, strategies and trends) outside of EU action programmes. More precisely: How is the issue perceived, which initiatives and activities have been set up to substantiate, complement or extend European policies, and who are the drivers of any developments in this field?

Concerning the theme of “mobility as a pedagogical tool”, the following issues were pursued in the enquiries:

- *the objectives of learning mobility*: Why are we actually doing it? Is mobility being used for the same ends in all contexts of formal and non-formal education and training?
- *the degree of sophistication of the use of tool*: How is “quality in mobility” perceived? What focus is there on qualitative aspects of mobility, and how is quality produced and assured?
- *knowledge development and sharing of resources*: Is there any cross-fertilization in terms of exchange of experience and good practices across the many contexts in which learning mobility is being used? And how can this be achieved?

Learning mobility is undertaken for many different reasons, and there is at times a notable discrepancy between means and ends – between ambitious (and often not very precise) goals and insufficient provisions.

There seems across Europe generally to be an increasing professionalization of practitioners of mobility, but judging by the material available there is still room for improvement when it comes to ensuring the compatibility between learning objectives and the practice itself. There is much development work undertaken in the field (with the funding possibilities afforded by the European action programmes as a major

² Accreditation of Prior Experiential Learning

driver), but little research. Only in Germany (particularly) and France do we find something which approaches research communities with transnational learning mobility as a focal point. Little is done to connect researchers and practitioners, with the possible exception of the field of youth, where there are isolated national and European initiatives.

Even though “quality” is an important topic in policy papers and discussions, the concrete manifestations are often at a high abstraction level (e.g. quality charters). There is only limited evidence of diversified quality assurance or quality management systems being developed and implemented.

There is moreover a perceptible compartmentalization among actors and stakeholders in the field with regard to knowledge development and sharing. Many of the efforts undertaken thus duplicate what has already been accomplished elsewhere – in other geographical areas, in other sectors – because the work undertaken here is not disseminated outside of their sphere of interest. The National Agencies of the EU action programmes in some countries (notably in smaller countries, where the agency spans several programmes and sectors) have assumed a role of “knowledge centres” or “observatories” of mobility and take an active hand in developing it as a tool, in creating overviews, and in providing training for organizers. There are, however, big differences between individual countries here.

Interplay with EU action programmes

“Learning mobility” covers activities that are undertaken in a variety of contexts, involving very different sets of actors and stakeholders, and with a diverse range of learning objectives of both cognitive and affective nature. This dispersion of activities both horizontally and vertically means that it is difficult to form an overview of what we may call “the mobility scene” in any given geographical context (be it European, national or regional), and this presents us with specific challenges in terms of coordination and mutual exploitation of resources (knowledge and funding). The issue of “interplay” and the nature of this was an important focal point for the study. On the basis of empirical observations, four models of interplay were extracted and formulated, which should be seen as analytical abstracts, more often than not manifesting themselves as points along a continuum rather than in their pure form. Starting with the negative, we may talk about:

- *Competition*: when schemes overlap and compete for participants and sources of funding, and fail to share resources and knowledge;
- *Substitution*: when one source of funding simply replace another without resulting in an increase in participation rates, or when the introduction of a new scheme is used as an excuse to cut back on funding from other sources.

On the positive side of thing, we have examples of:

- *Complementarity*: when synergies are exploited and developed to cover a wider variety of activities or target groups, extend geographical coverage and/or increase the quality of mobility inside the framework of existing schemes;
- *Instigation*: when actors and stakeholders cooperate proactively to create a heightened awareness of mobility, elevate it on the political agenda and foment new developments.

We found examples of all four models, but it was significant that none of the countries involved in the study had a mobility policy as such, which identified and networked players and coordinated activities in the field to avoid competition and substitution.

General conclusions

As usual with research, this study produced as many new questions as it answered known ones, and raised new problems while laying others to rest. We have now for the first time an inventory of national level mobility schemes in Europe outside of the EU action programmes – quite concretely in the shape of a database that may be extended and further developed in the future. It gives us an overview of activities which we may use for purposes of coordination and knowledge sharing, and it gives us a better indication of numbers of participants and funding involved, as well as the state of affairs concerning selected issues related to learning mobility. On the other hand, it has also pointed to large lacunae in the data material that we can gather at present, and at the need to develop new models and procedures of data mining if we want an accurate picture of the scope of the activities in European learning mobility. What is arguably the most pertinent message, however, is the need for a more inclusive approach to learning mobility in order to exploit synergies and extend coverage at national level, and for a better correlation of national and European policies in the field.

1 Introduction³

This Final Report covers the work on the Contract No. EAC-2010-1356 - Study on Mobility Developments in School Education, Vocational Education and Training, Adult Education and Youth Exchanges. The task was to identify and describe “significant mobility schemes” in Europe besides the European action programmes for mobility (the Leonardo da Vinci-, Grundtvig- and Comenius-strands of the Lifelong Learning Programme, plus the Youth in Action programme). The study was carried out in the time period January to July 2011.

The mobility study was executed in several stages comprising an extensive quantitative data collection and analysis in 34 countries and a comprehensive qualitative analysis of a number of case studies from a number of countries. The core team of the study consisted of Dr. Sören Kristensen as team leader, Mark Taylor as key expert and Dr. Thomas Lichtenberg as project manager and in charge of the quantitative data collection.

The core team was supported by an extended team of national experts in all countries under review. They were mainly native speakers of the country’s main language and conducted the country search on mobility schemes. All 34 countries under review were extensively analysed with regard to mobility schemes not funded by the LLP or YiA programmes. The findings were entered into a standardised online data entry template. This approach ensured full data comparability and alignment to the LLP and YiA programmes. The data results were analysed accordingly.

The qualitative analysis took its point of departure in the empirical data from the quantitative part of the study and was conducted mainly through document analysis and interviews. The National Agencies of EU mobility programmes were approached and requested to assist the core team with information. Individual case studies were carried out to gain a profound comprehension of the practices of mobility schemes. More detailed information on the methodology will be presented in the following report.

The final report presents the results of the quantitative and qualitative analysis, draws conclusions and develops recommendations for the improvement of mobility schemes of the LLP and YiA programmes at European and national level. The results for each individual country, including a list of mobility schemes identified, are presented in special ‘country fiches’, which are attached to this report.

³ The views and opinions expressed in this report do not necessarily represent the official opinion of the European Commission and are attributed only to the authors.

The Final Report is structured in the following manner:

Introduction	• This chapter briefly outlines the goal of the project and sets the frame within which the project was implemented.
Methodology	• This chapter explains the methodological approach how the quantitative and qualitative surveys were conducted
Results of quantitative survey	• The results of the quantitative analysis including the cluster analysis are presented in an aggregated version and the findings discussed in the broader context of European mobility schemes.
Qualitative survey	• The qualitative study was based on four core topics. The results of this analysis are presented.
Recommendations	• Based on the findings of the quantitative and the qualitative analysis recommendations have been developed.
Country Fiches	• Each country of the survey has been analysed in the same way. The results of this survey are presented for each individual country as a 'country fiche'.

1.1 Description of the task

The study aims at providing the European Commission and participating countries

with an overview of significant existing learning mobility schemes outside the European action programmes for mobility (the Leonardo da Vinci-, Grundtvig- and Comenius-strands of the Lifelong Learning Programme, plus the Youth in Action programme), both for outbound and inbound mobility. Existing schemes with third countries outside the EU, notably with the countries covered by the European "neighbourhood policy" should be covered as far as they represent a "significant" part.⁴

The study is divided into a

- quantitative data collection and analysis and
- a qualitative in-depth study.

In the quantitative part, the study gathers data on mobility schemes outside of the European Action Programmes (numbers of participants, duration of stays, the financial scope of the activities etc.). In the qualitative part, the study identifies "trends, strategies and policies" at national and regional level in Europe. The

⁴ Compare Open Call for tender EAC/27/2010. Study on Mobility Developments in School Education, Vocational Education and Training, Adult Education and Youth exchanges. Annex 1. Terms of Reference.

study covers all the 34 countries that are participating in the European Action programmes on mobility.

1.2 Definitions and areas of inclusion/exclusion

In the study, the core team has proceeded with the following operational definitions of key concepts of the work. These have been agreed on with the Commission during the regular progress meetings that have been held throughout the project.

1.2.1 Definition “Learning mobility” and ‘Mobility Scheme’

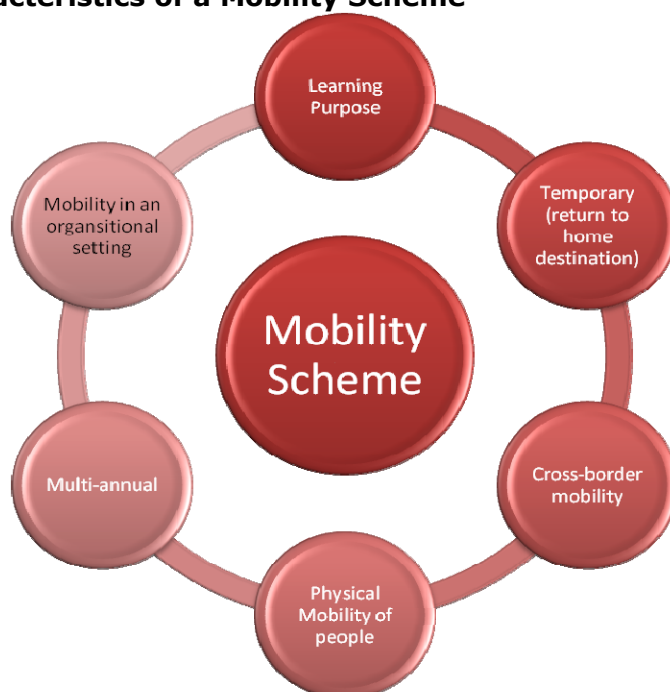
The definition of “learning mobility” is relatively straightforward and clear: a period of time spent in another country than one’s own, consciously organised for the purpose of acquiring knowledge, skills and competences. The stay may be organized in a formal or non-formal context.

After extensive consultation DG EAC and the contractor reached the following understanding of a mobility scheme:

A “mobility scheme” is a disposition that offers organised framework and support (financing and/or services) for learning mobility.

In order to be regarded as a significant SCHEME the following criteria must be met:

- A learning mobility scheme **must take place in an institutional or organisational setting**; this could be an educational establishment, a public body or authority, an organisation or an enterprise;
 - A learning mobility should be an **integral** and **principal** part of the scheme
 - A learning mobility scheme must be **transnational**, which means the participants are crossing national borders and spending time abroad as an integral part of the experience;
 - A learning mobility scheme must involve **physical persons in cross-border activities**;
 - A learning mobility scheme must serve a **learning purpose** the objectives of which should be acknowledged and agreed by the parties concerned;
 - A learning mobility scheme must contain some form of structured, pedagogical contents.
 - Learning mobility experiences may be of **varying durations**;
 - A mobility scheme must be **temporary** which means the learner must return to the home country after completion of the experience.
- A mobility scheme must be a **multi-annual** set-up.

Chart 1: Characteristics of a Mobility Scheme

1.2.2 Mobility schemes in a formal, non-formal and informal context

The Comenius, Leonardo da Vinci and Grundtvig strands of the LLP programme and the YiA programme distinguish between different target groups:

Target Group	Further Specification
Pupils	Primary education, General secondary education Initial vocational education and training, non-vocational adult education
Adult Learners	Continuing vocational education and training, non-vocational adult education
Young people	Youth field (covers young participants in all non-formal learning activities)
Teachers, trainers, other educational staff	Primary education, General secondary education Initial vocational education and training, non-vocational adult education, Continuing vocational education and training
Youth workers, trainers, staff working with young people in non-formal education	Youth field (non-formal learning activities)

Learning mobility schemes included in this study are implemented in both formal and non-formal settings. Mobility in informal settings – e.g. the activities of individuals in connection with work or leisure – is not comprised.

The core team applied the following Cedefop definitions on formal, non-formal and informal learning:

FORMAL LEARNING

"Learning that occurs in an organized and structured environment (in a school/training centre or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to certification."

NON-FORMAL LEARNING

"Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view."

Comments:

- non-formal learning outcomes may be validated and lead to certification;
- non-formal learning is sometimes described as semi-structured learning".

INFORMAL LEARNING:

"Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective."

Comments:

- informal learning outcomes do not usually lead to certification but may be validated and certified in the framework of recognition of prior learning schemes;
- informal learning is also referred to as experiential or incidental/random learning."⁵

Informal learning during stays abroad is not an issue in this study, which only deals with stays consciously organised for learning purposes (see definition of "learning mobility" above).

1.2.3 Mobility activities that are not covered by this study

The study has targeted mobility schemes operating in a formal and a non-formal context as defined in the previous section. However, much mobility is undertaken in different contexts and does not meet the requirements as defined by this study. To be more specific the contractor excludes the following mobility patterns from the study:

INDIVIDUAL ("SPONTANEOUS") MOBILITY

Individual ("spontaneous") mobility is mobility undertaken by an individual outside of any mobility schemes and financed by him- or herself, or possibly (if organised as a work placement) by a host company. This may happen both in formal, non-formal and informal contexts. Outside of formal education and training systems, there is e.g. the example of the so called "travelling journeymen", young people with an IVET-background in the crafts sector, who go abroad to work and learn for a period of time after they have finalised their

⁵ "Terminology of vocational training policy – a multilingual glossary for an enlarged Europe" (Cedefop, 2008c.). http://www.cedefop.europa.eu/EN/Files/4106_en.pdf §55, §64, § 86.

formal training, following a tradition that dates back from medieval times. This is supported by largely unofficial networks of craftspeople, which do not offer direct financial assistance but help establish contacts to host companies abroad (the "Naver"-network in Scandinavia, the "Compagnons du Devoir" in France, the "Zünfte" in Germany and Austria). Being unofficial, these networks do not register the mobility that they help into being. Another example of a similar nature may be exchanges of individual employees between mother companies and subsidiaries abroad.

MOBILITY UNDERTAKEN INSIDE NON DEDICATED SCHEMES

We have found evidence of significant mobility activities that are undertaken outside mobility schemes but within other schemes and settings. This is e.g. the case in employment-related schemes financed by the European Social Fund⁶, in the connection of Town-twinning schemes or schemes for regional development.

LOCAL LEVEL SCHEMES AND ACTIVITIES

Local level schemes and activities exist, but can be very difficult to capture if they are not somehow linked to formal mobility schemes or policies at regional or national level. Many upper secondary educational establishments thus organise mobility experiences for their students (usually in the shape of study tours of a limited duration) that they finance out of their own funds and/or financial contributions from the participants. In some cases, they also receive funding from schemes that are not directly linked to mobility (e.g. town twinning schemes). Mobility of teachers and other educational staff is also organised in this manner. Many exchange activities by youth organisations are undertaken in a similar way, and hence do not appear in any statistics.

AU PAIR SCHEMES

So called *Au Pair* schemes are originally conceived as learning mobility, where young people are offered a possibility to live for a period of time with a host family abroad where they are offered board and lodging against light household work. The learning aspect of this type of mobility is evident from the European Au Pair convention⁷, which stipulates that the young person doing an Au Pair-stay must have time off to attend language classes. Au Pair stays are either organised on a private basis or mediated through commercial Au Pair bureaus, but there are no statistics available on this activity. In recent years, the Au Pair schemes have increasingly been used by people outside of Europe (e.g. the Philippines) and less by young people from Europe.

1.2.4 "Significance" of a Mobility Scheme

The objective of the study is to identify and describe "significant mobility schemes". When exactly does a mobility scheme merit the epithet 'significant', and how do we assess this?

The disparity in size and economy between the European countries makes it difficult to set up common criteria for this in terms of, for example, absolute figures for the number of participants involved or budgetary allocations: what

⁶ See e.g. Christodoulides et al. "Youth Employability – a Study Report on Mobility", revised version, September 2010. The report lists examples mobility activities undertaken in the framework of ESF-initiatives under the heading "youth employability". The study can be downloaded from the website. <http://www.youthemploymentnet.eu/>

⁷ <http://conventions.coe.int/Treaty/EN/Treaties/Html/068.htm>

would count as significant in Iceland may be entirely irrelevant in a German context.

The core team has not proposed any minimum duration for the stays abroad organised within the framework of mobility schemes, as long as there is a clear learning purpose (as opposed to e.g. a recreational purpose) involved. However, it is clear that there is a connection between learning outcomes and duration, and many schemes operate with a minimum duration of the activities as part of their quality assurance framework. For the purposes of this study, however, duration has not been a selection criterion.

In the absence of hardnosed, absolute criteria, the decision on significance has ultimately be up to the judgement of the core and the national expert; the national experts are very familiar with the country-specific situation and in a position to judge which scheme is significant and which is not.

2 Methodology

The study is the first of its kind carried out at European level, and is thus a piece of pioneering work. It consists of a quantitative and a qualitative part, where the qualitative part serves to underpin and deepen our understanding of significant findings of the quantitative study.

2.1 The quantitative study

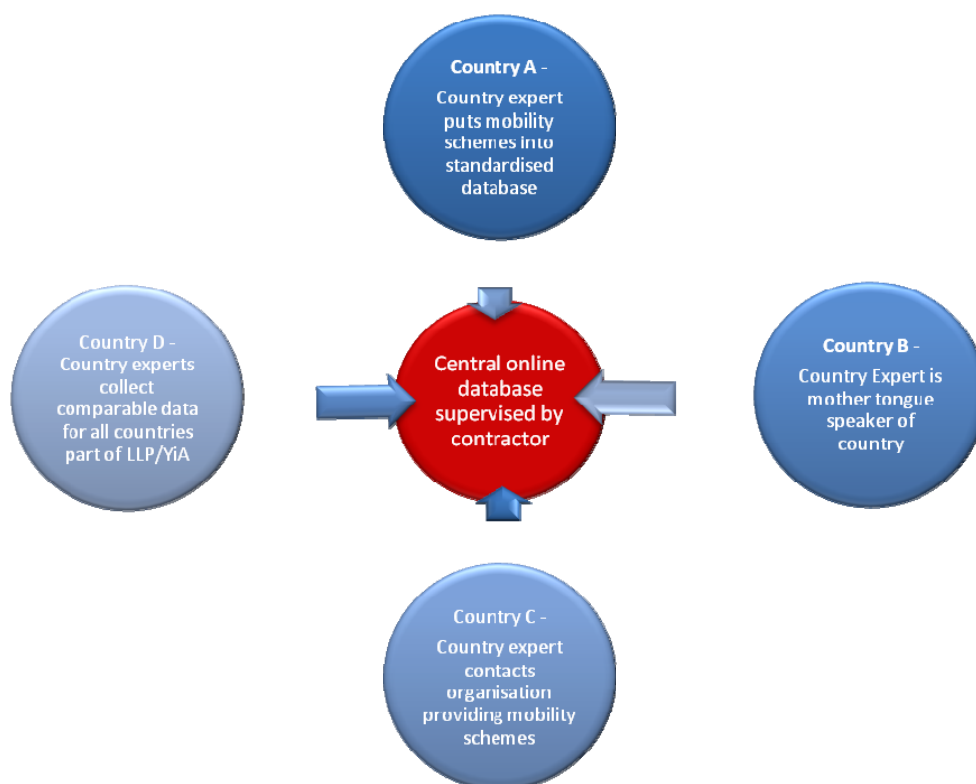
The quantitative data collection has been carried out by the contractor through a **network of country experts**. As a rule, the country expert investigated the situation in his or her own country of origin, as it has been deemed important that the expert speak the mother tongue(s) of the targeted country. In a few cases, an expert has covered more than one country.

In order to ensure robust and comparable data, a **common questionnaire /online data entry** template was developed and agreed on with the Commission. A **search guide** was developed to **guide the country experts** along the different possibilities of mobility schemes and funding sources. Each country expert filled in the search guide with information found to ensure that all possible sources of information were exhausted. The results of the search guides are attached to the '**country fiches**'.

The **National Agencies** of the EU action programmes were approached and asked for support in the sense to name organisations and schemes they were aware of.

Through document research and web-based enquiries, the experts identified significant mobility schemes in the country and filled in one questionnaire for each scheme. Normally, the first search results on a mobility scheme did not yield all the information as requested in the questionnaire /data entry mask. The country **experts contacted the implementing** organisation of the mobility scheme and asked for assistance to complete the data entry mask. Many implementing organisations responded but there are differences in the response rate regarding the country and the type of organisation. Besides, even if the agency responded positively not all information was provided (e.g. budget information). Agencies not answering to the first request were reminded either by mail or by telephone. The data was typed into the **online data** base which was under constant supervision of the project management.

Besides, the information needed for the questionnaire the implementing organisations were also asked to indicate other organisations implementing mobility schemes along the lines known as a "**snowball survey**".

Chart 2: Quantitative data collection process

2.1.1 Challenges faced in the data collection process

The study will be the first such baseline study of learning mobility schemes in Europe and has produced significant findings, but it would be presumptuous to claim that it constitutes a complete inventory and complements statistics of the EU action programmes to give a full picture of mobility.

It has been necessary to consult many diverse sources to mine out the data that is contained in this study. In none of the 34 countries involved (arguably with one or two exceptions) is there a "mobility observatory" – a "one-stop-shop" – that gathers information on learning mobility, even though the National Agencies for some of the smaller countries in Europe (notably in Scandinavia) are able to provide an overview of most schemes.

Moreover, the data has come in many formats, and in many cases it simply hasn't been available in an aggregate form for the schemes. In these instances, it has been necessary for the expert – of course in consultation with the interviewed key persons – to make an intelligent guess concerning certain aspects of the scheme, where no hard data exists (e.g. concerning average length of the stays, total budgets etc.).

In order to ensure the validity of the data for individual countries, the list of identified mobility schemes and the accompanying information were sent to the National Agencies for the European action programmes, who were asked to go through these and give their appreciation of the contents. In some cases this resulted in valuable additions to the list.

2.2 The qualitative study

The qualitative analysis has been elaborated by the core team of experts. Several methodological approaches have been applied to obtain information from different angles and perspectives in order to be able to elaborate on the key items of the qualitative study on broad-based evidence.

As mentioned in the previous section a **search-guideline** more specifically a table naming institutions (e.g. ministries, public employment services, NGOs, foundations, private companies etc.) and activities (e.g. work placements, exchange programmes, volunteer programmes) was answered by the country experts. This means the country experts had to thoroughly look at all these institutions and activities to be able to fill in the table. This table provides a first valuable insight in the mobility activities of different institutions in each country.

A **desk review** was conducted and policies, studies, research publications and other kinds of documentation referring to mobility schemes in different countries were examined in detail.

A **set of questions** was developed concerning core items of the qualitative study and forwarded to the National Agencies of the EU action programmes in all 34 countries. The National Agencies had been important counterparts in this data collection process and generally acknowledged the 'country fiches' with interest. Most National Agencies responded positively to this request and contributed valuable additional information on transnational learning mobility where appropriate, both at national and European level. Sources are indicated in the footnotes.

In some cases **personal interviews** have been used to clear up uncertainties concerning interpretation, verify findings and obtain additional information.

For the more **in-depth analyses** of the four specific themes (availability and quality of data, recognition, interplay, mobility as a pedagogical tool) we have in agreement with the Commission focused especially (but not exclusively) on 10 selected European countries. These countries are (in alphabetical order):

- Croatia
- Denmark
- Germany
- France
- Italy
- The Republic of Ireland
- Liechtenstein
- Spain
- Poland
- The UK



The selection of countries has been made to ensure an adequate geographical spread and a mixture of small, medium-sized and large countries. However, findings from the quantitative part of the study have admittedly also played a role in so far as we have selected countries where we were fairly sure of encountering interesting phenomena that made the efforts worthwhile in terms of the overall aims of the analysis. The part of the qualitative study involving the four selected themes follows below.

The aim of the analysis is action-oriented – to take stock of the “state of the art” of transnational learning mobility with a view to identifying areas where further action is needed and to identify examples of good practice which can serve as the basis for the development of recommendations for future interventions.

The emphasis in our work has been to identify policies and strategies at national (and for larger countries with a federal structure also regional) level. *Policies*⁸ are formulated by national or regional authorities, whereas *strategies*⁹ may also be developed and implemented by other actors and stakeholders and within the

⁸ *Policies* defined as statements of political intent accompanied by measures for implementation

⁹ *Strategies* defined as guidelines for practice

framework of national or regional mobility schemes. It has been a condition for inclusion that these policies and strategies must have direct implications for practice and are not merely vague “balcony declarations” that indicate general goodwill without providing concrete manifestations of this.

Moreover, the study is not intended to measure the degree of compliance with European mobility policies. To be useful in our context, it has been a criterion of relevance that national policies and strategies should complement, extend, quantify or redefine European mobility policies and provide substantial added content, and not just echo the general drift of these.

The analysis of mobility developments and trends observable from the quantitative survey is undertaken mainly with a view to underpinning the observations and check the validity and reliability of the data. Here, we have drawn on material from all 34 countries involved in the study. This part of the qualitative analysis has been placed next to the charts illustrating the most important findings of the study, to provide instant explanations for them.

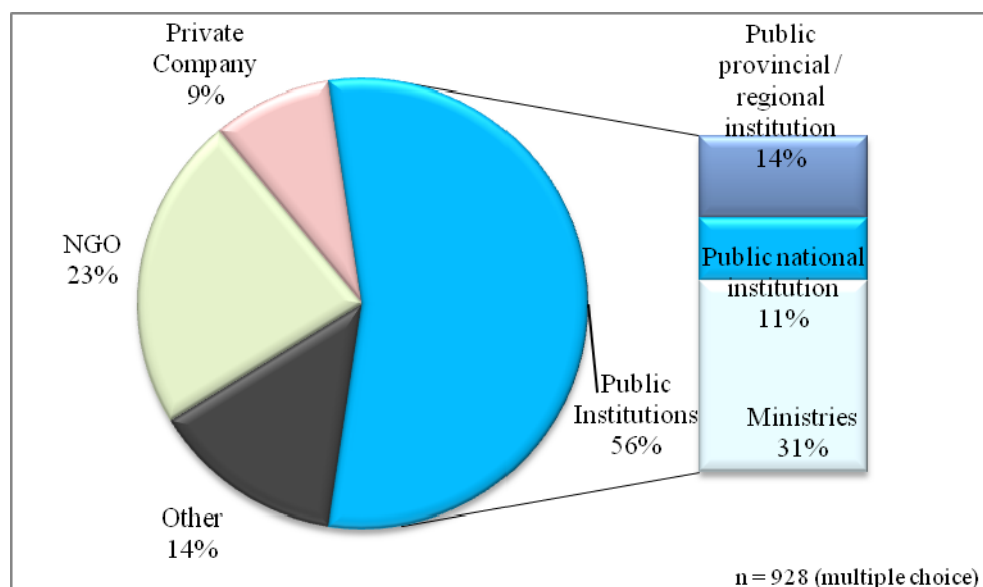
3 Findings of the Quantitative Survey

Data on each individual mobility scheme identified has been gathered according to a template questionnaire, which is attached to this report as Annex 1. So far 928 mobility schemes have been identified all together, which includes all the “big fish” – however, a finding of the study is that there are very many small schemes, and there are undoubtedly ones that still remain to be discovered. Based on the data collected in the online database, the contractor has in the following picked out and presented what we see as interesting trends and tendencies in mobility, arising from the process of aggregating and cross-referencing the data. It must be noted that the aggregated figures refer to the 34 countries of the study which corresponds to all countries participating in the LLP and YiA programmes. In some cases the focus is on the 27 Member States only to be able to compare the findings with EU data.

3.1 Funding Agencies of Mobility Schemes

This question examined the sources of funding of mobility schemes. The provided funding normally covers a portion of travel expenses, accommodation if required and some assistance for travel insurances. Under normal circumstances the participants of the mobility schemes need to make available some own funding, but this varies significantly from scheme to scheme. Apart from the actual funding provided for direct expenses, it is the logistical support (finding partner institutions, monitoring and mentoring, preparation and debriefing activities etc.) that is often delivered in kind and thus not calculated in the budget, but which is of utmost importance to setting up an environment conducive to international mobility. This makes budgetary information difficult to compare.

More than half of the national mobility schemes receive money from public institutions. The public institutions comprise Ministries, Regional institutions and public National institutions. Different ministries provide funding for mobility for different target groups: Pupils, young people (non-formal learning mobility), adult learners, teachers etc. The importance of regional institutions must not be underestimated. A number of EU programmes foster regional cooperation, and unlike ministries, regional stakeholders tend to interact directly with each other across borders to establish mobility schemes. In fact, as it is very difficult to identify all regional mobility schemes, it can be assumed that the number of schemes operating at regional level is bigger than indicated in this study. Town-twinning exchange activities have been excluded from the study, for example, even though the actual mobility taking place in this context is probably significant. Public national institutions refer to organisations like the British Council, Goethe-Institut or Instituto Cervantes. These public bodies have been established to promote culture and language of the respective countries, and play an important role in fostering transnational learning mobility, even though they rarely are directly implicated in mobility schemes themselves.

Chart 3: Institutions funding mobility schemes

Second in ranking are non-governmental organisations (NGOs). Church-related institutions as well as foundations are included in this group. As can be seen from the above chart, NGOs play a significant role in the implementation of mobility schemes. But especially with regard to foundations, this figure most likely represents a significant underestimation. In Germany alone there are thousands of foundations. The large foundations were analysed systematically, but mobility schemes offered by smaller foundations were often found by chance only (the "snowball-method").

Private companies tended generally to be more reluctant to provide information to the study. A number of bigger and smaller companies promote international work placements or encourage their apprentices to conduct parts of their training abroad. For some, this is a multi-annual event and involves a significant number of participants, and thus qualifies for inclusion in the study. The figure presented here is most likely a significant underestimation because primarily large-scale enterprises have been analysed for mobility schemes. The large number of small and medium-sized enterprises (SMEs) was difficult to capture and include in the study.

The large group of "other" in the field of funding organisations refers primarily to commercial or semi-commercial operators providing mobility experiences funded directly by individual users. There are many non-profit or even commercial organisations that offer logistical support for a mobility experience, but the participants have to pay for it. The range of mobility activities stretches from formal school stays in foreign countries and language courses to work camps, volunteering and "internships" (work placements). The fee that needs to be paid by the participants covers the actual costs and the organisational overhead of the agency. The surplus that is partly generated is for many NGOs being rechanneled to grant programmes for socially disadvantaged groups, whereas for commercial organisations it represents profit.

FINDING OF THIS SECTION: THE MAJORITY OF MOBILITY SCHEMES IS FUNDED BY PUBLIC INSTITUTIONS – MINISTRIES FOLLOWED BY REGIONAL ENTITIES.

3.2 Implementing Agencies

To be able to ascertain where the “drive” for mobility comes from, it is important to distinguish between “owners” (providing funding) and “operators” (implementing the activities). Most schemes are financed by national and regional governments, as was pointed out in the previous section.

Chart 4: Funding and implementing agencies in comparison



When comparing the funding agencies with the implementing ones it turns out that the majority of mobility schemes funded by ministries are being implemented by national agencies or NGOs. Regional and private organisations are almost balanced in the number of mobility schemes funded and implemented. Private companies normally pursue their specific policies (e.g. internationalising the competence of staff members) and develop programmes to implement these policies, and as a consequence funding and implementing agencies are congruent.

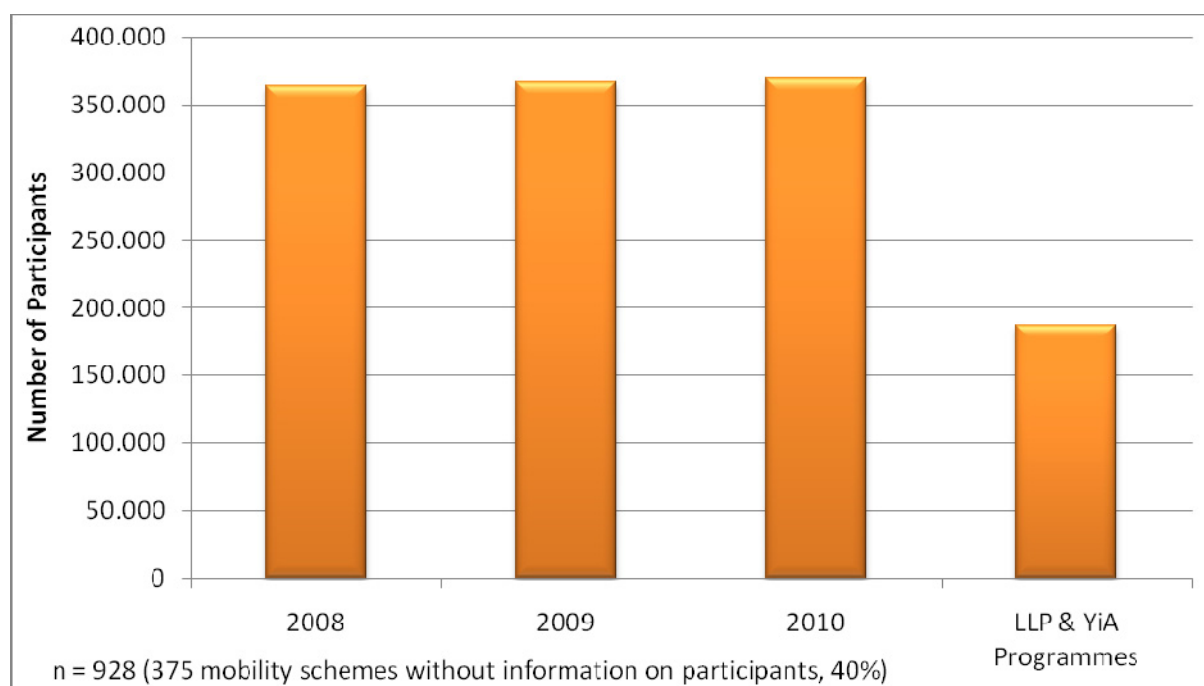
Political policymakers pursue visions for the benefit of societal target groups and must make sure that the necessary resources are available to fulfil this political vision. The practical implementation is then delegated to governmental or even non-governmental organisations.

FINDING OF THIS SECTION: MINISTRIES FUND MOBILITY SCHEMES, BUT DELEGATE THE PRACTICAL IMPLEMENTATION TO EITHER OTHER PUBLIC INSTITUTIONS OR NON-GOVERNMENTAL ORGANISATIONS.

3.3 Number of participants of national mobility schemes

As indicated in the chapter on the methodology, despite great efforts on our part, not all implementing agencies were willing or ready to provide information on the number of participants of the mobility schemes. In fact, a significant number of organizations did not respond at all: we do not have precise information (or information at all) for about 40% of the mobility schemes.

Chart 5: Number of participants of mobility schemes¹⁰



As one can see from this chart, the total number of participants of mobility schemes funded by other sources than the YiA programme and the relevant strands of the Lifelong Learning Programme ranges slightly above 350.000 participants yearly and has not changed significantly in the last years. A few mobility schemes account for a large number of participants. The Franco-German Youth Office¹¹ alone, for example, has a yearly budget of 20 million Euros available (funded by the German and the French governments) and supports about 50.000 people's mobility experience annually to foster mutual contacts and understanding between young people (non-formal learning mobility) in the two countries. The German-Polish Youth Office¹² has to manage with 8.5 million Euros "only". The Spanish government offered huge numbers of English training courses for young people¹³ with 50.000 participants in 2008 and 25.000 in 2009.

Yet it must be taken into consideration that we have only 60% of information on participants of mobility schemes. After extensive consultation, we are confident that the biggest schemes are included, so

¹⁰ Information on number of participants for LLP and YiA programmes: European Commission. Directorate-General for Education and Culture. Open Call for tender EAC/27/2010. Study on Mobility Developments in School Education, Vocational Education and Training, Adult Education and Youth exchanges. Annex 1. Terms of Reference.

¹¹ For more details compare www.dfjw.org

¹² http://www.dpiw.org/publication/1316692713_gesch_ftsbericht_2010_web.pdf

¹³ Ayudas para cursos de lengua inglesa durante el verano destinada a jóvenes de entre 16 y 30 años <http://www.educacion.es/horizontales/servicios/becas-ayudas-subvencion>

that it is not a matter of a simple addition of 40% to the figures to arrive at an overall estimate. Based on a consideration of budgetary levels compared with participation, we have tried to put together an educated guess and would estimate that about 25% more participants must be added to our figure to come close to the total number of participants. This means we end with a rough estimate of about 430.000 participants (with a possible error margin of 10.000 participants in both directions) in national mobility schemes yearly. It should be noted that the comparison between participation rates is made on the basis of *participants financed by the scheme*. The LLP and YiA only finance outgoing mobility, but some national schemes also finance incoming mobility. In these cases, incoming participants have been included in the overall participation rate to give a truer picture of the scope of mobility. This method helps to avoid the risk of double-counting of participants, as they are tagged by the source of financing, and therefore only appear once in the statistics.

Compared with the number of people supported by the LLP and YiA programmes it can be stated that the national programmes probably comprise about double the amount of people participating in the EU initiatives but the EU programmes refer only to out-bound mobility.

FINDING OF THIS SECTION: AN ESTIMATED 430.000 PARTICIPANTS EXPERIENCE LEARNING MOBILITY THROUGH NATIONAL MOBILITY SCHEMES. THIS IS MORE THAN THE DOUBLE NUMBER OF THE PARTICIPANTS OF THE YiA PROGRAMME AND THE RELEVANT STRANSDS OF THE LIFELONG LEARNING PROGRAMME PUT TOGETHER.

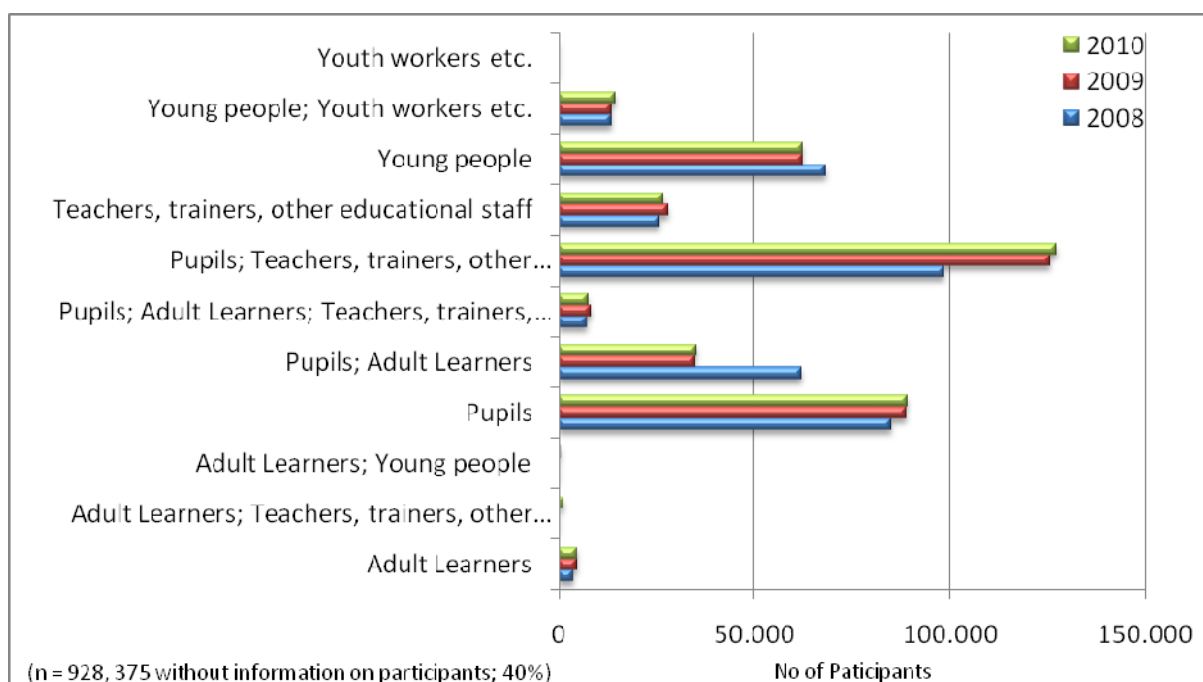
3.4 Target Groups of Mobility Schemes

National institutions supporting mobility schemes normally follow their own policies and agenda and do not differentiate between target groups in the same manner as the LLP and YiA programmes do. They often merge them according to their own needs and priorities. "Youth" can thus mean any person in varying age brackets between 0 and 35 years, and there may be no differentiation according to status (pupil, student, apprentice, member of a youth organisation etc.) In some cases, only figures for individual years are available, which leads to 'jumps' in the results. Missing data has been extrapolated in the cases where budgets are available for a span of years (and more or less constant), and this probably gives a reliable picture. However, when figures are only available for certain years, the missing data was replaced with 'well-educated guesses' and is consequently less certain.

In the chart below the target groups "Pupils & Teachers" and "Pupils"¹⁴ have the largest number of participants. They are followed by "young people" (non-formal learning mobility), which constitutes the third largest group.

Chart 6: Number of participants broken down by target groups and per year

¹⁴ Including IVET



As explained in the previous section, the overall number of participants for mobility schemes remained constant in the period 2008-2010, but when looking at the different target groups, differing tendencies become discernible. Of significance is the increase of participants in the target group "pupils & teachers" (and "pupils", albeit to a far weaker extent). On the other hand, there is a slight but visible decrease of participants for the target group "young people". The diminution of participants in the target group "pupils, adult learners" is primarily attributable to a huge Spanish mobility scheme which cut funding and consequently the number of participants by some 50%¹⁵, which had a major impact on the overall figure. Other than this target group, the findings seem to indicate that mobility schemes in a formal setting (schools, pupils and teachers) seem to increase, whereas mobility schemes in a non-formal context (youth, young people) seem to be slightly waning in size.

The target groups are being examined in more detail in the sections below.

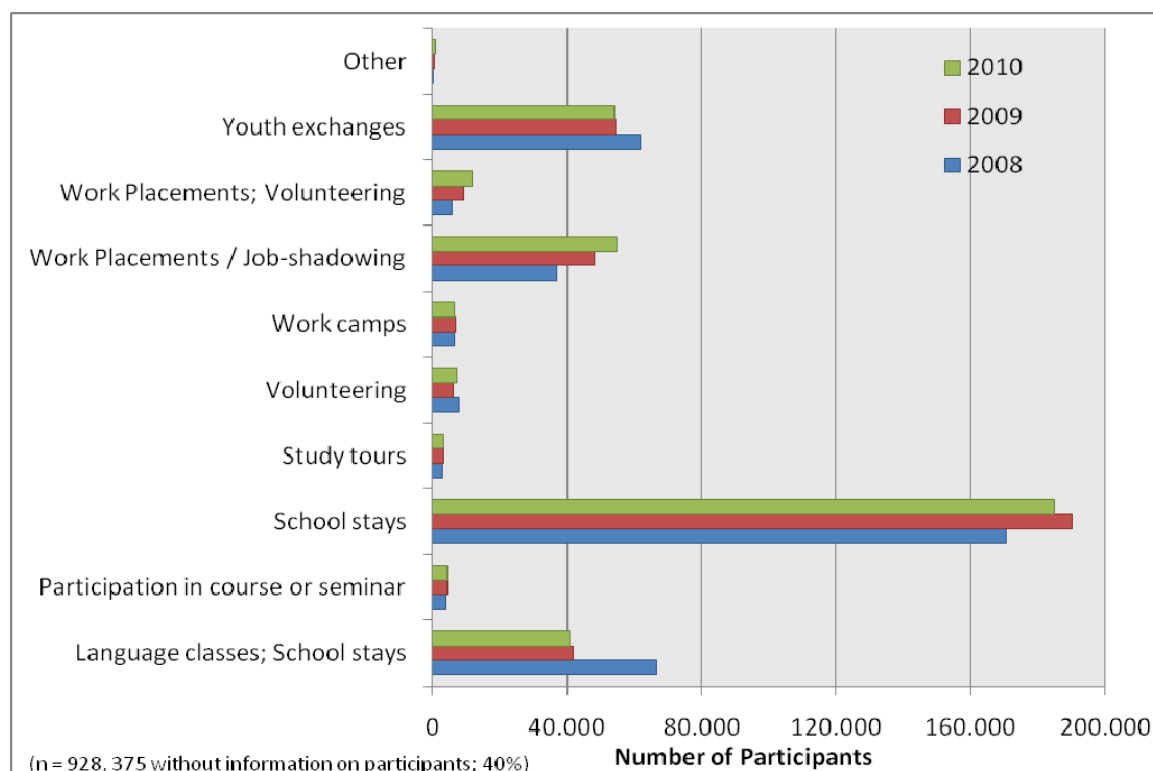
FINDING OF THIS SECTION: BASED ON THE FINDINGS MOBILITY SCHEMES IN A FORMAL SETTING (SCHOOLS) SEEM TO GAIN PARTICIPANTS, WHEREAS MOBILITY SCHEMES IN A NON-FORMAL SETTING SEEM TO DECREASE A LITTLE.

3.4.1 Activity focus of the learning mobility schemes

The chart on the activity focus of the mobility schemes is based on the on their "main activity". Other types of activities within the "learning mobility-bracket" may also be carried out in some mobility schemes, but only the main activity is considered in this chart. For example, many school exchange programmes also offer study tours or language courses, but the main activity is "school stay".

Please note that the types of activities and their descriptions are based on the information given by the operators, and they name the specific activities according to their own needs and priorities.

¹⁵ Ayudas para cursos de lengua inglesa durante el verano destinada a jóvenes de entre 16 y 30 años
<http://www.educacion.es/horizontales/servicios/becas-ayudas-subvencion>

Chart 7: Number of participants according to activity

To clarify some of the activities:

- “Language courses” have always been allocated to the target group “Adult education – non-vocational education and training”, even though they may also be undertaken for other target groups and in other contexts. Some countries offer governmentally-funded language courses involving mobility for e.g. expatriates or other groups interested in the language.
- The combination **“work placements” and “volunteering”** refers to internships that are work placements of people in non-vocational education and training (e.g. “gap-year mobility”). The respective target group is “young people” (non-formal learning mobility).
- An example of mobility schemes in the category “other” is the scheme “Odmalička/Von Klein Auf” between the Czech Republic and Germany¹⁶, which is a mobility scheme involving pre-school children and kindergarten-staff of neighbouring regions on both sides of the border..

Like in the previous section, the analysis of the activities of mobility schemes confirms some of the tendencies.

The largest activity group is dealing with school stays. There is no clear trend as the figures are fluctuating. There is a considerable increase from 2008 to 2009, but then the number of participants is dropping again.

The second largest group is youth exchanges and refers to non-formal mobility schemes. There is a slight downwards trend to be seen. Remarkable is the increase for the third largest group (work placements). This seems to be a fairly recent development, and indicates that mobility is increasingly being used as a

¹⁶ <http://www.vonkleinauf.info/>

tool for the acquisition of knowledge, skills and competences aimed at improving employability (as opposed to other types of learning objectives).

The downtrend of participants in the field of language courses is based on two schemes from Spain:

Country	Name of Scheme	Target Group	2008	2009	2010
Spain	Ayudas para cursos de lengua inglesa durante el verano destinada a jóvenes de entre 16 y 30 años Awards for English language courses	Pupils (General secondary education; Initial vocational education and training) Adult Learners (Continuing vocational education and training)	51115	25000	25000

Country	Name of Schemes	2008	2009	2010
Spain	Grants for teachers and teaching students to assist to English language courses in a foreign country	5000	2500	2500

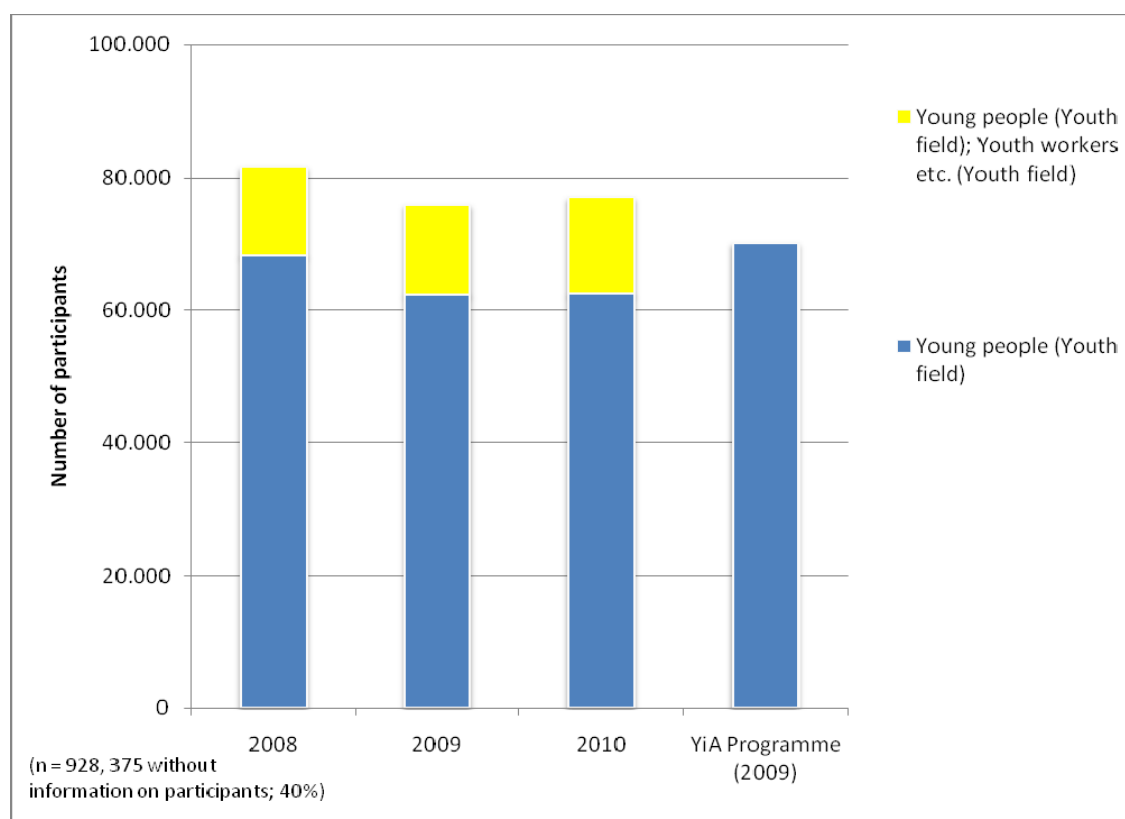
The figures confirm the trend that there is an increase in the field of formal mobility and a slight decrease in the section of non-formal education.

FINDINGS OF THIS SECTION: SCHOOL STAYS IS BY FAR THE MOST IMPORTANT ACTIVITY WITH A SIGNIFICANT INCREASE, BUT NO CLEAR TREND. SECOND LARGEST ACTIVITY IS THE NON-FORMAL SEGMENT OF YOUTH EXCHANGES WITH A SLIGHT DOWNWARDS TREND. THE THIRD LARGEST ACTIVITY OF WORK PLACEMENTS IS GROWING SIGNIFICANTLY.

3.4.2 Young people's involvement in learning mobility schemes

"Young people" cover participants in all non-formal learning activities.

Chart 8: Further analysis of target group „Young People“



The target group "Adult learners/young people" comprises mobility schemes like work-camps which are open to adult learners (e.g. family work camps) as well as young people. It is so small that it does not even appear in the above chart. Young people (Youth field) constitute the group with the largest number of participants. A slight downwards trend in participation can be observed.

The total number of participants is around 80.000 participants per year. As stated previously, only 60% of the mobility schemes provide information about the number of participants. According to our estimation another 25% must be added to come close to the real number of participants. Roughly speaking, we estimate a total of about 100.000 participants for "Young People" for all non-formal learning mobility schemes not funded by LLP and YiA.

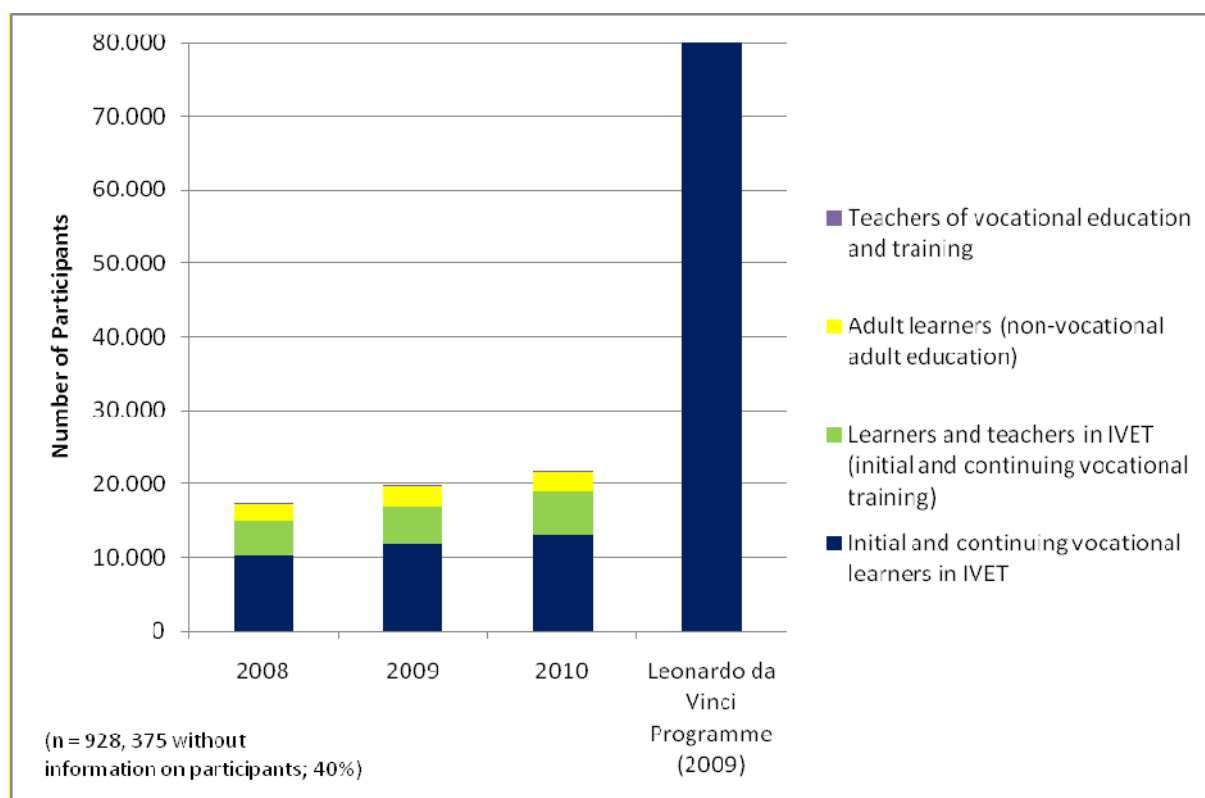
The Youth in Action programme supports annually more than 7.000 projects involving about 70.000 going abroad in the context of a mobility strand; YiA is paying particular attention to young people with fewer opportunities.

FINDING OF THIS SECTION: ROUGHLY SPEAKING, WE ESTIMATE A TOTAL OF ABOUT 100.000 PARTICIPANTS FOR "YOUNG PEOPLE" FOR ALL NON-FORMAL LEARNING MOBILITY SCHEMES OUTSIDE OF LLP AND YiA.

3.4.3 Apprentices and other young people in IVET – involvement in learning mobility

The following target groups are more or less focused on vocational education and training:

Chart 9: Number of participants of vocational education and training



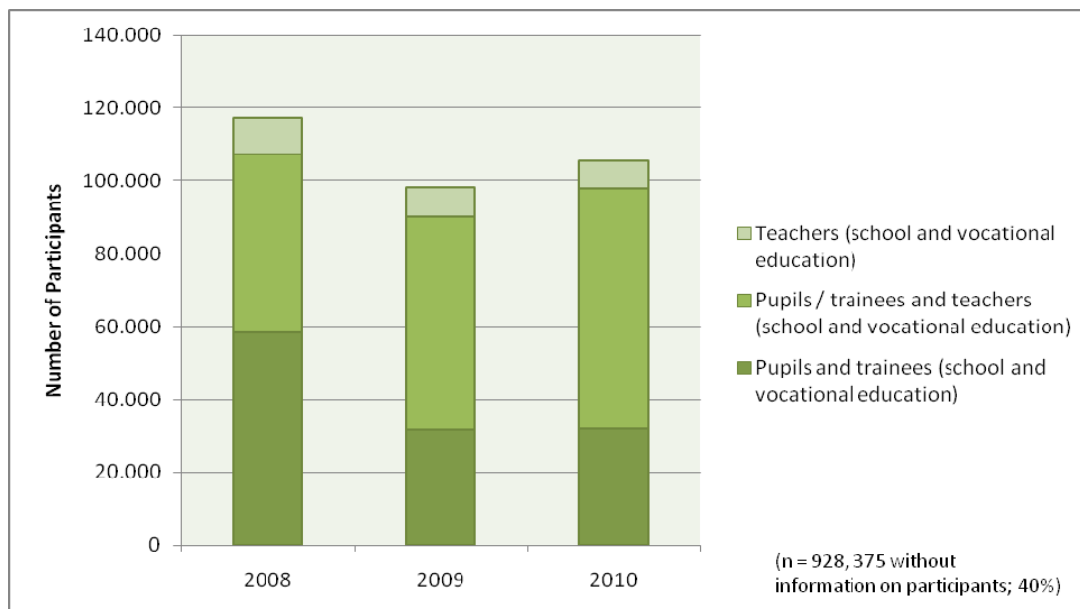
The numbers of participants in national mobility schemes which have an exclusive focus on vocational education and training has been steadily increasing in the last years. Participants coming from IVET and CVT constitute the largest group with increasing numbers. The figures for the combined groups of participants from IVET/CVT and teachers as well, as the group of non-vocational adult learners, are stagnating. Mobility schemes exclusively for vocational trainers are so low as to be almost irrelevant. As in the previous chart, we estimate that about 25% of participants must be added to reach the total number as only 60% of the mobility schemes contain data. The means the total number starts at about 20.000 and moves gradually towards 30.000 participants, as a consequence of the increase in the last years.

The Leonardo da Vinci (LdV) strand of the LLP-programme focuses on the teaching and learning needs of those involved in vocational education and training (VET). It aims to establish and bolster the competitiveness of the European labour market by helping European citizens to acquire new skills, knowledge and qualifications and have them recognised across borders. It also supports innovations and improvements in VET systems and practices. In spite of the growing tendency, it looks as if national programmes have a comparatively weak focus on this target group compared with the number of people supported by the LdV programme, but a number of schemes in this field (the Danish PIU-

scheme and the German IdA-scheme) support periods abroad that are significantly longer than what is generally seen in the LdV-programme.

The problem with making statistics here is that national schemes do not necessarily define their target groups in the same way as the EU programmes, but they follow their own vision and logic and combine target groups as it seems sensible to them.

Chart 10: Number of participants for mobility schemes targeting IVET and school pupils



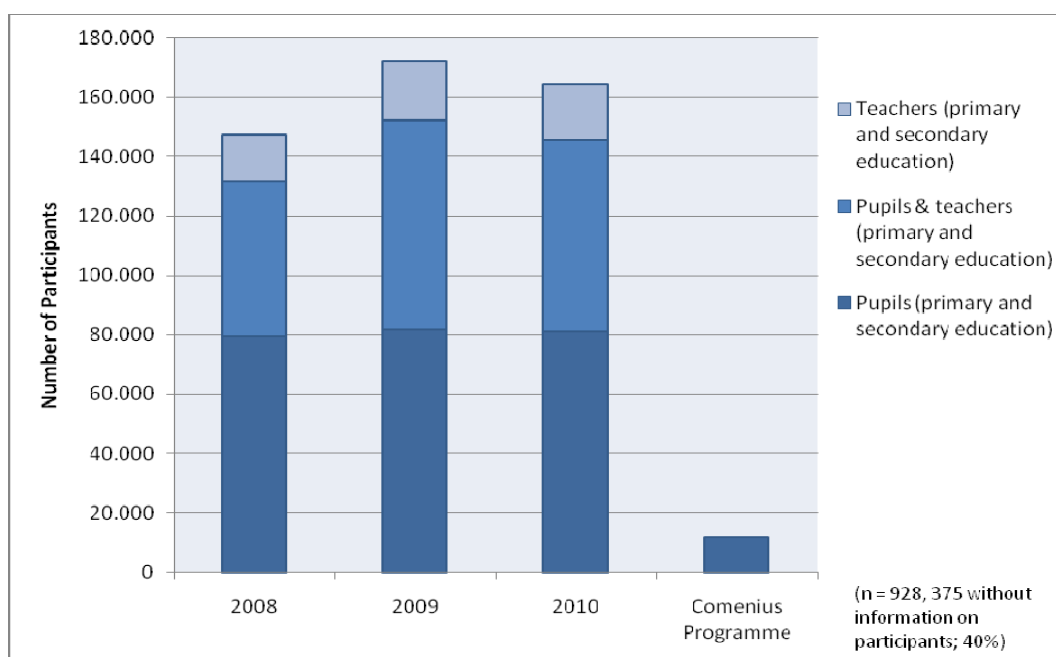
As one can see, the large majority of mobility schemes target pupils / adult learners regardless of whether they attend full-time school or are engaged in vocational training as apprentices. As a consequence, it is impossible to compare national data of these target groups with the data of the LLP programmes.

The large downwards trend is due to cuts in the Spanish language programme as described above.

FINDING OF THIS SECTION: MANY NATIONAL MOBILITY SCHEMES TARGET GENERAL EDUCATION AND IVET ALIKE, WITHOUT MAKING ANY DIFFERENTIATION. CONSEQUENTLY, NATIONAL DATA CANNOT BE COMPARED EASILY WITH THE RELEVANT STRANDS OF THE LLP PROGRAMME. THERE IS A CONSTANT GROWTH IN THE NUMBER OF PARTICIPANTS IN NATIONAL SCHEMES THAT TARGET APPRENTICES AND OTHER (YOUNG) PEOPLE IN IVET ONLY.

3.4.4 Pupils' and teachers' involvement in learning mobility schemes

The following target groups are more or less focused on primary and secondary general education:

Chart 11: Development of participation of pupils and teachers in general secondary education

A lot of mobility schemes target solely pupils or teachers (or both). The number of participants ranges between 140.000 participants in 2008 to about 170.000 in 2009. The largest group is pupils (primary and secondary education) and the figure remained constant in the last years.

The target group of pupils and teachers (primary and secondary education) experienced a significant increase from 2008 to 2009 and then moved downwards again. A number of mobility schemes changed the number of participants, which indicates that it is not a single big programme which is responsible for this change. The group of teachers kept also constant over the years. When adding about 25% of the participants to compensate the 40% of mobility schemes without information on participants, the number moves to between 180.000 and 200.000 participants.

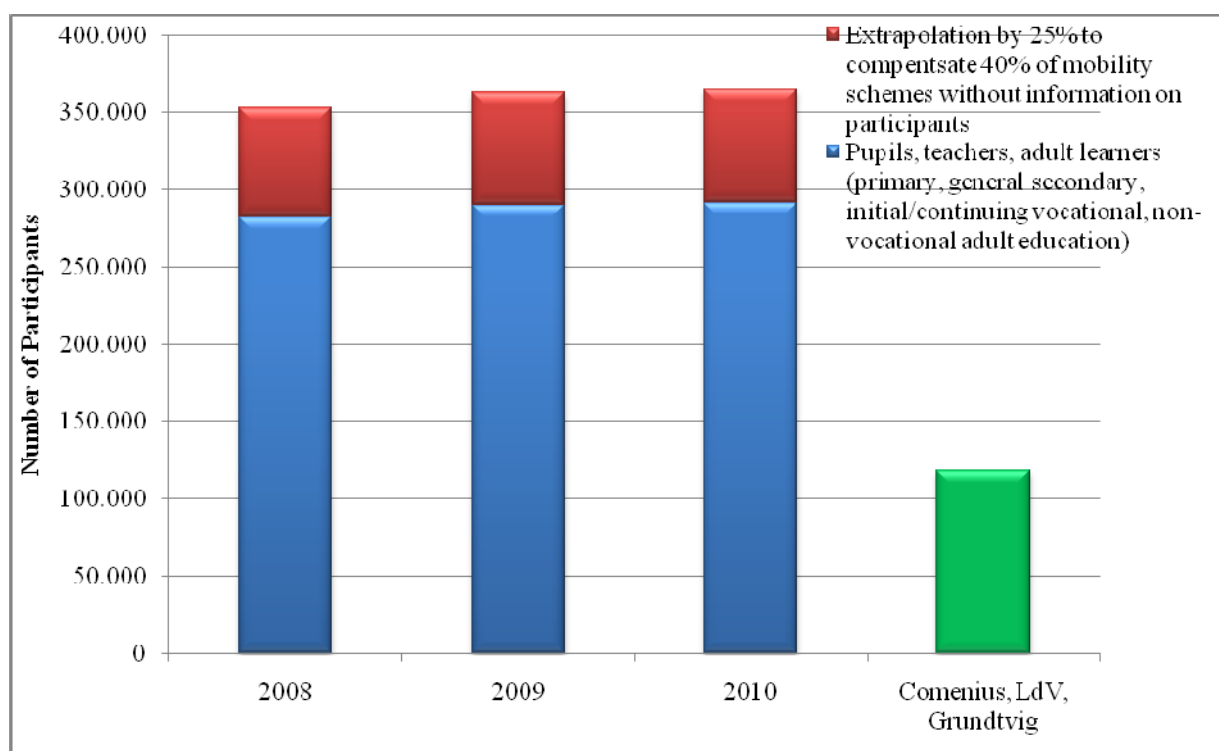
The Comenius programme is addressed to all those involved in school education (from pre-school education up to the end of upper secondary education). It aims to develop knowledge and understanding among young people and educational staff of the diversity of European cultures and languages and its value. About 12.000 teachers, future teachers and pupils benefit from individual mobility actions in the Comenius Programme every year. This means the national schemes serve about 15 times more pupils and teachers than the respective LLP programme.

FINDING OF THIS SECTION: THE DEVELOPMENTS IN THE NUMBER OF PARTICIPANTS FOR MOBILITY SCHEMES FOR PUPILS AND TEACHERS (PRIMARY AND SECONDARY EDUCATION) DOES NOT SHOW ANY CLEAR TENDENCY. THE TOTAL NUMBER RANGES BETWEEN 180.000-200.000. THIS MEANS THE NATIONAL PROGRAMMES SERVE ABOUT 15 TIMES MORE PUPILS AND TEACHERS THAN THE CORRESPONDING STRAND OF THE LLP PROGRAMME.

3.4.5 Comparison National Mobility Schemes (without Young People) and LLP Programmes

As indicated a number of times, the distinction between target groups in the LLP programme only partially applies to national mobility schemes. Hence, it is quite difficult to compare participation according to target groups between national mobility schemes and the LLP programme. In order to avoid this attribution problem, the number of participants for all national mobility schemes (except "Young People"; non-formal mobility is being dealt with individually in paragraph 3.4.2) are being compared with the three strands of the LLP programme taken together.

Chart 12: National Mobility Schemes and LLP programmes



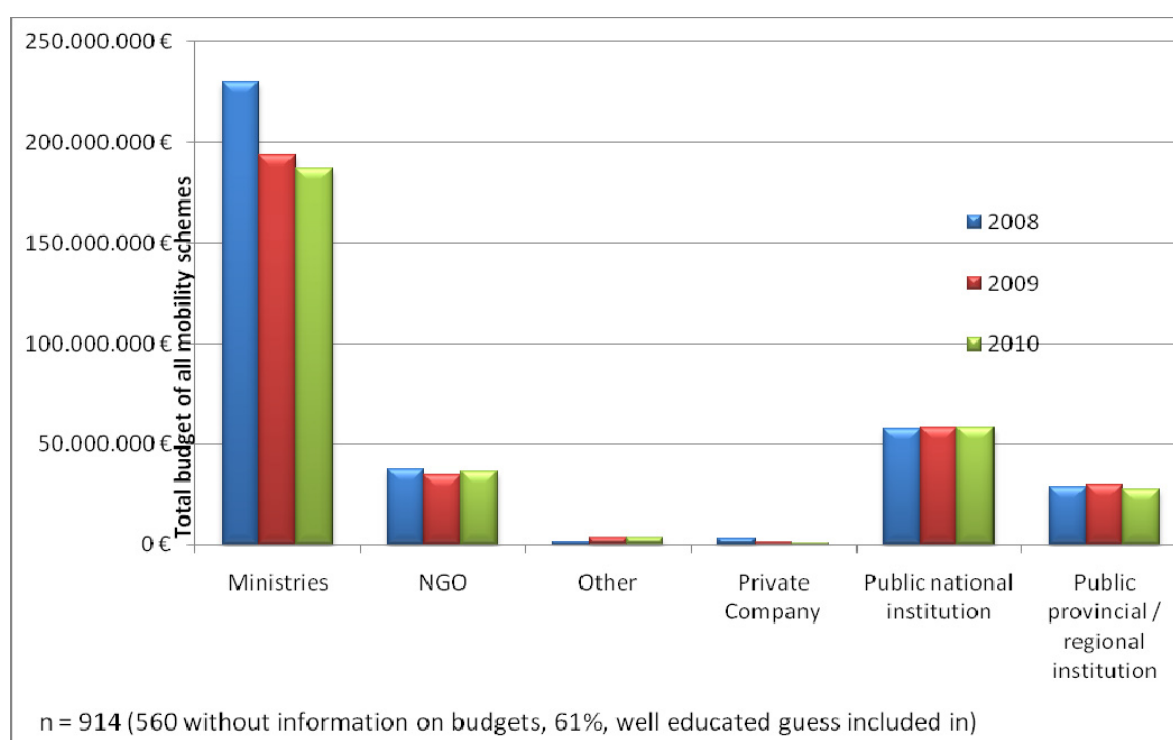
Taken all participants (except "Young People") together the number totals at about 290.000 participants per year. As about 40% of the mobility schemes did not provide any information on participants we add another 25% estimate on top to approach the overall total of participants which equals about 350.000. The figures have not changed significantly in the last years. The number of participants of the LLP strands sum up to 118.000 (LdV 85.000, Comenius 12.000, Grundtvig 21.000). Based on this calculation national mobility schemes serve about three times as many people as the LLP programmes.

FINDING OF THIS SECTION: THE NUMBER OF PARTICIPANTS SUPPORTED BY NATIONAL MOBILITY SCHEMES (EXCLUDING "YOUNG PEOPLE") IS ABOUT THREE TIMES AS HIGH AS THE NUMBER OF PARTICIPANTS OF ALL LLP STRANDS

3.5 Budget Development and Funding Agencies of Mobility Schemes

Many respondents were ready to provide information on the number of participants but reckoned budgetary information as more sensitive and refused to respond. Hence, the information on budgets is far more incomplete than the figures about participants. In the case of schemes which supplied this information, there are furthermore inconsistencies between the methods of calculation. The data on funding thus rests on a more unstable basis than the rest, and conclusions must therefore be taken as rough indications more than anything else.

Chart 13: Development of budgets provided by different agencies

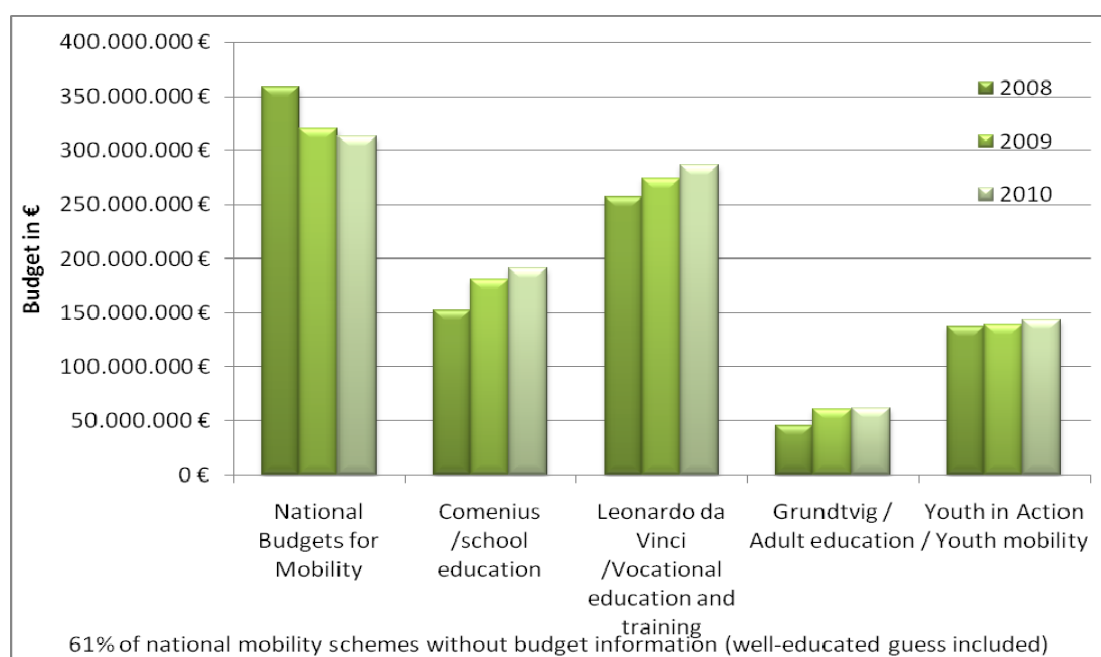


Based on this information from the data collection, "Ministries" seem to be the largest provider of funds. But the funding was reduced considerably in the last years and looking at the present development of public debts in many Member States, it is to be anticipated that the funding will decrease further. The budgets of "Public National Institutions" and "Public Regional Institutions" are far lower than those of ministries, but they remained constant over time. NGOs and private companies hardly provided any information at all. **It must be borne in mind that many mobility activities are user-funded and these figures have not been included in this calculation.**

We are confident that all of the major schemes have been identified and information supplied, and the schemes for which we have not received any budgetary information are therefore (with the exception of commercial providers) primarily small schemes. However, many budgets are very small in comparison with the activities carried out, as significant aspects of these are delivered "in

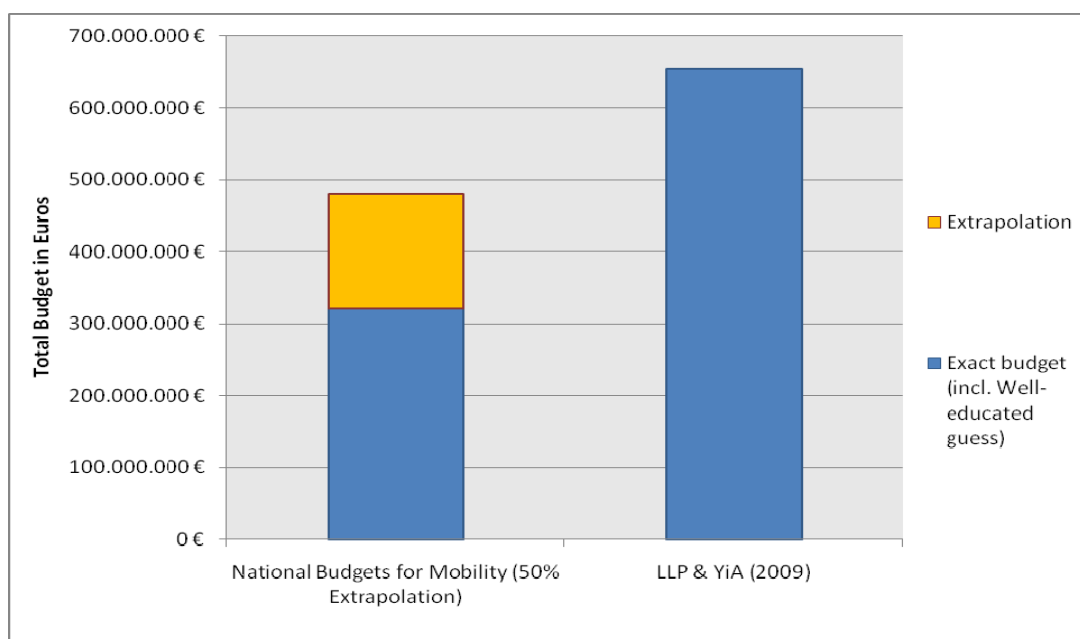
kind” through voluntary work or funded by participants themselves. In the Danish PIU-scheme for apprentices, for instance, these are paid wages by the hosting companies, which cover living expenses, and these are not included in the budget. In our estimation, a further 50% should be added to the figures given in the charts to get to the real total budgets for mobility, but this leaves quite a big margin for error on either side. Please note, however, that this mainly applies to the budgets from NGOs, private companies and others, whereas the budgetary information on schemes funded from public sources is generally (with a few notable exceptions) at hand. We estimate that the annual budget provided by national institutions fluctuates between 400 to 350 million Euros (and with a shrinking tendency).

Chart 14: Budget development of national schemes versus LLP and YiA programmes¹⁷



The developments of budgets of national agencies and the LLP programmes show opposite tendencies. The national budgets decreased significantly in recent years whereas the LLP programme budgets increased over time. The budget of YiA almost stagnated, though.

¹⁷ Source: http://ec.europa.eu/education/lifelong-learning-programme/doc/activity0910_en.pdf

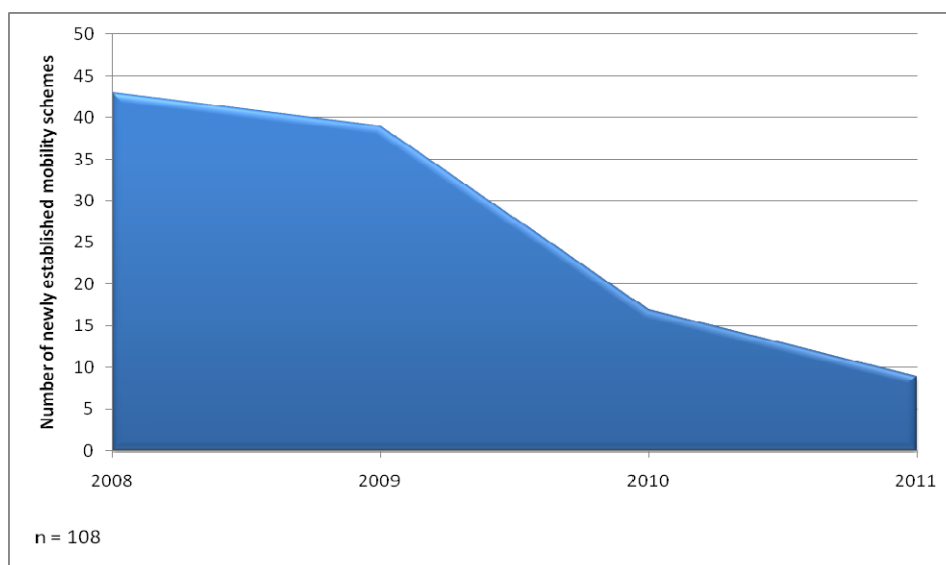
Chart 15: Extrapolated budget of national programmes compared with LLP & YiA budgets

When comparing the overall size of the budgets, the LLP and YiA budgets together are about 1,5 times bigger than that of national schemes. But the contributions in kind, user-payment, and contributions from other sources are as a rule not included in the budgets of national schemes, and these are certainly significantly larger than indicated here.

FINDING OF THIS SECTION: 60 PERCENT OF THE NATIONAL INSTITUTIONS DID NOT PROVIDE INFORMATION ON BUDGETS. THE NATIONAL ANNUAL BUDGETS ARE DECREASING CAUSED BY BUDGET CUTS OF MINISTRIES. LLP PROGRAMME BUDGET HAS INCREASED IN RECENT YEARS.

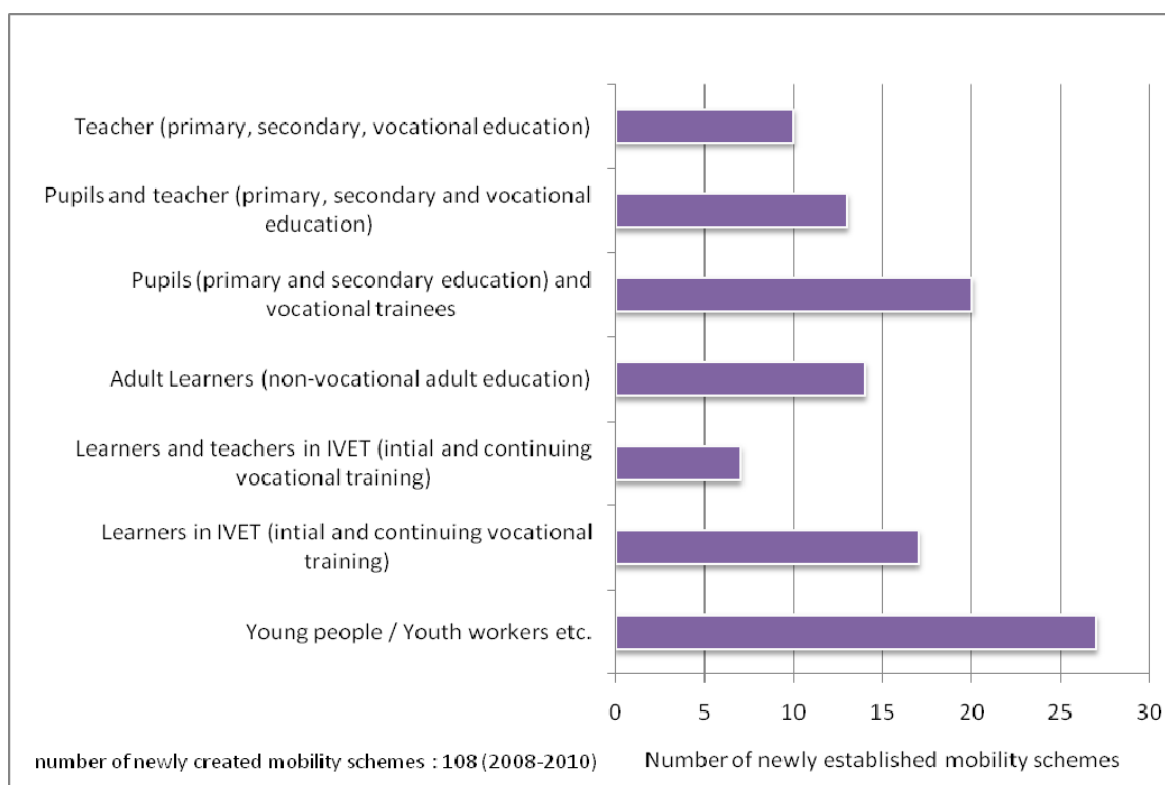
3.6 New mobility schemes

We examined the mobility schemes that were newly established in the last years and identified the following tendency.

Chart 16: Number of newly established mobility schemes (2008-2011)

108 new national mobility schemes were established according to the information we received. The 2011 figure must be interpreted with considerable care as only developments in the first 6 months are considered in this study. But still the numbers suggest that fewer and fewer mobility schemes are being established. With growing budget constraints this tendency may even become more significant.

Chart 17: Target groups of newly established mobility schemes



The number of mobility schemes that have been established in the non-formal sector (young people / youth workers etc.) is the largest, but when combining the mobility schemes targeting school pupils /teachers and vocational trainees / teachers, the number of new mobility schemes in a formal setting is nevertheless three times higher than that of schemes from the non-formal sector. This underpins the indication that there is a growing support for mobility schemes in a formal setting.

FINDING OF THIS SECTION: THE NUMBER OF MOBILITY SCHEMES THAT HAVE BEEN NEWLY ESTABLISHED IN THE LAST YEARS (2008-2010) IS STEADILY DECREASING. THREE TIMES MORE MOBILITY SCHEMES IN A FORMAL SETTING (SCHOOL, VOCATIONAL TRAINING) HAVE BEEN CREATED THAN SCHEMES IN A NON-FORMAL SETTING (YOUNG PEOPLE)

3.7 Purpose of Mobility Schemes

The questionnaire contained a predefined ranking scale (on a scale 1 = not important to 4 = very important) where the respondents had to decide how important they deem the purpose of the mobility schemes. The different purposes offered covered the following aspects:

Promoting intercultural understanding

Stimulating labour market mobility

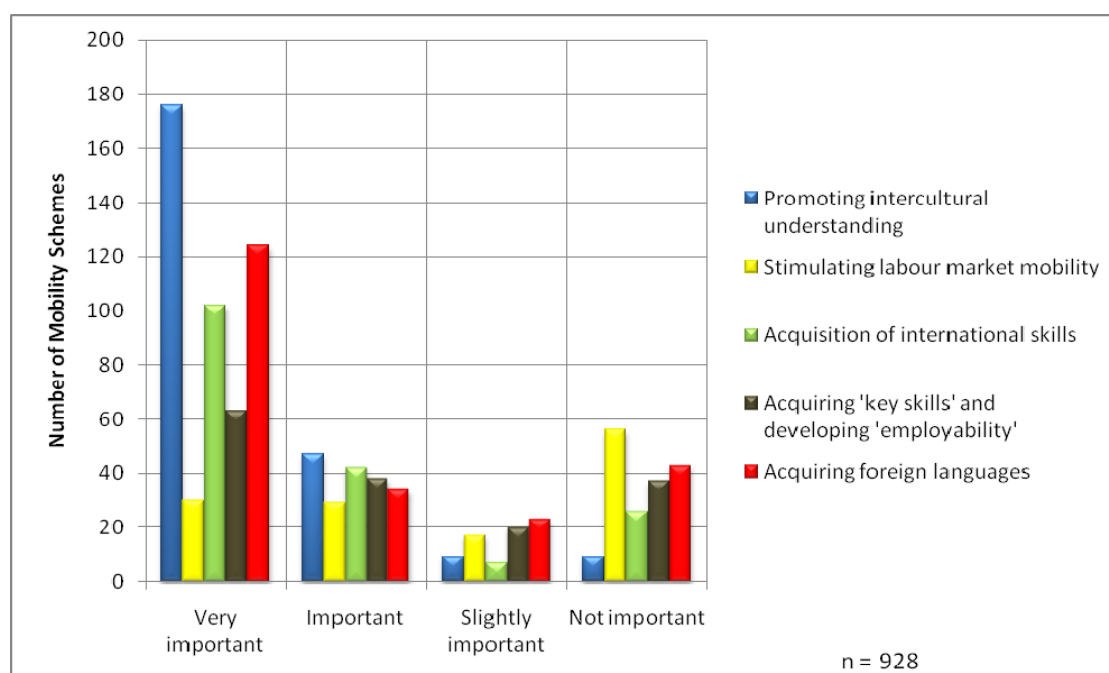
Acquisition of international skills

Acquiring 'key skills' and developing 'employability'

Acquiring foreign languages

The responses showed the following distribution.

Chart 18: Purpose of mobility schemes on a ranking scale



The most important purpose of mobility schemes is the “promotion of intercultural understanding”; in hardly any scheme was this ranked as “slightly important” or “not important”. The second highest purpose is the “acquisition of foreign language skills” but there are also quite a few schemes where language skills are rated as not playing any significant role. The “acquisition of international skills” is ranked as the third most important purpose of mobility schemes.

“Key skills for the development of employability” and the “stimulation of labour market mobility” do not seem to be important purposes of mobility schemes. We should note, however, that there is scope for many misunderstandings in this field, as skills and competences acquired during a stay abroad may serve several overall purposes. (e.g. “increased foreign language proficiency” may be a prerequisite for “intercultural understanding” and for “employability” as well as a

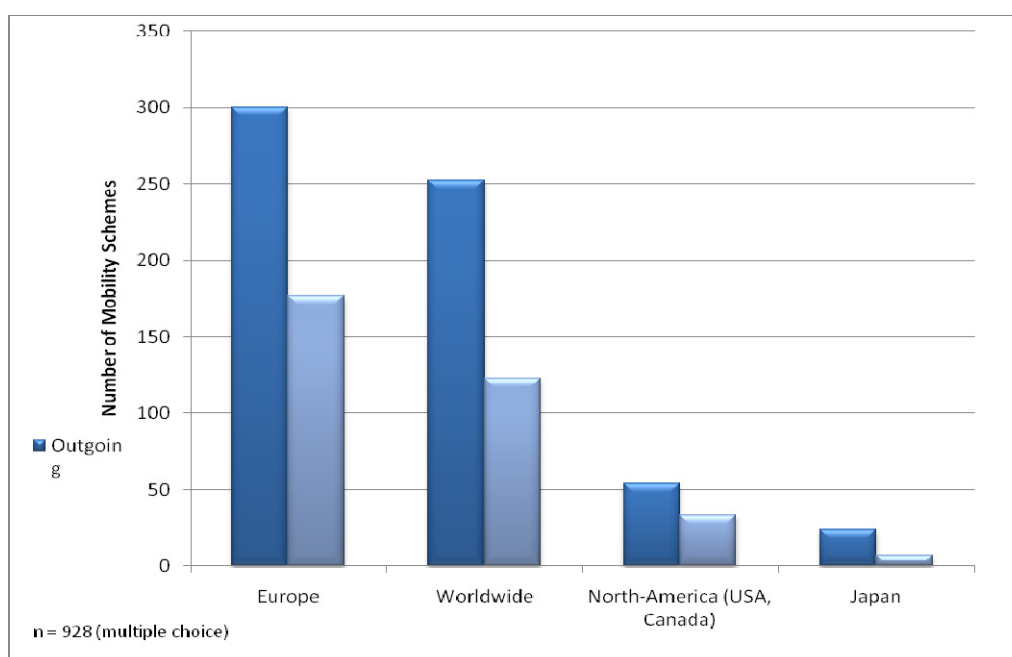
learning objective in its own right). From the qualitative part of the study it would appear that employability is gaining in importance as a rationale for mobility; an observation that is underpinned by the fact that work placements are gaining in popularity as a major activity.

FINDING OF THIS SECTION: THE "PROMOTION OF INTERCULTURAL UNDERSTANDING" AND THE "ACQUISITION OF FOREIGN LANGUAGES" ARE THE PRIMARY PURPOSES OF MOBILITY SCHEMES ACCORDING TO THE RESPONSES. "EMPLOYABILITY" IS NOT GIVEN AS AN IMPORTANT RATIONALE BY MANY ORGANISERS, BUT QUALITATIVE EVIDENCE POINTS TO A GROWING PERCEPTION OF LEARNING MOBILITY AS AN IMPORTANT TOOL FOR THIS.

3.8 Incoming and outgoing mobility

This section analyses the major destinations of incoming and outgoing mobility. The data entry template allowed the respondents to select the exact country of mobility schemes but as most schemes target many countries, the results of the 928 schemes became far too fragmented and the destinations were consequently clustered into bigger regions in order to provide a manageable overview.

Chart 19: Destinations of incoming and outgoing mobility



Most mobility schemes support outgoing mobility. However, a sizeable part of them are reciprocal, which means that outgoing and incoming mobility are equally fostered. But the overall picture is that many mobility schemes encourage outgoing mobility only: about twice as many mobility schemes provide assistance for outgoing mobility than for incoming mobility. The major destination of mobility is Europe; this applies both to incoming and outgoing mobility. A large number of mobility schemes offer destinations all over the world. North America and Japan are two overseas destinations which send a lot of people to and receive a lot of participants from Europe, and much of this mobility is directly funded by donors from these countries. Embassies, foundations and Christian organisations maintain strong ties to Europe, which is in turn reflected in the comparatively large number of mobility schemes.

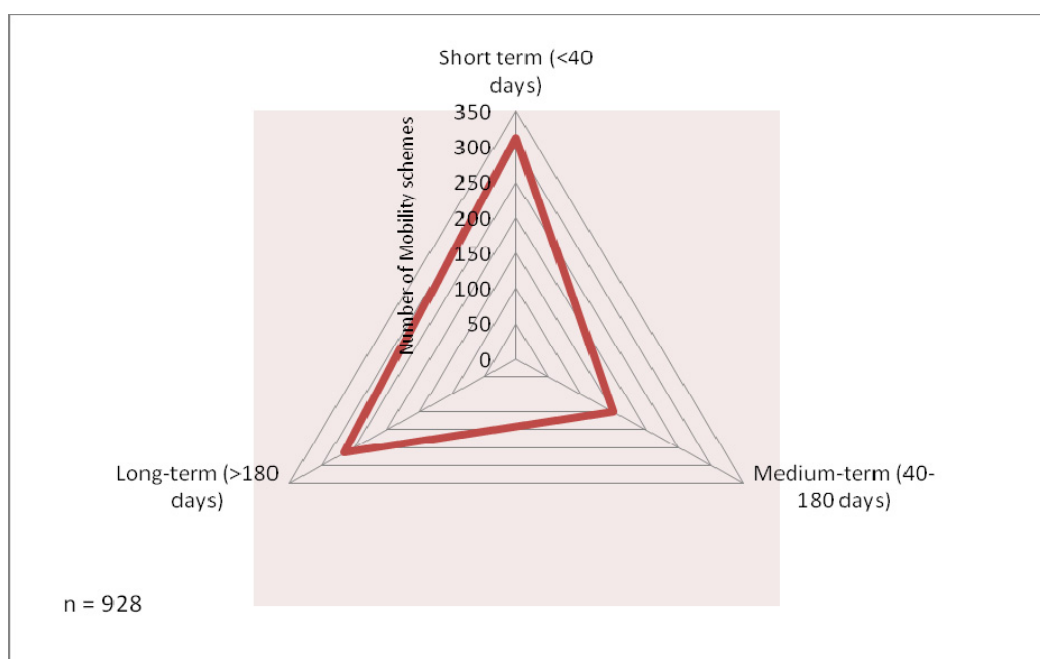
FINDING OF THIS SECTION: ABOUT DOUBLE THE NUMBER OF MOBILITY SCHEMES PROVIDE ASSISTANCE FOR OUTGOING MOBILITY THAN FOR INCOMING MOBILITY. THE MAJOR DESTINATION OF MOBILITY IS EUROPE FOLLOWED BY USA AND JAPAN.

3.9 Average duration of Mobility Schemes

The questionnaire offered the options to indicate the minimum, the maximum and the average duration (in days) of the mobility stay. If the average duration was indicated that value was taken for the calculation. If no average value was given, the average of minimum and maximum duration was calculated and used in the analysis. The stays were subdivided into three different groups:

Short-term stay	1-39 days
Medium-term stay	40-180 days
Long-term stay	More than 180 days

Chart 20: Average duration of mobility stays



To interpret this chart correctly, it must be borne in mind that average durations have been used, and it has not been correlated with numbers of participants in the activities. For example, one mobility scheme may offer short-term exchanges for a large number of pupils, but also long-term stays for 12 months for few pupils, and this will result in an average that would be long-term. A more correct way of measuring duration would have been to correlate duration and participants within the individual schemes, yet the scope of the study and the quality of the data did not allow for this level of precision.

Most mobility schemes offer only short-term mobility (for adult learners: almost only short-term activities), but many are also long-term. There is undoubtedly a connection between duration of a mobility experience and the learning outcome, *ceteris paribus*. Hence, the fact that many mobility schemes encourage long-

term stay may be an indicator of an increased awareness for quality management in mobility (compare “Theme 2 Mobility as a pedagogical tool”).

FINDING OF THIS SECTION: THE MAJORITY OF MOBILITY SCHEMES ARE BEING IMPLEMENTED IN A SHORT-TERM TIMEFRAME, BUT MANY SCHEMES ALSO ENCOURAGE LONG-TERM EXPERIENCES OF MORE THAN 180 DAYS. THE INTENTION MAY BE TO ENHANCE THE LEARNING OUTCOME.

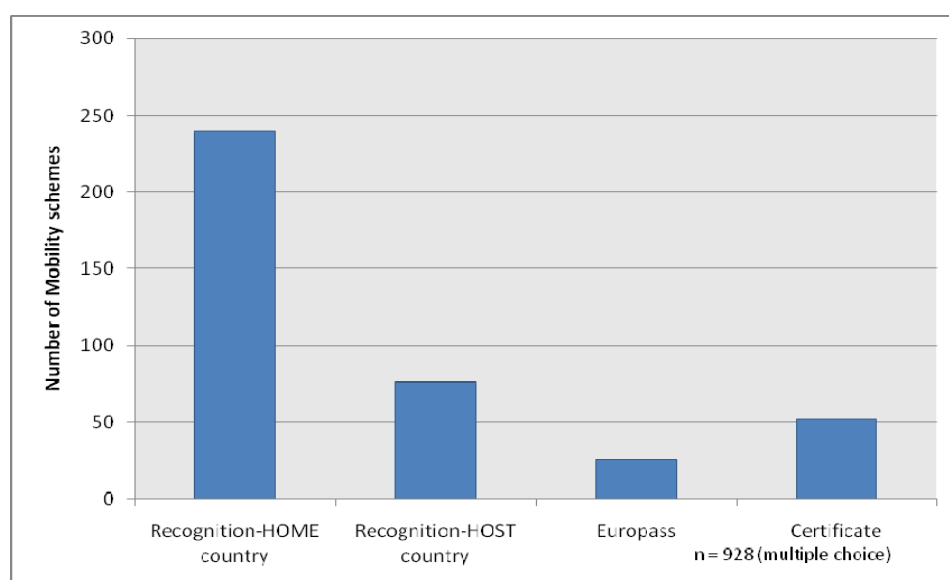
3.10 The Role of Recognition in Mobility Schemes

One question of the data entry template referred to the recognition of a learning mobility, and this was also a prioritized issue in the qualitative part of the study. The purpose was to extract information on how mobility experiences were incorporated into the curricula of formal education and training programmes, and generally how skills and competences acquired during a stay abroad were documented and “made visible” (transparent) both at home and abroad.

Recognition can be awarded in the home country: somebody undertakes a learning mobility experience and receives accreditation for this in an educational institution in the home country. Vice-versa, the receiving institution can recognize the learning experience as (part of) a formal educational trajectory. In the most advanced forms, a period of learning mobility is recognized in both the receiving and the sending country (mutual recognition).

Europass was introduced by the EU via a 2004 Council and EP Decision as an initiative to increase transparency of qualification and mobility of citizens in Europe. It aims to make a person's skills and qualifications clearly understood throughout Europe. *Europass* was part of the data entry template as one option. It serves exclusively as documentation device and does not in itself entail any recognition. A similar initiative for non-formal youth activities (*Youthpass*) is at present only available for activities undertaken in the framework of the YiA-programme, and was therefore not an option in the questionnaire.

Chart 21: Recognition of learning mobility



The chart on recognition shows a high number of schemes stating that they operate with some sort of recognition. The recognition of the learning experience in the home country is the highest, but findings from the qualitative part of the study indicate that this is mainly because of the short duration of the mobility

experiences, which means that they can be incorporated into the curricula without causing significant interruptions. The relatively high number of schemes indicating that there is recognition of the stay in the host country is not necessarily a sign of mutual recognition. The majority cover schemes where the stay is integrated in the educational system of the host country (e.g. mobility schemes organized as a school year abroad), and where the participants sit for appropriate tests and exams. It does not necessarily confer any recognition in the home country upon return, however, and indeed in many countries participants in such schemes must retake the year upon return to the home school. The term “certificate” is here used for documentation, and does not entail formal recognition. A number of mobility schemes provide certificates confirming the attendance of the participant without giving any information on the exact contents and outcomes of the learning experience. The number of schemes stating that they use Europass Mobility is quite low, which indicates that the initiative taken by the EU has not found its widely applied path into the practical world yet.

FINDING OF THIS SECTION: MANY MOBILITY SCHEMES PROVIDE RECOGNITION IN THE HOME COUNTRIES, BUT MOSTLY BY INCORPORATING IT SEAMLESSLY INTO THE LEARNING TRAJECTORY BECAUSE OF THE VERY RESTRICTED LENGTH OF THE EXPERIENCE. EUROPASS IS NOT USED IN ANY WIDESPREAD AND SYSTEMATIC WAY TO PROVIDE DOCUMENTATION FOR OUTCOMES OF MOBILITY EXPERIENCES.

4 Results of the Qualitative Survey

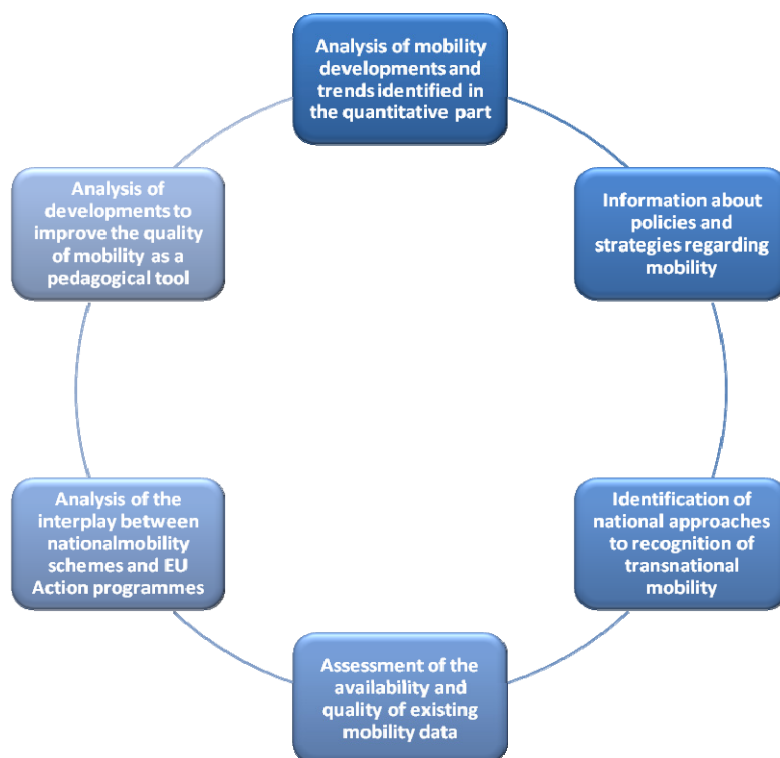
According to the terms of reference, the qualitative analysis of the data should comprise:

- 4.1 Analysis of mobility developments and trends identified in the quantitative part;
- 4.2 Information about policies and strategies regarding mobility in the various sectors covered by the study (schools, VET, adult learning, youth exchanges);
- 4.3 Identification of national approaches to recognition of transnational mobility;
- 4.4 Assessment of the availability and quality of existing mobility data and identification of any problems linked to data collection on mobility.

During our meetings with the Commission, the following two focus areas were added to this list:

- 4.5 Descriptive analysis of developments aimed at improving the quality of mobility as a pedagogical tool.
- 4.6 Analysis of the interplay between national/regional mobility schemes and EU Action programmes and the development of models for this;

Chart 22: Key items of qualitative analysis



The methodology for the qualitative survey has been explained in the chapter 'Methodology'. This chapter will follow the structure as outlined in the terms of reference.

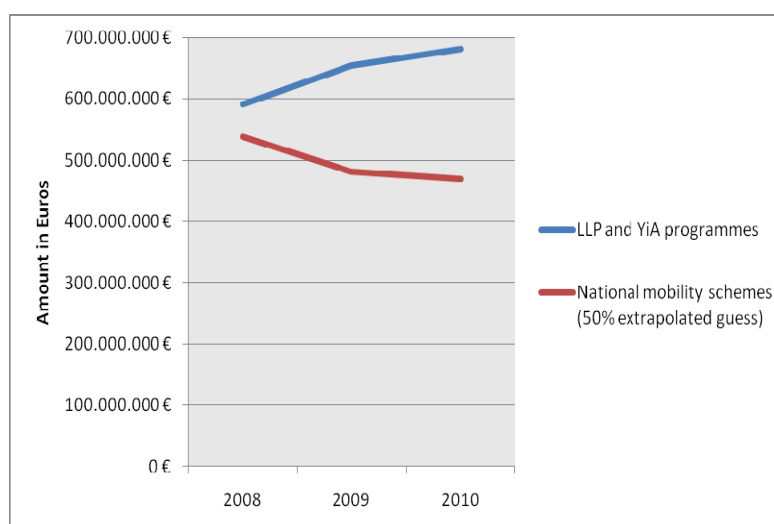
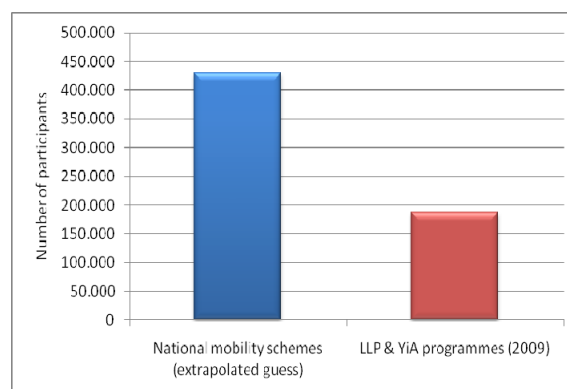
4.1 Analysis of mobility developments and trends identified in the quantitative part

The quantitative study carved out a number of developments and tendencies that are summarised here and set the ground for the qualitative study which elaborated some findings through case studies and other sources of information as explained in the respective chapter on methodology.

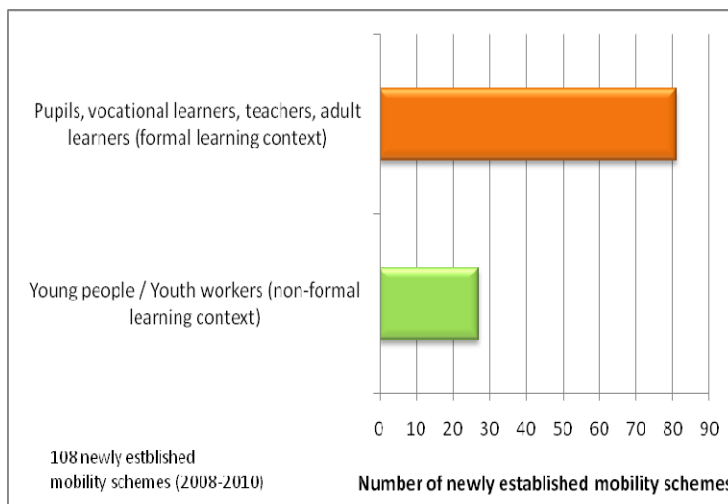
Mobility schemes are primarily funded by public institutions; national ministries as well as regional or provincial governments and other public bodies. NGOs (comprising institutions like churches and foundations) are also supporting transnational learning mobility, but many of these are quite small and operate in contexts where they are difficult to locate. The most important foundations are certainly included, but many smaller schemes are undoubtedly still waiting to be discovered. Private companies are also running a number of mobility schemes, primarily to qualify their own staff. However, only little information was provided to us. Commercial operators of mobility schemes (offering notably school stays, language courses and transnational volunteering) were almost universally reluctant to provide information on their activities.

The number of participants of national mobility schemes is fairly constant on a level estimated at 430.000 participants per year in the period 2008 to 2010. As 40% of the identified national mobility schemes did not provide any information on participants, the contractor, after extensive consultation, calculated that figure as an extrapolated guess; the number of participants identified in the mobility schemes reached about 350.000 (extrapolated by 25%). The provisions of national mobility schemes enable twice as many people as the LLP and YiA programmes to participate in learning mobility. Some mobility schemes are self-funded by the participants.

The budgetary information provided by the implementing organisations (operators) is far more incomplete; about 60% of the information is missing. Hence, the information must be treated with considerable care. It is of interest that we identified a budget of almost 350 million Euros per year with a shrinking tendency. After extensive consultation the contractor estimates that the information on budgets must be extrapolated by at least 50% which corresponds to 520 million Euros in 2008 and 480 million in 2010. This means the overall budget of national mobility schemes is considerably lower than that of the LLP and YiA programmes and displays a contrary



tendency. Whereas the EU programmes received more funding over the last years, the national programme's funding came down, primarily because of cuts in the ministries. Due to indebted public budgets we assume that this downward trend of financial support for learning mobility will further decline. This tendency is supported by the fact that increasingly less new mobility schemes are being established. Furthermore, we assume that the importance of self-funded mobility will grow. Hence, those families that have the financial capacities will send their children abroad for a learning experience. Learning mobility will be strongly determined by the social background of the parents if other support mechanisms fail.



The empirical data suggests that the number of participants for target groups belonging to a formal setting (schools, vocational training institutions) increases, while the number of participants for non-formal mobility schemes decreases. This tendency is supported by the target groups of newly established mobility schemes. The number of newly established mobility schemes (covering the time period 2008-2010) targeting pupils, vocational learners, teachers and adult learners is about three times as big as the number of new mobility schemes targeting young people and youth workers. In spite of this tendency, the large majority of mobility schemes still subscribe to a main purpose of "intercultural understanding" and "acquiring foreign language skills". Aspects of "enhancing employability" are not stated openly by the implementing agencies even though this is an implicit side-effect.

Outgoing mobility is far more supported than incoming mobility; about double the amount of programmes facilitate outgoing than incoming mobility. Many programmes are of reciprocal character, meaning that both incoming and outgoing mobility from and to the same destination are organised. The contractor was confronted with the challenge of **double-counting** of participants meaning that participants are being counted by the sending and the receiving (as inbound and outbound mobility) country which would inflate the total number considerably. This issue was resolved by attributing the participants to the country which funds the mobility. If country A funded the mobility of participants from country B, the participants were attributed to country A. In some cases there were organisations that were active in two countries like the German-French Youth Office for example. The annual reports indicated how many people of a specific target group benefited from this mobility in total; the number of participants was divided by two and 50% of the participants were attributed to Germany and 50% to France. This was a "well-educated guess" solution avoiding the problem of double-counting. Mobility of European countries has a strong focus on Europe closely followed by mobility schemes that cooperate with different parts of the world. North America and Japan are the most popular targets outside of Europe. Much of the mobility is funded by these countries themselves (embassies, foundations, churches).

Most mobility schemes offer short-term learning experiences, but many mobility schemes also offer learning mobility on a long-term basis. The data is not detailed enough to determine if this is a new trend. The duration of mobility experience undoubtedly has an influence in the learning impact, but the learning impact requires more than only time to sustain it, as outlined in the qualitative theme “Mobility as a pedagogical tool”.

“Recognition” is another item from the quantitative part of the study that is taken up and elaborated upon in the qualitative part.

4.2 Information about policies and strategies regarding mobility in the various sectors covered by the study (schools, VET, adult learning, youth exchanges)

Extensive desk research has been conducted and a number of national and international documents and publications have been studied to gain an overview of policy developments and strategies in different European countries. Additionally, all National Agencies of the EU action programmes have been approached with a set of guiding questions covering items of country policies, strategies, recognition etc. in order to validate and extend the information gleaned from other sources. Most National Agencies responded and were helpful in completing the picture we had gained thus far. Furthermore, other key persons and experts have been contacted via mail and telephone to explain, extend and validate findings. In the following the results of this research will be summarised.

Contrary to the European level, “transnational learning mobility” is not treated as a horizontal issue in any of the countries involved in the study. Rather, it appears as a vertical strand in policies formulated in connection with various aspects of education and training, youth, international affairs, integration, trade and commerce, specific sectors of economic activity (agriculture, industry, SMEs etc.), culture, legal rights, guidance and counselling, employment etc.¹⁸ This is well in line with the concept of “mobility as a tool” where it is not the activity as such, but the aims which are in focus. The main driving force in the development of mobility is clearly the European Union, and many of the policy initiatives in the individual countries provide general support, and/or deal with the implementation of, European policies without going substantially beyond these. In “learning mobility matters” it is the European level that sets the agenda.

There are perceptible differences between the priority mobility and mobility-related matters have in different European countries. In countries like Germany and (although to a slightly lesser extent) France, it figures prominently in political debates in the context of education training and youth, but also in spheres pertaining to foreign relations. Quite large amounts have been earmarked by the German government for bi-national mobility schemes with neighbouring countries to overcome cultural barriers and stereotypes: with France, Poland, the Czech Republic, the Netherlands, the UK and Russia. Mobility as a means for reconciliation is also known between the Republic of Ireland and the UK/Northern Ireland. Also in the Scandinavian countries and in other small-

¹⁸ For an example of a vertical strategy in the field of education and training, see http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=57077. For an example of a policy initiative in the field of youth, see <http://www.jugendpolitikineuropa.de/thema/mobilitaet-zu-lernzwecken.124/seite/1/>.

and medium-sized European countries like Austria and the Netherlands mobility is an important issue. This is further reflected in the number of mobility schemes and the amount of public financing available. The policies for mobility in this context are often linked to the “internationalisation” of education and training and the efforts to create a future labour force that is capable of handling a globalised environment.¹⁹ This does not mean that transnational mobility is mainly a focus area for well-developed, northern European economies. Also in Spain, there is an awareness of transnational learning mobility as an issue in education and training, both at federal and regional level, whereas the issue is almost completely absent in the UK (at least concerning outgoing mobility). In terms of sectors, the sector of adult education is the least covered in policies.

Whether the absence of policies and strategies on learning mobility correlates directly with levels of participation is difficult to say, however. The study does not capture “free movers” (i.e. people who engage in learning mobility outside of established programmes and schemes), and the information we have been able to gather on privately operated (commercial) mobility schemes in terms of participation rates and overall budgets is very limited. The quantitative analysis has revealed a quite substantial number of these, many of them multinational enterprises operating in a two-digit number of European countries. Their fields of activity are generally –

- Foreign language courses
- Youth exchange of the type “a school year abroad”
- Internships (work placements)
- Volunteering

These commercial operators operate almost exclusively on the basis of user payments. An example is the organization “Projects Abroad”²⁰, which operates in 20 countries around the world (10 of which are European) and offers voluntary stays in the humanitarian field in developing countries in Africa, Asia, Oceania and Latin America. The payment charged for a three month stay varies from EUR 2.695 to EUR 4.195 depending on destination and field of activity, not including flight tickets and (not mandatory) on-site preparatory language courses. The financing required means that it is generally only an option for those with access to sufficient funds. The so called “gap-year mobility” seems to be a significant activity in terms of participation rates and budgets, but we have no information on the figures involved. If we had these, the situation in e.g. the UK might look different.

4.3 Assessment of the availability and quality of existing mobility data and identification of any problems linked to data collection on mobility

One of the objectives of this study according to the ToR has been to compile statistical data on participation in learning mobility activities outside of the European programmes in the requested fields, and on the basis of the outcome, to give an assessment of the availability and quality of existing data and to

¹⁹ See e.g. the recommendations of the Danish Council for the Internationalisation of Education and Training (<http://www.iu.dk/nyheder/kort-nyt/publikationer/2010-1/internationalisering-der-blev-vaek-raadets-rapport-om%20grundskolen.pdf>)

²⁰ See e.g. www.projects-abroad.co.uk

identify any problems linked to data collection on mobility. This compilation of data is not just done on a "nice-to-know" basis, but is linked to European political visions and goals for mobility, namely that by 2020, all young people in Europe should have the possibility to spend a part of their educational pathway abroad²¹, and that learning mobility for young people should "*become the rule rather than the exception*"²².

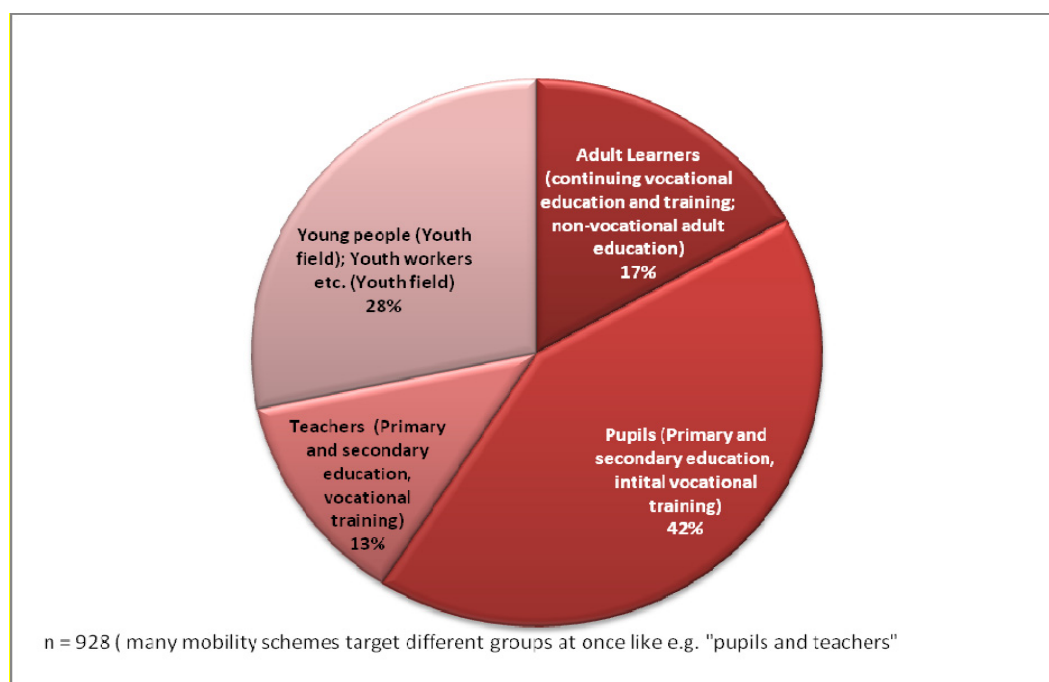
It can be discussed what it means that learning mobility should become "*a possibility*" or "*an opportunity*" for all young people, and whether this also implies that they might actually avail themselves of the possibility or opportunity. But when we want to make mobility "*the rule rather than the exception*", we are dealing with the concrete manifestations of these possibilities, and therefore we need to be able to measure mobility in Europe in terms of participation rates: how many European (young) people actually spend a period of time abroad?

We have with the present study established a baseline, and we need to monitor progress so that we can see whether we are moving in the right direction and possibly also assess the impact of any measures introduced. The following is a collection of our reflections on whether or how this study can contribute to this, and it also contains some recommendations as to how such monitoring might be undertaken.

4.3.1 Delimitation of target groups

The political objectives with mobility in Europe as they are expressed in the documents we have quoted from above constantly refer to a target group of "young people". Our study, however, also covers adult learners, and we have identified many schemes which target this segment.

Chart 23: Mobility schemes according to target groups



²¹ http://ec.europa.eu/commission_2010-2014/president/about/political/index_en.htm

²² http://ec.europa.eu/education/doc/2008/mobilityreport_en.pdf

It is possibly also in this field that we find most mobility outside of dedicated mobility schemes, even though the type of mobility may be different from youth mobility in terms of aspects like duration and learning aims. We feel that in a context of lifelong learning, goals for mobility should be formulated to involve target groups of all ages, as this will give a more accurate picture of mobility.

4.3.2 Validity and reliability of data

Even though we had some hopes at the beginning of the study that we could provide a pertinent input to the task of measuring and monitoring mobility in Europe with great accuracy, we have in the course of our investigations encountered serious problems with regard to the validity and reliability of data concerning key issues such as participation and resources (budgets). Some of this can be ascribed to the very short period of time available for the task (7 months). We feel that a longer time horizon could have helped us improve on some of the problematic issues, but the most important ones are of a structural nature

Our main concerns in this respect are the following:

NOT ALL SCHEMES REGISTERED:

Identifying the schemes has been a painstaking process which has taken longer than expected, as one of the main search methodologies has been a "snowballing" survey, where contacts with one scheme has revealed the existence of others, which again has led on to new discoveries etc. New schemes kept appearing up till the very last moment, and even after the deadline for inclusion, further schemes have been identified. We feel confident that all the "big fish" have been netted, but the abundance of many small schemes is a characteristic feature of the European mobility scene, and even though they individually may not be significant in the main picture, in aggregate they represent a very sizeable part of European mobility.

INSUFFICIENT OR INCOMPATIBLE DATA:

Many of the schemes identified have not been able or willing to provide us with the required information in terms of numbers of participants, repartition into individual target groups (for schemes which span several of these), annual budgets, duration etc. We have resorted to the device of "well-educated guessing" to try and correlate for this, but for quite a few schemes even this has not been feasible. Some of the problems with data are caused by schemes and organizations not producing any statistics, or not producing statistics on the aspects needed for a study like this. A specific problem is the compatibility of data, as it is compiled according to different criteria. A very frequently encountered problem here has been the time frames used for compilation, which varies according to context: some schemes use the calendar year, whereas others use the academic year. Another such problem arises in connection with budgets, where figures can be more or less inclusive. Many schemes operate with quite tiny budgets of their own which do not reflect the real costs of the activity, as much of this is delivered in kind, through donations and/or user payments. This, however, has not been included. For other schemes, where all activities are covered from one source, we get much more comprehensive budgets which reflect their real costs.

THE STUDY IS NOT REGISTERING MOBILITY OUTSIDE OF DEDICATED SCHEMES:

After our survey we are left with the impression that a significant part of European mobility does not happen inside dedicated mobility schemes, but is undertaken by individuals, organizations, educational establishments and enterprises at their own initiative and cost. This is in many ways a desirable development, but we have no means of capturing this within the present survey. Also, mobility which is undertaken as projects (or part of projects) inside non-dedicated schemes is not included. Many projects financed from the European Social Fund under a general label of “youth employability” thus have a significant transnational mobility activity, but this does not show up in statistics²³. On the basis of the scant and mainly anecdotal information that we have, we do not feel capable of estimating the scope of this mobility.

DOUBLE-COUNTING OF PARTICIPANTS:

Some of the schemes that are overlapping in target group, destination and purpose with the European action programmes have indicated that they regularly apply for funding from those programmes for their projects. This means that participation risks being registered twice: once in statistics of the EU action programmes, and once in the operator’s own statistics. Even though we do not consider this to be a major problem for data quality, it may nevertheless distort figures somewhat.

The numbers and figures we have at this stage do therefore not give an adequate representation of the status quo, and cannot be set easily alongside statistics from the European action programmes (as well as statistics concerning mobility in higher education outside of these) as a valid counterpart to these and added up to produce a total picture of mobility in Europe. In terms of measuring of monitoring, the outcomes of this study may therefore at best serve as indicators.

4.3.3 Other approaches to measuring mobility

We have in the course of our enquiries come across other attempts at measuring mobility, which we feel are more suited to the task of assessing levels of participation.

In the Netherlands, the NUFFIC (the Dutch national organization for cooperation in higher education)²⁴ produces an overview of mobility in higher education, and in the past this overview also encompassed IVET (the BISON-study) through collaboration with other educational services. The BISON-enquiry gave a fairly accurate, but not complete overview of mobility in IVET: the informants were the vocational schools, but these were not always capable of producing information about the mobility of apprentices undertaken outside of the schools (during work placements). Unfortunately, in recent years this overview has been focused entirely on higher education, and reporting on IVET has been discontinued.

The German National Agency for the Leonardo da Vinci strand of the LLP recently commissioned a comprehensive study of transnational mobility in IVET²⁵ with a focus on mobility outside of the LdV-programme. The study – together with the

²³ <http://www.youthemploymentnet.eu/Portal/PortalDocuments.aspx?DocumentId=b059fb3d-238c-4263-bae7-bd27c0a7c7ec>

²⁴ www.nuffic.nl. Also see <http://cinop.brengtlerentotleven.nl/downloads/publicaties/artikelen/MonitorENG2007.pdf>

²⁵ “Verdeckte Mobiliteit in der beruflichen Bildung”, NA beim BIBB. March 2011 (not yet published).

figures from the LdV-programme – has produced a fairly accurate picture of mobility in IVET over the years 2007-09. Also here the informants were the vocational schools, where pupils and apprentices in their final year were asked about their experiences with transnational learning mobility. It thus represents a very informative and useful “frozen image” of mobility at a given moment in history, but unless regularly updated will not register quantitative developments over time.

Both of these are surveys taking place at national level and involving total populations of a specific target group (pupils and apprentices in IVET). They are very accurate, in so far as a tolerable level of responses is returned. But they are also very costly to carry out and update, and are not necessarily comparable across borders unless they are brought to operate on the basis of shared definitions and methodology. They function well with a fairly well-defined target group inside clearly demarcated environments, like (young) people in initial vocational education and training, but would be even more costly and methodologically difficult with more heterogeneous target groups (e.g. adult learners or the youth population in general), who move in very different environments.

Other surveys work with samples rather than total populations and with young people in general (including university students) rather than specific target groups. Such a survey involving some 1.000 young people has been carried out in 2010 in the Flemish-speaking part of Belgium²⁶, which quite surprisingly showed that 53% of the target group had a mobility experience “in a broad sense” (i.e. including activities like volunteering, youth exchanges, work camps etc.). In the recent (2011) Eurobarometer survey²⁷ concerning mobility of young people in education and training, involving 27 European countries and some 57.000 respondents, the findings showed that a total of 14% among the respondents had been abroad in a context of education or training. It should be noted, however, that this survey also includes HE students.

Surveys involving samples rather than total populations are on the whole much cheaper to carry out, but contain challenges in terms of sampling (achieving representativity), especially when conclusions have to be differentiated according to specific target groups and individual countries. Also, “transnational learning mobility” is not a universally acknowledged term with an agreed definition: We thus know from anecdotal evidence that many educational institutions undertake short term mobility in the shape of study visits for their pupils, students or apprentices which are financed from their own sources. Yet for many of these the duration is extremely short (a couple of days), and the programme of a distinctly touristic nature. Yet it is undertaken in a framework of education and training, and therefore counts as “learning mobility”. It would show up in a Eurobarometer survey, but we are arguably in a grey zone here, since we do not have any fixed parameters for what we should include in the definition or not. It is therefore a question whether we should adopt fixed quality standards or benchmarks for learning mobility in terms of e.g. duration and contents, as has indeed been proposed in a recent Commission working paper²⁸.

²⁶ http://cimo.multiedition.fi/eNewsletter4/euroguidance_eng/2010/april/gostrange.php

²⁷ http://youth-partnership-eu.coe.int/youth-partnership/news/news_198.html

²⁸ Commission Staff Working paper on the development of benchmarks on education and training for employability and on learning mobility, SEC (2011) 670 final. Brussels 24.5.2011.

4.3.4 Conclusions

This is the first time that such an exercise of gathering an inventory of mobility schemes has taken place, not only at European but also (possibly surprisingly) at national levels. In none of the 34 countries in this study – arguably with the exception of the National Agencies of the EU action programmes in some of the smaller countries, which also run a number of national schemes – is there any one place with a total overview of all mobility schemes operating for all the target groups covered by this study. This overview is provided by this baseline study. Some of the deficiencies of the data collection can undoubtedly be remedied with longer response times and especially if it were possible to get mobility schemes to agree on providing more uniform sets of data. However, there are substantial shares of mobility that take place outside of dedicated schemes. The approach adopted for this study is therefore less suited for measuring quantitative developments in mobility than other types of surveys, but it does put the focus on important partners (actors and stakeholders) in the struggle to reach the ambitious goals for mobility.

The mobility schemes -

- are important dialogue partners on mobility issues, and represent a possibility to communicate with significant elements of the target groups;
- being multiannual structures, many with a long history, are the repositories of experience and knowledge on mobility that can be tapped and shared with more recent or evanescent initiatives to increase the overall quality of mobility;
- represent considerable resources and hence the ability to act as agents for the quantitative and qualitative development of mobility in tandem with the European action programmes.

4.4 Identification of national approaches to recognition of transnational mobility

With inspiration from the taxonomy of recognition developed in the paper *"Pathways 2.0 towards recognition of non-formal learning/education and of youth work in Europe"*²⁹, we may speak of recognition of transnational mobility experiences in the following terms:

- **Formal recognition:** when periods abroad are officially recognised as an integral part of curricula leading to a formal qualification or as a legitimate pedagogical method for acquiring skills, competences and knowledge that constitute (parts of) a formal qualification;
- **Political recognition:** when periods abroad are recognised in legislation and/or policy strategies as an important theme on the agenda in relation to formal, non-formal and informal learning;
- **Social recognition:** when periods abroad are recognised by social players – e.g. employers – as being valuable assets in individuals who have undergone such experiences;

²⁹ Working paper of the partnership between the European Commission and the Council of Europe in the field of youth www.youth-partnership-eu.coe.int

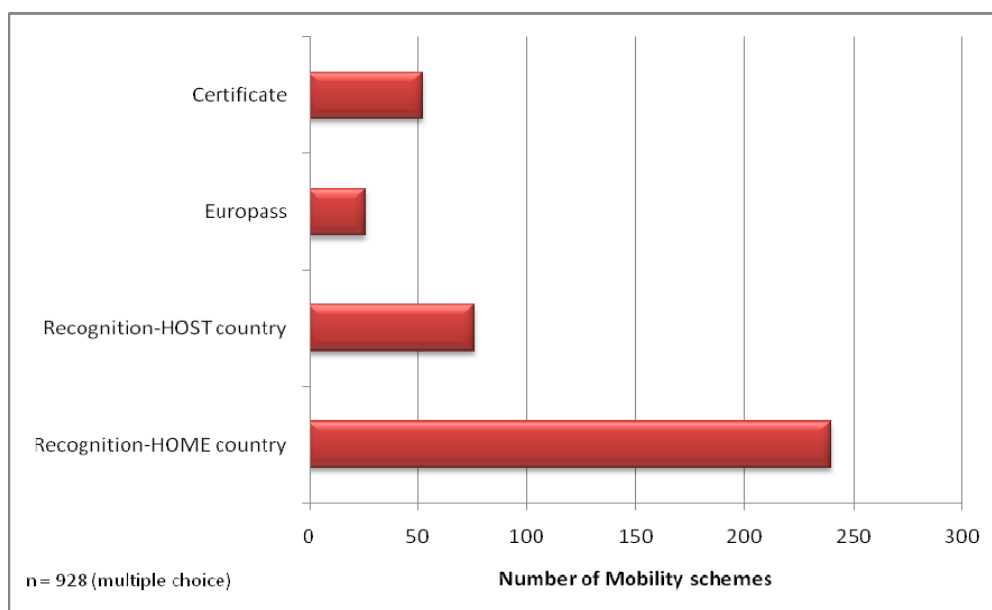
- *Individual recognition*: when periods abroad are recognised and appraised by the individual as being capable of producing valuable learning outcomes that are applicable across the board in their life trajectories.

In the qualitative survey, we have dealt with all four types of recognition, but our main focus has been on formal recognition.

4.4.1 Findings from the survey

Owners and operators of mobility schemes were specifically asked about recognition practices in the questionnaire they were asked to fill out. Less than half have been able to provide any specific information about this aspect, due to the fact that many of them either operate in a non-formal or informal sphere where recognition is not an issue (e.g. for work camps), or because recognition is undertaken at project and not at programme level and information not at hand. A surprising finding is the high figure for recognition in the host country, which might indicate that mutual recognition (i.e. instances where a stay abroad is formally recognised both in the sending and the hosting country) is much more widespread than assumed. The majority of these belong to mobility schemes of the type "a school year abroad" (as e.g. operated by youth organisations like AFS and Youth for Understanding), where mutual recognition is a possibility, even though it seldom seems to happen (see below). A minority of the cases involving mutual recognition are foreign language courses, which offer an internationally recognised test at the end (e.g. TOEFL, Cambridge Certificate, Diploma de Español como Lengua Extranjera etc.). We did not come across any example of the European Credit Transfer System for Vocational Education and Training (ECVET) being implemented at scheme-level, but instances can undoubtedly be found at project level.

Chart 24: Recognition of mobility schemes



A number of schemes have responded that they use "certificates". These certificates do not imply formal recognition³⁰, but a certificate is a documentation of attendance and (in some cases) learning objectives or outcomes.

³⁰ There are instances of mobility experiences of a duration of only 3 days, which does raise the question about quality standards and minimum duration. We have in this study included all types of mobility which are organized for learning purposes or in an educational context.

It is furthermore noticeable that Europass is only used systematically in few schemes.

4.4.2 Formal recognition

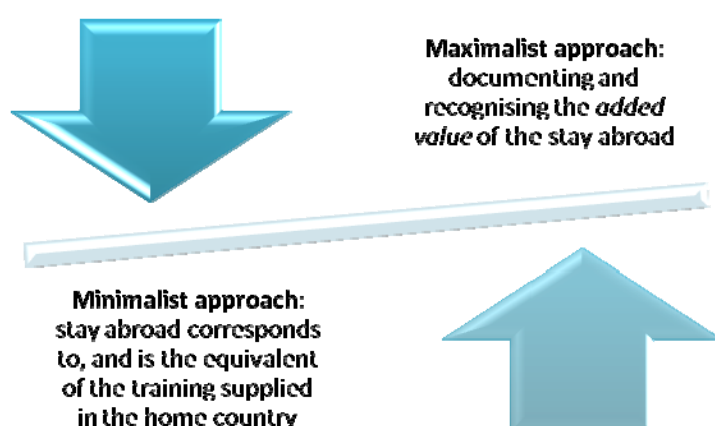
Education and training in Europe is – still - highly influenced by the cultural traditions of the state, and consequently show big variations, even though political and economic conditions in general may be quite similar. This can make formal recognition between national education and training systems a tricky proposition, when harmonisation is not an option. However, for short-term mobility (1-4 weeks)³¹ there is seldom a problem, since there is ample time afterwards to catch up on any perceived deficiencies in learning caused by the absence from home. For this (and, of course, also for other reasons), most mobility experiences undertaken within the framework of formal education are of a short duration, in analogy with what we may glean from the statistics covering participation in the EU action programmes. Especially for adult target groups, mobility experiences are typically of a very short duration, and recognition is consequently not an issue.

The most prevalent form of long-term mobility in a formal context is in upper secondary education, where youth exchange organisations (and also a fair number of commercial companies) organise school stays abroad usually of a year's duration³². Here, the participants typically spend one year abroad attending school at upper secondary level and live with a host family for the duration. These "school years abroad" are quite popular, but in many cases the time abroad is seemingly not recognised as the equivalent of a year at a school in the home country. The stays are implemented as "interruptions", where participants return to the home country and take up their programme where they left, and they thus "lose" a year in comparison with their peer group here. Even though schools in many European countries have the legal possibility of recognising a long-term stay abroad, this does not seem to happen as the curricula are perceived to be too different to allow this. A notable exception to this general trend is the decision in France to recognise a year abroad in Germany for all French pupils in forms 10/11 provided that this year is also recognised by the German host institution³³. It should be added, however, that the majority of these stays for European pupils are organised outside of Europe, notably in the USA.

A closer look at practices in formal education and training confirms two trends, or approaches, in recognition: what we may call a "minimalist" and a "maximalist" trend. In the "minimalist" trend, the framework of reference is the contents of the national curriculum for a given training programme, and the efforts are concentrated on proving that the stay abroad – be it a placement or a period of time spent in an educational institution or training centre – actually corresponds to, and is the equivalent of, the training supplied in the home country. In the "maximalist approach", the focus is on documenting and recognising the *added value* of the stay abroad – i.e. any skills and competences that go beyond the demands of the national curriculum.

³¹ A study of legal provisions for recognition of these stays was undertaken by the youth exchange organizations EFIL (umbrella organization for 23 national AFS youth exchange organizations in Europe) and Youth for Understanding in 2007 as part of a preparatory study on long-term school exchanges in Europe financed by the European Commission.

³³ http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=57077

Chart 25: Minimalist and maximalist approach of recognition in formal education

The term “minimalist” has been adopted as a descriptor for this approach to recognition because it focuses on minimum standards in relation to the demands of the curriculum, which must be met if a stay abroad is to be formally recognised. It does not take into account any additional skills over and beyond the demands of this, which the participant may have acquired abroad. These minimum standards are often of a purely technical/vocational nature, and are quantifiable and measurable so that they can be tested using standardised procedures. An example of the minimalist approach can be found in the Danish PIU-programme in IVET.

The Danish PIU-scheme allows (young) people in IVET to take parts (or all) of their mandatory work placements in another European country, and have this recognised as an integral part of their apprenticeship. The task of recognizing these placements abroad has been entrusted to the so called trade committees (social partner bodies responsible for curricula and examinations). Each trade committee has gone about the recognition procedure in a slightly different way, but in each case a competence-based model has been adopted where the training programme is divided up in a number of functions. Each of these functions may then again be divided up in three different levels: *knowing*, *practising* and *mastering*.

The host company abroad will receive a form where it must indicate whether it can offer training in the functions listed (e.g for commercial sales assistants: 20 different functions) and the level of the training offered: will the trainee get to know about the function, will he/she be able to practice it, or will he/she master the function? On the basis of the information contained in the completed and signed form, the trade committee will then decide whether the training offered has the appropriate level for the stay to be recognised, and issue a preliminary recognition. In the events where the trainee does all of the work placements in the company (2 years or more), all demands must be met. For stays of a shorter length, it is enough that some functions are covered, but the trainee must then afterwards complete his or her placement period in Danish company, which must supply training in the missing functions.

After the stay abroad has been completed, the host company abroad must sign a declaration to the effect that all stipulated learning objectives have been met. On the basis of this, the final recognition is awarded.

<http://www.iu.dk/programmer-og-tilskud/hele-verden/piu-ordningen/tjeklister-til-praktikophold-i-udlandet>

The PIU-programme belongs to the minimalist group because it does not make any provisions for additional skills acquired abroad – e.g. new vocational skills, increased foreign language proficiency, the knowledge of a foreign market as well as personal competences like increased tolerance, adaptability, self-reliance etc. Such skills are not documented and recognised, even though Danish employers in evaluations of the impact of the PIU-scheme have pointed out that these are the most important outcomes of the experience³⁴.

The maximalist approach goes over and beyond the minimalist requirements of national curricula and includes the “added value” of transnational mobility projects. This can mean hard-nosed vocational/technical skills, but the added value of the maximalist approach in relation to mobility is often more concerned with so called “soft” or transversal skills that form an important part of the “key competences for lifelong learning”³⁵. Transversal skills have become an increasingly important theme over the past couple of decades, where the twin processes of globalisation and an accelerating rapid technological development have meant that technologies may become obsolete almost overnight. This means that the workforce must become flexible and ready to adapt to new technologies, working methods and work organisation; and there is consequently in education and training an increasing premium on such skills that will enable an employee to learn continuously. Globalisation also means that contacts with foreign countries and other cultures proliferate, and not only at managerial level. Workers must therefore also be competent in foreign languages, have knowledge of foreign markets, and be able to interact constructively with people from another cultural background than their own (intercultural skills).

An example of the maximalist approach is furnished by the German concept of “additional qualifications” (Zusatzqualifikationen) in IVET³⁶. The “additional qualifications” is an instrument designed to allow for a stronger individual differentiation in IVET by introducing new sets of skills and competences that are not covered by the standard curriculum of a specific line of IVET. These sets of skills are defined and described, and they must represent a certain minimum effort in terms of time during (or immediately after) the training period. This could be e.g. additional IT-skills, vocational skills that lie over and beyond the normal requirements of the course, increased foreign language proficiency etc. There are many different types of “additional qualifications” delivered by many different training providers, and a full catalogue is furnished by the website referred to above. Some of these are delivered and acquired through the pedagogical method of a mobility experience.

The large enterprise Deutz AG in Cologne sends out apprentices in the field “Industriekaufmann/frau” on a four-month stay in abroad during their apprenticeship with the following learning aims:

- improving foreign language proficiency
- increased knowledge of other cultures
- developing independence and self-reliance
- expanding the horizon of experience

³⁴ See Sølvmoose, Schultz-Pinstrup and Kristensen: “Kvantitativ og kvalitativ Evaluering af PIU-ordningen”, København 2000.

³⁵ See Recommendation 2006/962/EC of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning

³⁶ See www.ausbildungplus.de/zusatzqualifikationen.

These learning aims are certified by the training provider (in the case of Deutz by the company itself) with a certificate that states the nature of the skills and competences and the method of acquisition. The certificate is an addition to the normal certificate of apprenticeship.
<http://www.ausbildungplus.de/webapp/index.php/suchezusatzquali/detailZusatzquali/page/1/abid/5848/zqid/1463>

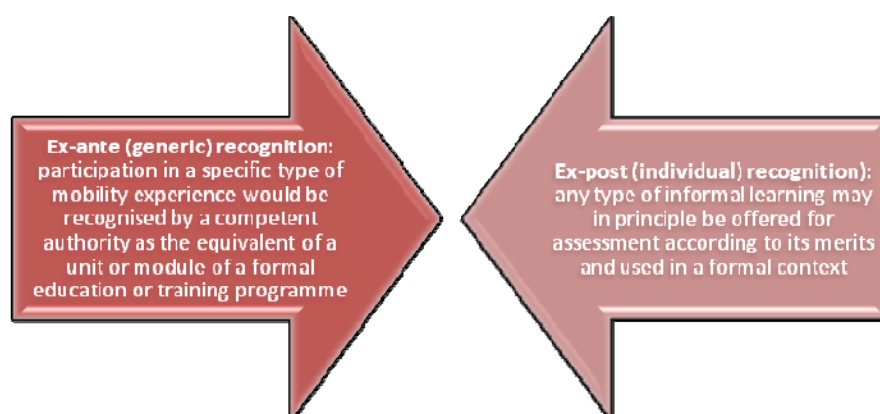
In education and training contexts where APEL (accreditation of prior experiential learning) is a possibility, however, also mobility experiences acquired in non-formal or informal settings may be taken into account as part of a formalised learning trajectory – e.g. participation in youth exchanges or periods of living and working abroad. Recognition of mobility experiences using APEL may be done using either an “ex ante” (or generic) or an “ex post” (or individual) approach. In the “ex ante” approach, participation in a specific type of mobility experience would be recognised by a competent authority as the equivalent of a unit or module of a formal education or training programme. Participants will thus know when they sign up for the experience that it may be used in conjunction with a particular education or training course. When this occurs, it is generally accompanied by a detailed quality management system:

The “Diakonisches Jahr im Ausland” (DJIA) is a mobility scheme, run by the Protestant Church in Germany, that mediates placements abroad in the healthcare-sector for young people in the age-bracket 18-30. The scheme receives financing from the state, but during the placements costs for accommodation and nurture as well as pocket money must be covered by the host institution. 160 participants were sent abroad with this scheme in 2010. DJIA is a voluntary activity, but the stay abroad may in some cases be recognized as part of a university-college study programme in the social field. In order to ascertain the quality of the placements, organizers must adhere to a set of quality criteria outlined in a 134-page handbook of quality management, which covers all aspects of the stay.

<http://www.djia.de/> (click “FSJ” and then “Konzepte” and “Qualitätshandbuch”)

In the “ex post” approach, any type of informal learning may in principle be offered for assessment according to its merits and used in a formal context.

Chart 26: Accreditation of Prior Experiential Learning (APEL) Ex-ante and ex-post approach



We have been particularly interested in the use of APEL and learning mobility and tried very hard to find examples of any systematic use of this, but with very

meagre results. The system seems most developed in the field of long-term volunteering stays abroad and in Germany and the UK.

For a number of years, there has been a rise in the attention paid in the different regions of the UK to recognition of non-formal and informal learning, and work with young people has been one of the main areas of concern. After pioneering work to equate some of the learning with National Vocational Qualifications, there are now systems in place which are open to allow those involved in activities such as exchanges and language courses abroad to tie into award and accreditation schemes which are recognised themselves within the National Qualifications Framework. The best-known of these are ASDAN (see http://www.asdan.org.uk/Award_Programmes/Youth_Achievement_Award and http://www.asdan.org.uk/Award_Programmes/Adventure_and_Residential_SC for a description of how the learning experience can be accredited) , and the Vinspired Awards (<http://vinspired.com/awards>). Both organisations operate nationally and give people the chance to have their learning and skills accredited. Instances of mobility experiences actually being assessed, however, are not very common.

In order to identify instances of this, one would probably need to approach individual educational establishments which work with APEL and tap into the experiences of assessors.

4.4.3 Documentation of learning mobility

The application of APEL in connection with learning mobility emphasizes the need for proper documentation of the experiences. If a stay abroad is to be used in a formal educational context, it is necessary that the learning aspect is made visible and credible to assessors. However, documentation is also an important issue in connection with social recognition, where a transnational mobility experience may be an important asset in connection with e.g. job search, even though it does not confer any formal recognition. But employers must be able to see that it has not merely been a holiday in the sun, but a structured learning experience.

From a practical standpoint in all of the schemes that we looked at, some sort of documentation of the stay abroad is provided. In its most simple form, this documentation is a plain proof of attendance, which states that so-and-so took part in a mobility experience, but usually it also contains a short description of the learning objectives and/or learning outcomes of the activity. This documentation is generally issued by the organisation implementing the scheme (an educational establishment, an enterprise, a youth organisation or other types of NGOs in charge of running the activity). These are not necessarily identical with the "owners" of the scheme, and the data from the study does therefore not give a correct picture of the situation.

Overall, relatively few schemes have indicated that they use the Europass Mobility³⁷ form in a systematic way to document learning in mobility experiences. The overall use of Europass Mobility is generally not very impressive: since its launch, some 200.000 forms have been completed (compared to some 10 million completed Europass CVs)³⁸. Europass Mobility has a number of advantages over

³⁷ The Europass Mobility was established by the decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences. See <http://europass.cedefop.europa.eu/europass/home/vernav/InformationOn/EuropassMobility.csp>

³⁸ http://www.cedefop.europa.eu/EN/Files/9031_en.pdf

more “home-grown” types of documentation. It uses a uniform method of documentation all over Europe which not only involves the sending, but also the hosting, organisation in documenting learning outcomes, and it is a standard European form which is applied in all EU Member States, making the documentation portable also across national borders. It can moreover be combined with the Europass CV, the European Language Passport, and the European Certificate Supplement (for VET) and the European Diploma Supplement (for higher education), which documents formal qualifications obtained in the home country.

Europass Mobility is used to document participation and learning outcomes of mobility mainly in formal contexts, even though it does not in itself confer any formal recognition. A similar initiative has been launched by the European Commission for the documentation of learning outcomes in mobility activities undertaken in a non-formal and informal context, like transnational voluntary activities and youth exchanges – the Youthpass³⁹. The Youthpass is in some ways more inclusive than Europass Mobility in that it documents not only the stay abroad, but the full learning process with also preparation, self-assessment of competences and follow-up activities being registered. The Youthpass is at present only available to activities undertaken in the framework of the Youth in Action programme.

There are only few examples of national initiatives which facilitate the documentation of skills and competences acquired abroad through participation in learning mobility

IJAB – the International Youth Service of the Federal Republic of Germany – offers the *Nachweise-International*, which is a system for documenting participation as well as the skills and competence acquisitions of participants in transnational experiences outside of the formal educational system. IJAB is a central specialist agency for international youth policy, international youth work and youth information which works on behalf of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ), the European Commission, the IJAB member organisations and other central bodies responsible for youth work. It is also the National Agency for the YiA-programme in Germany.

<http://www.nachweise-international.de/>

The ELD-method (ELD = Experience, Learning, Description) for describing competences acquired in informal contexts, during youth work or in transnational experiences was developed by the (now defunct) Swedish Centre for International Exchange. It is now offered by a private company to schools in general education up to upper secondary level, folk high schools, youth organizations and employment projects.

<http://eldkompetens.se/>

4.4.4 Political, social and individual recognition

Mobility is generally surrounded by positive rhetoric whenever it appears in the official texts of stakeholders (national and regional governments in Europe, social partner organisations etc.) yet there are clearly marked differences in the way transnational mobility is perceived across Europe. When assessing the degree of political and social recognition of transnational mobility, the rhetorical support is a very unreliable indicator, and must be supplemented by others both of a

³⁹ <http://www.youthpass.eu/en/youthpass/>

quantitative and qualitative nature. Quantitative indicators of political recognition are the number of schemes supporting mobility (even though we should take into account the very large differences in the size between schemes) and the amount of funding available (here we should note that financial information is not available for about 60% of the schemes identified, and that budgets are calculated differently from scheme to scheme and therefore not always immediately comparable). Qualitative indicators can e.g. be how mobility is incorporated into the legal framework surrounding education, training and youth, and flanking supportive measures in the shape of research and development activities undertaken.

However, the heterogeneous nature of the activity means that even within individual countries there can be quite big differences between the situations in the different contexts where mobility is used. Aggregate individual country profiles can thus be misleading, as they may cover up quite profound differences. This is e.g. the case in countries with a strong federal structure (like France, Italy and Spain), where regional policies and practices concerning mobility exhibit huge variations from region to region. Imbalances can also occur within sectors (e.g. between youth exchanges, general education, VET or adult learners).

“Social recognition” is about the way in which e.g. employers view mobility experiences and their value when it appears on the CV of the job seekers. From anecdotal evidence it would seem that this is quite high – that a stay abroad may actually be a decisive factor when the choice is between candidates with otherwise identical levels of formal qualifications. A mobility experience (especially a long-term one) indicates a number of important transversal skills and competences, like self-reliance, foreign language proficiency, adaptability, tolerance etc., which many employers see as important assets. The apparent popularity of commercial schemes for learning mobility (typically in the field of language courses, internships⁴⁰ and voluntary stays) indicate that this positive perception of learning mobility is also shared by young people themselves (and their parents), who are prepared to pay significant amounts for the experience – hence that individual recognition of learning mobility is high.

4.4.5 Conclusions

For transnational mobility undertaken within the framework of formal education and training, recognition is not a problem for the major part of the schemes, as the mobility experiences organised are of a short duration and therefore easily incorporated into the curricula without much ado. For long-term stays, stays abroad in general education (“a school-year abroad”) recognition is a problem in many countries, and participants are in many cases forced to retake the class upon homecoming, thus losing a year in comparison with their peers in the home school. In VET, long-term mobility is still a rare phenomenon, but two countries (Germany and Denmark) have inscribed this possibility directly into national legislation on VET. There are only few instances of mobility undertaken in a non-formal context being recognised as part of a formal education and training trajectory by means of APEL. In the case of volunteering, reasons could be that it is undertaken as “gap-year mobility” or for ideological reasons and not in an educational perspective, and that social and individual recognition therefore matters more than formal recognition.

⁴⁰ For examples of commercial agencies offering internships (placements), see e.g. http://www.ug.dk/flereomraader/videnscenter/vaerktojer/paa_tvaers_af_lande/mobilitetsvaerktoejkassen/praktikpladser_i_udlandet.aspx

In terms of making visible skills and competences acquired in non-formal mobility experiences, it is striking that apparently only little use is made of Europass mobility as a way of documentation. The even more sophisticated methodology of the Youthpass is still only available to projects undertaken inside the EU Youth in Action-programme.

4.5 Mobility as a pedagogical tool

Transnational mobility is not an artifact with an intrinsic value of its own. What is important is not that so-and-so many people crossed a national border and stayed so-and-so many weeks/months/years in another country before returning; what matters is the attitudes and the knowledge, competences and skills they have acquired during the stay, and which they could not have acquired if they had stayed at home. Transnational learning mobility is a tool – a means and not an end. It must be equally evident, however, that the mere fact of crossing a border and spending a period of time abroad before returning in itself is no guarantee of learning outcomes. Indeed, if this were the case, there would be no need to distinguish between simple tourism and learning mobility.

Evaluations of learning outcomes of transnational mobility project have shown that mobility can indeed be a very powerful pedagogical tool. What research on the involved learning processes has also demonstrated (e.g. Bennett, 2003⁴¹; Kristensen, 2004⁴²; Heimann 2010⁴³) is that learning is not necessarily a natural consequence of the time spent abroad; transnational mobility may equally well lead to no learning or negative learning. Reaching the stipulated learning objectives is to a large extent depending on the skills of the organisers in handling mobility as a pedagogical tool; how well they understand the learning processes and how these must be supported in order to achieve the desired outcomes. Learning mobility is primarily a pedagogical and not a logistical exercise, and the pursuit of learning objectives must necessarily be reflected in the way we organise, implement and evaluate the activities, as in any other pedagogical activity.

The focal point for this theme of the qualitative survey has been to try and investigate the level of awareness of the pedagogical aspects of mobility in mobility activities (policies, strategies and trends) outside of EU action programmes. More precisely: *How is the issue perceived, which initiatives and activities have been set up to substantiate, complement or extend European policies, and who are the drivers of any developments in this field?*

4.5.1 Defining the constituent elements of “mobility as a pedagogical tool”

As a prelude to the theme, it is necessary to define more precisely what we mean by “mobility as a pedagogical tool”. Firstly, we are not dealing with a standardized concept. There are many types of mobility with different learning aims and other variable factors (e.g. length of stay, target group), and hence many permutations of the various practices that make up the whole. In its

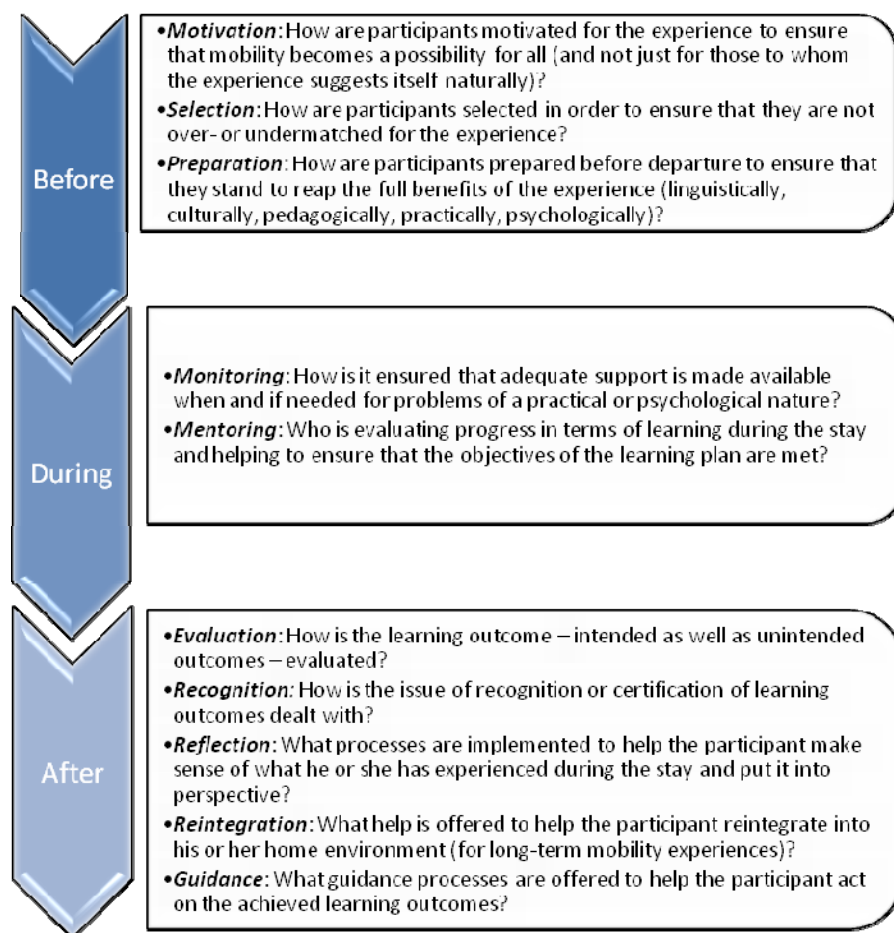
⁴¹ Milton J. Bennett: Towards Ethnorelativism: A Developmental model of intercultural sensitivity. In “Education for the Intercultural Experience”, ed. R. Michael Paige, Yarmouth 1993

⁴² Kristensen, S.: “Learning by Leaving – Placements abroad as a didactic tool in the context of VET in Europe”, Cedefop 2004

⁴³ Korinna Heimann: Entwicklung interkultureller Kompetenz durch Auslandspraktika. Grundlinien eines didaktischen Handlungskonzepts für die Berufsausbildung. [Lit Verlag](#) (Münster) 2010

broadest and most abstract sense, there is now a general consensus that it consists of a number of interventions that are undertaken at various moments in the process, both before, during and after the actual stay abroad⁴⁴:

Chart 27: Constituent elements of “mobility as a pedagogical tool”



The learning objectives of the activity determine the degree to which these various elements are brought into play. For short-term mobility involving adult learners and where the objectives can be very concretely formulated (e.g. study visits), the intervention is often rudimentary. For long-term mobility of young persons (especially when we deal with disadvantaged groups) and where objectives are formulated in terms of “personal development”, “intercultural understanding” or “employability”, a much more extensive effort is required.

Indicators

Attempting to measure the degree of sophistication in the use of the tool and ranking countries according to absolute standards is not a productive approach, given the dispersed and fragmented nature of mobility as a pedagogical activity. In one and the same country, transnational learning mobility may be a developed and widespread tool within one sector or for one specific target group and practically anonymous in another sector and for other target groups. Moreover, absolute standards are impossible to formulate, as the nature of the individual

⁴⁴ See e.g. Kristensen 2003 http://www.iu.dk/publikationer/2003/laering-og-praktikophold-i-udlandet/Laering_og_praktik-sk_2003.pdf or Geudens et al. (2009) <http://www.salto-youth.net/downloads/17-108-309/GoingInternational.pdf>

elements in the pedagogical process (as described above) vary according to circumstances. Linguistic preparation, for example, may not be an issue at all in some forms of transnational learning mobility (e.g. between Scandinavian countries, or in projects whose sole learning objective *is* improving foreign language proficiency⁴⁵), but may be absolutely essential, indeed a condition for survival, in others. Our task in this part of the qualitative analysis has therefore necessitated an interplay between an inductive and a deductive exercise: firstly gathering material and analyzing this in order to formulate relevant indicators for assessment; and, secondly, revisiting the database with these indicators in hand in order to identify and describe examples of good practice (or, alternatively, what we may call “good examples of practice”) that can serve as the basis for recommendations.

Selecting indicators also entails making priorities in a complex field. We decided to use these indicators when assessing awareness and degree of sophistication of mobility as a pedagogical tool:

- *objectives of learning mobility and type of mobility*: What are the learning objectives of mobility, and is there an understanding of how these can be achieved? Is there compatibility between these and the type of mobility undertaken?
- *quality charters and quality assurance systems in mobility*: How is “quality in mobility” perceived? What focus is there on qualitative aspects of mobility, and how is quality produced and assured?
- *knowledge development and sharing of resources*: Is there any cross-fertilization in terms of exchange of experience and good practices between practitioners both inside and across the many contexts in which learning mobility is being used?

4.5.2 The learning objectives of transnational mobility

Transnational mobility is, with a slightly paraphrased title of a popular film from the 50s, a many-splendored thing. It has thus been used as a pedagogical tool in a variety of contexts, for a variety of target groups and with a variety of learning objectives. In a preamble to an official paper on mobility from the European Commission⁴⁶, all the possible learning benefits of mobility are listed as follows:

“Learning mobility, i.e. transnational mobility for the purpose of acquiring new skills is one of the fundamental ways in which individuals, particularly young people, can strengthen their future employability as well as their personal development. Studies confirm that learning mobility adds to human capital, as students access new knowledge and develop new linguistic skills and intercultural competences. Furthermore, employers recognize and value these benefits. Europeans who are mobile as young learners are more likely to be mobile as workers later in life. Learning mobility has played an important role in making education and training systems and institutions more open, more European and international, more accessible and efficient. It can also strengthen Europe's competitiveness by helping to build a knowledge-intensive society, thereby contributing to the achievement of the objectives set out in the Lisbon strategy for growth and jobs.....Learning mobility has other positive features. It can, for example, help combat the risks of isolationism, protectionism and xenophobia

⁴⁵ i.e. language courses abroad

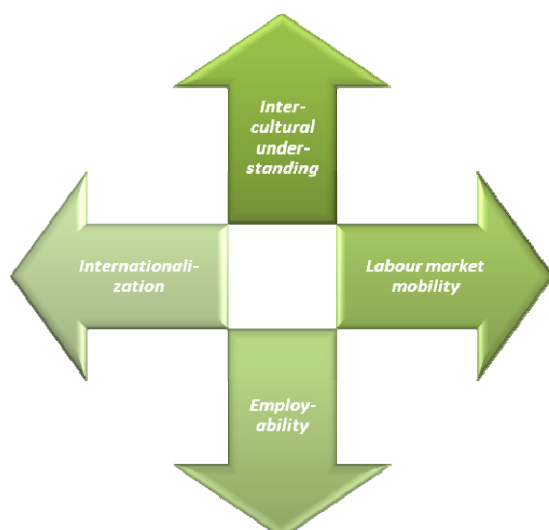
⁴⁶ Green paper: Promoting the learning mobility of young people. COM (2009) 329 final <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0329:FIN:EN:PDF>

which arise in times of economic crisis. It can help foster a deepened sense of European identity and citizenship among young people. It also boosts the circulation of knowledge which is key to Europe's knowledge-based future".

To this already quite exhaustive listing we can add from our survey also the aim of reinforcing/ rediscovering cultural affinities, as e.g. in the Franco-Quebecois youth exchange scheme⁴⁷, which has as one of its aims to strengthen the ties between France and the French-speaking part of Canada.

While such a plethora of good arguments for mobility may make it more plausible in a political context, it is nevertheless not very operational at a practical level. Kristensen⁴⁸ speaks of four different discourses on mobility according to their ultimate learning objectives (*intercultural understanding*, *labour market mobility*, *internationalization* and *employability*) and makes the point that activities in their concrete manifestation have to be shaped according to these and to the target groups they address.

Chart 28: Four different discourses on mobility according to their ultimate learning objectives



In other words, form and contents must match, and trying to achieve too many things at the same time and through the same method may, in fact, be counter-productive. There is, as yet, very little research on transnational mobility as a pedagogical tool, and what we know is derived from anecdotal evidence rather than resting on firm, empirical bedrock. Yet it is a common feature that many mobility schemes have very lofty aspirations covering simultaneously a very wide spectrum of learning objectives and target groups, and it is doubtful whether they can be achieved with the means that are at the disposal of organizers. The following examples are taken from programme preambles and websites:

The Nordic "Nordjobb"-scheme is offering young people between 18-28 from the five Nordic countries (including the Faroe Islands and Greenland) a mobility experience by mediating summer jobs to another Nordic country than their own. It is financed by the Nordic Council and national sources, but the scheme operates with a very limited budget which mainly covers administration. Participants must cover expenses for travel, accommodation, nurture etc. from

⁴⁷ www.lojic.org

⁴⁸ Kristensen, S.: "Learning by Leaving – Placements abroad as a didactic tool in the context of VET in Europe", Cedefop 2004

the payment they receive from the employer at the summer job. There is no preparation or follow-up, but during the stay they can take part in cultural activities organized by the local branch of the Nordic Association. In the "vision" for the scheme, the following learning objectives are listed:

- Strengthening cultural cohesion between the Nordic countries;
- Increasing transnational youth mobility between the Nordic countries;
- Achieving a common Nordic labour market with free movement across borders;
- Improving language proficiency in other Nordic languages;
- Combating nationalism, xenophobia and discrimination in any form;
- Functioning as an active platform for the discussion of important topics in a Nordic context (e.g. climate issues).

Nordjobb mediates some 4-500 summer jobs annually.

<http://www.nordjobb.net/da/omnordjobb/nordjobbs-vision.html>

Whereas there can be no reason to question the sincerity of the vision, it can be difficult to see the connection between the individual components and the form chosen; the nature of the vision makes it almost impossible to evaluate. Rhetorically one may ask how likely it is that the mediation of a summer job in another country will bring about intercultural understanding, especially when there is little organized in terms of preparation, accompaniment and follow-up? And how likely is it that the participant returns with the opposite learning outcome – with existing prejudices confirmed and possibly new ones added, due to a negative experience?

More precise and limited objectives and target groups will undoubtedly facilitate this greatly.

"Integration durch Austausch" (IdA) is a large German national-level mobility scheme financed from the European Social Fund and with national co-financing. It has a budget of 129 million euro over a 5-year period and funds stays abroad (primarily placements) with a duration ranging from 1-6 months. The target group is disadvantaged young people, defined as

- Young drop-outs with no formal qualifications
- Pupils in their final year of general education with a need for special support
- Young single mothers
- Young unemployed in the transition phase from education/training to employment, including graduates with special needs.

The objective of the activity is to increase participants' employability through the acquisition of skills and competences and by giving them a concrete work experience. The stay abroad should be of a minimum duration of one month and can last up to half a year. Organizers of projects are required to provide extensive preparation, monitoring and follow-up. This includes producing a skills profile of the participant before departure, and the elaboration of an individual learning plan (to be agreed with the partner in the host country). It is expected that some 12.000 young people will participate in the mobility activities funded by the scheme.

http://www.esf.de/portal/generator/5730/property=data/2008-10-28-IdA_Aufruf_Foerderrichtlinie.pdf

In the above example it is clear that objectives and target groups are matched with clear pedagogical support before, during and after the mobility period. Generally, however, it would seem that learning objectives often are described in very lofty and loose terms, which makes it difficult to operate with quality assurance and recognition of the stay abroad, especially when undertaken in informal and non-formal contexts.

Within the scope of this study, we can do little more than make the point. Many of the schemes we identified operate with a very large spectrum of possible learning objectives of both a cognitive and an affective nature, but leave it up to the individual projects to define the precise definition and combination of these and then to choose the type of intervention that is most conducive to their achievement. Learning objectives should therefore be studied at this level to give an adequate picture.

4.5.3 Quality in mobility

"Mobility as a pedagogical tool" is closely linked to the issue of *"quality"*. *"Quality"* is, in a short and operational definition of the word, what we experience when a product lives up to our expectations. In a context of learning mobility, quality must thus be defined in terms of the learning objectives: an activity undertaken under this heading is deemed of quality when it is demonstrated or perceived as producing the stipulated results in terms of knowledge, skills, competences and attitudes in the participants.

Judging whether a mobility experience meets the learning objectives is in many cases a difficult proposition. In the cases where we are dealing with limited and concrete objectives, it is often feasible to measure the outcomes. An example that springs immediately to mind here is that of language courses, where it is a relatively uncomplicated task to organise a test at the beginning and at the end of the stay and estimate progress. A tool for this is provided by the European Language Portfolio (developed by the Council of Europe and adopted by the European Commission for the Europass Language passport⁴⁹), which has developed a "yardstick" for measuring foreign language competence by defining 6 distinct grades of proficiency by which an individual's level may be assessed. Yet for most mobility schemes we are dealing with learning objectives of a kind that are very difficult to measure (e.g. attitudes, personal competences) for want of an objective yardstick and because any observable manifestations may only appear a long time after the experience took place. Since we know from evaluations of mobility activities that they may indeed produce such learning outcomes if properly executed in terms of preparation, implementation and follow-up, ensuring that these procedures are in place and followed rigidly will in all probability produce the desired results and thus obviate the need for a complicated and time-consuming tail-end assessment. Borrowing from the vocabulary of industry, this approach is known as *quality assurance* or *quality management*. We have in our investigation of this tried to get an overview of the extent to which such a line of thinking is present in the documentation surrounding mobility schemes in Europe – and not just as "balcony-declarations" but as hands-on advice and requirements for organisers on how to achieve quality in their mobility activities.

Generally, it seems to be the case that there is a stronger focus on implementation of the scheme than on the qualitative aspects of mobility as a

⁴⁹ See http://www.coe.int/t/DG4/Portfolio/?L=E&M=/main_pages/levels.html

pedagogical tool. This is a picture with huge variations – some mobility schemes have impressive material on improving the quality of mobility, both in terms of guidelines and access to examples of good practice, others offer very little in this respect. Judging by the written documentation of the schemes, however, there are still schemes that seem to imply (in a primitive interpretation of the so called “contact hypothesis”⁵⁰) that the very fact of going to another country for a period of time in itself will produce learning outcomes of the kind that are outlined in their objectives, or “visions”. Since many of the schemes identified are quite small, this may also be ascribed to a lack of resources to elaborate on these issues. There certainly is a connection between the overall budget of a scheme and the insistence on quality in mobility, so this is clearly an area where size *does* matter.

The German-Polish Youth Organisation (DPJW) was set up by the Polish and German governments in 1991 as an international organization (NGO) with a view to improving intercultural understanding between the two neighbouring countries by means of youth exchanges. The organization grant-aids a large number of projects every year, and has an annual budget of some 9 million euro (2011). “Quality in mobility” is a very strong theme in the work of the DPJW, and the organization can provide detailed material on how to achieve quality in youth exchanges. It also offers courses for project organizers to improve their skills.

http://www.dpjw.org/c24,34,methodik_des_jugendaustauschs.html

http://www.dpjw.org/c44,programme_fuer_projektleiter

However, even smaller schemes may offer quite comprehensive support for the improvement of quality in mobility if they are part of larger structures, where they can draw on expertise and resources from related schemes or areas. Some countries have national offices or centres which run a number of mobility schemes, either national or European.

The “Causeway”-scheme is operated jointly by the British Council (UK) and Léargas (the centre for international mobility of the Republic of Ireland) and aims at providing increased understanding between young people from the UK and the Republic of Ireland through exchanges of young people carried out in the framework of voluntary youth organizations. The scheme was set up in 1999, and has a budget (for Ireland) of app. 75.000 euro annually. Besides funding, projects, organizers may draw on a number of resources provided by the two operators of the scheme, including an “evaluation tool kit” which gives detailed step-by step advice on how to mount and carry out a youth exchange project. The toolkit also refers to other resources on youth exchanges, developed in the framework of other mobility schemes. Both operators also regularly offer training courses for organizers of youth exchanges, and are the National Agencies for the EU Youth in Action programme.

<http://www.causewayyouth.org/download/CausewayEvaluationToolkit.pdf>

Quality assurance may be either *prescriptive* or *descriptive*. Most are of the latter kind – aspects of quality in mobility are formulated in the shape of advice rather than requirements. Where quality issues are a requirement, these are in many cases built into the application forms used by project organizers, where they are asked to provide information on qualitative aspects of their project. This is then

⁵⁰ The contact hypothesis was formulated by the Israeli psychologist Amir in the late 60s. See Amir, Y. (1969) “Contact hypothesis in ethnic relations” in *Psychological Bulletin*, Vol. 71, no. 5 (Washington).

used as a basis for taking the decision concerning grant-aiding the project or not, and thus functions as a strong incentive. Others have gone one step further and formulated quality charters in analogy with the European Quality Charter for Mobility⁵¹, which govern activities within a scheme or a partnership framework.

The Italian region of Tuscany has made it a regional political priority to increase transnational mobility and cooperation in education and training, and has earmarked an amount of 26 million euro mainly from ESF funds in the period 2007-2013. Mobility is promoted primarily within the framework of a network of other European regions, and Tuscany has signed partnership agreements with the region of Catalunya in Spain and Västra Götaland in Sweden. Part of this agreement is an elaborate quality charter, which stipulates what organizers operating within the framework of this partnership need to deliver in order to receive funding for their mobility project.

http://www.mob-reg.eu/mobilitaeuropea/files/Mobireg_ENG_lo_res.pdf

Quality charters may be developed into proper *quality management systems* in line with what we know from industry (EFQM, ISO 9002). Quality management systems cover all aspects of an activity, and in a context of mobility this involves not only pedagogical aspects, but also aspects related to e.g. health and safety, insurance, legal issues etc. They are quite impressive dossiers, but can be cumbersome to work with. We have only come across a few examples of a full-fledged approach to mobility of this type, and they are not linked to a particular mobility scheme, but developed as projects that may (or may not) be used for mobility activities within a field or sector (for an example from VET, see http://www.q-placements.eu/pdf/results/ENGLISH/q-placements_handbook.pdf).

Quality awards in line with what we know from industrial production like ISO 9000 or EFQM which certify not individual projects but organizations, guaranteeing that all their activities live up to predetermined quality criteria, may also be found for mobility activities:

The German agency for quality in volunteering QUIFD (*Qualität im Freiwilligendienst*) has developed a set of quality criteria for organizations organizing or offering volunteering stays both in Germany and abroad. The quality criteria cover interventions both before (selection, preparation, clarification of learning objectives), during (monitoring, crisis- and conflict management, mentoring) and after the activity (certification, evaluation). They have been elaborated in collaboration with experts, researchers and practitioners. Organizations that undergo the procedure are issued with a Quality Certificate, which they are allowed to use for marketing purposes for one year after it has been awarded, and the validity may be extended for a further two years. The certification is carried out by independent experts from a team of evaluators and costs are borne by the organization applying for certification.

http://www.quifd.de/165_Auslandsdienste.htm

The National Agencies for the EU action programmes are also concerned with the issue of quality in mobility. The question is, however, the extent to which tools and approaches here are known to, and used by, operators outside of these programmes.

The Dutch National Agency for the Leonardo da Vinci strand of the Lifelong Learning Programme has developed a "Quality and impact scan" model for

⁵¹ http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11085_en.htm

quality management of mobility projects, the use of which is obligatory for LdV-mobility projects above a certain size. The emphasis of the model is not directly on the learning process of the individual, but the project as such placed in a wider context of culture and quality assurance at institutional level. The model was released in 2008 and there are plans to develop a version 2.0.

<http://www.leonardodavinci.nl/en/Publications/2647/Publications.html>

4.5.4 Knowledge development and sharing of resources

As learning requirements in society change over time, mobility used in a pedagogical context must change as well. There is a need for an ongoing development and/or adaptation of methods, material and practices to keep the tool updated and responsive to the constantly changing demands made on citizenship and employment in turbulent times. Much of this development work is done on the hoof by practitioners within communities of practice formed around individual mobility schemes. Our survey shows that many of these are quite small and with limited resources at their disposal. If there is no exchange of experience and examples of good practice among them, we suffer wastage of resources due to repeated “reinventions of the wheel”, and – infinitely worse – sub-performance in terms of learning outcomes when relevant material is not exploited.

The role of research in this field is limited. Only few countries (Germany and France) have what amounts to communities of researchers that work with mobility and mobility related issues, notably (and seemingly almost exclusively) in the field of youth. The existence of “*powerhouses of mobility*” in the shape of the large bilateral exchange organizations with their significant financial endowments has certainly played a role here. Elsewhere, research in the field is fragmented and individualized. There seems to be little conscious effort to bring together researchers and practitioners, even though there are examples in the framework of the European Youth Centre and the collaboration between the European Commission and the Council of Europe⁵².

The problem of the generation and dissemination of knowledge and sharing of resources across geographical, cultural, sectoral, organizational and linguistic divides is exceedingly complex, and one that needs a much more in-depth treatment than is feasible within the framework of this survey. What we offer is some conclusions derived from observations and reflections from the survey that highlight particular aspects of this issue.

The significance of “powerhouses” of mobility

With many small and dispersed mobility schemes with few resources, the importance of large, consolidated schemes or dedicated organizations with ample resources and the possibility to act both as a repository of existing knowledge and as a fomenter of new development projects are of crucial importance.

The Franco-German Youth Office (DFJW/OFAJ) was set up by the governments of France and Germany in 1963 in order to work for by funding encounters between young people from the two countries and to develop youth exchange as a tool for

⁵²<http://www.forscher-praktiker-dialog.de/index/learningmobility2011/documentation/index.html>

intercultural understanding. In 2009, the DFJW/OFAJ thus grant-aided exchanges of young people and youth workers with an amount of nearly 18 million euro, but besides this the organization also set up and financed research and development activities in the field of “intercultural pedagogy”, courses for teachers and youth workers as well as topical conferences and events.

The DFJW/OFAJ mainly deals with Franco-German encounters, but also participants from third countries may participate in some activities.

<http://www.dfjw.org/sites/default/files/OFAJ-RA09-D.pdf>

Some of the mobility schemes we have identified – notably those set up with funding from the European Social Fund – are of very great bulk and the activities give rise to important development work, but they are of a transient nature and expire at the end of the ESF-planning period. This raises problems of the sustainability of the efforts – in other words, to whom to pass the baton, once the scheme is terminated.

Some National Agencies for the EU action programmes may also assume the function of a powerhouse of mobility, especially when they bring together the administration and running of both EU action programmes and national mobility schemes, as is the case in some smaller countries, e.g. the Scandinavian countries. It depends, however, on how they perceive their role and whether they are willing to undertake wider functions in relation to mobility other than just administrative work, e.g. by exploiting synergies, running courses, initiating research and development work, and generally creating overview and cohesion on the mobility “scene”. A good example is the Finnish Centre for International Mobility (CIMO – www.cimo.fi/frontpage).

We should in this context also mention the European Youth Centres⁵³ and the work on youth participation, mobility and exchanges in Europe that is carried out in this context. Also the efforts of the Youth Partnership of the European Commission and the Council of Europe are significant, notably the “T-Kits” on international youth work, that have been elaborated under the aegis of this collaboration⁵⁴.

Platforms and mechanisms for knowledge and resource sharing

Knowledge and resource sharing at national level is important, but mobility is by nature transnational, and a lot of the knowledge and material involved in implementing mobility as a pedagogical tool is applicable also in other countries than where it was originally developed. Also across sectors, knowledge sharing is important.

There are many platforms for knowledge sharing in the form of databases on e.g. research and development work that contains information about mobility or mobility related projects⁵⁵. None focus exclusively on mobility, but are linked to specific programmes or the activities of particular institutions or organizations. The question is to what extent they are known to, and used by, the practitioners on the ground. This raises problems of, among other things, accessibility, user-friendliness and perceived relevance. Practitioners seldom have the time to sift

⁵³ http://www.coe.int/t/dg4/youth/eyc/european_youth_centres_EN.asp

⁵⁴ http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/T_kits

⁵⁵ E.g. the website on projects in education, training, culture and youth from the LLP and Youth in Action programmes (EVE): http://ec.europa.eu/dgs/education_culture/eve/

through a mountain of material, and it is furthermore problematic if it is written in a form which does not directly address their immediate needs.

There are, however, also platforms for knowledge sharing at national and European level that are directly linked to transnational learning mobility. The European Commission itself finances the Euroguidance⁵⁶ and the Eurodesk⁵⁷-networks, which provide mobility-related information for guidance counselors and the general public, but there are interesting developments also at national level.

In Denmark, the Ministry of Education, recognizing the crucial importance of guidance counselors in mobility, in 2006 commissioned the development of a "mobility toolbox" for guidance counselors, which is available on-line from a guidance web portal. Guidance counselors are often involved not just in disseminating information about the possibilities for a stay abroad, but also play a role in motivation, preparation, accompaniment (for incoming mobility) and follow-up in connection with mobility. In the tool box, they find a range of tools that can help them work more proactively with mobility in their contexts, as well as links to studies and sources of documentation. The initiative has later been copied in Sweden.

http://www.ug.dk/flereomraader/videnscenter/vaerktojer/paa_tvaers_af_lande/mobilitetsvaerktoejkassen.aspx

In Germany, the Chambers of Skilled Crafts and the Chambers of Industry and Commerce have set up a countrywide network of "mobility coaches" – specially trained staff that can assist companies as well as their young workers and apprentices in organizing and implementing transnational learning mobility. The mobility coaches can help build networks in order to provide relevant placements abroad, and they are active in the preparation, implementation and follow-up of the activities. There are presently over 30 mobility coaches. There are joint training sessions, and a website with a special intranet, where they can download relevant information, examples of good practice and tools.

The initiative has been financed from the European Social Fund (with national co-funding) and runs till the end of 2012.

<http://www.mobilitaetscoach.de/uk.html>

The example above is in the field of VET. Also in the field of VET, a European platform for the mobility of apprentices in initial vocational education and training (IVET)⁵⁸ aiming particularly at small- and medium-sized enterprises is currently under construction by a transnational partnership of actors and stakeholders in the field. The project is grant-aided by a specific budget line from the EP (known as the "Guy Quint"-budget line). Both this project and the "mobility coaches" depend on funding that is available for a limited period only, and long-term sustainability may be a problem.

Within the field of youth there is a specific initiative that has been indicated by many informants as an important factor in the professionalization of their activities: the SALTO-Youth resource centres .

⁵⁶ <http://www.euroguidance.net/>

⁵⁷ <http://www.eurodesk.eu/edesk/>

⁵⁸ <http://www.euroapprenticeship.eu/en/home.html>

SALTO-Youth stands for *Support and Advanced Learning and Training Opportunities in the Youth (in Action)-programme*. It consists of 8 physical centres placed in various locations in Europe that have the task to develop, collect and disseminate resources for European youth work – including, naturally, European youth exchanges. Information on these resources (and, in the cases of written material, also the resources themselves) is available on the web-site of Salto Youth, which contain, among other things, the following facilities:

- A tool-box for training
 - A European training calendar with information on training events
 - Trainers online for youth, where it is possible to find suitable trainers for training events
 - Resources for partner finding for transnational projects
 - A collection of relevant links to other sources
 - A regular newsletter service
 - The possibility to customize the web-site to your personal needs as a user
- <http://www.salto-youth.net/about/>

The SALTO-Youth centres are based in the national agencies for the Youth in Action programme and are financed by this, but their activities go beyond the programme itself and are used by other actors and stakeholders as well. The centres thus help secure a transfer of knowledge and experience not just across national borders, but also between different schemes and programmes.

Transnational networks and partnerships of practitioners

Networks and partnerships are very important vehicles for development, retention and dissemination of experience and examples of good practice. Partnerships and networks are often set up in connection with concrete projects and activities, and in many cases die again when the funding for this runs out. However, some are anchored in permanent structures, and are therefore sustainable

AFS (American Field service) is a youth exchange organization (NGO) focusing primarily on long-term exchanges of pupils in upper secondary education. It is a worldwide organization, and is represented in 24 out of the 34 countries included in this survey. The European AFS-associations have set up a European umbrella organization – the European Federation of Intercultural Learning (EFIL) – to coordinate activities at European level. This includes organizing regular meetings and training events where the national associations can meet and exchange experience. EFIL also coordinates and runs courses and development projects on behalf of the members, issues regular newsletters and runs a web-site with resources.

<http://www.efil.afs.org>

In the field of VET, the European Vocational Training Association (EVTA) runs a specific mobility homepage on their website, which provides information on mobility and mediates the results from significant studies and projects on this theme⁵⁹. The other European organization in the field, the European Forum of technical and Vocational Education and Training (EFVET) also brings information

⁵⁹ http://www.evta.net/evta_mobility_html/index.html

on projects dealing with the development of mobility as a pedagogical tool to its member institutions, albeit not in the form of a dedicated website⁶⁰.

4.5.5 Conclusions

An understanding of learning processes in mobility – what can be achieved with this pedagogical tool and how it is done – is essential if it is to take its place as an important practice in lifelong learning policies and strategies. Generally, there seems - across Europe - to be an increasing professionalization of practitioners of mobility, but judging by the material available there is still room for improvement when it comes to ensuring the compatibility between learning objectives and the practice itself. There is much development work undertaken in the field (with the funding possibilities afforded by the European action programmes as a major driver), but little research. Only in Germany (particularly) and France do we find something which approaches research communities with transnational learning mobility as a focal point. Little is done to connect researchers and practitioners, with the possible exception of the field of youth, where there are isolated national and European initiatives.

Even though “quality” is an important topic in policy papers and discussions, the concrete manifestations are often at a high abstraction level (e.g. quality charters). We saw only limited evidence of diversified quality assurance or quality management systems being developed and implemented.

There is a perceptible compartmentalization among actors and stakeholders in the field with regard to knowledge development and sharing. Many of the efforts undertaken thus duplicate what has already been accomplished elsewhere – in other geographical areas, in other sectors – because the work undertaken here is not disseminated outside of their sphere of interest. The National Agencies of the EU action programmes in some countries (notably in smaller countries, where the agency spans several programmes and sectors) have assumed a role of “knowledge centres” or “observatories” of mobility and take an active hand in developing it as a tool, in creating overviews, and in providing training for organizers. There are, however, big differences between individual countries here.

4.6 Analysis of the interplay between national/regional mobility schemes and EU Action programmes and the development of models for this

The EU action programmes were preceded by, and have always existed alongside, other mobility schemes, launched and operated by a multitude of stakeholders and actors at international, national and regional level. A few highlights from the history of European learning mobility will illustrate this.

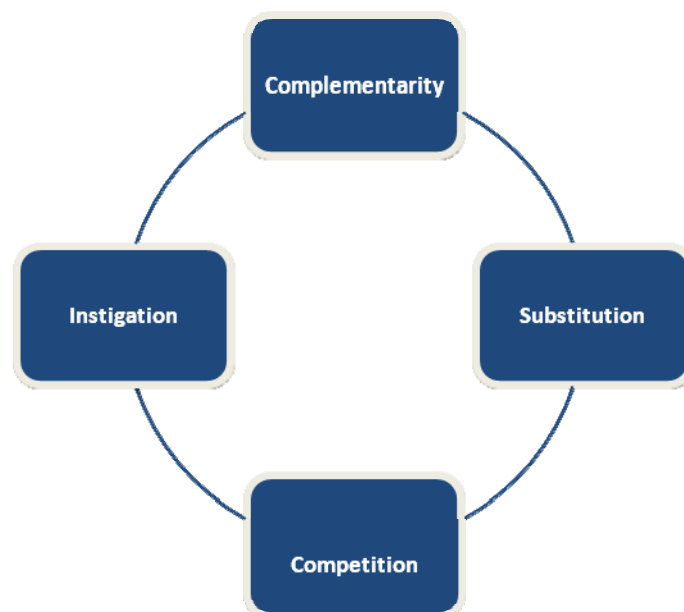
Transnational mobility became an issue after WWII, where a large number of youth exchange schemes were set up to effect reconciliation and peace through increased intercultural understanding. The first EEC/EU mobility action programme appeared in 1964 – the Young Workers' Exchange programme (YWEP), which operated with a different logic, as it aimed to increase labour

⁶⁰ <http://www.inthemc-project.org/mailling/index.pl/first-products-available-online>

market mobility in Europe by giving young workers a foretaste of what it was like to live and work in another European country through short-term placements abroad. A similar scheme to this was set up in the framework of the Assembly of European Regions in the Council of Europe in 1985: the Eurodyssée-scheme. Landmarks in the vocational training sector were the establishment of the Franco-German office for exchanges in vocational training in 1980 and the Danish PIU-scheme from 1992 – the same year as the Commission launched its Petra II programme, which opened up for mobility of teachers/trainers and young people in initial vocational training. The European Commission entered the field of youth exchange in earnest with the introduction of the Youth for Europe programme in 1988, (building on a lot of bilateral experience of member states and also the work of the European Youth Centre and Foundation), and general education became a target with the Lingua programme from 1990 and the Comenius programme from the latter half of the 90s. In an addition to Comenius in 2009, individual long-term school stays abroad were added as an action line, mirroring the activities of many youth exchange organizations, which had operated similar schemes since the 40s. Grundtvig (2000) added the mobility of adult learners to the coverage of the European programmes, in analogy with e.g. the Nordplus programme from 1988, which encourages mobility between the 5 Nordic countries (and, since 2008, the 3 Baltic countries Estonia, Lithuania and Latvia). Several national and regional mobility initiatives have moreover been set up over the years with money from the European structural funds, e.g. the Greek ELPAEK-scheme from 1995-1999 (education and training) and the more recent (2007-2013) initiatives from Germany (vocational training) and the region of Tuscany in Italy (education and training).

Even though the European Commission represents by far the single most muscular actor on the scene, the European action programmes do not exist in a void, but inscribe themselves into a context and a rich tradition with overlapping objectives and target groups. However, it emerges very clearly from the study that this "mobility scene" is not tightly knit, but fragmented and pluralistic, with a multitude of very diverse actors and stakeholders, and a large variation in practices. There is no single agency with a commanding overview even within individual geographical locations, policy fields and sectors, and despite the fact that everybody presumably shares the overall desire for more and better mobility, coordination and concerted action is obviously not always easy or evident.

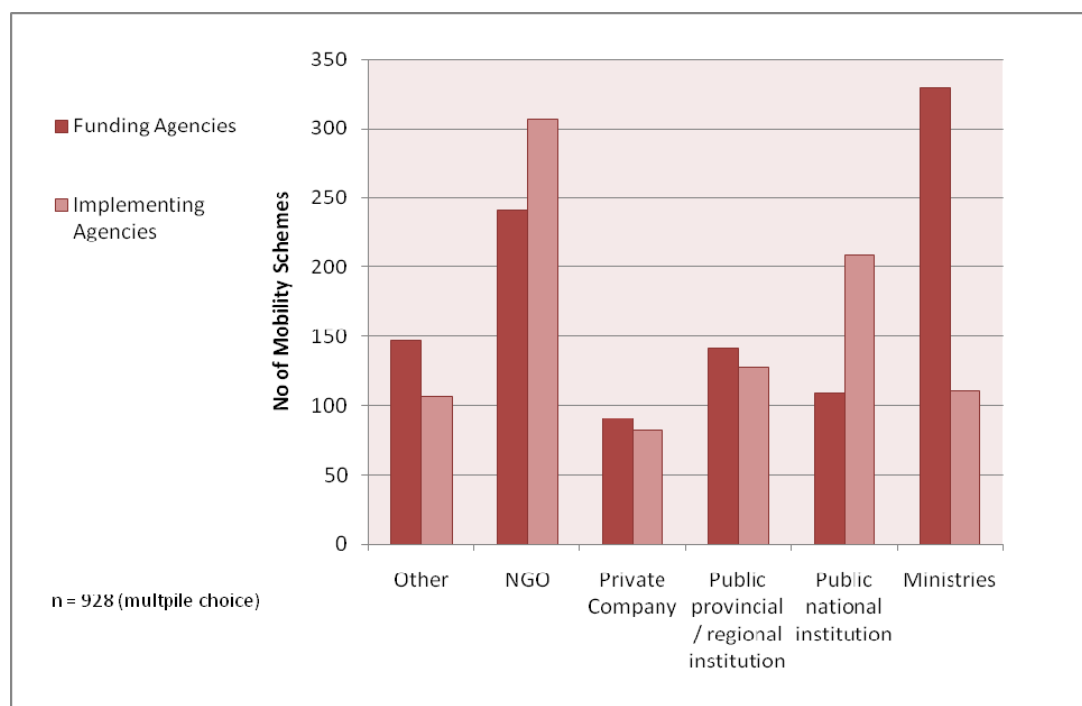
The co-existence – or interplay – between EU action programmes in the field of mobility and other mobility schemes either at regional, national or international level may manifest itself in a number of ways, not all of which are the result of conscious decisions and not all of which necessarily have positive effects. Basically, we can set up four analytical models of interplay:

Chart 29: Possible form of interplay between national and EU programmes

- *Complementarity* is when synergies are developed and exploited, and the EU action programmes and other mobility schemes work together to cover a wider variety of mobility activities or target groups than would otherwise have been the case;
- *Competition* is when schemes overlap and compete for participants and sources of co-financing, and fail to share resources and knowledge;
- *Instigation* is when the introduction of European Action programmes and supporting measures creates a heightened awareness of mobility and helps elevate it on the political agenda and possibly foment new developments;
- *Substitution* is when funding from European action programmes simply replaces other sources of funding without resulting in an increase in participation, or is used as an excuse to cut back on national or regional funding and/or cancel already existing schemes.

These models are not "trends", but theoretical tools and points for consideration which we have extracted and formulated on the basis of our empirical work. They should be seen as analytical abstracts which more often than not manifest themselves as points along a continuum rather than in a pure form. Especially with the negative aspects of the interplay – competition and substitution – it can be difficult to establish direct causal links, as different sources may have different interpretations as to what is cause and what is effect.

When discussing interplay and the actors in this, it makes sense to distinguish between "owners" (i.e. those who fund a scheme) and "operators" (those that implement activities), as these are not always the same. It can be a complicated relationship, but in its most simple form it consists of a source of funding (e.g. a ministry at national or regional level) which determines overall policy-lines for the scheme, and an operator (e.g. an institution or an organization) which ensures that it is translated into mobility activities. Different themes require different interlocutors: for policy issues, it is the owner; for knowledge and experience, it is the operator.

Chart 30: Implementing versus funding agencies

For schemes run by NGOs, the interplay between European action programmes and other mobility schemes can in many cases be described in terms of a simple bartering process: European programmes with their (in comparison with other funding sources) ample funding represent a possibility for other mobility schemes to increase the volume of their activities. The mobility schemes, on the other hand, may draw on their (often) extensive experience in the field to ensure the quality of mobility by putting it at the disposal of the European Commission in the inception and implementation of the European programmes. This requires, however, that there are adequate platforms where this "bartering" can take place, both at European and at national level – e.g. in the shape of national or European umbrella organizations, that can represent the interests of many small organizations and pool their resources for inputs to the process.

A European-level example of how complementarity and instigation may be achieved can be seen in the history of the EVS (European Voluntary Service) strand of what was then the Youth programme (now Youth in Action). At all stages of the process a wide range of voluntary service organisations was involved, as they had decades' worth of experience and skill in running voluntary placements both nationally and internationally – the largest of these organisations came together in an umbrella organisation known as AVSO (Association of Voluntary Service Organisations)⁶¹ specifically to ensure that they could pool their knowledge and lobbying capabilities to influence developments. The Commission and the National Agencies worked closely with them in conceiving the programme and then, when it came to implementation from 1998 onwards, many of them became involved in providing training for the different actors involved: volunteers, sending and hosting organisations, mentors, etc. Most National Agencies did not have the capacity in-house to do this at the time and many engaged voluntary organisations to work with and for them: the UK NA, for instance, out-sourced the delivery of on-arrival, pre-departure and mid-term evaluations to organisations like Experiment in International Living,

⁶¹ <http://www.avso.org/>

Community Service Volunteers and Time for God. As a recent study of international voluntary service has documented mobility schemes offering volunteering abroad draw extensively on the EVS for funding.⁶²

A similar example is afforded by the Individual Pupil Mobility action in the Comenius programme⁶³, which was launched in 2009. The Individual Mobility action supports long-term school stays⁶⁴ in secondary education, and may thus duplicate the activities of the many non-profit youth exchange organizations (NGOs) and also commercial enterprises, which offer similar stays abroad. These organizations finance their activities mainly through user payment, and the advent of a grant-aided scheme as part of a European Action programme might have resulted in participants simply moving from user-funded to the grant-aided scheme. This would erode the economic basis for the NGOs and would not result in any increase in absolute numbers of participants. However, before the introduction of the Comenius action a very thorough preparation was done including analyses of the activities of the youth exchange organizations. These showed that the main bulk of the outgoing participants here in fact went to destinations outside of Europe, and by stipulating that activities in the Comenius action could only take place inside of Europe and between schools in already existing Comenius partnerships, the potential element of competition was eliminated. Also, the Comenius action was focused on pupils from less affluent families, who would otherwise not be able to pay the participant fees; thereby ensuring that it simply did not "steal" participants from the NGOs' activities. Knowledge sharing went both ways: as part of the preparation for the action, a European study of national legal provisions for recognition was financed by the Commission, which provided valuable new insights which could also be exploited by the NGOs. Two youth exchange organizations – EFIL and YFU⁶⁵ – won a contract to run a pilot project for the Commission, and their knowledge and experience were used in the development of the guidelines for the action.

For schemes run by or for national or regional governments, it is less a bartering than an alignment process in order to eliminate risks of competition and substitution. This is least complicated in the inception phase of a new initiative, and it is especially helpful if schemes are coordinated or run by the same agency, in which case practices may be streamlined in relation to one another. In many of the countries, the National Agencies of the EU action programmes also run other national mobility schemes covering the same types of activities and target groups. This is e.g. the case in the Republic of Ireland, the UK, France and also the Scandinavian countries. A further way of achieving complementarity is when there is only partly an overlap in the nature of the eligible activities (target group, type of mobility, destinations etc.), or other aspects which makes a differentiation possible.

⁶² http://www.cor.europa.eu/COR_cms/ui/ViewDocument.aspx?contentid=36b3c028-e243-4ee8-8ce3-4a2774948d4e

⁶³ See http://ec.europa.eu/education/comenius/doc990_en.htm

⁶⁴ 3-10 months

⁶⁵ *European Federation for Intercultural Learning and Youth for Understanding*

In Sweden, the national ATLAS mobility scheme¹ for education and training is to some extent overlapping with the provisions of the Lifelong Learning Programme. ATLAS can, however, also be used to fund preparatory visits, participation in conferences and network-building. The main difference, however, is that it may be used for mobility activities all over the world, and not only in Europe. In Denmark, the PIU-scheme for the mobility of apprentices in initial vocational training¹ addresses the same target group as the Leonardo da Vinci strand of the Lifelong Learning Programme. The PIU-scheme, however, is used for long-term individual applicants, whereas LdV is used for group mobility. The PIU-scheme may also cover placements outside of Europe.

The introduction of a new scheme or programme might not necessarily always have an add-on effect on participation rates. The EU Action programmes are primarily sources of funding, and this new influx of resources may be appropriated by already existing schemes for their activities and simply just replace funds from other sources which may be less accessible. Many of the schemes we have identified use funds from EU action programmes to co-finance their activities, and whereas this is perfectly justified if it results in an overall increase in participation rates, it is problematic if it only means that funding is shifted from one source to another, leaving activity levels unaffected.

An example of a scheme which actively uses the European action programmes as a funding source is the Eurodyssée-programme, which is a scheme set up and run by the Assembly of European Regions under the Council of Europe⁶⁶. The scheme has been in operation since 1985, and mediates long-term work placements of young workers in the age-bracket 18-30 between European regions. The scheme is not a funding scheme and the costs of the activities (accommodation and nurture of the participants, administration and preparation etc.) are in principle borne by regions and employers (many placements are remunerated). Since the activity – long-term placements abroad of young workers in Europe – is also an action line in the Leonardo da Vinci strand of the Lifelong Learning Programme, some of the regions participating apply from funding here to cover their costs. The question is therefore whether the Leonardo-funding has resulted in a net increase in participation (complementarity), or whether it has merely replaced other sources of funding (substitution).

In order to judge whether we are dealing with one or the other, one would need to undertake a more detailed analysis. We therefore raise it merely as a point for consideration. What appears clearly from our contacts with operators of mobility schemes, however, is that the money available from other sources for their activities is drastically reduced in times of economic recession (user payment, subsidies from employers, contributions from regional or national government funds etc.). Since funds available from dedicated programmes and foundations often are ring-fenced over a period of years and hence not necessarily directly affected by the worsened economic climate, these play a very important role in keeping "the pot boiling" in adverse times.

Especially for instigation, there are other issues than funding. The European programmes represent a massive capital injection in the field, probably matching the combined funds of the schemes we have identified⁶⁷ (especially if we include

⁶⁶ <http://www.eurodysssee.eu/>

⁶⁷ This must largely remain an assumption rather than a fact, as our data on budgets is very incomplete

the funds from the structural funds used for mobility in the EU contribution). We should also bear in mind that mobility activities funded from the Action Programmes also require a considerable amount of co-funding, and thereby attract further capital to the field. Yet if learning mobility is to become "a rule rather than the exception", a situation like the present where much of the activity is driven by funding from the European Union budgets is simply not tenable. Learning mobility must be made an integral part of all the contexts in which structured learning activities are organized and financed as part of the normal range of activities – a "mobility culture" must be created where a stay abroad for learning purposes is undertaken as a matter of course and represent a standing offer, and not as part of specific programmes and schemes, like in the French *Region Centre* in the Loire valley, where all young people in education and training are offered the opportunity of a stay abroad as part of their course⁶⁸. Similarly, practically all Danish schools in upper secondary education (*gymnasier*) organize a mobility experience for their pupils during their 3-year course, albeit this mostly is in the shape of a study tour of a week's duration. These activities are generally paid for by the schools and the pupils themselves.

As many studies on mobility have shown⁶⁹, funding is just one of many real or perceived obstacles to mobility, and equally important at this stage for boosting mobility – and doubtlessly more important in the longer, strategic perspective – are the flanking or supportive measures undertaken within or outside of the action programmes. Central here is the ongoing work to dismantle legal and administrative barriers to mobility (e.g. legal status of participants in placement projects, rights of residence and work for people with third country passports, health insurance, portability of grants etc.). Also of crucial importance to the development of transnational learning mobility are the efforts targeted at providing and improving issues like

- Information and guidance (e.g. Ploteus⁷⁰, Euroguidance⁷¹, Eurodesk⁷²)
- Development projects (funding opportunities in LLP & YIA)
- Recognition and documentation of learning outcomes (ECVET, ECTS, Europass and Youthpass)
- Quality awareness (e.g. the European Quality Charter for Mobility)
- Contact seminars for network building
- Research and analyses on mobility in Europe

Generally, people tend to see funding as *the* major obstacle to the quantitative development of transnational learning mobility, and there is an assumption that if only adequate amounts of money were at hand, the numbers of participants would swell proportionately. That this assumption is not necessarily correct is testified by the experiences from the Danish PIU-scheme for mobility in VET⁷³. Funding for this programme is provided by funds coming from a training levy paid by all Danish employers, and is in principle unlimited – in the sense that all apprentices who so wish and who have managed to find an adequate placement

⁶⁸ <http://www.regioncentre.fr/jahia/Jahia/AccueilRegionCentre/domaines-intervention/Mobilite-europeenne-et-internationale>

⁶⁹ E.g. the Move It study on obstacles to mobility in vocational education and training: http://ec.europa.eu/education/more-information/doc/moveitcountry_en.pdf

⁷⁰ <http://ec.europa.eu/ploteus/>

⁷¹ <http://www.euroguidance.net/>

⁷² <http://www.eurodesk.org/edesk/>

⁷³ <http://www.iu.dk/programmer-og-tilskud/hele-verden/piu-ordningen/engelsksproget-introduktion-til-piu/PIU%20%20a%20Danish%20programme%20to%20stimulate%20work%20placements%20abroad.doc/view>

abroad have a right to funding from the scheme. Despite this funding guarantee, participation rates have not risen in the past 10 years – in fact, they have even slightly stagnated. There may be many reasons for this phenomenon, and typically the stays abroad organised in the framework are long-term placements, which may not appeal immediately to a target group whose prerequisites for such an experience may be poor in comparison with e.g. university students. However, the advent of a new scheme covering the same target group and type of activities would in this case – despite the injection of additional funding it represents – not result in an overall increase in participation. Rather, the two schemes would enter in a *competition* with each other for a finite number of participants, who could shop among the two for the most advantageous „deal“ for their experience. The end result might be that one – or both – schemes may encounter difficulties in attracting participants. In the case of the PIU-scheme, ways of achieving complementarity with the Leonardo da Vinci-strand of the Lifelong Learning Programme have evolved, in line with the Swedish ATLAS-scheme referred to above. But in a similar case in the Netherlands with the bi-national BAND-programme, the 2007 national report on internationalisation in education in the Netherlands⁷⁴ note that „The number of student exchanges within the Garman-Dutch BAND-programme fell from 151 in 2006 to 120 in 2007. The number of teacher visits dropped from 30 to 19. It is possible that the BAND-programme is facing the effects of competition from the Leonardo da Vinci programme“ (p. 6).

In order to promote the dialogue between actors and stakeholders involved, it is necessary to have adequate platforms where information can be disseminated and problems raised and discussed.

In Germany, the National Agency for the Youth in Action programme has set up a website on European youth policy with support from the Federal Ministry of families, senior citizens, women and youth and the European Commission's Directorate for education, Training and Culture. On the website, it is possible to select from a number of transversal themes, one of which is "learning mobility". Here, information and comments about important new initiatives and developments at European level are brought to the attention of all those involved in the field of youth.

<http://www.jugendpolitikineuropa.de/thema/mobilitaet-zu-lernzwecken.124/seite/1/>

4.6.1 Conclusions

EU action programmes exist in a complex interplay with other mobility schemes at European, national and regional level that may be described in terms of complementarity, instigation, substitution or competition. Understanding the nature of the interplay is essential when working to promote mobility. In order to achieve this, it is necessary to identify all schemes and have a sound knowledge of their activities, and to establish contacts with actors and stakeholders and have the necessary platforms of conducting a dialogue with these.

⁷⁴ <http://cinop.brengtlerentotleven.nl/downloads/publicaties/artikelen/MonitorENG2007.pdf>

5 Findings and conclusions of the study

5.1 Main findings of the study

1. TRANSNATIONAL LEARNING MOBILITY OUTSIDE OF EU ACTION PROGRAMMES REPRESENTS A VERY FRAGMENTED AND COMPLEX PICTURE

Learning mobility is undertaken for many different reasons and across a very wide spectrum of actors and stakeholders from many different sectors. In all the countries of the study, there is not one agency or authority with a full overview of mobility schemes and activities. Therefore coordination and mutual cross-fertilization is problematic.

2. NO COUNTRIES HAVE DEDICATED, HORIZONTAL POLICIES FOR TRANSNATIONAL LEARNING MOBILITY, ONLY FEW COUNTRIES HAVE MOBILITY POLICIES FOR SPECIFIC SECTORS

In most countries, mobility policy is formulated vertically in relation to the sectors where it appears (e.g. education and training, youth, employment, foreign relations, culture etc.). In almost all the countries examined, policy support for mobility is formulated in very general terms and mostly in the shape of an adherence to EU policies and initiatives.

3. THE MAJORITY OF MOBILITY SCHEMES IS FUNDED BY PUBLIC INSTITUTIONS – MINISTRIES FOLLOWED BY PROVINCIAL / REGIONAL ENTITIES.

More than half of the national mobility schemes receive money from public institutions. The public institutions comprise ministries, regional institutions and public national institutions. Second in ranking are non-governmental organisations (NGOs) Foundations are included in this group. Private companies tended generally to be more reluctant to provide information to the study..This goes for commercial mobility schemes offering e.g. language courses, school stays or volunteering experiences abroad, and whose activities are mainly financed through user-payments. This reluctance to provide information also goes for a number of bigger and smaller production companies who have set up their own schemes to induce their apprentices and young workers to conduct parts of the training abroad

4. MINISTRIES FUND MOBILITY SCHEMES BUT DELEGATE THE PRACTICAL IMPLEMENTATION TO OTHER AUTHORITIES (NATIONAL AGENCIES) OR NON-GOVERNMENTAL ORGANISATIONS.

To be able to ascertain where the "drive" for mobility comes from, it is important to distinguish between "owners" (providing funding) and "operators" (implementing the activities). The comparison between the funding and the implementing agencies shows that the majority of mobility schemes funded by ministries are being implemented by other public bodies or NGOs. Provincial and private organisations are almost balanced in the number of mobility schemes funded and implemented. Private companies normally pursue their specific policies (e.g. internationalising the competence of staff members) and develop programmes to implement these policies and as a consequence funding and implementing agencies are congruent.

5. ROUGHLY ABOUT 430.000 PERSONS ARE ESTIMATED TO PARTICIPATE EACH YEAR IN LEARNING MOBILITY THROUGH NATIONAL OR REGIONAL MOBILITY SCHEMES. THIS IS

MORE THAN DOUBLE THE ANNUAL NUMBER OF THE PARTICIPANTS IN THE YIA AND THE RELEVANT STRANDS OF LLP TAKEN TOGETHER.

Based on the results of the data collection, about 350.000 people from different target groups (children⁷⁵, youth, pupils/apprentices, teachers, adults) participate in mobility schemes funded by other sources than LLP and YiA programmes. A few mobility schemes account for a large number of participants. The contractor received about 60% of data on participants of mobility schemes. About 40% of the schemes are without information about participants. After extensive consultation we are sure that the biggest schemes are included, so that it is not a simple addition of 40% to the figures to arrive at an overall estimate. Based on thorough considerations, we have tried to put together an educated guess and would estimate that about 25% of participants must be added to our figure to come close to the total number of participants. This means we roughly estimate about 430.000 participants are financed or otherwise enabled to participate in national or regional mobility schemes yearly (with a possible error margin of 10.000 participants in both directions).

6. BASED ON THE FINDINGS, MOBILITY SCHEMES IN A FORMAL SETTING (I.E. IN EDUCATION OR TRAINING LEADING TO FORMAL QUALIFICATIONS) SEEM TO GAIN MOMENTUM, WHEREAS MOBILITY SCHEMES IN A NON-FORMAL SETTING SEEM TO EXPERIENCE STAGNATION.

Based on our data the target groups "Pupils & Teachers" together with "Pupils" (in primary and secondary education, including IVET) have the largest number of participants followed by "young people" which is the third largest group. Significant is the increase of participants for the target group "pupils & teachers" (and "pupils" to a far weaker extent). On the other hand, there is a significant decrease of participants for the target group "young people". The findings seem to indicate that mobility schemes in a formal setting (schools, pupils and teachers) seem to increase whereas mobility schemes in a non-formal context (youth, young people) seem to stand still.

7. SCHOOL STAYS IS BY FAR THE MOST IMPORTANT ACTIVITY WITH A SIGNIFICANT INCREASE, BUT NO CLEAR TREND. SECOND LARGEST ACTIVITY IS THE NON-FORMAL SEGMENT OF YOUTH EXCHANGES WITH A SLIGHT DOWNWARDS TREND. THE THIRD LARGEST ACTIVITY IS WORK PLACEMENTS, WHICH IS INCREASING SIGNIFICANTLY.

The largest activity group is dealing with school stays. There is no clear trend as the figures are fluctuating. There is a considerable increase from 2008 to 2009 but thereafter the number of participants is dropping again. The second largest group is youth exchanges and refers to non-formal mobility schemes. There is a slight downwards trend to be seen. Remarkable is the increase for the third largest group work placements. This seems to be a fairly recent development, and indicates that mobility is increasingly being used as a tool for the acquisition of knowledge, skills and competences aimed at improving employability (as opposed to other types of learning objectives). The figures with regard to activities confirm the trend that there is an increase in the field of formal mobility and a slight decrease in the section mobility undertaken in non-formal settings.

8. WE ESTIMATE A TOTAL OF ABOUT 100.000 PARTICIPANTS FOR "YOUNG PEOPLE" FOR ALL LEARNING MOBILITY SCHEMES NOT FUNDED BY LLP AND YIA. THAT IS ABOUT ONE

⁷⁵ A very few schemes identified also targeted children below the schooling age!

THIRD MORE THAN THE NUMBER OF PARTICIPANTS SUPPORTED BY THE YIA PROGRAMME.

The total number of participants hovers around 80.000 participants per year. As stated previously, only 60% of the mobility schemes provide information about the number of participants. According to our estimation another 25% must be added to come close to the 'real' number of participants. Roughly speaking, we estimate a total of about 100.000 participants for "Young People" for all learning mobility schemes not funded by LLP and YiA. About 70 000 young people or youth workers benefited from the mobility strands (notably Youth Exchanges or European Voluntary Service) of the Youth in Action Programme in 2009. That is about one third less than the number of participants supported by national programmes.

9. MANY NATIONAL MOBILITY SCHEMES COVER SCHOOL PUPILS AND APPRENTICES AS ONE TARGET GROUP WITHOUT DIFFERENTIATING BETWEEN THEM. CONSEQUENTLY, NATIONAL DATA CANNOT BE COMPARED WITH LLP PROGRAMMES. THERE IS A CONSTANT GROWTH IN THE NUMBER OF PARTICIPANTS IN NATIONAL SCHEMES THAT TARGET YOUNG PEOPLE IN IVET ONLY.

The numbers of participants of national mobility schemes which have an exclusive focus on vocational education and training has been steadily increasing in the last years. People in IVET and CVT and students are the group of participants where the increase in numbers is most marked. The statistics for groups of vocational trainees and teachers as well as the group of non-vocational adult learners are stagnating. Mobility schemes exclusively for vocational trainers are so low as to be almost irrelevant. Many of the schemes define their target groups differently from the LLP programme. The large majority of mobility schemes target "pupils / adult learners" regardless of whether they attend a primary or secondary school or IVET. As a consequence, it is impossible to compare directly the national data of these target groups with the data of the LLP programmes.

10. FINDING OF THIS SECTION: THE NUMBER OF PARTICIPANTS SUPPORTED BY NATIONAL MOBILITY SCHEMES (EXCLUDING "YOUNG PEOPLE") IS ABOUT THREE TIMES AS HIGH AS THE NUMBER OF PARTICIPANTS OF ALL LLP STRANDS (EXCLUDING HIGHER EDUCATION).

A lot of mobility schemes target exclusively pupils or teachers (or both). The number of participants ranges between 140.000 participants in 2008 to about 170.000 in 2009. The largest group is pupils (primary and secondary education) and the figure remained constant in the last years. The target group of pupils and teachers (primary and secondary education, including IVET) experienced a significant increase from 2008 to 2009 and then moved downwards again. A number of mobility schemes experienced fluctuations in the number of participants, which indicates that not a single big programme is responsible for this change. The group of teachers also kept constant over the years. When adding about 25% of the participants to compensate the 40% of mobility schemes without information on participants, the numbers move to around 350.000 participants. As many national mobility schemes do not differentiate between participants from general secondary, IVET education or adult education, the total number refers to all three groups. In order to compare them with the respective LLP programmes we have to refer to the Comenius Programme (school education), to the Leonardo da Vinci Programme (vocational education and training) and to the Grundtvig Programme (adult education). About 12.000 teachers, future teachers and pupils benefit from individual mobility actions in

the Comenius Programme every year. Approximately 85 000 individuals benefit each year from the LdV mobility grants. For the Grundtvig programme, Currently, approximately 21 000 people – adult education staff and learners – spend a period of teaching or learning in another European country each year. This means the national programmes serve about three times more pupils and teachers than the corresponding strands of the LLP programme.

11. 60 PERCENT OF THE NATIONAL INSTITUTIONS DID NOT PROVIDE INFORMATION ON BUDGETS, BUT FROM THE INFORMATION WE RECEIVED, IT IS CLEAR THAT NATIONAL ANNUAL BUDGETS ARE DECREASING DUE TO BUDGET CUTS IN MINISTRIES. LLP PROGRAMME BUDGET HAS INCREASED IN ALL SECTORAL PROGRAMMES IN RECENT YEARS⁷⁶.

Based on evidence from the data collection, “Ministries” is the largest provider of funds, but the funding was reduced considerably in the last years. The budgets of “Public National Institutions” and “Public Regional Institutions” are far lower than those of ministries but they remained constant over time. NGOs and private companies hardly provided any information at all. It must be borne in mind that many mobility activities are funded by participants themselves. These figures cannot be included in this calculation. We estimate that the yearly budget provided by national institutions comes to around 400 to 350 million Euros with a shrinking tendency. The LLP programme budgets increased in all sectoral programmes over time. The budget of YiA almost stagnated though. When comparing the overall size of the budgets, the added LLP and YiA budgets are about 1,5 times bigger than that of national mobility schemes. However, many national schemes do not show all sources of funding, and a direct comparison is therefore not meaningful.

12. DUE TO SHRINKING PUBLIC FUNDS FOR MOBILITY, USER-FUNDED MOBILITY SCHEMES APPARENTLY GAIN IN IMPORTANCE. THIS MAY LEAD TO A SOCIAL GAP IN LEARNING MOBILITY EXPERIENCES – BETWEEN THOSE FAMILIES THAT CAN AFFORD IT AND THOSE THAT CANNOT IF OTHER SUPPORT MECHANISMS FAIL.

Whereas the EU programmes received more funding over the last years, the national programmes' funding came down primarily caused by cuts in the ministries. Due to public budget deficits, we assume that this downward trend of financial support for learning mobility will continue. This tendency is further underlined by the fact that fewer and fewer new mobility schemes are being established. Furthermore, we assume that the importance of user-funding for mobility experiences will grow, and the role of commercial or semi-commercial operators increases in importance. Hence, those participants (or their families) that have the financial capacities will send their children abroad for a learning experience. When public support mechanisms fail, participation in learning mobility will increasingly be determined by the social background of the parents .

13. THE NUMBER OF MOBILITY SCHEMES THAT HAVE BEEN NEWLY ESTABLISHED IN THE LAST YEARS (2008-2010) IS STEADILY DECREASING. THREE TIMES MORE MOBILITY SCHEMES IN A FORMAL SETTING (SCHOOL, VOCATIONAL TRAINING) HAVE BEEN CREATED THAN SCHEMES IN A NON-FORMAL SETTING (YOUNG PEOPLE)

⁷⁶ Compare also Annex 1 of this report. Lifelong Learning Activity Report 2009-2010. Annex 2. Page 10.
http://ec.europa.eu/education/lifelong-learning-programme/doc/activity0910_en.pdf

108 new national mobility schemes were identified. The figures for 2011 must be interpreted with considerable care as this is a running year, and consequently not all mobility schemes may have been identified yet. But still the numbers suggest that fewer and fewer mobility schemes are being established. With growing budget constraints, this tendency may become even more significant in the immediate future.

New mobility schemes in a formal setting (targeting school pupils /teachers and people in IVET/ teachers) are three times higher than that of schemes from the non-formal sector (young people/youth workers). This clearly indicates that there is a growing support for mobility schemes in a formal setting.

14. THE "PROMOTION OF INTERCULTURAL UNDERSTANDING" AND THE "ACQUISITION OF FOREIGN LANGUAGES" ARE THE PRIMARY PURPOSES OF MOBILITY SCHEMES ACCORDING TO THE RESPONSES. "EMPLOYABILITY" IS LESS OFTEN NAMED AS A VERY IMPORTANT PURPOSE .

The most important purpose of mobility schemes according to the questionnaires is the "promotion of intercultural understanding"; it was hardly ever ranked as being slightly or not important. The second highest scoring purpose is the "acquisition of foreign language skills" but there are also quite a few schemes where language skills do not play any important role. The "acquisition of international skills" is ranked as the third important purpose of mobility schemes.

"Key skills for the development of employability" and the "stimulation of labour market mobility" do not figure prominently as important purposes of mobility schemes. However, this is somewhat at odds with the finding that more and more mobility experiences are organised as work placements and policy statements that underline the importance of mobility for developing the employability of (young) people.

15. ABOUT TWICE AS MANY MOBILITY SCHEMES PROVIDE ASSISTANCE FOR OUTGOING MOBILITY THAN FOR INCOMING MOBILITY. THE MAJOR DESTINATION OF MOBILITY IS EUROPE FOLLOWED BY OVERSEAS DESTINATIONS. NORTH AMERICA AND JAPAN CONSTITUTE IMPORTANT HUBS OF MOBILITY.

Most mobility schemes support outgoing mobility; many of them are reciprocal which means that outgoing and incoming mobility are equally fostered. But in the overall picture it shows that many mobility schemes encourage outgoing mobility only. About double the number of mobility schemes provide assistance for outgoing mobility than for incoming mobility. The major destination of mobility is Europe; this applies both to incoming and outgoing mobility. A large number of mobility schemes offer destinations all over the world. North America and Japan are two overseas destinations which send a lot of people to, and receive a lot of participants from, Europe. Much of this mobility is directly funded by donors from these countries. The embassies, foundations or Christian organisations maintain strong ties to Europe which is reflected in the comparatively large number of mobility schemes.

16. THE MAJORITY OF MOBILITY SCHEMES ARE BEING IMPLEMENTED IN A SHORT-TERM TIMEFRAME, BUT MANY SCHEMES ALSO OFFER LONG-TERM MOBILITY OF MORE THAN 12 WEEKS' DURATION.

The average duration of mobility stays was used (or calculated if not provided otherwise) to produce the number of schemes offering long-, medium- and long-term mobility experiences. Most mobility schemes turned out to be focused around short-term stays, down to a minimum duration of 3 days. However, many

also provide for, and encourage, long-term mobility experiences. Given the learning objectives of mobility, we should ask ourselves whether there is a minimum length for a pedagogically meaningful experience.

17. MANY MOBILITY SCHEMES OPERATING IN FORMAL CONTEXTS PROVIDE SOME KIND OF RECOGNITION. MOST PROVIDE SOME FORM OF DOCUMENTATION IN CONNECTION WITH THE STAY, EVEN IF THIS OFTEN AMOUNTS TO MERE CERTIFICATES OF ATTENDANCE. LITTLE USE IS MADE OF EUROPASS OUTSIDE THE LLP PROGRAMMES.

A high number of schemes state that they operate with some sort of recognition. The recognition of the learning experience in the home country is not surprisingly the most frequent occurrence. The relatively high number of schemes indicating that there is recognition of the stay in the host country is not necessarily a sign of mutual recognition, as most instances cover schemes where the stay is integrated in the educational system of the host country (e.g. mobility schemes organized as a school year abroad), and where the participants sit for appropriate tests and exams. A number of mobility schemes provide certificates confirming the attendance of the participant without giving any information on the nature or the quality of the learning experience. The number of schemes stating that they use Europass Mobility is quite low, which indicates that the initiative taken by the Commission has not found its widely applied path into the practical world of mobility schemes yet. The more comprehensive methodology of the Youthpass is only available to projects undertaken inside the EU Youth in Action programme.

18. FOR TRANSNATIONAL MOBILITY UNDERTAKEN WITHIN THE FRAMEWORK OF FORMAL EDUCATION AND TRAINING, RECOGNITION IS GENERALLY NOT PERCEIVED AS A PROBLEM AS THE MOBILITY EXPERIENCES ORGANISED ARE OF A SHORT DURATION

For transnational mobility undertaken within the framework of formal education and training, recognition is not a problem for the major part of the schemes, as the mobility experiences organised are of a short duration and therefore relatively easily incorporated into the curricula without much ado. A shift to longer term mobility may change this response dramatically.

19. THERE ARE SUBSTANTIAL SHARES OF MOBILITY THAT TAKE PLACE OUTSIDE OF DEDICATED SCHEMES. THE APPROACH ADOPTED FOR THIS STUDY IS THEREFORE LESS SUITED FOR MEASURING QUANTITATIVE DEVELOPMENTS OF PARTICIPATION IN LEARNING MOBILITY THAN OTHER TYPES OF SURVEYS

This is the first time that such an inventory of all types of learning mobility schemes has taken place, not only at European but also at national level. It has produced important information. However, there are substantial shares of mobility that take place outside of dedicated schemes, either because it is undertaken by individuals at their own initiative and cost ("free movers"), or as projects within schemes which do not have mobility as their principal activity. Also, because of the dispersed nature of learning mobility, there are undoubtedly still mobility schemes which have not been captured by this study. To get overall figures of the total rate of participation in learning mobility, we should probably use methodologies involving representative samples of population segments.

20. GENERALLY, THERE SEEMS TO BE AN INCREASING PROFESSIONALIZATION OF PRACTITIONERS OF MOBILITY ACROSS EUROPE, BUT JUDGING BY THE MATERIAL AVAILABLE THERE IS STILL ROOM FOR IMPROVEMENT, E.G. WHEN IT COMES TO ENSURING THE COMPATIBILITY BETWEEN LEARNING OBJECTIVES AND THE PRACTICE ITSELF.

An understanding of learning processes in mobility – what can be achieved with this pedagogical tool and how it is done – is essential if it is to take its place as an important practice in lifelong learning policies and strategies. There is much development work undertaken in the field (with the funding possibilities afforded by the European action programmes as a major driver), but little research. Only in Germany (particularly) and France do we find something which approaches research communities with transnational learning mobility as a focal point. Little is done to connect researchers and practitioners, with the possible exception of the field of youth, where there are isolated national and European initiatives.

21. EVEN THOUGH “QUALITY” IS AN IMPORTANT TOPIC IN POLICY PAPERS AND DISCUSSIONS, THE CONCRETE MANIFESTATIONS ARE OFTEN AT A HIGH ABSTRACTION LEVEL (E.G. QUALITY CHARTERS).

We saw only limited evidence of detailed and diversified quality assurance or quality management systems being developed and implemented.

22. MANY OF THE EFFORTS UNDERTAKEN TO DEVELOP MOBILITY DUPLICATE WHAT HAS ALREADY BEEN ACCOMPLISHED ELSEWHERE – IN OTHER GEOGRAPHICAL AREAS, IN OTHER SECTORS – BECAUSE THE WORK UNDERTAKEN HERE IS NOT DISSEMINATED OUTSIDE OF THEIR SPHERE OF INTEREST.

There is a perceptible compartmentalization among actors and stakeholders in the field with regard to knowledge development and sharing. The National Agencies of the EU action programmes in some countries (notably in smaller countries, where the agency spans several programmes and sectors), and some large, bi-national mobility schemes have assumed a role of “knowledge centres” or “observatories” of mobility and take an active hand in developing it as a tool, in creating overviews, and in providing training for organizers. There are, however, big differences between individual countries here.

23. EU ACTION PROGRAMMES EXIST IN A COMPLEX INTERPLAY WITH OTHER MOBILITY SCHEMES AT EUROPEAN, NATIONAL AND REGIONAL LEVEL. AN UNDERSTANDING OF THIS INTERPLAY IS ESSENTIAL TO REACH THE AMBITIOUS GOALS SET FOR EUROPEAN MOBILITY.

This interplay can be both constructive and destructive, and can be described in a taxonomy containing four models: instigation, complementarity, competition and substitution. To avoid interplay of a negative character, it is necessary to identify all schemes and have a sound knowledge of their activities, and to establish contacts with actors and stakeholders and have the necessary platforms for conducting a dialogue with them.

5.2 Recommendations

On the basis of the conclusions of the study, we propose the following recommendations to be undertaken at European and national level.

Recommendation 1: Set up mobility observatories to provide overview and report on emerging trends in mobility

Given the quantitative scope of mobility outside of the EU action programmes, an overview of activities at national level and a clear perception of mobility developments and trends are crucial to develop the field. The database for this baseline study on mobility schemes besides the EU action programmes is a tool that should be maintained and continually developed and updated as a basis for knowledge sharing. Besides it is recommended to use representative samples and to extrapolate figures in order to assess quantity in mobility. Due to the fragmented nature of mobility, this is both the most accurate and the most cost-effective solution.

Recommendation 2: Support national virtual platform(s) for information and discussion on important European initiatives and developments related to mobility.

To avoid negative effects (substitution and competition) between EU action programmes and other mobility schemes, an ongoing dialogue between actors and stakeholders is necessary. A prerequisite for this is firstly that there is an overview of the different mobility schemes operating at national level, and secondly that there are forums where the necessary dialogue can be fomented.

Recommendation 3: Establish transnational platforms for knowledge and resource sharing in parallel with the SALTO-Youth centres for other sectors (general education, VET, adult learners).

In all the countries we have investigated, learning mobility is on the whole an established concept and an accepted methodology in both formal and non-formal education and training contexts. Both at national and at transnational (European) level much knowledge and many tools have been developed. There are still lacunae in what we know about mobility, but the main problem is one of sharing and exploiting the knowledge and the material we already have, and thereby avoiding a duplication of efforts ("reinvention of the wheel").

Recommendation 4: Promote and encourage contacts between mobility practitioners also vertically across sectors. Promote contacts between researchers and practitioners.

Following the previous recommendation the knowledge sharing should also be extended to mobility practitioners; vertically and across sectors. Efforts should be made to support the creation of research communities on learning mobility and to establish contacts between researchers and practitioners.

Recommendation 5: Instigate research to find evidence of the connection between learning objectives and forms of mobility.

Learning mobility is – despite its widespread application – not a well-researched field. Some research has been conducted on this topic already, but too little and not in a comprehensive form. Hence, we recommend fostering more research, especially on the connection between learning objectives and forms of learning mobility in order to support evidence based policy development and quality standards for recognition.

Recommendation 6: In a context of lifelong learning, also address the issue of the mobility of adult learners rather than focusing overwhelmingly on the mobility of young people.

There is a strong focus on young people in mobility discussions, but the study shows the existence of very many schemes (albeit mostly of limited size) that target adult learners. Adult learners' mobility is not fully acknowledged in the overall picture of transnational mobility, and should be addressed in a more systematic manner, both with regard to the special challenges this represents and when compiling official statistics on mobility

Recommendation 7: Encourage the use of a quality management approach to mobility to increase professionalization of the tool

We have examples of quality criteria for mobility in the shape of quality charters, and quality assurance tools in the shape of checklists for projects. However, there are only few and isolated examples of this being developed into proper quality management systems, which also involve institutions and their general capacity and strategies. In order to enhance the overall quality of transnational mobility, facilitate its integration into curricula and ensure consensus as to objectives and means among actors and stakeholders, it is recommended to promote a quality management approach to increase the professionalization of learning mobility.

Recommendation 8: Support the development of APEL-methodologies to promote the formal recognition of mobility undertaken in non-formal contexts.

Recognition and documentation is – still – a problem for some types of mobility both in formal and non-formal contexts. Special attention is needed for the interface between formal and non-formal education and training and on how mobility undertaken in a non-formal context (e.g. volunteering) may be used in a formal context. Also, the social recognition of mobility should be strengthened by increasing the efforts to make visible (in an appropriate and credible way) skills and competences acquired during a transnational mobility experience instead of merely issuing a certificate of attendance/participation.

Recommendation 9: Continue to develop Europass as a tool for documenting additional learning outcomes acquired during a mobility experience in the framework of formal education and training trajectories.

Even though Europass is not being used broadly in the practical world of learning mobility it is important to encourage the use of a standardised document throughout Europe which formally records details of the skills and competences acquired by an individual. Possible barriers to the use of Europass should be examined to identify possible barriers to its further application, and the tool should be further developed and refined along the lines of the Youthpass and possibly merged with this.

Recommendation 10: Make Youthpass available also to mobility activities outside of the Youth in Action programme.

Youthpass has proven to be a useful tool for self-assessment and documenting learning outcomes but is presently limited to schemes within the Youth in Action portfolio, although there is anecdotal evidence of organisations developing their own models based on the Youthpass approach. We recommend making Youthpass also available to mobility schemes undertaken in a non-formal context also outside the YiA programme.

Appendix 1: LLP Budget

LLP Activity report 2009-2010

Annexes

2. LLP budget – Distribution per sub-programme 2007-2010

(All figures are ex-ante and rounded to 1‰ of their value)

Sub-programme	2007		2008		2009		2010	
	EUR	%	EUR	%	EUR	%	EUR	%
Comenius	147.000.000	16,1%	152.000.000	15,4%	181.000.000	17,2%	191.000.000	17,4%
Erasmus	407.000.000	44,6%	456.000.000	46,1%	459.000.000	43,6%	476.000.000	43,4%
Leonardo da Vinci	236.000.000	25,9%	257.000.000	26,0%	274.000.000	26,0%	286.000.000	26,0%
Grundtvig	44.700.000	4,9%	45.600.000	4,6%	60.800.000	5,8%	62.100.000	5,7%
Transversal Progr.	50.900.000	5,6%	54.400.000	5,5%	53.100.000	5,0%	55.900.000	5,1%
Jean Monnet Progr.	23.500.000	2,6%	21.900.000	2,2%	24.500.000	2,3%	25.900.000	2,4%
Others	3.430.000	0,4%	1.520.000	0,2%	900.000	0,1%	506.000	0,0%
Total	913.000.000	100%	989.000.000	100%	1.050.000.000	100%	1.100.000.000	100%

Source: Lifelong Learning Activity Report 2009-2010. Annex 2. Page 10.

http://ec.europa.eu/education/lifelong-learning-programme/doc/activity0910_en.pdf

6 Country Fiches

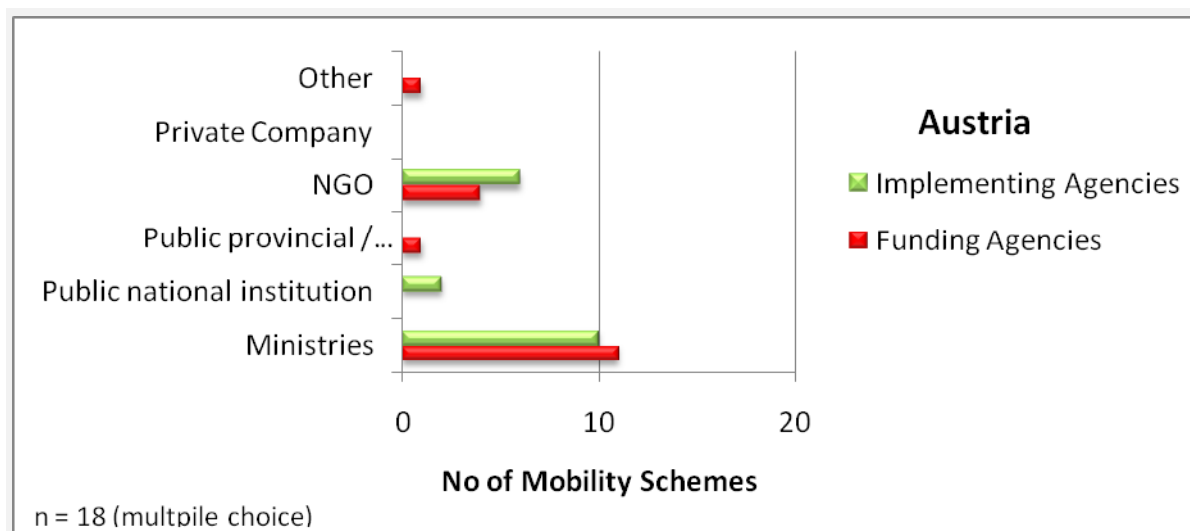
Based on the quantitative analysis, the results for each country as reported by the national experts are presented individually in a country fiche. All country fiches are structured the same way to allow easy comparison between the different countries. The countries are presented in alphabetical order.

6.1 Austria

Year of EU entry: 1995
Political system: Federal Republic
Capital city: Vienna
Total area: 83 870 km²
Population: 8.3 million
Currency: euro⁷⁷
 18 Mobility schemes were identified for Austria.



Funding versus Implementing Agencies of Mobility Schemes

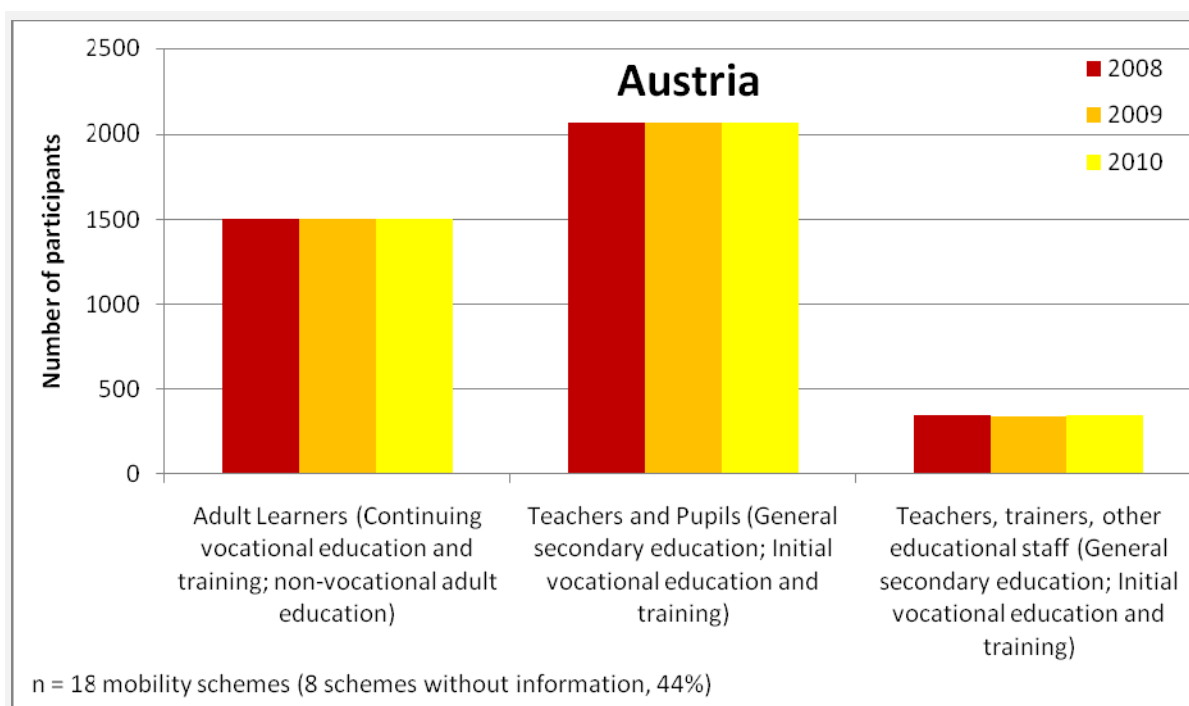


Ministries are the most relevant actors in the field of learning mobility in Austria. Ministries fund the majority of mobility schemes and also are by far the most relevant implementing agencies. NGOs also fund and implement a noteworthy number of projects. Public national institutions play a role with regard to the implementation of mobility schemes, but only provide a very limited part of the funding themselves. Private companies and public provincial institutions do not play a role.

As the figures show, the public sector at central (ministerial) level is the driving force, while regional institutions and the private sector do not make any essential contribution. Moreover, it should be noted that funding in some programmes is not only based on Austrian funds, but that the US American, Japanese and Taiwanese governments also contribute to corresponding bilateral mobility schemes.

⁷⁷ http://europa.eu/about-eu/countries/member-countries/austria/index_en.htm

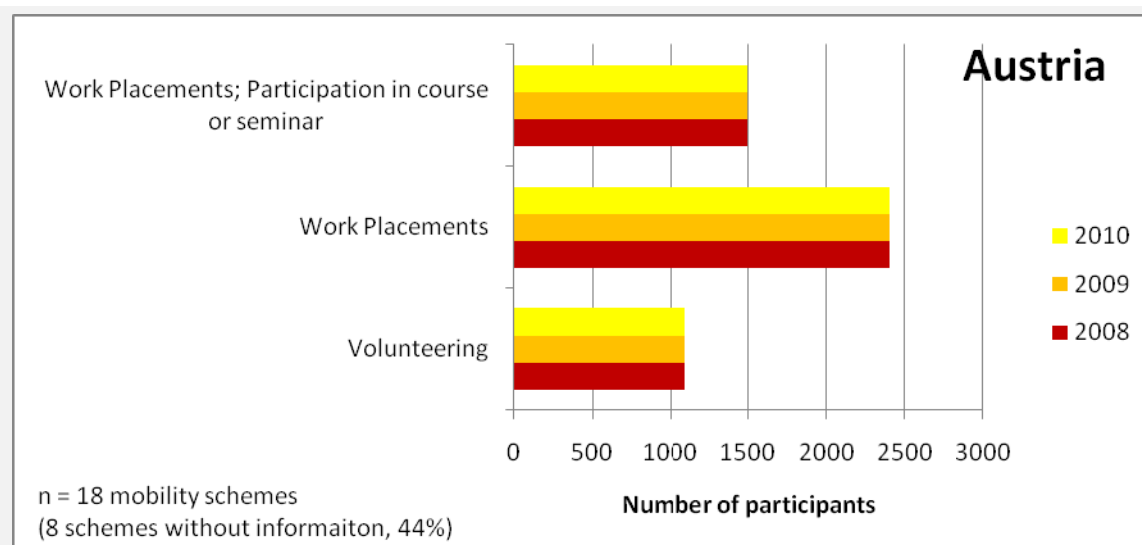
Target Groups, activities and participants of Mobility Schemes



In Austria, the funding and implementing agencies do not differentiate the target groups as the Lifelong Learning programme does. A number of schemes target teachers and pupils of vocational education alike.

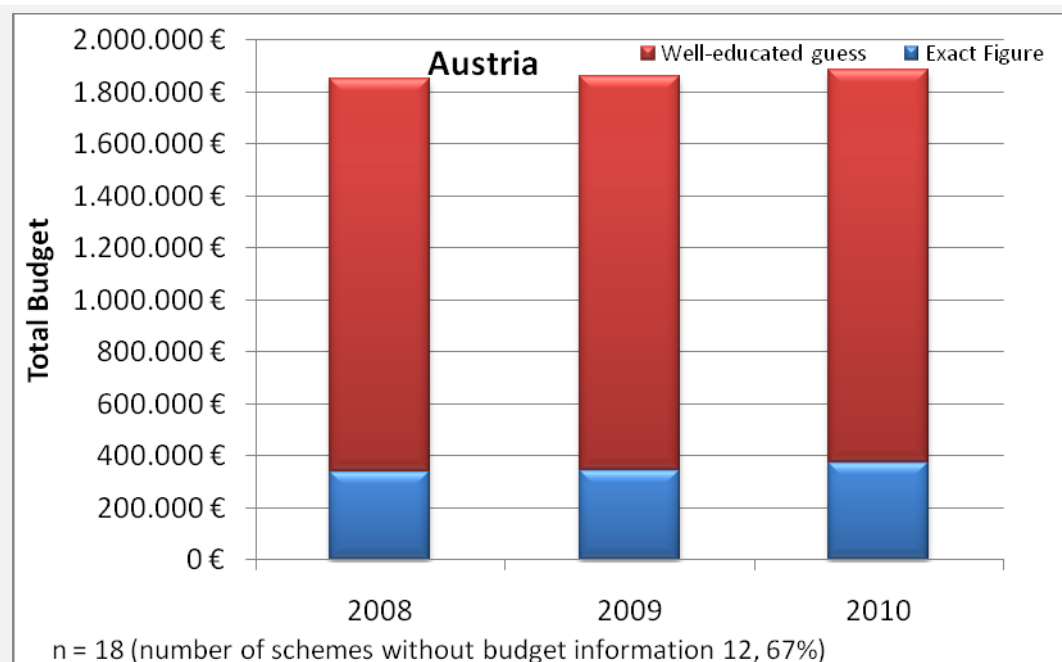
The number of participants of mobility schemes seems to have stayed constant over the period 2008-10.

As the chart depicts, "pupils and teachers" have the largest number of participants in their programmes. The large number of participants for vocational training ("adult learners") is based on one particular programme supporting the exchange of apprentices and young workers. Informal mobility schemes support about half of the number of people supported in formal education. The number of participants of schemes targeting teachers exclusively is comparatively large too. Target groups with less than 50 participants have been excluded from the chart to enhance the understandability. 8 or 44% of the schemes did not provide any information on participants.

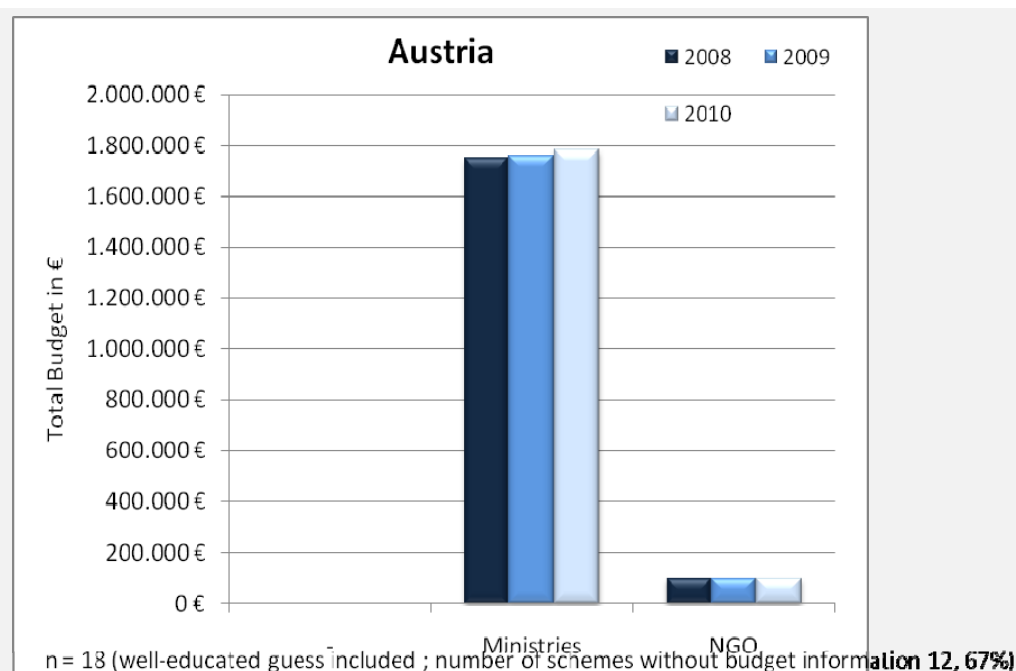


Corresponding to the previous chart, the primary activity of mobility schemes is “Work Placements” respectively “Work placement and Participation in seminar”. The third largest activity is volunteering which is also in line with the previous illustration. The mobility schemes targeting formal education focus on work placement and the mobility schemes in informal education offer volunteer activities.

Budget Development and Funding Agencies of Mobility Schemes

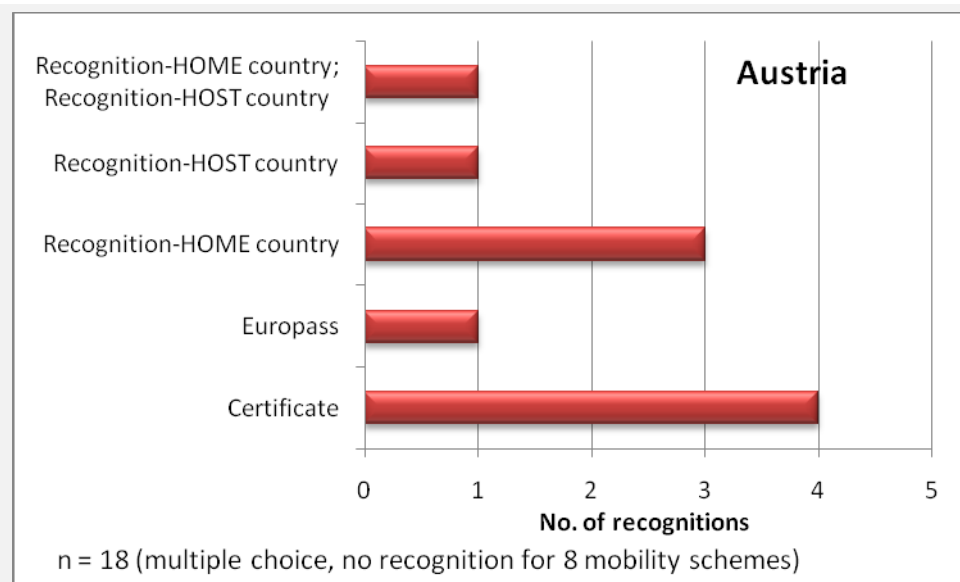


Budget Development in Austria remains constant over the last years. Most of information is based on a well-educated guess and about two third of the mobility schemes did not provide any information on budgets. This necessitates that data must be interpreted with considerable caution. Figures for 2011 have not been considered as they are too incomplete to be interpreted.



The largest amount of funding comes from public sources, namely ministries. NGO's also provide some funding, but it is a comparatively small budget which, however, remains constant over time.

Recognition of Mobility Schemes



Many mobility schemes in Austria offer some kind of formal recognition in the home country. In some cases this recognition seems to be reciprocal which means that the learning experience is also acknowledged in the host country if the participants wanted to pursue their formal learning abroad. Europass is hardly applied at all. Many schemes offer some kind of certificate which in most cases merely confirms the fact of attendance, but it does not bear testimony to contents or the quality of the learning experience.

Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
1	American Austrian Foundation - Fellowships	http://www.aaf-online.org	Adult Learners	Work Placements
				Participation in course or seminar
2	BMUKK - Auslandsatelierstipendien für Künstler in verschiedenen Metropolen	http://www.bmukk.gv.at/kunst/service/ausschreibungen.xml	Pupils	Work Placements
			Adult Learners	
			Teachers, trainers, other educational staff	
3	BMUKK - Bilateral LehrerInnenaustausch mit der französischsprachigen Schweiz	http://www.bmukk.gv.at/europa/lla/lehraus_ch.xml	Teachers, trainers, other educational staff	Work Placements
4	BMUKK - Hospitationspraktikum in Frankreich und in Spanien	http://www.bmukk.gv.at/europa/lla/hospitation_fr_spa.xml	Teachers, trainers, other educational staff	Work Placements
5	BMUKK - Lehren und Lernen in England, Graduate Teacher Programme	http://www.bmukk.gv.at/europa/lla/gtp.xml	Teachers, trainers, other educational staff	Work Placements
				Participation in course or seminar
6	BMUKK - Lehren und Lernen in Südtirol LehrerInnenvermittlungsprogramm	http://www.bmukk.gv.at/europa/lla/suedtirol_lehrer.xml	Teachers, trainers, other educational staff	Work Placements
7	BMUKK - Pädagogischer Aufenthalt in Dänemark, Estland, Finnland, Norwegen, Schweden und Slowenien	http://www.bmukk.gv.at/europa/lla/paed_aufenthalt.xml	Teachers, trainers, other educational staff	Work Placements
8	BMUKK - Sprachassistentenprogramm	http://www.sprachassistenten.at	Teachers, trainers, other educational staff	Work Placements
9	Experience Austria - Internationales PraktikantInnen Programm	http://www.experience-austria.org/	Young people	Volunteering
10	Geförderter Sprachkurs Taiwan	http://www.taipei.at/culture/de/	Adult Learners	Language classes
11	Grenzenlos – Interkultureller Austausch	http://www.grenzenlos.or.at	Young people	Volunteering
12	IFA - Internationaler Fachkräfteaustausch	http://www.ifa.or.at/de/ueber-uns/	Pupils	Work Placements
			Adult Learners	

Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
			Teachers, trainers, other educational staff	
13	International Farmers Youth Exchange	http://www.landjugend.at/?id=2500%2C%2C1073395%2C	Pupils	Work Placements
			Adult Learners	
14	Japan Foundation Japanische Sprachprogramme für Spezialisten	www.at.emb-japan.go.jp/Deutsch/kulturzentrum.htm	Adult Learners	Language classes
15	Melange - Wiens Programm für Europäische Freiwilligendienste	http://www.melange.at	Young people	Volunteering
16	Österreichischer Auslandsdienst	http://www.auslandsdienst.at/	Young people	Volunteering
17	Teaching Assistants - coordinated by Fulbright Commission for Austrian Ministry for Education	http://www.fulbright.at/us-teaching-assistantships/program-description	Teachers, trainers, other educational staff	Work Placements
18	Workcamps weltweit	http://www.workcamps.at/index.html	Young people	Work camps

Search Information Austria

Mobility schemes according to institutions

Ministries / National Agencies	Ministries in Austria are supporting a number of mobility schemes and make appropriate resources available. Especially, the Ministry of Unterricht, Kunst und Kultur (BMUKK) runs a number of mobility schemes for different target groups.
Public Employment Services	Austrian Public Employments Services are active in promoting work placements abroad, but do not offer concrete learning mobility activities.
Bi- / trilateral Programmes (between specific countries)	In Austria, many bilateral programmes are organized to intensify the cooperation in the area of education and science between (e.g. between Austria and Slovakia, Austria and USA). However, many of these programmes are targeting students in higher education, who are not targeted in this survey.
NGO's (foundations, church initiatives, etc.)	Austrian NGOs are only to a limited extent involved in mobility projects, covering diverse learning activities and offering opportunities for different target groups (adult learners, pupils, teachers and educational staff).
Other European Funds (Regional Funds, ESF etc.)	We have not registered any dedicated mobility schemes financed from these sources.

Mobility schemes according to activities

Work Placements	Work Placements constitute by far the most important activity of the mobility schemes offered in Austria. Governmental institutions but also NGOs and private companies offer work placements abroad, sometimes also involving other learning activities like job-shadowing or language classes as part of the experience.
Language courses (if aggregated data is available)	No aggregate data available.
Volunteer Programmes	Mainly NGOs provide volunteer programs for young people
Exchange programmes of teachers / pupils (including school stays)	Teachers and educational staff benefit from work placements in different mobility schemes. The main purpose is to acquire international skills, to develop intercultural understanding and to stimulate labour market mobility.
Exchange programmes of youth (non-formal education)	The youth exchange schemes in Austria have as their main focus the development of intercultural understanding.

6.2 Belgium

Year of EU entry: Founding member
Political system: Constitutional monarchy
Capital city: Brussels
Total area: 30 528 km²
Population: 10.7 million
Currency: euro⁷⁸
 47 Mobility schemes were identified for Belgium.



Funding versus Implementing Agencies of Mobility Schemes

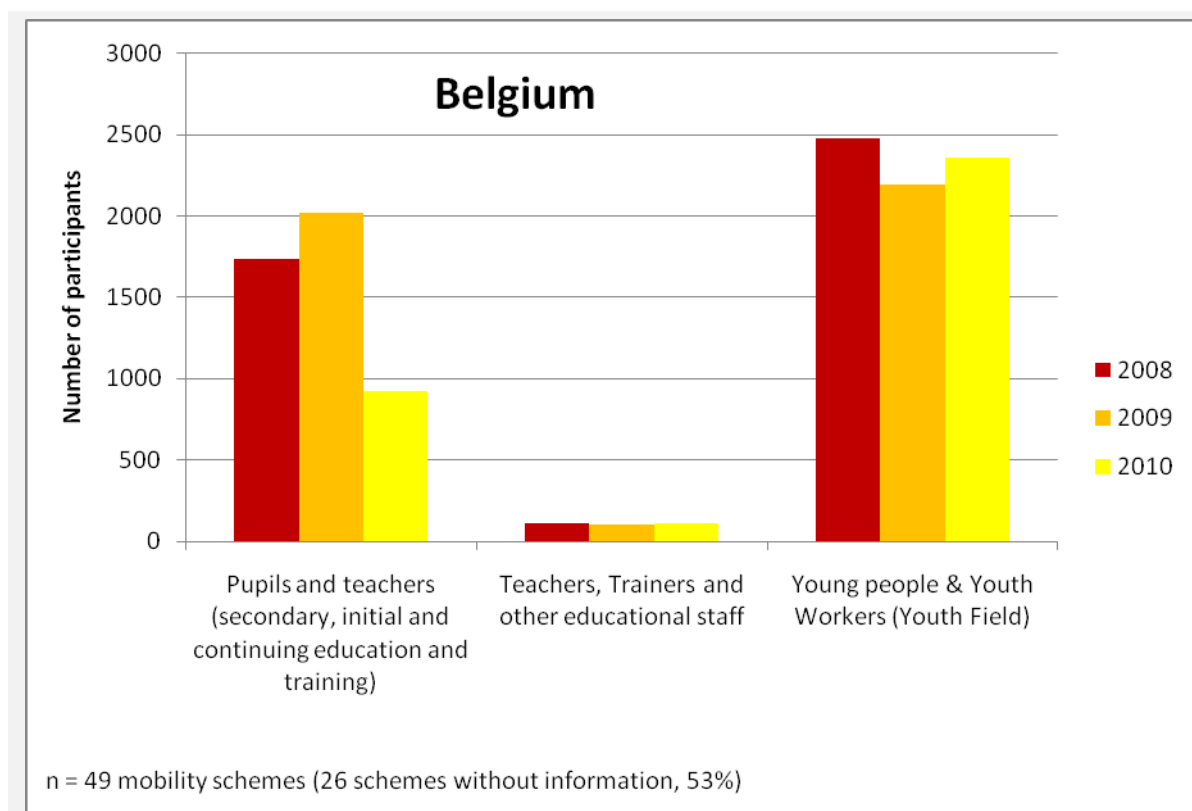


In Belgium different actors play a role when it comes to the funding and implementation of learning mobility. NGOs, regional institutions and ministries are the most relevant actors. NGOs and regional institutions both implement more than 10 mobility schemes, followed by the category of ministries. When it comes to the funding of mobility schemes, NGOs and ministries provide funding for slightly more projects than the regional institutions. The category 'other' does also provide funding for five programmes. The contribution of private companies and public national institutions can be considered to be negligible.

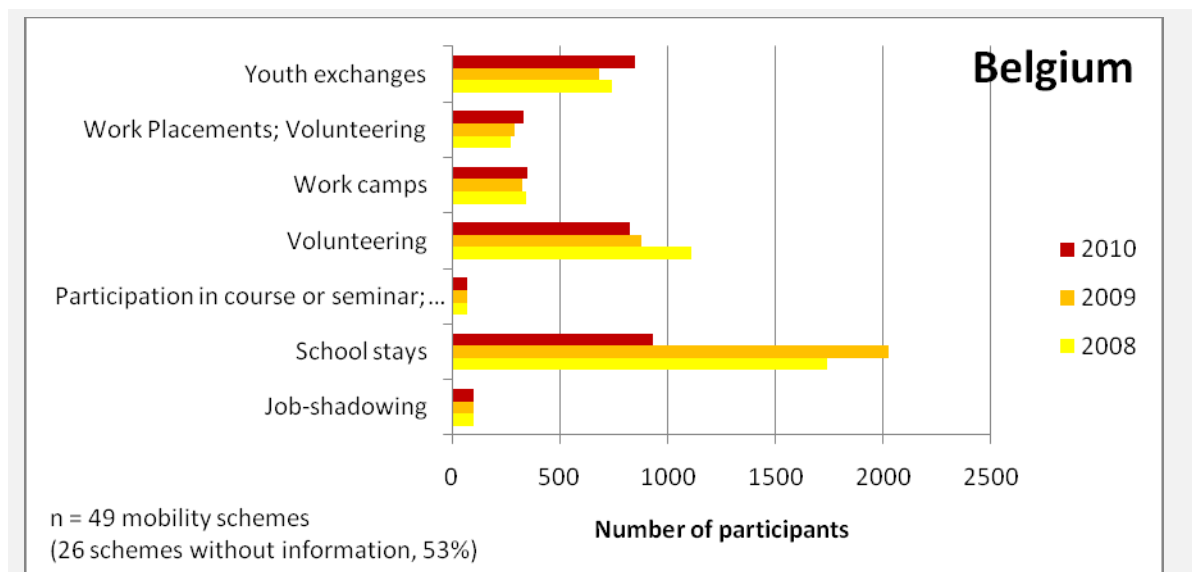
Due to the existence of the different language communities and the corresponding three regions, it is not surprising that regional institutions are a prominent actor, however, as shown, not the only one.

⁷⁸ http://europa.eu/about-eu/countries/member-countries/belgium/index_en.htm

Target Groups of Mobility Schemes



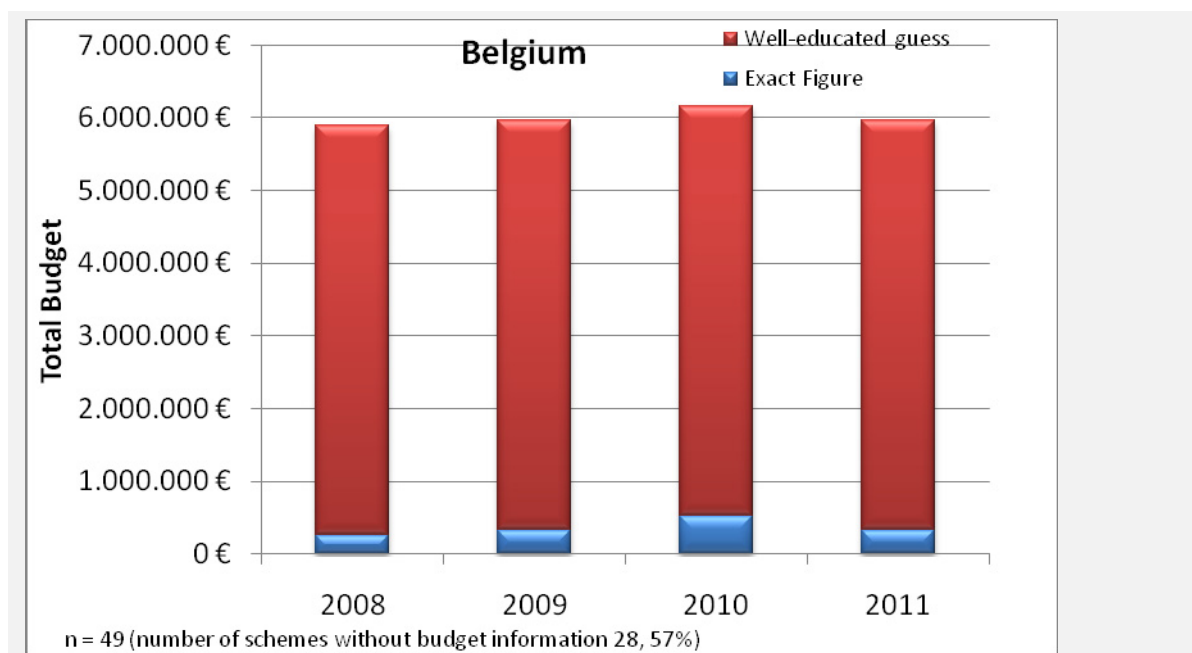
Mobility schemes in Belgium mainly focus on the target group of young people in the youth field (i.e. outside of formal education and training) and this is also mirrored in the number of participants for this group. The number of participants for mobility schemes in formal education and training contexts is close behind 'young people'. Only few schemes target teachers and the overall number of teachers participating in mobility schemes is comparatively small. The number of participants for young people is fluctuating and no clear trend can be described. For pupils and teachers the cut of 50% from 2009 to 2010 is significant. This is caused by one fairly big governmental programme which was reduced considerably in that period. It must be underlined that more than half of all mobility schemes did not provide any information on participants.



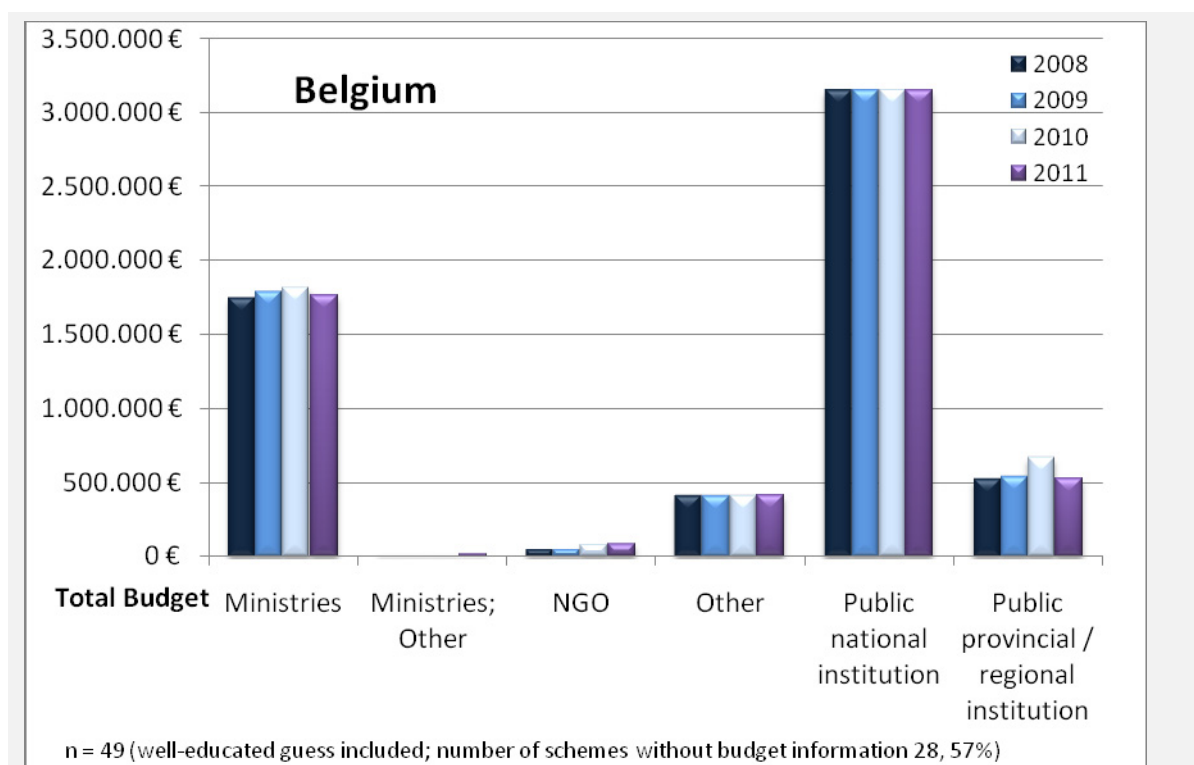
The activity of Job-shadowing refers to teachers who follow teachers in other schools closely to

learn about their teaching methods. School stays represents the largest number of participants. The drop of participants from 2009 to 2010 was commented on above. The mobility of young people (which constitute the largest number of participants) covers a number of different activities. The combination of the activities "Work placement" and "Volunteering" refers to internships in non-profit NGOs. This refers typically to young people who finished school and do not want to proceed with further education right away but to gain some other experiences through voluntary work ("gap-year mobility").

Budget Development and Funding Agencies of Mobility Schemes

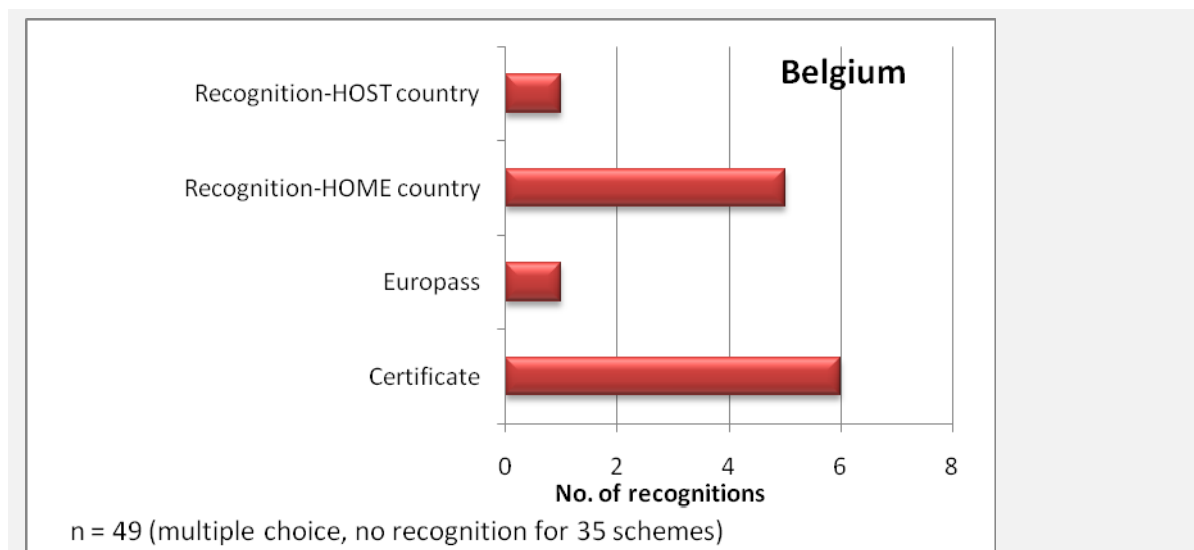


About half of the mobility schemes did not provide any information on budgets. Much of the budget information is based on "well-educated" estimates. The overall budget remains more or less stagnant over the last years. The changes are minor and not significant. No significant trend can be observed.



This figure presents an overview of the total budget divided into four categories: Ministries, NGO, Other, and Public/regional institution during the period 2008 until 2011. As indicated in the previous section, the overall budget remains the same. This is also true for the different funding agencies. The largest funding agencies are public national institutions followed by ministries.

Recognition of Mobility Schemes



Comparing the number of mobility schemes with the number of recognition schemes, the formal recognition of learning experiences is comparatively small. Recognition is primarily provided in the home country. Many schemes offer some kind of certificate which in most cases merely confirms the fact of attendance. Other forms of recognition are insignificant.

Nr.	Name of the Mobility Scheme	E-mail	Web-link	Target Group	Type-activities
1	ASA-programm (Kooperationsabkommen DG)	irene.engel@jugendbuero.be	www.jugendbuero.be/de/internationales/asa	Young people	Volunteering
2	ASMAE - Chantiers internationaux	jean-thomas@asmae.org	www.asmae.org/index.php?id=28&cat=2	Young people	Work camps
3	Bouwkamp 15 - 17 en Bouwkamp 18 - 30	info@bouworde.be	www.bouworde.be/de-wereld-rond/bouwkamp-15-17 ; www.bouworde.be/de-wer	Young people	Work camps
4	Buurlanden - programma	jozef.vanthielen@ond.vlaanderen.be	www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=14090	Pupils Teachers, trainers, other educational staff	School stays
5	Caraes inleefreis voor jongeren	inleefreis.maendelo@fracarita.org	www.inleefreis.be/Start/index.php	Young people	Study tours
6	Chantiers ados, Chantiers familles, Chantiers Sud, Chantiers Nord	coordination@compagnonsbatisseurs.be	www.compagnonsbatisseurs.be	Adult Learners Young people	Work camps
7	Do It with Africa	info@ongdba.org	www.ongdba.org/index.php?pg=149	Young people	Work camps
8	Energie(k) leren in de Green-s-cool (2011-2013)	pdebruijn@rocwesterschelde.nl	www.euregioscheldemond.be/detail.php?infotreeid=75	Pupils Adult Learners Teachers, trainers, other educational staff	Work Placements
9	Euroklassen	Kevin.corcoran@ond.vlaanderen.be	www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=1346	Pupils	School stays
10	Europaklassen	annemarie.vandeweyer@cjsm.vlaanderen.be	www.aldenbiesen.be/paginas/eurowerking/index.php?euwerkingID=3	Pupils	Participation in course or seminar School stays
11	Explort	info@explort.be	www.explor.be/fr-BE/Pages/HomePage.aspx	Young people	Work Placements Volunteering
12	Formacom	formacom.3@gmail.com	www.form-a-com.org/	Teachers, trainers, other educational staff	Job-shadowing Participation in course or seminar

Nr.	Name of the Mobility Scheme	E-mail	Web-link	Target Group	Type-activities
13	FORMAPRIM-programma	jozef.vanthielen@ond.vlaanderen.be; hugues.denisot@	ww.ond.vlaanderen.be/edulex/database/document/document.asp?docid=14090	Teachers, trainers, other educational staff	Participation in course or seminar
14	GrensOverschrijdende Samenwerking met de buurlanden in het secundair onderwijs (GROS)	Kevin.corcoran@ond.vlaanderen.be	www.ond.vlaanderen.be/edulex/database/document/inhoudstafel.asp?id=134	Pupils	School stays
15	Inleefreizen voor scholen	hugo.wouters@broederlijkdelen.be	www.broederlijkdelen.be/inleefreizen	Pupils	Participation in course or seminar
					School stays
16	Internationale Jongerenprojecten - humanitaire projecten	hilde.vandyck@cjsm.vlaanderen.be	http://www.sociaalcultureel.be/jeugd/intproj.aspx	Young people	Volunteering
17	Internationale Jongerenprojecten - mondiale jongerenprojecten	hilde.vandyck@cjsm.vlaanderen.be	http://www.sociaalcultureel.be/jeugd/intproj.aspx	Young people	Volunteering
18	JAVVA - Chantier International	exchange@javva.org	www.javva.org	Young people	Work camps
19	JAVVA - Volontaire à plus long terme	exchange@javva.org	www.javva.org	Young people	Volunteering
20	Jeugd & Vrede inleefreizen	info@jeugdenvrede.be	www.jeugdenvrede.be/algemeen-informatie	Young people	Volunteering
21	Joetz inleefreizen	info@joetz.be;sofie.debisschop@joetz.be	www.joetz.be/Vakanties/Inleefreizen/Pages/default.aspx	Young people	Volunteering
22	JUNIOR PROGRAMMA / LE PROGRAMME JUNIOR	info@btcctb.org;Jean.SCHMETS@btcctb.org	www.btcctb.org/en/what-junior-programme	Young people	Work Placements
					Volunteering
23	Les jeunes coopérants Volens / Jonge coöperanten programma Volens	info@volens.be;kris.fierens@volens.be	www.volens.be	Young people	Work Placements
					Volunteering
24	Lion Club's Youth Camp and Exchange Programme	ycecmd@lions.be	http://www.lionsinternational.be/cms/nl_NL/md-112/charity-programs/chi	Young people	Youth exchanges
25	Mondi Build bouwkamp	johanvanwassenhove@skynet.be	www.heturafigiproject.be/	Young people	Work camps
26	Participatieve stages binnen het GENT-akkoord	jozef.vanthielen@ond.vlaanderen.be	onderwijs.vlaanderen.be/edulex/database/document/document.asp?docid=14	Teachers, trainers, other educational staff	Job-shadowing

Nr.	Name of the Mobility Scheme	E-mail	Web-link	Target Group	Type-activities
27	Pestalozzi Programme	nina.mares@ond.vlaanderen.be	http://onderwijs.vlaanderen.be/edulex/database/document/document.asp?d	Teachers, trainers, other educational staff	Participation in course or seminar
28	Programme Axes Sud	pascale.samyn@cfwb.be	users.skynet.be/bij/axesudbij.htm	Young people Youth workers etc.	Youth exchanges
29	PROGRAMME SCHUMAN	francoise.daout@cfwb.be	http://www.dri.cfwb.be/index.php?id=7485	Pupils	School stays
30	Québec Wallonie	marianne.manes@cfwb.be	www.lebij.be	Young people	Youth exchanges
31	Rotary - Échanges de jeunes (courte durée) / Uitwisselingen van korte duur, incl. Holiday Exchange Pr	rotarybruxelles@skynet.be	http://rotary.belux.org/nl/programmas/youth-students/holiday-exchange-	Young people	Youth exchanges
32	Rotary - Échanges de jeunes (longue durée) / Uitwisselingen van lange duur	rotarybruxelles@skynet.be	http://rotary.belux.org/nl/programmas/youth-students/uitwisseling-en-va	Pupils	School stays
33	SCI - Le volontariat court terme	www.scibelgium.be/spip.php?article202	www.scibelgium.be	Young people	Volunteering
34	SCI-Volontariat long terme dans les pays du Sud, Volontariat long terme dans les pays du Nord	Anaele@scibelgium.be	www.scibelgium.be	Young people	Volunteering
35	Séjours linguistiques pour élèves diplômés de l'enseignement secondaire supérieur	planlangues.immersion@forem.be; lies.lemaitre@forem	www.leforem.be/particuliers/seformer/langues/formations-en-langues.htm	Pupils	Language classes School stays
36	Stages Eurodyssée	michel.delsaux@cfwb.be	www.wbi.be/cgi/bin3/render.cgi?id=0130625_article&ln=ln1&userid=&rubr=	Young people	Work Placements Volunteering
37	Subsidielijn Grensoverschrijdende uitwisselingen	ilse.van_roosbroeck@west-vlaanderen.be	www.west-vlaanderen.be/provincie/gebiedenbeleid/europedir/Pages/subsid	Young people	Youth exchanges
38	Subsidies voor jeugdwerkprojecten: B projecten	jeugddienst@vgc.be	http://www.vgc.be/Cultuur/JeugdSpeelp leinenEnSport/Jeugd/Subsidies/sub	Young people	Youth exchanges

Nr.	Name of the Mobility Scheme	E-mail	Web-link	Target Group	Type-activities
39	Subsidiëring van internationale uitwisselingsprojecten	rose.limpens@vgc.be	www.vgc.be/Onderwijs/Subsidies/internationale+uitwisselingsprojecten.h	Pupils	School stays
40	Tremplins jeunes (langue, job, +)	tremplins.jeunes@cfwb.be	www.lebij.be	Young people	Work Placements Volunteering
41	Twinning Vlaamse - Marokkaanse scholen	ilse.scheirlinckx@ond.vlaanderen.be	www.ond.vlaanderen.be/twinning/	Pupils Teachers, trainers, other educational staff	School stays
42	Volontariat moyen-long terme au Sud, Volontariat moyen-long terme au Nord	departure@compagnonsbattisseurs.be	www.compagnonsbattisseurs.be	Young people	Volunteering
43	WBI - Postes de formateurs en lycées bilingues	m.meuris@wbi.be; e.abrassart@wbi.be	www.wbi.be/cgi/bin3/render.cgi?id=0130637_article&ln=ln1&userid=&rubr=	Teachers, trainers, other educational staff	Work Placements
44	WBI - Programme des formateurs en Louisiane	ms.wery@wbi.be; walbrula@aol.com	www.wbi.be/cgi/bin3/render.cgi?id=0130638_article&ln=ln1&userid=&rubr=	Teachers, trainers, other educational staff	Work Placements
45	WBI - Programme d'assistants de langue française	ms.wery@wbi.be	www.wbi.be/cgi/bin3/render.cgi?id=0130635_article&ln=ln1&userid=&rubr=	Teachers, trainers, other educational staff	Work Placements
46	WBI - Stages en entreprise à l'étranger pour jeunes créateurs d'entreprise	j.porson@wbi.be	www.wbi.be/cgi/bin3/render.cgi?id=0133795_article&ln=ln1&userid=&rubr=	Adult Learners	Work Placements
47	YfU - High School 15-18	info@yfu-belgique.be	http://www.yfu-belgique.be/des-programmes-d-information	Pupils	School stays
48	YFU - Service volontaire européen	info@yfu.be	www.yfu.be and www.yfu-belgique.be	Young people	Volunteering
49	Zuschüsse für Weiterbildungslehrgänge für Lehrpersonen	studienbeihilfen@d.gov.be	www.bildungsserver.be/desktopdefault.aspx/tabid-2339/4296_read-31626/	Teachers, trainers, other educational staff	Participation in course or seminar

Search Information Belgium

Mobility schemes according to institutions

Bi- / trilateral Programmes (between specific countries)	Belgium, Germany: ASA-programm (Kooperationsabkommen DG) Belgium, France: Formacom Formaprim German states, Luxembourg, Belgium, French educational institute: Programme Schuman Canada (Québec), Belgium: Québec Wallonie
NGO's (foundations, church initiatives, etc.)	ASMAE - Chantiers internationaux Bouwkamp 15 - 17 en Bouwkamp 18 - 30 Caraes inleefreis voor jongeren Chantiers ados, Chantiers familles, Chantiers Sud, Chantiers Nord Do It with Africa Inleefreizen voor scholen JAVVA - Chantier International, Volontaire à plus long terme Jeugd & Vrede inleefreizen Joetz inleefreizen Les jeunes coopérants Volens / Jonge coöperanten programma Volens Lion Club's Youth Camp and Exchange Programme Mond Build bouwkamp Rotary - Échanges de jeunes (courte durée) / Uitwisselingen van korte duur, incl. Holiday Exchange Programme, Échanges de jeunes (longue durée) / Uitwisselingen van lange duur SCI - Le volontariat court terme, Volontariat long terme dans les pays du Sud, Volontariat long terme dans les pays du Nord Volontariat moyen-long terme au Sud, Volontariat moyen-long terme au Nord YFU - Cultuurbad, Lerarenreis, School programma, Stages, Taalbad, Taallessen, Vrijwilligerswerk
Private companies	None found

Mobility schemes according to activities

Work Placements	Explort JUNIOR PROGRAMMA / LE PROGRAMME JUNIOR Les jeunes coopérants Volens / Jonge coöperanten programma Volens Québec Wallonie Stages Eurodyssée Tremplins jeunes (langue, job, +) WBI - Postes de formateurs en lycées bilingues WBI - Programme des formateurs en Louisiane WBI - Programme d'assistants de langue française WBI - Stages en entreprise à l'étranger pour jeunes créateurs d'entreprise YFU - Cultuurbad, Lerarenreis, School programma, Stages, Taalbad, Taallessen, Vrijwilligerswerk
Other European Funds (Regional Funds, ESF etc.)	Energie(k) leren in de Green-s-cool Pestalozzi Programme (not EU but Council of Europe) Stages Eurodyssée YFU - Cultuurbad, Lerarenreis, School programma, Stages, Taalbad, Taallessen, Vrijwilligerswerk

Language courses (if aggregated data is available)	Séjours linguistiques pour élèves diplômés de l'enseignement secondaire supérieur Tremplins jeunes (langue, job, +)
Volunteer Programmes	ASA-programm (Kooperationsabkommen DG) ASMAE - Chantiers internationaux Bouwkamp 15 - 17 en Bouwkamp 18 - 30 Chantiers ados, Chantiers familles, Chantiers Sud, Chantiers Nord Internationale Jongerenprojecten - humanitaire projecten Internationale Jongerenprojecten - mondiale jongerenprojecten JAVVA - Chantier International, Volontaire à plus long terme Jeugd & Vrede inleefreizen Joetz inleefreizen Les jeunes coopérants Volens / Jonge coöperanten programma Volens Mondi Build bouwkamp Programme Axes Sud SCI - Le volontariat court terme, Volontariat long terme dans les pays du Sud, Volontariat long terme dans les pays du Nord Volontariat moyen-long terme au Sud, Volontariat moyen-long terme au Nord YFU - Cultuurbad, Lerarenreis, School programma, Stages, Taalbad, Taallessen, Vrijwilligerswerk
Exchange programmes of teachers / pupils (including school stays)	Buurlanden - programma Energie(k) leren in de Green-s-cool Euroklassen Europaklassen GrensOverschrijdende Samenwerking met de buurlanden in het secundair onderwijs (GROS) Participative stages binnen het GENT-akkoord Programme Schuman Rotary - Échanges de jeunes (longue durée) / Uitwisselingen van lange duur Séjours linguistiques pour élèves diplômés de l'enseignement secondaire supérieur Subsidielijn Grensoverschrijdende uitwisselingen Zuschüsse für Weiterbildungslehrgänge für Lehrpersonen
Exchange programmes of youth (non-formal education)	Chantiers ados, Chantiers familles, Chantiers Sud, Chantiers Nord Internationale Jongerenprojecten - mondiale jongerenprojecten Lion Club's Youth Camp and Exchange Programme Programme Axes Sud Rotary - Échanges de jeunes (courte durée) / Uitwisselingen van korte duur, incl. Holiday Exchange Programme Subsidielijn Grensoverschrijdende uitwisselingen Subsidies voor jeugdwerkprojecten: B projecten
Town twinning	None, though the province of West-Vlaanderen has identified several priority regions for the "Subsidielijn Grensoverschrijdende uitwisselingen" in Belgium, France, the United Kingdom, Germany, the Netherlands, Hungary, Romania and Poland.
Study Tours	Buurlanden - programma Europaklassen Participatieve stages binnen het GENT-akkoord

6.3 Bulgaria

Year of EU entry: 2007

Political system: Republic

Capital city: Sofia

Total area: 111 910 km²

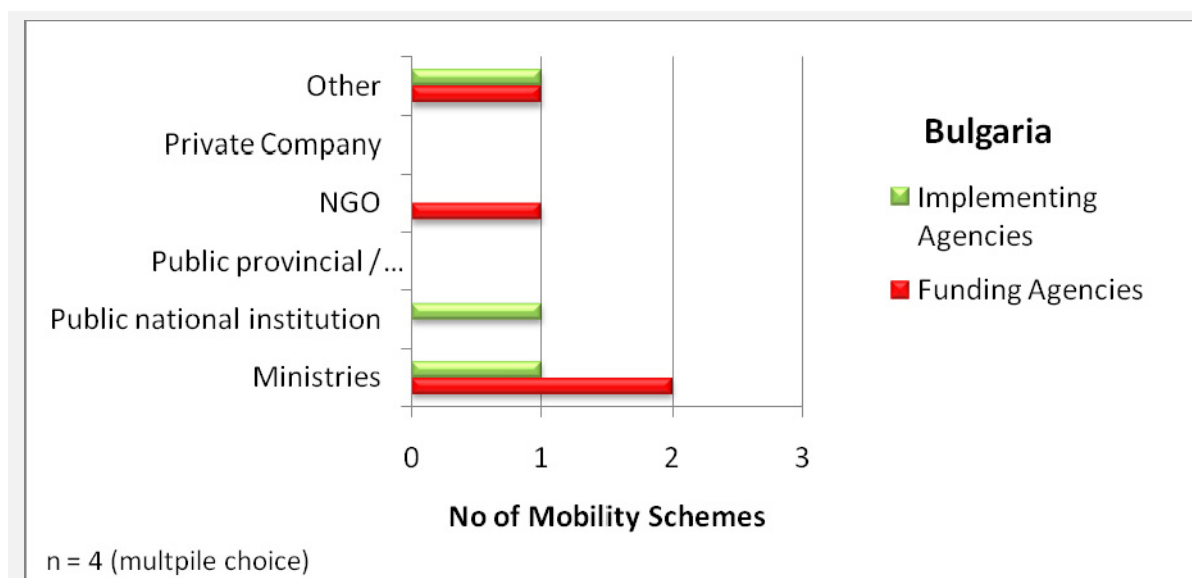
Population: 7.6 million

Currency: lev⁷⁹

4 Mobility schemes were identified for Bulgaria.



Funding versus Implementing Agencies of Mobility Schemes

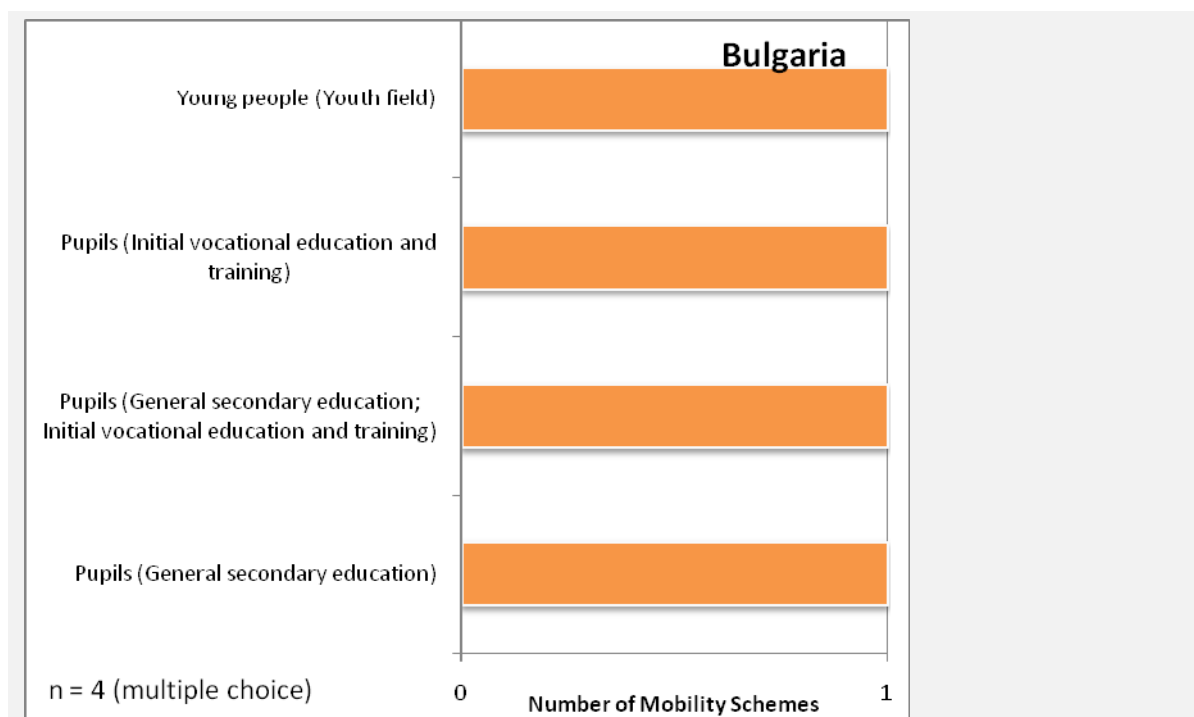


In Bulgaria, only very few schemes of learning mobility have been identified. The implementation of the programmes is undertaken by 7 ministries, public national institutions and other actors. With regard to the funding, almost all actors, except regional institutions, allocate funds to the 4 schemes in place.

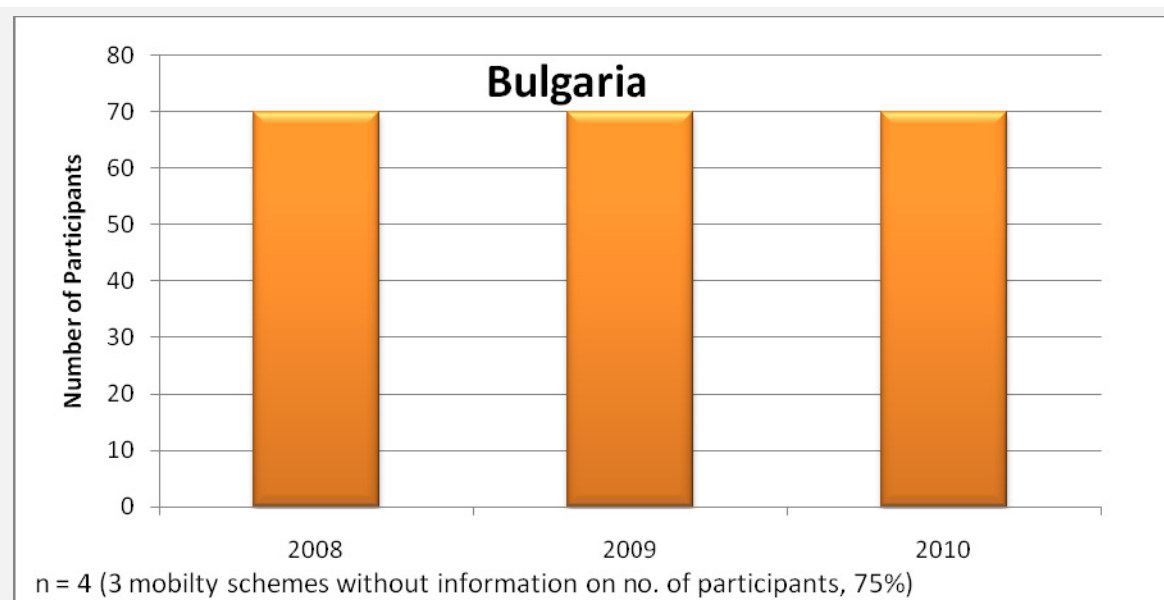
It should be noted that non-European resources play a crucial role regarding the funding. The US and Japanese government provide funds for three mobility schemes.

⁷⁹ http://europa.eu/abc/european_countries/eu_members/bulgaria/index_en.htm

Target Groups of Mobility Schemes

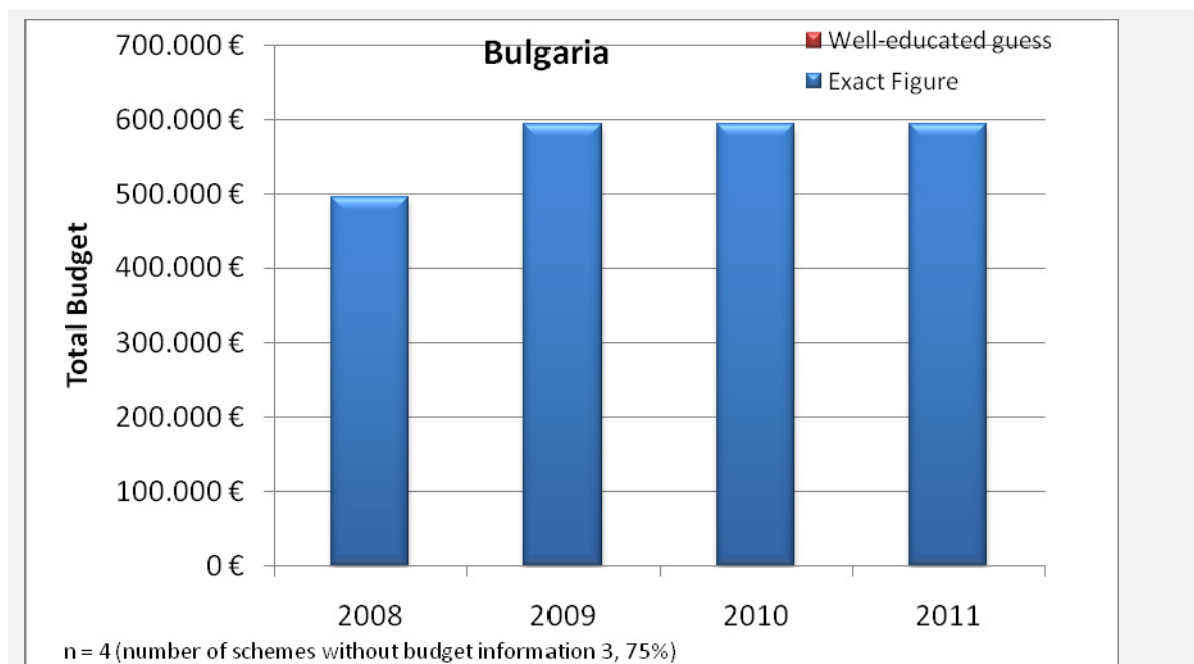


The number of mobility schemes in Bulgaria is very limited. Hardly any information on the number of participants had been provided. Consequently, this chart presents only the number of mobility schemes and not the number of participants. That is why there is no differentiation according to years like for most other countries. The existing schemes are open for different target groups and it is not possible to deduce a priority area or trend in the development.



In Bulgaria, only one out of four schemes provided information on the number of participants. This scheme constantly promoted 70 participants in the years from 2008 to 2010. As the information on participants is missing for the three other mobility schemes, the number of 70 participants does not reflect the real situation in the country.

Budget Development and Funding Agencies of Mobility Schemes



Due to the small number of mobility schemes providing information on budgets it is impossible to present tendencies or to describe any budget developments.

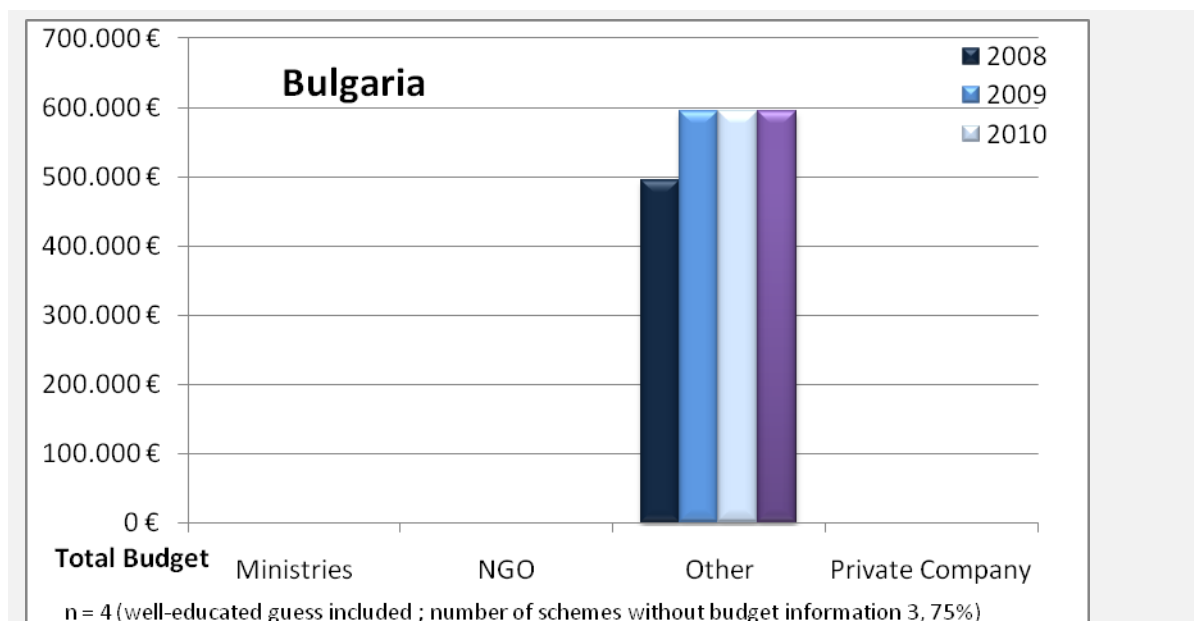


Figure on budget comes exclusively from one mobility scheme namely the Fulbright Programme.

Recognition of Mobility Schemes

No formal recognition was registered in Bulgaria.

Bulgaria				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
1	Cochran Fellowship Program (CFP)	http://www.fas.usda.gov/icd/cochran/cochran.asp	Adult Learners	Participation in course or seminar
				Study tours
2	Fulbright Program	www.fulbright.bg	Pupils	Participation in course or seminar
			Adult Learners	School stays
			Teachers, trainers, other educational staff	
3	Japan International Cooperation Agency (JICA)	http://www.jica.go.jp/balkan/english/activities/outline01.html	Adult Learners	Work Placements
				Participation in course or seminar
4	Youth for Understanding -Bulgaria	http://www.yfu-bg.com	Pupils	School stays

Search Information Bulgaria

Mobility schemes according to institutions

Ministries / National Agencies	Ministry of Education; Ministry of Labour and Social Policy; Human Resource Development Centre
Public Employment Services	Career Centres belonging to state administration.
Bi- / trilateral Programmes (between specific countries)	<p>On the one hand we find many individual projects that do not qualify as schemes (for example intensive contacts exist between Bulgaria and the German Federal states of Baden-Württemberg, Bavaria and Rhineland-Palatinate) and on the other hand we have actions that fall within the frame of the LLP Cochran Fellowship Program: The United States Department of Agriculture (USDA), with the cooperation and financial support of the America for Bulgaria Foundation (ABF). The program offers short-term training opportunities, most ranging from two weeks to three months, depending on the objectives of the program. Participants meet with professionals in their fields, participate in field observations and industry visits, experience on-the-job training, and attend university courses and seminars. JICA (Japan International Cooperation Agency). Established on October 1st 2003 as an independent administrative institution that aims to contribute to the promotion of international cooperation as well as the sound development of Japanese and global economy by supporting the socioeconomic development, recovery or economic stability of developing regions. <i>Numerous scholarship grants are available each year through MoE from many countries like Portugal, Norway, Macedonia, Monte Negro, Russia, Poland, Hungary, France, UK, Greece, Finland, Belgium, Sweden, Romania, Germany, etc. for education, exchange and research. However those are based on annual availability from the respective country, vary from year to year and are not part of an established scheme. This as well is not necessarily a reciprocal process, thus excluding it as a scheme.</i></p>
NGO's (foundations, church initiatives, etc.)	NGOs take active part in projects related to education and training, but those are individual actions, cannot qualify as schemes and are normally not offering any mobility; no reply was received from the Patriarchate of the Bulgarian Orthodox Church. The Konrad Adenauer, Friedrich Ebert, Friedrich Naumann and Hanns Seidel Foundations also have offices in Sofia, but are engaging in individual projects.
Private companies	Finance and deliver training and education to employees abroad, however these are individual occurrences and related only to a specific training or acquiring particular know-how and knowledge.
Other European Funds (Regional Funds, ESF etc.)	EU social funds: There are no educational mobility schemes included.

Mobility schemes according to activities

Work Placements	None found
Language courses (if aggregated data is available)	Goethe Institute; Cervantes Institute; French Cultural Centre; British Council: carry out a number of learning activities, mainly language training and exams, rarely, if at all, related to mobility.
Volunteer Programmes	Volunteers For Peace: promotes International Voluntary Service as an effective means of intercultural education, service learning and community development. WorldTeach: a non-profit, non-governmental organization based at the Center for International Development at Harvard University that provides opportunities for individuals to make a meaningful contribution to international education by living and working as volunteer teachers in developing countries. Offers summer and year-long programs.
Exchange programmes of teachers / pupils (including school stays)	The Fulbright Program administers the exchange of Bulgarian and American scholars, students, teachers, school administrators and professionals and disseminating information about opportunities for study, research, teaching and lecturing in the U.S. Nuclear Security Science and Policy Institute: a high school teacher exchange program with Bulgaria. A Texas high school science or math teacher spends one week in Bulgaria interacting with Bulgarian classrooms, local officials, and industry leaders. A Bulgarian teacher spends one week in Texas mirroring the visit of the Texas teacher's visit to Bulgaria.
Exchange programmes of youth (non-formal education)	Youth for Understanding-Bulgaria: YFU is one of the world's largest and most respected international educational exchange organizations. YFU representatives work together to advance learning across cultures. The program starts in Bulgaria 1998. The beginning is set with signing an agreement between the German organization "Youth for Understanding" and "Open Education" centre. The program realizes cultural youth exchange programs.
Town twinning	Town Twinning programs: individual projects covering specific topics and activities that do deliver some exchange but no educational mobility schemes.
Study Tours	Numerous under individual projects carried out by various International organizations.

6.4 Croatia

Candidate Country

Political system: Republic

Capital city: Zagreb

Total area: 56 542 km²

Population: 4.4 million

Currency: kuna⁸⁰

2 Mobility schemes were identified in Croatia



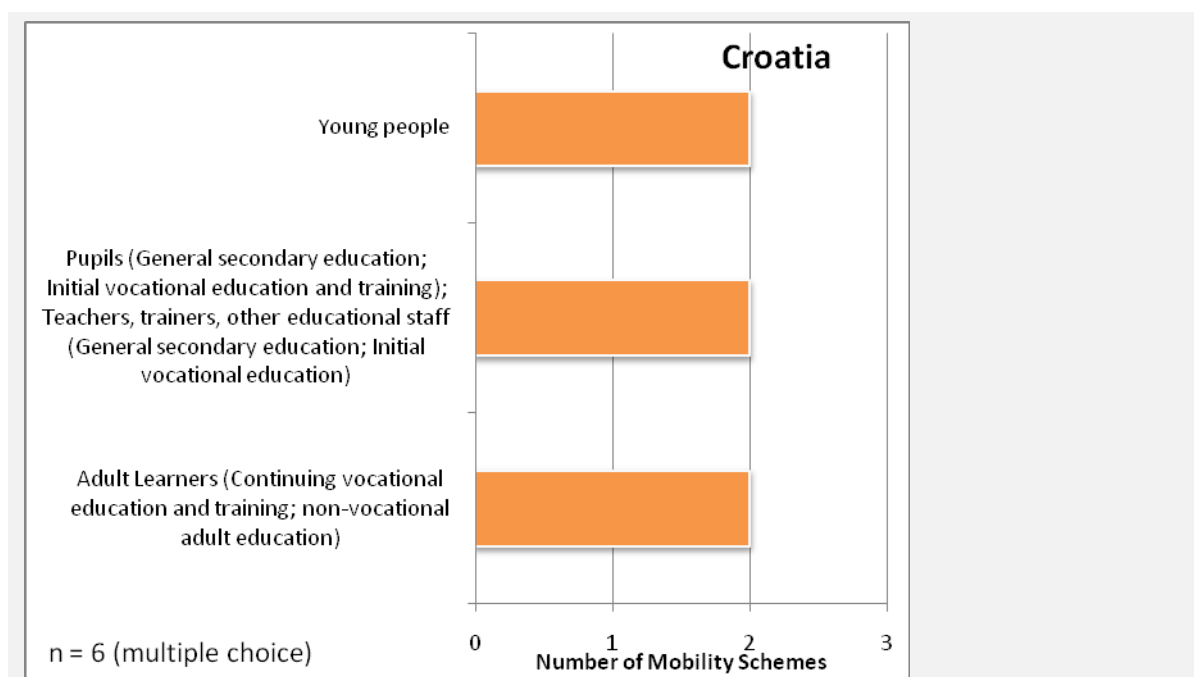
Funding versus Implementing Agencies of Mobility Schemes



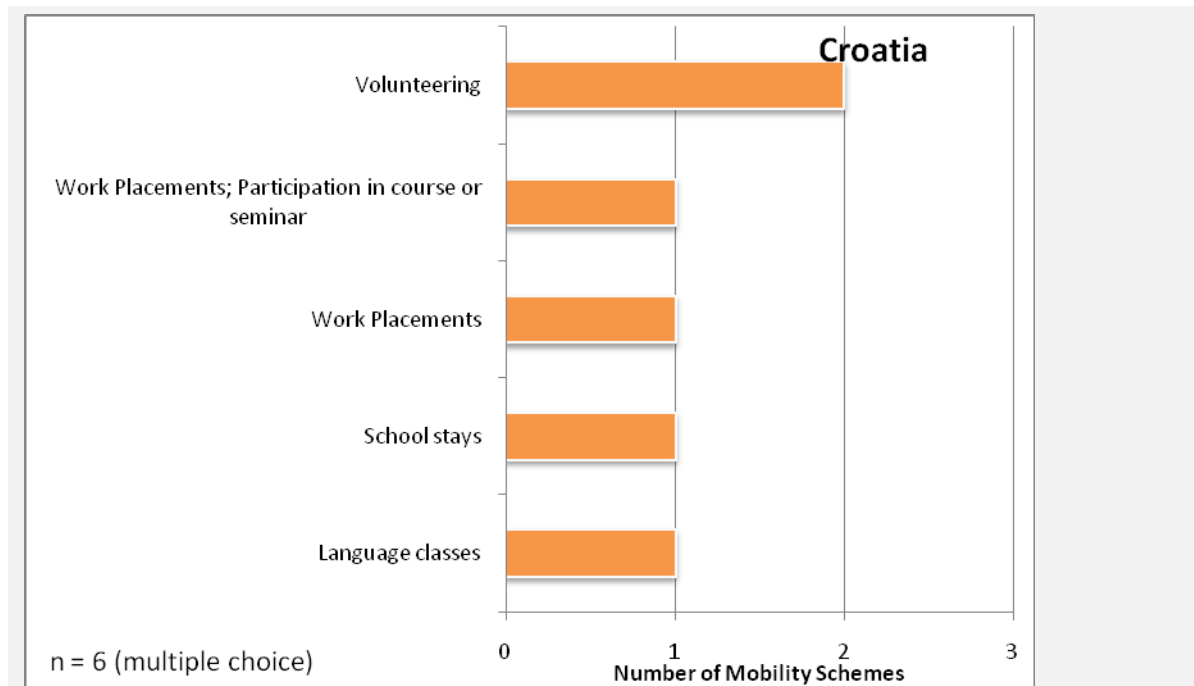
Schemes for learning mobility funded from national sources are almost non-existent in Croatia; only two programmes are currently in place. Funding and implementation is undertaken by a ministry and a public national institution. The category "other" is primarily user-funded, non-formal mobility activities like volunteering or work camps. Also international agencies (US American foundation) provide funding for exchange programmes of professionals.

⁸⁰ http://europa.eu/abc/european_countries/candidate_countries/croatia/index_en.htm

Target Groups of Mobility Schemes



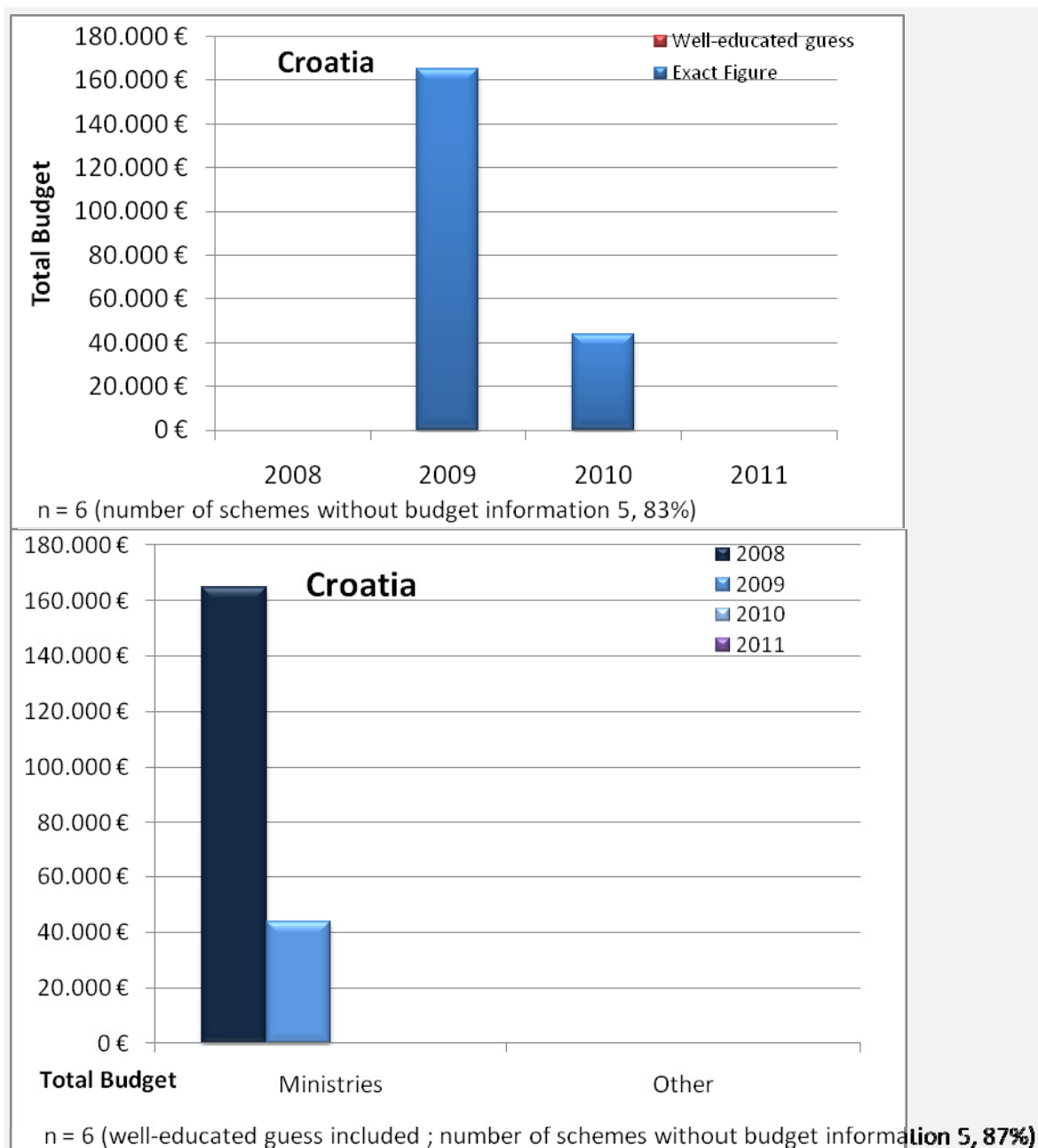
Due to the small number of mobility schemes and lacking information of participants, it is more fruitful to just indicate the number of mobility schemes and not the number of participants as done for most other countries. The six mobility schemes are allocated to three target groups: The mobility schemes for “Young people” (non-formal mobility schemes) are NGOs where the participants have to pay fees to participate in the mobility. These schemes support incoming as well as outgoing mobility. Like in other countries of this study, some of the funding comes from other sources like institutions in Japan or the US targeting primarily adult learners. There are also schemes for pupils and teachers in place.



The chart on activities of the mobility schemes are also referring to the number of mobility schemes because there is only one scheme (a cross-border volunteering scheme involving 250 people incoming and outgoing mobility) that provides information about the number of participants. The schemes referring to volunteering are connected to the target group of “Young People”. The target group “Adult Learners” is connected to “Work Placements”. The target group

of "Teachers and Pupils" is dealing with "School stays" and "Language Classes".

Budget Development and Funding Agencies of Mobility Schemes



Due to the fact of the small number of cases for Croatia it is impossible to identify significant trends concerning the Budget development and Funding Agencies of Mobility Schemes.

Recognition of Mobility Schemes

No formal form of recognition is provided for the two programmes in Croatia.

Croatia				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
1	Cochran Fellowship Program (CFP)	http://www.fas.usda.gov/icd/cochran/cochran.asp	Adult Learners	Work Placements
				Participation in course or seminar
2	Hrvatski Bridge Savez	http://www.bridge.hr/	Young people	Volunteering
3	Međunarodna suradnja	www.hzz.hr	Adult Learners	Work Placements
4	Međunarodna suradnja škola	www.mzos.hr	Pupils	School stays
			Teachers, trainers, other educational staff	
5	Scholarship for students of the Croatian language	http://public.mzos.hr/Default.aspx?art=10791&sec=3280	Adult Learners	Language classes
6	Volonterski Centar Zagreb	http://www.vcz.hr/english-info/	Young people	Volunteering

Search Information Croatia

Mobility schemes according to institutions

Ministries / National Agencies	<ul style="list-style-type: none"> ▪ Agency for mobility – they do not have any kind of information in regards to the mobility financed outside the EU funds (are in charge only for the Action Programmes and do not cooperate with other institutions) ▪ Ministry of Science, Education and Sports – Support some international cooperation dedicated (and financed) for mobility purposes ▪ Ministry of the Family, Veterans' Affairs and Intergenerational Solidarity – do have some funds for the youth organizations (something like NGO) where some of the activities can be mobility but the mobility is not financed by default. Do not have any data on possible mobility activities financed through the projects. ▪ Croatian Education and Teacher Training Agency (in charge for primary and secondary education) – NO ▪ Agency for Vocational Education and Training – NO ▪ Croatian Chamber of Economy – NO ▪ Croatian Employer Association – NO ▪ Croatian Chamber of Crafts and Trade – NO ▪ Ministry of Foreign Affairs (no) –only for the tertiary education abroad (master European studies)
Public Employment Services	<ul style="list-style-type: none"> ▪ Croatian Employment Service – no mobility scheme is supported by the CES. International cooperation and mobility is solely limited on the labour market, i.e. unemployed persons can work as a season labourer in Germany, whereby CES is only providing information on possible interested German employers who are looking for additional work force for the 2-3 months period (like fruit picker). This is not a mobility scheme for learning purposes in the sense of the project.
Bi- / trilateral Programmes (between specific countries)	<ul style="list-style-type: none"> ▪ There is one Bilateral Cooperation Programme which is included in the database ▪ <i>Bilateral</i> cooperation, whereby Croatia finances incoming mobility (based on the bilateral agreements) and includes: Cooperation in the field of tertiary education (universities and scientific cooperation) Primary and secondary education According to received information, only cooperation in the field of tertiary education took place and they do not possess any information with regard to the primary and secondary education and mobility in this field.
NGO's (foundations, church initiatives, etc.)	<ul style="list-style-type: none"> ▪ NGO'S FOUNDATIONS, CHURCHES, OTHER –No information concerning schemes of church organisations or similar.
Private companies	<ul style="list-style-type: none"> ▪ PRIVATE COMPANIES – one private Company (Travel Agency JetService http://www.jettservice.hr/index.php) offers cultural exchange of students with the USA but this is to be funded by the parents of pupils. They didn't want to provide any kind of information

- Other European Funds (Regional Funds, ESF etc.)
- SOCIAL OR REGIONAL EU FUNDS – EU funds in Croatia are IPA and Community Programmes. In regards to the educational purposes, IPA Component IV finance projects for development of human resources, i.e. projects proposals can include study visits to EU countries for educational purposes. This kind of mobility is only one part/activity or sub-activity of grant project
- REGIONAL/COUNTY MOBILITY SCHEMES - With regard to the regional mobility schemes, no data can be found. Croatia is highly a centralized state, and according to the several Reports and Surveys found on subject of education in Croatia, all relevant institutions in Croatia do not have data on any kind of financing educational and mobility issues on regional/county level.

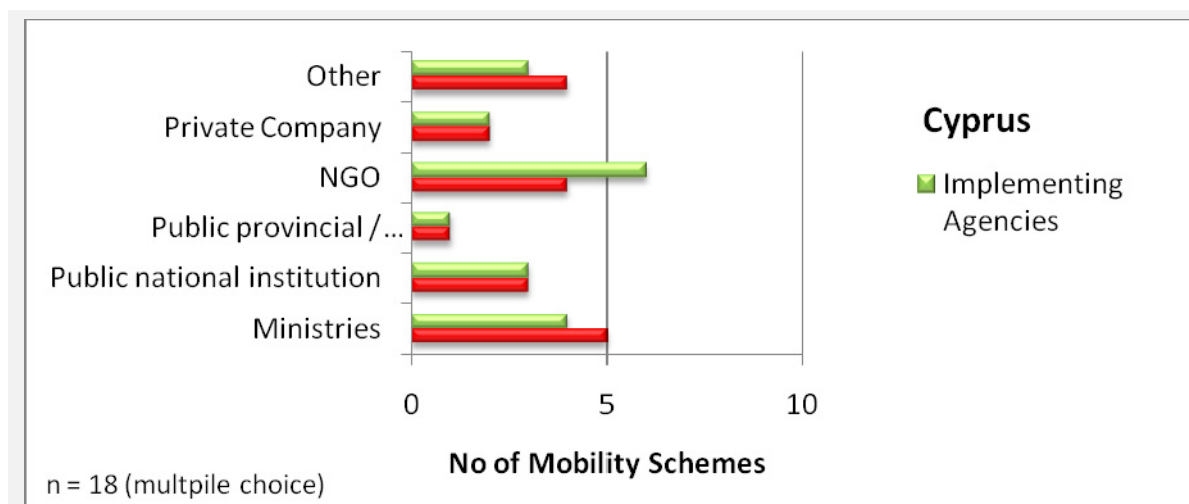
Mobility schemes according to activities	
Language courses (if aggregated data is available)	<ul style="list-style-type: none"> ▪ <i>Summer schools in Croatia for learning Croatian language</i>- intended for foreigners and schools in other Countries on Croatian language.
Volunteer Programmes	<ul style="list-style-type: none"> ▪ VOLUNTEER PROGRAMMES - 2 biggest in Croatia that were contacted: "Association Bridge" "Volunteer Centre Zagreb" - NO (VCZ is part of Service Civil International network and have volunteer camps.
Exchange programmes of teachers / pupils (including school stays)	<ul style="list-style-type: none"> ▪ There is one International School Cooperation which is included in the database ▪ <i>International School Cooperation</i> - one of the eligible activities can be mobility for 2-5 days or similar but there is no scheme only for mobility. ▪ Besides these, no school in Croatia (based on web-research) provided information on this kind of scheme. Possible school exchange programmes are within the jurisdiction of the Ministry of Education
Exchange programmes of youth (non-formal education)	<ul style="list-style-type: none"> ▪ Croatian Youth Network - international cooperation is funded only through EU projects or similar – meaning that CYN applies for EU funding and through implementation of the project activities they can mobilize some youth to participate in mobility
Town twinning	<ul style="list-style-type: none"> ▪ Town twinning programmes involving mobility activities as a recurrent feature could not be identified.

6.5 Cyprus

Year of EU entry: 2004
Political system: Republic
Capital city: Nicosia
Total area: 9 250 km²
Population: 0.8 million
Currency: euro⁸¹
 8 Mobility schemes were identified in Cyprus



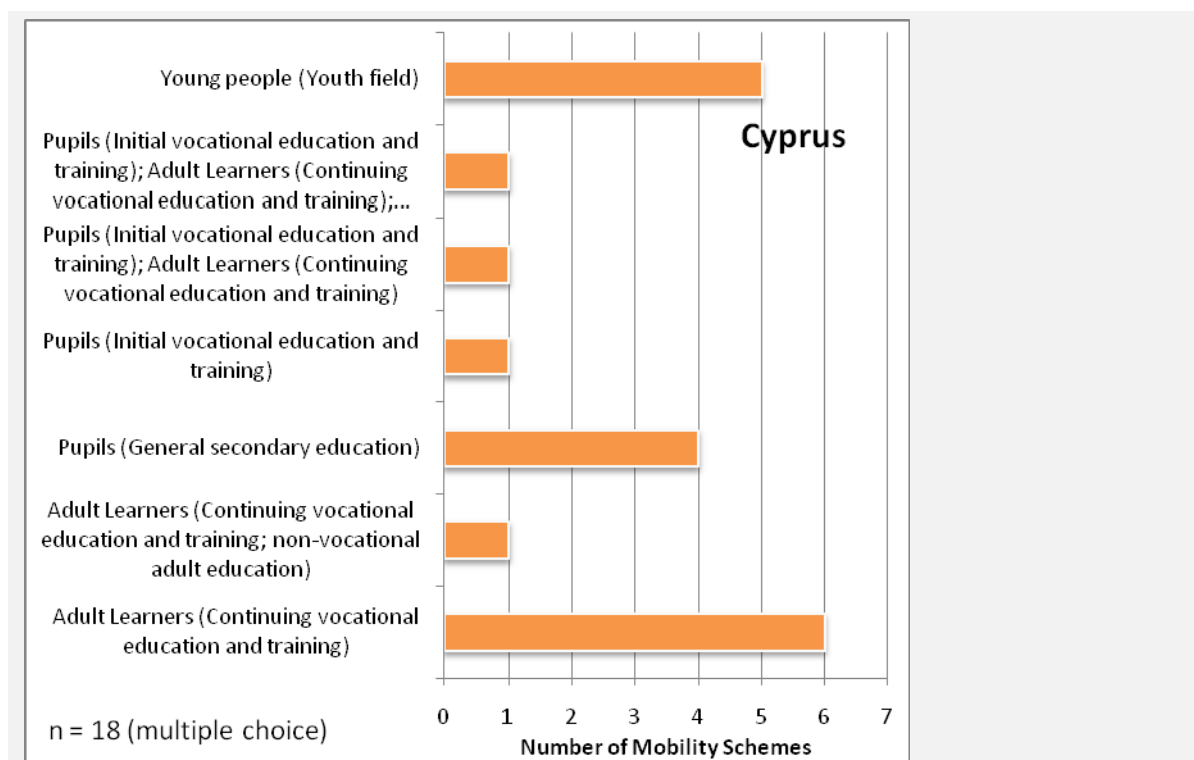
Funding versus Implementing Agencies of Mobility Schemes



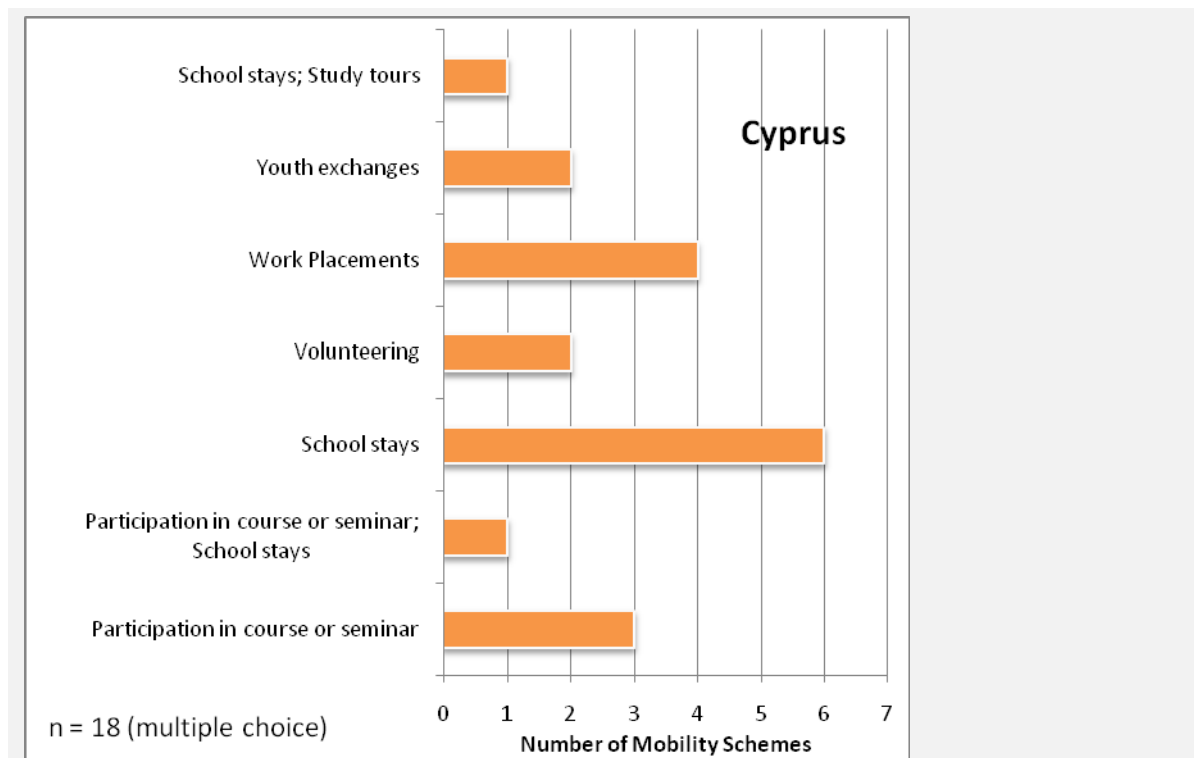
In Cyprus, 19 mobility schemes have been identified. These are primarily funded and implemented by NGO's and Ministries; other public national institutions also play an important role in supporting mobility schemes financially and implementing them. Other institutions are for example the British Council or the Bank of Cyprus. Public national institutions and private companies fund and implement mobility schemes to a small extent in Cyprus. Provincial or regional institutions provide only little to support to mobility schemes in Cyprus.

⁸¹ http://europa.eu/about-eu/countries/member-countries/cyprus/index_en.htm

Target Groups of Mobility Schemes



Due to the lack of information on the number of participants, the number of mobility schemes for the different target groups was used. The majority of mobility schemes target "Adult Learners" closely followed by "Young People" which covers the informal sector of mobility. A number of mobility schemes also provide support to the formal sector of "Pupils". The other target groups of mobility schemes are negligible.



The activities of formal education are very prominent. The main activity of mobility schemes is "school stays" and "work placements". The activities of non-formal mobility schemes are "volunteering" and "youth exchanges".

Budget Development and Funding Agencies of Mobility Schemes

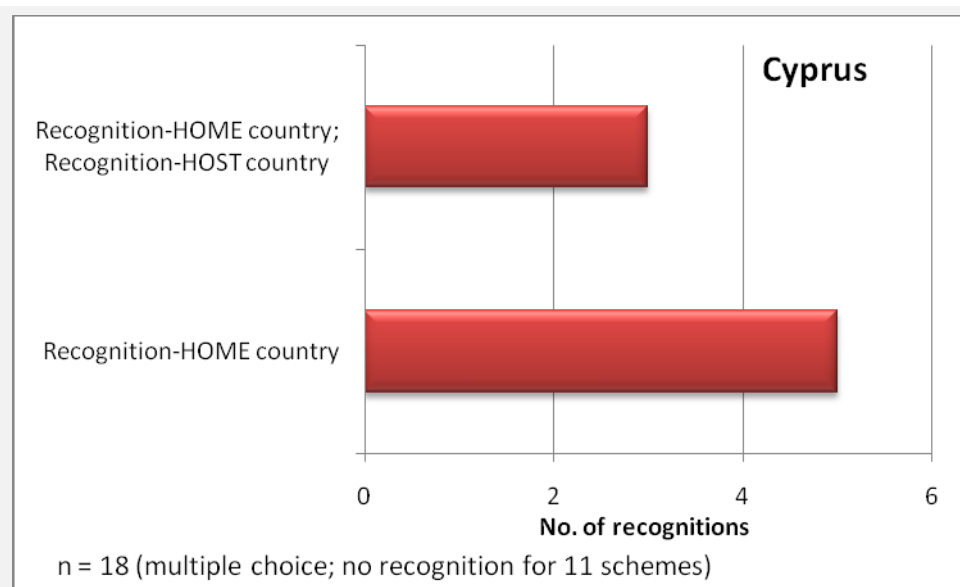
For Cyprus no budget information was made available.

Development of Participants of mobility schemes

There is no information available about the number of participants of the mobility schemes in Cyprus.

Activities of Mobility Schemes

Recognition of Mobility Schemes



Some mobility schemes are recognised at home as part of formal education; in other cases there is even a reciprocal recognition. Other forms of recognition are not applied.

Cyprus

Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
1	Bernhard Schulte Ship management (Cyprus) Ltd. Scholarships	http://www.bs-shipmanagement.com	Pupils	School stays
			Adult Learners	
2	Cyprus Fulbright Commission	http://www.fulbright.org.cy	Pupils	School stays
			Adult Learners	
			Teachers, trainers, other educational staff	
3	Cyprus-America Scholarship Program	http://www.amideast.org/our-work/academic-and-cultural-exchange/expand	Adult Learners	Work Placements
4	Pan Cyprian Voluntarism	http://www.volunteerism-cc.org.cy	Young people	Volunteering
5	Scholarships of Cyprus State Scholarship Foundation	http://www.cyscholarships.gov.cy	Adult Learners	Work Placements
6	Scholarship of the Cyprus Secondary Education Co-operative Fund (STELMEK) Ltd	-	Pupils	School stays
7	Scholarship of the Scholarships Fund of the Kato Polemidia Municipality	http://www.polemidiamunicipal.com.cy/	Pupils	School stays
8	Scholarship «Panagia Evangelistria» Lyceum of Palouriotissas	http://www.careercy.com/index.php?op=news&id=260 (=en	Adult Learners	School stays
				Study tours
9	Scholarships of the Mitsi Commercial School, Lemythou, Cyprus	-	Pupils	Work Placements
10	Scholarships of the Permanent Resources Fund of the Pancyprium Gymnasium	http://www.pancypriangymnasium.ac.cy/pangymnic/english/Home.aspx	Pupils	School stays
11	Scholarships of the Schools Surveillance Committee	-	Pupils	School stays

Cyprus				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
12	Scholarships to excellent Students for Studies in Drama Schools of Greece	-	Adult Learners	Participation in course or seminar
13	Single Company Programmes of Continuous Training Abroad	http://www.moec.gov.cy/	Adult Learners	Work Placements
14	Support to Disadvantaged Students for Undergraduate Studies	http://www.cyscholarships.gov.cy	Adult Learners	Participation in course or seminar
				School stays
15	The Commonwealth «Youth» Programme – Region Africa	-	Young people	Volunteering
16	«Marios Tokkas» Scholarship for Music Studies	http://www.cyprus.gov.cy/moi/pio/pio.nsf/All/220BAAD0A417B35AC22574BA0	Adult Learners	Participation in course or seminar
17	«Oikade» Educational Programme	http://www.oikade.gr/	Young people	Youth exchanges
18	«Schoolwave Cyprus» Festival	http://www.bankofcyprus.com.cy/Cyprus_Gr/CSR_gr/Education_gr/We-invest	Young people	Youth exchanges

Search Information Cyprus

Mobility schemes according to institutions

Ministries / National Agencies	The Ministry of Education offers mobility opportunities for pupils, young students, or young professionals mainly through state funded scholarships in order to promote the acquisition or improvement of competences.
Public Employment Services	No mobility schemes offered by the Public Employment Services.
Bi- / trilateral Programmes (between specific countries)	
NGO's (foundations, church initiatives, etc.)	There are many Foundations in Cyprus, offering mobility based on specific requirements such as age, profession, skills etc. The type of mobility is mainly to acquire educational knowledge. A selection of the most important is included in the index.
Private companies	Although it is known that private companies offer mobility schemes, there are no data available.
Other European Funds (Regional Funds, ESF etc.)	There are many cross-border activities operating under other European funds, but data cannot be traced and the managing authorities do not release figures. The participation in these activities is usually study tours, meetings and conferences. As a rule, these activities do not include organised learning mobility, only partner meetings.

Mobility schemes searched for according to activities

Exchange programmes of teachers / pupils (including school stays)	There are only cultural-touristic visits that occur in most of secondary education schools, but no data are available either from the schools or Ministry of Education.
Exchange programmes of youth (non-formal education)	There are exchange programmes for young people which take place especially in summertime. Most are based on intercultural learning and language proficiency; some support the development of more specific skills and/ or competences. There is offer for youth mobility through specific programmes for the African region and the Turkish Cypriot NGOs.
Town twinning	Based on bilateral agreements or Town twinning schemes, some municipalities do organise short-term mobility activities, e.g. under the Europe for Citizens program.
Study Tours	No information available

6.6 Czech Republic

Year of EU entry: 2004

Political system: Republic

Capital city: Prague

Total area: 78 866 km²

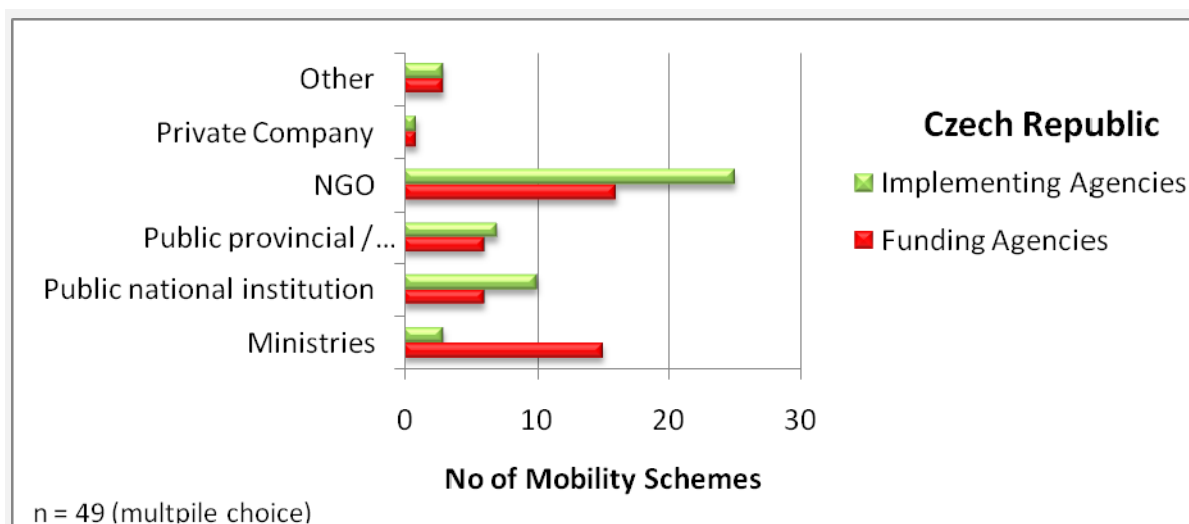
Population: 10.5 million

Currency: Czech koruna⁸²

47 Mobility schemes were identified in Czech Republic



Funding versus Implementing Agencies of Mobility Schemes

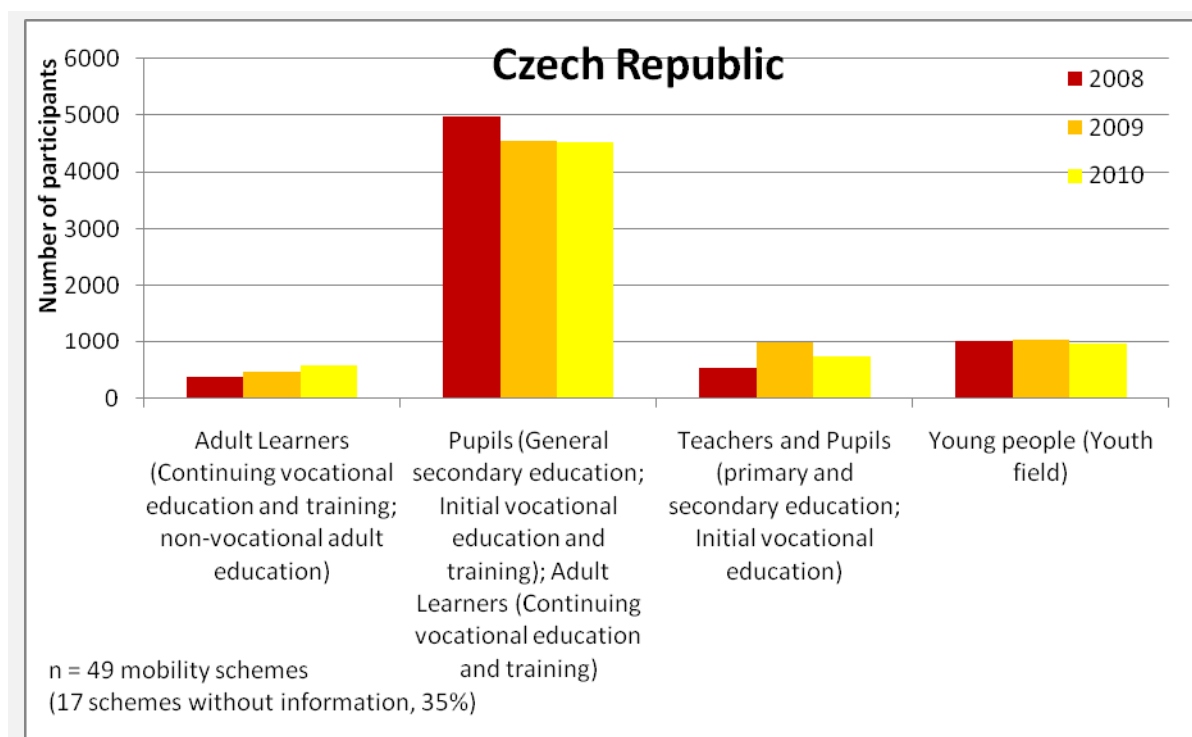


NGOs play a very important role in the field of learning mobility in the Czech Republic. NGOs fund more mobility schemes than any other institutions, and they implement more mobility schemes than they fund. Ministries are funding many schemes but do not implement all of them. Public national and regional institutions are also important in funding. Private companies provide funding, but hardly implement any mobility schemes themselves.

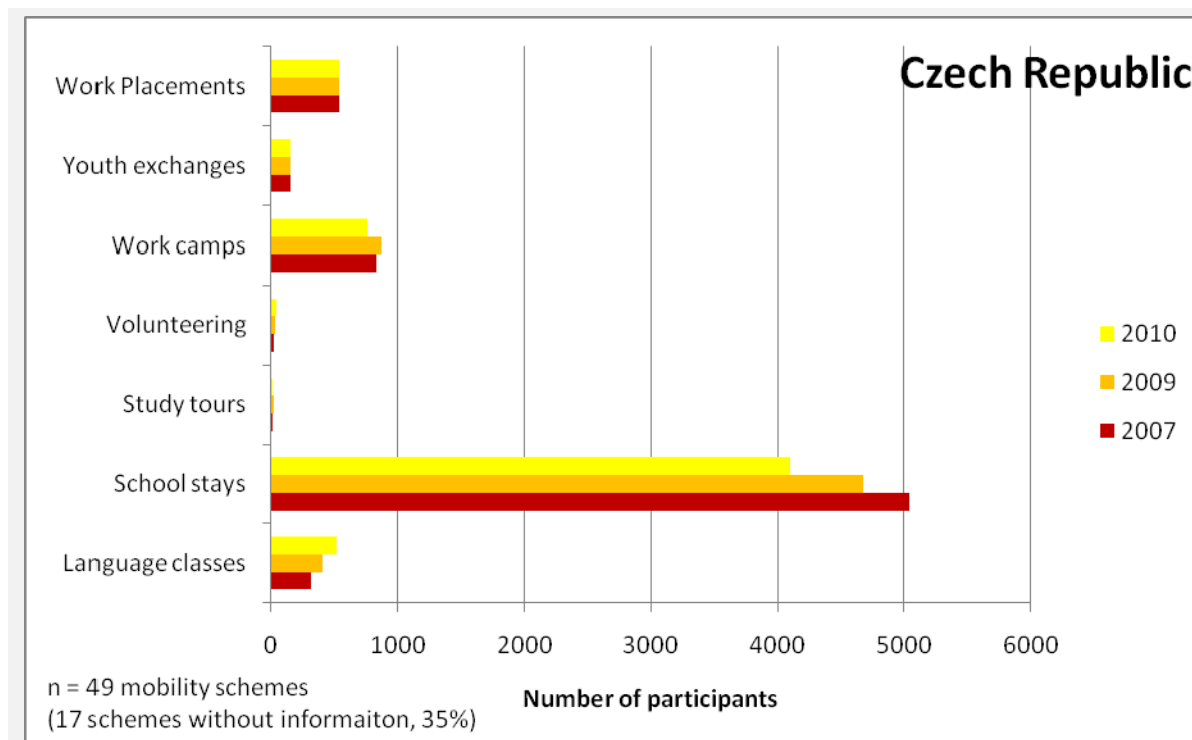
It is important to mention that the Czech Republic benefits from non-European funding like the Embassy of Canada / Japan or foundations from the USA to a significant degree.

⁸² http://europa.eu/abc/european_countries/eu_members/czechrepublic/index_en.htm

Target Groups of Mobility Schemes

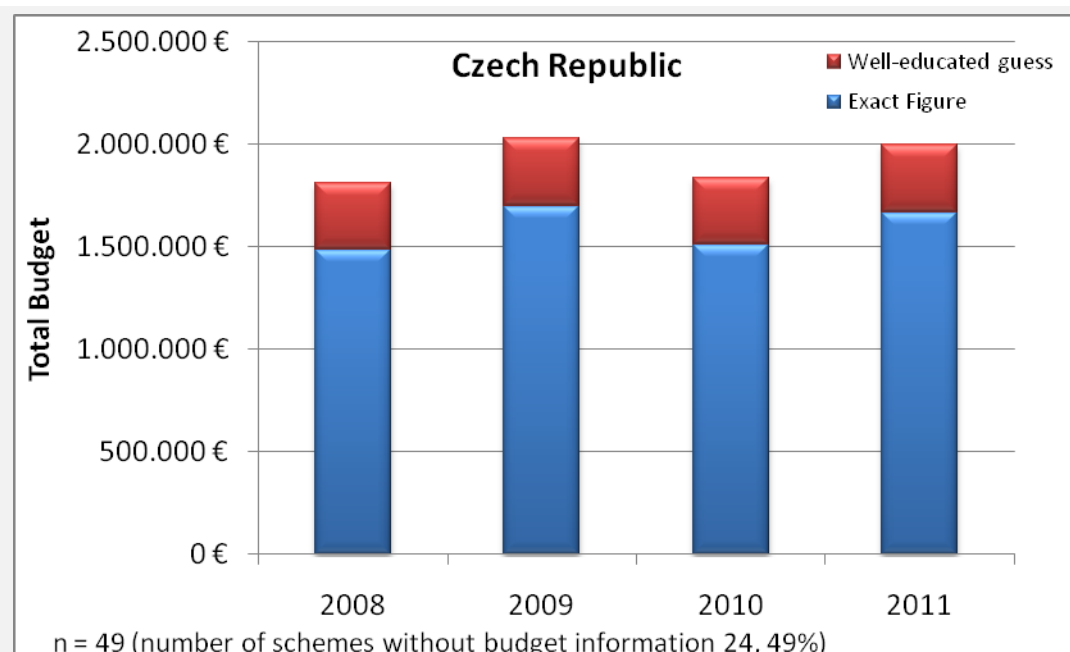


About one third of the mobility schemes in Czech Republic do not provide any information about their activities. On the basis of the information provided, the overall number of participants in the mobility schemes remained almost constant over the last years, with slight changes. The focus is clearly on formal mobility schemes (pupils and teachers) for both general and vocational education. Some schemes target teachers and pupils of primary and secondary education and others adult learners. Mobility schemes for primary pupils (and partly even pre-primary) have to be seen in the context of the Czech-German cross border cooperation which explicitly includes very small children. Young people are also benefiting from mobility schemes, but to a comparatively small extent.

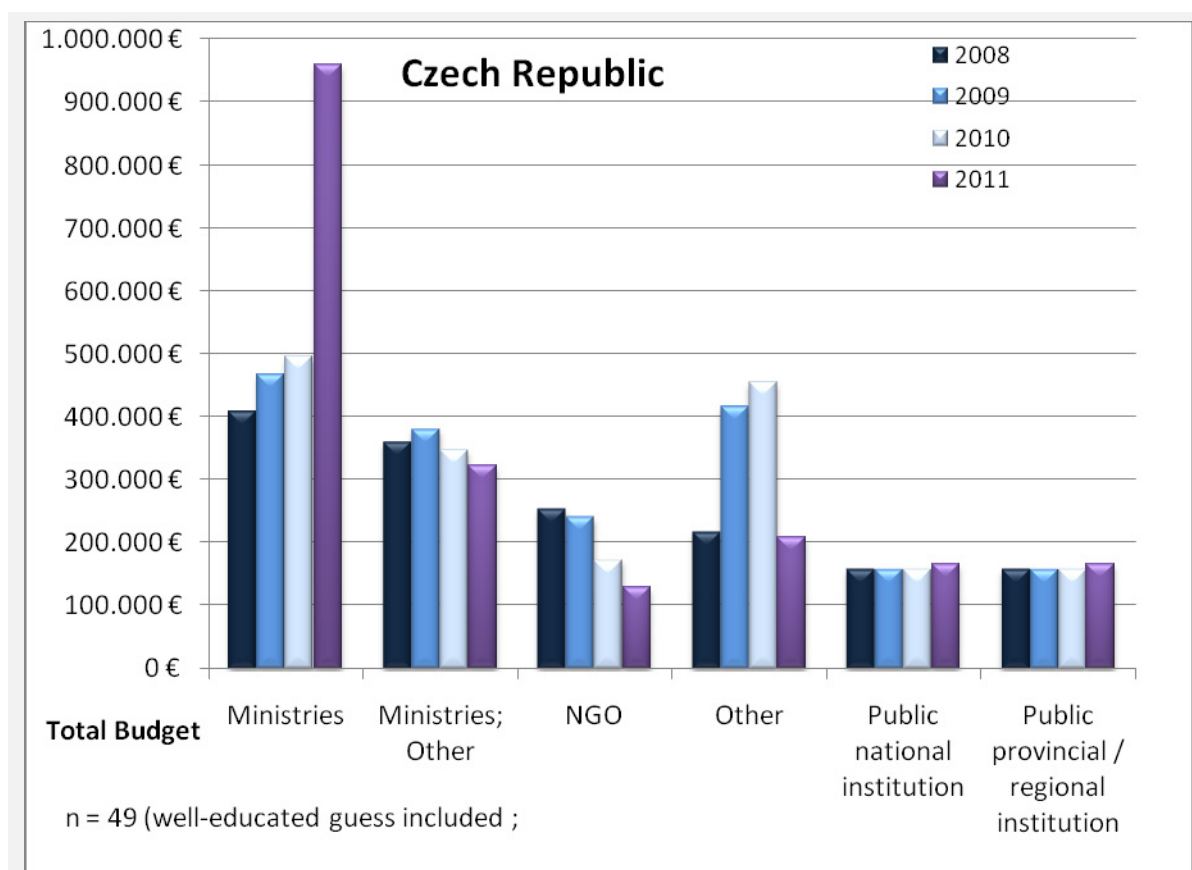


The most prevalent form of learning mobility promoted in the existing schemes takes place in form of school stays. Work camps, in most cases funded by the participants themselves, are also quite popular. Some other activities like youth exchanges, participation in courses etc. are promoted to a certain extent in the field of learning mobility. Language classes seem to have gained more support in the last years.

Budget Development and Funding Agencies of Mobility Schemes

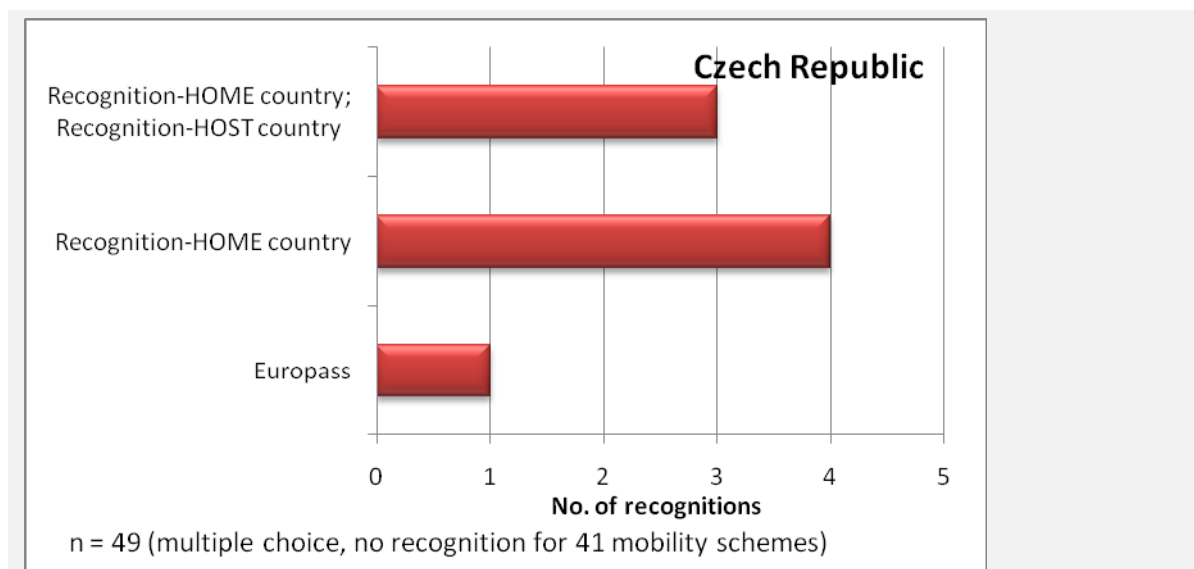


The overall amount of funding is almost constant. There are slight changes but not significant. For half of the mobility schemes either no information was provided or other forms of support (e.g. administrative) were given.



More than 60% of the funding came from public entities in the last three years. Private institutions did not provide any information about funding. Looking at the development of the funding from the different sources, it is remarkable that the ministries provide significantly more funding in 2011 than in the previous years. This is due to one mobility scheme supported by the Ministry of Education which started in 2011. At the same time, the funding from most other sources declined slightly.

Recognition of Mobility Schemes



Only few mobility schemes are formally acknowledged in the Czech Republic. Some mobility schemes receive recognition in the home country, or there is even reciprocal recognition. Europass is being used as a form of recognition/documentation in one mobility scheme only.

Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
1	Česko-německá odborná třída	http://www.sps-tachov.cz/home/spoluprace/preshr.html	Pupils	School stays
2	Česko-saský vzdělávací projekt realizovaný na gymnáziu Friedricha Schillera v Pirně	http://www.msmt.cz/mezinarodni-vztahy/studium-na-gymnaziu-friedricha-s	Pupils	School stays
3	AKTION - Program vedecko-technické spolupráce mezi Českou republikou a Rakouskem	http://www.dzs.cz/index.php?a=view-project-folder&project_folder_id=13	Adult Learners	Work Placements
4	Aktivita MOBILITY	http://www.msmt.cz/mezinarodni-vztahy/vyzkum-a-vyvoj-1/aktivita-mobili	Adult Learners	Work Placements
5	CISV - Interchange	http://www.cisv.cz/programmes/interchange.html	Young people	Youth exchanges
6	CISV - IPP (International People's Project)	http://www.cisv.cz/programmes/ipp.html	Young people	Work camps
7	CISV - Seminar Camp	http://www.cisv.cz/programmes/seminarcamp.html	Young people	Participation in course or seminar
8	CISV - Summer Camp	http://www.cisv.cz/programmes/summercamp.html	Young people	Volunteering
9	Dlouhodobá výměna	http://www.rotary2240.org/district-2240/cs/mladez/dlouhodobavymena/	Pupils	School stays
10	Dobrovolníkem v zahraničí	http://www.afs.cz/dobrovolnikem-v-zahranici/	Young people	Work Placements
				Volunteering
11	Dotační program Do světa!	http://www.kr-jihomoravsky.cz/Default.aspx?ID=153509&TypeID=2	Pupils	School stays
12	Dualní vzdělávání	http://www.wir-sind-europa.com/themen-und-ziele/dali-vzdilavani/dualni	Pupils	School stays
13	FM EHP/Norska - individuální mobilita studentů	http://www.naep.cz/index.php?a=view-project-folder&project_folder_id=1	Pupils	Participation in course or seminar
14	FM EHP/Norska - individuální mobilita učitelů	http://www.naep.cz/index.php?a=view-project-folder&project_folder_id=1	Teachers, trainers, other educational staff	Work Placements
				Participation in course or seminar
15	Hostitelský program	http://www.afs.cz/hostitelsky-program/	Pupils	School stays

Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
16	Intercamp	http://www.intercamp.info/cs/intercamp/	Young people	Youth exchanges
17	International Fellowship Programme for CEE Foundations and NGOs	http://www.eurodesk.eu/edesk/FTSearch.do?go=programmes&progId=EU001000	Adult Learners	Work Placements
				Participation in course or seminar
18	Kratkodobe workcampy v ČR	http://www.inexsda.cz/cs/dobrovolnictvi/projektycr/workcampy-cr	Young people	Work camps
19	Krátkodobá výměna	http://www.rotary2240.org/district-2240/cs/mladez/kratkodoba-vymena/	Young people	Youth exchanges
20	Letní univerzita	http://www.aegge-praha.cz/letni-univerzity	Adult Learners	Language classes
21	Letní školy slovanských studií	http://www.msmt.cz/mezinarodni-vztahy/letni-skoly-slovanskych-studii	Adult Learners	Language classes
22	Mezinárodní braniborsko - český seminář	http://nidv.cz/cs/programova-nabidka/prihlaseni-do-vzdelavacihoprogra	Teachers, trainers, other educational staff	Participation in course or seminar
23	Mid-term volunteering, Long-term volunteering	http://www.inexsda.cz/cs/dobrovolnictvi/mltv/stredne_a_dlouhodoreproj	Young people	Volunteering
24	Mimořádná podpora Akademie věd ČR pro zahraniční bohemisty	http://data.avcr.cz/veda_a_vyzkum/oceneni/podpora_bohemiste/	Adult Learners	Study tours
25	Na dlouho mimo	http://www.trochujinak.cz/na-dlouho-mimo/program-na-dlouho-mimo/	Young people	Volunteering
26	Odmalička	http://www.odmalicka.info/financni-podpora/tandem-nabizi-program-finan	Pupils	Other
			Teachers, trainers, other educational staff	
27	Open Door	http://www.nove-hrady.cz/zamek/index.php?nIDPage=opendoorinfo	Pupils	School stays
28	Přeshraniční spolupráce v řemeslných učebních oborech	http://www.souplzen.cz/mezinarodni-spoluprace.html	Pupils	Participation in course or seminar

Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
29	Poznavani nezna hranic	http://www.hradeckralove.org/urad/odb-or-skolstvi-a-volnocasovych-aktiv	Pupils	School stays
			Teachers, trainers, other educational staff	
30	Pragkontakt	http://www.tandem.adam.cz/sekce/skoly-a-predskolni-zarizeni/skoly/prog	Pupils	School stays
31	Program podpory odborných praxí	http://www.tandem.adam.cz/sekce/skoly-a-predskolni-zarizeni/skoly/prog	Pupils	Work Placements
				Job-shadowing
32	Program PPP	http://int.avcr.cz/miranda2/export/sites/avcr/data.avcr.cz/veda_a_vyzku	Adult Learners	Work Placements
				Participation in course or seminar
33	Rodinná výměna	http://www.rotary2240.org/district-2240/cs/mladez/rodinna-vymena/	Pupils	School stays
34	Spolupráce přes hranice, odbornost bez hranic	http://p125.webnode.cz/	Pupils	School stays
35	Stipendia pro studenty a absolventy pedagogických fakult	http://www.osf.cz/cz/programove-oblasti/stipendia/stipendia-pro-studen	Teachers, trainers, other educational staff	Work Placements
36	Stipendia pro studenty středních škol	http://www.osf.cz/cz/programove-oblasti/stipendia/stredni-skoly	Pupils	School stays
37	Stipendijní program z fondu Renesance	http://komunitninadace.cz/fileadmin/pub/doc/formulare_a_vyhlaseni/Rene	Pupils	School stays
38	Studium v zahraničí	http://www.afs.cz/studium-v-zahranici/	Pupils	School stays
39	The Ruth Crawford Mitchell Czech/Slovak Scholarship at the University of Pittsburgh	http://ozs.vse.cz/wp-content/uploads/2010/11/Uni_Pittsburgh_2011_RCM_r	Adult Learners	Work Placements
40	Trainee Program - BOSH	http://www.staze.cz/wp-content/uploads/bosch.jpg	Adult Learners	Work Placements
41	Trochu jinak workcamp	http://www.trochujinak.cz/workcampy/co-je-to-workcamp/	Young people	Work camps
42	Tvůrčí rezidence	http://www.culturenet.cz/rezidence/kontakt.html	Pupils	Work Placements
			Adult Learners	
43	Visegrad Artist Residency	http://visegradfund.org/residencies/	Adult	Work

Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
	Program (VARP)		Learners	Placements
44	Visegrad Artist Residency Program in New York	http://visegradfund.org/residencies/new-york/	Adult Learners	Work Placements
45	Workcampy v zahraničí	http://www.inexsda.cz/cs/dobrovolnictvi/workcampy/kratkodobe_workcampy	Young people	Work camps
46	Zahraniční praxe pro středočeské studenty	http://www.kr-stredocesky.cz/portal/odbory/partnerstvi-a-spoluprace/za	Adult Learners	Work Placements
47	Zahraniční stáže v oblasti duševního zdraví	http://www.cmhcd.cz/dokumenty/ANOT-ACE1.pdf	Pupils	Work Placements
			Adult Learners	Participation in course or seminar
48	Zažijte Kanadu - Pracovní prázdniny	http://www.canadainternational.gc.ca/czech-tcheque/youth-jeunes/workin	Young people	Volunteering
49	Zažijte Kanadu - Profesní rozvoj	http://www.canadainternational.gc.ca/czech-tcheque/youth-jeunes/develo	Pupils	Work Placements
			Adult Learners	

Search Information Czech Republic

Mobility schemes according to institutions

Ministries / National Agencies	<p>Ministry of Education, Youth and Sports (MŠMT) is the main state institution financing, implementing or supervising the mobility schemes in Czech republic. The implementation is covered mostly by "Dům zahraničních služeb" which is the organisation established by ministry (MŠMT). The other institution directed by Ministry is Tandem, which covers programmes taking place in Germany. Also other state institutions are taking part in mobility support: NIDV (National institute for further education), Ministry of Culture, Institute of Arts and Czech Academy of Science.</p> <p>MŠMT- Ministry of Education, Youth and Sports (Aktivita Mobility), MŠMT + Dům zahraničních služeb (AKTION – Program vědecko-technické spolupráce mezi Českou republikou a Rakouskem), MŠMT + Structural funds (Česko-saský vzdělávací projekt), MŠMT + chosen universities (Letní školy slovanských studií), MŠMT + Tandem (Odmalička), Tandem + Česko-německý fond budoucnosti (Program podpory odborných praxí), NIDV (Mezinárodní braniborsko-český seminář), Ministry of Culture + Institut umění (Tvůrčí rezidence), Czech Academy of Science (Mimořádná podpora Akademie věd ČR pro zahraniční bohemisty, Program PPP).</p>
Public Employment Services	<p>Public Employment Services in Czech republic do offer work abroad but do not offer any regular programme or scheme to support learning mobility.</p>
Bi- / trilateral Programmes (between specific countries)	<p>Bilateral agreements concerning mobility schemes exist mainly with the neighbouring regions. They focus primary on cultural and technical cooperation, however, there are many agreements between high schools that provide mobility schemes (exchange stays or cooperation on school projects). Also other activities as seminars, fellowships and pre-school exchanges were identified.</p> <p>Germany: Přeshraniční spolupráce v řemeslných učebních oborech, Česko-saský vzdělávací projekt realizovaný na gymnáziu Friedricha Schillera v Pirně, Program podpory odborných praxí, Odmalička, Mezinárodní Braniborsko-český seminář, Spolupráce přes hranice, odbornost bez hranic, Česko-německá odborná třída, Přeshraniční spolupráce v řemeslných učebních oborech, Austria: AKTION – Program vědecko-technické spolupráce mezi Českou republikou a Rakouskem, Poland: Poznávání nezná hranic.</p>
NGO's (foundations, church initiatives, etc.)	<p>There are plenty of NGOs in the Czech Republic providing mobility schemes (mostly study, volunteering, exchanges, and summer camps). Some of them work as a Czech branch of a big international organisation (AFS, CISV, and Open Society Fund). Most of them give only little financial support; their help consists mainly in free organisational support. However there are foundations which provide also financial support (Community foundation of Labe Euroregion, Rotary, Robert Bosh foundation, Centre for Mental Health Care Development, Nadace Bruecke/Most).</p> <p>AFS Mezikulturní programy (Hostitelský program, Studium v zahraničí, Dobrovolníkem v zahraničí), CISV (Interchange, Seminar camp, Summer Camp, IPP), Open society fund-OSF Praha (Stipendia pro studenty středních škol, Stipendia pro studenty a</p>

	absolventy pedagogických fakult), Community Foundation of Labe Euroregion (Stipendijní program z fondu Renesance), AEGEE Praha (Letní univerzita), INEX-SDA (Workcampy v zahraničí, Mid-term volunteering, Krátkodobé workcampy v ČR), Rotary District 2240 (Dlouhodobá výměna, krátkodobá výměna, Rodinná výměna), Duha (Trochu jinak workcamp, Na dlouho mimo), Open Door foundation (Open Door), Robert Bosh foundation (International Fellowship Programme for CEE Foundations and NGOs), Center for Mental Health Care Development (Zahraniční stáže v oblasti duševního zdraví), Nadace Bruecke/Most (Pragkontakt), Junák (Intercamp)
Private companies	Big international companies or companies with foreign headquarters send their employees abroad for a period of time, but this is not considered as a mobility scheme because it is not a regular occurrence. The study was included only one company-driven activity which fulfilled the demands of a mobility scheme as defined by the study: Bosch (Trainee Program – BOSCH)
Other European Funds (Regional Funds, ESF etc.)	<p>EU structural funds play very important role in financing mobility programmes; they support mainly mobility to neighbouring regions. European Social Fund and Visegrad fund are also identified to support mobility schemes. Also some Czech regions promote mobility by financial support or by participating in european projects.</p> <p>EU Structural funds (Česko-saský vzdělávací projekt realizovaný na gymnáziu Friedricha Schillera v Pirně, Poznávání nezná hranic, Duální vzdělávání, Spolupráce přes hranice, odbornost bez hranic, Česko-německá odborná třída, Přeshraniční spolupráce v řemeslných učebních oborech), Central Bohemia Region (Zahraniční praxe pro středočeské studenty), European Social Fund (Zahraniční stáže v oblasti duševního zdraví), Region of South Moravia (Dotační program Do světa!), Visegrad fund (Visegrad Artist Residency Program, Visegrad Artist Residency Program in New York)</p>

Mobility schemes according to activities

Work Placements	<p>Mobility schemes providing work placements can be carried out by a wide range of organisation types with ministries and national agencies as the most prominent ones(MŠMT, Tandem, Czech Academy of Science, Institute of Arts). Mostly they focus on young people (traineeship).</p> <p>AKTION – Program vědecko-technické spolupráce mezi Českou republikou a Rakouskem, Stipendia pro studenta a absolventy pedagogických fakult (OSF Praha), Program podpory odborných praxí (Tandem), Zahraniční praxe pro středočeské studenty (Central Bohemia Region), Zahraniční stáže v oblasti duševního zdraví (Center for Mental Health Development), Trainee Program (Bosh), Tvůrčí rezidence (Institut umění), Visegrad Artist Residency Program, Visegrad Artist Residency Program in New York (Visegrad fund), Zažijte Kanadu-Profesní rozvoj (Embassy of Canada), The Ruth Crawford Mitchell Czech/Slovak Scholarship at the University of Pittsburgh (University of Pittsburgh), Aktivita Mobility (MŠMT), Program PPP (Czech Academy of Science)</p>
Language courses (if aggregated data is available)	<p>Summer courses are provided mainly by private companies and for business reasons they are not willing to provide any information about number of participants or their budget. Therefore only programmes provided by NGOs or national institutions were included in the study: Letní univerzita (AEGEE), Letní školy slovanských studií</p>

	(MŠMT + Universities). No aggregate national data exists.
Volunteer Programmes	<p>Volunteering programmes are provided mainly by NGOs. The purpose is (apart from the volunteering work) primarily intercultural understanding.</p> <p>CISV – Summer Camp, CISV - IPP (CISV), Dobrovolníkem v zahraničí (AFS Mezikulturní programy), Workcamps v zahraničí, Mid-term and Long-term volunteering, Krátkodobé workcamps v ČR (INEX-SDA), Na dlouho mimo (Duha).</p>
Exchange programmes of teachers / pupils (including school stays)	<p>Stipendia pro studenty vysokých škol (Open society fund), Česko-saský vzdělávací projekt realizovaný na gymnáziu Friedricha Schillera v Pirně (MŠMT), Studium v zahraničí (AFS), Stipendijní program z fondu Renesance (Community Foundation of Labe Euroregion), Poznávání nezná hranic (Municipal council of Hradec Kralove town), Dlouhodobá výměna (Rotary), Open Door (Open Door foundation), Dotační program Do světa! (South Moravia Region), Duální vzdělávání (Pilsen region), Spolupráce přes hranice, odbornost bez hranic (SPDŠ Pilsen), Česko-německá odborná třída (SPŠ Tachov)</p>
Exchange programmes of youth (non-formal education)	<p>Hostitelský program (AFS), CISV Interchange (CISV), Dlouhodobá výměna (Rotary), Rodinná výměna (Rotary), Krátkodobá výměna (Rotary), Open Door (Open Door Foundation), Intercamp (Junák), Pragkontakt (Bruecke/Most, Tandem), Zažijte Kanadu – Pracovní prázdniny (Embassy of Canada)</p>
Town twinning	<p>Town twinning takes place between the Czech republic and European towns, however its activities focus mainly to promote cultural and technical cooperation. The mobility schemes are part of partnerships between high schools in the neighbouring regions: in Germany (Přeshraniční spolupráce v řemeslných učebních oborech, Program podpory odborných praxí, Spolupráce přes hranice, odbornost bez hranic, Přeshraniční spolupráce v řemeslných učebních oborech and in Poland (Poznávání nezná hranic.).</p>
Study Tours	<p>Most of study tours for high school students and youth are in the frame of exchange programmes. However, they are some study tours focusing for example on studying Czech language, supported by Academy of Science.</p> <p>Mimořádná podpora Akademie věd ČR pro zahraniční bohemisty (Czech Academy of Science), Program PPP (Czech Academy of Science + DAAD)</p>

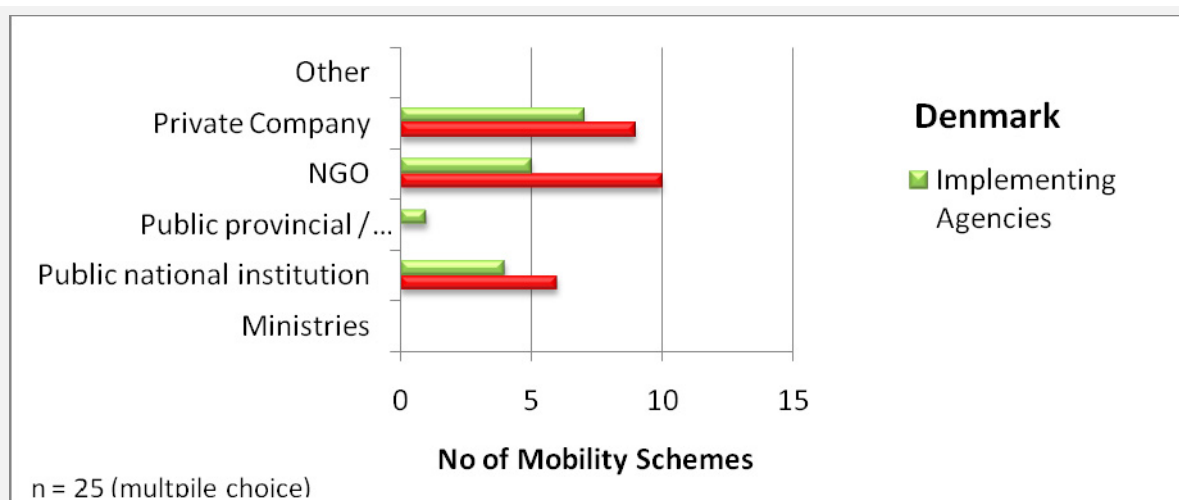
6.7 Denmark

Year of EU entry: 1973
Political system: Constitutional monarchy
Capital city: Copenhagen
Total area: 43 094 km²
Population: 5.5 million
Currency: Danish krone⁸³



26 Mobility schemes were identified in Denmark.

Funding versus Implementing Agencies of Mobility Schemes

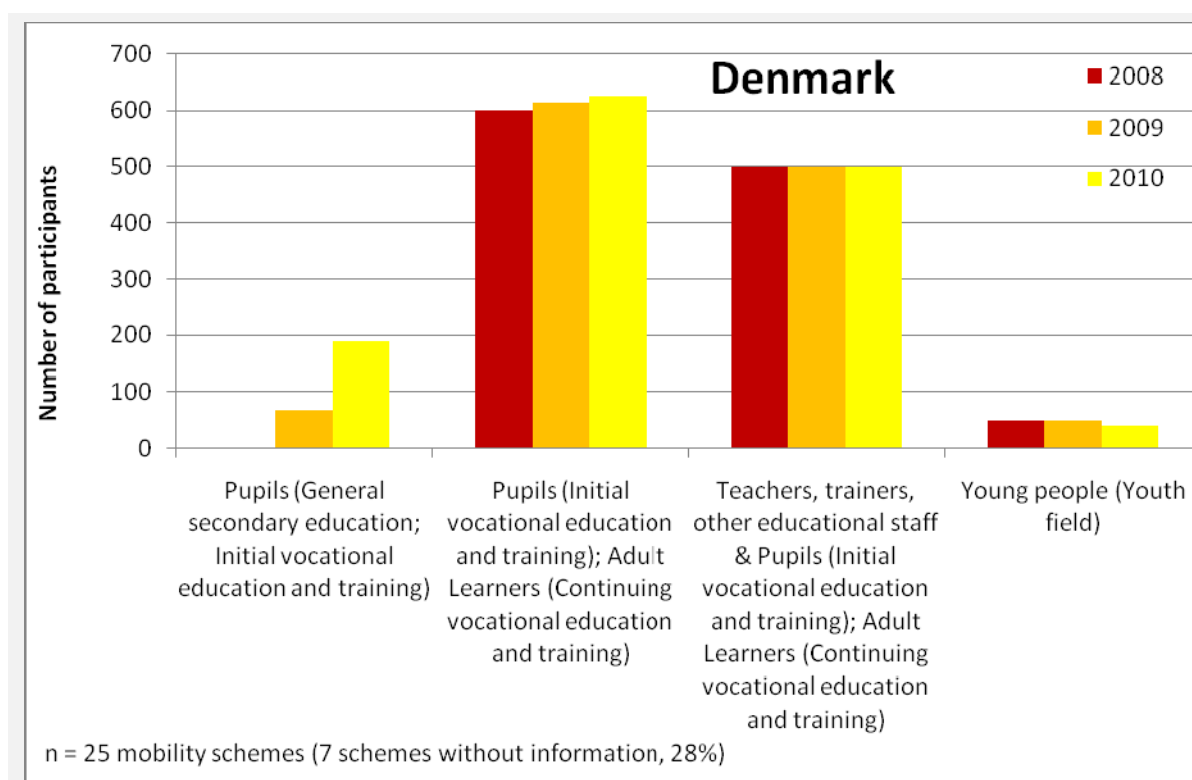


Several actors are active in the field of learning mobility in Denmark. 10 mobility schemes are run by NGOs and mainly privately funded, and 9 mobility schemes are run for profit by private companies (language courses and school stays). This is a significant proportion, even though the schemes themselves are not large. The role of public national institutions is also considerable, as it provides funding for 6 programmes and implements 4 (public national institutions). Other actors do not play a role in the field of learning mobility, only one regional institution implements one programme.

Compared to other countries, the activity of the private sector is interesting, while ministries seem to have delegated funding and implementation to public national institutions.

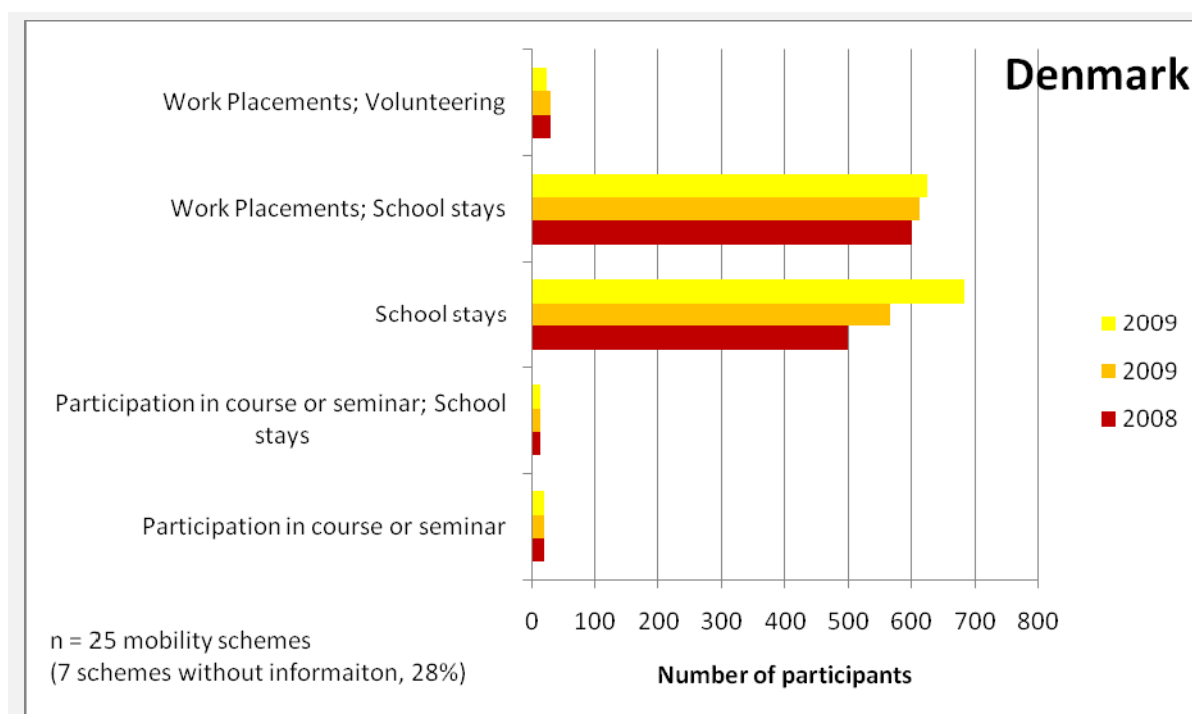
⁸³ http://europa.eu/about-eu/countries/member-countries/denmark/index_en.htm

Target Groups of Mobility Schemes



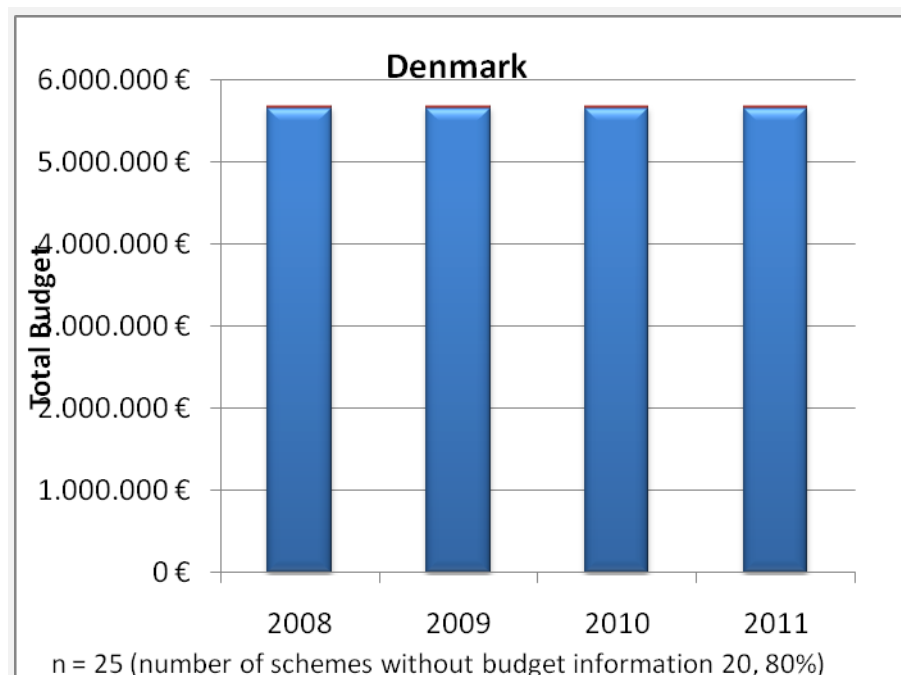
The analysis of the Danish case shows a constant increase of the number of participants over the last years. In 2008, 1.144 people participated in the different mobility schemes while in 2010 a number of 1.368 participants could be retrieved. This implies an increase of almost 20 per cent from 2008 to 2009. About one third of the mobility schemes did not provide any information on participants.

In Denmark, the target group of pupils/adult learners of vocational education and training is clearly prioritised followed by mobility schemes that target pupils and teachers of vocational training alike. Mobility schemes for the other target groups – young people, adult learners and teachers – hardly exist.

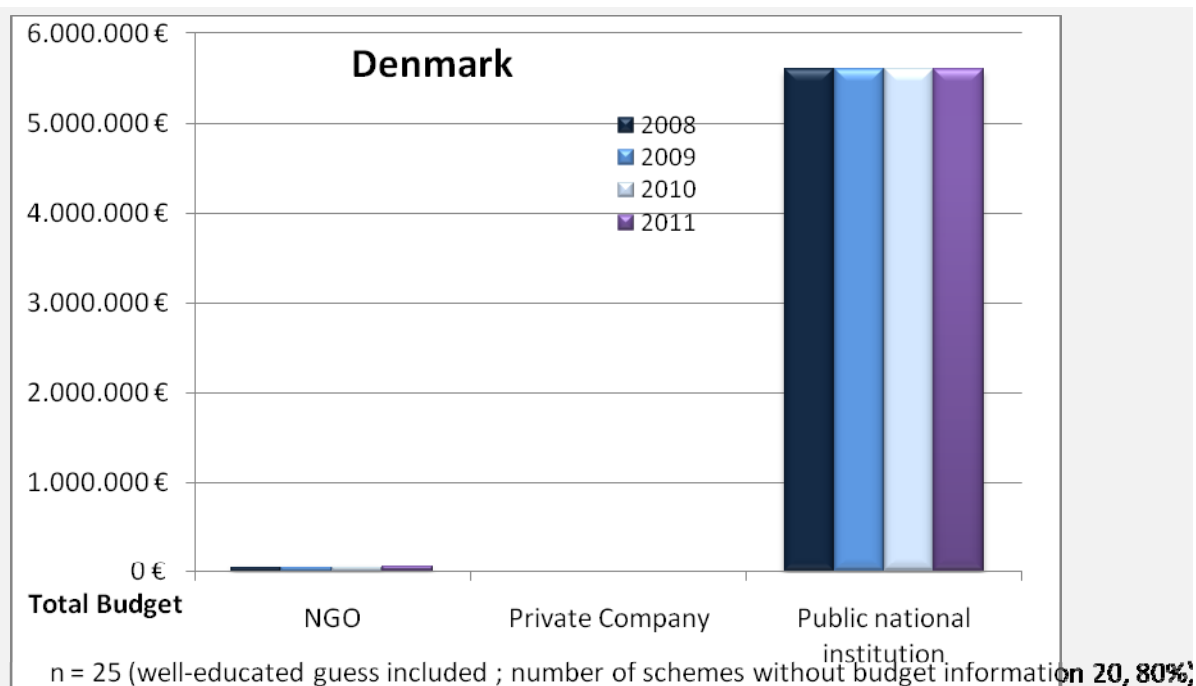


In Denmark, the most relevant form of learning mobility takes place in the form of school stay and work placements and school stays. This is however not a surprising result as the main target group of the Danish schemes are pupils (including apprentices and other young people in VET). Work placements/volunteering (referring to voluntary internships) and participation in courses are promoted in a few schemes.

Budget Development and Funding Agencies of Mobility Schemes

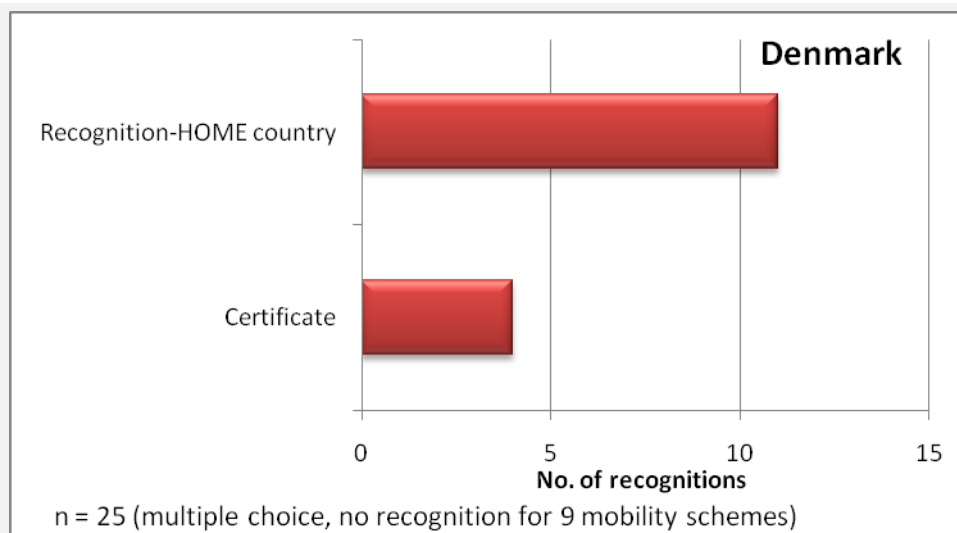


The budget development for Denmark is constant during the period 2008 until 2011 but 80% of the mobility schemes did not provide any or only very limited information on budgets.



Even though there is a large number of private companies involved in providing learning mobility, they do not provide information about it; 80% of all organisations did not give any information about their budgets. Hence, it seems as if Public National Institutions are the main source for funding of mobility schemes but this is probably not the case, so specific conclusions cannot be drawn due to the lack of data.

Recognition of Mobility Schemes



There is a strong tendency in Denmark to provide formal recognition to learning mobility. This recognition is given in the home country in most cases. Some schemes are only acknowledged with a certificate. Europass is not used as a recognition tool.

Denmark				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
1	Aspect High School Year Danmark	www.aspectworld.dk	Pupils	School stays
2	Danmission	www.danmission.dk	Adult Learners	Volunteering
			Young people	
3	Dansk ICYE	www.icye.dk	Young people	Work camps
				Volunteering
4	Det Danske Kulturinstitut	www.dankultur.dk	Teachers, trainers, other educational staff	Job-shadowing
5	EF Sprogrejser	www.ef.com	Pupils	School stays
6	EXIS	www.exis.dk	Young people	Work camps
				Volunteering
7	Explorius High School Programme	www.explorius.dk	Pupils	School stays
8	Impact	www.impact.co.dk	Young people	Volunteering
9	InterStudies	www.interstudies.dk	Pupils	School stays
10	Into High School	www.into-highshool.dk	Pupils	School stays
11	Mellemfolkeligt Samvirke	www.globalcontact.dk	Young people	Work camps
				Volunteering
12	NORDBUK	www.iu.dk	Young people	Participation in course or seminar
13	Nordisk Højskolestipendium	www.iu.dk	Pupils	School stays
14	Nordjobb	-	Young people	Work Placements
				Volunteering
15	Nordplus Junior	www.programkontoret.se	Pupils	School stays
			Adult Learners	
			Teachers, trainers, other educational staff	
16	Nordplus Voksen	www.iu.dk	Adult Learners	Participation in course or seminar
			Teachers, trainers, other educational staff	School stays

Denmark				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
17	PIU - Praktik i udlandet	www.iu.dk	Pupils	Work Placements
			Adult Learners	School stays
18	Projects Abroad	www.projects-abroad.dk	Young people	Work Placements
				Volunteering
19	Skoleår i udlandet	www.afs.dk	Pupils	School stays
20	STS High School Danmark	www.sts.dk	Pupils	School stays
21	The Danish Rotary Youth Programme	www.rotary-yep.dk	Pupils	School stays
22	The Danish Rotary Youth Programme - Placement	www.rotary-yep.dk	Pupils	Work Placements
				Volunteering
23	Travel to Farm	www.t2f.dk	Adult Learners	Work Placements
24	Udvekslingsstudent på High School	www.ef.com	Pupils	School stays
25	YFU - Youth for Understanding	www.yfu.dk	Pupils	School stays

Search Information Denmark

Mobility schemes according to institutions

Ministries / National Agencies	The Danish Agency for International Education is a government agency within the Danish Ministry of Science, Technology and Innovation and is responsible for supporting the internationalisation of education and training in Denmark and to promote mobility of learners. They are in charge of the EU Action programmes and a number of national and Nordic mobility schemes.
Public Employment Services	Public Employments Services in Denmark do offer/find work abroad for Danish people but do not arrange learning mobility activities.
Bi- / trilateral Programmes (between specific countries)	Bilateral agreements between Danish educational and foreign institutions exist. They are primarily in operation within the higher educational area and most often as part of the EU schemes e.g. Socrates-Erasmus and Erasmus programme. There are other bilateral programmes, e.g. between Denmark and Germany. The majority of these are mainly focussing on cultural issues and hence not included in the ToR for this survey.
NGO's (foundations, church initiatives)	There are plenty of NGO's in Denmark, e.g. Amnesty International and many of them organise trips abroad. These trips serve specific cultural or political purposes and are as such excluded from the ToR of this survey as they are not part of an existing learning programme.
Private companies	The survey included an approach to a number of the big Danish companies and to some of the social partner organisations in the labour market. The big companies make individual mobility plans for new employees with higher educational background. The plans are not part of a company scheme and hence not a learning mobility but a work period in some of the company's foreign branches. As to the mobility of apprentices in these companies, they are included in the survey.
Other European Funds (Regional Funds, ESF etc.)	No mobility schemes are financed from these sources

Mobility schemes according to activities

Language courses (if aggregated data is available)	Language courses are included in the database. The figures were difficult to obtain because of the companies' unwillingness to present information. The companies used competition as the reason for not wanting to hand over figures and budget for students participating in language courses outside Denmark.
Volunteer Programmes	There are several organisations/companies organising volunteer working abroad. The overall objective of these programmes is to contribute to the development of countries or projects that serve economic, social or cultural purposes. The participants in these programmes primarily go to developing countries e.g. Africa. The organisations behind these projects can be NGO's, church organisations and private companies. Language learning may be included in the specific activity but the main purpose of the stay

	abroad is to work on a voluntarily basis.
Exchange programmes of teachers / pupils (including school stays)	For almost all Danish upper secondary schools it is customary to organise at least one (short-term) study trip abroad during the course of the education. These trips are mainly heading for European countries and are seen as cultural/semi-touristic visits and to some extent related to the subject taught in their school. Exchange programmes for students and teachers are part of the Nordic Council programmes and part of the survey.
Exchange programmes of youth (non-formal education)	Exchange programmes for youth is a popular activity, especially in summertime. It is impossible to provide any kind of figures for these activities. But it is known that many youngsters go abroad every summer to camps as combined summer holidays and language learning.
Town twinning	Town twinning is taking place between Danish and European towns. These activities are mainly set in order to promote intercultural understanding between citizens of the involved towns and with no or very limited learning aspects as defined in the ToR for this project.
Study Tours	Almost every young student in upper secondary education goes on study tour abroad and at least once during their school period. Hence these tour constitute huge mobility learning activities normally for a period of one week

6.8 Estonia

Year of EU entry: 2004

Political system: Republic

Capital city: Tallinn

Total area: 45 000 km²

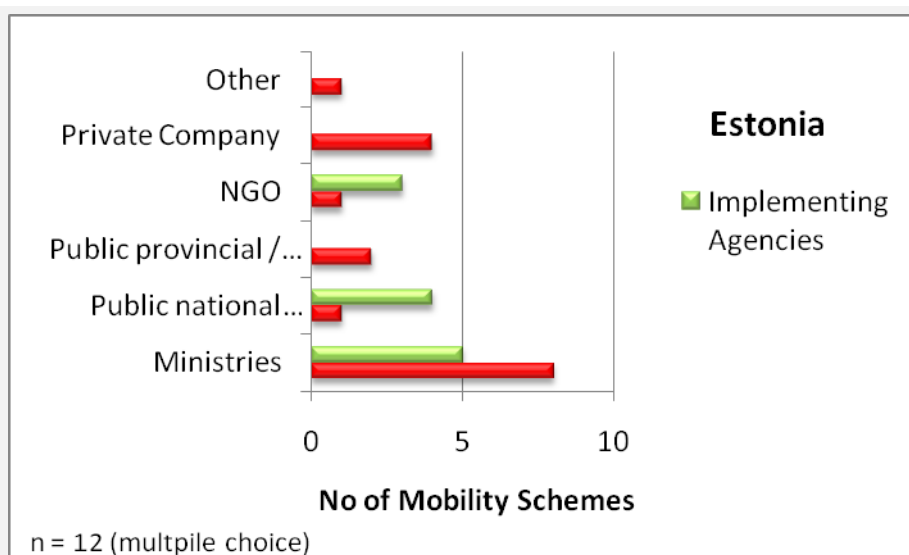
Population: 1.3 million

Currency: euro⁸⁴

12 Mobility schemes were identified in Estonia.



Funding versus Implementing Agencies of Mobility Schemes

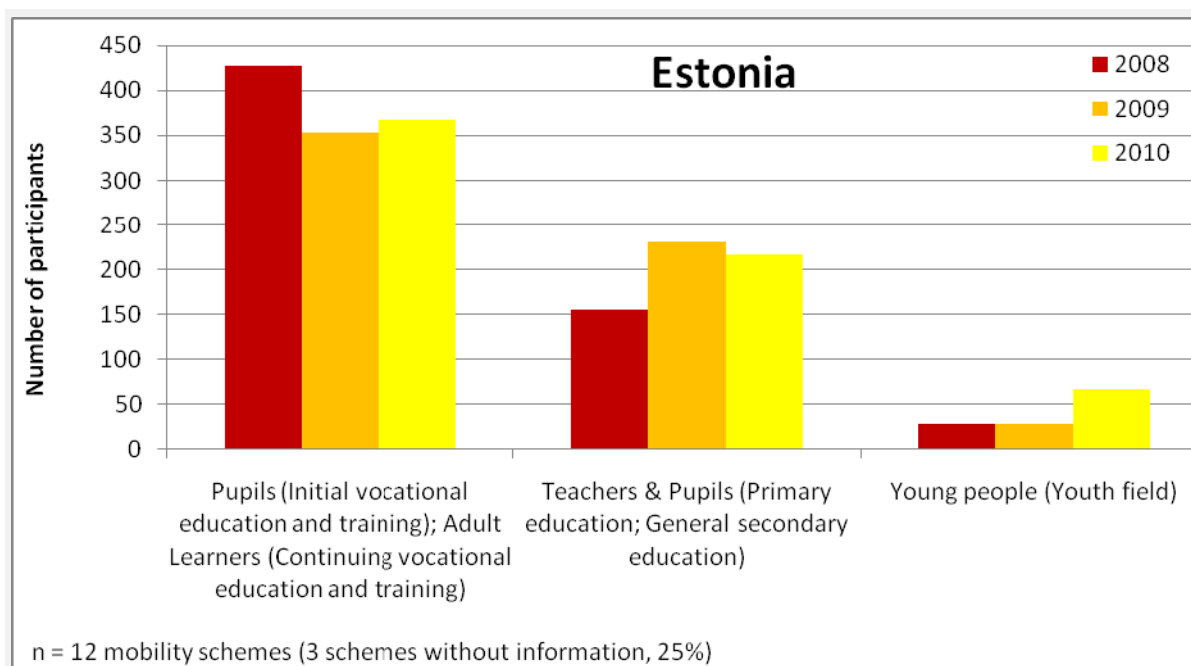


Ministries are the main funding agencies. The ministries implement most of the mobility schemes themselves and partly delegate it to public national agencies. Private companies also provide funding for mobility schemes but do not implement them. NGO's hardly fund any schemes but work as implementing agencies. There is also funding from provincial and regional sources available.

Learning mobility with neighbour and Scandinavian countries seems to be one priority in the country as almost half of all schemes is jointly financed by the governments of Estonia, Lithuania and Latvia and the Nordic Council of Ministers.

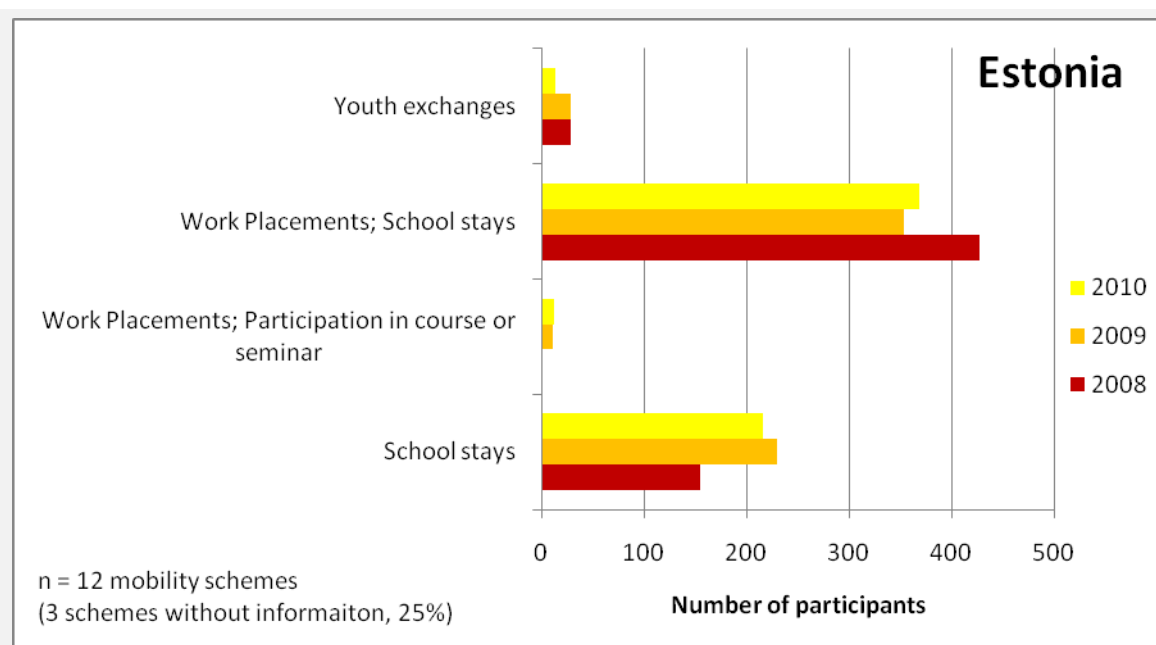
⁸⁴ http://europa.eu/abc/european_countries/eu_members/estonia/index_en.htm

Target Groups of Mobility Schemes



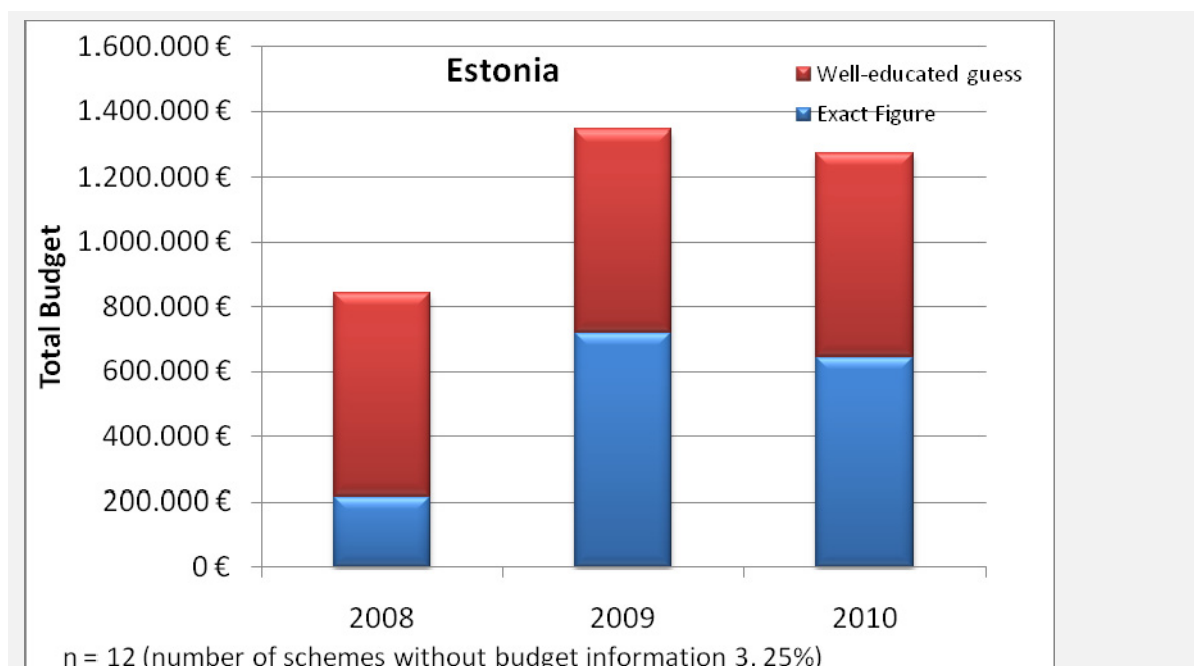
About one quarter of the mobility schemes do not provide information on the number of participants. The overall trend of participants is constant over the last three years.

The majority of mobility schemes target pupils/adult learners in vocational education and training. The second largest group is teachers and pupils of primary and secondary education. Only a very limited number of learning schemes exist for informal mobility schemes (young people).

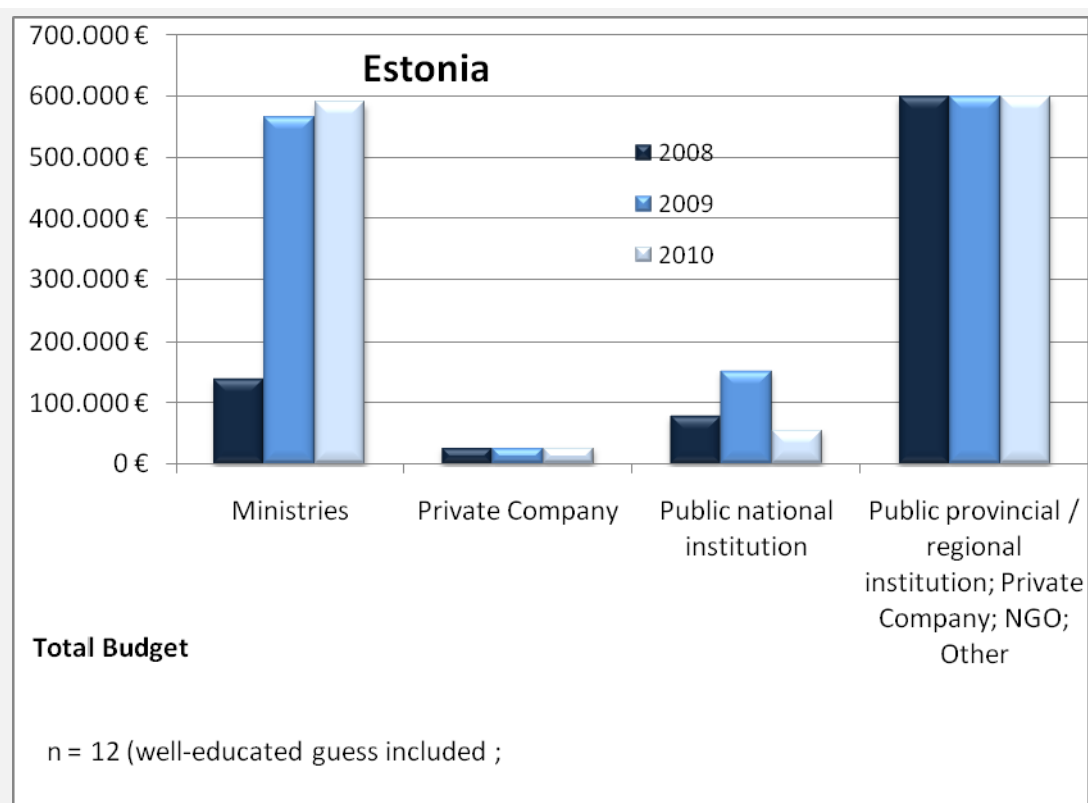


In Estonia, a range of activities can be undertaken within mobility schemes; however two kinds of activities play a major role in the system. Work placement / school stays are strongly being promoted by a number of mobility schemes. School stays are the second largest group of participants. Activities like youth exchanges as well as participation in course or seminar are also promoted to a certain extent

Budget Development and Funding Agencies of Mobility Schemes

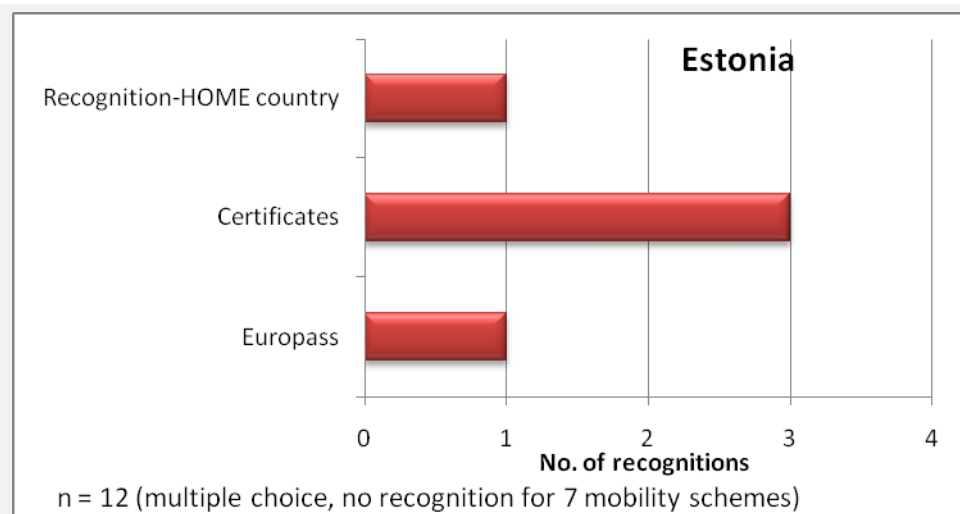


A fairly large number of institutions were ready to provide information on budgets (75%). The tendency of budget development is uneven. It seems as if there is a significant increase from 2008 to 2009 but then is decreasing slightly again. The reason for the considerable increase is that a number of mobility schemes just started in 2009. In 2010, some programmes cut their budgets slightly which resulted in the overall decrease in budget development.



The funding comes from various sources. The largest contributions come from public entities, namely the provincial and regional institutions in close cooperation with private companies and NGOs. This implies that mobility is organised and funded more on a regional than on a national level. Private institutions provide only limited figures on budgets. Ministries increased their funding on mobility considerable as from 2009 on in cooperation with other Scandinavian and Baltic States.

Recognition of Mobility Schemes



Different forms of recognition are applied in Estonia - even though the overall number is still low compared to the total figure of mobility schemes. One scheme also applies Europass.

Estonia				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Hõimurahvaste Programm III programm 2010-2014	http://www.fennougria.ee/index.php?id=10429	Adult Learners (non-vocational adult education)	Participation in course or seminar
			Young people (Youth field)	Study tours
				Other
2	MTÜ Noortevahetuse Arengu Ühing EstYES	http://www.estyes.ee	Pupils (Initial vocational education and training)	Youth exchanges
			Adult Learners (Continuing vocational education and training)	Work camps
				Volunteering
3	Nordplus horisontaalprogramm	http://archimedes.ee/hkk/index.php?leht=445	Pupils (Primary education; General secondary education)	-
			Teachers, trainers, other educational staff (Primary education; General secondary education)	

Estonia				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further	Type-activities
4	Nordplus Juunior	http://archimedes.ee/hkk/index.php?leht=27	Pupils (Primary education; General secondary education)	Job-shadowing
			Teachers, trainers, other educational staff (Primary education; General secondary education)	School stays
5	Nordplus täiskasvanuhariduse programm	http://archimedes.ee/hkk/index.php?leht=230	Adult Learners (non-vocational adult education)	Participation in course or seminar
6	Põhja- ja Baltimaade avaliku halduse mobiilsusprogramm 2009-2013	http://www.norden.ee/et/toetused/avalik-haldus.html	Adult Learners (non-vocational adult education)	Work Placements
				Job-shadowing
				Participation in course or seminar
				Study tours
7	Põhja- ja Baltimaade ettevõtluse ja tööstuse mobiilsusprogramm 2009-2013	http://www.nb8businessmobility.org/	Adult Learners (non-vocational adult education)	Work Placements
				Participation in course or seminar
				Study tours
8	Rahvuskaaslaste programmi lastelaagrid	http://archimedes.ee/amk/index.php?leht=142	Pupils (General secondary education)	Youth exchanges
			Young people (Youth field)	Work camps
				Study tours
9	Rahvuskaaslaste programmi stipendium	http://archimedes.ee/amk/index.php?leht=10	Adult Learners (Continuing vocational education and training)	Participation in course or seminar
				Language classes
				School stays
				Study tours
10	Tai stipendiumiprogramm kooliõpilastele	http://www.hm.ee/index.php?045004	Pupils (General secondary education)	School stays
11	United World Colleges Eesti Ühing	www.uwc.ee	Pupils (General secondary education)	School stays
12	Youth For Understanding Eesti MTÜ	http://www.yfu.ee	Pupils (General secondary education)	School stays

Search Information Estonia

Mobility schemes according to institutions

Ministries / National Agencies	The Ministries of Culture, and Education and Science are the major sources of funding for mobility schemes. The National Agency responsible for implementation is called the Archimedes Foundation. Nevertheless, it mostly supports academic mobility and provides support for non-academic exchange (e.g. youth field) only to a small extent outside of the EU action programmes.
Public Employment Services	Public Employment Service of Estonia gives the detailed information on the working permits abroad. Nevertheless, as this is not a focus of the study this information is not included in the database.
Bi- / trilateral Programmes (between specific countries)	Multilateral agreements between Estonia and Finno-Ugric republics of Russian Federation. The agreement is aimed for cultural and language exchange. There is a multilateral agreement between Baltic and Nordic states, which among other things focuses on youth and adult learners.
NGO's (foundations, church initiatives)	The number of NGO's in Estonia is limited. The ones to name are United World Colleges Estonia and Youth for Understanding Estonia
Private companies	There are big consultancy companies (e.g. KPMG, Deloitte Touche) with their branches situated in Estonia that provide exchange opportunities within the company for their employees. Private companies provide financial support for such programme as United World Colleges.
Other European Funds (Regional Funds, ESF etc.)	There is TEHAVIJIT Foundation (a part of Estonian honorary consul in Thailand), which supports pupils' outgoing exchange to Thailand on the secondary education level. Other foundations such as Estonian Information Technology College and Estonian Science Foundation support exchanges on the academic level and hence are not the part of the database.

Mobility schemes according to activities

Volunteer Programmes	Volunteer programmes in Estonia are mostly supported by EU and hence are not included in the study. EstYes Youth Exchange provides an opportunity to participate in the volunteer camps across the world.
Exchange programmes of teachers / pupils (including school stays)	There are several programmes such as Youth for Understanding which support school stays. Those are mostly focused in pupils. Nordplus Junior Programme of the Nordic Council of Ministries in cooperation with Governments of Baltic States supports exchange programmes for teachers as well.
Exchange programmes of youth (non-formal education)	Exchange programmes of youth are organised in the shape of summer camps. They are included in the database.
Town twinning	Town twinning schemes between Estonian cities and cities in its neighbour countries are very frequent. Some of these also involve mobility activities, but they have not been included in this study.
Study Tours	Incoming study tours are presented within the Kindred's People Programme and National Partner's Programme Youth Camps as a part of lingual and cultural exchange.

6.9 Finland

Year of EU entry: 1995

Political system: Republic

Capital city: Helsinki

Total area: 338 000 km²

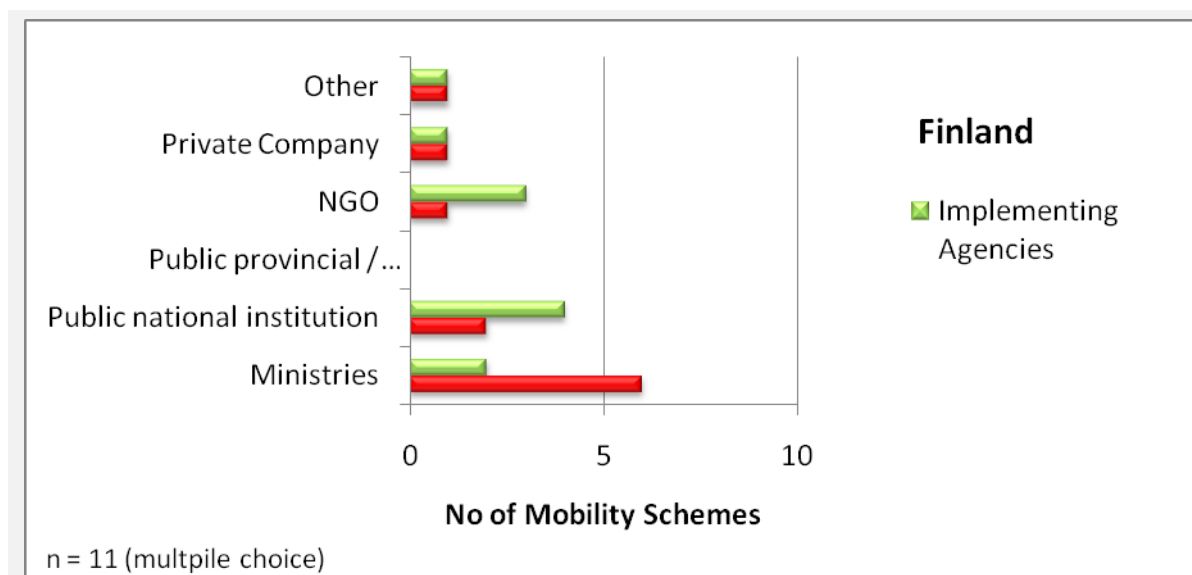
Population: 5.3 million

Currency: euro⁸⁵

11 Mobility schemes were identified in Finland



Funding versus Implementing Agencies of Mobility Schemes



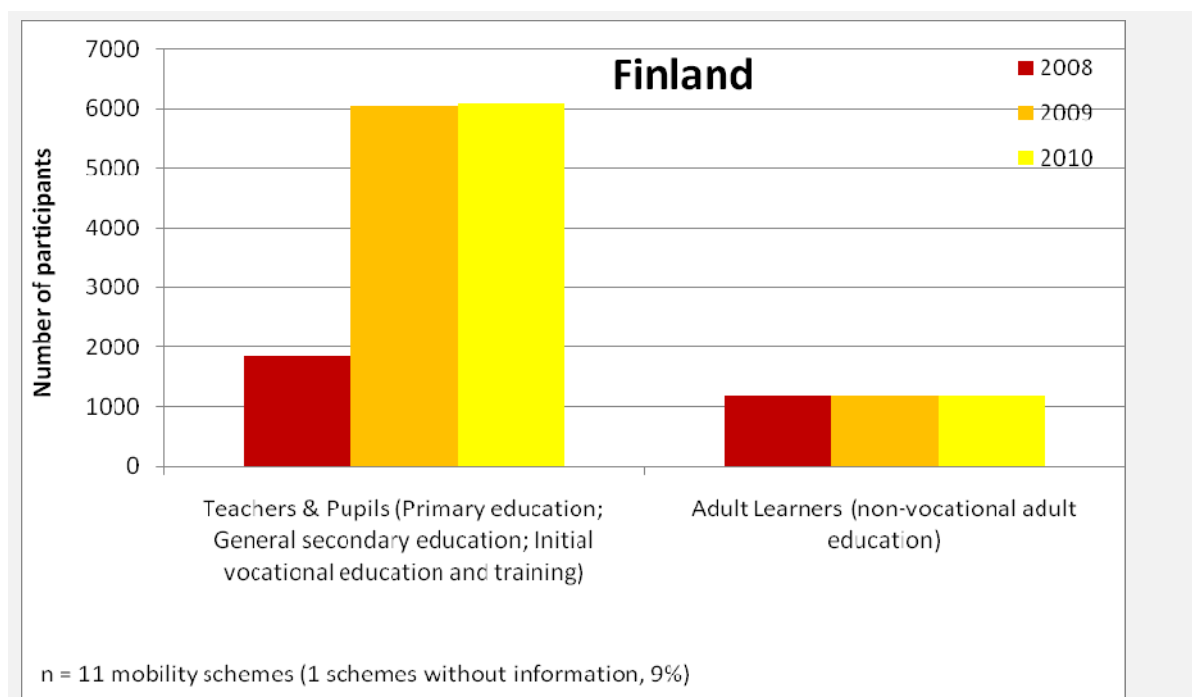
Most of the mobility schemes are funded by Ministries and Public National Agencies. NGO's and Private companies play a minor role.

While Ministries are providing the financial means for mobility schemes they delegate the practical implementation to Public national Agencies or to NGO's.

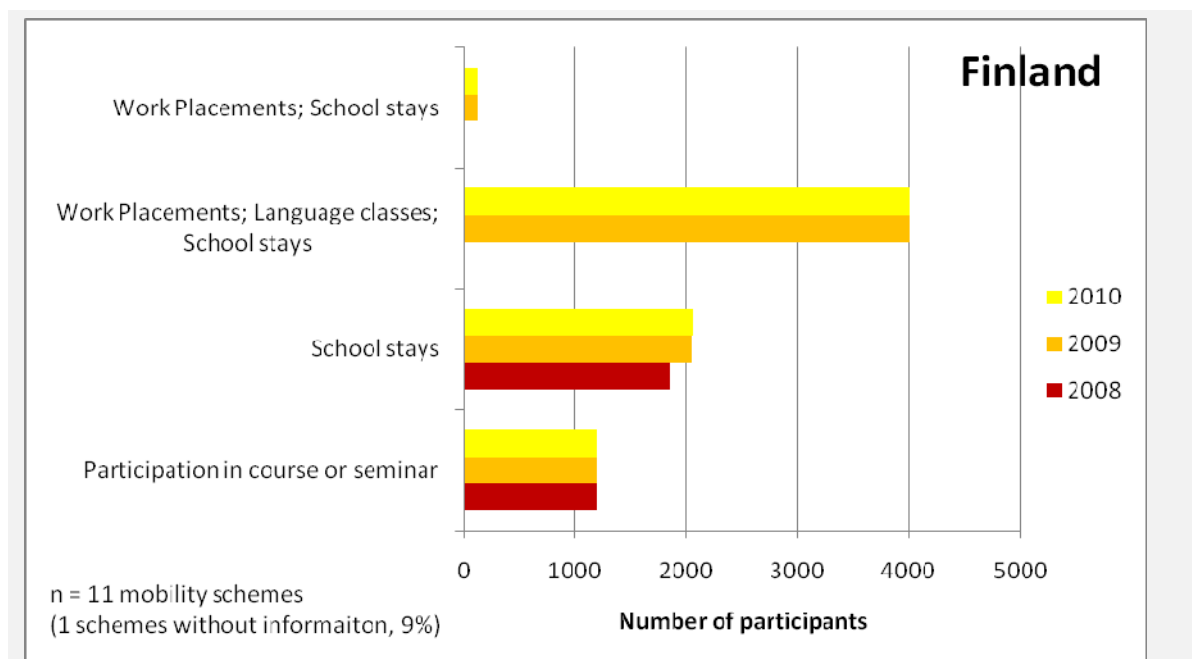
Learning mobility with other Scandinavian countries can be considered as a priority as 4 schemes are funded by the Nordic Council of Ministers

⁸⁵ http://europa.eu/abc/european_countries/eu_members/finland/index_en.htm

Target Groups of Mobility Schemes

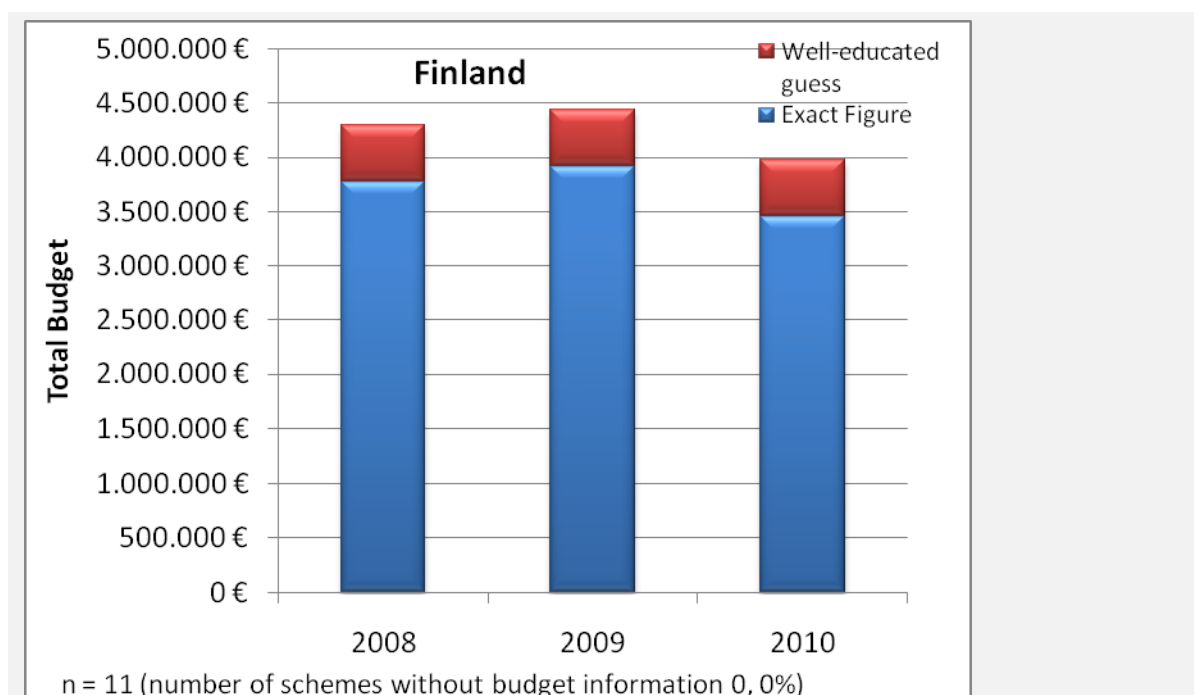


The information on participants in Finland should come very close to the real figures as the number of participants is only missing for one scheme. It is remarkable that there is a very steep increase of participants from 2008 to 2009. This is primarily based on the Nordplus programmes which started in 2008 and took effect in terms of participants in 2009. Two target groups could be identified. One is "teachers and pupils" of primary, secondary and vocational education. The other is "adult learners" for non-vocational adult education. Non-formal forms of mobility have not been mentioned.

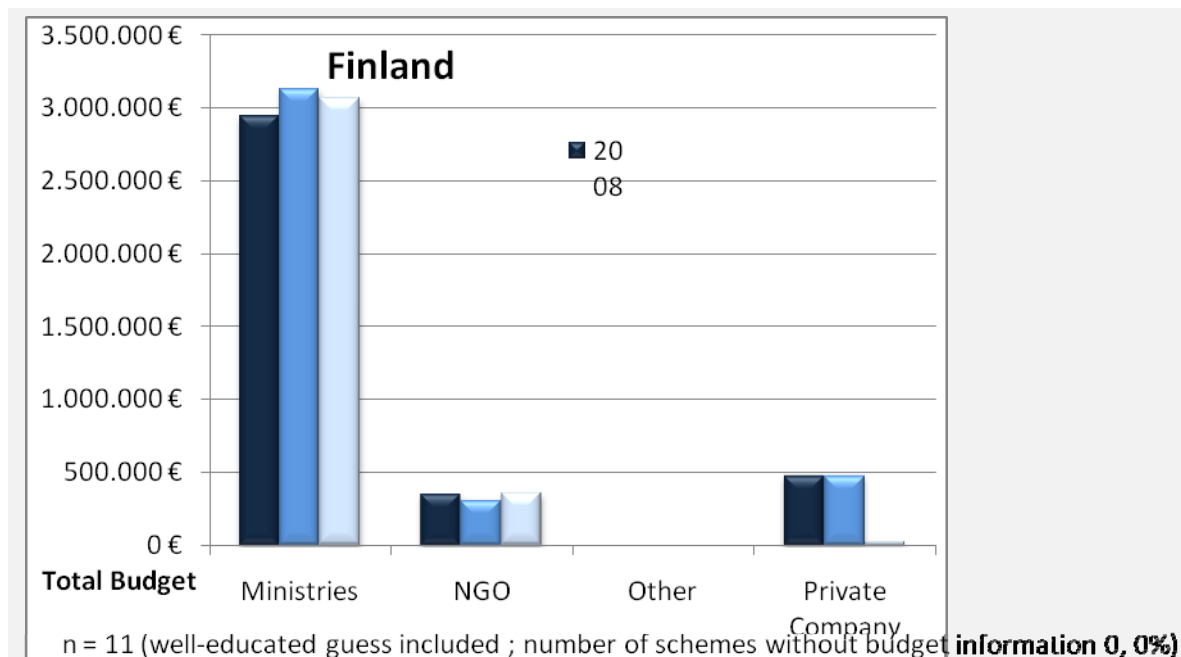


The prioritised form of learning mobility in Finland is school stays (in combination with work placement and language classes); more than half of all schemes promote this activity especially since 2009 for the reasons mentioned above. Participation in seminars is promoted to a certain extent while all other forms do not play a relevant role in the country.

Budget development for Mobility Schemes



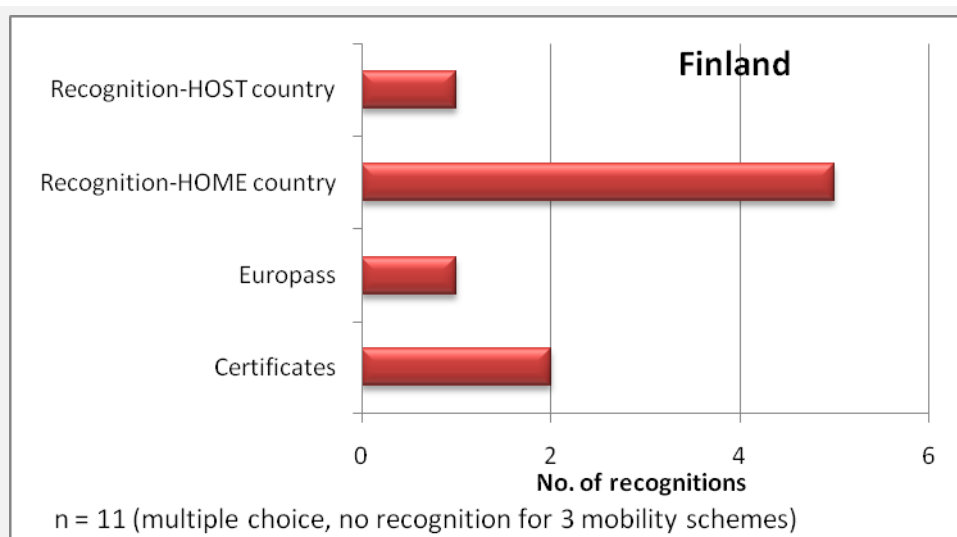
Even though the total number of mobility schemes is fairly small in Finland, the overall budget provided for mobility is high. Including the well-educated guesses the overall budget was almost 4.3 m. Euros and decreased slightly to 4 m. Euros in 2010.



Interestingly, it was not the ministries / public entities that cut the budget; their budget remained the same or rather grew slightly. It was the private sector that decreased the budget for mobility drastically from 2008/09 to 2010. Most of the funding for mobility schemes is provided by either Ministries or other Public Agencies. NGO's also fund learning mobility to some extent.

Finland was the only country where all agencies were ready to provide data on the budgets which makes the figures fairly accurate; except the 2011 figure as not all organisations give information on running budgets.

Recognition of Mobility Schemes



Finland is fairly strong in promoting recognition for learning mobility in the home country. More than half of the schemes receive either formal recognition of the mobility for formal education or at least some kind of certificate. Europass is applied by one mobility scheme only.

Finland				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Ammatillisen koulutuksen kansainvälistäminen	www.oph.fi	Pupils (Initial vocational education and training)	Work Placements
			Teachers, trainers, other educational staff (Initial vocational education and training)	
2	ASSE Vaihto-oppilasohjelmat	www.asse.fi	Pupils (General secondary education; Initial vocational education and training)	Youth exchanges
			Young people (Youth field)	
			Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training)	
3	Finland-US Young Ambassadors Program	www.cimo.fi	Pupils (General secondary education)	Study tours
4	Norplus Adult	www.cimo.fi	Adult Learners (Continuing vocational education and training; non-vocational adult education)	Work Placements
			Teachers, trainers, other educational staff (Continuing vocational education and training; non-vocational adult education)	Job-shadowing
				School stays

Finland				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
5	Norplus Junior	www.cimo.fi	Pupils (Primary education; General secondary education; Initial vocational education and training)	Work Placements
			Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training)	Language classes
				School stays
6	Pohjoismaiden ja Baltien maiden kulttuurialan liikkuvuusohjelma	http://www.norden.ee/en/grants/culture/nbmpc-09-11.html	-	Participation in course or seminar
7	Pohjoismainen kieli ja kulttuuriohjelma	www.cimo.fi	Pupils (Primary education; General secondary education; Initial vocational education and training)	School stays
			Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training)	
8	Pohjola-Norden oppilas- ja opettajavaihdot	www.cimo.fi	Pupils (Primary education; General secondary education; Initial vocational education and training)	School stays
			Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training)	
9	Senaattorihjelma	www.cimo.fi	Pupils (General secondary education)	Youth exchanges
				Study tours
10	Suomen Rotaryn Nuorisovaihto	http://www.ryefinland.com/	Pupils (General secondary education; Initial vocational education and training)	Youth exchanges
11	Suomi-Kanada koulutusyhteistyö	www.cimo.fi	Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training)	Participation in course or seminar
				School stays

Search Information Finland

Mobility schemes according to institutions

Ministries / National Agencies	The schemes of the Nordic Council of Ministers are well represented in the data. The council promotes mobility activities for pupils/students and teachers in Nordic and Baltic countries at all levels of education and training. The Finnish Centre for International Mobility (CIMO) arranges together with the National Board of Education the Finland-Canada partnership programme that supports upper secondary school/high school teacher exchanges and in vocational training. CIMO is also the National Agency for the EU action programmes.
Bi- / trilateral Programmes (between specific countries)	The US Embassy and CIMO fund Finland-US Young Ambassadors' Program in upper secondary schools.
NGO's (foundations, church initiatives, etc.)	<p>The data includes NGO's, most of them are concentrated on pupil/student- and teacher exchanges to Nordic countries. YFU, Finland and AFS pupil exchange organizations arrange pupil exchanges to a number of countries in general secondary education.</p> <p>Pohjola-Norden (NGO) funds pupil/student and teacher exchanges mainly to Sweden but also to other Nordic countries. To a minor extent also Sweden-Fi, Norway-Fi, Denmark-Fi and Iceland-Fi foundations fund pupil and teacher exchanges to these countries.</p>
Private companies	<p>ASSE EXCHANGE Student Programs and Finnish Rotary Youth Exchange are private companies arranging youth exchange activities.</p> <p>The surveys also involved enquire to some big Finnish companies but none of them reported that they have mobility schemes of the type covered by the survey.</p>
Work Placements	Education and training institutions arrange student and teacher work placements with their own funding as well as with the help of LLP-program.
Other European Funds (Regional Funds, ESF etc.)	ESF funding is in Finland used mainly for domestic activities with a few minor exceptions.

Mobility schemes searched for according to activities

Volunteer Programmes	Finnish Youth Cooperation – Allianssi is a national service and lobbying organisation for youth work. It is a politically and religiously non-aligned lobbyist with more than a hundred national youth and educational organisations as members.
Exchange programmes of teachers / pupils (including school stays)	The Finnish National Board of Education arranges and finances work placement possibilities for teachers in vocational education and training as well as on-the-job learning exchange for students.
Study Tours	There are two bilateral study tour programmes in the data.

6.10 Former Yugoslav Republic of Macedonia

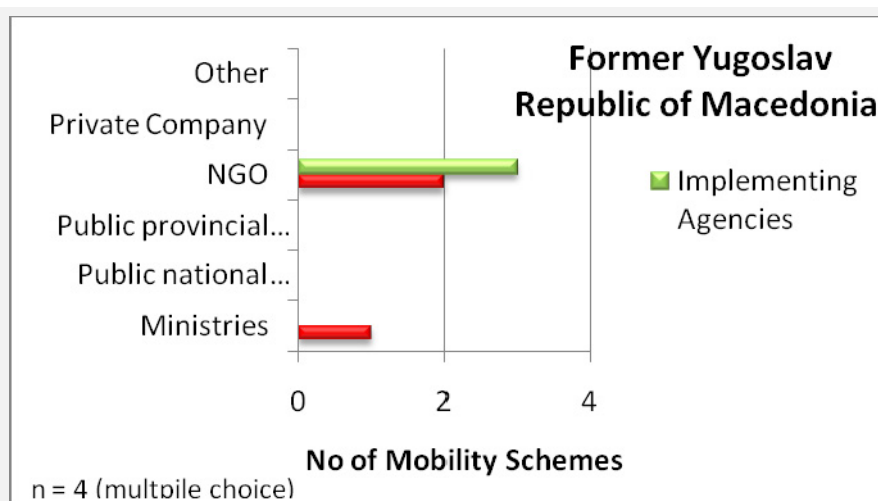
Political system: Republic
Capital city: Skopje
Total area: 25 433 km²
Population: 2.05 million
Currency: denar⁸⁶



3 Mobility schemes were identified in Macedonia



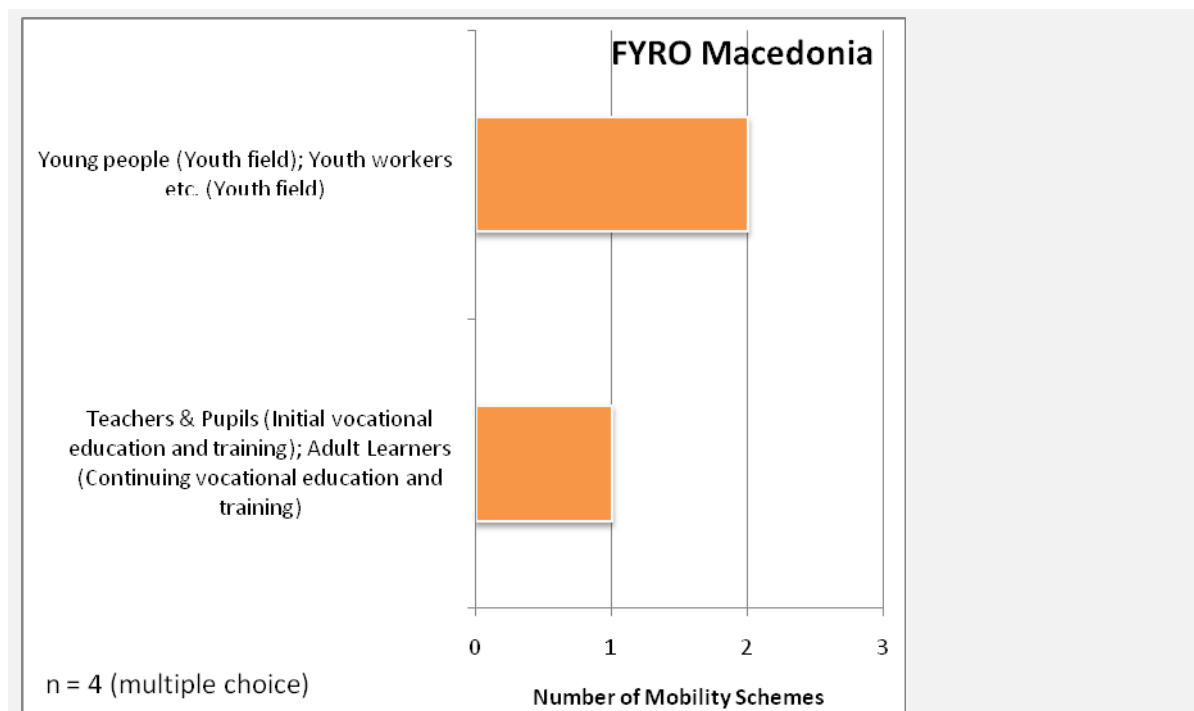
Funding versus Implementing Agencies of Mobility Schemes



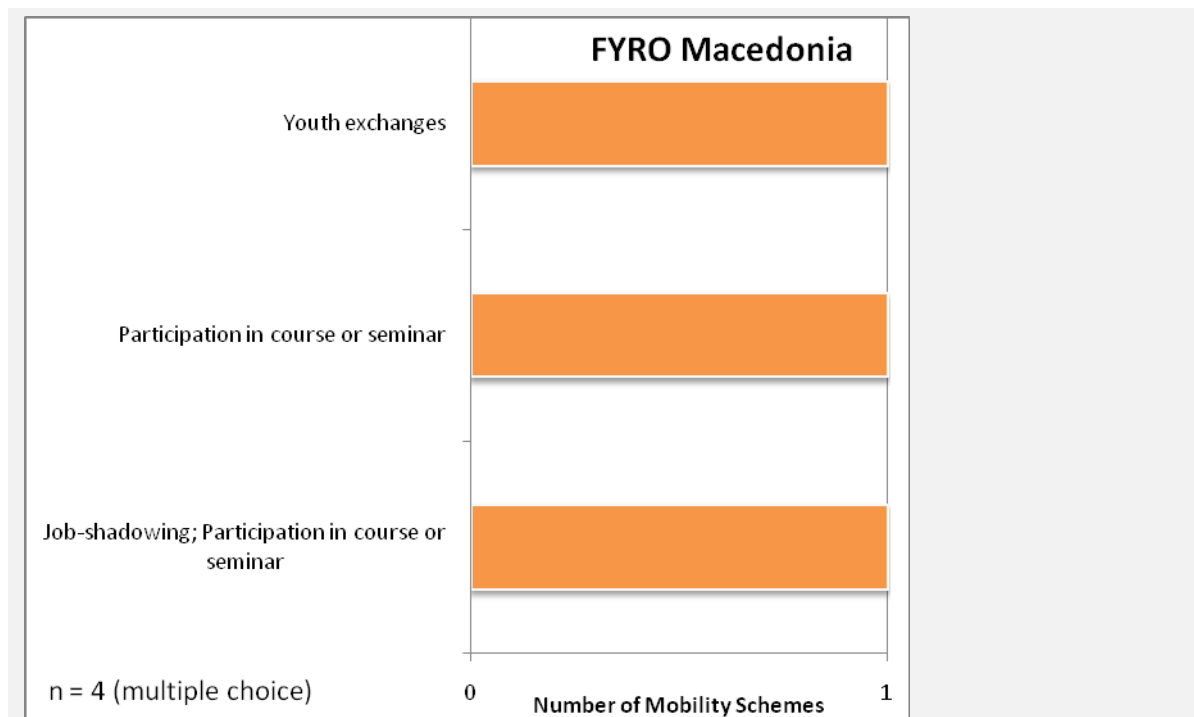
Learning mobility in the Former Yugoslav Republic of Macedonia is not very developed at this stage. All together, only three mobility schemes exist which are all implemented by NGOs. Funding comes from the NGOs themselves, while one scheme is funded by the Regional Council of Basse Normandie.

⁸⁶ http://europa.eu/about-eu/countries/candidate-countries/formeryugoslavrepublicofmacedonia/index_en.htm

Target Groups of Mobility Schemes



In the FYR of Macedonia, only three mobility schemes exist currently. Due to the lack of information on the number of participants the number of mobility schemes for the different target groups was used. It can only be said that the existing schemes are open for different target groups of adult learners, pupils, teachers as well as young people and workers.



In the FYR of Macedonia only very few mobility schemes exist though different forms of activities are promoted with these schemes. Participation in courses, youth exchanges and job-shadowing are possible in only one scheme.

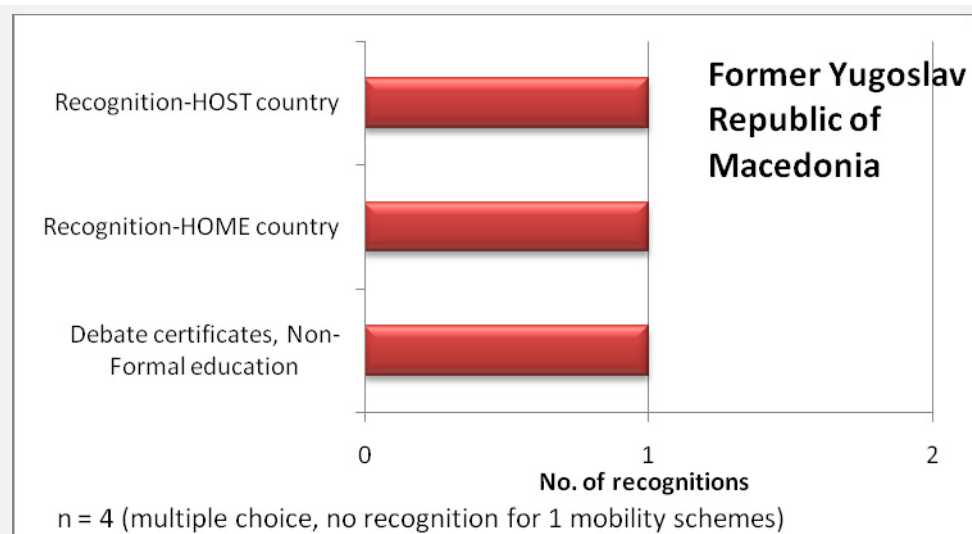
Budget Development and Funding Agencies of Mobility Schemes

No information on Budgets was provided in FYROM.

Development of Participants of mobility schemes

No information on participants was provided in FYROM

Recognition of Mobility Schemes



The few mobility schemes offered in FYROM are recognised with a formal national certificate or with a reciprocal recognition between home and host country.

Former Yugoslav Republic of Macedonia				
Nr.	Name of the Mobility Scheme		Target Group	Type-activities
		Web-link		
1	Junior Achievement Програма за c&	jamacedonia.org.mk	Pupils	Job-shadowing
			Adult Learners	Participation in course or seminar
			Teachers, trainers, other educational staff	
2	Mladinski Obrazoven Forum	www.mof.org.mk	Young people	Participation in course or seminar
			Youth workers etc.	
3	Programa za decentraliziran a sorabotka pomegu Makedonija i Dolna Normandija, Francija	www.sega.org.mk	Young people	Youth exchanges
			Youth workers etc.	
4	Cochran Fellowship Program (CFP)	http://www.fas.usda.gov/icd/cochran/cochran.asp	Adult Learners	Participation in course or seminar
				Study tours

6.11 France

Year of EU entry: Founding member
Political system: Republic
Capital city: Paris
Total area: 550 000 km²
Population: 64.3 million
Currency: euro⁸⁷



79 Mobility schemes were identified in France

Funding versus Implementing Agencies of Mobility Schemes

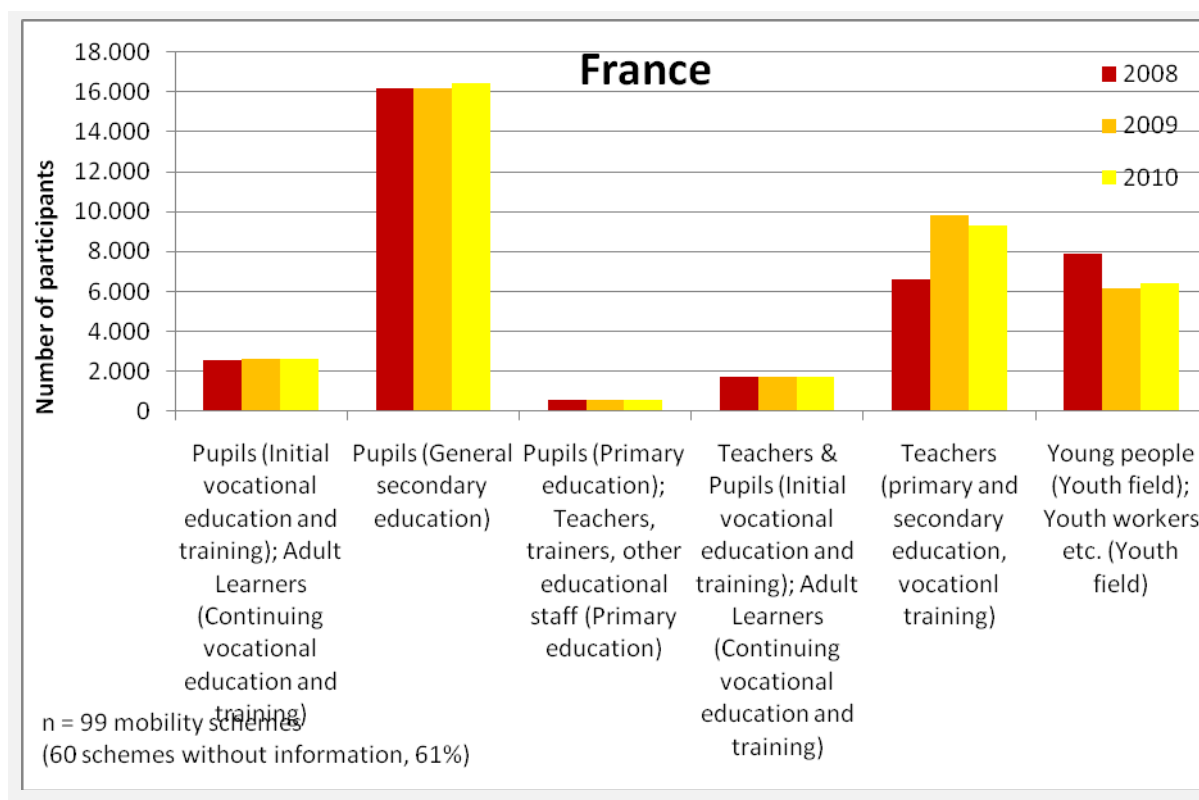


In France, ministries are the key institutions which fund the grand majority of mobility schemes, but also the regions are very active. All other actors provide only a small share of funding compared to the ministerial level. However, the implementation of schemes does not take place at ministerial level, but has been delegated mostly to NGOs followed by public national institutions and regional institutions, while other institutions play a minor role in the implementation.

A range of bilateral programmes receive joint funding by the French, German, British and US American governments.

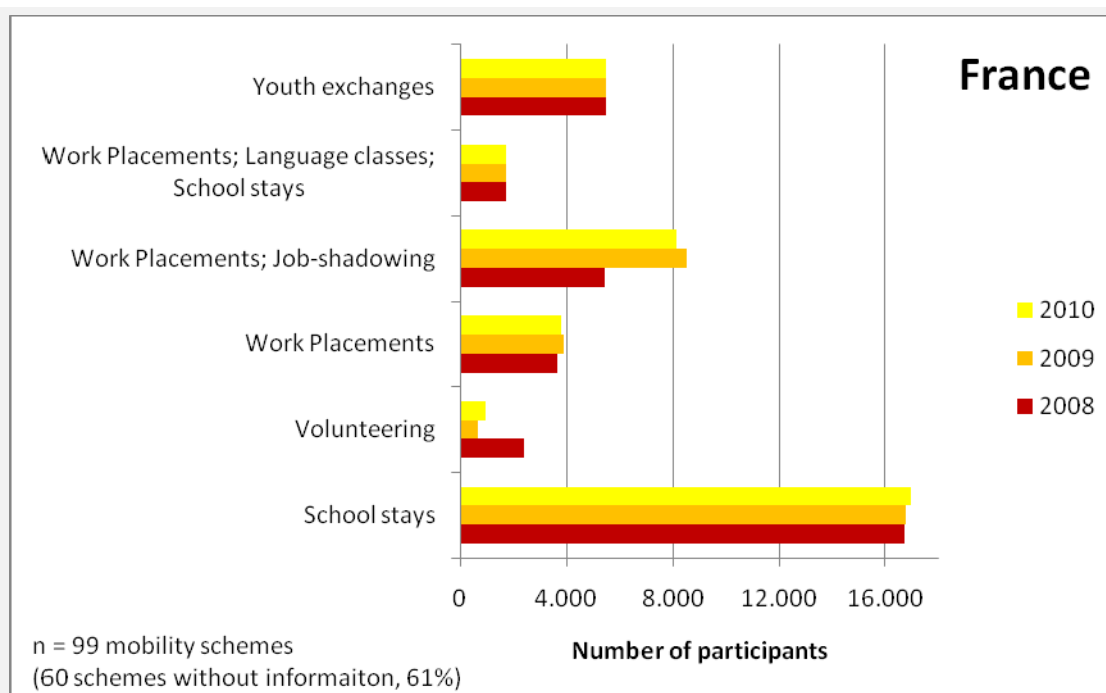
⁸⁷ http://europa.eu/about-eu/countries/member-countries/france/index_en.htm

Target Groups of Mobility Schemes



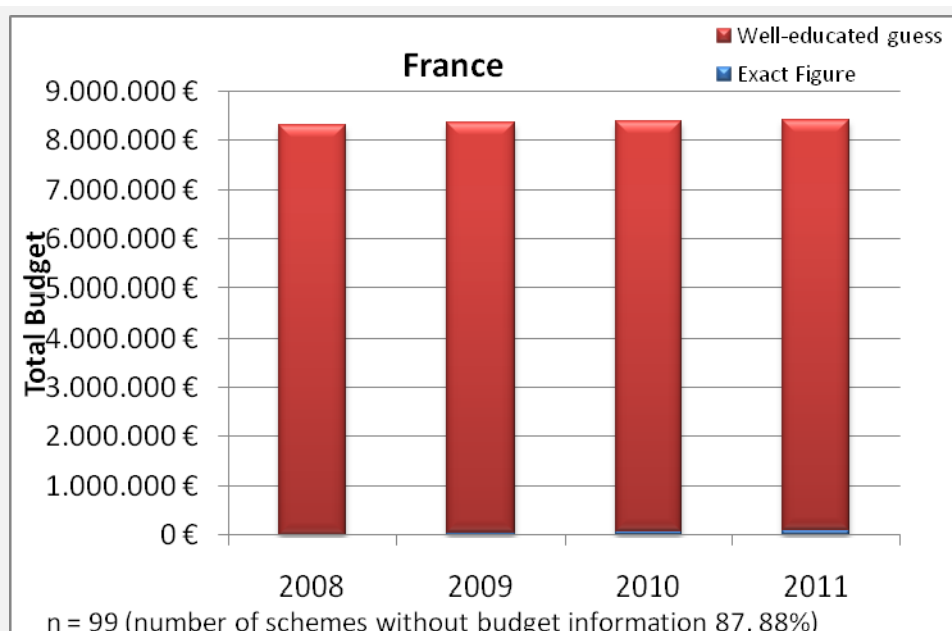
Only 40% of the mobility schemes in France provided information on the number of participants; hence the figures have to be assessed with considerable caution. Still, the analysis shows that the number of participants in mobility schemes saw a slight increase from 2008 to 2009 and the figures remained constant in 2010.

The most important group targeted by mobility schemes in France is "pupils" (secondary education). This is followed by "teachers" (primary, secondary and vocational education). This target group experienced some gains in 2009/10. This is primarily based on teacher exchange programmes for inbound and outbound mobility. The number of participants in non-formal mobility is the third largest group with a slight decrease in 2009/10. All other target groups are fairly small in comparison.

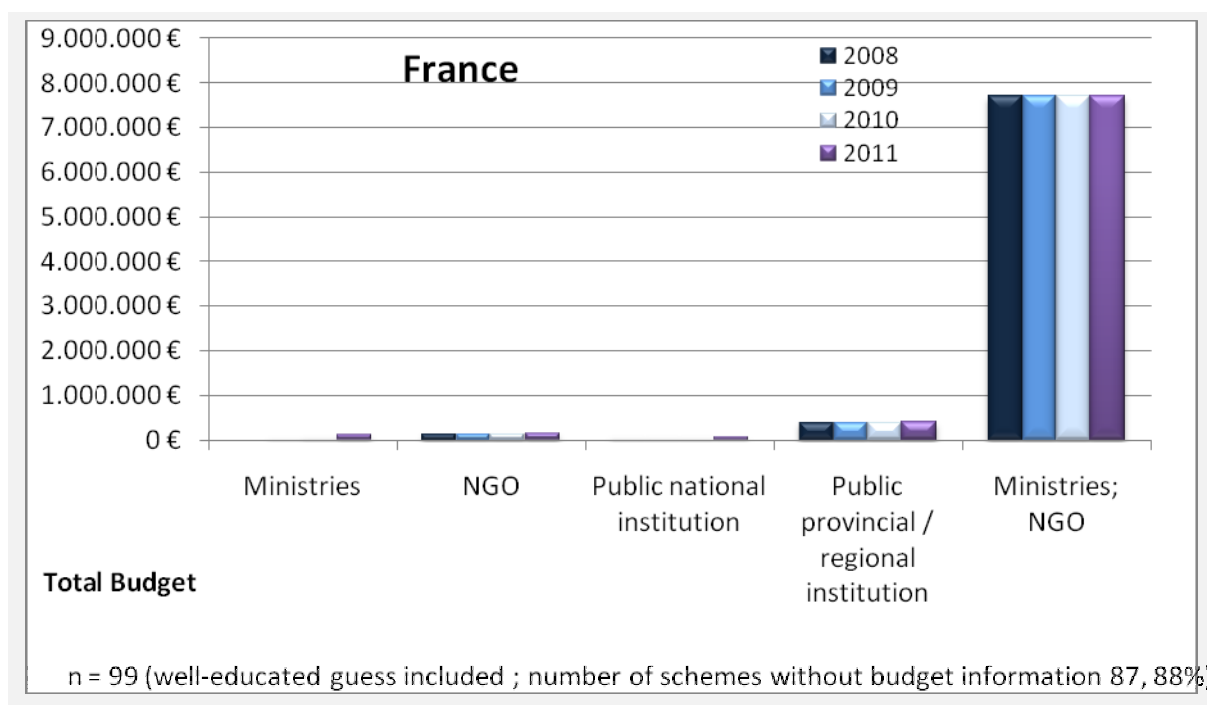


In France, several activities can be seen as prioritised forms of learning mobility. Most mobility schemes promote school stays followed by work placements (including job shadowing) and youth exchanges. Another relevant activity is volunteering, while activities only play a minor role. The prominent ranking of school stays, youth exchanges and work placements is in line with the observation that young people and pupils are main target groups of the mobility schemes.

Budget Development and Funding Agencies of Mobility Schemes

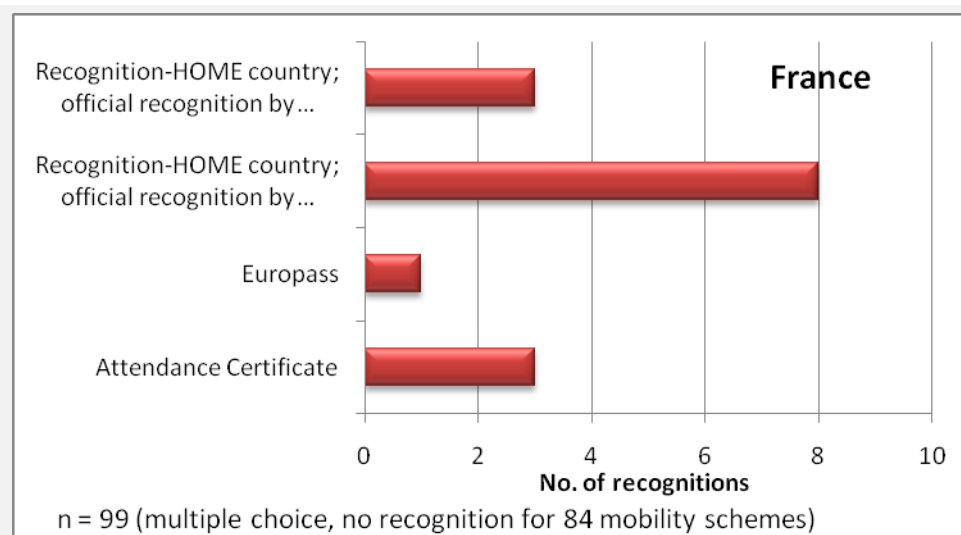


In France, the figures imply that the Budget Development is almost constant with Ministries being the main funding source. But 88% of the mobility schemes do not provide any information on budgets which means that these figures are very unreliable.



The main source of funding – bearing in mind that almost 90% of the institutions did not respond to the question of budgets – comes from ministries in cooperation with NGOs. This means NGOs receive funding from the government to implement their activities and contribute their own funding. This cooperation seems to be well developed in France. All other sources of funding are negligible in comparison.

Recognition of Mobility Schemes



The overall rate of recognition of learning mobility is low. The French have systems of recognition in place which is capable of certifying learning mobility outcomes. A few schemes apply recognition in the home country institutions. Europass is only applied by one scheme.

France				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
1	Actions Internationales	http://www.regioncentre.fr/jahia/Jahia/AccueilRegionCentre/domaines-in	Young people	Volunteering
2	Aide à la mobilité internationale - Région Centre	http://www.regioncentre.fr/jahia/Jahia/AccueilRegionCentre/domaines-in	Pupils Adult Learners	Work Placements
3	Aide à la mobilité internationale à l'étranger - Région Lorraine	http://www.lorraine.eu/jahia/Jahia/cache/bypass/pid/33	Pupils	Work Placements School stays
4	Aides aux apprentis en CFA	http://cap-mobilite.aquitaine.fr/Aides-aux-apprentis-en-CFA?lang=fr	Pupils Adult Learners	Work Placements
5	ANFA - mobilité européenne	http://www.anfa-auto.fr/post/dwld_fich.php?t=nav&n=1162539779&e=pdf	Pupils Adult Learners	Work Placements
6	Aquitaine Cap mobilité - Région Aquitaine	http://les-aides.aquitaine.fr/article784.html	Pupils Adult Learners	Work Placements
7	Assistants étrangers en France	http://www.ciep.fr/assistantfr/	Teachers, trainers, other educational staff	Work Placements Job-shadowing
8	Assistants français à l'étranger	http://www.ciep.fr/assistantfr/index.php	Teachers, trainers, other educational staff	Work Placements Job-shadowing
9	Austauschprogramm für junge Buchhändler und Verlagsmitarbeiter	http://www.dfjw.org/berufe-im-Verlag	Adult Learners	Work Placements
10	Aventure du Bout du Monde (ABM)	http://www.abm.fr/pratique/bourse75.html	Young people	Volunteering
11	BMA : Bourse de mobilité des apprentis - Région Poitou-Charentes	http://www.poitou-charentes.fr/services-en-ligne/guide-aides/-/aides/d	Pupils Adult Learners	Work Placements
12	BMI : bourse de mobilité internationale - Conseil régional de Bourgogne	https://service.cr-bourgogne.fr/bmi/	Pupils Adult Learners	Work Placements Participation in course or seminar
13	Bourse AEFE	http://www.emilangues.education.fr/actualites/2009/bourses-aefe-partez	Pupils	School stays
14	Bourse AVI International	http://culture-aventure.fr/bourse/bourse-avi-international.htm	Young people	Volunteering
15	Bourse Benevolat International	http://www.international-jtm.com/upload/File/Fiches_techniques/fiche_t	Adult Learners Young people	Volunteering

France				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
16	Bourse dans les lycées français à l'étranger	http://www.ac-nancy-metz.fr/reinter/PDF/documentation/Lycées %E0 l%27	Pupils	School stays
17	Bourse de mobilité internationale étudiante Explo'ra sup - Région Rhône-Alpes	http://www.rhonealpes.fr/TPL_CODE/TPL_AIDE/PAR_TPL_IDENTIFIANT/154/18-	Adult Learners	Work Placements
18	bourse Dynastage apprentis	http://www.franche-comte.fr/services-en-ligne/bourses-mobilite-interna	Pupils	Work Placements
			Adult Learners	
			Teachers, trainers, other educational staff	
19	bourse Dynastage lyceen	http://www.franche-comte.fr/services-en-ligne/bourses-mobilite-interna	Pupils	School stays
20	Bourse Explo'ra initial - Région Rhône-Alpes	http://www.rhonealpes.fr/TPL_CODE/TPL_AIDE/PAR_TPL_IDENTIFIANT/162/18-	Pupils	Work Placements
21	bourse individuelle Télémaque	http://www.bretagne.fr/internet/jcms/preprod_55963/bourse-telemaque	Pupils	School stays
22	Bourse régionale de la découverte - Région Poitou-Charentes	http://www.poitou-charentes.fr/services-en-ligne/guide-aides/-/aides/d	Pupils	Work Placements
23	Bourse Stage JTM	http://www.international-jtm.com/stage-d-etudes-34-100.html	Young people	Work Placements
				Volunteering
24	Bourses Blériot - Nord Pas de Calais	http://www.nordpasdecalais.fr/enseignement_superieur/	Pupils	Work Placements
			Adult Learners	
25	Bourses de séjour à l'étranger pour les lycéens - Champagne Ardenne	http://www.cr-champagne-ardenne.fr/?SID=165	Pupils	School stays
26	Bourses d'aide à la mobilité internationale - Auvergne	http://www.auvergne.org/aide-a-la-mobilite-internationale/aide-a-la-mo	Pupils	Work Placements
			Adult Learners	School stays
27	Bourses Jeunes Europe - Région Basse-Normandie	http://www.region-basse-normandie.fr/index.php/la-region/a-votre-servi	Young people	Youth exchanges
28	Bourses pour les lycées français de l'étranger	-	Pupils	School stays
29	Conference Franco-Germano-Suisse	http://www.ork-jugend.de/	Adult Learners	Other
			Young people	
30	Conférence franco-anglaise des jeunes	http://eduscol.education.fr/cid46898/conference-franco-anglaise-des-je	Adult Learners	Other
			Young people	
31	Convention Franco-	http://www.dfs-	Pupils	School stays

France				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
	Allemand	sfa.org/francaise/planung_fr.htm#ad6	Teachers, trainers, other educational staff	
32	Coopération franco-anglaise : formation des enseignants	http://dossiers-thematiques.iufm.fr/franco-britannique	Teachers, trainers, other educational staff	Work Placements
33	Développer la mobilité et la pratique des langues étrangères - La Haute-Normandie	http://www.hautenormandie.fr/Guides-des-aides/Developper-la-mobilite-e	Pupils	Language classes
34	Echange Poste pour Poste	http://www.ciep.fr/echposte/index.php	Teachers, trainers, other educational staff	Work Placements
35	Envie d'agir	http://www.enviedagir.fr/le-programme-envie-d-agir.html	Young people Youth workers etc.	Volunteering
36	Eurodyssee	http://www.eurodyssee.eu/	Young people	Work Placements Volunteering
37	fellowship	http://media.eduscol.education.fr/file/Europe_et_international/10/2/gu	Pupils Teachers, trainers, other educational staff	School stays
38	Fondation Shoah	http://www.fondationshoah.org/FMS/spip.php?rubrique46	Pupils Teachers, trainers, other educational staff	School stays
39	Franche-Comté/Québec : stages professionnels à l'étranger	http://www.franche-comte.fr/fr/no_cache/services-en-ligne/guide-des-ai	Adult Learners	Work Placements
40	Inter-Action	http://www.ciep.fr/francobrit/index.php	Pupils	School stays
41	Jeunes Rhônalpins : tous européens !	http://www.eveil.asso.fr/actions/rhonealpeurope.php	Pupils	Participation in course or seminar School stays
42	JSI - Jeunesse Solidarité International	www.fonjep.org , http://www.leolagrange-fnll.org/pdf/leolagrange_inter	Young people	Youth exchanges
43	Jules Verne	http://www.education.gouv.fr/cid50124/programme-de-mobilite-internatio	Teachers, trainers, other educational staff	Work Placements
44	Junge Übersetzer - Goldschmidt Programm	http://www.buchmesse.de/en/networking/programmes/literary_translators/	Adult Learners	Work Placements

France				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
45	Les bourses de voyage Zellidja	http://www.zellidja.com/spip.php	Pupils	School stays
46	Maison du partenariat Angers-Bamako	http://www.leolagrange-fnll.org/04the_rub38_7.php?vis=sol_00&idrub=38&	Adult Learners Young people	Volunteering
47	Mobilité Bac Pro	http://www.regionpaca.fr/uploads/media/Mobilite_Bac_Pro-NICE_APPEL_A_	Pupils	School stays
48	Mobilité des lycéens et des apprentis	gerard.le-moult@region-alsace.eu	Pupils Adult Learners	Work Placements
49	Mobilité internationale - Conseil régional du Limousin	http://www.region-limousin.fr/Mobilite-internationale	Pupils	Work Placements School stays
50	MOVE	http://www.coface.fr/CofacePortal/FR_fr_FR/pages/home/Qui_sommes_nous/	Adult Learners Young people	Work Placements Volunteering
51	Odyssee Jeunes	http://www.odysseejeunes.com/	Pupils Teachers, trainers, other educational staff	Youth exchanges
52	OFAJ - Échanges des enseignants du premier degré	http://www.ofaj.org/chiffres	Teachers, trainers, other educational staff	Participation in course or seminar
53	OFAJ - Échange pour les jeunes en formation professionnelle	http://www.ofaj.org/chiffres	Pupils Adult Learners	Work Placements
54	OFAJ - Les échanges extra-scolaires	http://www.ofaj.org/chiffres	Young people	Youth exchanges
55	OFAJ - Les échanges scolaires - l'enseignement primaire	http://www.ofaj.org/chiffres	Pupils Teachers, trainers, other educational staff	School stays
56	OFAJ - Les échanges scolaires - l'enseignement secondaire	http://www.ofaj.org/chiffres	Pupils	School stays
57	OFAJ - Les programmes de l'OFAJ avec un pays tiers	http://www.ofaj.org/	Young people	Youth exchanges
58	Philéas séjour - Région Picardie	https://mobilite.picardie.fr/spip.php?article16#nogo	Pupils	Work Placements School stays
59	Placement en entreprise à l'étranger	http://www.region-alsace.eu/dn_mobilite-des-lyceens-et-des-apprentis/m	Pupils Adult Learners	Work Placements

France				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
60	Premier degré - France Québec	http://www.ciep.fr/echposte/quebec.php	Teachers, trainers, other educational staff	Work Placements
61	Programme Codofil en Louisiane	www.ciep.fr/codofil/	Pupils	School stays
62	Programme d'échange "Charles de Gaulle"	http://www.charles-de-gaulle.org/pages/la-fondation/creer/programme-d-	Young people	Youth exchanges
63	Programme d'échanges franco-allemands en formation professionnelle	http://www.dfs-sfa.org/francaise/kontakt_fr.htm	Pupils	Work Placements
			Adult Learners	Language classes
			Teachers, trainers, other educational staff	School stays
64	Programme Fulbright	http://www.fulbright-france.org/gene/main.php?uni=1&base=43	Pupils	School stays
			Teachers, trainers, other educational staff	
65	Programme Régional de Mobilité en faveur de l'emploi, de la formation professionnelle et de l'appren	http://www.midi-pyrenees.fr/Guide-des-interventions?slug=midi-pyrenees&	Pupils	Work Placements
			Adult Learners	
			Teachers, trainers, other educational staff	
66	Programme Vacances Travail (PVT)	http://pvtistes.net/	Young people	Work Placements
				Volunteering
67	Projets de formation professionnelle	http://cap-mobilite.aquitaine.fr/Projets-de-formation,8?lang=fr	Pupils	Work Placements
			Adult Learners	School stays
68	Projets scolaires de coopération éducative	http://media.eduscol.education.fr/file/Europe_et_international/10/1/gu	Pupils	School stays
			Teachers, trainers, other educational staff	
69	ProMob : la mobilité des élèves en formation professionnelle	http://www.ac-creteil.fr/international-mobilite-promob.html	Pupils	Work Placements
			Adult Learners	School stays
70	Rencontre l'Europe!	http://www.eveil.asso.fr/actions/rencontre_paca.php	Pupils	School stays
71	Régions sans frontières apprentis - Région Haute Normandie	http://www.hautenormandie.fr/Guides-des-aides/Region-sans-frontieres-a	Pupils	Work Placements
			Adult Learners	
72	Rok ve Francii	http://www.france.cz/IMG/pdf/1_an_en_France_2011-	Pupils	School stays

France				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
		12_Presentation_CZ.pd		
73	Service Civique	http://www.service-civique.gouv.fr/content/comment-%C3%A7-marche	Young people Youth workers etc.	Volunteering
74	séjour d une semaine au Royaume Uni	-	Pupils	School stays
75	séjours professionnels	http://www.ciep.fr/sejours-professionnels/index.php	Teachers, trainers, other educational staff	Work Placements
76	séjours professionnels CFA stephenson	http://www.cfa-stephenson.fr/les-projets-internationaux/les-sejours-pr	Youth workers etc.	Work Placements Participation in course or seminar
77	Séjours scientifiques CIRAD	http://www.cirad.fr/enseignement-formation/sejours-scientifiques	Adult Learners	Work Placements
78	stage ADAST	http://adast.free.fr/index.php?langue=fr	Young people	Work Placements Volunteering
79	Stages de perfectionnement linguistique, pédagogique et culturel	http://www.ciep.fr/stageslinguistic/	Teachers, trainers, other educational staff	Work Placements
80	Stages du ministère des Affaires étrangères et européennes	http://www.mfe.org/index.php/Thematiques/Stages-Volontariat/	Young people	Work Placements Volunteering
81	Trans ´Europe Centre	http://www.regioncentre.fr/jahia/Jahia/AccueilRegionCentre/domaines-in	Pupils Adult Learners	School stays
82	VIE	www.civiweb.com/	Young people	Volunteering
83	Volontaires internationaux en administration (VIA)	http://www.civiweb.com/FR/index.aspx	Adult Learners	Work Placements Volunteering
84	Volontariat de longue durée ASF	http://www.cyber-emploi-centre.com/site/3_mobilite/mobilite_01volontar	Young people	Volunteering
85	Volontariat de Solidarité International	www.france.volontaires.org/	Young people	Volunteering
86	Volontariat International de la Francophonie	http://www.jeunesse.francophonie.org/index.php?option=com_content&view	Adult Learners Young people	Volunteering
87	VSI - Action contre la faim	http://www.actioncontrelafaim.org/	Young people	Volunteering

France				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
88	VSI - ASMAE	http://www.asmae.fr/?q=Nous-rejoindre/se-porter-candidat/etranger/volo	Young people	Volunteering
89	VSI - ATD Quart Monde	http://www.atd-quartmonde.fr/?Les-volontaires-permanents	Young people	Volunteering
90	VSI - CEFODE	http://www.cefode.org/04volontariat/index.php	Young people Youth workers etc.	Volunteering
91	VSI - DCC	http://ladcc.org/pour-partir/deposez-votre-candidature/envoyez-cv.html	Young people Youth workers etc.	Volunteering
92	VSI - DEFAP	http://www.defap.fr/	Young people Youth workers etc.	Volunteering
93	VSI - Fidesco	http://www.fidesco.fr/actualites.php	Young people Youth workers etc.	Volunteering
94	VSI - France Volontaires	http://www.france-volontaires.org/	Young people	Volunteering
95	VSI - Guilde Européenne du Raid	www.la-guilde.org	Young people Youth workers etc.	Volunteering
96	VSI - Handicap International	http://www.handicap-international.fr/fileadmin/documents/RH/Extrait-de	Young people Youth workers etc.	Volunteering
97	VSI - SCD	http://www.scd.asso.fr/	Young people Youth workers etc.	Volunteering
98	VSI Sport sans Frontiere	http://www.sportsansfrontieres.org/page/nous-rejoindre	Young people	Other
99	VVV/SI - ville vie vacances solidarité international	www.fonjep.org , http://www.leolagrange-fnll.org/pdf/leolagrange_inter	Young people	Youth exchanges

Search Information France

Mobility schemes according to institutions

Ministries / National Agencies	The French National Agency (Agence 2E2F) acts under the auspices of 3 ministries (DGESIP, DAREIC, DGEFP) and is responsible for supporting the internationalisation of education and training in France and to promote mobility of learners, especially within Europe.
Public Employment Services	Public Employment Services in France do not arrange learning mobility activities but offer work abroad.
Bi- / trilateral Programmes (between specific countries)	Bilateral agreements between France educational and foreign institutions exist, especially with Germany, Canada (Quebec) and Britain. Most programmes focus either on exchanges between pupils or teachers of the named countries. Student Exchange programmes are also very common but have not been subject of this survey.
NGO's (foundations, church initiatives, etc.)	Churches and foundations/NGOs in France organize mostly Volunteering Programmes between France and countries all over the world (with focus on developing countries). These target pupils, students and young employers as well as retired and people interested in re-education.
Private companies	The survey included an approach to a number of the big French companies. Most of them have individual mobility plans for new employees with higher educational background. The plans are not part of a company scheme and hence not a learning mobility but a work period in some of the company's foreign branches.
Work Placements	Some work placements are offered for teachers or teacher students and have been included in the survey, same is true for work placements offered by French ministry institutions abroad.
Other European Funds (Regional Funds, ESF etc.)	No examples of mobility schemes financed from these sources were found.No evidence of mobility

Mobility schemes according to activities

Language courses (if aggregated data is available)	Language courses are not included in the database besides an "Internship for linguistic improvement", this is due to the fact that most language courses are organised on a commercial basis and not on a non-profit-making basis with the aim of educational mobility.
Volunteer Programmes	Volunteer Programmes have been included in a survey to a high extent. There are many organizations/companies organizing volunteer working abroad. The participants primarily go to developing countries in Asia, Africa and Latin America. The organizations can be ONGs and churches.

Exchange programmes of teachers / pupils (including school stays)	Exchange programmes for students and teachers are part of the survey. Many exchange programmes have been found in partnership with European or Canadian organisations (Germany, Quebec, England). Programmes do exist both for pupils and teachers of primary and secondary schools while the teachers' programmes may be of a duration of an entire school year or more.
Exchange programmes of youth (non-formal education)	Exchange programmes for youth is to a great extent taking place, especially in summertime. It is impossible to provide any kind of figures for these activities. But it is known that many youngsters go abroad every summer to camps as combined summer holidays and language learning.
Town twinning	Town twinning is, to a great extent, taking place between French and European towns as well as French and towns of former French colony states. These activities do not assume the form of multiannual mobility schemes, however.
Study Tours	Most young secondary high school students go on study tour(s) abroad at least once during their school period. Hence these tours constitute well-spread mobility learning activities normally for a period of one to four weeks depending on the programme and the period when the study tour takes place (during class period or vacations)

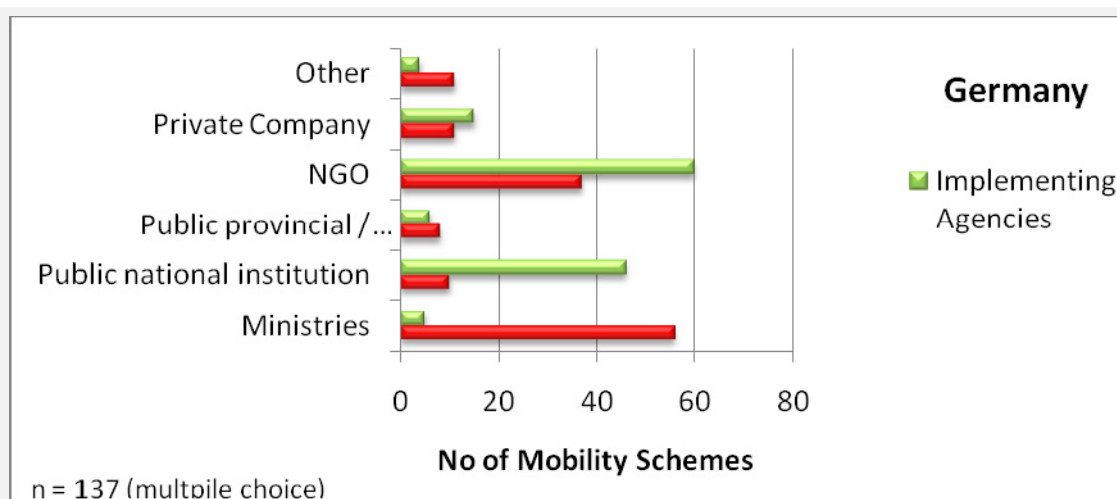
6.12 Germany

Year of EU entry: Founding member
Political system: Federal republic
Capital city: Berlin
Total area: 356 854 km²
Population: 82 million
Currency: euro⁸⁸



131 Mobility schemes were identified in Germany

Funding versus Implementing Agencies of Mobility Schemes

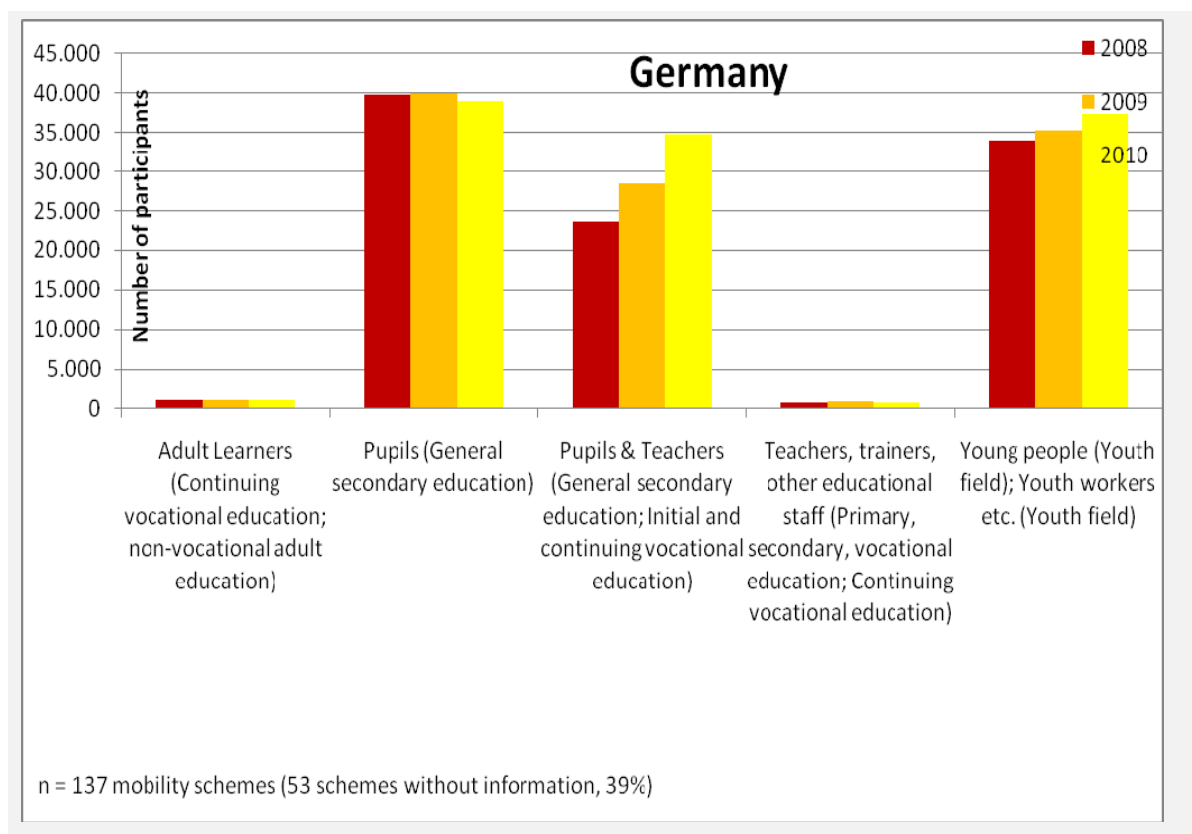


Most relevant agencies in the field of funding mobility schemes are ministries, NGOs as well as 'other' institutions, even though also private companies, public national institutions as well as regional institutions make financial contributions to these schemes. When it comes to the implementation of the schemes, above all NGOs and public national institutions hold considerable stakes followed by the public national institutions.

A considerable range of bilateral schemes and programmes are in place. This implies that the available funds are not only provided by German actors but also e.g. from French, Polish, Czech or Japanese sources.

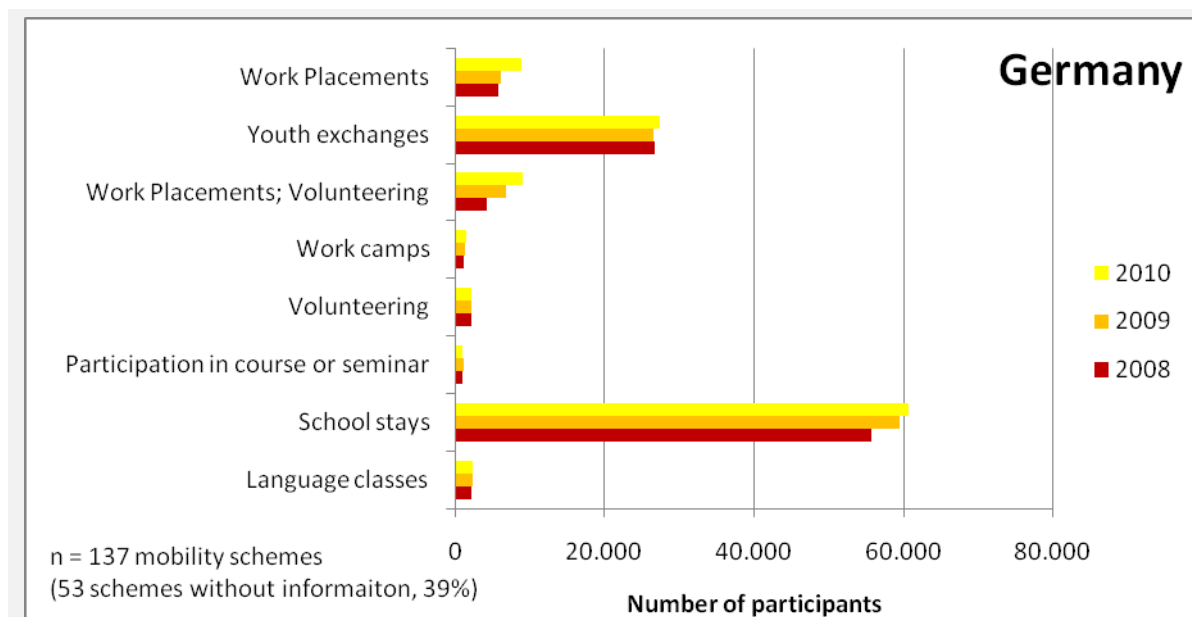
⁸⁸ http://europa.eu/about-eu/countries/member-countries/germany/index_en.htm

Target Groups of Mobility Schemes



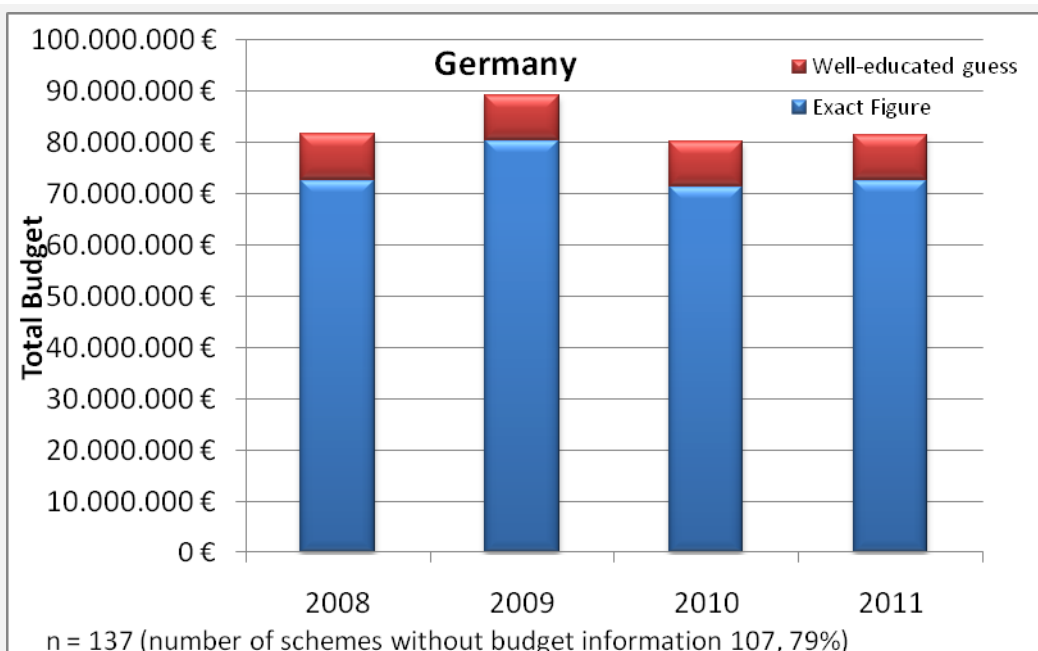
About 60% of the mobility schemes provided information on participants for the mobility schemes. There is a slight increase over the last years.

In Germany, three different target groups can be seen as prioritised groups. The largest group targeted by mobility schemes are pupils at general secondary education. Second most mobility schemes target young people and workers in the youth field. The third group whose learning mobility is especially promoted is a mixed group of "teachers and pupils" for general secondary as well as for vocational education and training. This group seemed to have gained substantial support in recent years. The group of teachers does not play a very relevant role.



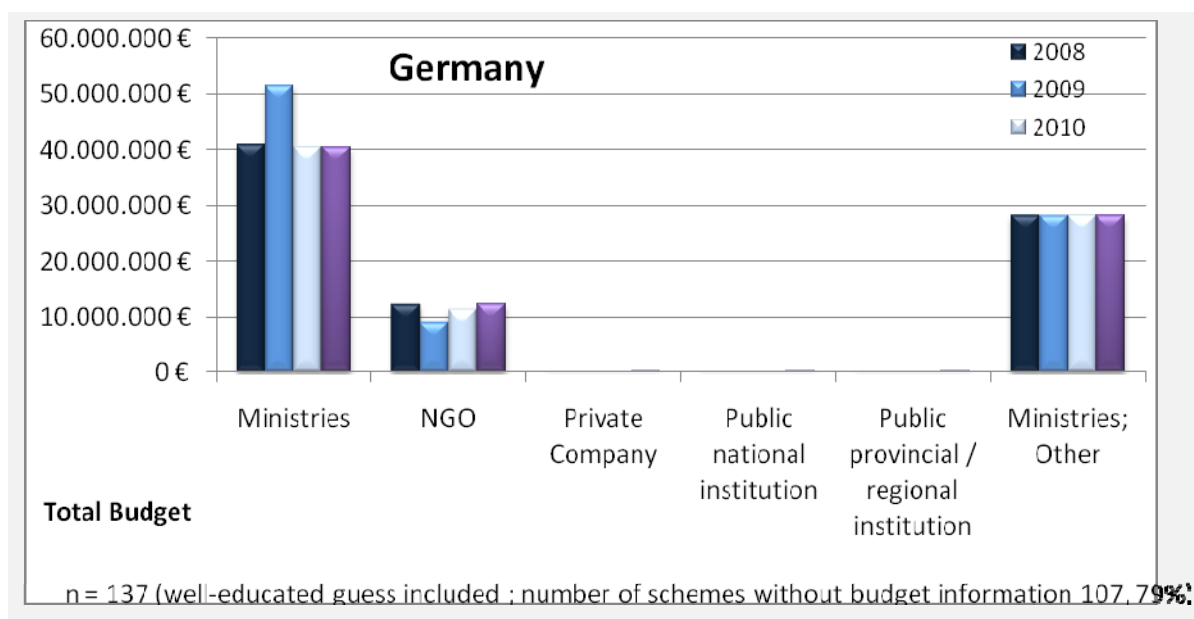
The facilitation of school stays is a clear priority activity in Germany. Almost half of all schemes promote this kind of learning mobility. In addition to school one other form of activities plays a significant role in the existing mobility schemes. Youth exchanges as well as work placement are each promoted in a number of schemes. Other activities of mobility schemes are almost negligible.

Budget Development and Funding Agencies of Mobility Schemes



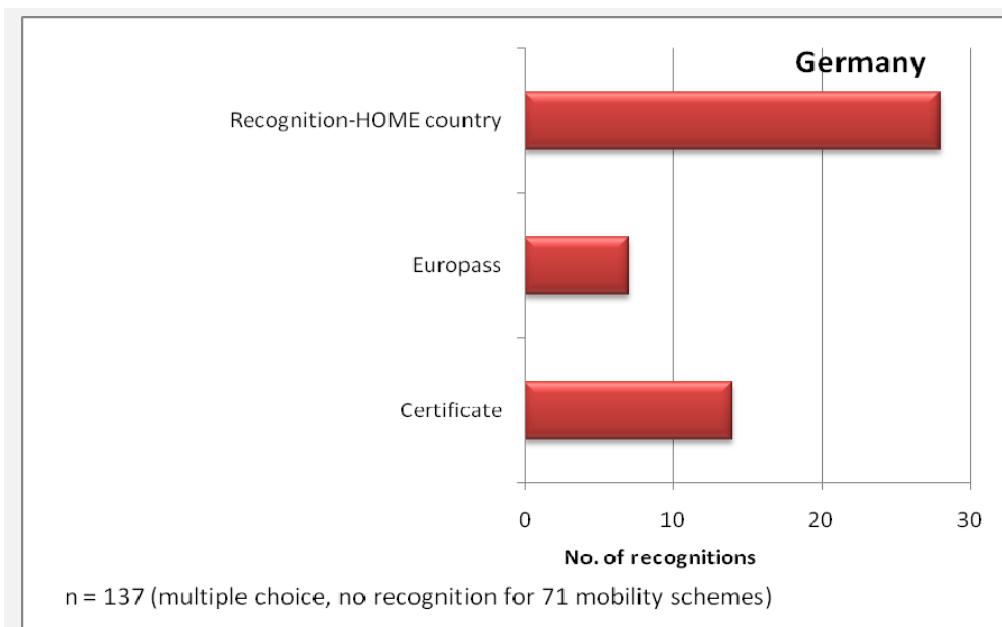
Even though the overall budget for Germany is high compared to most other countries it must be borne in mind that 79% of the information for mobility budgets is missing. But some of the big players with high volumes of budgets are included (IdA, DPJW, DFJW, etc.) which explains the high figures.

The Budget Development for Germany is almost constant during the period 2008 until 2011. Except in 2009 there was a higher amount available. NGO's (e.g. foundations) are very prominent in Germany; there are very many with fairly big budgets, but they tend to be reluctant to provide detailed information. Private companies, even though quite active in promoting learning mobility for employees do not respond at all when approached by the contractor. Consequently, they are included in the list but with very limited information.



The main source of funding of mobility schemes are public institutions. Remarkable is the peak in 2009 of ministries. The reason is that the Ministry for International Cooperation (BMZ) introduced a programme for volunteers ("weltwärts") with a budget of 40 million Euro and in the course of governmental change the budget was cut to 29 million in the following year. Otherwise the budgetary changes of ministries are of minor relevance. The group of "ministries, other" with the large budget of almost 30 million Euros refers to the mobility schemes "Integration durch Austausch" (IdA Programm) which is also funded by ESF resources and partner institutions. There are a lot of foundations (NGOs) operating in Germany that support mobility schemes. The funding has not considerably changed over time.

Recognition of Mobility Schemes



A large number of mobility schemes offer recognition in the home country. Different forms of certificates are being issued also with aspects of quality assurance in the sense of final reports etc. Europass is applied to a limited extent.

Germany				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
1	AFRIKA KOMMT - Initiative der Deutschen Wirtschaft für Führungsnachwuchs aus Subsahara-Afrika	http://www.afrika-kommt.de/	Adult Learners	Work Placements
2	AFS - Community Service Programme - Freiwilligendienst	http://www.afs.de	Young people	Volunteering
3	AFS - Programm (Schüleraustausch)	http://www.afs.de	Pupils	School stays
4	AGJ - Council of International Programmes (CIP) Praxisplätze für deutsche Fachkräfte der Jugendarbe	http://www.agj.de/index.php?id1=8&id2=1&id3=0	Youth workers etc.	Work Placements
5	AGJ - Internationales Studienprogramm (ISP) für Fachkräfte der Jugendhilfe und der sozialen Arbeit	www.agj.de	Youth workers etc.	Work Placements
				Job-shadowing
6	Alfred Krupp Schülerstipendien im Ausland	http://schulen-und-wirtschaft.de/wettbewerb/	Pupils	Work Placements
				Volunteering
7	Andere Dienste im Ausland (ADiA)	http://www.soziales-jahr-ausland.de/anderer-dienst/	Young people	Work Placements
				Volunteering
8	ASA - Projektpraktikum - Basisprogramm	http://www.asa-programm.de/teilnahme/teilprogramme.html	Young people	Work Placements
				Volunteering
9	ASA - Süd-Nord Programm	http://www.asa-programm.de/teilnahme/teilprogramme/sued-nord-programm	Adult Learners	Work Placements
				Volunteering
10	ASA - „Global Education Network of Young Europeans“ (GLEN)	www.asa-programm.de ; www.glen-europe.org	Adult Learners	Work Placements
				Participation in course or seminar
11	Auslandsschuljahr / Kombi-Jahr - Deutsches Rotes Kreuz	http://www.volunta.de/ausland/auslandsschuljahr.html	Pupils	School stays
12	Austausch-Programm mit der schwedischen Diözese Skara	http://www.bayern-evangelisch.de/www/engagierte/austauschprogramm-mit-s	Adult Learners	Work Placements

				Participation in course or seminar
13	Azubi Austauschprogramm der BMW-Group	http://www.bmwgroup.com/d/nav/index.html?../0_0_www_bmwgroup_com/home/	Pupils	Work Placements
			Adult Learners	
14	Baden-Württemberg-STIPENDIUM	www.bw-stipendium.de	Pupils	Work Placements
			Adult Learners	Participation in course or seminar
15	Bosch - Stiftung - France Mobil - Internship - Promotion of French Language/Culture at German school	http://www.bosch-stiftung.de/francemobil	Young people	Work Placements
				Volunteering
16	Bosch - Stiftung - Gemeinsam mehr Chancen - Avancer ensemble	http://www.bosch-stiftung.de/content/language1/html/12011.asp	Young people	Work Placements
				Volunteering
17	Bosch Stiftung - Carl Friedrich Goerdeler-Kolleg / internationales Weiterbildungsprogramm	http://www.bosch-stiftung.de/content/language1/html/1163.asp	Adult Learners	Work Placements
18	Bosch Stiftung - DeutschMobil - Internship - Promotion of German Language/Culture at French schools	http://www.bosch-stiftung.de/deutschmobil	Young people	Work Placements
				Volunteering
19	Bosch Stiftung - Stipendium Kulturmanager in Mittel- und Osteuropa	http://kulturmanager.bosch-stiftung.de/content/language1/html/8857.asp	Adult Learners	Work Placements
20	CDC - Freiwilligenarbeit im Ausland	http://www.carl-duisberg-auslandspraktikum.de/	Young people	Volunteering
21	CDC - Schüleraustausch weltweit	http://www.cdc.de/Schueleraustausch.439.0.html	Pupils	School stays
22	CIF-Germany Internationales Austausch Programm für Frachkräfte aus der sozialen Arbeit	http://www.cif-germany.de/englische-Seiten/German_CIF_Program.html	Youth workers etc.	Work Placements
				Participation in course or seminar
23	COINED - Praktika im spanischsprachigen Ausland	http://www.coined.de/praktikum-lateinamerika-spanien	Young people	Work Placements
				Volunteering
24	COINED - Volunteering im	http://www.coined.de/vol	Young	Volunteering

	spanisch-sprachigen Ausland	unteering	people	
25	College Council – Work & Travel, Fachpraktika und Ausbildung im englischsprachigen Ausland	www.college-council.de	Adult Learners	Work Placements
				Volunteering
26	ConAct - Deutsch-israelischer Jugendaustausch	http://web.conact-org.de/	Young people	Youth exchanges
			Youth workers etc.	
27	Das INTERREG IV A - Projekt TriProCom	www.triprocom.org	Pupils	Work Placements
			Teachers, trainers, other educational staff	School stays
28	DFJW - Austausch von Auszubildenden	http://www.dfjw.org/zahlen	Pupils	Work Placements
			Adult Learners	
29	DFJW - Austausch von Primarstufenlehrern	http://www.dfjw.org/zahlen	Teachers, trainers, other educational staff	Work Placements
30	DFJW - Austauschprogramm für junge Buchhändler und Verlagsmitarbeiter	http://www.dfjw.org/berufe-im-Verlag	Adult Learners	Work Placements
31	DFJW - Außerschulische Jugendbegegnungen	http://www.dfjw.org/zahlen	Young people	Youth exchanges
32	DFJW - Deutsch-französischer Schüleraustausch (Primarstufe)	http://www.dfjw.org/zahlen	Pupils	School stays
33	DFJW - Deutsch-Französischer Schüleraustausch (Sekundarstufe)	http://www.dfjw.org/schueleraustausch	Pupils	School stays
34	DFJW - Drittlandprogramme	http://www.dfjw.org/zahlen	Young people	Youth exchanges
35	DFJW - Junge Übersetzer - Goldschmidt Programm	http://www.buchmesse.de/en/networking/programmes/literary_translators/	Adult Learners	Work Placements
36	DFJW - Lerne Französisch - Sprachkurse in Frankreich	http://www.dfjw.org/stipendium-lerne-franzoesisch	Adult Learners	Language classes
			Young people	
37	DFS-SFA Deutsch-Französisches Austauschprogramm in der beruflichen Bildung	http://www.dfs-sfa.org/deutsch/kontakt.htm	Pupils	Work Placements
			Adult Learners	

38	Diakonisches Jahr im Ausland (DiJA) - Evangelische Freiwilligendienste für junge Menschen	http://www.djia.de/	Young people	Volunteering
39	Dienstliche Fortbildung für Angehörige der Bundesverwaltung in Europa	http://www.inwent.org/ibs/programme/074516/index.php.de?zielregionen=&	Adult Learners	Work Placements
40	DPJW - Aus- und Weiterbildung von Pädagogen und Projektleitern deutsch-polnischer Jugendbegegnungen	http://www.dpjw.org/c54_fachprogramm_fuer_proj_ektleiter	Youth workers etc.	Work Placements
				Participation in course or seminar
41	DPJW - Außerschulischer Jugendaustausch (Deutschland - Polen)	http://www.dpjw.org/c65_im_au_erschulischen_jugendaustausch	Young people	Youth exchanges
42	DPJW - Praktika für Jugendliche im Nachbarland (Deutschland - Polen)	http://www.dpjw.org/c53_praktikum_im_nachbarland	Young people	Work Placements
				Volunteering
43	DPJW - Schulaustausch (Deutschland - Polen)	http://www.pnwm.org/c64_schulisches_jugendprojekt	Pupils	School stays
44	DRA - Schüleraustausch (Deutschland - Russland)	http://www.austausch.org/schueleraustausch.html	Pupils	School stays
45	Ein Jahr im Ausland - Eurovacances	http://www.eurovacances.de	Pupils	School stays
46	ENSA-Programm/ Entwicklungspolitisches Schul-Austauschprogramm	http://www.ensa-programm.com/kontakt/	Pupils	School stays
			Teachers, trainers, other educational staff	
47	Experiment e.V - Gastfamilienaufenthalte Weltweit - International Home stay	http://www.experiment-ev.de/site/content/view/541/444/lang,german/	Young people	Other
48	Experiment e.V - Schulbesuch im Ausland	http://www.experiment-ev.de/site/content/view/28/32/lang,german/	Pupils	School stays
49	Experiment e.V - Stipendium für Schüler	www.experiment-ev.de	Pupils	School stays
50	Experiment e.V. - Freiwilligendienst Stipendien	http://www.experiment-ev.de/site/content/view/812/lang,german/	Young people	Volunteering
51	Fit für Europa Berufspraktikum beim Nachbarn: Euregio-Zertifikat (B-W)	http://www.euregio-zertifikat.de/frameseite-de.htm	Pupils	Work Placements
			Adult Learners	

52	Fortbildung in Russland: Fit für Wirtschaftskooperation	http://gc21.inwent.org/ibt/de/modules/gc21/ws-mtp-alumniportal/ibt/xht	Adult Learners	Participation in course or seminar
				Study tours
53	Freiwilligenarbeit - Travelworks	http://www.travelworks.de/freiwilligenarbeit/	Young people	Volunteering
54	Freiwilligendienst "Volunta" - Deutsches Rotes Kreuz	http://www.volunta.de/ausland/auslandsschuljahr/unsere-partnerlaender/	Adult Learners	Volunteering
			Young people	
55	Freiwilliges soziales Jahr im Ausland - FSJ	http://www.internationale-r-jugend-freiwilligendienst.de/freiwilliges-s	Young people	Volunteering
56	GIZ - Nachwuchsförderungsprogramm (NFP)	www.giz.de and www.ded.de/nfp	Adult Learners	Work Placements
57	Global Family - Austauschprogramm für Kinder von BASF Mitarbeitern	http://www.basf-coatings.de/de_DE/news/2009-08-13_c.xml	Young people	Youth exchanges
58	Go.for.Europe - Auslandspraktika für Azubis (B-W)	http://www.goforeurope.de	Pupils	Work Placements
			Adult Learners	
59	Heinz Nixdorf Programm zur Förderung der Asien-Pazifik-Erfahrung deutscher Nachwuchsführungskräfte	http://www.inwent.org/ibts/programme/074515/index.php.de	Adult Learners	Work Placements
				Participation in course or seminar
60	Horst-K.-Jannott-Stipendium der Münchner Rückversicherung	http://www.munichre.com/de/reinsurance/magazine/topics_online/2010/04/	Adult Learners	Work Placements
				Participation in course or seminar
61	Hospitationen ausländischer Deutschlehrkräfte aus Afrika, Asien, Lateinamerika, Osteuropa und Frankr	http://www.kmk-pad.org/programme/fortbildungskurse-fuer-deutschlehrkra	Teachers, trainers, other educational staff	Work Placements
62	HWK Koblenz - Junghandwerker werden mobil (Internationale Qualifizierung von Auszubildenden und jung	www.hwk-koblenz.de	Pupils	Work Placements
			Adult Learners	

			Teachers, trainers, other educational staff	
63	ifa - Cross Culture Praktika in islamischen Ländern	http://www.ifa.de/foerderprogramme/crossculture/	Young people	Work Placements
				Volunteering
64	Integration durch Austausch (IdA Programm)	http://www.esf.de/portal/generator/770/programm__ida.html	Pupils	Work Placements
				Volunteering
65	International Exchange Programm of Thyssen Krupp	http://www.thyssenkrupp.com/documents/Publikationen/Sonderveroeffentl/	Adult Learners	Work Placements
				Participation in course or seminar
66	Internationale Journalisten-Programme	http://www.ijp.org/	Adult Learners	Work Placements
67	Internationale Workcamps - Offene Häuser	www.openhouses.de	Young people	Work camps
68	Internationale Workcamps - pro international e.V	www.pro-international.de	Young people	Work camps
69	Internationale Workcamps - Vereinigung Junger Freiwilliger	www.vjf.de/	Young people	Work camps
70	Internationale Workcamps der Internationalen Jugendgemeinschaftsdienste (IJGD)	http://www.ijgd.de/Internationale-Workcamps.workcamps.0.html	Adult Learners	Work camps
			Young people	
71	Internationaler Jugendaustausch . Kinder- und Jugendprogramm Bayern	bjr.de	Young people	Youth exchanges
			Youth workers etc.	
72	Internationaler Jugendfreiwilligendienst - IJFD	http://www.internationale-r-jugend-freiwilligendienst.de/ijfd/	Young people	Volunteering
73	Internationaler Schüleraustausch . Kinder- und Jugendprogramm Bayern	http://www.bjr.de/foerderung/internationale-jugendarbeit	Pupils	School stays
			Teachers, trainers, other educational staff	

74	Internationaler Verlegernachwuchs	http://www.book-fair.com/de/networking/programme/frankfurt_fellows/	Adult Learners	Participation in course or seminar
75	Inwent - Austausch von Auszubildenden und Ausbildern mit den Niederlanden (BAND)	www.europa.inwent.org (Rubrik: "Programme")	Pupils	Work Placements
			Adult Learners	
			Teachers, trainers, other educational staff	
76	Inwent - Deutsch-Israelisches Programm zur Zusammenarbeit in der beruflichen Bildung	http://www.inwent.org/portal/ins_ausland/pull/deutschisraelischesprogr	Adult Learners	Study tours
77	Inwent - GJØR DET - Deutsch-Norwegischer Austausch in der beruflichen Bildung	http://www.inwent.org/special/fallback/index.php.de?pull=/contentpool/	Youth workers etc.	Work Placements
78	Inwent - Praxisorientierte Weiterbildung in russischen Unternehmen	http://www.inwent.org/portal/ins_ausland/pull/praxisorientierteweiterb	Adult Learners	Work Placements
				Participation in course or seminar
79	Inwent - Praxisqualifizierung für Nichtakademiker und Studierende an Berufsakademien (BA)	http://www.inwent.org/portal/ins_ausland/pull/praxisqualifizierung/ind	Adult Learners	Work Placements
80	Japan Exchange and Teaching Programme (JET)	http://www.jetprogramme.org	Teachers, trainers, other educational staff	Work Placements
81	JDZB - Deutsch-Japanischer Schüleraustausch („TAKENOKO-Fonds“)	http://www.jdzb.de	Pupils	School stays
82	JDZB - Deutsch-Japanisches Austauschprogramm für Ehrenamtliche	http://www.jdzb.de	Youth workers etc.	Participation in course or seminar
				Study tours
83	JDZB - Deutsch-Japanisches Austauschprogramm für junge Berufstätige	www.jdzb.de	Adult Learners	Participation in course or seminar
				Study tours
84	JDZB - Deutsch-Japanisches Studienprogramm für Fachkräfte der Jugendarbeit	http://www.jdzb.de/index.php?option=com_content&view=article&id=13:deu	Youth workers etc.	Participation in course or seminar
				Study tours

85	Job rotation bei der MAN Gruppe	http://www.man.de/MAN/de/MAN-Karriere/Arbeiten-bei-MAN/Entwicklung/Pro	Adult Learners	Work Placements
86	Kulturweit - Der freiwilligendienst des Auswärtigen Amtes	http://www.kulturweit.de/	Young people	Work Placements
				Volunteering
87	lets-go-Einzelstipendien für Auslandspraktika für Handwerksauszubildende (NRW)	lets-go-azubi.de	Pupils	Work Placements
88	LIONS - Jugendaustausch	http://www.lions.de/Unser-Handeln/Kinder-und-Jugend/568.htm	Young people	Work camps
89	Mittelfristige Freiwilligendienste der Internationalen Jugendgemeinschaftsdienste (IJGD)	http://www.ijgd.de/Bis-6-Monate-ins-Ausland.142.0.html	Young people	Volunteering
90	Mobilitätsfonds - Ausbildung in Europa (Auslandspraktika) Niedersachsen	http://mobilitaetsfonds.nibis.de/	Pupils	Work Placements
			Adult Learners	
91	NieZiB - Berufsbildung International (Niedersachsen)	http://www.niezib.de/	Adult Learners	Work Placements
			Teachers, trainers, other educational staff	
92	PAD - Fortbildungskurse in Deutschland für ausländische Deutschlehrkräfte aus Afrika, Asien, Lateina	http://www.kmk-pad.org/programme/fortbildungskurse-fuer-deutschlehrkra	Teachers, trainers, other educational staff	Participation in course or seminar
93	PAD - German-American Partnership Program (GAPP)	http://www.kmk-pad.org/programme/gapp.html	Pupils	School stays
			Teachers, trainers, other educational staff	
94	PAD - Hospitationen von Deutschlehrkräften aus Afrika, Asien, Osteuropa und Lateinamerika	http://www.kmk-pad.org/programme/hospitation-in-deutschland	Teachers, trainers, other educational staff	Work Placements
95	PAD - Hospitationen von Fremdsprachenlehrkräften in Frankreich, Spanien, UK	http://www.kmk-pad.org/programme/hospitation-von-fremdsprachenlehrkrae	Teachers, trainers, other educational staff	Job-shadowing

				Participation in course or seminar
96	PAD - Internationales Preisträgerprogramm	http://www.kmk-pad.org/programme/internationales-preistraegerprogramm	Pupils	Study tours
97	PAD - Johannes-Rau-Stipendium (Israelische Schüler)	http://www.kmk-pad.org/programme/johannes-rau-stipendium.html	Pupils	Study tours
98	PAD - Kurse zur deutschen Sprache und Landeskunde	http://www.kmk-pad.org/programme/kurse-zur-deutschen-sprache-und-lande	Pupils	Language classes
99	PAD - Schulpartnerschaften der PASCH-Initiative	http://www.kmk-pad.org/programme/schulpartnerschaften-der-pasch-initia	Pupils	School stays
			Teachers, trainers, other educational staff	
100	PAD - Schulpartnerschaften mit Schulen in Israel	http://www.kmk-pad.org/fileadmin/Dateien/download/vd/israel/2011/Merkb	Pupils	School stays
			Teachers, trainers, other educational staff	
101	PAD - Schulpartnerschaften mit Schulen in Ost-, Mittelost- und Südosteuropa sowie den Baltischen Sta	http://www.kmk-pad.org/programme/schulpartnerschaften-mit-ost-mittelos	Pupils	School stays
			Teachers, trainers, other educational staff	
102	PAD - Studienbesuch in den USA - Weiterbildungsprogramm für deutsche Lehrerinnen und Lehrer an einer	Only online during the time of application	Teachers, trainers, other educational staff	Participation in course or seminar
				Study tours
103	PAD - Weiterbildungsprogramm für deutschsprachige Lehrkräfte von Auslandsschulen (Ortslehrkräfte)	http://www.kmk-pad.org/programme/ortsllehrkraefte.html	Teachers, trainers, other educational staff	Work Placements

104	PAD- Fortbildungskurse für deutsche Fremdsprachenlehrkräfte in China, Italien, Belgien, Spanien, Taiwan	http://www.kmk-pad.org/programme/alle-programme.html	Teachers, trainers, other educational staff	Language classes
105	Palestinian - German School Twinning Programme	http://www.school-tp-ps.de/	Pupils	School stays
106	Parlamentarisches Patenschafts-Programm für junge Berufstätige (USA)	http://gc21.inwent.org/ibt/de/modules/gc21/ws-FLEXpppusa/info/ibt/inde	Adult Learners	Work Placements
107	Pestalozzi-Programm des Europarates	http://www.kmk-pad.org/programme/alle-programme.html	Teachers, trainers, other educational staff	Participation in course or seminar
108	Praktika und Freiwilligendienste - Internationaler Bauorden	http://www.workcamps.de/	Young people	Volunteering
109	Regionales Zentrum Nordrhein-Westfalen - Konkreter Friedensdienst	http://www.inwent.org/mw/nrw/080456/index.php.de	Young people	Volunteering
110	Reisestipendien in Form eines InterRail-Global Passes	www.schwarzkopf-stiftung.de	Young people	Study tours
111	Rotary Jugenddienst Deutschland - Jahresaustausch	http://www.rotary-jugenddienst.de/jugenddienst/global/kontakt.php	Pupils	School stays
112	Rotary Jugenddienst Deutschland - Family-to-Family (Ferien) Austausch	http://www.rotary-jugenddienst.de/jugenddienst/03_kurzzeitaustausch/in	Young people	Youth exchanges
113	RWE apprenticeship exchange	http://www.rwe.com/web/cms/en/113648/rwe/press-news/press-release/?pmi	Adult Learners	Work Placements
114	Schüleraustausch international - Travelworks	http://www.travelworks.de/ueber-travelworks/schueleraustausch.html	Pupils	School stays
115	Schwarzkopf-Stiftung Klassisches Reisestipendium	http://www.heinz-schwarzkopf-stiftung.de	Young people	Study tours
116	Stiftung DRJA - Außerschulischer Jugendaustausch (Russland)	http://www.stiftung-drja.de/foerderung/auserschulischer-austausch/	Young people	Youth exchanges
			Youth workers etc.	
117	Stiftung DRJA - Beruflicher Austausch (Russland)	http://www.stiftung-drja.de/foerderung/beruflicher-austausch/	Pupils	Work Placements
			Adult Learners	

			Teachers, trainers, other educational staff	
118	Stiftung DRJA - Schüleraustausch (Russland)	http://www.stiftung-drja.de/foerderung/schulischer-austausch/	Pupils	School stays
			Teachers, trainers, other educational staff	
119	Studienbesuch deutscher Lehrerinnen und Lehrer in Japan	Keine Veröffentlichung auf der Webseite des PAD. Wegen der begrenzten	Teachers, trainers, other educational staff	Participation in course or seminar
				Study tours
120	Tandem - Förderprogramm „Freiwillige Berufliche Praktika“ - Tschechien	http://www.tandem-org.de/arbeitsbereiche/freiwillige-berufliche-praktika/	Pupils	Work Placements
			Adult Learners	Volunteering
121	Tandem - Hospitationsprogramm Voneinander lernen (Tschechien)	http://www.tandem-org.de/seite_423.html	Youth workers etc.	Job-shadowing
122	Tandem - Jugendbegegnungen - Tschechien	http://www.tandem-org.de/arbeitsbereiche/auserschulisch/jugendbegegnung/	Young people	Youth exchanges
			Youth workers etc.	
123	Tandem - Von klein auf - Kindergartenaustausch (Tschechien)	http://www.tandem-org.de/seite_409.html	Young people	Other
124	Telekom X-Change Programme - for employees with high potential	http://www.telekom.com/dtag/cms/content/dt/en/794488	Adult Learners	Work Placements
125	Training bridges - Austausch von Auszubildenden und Ausbildern mit Großbritannien	http://www.ukgermanconnection.org/?location_id=2472	Pupils	Work Placements
			Adult Learners	
			Teachers, trainers, other educational staff	
126	VDA-Schüleraustauschprogramme	http://www.vda-jugendaustausch.de/Impressum.26.0.html	Pupils	School stays

127	Verleger aus aller Welt zu Gast in Frankfurt	http://www.book-fair.com/de/networking/programme/einladungsprogramm/	Adult Learners	Participation in course or seminar
128	WELTBÜRGER-Stipendien	http://www.weltbuerger-stipendien.de	Pupils	School stays
129	weltwärts - der entwicklungspolitische Freiwilligendienst	http://www.weltwaerts.de/index.html	Young people	Work Placements
				Volunteering
130	Workcamps - Internationale Begegnung in Gemeinschaftsdiensten (IBG)	http://www.workcamps.de/	Young people	Work camps
131	Workcamps - Kolping Jugendgemeinschaftsdienste (JGD)	http://workcamps.kolping.de/	Young people	Work camps
132	Workcamps - Norddeutsche Jugend im internationalen Gemeinschaftsdienst	http://www.workcamps.de/	Young people	Work camps
133	Workcamps des Service Civil International (SCI) – Deutscher Zweig e. V	http://www.sci-d.de	Adult Learners	Work camps
			Young people	
134	Youth Action For Peace Deutschland - Christlicher Friedensdienst e.V	www.yap-cfd.de	Young people	Volunteering
135	Youth For Understanding - Internationaler Jugendaustausch	http://www.yfu.de/	Pupils	Language classes
				School stays
136	ZAV - Kinder-Ecole - AJEFA	http://www.ba-auslandsvermittlung.de/lang_de/nn_11144/DE/Home/Praktika	Young people	Work Placements
				Volunteering
137	zis-Stipendium für Studienreisen	http://www.zis-reisen.de/	Pupils	Study tours
			Teachers, trainers, other educational staff	

Search Information Germany

Mobility schemes according to institutions

Ministries / National Agencies	<p>International learning mobility stands high on the agenda of the German government, and different ministries are providing funding for large mobility schemes. The support of international mobility covers a wide range of different target groups. There is the support of</p> <ul style="list-style-type: none"> ▪ pupils and 'young people' (non-formal youth exchanges) ▪ cross-border volunteer work (e.g. Bundesfreiwilligendienst, kulturweit) ▪ Work placement in e.g. development cooperation ('weltwärts') <p>The means of the ministries are channelled through different national agencies in Germany (Pädagogischer Austauschdienst (PAD) der Kultusministerkonferenz, Nationale Agentur Bildung, JUGEND für Europa (JfE))</p>
Public Employment Services	<p>International work experiences are being seen as an asset for a work career and initiatives in this field are receiving growing support. The programme 'Integration durch Austausch'⁸⁹ offering disadvantaged youth an international work experience is one example of this tendency to promote international work experience to enhance the career opportunities.</p>
Bi- / trilateral Programmes (between specific countries)	<p>In the light of the specific historical background of Germany, there is a strong political commitment to develop and maintain intensive exchange programmes with a number of neighbouring countries. The German-French and the German-Polish Youth Agencies are examples of agencies funded by both governments to promote especially school and youth exchanges between both countries. Similar initiatives exist with Czech Republic, Israel and Russia.</p> <p>Beyond that a number of smaller mobility schemes with other countries are supported too.</p>
NGO's (foundations, church initiatives, etc.)	<p>A large number of foundations exist in Germany (several thousands) and many of these are supporting different kinds of international learning mobility. Even though this survey may not cover all initiatives of foundations it took note of the most important ones. The churches also play an important role in promoting and supporting international learning mobility.</p>
Private companies	<p>Many large German companies (e.g. Bosch, Siemens, BMW, and BASF) have set up their own foundations which operate in the name of the company and finance mobility activities. Beyond that, some internationally active companies run programmes to give in-house staff an opportunity to gain international work experiences in a partner country. Due to the international operations of many German companies this is an important field of learning mobility, but most companies only provide limited information about these initiatives.</p>
Other European Funds (Regional Funds, ESF etc.)	<p>European funds from the different DG's of the Commission can be used for different purposes and if countries decide to use these means for international learning mobility it is an indication of the political priorities that are being set. The previously mentioned programme 'Integration durch Austausch' is financed through ESF funds for example. On a regional/provincial level Interreg means are used for mobility schemes</p>

⁸⁹ http://www.esf.de/portal/generator/770/programm__ida.html

etc.

Mobility schemes searched for according to activities

Language courses (if aggregated data is available)	Even though language courses are offered by a number of operators these programmes have not been included in the survey.
Work Placements	As indicated above, work placements are of growing importance to give staff members as well as young people the opportunity to gain international working experiences. Initiatives of this kind are supported by companies, regional networks of chambers but also public employment services.
Volunteer Programmes	A number of volunteer programmes are offered by different institutions. Different ministries fund volunteer programmes. Churches also support and fund volunteer work (e.g. Christian Voluntary Service - Ecumenical Diaconal Year ⁹⁰). But there are also a number of commercial / non-profit operators that offer the possibility to conduct a voluntary service abroad. The participants have to pay fees for this placement.
Exchange programmes of teachers / pupils (including school stays)	<p>Most secondary schools in Germany maintain their own school exchange programmes and partly receive funding from public agencies. In most cases, the pupils have to cover the costs of transport themselves. Accommodation is normally provided by partner families. Hence, pupil exchanges are taking place to a far larger extent than reflected in this survey as this is only considering aggregated figures of financial support from public or private agencies.</p> <p>The public agencies running bilateral programmes (e.g. German-French / German-Polish Youth Agency) offer exchange programmes for pupils (also long-term stays)</p> <p>There are special programmes of placement for language teachers in different countries.</p> <p>A number of commercial / non-profit operators offer school stays abroad. These operators offer the full arrangement of partner family, school placement and all formalities. The participants have to pay partly fairly high fees for this service.</p>
Exchange programmes of youth (non-formal education)	<p>Non-formal youth exchanges are supported by youth organizations. The funds come partly from national agencies (e.g. German-French / German-Polish Youth Agencies). The extent of this support is equally big like the support of school exchanges.</p> <p>Commercial / non-profit operators offer the possibility of work-camps. Young people from different countries come together in one country and contribute together to some kind of social work. The focus lies on the international experience to stay and work with youth from other countries. The participants have to pay fees for this service covering simple accommodation (e.g. in tents) and food.</p>
Town twinning	<p>Most German towns, even fairly small ones, developed and maintain partnerships with other towns all over the world. Quite a few exchange programmes are taking place in this context whereas the costs are mostly covered by the participants themselves.</p> <p>Accommodation is mostly provided by host families. Provincial or communal funds may be raised to support these initiatives. As these activities are so diverse town twinning programmes have not been</p>

⁹⁰ <http://www.djia.de/>

	included in the survey.
Study Tours	<p>Study tours to get to know the culture and people of other countries are supported partly by governmental institutions (e.g. pupils learning the German language are invited to a study tour to Germany). Similar initiatives exist from some NGO's. Programmes supported from these sources have been included in the study. But it needs to be acknowledged that commercial operators offer study tours for a more touristic purpose too and it is not easy to draw the line. Consequently, study tours offered by commercial operators have been excluded from the study.</p>

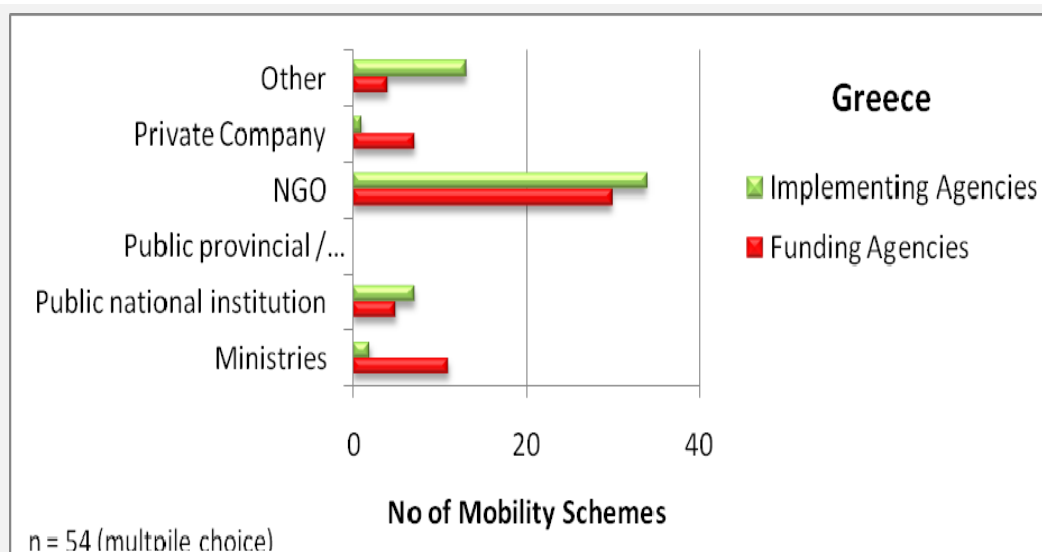
6.13 Greece

Year of EU entry: 1981
Political system: Republic
Capital city: Athens
Total area: 131 957 km²
Population: 11.2 million
Currency: euro⁹¹



70 Mobility schemes were identified in Greece

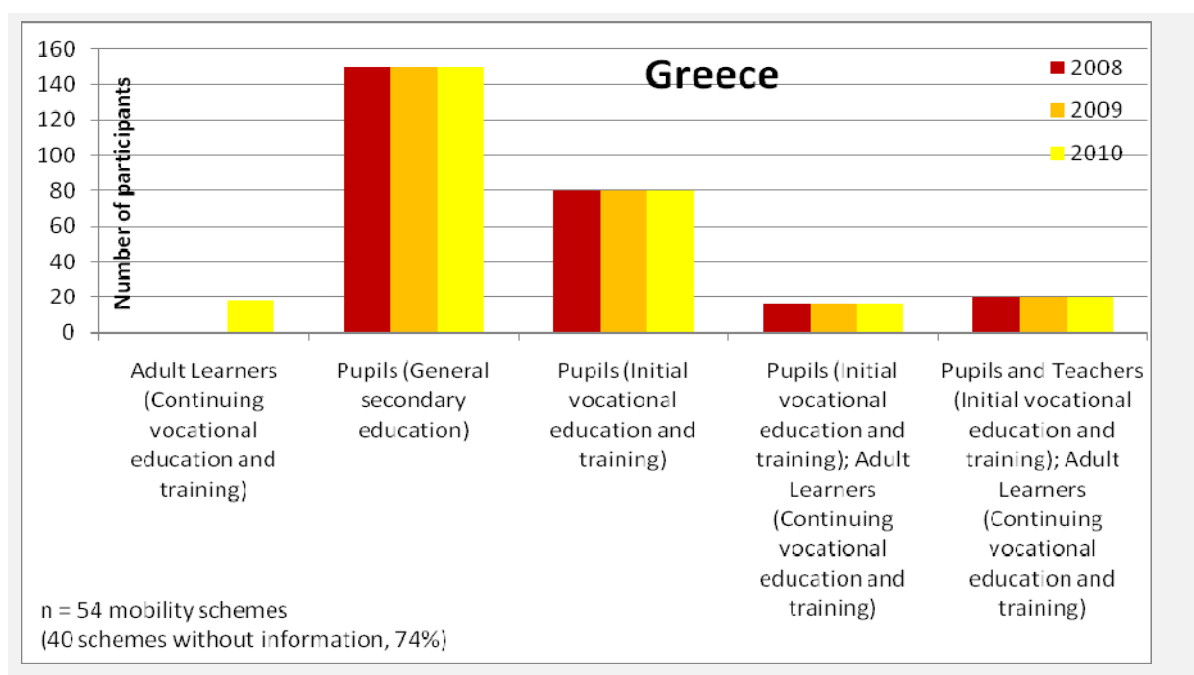
Funding versus Implementing Agencies of Mobility Schemes



NGOs are by far the most significant agencies not only in terms of funding for mobility schemes, but also in terms of implementation. A majority of existing schemes are funded and implemented by Greek NGOs. Funding is also provided by the ministries and to a lesser extent by private companies, public national institutions and 'other' institutions. These 'other' institutions and public national institutions play a role in the implementation of schemes, while private companies and ministries are almost never involved in the implementation process. Regional institutions seemingly do not play any role in the field of learning mobility.

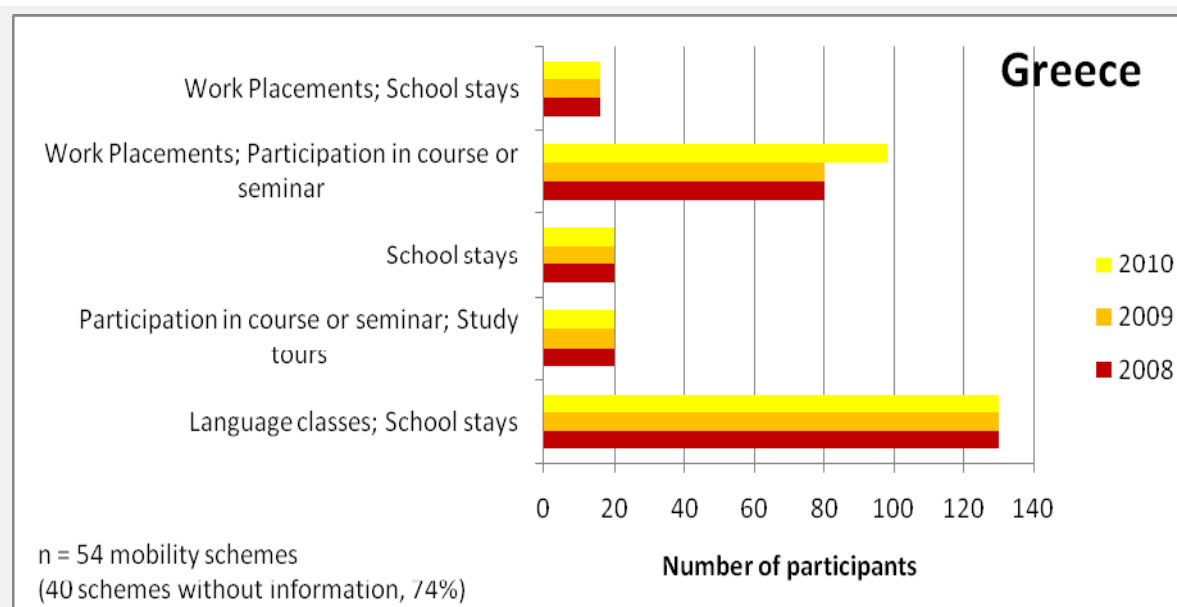
⁹¹ http://europa.eu/about-eu/countries/member-countries/greece/index_en.htm

Target Groups of Mobility Schemes



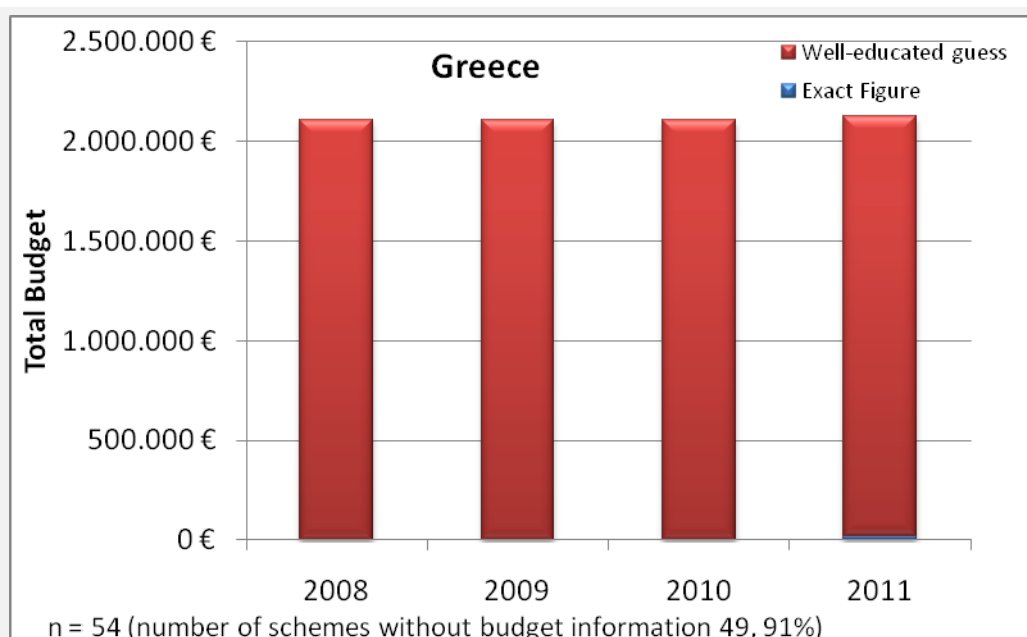
Only a quarter of the mobility schemes provide information on participants in Greece. By the look of things it seems as if mobility schemes in Greece cover only few participants. The figures remained constant in the last years though.

In Greece, the promotion of learning mobility of pupils (secondary and vocational education) receives greatest priority. To a far lesser extent, learning mobility is also promoted for combined target groups like pupils and teachers. Even though there are also a number of mobility schemes targeting young people in a non-formal context no data was available for this group.

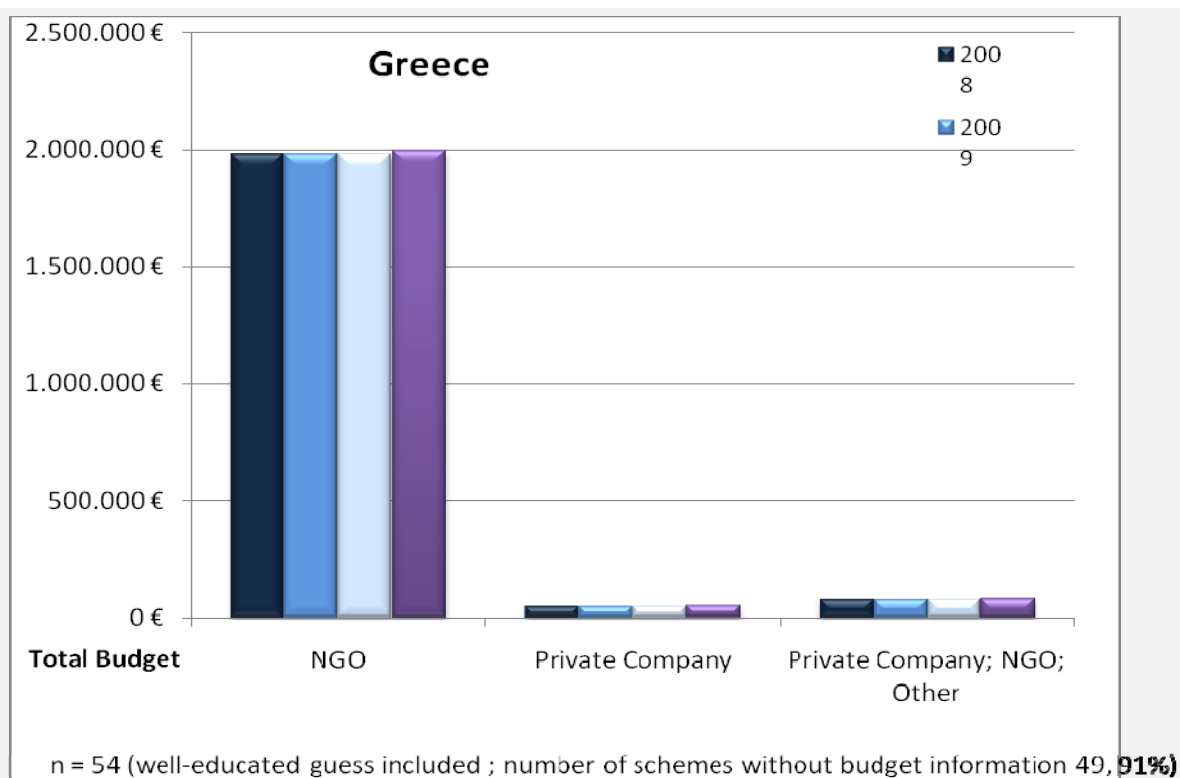


In Greece, two forms of activities are clearly prioritised. Most attention is paid to "language classes / school stays", followed by "Work placements; participation in course or seminar". Other activities are promoted too but no further information is available for them.

Budget Development and Funding Agencies of Mobility Schemes

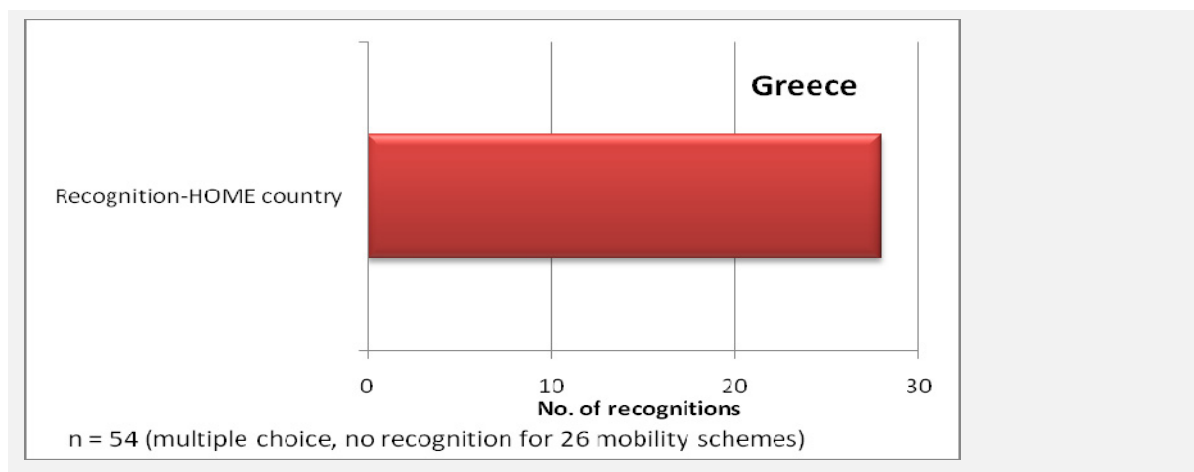


The few figures that have been provided are only well-educated guesses and account for 9% of the funding agencies. The majority of mobility schemes did not provide any information.



It is remarkable that public entities do not occur in the list of funding agencies either because they have not provided any information or because they do not allocate any funds to mobility. Concerning the funding in Greece the figure presents an almost constant level of total budget for the NGO sector. A few foundations are quite prominent here.

Recognition of Mobility Schemes



It seems to be a feature of many mobility schemes that they are recognised in the home country.

Greece				
Nr.	Name of the Mobility Scheme		Target Group	Type-activities
		Web-link		
1	ΕΘΝΙΚΟ ΙΔΡΥΜΑ ΝΕΟΤ&	http://www.ein.gr	Young people	Youth exchanges
			Youth workers etc.	
2	ΕΛΛΗΝΙΚΟ ΙΝΣΤΙΤΟΥ	http://www.pasteur.gr	Adult Learners	Work Placements
				Participation in course or seminar
3	ΕΜΠΕΙΡΙΚΕΙΟΝ ΙΔΡΥ	http://www.empirikion.gr/	Young people	Participation in course or seminar
				Study tours
4	ΕΝΩΣΗ ΕΛΛΗΝΩΝ ΕΦΟΠ&	-	Pupils	Work Placements
			Adult Learners	Participation in course or seminar
5	Ιταλικό Μορφωτικό &	http://www.iic.gr	Pupils	Language classes
			Adult Learners	
6	Ο.Α.Ε.Δ. ΟΡΓΑΝΙΣΜΟΣ Α\	http://www.oaed.gr/	Pupils	Work Placements
			Adult Learners	Participation in course or seminar
7	Υπουργείο Παιδεία	http://www.minedu.gov.gr	Young people	Youth exchanges
8	φινλανδικός φορέα	http://www.studyinfinland.fi/scholarships	Pupils	Participation in course or seminar
			Adult Learners	
9	AEGEE- "Association des États Généraux des Étudiants de l'Europe" Greece	http://www.aegee-athina.gr/	Pupils	School stays

Greece				
Nr.	Name of the Mobility Scheme		Target Group	Type-activities
10	ALBA Graduate Business School	http://www.alba.edu.gr	Adult Learners	Work Placements
11	Alexander S. Onassis Public Benefit Foundation- Cultural projects	http://www.onassis.gr/en/	Young people	Youth exchanges
			Youth workers etc.	
12	Alexander S. Onassis Public Benefit Foundation- Scholarships	http://www.onassis.gr/scholarships-greeks.php	Pupils	Language classes
				School stays
13	Athena Research and Innovation Center	http://www.athena-innovation.gr	Adult Learners	Work Placements
				Participation in course or seminar
14	Athens Information Technology (AIT)	http://www.ait.gr/	Pupils	Work Placements
			Adult Learners	Participation in course or seminar
15	Basil & Elise Goulandris Foundation	http://www.goulandris.gr/en/ypotrofies	Pupils	Work Placements
				School stays
16	Bodossaki Foundation & Austria Embassy	http://www.bodossaki.gr	Pupils	Work Placements
			Adult Learners	Job-shadowing
17	Bodossaki Foundation & Belgium Embassy	http://www.bodossaki.gr	Pupils	Work Placements
			Adult	School stays

Greece				
Nr.	Name of the Mobility Scheme		Target Group	Type-activities
			Learners	
18	British Council GR	http://www.britishcouncil.org/new/euraxess	Teachers, trainers, other educational staff	Participation in course or seminar
				Study tours
19	Canon Foundation in Europe	http://www.canonfoundation.org/index.html	Pupils	Participation in course or seminar
			Adult Learners	Study tours
			Teachers, trainers, other educational staff	
20	COSINE - CORallia Scholarship Innovation Programme	http://www.corallia.org	Pupils	Work Placements
			Adult Learners	Participation in course or seminar
21	Crédit Agricole International Talents	http://www.ifa.gr	Pupils	Participation in course or seminar
			Adult Learners	Study tours
22	EESTEC LC Athens!	http://www.eestec.ntua.gr/eestec/	Pupils	Participation in course or seminar
			Adult Learners	Study tours
23	EUGENIDES FOUNDATION	http://www.eugenfoundation.edu.gr	Pupils	Participation in course or seminar
			Adult Learners	Study tours
24	European University Institute (EUI) - STATE SCHOLARSHIPS FOUNDATION GREECE	http://www.eui.eu , www.iky.gr	Adult Learners	Work Placements

Greece				
Nr.	Name of the Mobility Scheme		Target Group	Type-activities
			Teachers, trainers, other educational staff	Language classes
				School stays
25	European Village	http://www.european-village.org	Adult Learners	Youth exchanges
			Young people	
26	FOUNDATION FOR HELLENIC STUDIES	http://www.hri.org/FHS/	Teachers, trainers, other educational staff	Participation in course or seminar
				Study tours
27	Foundation for the Promotion of Journalism of Athanassios Vassiliou Botsis	http://www.idrbotsi.gr	Pupils	Participation in course or seminar
			Adult Learners	
28	Fulbright Foundation in Greece - Professional development program for secondary educators	http://www.fulbright.gr	Teachers, trainers, other educational staff	Participation in course or seminar
29	Fulbright Foundation in Greece - senior specialist program	http://www.fulbright.gr	Teachers, trainers, other educational staff	Study tours
30	General Michael Arnaoutis Foundation	http://www.arnaoutisfoundation.com	Young people	Participation in course or seminar
				Study tours
31	GENERAL SECRETARY OF SPORTS	http://www.gss.gov.gr/	Young people	Other

Greece				
Nr.	Name of the Mobility Scheme		Target Group	Type-activities
32	GERASIMOS LYHNOS FOUNDATION	www.esie.gr	Pupils	Study tours
			Adult Learners	
33	Greek Foundation for Gastroenterology & Nutrition	http://www.eligast.gr	Pupils	Work Placements
			Adult Learners	Participation in course or seminar
34	HelMSIC Ελληνική Επιτροπή	http://www.helmsic.gr	Pupils	Work Placements
				Participation in course or seminar
35	I.A.E.S.T.E Κοζάνης	http://www.uowm.gr/iaeste/	Pupils	Work Placements
			Adult Learners	Participation in course or seminar
36	I.A.E.S.T.E Xanthi (LC)	http://iaeste.xan.duth.gr/	Pupils	Work Placements
			Adult Learners	Participation in course or seminar
37	I.K.Y	http://www.iky.gr	Pupils	Work Placements
			Adult Learners	
38	IAESTE ATHENS Διεθνής Οργάνωση	http://www.ntua.gr/iaeste/	Pupils	Work Placements
			Adult Learners	Participation in course or seminar
39	IAESTE L.C. Thessaloniki	http://iaeste.eng.auth.gr/	Pupils	Work Placements
			Adult Learners	Participation in course or seminar
40	Kokkalis Foundation	http://www.kokkalisfoundation.gr	Young people	Youth exchanges

Greece				
Nr.	Name of the Mobility Scheme		Target Group	Type-activities
41	LEVENTIS FOUNDATION	http://www.leventisfoundation.org , http://www.leventis-scholars.org/	Pupils	Participation in course or seminar
			Adult Learners	Study tours
42	LILIAN BOUDOURI FOUNDATION	http://www.lilianvoudouri.gr	Pupils	School stays
43	Masdar Institute of Science and Technology	http://www.masdar.ac.ae/	Pupils	Participation in course or seminar
			Adult Learners	Study tours
44	Mediterranean College-Pireaus Bank	http://www.medcollege.edu.gr/	Adult Learners	Work Placements
				Participation in course or seminar
45	Ministry of External Affairs - NATO	-	Adult Learners	Work Placements
46	N.C.S.R. 'Demokritos'	http://www.demokritos.gr	Pupils	Work Placements
			Adult Learners	
47	National Bank of Greece	http://www.nbg.gr	Pupils	Participation in course or seminar
			Adult Learners	Study tours
48	Philippos Nakas Conservatory	http://www.nakas.gr	Adult Learners	Participation in course or seminar
				Study tours
49	Public Welfare Foundation "Propondis"	http://www.propondis.gr	Pupils	Participation in course or seminar
			Adult Learners	Study tours
			Teachers, trainers, other education	

Greece				
Nr.	Name of the Mobility Scheme		Target Group	Type-activities
			al staff	
50	Student Association For International Affairs GREECE	http://www.safia.gr	Young people	Youth exchanges
51	The Academy of Athens	http://www.academyofathens.gr	Pupils	Participation in course or seminar
			Adult Learners	Study tours
			Teachers, trainers, other educational staff	
52	THE CHURCH OF GREECE	http://www.ecclesia.gr/English/holysynod/index.html	Young people	Work Placements
				Volunteering
53	The Ryoichi Sasakawa Young Leaders Fellowship Fund (Sylff)	http://www.tokyofoundation.org	Adult Learners	Work Placements
54	VRika!	http://www.vrika.org/	Pupils	Work Placements
			Adult Learners	School stays

Search Information Greece

Mobility schemes according to institutions

Ministry of Education/General Secretariat for Youth and Culture National Research Agencies	The Ministry of Education, Life Long Learning and Religious Affairs doesn't provide any data on mobility schemes outside of the EU action programmes; neither does the GS for Youth and Culture. National Research and Public Institutes do have mobility schemes funded by other schemes and usually based on bilateral research or work placement agreements between Institutes. The most common form of learning mobility is ERASMUS, COMENIUS, and LLP in general but there are mobility opportunities based on bilateral agreements and are included in the Index.
Public Employment Services	Public Employments Services in Greece do not accommodate inquiries on work mobility and do not arrange learning mobility activities but they use European funds that they administer as specific scholarships.
Bi- / trilateral Programmes (between specific countries)	There is existence of many Bilateral agreements between Greek educational and foreign institutions. They are primarily in operation through Embassies and Institutions, supported by private companies. Some promote learning, others vocational training and are included in the Index.
NGO's (foundations, church initiatives)	There are many Foundations offering mobility based on specific requirements such as age, professions etc. Most of their mobility is through the private sector, universities targeting young professionals. A selection of the most important is included in the index.
Private companies	Although it is known that private companies do offer mobility schemes there are no data available for that. The companies in Greece are very reluctant to release data and provide any information for surveys. The data found confirmed that most types of mobility are promoting work placements and vocational training through colleges, Institutions etc.
Other European Funds (Regional Funds, ESF etc.)	There are many mobility activities operating under other European funds, but their data cannot be traced and the managing authorities do not release figures. The participation in these activities is usually study tours, meetings and conferences. These activities do not include mobility of the labour force, only partner meetings.

Mobility schemes according to activities

Language courses (if aggregated data is available)	Data for Language courses mobility cannot be obtained in Greece although it is known that these schemes exist, especially through the British Council, American Union, Goethe Institute etc.
Volunteer Programmes	There are several organisations especially students associations that offer volunteer working abroad. Several NGOs (Citizens in Action, SCI Hellas, ELIX etc) organise short term voluntary projects (work-camps) in cooperation with local authorities. Volunteers participate usually covering part of their cost individually. The overall objective of these programmes is to contribute to the development of specific projects, promoting intercultural understanding, development and language aspects.
Exchange programmes of teachers / pupils	There are only cultural-touristic visits that occur in most of secondary education schools but no data are available either from the schools or Ministry of Education.

(including school stays)	These visits are part of secondary high school curricula and goes on study tour abroad, but there are no public data available.
Exchange programmes of youth (non-formal education)	Exchange programmes for Students mostly take place in the summertime. Most are directed at the acquisition of intercultural learning and language, some teach more specific skills.
Municipalities/Town twinning	Municipalities have short mobility activities under the Europe for Citizens programme based on bilateral agreements or Town twinning. These local-level activities have not been included in this survey.

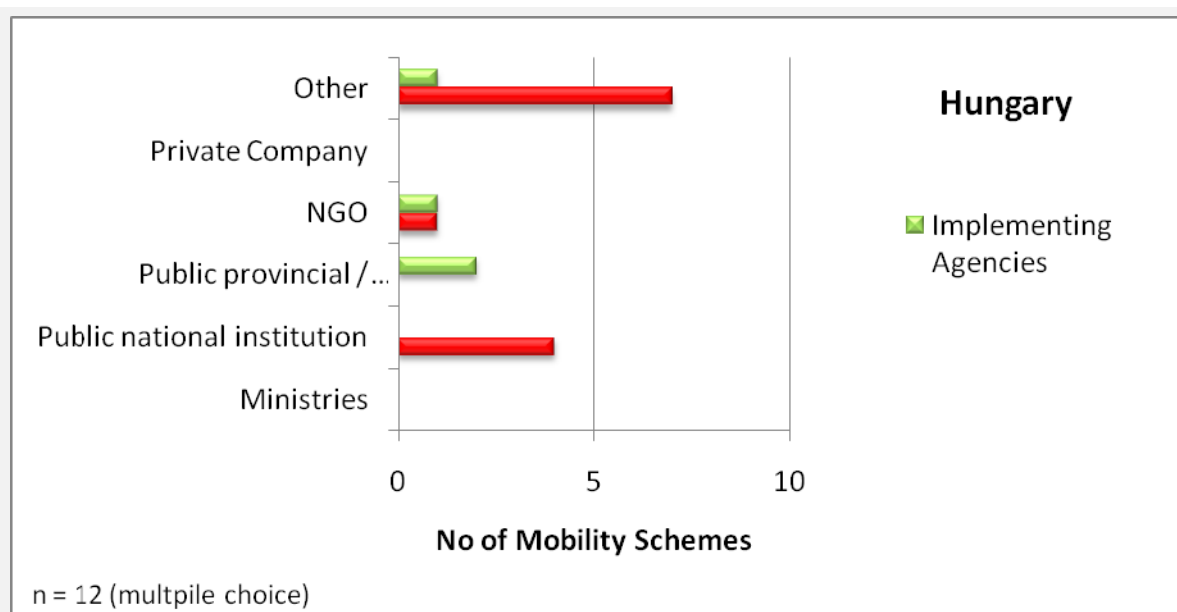
6.14 Hungary

Year of EU entry: 2004
Political system: Republic
Capital city: Budapest
Total area: 93 000 km²
Population: 10 million
Currency: forint⁹²



12 Mobility schemes were identified in Hungary.

Funding versus Implementing Agencies of Mobility Schemes

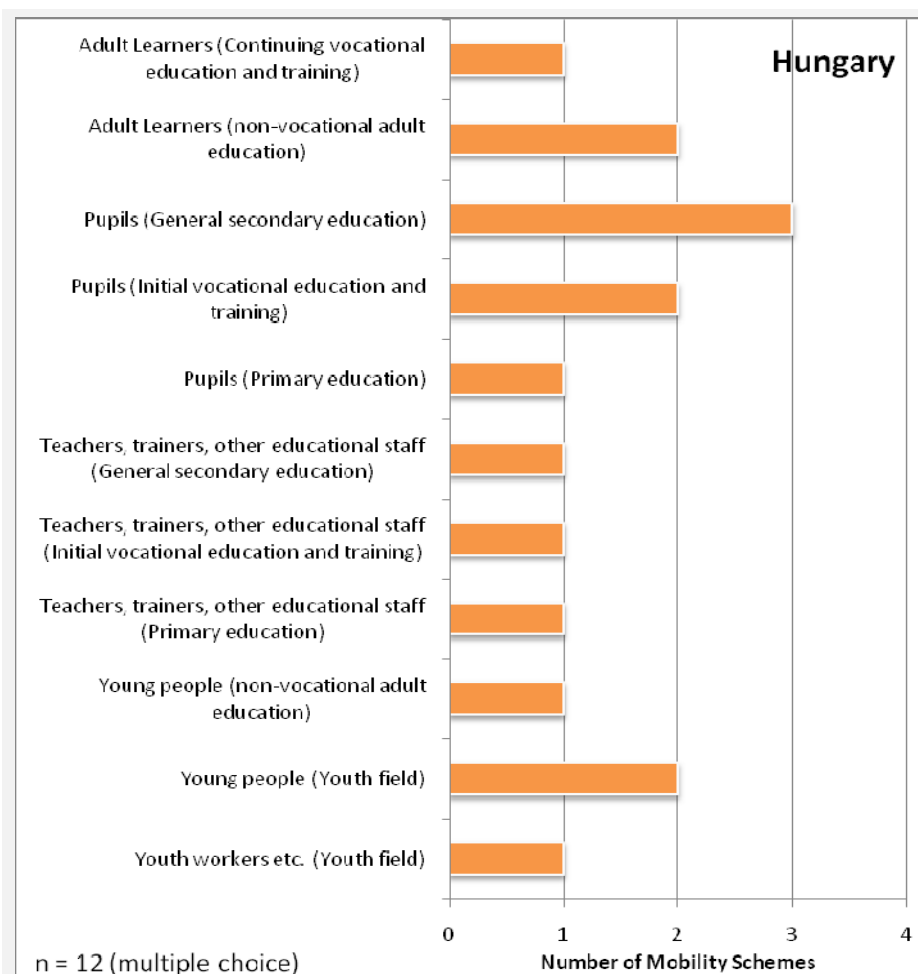


'Other' institutions like embassies and public national institutions are the significant funding agencies in Hungary. The implementation is in the hands of regional institutions, NGOs and 'other' institutions.

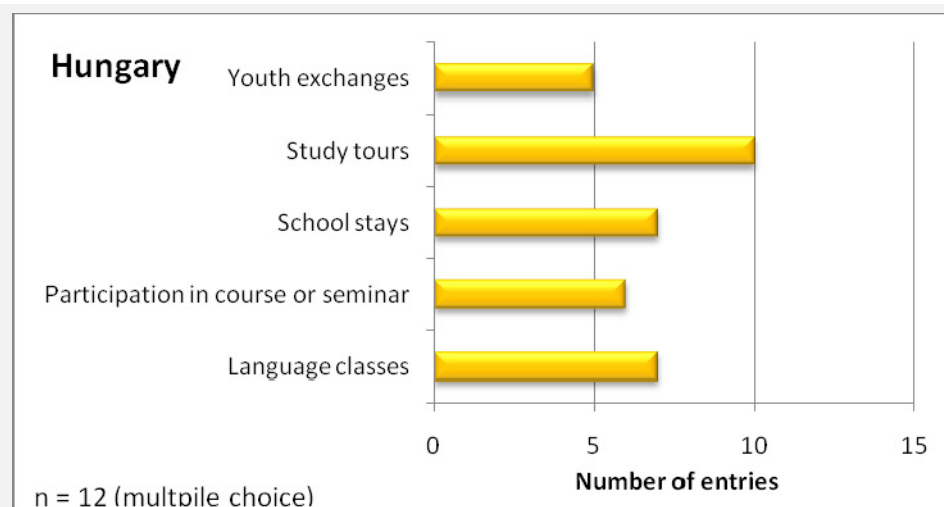
Neither ministries nor private companies possess any stakes in the funding and implementation of mobility schemes.

⁹² http://europa.eu/about-eu/countries/member-countries/hungary/index_en.htm

Target Groups of Mobility Schemes



Due to the lack of information on participants of the mobility schemes the number of mobility schemes was used instead; different years are not being distinguished because years are only used to illustrate developments of number of participants. The picture given of target groups in Hungary is quite fragmented as schemes for all target groups exist. However, the group of pupils seem to be a bit more in the centre of interest than the other target groups while for teachers only one scheme is in place.



The analysis of activities in Hungary shows that different forms of activities are relevant. However, the most relevant activity is study tours which are promoted in 10 out of 12 mobility schemes. All other forms of learning mobility are promoted in at least 5 schemes. Different other activities do not play a role at all

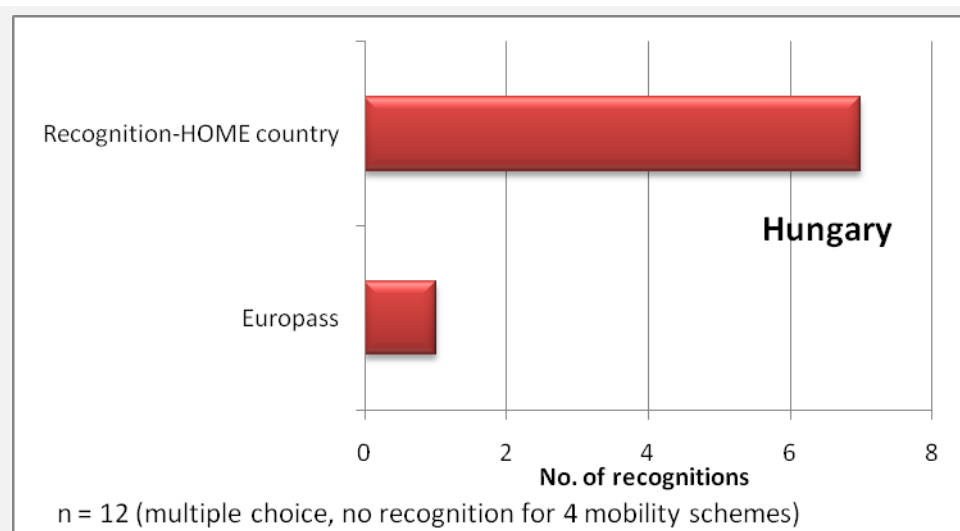
Budget Development and Funding Agencies of Mobility Schemes

For Hungary no budget information was available.

Development of Participants of mobility schemes

For Hungary no information about participants was available

Recognition of Mobility Schemes



A comparatively high number of mobility schemes provide formal recognition for mobility schemes in Hungary. One scheme reports the use of Europass.

Hungary				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
1	A "Rugalmas Szervezet" - DARMARK irányítási rendszere hatékonyságának növelése	http://darmk.afsz.hu/	Adult Learners	Study tours
2	A geotermikus energia felhasználásának tanulmányozása	http://www.hkik.hu/index.php	Adult Learners	Study tours
3	Egyetemi képzés	http://www.hu.emb-japan.go.jp/index_h.htm	Pupils	Language classes
			Teachers, trainers, other educational staff	School stays
4	Hogyan segítsünk jól?	http://www.mosolyalapitvany.hu/english/	Young people	Study tours
			Youth workers etc.	
5	Japán - EU csereprogram	http://www.hu.emb-japan.go.jp/index_h.htm	Pupils	Language classes
				School stays
6	Japán nyelvtanfolyam	http://www.hu.emb-japan.go.jp/index_h.htm	Pupils	Language classes
				School stays
7	Kutatás	http://www.hu.emb-japan.go.jp/index_h.htm	Teachers, trainers, other educational staff	Language classes

Hungary				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
				School stays
8	Menedzsment - Társztanítás - Szakmai gyakorlat	http://www.kzsdabas.hu/koszonto_en.php	Pupils	Work Placement s
			Adult Learners	Participati on in course or seminar
			Teachers, trainers, other education al staff	
9	Rotary Ifjúségi Csereprogram	www.rotary.hu	Pupils	School stays
10	Tanárképzés	http://www.hu.emb-japan.go.jp/index_h.htm	Teachers, trainers, other education al staff	Language classes
				School stays
11	Tanulmányút	http://www.hu.emb-japan.go.jp/index_h.htm	Young people	Study tours
12	YLP	http://www.hu.emb-japan.go.jp/index_h.htm	Pupils	Language classes
			Adult Learners	School stays

Search Information Hungary

Mobility schemes according to institutions

Ministries / National Agencies	<p>The Tempus Public Foundation is a non-profit organization established by the Hungarian Government and is responsible for managing international cooperation programmes and strengthening the European dimension in mobility.</p> <p>The National Development Agency is established by the Hungarian Government for the implementation of the National Development Plan, including the employment and educational issues under the European Social Fund.</p>
Public Employment Services	<p>Public Employment Service in Hungary and the Hungarian Public Employment Service in every region do offer/find work abroad for Hungarians and enhance the absorption of the European Social Fund, but do not arrange learning mobility activities.</p> <p>The National Institute of Vocational and Adult Education is responsible for research and development related to vocational and adult education and involved in mobility projects financed by the EC.</p>
Bi- / trilateral Programmes (between specific countries)	<p>Bilateral agreements between Hungarian educational and foreign institutions exist. These are basically focussing on the higher educational and research area e.g. Swiss contribution and the EU grants (e.g. Erasmus, Erasmus Mundus, Leonardo da Vinci, Grundtvig, CEEPUS, Jean Monet) which are managed by Tempus Public Foundation.</p> <p>Hungary is also participating in the EU-US ATLANTIS Programme for co-operation in Higher Education and Vocational Training and in EU-Canada Programme for co-operation in Higher Education, Training and Youth.</p> <p>There is another bilateral programme between Hungary and Norway (Norwegian Fund). Most of the selected and granted projects are in higher educational mobility schemes. The relevant vocational and adult educational mobility projects are included in the survey database.</p>
NGO's (foundations, church initiatives)	<p>There are many NGO's and churches in Hungary which organise trips abroad, but rarely in the shape of multiannual schemes. Many of these are financed from the EU action programmes.</p>
Private companies	<p>Some multinational companies that are operating in Hungary are organising individual mobility programmes for their new employees and managers. The companies were not willing to share the information regarding their mobility programmes.</p>
Other European Funds (Regional Funds, ESF etc.)	<p>Non-profit organisations, educational institutions, companies and labour market organisation are actively participating in EU funded projects (European Social Fund and EU grants managing by Tempus Public Foundation and National Development Agency). These projects are out of the ToR of this survey.</p>

Mobility schemes according to activities

Language courses (if aggregated data is available)	Language courses are included in the database. The figures were difficult to obtain because the (international) language schools, educational institutions and companies' demonstrated a distinct unwillingness to provide data. Most of them referred to confidentiality as the reason for not wanting to give figures and budget or any information about their courses out of Hungary.
Volunteer Programmes	<p>There are international organisations organising cross-border volunteering with a view to contributing to the development of countries or projects that serve charitable aims.</p> <p>There are international organisations organising language courses and semesters for secondary school students in mainly in Europe, America, but these organisations were unwilling to present information about their activities.</p>
Exchange programmes of teachers / pupils (including school stays)	Many of the Hungarian secondary/vocational schools are interested in and involved in exchange programmes for teachers and/or pupils. These schools are participating in the EU programmes managed by Tempus Public Foundation.
Exchange programmes of youth (non-formal education)	The exchange programmes for youth are also financed by EU funds under Tempus Public Foundation's programme opportunities.
Town twinning	Local-level town twinning activities also involve mobility, but rarely on a regular basis. In Hungary the town twinning programmes are financed by EU funds (e.g.: ERDF, Interreg, Europe for citizens).
Study Tours	Most of the secondary/vocational school students go on study tour abroad and at least once during their school period, mainly to European countries. Most of these are funded by the EU.

6.15 Iceland

Political system: Republic

Capital city: Reykjavik

Total area: 103 000 km²

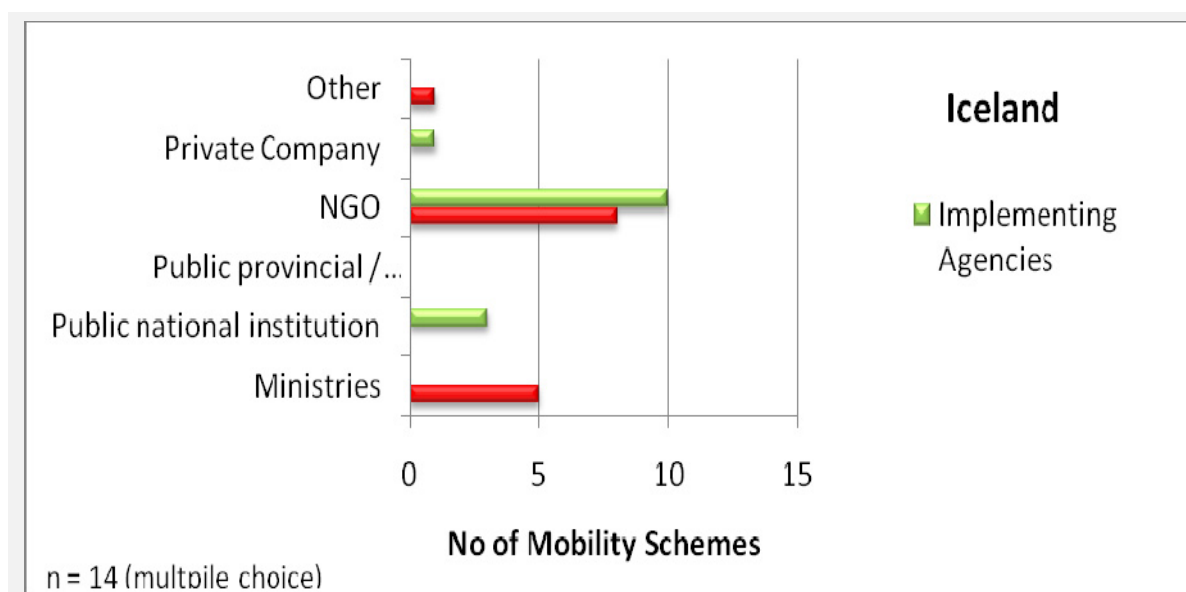
Population: 0.3 million

Currency: Icelandic króna⁹³



13 Mobility schemes were identified in Iceland

Funding versus Implementing Agencies of Mobility Schemes

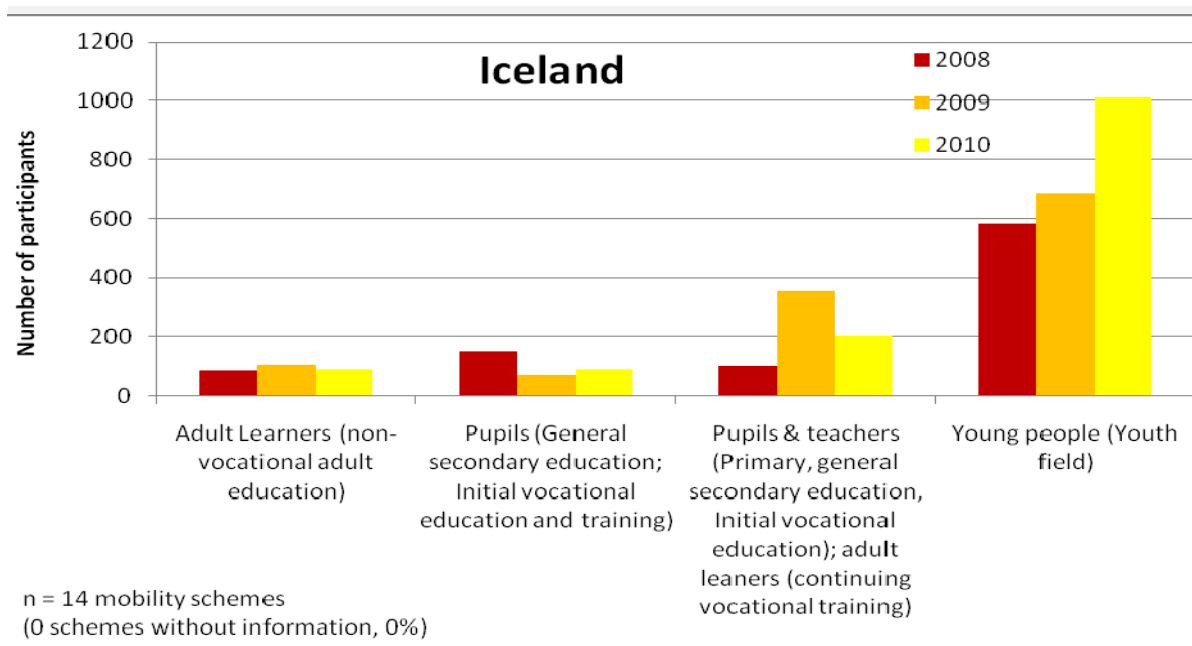


The funding for mobility schemes comes primarily from NGO's followed by ministries. The ministries do not implement any of the projects themselves but delegate this task to other institutions – public national agencies, one NGO and one private company.

Exchange and mobility between the Scandinavian countries receives special attention as 5 schemes are financed by the Nordic Council of Ministries.

⁹³ http://europa.eu/abc/european_countries/candidate_countries/iceland/index_en.htm

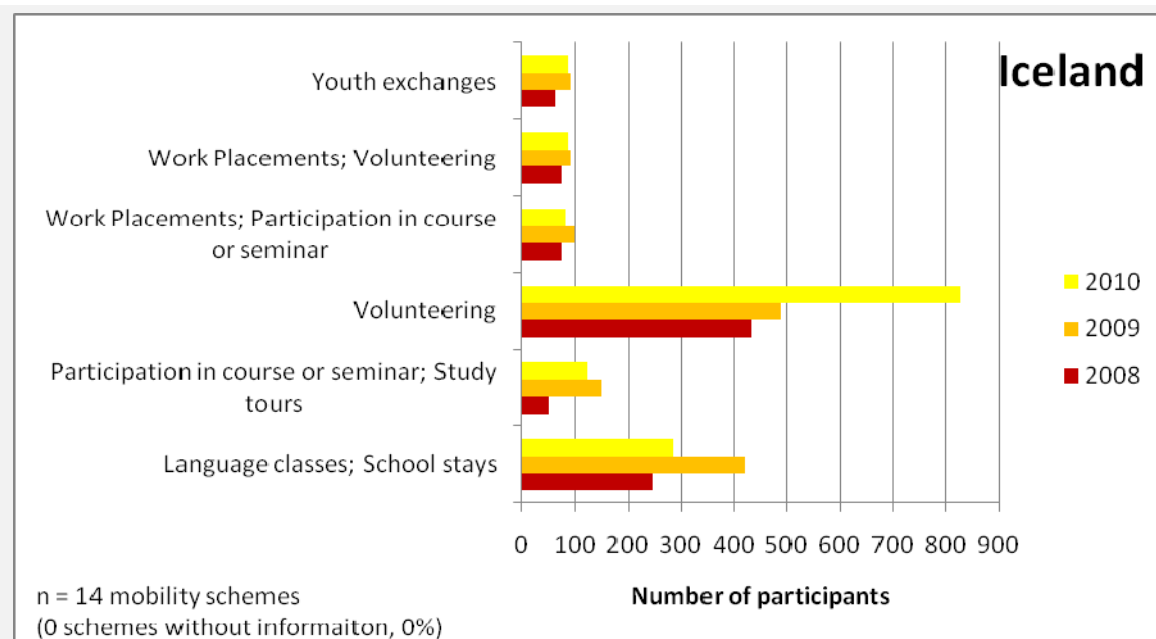
Target Groups of Mobility Schemes



The analysis of participants mirrors the real dimension of participation in the country, as information on participants was available for all existing mobility schemes.

Developments of the number of participants saw a steady increase over the last three years. The number of participants increased from 900 in 2008 to almost 1.400 in 2010.

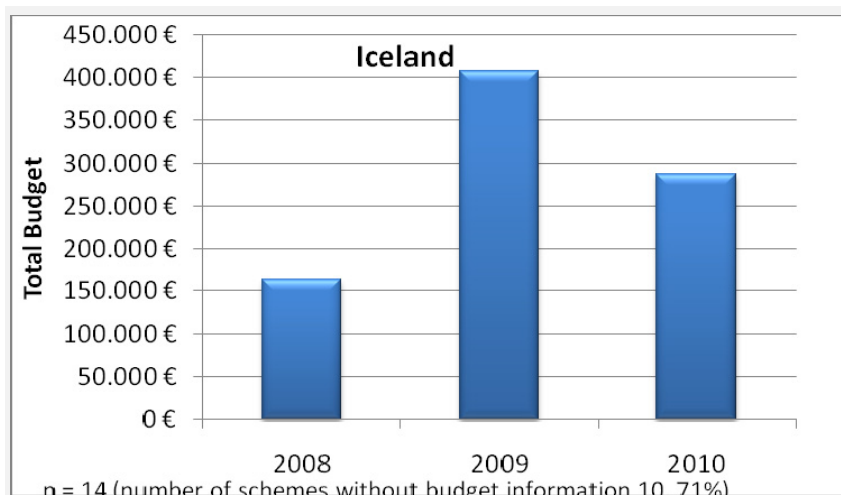
It turns out that young people are the largest target group of mobility schemes in Iceland; the number of participants is increasing significantly in the last three years which is caused by one programme for volunteer mobility which increased considerably over time. Teachers, pupils and adult learners have far lower number of participants with no clear development.



In Iceland, quite a huge range of activities is promoted compared to the limited number of available schemes. In most mobility schemes; volunteering is by far the most prominent activity with a significant increase in numbers. Language classes and school stays are the second largest group but with unclear tendency.

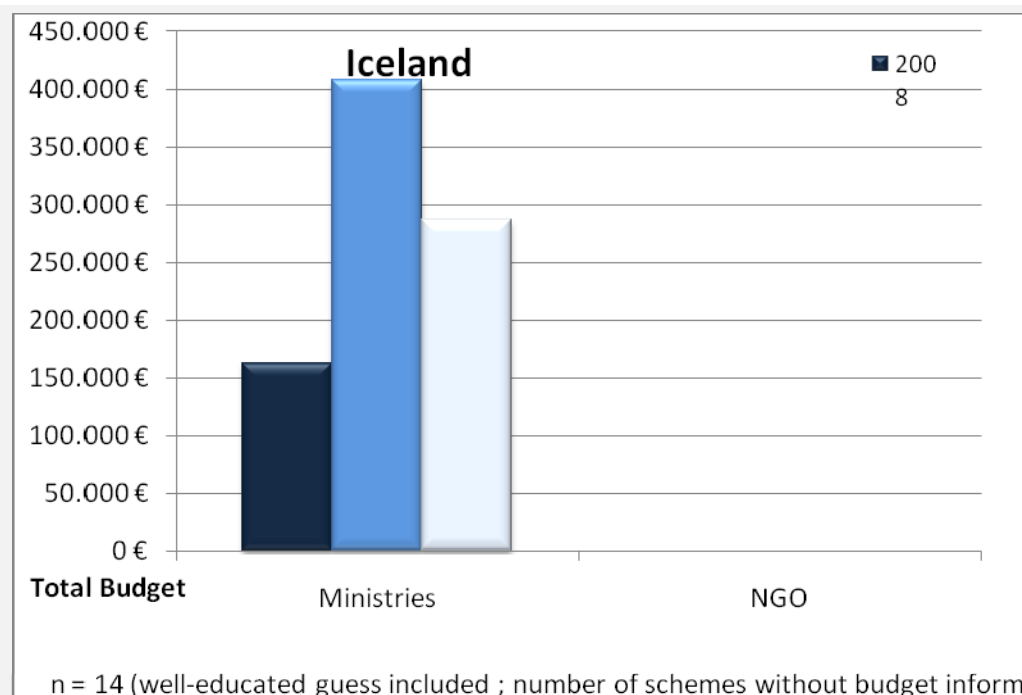
Participation in courses as well as youth exchanges and work placements are sponsored, but also language classes and school stays see some relevant promotion. Youth exchanges, study tours as well as work placement are only supporting only a comparatively small number of people.

Budget Development and Funding Agencies of Mobility Schemes



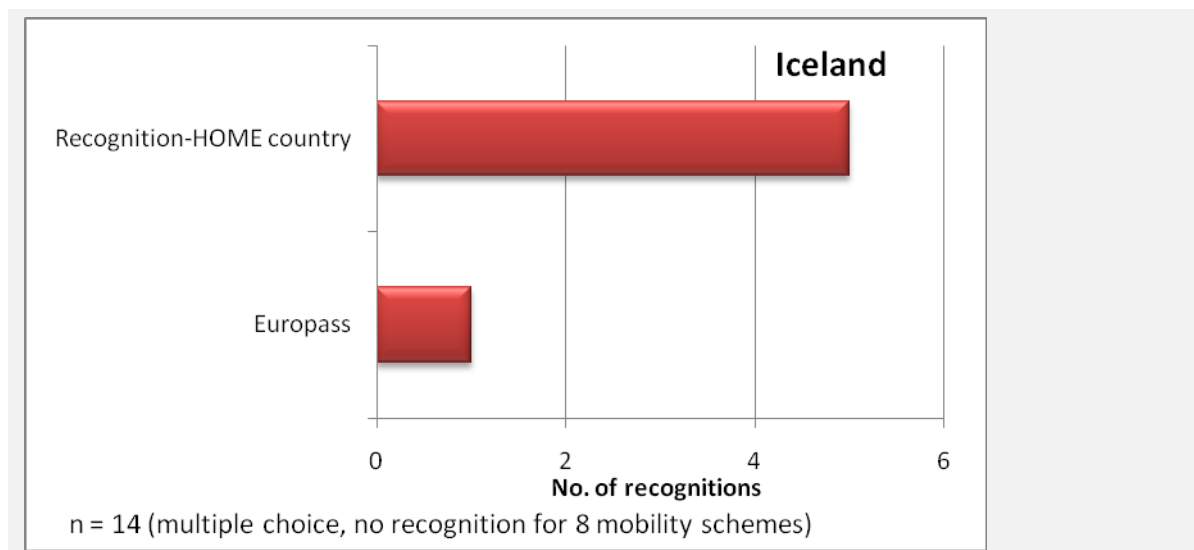
10 out of 14 mobility schemes (71%) do not provide information on budgets which indicates that the data has to be assessed with considerable caution.

In Iceland the total budget for the year 2010 was around 290.000€ and was less high than in the year 2009, the total budget was around 400.000€. The Budget provided by the Government declined in the year 2010.



Considering the small number of mobility schemes providing information the only development that can be seen is the inconsistent development of funding of ministries. Even though a number of NGOs provide funding for mobility schemes no information is available.

Recognition of Mobility Schemes



Iceland seems to have strong recognition system for mobility schemes that are acknowledged in the home country. Europass is applied by one mobility scheme.

Iceland				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
1	AFS á Íslandi	www.afs.org	Pupils	School stays
2	Alþjóðleg ungmennaskipti	www.aus.is	Young people	Volunteering
3	CIVS Iceland	www.cisv.is	Young people	Youth exchanges
4	Lions á Íslandi	www.lions.is	Young people	Participation in course or seminar
5	Nordjobb	www.nordjobb.net	Young people	Work Placements
				Volunteering
6	Nordplus Adult	www.nordplus.is	Adult Learners	Work Placements
				Participation in course or seminar
7	Nordplus Junior	www.nordplus.is	Pupils	Language classes
			Teachers, trainers, other educational staff	School stays
8	Nordplus nordiske sprog og kulturprogramm	www.nordplus.is	Pupils	Participation in course or seminar
			Adult Learners	
			Teachers, trainers, other educational staff	
9	SEEDS - See beyond borderS	www.seeds.is	Young people	Volunteering
10	Skiptinemar Rótarý á Íslandi	www.rotary.is	Pupils	Youth exchanges

Iceland				
Nr.	Name of the Mobility Scheme	Web-link	Target Group	Type-activities
11	Snorraverkefnið	www.snorri.is	Young people	Participation in course or seminar
				Study tours
12	Snorri Plus verkefnið	www.snorri.is	Adult Learners	Study tours
13	Snorri West	www.snorri.is	Young people	Youth exchanges
14	Vinnustaðanám á norðurlöndum	www.idan.is	Pupils	Work Placements
			Adult Learners	

Search Information Iceland

Mobility schemes according to institutions

Ministries / National Agencies	The Ministry of Education, Science and Culture plays the most important role with mobility programmes in Iceland. It appoints the National Agencies (LLP and Nordplus) which then implement the programmes.
Public Employment Services	A staff exchange programme for senior public employees is available between the Nordic countries. This is run by the Ministry of Education. The number of participants varies, from 1 -3. Some years no participation.
Bi- / trilateral Programmes (between specific countries)	Some bi-lateral grants are available e.g. from Japan and the Nordic countries. They are mostly for higher education and therefore not included in the survey.
NGO's (foundations, church initiatives, etc.)	There are quite a few NGO's offering mobility for young people. They are included in the survey.
Private companies	No regular schemes were encountered. Some companies organize ad hoc study visits or apply to the Leonardo programme for grants for staff exchanges.

Mobility schemes searched for according to activities

Work Placements	Apart from IDAN, which is mentioned in the survey, most work placement programs are run with grants from the Leonardo da Vinci programme.
Other European Funds (Regional Funds, ESF etc.)	As Iceland is not a member of the EU there are no regional or social funds available. Some funds can be applied for within the area of higher Education and Research.
Language courses (if aggregated data is available)	Only language courses that are a part of programmes identified in the database are included in this survey. Other language courses are run on a commercial level by private companies and no data is available.
Volunteer Programmes	There are a few volunteer programmes available. The focus mostly on environmental or cultural issues. Some of them offer grants through the Youth in Action Programme.
Exchange programmes of teachers / pupils (incl. school stays)	This type of mobility is available in the NORPLUS programme and is included in the survey.
Exchange programmes of youth (non-formal education)	Some NGO's offer this type of mobility, e.g. the Nordjobb, which is included in the survey.

Town twinning	Town twinning takes place between Icelandic and European towns, mostly in the Scandinavian countries. Official visits are organized focusing on friendship and cultural activities and are as such not considered important to this survey.
Study Tours	Ad hoc study tours are organized by municipalities, companies and different organizations. They are not done on a regular basis and don't follow a scheme as required for this survey.

6.16 Ireland

Year of EU entry: 1973

Political system: Republic

Capital city: Dublin

Total area: 70 000 km²

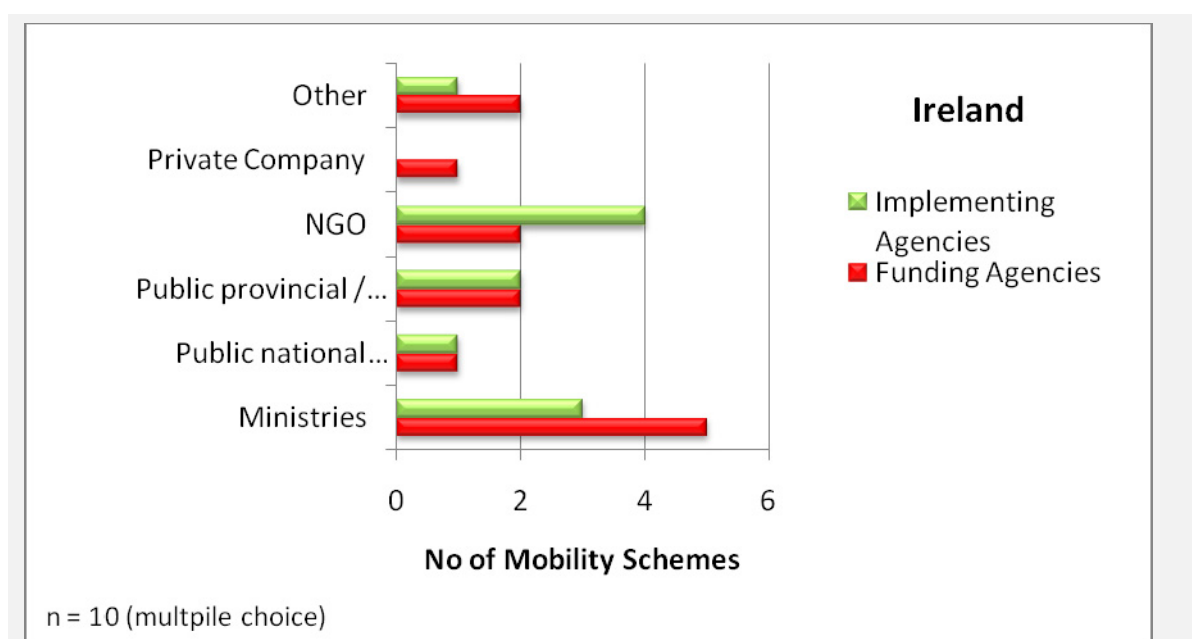
Population: 4.5 million

Currency: euro⁹⁴



10 Mobility schemes were identified in Ireland.

Funding versus Implementing Agencies of Mobility Schemes

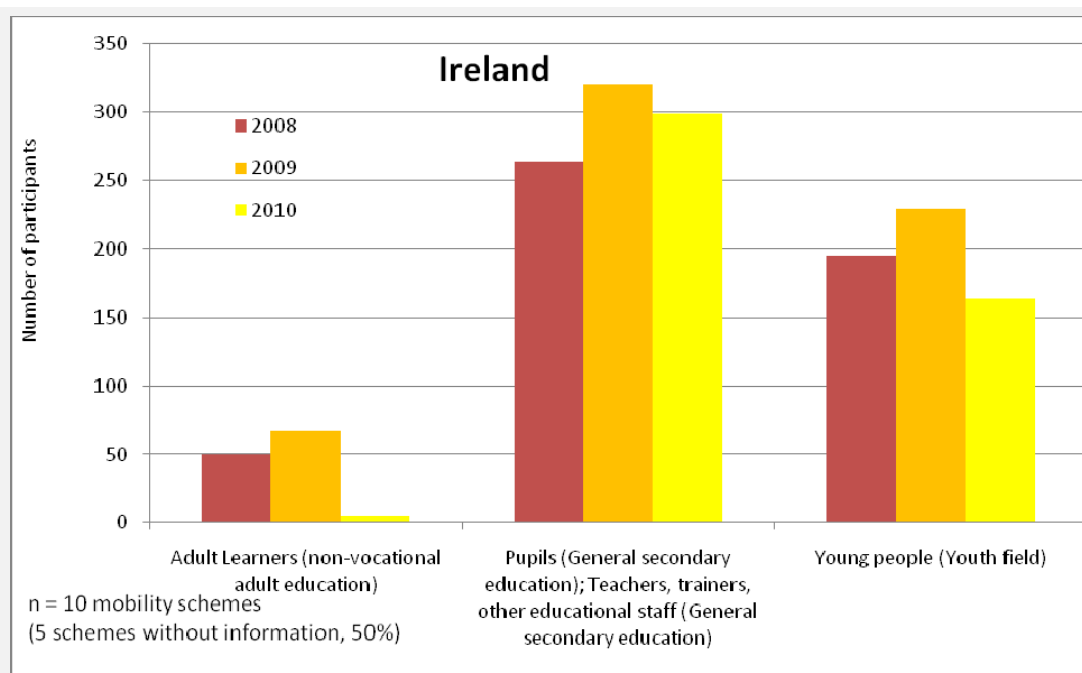


Public institutions⁹⁵ are the most relevant funding agencies in Ireland. NGOs, private companies and 'other' institutions provide some funding too. The implementation of schemes is mostly done by the funding agencies themselves. Public institutions partly delegate the implementation of projects to NGOs.

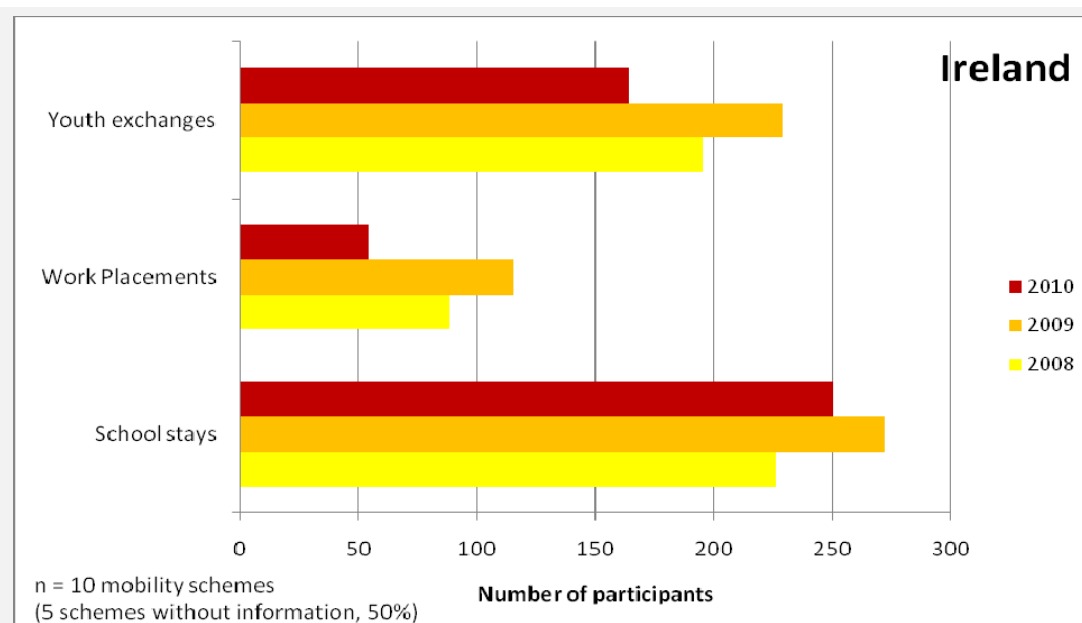
⁹⁴ http://europa.eu/about-eu/countries/member-countries/ireland/index_en.htm

⁹⁵ In Ireland the word "Ministry" is not used as in the UK. In Ireland, one refers to what is known in other countries as Ministries as Departments. These are presided over by Ministers.

Target Groups of Mobility Schemes

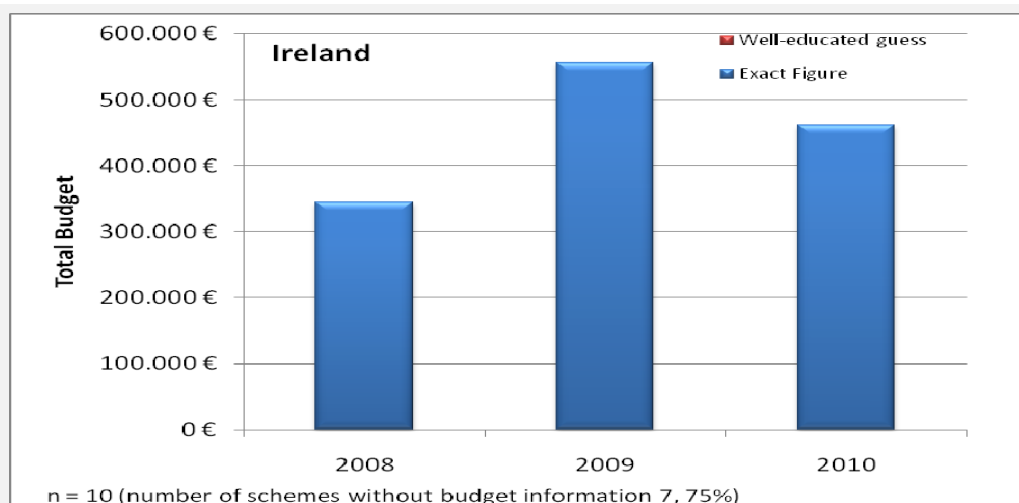


In Ireland, about 56% of the mobility schemes do not provide any information on participants which means that the figures need to be interpreted with considerable care. Mobility schemes target primarily pupils and teachers of secondary education, followed by young people who participate in non-formal mobility schemes. Some schemes target adult learners only, but with comparatively few participants. All in all the number of participants in mobility schemes in Ireland is low and there are no clearly discernible tendencies.

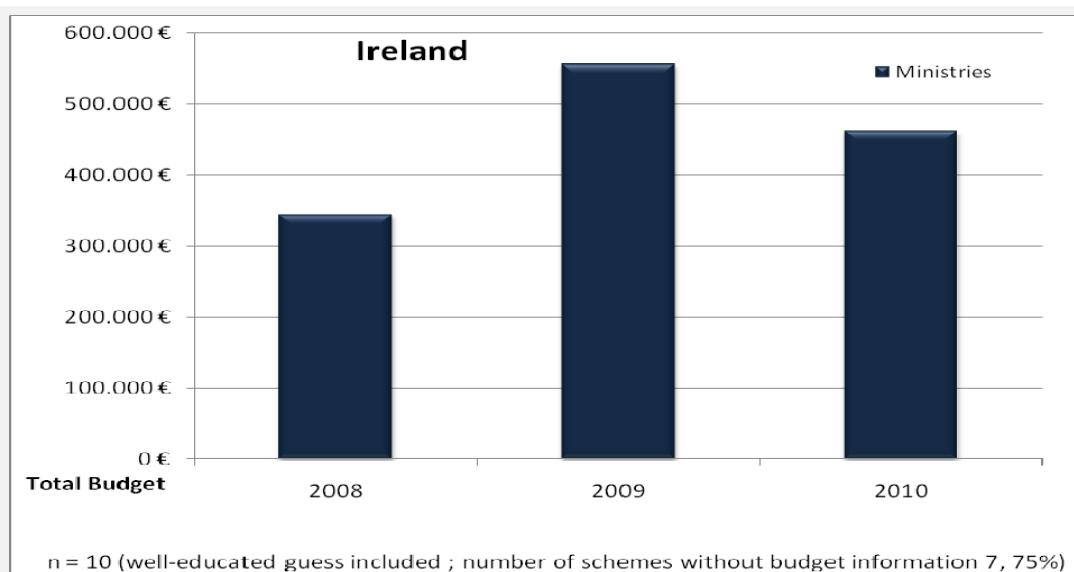


The activities of the participants correspond well with the target groups as mentioned above. The largest number of participants participates in school stays. The target group of "Young People" takes part in youth exchanges and the adult learners are involved in work placements. There is no tendency discernible.

Budget Development and Funding Agencies of Mobility Schemes



Only two of the 9 mobility schemes provide information on budgets which makes it impossible to interpret the results in any form. According to the little information available the budget development for Ireland describes slight fluctuations in the period 2009 until 2011, but with no clear tendency.



According to this chart it looks as if ministries are the only agencies providing funding for mobility schemes, but as only two schemes provide information on budgets, this message may be misleading. In fact, NGOs do not finance mobility out of own funds, but target groups (e.g. volunteers) are required to provide their own funding to participate in mobility activities run by NGOs.

Recognition of Mobility Schemes

The mobility schemes identified in Ireland do not apply any form of formal recognition.

Ireland				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Causeway the British - Irish Youth Programme Exchange	http://www.causewayyouth.org/	Pupils (Primary education; General secondary education)	Job-shadowing
			Young people (Youth field)	Participation in course or seminar
2	Deloitte International Mobility Programs	http://careers.deloitte.com/ireland/students/learndev_globalprograms.aspx?page=4	Adult Learners (non-vocational adult education)	Work Placements
3	Ernst & Young Global Exchange Program	http://www.ey.com/IE/en/Careers/Experienced/Developing-your-career/Mobility/Global-Exchange-Program	Adult Learners (non-vocational adult education)	Work Placements
4	Internships Ireland	http://www.internshipsireland.com/	Young people (Youth field)	Work Placements
5	The Canada – Ireland Youth Mobility Programme	http://www.canadainternational.gc.ca/ireland-irlande/study-etudie/youth	Young people (Youth field) Youth workers etc. (Youth field)	Work Placements
6	The Export Orientation Programme (EOP)	http://www.ibec.ie/eop	Adult Learners (non-vocational adult education)	Work Placements
7	The Japan Exchange and Teaching (JET) Programme	http://www.ie.emb-japan.go.jp/JET.htm	Adult Learners (non-vocational adult education)	Work Placements
			Teachers, trainers, other educational staff (General secondary education)	Participation in course or seminar
8	Working Holidays in Ireland	http://www.dfa.ie/home/index.aspx?id=80991	Adult Learners (non-vocational adult education)	Work Placements
			Young people (Youth field)	

9	WorldWise	http://www.irishaid.gov.ie/worldwise/	Pupils (Primary education;	School stays
			General secondary education)	Participation in course or seminar
			Teachers, trainers, other educational staff (Primary education;	Participation in course or seminar
			General secondary education)	Teacher exchanges
10	Volunteer & Work Experience Placements Abroad	http://www.projects-abroad.ie/	Young people (Youth field)	School stays
				Volunteering

Search Information Ireland - Mobility schemes searched for according to institutions

Ministries / National Agencies	The government of Ireland encourages young and adult learners to work in Ireland for a short period of time. Several Departments (Ministries) support international mobility schemes. The National Agency responsible for learning mobility in the fields of education, training and youth is called Léargas.
Public Employment Services	There are no mobility programmes provided by Public Employment Service (FAS)
Bi- / trilateral Programmes (between specific countries)	There are several bilateral programmes between Ireland and other countries. The Japan Exchange and Teaching (JET) Programme basically encourages teachers' exchange. The Canada – Ireland Youth Mobility Programme encourages work exchanges, whereas some bilateral programmes in cooperation with the British Council promote cultural understanding.
NGO's (foundations, church initiatives, etc.)	There are several NGOs in Ireland which are responsible for the implementation of mobility, such as Internships Ireland. Their main purpose is providing internships.
Private companies	Private companies such as Deloitte Touche and Ernst & Young provide an opportunity to go abroad to their employers. There is the Export Orientation Programme which is focused on stimulating the international labour mobility. This Programme is also funded by the private companies.

Mobility schemes searched for according to activities

Work Placements	The Export Orientation Programme and The Japan Exchange and Teaching (JET) Programme provide work placements abroad. The co-ordinating body for the JET Programme in Ireland is the Embassy of Japan.
Other European Funds (Regional Funds, ESF etc.)	No other funds were identified.
Language courses (if aggregated data is available)	Apart from general cultural exchange the Japan Exchange and Teaching (JET) provides Japanese language courses. Other institutions for the language courses are commercial service providers and have to be paid for individually. No information on the activities of these is available.
Volunteer Programmes	There are several non-profit volunteering organizations based in Ireland such as: Agapé Adventures, A-Z Children's Charity, Church Missionary Society Ireland, etc.
Exchange programmes of teachers / pupils (including school stays)	Causeway the British and the East West Programme Irish Youth Programme Exchange promotes school stays for pupils and teachers both in Ireland and in the UK. <i>WorldWise programme promotes learning partnerships between second-level schools in Ireland and in the global South. Teacher exchange and some pupil exchange/school stays may take place in the context of the partnership.</i>
Exchange programmes of youth (non-formal)	No particular exchange programmes for youth were identified apart from the Causeway Programme mentioned above.

education)	
Town twinning	Town twinning is a large scale activity in Ireland. However, the main focus is on cultural exchange and physical mobility schemes play only a very limited role. Therefore the data on town twinning is not presented in the study
Study Tours	Ireland's Public Service Development Agency which provides study tours (both incoming and outgoing study tours) is financed by the EU and not included in the database.

6.17 Italy

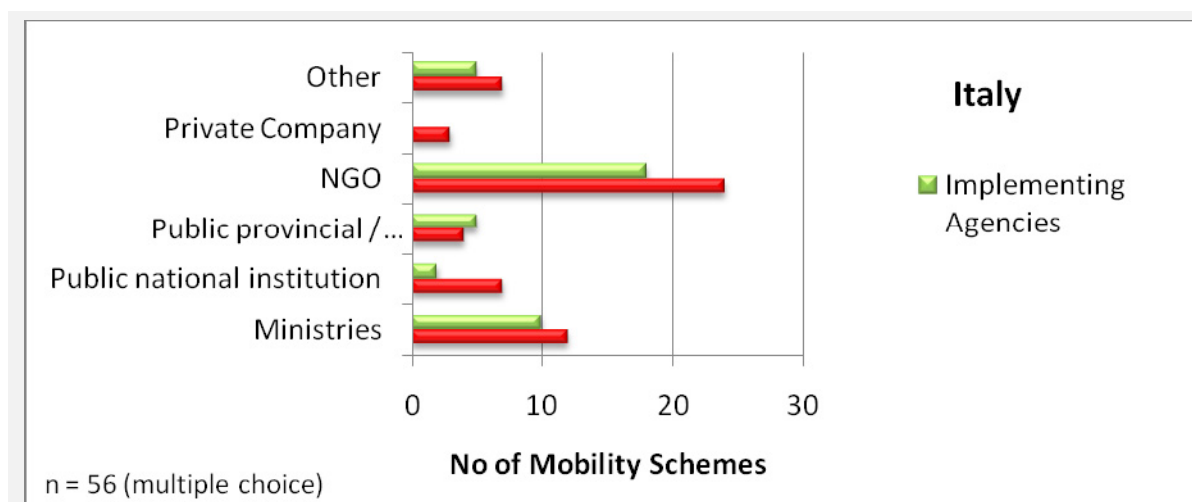
Year of EU entry: Founding member
Political system: Republic
Capital city: Rome
Total area: 301 263 km²
Population: 60 million
Currency: euro⁹⁶



56 Mobility schemes were identified in Italy.



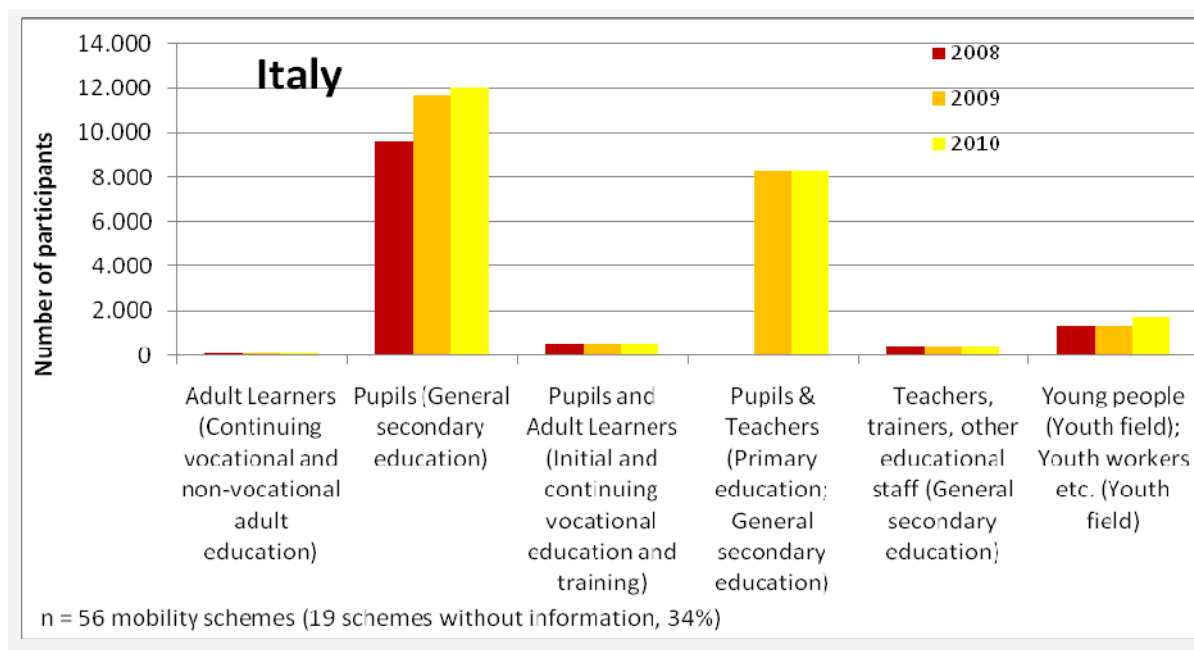
Funding versus Implementing Agencies of Mobility Schemes



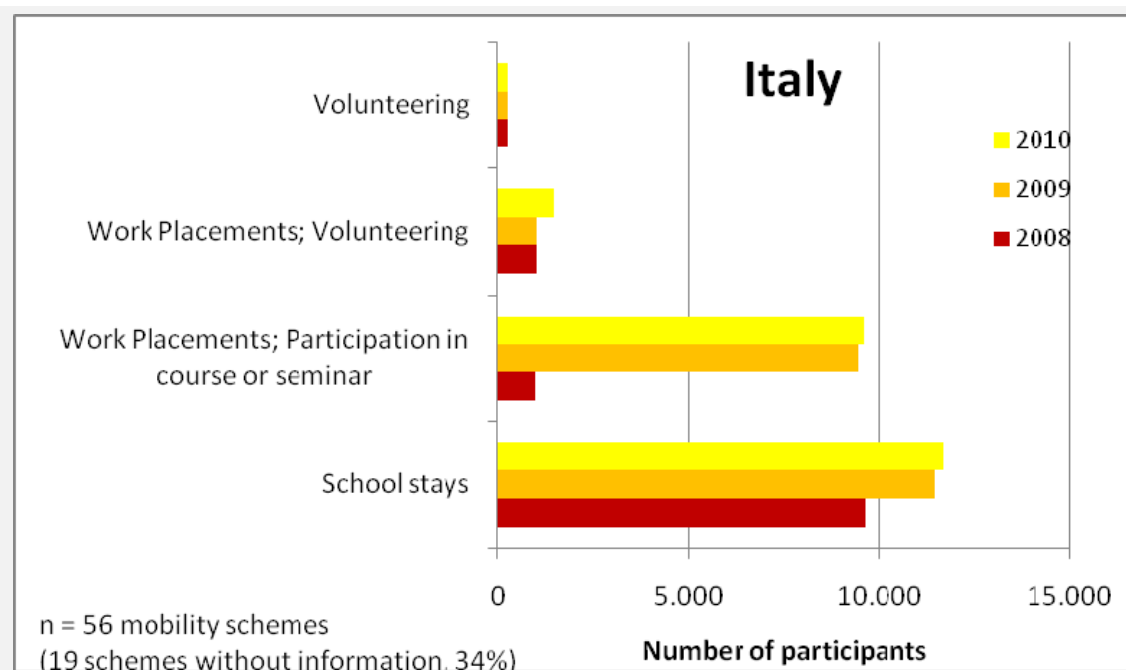
NGO's play by far the most prominent role in funding and implementing mobility schemes. In fact, in some cases NGO's provide the funding and other agencies are in charge of the implementation. Also other sources (other EU funds, donors from other countries like embassies) are very important in Italy. Public institutions are involved in funding and implementing mobility schemes too, but to a lesser extent than the other agencies.

⁹⁶ http://europa.eu/about-eu/countries/member-countries/italy/index_en.htm

Target Groups of Mobility Schemes

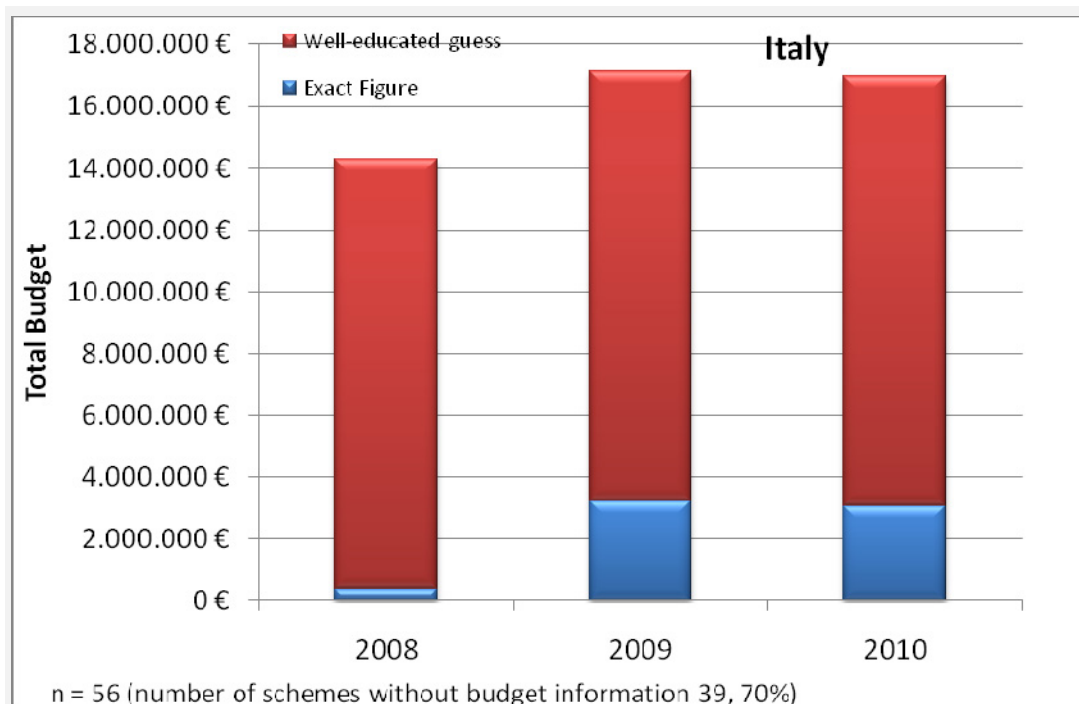


A priority target group of mobility schemes in Italy are pupils, especially in secondary education, followed by mobility schemes for pupils and teachers. The lack of data for 2008 for this target group is due to one mobility scheme which was only introduced in 2009. It seems as if the number of participants in schemes for pupils is even increasing over the last years. The target group of Young People presents the third largest group. All other target groups are only of minor importance. About a third of all mobility schemes did not provide any information.

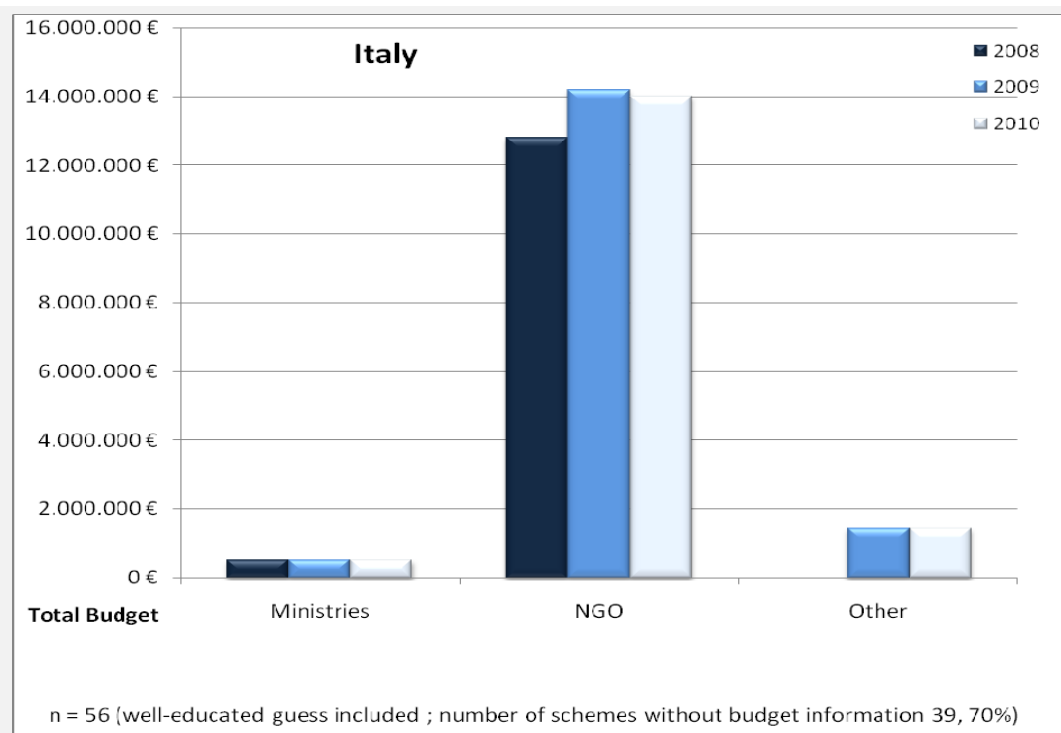


In Italy two main forms of learning mobility prevail. "School Stays" play a very prominent role which is in line with the target group of pupils and teachers. The second very strong activity is "Work Placements" with a jump from 2008 to 2009 originating from one particular mobility scheme which was introduced in 2009. The activity "Work Placement / Volunteering" refers to internships on a voluntary basis and not attached to vocational training. This activity (and "Volunteering") corresponds to the target group of "Young People" and non-formal mobility.

Budget Development and Funding Agencies of Mobility Schemes



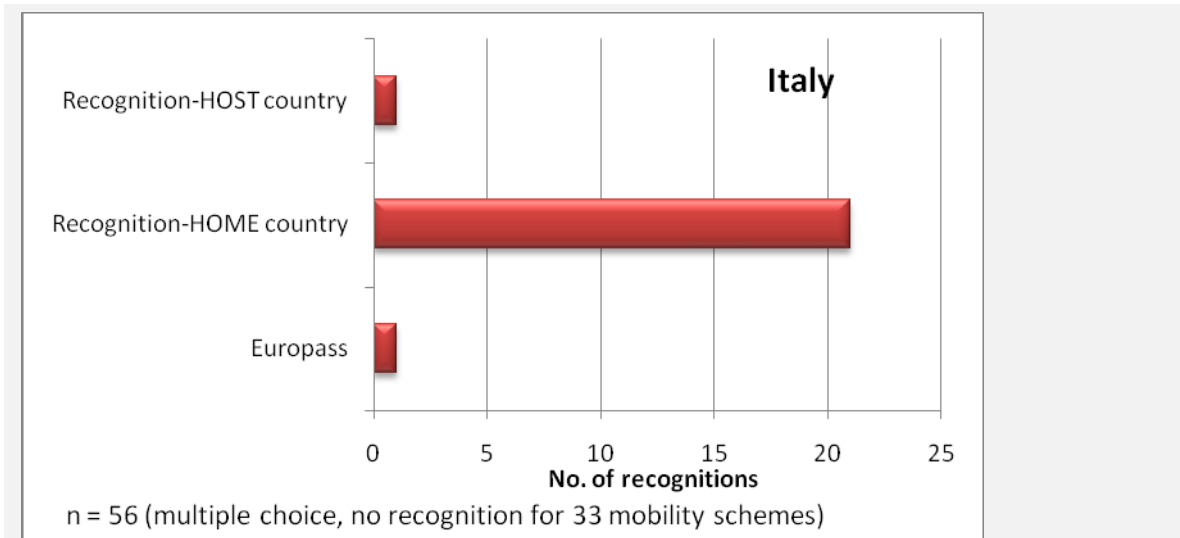
About 70% of the mobility schemes did not provide any information on budgets and the data available is therefore based on "well-educated estimates" to a large extent. According to the data, the overall budget increased considerably from 2008 to 2009 and then decreased slightly again; hence there is no clear tendency in terms of budget development.



Bearing in mind that about 70% of the mobility schemes do not provide any information, the data suggests that NGOs are the primary funders of mobility in Italy. There is one non-

governmental organisation (Onlus) which is running a number of mobility schemes which provides much of the funding. Ministries do not play an important role with regard to mobility in Italy. Other organisations refer to external organisations like foreign embassies.

Recognition of Mobility Schemes



Many mobility schemes in Italy offer some kind of formal recognition in the home country. Europass is hardly applied at all. Only one mobility scheme acknowledges recognition in the host country.

Italy				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	AFSAI - Progetto " Scuola"	www.afsai.it	Pupils (General secondary education)	School stays
2	AFSAI - STEPS	http://www.afsai.it/steps.htm	Young people (Youth field)	Work camps
3	ALCOTRA -PEEF- Polo d' eccellenza Educazione e Formazione	http://www.interreg-alcotra.org/2007-2013/index.php?pg=progetto&id=198	Pupils (Primary education; General secondary education)	Work Placements
			Teachers, trainers, other educational staff (Primary education; General secondary education)	School stays
4	Assistenti di lingua straniera	http://www.assistentilinguastraniera.it/	Teachers, trainers, other educational staff (General secondary education)	Work Placements
5	Borse di studio Mario Olla	http://www.regione.toscana.it/esteri/toscana nelmondo/index.html	Adult Learners (Continuing vocational education and training)	Work Placements
6	Borse Telecom Intercultura- Programmi annuali	www.intercultura.it	Pupils (General secondary education)	School stays
7	Borse Telecom Intercultura- Programmi estivi	www.intercultura.it	Pupils (General secondary education)	Participation in course or seminar
8	CNR - Mobilità di breve durata	http://www.cnr.it/sito/cnr/IICNR/Attivita/Attivitainternazionali/Mobili	Adult Learners (non-vocational adult education)	Work Placements
				Participation in course or seminar
9	Corsi di perfezionamento per insegnanti in Austria	http://archivio.pubblica.istruzione.it/dg_affari_internazionali/index	Teachers, trainers, other educational staff (General secondary education)	Participation in course or seminar

Italy				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
10	Corsi di perfezionamento per Insegnati in Francia	http://archivio.pubblica.istruzione.it/dg_affari_internazionali/index	Teachers, trainers, other educational staff (General secondary education)	Participation in course or seminar
11	Corsi di perfezionamento per Insegnati in Germania	http://archivio.pubblica.istruzione.it/dg_affari_internazionali/index	Teachers, trainers, other educational staff (General secondary education)	Participation in course or seminar
12	Corsi di perfezionamento per Insegnati in Spagna	http://archivio.pubblica.istruzione.it/dg_affari_internazionali/index	Teachers, trainers, other educational staff (General secondary education)	Participation in course or seminar
13	Eurodyssee - Exchange Programme	www.eurodyssee.eu	Pupils (General secondary education; Initial vocational education and training)	Work Placements
				Participation in course or seminar
14	Fellowships Programme for technical Cooperation Capacity Building and Human Resources Development	http://www.esteri.it/MAE/IT/Ministero/Servizi/Italiani/Opportunita/Nel	Adult Learners (non-vocational adult education)	Job-shadowing
				Participation in course or seminar
15	FLTA - Foreign Language Teaching Assistant Program	http://www.fulbright.it/it/borse-di-studio/italiani/insegnamento/forei	Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training)	Work Placements
				Participation in course or seminar
16	Focsiv - Volontari nel Mondo	http://www.focsiv.it/	Young people (Youth field)	Volunteering

Italy				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
17	Fulbright - BEST	http://www.bestprogram.it/index.php?option=com_content&view=frontpage&	Adult Learners (Continuing vocational education and training; non-vocational adult education)	Job-shadowing
18	IHSP International High School Program	http://www.experimentitalia.it/ihsp.htm	Pupils (General secondary education)	School stays
19	Incontro fra i Popoli	http://www.incontrofraipopoli.it/it/chiamo/	Young people (Youth field)	Volunteering
20	Intercultura Onlus - Aggiungi un posto a tavola	http://www.intercultura.it/	Pupils (General secondary education)	School stays
21	Intercultura Onlus - Soggiorni annuali all'estero	http://www.intercultura.it/	Pupils (General secondary education)	School stays
22	Intercultura Onlus- Programma bimestrale all'estero	www.intercultura.it	Pupils (General secondary education)	School stays
23	Intercultura Onlus- Programma semestrale all'estero	www.intercultura.it	Pupils (General secondary education)	School stays
24	Intercultura Onlus- Programma trimestrale Canada	www.intercultura.it	Pupils (General secondary education)	School stays
25	Intercultura Onlus- Scambio di Classe	http://www.intercultura.it/Scambi-di-classe/	Pupils (General secondary education)	School stays
26	Intercultura Onlus- Soggiorni all'estero Trimestrale Cittadinanza Europea	http://www.intercultura.it/Programmi/?l=ita&nazione=0&durata=8	Pupils (General secondary education)	School stays
27	Intercultura Onlus- Soggiorni Estivi all'Estero	http://www.intercultura.it	Pupils (General secondary education)	Language classes

Italy				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
28	JET Programme	www.jetprogramme.org	Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training; Continuing vocational education and training)	Work Placements
				Participation in course or seminar
29	JPO Programme	-	Adult Learners (non-vocational adult education)	Work Placements
				Participation in course or seminar
30	Lions Clubs Scambi Giovanili e Campi per la gioventù	http://www.scambigiovanili-lions.org/portale/	Young people (Youth field)	Youth exchanges
31	Mobireg - Mobilità tra Regioni europee	http://www.mob-reg.eu/mobilitaeuropa/index.html?page=index	Pupils (Initial vocational education and training)	Work Placements
			Adult Learners (Continuing vocational education and training)	School stays
32	Onlus - Associazione Veneti nel Mondo - Progetti di scambio giovanile	http://www.venetinelmondo-onlus.org/default.asp	Young people (Youth field)	Youth exchanges
33	Premio New York Artists	-	Adult Learners (non-vocational adult education)	Work Placements
34	Progetto "Pace a 4 voci"	http://www.montesole.org/campi_estivi.html	Pupils (General secondary education)	School stays
35	Programma Pestalozzi	http://archivio.pubblica.istruzione.it/dg_affari_internazionali/progra	Teachers, trainers, other educational staff (Primary education; General secondary	Participation in course or seminar

Italy				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
			education)	
36	Programma Vacanza - Lavoro Canada	http://www.canadainternational.gc.ca/italy-italie/working_holiday-vaca	Young people (Youth field)	Work Placements
				Volunteering
37	Project Kristinestad Novello Twinning	http://nk.impronta48.it/content/novello-kristinestad-il-gemellaggio	Pupils (General secondary education)	School stays
			Teachers, trainers, other educational staff (General secondary education)	
38	Rotary International - Scambi giovanili a breve termine	https://www.rotary.org/IT/STUDENTSANDYOUTH/Pages/ridefault.aspx	Pupils (General secondary education)	School stays
39	Rotary International - Scambi giovanili a lungo termine	https://www.rotary.org/IT/STUDENTSANDYOUTH/Pages/ridefault.aspx	Pupils (General secondary education)	School stays
40	Rotary International - Scambi Nuove Generazioni	https://www.rotary.org/it/StudentsAndYouth/Pages/ridefault.aspx	Pupils (General secondary education)	School stays
41	Scambi culturali EF - Programma Scuola superiore	http://www.ef-italia.it/highschool/about/what-is-an-exchange-year/	Pupils (General secondary education)	School stays
42	Scambi professionali	http://www.istruzione.it/alfresco/d/d/workspace/SpacesStore/f5d262eb-d	Adult Learners (Continuing vocational education and training)	Work Placements
			Teachers, trainers, other educational staff (Continuing vocational education and training)	
43	SCI - Campi nel Sud del Mondo	http://www.sci-italia.it/news.php?readmore=189	Young people (Youth field)	Work camps

Italy				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
44	Servizio Civile Nazionale all'Estero	http://www.serviziocivile.gov.it/Contenuti/Default.aspx?PageID=42	Young people (Youth field)	Work Placements
			Youth workers etc. (Youth field)	Volunteering
45	Soggiorni studio all'estero	http://www.regione.taa.it/Europa/Soggiorni.aspx	Pupils (General secondary education)	School stays
46	STS Higj School Program	http://www.sts-education.it/italy/hs/home/	Pupils (General secondary education)	School stays
47	The WO.M.EN. Mechanism project	http://www.womenproject.eu/ViewShopStaticPage.aspx?ValueId=3013 + http	Adult Learners (non-vocational adult education)	Work Placements
				Volunteering
48	UNV Internship Programme	www.esteri.it/MAE/IT/Ministero/Servizi/Italiani/Opportunita/Nelle_OO_I	Young people (Youth field)	Work Placements
				Volunteering
49	Vacanze - Lavoro Italia e Nuova Zelanda	http://www.nzembassy.com/it/italia/visitare-la-nuova-zelanda/lavorare-	Young people (Youth field)	Volunteering
50	Valore Vacanza in Europa -Viaggi studio INPDAP	http://www.inpdap.it/webinternet/vacanze_2011/index.asp	Pupils (General secondary education)	Study tours
51	Viaggio premio in Germania	-	Pupils (General secondary education)	School stays
52	VIDES - Esperienze estive - Volonariato internazionale Donna Educazione Sviluppo	www.videsitalia.it	Adult Learners (non-vocational adult education)	Work Placements
			Young people (Youth field)	Volunteering
53	VIS - Per le strade del mondo	http://www.volint.it/vis/node/36	Young people (Youth field)	Volunteering
54	Volontariato Internazionale	http://www.coeweb.org/index.php	Young people (Youth field)	Volunteering

Italy				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
55	WEP Exchange Program	www.wep-italia.org/	Pupils (General secondary education)	School stays
56	Working Holiday Program in Italy	http://www.italy.embassy.gov.au/rome/new.html	Adult Learners (non-vocational adult education)	Work camps
			Young people (Youth field)	

Search Information Italy

Mobility schemes according to institutions

Ministries / National Agencies	<p>The Italian Government and Italian Ministries fund some of the main mobility schemes for international learning mobility. This did not become obvious in the chart on funding agencies as 70% of the mobility schemes did not provide any information on budgets. The Ministry of Education supports mobility schemes funded by the LLP Programme and funds the mobility schemes "Assistenti di lingua straniera" and some others.</p> <p>The Ministry of Foreigner Affairs supports and funds several mobility programmes through bilateral agreements with other nations and in collaboration with the United Nations Department of Economic and Social Affairs (UN/DESA).</p> <p>The Government also dedicates a portion of the Civil Service Programme, the "Servizio Civile Nazionale" to activities of volunteering abroad through the various NGOs volunteering associations that provide many of the projects of the programme.</p> <p>In Italy, the Government has delegated the National Agencies for the LLP Programm Leonardo da Vinci to ISfol and the Agenzie Nazionali LLP for the rest of the</p> <p>Programmes (Erasmus, Comenius, etc.). The management of Youth in Action is given to the Ministry of Youth through the "Agenzia Nazionale per i Giovani".</p>
NGO's (foundations, church initiatives, etc.)	<p>Many foundations exist in Italy. Not all of them are included in this survey, but some of the main ones are.</p> <p>Some of them are supporting different kinds of international mobility. "Onlus Intercultura" for example, not only manages its own exchange programme "Aggiungi un posto a tavola" but founded the National Observatory for International Students Mobility. The organisation collected statistical data of participation of Italian schools and students.</p> <p>The Church and the Religious organizations also manage several programmes of international volunteering.</p> <p>They all also provide projects for the "Servizio Civile Nazionale all'Estero".</p>
Other European Funds (Regional Funds, ESF etc.)	<p>The Italian Government uses the European funds for different purposes. The ESF Fund has been given a specific section that funds transnational activities and learning mobility. The management of the funding is delegated to each of the Italian regions. Generally, the regional institutions provide funding for individual mobility and fund the annual projects of several organisations that promote mobility. The regions also fund and promote different kinds of European mobility schemes of multi-annual duration.</p>
Private companies	<p>The Italian economy is mostly based on small and medium sized enterprises. The large Italian companies may have mobility schemes but do not provide much information about it.</p>

Mobility schemes according to activities

Language courses (if aggregated data is available)	Language courses offered by operators are not included in the survey but there are language courses included in the activities of some of the mobility schemes.
Work Placements	Transnational work placement activities are becoming more and more important in Italy, especially in vocational training. The Italian Ministries, the Regions and other national institutions support several programmes.
Volunteer Programmes	There are many volunteer programmes of different institutions. The Italian Government funds the "Servizio Civile Nazionale " which includes the "Servizio Civile all'Estero" A large number of religious and non profit organizations support volunteer work abroad, work camps and other volunteering activities.
Exchange programmes of teachers / pupils (including school stays)	The main exchange programmes of secondary schools in Italy are supported by the national agencies and the LLP programmes. The Ministry of Education does not support many initiatives outside the LLP programmes presently. There are also school stays abroad programmes offered by private (commercial or non-commercial) operators and schools and students can participate by paying fees.
Exchange programmes of youth (non-formal education)	Many non-governmental organizations facilitate programmes of Youth Exchange. In the survey the main ones are included. Many NGOs manage to get funding at a regional level presenting their projects to the regional institutions. Associations such as Lions Club and Rotary International organize work-camps and also school stays for pupils.
Town twinning	Most Italian towns maintain partnerships with other towns all over the world. Many of them also include exchange programmes.
Study Tours	Study tours are included in programmes facilitated by NGOs.

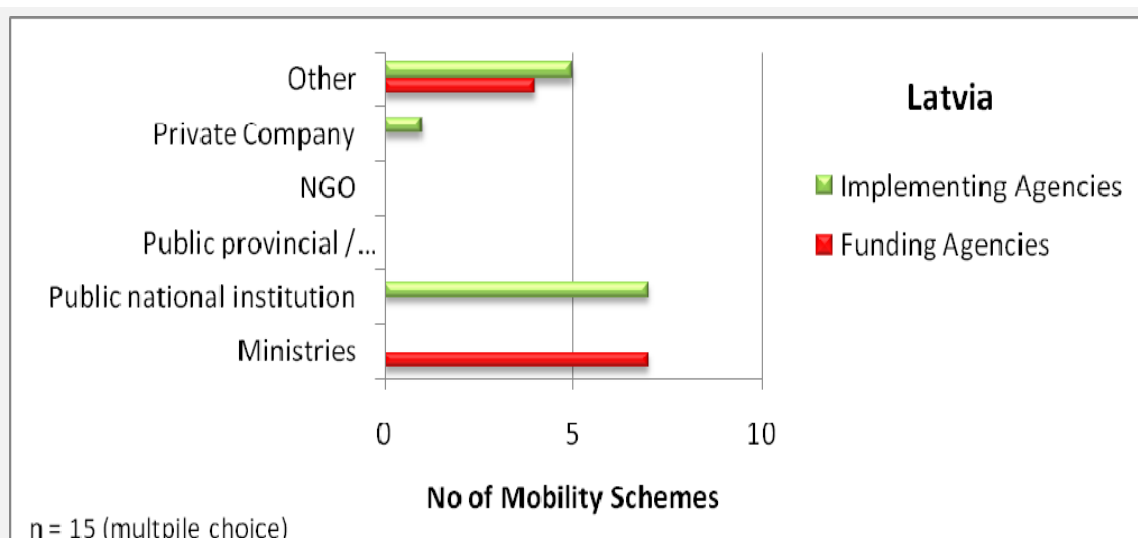
6.18 Latvia

Year of EU entry: 2004
Political system: Republic
Capital city: Riga
Total area: 65 000 km²
Population: 2.3 million
Currency: lats⁹⁷



15 Mobility schemes were identified in Latvia.

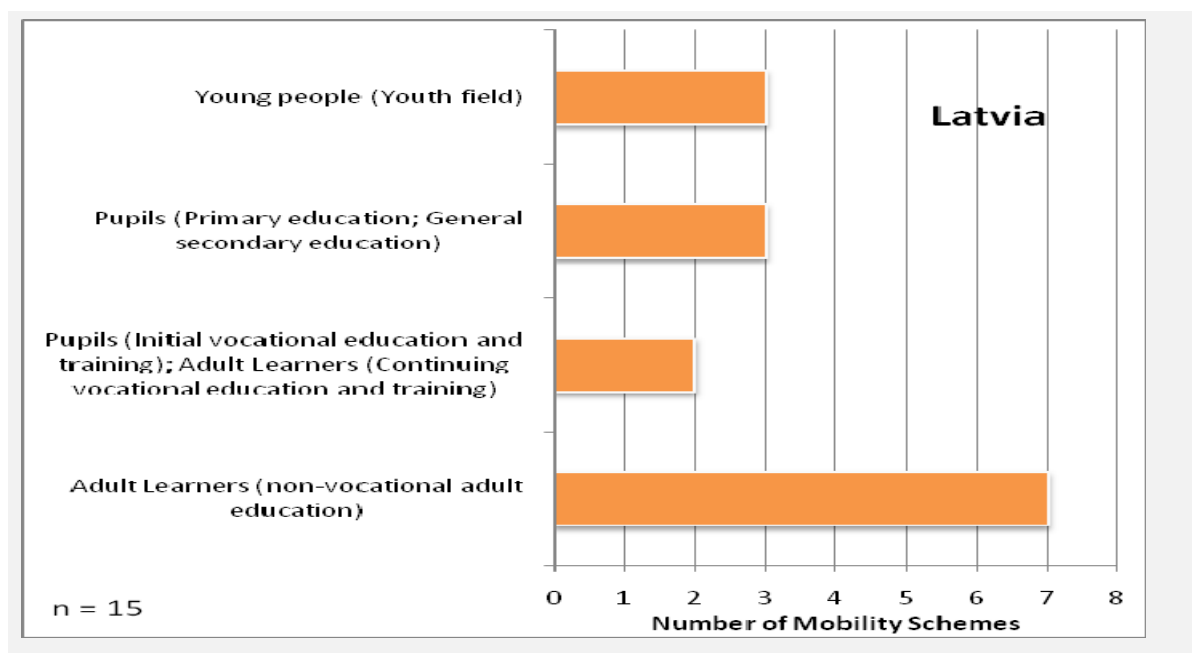
Funding versus Implementing Agencies of Mobility Schemes



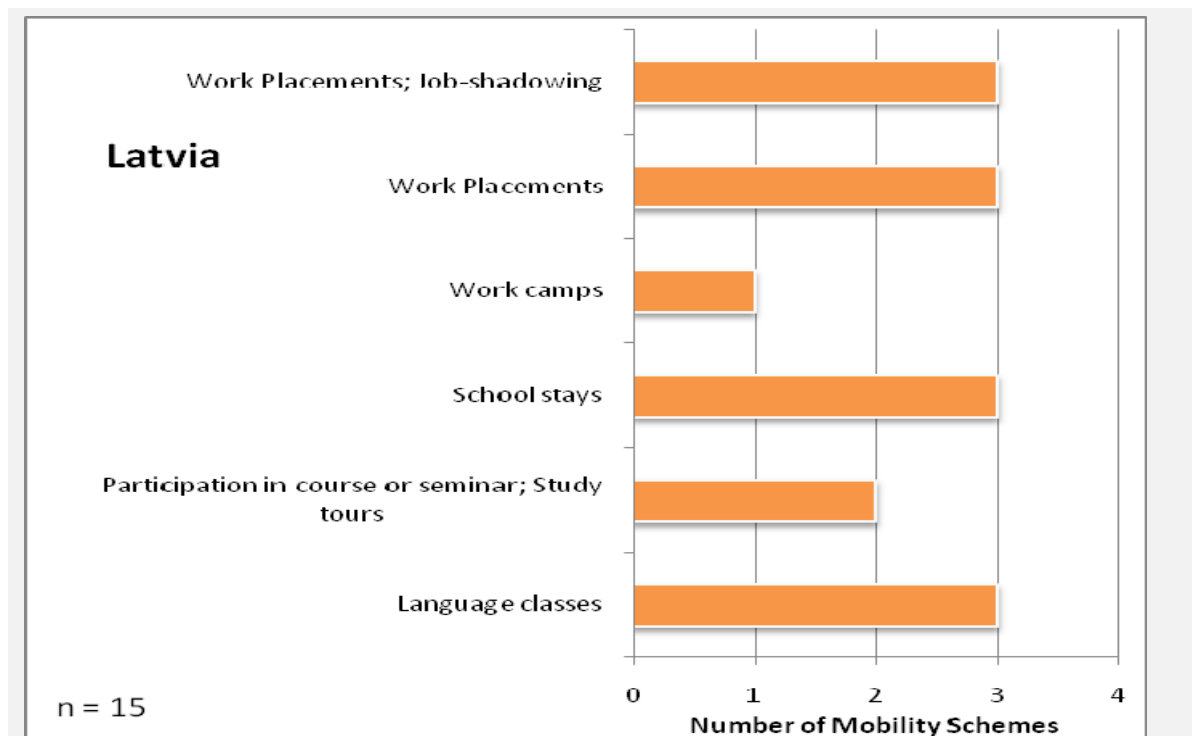
In Latvia, funding is provided from two main sources which are ministries and 'other' institutions. The implementation process has completely been delegated from the ministries to public national institutions and 'other' institutions as well as private companies to a lesser extent. NGOs and regional institutions do not play a role outside the EU programmes as funding or implementing agencies in the field of learning mobility.

⁹⁷ http://europa.eu/about-eu/countries/member-countries/latvia/index_en.htm

Target Groups of Mobility Schemes

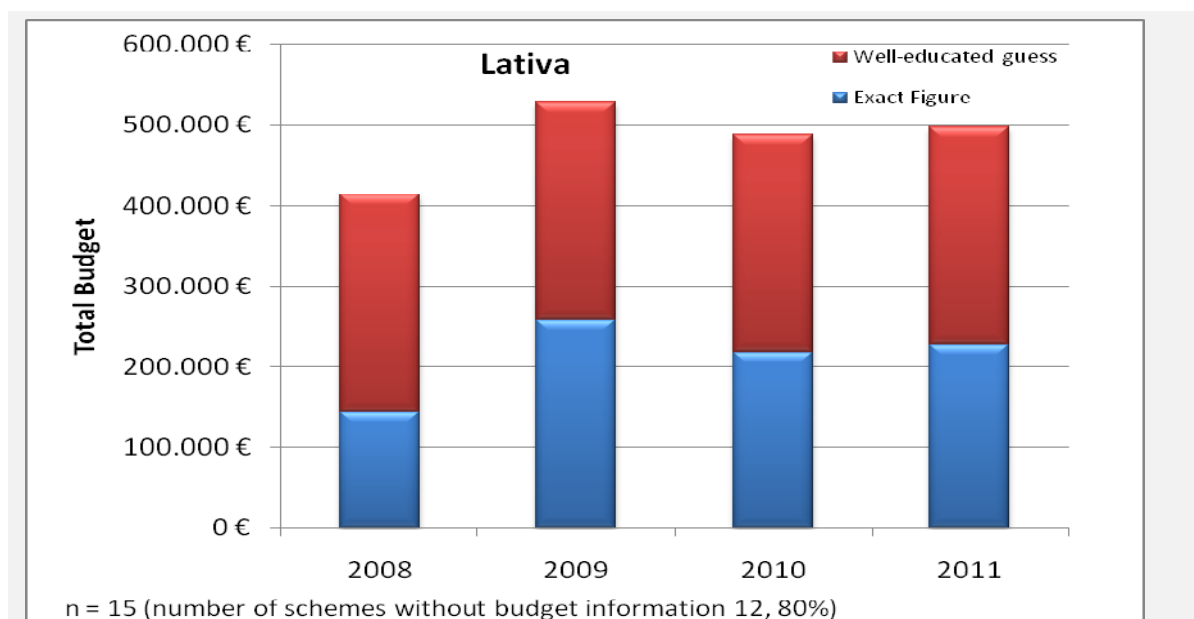


Most mobility schemes in Latvia did not provide any information on participants; that is why the number of mobility schemes was taken for an assessment. In Latvia, adult learners in non-vocational adult education are the prioritised target group of mobility schemes. Almost half of the existing mobility schemes target this group. Apart from this group, some schemes for young people and pupils do exist. Two mobility schemes focus pupils and adult learners of vocational training only.

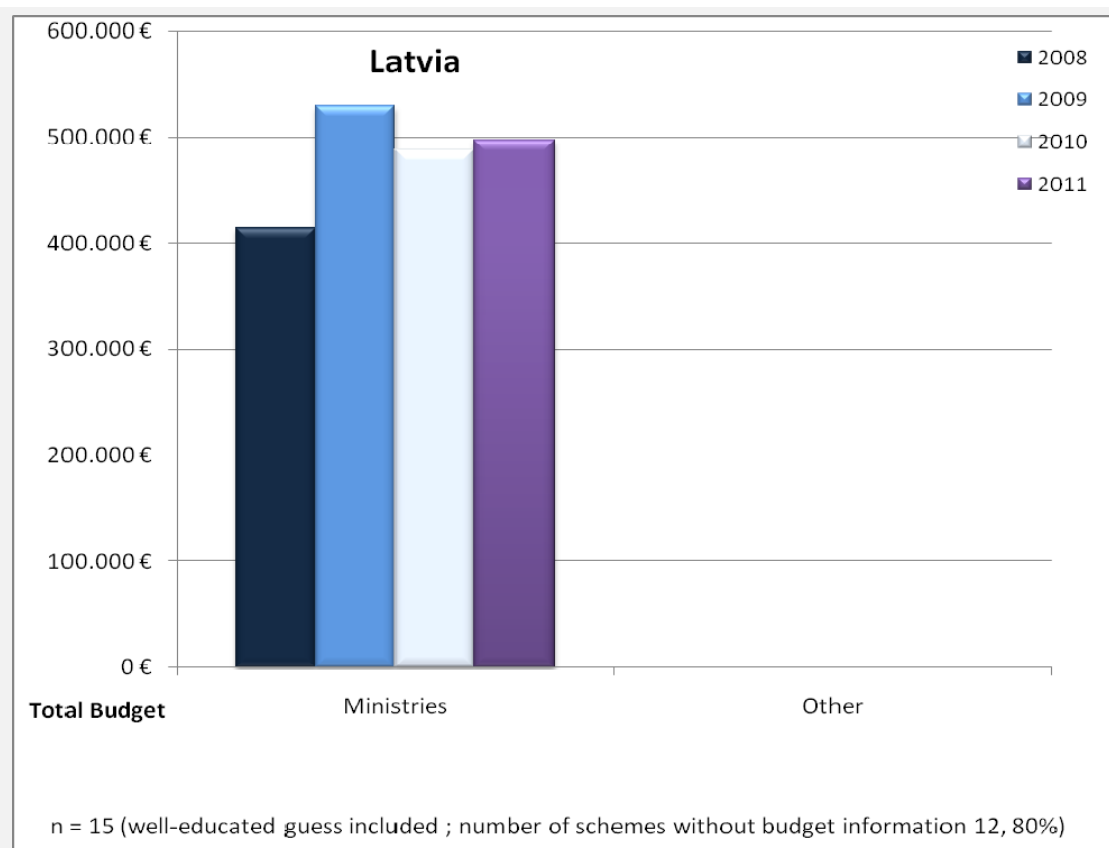


In Latvia, the different mobility schemes cover a number of activities. "Work Placement" in combination with "Job Shadowing" is the most relevant activities. "School stays" is also an activity covered by a few mobility schemes. The main activities of non-formal mobility schemes are "work camps and "Study Tours / Seminars". The language courses can either take place in a formal or in a non-formal setting.

Budget Development and Funding Agencies of Mobility Schemes

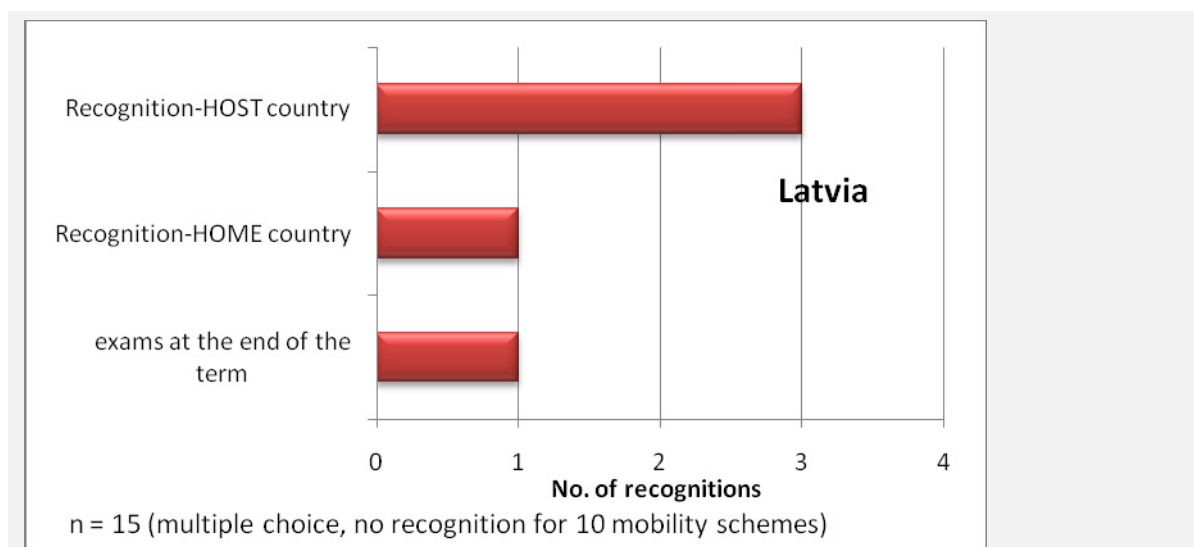


More than 80% of the institutions do not provide any information about funding of mobility schemes. This means that this data cannot be analysed or interpreted. Still the little data that is available indicates that there is a slight increase from 2008 to 2009 and a slight decrease in 2010.



Only few of the ministries which are the main funding source in Latvia provided information on budgets. The fluctuation does not allow any trend analysis. 80% of the institutions in Latvia did not provide any information on budgets.

Recognition of Mobility Schemes



In Latvia there is a tendency to receive recognition for learning mobility in host countries. This is fairly unusual and may mean that parts of formal education are undertaken in other countries. But the majority of mobility schemes are not recognised formally.

Latvia				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Īslandes valdības stipendija	www.amastofnun.is	Adult Learners (non-vocational adult education)	Other
2	Ķīnas Tautas Republikas valdības stipendijas	http://en.csc.edu.cn/	Adult Learners (non-vocational adult education)	Language classes Other
3	Augstākā izglītība Japānā	www.lv.emb-japan.go.jp	Adult Learners (non-vocational adult education)	Youth exchanges Other
4	EURES aktivitātes	www.nva.gov.lv	Adult Learners (non-vocational adult education) Young people (Youth field) Youth workers etc. (Youth field)	Work Placements Other
5	EUROMOBI – Jauno darba ņēmēju mobilitāte Eiropā	http://www.laea.lv	Adult Learners (non-vocational adult education) Young people (Youth field)	Language classes Other
6	Kanādas-Latvijas jauniešu apmaiņas programma	www.canadainternational.gc.ca	Young people (Youth field)	Work Placements Job-shadowing Work camps
7	Profesionālā izglītība Japānā	www.lv.emb-japan.go.jp	Pupils (Initial vocational education and training)	Language classes School stays
8	Skolēnu kultūras apmaiņas programmas (15-18 g.)	http://www.linkturs.lv	Pupils (General secondary education)	Language classes School stays Other
9	Starptautiskā pieredze Kanādā Latvijas pilsoņiem	http://www.canadainternational.gc.ca	Pupils (Initial vocational education and training) Adult Learners (Continuing vocational education and training) Young people (Youth field)	Work Placements Work camps

Latvia				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
10	Turcijas valdības stipendijas bakalaura līmeņa studijām	-	-	-
11	Vasaras darbs Zviedrijā, Dānijā, Norvēģijā, Somijā un Īsland	http://www.nordjobb.net	Young people (Youth field)	Work camps
12	YFU Vasaras skolēnu apmaiņas programmas	http://www.yfu.lv/	Pupils (Primary education; General secondary education)	Language classes Study tours
13	Ziemeļvalstu - Baltijas kultūras mobilitātes programma	www.kknord.org	Adult Learners (non-vocational adult education)	-
14	Ziemeļvalstu un Baltijas valstu mobilitātes programma „Uzņēmējdarb	www.norden.lv	Adult Learners (non-vocational adult education)	Participation in course or seminar Study tours Other
15	Ziemeļvalstu un Baltijas valstu mobilitātes programma „Valsts administrācija	www.norden.ee	Adult Learners (non-vocational adult education)	Job-shadowing Work camps Study tours Other

Search Information Latvia

Mobility schemes according to institutions

Ministries / National Agencies

The State Education Development Agency (SEDA) has been established in order to implement national policy in the area of initial and further education, undertake the implementation and monitoring of projects financed by EU Structural Funds, as well as provide assistance for the administration of EU Programmes and other financial instruments, projects and initiatives. SEDA undertakes the following tasks:

- Implementation of the EU Lifelong Learning Programme 2007-2013 in Latvia, including the sectoral programmes - Comenius – for schools, Erasmus – higher education, Leonardo da Vinci – vocational training, Grundtvig – adult education; the programme also includes the Transversal programme for languages, information and communications technologies and education policy, as well as the Jean Monnet programme in support of European integration;
- Implementation of the Erasmus Mundus (2009-2013) programme for cooperation and mobility within higher education with the goal of improving the quality of higher education and promoting intercultural understanding through cooperation with third countries;
- Administration of the EEA Financial Mechanism and the Norway Financial Mechanism grant schemes "Academic Research Block Grant" and "Scholarship Block Grant"
- Implementation of the Swiss Contribution grant scheme "Scholarship Fund";
- Implementation of the Nordic Council of Ministers education and research programme "Nordplus Framework Programme";
- The Latvian contact point for the European Language Label project;
- Information and consultations on EU cooperative programmes with other countries (excluding the EEA and EFTA countries) in the field of education;
- Cooperation with foreign institutions and international organizations in the selection of candidates for scholarships offered by foreign and international organizations in the field of education and science.

Public Employment Services

State employment agency (SEA) participates in the network of European employment Services (EURES). EURES' main tasks are:

- to give information and advice to job seekers about possibilities of employment, working and life conditions in European countries;
- to help employers find the most suitable workers;
- to supply cross-border region job seekers and employers with information and advice.

Within this information network, everyone will be able to find information about vacancies, working and life conditions in Latvia and other European countries on the Internet. Those job seekers, who have no access to Internet, or need direct consultation, are welcome to consult with EURES advisors in person. Advisors will consult and help to find all necessary information.

Employers will have the opportunity to place information about vacancies and search for necessary employees from any European country in EURES database for free. Employers will get all the operative information, including CVs of perspective employees, saving time and money that was necessary when using the old-fashioned way of newspaper employment vacancy publication.

EURES includes actions for mobility stimulation. State Employment Agency of Latvia organises some learning mobility activities (consultations, foreign language courses, selection of applicants for working abroad in vacancies offered by foreign employers).

Bi- / trilateral

A number of bilateral agreements between Latvian and foreign institutions

Programmes (between specific countries)	for stimulating mobility exists. The majority of these concern higher and general education and operate within the framework of the following programmes: Comenius, Erasmus Mundus and Erasmus. Therefore they are not included in this survey
NGO's (foundations, church initiatives)	Many NGOs organize study trips or foreign language courses abroad. Basically the actions stimulating mobility of the population are organized within the framework of the European Social Fund. It was not possible to find mobility activities organized by churches.
Private companies	Private operators are offering foreign language courses and school stays abroad for pupils in primary and secondary education. A wide spectrum of possibilities is available in many European countries, in Asia, in America and in Australia. This must happen on a fee-paying basis, however; only in special cases (e.g. for exceptionally gifted pupils) such stays abroad can be financed from public funds.
Other European Funds (Regional Funds, ESF etc.)	<p>During the 2007-2013 Structural Fund programming period, the State Education Development Agency (SEDA) acts as a Cooperation Authority in the sector of education and science.</p> <p>ESF funding for the education and science sector is intended for:</p> <ul style="list-style-type: none"> • Improving competences of teachers and academic staff; • Motivating students to continue their studies at master's and doctoral degree level, in particular in the fields of natural sciences, technologies and engineering; • Increasing the quality of general and vocational education and of education programmes; • Increasing access to lifelong learning for all age groups; • Strengthening cooperation among institutions which hold responsibility for education and lifelong learning. <p>The State Employment Agency (SEA) is a second level intermediate body of the European Social fund. In the framework of European Social Fund, SEA administrates a range of projects. SEA administrates 13 National programme projects and 7 grant schemes, such as: requalification and further education of the unemployed, motivation programs for participating in training, promotion of re-training and raising the qualifications of employees, training and increasing the competitiveness of the unemployed and job seekers.</p> <p>Funding from the EU Structural Funds for the education and science sector can be received by scientific institutions, public administration offices, government institutions and state-owned companies which perform public administrative functions, local governments, education establishments, as well as other legal bodies registered in the Republic of Latvia.</p>

Mobility schemes according to activities

Language courses (if aggregated data is available)	The data about foreign language courses outside Latvia is based on available information on the Internet. Only private companies are providing these activities, and they consider the information on their activity as a commercial secret.
Volunteer Programmes	<p>People from Latvia have possibilities to participate in International Volunteer Projects in Europe, Africa, Asia, USA, South and Central America, and the Middle East.</p> <p>Youth exchanges take place mainly through the Youth in Action programme. The Action 1 - Youth for Europe - encourages young peoples' active participation and creativity through youth exchanges, youth initiatives and youth democracy projects. Volunteers from Latvia have a possibility to participate in various types of short-term exchange activities for interested individuals and groups. These are mainly individual volunteering placements - ranging from 2 to 16 weeks.</p>
Exchange	There are possibilities of an exchange of pupils during studies in programs

programmes of teachers / pupils (including school stays)	of general, professional and higher education. These programmes are as a rule implemented within the framework of bilateral cooperation between the states, where quotas for an exchange of pupils and students are established.
Exchange programmes of youth (non-formal and informal education)	There are some possibilities of an exchange of youth in non-formal training. One of the possibilities for young people from Latvia is that they can participate in different summer programs on training of foreign languages, work during the summer period or short-term work during travel or study tours. Possibilities to participate in short-term placements are offered through bilateral programmes and programmes of cultural exchange for pupils.
Town twinning	Town twinning activities take place between Latvian and European, Asian, American, Japanese, Australian towns and are mainly organised in order to promote intercultural understanding between citizens of the towns involved. There is only sporadic physical mobility involved.
Study Tours	Study tours are provided in some bilateral agreements, in projects of the European Social Fund and within agreements between higher educational institutions and schools. They are carried out in the framework of specific programs and are administrated by the State Education Development Agency of Latvia. These are short-term mobility activities, usually no longer than 10 days.

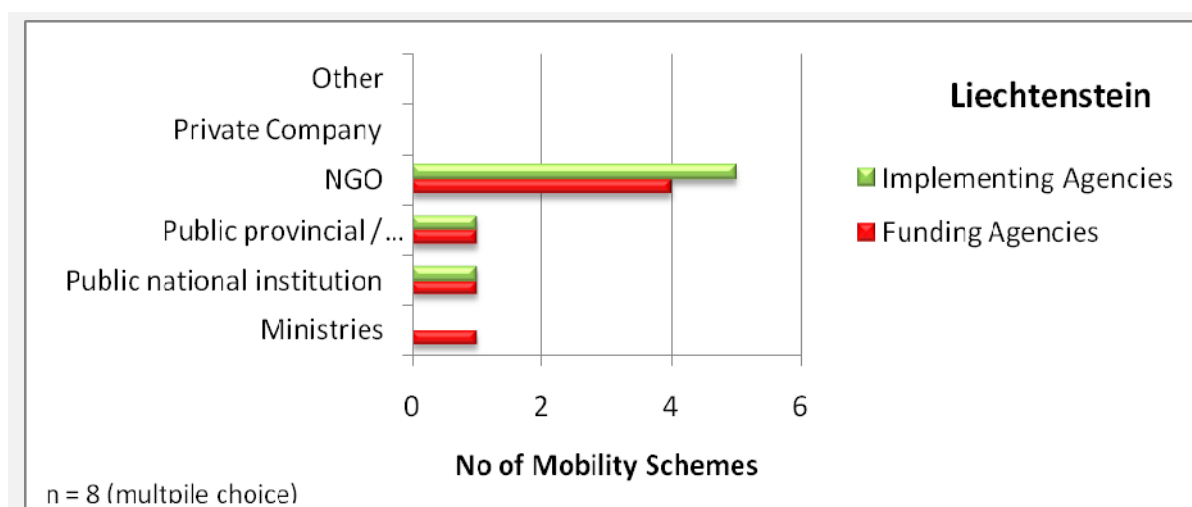
6.19 Liechtenstein

Political system: Principality
Capital city: Vaduz
Total area: 160 km²
Population: 0.03 million
Currency: Swiss franc⁹⁸



8 Mobility schemes were identified in Liechtenstein.

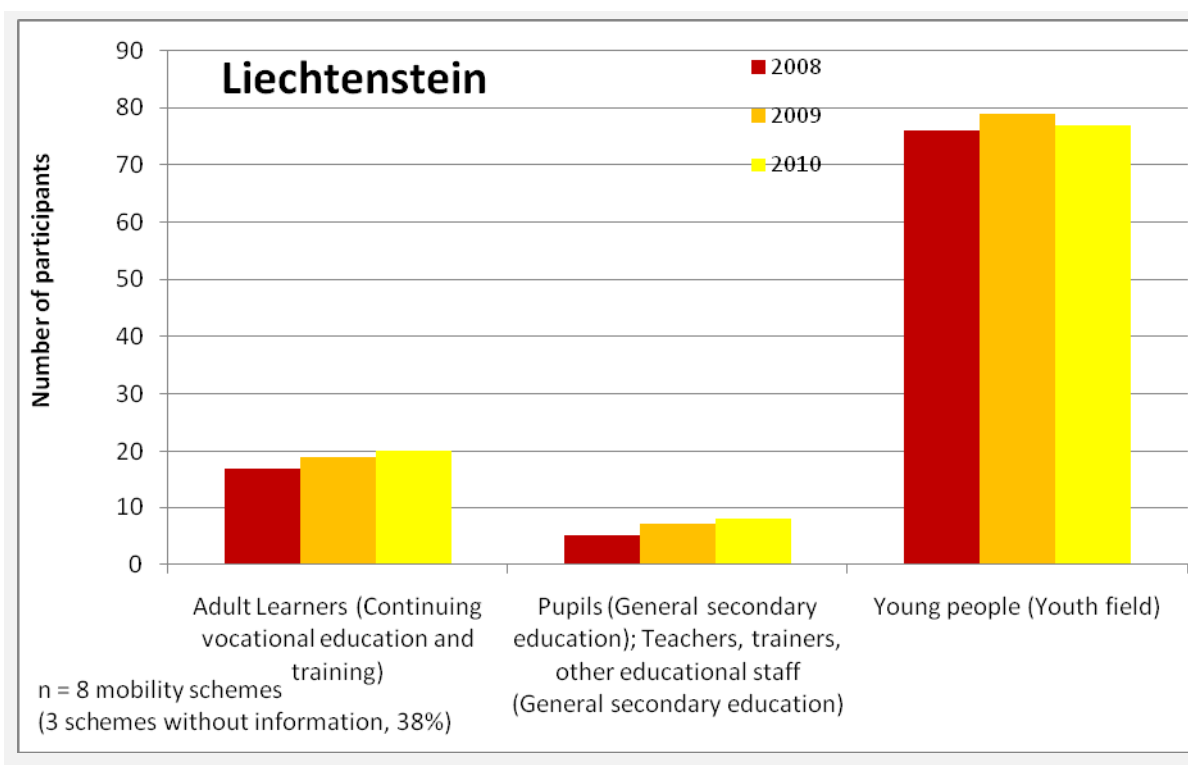
Funding versus Implementing Agencies of Mobility Schemes



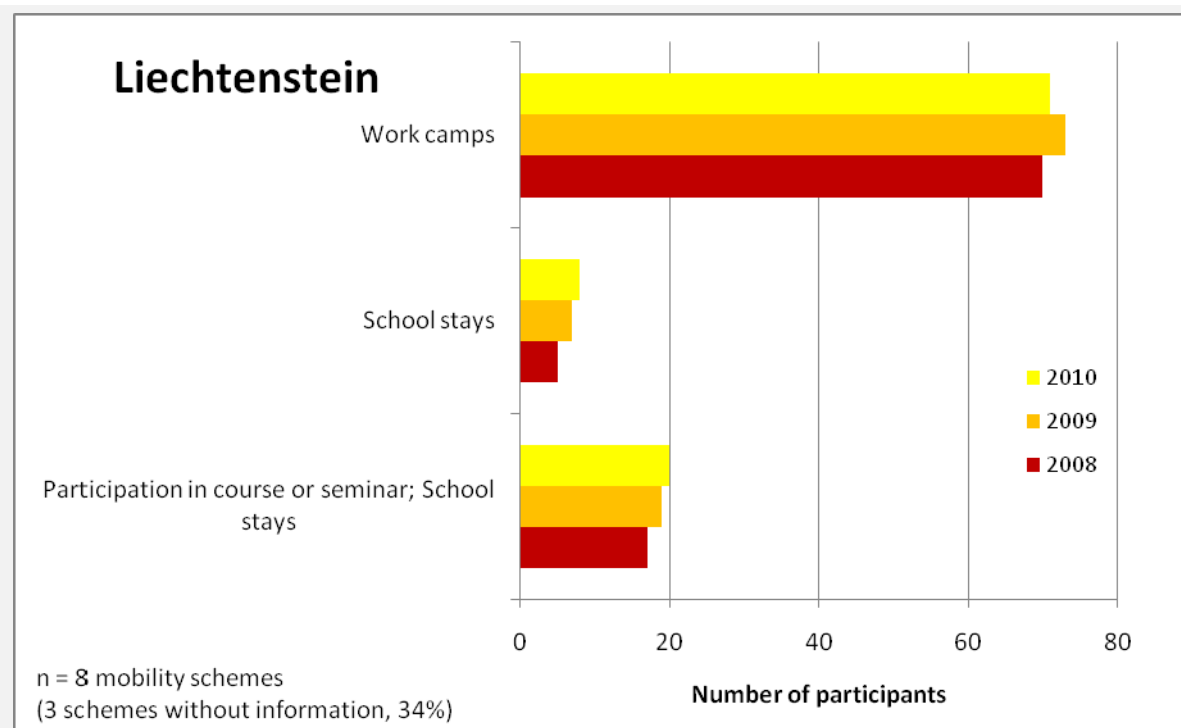
NGOs are the most prominent source of funding and implementation of mobility schemes in Liechtenstein. Additional funding for mobility schemes is being provided by national institutions and in one case the implementation is delegated from ministries to an NGO.

⁹⁸ http://europa.eu/abc/european_countries/eu_members/liechtenstein/index_en.htm

Target Groups of Mobility Schemes

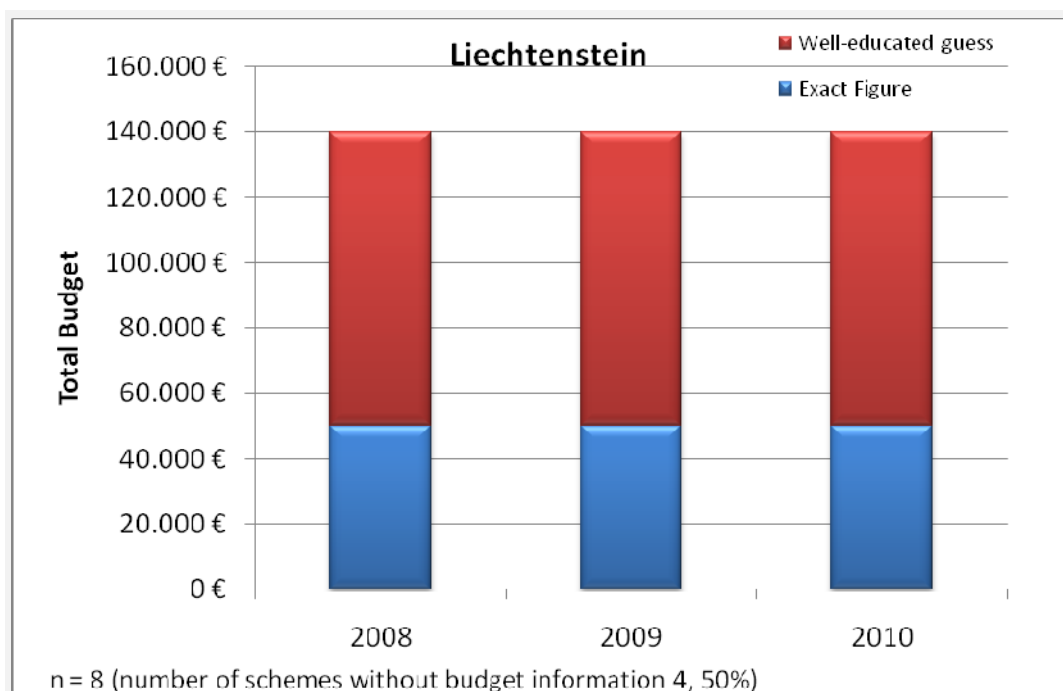


In Liechtenstein, the focus of mobility schemes outside the LLP and YiA programmes lies on "Young People" and non-formal mobility schemes. This corresponds with the preceding chart where NGOs were identified as the main source of funding and implementation of mobility schemes. Some programmes support "Adult Learners" exclusively. "Pupils and Teachers" receive only little support for mobility.

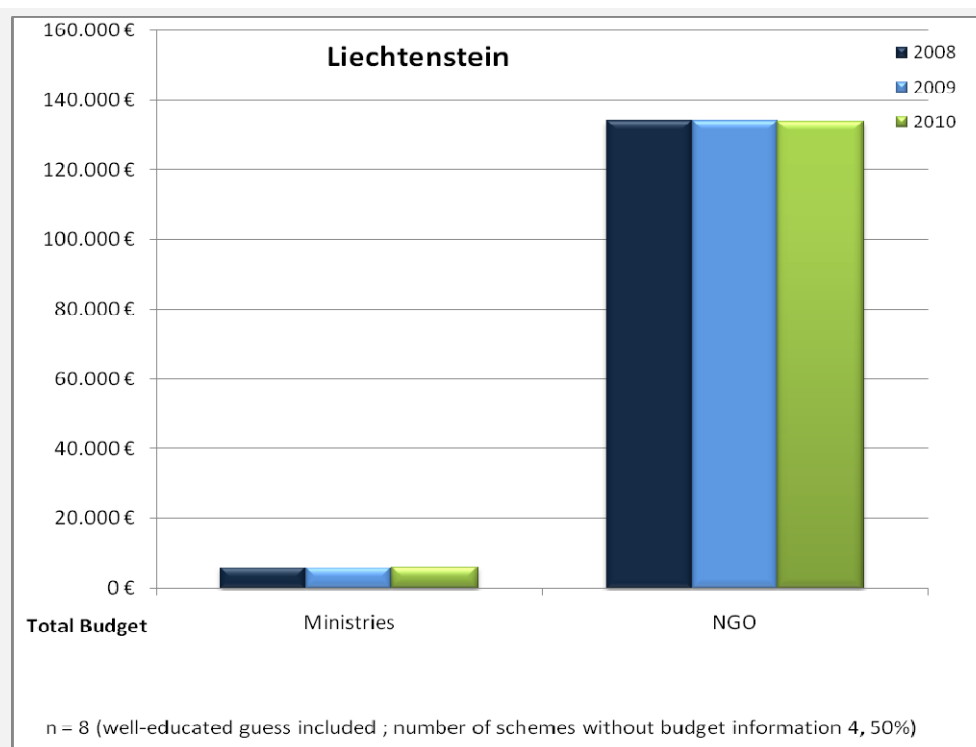


The non-formal mobility schemes for "Young People" are referring to "Work Camps" in terms of activity. The "Adult Learners" (IVET) and the "Pupils and Teachers" are participating in school related activities.

Budget Development and Funding Agencies of Mobility Schemes

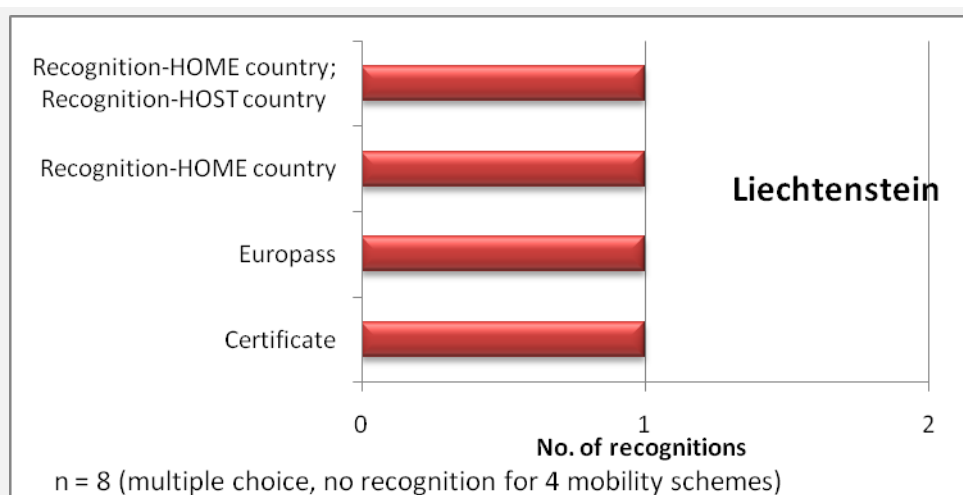


Only half of the institutions provide information on mobility schemes and much of the information available is based on "well-educated estimates". The funding, coming primarily from NGOs, remains constant over the last years.



Bearing in mind that only half of the respondents provided information on this, it would seem that the major part of funding is provided by NGOs.

Recognition of Mobility Schemes



Half of the mobility schemes in Liechtenstein are recognised formally in some form. One mobility scheme applies Europass as certification and one programme uses reciprocal recognition.

Liechtenstein				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Freiwilligenarbeit im Fürstentum Liechtenstein	http://www.freiwillig.li	Young people (Youth field)	Volunteering
2	Group Study Exchange	http://www.rotary2000.cc/clubs/234_rc_lichtenstein/clubinfo	Pupils (General secondary education) Teachers, trainers, other educational staff (General secondary education)	School stays
3	LED Praktikum	http://www.led.li	Young people (Youth field)	Work Placements Volunteering
4	Lehrstellenvermittlung in die Schweiz	http://www.llv.li/amtstellen/llv-abb-lehrstellen_uebersicht.htm	Pupils (Initial vocational education and training) Adult Learners (Continuing vocational education and training)	Work Placements
5	Scholarships for artists	www.kulturstiftung.li	Adult Learners (Continuing vocational education and training)	Participation in course or seminar School stays
6	School Exchange programme - Rotary Club	http://www.rotary2000.cc/clubs/234_rc_lichtenstein/clubinfo	Pupils (General secondary education)	School stays
7	Xchange Lehrlingsaustausch Erfahrungen im benachbarten Ausland sammeln	http://www.llv.li/amtstellen/llv-abb-auslandspraktikum/llv-abb-ausland	Pupils (Initial vocational education and training) Adult Learners (Continuing vocational education and training)	Work Placements School stays

Liechtenstein

N r.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type- activities
8	Youth Exchange and Camps	<a href="http://www.lionsclub
s.ch/en/102/youth/y
e/index.php">http://www.lionsclub s.ch/en/102/youth/y e/index.php	Young people (Youth field)	Work camps

Search Information Liechtenstein

Mobility schemes according to institutions

Ministries / National Agencies	The Ministries in Liechtenstein do provide learning mobility schemes, mostly the Ministry of Cultural Affairs through the Office of Cultural Affairs and other offices.
Public Employment Services	Public Employment Services provide lists of job placement in Liechtenstein and neighbouring countries; without focusing on learning mobility.
Bi- / trilateral Programmes (between specific countries)	Bilateral programmes are considered very important in Liechtenstein, with students as the main target group. Implementation is coordinated with the main ministries and institutions.
NGO's (foundations, church initiatives, etc.)	Several learning mobility schemes are financed by NGOs. They involve partnerships between NGOs and civil society institutions in Liechtenstein, Iceland and Norway. The main purpose is to promote intercultural understanding.
Private companies	Private companies also provide learning mobility programmes, mostly for students in higher education, who are not a target group of this survey.
Other European Funds (Regional Funds, ESF etc.)	These do not include mobility learning activities in Liechtenstein.

Mobility schemes according to activities

Work Placements	The public national institutions are also the ones which offer work placements abroad for several target groups, especially to stimulate the labour market mobility.
Language courses (if aggregated data is available)	In Liechtenstein, acquiring foreign languages is important as well, so that is why many institutions provide language classes.
Volunteer Programmes	The NGOs and public national institutions are the main providers of volunteer programmes for young people, including other learning activities and language courses.
Exchange programmes of teachers / pupils (including school stays)	The ministries provide opportunities for teachers and pupils, including language courses or other learning activities. The purpose is to acquire international skills and to stimulate labour market mobility.
Exchange programmes of youth (non-formal education)	The youth exchanges are very popular in Liechtenstein as they enable young people to learn more about each other's cultures and traditions, promote intercultural education and acquire foreign language skills.
Town twinning	Town twinning is a good opportunity to connect history, international education and local traditions. Most of the projects of partnership have themes such as tolerance and intercultural

	communication, but without focusing specifically on learning mobility activities.
Study Tours	No aggregate data is available on this..

6.20 Lithuania

Year of EU entry: 2004
Political system: Republic
Capital city: Vilnius
Total area: 65 000 km²
Population: 3.3 million
Currency: litas⁹⁹



10 Mobility schemes were identified in Lithuania.

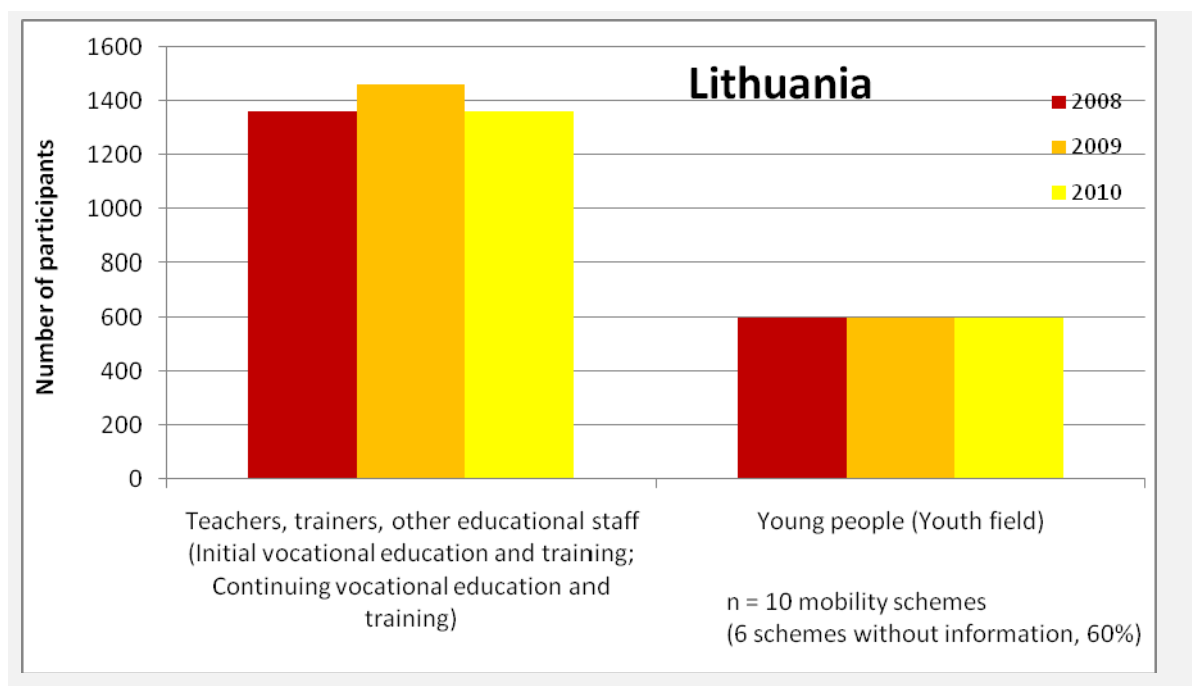
Funding versus Implementing Agencies of Mobility Schemes



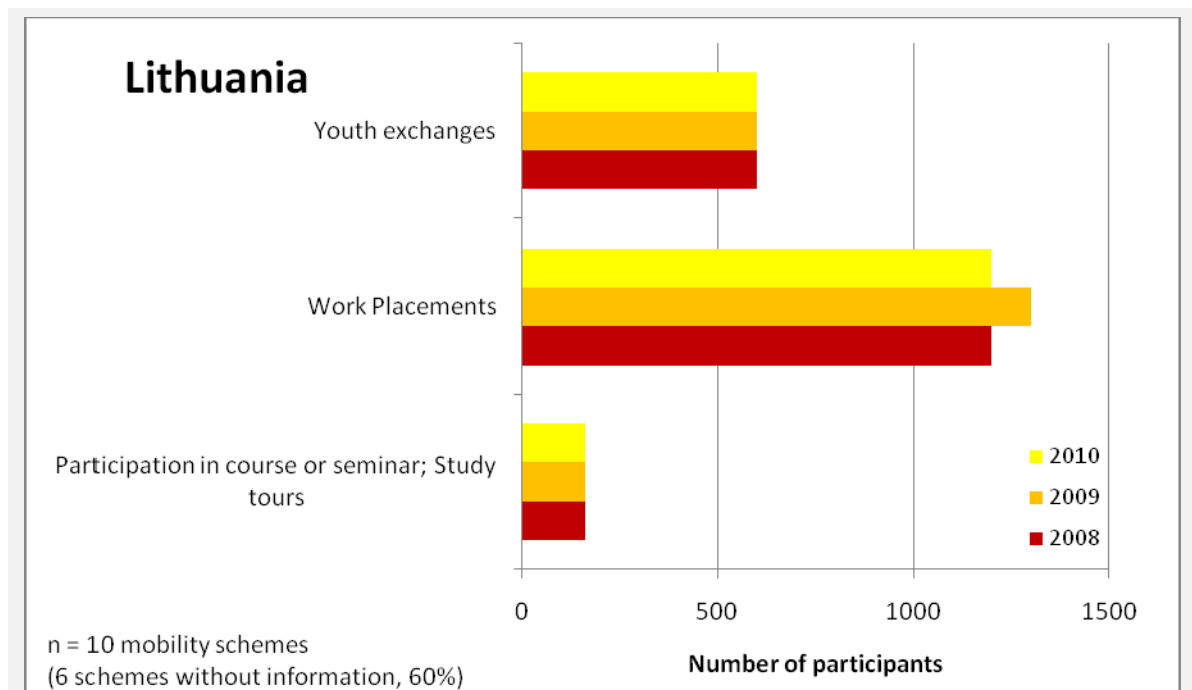
Ministries are the most relevant funding agencies in Lithuania, though public national institutions and NGOs also provide funding for several programmes. Ministries only implement very few schemes; they provide funding and delegate the implementation to other agencies. Public national institutions, regional institutions and NGOs implement projects on behalf of ministries.

⁹⁹ http://europa.eu/about-eu/countries/member-countries/lithuania/index_en.htm

Target Groups of Mobility Schemes

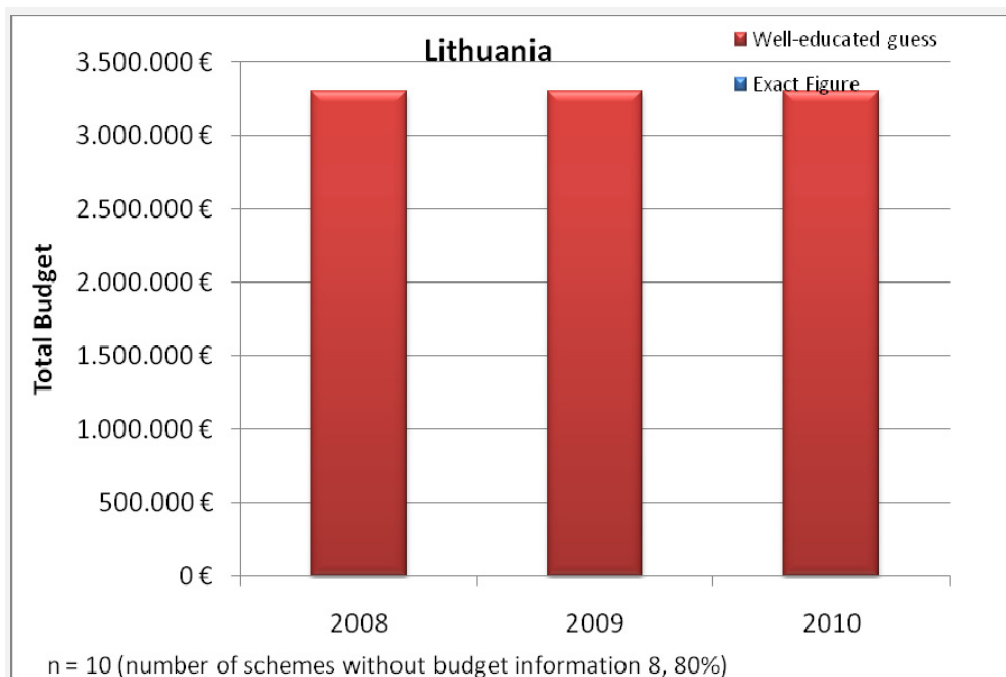


In Lithuania, about 60% of the mobility schemes did not provide any information on participants, which makes it very difficult to draw any conclusions from this data. According to the data available, mobility schemes in Lithuania target primarily "Teachers and other educational staff" probably to give educational staff relevant international exposure which they pass on to pupils. The second major group of beneficiaries are "Young People" participating in mobility schemes outside of formal education.

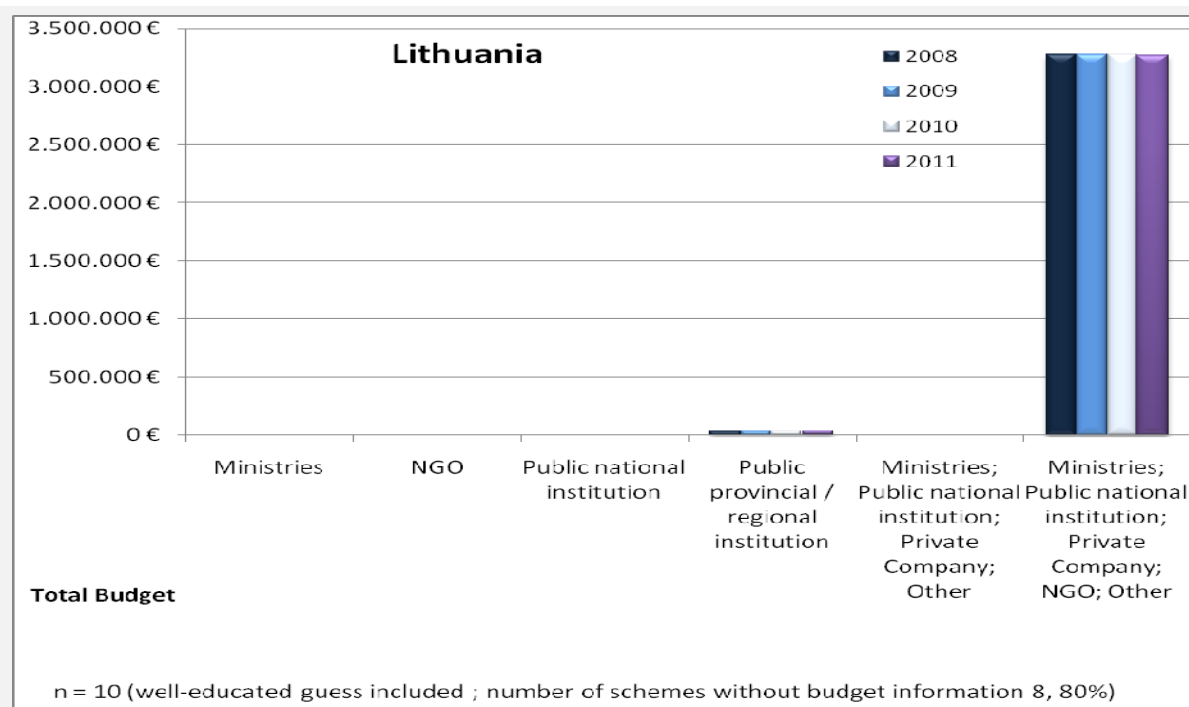


Corresponding to the previous chart, the majority of participants are involved in "Work Placements" ("Teachers and other educational staff"). Some of the educational staff participate in seminars or study tours to gain a better understanding of the operations in other countries. The non-formal mobility schemes focus on "Youth Exchanges".

Budget Development and Funding Agencies of Mobility Schemes

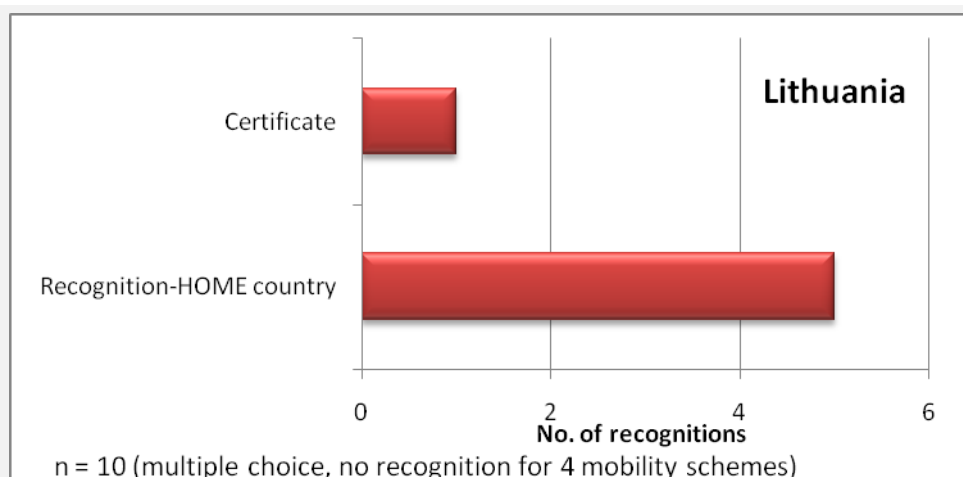


80% of the mobility schemes did not provide any information on budgets and the two mobility schemes that did reveal information on budgets are based on well-educated estimates. This scarce information does not allow us to draw any definite conclusion from the data.



80% of the mobility schemes did not provide any information on budgets. Still it is interesting to note that the mobility schemes that provide information on budgets consist of a number of different institutions that jointly support learning mobility.

Recognition of Mobility Schemes



Half of the mobility schemes in Lithuania are recognised in some formal form in the home country. In one case there is recognition in terms of a certificate but the criteria for obtaining this certificate are not clear.

Lithuania				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Lietuvos ir Lenkijos jaunimo mainai	http://www.jrd.lt/index.php?-1239556198	Young people (Youth field)	Youth exchanges
2	Mokytoju Kvalifikacijos Tobulinimas	http://www.centras.anyksiai.lm.lt/	Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training; Continuing vocational education and training)	Work Placements
3	Mokytoju profesinis kvalifikacijos kelimas	http://www.arsc.alytus.lm.lt/	Teachers, trainers, other educational staff (Initial vocational education and training; Continuing vocational education and training)	Participation in course or seminar
				Study tours
4	NordicPlus Suaugusieji	http://www.smpf.lt	Adult Learners (non-vocational adult education)	Participation in course or seminar
				Study tours
5	Pedagogu profesinė raida	-	Teachers, trainers, other educational staff (Initial vocational education and training; Continuing vocational education and training)	Work Placements

Lithuania				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
6	Profesinis suaugusiųjų švietimas	http://www.lssa.smm.lt/index.php?id=125	Adult Learners (non-vocational adult education)	Participation in course or seminar
				Study tours
7	Rotary International - Jaunimo Mainu Programa	http://www.rotary.lt/rotary-international-ri-jaunimo-mainu-programa-20	Pupils (General secondary education)	School stays
8	Suaugusiųjų ugdymo plėtotės bei kvalifikacijos kėlimas	http://www.upc.smm.lt	Adult Learners (Continuing vocational education and training; non-vocational adult education)	Participation in course or seminar
				Study tours
9	Vokiečių kalbos mokytųjų kvalifikacijos kėlimas	http://www.goethe.de/ins/lt/vil/ltindex.htm	Teachers, trainers, other educational staff (General secondary education)	Work Placements
10	Zinių įgijimas ir mokymasis visą gyvenimą	http://lkd.kolping.lt	Young people (Youth field)	Youth exchanges
11	Polsko-Litewski Fundusz Wymiany Młodzi	http://www.plf.org.pl/	Young people (Youth field)	Youth exchanges

Search Information Lithuania

Mobility schemes according to institutions

Ministries / National Agencies	The Centre for Youth Affairs is a governmental agency within the Ministry of Social Security and Labour. It is responsible for the implementation of youth policy in Lithuania as well as the development of measures to improve the situation of young people. The Centre also ensures national representation of youth policy at the international level.
Public Employment Services	The Public Employment Service in Lithuania cooperates with the EU member states in sharing experience and best practice, but do not arrange any learning mobility activities.
Bi- / trilateral Programmes (between specific countries)	Bilateral agreements between the Ministry of Education and Science and foreign institutions exist. There are bilateral programmes between such countries like Bulgaria, Czech Republic, Greece, India, Spain, Italy, Israel, United Kingdom, Poland, Slovenia, Finland, Turkey, Ukraine, Hungary, and Germany. There is also a Trilateral Programme with Latvia and Estonia. The majority of these Programmes are the Agreements for Cooperation in the fields of Culture, Education and Science. In some of them mobility schemes are mentioned as well.
NGO's (foundations, church initiatives, etc.)	There are NGOs in Lithuania like Lithuanian Kolping Society, which organize trips abroad. Most of the trips serve specific cultural and political purposes and are excluded from this survey.
Private companies	The survey also included some private companies that make individual mobility plans for their employees with the educational background to develop and improve their knowledge in the subject matter and language fields.
Other European Funds (Regional Funds, ESF etc.)	Lithuania is actively participating in the other European Funds like ESF in the fields as follows: workers and new skills, business undergoing change, education and training, equality between women and men. Yet they do not fund mobility schemes.

Mobility schemes according to activities

Language courses (if aggregated data is available)	Language courses are included in the database. The detailed information was difficult to obtain as the companies are not willing to present the data. And in the internet this comprehensive data is not published.
Volunteer Programmes	One of the public national institutions "Foreign Language Centre" organizes Volunteering in Africa. Language learning might be included in the specific activity but the main purpose of the stay is to work on a voluntary basis.
Exchange programmes of teachers / pupils (including school stays)	The Education Exchange Support Foundation national agency is responsible for implementing EU Lifelong Learning Programmes plus a number of other EU and national programmes and projects within the field of education and training. Moreover the Erasmus intensive programmes are a short-term study programme joining students and teachers from various universities representing the participant countries.

Exchange programmes of youth (non-formal education)

The Exchange Programmes for youth take place more in summertime and are mostly combined with summer holidays and language learning.

Town twinning

Town Twinning takes place in Lithuania, although the activities are mainly set in order to promote intercultural understanding between citizens of the involved towns.

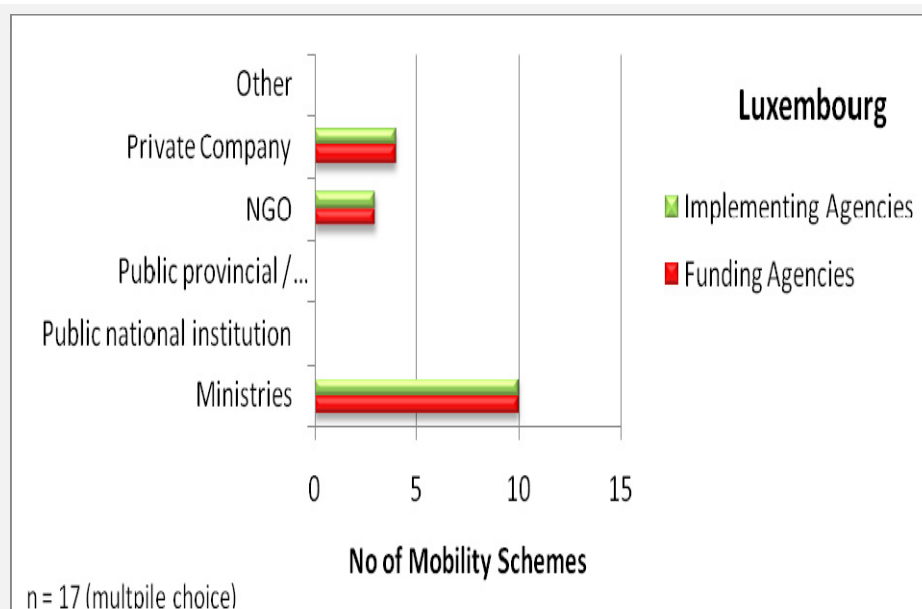
6.21 Luxembourg

Year of EU entry: Founding member
Political system: Constitutional monarchy
Capital city: Luxembourg
Total area: 2 586 km²
Population: 0.5 million
Currency: euro¹⁰⁰



17 Mobility schemes were identified in Luxembourg.

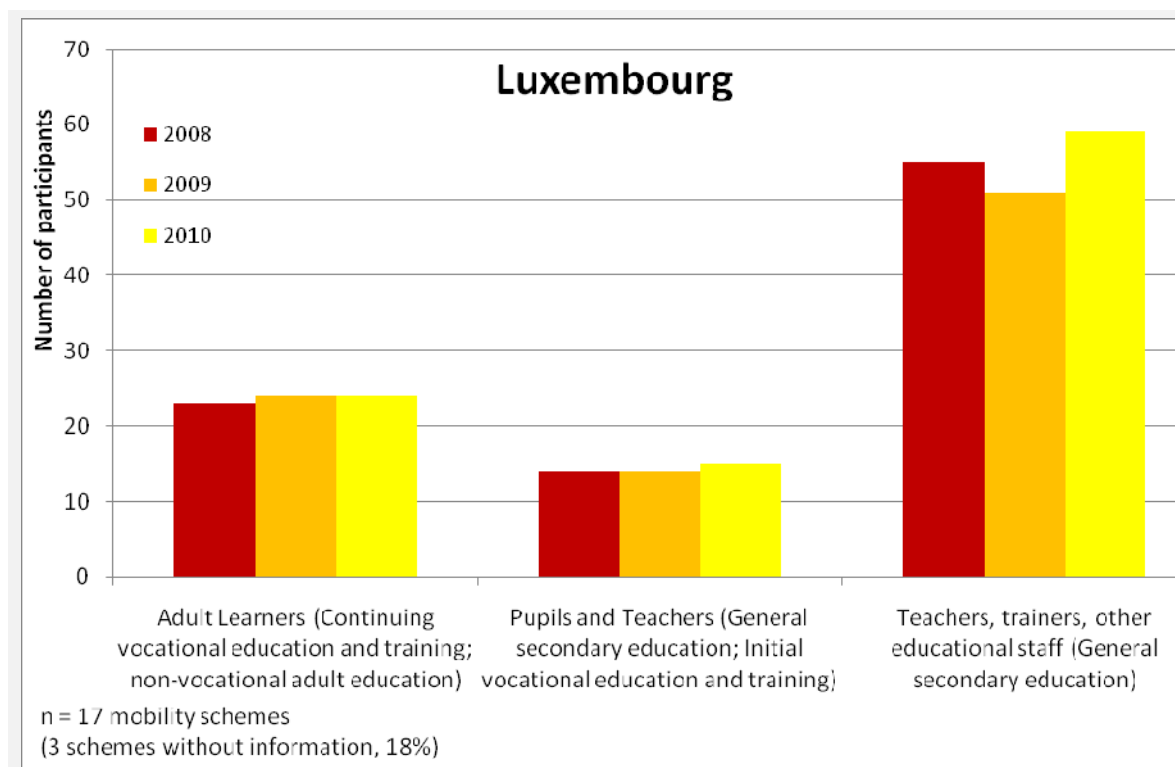
Funding versus Implementing Agencies of Mobility Schemes



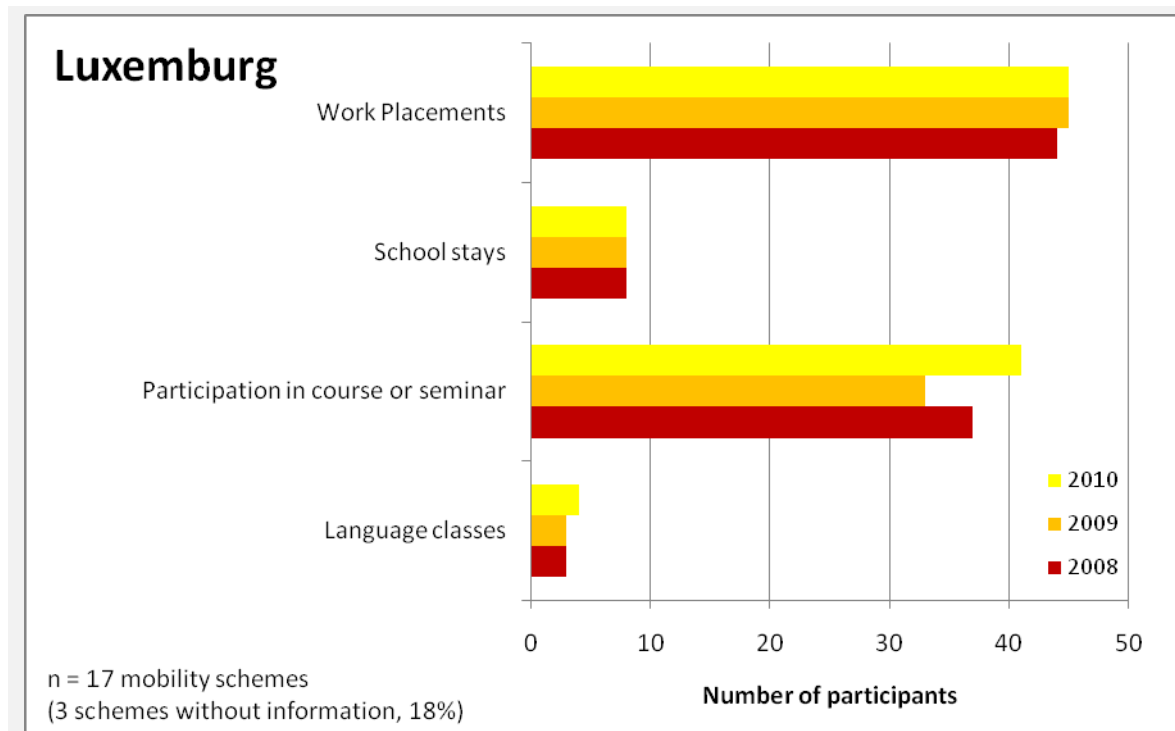
In Luxembourg, three main actor groups can be identified that are relevant in the field of learning mobility. The most relevant funding agencies are ministries, followed by private companies and NGOs. In Luxembourg, those agencies providing the funding for a scheme are also responsible for the implementation of the respective scheme, there's no delegation of implementation activities.

¹⁰⁰ http://europa.eu/about-eu/countries/member-countries/luxembourg/index_en.htm

Target Groups of Mobility Schemes

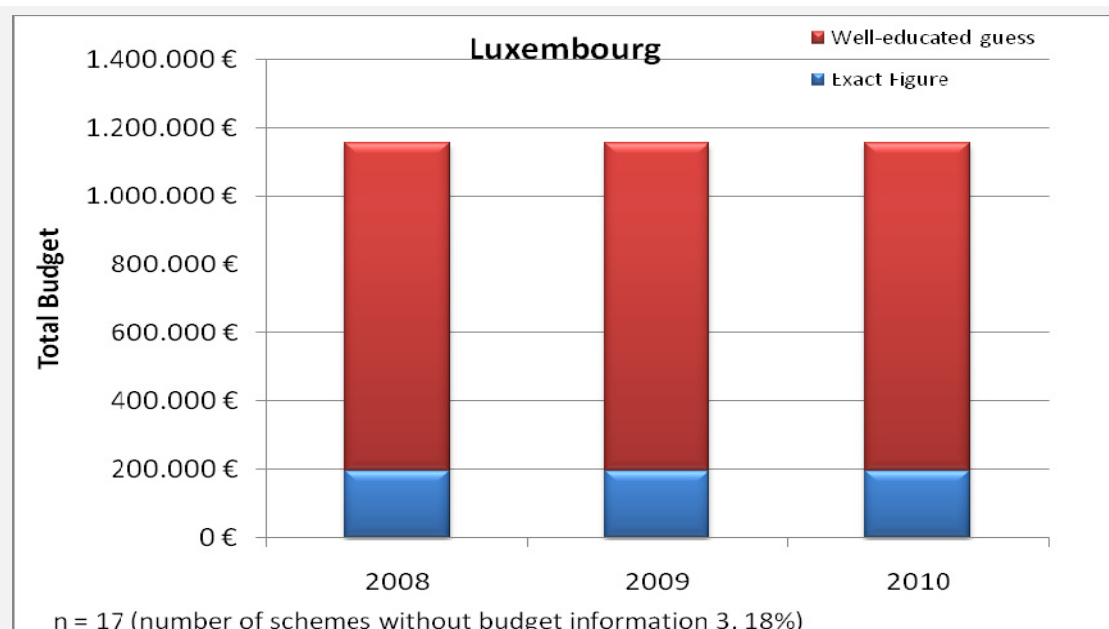


Mobility schemes primarily target “Teachers and other educational staff” as about half of the prevailing schemes are open for this group. “Adult Learners” are the second largest group of participants benefitting from mobility schemes. The third target group identified are “Pupils and Teachers” but the number of participants is comparatively small. About 18% of the mobility schemes did not provide any information on participants which means that the data is comparatively good. The number of participants is almost constant over the years.

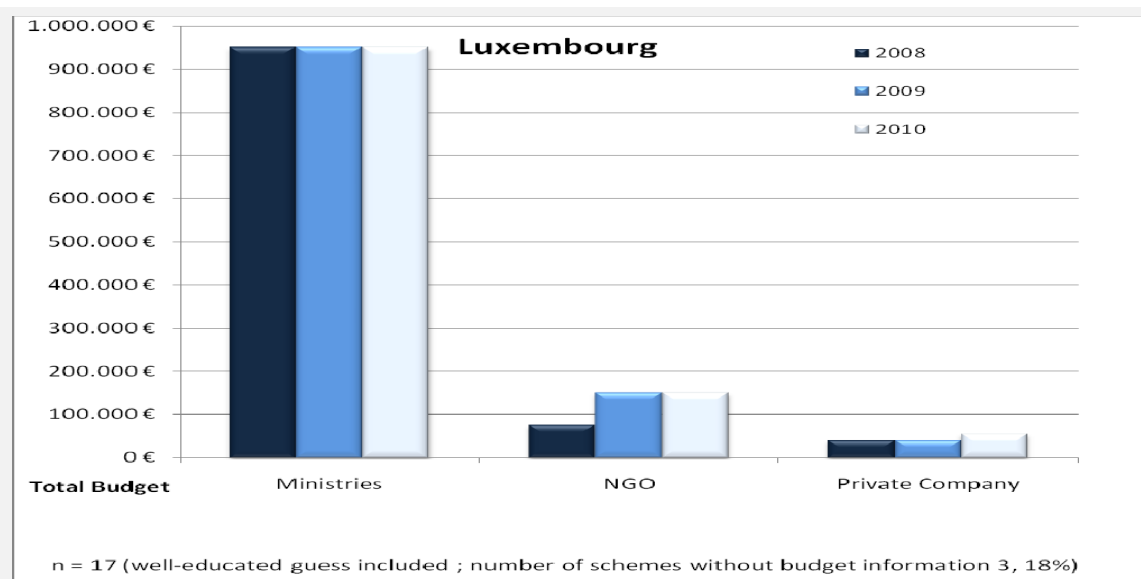


Four key activities have been identified for Luxembourg of which two are very prominent. The activity "Work Placement" refers primarily to "Teachers and educational staff" and partly to "Adult Learners". The activity with the second largest number of participants refers to "Participation in course or seminar". "School Stays" and "Language Classes" are further activities with comparatively few participants.

Budget Development and Funding Agencies of Mobility Schemes

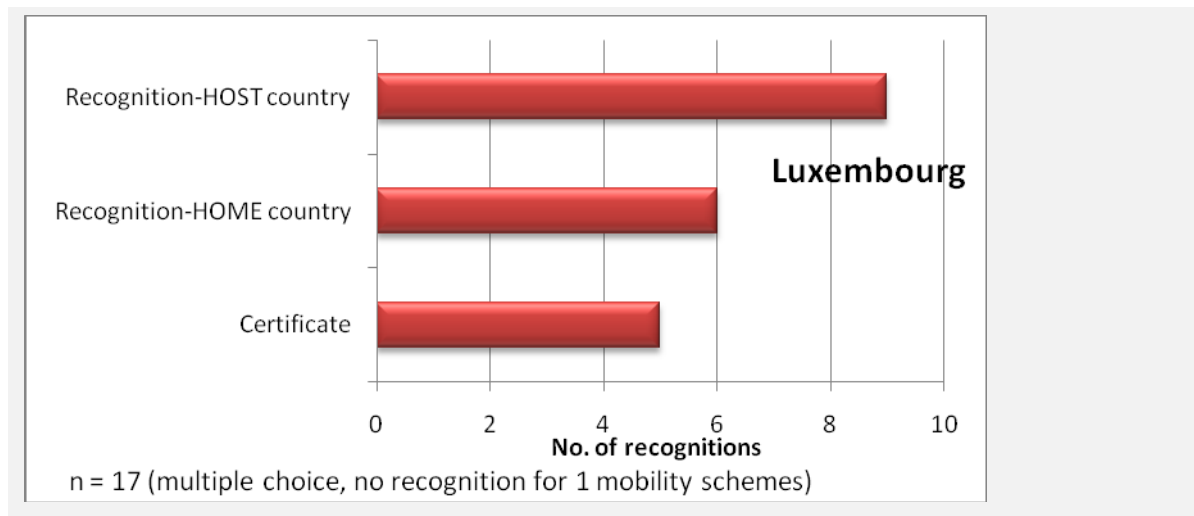


Small as it is, Luxembourg runs a few mobility schemes and provides considerable funding for it. The vast majority of schemes give information about the budget which means the figures are fairly close to the real situation; even though most of the figures are based on estimates. The budgets remain more or less constant over time.



The primary funding source is the ministries; NGO's and private companies provide funding too but to a lesser extent.

Recognition of Mobility Schemes



A lot of training and education is not offered due to the size of the country. This means that many young people go abroad and obtain their education elsewhere where they receive formal recognition for this education. That may be the reason for the high rate of recognition in host countries - which may be in a reciprocal way and be acknowledged by the home country too.

Luxembourg				
N r.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type- activities
1	Academic Year Ambassadorial Scholarship	http://www.rotary.lu/	Pupils (General secondary education)	Participation in course or seminar
				Language classes
2	Cultural Ambassadorial Scholarship	http://www.rotary.lu/	Young people (Youth field)	Language classes
3	Enrichment scholarships to Luxembourgians and Belgians	http://www.taiwanembassy.org/be	Pupils (General secondary education; Initial vocational education and training)	Participation in course or seminar
			Adult Learners (non-vocational adult education)	School stays
			Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training)	
4	Fulbright Scholarships – Grants for Professional Journalists	www.fulbright.be	Adult Learners (Continuing vocational education and training; non- vocational adult education)	Participation in course or seminar
5	Fulbright Scholarships – Grants for Secondary School Teachers and Language Teaching Assistants	www.fulbright.be	Teachers, trainers, other educational staff (General secondary education)	Work Placements
				Language classes

6	Grants for Citizens of Luxembourg	http://www.men.public.lu	Pupils (General secondary education; Initial vocational education and training)	Participation in course or seminar
			Adult Learners (Continuing vocational education and training)	School stays
			Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training; Continuing vocational education and training)	
7	Huayu (Mandarin) Enrichment Scholarship Program	http://www.taiwanembassy.org/be	Pupils (General secondary education; Initial vocational education and training)	Language classes
			Adult Learners (Continuing vocational education and training; non-vocational adult education)	
			Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training; Continuing vocational education and training)	

8	Ingénieur stagiaire	http://www.arcelormital.com/	Pupils (Initial vocational education and training) Adult Learners (Continuing vocational education and training)	Work Placements
9	Inter-Country Lecturing Program	www.fulbright.be	Teachers, trainers, other educational staff (Primary education; General secondary education)	Participation in course or seminar
10	Internship	www.lblux.lu	Adult Learners (Continuing vocational education and training)	Work Placements
11	Internship in Luxembourg	http://www.fast.lu	Adult Learners (Continuing vocational education and training; non-vocational adult education)	Work Placements
12	Mandarin Skills	http://www.taiwanembassy.org/be	Adult Learners (Continuing vocational education and training; non-vocational adult education)	Language classes
13	Multi-year Ambassadorial Scholarship	http://www.rotary.lu/	Pupils (General secondary education)	Participation in course or seminar Language classes
14	Seminars for teachers	www.fulbright.be	Teachers, trainers, other educational staff (General secondary education)	Participation in course or seminar Study tours
15	Senior Specialists	www.fulbright.be	Adult Learners (Continuing	Work Placements

			vocational education and training; non-vocational adult education)	Job-shadowing
				Participation in course or seminar
				Other
1 6	Stagiaire Luxembourg	http://www.banquedeluxembourg.com	Adult Learners (Continuing vocational education and training; non-vocational adult education)	Work Placements
1 7	Taiwan Fellowship Program	http://www.taiwanembassy.org/be	Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training; Continuing vocational education and training)	Work Placements
			Youth workers etc. (Youth field)	

Search Information Luxembourg Mobility schemes according to institutions

Ministries / National Agencies	The Ministries have an important role in providing learning mobility schemes, especially the Ministry of Education and Ministry of Culture. Most of these projects have students (higher education) as target group.
Public Employment Services	Public Employments Services and recruitment agencies provide information regularly on job vacancies in the country and abroad, but without having learning mobility programmes.
Bi- / trilateral Programmes (between specific countries)	Lux-Development is the implementing governmental agency of Luxembourg's development cooperation. As such, it is responsible for the implementation of bilateral projects that have mainly students as the target group. The agency also deals with projects for the Ministry of Finance.
NGO's (foundations, church initiatives, etc.)	In Luxembourg the legal authority and administration of grants to non-governmental organizations is maintained by the Ministry. NGOs have been involved in the projects, more on the ecological part and natural resources management.
Private companies	Many private companies offer learning mobility programmes, mostly for young people and adult learners to make them realize the importance of international education.
Other European Funds (Regional Funds, ESF etc.)	Luxembourg is using ESF funding to improve people's employment opportunities, particularly younger and older people and women, and bring more of them into the workforce. Yet they are not part of this survey because they do not include mobility learning activities.

Mobility schemes according to activities

Language courses (if aggregated data is available)	The linguistic situation in Luxembourg is characterised by the fact that several languages are spoken and written at the same time in the same place. Acquiring foreign language skills is very important in Luxemburg which explains why language courses are mentioned as an activity.
Work Placements	Private companies provide work placements for different target groups, especially to stimulate labour market mobility.
Volunteer Programmes	The NGOs are the providers for volunteer programmes for young people, with different learning activities and language classes included.
Exchange programmes of teachers / pupils (including school stays)	For teachers and educational staff, possibilities for work placements abroad are offered by ministries, sometimes including language classes or other learning activities. The main reasons are to acquire international skills and to stimulate labour market mobility.
Exchange programmes of youth (non-formal education)	The development of young people is one of the purposes of the exchange programmes in Luxembourg. These youth exchanges gather young people to learn more about each other's cultures and traditions and to promote intercultural education.
Town twinning	No aggregate data is available.
Study Tours	No aggregate data is available .

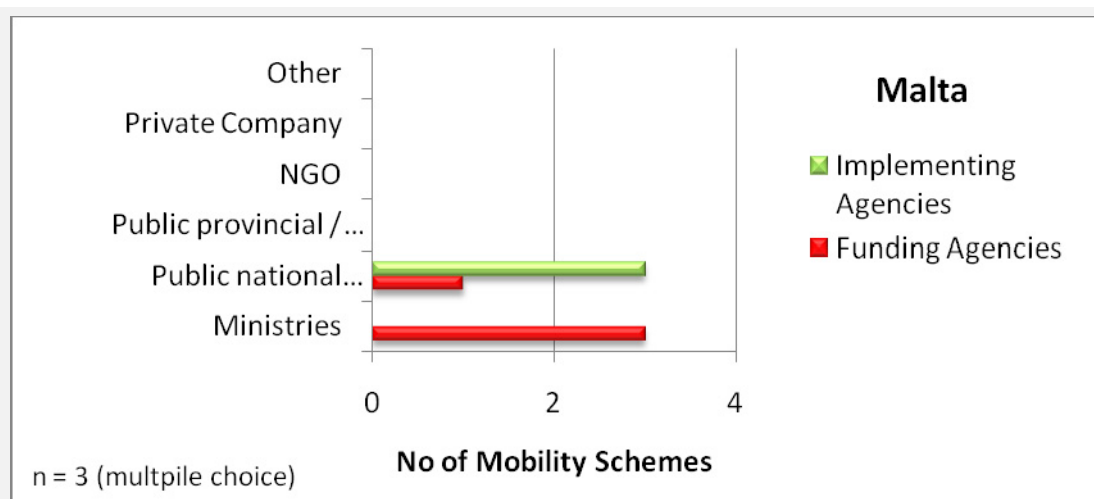
6.22 Malta

Year of EU entry: 2004
Political system: Republic
Capital city: Valletta
Total area: 316 km²
Population: 0.4 million
Currency: euro¹⁰¹



3 Mobility schemes were identified in Malta.

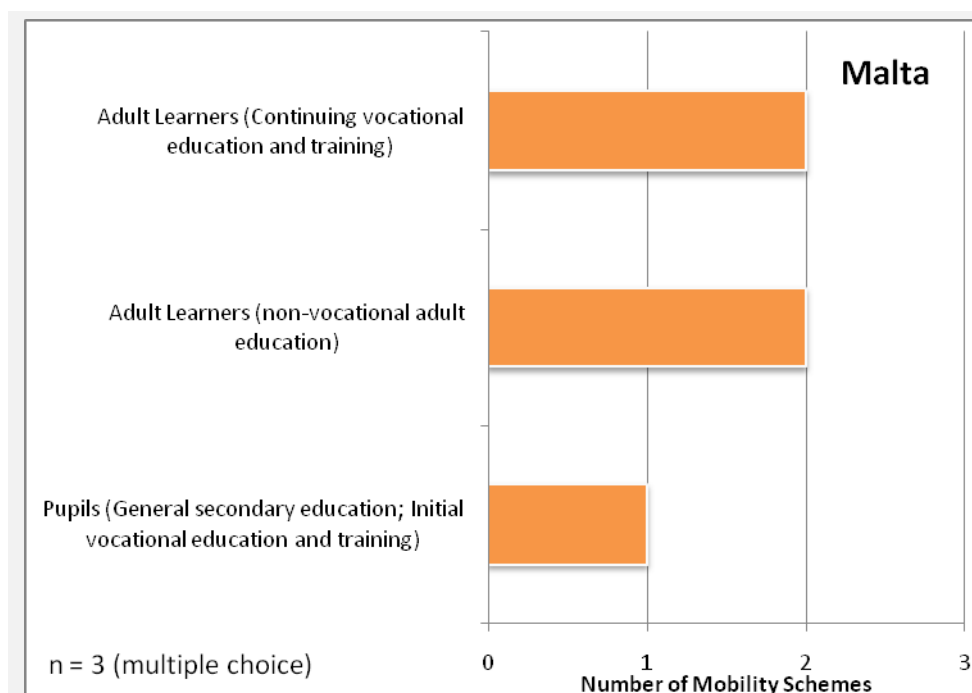
Funding versus Implementing Agencies of Mobility Schemes



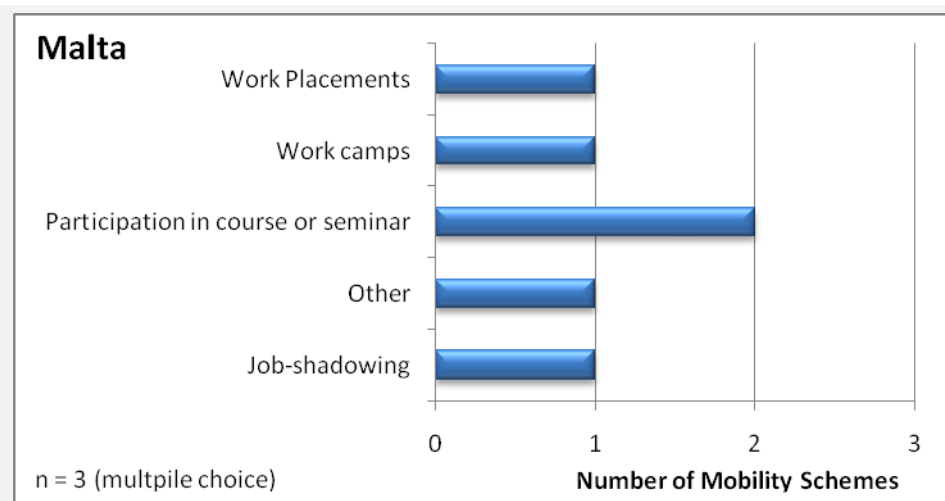
The field of learning mobility is not very developed in Malta. There are only very few schemes in place which are funded by the Ministry of Education and public national institutions. The implementation is completely ensured by public national institutions.

¹⁰¹ http://europa.eu/about-eu/countries/member-countries/malta/index_en.htm

Target Groups of Mobility Schemes

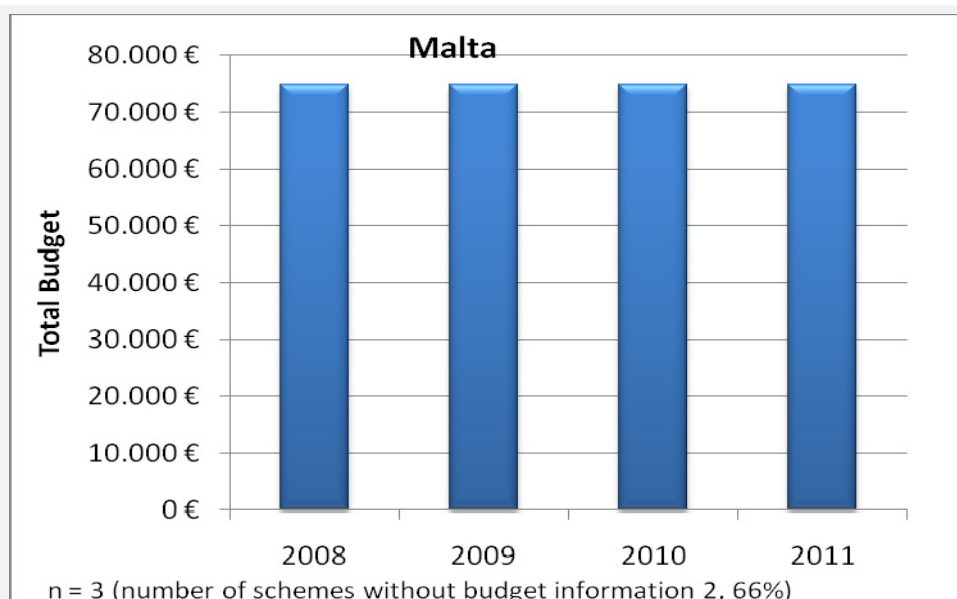


In Malta, only four mobility schemes have been identified; information on the number of participants was hardly provided at all. The number of mobility schemes to assess the key target groups. It can only be said that the existing schemes target "Adult Learners" and "Pupils", while schemes for "Young People / Youth Worker" and "Teachers" are not available.

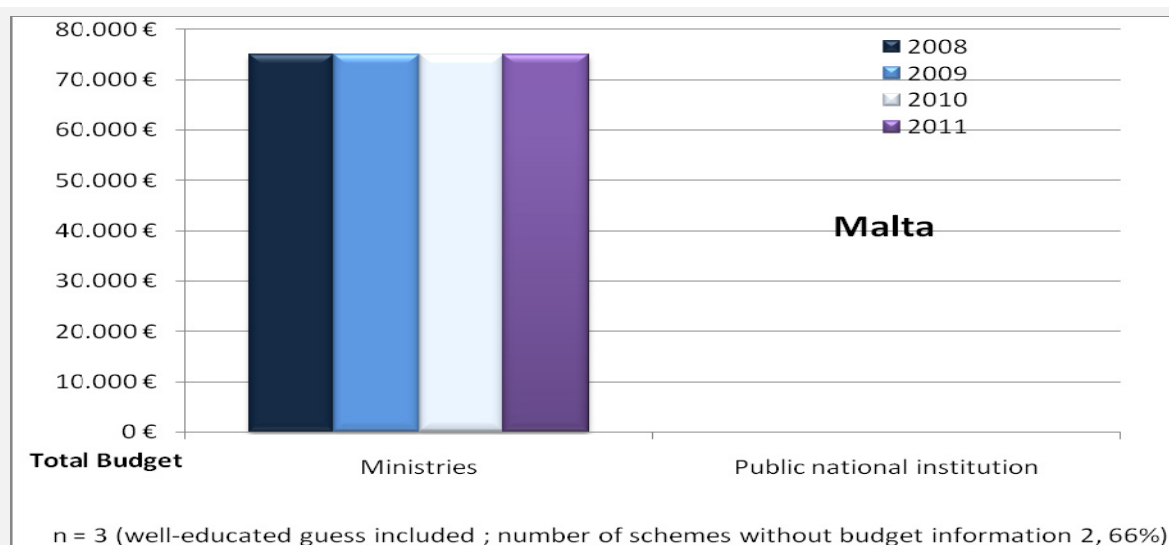


Though the number of existing mobility schemes in Malta is fairly small, different activities of learning mobility are promoted. Participation in courses is promoted in two schemes, while "Work Placements" and "Work Camps", "Job-shadowing" as well as "Other" activities are each covered by one scheme.

Budget Development and Funding Agencies of Mobility Schemes



Out of the four mobility schemes in Malta only one is providing information on the budget which is constant over the period of time under review.



The money is being provided by the ministry but as this is only one case it does not allow any further conclusions.

Development of Participants of mobility schemes

There is no information about participants for the mobility schemes available in Malta.

Recognition of Mobility Schemes

As recognition for mobility schemes in Malta is only mentioned the 'Malta Qualification Framework 's Level'. Other forms of recognition are not used.

Malta

Nr	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Student Maintenance Grants	https://www.nche.gov.mt/page.aspx?pageid=96	Pupils (General secondary education; Initial vocational education and training) Adult Learners (Continuing vocational education and training)	Other
2	Training Aid Framework (TAF)	https://www.nche.gov.mt/page.aspx?pageid=100	Adult Learners (non-vocational adult education)	Work Placements Participation in course or seminar
3	Training Subsidy Scheme (TSS)	http://www.etc.gov.mt/site/page.aspx?pageid=2284	Adult Learners (Continuing vocational education and training)	Job-shadowing Participation in course or seminar Work camps

Search Information Malta

Mobility schemes according to institutions

Ministries / National Agencies	The Ministry of Education is responsible for funding the mobility programmes. The national institution responsible for implementation of the programmes is called National Commission for Higher Education as well as Employment Training Corporation
Public Employment Services	The Employment and Training Corporation supports the mobility programme "Training Subsidy Scheme"
Bi- / trilateral Programmes (between specific countries)	There are many bilateral institutions in Malta, such as Friends of Australia Association Arabic Language Centre, China Cultural Centre, Coptic Catholic Ethiopian and Eritrean Community, Club Italia Malta etc. These programmes promote friendship and good relations between the citizens of Malta and those of defined countries by means of cultural, educational and social activities. Nevertheless, no specific mobility programmes were identified within those institutions.
NGO's (foundations, church initiatives, etc.)	Apart from intercultural NGOs there are several Environmental NGOs in Malta such as Nature Trust and BirdLife Malta. None of these NGO's is promoting stays abroad
Private companies	There are many private operators of mobility in Malta. The search on the internet identified many private language schools – e.g. http://www.ecenglish.com/school-locations/learn-english-in-malta?gclid=CPzYvIndpK0CFSsvmAodWU5Tgw . But language schools had been excluded from the survey.
Other European Funds (Regional Funds, ESF)	No activities were identified.

Mobility schemes according to activities

Work Placements	Training Aid Framework and Training Subsidy Scheme provide work placements. Nevertheless, definite information on participants and budgets of the programmes was difficult to identify either due to uncertainty in the budget allocation between the programmes or unavailability of information.
Language courses (if aggregated data)	Intercultural NGOs such as Arabic Language Centre or commercial organization EF provide language courses. Nevertheless they have to be privately paid.
Volunteer Programmes	Volunteer Programmes provided in Malta are supported by EU and therefore are not included in the database
Exchange programmes of teachers / pupils (incl school stays)	No exchange programmes of teachers/students were identified
Exchange	National members of international non-governmental youth

programmes of youth (non-formal education)	organisations do send participants to European Youth Centre activities, but the numbers are very small.
Town twinning	No town twinning was identified
Study Tours	Most of the study tours are carried out on the academic level and therefore not included in the database.

6.23 The Netherlands

Year of EU entry: Founding member



Political system: Constitutional monarchy

Capital city: Amsterdam

Total area: 41 526 km²

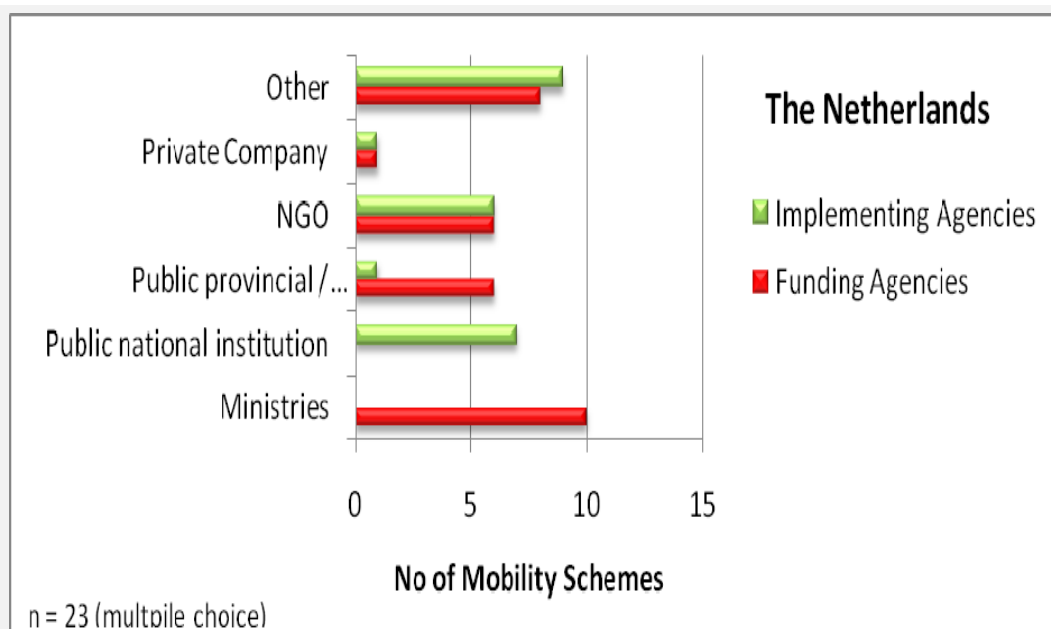
Population: 16.4 million

Currency: euro¹⁰²

23 Mobility schemes were identified in The Netherlands.



Funding versus Implementing Agencies of Mobility Schemes

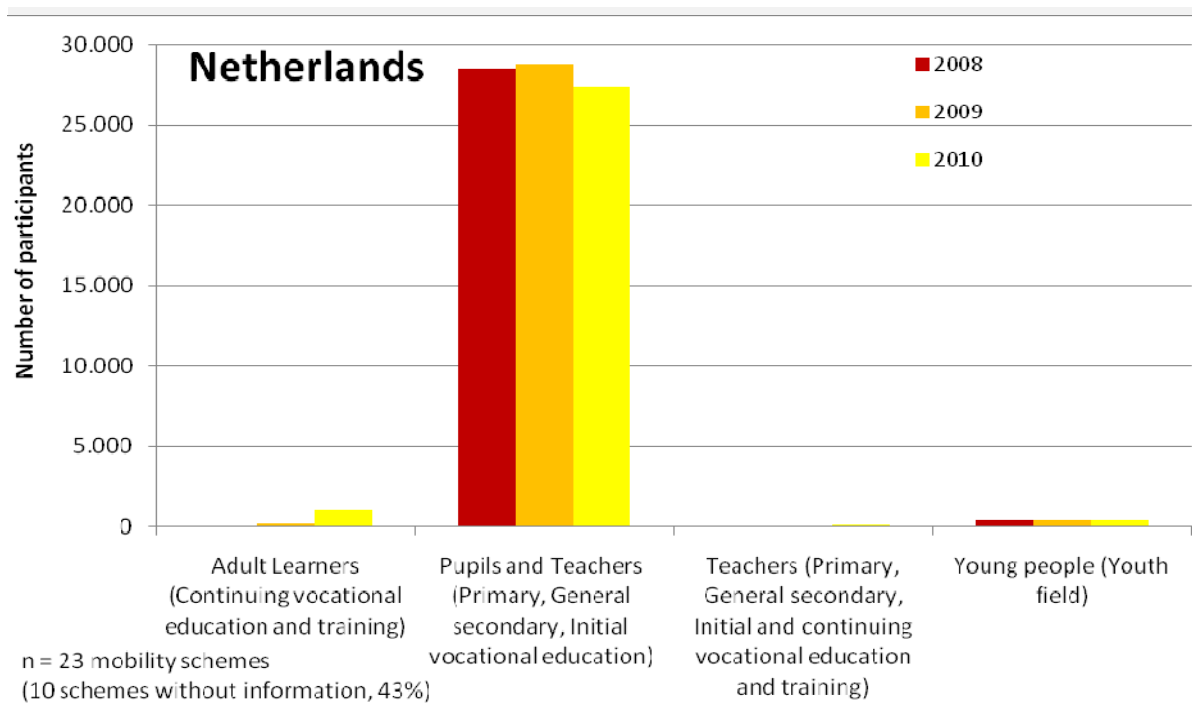


Ministries are the main funding agencies in the Netherlands, but do not implement mobility schemes. The practical implementation is delegated to public national institutions or other agencies. The same applies to provincial public institutions. NGOs also play an important role as funding and implementing agencies. Private companies hardly play a role in the field of learning mobility schemes.

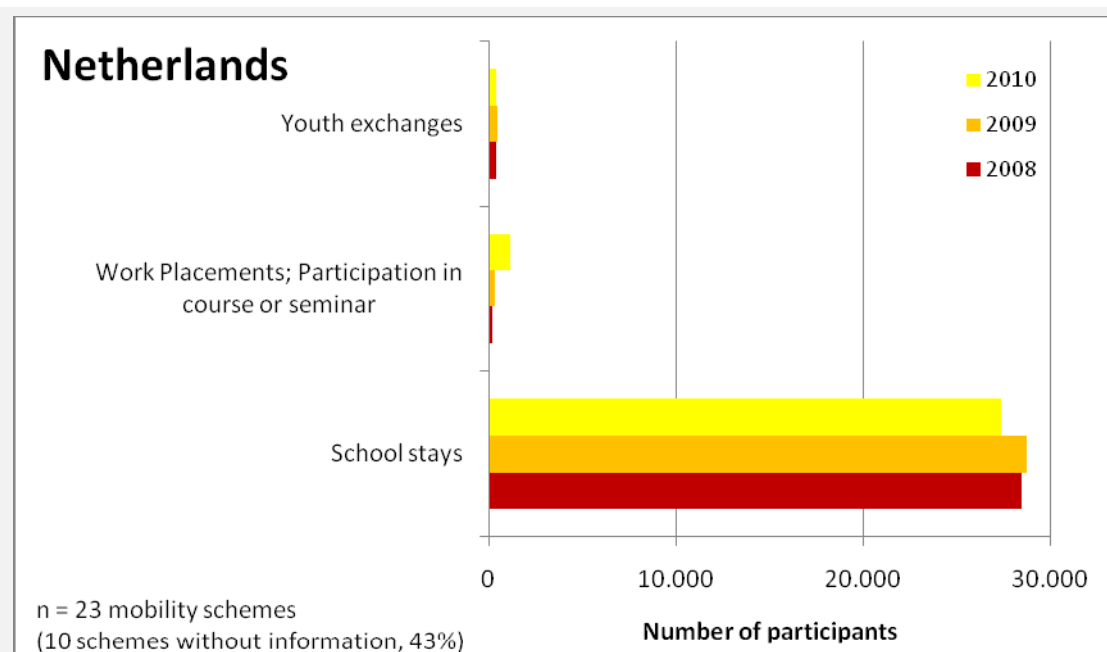
Exchange and mobility especially between the Netherlands and Germany is promoted through several programmes.

¹⁰² http://europa.eu/abc/european_countries/eu_members/netherlands/index_en.htm

Target Groups of Mobility Schemes



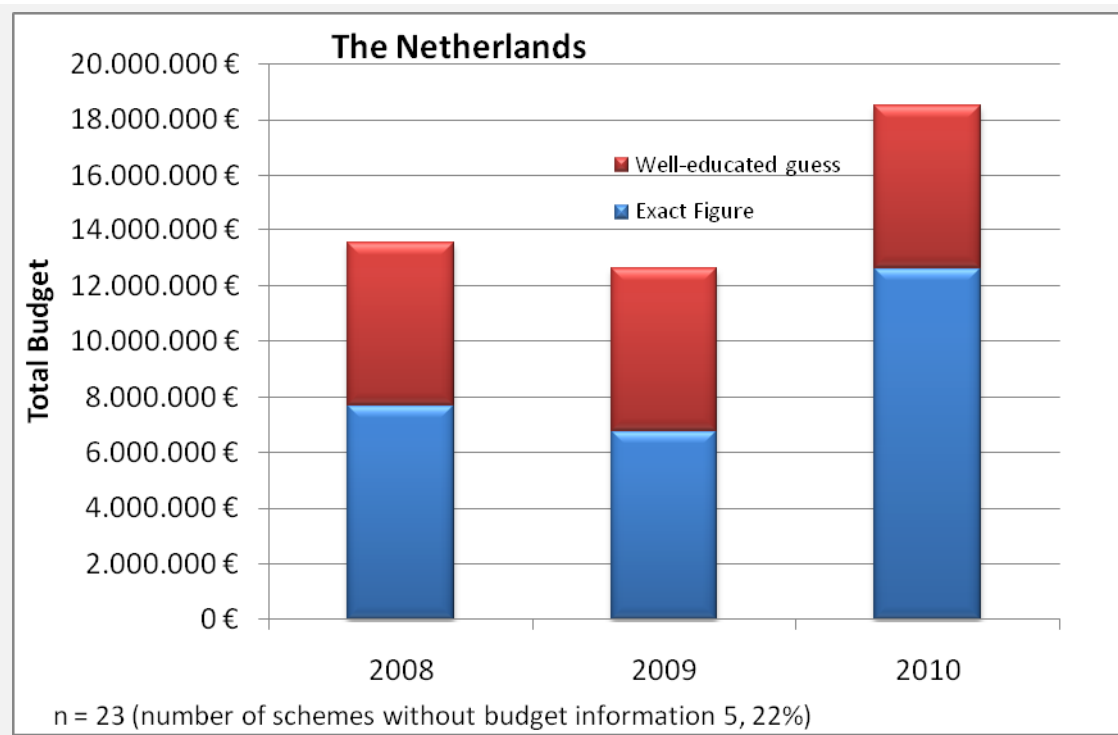
The vast majority of Mobility Schemes targets "Pupils and Teachers". The number of participants is very high, but decreased slightly in 2010. Non-formal mobility ("Young People") has very few participants in comparison. "Adult Learners" mark the third target group, but with very few participants in comparison. But the numbers increased considerably in 2010. More than 40% of the mobility schemes did not provide any information which means that the results have to be interpreted with considerable care.



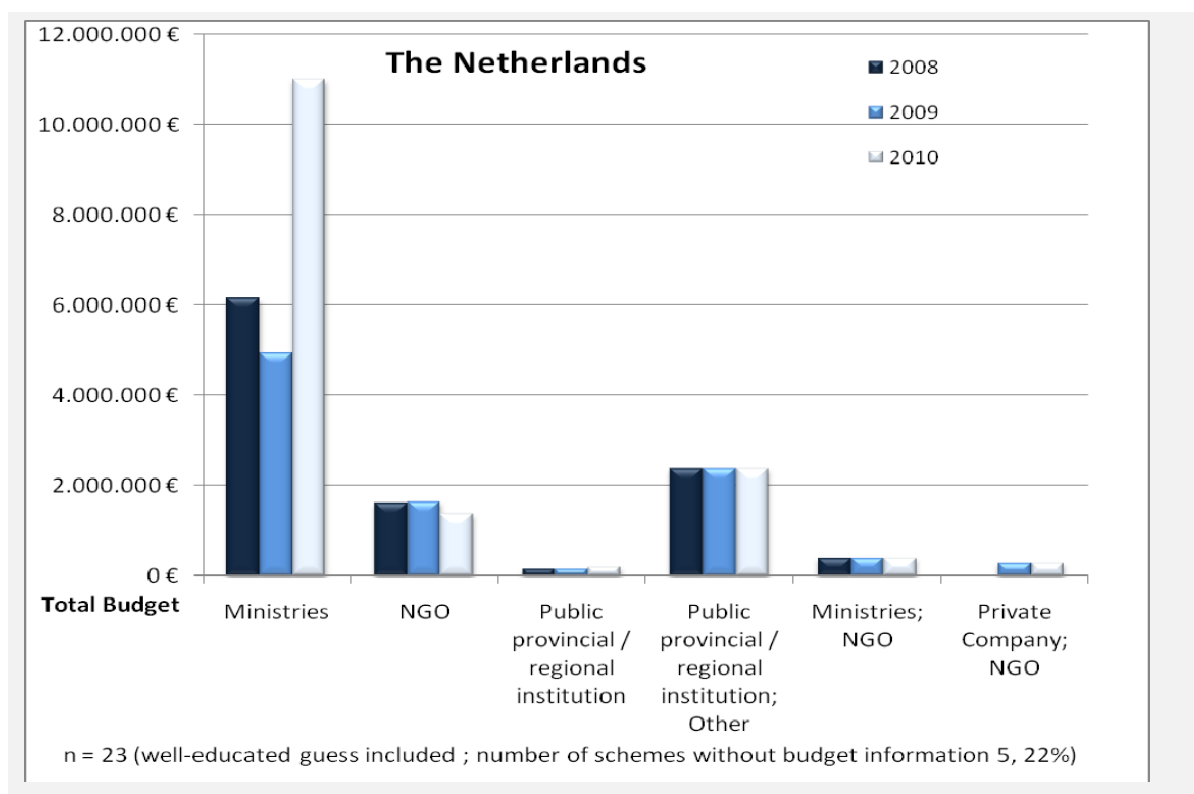
Corresponding to the preceding chart the main activity of mobility schemes in the Netherlands are "School Stays". The non-formal sector of mobility focuses on "Youth Exchanges" but the

number of participants is very small in comparison. Very few participants are involved in “Work Placements” even though this activity received a significant increase in 2010.

Budget Development and Funding Agencies of Mobility Schemes

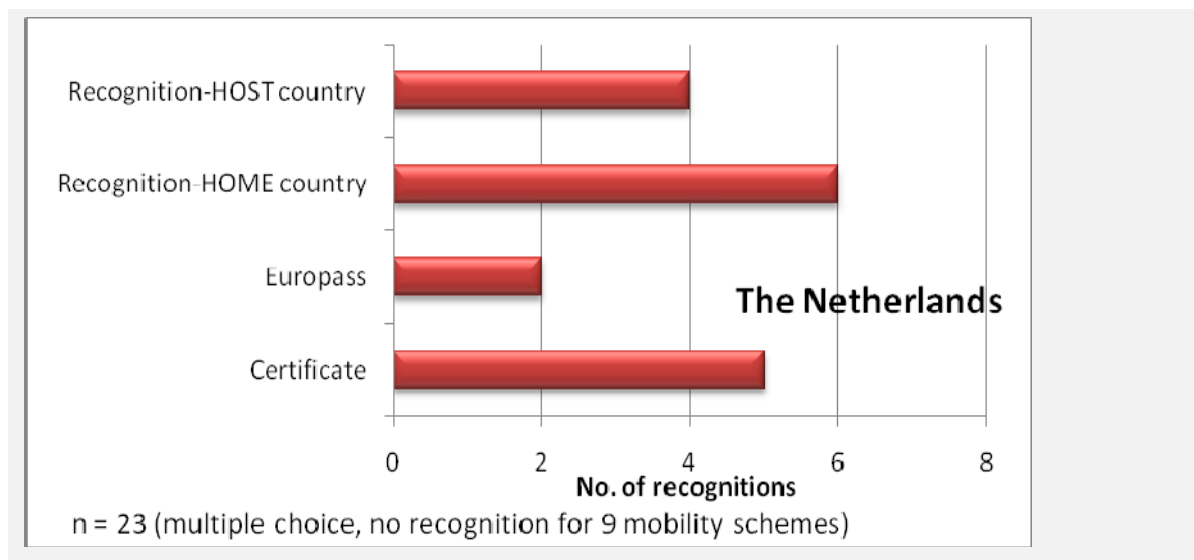


The total budget increased considerably from 2008/09 to 2010. As almost 80% of the schemes provided information on this aspect, these figures are close to reality. It remains to be seen if the budget increase continues in 2011, as these figures are still incomplete.



The largest amount of funding for mobility schemes comes from ministries followed by other public institutions. NGOs also make a significant contribution to the funding of mobility schemes. It is remarkable that different kinds of organisations (public and NGOs or private and NGOs) seem to liaise to promote joint international learning mobility activities.

Recognition of Mobility Schemes



Many mobility schemes are recognised in the home country. As some young people may obtain education in other countries there is also a fairly high level of recognition from the host countries. Otherwise, there are a number of more or less individual certificates which try to document the learning impact from the mobility experience.

Netherlands

Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Anglia Network Europe	http://nl.anglia.nl/	Pupils (Primary education; General secondary education; Initial vocational education and training)	Participation in course or seminar
			Adult Learners (Continuing vocational education and training)	Language classes
			Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Study tours
2	Barcelonastudents.net /Madridstudents.net	www.barcelonastudents.net / www.madridstudents.net	Adult Learners (Continuing vocational education and training)	Work Placements
3	Bevorderen Internationale Oriëntatie en Samenwerking	http://www.europeesplatform.nl/sf.mcgi?3409	Pupils (Primary education; General secondary education; Initial vocational education and training)	Work Placements

Netherlands				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
			Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training)	Participation in course or seminar
				Language classes
				Study tours
4	Bilateraal Austauschprogramma Nederland-Duitsland	www.datschepetenband.nl	Adult Learners (Continuing vocational education and training)	Work Placements
			Teachers, trainers, other educational staff (Continuing vocational education and training)	Youth exchanges
				Study tours
				Other
5	Dutch Lions Youth Exchange Programme (Greenyard)	www.lions.nl/48/Jeugd.html and www.greenyard.nl	Young people (Youth field)	Youth exchanges
				Other
6	Economy at School	www.deutschland-nederland.eu/seiten/projekte_detail.cfm?projektid=2044	Pupils (General secondary education)	Other

Netherlands				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
7	EUREGIO– Mozer-Programma	www.euregio.nl / www.euregio.de	Pupils (Primary education; General secondary education; Initial vocational education and training)	Youth exchanges
			Young people (Youth field)	School stays
				Other
8	Going Global	www.edukans.nl/scholenacties/going-global	Pupils (General secondary education; Initial vocational education and training)	Youth exchanges
9	Grensoverschrijdende beroepsopleiding in metaalberoepen / Metallberufe ohne Grenzen!	www.deutschland-nederland.eu/seiten/projekte_detail.cfm?projektid=2361	Pupils (Initial vocational education and training)	Work Placements
			Adult Learners (Continuing vocational education and training)	Job-shadowing
				Participation in course or seminar
				Language classes
10	Grenzeloos leren - Grenzenloses Lernen	www.deutschland-nederland.eu/seiten/projekte_detail.cfm?projektid=2174	Pupils (General secondary education; Initial vocational education and training)	Other

Netherlands				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
			Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training)	
11	Jonge Eems Dollard Philharmonie / Junge E-D Phil	www.deutschland-nederland.eu/seiten/projekte_detail.cfm?projektid=2420	Young people (Youth field)	Job-shadowing
				Participation in course or seminar
				Work camps
				Volunteering
12	Ler(n)ende Euregio	www.deutschland-nederland.eu/seiten/projekte_detail.cfm?projektid=3231	Adult Learners (Continuing vocational education and training)	Work Placements
			Teachers, trainers, other educational staff (Continuing vocational education and training)	Participation in course or seminar
				Youth exchanges
				Language classes
				Other

Netherlands				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
13	Nur Mut - Lernen aus der Geschichte	www.deutschland-nederland.eu/seiten/projekte_detail.cfm?projektid=1312	Pupils (General secondary education; Initial vocational education and training)	Youth exchanges
14	Pestalozzi Programma	http://www.europeesplatform.nl/sf.mcgi?156	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training)	Participation in course or seminar
15	Programma Internationalisering Beroepsonderwijs (PIB)	www.agentschapnl.nl/programma-s-regelingen/programma-internationaliseren	Adult Learners (Continuing vocational education and training)	Youth exchanges
				Other
16	STEP Beyond Travel Grants	www.eurocult.org/grants/step-beyond-travel-grants	Young people (Youth field)	Work Placements
				Participation in course or seminar
				Other
17	Subsidiefaciliteit voor Burgerschap en Ontwikkelingssamenwerking (projecten/programma's in cat. 3)	www.sbos.nl	Young people (Youth field)	Work Placements
				Youth exchanges

Netherlands				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
				Work camps
				Volunteering
				Other
18	Taalassistenten programma	www.europeesplatform.nl/sf.mcgi?1444 and http://www.europeesplatform.nl	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Work Placements
19	Van Assistent tot Docent Duits 1e graads (VADD 1)	http://www.europeesplatform.nl/sf.mcgi?1479	Teachers, trainers, other educational staff (General secondary education)	Work Placements
20	Van Assistent tot Docent Duits of Frans 2e graads (VADDF2)	http://www.europeesplatform.nl/sf.mcgi?1517	Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training)	Work Placements
21	VandenEnde Foundation - Studie- en werkbeurzen Muziek, Theater, Dans en Film & Televisie	www.vandenendefoundation.nl/68/aanvragen/algemeen/	Young people (Youth field)	Work Placements
				Participation in course or seminar

Netherlands				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
22	Wereld proeftuinen	www.wereldproeftuinen.nl	Adult Learners (Continuing vocational education and training)	Work Placements
			Teachers, trainers, other educational staff (Continuing vocational education and training)	Participation in course or seminar
23	Werelddocent	www.edukans.nl/over-edukans/samenwerking/werelddocent/	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Volunteering
			Youth workers etc. (Youth field)	Study tours

Search Information The Netherlands

Mobility schemes according to institutions

Bi- / trilateral Programmes (between specific countries)	<p>Financed by Germany and the Netherlands: Bilateraal Austauschprogramma Nederland-Duitsland / Bilateral exchange programme the Netherlands - Germany</p> <p>Financed by the Netherlands: Taalassistentenprogramma / Language assistants programme Van Assistant tot Docent Duits 1e grads (VADD 1) / From Assistant to German teacher grade 1 qualification Van Assistent tot Docent Duits of Frans 2e grads (VADDF2) / From Assistant to German or French teacher grade 2 qualification</p>
NGO's (foundations, church initiatives, etc.)	<p>VandenEnde Foundation - Studie- en werkbeurzen Muziek, Theater, Dans en Film & Televisie / VandenEnde Foundation - Scholarships to study or work in Music, Theater, Dance and Film & Television</p> <p>Going Global STEP Beyond Travel Grants Anglia Network Europe Dutch Lions Youth Exchange Programme (Greenyard)</p>
Private companies	Werelddocent / World teacher
Work Placements	<p>Bevordering Internationale Oriëntatie en Samenwerking / National programme for the promotion of International Orientation and Cooperation</p> <p>Bilateraal Austauschprogramma Nederland-Duitsland / Bilateral exchange programme the Netherlands - Germany</p> <p>Taalassistentenprogramma / Language assistants programme Van Assistant tot Docent Duits 1e grads (VADD 1) / From Assistant to German teacher grade 1 qualification Van Assistent tot Docent Duits of Frans 2e grads (VADDF2) / From Assistant to German or French teacher grade 2 qualification</p> <p>Barcelonastudents.net / Madridstudents.net</p> <p>STEP Beyond Travel Grants</p> <p>VandenEnde Foundation - Studie- en werkbeurzen Muziek, Theater, Dans en Film & Televisie / VandenEnde Foundation - Scholarships to study or work in Music, Theater, Dance and Film & Television</p> <p>Grensoverschrijdende beroepsopleiding in metaalberoepen / Metallberufe ohne Grenzen! / Cross-border education in metal trade occupations</p> <p>Ler(n)ende Euregio / Learning Euregio Wereldproeftuinen / World testing grounds</p>
Other European Funds (Regional Funds, ESF etc.)	<p>EUREGIO-Mozer-Programma / EUREGIO-Mozer-Programme</p> <p>Economy at school</p> <p>Jonge Eems Dollard Philharmonie / Young Eems Dollard Philharmonic</p> <p>Grenzeloos leren - Grenzenloses Lernen / Unlimited Learning</p> <p>Nur Mut - Lernen aus der Geschichte / Only courage – learning from history</p> <p>Grensoverschrijdende beroepsopleiding in metaalberoepen / Metallberufe ohne Grenzen! / Cross-border education in metal trade occupations</p> <p>Ler(n)ende Euregio / Learning Euregio</p>

Mobility schemes according to activities

Language courses (if aggregated data is available)	Bevordering Internationale Oriëntatie en Samenwerking / National programme for the promotion of International Orientation and Cooperation Anglia Network Europe Grensoverschrijdende beroepsopleiding in metaalberoepen / Metallberufe ohne Grenzen! / Cross-border education in metal trade occupations Ler(n)ende Euregio / Learning Euregio
Volunteer Programmes	Subsidiefaciliteit voor Burgerschap en Ontwikkelingssamenwerking (projecten/programma's in cat. 3) / Subsidy for citizenship and development cooperation (projects / programmes under category 3) Werelddocent / World teacher Jonge Eems Dollard Philharmonie / Young Eems Dollard Philharmonic
Exchange programmes of teachers / pupils (including school stays)	Bilateraal Austauschprogramma Nederland-Duitsland Programma Internationalisering Beroepsonderwijs (PIB) / Internationalisation of Vocational Education Programme Nur Mut - Lernen aus der Geschichte Ler(n)ende Euregio Going Global EUREGIO-Mozer-Programma
Exchange programmes of youth (non-formal education)	Dutch Lions Youth Exchange Programme (Greenyard) Subsidiefaciliteit voor Burgerschap en Ontwikkelingssamenwerking (projecten/programma's in cat. 3) / Subsidy for citizenship and development cooperation (projects / programmes under category 3) EUREGIO-Mozer-Programma / EUREGIO-Mozer-Programme
Town twinning	-
Study Tours	Bevordering Internationale Oriëntatie en Samenwerking / National programme for the promotion of International Orientation and Cooperation Bilateraal Austauschprogramma Nederland-Duitsland / Bilateral exchange programme the Netherlands - Germany Anglia Network Europe Werelddocent / World teacher

6.24 Norway

Political system: Monarchy

Capital city: Oslo

Total area: 323 802 km²

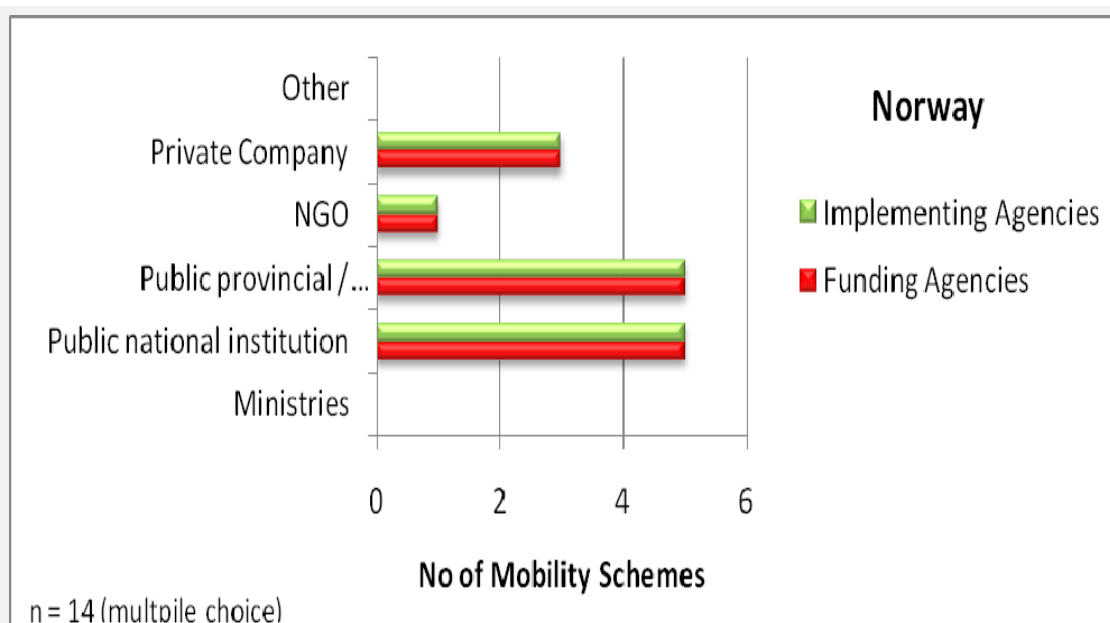
Population: 4.7 million

Currency: Norwegian krone¹⁰³

14 Mobility schemes were identified in Norway.



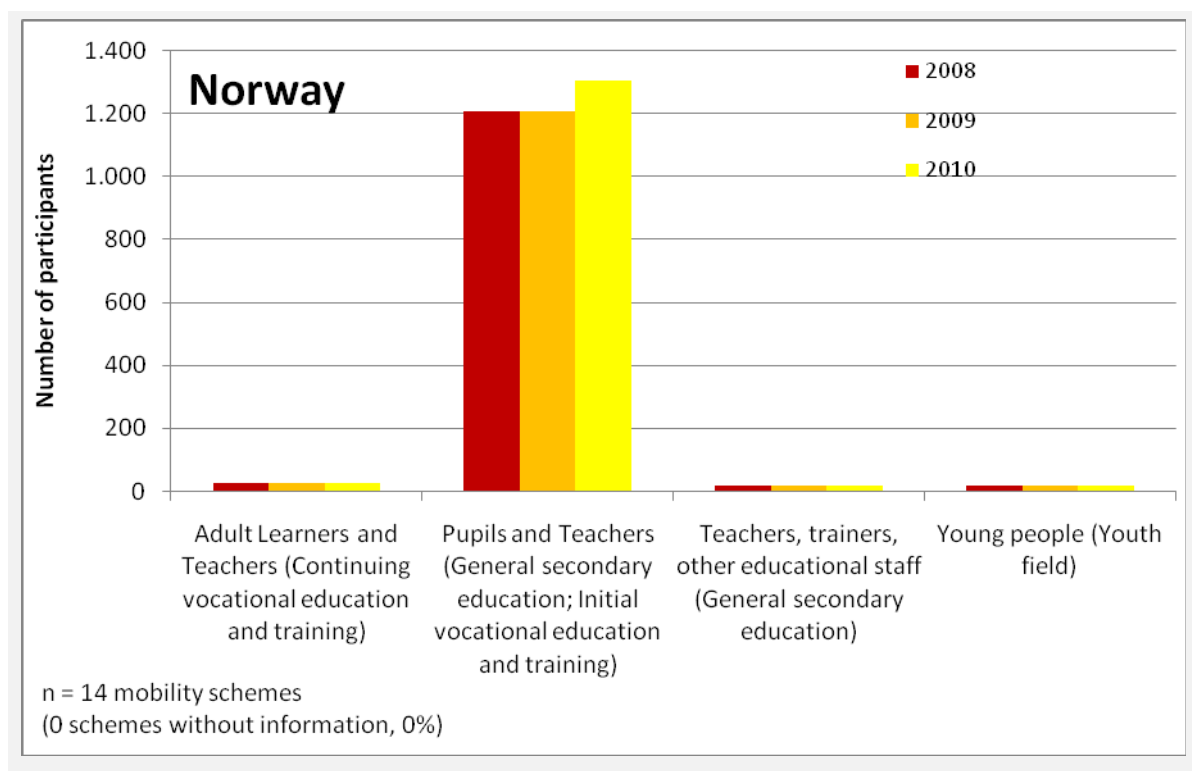
Funding versus Implementing Agencies of Mobility Schemes



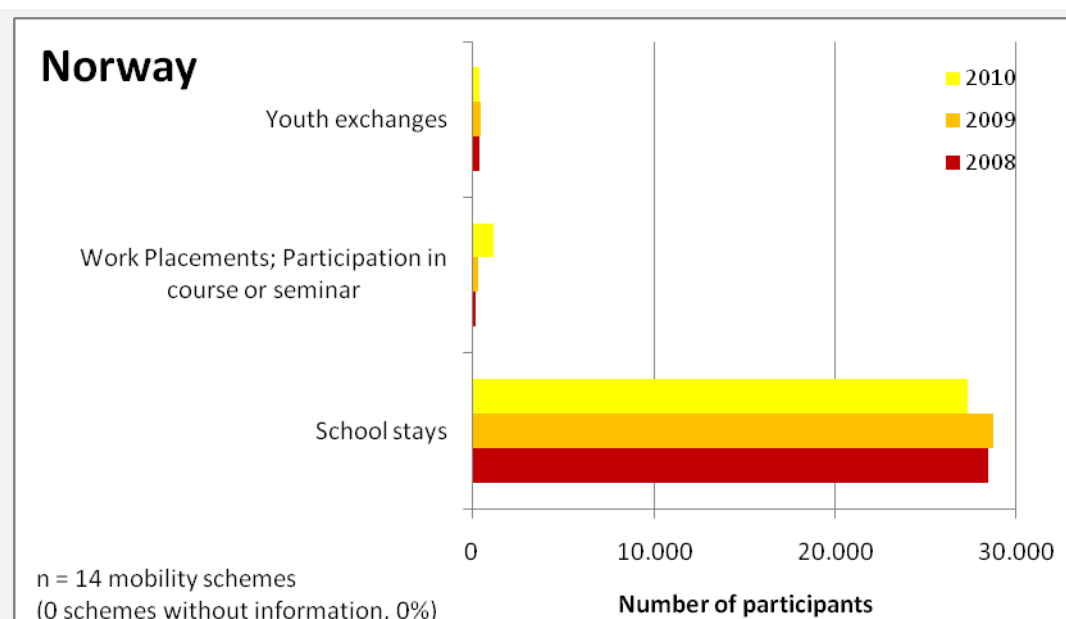
In Norway, main funding agencies are public national institutions and regional institutions, which finance the majority of existing schemes. Private companies and NGOs play a minor role in the financing of schemes. Compared to other countries it is striking that the implementation of programmes is not delegated by the financing agencies. The agencies providing the funding for a scheme are also responsible for the implementation of the respective scheme. Ministries and 'other' actors are not relevant in the field of learning mobility.

¹⁰³ http://europa.eu/about-eu/countries/other-countries/norway/index_en.htm

Target Groups of Mobility Schemes



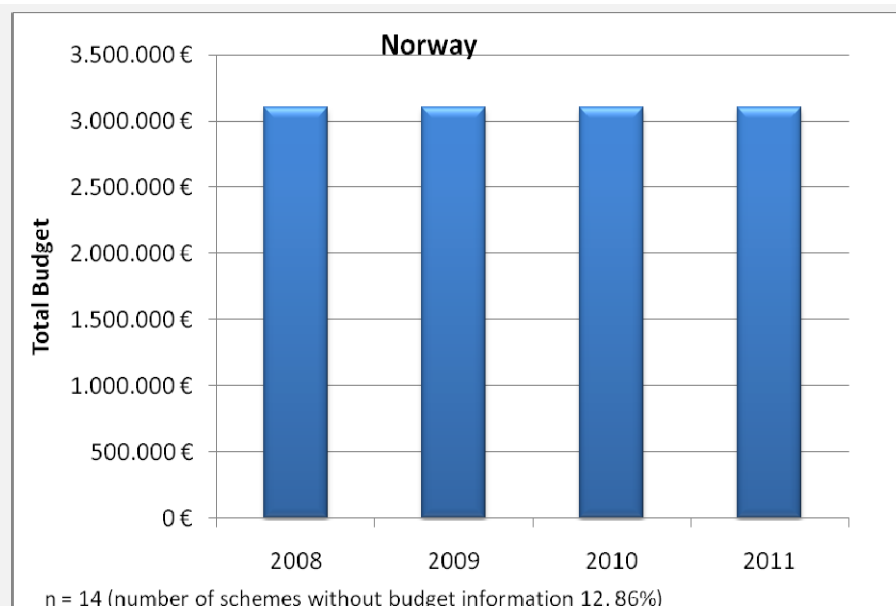
All mobility schemes provided information on participants which gives a fairly accurate picture of the situation in Norway. The grand majority of mobility schemes target "Pupils and Teachers" in general secondary and vocational education in Norway. A slight increase in participation can be observed in 2010. The learning mobility of "Adult Learners", "Young People" and "Teachers" is promoted to a small extent in terms of participants. All other target groups are not subject to any noteworthy increase.



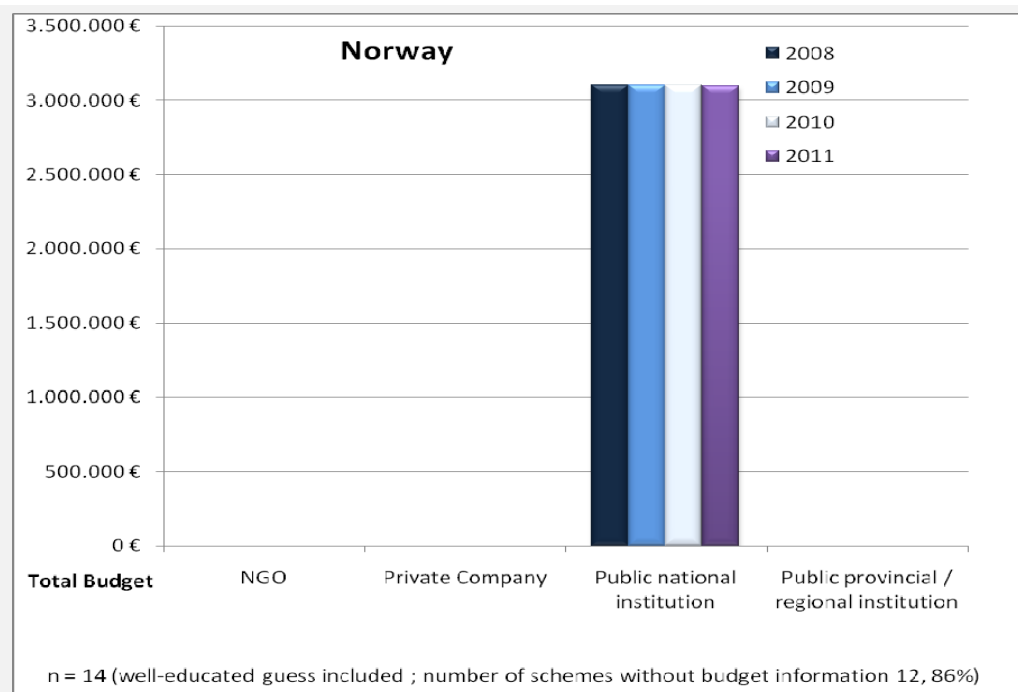
The activities of mobility schemes are closely linked to the target groups as described in the previous chart. The large number of "Pupils and Teachers" is reflected in the activity "School Stays" which is the activity with the most participants. The non-formal mobility of "Young People" refers to "Youth Exchanges" and the other target groups are involved in "Work

Placement". Norway puts a strong emphasis on formal school related mobility.

Budget Development and Funding Agencies of Mobility Schemes

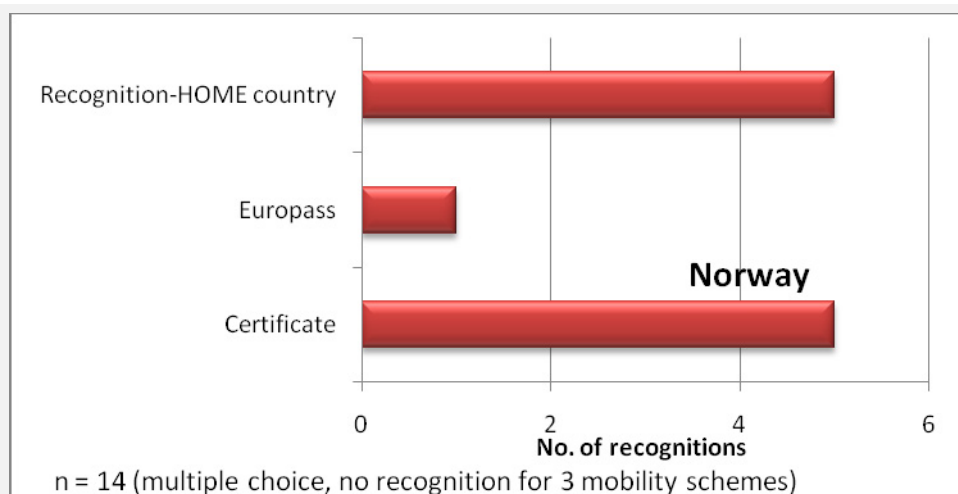


The total Budget development for Norway is constant for the phase 2008 until 2011. But most institutions do not give any information about the budgets which means that this information cannot be interpreted properly.



The only two agencies that provided information on budgets are "Public national institutions" but due to the limited data further conclusions cannot be drawn.

Recognition of Mobility Schemes



Norway has a very strong system of recognising learning mobility. Most programmes are recognised in the home country; for the other mobility schemes certificates are issued. In one case Europass is used as a tool for documenting knowledge, skills and competences acquired abroad.

Norway				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	"Gjør det"	www.siu.no	Pupils (Initial vocational education and training) Adult Learners (Continuing vocational education and training) Young people (Youth field)	Work Placements
2	AFS Norge Internasjonal Udveksling	www.afs.no	Pupils (General secondary education)	School stays
3	Explorius Norge Internasjonal Udveksling	www.explorius.no	Pupils (General secondary education)	School stays
4	French course in France	www.fivai.no	Teachers, trainers, other educational staff (Continuing vocational education and training)	School stays
5	International Baccalaureate	www.fivai.no	Pupils (General secondary education)	School stays
6	Lær fransk i Frankrike	www.fivai.no	Pupils (General secondary education) Adult Learners (Continuing vocational education and training)	School stays
7	NORDBUK	www.iu.dk	Pupils (General secondary education)	Participation in course or seminar Work camps

Norway				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
8	Nordplus Junior	www.siu.no	Pupils (Initial vocational education and training)	Participation in course or seminar
			Adult Learners (non-vocational adult education)	Youth exchanges
			Teachers, trainers, other educational staff (Initial vocational education and training)	School stays
9	Nordplus Voksen	www.siu.no	Adult Learners (Continuing vocational education and training; non-vocational adult education)	Participation in course or seminar
			Teachers, trainers, other educational staff (Continuing vocational education and training)	School stays
10	Rotary Norway - Youth exchange	www.rotary.no	Pupils (General secondary education)	School stays
11	Speak Norge AS	www.speak.no	Pupils (General secondary education)	School stays
12	Tysk Stipend	www.fivai.no	Pupils (General secondary education)	School stays
			Adult Learners (Continuing vocational education and training)	
13	VGS i Frankrike (1	www.fivai.no	Pupils (General secondary	School stays

Norway				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
	år)		education)	
14	VGS i Frankrike (2 år)	www.fivai.no	Pupils (General secondary education)	School stays

Search Information Norway

Mobility schemes according to institutions

Ministries / National Agencies	<p>SIU www.siu.no – The Norwegian Centre for International Cooperation in higher education and also responsible for coordinating national measures according to official Norwegian policy within the field of internationalisation and official agency for the administration of mobility programmes within all levels of education.</p> <p>FIVAI – www.fivai.no is county office responsible to administer and inform about some of the mobility learning schemes in operation</p>
Public Employment Services	Public Employments Services in Norway do offer/find work abroad for Norwegian people but do not arrange learning mobility activities.
Bi- / trilateral Programmes (between specific countries)	Bilateral agreements between Norwegian educational and foreign institutions exist. They are primarily in operation within the higher educational area and most often as part of the EU schemes e.g. Socrates-Erasmus and Erasmus programme. There are other bilateral programmes, e.g. between Norway and Germany and Norway/France. The majority of these are mainly focussing on cultural issues and hence not included in the ToR for this survey.
NGO's (foundations, church initiatives)	There are plenty of NGO's in Norway, e.g. The Norwegian Refugee Council. The Norwegian government provides each year money to the NGO's and some of the funding is spent on study tours and to organise voluntarily work in a number of countries. These activities mainly serve specific cultural or political purposes, e.g. to fight poverty and poor living conditions and are as such excluded from the ToR of this survey.
Private companies	The survey included an approach to a number of the big Norwegian companies and to some of the social partner organisations in the labour market. The big companies make individual mobility plans for new employees with higher educational background. The plans are not part of a company scheme and hence not a learning mobility but a work period in some of the company's foreign branches. As for apprentices in these companies, they are included in the survey.
Other European Funds (Regional Funds, ESF etc.)	Norwegian companies and labour market organisation are actively participating in European Social Fund. The aim of these projects is to support social cohesion and economic well-being across the regions of the Union. These activities do not include mobility of the labour force only partner meeting abroad with project partners.

Mobility schemes according to activities

Language courses (if aggregated data is available)	Language courses are included in the database. The figures were difficult to obtain because of the companies' unwillingness to provide information. The companies used competition as the reason for not wanting to hand over figures and budget for students participating in language courses outside Norway. In the case of Norway, FIVAI referred to above is a main actor in organising language courses abroad and also included in the statistical figures for Norway.
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Volunteer Programmes	There are several organisations/companies organising volunteer working abroad. The overall objective of these programmes is to contribute to the development of countries or projects that serve economic, social or cultural purposes. The participants in these programmes primarily go to developing countries e.g. Africa. The organisations behind these projects can be NGO's, church organisations and private companies. Language learning may be included in the specific activity but the main purpose of the stay abroad is to work on a voluntarily basis.
Exchange programmes of teachers / pupils (including school stays)	For almost all Norwegian secondary high-schools it is customary to organise at least one study trip abroad during the course of the education. These trips are mainly heading for European countries and are seen as cultural/semi-touristic visits and to some extent related to the subject taught in their school. Exchange programmes for students and teachers are part of the Nordic Council programmes and part of the survey.
Exchange programmes of youth (non-formal education)	Exchange programmes for youth are to a great extent taking place, especially in summertime. It is impossible to provide any kind of figures for these activities. But it is known that that many youngsters go abroad every summer to camps as combined summer holidays and language learning. The Nordic council, represented in the survey, offers exchange programmes of youth.
Town twinning	Town twinning is, to a great extent, taking place between Norwegian and European towns. These activities are mainly organised in order to promote intercultural understanding between citizens of the involved towns and do not involve physical mobility on any larger scale or on a recurrent basis.
Study Tours	Almost every young secondary high school student in Norway goes on study tour abroad and at least once during their school period. Hence these tours constitute wide-spread mobility learning activities. They normally last for a period of one week

6.25 Poland

Year of EU entry: 2004
Political system: Republic
Capital city: Warsaw
Total area: 312 679 km²
Population: 38.1 million
Currency: Zloty¹⁰⁴



10 Mobility schemes were identified in Poland.

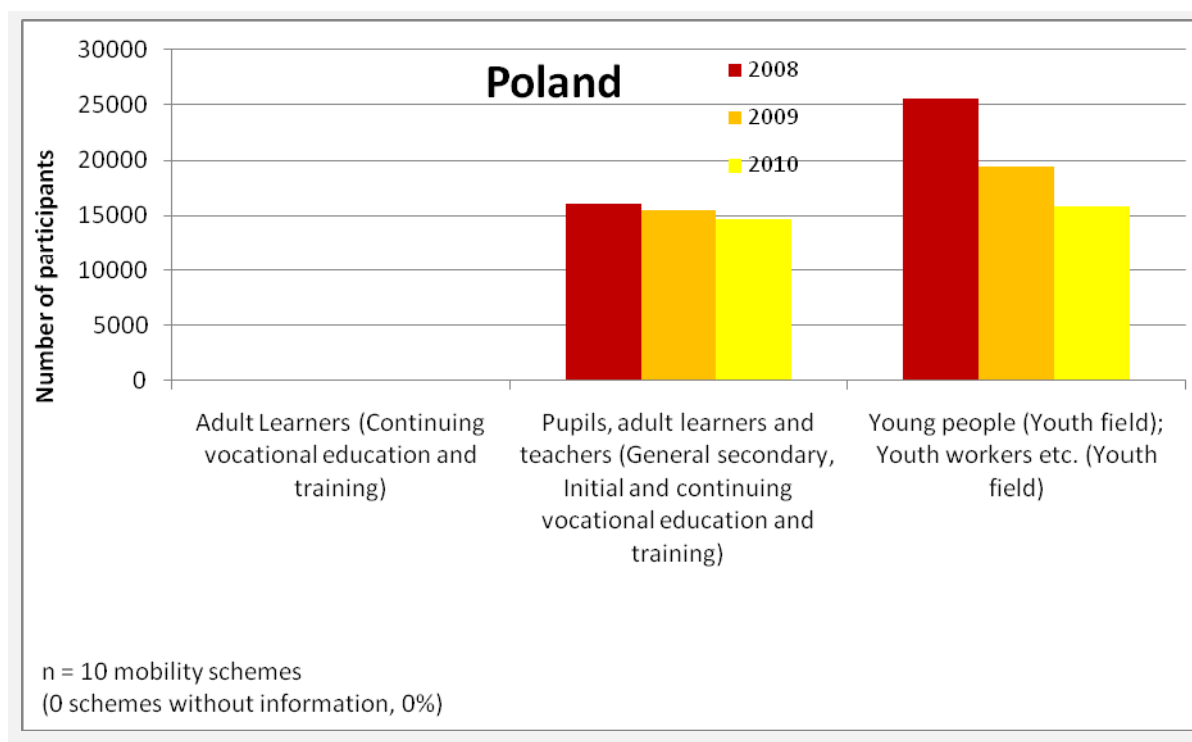
Funding versus Implementing Agencies of Mobility Schemes



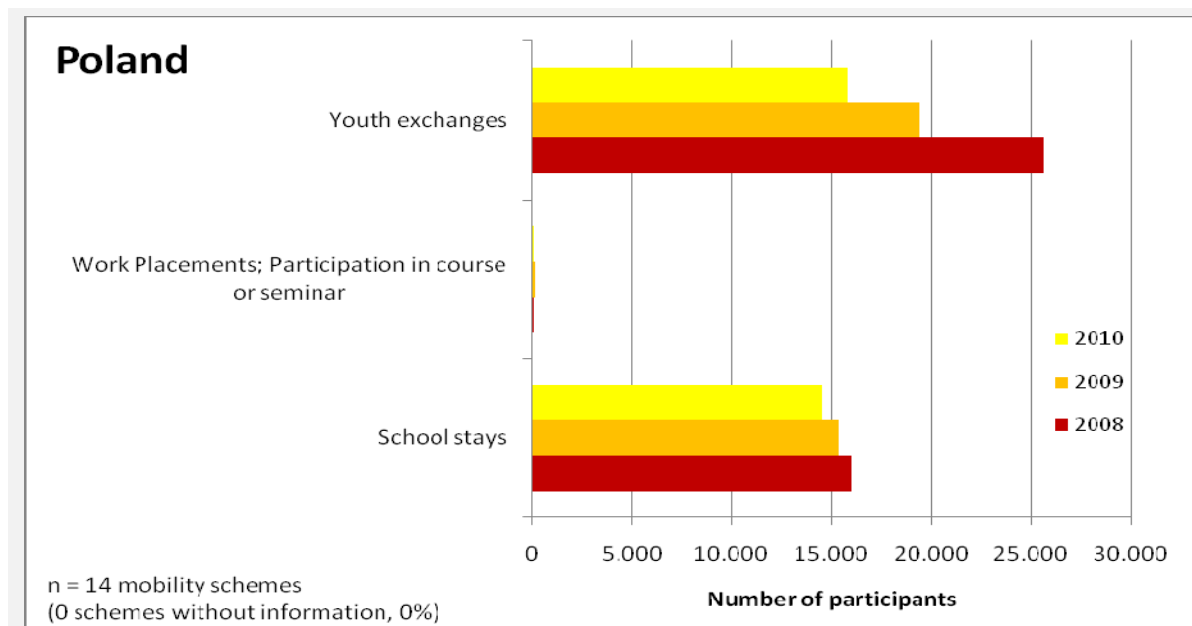
Ministries provide by far the most funding for mobility schemes in the country, while other institutions and actors play a very minor role. However, the implementation of schemes is rarely carried out by the ministries themselves, but mainly delegated to public national institutions. The potential the private sector and NGOs can have with regard to the promotion of learning mobility does not seem to be exploited in the country.

¹⁰⁴ http://europa.eu/about-eu/countries/member-countries/poland/index_en.htm

Target Groups of Mobility Schemes



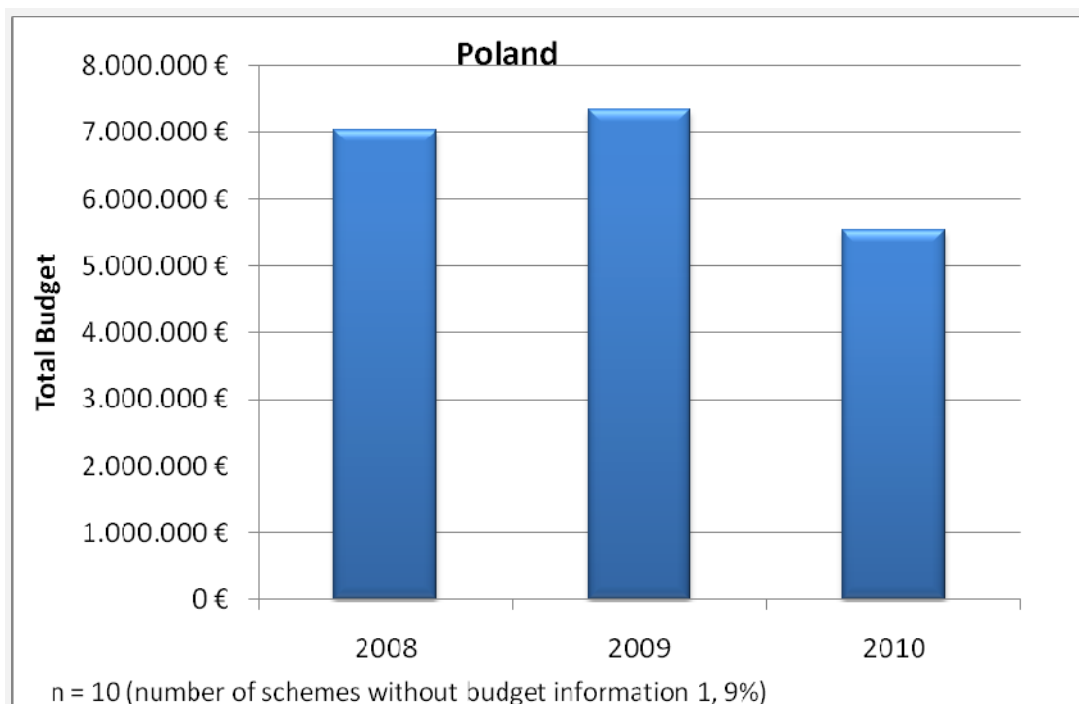
In Poland, young people present the prioritised target group of mobility schemes with the highest number of participants but the numbers seem to decrease in recent years. The second largest group is "Pupils, Adult Learners and Teachers". Also for this target group the figures are decreasing but very slightly only. There are only very few participants for the target group "Adult Learners". As all mobility schemes provided information on the number of participants the data reflects the situation in Poland fairly accurately.



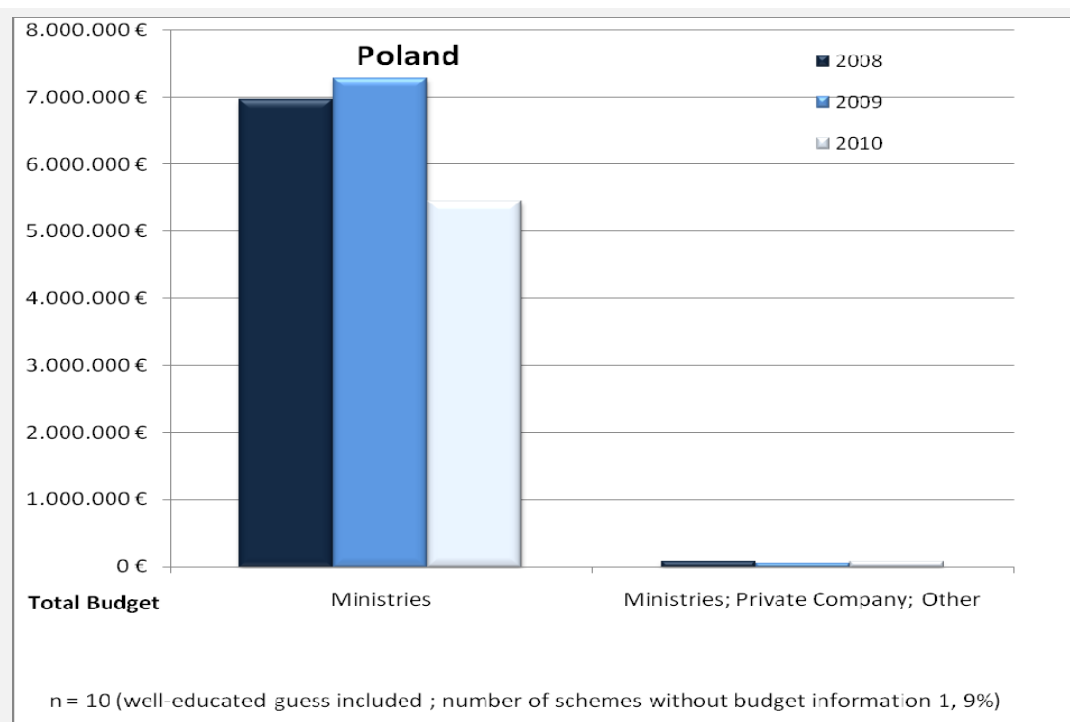
The number of participants for the different activities corresponds very clearly to the target groups. The non-formal mobility is active in "Youth Exchanges" with a significant downturn of participants. The target group of "Pupils and Teachers" carries out "School Stays" with a slight downwards trend. The number of participants for "Work Placements" hardly registers in

comparison with the other two activities.

Budget Development and Funding Agencies of Mobility Schemes

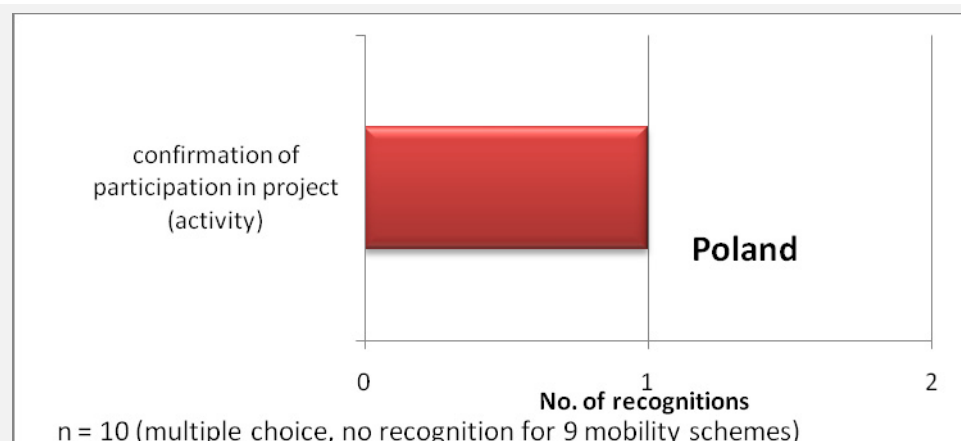


For Poland there is a clear tendency of budget cuts from 2009 to 2010. It remains to be seen if this tendency is to continue in 2011. Even though the number of schemes is not big, the funding is fairly significant. Only one mobility scheme did not provide any information on budgets which gives a high rate of accuracy.



Most of the funding is targeting German-Polish cooperation. This money is being provided by the Polish Ministries (bilateral arrangement between Poland and Germany). Hence, the ministries are the only agency providing significant funds for mobility in the chart. Budget cuts have a direct consequence for the overall availability of funds for mobility schemes.

Recognition of Mobility Schemes



Most of the youth and school exchanges are not recognised in a formal way as part of the curriculum for example. Hence, there are hardly any formal forms of recognition.

Poland				
Nr	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Fundusz Stypendialny i Szkoleniowy	www.fss.org.pl	Pupils (Primary education; General secondary education; Initial vocational education and training)	Job-shadowing
			Adult Learners (Continuing vocational education and training)	Participation in course or seminar
			Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Study tours
				Other
2	Gaude Polonia	http://www.nck.pl/sub,pl,oprogramie.html	Adult Learners (Continuing vocational education and training)	Participation in course or seminar
				School stays
				Other
3	Polsko-Koreańska Wymiana Młodzieży	http://www.bip.men.gov.pl/images/stories/korea_ogloszenie2011.pdf	Pupils (General secondary education)	Youth exchanges
			Young people (Youth field)	
4	Polsko-Litewski Fundusz Wymiany Młodzieży	www.plf.org.pl	Pupils (Primary education; General secondary education; Initial vocational education and training)	Participation in course or seminar
			Adult Learners (Continuing vocational education and training)	Youth exchanges
			Young people (Youth field)	Other

Poland				
Nr	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
			Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training)	
			Youth workers etc. (Youth field)	
5	Polsko-Niemiecka Współpraca Młodzieży	www.pnwm.org	Young people (Youth field)	Participation in course or seminar
				Youth exchanges
6	Polsko-Niemiecka wymiana szkolna	www.pnwm.org	Pupils (General secondary education)	School stays
			Teachers, trainers, other educational staff (General secondary education)	
7	Polsko-Ukraińska Wymiana Młodzieży	http://www.nck.pl/sub,pl,oprogramieplu.kr.html	Pupils (General secondary education; Initial vocational education and training)	Youth exchanges
			Adult Learners (Continuing vocational education and training)	Language classes
			Young people (Youth field)	School stays
				Volunteering
				Study tours
				Other
8	Polsko_Izraelska Wymiana Młodzieży	www.jewishmuseum.org.pl	Pupils (General secondary education)	Participation in course or seminar
			Young people (Youth field)	Youth exchanges
				Study tours
				Other

Poland				
Nr	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
9	Program dla badaczy języka i kultury japońskiej	http://www.pl.emb-japan.go.jp/kultura/stypendia_ogolne.html	Adult Learners (non-vocational adult education)	Language classes
			Teachers, trainers, other educational staff (non-vocational adult education)	School stays
				Study tours
				Other
10	Szkolenie nauczycieli języka japońskiego	http://www.pl.emb-japan.go.jp/kultura/stypendia_ogolne.html	Teachers, trainers, other educational staff (non-vocational adult education)	Language classes
				School stays
				Study tours
				Other

Search Information Poland

Mobility schemes according to institutions

Ministries / National Agencies

Polish ministries support (and to some extent finance) several mobility schemes. This refers to: Polish-Lithuanian and Polish-Ukrainian Youth Exchange programmes). This engagement is being gradually reduced and the engagement of Polish ministries in general mobility programmes (youth exchange) slightly goes down. Focus moves towards programmes stronger emphasising Polish culture (like: Gaude Polonia – covered by the research) and students exchange programmes as well as programmes for young scientists (not covered by the research). Polish-Israel Youth Exchange programme WAS co-financed by the Polish Ministry of National Education, but 2010 and current 2011 edition were implemented without any ministerial financial support (on website of the Ministry of National Education there still is information that the Ministry is in the process of negotiating financial support for the 2010 activities, but the person responsible for the PIYE implementation informed the expert that these negotiations finished without any positive result).

Ministries (co-)financing mobility schemes are: Ministry of National Education, Ministry of Culture, Ministry for Foreign Affairs and Ministry of Regional Development. In some cases ministries only administer funds provided by foreign donor (this is the case of Ministry of Regional Development which provides funds for Scholarship and Training Fund (covered by the research) but these funds are originally from a Norwegian Fund).

Ministries implement their mobility schemes utilising "National Agencies". Ministry of National Education uses FRSE (Fundacja Rozwoju Systemu Edukacji, Eng.: Foundation for Education System Development which also is the National Agency for the LLP programme). FRSE is also used by the Ministry of Regional Development for the Scholarship and Training Programme. Ministry of Culture (and National Heritage) uses NCK (Narodowe Centrum Kultury, Eng.: National Centre for Culture) for programmes like Gaude Polonia, Polish-Ukrainian YE.

The Ministry of Foreign Affairs established a special institution for implementing in Poland the activities of the programme of the Polish-German Youth Office – this organisation is named after the programme itself: Polish-German Youth Office (Polsko-Niemiecka Współpraca Młodzieży). (This organisation should not be termed "National Agency").

Public Employment Services

Public Employment Services are not engaged in mobility schemes, however they occasionally implement projects which can be recognised as a "mobility scheme". These projects are normally a part of the ESF intervention (Operational Programme Human Capital). These are unpaid vocational training activities of which language courses could be recognised as kind of mobility schemes. This sort of activity is undertaken by the Public Employment Services on regional level (WUP, Wojewódzki Urząd Pracy, Eng.: Voivodship Labour Office, for example see: http://www.wup-katowice.pl/ksztAcenie_ustawiczne , <http://www.wup.gdansk.pl/pokl/> , http://www.wup.pl/index.php?id=536#menu_top , <http://szkolenia.wup.lodz.pl/> .), while WUP often are used as intermediary institutions for the EFS programmes implementation.

On local level (PUP, Powiatowy Urząd Pracy, Eng.: Poviats Labour Office) there are no activities which can be recognised as mobility

	schemes.
Bi- / trilateral Programmes (between specific countries)	Bilateral programmes exist, they were listed among other mobility schemes. There are: Polish-Lithuanian, Polish-Ukrainian and Polish-Israel programmes. The Polish-Israel programme – in current form – was established in 2010 and, therefore, it is still in its initial phase. Polish-Lithuanian and Polish-Ukrainian programmes are not very active yet (they were more active some time ago).
NGO's (foundations, church initiatives, etc.)	<p>Not identified as permanently (or on regular basis) operating schemes. Church programmes are operational on higher education level (which is not covered by this research). Catholic Church is organizing some forms of incoming visits for Polish origin children from former Soviet Union (Kazakhstan, Belorussia, Ukraine, Lithuania) – during Summer holidays and in the period related to Christmas. Scale of these visits is difficult to be assessed: church is not publishing information on this type of activities. Some fragmentary information about various activities on youth exchange supported by Catholic Church together with NGOs is available on the Internet. This concerns e.g. Polish - Wales – German youth exchange organized by one school with support from church and NGO (Kolping Foundation), but these are not regular schemes, rather ad hoc organized and small scale activities, like: Screenplay Workshops organized by European Centre of Communication and Culture, Warsaw (acting at the Conference of the Polish Episcopate), in the 25th Workshop there were 16 participants from Ukraine, Belorussia and Poland) . Some catholic schools have permanent partnership arrangements with schools in other countries and have mobility schemes (youth exchange programmes) like Collegium Marianum, Catholic Secondary School in Pelplin which co-operates with a school in Flensburg, Germany, but no more detailed data are available, see: http://szkolnictwo.pl/liceum,og%C3%B3lnokszta%C5%82c%C4%85ce.Pelplin,PB5167,Collegium+Marianum+Liceum+Katolickie)</p> <p>Other churches organize some very limited programmes (like: (i) YEP Youth Exchange Programme organized by Christian Church Brunstad with participants from 31 countries, every year 250 young people from 31 countries [1/3 from Norway] participate in YEP – visiting Brunstad in Norway; no financial information is available, more information on http://www.brunstad.org/pl/O-nas-pl/YEP/YEP---Program-Wymiany-M%C5%82odziezy/ ; (ii) Evangelic-Augsburg Church in Brenna organizes some youth exchange, but no data available, see: http://www.brenna.org.pl/kosciol_ewangelicko_augsburski_apostola_bartlomieja-1903.html ; (iii) some local activities are organized by the orthodox church like Polish – Belorussia Youth Exchange organized by Orthodox Parish in Bialowieza but here also no precise data are available, see: http://wolnabialorus.pl/archiwum.php?nr=1530).</p> <p>One NGO which focuses on organizing international contacts for young people: International Youth Exchange and Voluntary Service Centre - FIYE POLAND. This organizes several (limited scale) mobility schemes: (i) short- medium- and long term forms of youth exchange (work placements, study visits, voluntaries, etc.), (ii) seminars, conferences, (iii) international camps. It organizes incoming and out-going youth exchange of limited scale [within the Youth in Action Programme, 40 participants from 20 countries], but no precise data are available, see: http://workcamps.pl/new/</p> <p>Other NGOs are active in this field on regional and local level, like: (i) Borussia Foundation and Kaliningrad Union ANTHROPOS organizing Polish – Russian activities, see: http://www.ngo.pl/x/639116 ; (ii) Kashubian Ecological Association organized visit to England, see: http://sudomie.eu/kea/ . But these are “activities” and not “schemes”. There is a very large number of these mobility related “activities”</p>

	which should not be recognized as SCHEMES.
Private companies	No success in identification of such schemes. Some large international companies organize internal schemes for human capital development including abroad work placements and study visits but these are not advertised nor related information are published. Some companies encourage young people to work for them informing about possibility to work abroad but these are not "mobility schemes" in the meaning adopted in this research.
Other European Funds (Regional Funds, ESF etc.)	<p>Under ESF (mostly Operational Programme Human Capital, POKL) there is a number of projects which include mobility schemes (schools receive grants to organize youth exchange or study tours/visits, like under Priority IX, Activity 9.2 of POKL (for example project "Mobility in school in Grouping of Secondary and Economic Schools No 1 in Warsaw, focused mostly on financing additional language courses and computer courses, but this is also grant based activity not a scheme) .</p> <p>Most of the 16 regions in Poland have some forms of mobility schemes like partnership programmes with regions in other EU and non-EU countries. Unfortunately, there are no aggregated data published and only available information is reduced to simple statement that there is a partnership programme with region X including youth exchange (for example, see: http://www.malopolskie.pl/wspolpraca/zagraniczna/ ; http://www.umwd.dolnyslask.pl/urząd/wspolpraca-z-zagranica/regiony-partnerskie/ ; http://www.sachsen-anhalt.de/index.php?id=23228 ; http://www.kujawsko-pomorskie.pl/index.php?option=com_content&task=view&id=6585&Itemid=413 ; http://www.reczna.podkarpackie.pl/index.php/pl/podkarpackie/strategia-rozwoju/87-regiony-partnerskie)</p> <p>However, it was not possible to identify any mobility scheme operating on regional basis.</p>

Mobility schemes according to activities

Work Placements	Work placement is not a very popular activity of mobility schemes outside the LLP programme. There are some programmes, like Scholarship and Training Programme, which include work placements. These schemes are focused mostly on scientists and university teachers. A few small programmes include a little part of work placement (like those organized by the Japan Ministry for Education Employment Programme, however, during the last 5 years no one from Poland participated in this programme). Private companies organize work placement activities within their own structure understood as a part of their normal business activities – this includes both, out- and incoming actions. The scale of this is difficult to be assessed and also it is not intended as "mobility scheme" and therefore is not covered by the research.
Language courses (if aggregated data is available)	Language courses are organized by many foreign culture centres (for example Goethe Institute, British Council, etc.). Numerous language courses are organized under various EFS programmes, but these are actions not programmes. There is a principal languages related programme (European Language Label, but it is under the LLP programme and, therefore, not included in this research)
Volunteer Programmes	Volunteer programmes are implemented under YiA programmes, under NGOs (e.g. Volontariat Centre, see: http://www.wolontariat.org.pl/).

	Unfortunately, there are not aggregated data available
Exchange programmes of teachers / pupils (including school stays)	Exchange programmes of teachers / pupils are, according to the interviewees, not very popular. If they are implemented, they are being organized under LLP (Comenius). Smaller mobility activities (like study visits) are funded again by the agency under one of the programmes included in the database.
Exchange programmes of youth (non-formal education)	Most of mobility schemes identified outside the LLP programme focus on youth exchange activities not including elements of formal education. Identified mobility schemes most frequently propose short time visits abroad and therefore should not be a part of formal education system.
Town twinning	<p>Most Polish towns are participating in town twinning programmes. Larger towns have numerous twinning towns (for example: City of Torun signed twinning agreements with ten towns: Filadelfia, Getynga, Lejda, Hämeenlinna, Kaliningrad, Czadca, Swindon, Łuck, Novo Mesto, Guilin, see: http://www.torun.pl/portal/index.php?strona=wl_kontakty_blizniacze)</p> <p>However, mobility does not play any important part in these twinning arrangements, and refers mostly to students' exchange. Therefore these are not included in this research.</p>
Study Tours	Outside of the LLP programme study tours do not often constitute a part of identified mobility schemes. Study tours in mobility schemes are rather brief and focused on particular elements related to the main objective of the scheme (for example: PIYE includes very short [1-2 days] study tours intended to help young people to understand specific features of life in Poland and Israel: in Israel study tours go to small villages in the desert). Study tours more frequently constitute a part of mobility schemes addressed to students and post-graduate students, and university teachers.

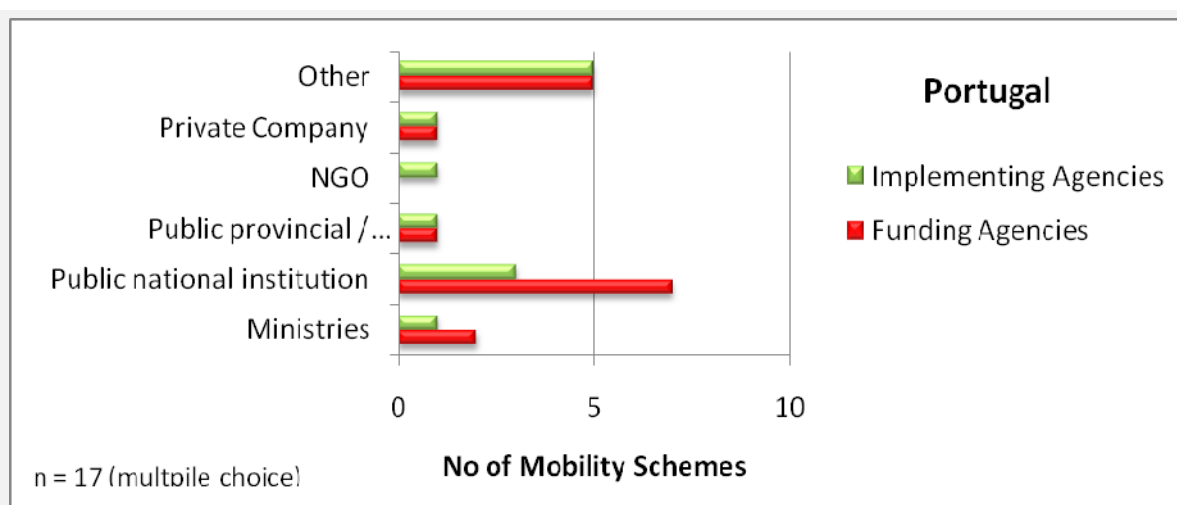
6.26 Portugal

Year of EU entry: 1986
Political system: Republic
Capital city: Lisbon
Total area: 92 072 km²
Population: 10.6 million
Currency: euro¹⁰⁵



17 Mobility schemes were identified in Portugal.

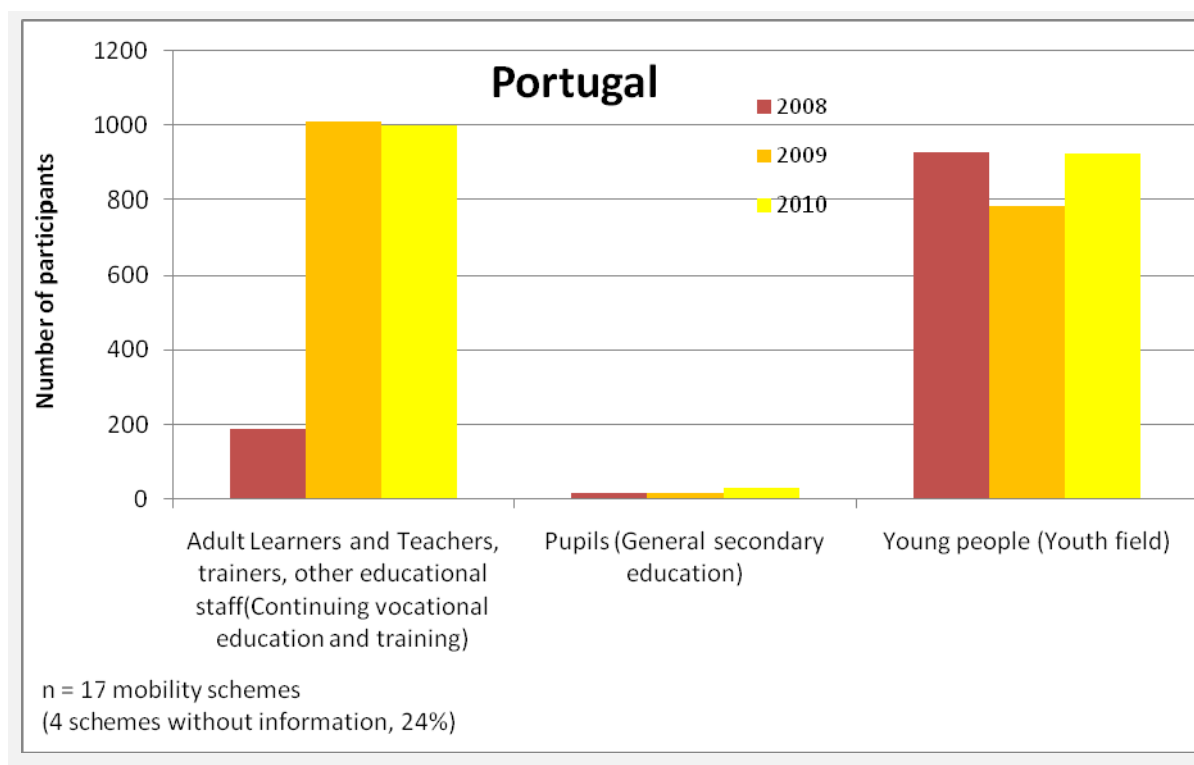
Funding versus Implementing Agencies of Mobility Schemes



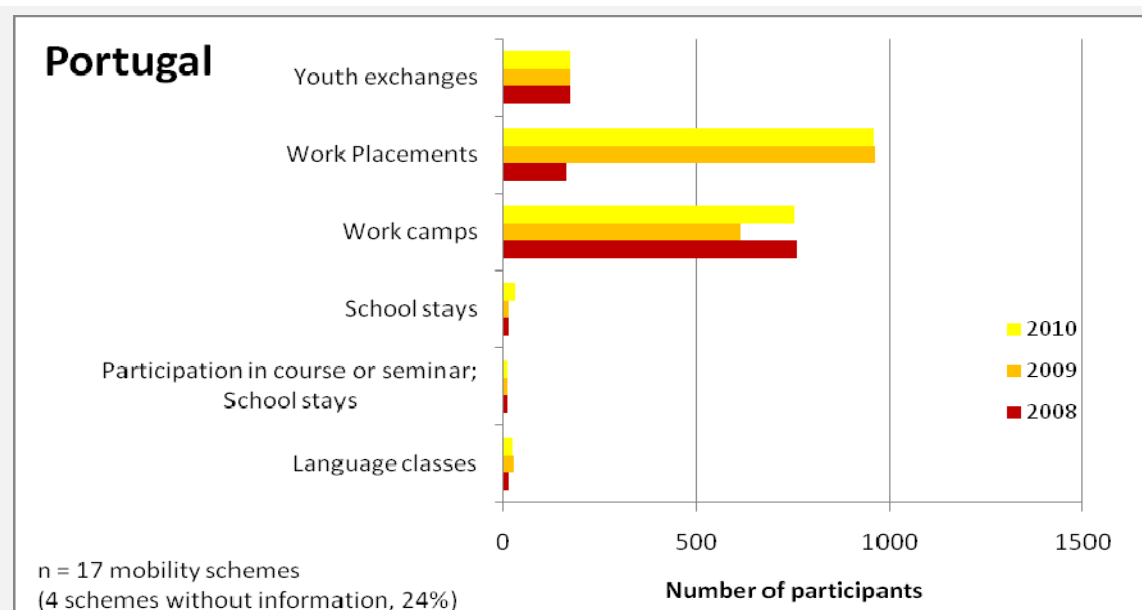
Most funding for mobility schemes comes from 'other' institutions as well as public national institutions in Portugal, while ministries, regional institutions and the private sector only play a minor role with regard to funding. NGOs do not act as funding agencies at all, but only implement schemes. The implementation of schemes is quite fragmented along the different groups of actors.

¹⁰⁵ http://europa.eu/about-eu/countries/member-countries/portugal/index_en.htm

Target Groups of Mobility Schemes

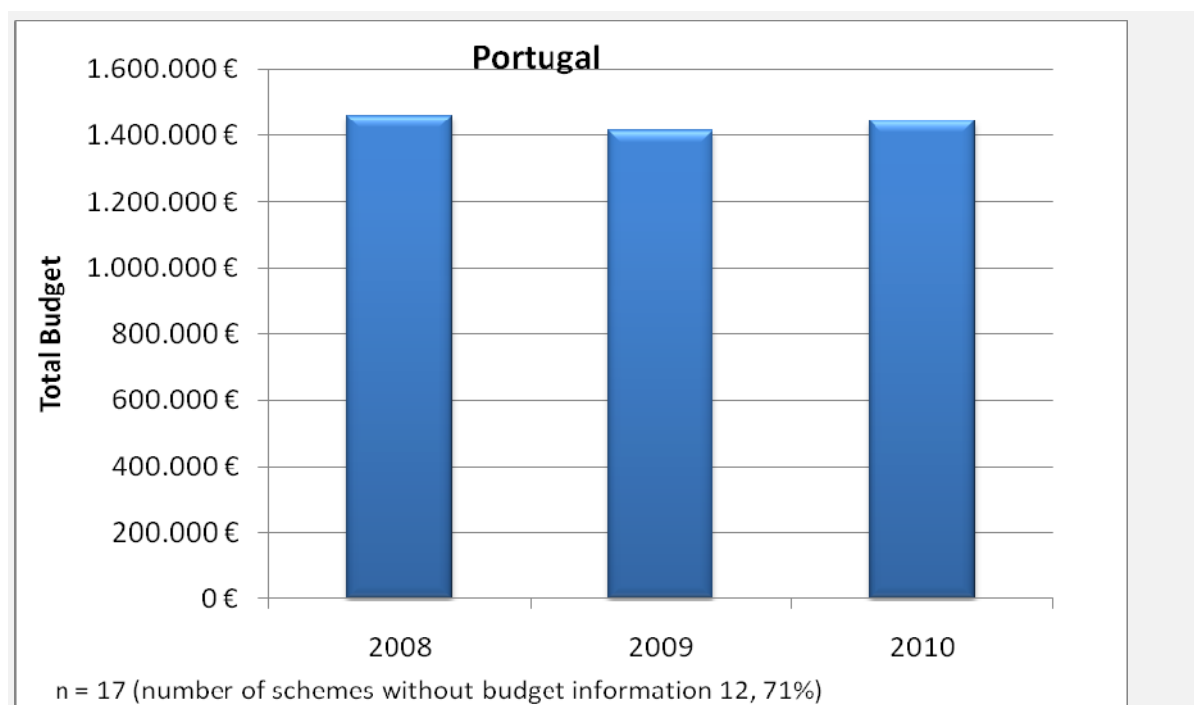


In Portugal, two target groups show considerable numbers of participants. "Adult Learners and Teachers for IVET" benefit largely from the existing mobility schemes. The increase of participants from 2008 to 2009/10 is very significant. "Young People" are the second largest group of participants with fluctuating numbers of participants. The target group "Pupils" hardly receives any support. About a quarter of all mobility schemes did not provide any information on mobility schemes.

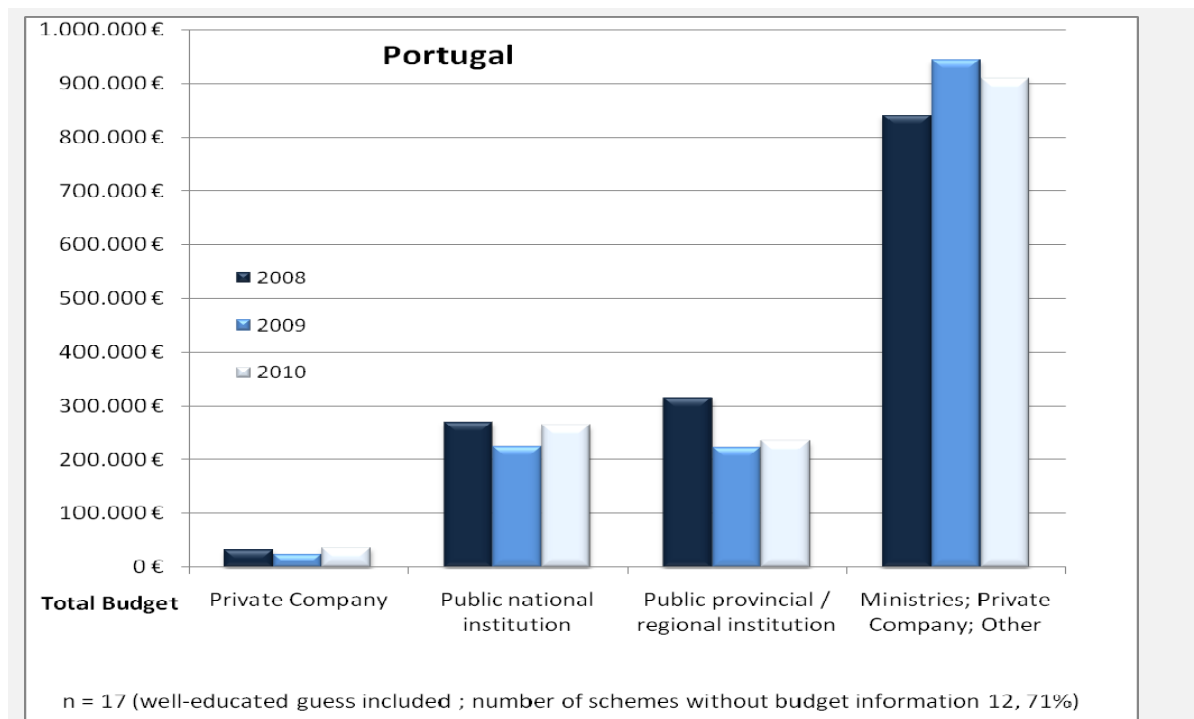


In Portugal, two groups of activities are clearly prioritised. "Work Camps" as well as "Work Placements" are the primary activities of participants. The number of participants for work placements shows a steep development from 2008 to 2009. "Youth Exchanges" is the third largest group in terms of participants with comparatively few people. The other activities are almost irrelevant in terms of number of participants.

Budget Development and Funding Agencies of Mobility Schemes

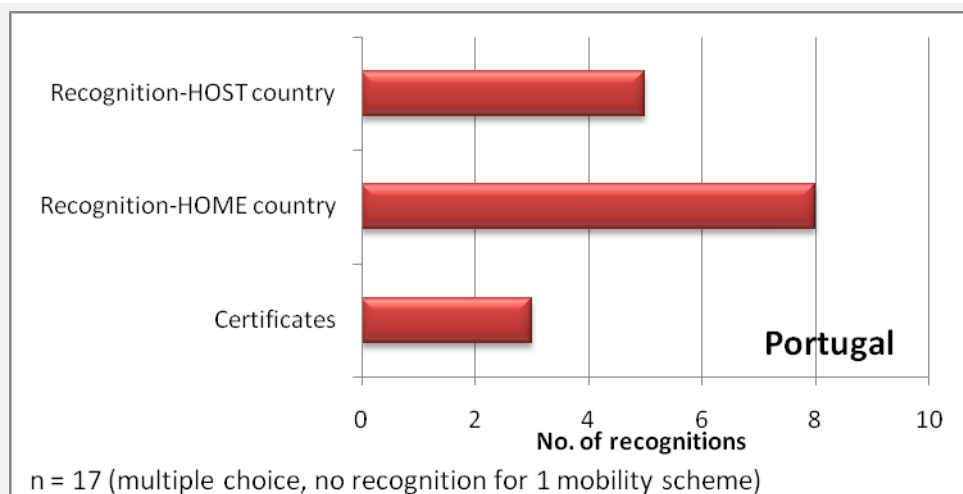


Most mobility schemes (71%) in Portugal did not provide any information on budgets; hence the data does not allow us to draw further conclusions. Regarding the data available the budget for mobility remains constant over the last years.



Ministries, private agencies and "others" are liaising to promote and fund international learning mobility. The funding from this coalition is the largest. Other public agencies make up the rest of the financial support. Private companies contribute to the funding of learning mobility to a very small extent. But 71% of the schemes did not provide information on the budget, which makes the findings not very meaningful.

Recognition of Mobility Schemes



A lot of mobility schemes receive recognition in the home country and some mobility schemes are designed in a way that the recognition is reciprocal which means it is acknowledged in the host country too. Otherwise, there are some forms of individual recognition certificates to document learning outcomes of the mobility activity.

Portugal				
Nr	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Bolsa Criar Lusofonia	http://www.cnc.pt/Artigo.aspx?ID=432	Adult Learners (non-vocational adult education)	Participation in course or seminar
2	Bolsa Jovens Criadores	http://www.cnc.pt	Adult Learners (Continuing vocational education and training)	Participation in course or seminar
				School stays
3	Bolsas de Investigação	www.instituto-camoes.pt	Adult Learners (Continuing vocational education and training)	Work Placements
				School stays
4	Bolsas de Curta Duração	http://www.foriente.pt/157/scholarships.htm	Adult Learners (Continuing vocational education and training)	Work Placements
				School stays
5	Bolsas para apresentação de comunicações em congressos académicos nos EUA	www.flad.pt	Adult Learners (Continuing vocational education and training)	Participation in course or seminar
6	CISV - Programas	www.pt.cisv.org	Young people (Youth field)	Youth exchanges
7	Clube Europa	-	Pupils (General secondary education)	School stays
8	Connecting Classrooms	http://www.britishcouncil.org/indie-about-us.htm	Pupils (General secondary education)	School stays
9	Curso de Verão de Língua e	www.instituto-camoes.pt	Adult Learners (non-vocational adult)	Language classes

Portugal				
Nr	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
	Cultura Portuguesa		education)	
10	Estudar no Estrangeiro - AFS	www.intercultura-afs.pt	Pupils (General secondary education)	School stays
11	Eurodisseia	http://www.eurodissee.eu	Adult Learners (Continuing vocational education and training)	Work Placements
				School stays
12	INOV - ART	http://www.dgartes.pt/innov-art/index3.htm	Adult Learners (Continuing vocational education and training)	Work Placements
13	INOV - Mundus	http://www.ipad.mne.gov.pt/index.php?option=com_content&task=view&id=5	Adult Learners (Continuing vocational education and training)	Work Placements
14	INOV CONTACTO	www.inovcontacto.pt	Adult Learners (Continuing vocational education and training)	Work Placements
15	International Workcamps	http://juventude.gov.pt/TurismoTemposLivres/PromotorTemposLivres/Camp	Young people (Youth field)	Work camps
16	MAP - Mobility in Art Project	www.artesideias.com	Adult Learners (Continuing vocational education and training)	Other
17	Programa Fulbright	http://www.ccla.pt/article/s/category/bolsas	Adult Learners (Continuing vocational education and training)	Work Placements

Portugal				
Nr	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
			Teachers, trainers, other educational staff (Continuing vocational education and training)	School stays

6.27 Romania

Year of EU entry: 2007

Political system: Republic

Capital city: Bucharest

Total area: 237 500 km²

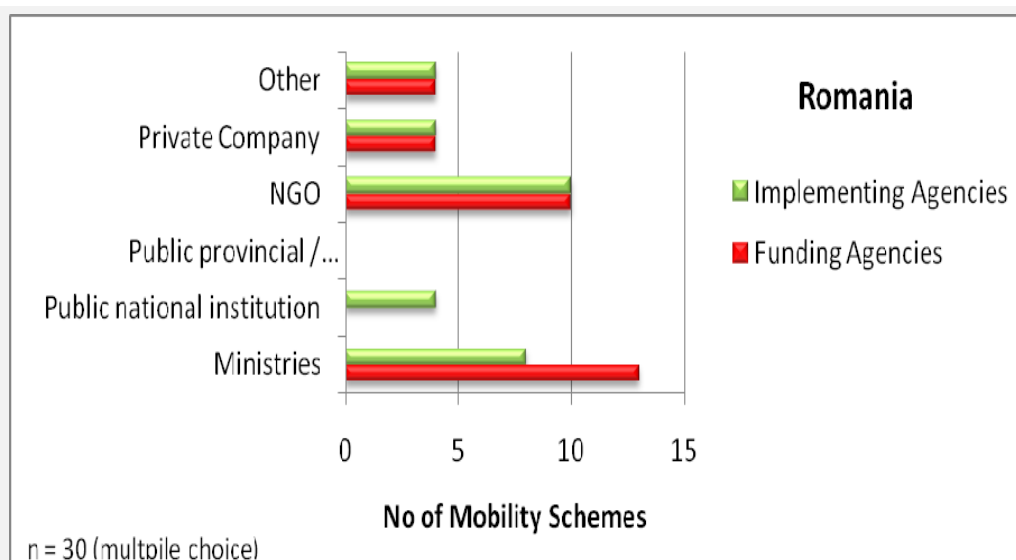
Population: 21.5 million

Currency: Romanian leu¹⁰⁶

30 Mobility schemes were identified in Romania.



Funding versus Implementing Agencies of Mobility Schemes

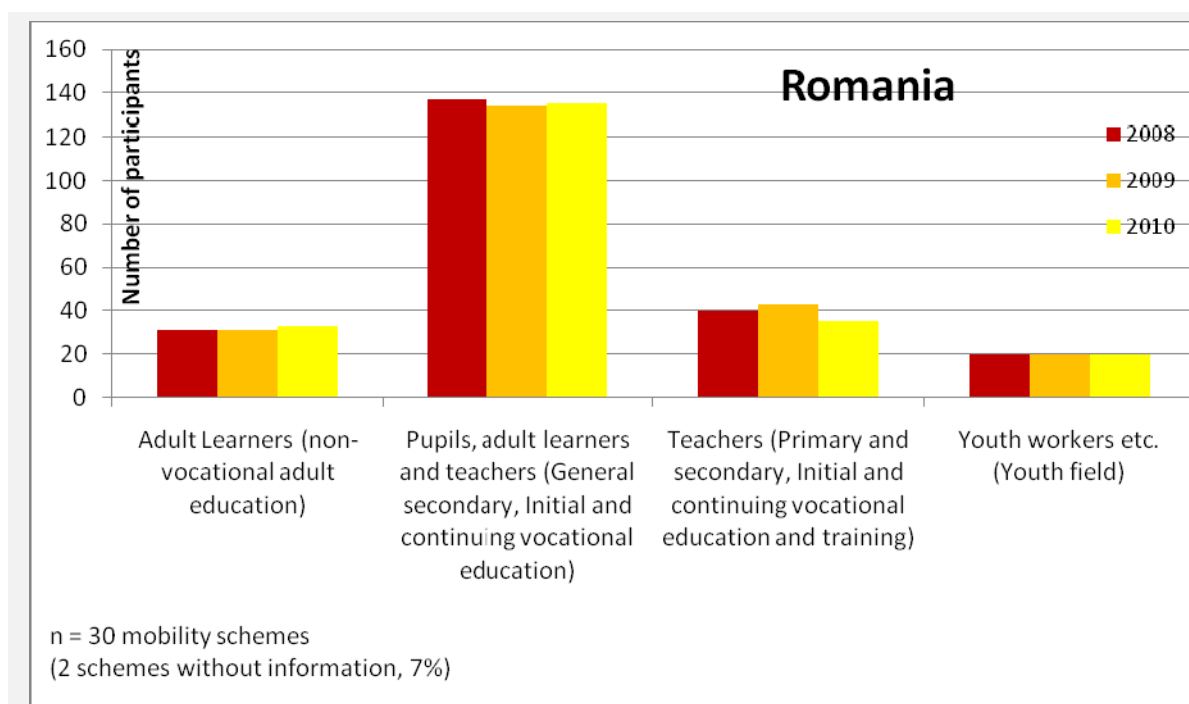


Ministries are the main funding agencies for mobility schemes. However, the ministries do not implement all the mobility schemes they finance. Partly ministries delegate this task to public national agencies which do not fund any schemes. NGO's play an important role in funding as well as implementing mobility schemes as one third (ten schemes) of mobility schemes are funded and implemented by NGO's. Private companies also fund and implement mobility schemes to some degree. But with regard to the overall number of mobility schemes they are less involved than public entities or NGO's. Regional institutions do not play a role in the promotion of learning mobility.

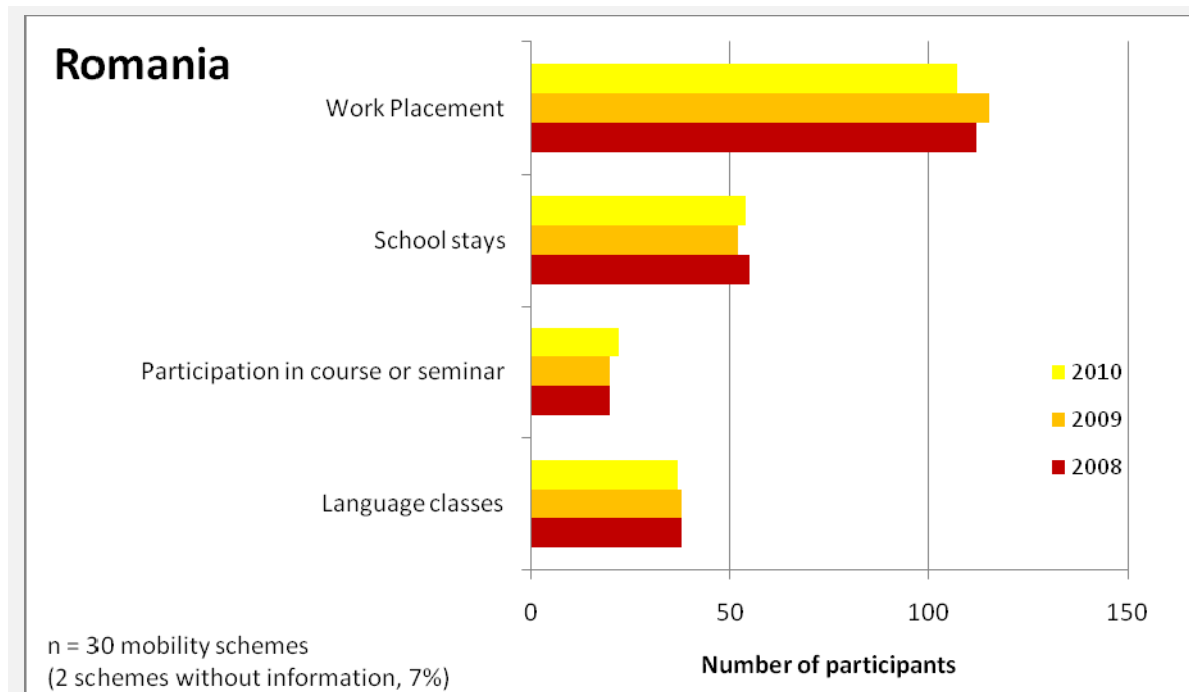
Some schemes are also financed or co-financed by foreign governments like the US, Italy, France or Japan.

¹⁰⁶ http://europa.eu/abc/european_countries/eu_members/romania/index_en.htm

Target Groups of Mobility Schemes

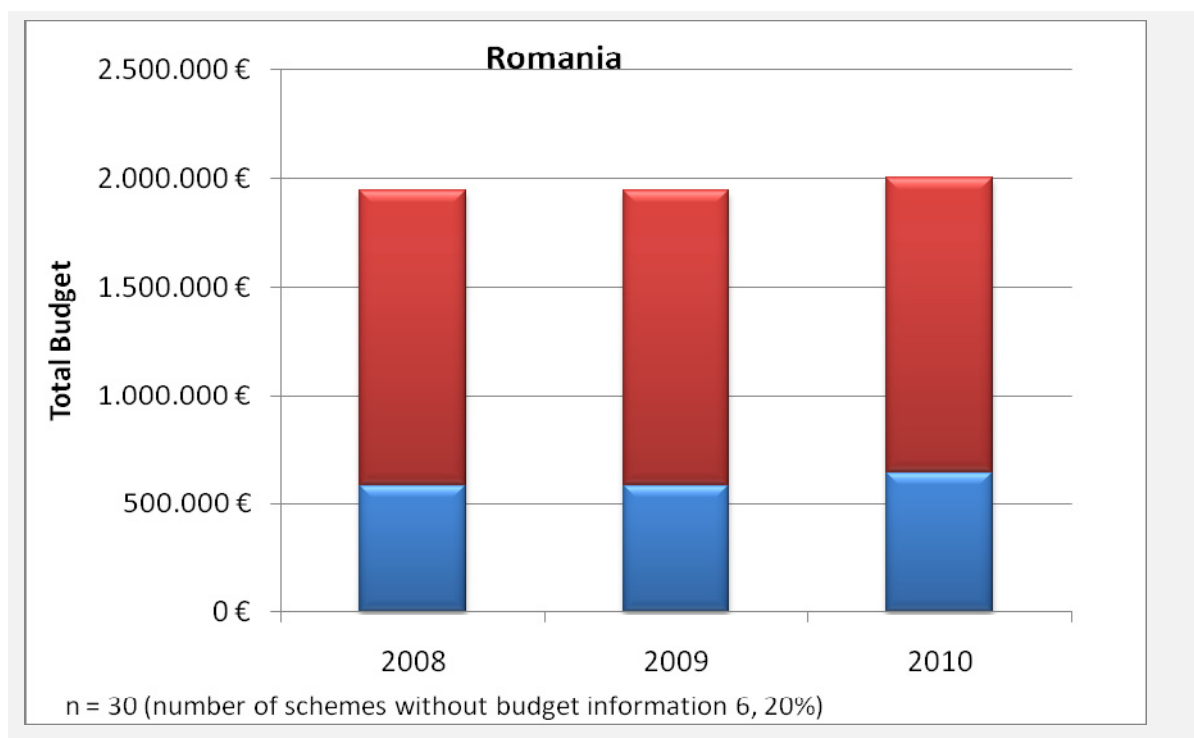


The majority of mobility schemes targets pupils in general secondary education, almost one third of all schemes is designed for this group. The second largest target group of mobility schemes is adult learners, followed by young people. For other groups like teachers and youth workers some mobility schemes also exist, but these groups are marginal in comparison with the others.

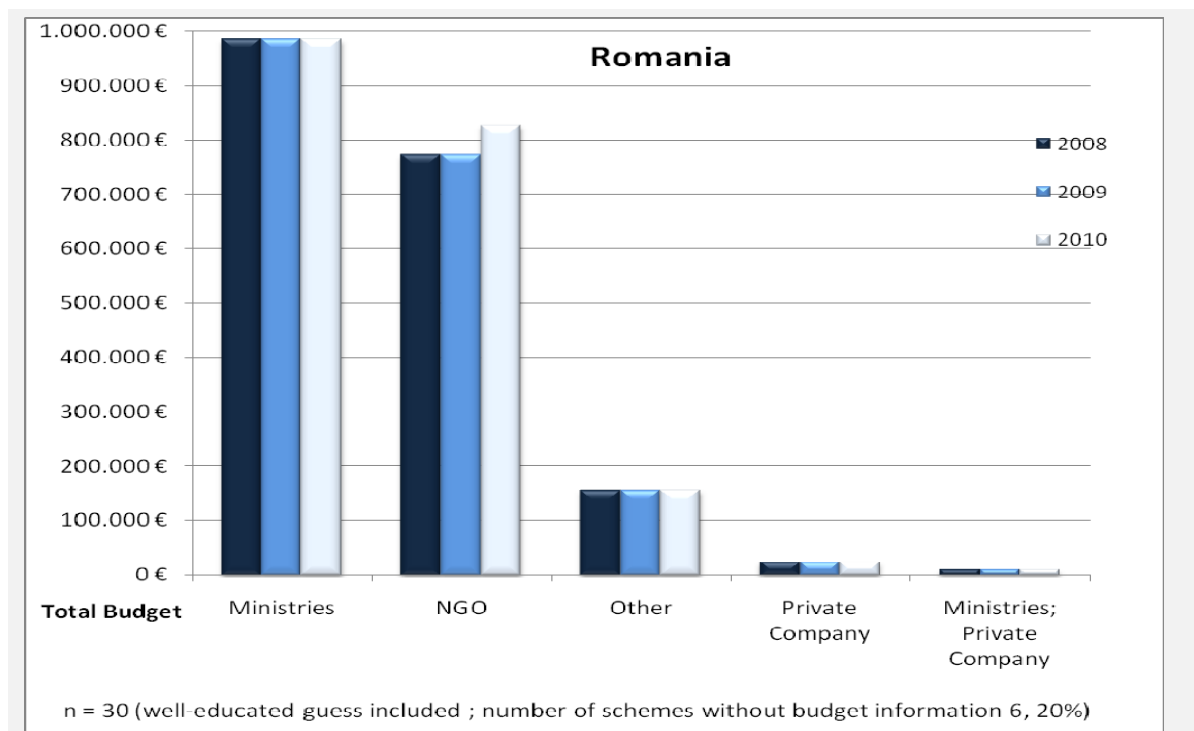


In Romania, special attention is attributed to learning mobility in the form of language classes and participation in courses. Both of these two activities are covered by 13 mobility schemes. The second most relevant category is work placements which are promoted by 10 mobility schemes. Youth exchanges, school stays and 'other' activities still have their share, but are not too relevant.

Budget Development and Funding Agencies of Mobility Schemes

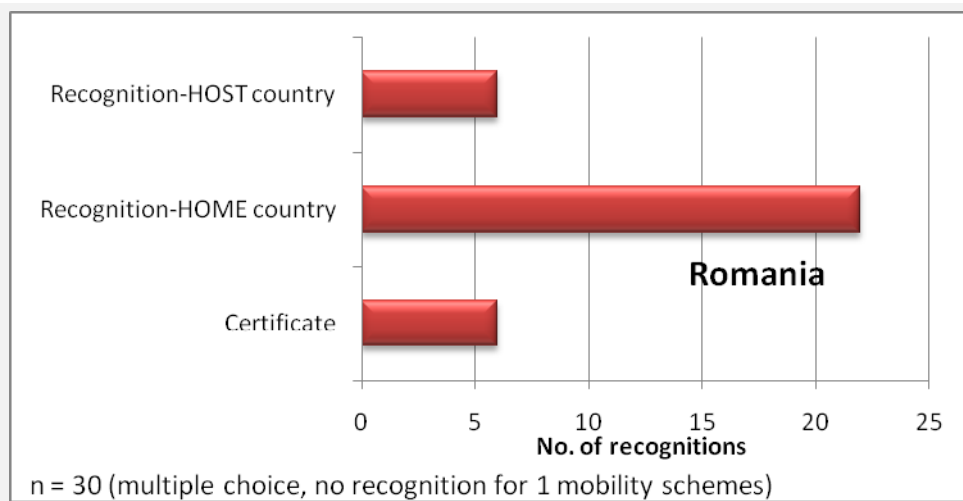


About 20% of the mobility schemes did not provide information on budgets. Most information stems from estimates. The Budget Development for Romania shows a little increase in 2011.



The Ministries are the most important funding agency in Romania. The funding has remained constant in the last years. For the category NGO there is a slight increase for the year 2010 and 2011 discernible. Other agencies refer to EU funds or foreign donors like embassies.

Recognition of Mobility Schemes



Romania is very strong in recognising learning outcomes in the home county as this is being done for most programmes. In some cases the recognition is reciprocal which means it is being recognised in the host country too.

Romania				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Ambassadorial Scholarship	http://www.rotary241.org	Pupils (General secondary education)	Participation in course or seminar
			Adult Learners (Continuing vocational education and training)	
			Young people (Youth field)	
2	Bursa Acord Bilateral	www.roburse.ro	Pupils (General secondary education)	Youth exchanges
			Teachers, trainers, other educational staff (General secondary education)	Language classes
3	Bursa CNBSS	www.roburse.ro	Teachers, trainers, other educational staff (Initial vocational education and training; Continuing vocational education and training)	Work Placements
4	Bursa Hubert H. Humphrey	http://www.fulbright.ro/	Adult Learners (non-vocational adult education)	Work Placements
			Teachers, trainers, other educational staff (General secondary education)	Participation in course or seminar
5	Bursa Intercultura	http://www.intesasa.npaolobank.ro/carriere/bursa-intercultura	Pupils (General secondary education)	Language classes

Romania				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
				School stays
6	Bursa Teaching Excellence and Achievement	http://www.fulbright.ro/	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Participation in course or seminar
				Other
7	Bursa Turcia	www.roburse.ro	Pupils (General secondary education)	Youth exchanges
				Language classes
8	Burse	www.edu.ro	Pupils (General secondary education; Initial vocational education and training)	Participation in course or seminar
			Adult Learners (Continuing vocational education and training)	
9	Burse HMC pentru profesori	www.britishcouncil.org/romania	Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training; Continuing vocational education and	Work Placements

Romania				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
			training)	
				Participation in course or seminar
10	Burse JTI pentru Jurnalisti	http://www.euromonitor.ro/	Adult Learners (non-vocational adult education)	Job-shadowing
				Participation in course or seminar
11	Burse New Europe College	http://www.nec.ro/	Adult Learners (non-vocational adult education)	Work Placements
				Participation in course or seminar
				Language classes
12	Burse Parteneriat	http://www.ambafrance-ro.org	Adult Learners (non-vocational adult education)	Work Placements
				School stays
13	Burse pentru profesori	http://www.roburse.ro/	Teachers, trainers, other educational staff (General secondary education)	Language classes
14	Burse UWC (United World Colleges)	http://www.iicbucarest.esteri.it	Pupils (General secondary education)	Participation in course or seminar
15	Bursele HMC	http://www.jaromania.org/ ; www.burselehmc.jaromania.org	Pupils (General secondary education)	Participation in course or seminar

Romania				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
				Language classes
				School stays
16	Bursele Institutului "Vito Grasso"	http://www.iicbucarest.esteri.it	Young people (Youth field)	Participation in course or seminar
				Language classes
17	Centrul National de Resurse pentru Voluntariat Pro Vobis	www.provobis.ro	Youth workers etc. (Youth field)	Youth exchanges
18	CNBSS	http://www.roburse.ro/	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Participation in course or seminar
19	CNCSIS	http://www.cncsis.ro/	Youth workers etc. (Youth field)	Work Placements
				Language classes
20	ECESP	http://www.ecesp.ro/	Adult Learners (non-vocational adult education)	Work Placements
				Participation in course or seminar

Romania				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
21	Fulbright Senior Award Romania	http://www.fulbright.ro/	Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training; Continuing vocational education and training)	Work Placements
				Language classes
				Other
22	Language Scholarship	www.edu.ro	Adult Learners (non-vocational adult education)	Language classes
23	Pasaport pentru excelenta	http://pasaportpentruexcelenta.ro	Pupils (General secondary education; Initial vocational education and training)	Language classes
			Adult Learners (Continuing vocational education and training)	School stays
			Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training; Continuing vocational education and training)	

Romania				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
24	Romanian Youth Exchange (RYE)	http://www.rye.ro/	Young people (Youth field)	Youth exchanges
25	Schimb Cultural si Academic	http://www.euroeffctive.ro/	Teachers, trainers, other educational staff (Primary education; General secondary education)	Work Placements
26	Scholarships for pupils	http://www.iec.ro	Pupils (General secondary education)	Language classes
				School stays
27	Teacher Training Program	http://www.ro.emb-japan.go.jp/	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Work Placements
28	World Education	www.integraledu.ro	Pupils (General secondary education)	Participation in course or seminar
29	YEP (Youth Exchange Program)	http://www.yep.ro/	Young people (Youth field)	Youth exchanges
				Language classes
30	Youth for Understanding Foundation Romania	www.yfu.ro	Pupils (General secondary education)	Youth exchanges
			Young people (Youth field)	Other

Search Information Romania - Mobility schemes according to institutions

Ministries / National Agencies	The Romanian state, through the Ministry of Education and public institutions like the Agency for Scholarships and Loans, provides many learning opportunities and grants a number of scholarships to promote intercultural understanding.
Public Employment Services	The Romanian Public Employment Services provides offers information on employment possibilities abroad, but does not offer learning or educational mobility programmes.
Bi- / trilateral Programmes (between specific countries)	The Agency for Scholarships and Loans organizes also Bilateral Programs (between Romania and Bulgaria, Poland for example) focussing mostly on youth exchanges for the development of international skills.
NGO's (foundations, church initiatives, etc.)	A big number of NGO's is responsible for funding and implementing mobility schemes especially for adult learners and pupils. The initiatives include mainly language courses and youth exchanges.
Private companies	The Romanian Private companies are also involved in mobility programmes; they offer internships abroad, scholarships for pupils and language classes.
Work Placements	Work placements are provided for adult learners, teachers and educational staff by NGOs and private companies; they are trying to stimulate labour market mobility.
Other European Funds (Regional Funds, ESF etc.)	The ESF in Romania is financing 2 Operational programmes implemented by the Ministries. The programmes are trying to develop human capital, increase competitiveness and do not include mobility schemes.

Mobility schemes according to activities

Language courses (if aggregated data is available)	There are some mobility programmes that offer language courses as well. These are offered for a short period but for Romania the acquisition of foreign languages is an important challenge.
Volunteer Programmes	Many NGO's have volunteer programs especially for young people. Most of the programs are in the developing countries mainly on preventing HIV/AIDS, teaching pupils, eradicating poverty and hunger.
Exchange programmes of teachers / pupils (including school stays)	In Romania, it is believed that pupils are the future of the country and good teachers can contribute to it. So that is why there are plenty of programmes providing exchanges for teachers, educational staff and pupils including school stays and sometimes language classes as well.
Exchange programmes of youth (non-formal education)	More and more young people are involved in youth exchanges. A big part of them are provided for students (who are not included in this survey), some of them are from Youth in Action, but there are also some which are offered by different NGO's to Young People.
Town twinning	Town twinning is happening only to a certain degree in Romania; presently town twinning initiatives are expanding. The programmes are mainly focused on tourism and they do not have any clear educational mobility purpose.
Study Tours	Plenty of study tours are organized for tourism by a number of agencies. These commercial operators have not been included in the survey.

6.28 Slovakia

Year of EU entry: 2004

Political system: Republic

Capital city: Bratislava

Total area: 48 845 km²

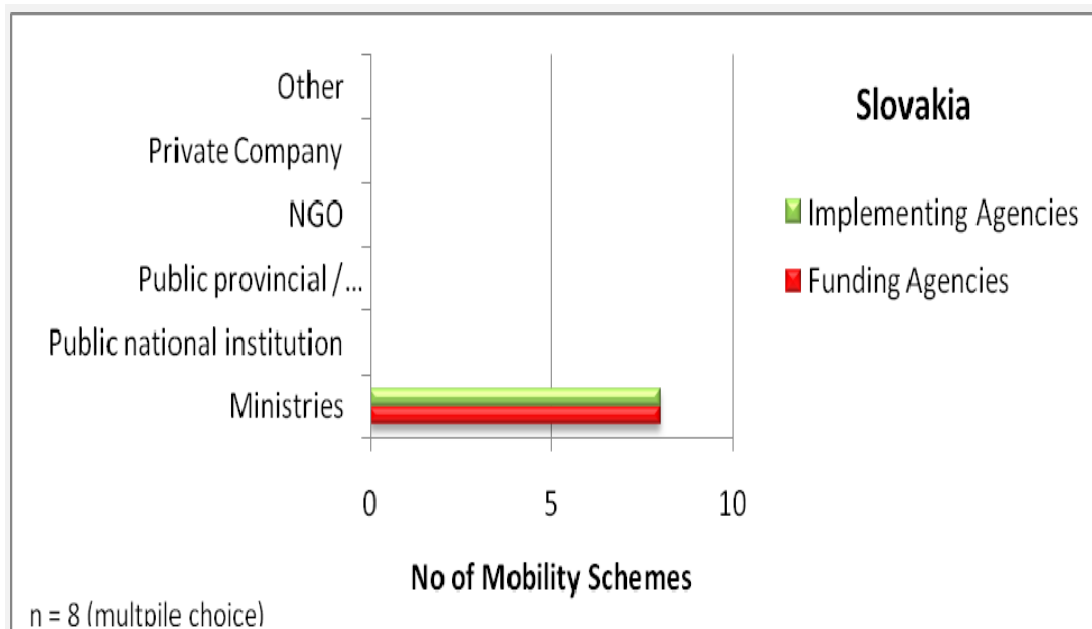
Population: 5.4 million

Currency: euro¹⁰⁷

8 Mobility schemes were identified in Slovakia



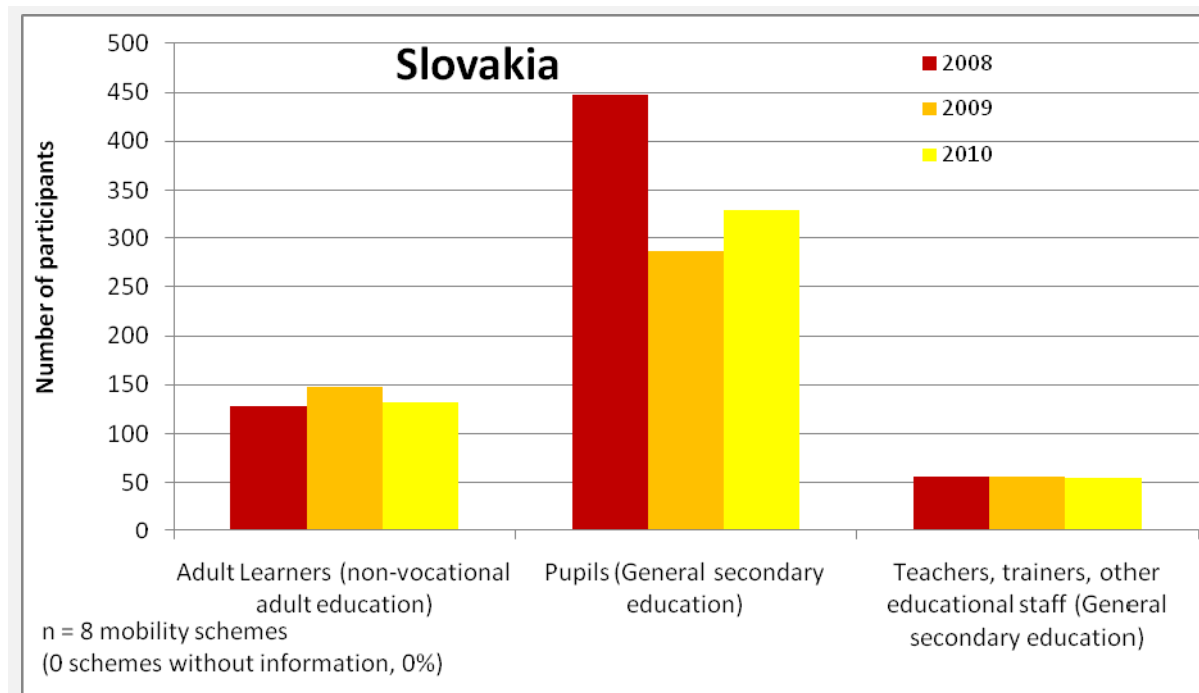
Funding versus Implementing Agencies of Mobility Schemes



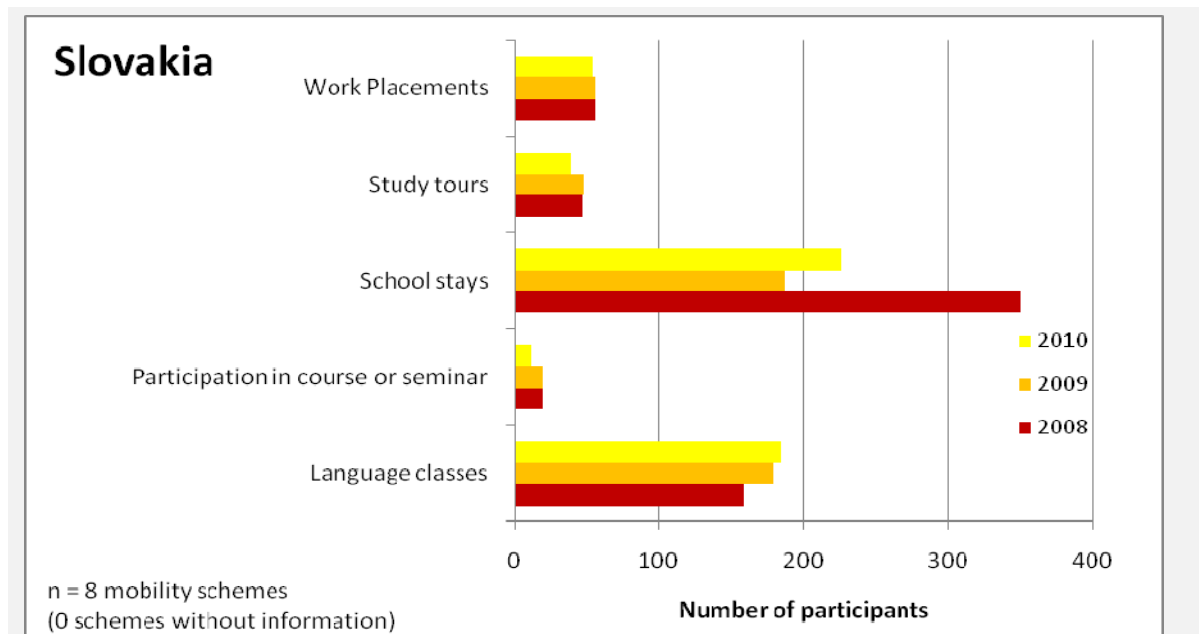
The picture in Slovakia is very straightforward as one single actor promotes all learning mobility schemes. EU and non-EU mobility schemes in Slovakia are funded and implemented by the Ministry of Education. No other agency provides funding or implements schemes in the country.

¹⁰⁷ http://europa.eu/abc/european_countries/eu_members/slovakia/index_en.htm

Target Groups of Mobility Schemes

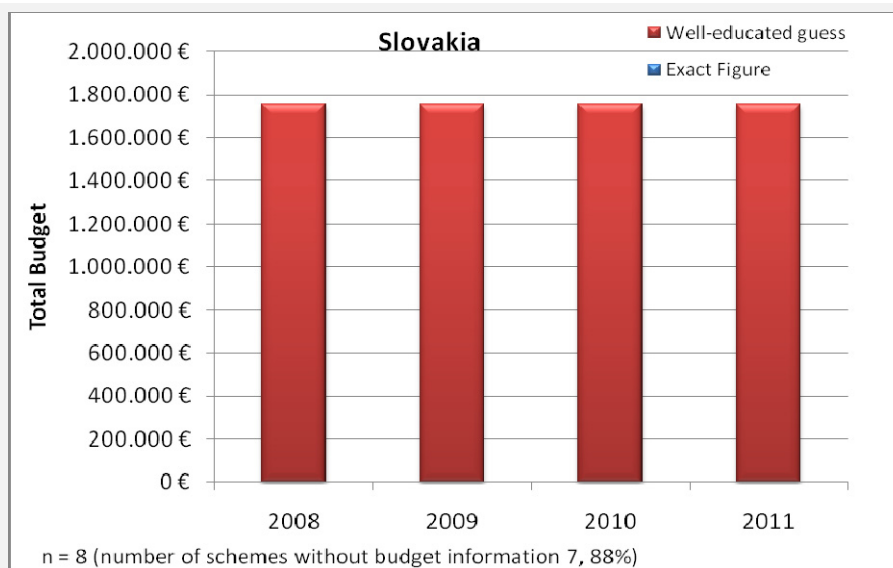


All mobility schemes in Slovakia provided information on the number of participants. "Pupils" in secondary education are the target group that benefit most. There is no clear tendency as the numbers decreased significantly from 2008 to 2009 but then increased slightly again. "Adult Learners" are the second largest number of participants. The third target group benefiting from mobility schemes are teachers. The number of participants remains constant over time. The overall number of participants of mobility schemes is declining gradually.

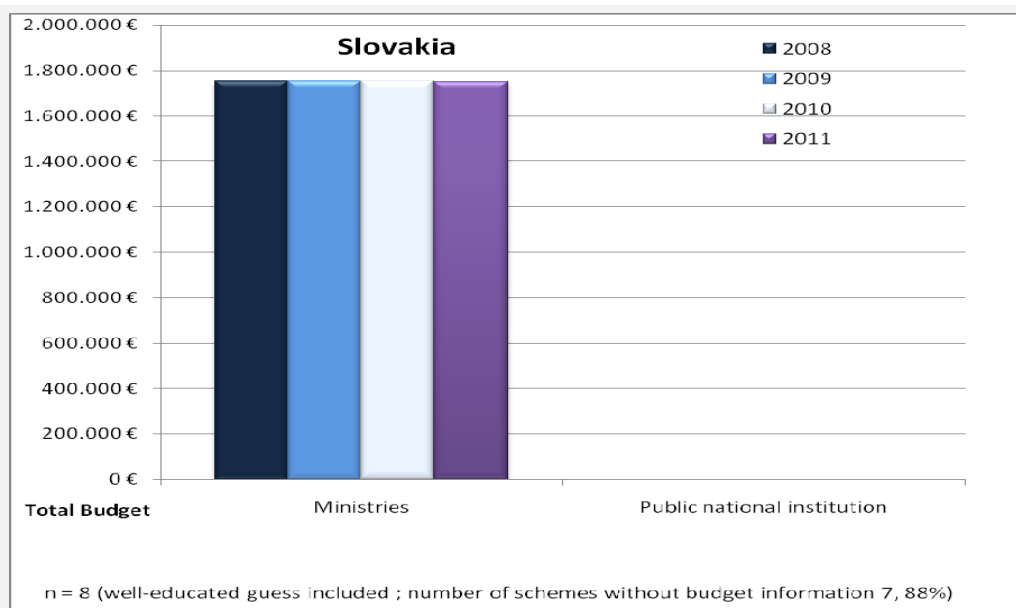


With a small number of mobility schemes different forms of learning mobility are covered in Slovakia. "School Stays" are the main activity of the mobility schemes in Slovakia with a decreasing tendency though. The second largest activity is "Language Classes" with a slight increase in numbers in the last years. "Work Placements" are the third largest activity in terms of participants followed by "Study Tours" and "Participation in Seminars".

Budget Development and Funding Agencies of Mobility Schemes



The information on budgets comes from one ministry only; the budget from that institution is fairly high. All the other agencies did not give any information. The figure is an estimate only. All in all it must be stated that this information does not allow any further conclusions.



The information provided on budgets was given by one ministry. No further information was available.

Recognition of Mobility Schemes

There is no information about recognition of mobility schemes..

Slovakia				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Krátkodobé pobyty	www.minedu.sk	Adult Learners (non-vocational adult education)	Study tours
2	Lektori	www.minedu.sk	Teachers, trainers, other educational staff (General secondary education)	Language classes School stays
3	Lektori 2	www.minedu.sk	Teachers, trainers, other educational staff (General secondary education)	Language classes School stays
4	Letné jazykové kurzy	www.minedu.sk	Adult Learners (non-vocational adult education) Teachers, trainers, other educational staff (General secondary education)	Language classes
5	Letné jazykové kurzy 2	www.minedu.sk	Pupils (General secondary education)	Participation in course or seminar
6	Semináre	www.minedu.sk	Adult Learners (non-vocational adult education)	Participation in course or seminar
7	Sociálne štipendiá	www.minedu.sk	Pupils (General secondary education)	School stays
8	Stredoškolské štúdium	www.minedu.sk	Pupils (General secondary education)	School stays

Search Information Slovakia

Mobility schemes according to institutions

Ministries / National Agencies	National Agencies were established for the purpose to manage the EU action programmes (Socrates, Grundtvig, Youth in Action, etc.)
Public Employment Services	With the exception of ESF funded activities the Ministry of Labour, Social Affairs and Family as well as National Labour Office Public Employment Services have no role in learning mobility activities.
Bi- / trilateral Programmes (between specific countries)	Mobility schemes are based on bilateral agreements with numerous countries. The agreements are published on the web site of the Ministry of Education and their wording is very general, without any detailed specification of the subject. The identification of target groups is difficult because e.g. summer language courses may be attended by lecturers, language specialists but also by students and staff of the universities; figures do not distinguish among these categories. The Ministry of Education reported also schemes dealing with research exchanges, which was outside our focus due to the target groups (university teachers and students). There is no sign of any mobility schemes for adult learners. Information on VET mobility schemes is not available.
NGO's (foundations, church initiatives)	Several NGO's/ corporate foundations in Slovakia organise mobility for University students. The number is not monitored/ reported but it is most likely not very significant. Very common are bi-lateral exchanges between schools, often religious schools or VET schools. The individual Slovak schools have partner schools in other countries and based on good relations they organise students' exchanges. Financial support is provided from private sources. These activities are not monitored and reported, either. The religious schools and language schools often host language teachers, who are coming as volunteers.
Private companies	Several companies have been approached but no mobility schemes have been identified.
Other European Funds (Regional Funds, ESF etc.)	A huge proportion of various education and training activities for the employees is organised within the European Social Fund projects. However, no mobility has been mentioned. A very significant share of mobility programmes is funded from various EU sources, namely for university students and some pupils from secondary schools.

Mobility schemes according to activities	
Language courses (if aggregated data is available)	Language courses are included in the reported figures. These courses are those financed from the state budget sources. All other language courses are financed from private sources and are provided either by private companies or some institutions like the British Council, French Institute, Goethe Institute, etc.
Volunteer Programmes	The volunteer programmes are organised by various NGOs, church organisations or private companies. These activities are not supported from the state budget sources.
Exchange programmes of teachers / pupils (including school stays)	As already mentioned, the exchange programmes are organised on an individual basis between schools. Language and other schools use the opportunity and employ foreign teachers or volunteers to teach languages. Exchange of pupils is a regular activity of bi-lingual (language) schools. VET schools also have partner schools in other countries where they send pupils for the practical training.
Exchange programmes of youth (non-formal education)	All activities are running within EU funded programmes (Youth in Action).
Town twinning	Town twinning is quite common but except occasional visits of the municipal or entrepreneur's representatives, it does not include any education or mobility activities.
Study Tours	Those reported by the Ministry of Education are included in the database.

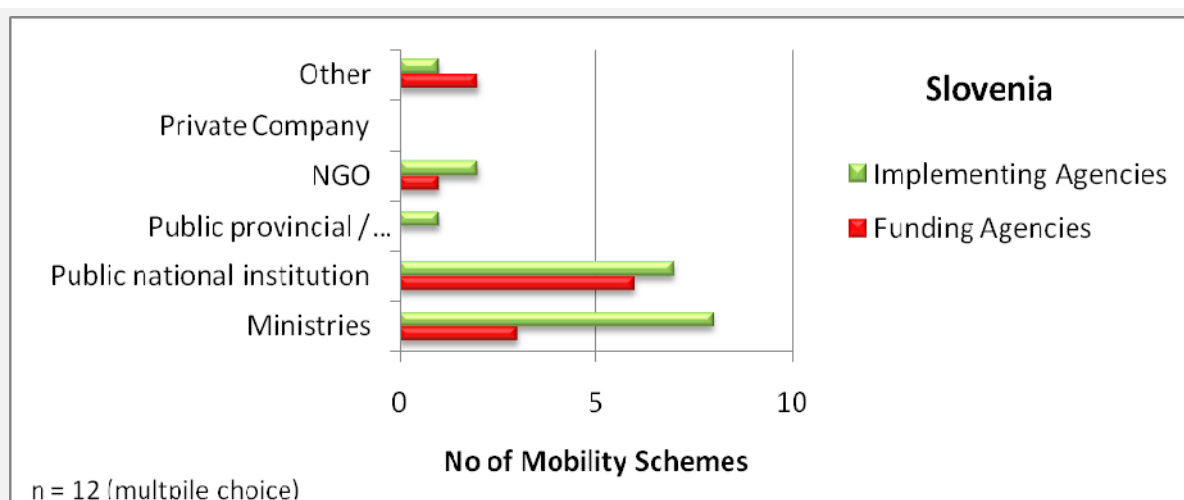
6.29 Slovenia

Year of EU entry: 2004
Political system: Republic
Capital city: Ljubljana
Total area: 20 273 km²
Population: 2 million
Currency: euro¹⁰⁸



12 Mobility schemes were identified in Slovenia.

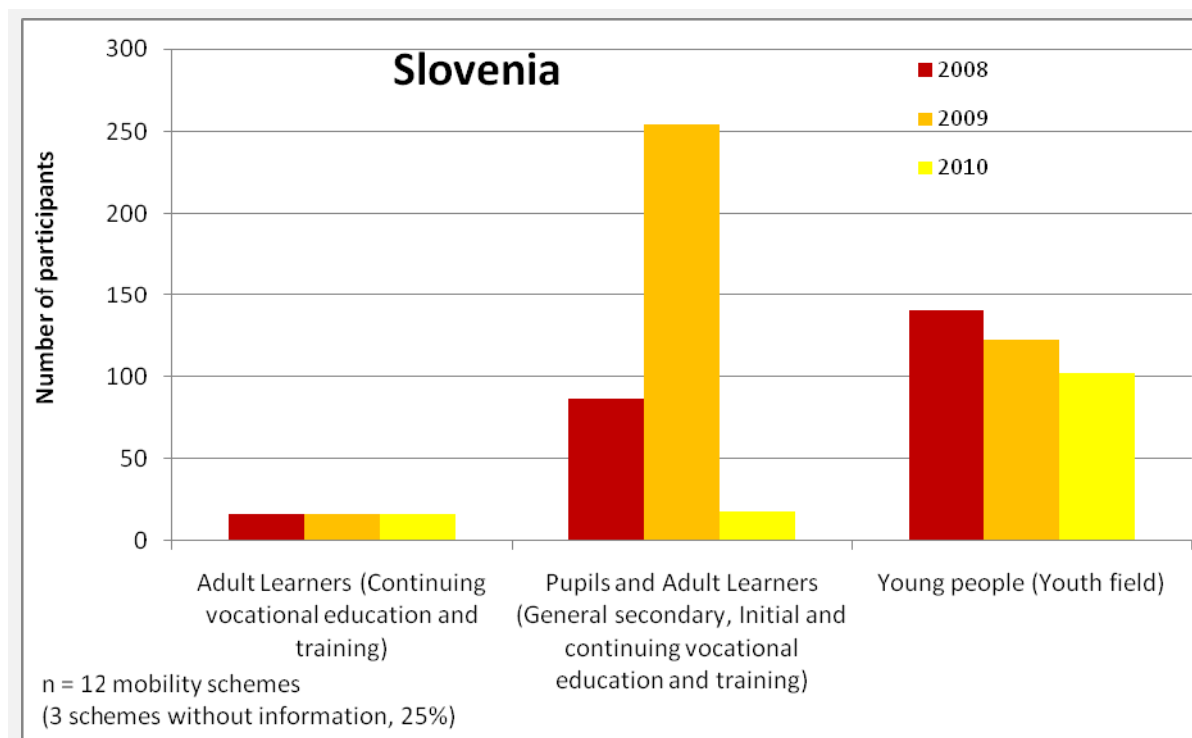
Funding versus Implementing Agencies of Mobility Schemes



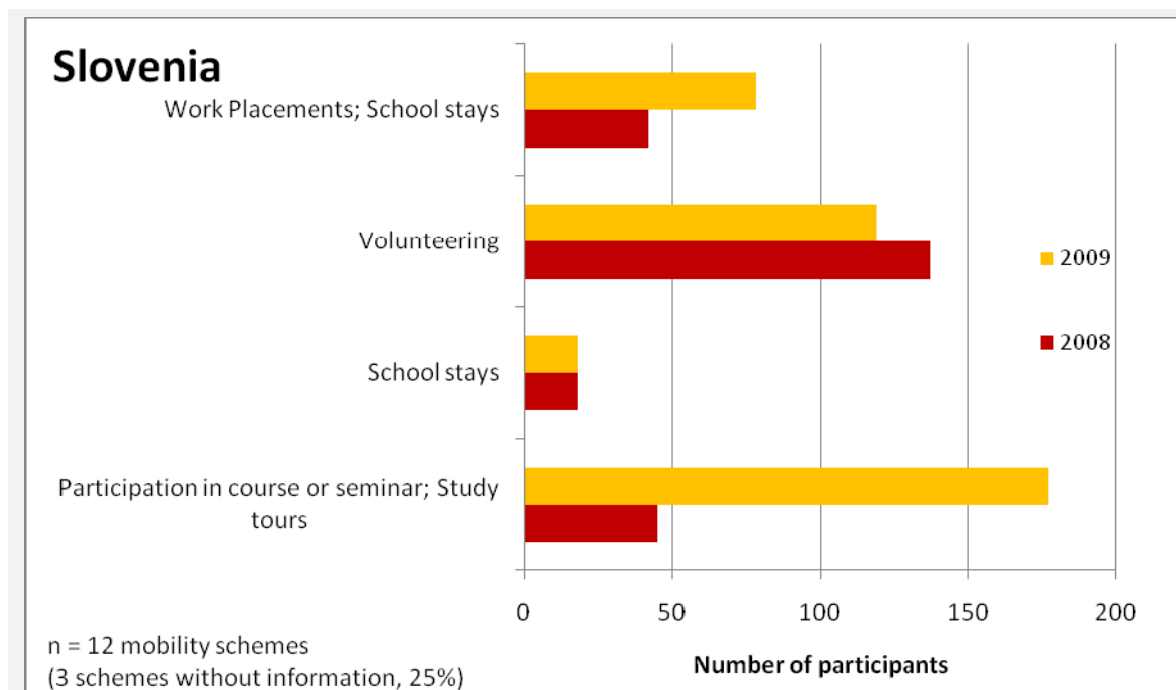
In Slovenia, two groups of institutions are identified as driving forces in the field of learning mobility. The most important players are public national institutions which fund and implement a number of schemes. The Ministry of Education is the second relevant actor and provides funding and implementation. The other groups do not play a significant role.

¹⁰⁸ http://europa.eu/about-eu/countries/member-countries/slovenia/index_en.htm

Target Groups of Mobility Schemes

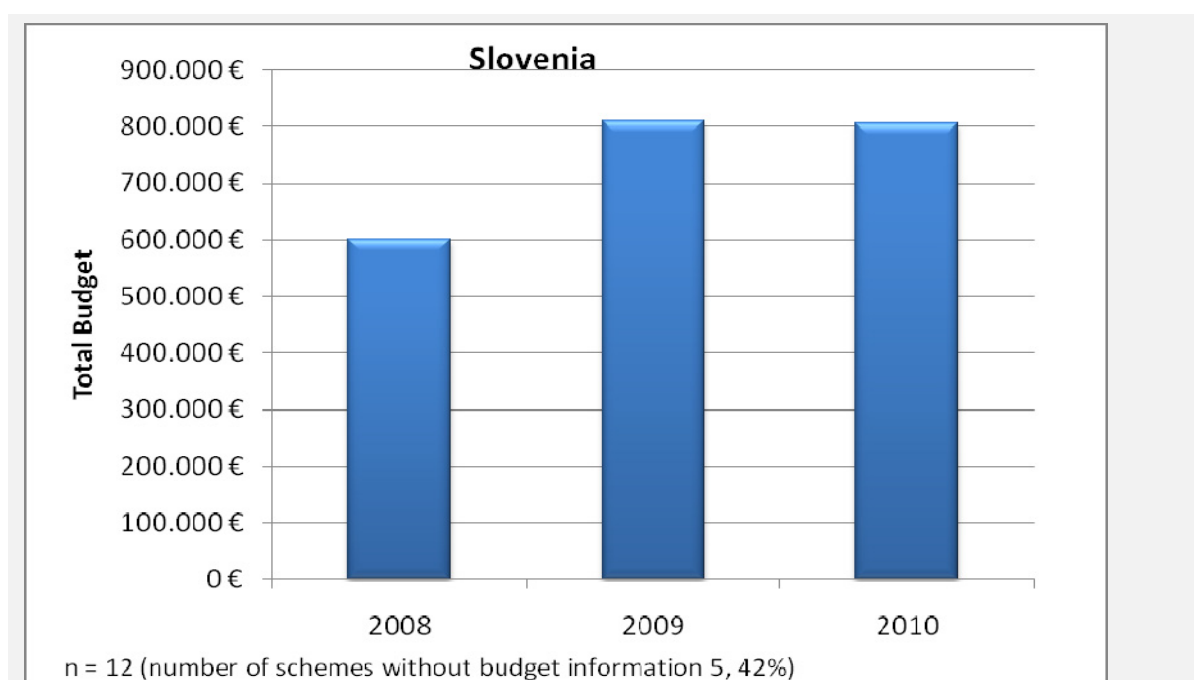


The high fluctuation of participants of the target group of "Pupils and Adult Learners" is remarkable. The second largest group is "Young People" as participants of non-formal mobility schemes. The number of participants is steadily decreasing. The third target group are "Adult Learners" with few participants only. About 25% of the mobility schemes did not provide information on participants.

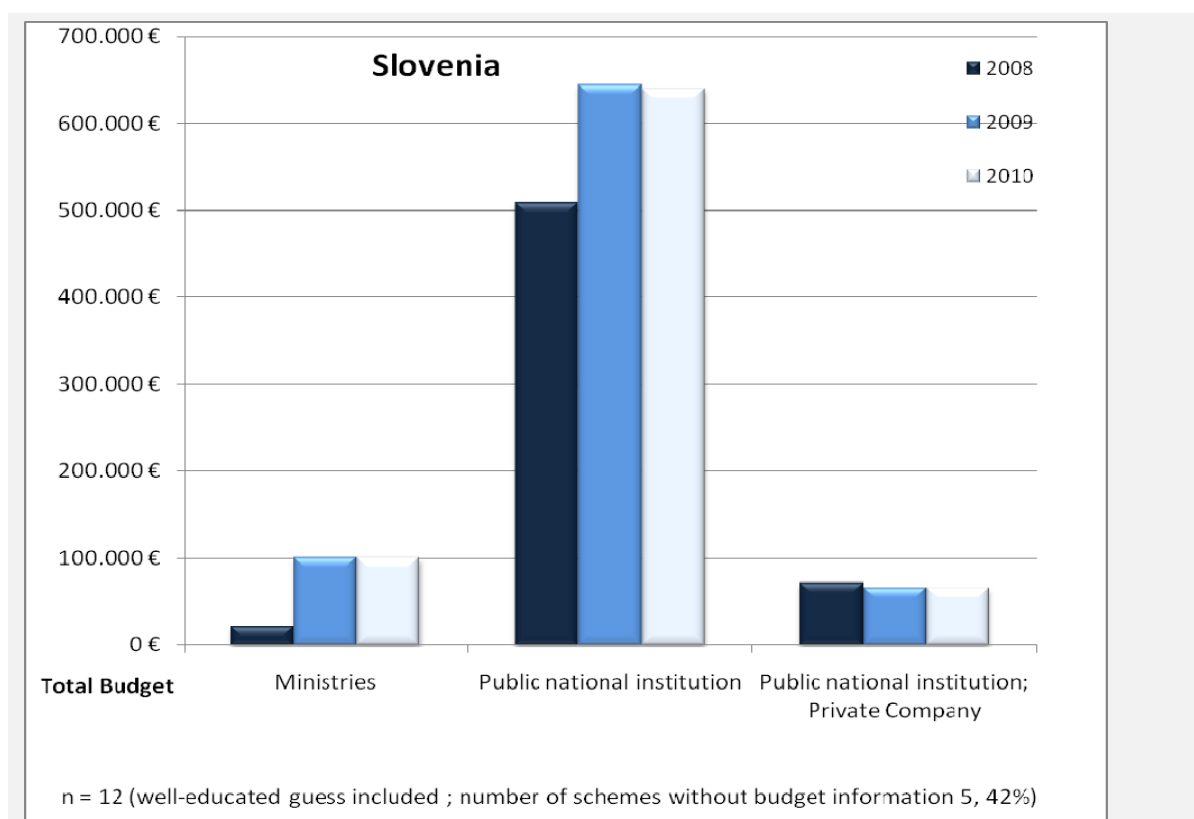


The activity "Participation in Course or Seminar" is the activity with the highest number of participants. The figures are highly fluctuating which makes further interpretations difficult. The activity of "Volunteering" refers to non-formal learning mobility of "Young People". "Work Placement / School Stays" is the activity with the third largest number of participants. This activity experienced a significant increase from 2008 to 2009. The activity "School Stays" is the fourth largest groups of participants.

Budget Development and Funding Agencies of Mobility Schemes



42% of the mobility schemes do not provide any information on budgets which must be considered when looking at the results. According to the data the budget increased significantly from 2008 to 2009. .



The funding for learning mobility comes primarily from public agencies – 42% of schemes are without budget information though. Ministries as well as public national institutions apparently increased their budgets from 2008 to 2009. Public national institutions also liaise with private companies to jointly promote learning mobility.

Recognition of Mobility Schemes



Most mobility schemes in Slovenia have some kind of recognition. The set of answers goes from internationally recognised certificates to pure attendance certificates. Even though the value of individual recognitions cannot easily be assessed it is clear that recognition plays an important role in Slovenia.

Slovenia				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Delovni tabori	http://www.zavod-voluntariat.si/index.html	Young people (Youth field)	Volunteering
2	Državne štipendije	http://www.mddsz.gov.si/si/delovna_podrocja/trg_del_a_in_zaposlovanje/s	Pupils (Initial vocational education and training)	Work Placements
			Adult Learners (Continuing vocational education and training)	School stays
3	Kadrovske štipendije	http://www.sklad-kadri.si/	Pupils (Initial vocational education and training)	Work Placements
			Adult Learners (Continuing vocational education and training)	School stays
4	Misijoni	http://www.missio.si/index.html	Young people (Youth field)	Other
5	POTA - Program mednarodnega skupinskega	http://www.pota.si/	Young people (Youth field)	Volunteering

Slovenia				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
	prostovoljstva			
6	Sofinanciranje izobraževanja državljanov Zahodnega Balkana v dveletnem programu mednarodne mature do	http://www.sklad-kadri.si/	Pupils (General secondary education)	School stays
7	Sofinanciranje sodelovanja mladih raziskovalnih skupin in posameznikov na tekmovanjih v tujini	http://www.sklad-kadri.si/	Pupils (General secondary education; Initial vocational education and training)	Participation in course or seminar
			Adult Learners (Continuing vocational education and training)	
			Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training; Continuing vocational education and training)	
8	Sofinanciranje srednješolskega tehniškega izobraževanja državljanov Z Balkana	http://www.sklad-kadri.si/	Adult Learners (Continuing vocational education and training)	Work Placements
				School stays

Slovenia				
Nr.	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
9	Sporazumevanje v tujih jezikih: Uvajanje inovativnih pristopov k poučevanju tujih jezikov z vkl	http://www.zrss.si/projekti/ess/default.asp?pr=3&iz=a1	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Work Placements
10	Zoisove štipendije	http://www.sklad-kadri.si/	Pupils (General secondary education; Initial vocational education and training)	Participation in course or seminar
			Adult Learners (Continuing vocational education and training)	Study tours
11	Šola slovenskega jezika	http://www.centerslo.net/l2.asp?L1_ID=1&L2_ID=88&LANG=slo	Adult Learners (non-vocational adult education)	Language classes
12	Štipendije za študijske obiske slovenskih dijakov in študentov v tujini	http://www.sklad-kadri.si/	Pupils (General secondary education; Initial vocational education and training)	Work Placements
			Adult Learners (Continuing vocational education and training)	School stays

Search Information Slovenia

Mobility schemes according to institutions

Ministries / National Agencies	<p>The majority of programmes are managed centrally by the public <i>Slovene Human Resources development and scholarship fund</i> (http://www.sklad-kadri.si/en/). The Fund manages different types of mobilities, among them scholarships for study visits, cooperation of young research groups, education of citizens of the Western Balkans. The fund often cooperates with different ministries to make arrangements (e.g. Ministry of foreign affairs, Ministry of education and sport, Ministry of higher education, science and technology, Ministry of Labour, Family and Social Affairs), especially when managing bilateral arrangements (which are less significant and were not included in the study results).</p> <p>In addition, another central authority is responsible for promoting mobility - National Agency: Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS). However, the national agency manages LLL programmes, while they do not work on mobility schemes, which are funded solely from national resources.</p> <p>Other national bodies (e.g. ministries) take care of only small-scale activities and were thus not considered significant enough to be included in the database.</p>
Public Employment Services	<p>No specific programmes stimulating mobility were recognised among the activities of the Employment Service of Slovenia (ESS). However, ESS often cooperates with Slovene Human resources development and scholarship fund, as they are both stimulating trainings of employees and of unemployed people. In some cases, the public fund takes over the implementation arrangements – for example, Slovene human resources development and scholarship fund implemented an ESF supported project promoting training of workers, where training abroad was eligible.</p>
Bi- / trilateral Programmes (between specific countries)	<p>Bilateral programmes exist, however, they are mainly stimulated through existing schemes, very often through LLL programmes and in some cases (especially, when projects are too small to be supported under LLL schemes) under the Public fund that manages the majority of mobility activities in Slovenia.</p> <p>Some other bilateral agreements were found, but they were intended for students, or even more often researchers. In neither case were these exchanges statistically significant (approximately only one person per scheme).</p>
NGO's (foundations, church initiatives, etc.)	<p>The Church (archdioceses of Ljubljana and Maribor) they did not implement any mobility scheme, or they were not advertising it. The Church takes care of pilgrimages, which are not considered as a mobility scheme.</p> <p>Despite this, in some cases the state is funding studies abroad also for church purposes (e.g. there is only a small Muslim community in Slovenia and if a person wants to become imam he is sent abroad and given a scholarship for studies abroad). Also, these kinds of activities were co-financed by the Slovene Human resources development and scholarship fund. No special open calls were launched for such programmes, but support granted through other open calls could have been used for the purposes of gaining proper education for performing religious activities.</p>
Private companies	<p>General search (desk review, interviews with public authorities) was used for defining mobility supported by private companies. However, the success of the desk search was rather limited. On the contrary, representatives of public authorities were able to name a few</p>

companies (e.g. Unicredit bank), which promoted mobility. But, all these were mainly programmes, under which only one employee was sent abroad. Even more often are company programmes used for sending one student (especially for post-graduate studies). Consequently, no mobility supported by private company was included (as they were not significant enough and they were not intended for the target groups taken into account under the study).

Mobility schemes according to activities

Work Placements	Work placement was supported only indirectly, through support granted by the Slovene Human resources development and scholarship fund (e.g. programme for education and training of employees for competitiveness and employability). Open call was not launched specifically for this purpose, but work placement could have been supported. The exact data on the inclusion of target groups was not delivered by the end of the research.
Other European Funds (Regional Funds, ESF etc.)	There was one programme launched under ESF – co-financing education and training for competitiveness and employability and target groups could have been trained abroad. During the interview, the representatives of the Slovene Human resources development and scholarship fund reported that companies were sending their employees abroad, however they could not state the exact numbers. ESF is also funding company scholarships and some other programmes, e.g. foreign teachers in Slovenia, which were both included in the database for Slovenia. There are also some CBC projects which would probably have an effect on cross-border mobility; however no programme, which would directly stimulate cross-border mobility, was identified. There are no established regions in Slovenia and consequently no Regional Funds as such exist (with exceptions under ERDF, however the support under ERDF is different and mainly investment projects are supported)
Language courses (if aggregated data is available)	Language courses are included in the database. The Slovene government is granting scholarships, which cover the cost of the course for descendants of Slovene emigrants.
Volunteer Programmes	Volunteer programmes are implemented under YiA programmes, under international NGOs (e.g. Institute Voluntariat in cooperation with Service Civil International) or under companies dealing with this (e.g. Student Travel Agency).
Exchange programmes of teachers / pupils (including school stays)	Exchange programmes of teachers / pupils are, according to the interviewees, not very popular. If they are implemented, they are being organized under LLL (Comenius). Smaller activities (like study visits) are funded again by the Slovene Human resources development and scholarship fund under one of the programmes included in the database.
Exchange programmes of youth (non-formal education)	Exchange activities of youth are normally financed by the YiA-programme. There is a significant number of Student NGOs active in Slovenia and they organize exchange programmes, which are often financed by Student Organisations (please see: http://komisp.si/clanice/). However, these do not fulfil two criteria: (1) these are not permanent mobility schemes, but change on a yearly basis and (2) they are intended for students and thus don't address the target groups included in the database. To identify similar organizations active in the field of pupils, the Pupils Organization was checked. However, no such organizations and mobility schemes were described.
Town twinning	Most Slovene towns are participating in town twinning programmes. However, mobility is very limited and (as with companies) the exchange is normally one outgoing and one incoming student. Therefore it is not significant.
Study Tours	Study tours can be supported by Slovene Human resources

development and scholarship fund, especially under the programme “scholarships for study visits of Slovene pupils and students abroad”. Other study tours’ programmes are not permanent and were not included in the database.

6.30 Spain

Year of EU entry: 1986

Political system: Constitutional monarchy

Capital city: Madrid

Total area: 504 782 km²

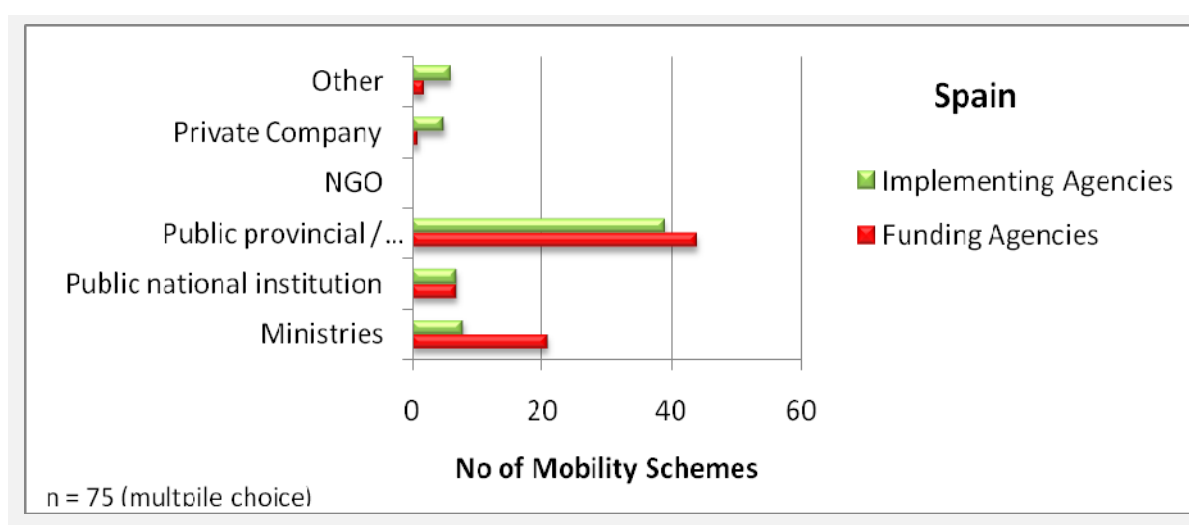
Population: 45.8 million

Currency: euro¹⁰⁹



75 Mobility schemes were identified in Spain.

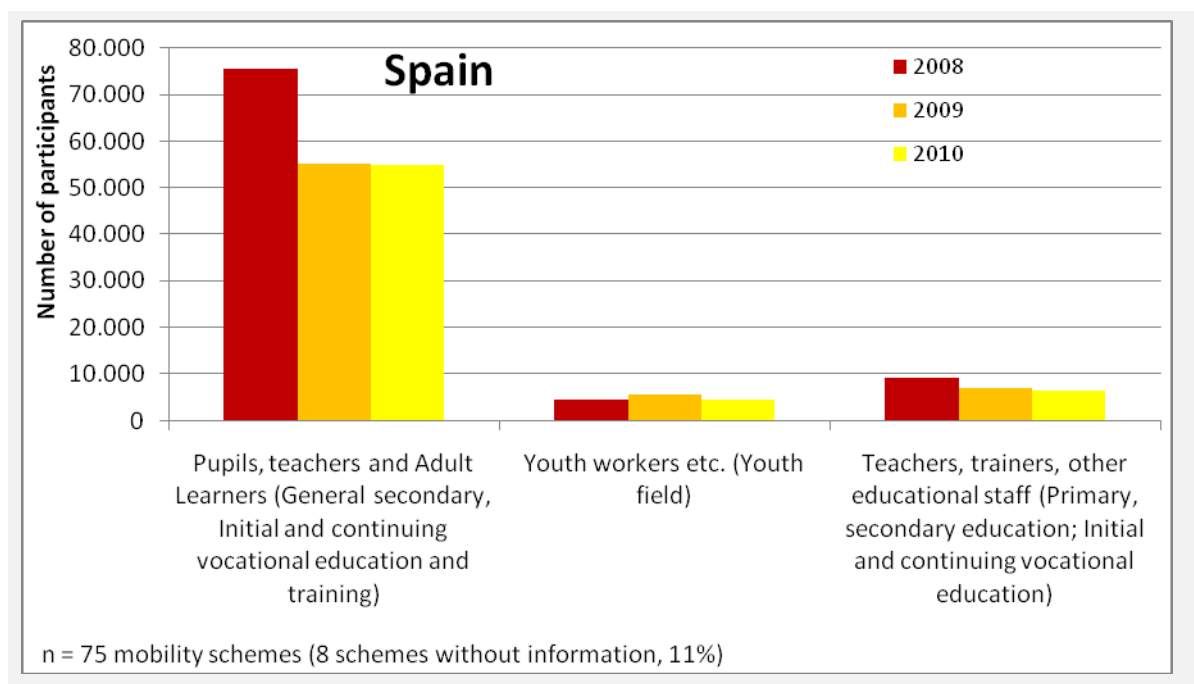
Funding versus Implementing Agencies of Mobility Schemes



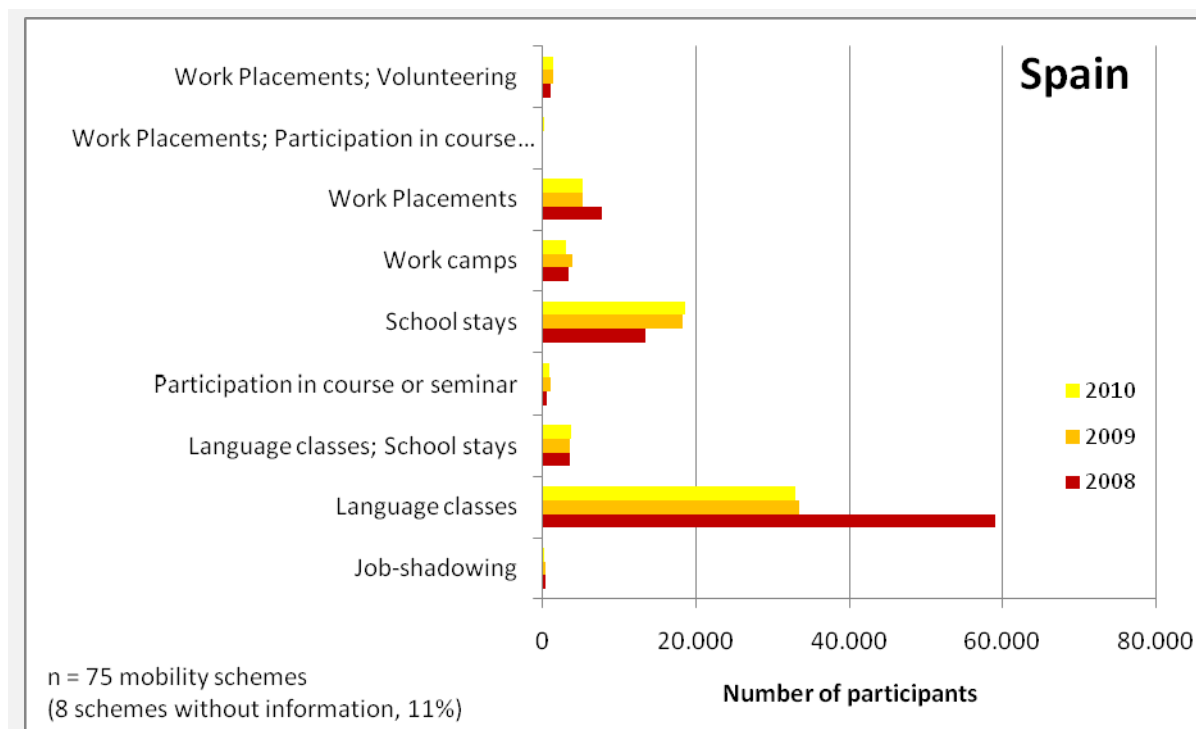
Regional institutions (from the "autonomias") are the driving forces in the field of learning mobility in Spain. The majority of schemes are financed and implemented by regional institutions. Another important funding source is ministries, whereas other actors and groups only provide minor funding. Like in other countries, the ministries only partly implement the schemes they finance, but delegate the implementation to private companies, public national institutions and 'other' institutions. NGOs play a negligible role in the field of learning mobility.

¹⁰⁹ http://europa.eu/about-eu/countries/member-countries/spain/index_en.htm

Target Groups of Mobility Schemes



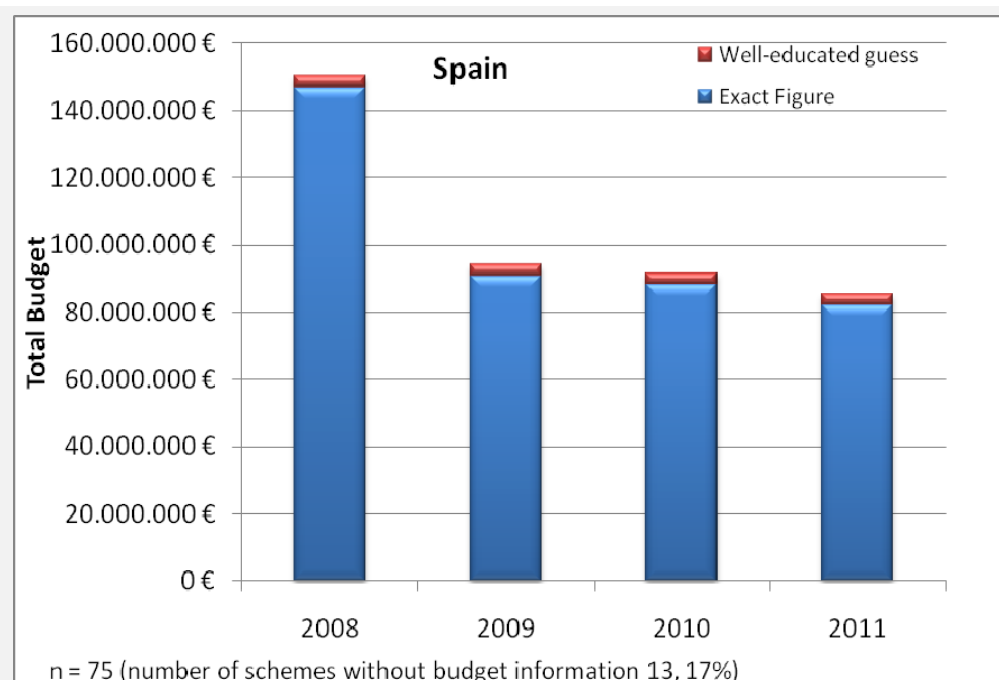
In Spain, no information is available on the number of participants for only 8 mobility schemes out of 75. Hence the figures illustrated here give a fairly good picture of the participation in mobility schemes in the country. The vast majority of participants belongs to the target group of "Pupils and Teachers" covering primary, secondary and vocational education. The sharp decline of participants in this target group from 2008 to 2009 is based on a cut of governmental programme which had been alluded to in the main report. There are also programmes for "Teachers" only and "Youth Workers" but the number of participants is only a fraction of the numbers of "Pupils".



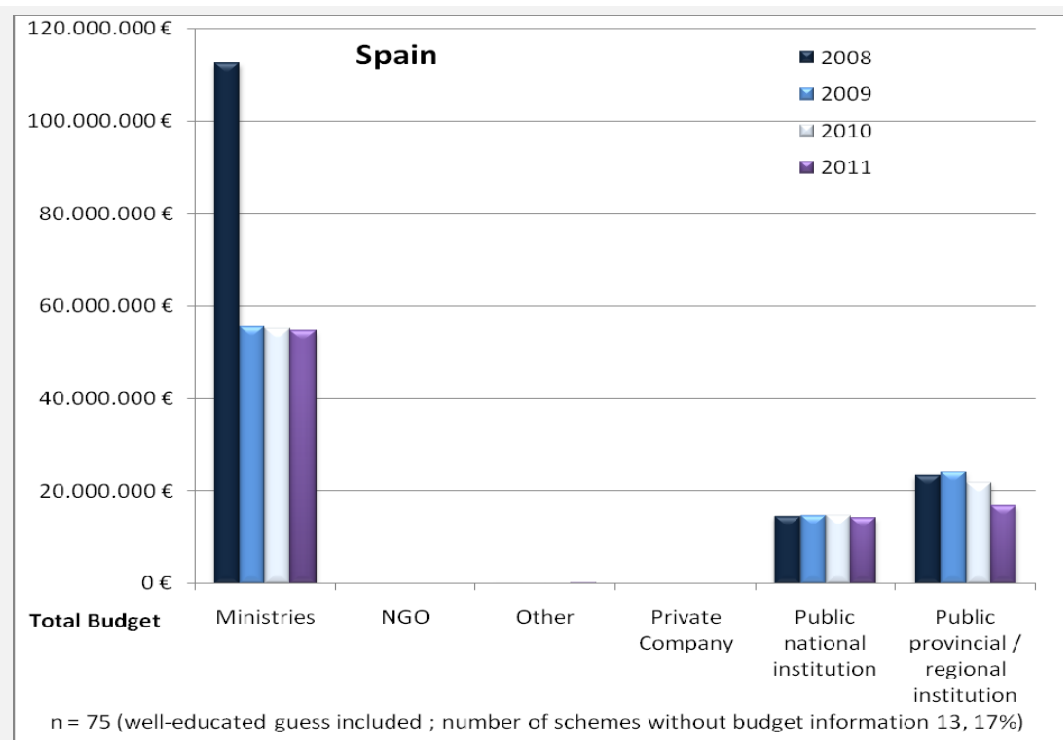
The main activities are closely linked to the largest target group namely "Pupils and Teachers". The strong focus of activities lies on language courses to boost the language skills of Spanish educators and pupils. The sharp decline of the number of participants of "Pupils" is mirrored in this activity. The activity with the second largest number of participants is "School Stays" which

is also closely linked to the main target group. "Work Placements" and "Work Camps" are also noteworthy activities even though with far less participants than the other two activities.

Budget Development and Funding Agencies of Mobility Schemes

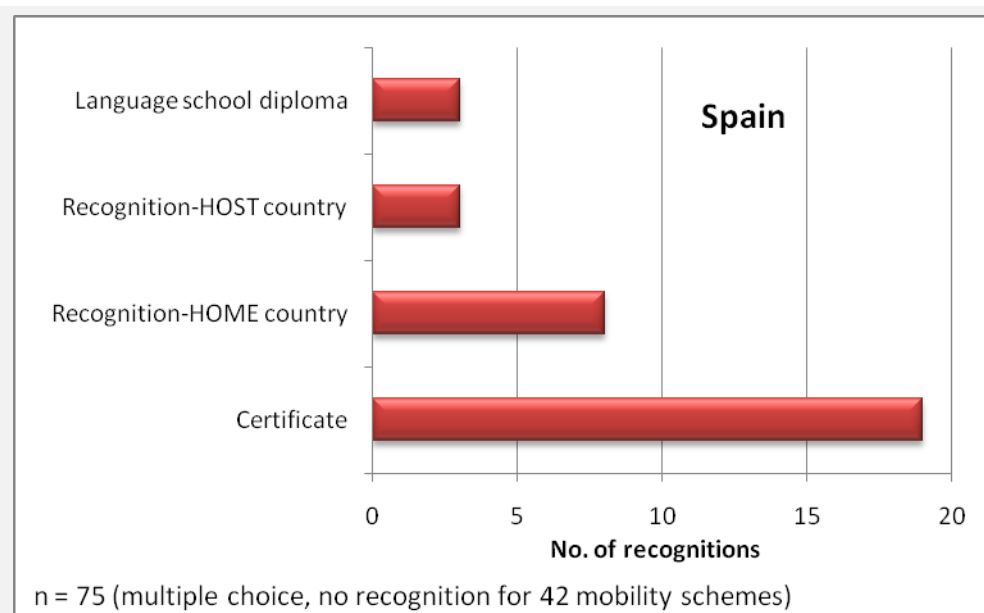


There are two things remarkable for Spain: Firstly, the magnitude of the budget and secondly the high rate of information provided. The sharp down-turn in the number of participants from 2008 to 2009 is also reflected in the development of participants of mobility schemes.



The money provided for mobility schemes comes primarily from public entities, ministries but also provincial agencies which play an important role in Spain. The other institutions did not provide any information on budgets-

Recognition of Mobility Schemes



A number of different and more or less individual forms of recognition of learning mobility exist. So recognition is an important topic to try to maintain a certain quality of learning. Europass is not used by a single programme though. More than half of the programmes do not provide any form or recognition.

Spain				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Africaandando (Canary Islands)	www.africaandando.com	Pupils (General secondary education)	Other
2	Aldea internacional universidad Washington (Seattle)	http://www.educayl.es/alumnado/es/cursos-verano/aldea-internacional	Pupils (General secondary education)	Language classes
3	Aprendizaje de lenguas Extranjeras Asturias	http://www.educastur.es/index.php?option=com_content&task=view&id=3251	Teachers, trainers, other educational staff (Primary education; General secondary education)	Participation in course or seminar Language classes
4	APRENETATGE ACTIU d'IDIOMES (Catalunya)	http://phobos.xtec.cat/pluriling/ajuts.html	<p>Pupils (General secondary education; Initial vocational education and training)</p> <p>Adult Learners (Continuing vocational education and training)</p> <p>Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training; Continuing vocational education and training)</p>	School stays
5	Aulas europeas	www.educacion.gob.es/educacion/profesorado/formacion/formacion-permanente	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education	Participation in course or seminar Language classes

Spain				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
			and training)	
6	Auxiliares de conversación españoles en el extranjero	http://www.educacion.gob.es/horizontales/servicios/profesores/convocat	Teachers, trainers, other educational staff (Primary education; General secondary education)	Work Placement s
7	Auxiliares de conversación extranjeros en España	http://www.educacion.gob.es/horizontales/servicios/profesores/convocat	Teachers, trainers, other educational staff (Primary education; General secondary education)	Work Placement s
8	Ayudas (para el alumnado) para uso de lenguas extranjeras (Castilla la Mancha)	www.educa.jccm.es	Pupils (General secondary education)	Language classes
			Teachers, trainers, other educational staff (General secondary education)	School stays
9	Ayudas intercambios alumnos no universitarios	www.educaragon.org	<p>Pupils (Primary education; General secondary education; Initial vocational education and training)</p> <p>Adult Learners (Continuing vocational education and training)</p> <p>Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)</p>	School stays

Spain				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
10	Ayudas para cursos de lengua alemana o francesa en el extranjero	http://www.educacion.es/horizontales/servicios/becas-ayudas-subservencion	Pupils (Initial vocational education and training) Adult Learners (Continuing vocational education and training)	Language classes
11	Ayudas para cursos de lengua francesa en Francia	http://www.educacion.es/horizontales/servicios/becas-ayudas-subservencion	Pupils (General secondary education; Initial vocational education and training) Adult Learners (Continuing vocational education and training; non-vocational adult education)	Language classes
12	Ayudas para cursos de lengua inglesa durante el verano destinada a jóvenes de entre 16 y 30 años	http://www.educacion.es/horizontales/servicios/becas-ayudas-subservencion	Pupils (General secondary education; Initial vocational education and training) Adult Learners (Continuing vocational education and training)	Language classes
13	Ayudas para cursos de lengua inglesa en el extranjero destinadas a Maestros y estudiantes Magisterio	http://www.educacion.es/horizontales/servicios/becas-ayudas-subservencion	Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training; Continuing vocational education and training)	Language classes
14	AYUDAS PARA CURSOS EN EL EXTRANJERO	http://www.juntaex.es/consejerias/educacion/	Adult Learners (non-vocational adult education)	Language classes

Spain				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
	PARA LA MEJORA DE LAS COMPETENCIAS IDIOMÁTICAS		Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	
15	Ayudas para formación del profesorado de centros docentes no universitarios	http://www.educacion.es/horizontales/servicios/becas-ayudas-subservencion	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Participation in course or seminar
16	BECARIOS AUXILIARES DE CONVERSACIÓN Aragón	www.educaragon.org	Young people (Youth field)	Work Placements
17	Becas Argo global	www.becasargo.es	Young people (Youth field)	Work Placements
18	Becas Culturex	www.mcu.es/becas/2011BecasCulturex.html	Young people (Youth field)	Work Placements
19	Becas estudios de secundaria Cantabria	www.educacantabria.es	Pupils (General secondary education)	School stays
20	Becas inmersión lingüística-Canarias	http://www.gobiernodecanarias.org/educacion/WebDGOIE/scripts/default.a	Pupils (General secondary education)	Language classes
21	Becas MAEC-AECID para extranjeros I.A	http://www.aecid.es/web/es/becas/becas/becas_extranjeros1/	Young people (Youth field)	Language classes

Spain				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
22	Becas PNUD Cataluña	www.gencat.cat/cooperacioexterior/cooperacio	Young people (Youth field)	Work Placements
23	Becas TANDEM para Españoles y Franceses de Gestión Cultural en Programas de la Cooperación Española	http://www.aecid.es/web/es/becas/becas_becas_espanoles/becas_tandem.htm	Young people (Youth field)	Work Placements
24	CAMPOS DE TRABAJO Cantabria	WWW.JOVENMANIA.COM	Young people (Youth field)	Work camps
25	Campos de trabajo Castilla y León	http://www.juventud.jcyl.es/web/jcyl/Juventud/es/Plantilla100/12841576	Young people (Youth field)	Work camps
26	Campos de Trabajo Galicia	http://xuventude.xunta.es/accion-de-veran.html	Youth workers etc. (Youth field)	Work camps
27	Curso de verano inglés/francés alumnos 3º/4 ESO	www.educaragon.org	Pupils (General secondary education)	Language classes
28	Cursos de idiomas- Cantabria	WWW.JOVENMANIA.COM	Pupils (General secondary education) Young people (Youth field)	Language classes
29	Cursos de verano en universidades españolas para profesores extranjeros de español	http://www.educacion.es/horizontales/servicios/profesores/convocatoria	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Participation in course or seminar

Spain				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
30	Cursos verano estudiantes 1º/2º bachillerato Aragón	www.educaragon.org	Pupils (General secondary education)	Language classes
31	DATOS CAMPOS DE TRABAJO Aragón	http://www.juventud.aragon.es	Young people (Youth field)	Work camps
32	ESTANCIAS FORMATIVAS DEL PROFESORADO EN EL EXTRANJERO	www.gobiernodecanarias.org/educacion/w/bdgoie	Teachers, trainers, other educational staff (Primary education; General secondary education)	Job-shadowing
33	Estancias formativas en empresas Xunta Galicia	nicolaseg@edu.xunta.es	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Job-shadowing
34	Estancias Formativas en Reino Unido e Irlanda (Extremadura)	http://ieshyturismo.juntaextremadura.net/index.php?option=com_content&	Pupils (General secondary education)	Language classes
35	Eurobecas Caja Madrid	www.eurobecas.net	Pupils (Initial vocational education and training) Adult Learners (Continuing vocational education and training)	Job-shadowing
36	Eurocursos (Valencia)	www.gvajove.es/ivaj/opencms/IVAJ/es/formacion/estudiar_idiomas/eurocur	Pupils (General secondary education)	Language classes
37	Eurodyssee	http://www.eurodyss	Young people (Youth field)	Work Placement

Spain				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
	Murcia	ee.eu/	field)	s
38	Euroscola	www.euro-scola.com	<p>Pupils (General secondary education; Initial vocational education and training)</p> <hr/> <p>Adult Learners (Continuing vocational education and training)</p> <hr/> <p>Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training; Continuing vocational education and training)</p>	Study tours
39	Idiomas y juventud-Inturjoven Andalucía	http://inturjoven.idiomasyjuventud.es/index.php?a=2	<p>Pupils (General secondary education; Initial vocational education and training)</p> <hr/> <p>Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training)</p>	School stays
40	III Premio Nacional de Educación para el desarrollo Vicente Ferrer	www.aecid.es/PremioNacionalED	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Participation in course or seminar

Spain				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
41	Inmersión lingüística en francés Navarra	http://www.educacion.navarra.es/portal/Guia+de+Estudios/Lenguas+Extran	Pupils (General secondary education)	Language classes
42	INMERSIÓN LINGÜÍSTICA PARA PROFESORADO Andalucía	http://inturjoven.idiomasyjuventud.es/index.php?a=5	Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training; Continuing vocational education and training)	Language classes
43	Intercambios escolares (Extremadura)	http://www.juntaex.es/consejerias/educacion/dg-calidad-equidad-educati	Pupils (General secondary education) Teachers, trainers, other educational staff (General secondary education)	School stays
44	Intercambios escolares (Madrid)	www.educa.madrid.org/web/cie.madrid/web_inter/intercambios.html	Pupils (General secondary education) Teachers, trainers, other educational staff (General secondary education)	School stays
45	Intercambios escolares Castilla y León	www.educa.jcyl.es/es/temas/idiomas-bilinguismo/formacion-alumnado/ayud	Pupils (General secondary education) Teachers, trainers, other educational staff (General secondary education)	School stays
46	Intercambios Escolares País Vasco	huisrpe3@ej-gv.es	Pupils (Primary education; General secondary education)	School stays
47	Intercambios	http://www.carm.es/	Pupils (General	School

Spain				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
	Escolares Región de Murcia	web/pagina?IDCONTENIDO=2206&IDTIPO=240&RASTRO=c77\$m	secondary education)	stays Other
48	Intercambios y encuentros bilaterales-Cantabria	www.educacantabria.es	Pupils (Primary education; General secondary education; Initial vocational education and training) Adult Learners (Continuing vocational education and training)	School stays
49	Jóvenes cooperantes Cataluña	www.gencat.cat/cooperacioexterior/cooperacio	Young people (Youth field)	Work Placement s
50	Jóvenes Cooperantes Extremeños	www.jovenescooperantex.es	Young people (Youth field)	Work Placement s Participati on in course or seminar Volunteeri ng Other
51	LENGUA INGLESA EN EL EXTRANJERO	http://www.educastur.es/index.php?option=com_content&task=view&id=3251	Pupils (General secondary education) Young people (Youth field)	Language classes
52	PALE Cantabria (programa apoyo lenguas extranjeras)	http://www.cepsantander.educantabria.es/asesorias/lenguas-extranjeras	Teachers, trainers, other educational staff (Primary education; General secondary education)	Language classes Other
53	PALE Extremadura (programa apoyo lenguas	http://v1.educarex.es/pale/	Teachers, trainers, other educational staff (Primary education; General	Language classes

Spain				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
	extranjeras)		secondary education)	
54	Prácticas en empresas-Cataluña	www.xtec.cat/fp/spifp/	Pupils (Initial vocational education and training) Adult Learners (Continuing vocational education and training)	Work Placement s
55	Profesores en secciones bilingües	http://www.educacion.gob.es/horizontales/servicios/profesores/convocat	Teachers, trainers, other educational staff (Primary education; General secondary education)	Work Placement s
56	Profesores visitantes de Estados Unidos y Canadá	http://www.educacion.es/horizontales/servicios/profesores/convocatoria	Teachers, trainers, other educational staff (Primary education; General secondary education)	Work Placement s
57	Profesores visitantes en Alemania	http://www.educacion.gob.es/horizontales/servicios/profesores/convocat	Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training; Continuing vocational education and training)	Work Placement s
58	Profesores visitantes en Estados Unidos y Canadá	http://www.educacion.es/horizontales/servicios/profesores/convocatoria	Teachers, trainers, other educational staff (Primary education; General secondary education)	Work Placement s
59	Programa académico en el extranjero-Navarra	www.educacion.navarra.es/portal/	Pupils (General secondary education)	School stays

Spain				
Nr	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
60	Programa becas de verano País Vasco	http://www.hezkuntza.ejgv.euskadi.net/r43-5552/es/contenidos/informaci	Pupils (General secondary education)	Language classes
61	Programa Campos de Trabajo	http://www.injuve.es/contenidos.type.action?type=1461170548&menuId=146	Young people (Youth field)	Work camps
62	Programa de apoyo aprendizaje lenguas extranjeras-PALE	www.edu.xunta.es/pale	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Language classes
63	Programa de becas de internacionalización del ICEX	http://www.icex.es/becas	Young people (Youth field)	Work Placements
64	Programa de de intercambios de alumnado y de profesorado Baleares	http://weib.caib.es	Pupils (Primary education; General secondary education)	Language classes
			Teachers, trainers, other educational staff (Primary education; General secondary education)	School stays
65	Programa de jóvenes profesionales	http://www.aecid.es	Young people (Youth field)	Work Placements
66	Programa inmersión Xunta de Galicia	https://www.edu.xunta.es/axudasle/	Pupils (Primary education; General secondary education)	Language classes

Spain				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
67	Programa internacional becas Faro Global	www.becasfaro.es	Young people (Youth field)	Work Placement s
68	Programa Jóvenes Cooperantes	http://www.injuve.es/contenidos.type.action?type=1372312252&menuId=137	Young people (Youth field)	Work Placement s Participati on in course or seminar
69	Programa Juventud Vasca Cooperante	http://www.gazteaukera.euskadi.net/r58-6525/es/contenidos/informacion/	Young people (Youth field)	Work Placement s
70	Programa para estudiantes de alemán de secundaria (Alumnos Premio)	http://www.educacion.es/horizontales/servicios/becas-ayudas-subvencion	Pupils (General secondary education)	School stays
71	Programa verano 1º bachillerato Navarra	http://www.educacion.navarra.es/portal/Guia+de+Estudios/Lenguas+Extran	Pupils (General secondary education)	School stays Other
72	PROGRAMA VERANO JOVEN Asturias	http://tematico.asturias.es/juventud/html/turismo_tiempo_libre/verano_	Pupils (General secondary education) Young people (Youth field)	Work camps Language classes
73	Reintegro - Xunta de Galicia	-	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Participati on in course or seminar Other
74	Subvenciones a la movilidad	http://www.kultura.ejgv.euskadi.net/r46-	Young people (Youth field)	Youth exchanges

Spain				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
	juvenil	19217/es/contenidos/ayuda_subv		Other
75	Verano Joven (Murcia)	www.mundojoven.org	Young people (Youth field)	Work camps

Search Information Spain

Mobility Schemes according to Institutions

Ministries / National Agencies	The Spanish Ministry of Education (MEC) plays one of the most important roles regarding mobility schemes in the education sphere. MEC assumes a leading role (together with the Regional Governments) in the financing of mobility schemes in the non-university education area. All programmes are included in the database. On the one hand, the Ministry appears as financing actor and executing agency (national exchange programmes, bilateral programmes). On the other hand, the Ministry appears as coordinating agency and co-financing institution of programmes with the Regional Governments (pupils' exchanges, etc.). In terms of financial relevance, these are the most important mobility schemes.
Public Employment Services	No relevant information has been found. Most language's training of the Public Employment Services is organized in the City/region of origin with minor exceptions. The EURES network which promotes the mobility in the European Union serves as coordination agency and has information, diffusion and specific recruitment support as its key tasks. As far as it has been researched, no specific mobility schemes for young people are financed by EURES.
Bi- / trilateral Programmes (between specific countries)	Most of them are organized by the Spanish Education Ministry (MEC) with countries like Germany, Canada and the United States. Specific programmes in the area of teachers' exchanges and cultural cooperation also exist with France. All of them are included in the database.
NGO's (foundations, church initiatives, etc.)	<p>No relevant mobility programmes have been identified among Spanish NGOs or churches related institutions. Most of the analyzed NGOs with education objectives which work in foreign countries prioritize projects in the countries of origin. Churches related organizations (e.g. Caritas, Manos Unidas, etc.), emphasize other kind of social work which does not include mobility for students or young people. If they work in the education sector, it will be to facilitate access to education in the respective countries of origin.</p> <p>Regarding the role of private foundations, there is group of large banks' and companies' foundations which, since more than a decade, are financing mobility schemes through scholarships but for university studies (graduate, postgraduate, doctoral and postdoctoral studies) in countries like USA, Canada, China, UK, France, Germany and Latin America. Examples of those foundations are Santander Foundation (CRUE Scholarships, etc.), Botin Foundation, Rafael del Pino Foundation, La Caixa Foundation, Pedro Barrié de la Maza Foundation, Ramon Areces Foundation, etc. One exception was found in the Caja Madrid Foundation which also includes a scholarship programme for vocational training exchanges (see database). Other public institutions like Carolina Foundation and ICO (Spanish Institute of Official Credit) also have an emphasis on university and research studies. While the first is focused on Latin America, ICO offers scholarships for masters/PhDs in countries like USA, China, etc. SEPI (State society of industrial participations) has a scholarship programme for training in foreign countries www.funep.es/becas/universitarios.asp. But because of its limited relevance in quantitative terms (8 beneficiaries) and its emphasis on university students, it has not been included in the analysis.</p>
Private companies	It is evident that most large companies that are active in international markets have internal training schemes which include international stages. Nevertheless, no information could be generated. The involvement of these companies was found in the SEPI scheme (as beneficiaries of the

	<p>students who are sent to make an internship) and in the ARGO and FARO scholarship programmes, both included in the database. Their involvement is limited to the acceptance of the selected interns. The ICEX (Institute for International Commerce) also has one scholarship programme which encourages young professionals to work in the ICEX offices around the world and to some extent in private companies. These schemes (ARGO, FARO and ICEX) as well as other smaller programmes in the Autonomous Regions (e.g. trainee programmes) are included in the database.</p>
Work Placements	<p>The work placements that have been used as an instrument in the mobility are those related to annual teaching contracts (teachers in bilingual schools, conversation assistants) in foreign countries and trainees in foreign institutions and companies (ICEX programme, AECID cooperation programme, junior professional programme, ARGO and FARO programme). All of them are included in the database. There can be differentiated among education contracts and young internships' programmes.</p>
Other European Funds (Regional Funds, ESF etc.)	<p>Regarding the Interreg programme (European Structural Funds) within the dimension of cross-border cooperation, there are some initiatives about vocational training and mobility, one between Spain and Portugal: www.cooperaciontransfronteriza-fp.org/node/16 with the project <i>Crossborder mobility actions in vocational training (AMTFP) 2009-2010</i> (Previous projects were AFPDI and CUAFORDE), and another one, with Andalusia and Portugal, called <i>Ibermobility</i>: www.ibermovilidad.org/ 2008-2010. According to the cooperation agreement between Spain and France, the project <i>PIREFOP 2008-2011</i> www.pirefop.eu/php/index.php has also the objective to promote crossborder mobility in the vocational training area of both countries, specifically in the border region. They have not been included in the database because they represent actions in a specific timeframe which do not reflect the characteristics of a regular scheme or instrument. In the context of the cross border cooperation of Morocco and Spain, there is also an example, <i>Mobility System for the Labour Migration Flows in the province of Huelva -M@res- 2010-2011</i>) www.poctefex.eu/index.php?modulo=proyectos_aprobados&pagina=ver.php&id_area=&busquedaqral=movilidad&limite=&back=busqueda&id_ficha=33, but again, because it is a specific project, it has not been included as a regular scheme. Besides, this project has not specifically young people or students as direct beneficiaries, but migrants in general. The transatlantic <i>programme Interreg MAC</i> of the EU outermost regions has also some initiatives which promotes mobility among e.g. Canary Islands and African neighbour countries in the area of vocational training, IMPULSA (Vocational training without borders) and in the area of youth exchanges, Africaandando (www.africaandando.com). Only <i>Africaandando</i> has been included in the database because it is already in its second edition which can be seen as an indicator of continuity.</p> <p>Making reference to the European Social Fund (ESF), only few actions have been found regarding mobility and training for teachers (in Galicia) which was funded by ESF. This measure as part of the regular scholarship programme of the Xunta de Galicia has been included in the database. Some ESF financed actions are linked to actions of other EC financed programmes (Leonardo, Eurodysee, etc.) which are not being analyzed in this study.</p>

Mobility schemes searched for according to activities

Language courses (if aggregated data is available)	<p>The mostly used instrument to foster mobility is the language courses. National and regional public institutions offer grants for language courses in foreign countries (basically UK, Ireland, France and to a minor extent Germany, Italy, Portugal) on a regular basis for pupils and teachers.</p>
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	There are different formats, grants to schools or private companies to offer the courses or direct grants for students/teachers. Normally such programmes expect co-financing from the beneficiaries. All are included in the database. Most of them are short term summer courses (average: 4 weeks).
Volunteer Programmes	The most systematic effort in the context of volunteer programmes is the work camp programme. It is coordinated by INJUVE, the Spanish Youth Institute. The execution is assumed by the Youth Institutes of the Autonomous Regions http://www.injuve.es/contenidos.type.action?type=1461170548&menuId=1461170548&mimenu=Campos%20de%20Trabajo . Some difficulties have been found in terms of covering the financial data. INJUVE can only provide the global number of participants, while the Regional Youth Institutes have provided only partial information about the annual investment. Therefore, the information could not be fully completed. Nevertheless, an overall picture can be derived from the INJUVE data included in the database.
Exchange programmes of teachers/pupils (including school stays)	The exchange programmes of teachers/pupils are usually organized by the Regional Governments, specifically by the Education areas (there are also programmes organized by the Ministry which mostly concern work placements of teachers or bilateral programmes). Normally they offer grants to the schools that organize an exchange and they expect them to co-finance the activity. They consist in groups of several pupils accompanied by 2-3 teachers that conceive a project with schools of foreign countries (normally in Europe). All these programmes are included in the database.
Exchange programmes of youth (non-formal education)	In the youth sector, most of the exchange programmes are financed by the EC programme Youth in Action. Besides that, the study has identified two main sorts of programmes but that are not exchange initiatives: 1.) International cooperation programmes (of AECID and of the Regional Governments, e.g. Basque Country, Galicia, Extremadura, etc.) and 2.) the mentioned work camps. Both axes are integrated in the database although there some Youth Institutes of the Regions that have not provided all the needed information.
Town twinning	Regarding city's partnerships, Spain has more than 800 active city partnership agreements (Council of Municipalities and Regions: Partnerships: Practical guide, 2008). No conclusive information was found regarding mobility activities among city partnerships. Few specific examples have been found (e.g. http://www.andaluciasolidaria.org/index.php?option=com_content&task=view&id=1148&Itemid=626) but they do not positively respond to the categories "relevance" and "systematic scheme".
Study Tours	The only programme that uses study tour as the main instrument is Euroscola which basically organizes a trip to the European Parliament for secondary school pupils. It is integrated in the database. In general, the most used instruments are language courses for pupils and teachers, followed by work placements and school stays.
SUMMARY	Mobility schemes in Spain in the primary, secondary and vocational education sphere are mostly financed by the public sector. In terms of financial volume and number of beneficiaries, the most relevant programmes are found at the Ministry level (Ministry of Education: MEC) and in programmes which are co-financed and executed by the Central and the Regional Governments. To date, private initiatives have an emphasis on tertiary education, i.e. of postgraduate, doctoral and postdoctoral

studies or very specific stages for professionals in the cultural areas. While the NGOs are more present in the young exchanges programmes, there is a presence of private companies in the language courses organizations as well as in the internship programmes, but their involvement is as executing actors and as interns' receivers, respectively.

Regarding instruments, the programmes to promote mobility among primary, secondary and vocational training pupils and teachers emphasize short (summer) language courses and very short school exchanges as well as work placements. In Spain, most of the exchange schemes favour the learning of English and French and to a minor extent, German. European countries are more present in the offered programmes, besides other English speaking countries, especially USA and Canada.

In the youth sector, two main programmes are relevant besides all the Youth in Action measures, the work camps and development cooperation initiatives with participation of NGOs. Few internship programmes have been found. The involvement of the private sector is, in general, weak.

In terms of financing, most of the regular programmes have decreased their budgets in the last three years. Some Autonomous Regions have stopped other because of a lack of financial resources.

There is margin of action for the EC to: i) foster secondary students to stay one year in another country (a kind of Erasmus for secondary education); ii) foster internship programmes for young people involving the private sector; iii) deepen the scope of teachers' exchange programmes so that they are not limited to short language courses and iv) insist on exchanges/internship programmes for vocational training students (normally they are financed with programmes like Leonardo, etc.).

6.31 Sweden

Year of EU entry: 1995

Political system: Constitutional monarchy

Capital city: Stockholm

Total area: 449 964 km²

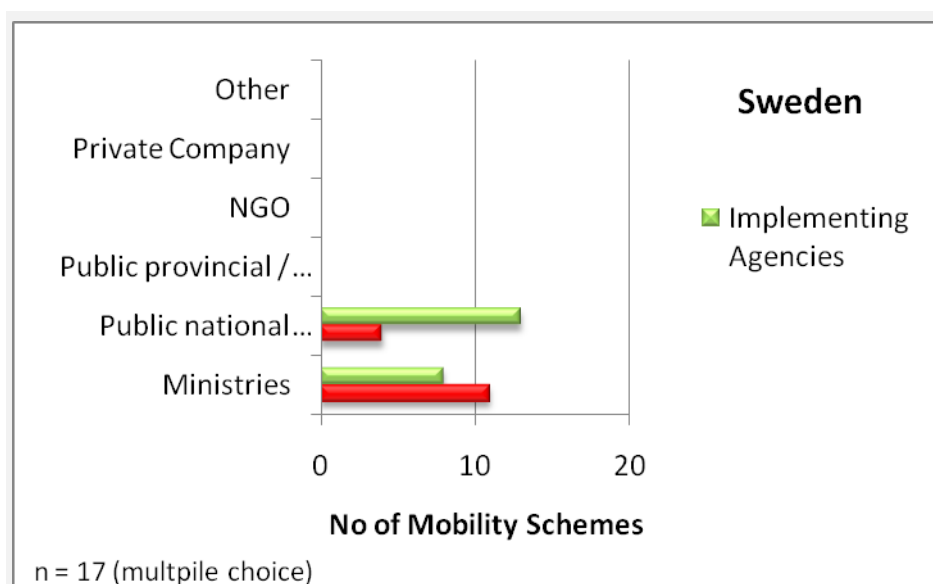
Population: 9.2 million

Currency: krona¹¹⁰



15 Mobility schemes were identified in Sweden.

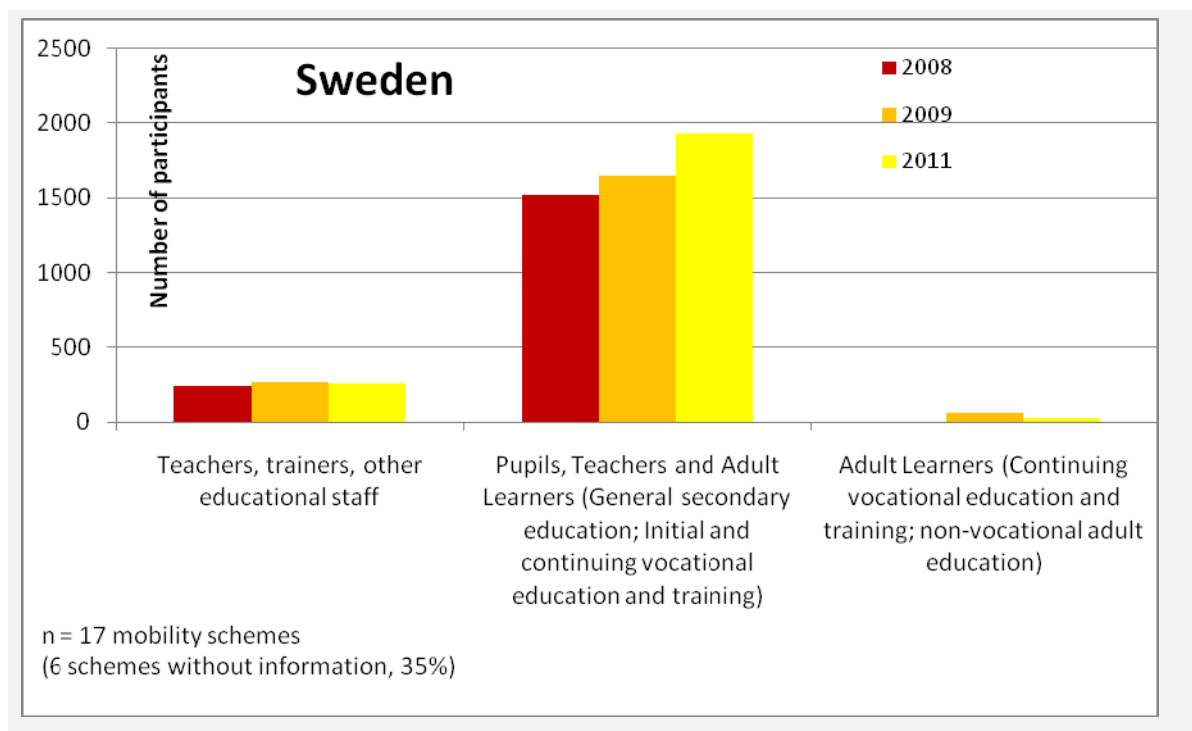
Funding versus Implementing Agencies of Mobility Schemes



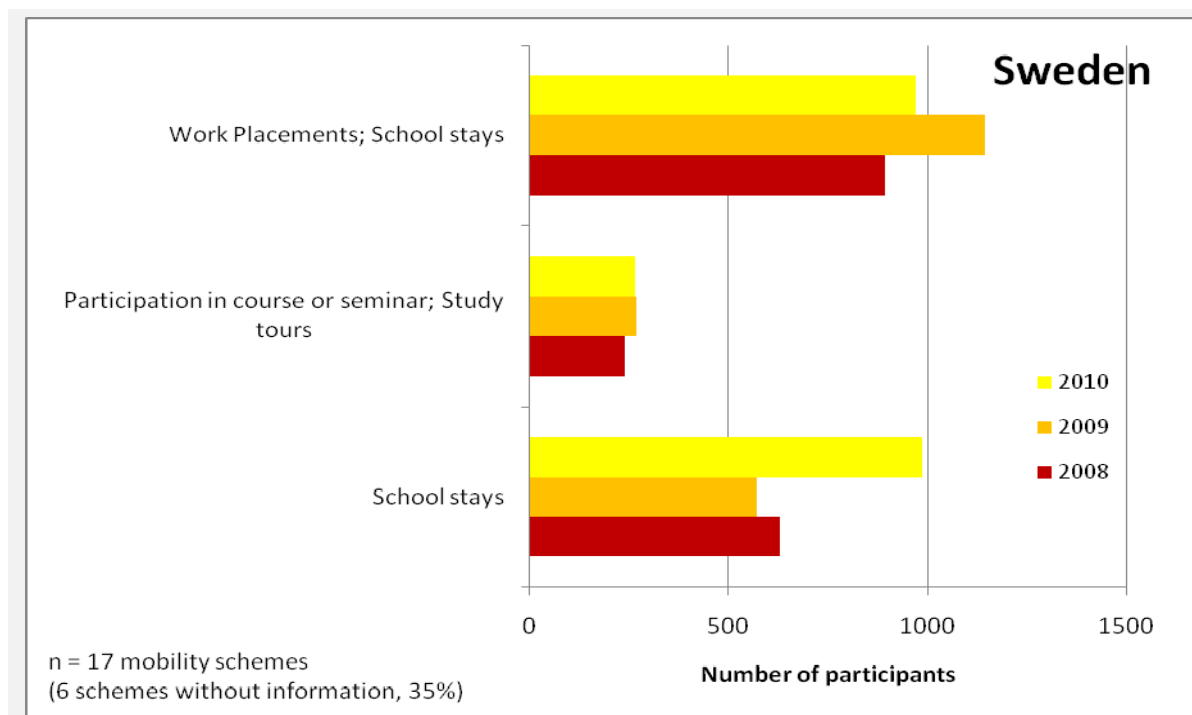
Funding and implementing activities in the field of learning mobility are focused on two categories of actors in the country. Ministries provide the funding for the majority of schemes; to a lesser extent funding is provided by public national institutions. When it comes to the implementation, the picture is the opposite. The implementation of many schemes is delegated by the ministries to public national institutions and to 'other' institutions in one case. It is striking that neither NGOs, the private sector, regional institutions nor 'other' actors are involved in the funding and implementation of mobility schemes.

¹¹⁰ http://europa.eu/abc/european_countries/eu_members/sweden/index_en.htm

Target Groups of Mobility Schemes

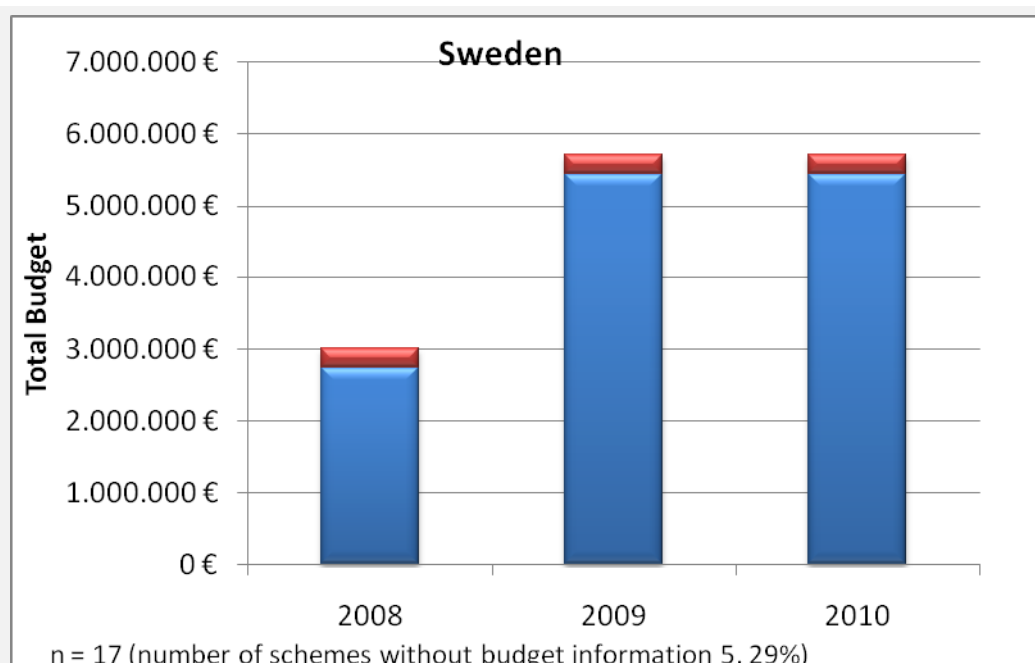


The main target group of mobility schemes in Sweden are "Pupils, Teachers and Adult Learners" covering general secondary as well as vocational education. The number of participants is increasing slightly in the last years. "Teachers and Trainers" are a standalone target group with a considerable number of participants but far fewer than the combined group. Adult learners as a standalone target group have only very few participants. Non-formal education does not seem to play a significant role here.

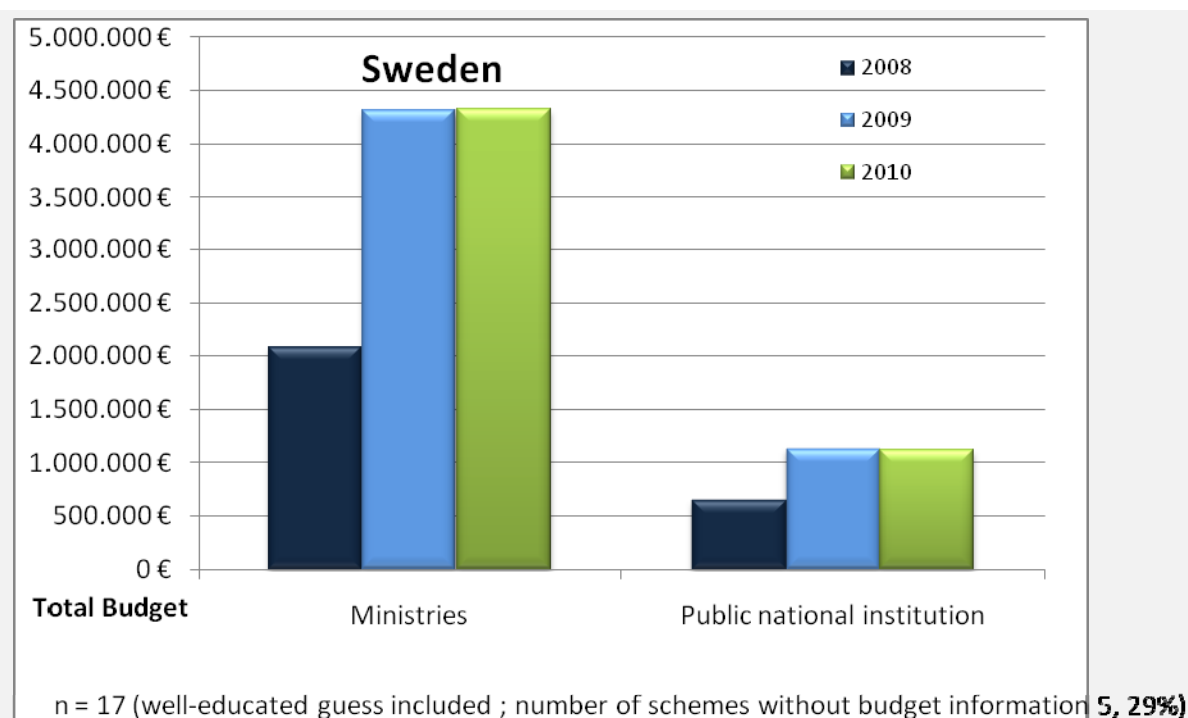


The most prominent activity in the field of learning mobility in the country are "Work Placements" in combination with "School Stays" which refers primarily to vocational training. "School Stays" is the activity with the second largest number of participants showing a significant increase in 2010. "Participation in Course/Seminar" is the activity with the smallest number of participants. Other activities are not significant in terms of participants.

Budget Development and Funding Agencies of Mobility Schemes

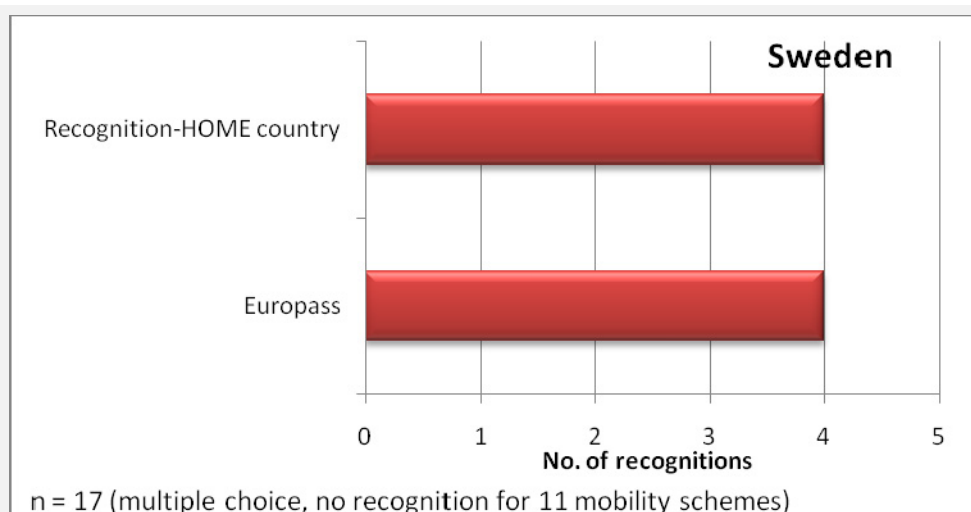


There was a significant increase in the budget from 2008 to 2009 and remained on that level in 2010. About 20% of the mobility schemes did not provide any information on budgets.



Funding in Sweden comes primarily from public sources like ministries and public national institutions. As only 20% of the agencies do not provide information on budgets the figures are quite realistic.

Recognition of Mobility Schemes



Sweden applies recognition schemes to a few mobility schemes only. It is interesting that Europass is being applied more than in most other countries. Otherwise, the learning mobility is recognised in the home country.

Sweden				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Athena	www.programkontoret.se	Pupils (Initial vocational education and training)	Work Placements
			Adult Learners (Continuing vocational education and training)	Job-shadowing
			Teachers, trainers, other educational staff (Initial vocational education and training; Continuing vocational education and training)	Youth exchanges
				Work camps
				School stays
2	Atlas förberedande besök	www.programkontoret.se	Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training; Continuing vocational education and training)	Other
3	Atlas konferens	www.programkontoret.se	Adult Learners (non-vocational adult education)	Participation in course or seminar
			Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	
			Youth workers etc. (Youth field)	
4	Atlas Partnerskap	www.programkontoret.se	Pupils (Primary education; General secondary education; Initial vocational education and training)	Job-shadowing
			Adult Learners (non-vocational adult education)	Work camps

Sweden				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
			Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training)	Language classes
				School stays
				Study tours
5	Atlas Praktik	www.programkontoret.se	Pupils (Initial vocational education and training) Adult Learners (Continuing vocational education and training)	Work Placements
6	Den Globala Resan	www.programkontoret.se	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Participation in course or seminar
			Youth workers etc. (Youth field)	Study tours
				Other
7	Ettårsprogrammet Frankrike	http://www.programkontoret.se/sv/Program-Stipendier/Program1/Ettarsprogram	Pupils (General secondary education)	Language classes
				School stays
8	Ettårsprogrammet Spanien	http://www.programkontoret.se/sv/Program-Stipendier/Program1/Ettarsprogram	Pupils (General secondary education)	Language classes
				School stays
9	Ettårsprogrammet Tyskland/Österrike	http://www.programkontoret.se/sv/Program-Stipendier/Program1/Ettarsprogram	Pupils (General secondary education)	Language classes
				School stays

Sweden				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
10	Nordiskt-ryskt samarbete inom utbildning och forskning	www.programkontoret.se	Pupils (Primary education; General secondary education; Initial vocational education and training)	Job-shadowing
			Adult Learners (Continuing vocational education and training)	Participation in course or seminar
			Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Work camps
			Youth workers etc. (Youth field)	School stays
				Study tours
11	Nordplus Horisontal	www.programkontoret.se	Pupils (Primary education; General secondary education; Initial vocational education and training)	Work Placements
			Adult Learners (Continuing vocational education and training; non-vocational adult education)	Job-shadowing
			Young people (Youth field)	Participation in course or seminar
			Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	Work camps
			Youth workers etc. (Youth field)	Language classes
				School stays

Sweden				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
12	Nordplus junior	www.programkontoret.se		Study tours
				Other
			Pupils (Primary education; General secondary education; Initial vocational education and training)	Work Placements
			Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training)	Job-shadowing
				Youth exchanges
13	Nordplus Nordiska Språk och Kultur	www.nordplusonline.org/sca/sprog_kultur		School stays
				Study tours
			Pupils (Primary education; General secondary education; Initial vocational education and training)	Youth exchanges
			Adult Learners (Continuing vocational education and training; non-vocational adult education)	Language classes
			Young people (Youth field)	School stays
14	Nordplus vuxen	www.programkontoret.se	Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	
			Youth workers etc. (Youth field)	
			Adult Learners (Continuing vocational education and training; non-vocational adult education)	Work Placements

Sweden				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
			Teachers, trainers, other educational staff (Continuing vocational education and training)	Job-shadowing
			Youth workers etc. (Youth field)	Participation in course or seminar
				School stays
				Other
15	Visbyprogrammet - gymnasiesamarbeten - projekt och korttidsstöd	http://www.sis.se/English/Navigation/Scholarships-and-exchanges/Ther-Vis	Pupils (General secondary education; Initial vocational education and training)	Participation in course or seminar
			Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training)	School stays
16	Nordpraktik	http://www.nordpraktik.eu/	Pupils (Initial vocational education and training) Adult Learners (Continuing vocational education and training)	Study tours Work Placements
17	AFS Interkulturell	http://www.afs.se/	Young people (Youth field)	Volunteering

Search Information Sweden

Mobility schemes according to institutions

Ministries / National Agencies	The primary funders of internationalization within education - in school education, vocational education and training, adult education and youth exchanges - except the EU commission are the Nordic Council of Ministers and the Swedish government; Ministry of foreign affairs, Ministry of Education (state). The programmes are implemented by the International Programme Office for Education and Training (Internationella Programkontoret), a government agency that promotes and support different forms of international cooperation within education.
Public Employment Services	Swedish Public Employment Service (Arbetsförmedlingen) does offer/find work abroad for Swedish people but does not arrange learning mobility activities.
Bi- / trilateral Programmes (between specific countries)	<p>Bilateral agreements between Swedish educational and foreign institutions exist. They are primarily in operation within the higher educational area and most often as part of the EU schemes e.g. Socrates-Erasmus and Erasmus programmes. There are other bilateral programmes between e.g. Sweden and France, Spain and Germany/Austria: Ettårsprogrammet Frankrike/ One-year programme France, Ettårsprogrammet Spanien/One-year programme Spain, Ettårsprogrammet Tyskland/Österrike/ One-year programme Germany/Austria.</p> <p>Bi/trilateral/multilateral programmes between Sweden and the Nordic countries also including Estonia, Latvia, Lithuania and Russia exists as part of the Nordic Council programmes Nordplus: Nordiskt-ryskt samarbete inom utbildning och forskning/Nordic-Russian Cooperation in education and research, Nordplus Nordiska Språk och Kultur/Nordplus Nordic Languages and Culture, Nordplus junior, Nordplus vuxen/Nordplus Adult, Nordplus Horisontal/Nordplus Horizontal</p> <p>The Visby programme/ Visby Programme funds bi/trilateral/multilateral cooperation's between Sweden and Russia, Estonia, Latvia, Lithuania, Poland, White Russia (Belarus) and Ukraine.</p> <p>Athena funds bilateral reciprocal cooperation's within vocational education between Sweden and developing countries.</p>
NGO's (foundations, church initiatives, etc.)	NGO's like e.g. Rotary and the Scouts in Sweden organise trips abroad. These trips most often serve specific cultural or political purposes, involving a fairly insignificant number of participants according to the research results, and are as such excluded from the ToR of this study.
Private companies	Some of the bigger companies in Sweden make individual mobility plans for employees, primarily as a work period in some of the company's foreign branches. Not included in the study as they are individual approaches, and it's difficult to aggregate data. Apprentices/ learners undertaking on the job training/work placements in companies may be included in the survey, due to the opportunity to carry out part of their training abroad-

Other European Funds (Regional Funds, ESF etc.)

Swedish municipalities, regions, companies and labour market organisation are actively participating in Regional Funds- and European Social Fund projects including a number of activities which might include partner meetings abroad with project partners. Not included in the study as they are individual approaches, difficult to aggregate data.

Mobility schemes according to activities

Work Placements	Funding offered by Atlas Praktik/ Atlas Work Placement, Athena and Nordic Council programmes.
Language courses (if aggregated data is available)	Language courses are not included in the database; as it is not possible to obtain aggregate data.
Volunteer Programmes	There are several organisations/companies organising volunteer working abroad. The overall objective of these programmes is to contribute to the development of countries or projects that serve economic, social or cultural purposes. The participants in these programmes primarily go to developing countries. The organisations behind these projects can be NGO's, church organisations and private companies. Language learning may be included in the specific activity but the main purpose of the stay abroad is to work on a voluntarily basis.
Exchange programmes of teachers / pupils (including school stays)	Quite a high number of Swedish secondary- and upper secondary schools organise at least one study trip abroad during the course of the education. These trips are mainly heading for European countries- but also third countries- and are seen as cultural/semi-touristic visit and to some extent related to the subject taught in their school. Exchange programmes for students and teachers are part of the Nordic Council programmes, The Athena Programme, The Atlas Programme and part of the survey.
Exchange programmes of youth (non-formal education)	Exchange programmes for youth is taking place, especially in summertime. It is impossible to provide any kind of figures for these activities. But it is known that that many youngsters go abroad every summer to camps as combined summer holidays and language learning.
Town twinning	Town twinning is, to a great extent, taking place between Swedish and European towns. These activities are mainly set in order to promote intercultural understanding between citizens of the involved towns and with no or very limited learning aspects as defined in the ToR for this project.
Study Tours	<p>Quite some Swedish secondary- and upper secondary school students go on study tour abroad at least once during their school period. Hence these tours constitute huge mobility learning activities normally for a period of one week.</p> <p>Study tours and preparations for cooperation's, i.e. mobility learning activities, can be a part of some of the Programmes, e.g.; Atlas förberedande besök/Atlas preparatory visit, Atlas konferens/Atlas conference, Globala Resan/The Global Journey, and is included in the study.</p>

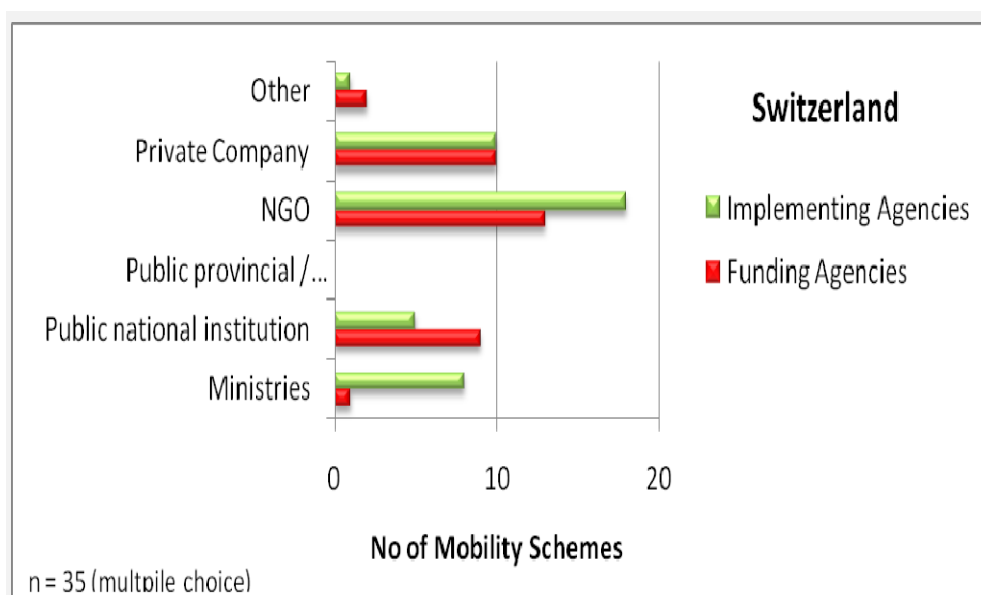
6.32 Switzerland

Political system: Swiss Confederation
Capital city: Berne
Total area: 41 290 km²
Population: 7.6 million
Currency: Swiss franc¹¹¹



35 Mobility schemes were identified in Switzerland.

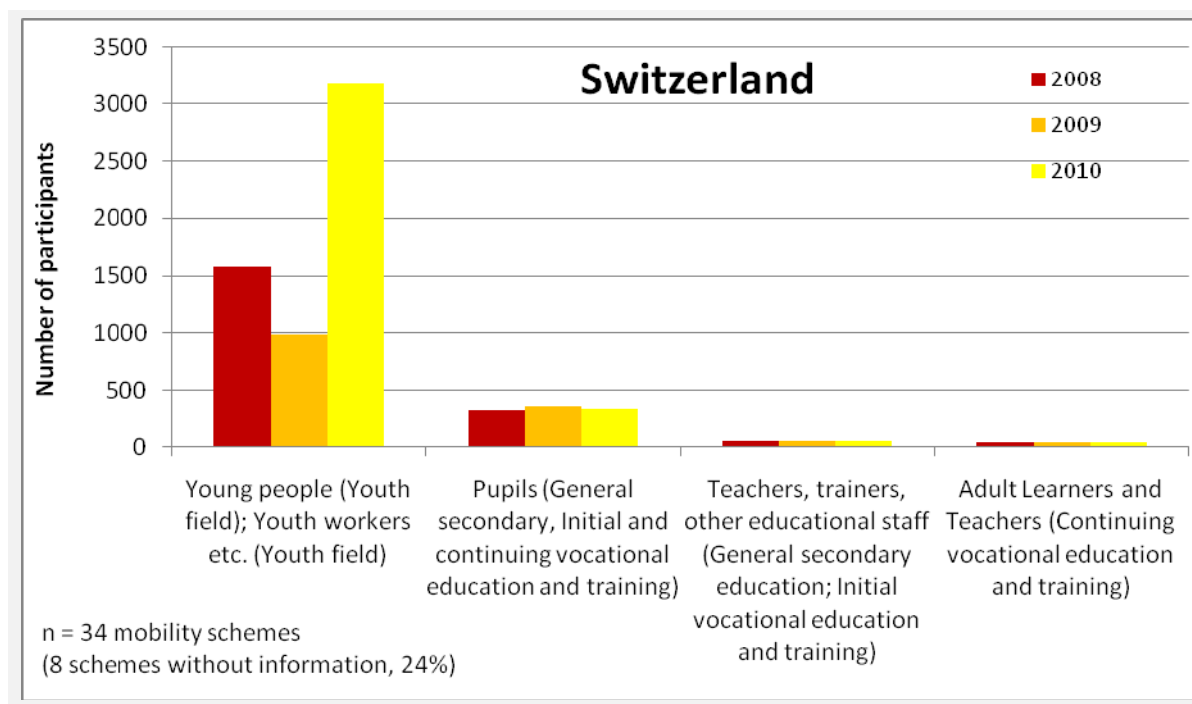
Funding versus Implementing Agencies of Mobility Schemes



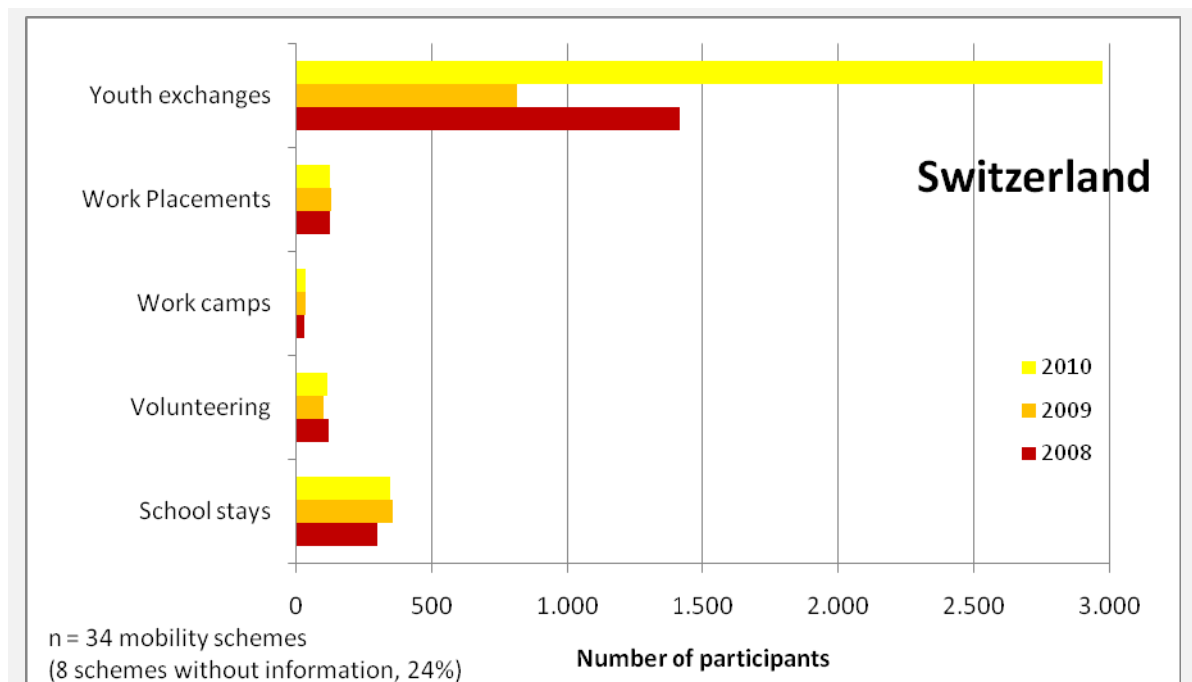
Most funding for mobility schemes in Switzerland comes from NGOs, the private sector as well as public national institutions. Regional institutions and 'others' play a negligible role. When it comes to the implementation of schemes, again NGOs and private companies are the most relevant actors, but also ministries implement a number of projects receiving the funding from other sources.

¹¹¹ http://europa.eu/about-eu/countries/other-countries/switzerland/index_en.htm

Target Groups of Mobility Schemes

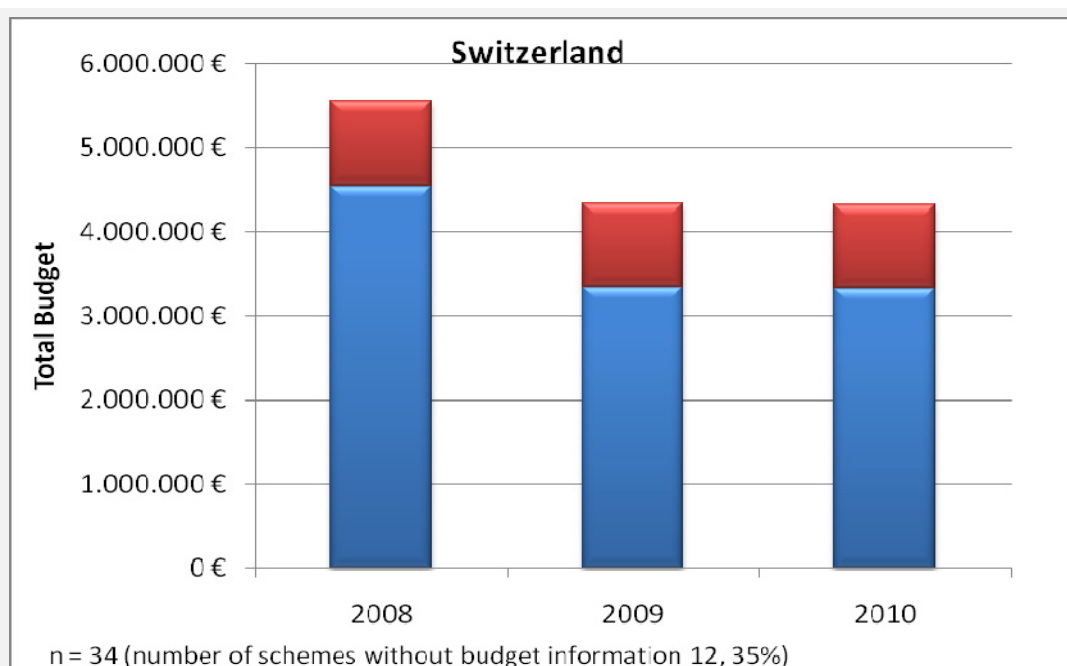


A clear prioritisation of target groups can be noted in Switzerland. The most important target group is "Young People/Youth Workers" referring to non-formal learning mobility. The figures are fluctuating with a steep increase in 2010. The target group with the second largest number of participants is "Pupils" in secondary and vocational education. The target groups of "Teachers" and "Adult Learners" has only a very limited number of participants.

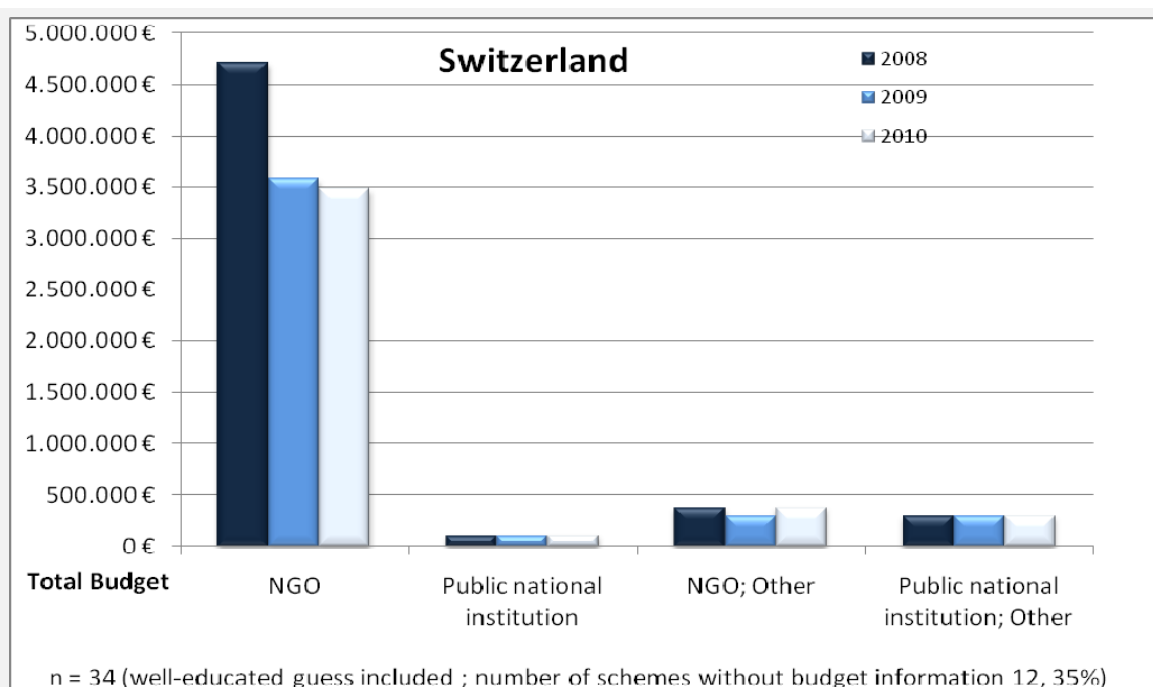


In Switzerland, the most prominent activity is "Youth Exchanges" corresponding closely with the target group "Young People". The significant increase of participants in 2010 can be observed here too. "School Stays" is the activity with the second largest number of participants. "Work Placements" and "Volunteering" also have a number of participants but far less than the main ones.

Budget Development and Funding Agencies of Mobility Schemes

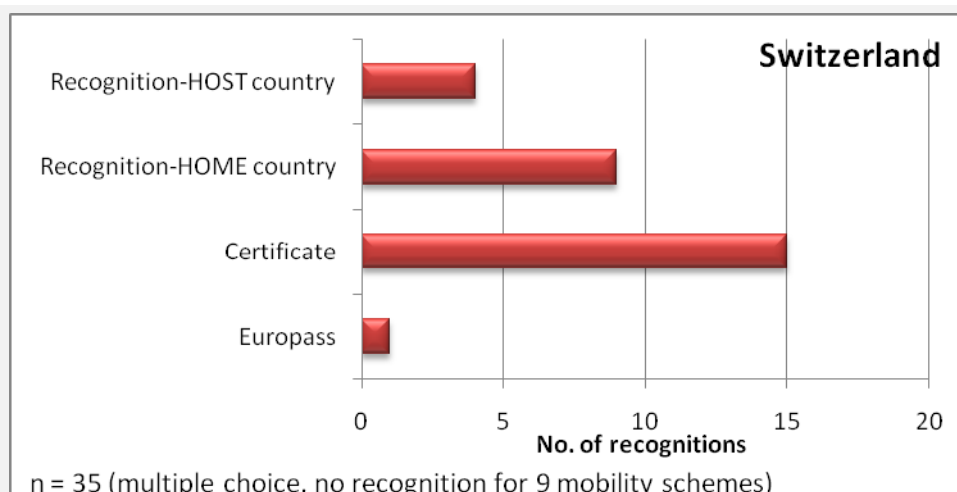


About a third of the mobility schemes do not provide any information on budgets. There is a significant cut of budgets from 2008 to 2009 which seems to pertain in 2010.



Most of the funding comes from NGOs and they decreased the budget from 2008 to 2009. Some funding for mobility schemes comes from public national institutions but far less than the contribution from NGOs. The public agencies provide little funding in comparison. Small amounts of funding from other agencies have not been considered.

Recognition of Mobility Schemes



Certification and other form of recognition of learning mobility are very important in Switzerland. Also recognition in host countries plays a considerable role. Europass as a form of formal recognition is used once.

Switzerland				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	AFS - 18+ - Freiwilligeneinsatz im Ausland	http://www.afs.ch/18.html	Young people (Youth field) Youth workers etc. (Youth field)	Volunteering
2	AFS - European Citizenship Trimester Program (ECTP)	http://www.afs.ch/15-18/europaprogramme.html	Pupils (General secondary education) Young people (Youth field)	Participation in course or seminar Youth exchanges School stays
3	AFS - Sportprogramme (15-18 J.)	http://www.afs.ch/15-18/sportprogramme.html	Young people (Youth field)	Participation in course or seminar Other
4	AFS - Sprachaufenthalt (15-18 J.)	http://www.afs.ch/15-18/sprachaufenthalte.html	Young people (Youth field)	Participation in course or seminar

Switzerland				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
5	AFS Brückenangebote (15-18 J.) 10. Schuljahr und	http://www.afs.ch/15-18/10-schuljahr-brueckenangebot.html	Pupils (Primary education; General secondary education; Initial vocational education and training)	School stays
6	AFS Schulaustausch - Freundschaften fürs Leben (15-18 J.)	http://www.afs.ch/15-18/kantonsschule-gymnasium.html	Pupils (General secondary education)	School stays
7	Als Stagiaire	http://www.swiss-emigration.ch	Adult Learners (non-vocational adult education)	Work Placements
			Young people (Youth field)	Job-shadowing
8	Austauschaufenthalt	http://www.yfu.ch/home_de.html	Pupils (General secondary education)	School stays
9	Berufsprogramm Nord-Süd	http://www.icye.ch/?menu=clientdata/html_de/1035	Adult Learners (Continuing vocational education and training)	Work Placements
10	Ein Berufspraktikum in der Schweiz	http://www.swiss-emigration.ch	Pupils (Initial vocational education and training)	Work Placements
			Adult Learners (Continuing vocational education and training)	Job-shadowing
				Other
11	Erlebnis-Sprachreisen 50+	http://www.sprachaufenthalte-cca.ch/	Adult Learners (non-vocational adult education)	Language classes
				Other
12	Fit für Europa Berufspraktikum beim Nachbarn: Euregio-Zertifikat	http://www.euregio-certificat.org/	Pupils (Initial vocational education and training)	Work Placements

Switzerland				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
			Teachers, trainers, other educational staff (Initial vocational education and training)	
13	GVSI - Gruppo Volontari della Svizzera italiana	http://www.gvsi.org/en/default.htm	Young people (Youth field)	Work Placements Volunteering
14	ICYE - Internationaler Jugend - und Kulturaustausch	www.icye.ch	Young people (Youth field)	Work Placements Volunteering
15	Interkulturelle Austauschprojekte	http://www.pestalozzi.ch/de/entwicklungszusammenarbeit/austauschprojekte	Young people (Youth field)	Youth exchanges
16	Internationaler Landjugendaustausch	http://www.ifye.ch	Young people (Youth field)	Job-shadowing Work camps Volunteering
17	Jugendprojektfonds	http://www.oberrheinkonferenz.ch/de/themen-und-projekte/jugend/projekt	Young people (Youth field)	Youth exchanges
18	Magellan - Das internationale Austauschprogramm für Schülerinnen und Schüler sowie Lehrpersonen	http://www.ch-go.ch/programme/magellan	Pupils (General secondary education) Teachers, trainers, other educational staff (Primary education; General secondary education)	School stays
19	Piaget - Das Binnenaustauschprogramm für junge Leute in der beruflichen Aus- und	http://www.ch-go.ch/programme/piaget	Adult Learners (Continuing vocational education and training)	Work Placements

Switzerland				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
	Weiterbildung / Tei		Young people (Youth field)	School stays
			Teachers, trainers, other educational staff (Continuing vocational education and training)	
20	Praktikum	http://www.sprachaufenthalte-cca.ch/	Adult Learners (non-vocational adult education)	Work Placements
			Young people (Youth field)	Language classes
21	Privatsprachkurs im Haus der Lehrperson	http://www.sprachaufenthalte-cca.ch/	Adult Learners (non-vocational adult education)	Language classes
			Young people (Youth field)	
22	Ranchferien	http://www.sprachaufenthalte-cca.ch/	Young people (Youth field)	Language classes
				Other
23	SAP - Das Sprachassistenprogramm	http://www.ch-go.ch/programme/sap	Teachers, trainers, other educational staff (General secondary education; Initial vocational education and training)	Work Placements
24	Schuljahr im Ausland	http://www.sprachaufenthalte-cca.ch/	Pupils (General secondary education)	Language classes
				School stays
25	Sozialeinsatz	http://www.icye.ch/?menu=clientdata/html_de/1036	Young people (Youth field)	Volunteering
26	Sozialeinsatz im Ausland als Volontär - 6 oder 12 Monate	http://www.icye.ch/?menu=clientdata/html_de/1034	Adult Learners (non-vocational adult education)	Work Placements
			Young people (Youth field)	Volunteering

Switzerland				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
27	Sprachkurs für Lehrpersonen	http://www.sprachaufenthalte-cca.ch/	Teachers, trainers, other educational staff (non-vocational adult education)	Language classes
28	Sprachkurs für SchülerInnen	http://www.sprachaufenthalte-cca.ch/	Pupils (General secondary education)	Language classes School stays
29	Sprachkurse für Erwachsene	http://www.sprachaufenthalte-cca.ch/	Adult Learners (non-vocational adult education)	Language classes
30	STS High School Jahr	http://www.sts-education.ch/switzerland_de/hs/start/	Pupils (General secondary education)	School stays
31	Themenkurs	http://www.sprachaufenthalte-cca.ch/	Adult Learners (non-vocational adult education)	Language classes
			Young people (Youth field)	Other
32	V3 - Verschiedenheit - Vielfalt - Verständnis	http://cms.stiftung-mercator.ch/cms/front_content.php?idcat=149	Young people (Youth field)	Youth exchanges
33	Vorpraktikum für ein Studium in Sozialer Arbeit	http://www.icye.ch/?menu=clientdata/html_de/111	Pupils (Initial vocational education and training)	Work Placements
34	YFU - 18 Plus	http://www.yfu.ch/home_de.html	Young people (Youth field)	Volunteering Other

Search Information Switzerland

Mobility schemes according to institutions

Ministries / National Agencies	The CH Foundation is responsible for the implementation of the EU Action Programmes as well as for own exchange programmes . The eight national ministries do not provide learning mobility schemes.
Public Employment Services	Public Employments Services in Switzerland do offer/find work abroad for people but do not arrange learning mobility activities.
Bi- / trilateral Programmes (between specific countries)	There are several bilateral programmes to promote cooperation between countries, but these are not providing mobility projects.
NGO's (foundations, church initiatives, etc.)	Many foundations in Switzerland are focusing on mobility, especially for young people.
Private companies	In Switzerland the private companies offer as well learning mobility programmes, mostly for adult learners to promote intercultural understanding.

Mobility schemes according to activities

Work Placements	For adult learners and young people, there are available work placements all over the world.
Language courses (if aggregated data is available)	Acquiring language knowledge is important in Switzerland that is why many institutions do provide language course for different target groups.
Volunteer Programmes	There are many organizations that are responsible for volunteer programmes in the developing countries to contribute to the improvement and bring cultural understanding.
Exchange programmes of teachers / pupils (including school stays)	For teachers and educational staff are offered work placements (especially in Europe) by the public institutions and public companies. The main purpose is to acquire international skills and to develop intercultural education.
Exchange programmes of youth (non-formal education)	Many young people take advantage (mainly in the summer) of the youth exchanges provided by diverse organizations, to acquire foreign languages and international experience.
Town twinning	The town twinning movement has a long history in Switzerland, but the activities do not concentrate on learning mobility.
Study Tours	As well as town twinning, several study tours are organized, but without focusing on learning programmes.

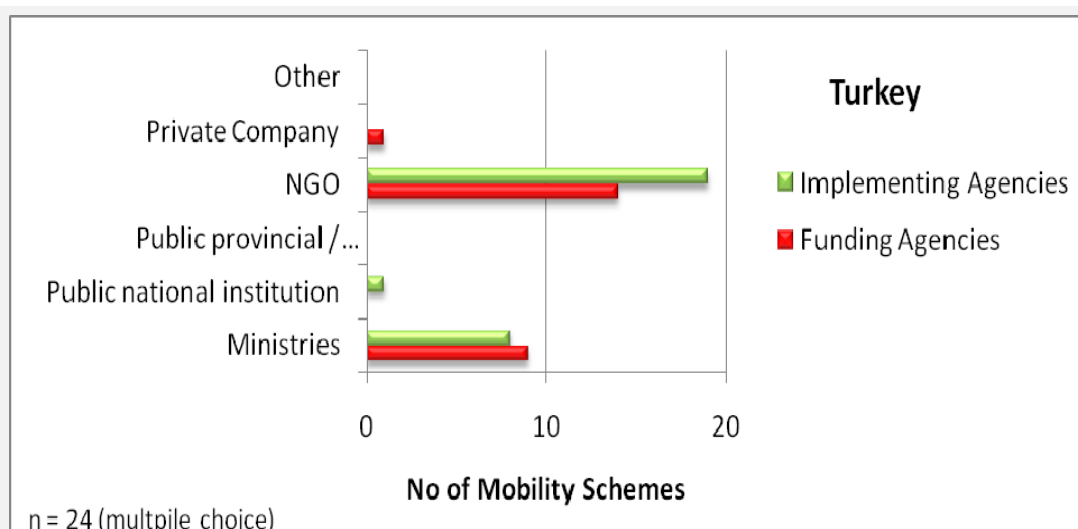
6.33 Turkey

Political system: Republic
Capital city: Ankara
Total area: 780 580 km²
Population: 71.5 million
Currency: Turkish lira¹¹²



24 Mobility schemes were identified in Turkey.

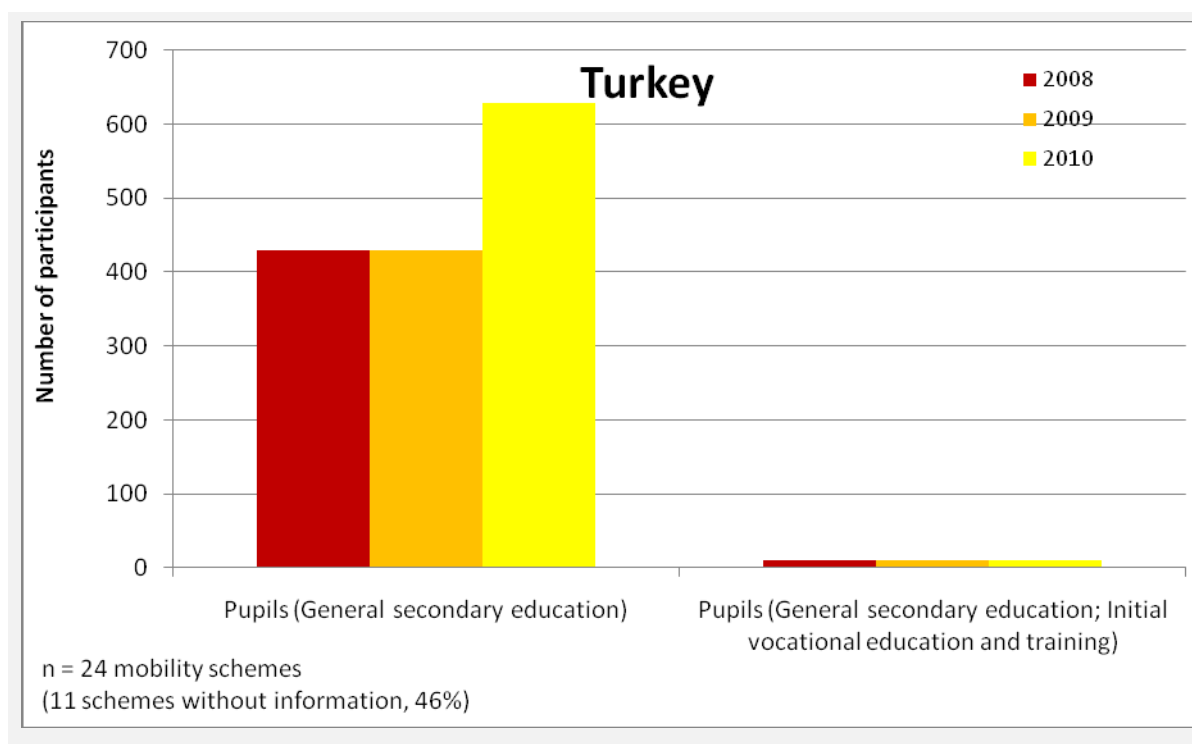
Funding versus Implementing Agencies of Mobility Schemes



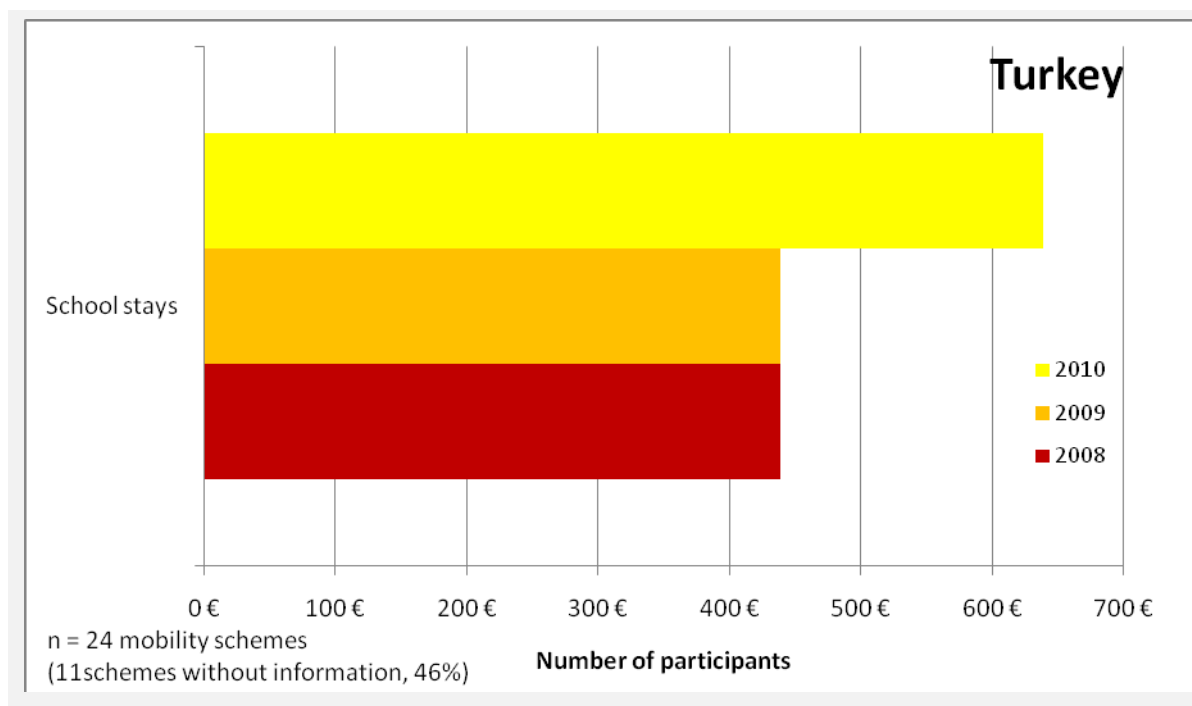
In Turkey, NGOs play a crucial role both in the funding as well as in the implementation of mobility schemes. In addition to NGOs, ministries do also provide considerable funding for mobility schemes. Unlike in other countries, the ministries implement the grand majority of schemes they finance. The roles all other potentially relevant groups of actors play are negligible in the country.

¹¹² http://europa.eu/about-eu/countries/candidate-countries/turkey/index_en.htm

Target Groups of Mobility Schemes

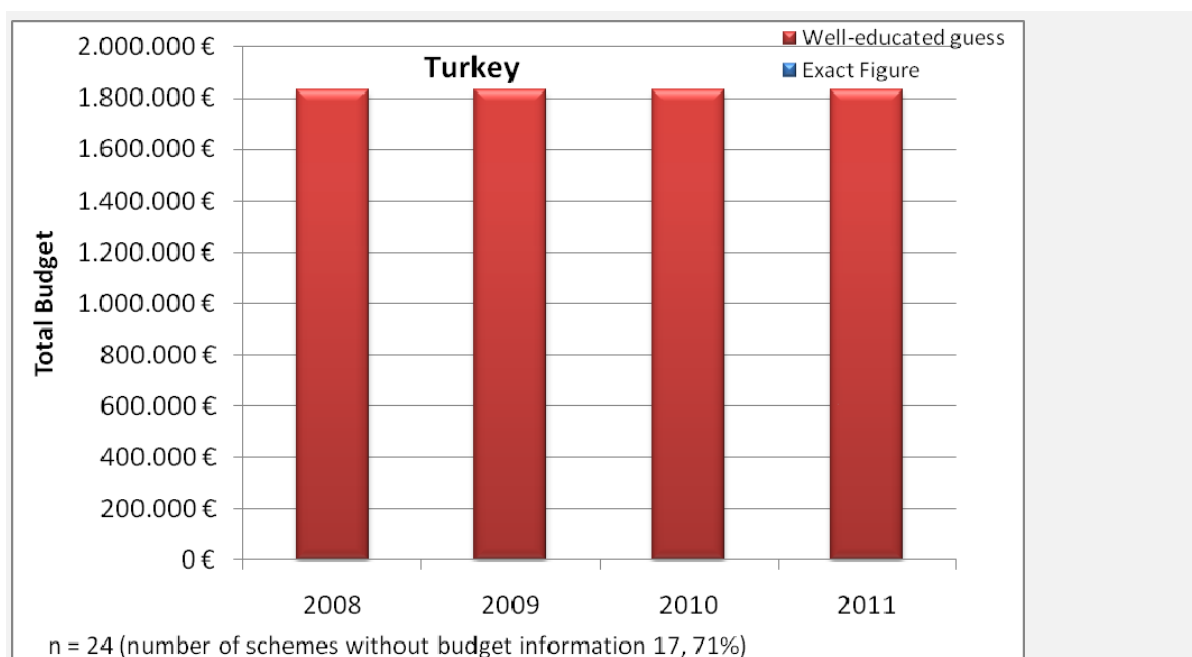


The prioritised target group of mobility schemes are pupils at general secondary education with a considerable increase in participants in 2010. The second are "Pupils" of secondary and vocational training. The overall number of participants is not very big in Turkey but it must be considered that about half of the mobility schemes did not provide any information on participants.

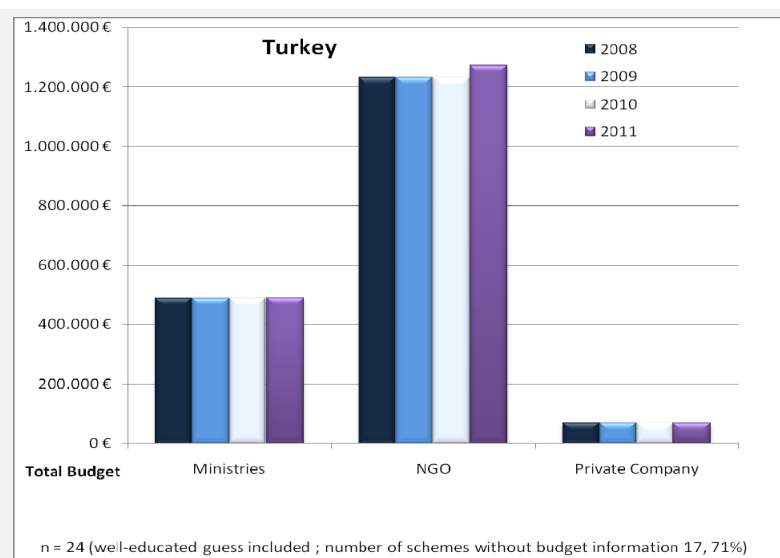


Bearing in mind the little information provided and looking at the target group that is participating in learning mobility, it is not surprising that the only activity identified in Turkey is "School Stays" with a considerable increase in 2010.

Budget Development and Funding Agencies of Mobility Schemes

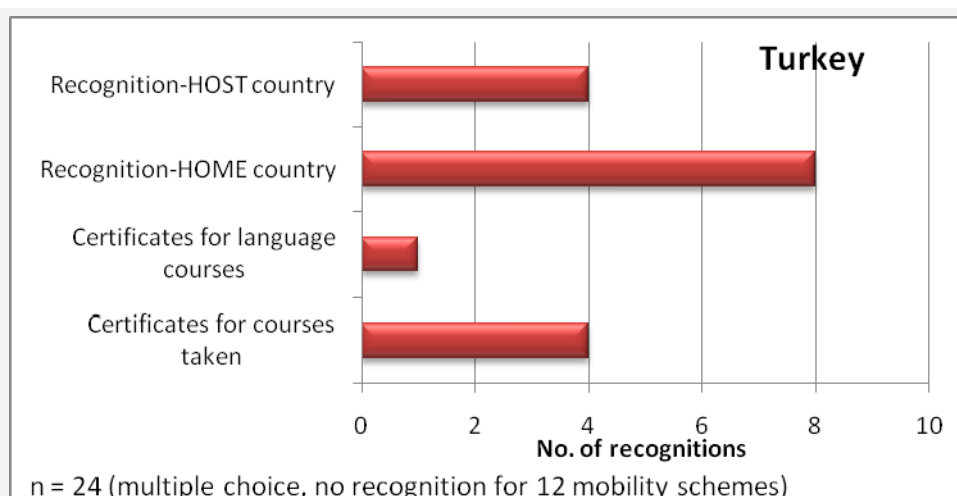


Due to the lack of data, it is only possible to make an analysis on the basis of a well educated guess, and numbers are calculated at a constant level. 71% of the mobility schemes do not provide any information on budgets which hardly allows any further calculations anyway.



According to the very sketchy data, NGO's seem to be the main funding agencies in Turkey. Ministries provide budgets too, but to a smaller extent. Private companies are also involved in international learning mobility and provide a comparatively small budget.

Recognition of Mobility Schemes



Half of the mobility schemes offer recognition of learning mobility. There are general forms of recognition in the home country and certificates confirming learning results in specific fields (languages e.g.). In some cases recognition is also provided by the host country. Europass is not used.

Turkey				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	AFS Kùltùrlèrarasi Programlari	http://www.tkvafs.org/tur_tu/view/1334	Pupils (General secondary education)	Youth exchanges School stays
2	AFS Kùltùrlèrarasi Yaz Degisim Programlari	http://www.tkvafs.org/tur_tu/view/10069	Pupils (General secondary education)	Youth exchanges Language classes
3	AFS Toplum Hizmeti Programlari	http://www.tkvafs.org/tur_tu/view/1336	Young people (Youth field)	Volunteering
4	ASPNet	http://www.unesco.org.tr/egitim.php?gitid=2	Pupils (Primary education; General secondary education)	Youth exchanges

Turkey				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
			Teachers, trainers, other educational staff (Primary education; General secondary education; Initial vocational education and training; Continuing vocational education and training)	School stays
5	Humphrey Burs Programi	http://www.fulbright.org.tr/tr/turk/humphrey	Adult Learners (non-vocational adult education)	Work Placements Participation in course or seminar
6	ICEP Uluslararası Kültürel Değişim Programları Burs Vakfı	http://www.icep.org.tr/	Pupils (General secondary education; Initial vocational education and training) Young people (Youth field)	School stays
7	ISE Kültürlerarası Öğrenci Değişim Programı	http://www.iseworld.org/hakkimizda.asp	Pupils (General secondary education)	Youth exchanges School stays
8	Kardes Okullar Projesi	http://digm.meb.gov.tr/ikili/digerulkeler.html	Pupils (Primary education; General secondary education)	School stays
9	Lions Uluslararası Gençlik Kampı ve Gençlerarası Değişim Programı	http://www.lionsturkiye.org	Young people (Youth field)	Youth exchanges
10	M.E.B. Türk Dili Yaz Kursu Hükümet Bursu	http://digm.meb.gov.tr/burs.html	Young people (Youth field)	Language classes

Turkey				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
11	Meslek Yüksekokulu Öğrenim Bursu	http://www.fulbright.org.tr/tr/turk/myob	Pupils (Initial vocational education and training) Adult Learners (Continuing vocational education and training)	Participation in course or seminar
12	Rotary Kisa Dönem Öğrenci Degisim Programi	-	Pupils (General secondary education)	Youth exchanges
13	Rotary Uzun Dönem Öğrenci Degisim Programi	http://www.rotary2420.org/index.php?page=rotary-genclik-degisim	Pupils (General secondary education)	Youth exchanges School stays
14	T.C. Balkanlar ve K.K.T.C. Degisim Programlari	http://digm.meb.gov.tr/ikili/balkanlar.html	Pupils (Primary education; General secondary education) Teachers, trainers, other educational staff (Primary education; General secondary education)	Language classes School stays
15	Türk Kultur Vakfi Gonullu Programi	http://www.tkvafts.org/tur_tu/home	Pupils (General secondary education)	Volunteering
16	Türk Kultur Vakfi Kisa Dönem Degisim Programi	http://www.tkvafts.org/tur_tu/home	Pupils (General secondary education)	Youth exchanges
17	Türk Eğitim Vakfi Yurt Disi Tip Burslari	http://www.tev.org.tr/burslarimiz/detay.aspx?SectionID=cfxKoGM%2fm1Wsm	Adult Learners (Continuing vocational education and training; non-vocational adult education)	Other
18	Türk-Alman Öğrenci Değişimi	http://www.bosch-stiftung.de/content/language1/html/25578.as	Pupils (General secondary education)	Youth exchanges

Turkey				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
		p		
19	Türkçe Öğretim Asistanı (FLTA) Programı	http://www.fulbright.org.tr/tr/turk/flta	Teachers, trainers, other educational staff (General secondary education)	Work Placements Participation in course or seminar Language classes
20	Türkiye-Almanya Gençliğe Yönelik Politikalarda İşbirliği Protokolü	http://www.ankara.diplomatie.de/contentblob/1913690/Daten/184263/Deutsch_Tu	Young people (Youth field) Youth workers etc. (Youth field)	Youth exchanges Other
21	World Paylaşım Programı	http://www.worldcard.com.tr/paylasim/	Pupils (General secondary education)	Youth exchanges School stays
22	Yetistirilmek Amacıyla Yurtdisina Gönderilecek Devlet Memurlari	http://www.dpb.gov.tr/dpb_yurtdisi_yonetmelik.html	Adult Learners (non-vocational adult education)	Participation in course or seminar Other
23	Youth Exchange and Study Program (YES)	http://www.tkvafts.org/tur_tu/view/1335	Pupils (General secondary education)	Youth exchanges School stays
24	Youth for Understanding Türkiye	http://www.yfu-turkey.org	Young people (Youth field)	Youth exchanges School stays

Search Information Turkey

Mobility schemes according to institutions

Ministries / National Agencies	The Turkish Ministry of Education offers mobility schemes collaborating with a wide range of countries and regions, mainly on pupil level. Turkish language programmes are also offered by this ministry for foreigners. Prime Ministry offers exchanges for state employees. The National Agency in Turkey mainly runs the Lifelong Learning Programme and Youth in Action Programme of the EU.
Public Employment Services	The public employment service in Turkey (Is ve Isci Bulma Kurumu) offers assistance for finding jobs abroad but no significant exchange program is offered.
Bi- / trilateral Programmes (between specific countries)	Bi-lateral programmes exist for a variety of countries, most significantly for European countries such as Germany and for the USA.
NGO's (foundations, church initiatives, etc.)	NGO's take an important part in Turkey's mobility schemes. The main NGO with most schemes is Turk Kultur Vakfi (Turkish Cultural Foundation), focusing on young people and pupils. This NGO collaborates with other international NGO's such as AFS Intercultural Programmes to run some of the biggest mobility schemes of the country. Other international NGOs' Turkish branches are quite active in the country offering different schemes, such as Youth for Understanding Turkish branch.
Private companies	Private companies offer exchanges usually on a yearly basis and on a low scale for their employees, mainly for European countries. No important mobility scheme was found.

Mobility schemes according to activities

Work Placements	No significant work placements.
Volunteer Programmes	Volunteer Programmes exist for the youth level, offered by NGO's.
Exchange programmes of teachers / pupils (including school stays)	Exchange programmes of pupils and teachers are usually run by NGO's and constitute a big part of the exchange programmes in Turkey, especially the programmes for pupils. Turkish Ministry of Education offers schemes between schools from Turkey and a number of countries.
Exchange programmes of youth (non-formal education)	A variety of youth exchanges are offered by NGO's.
Town twinning	
Study Tours	

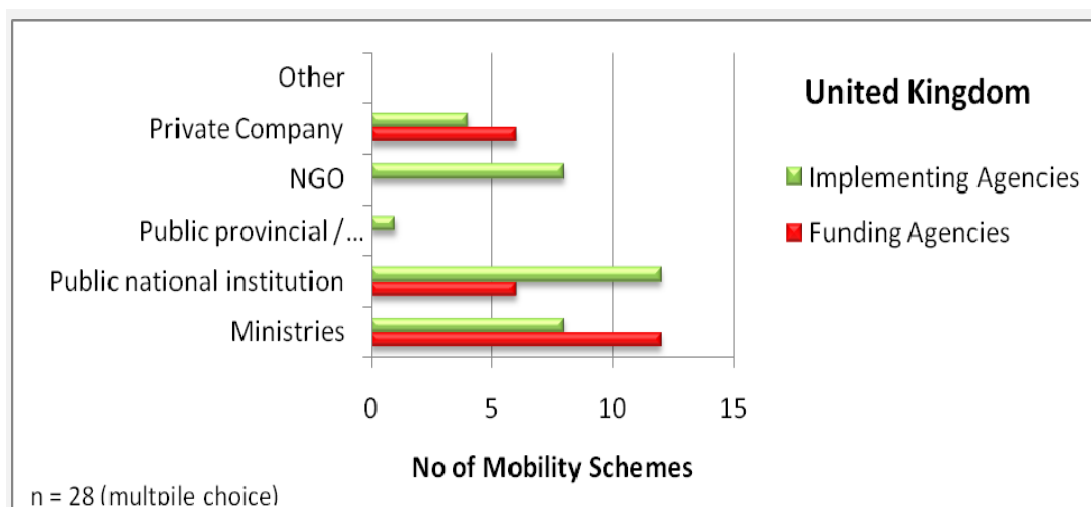
6.34 United Kingdom

Year of EU entry: 1973
Political system: Constitutional monarchy
Capital city: London
Total area: 244 820 km²
Population: 61.7 million
Currency: pound sterling¹¹³



25 Mobility schemes were identified in UK.

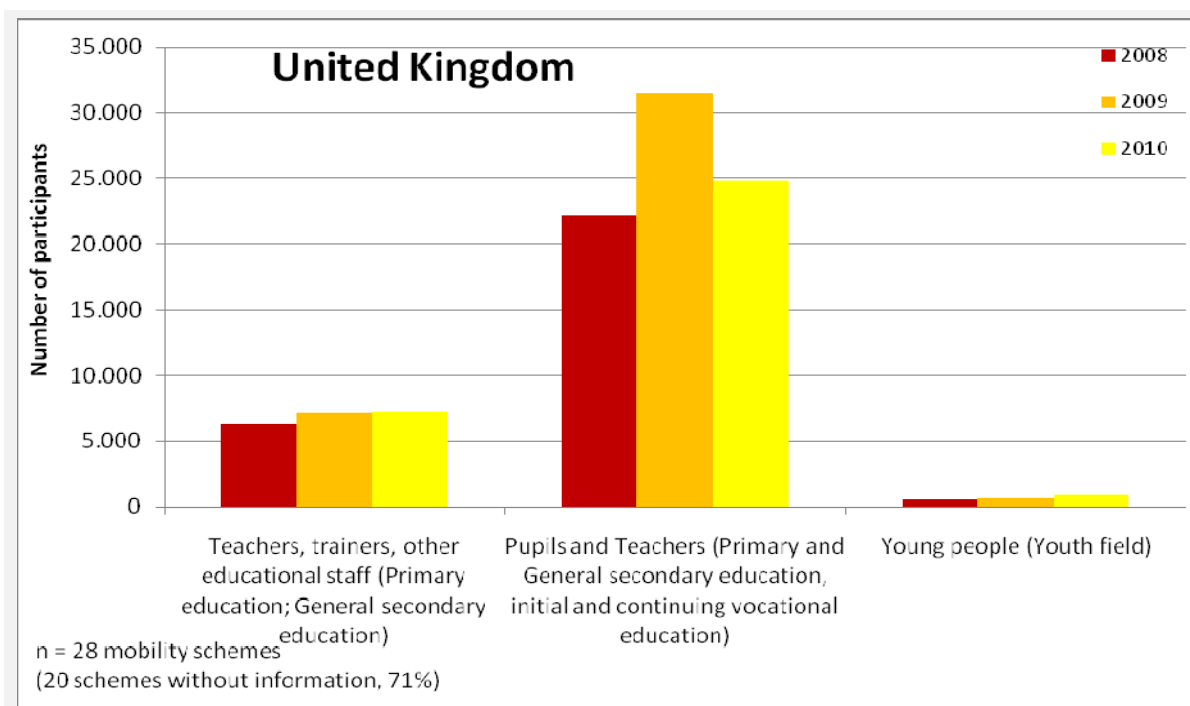
Funding versus Implementing Agencies of Mobility Schemes



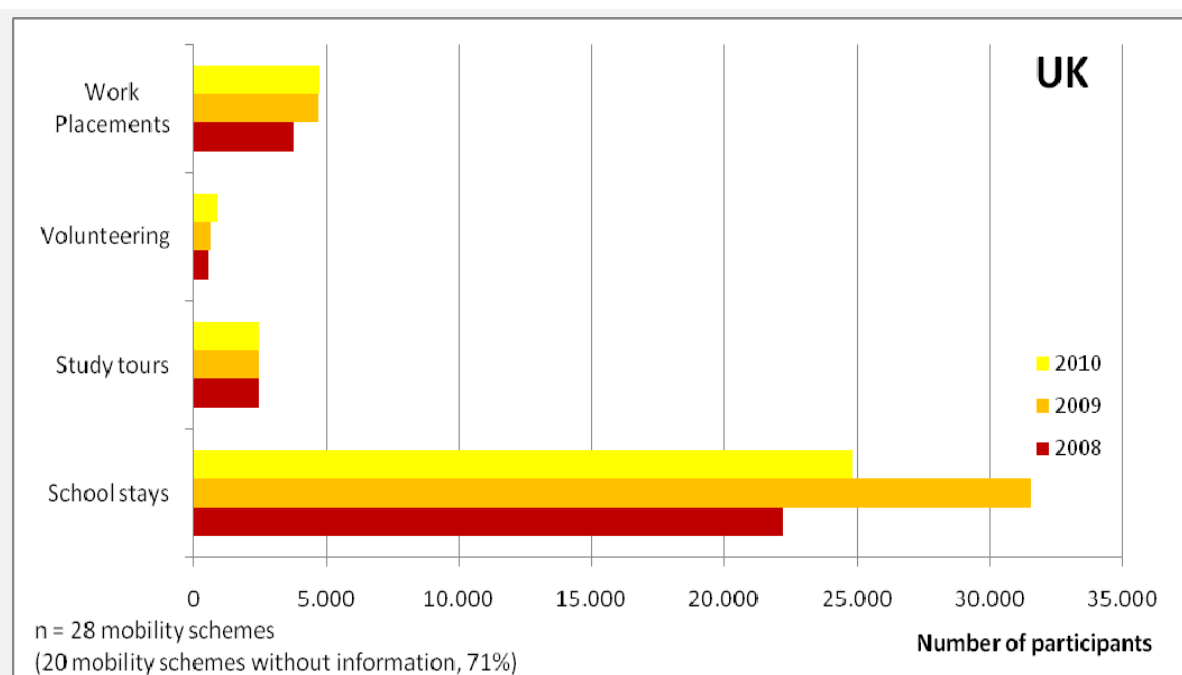
The most relevant funding source for mobility schemes in the United Kingdom are the ministries, followed by public national institutions and private companies. The implementation of the identified schemes lies mainly in the hands of public national institutions, ministries and NGOs. Regional institutions hardly play a role as they only implement one scheme each.

¹¹³ http://europa.eu/abc/european_countries/eu_members/uk/index_en.htm

Target Groups of Mobility Schemes

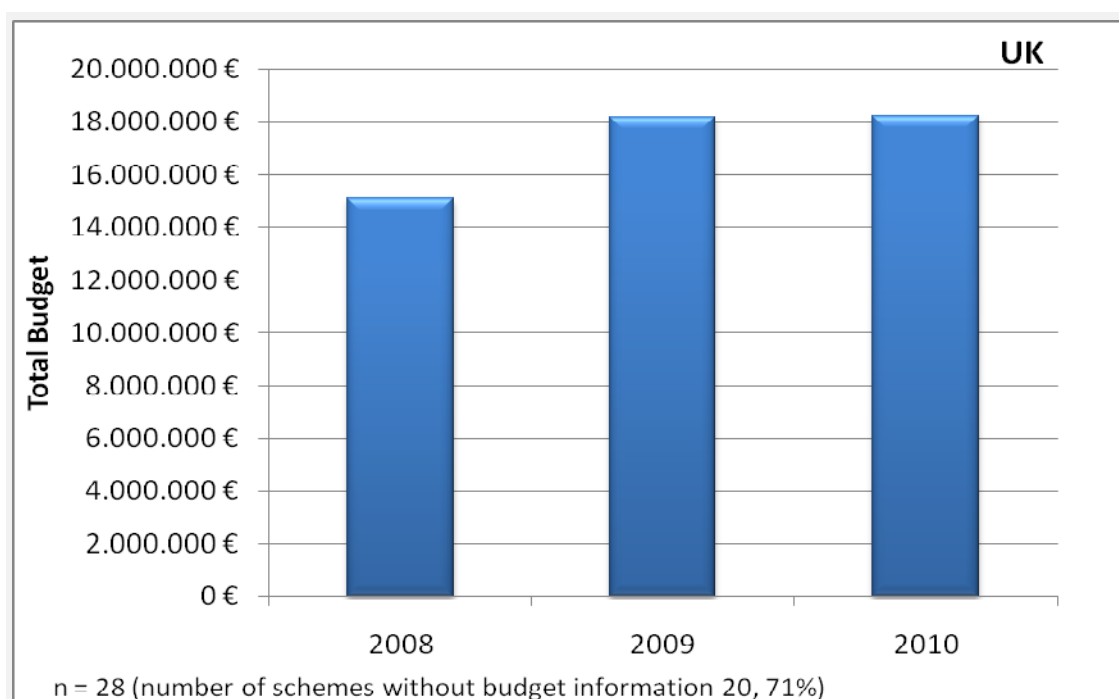


More than 70% of the mobility schemes did not provide any information which makes it very difficult to further analyse the data. The promotion of learning mobility is focussed on the group of "Pupils and teachers" for secondary and vocational education. The number of participants is fluctuating; hence no clear trend can be described. "Teachers" as a standalone target group are also highly supported and form the second largest number of participants. The figures remain constant for this group. "Young People" are hardly represented in the mobility schemes revealed by the research.

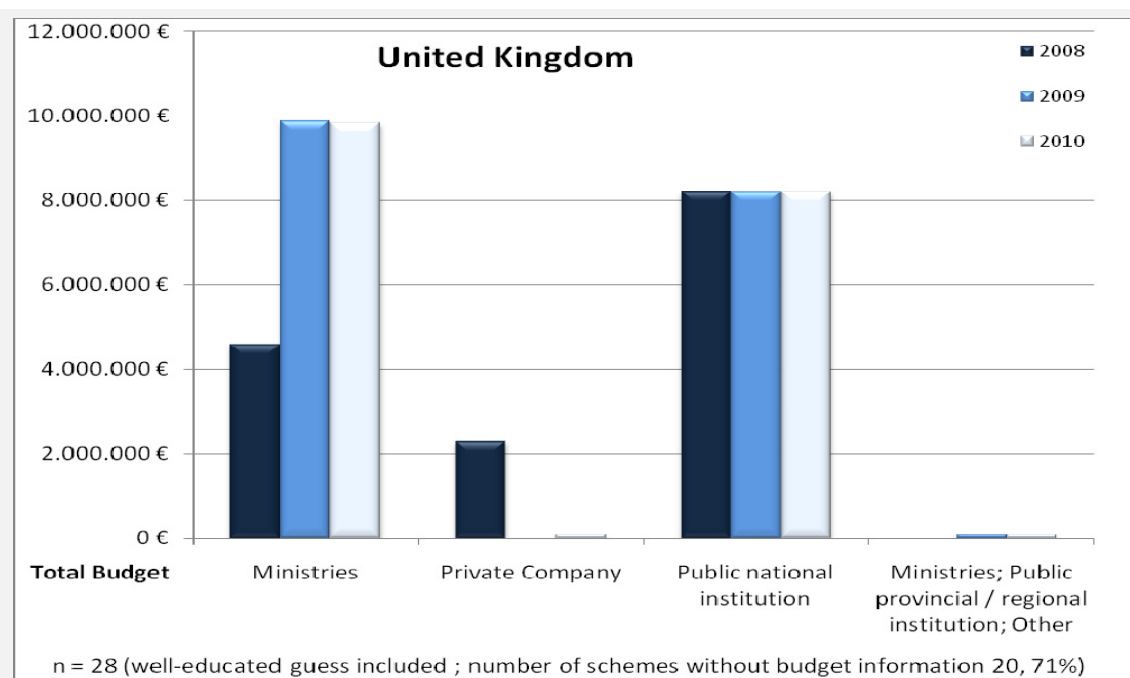


Judging by the little information available, the main activity is "School Stays" which corresponds exactly with the number of participants for the target group "Pupils and Teachers". The second largest number of participants is involved in "work Placements" with a slight increase from 2008 to 2009. "Study Tours" and "Volunteering" are the other activities that have been identified for the target groups.

Budget Development and Funding Agencies of Mobility Schemes

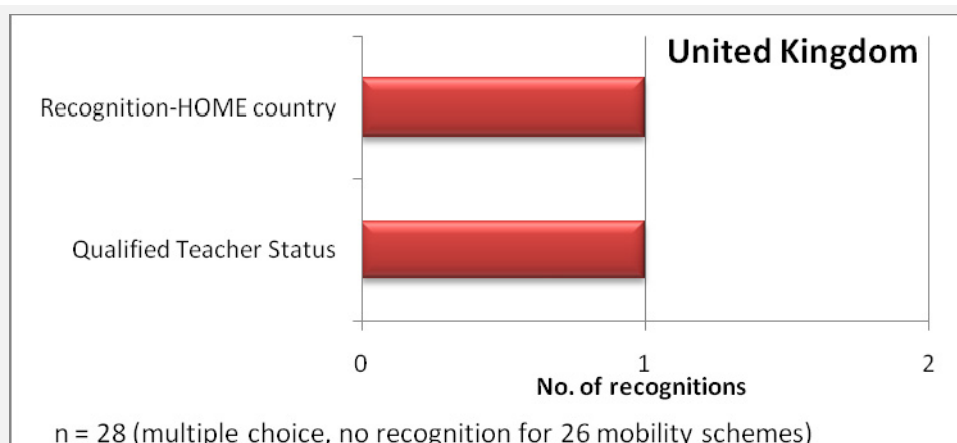


71% of the mobility schemes do not give any information about budgets in the United Kingdom which hardly any further analysis. According to the data there is a considerable increase of funding from 2008 to 2009..



The little information available show that public agencies are the main funding institutions and ministries increased their budgets from 2008 to 2009 considerably. Private companies reduced their funding for learning mobility to almost zero. Anecdotal evidence points to ministries following suit in 2010 and 2011.

Recognition of Mobility Schemes



Recognition does not seem to play an important role in the UK, despite the fact that schemes exist for recognition. The numbers of schemes that indicate using recognition of learning mobility are very few.

United Kingdom				
Nr	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
1	Challenges Worldwide	http://www.challengesworldwide.org/	Adult Learners (non-vocational adult education)	Work Placements
			Young people (Youth field)	Volunteering
2	Connecting Classrooms	http://www.britishcouncil.org/learning-connecting-classrooms.htm	Pupils (General secondary education)	School stays
			Teachers, trainers, other educational staff (General secondary education)	
3	Deloitte Global Program	http://careers.deloitte.com/united-kingdom/students/learn-dev-globalpro	Adult Learners (non-vocational adult education)	Other
4	DFID Diaspora Volunteering Programme	http://www.vso.org.uk/volunteer/diaspora-volunteering/	Young people (Youth field)	Work Placements
				Volunteering
5	DFID School Partnerships	http://www.dfid.gov.uk/get-involved/for-schools/global-school-partners	Pupils (Primary education; General secondary education)	School stays
			Teachers, trainers, other educational staff (Primary education; General secondary education)	
6	Eagle UK Work Experience Programme	http://www.eagle-uk.demon.co.uk/	Pupils (Initial vocational education and training)	Work Placements

United Kingdom				
Nr	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
			Adult Learners (Continuing vocational education and training)	
7	English Language Assistants	http://www.britishcouncil.org/languageassistants.htm	Teachers, trainers, other educational staff (Primary education; General secondary education)	Work Placements
8	Ernst&Young Global Mobility	http://www.ey.com/UK/en/Services/Tax/Human-Capital/Global-Mobility/HC-	Adult Learners (non-vocational adult education)	Work Placements
9	Fulbright UK/US Teacher Exchange	http://www.britishcouncil.org/learning-fulbright-what-is-fulbright-uk-	Teachers, trainers, other educational staff (Primary education; General secondary education)	Work Placements
10	Global Xchange: Youth Action	http://www.globalxchange.org.uk/pages/Youth-Action.aspx	Young people (Youth field)	Volunteering
11	Global Xchange: Youth Xchange	http://www.globalxchange.org.uk/	Young people (Youth field)	Volunteering
12	HSBC China Programme (Area Links)	http://www.britishcouncil.org/schoolpartnerships-china.htm	Pupils (Primary education; General secondary education)	Language classes
				School stays
13	IAESTE UK	http://www.iaeste.org.uk/	Young people (Youth field)	Work Placements
				Volunteering

United Kingdom				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
14	International Exchange Programme UK	http://www.iepuk.com/	Young people (Youth field)	Youth exchanges
15	Internship UK	http://internship-uk.com/	Young people (Youth field)	Work Placements
				Volunteering
16	Mobility programme: professional stays in France	http://www.ciep.fr/en/sejours-professionnels/index.php	Teachers, trainers, other educational staff (General secondary education)	Work Placements
17	PWC International Mobility	http://www.pwc.co.uk/eng/issues/international_mobility_partners.html	Adult Learners (non-vocational adult education)	Work Placements
18	Raleigh International	http://www.raleighinternational.org/	Young people (Youth field)	Volunteering
19	Skills for Employability (SfE) partnerships	http://www.britishcouncil.org/afghanistan-skills-for-employability.htm	Pupils (Initial vocational education and training)	Participation in course or seminar
			Adult Learners (Continuing vocational education and training)	
20	Study India Programme	http://www.studyindia.org.uk/	Young people (Youth field)	Study tours
21	Teachers International Development Programme	http://www.britishcouncil.org/learning-tipd-what-is-learning-tipd.htm	Teachers, trainers, other educational staff (Primary education; General secondary education)	Study tours
22	The Commonwealth Youth Exchange	http://www.cyec.org.uk/	Young people (Youth field)	Youth exchanges

United Kingdom				
Nr .	Name of the Mobility Scheme	Web-link	Target Group (Further Specification)	Type-activities
	Council			
23	The Graduate Teacher Programme	http://www.britishcouncil.org/learning-graduate-teacher-programme.htm	Teachers, trainers, other educational staff (General secondary education)	Work Placements
24	The Study China Programme - Chinese language and cultural programme	http://servalan.humanities.manchester.ac.uk/studychina/	Adult Learners (non-vocational adult education)	Language classes
25	training bridge - step into the german workplace	www.britishcouncil.org/trainingbridge	Pupils (Initial vocational education and training)	Work Placements
			Adult Learners (Continuing vocational education and training)	
26	VSO Public sector partnerships	http://www.vso.org.uk/partnerships/public-sector/	Adult Learners (non-vocational adult education)	Work Placements
27	VSO Youth for Development	http://www.vso.org.uk/volunteer/youth/youth-for-development.asp#0	Young people (Youth field)	Work Placements
				Volunteering
28	Youth Mobility Scheme - Working Holiday	http://www.visabureau.com/uk/youth-mobility.aspx	Young people (Youth field)	Work Placements
				Volunteering

Search Information United Kingdom

Mobility schemes according to institutions

Ministries / National Agencies	Ministry responsible for funding the mobility programmes is Ministry of Education. The National Agency, which is responsible for the implementation of the largest amount of the programmes, is the British Council.
Public Employment Services	No mobility programmes were identified within public employment service. Nevertheless after applying for Youth Mobility Scheme - Working Holiday visa, which is restricted to the citizens of Australia, New Zealand, Canada and Japan individuals are encouraged to use public employment service.
Bi- / trilateral Programmes (between specific countries)	There are several bilateral programmes of UK. Those include Fulbright UK/US Teacher Exchange, Study India and Study China Programme, Mobility programme: professional stays in France and Training Bridge - Step into the German Workplace. Besides there are bilateral negotiations between Ireland, already mentioned in the Irish database.
NGO's (foundations, church initiatives, etc.)	There are over 4000 NGOs in the UK, some of them also promote mobility, but require private funding from the participants. Such NGOs as Challenges Worldwide, which provide food and accommodation during the mobility stay is included to the database.
Private companies	Private companies name mobility programmes such as Deloitte Global Program, PWC International Mobility and Ernst&Young Global Mobility. Nevertheless the exact information on the budget of those programmes and the number of participants is confidential.
Other European Funds (Regional Funds, ESF etc.)	Regional funds of UK only support activities within the country.

Mobility schemes according to activities

Work Placements	Work placements are provided through the following outgoing opportunities: English Language Assistants, Fulbright UK/US Teacher Exchange, IAESTE UK, International Exchange Programme UK, Mobility programme: professional stays in France, Training Bridge - Step into the German Workplace, Challenges Worldwide as well as through the following incoming opportunities: Internship UK and Eagle UK Work Experience Programme. Some data on these programmes is confidential
Language courses (if aggregated data is available)	There are plenty of commercial organizations with provide English courses within the country and also free English classes provided by the Government to the English immigrants. Both of subcategories are not mentioned in the database.
Volunteer Programmes	There are many international volunteering organisations in the UK that send volunteers worldwide: such as Raleigh International, DFID Diaspora Volunteering Programme. There are several volunteering opportunities under VSO UK, for which the exact details on statistics were not available. A lot of volunteering programmes were supported by EU. Sadly according to our information most of the funding outside

	EU programmes is being cut
Exchange programmes of teachers / pupils (including school stays)	There are several exchange programmes for teachers/pupils mainly implemented by British Council such as Connecting Classrooms, Teachers International Development Programme, and The Graduate Teacher Programme.
Exchange programmes of youth (non-formal education)	Exchange programmes of youth have mostly the development background. Such programmes as Global Xchange: Youth Action and Global Xchange: Youth Xchange is included in the database. The Commonwealth Youth Exchange Council is a programme carried out between the countries of the Commonwealth for promotion of intercultural understanding.
Town twinning	Town twinning promotes cultural exchange and therefore not included to the database.
Study Tours	Study tours are included to Study China and Study India Programme. Those programmes provide a 3-weeks stay in the named countries with the scope of intercultural exchange.