



ECVET-Enterprise Project: Comparative Report

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9/24/2018

The aim of a comparative report of the ECVET-Enterprise project is to compare the practices and experiences of participants from countries (Latvia, Estonia, Finland, and Germany) involved in the project.

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Introduction

The aim of a comparative report of the ECVET-Enterprise project is to compare the practices and experiences of participants from countries (Latvia, Estonia, Finland, and Germany) involved in the project. By participants here we mean VET Trainees going on mobilities, VET tutors preparing and supervising the mobilities, workplace tutors at hosting organizations and representatives of such intermediary organizations as chambers. We focussed on practices and experiences in mobilities or work-based learning which reflect the use of ECVET principles and learning outcomes approach.

Our comparison is based on **feedback from participants** about different aspects of the use of learning outcomes within the framework of “Before-During-After”. As a result, we can compare the perspectives of VET tutors from different countries, workplace tutors; we can compare the processes between countries and between companies; we can compare the experiences of VET Trainees, we can compare cooperation and communication practices, as well as assessment and validation practices among countries and among schools.

Mobilities took place in the period between October 2017 and March 2018. VET trainees had learning periods at the following companies:

Latvia, Kuldīga VET (confectionary) – Bäckerei & Konditorei Fischer in Gotz, Germany

Latvia, Kuldīga VET (tourism) - Science Centre AHHA in Tartu, Estonia

Latvia, Kuldīga VET (furniture design) – WinNova + Euro-keittiöt in Rauma, Finland

Estonia, Tartu VET Centre (tourism) – Radisson Blu, Latvia

Estonia, Tartu VET Centre (tourism) – Hannover City Hotel, Germany

Estonia, Tartu VET Centre (cosmetology) - WinNova + Kstudio in Rauma, Finland

Finland, Winnova (cosmetology) - R2 Spa in Tartu, Estonia

Finland, Winnova (hairdresser) – Hairdresser's Salon in Brandenburg, Germany

Finland, Winnova (business and commerce) – Tele2, Latvia

The feedback process was initiated in spring of 2018 after all mobilities had taken place. We prepared feedback forms for VET tutors from 3 VET schools (Winnova Finland, Kuldīga VET Centre Latvia, Tartu VET Centre from Estonia), VET trainees from the 3 countries and for workplace tutors from 4 countries (Latvia, Estonia, Finland, Germany) We also used Europass Mobility feedback form for trainees. German-Baltic Chamber of Commerce and Latvian Chamber of Commerce provided their feedbacks in the format of “Lessons Learned”.

The feedbacks include comments about matching and understanding between schools and companies, about training, communication during all stages, assessment, and validation of learning outcomes. Comments about these aspects, about lessons learned and case descriptions, are included in the WBL Toolset available at www.qualityplacements.eu.

Overview of submitted feedback

	Finland	Estonia	Latvia
VET tutors reports	3	2	3
Company tutors reports (received for each sending country from host company)	2	3	3
Trainees reports	3	0	3
Europass Mobility documents	-	0	3
Learning Agreements with LO	3	1	3
Lessons learnt by each Project partner	1	1	1
Cases	1	1	1

VET Tutor feedback

	How did you reach agreement with Workplace Tutor about learning outcomes? Please describe the process	How was your communication with Workplace Tutor about learning progress?	How was your communication with the Trainee about learning progress?	How did you check/know that LO were achieved? Please explain	What was the recognition procedure?	What was a)most difficult and b)most enjoyable in cooperation with this company and this country?
Case 1 (Kuldiga VET, Furniture design)	We discussed the learning outcomes with workplace tutor by developing these LO criteria.Other adjustments were made by e-mail.	Communication was done by e-mails.	Communication with Trainee about learning progress was done through e-mail, Whatsapp and Facebook.	After discussion with student. After checking learning evaluation template.	Discussion with student and filling the evaluation template.	N/A
Case 2 (Kuldiga VET, Tourism service)	Based on Profession Standard and School Programme during the discussion with Workplace Tutor.	During the Mobility on the regular basis we communicated about any issues related to learning progress.	Regular communication about learning progress and any other questions.	Discussion with Trainee and Workplace Tutor. Information also included in the Participant's Report.	In accordance with LO and Participant's Report.	a) There were no difficulties. b) To communicate with professionals in the same field and get new experiences and ideas.

<p>Case 3 (Kuldiga VET, Confectionery)</p>	<p>We discussed the learning outcomes with workplace tutor by developing these LO criteria. Other adjustments were made by e-mail.</p>	<p>Communication with Workplace Tutor about learning progress was done through e-mail.</p>	<p>Communication with Trainee about learning progress was done through e-mail and Whatsapp.</p>	<p>I was convinced of the achievement of LO when I looked at ratings in learning outcomes evaluation template.</p>	<p>The evaluation was done by putting each mark on the score.</p>	<p>Convenience was provided by easy communication with the cooperation partners and the student who participated in the project.</p>
<p>Case 4 (WinNova, Beauticians)</p>	<p>Cooperation was fine and face-to-face, because the sending and receiving partners participated the Joint Staff Training in Riga. The learning outcomes were translated from the curriculum and compared. The differences were not essential so the LO could be accepted easily.</p>	<p>Cooperation and communication was trouble-free and simple. The answers were given to all the questions. There was a workplace change in the last minutes but it also went well. The information came from the receiving school partner. With the actual workplace tutor there was no direct communication from the sending school.</p>	<p>The communication tool was chosen to use WhatsApp with the three partners: trainee, group leader teacher (= VET school tutor) and the Ecvet Enterprise project manager. The communication was active, informal and encouraging. Mostly the tutor asked the trainee to tell about the work tasks or take work related photos. Also the free time activity was discussed.</p>	<p>Feedback discussions in the workplace and at school. The trainee was evaluated by the VET school tutor after return. The trainee did not reach all the learning outcomes mostly because the lack of teaching and possibilities to train the certain technique at the workplace.</p>	<p>Before the Mobility the trainee completed Towards international –course (Moodle): 5 credit points. After the Mobility the trainee gained excellent Certificate grades, because the rating at the workplace was very good.</p>	<p>a) To define the learning outcomes not knowing very well the receiving company and its opportunities. The workplace tutor was not named to the trainee. b) Most enjoyable was the friendly and helpful atmosphere.</p>

<p>Case 5 (WinNova, Telecommunications)</p>	<p>When contacting the company, this issue was discussed. It was discussed quite detailed in phone conversations and via emails. In the receiving company the contact person explained the work tasks which can be offered and also the tasks that are not possible to offer for this trainee. In the sending institution the school tutor modified the trainee's learning outcomes to fit to the options in the company. The LO was sent to the company and they accepted it.</p>	<p>The school tutor contacted the company's tutor regularly. The contact by email was weekly based. Also the workplace tutor was active to communicate and gave feedback about the learning progress from the start even not asked it. Very positive communication.</p>	<p>The communication tool was chosen to use WhatsApp with the three partners: trainee, group leader teacher and VET school tutor. The communication was informal and active. Mostly the tutor asked the trainee to tell about the work tasks or other work related issues. Also the free time activity was asked with Have a nice weekend – sentiments.</p>	<p>The trainee was evaluated in the workplace during the last week. The workplace tutor gave positive and satisfied feedback from the period. The VET school tutor had a telephone feedback discussion with the trainee after return back to home.</p>	<p>Before the Mobility the trainee completed Towards international –course (Moodle): 5 credit points. After the Mobility the trainee gained on the job-learning module: 7 credit points.</p>	<p>No difficulties at all, cooperation was enjoyable and transparent. The expectations were fulfilled completely.</p>
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<p>Case 6 (WinNova, Beauticians)</p>	<p>Cooperation was fine and face-to-face, because the sending and receiving partners participated the Joint Staff Training in Riga. The learning outcomes were translated from the curriculum and compared. The differences were not essential so the LO could be accepted easily.</p>	<p>Cooperation and communication about the learning progress was not very simple with the workplace tutor because the common language was missing. But the answers were given to all the questions. There was more communication with the third partner in the Training Center.</p>	<p>The communication tool was chosen to use closed Facebook with the three partners: trainee, group leader teacher (= VET school tutor) and the Ecvet Enterprise project manager. The communication was active, informal and encouraging. Mostly the tutor asked the trainee to tell about the work tasks or take work related photos. Also the free time activity was discussed. The trainee was active to update daily events and works.</p>	<p>The trainee was evaluated in the workplace during the period. The workplace tutor gave positive and satisfied feedback. The VET school tutor had a feedback discussion with the trainee after returning back to home. The trainee did not reach all the learning outcomes mostly because the lack of possibilities (=customers) to train certain techniques at the workplace.</p>	<p>Before the Mobility the trainee completed Towards international course (Moodle): 5 credit points. After the Mobility the trainee gained on the job-learning module: 7 credit points.</p>	<p>a) Most difficult was the language issue and it affected the cooperation. b) Most enjoyable was the friendly and helpful atmosphere in the workplace. Although the language problems there was a lot of trust between the partners.</p>
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<p>Case 7 (Tartu VET, Tourism/hospitality)</p>	<p>Learning outcomes were discussed with Intermediary Company during the very early phase of preparing the traineeship: at the ECVET Enterprise seminar in May, 2017. The principles of LOs were agreed, leaving some further details open for the host company to fix.</p>	<p>For better understanding I quite often sent e-mails to the Tutor to clarify the practical sides of LOs, and sometimes I phoned, too.</p>	<p>We discussed the tasks and expected progress by phone practically every other night because it was difficult for the trainee to communicate in German and explain the aspects of expected LOs.</p>	<p>The progress with LOs was checked by little phone interviews almost daily. The additional tasks to achieve the LOs of the traineeship were designed in cooperation with tourism teachers at school. At the end of her traineeship the trainee prepared a thorough slideshow on her work. When back in school we had an interview, together with portfolio and documentation check-up and then the trainee wrote a short report on her traineeship period. The trainee gave a presentation (analysis) in Estonian to tourism department students and teachers as this is the routine in our school after each traineeship period. Finally, the trainee gave a presentation in English on the procedures and results of international traineeship at the international meeting where the audience was, both international trainees and vocational teachers.</p>	<p>The curriculum of post-secondary tourism organizing programme is divided into modules and the students` progress is checked on the basis of LOs that are uniting the subjects of the module. The students should analyse the goals, procedures and results of their work, according to LOs which, in turn, are based on the theoretical knowledges gained in professional subject classes.</p>	<p>a) On my side, it was difficult to make adjustments in tasks over the distance when it came out that better German language skills were expected from the trainee (due to misinterpretation of the European Language Passport). But finally all went well. b) Although organizing the traineeship was difficult at the beginning, the local people (in tourism information centre, in hotels, in intermediary company) in Germany were willing to help to improve the situation. That resulted in achievement of LOs which was very important to the trainee. 8</p>
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<p>Case 8 (Tartu VET, Tourism/hospitality)</p>	<p>Learning outcomes were discussed with Workplace Tutor during the very early phase of preparing the traineeship: at the end of the ECVET Enterprise seminar in May, 2017. So, the LOs were agreed upon in mutual understanding of the future role of the trainee at her future workplace.</p>	<p>We discussed the expected progress by phone right before the arrival of the trainee. We exchanged e-mails about in the middle of the traineeship and I understood that everything is going well.</p>	<p>We exchanged e-mails and I made some phone-calls. From the beginning of the traineeship I got to know that the trainee was nicely involved in the daily routines of the workplace. Towards the end of the traineeship I gave further information about reporting tasks.</p>	<p>At the last day of the traineeship period I watched the video-clip the trainee had made about her work. When back in school we had an interview, together with portfolio and documentation check-up and then the trainee wrote a short report on her traineeship period. The trainee gave a presentation (analysis) in Estonian to tourism department students and teachers as this is the routine in our school after each traineeship period. Finally, the trainee gave a presentation in English on the procedures and results of international traineeship at the international meeting where the audience was, both international trainees and vocational teachers.</p>	<p>The curriculum of post-secondary tourism organizing programme is divided into modules and the students`progress is checked on the basis of LOs that are uniting the subjects of the module. The students should analyse the goals, procedures and results of their work, according to LOs which, in turn are based on the theoretical knowledges gained in professional subject classes.</p>	<p>a) On my side, I did not have any difficulties in cooperation of the receiving/host company because they seem to be experienced hosts for trainees. b) I appreciate the team-work in the receiving/host partner company. This gave a valuable experience to a trainee for her future career.</p>
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Workplace Tutor feedback

	<p style="text-align: center;">How did you and school reach the agreement on what the Trainee should learn at your company?</p>	<p style="text-align: center;">Was there contradiction between what the Trainee should learn “according to documents” and real learning at your company? Please comment.</p>	<p style="text-align: center;">How did you follow that planned learning outcomes (results) were achieved?</p>	<p style="text-align: center;">What did the trainee learn something in addition to what was in the plan (Learning Agreement)?</p>	<p style="text-align: center;">How did you communicate with the school during the process?</p>	<p style="text-align: center;">Was there communication with the School about assessment of the Trainee, results of mobility, future cooperation? Please comment:</p>	<p style="text-align: center;">What was a) most difficult and b) most enjoyable in having this Trainee?</p>
<p>Case 1 (Euro-keittiöt, Finland)</p>	<p>Sending school sent the Europass CV of the student and her planned learning outcomes to receiving school (WinNova) and they sent to us. There were three main outcomes. The VET school tutor discussed with me if these outcomes could be reached. It was possible and agreed from our side.</p>	<p>No, not any.</p>	<p>Following the trainee’s work daily. Talking with the Finnish VET school teacher. Teaching personally some machines to her. Organised the side or pair work with other workers.</p>	<p>Difficult to know. At least the trainee got a lot of professional work experience because she was lacking it.</p>	<p>Yes. By phone and tutor visited us.</p>	<p>Yes. The trainee was evaluated during the last week. We are very satisfied with the skills, competences and positive work attitude of the trainee. Future cooperation: this was positive experience and we will offer an international internships in the future.</p>	<p>a) not any difficulties b) get to know this trainee. Easy to cooperate with the stakeholders.</p>

Case 3 (Bäckerei & Konditorei Fischer, Germany)	We didn't have contact with the school. We talked with the Chamber of Crafts by e-mail and in personal talks what the trainee should learn.	No, there was no discrepancy between this. The trainee had learned and fulfilled the planned learning outcomes.	We made sure that the planned learning outcomes were achieved by supervision and consultation with the Chamber of Crafts.	Yes, I think so. The trainee learned 2-3 tricks from us as well as some (hand) movements in the bakery.	During the stay a committee of the school came to talk with us personally.	No, up until now we haven't discussed further things neither about the past project nor future projects.	a) the language barrier, but this got better and better every day. b) to finally have to talk in English, the exchange about the country, people, tradition and culture
Case 4 (R2Spa, Estonia)	By Phone – we had a talk what we can offer and what student needs	no	By regular feedback from student	The way we treat our customers particularly in our spa and the way our work is organised	by phone, not much	no	a) the shortness of the traineeship b) to get some international experience, insight
Case 6 (Monika Nowotny, hairdresser, Germany)	We made a contract with the school in which the different tasks were specified. Learning outcomes were color and cut.	No, there was no contradiction. The goals which were discussed were fulfilled.	We made sure that the planned learning outcomes were achieved by using a list of goals which we executed. The time working together was what mattered most.	Yes, all the practical processes of the salon: hair care applications; Recipes/composition of mixtures; Compliance with standards (customer reception, consultation, gloves etc.) Furthermore, the trainee lived in the same house as us, we organized visits in Brandenburg, of museums, the town hall, Berlin and welcomed the trainee into our family so that she could take part in family activities.	We communicated via email and through personal contact because people from the Finnish school came to visit.	Yes, we filled out the according evaluating documents. When the Finns came, we promised to keep in touch about future projects.	a) There were no difficulties. b) working together, eating together and doing the excursions in the free time.

<p>Case 8 (Radisson Blu, Latvia)</p>	<p>At first we got in touch with the sending school in order to clarify the content and goals of the job-training. Then we had assessed our company's needs and opportunities for offering job-training in the specific department. Then again we contacted partner school to find out if what we were offering was of any need and attractive to the Trainee. After the School's approval, the Trainee received an offer from us to undertake the job-training in two different departments.</p>	<p>I think there was no contradiction, because the objectives and tasks of the practice were very general, so we could find the most suitable solution in cooperation with the School and the Trainee.</p>	<p>As a Workplace Tutor I tried to communicate with the Trainee on a regular basis about how she was doing with the practice tasks and whether they all satisfied her.</p>	<p>I think, yes, because our hotel brand has many internal brand standards, procedures, etc. that can be acquired only in this hotels branch.</p>	<p>I was contacting VET Tutors at school both by telephone and by e-mail. Most of the communication took place before the start of the training and at the beginning of the job-training.</p>	<p>No, there was no communication with the school after the training.</p>	<p>a) Initially it was difficult to understand how the training process will be organized; what exactly the trainee has to learn during the practice; what the school and trainee is expecting from us. b) The trainee had a good command of English language, so it was easy to build communication with her. The trainee also had a good knowledge of the various general hotel processes and principles and was interested in gaining more experience.</p>
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<p>Case 9 (Kstudio, Finland)</p>	<p>Contacts and meetings with the teacher in the receiving country. To make the agreement was easy.</p>	<p>Not any</p>	<p>It was followed all the time in the workplace by the other workers and by the the owner when present. The trainee did beauty treatments for the employers. This has been good monitoring.</p>	<p>Yes. The trainee learned special beauty treatments for eye lashes and nails.</p>	<p>Yes. Meeting s in the company, emails, telephone calls.</p>	<p>No</p>	<p>a) nothing b) common mother language and experiences from trainee's home country work life in beauty sector.</p>
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	Statements from VET Trainee feedback
	Please describe the good and bad elements of the mobility experience according to your answers above. What were the most important experiences from your mobility experience?
Case 1 - Līga	"All my practice time was very useful, and work every day with my Master and manufacturing was wonderful, valuable practical experience and all the knowledge that it gave to my education."
Case 2 - Anda	"My workspace was good, and so was my mentor, she helped me whenever I needed help."
Case 3 - Ance	"I think everything was very good and I was really happy there, I wish I could have stayed longer in that company and country."
Case 4 - Maris	"At times I felt that things didn't move on at all and I knew more about things than my supervisors. Altogether I find possibility to study abroad excellent! It is a very good way for a young person to improve courage, independence and language."
	"Time got passed very fast. I would've liked to stay even more longer and get to do more things. As I was already open-minded I still wish I could have gotten to join more at everyday studying and working."
Case 5 - Emilia	"My work experience was good. The place was nice, and everyone was open-minded and understanding. I enjoyed my time at work and I learned new things. The place where I stayed was nice, but I felt lonely sometimes and I felt like I didn't have chance to make new friends."
	"The most important experience was my job. It was nice to learn how things work in different country. I have been interested in working abroad and this experience gave me a lot."
Case 6 - Aada	I learnt a lot about the culture and language. I met a lot nice people. I could not do so many customer works that I hoped. The teacher didn't speak English at all.

VET Trainee report data

	Trainee No.1	Trainee No.2	Trainee No.3	Trainee No.4	Trainee No.5	Trainee No.6
The year of the study	1	3	4	3	Already graduated	2
The main motivations:						
Enhance my technical/professional skills/competences	1	1	1	1		
Opportunity to live abroad	1		1	1	1	
Opportunity to learn/improve a foreign language	1		1	1		
Opportunity to meet new people	1	1	1	1	1	1
Opportunity to develop personal skills, such as adaptability	1		1	1		1
Enhance my future employability in my home country	1		1			
Enhance my future employability abroad	1		1	1	1	
Opportunity to experience different learning practices	1		1	1	1	1
Possibility to choose to do part of my studying/training in a foreign language	1		1			1
The length of the study/training period was appropriate	1	1		1		1
Quality of the receiving institution						1
Good alignment of the courses/training abroad with the curriculum at the sending institution	1		1			1
Available support in finding accommodation	1	1				1

How would you evaluate the quality of learning and teaching at the receiving organisation?							
	The quality of content of training	Very good	Very good	Very good	Very good	Good	Good
	The quality of teaching methods	Good	Very good	Very good	Good	Very good	Fair
Would you recommend your host organisation?		Yes	Yes	Yes	N/A	Yes	Yes
How would you evaluate the quality of support at your sending and receiving organisations?							
	I was given proper help to find a suitable host organisation	Rather agree	Strongly agree	Strongly agree	Not applicable	Strongly agree	Strongly agree
	The organisation where I was trained met my needs	Rather agree	Strongly agree	Strongly agree	Rather agree	Rather agree	Rather agree
	I knew clearly what I was expected to do and learn during my training abroad	Rather agree	Strongly agree	Strongly agree	Neither agree nor disagree	Rather disagree	Strongly agree
	The training duration was long enough for me to fulfill my training objectives	Rather agree	Strongly agree	Rather agree	Strongly agree	Strongly agree	Strongly agree
	The proposed activities were directly related to my training objectives in my home country	Rather agree	Strongly agree	Strongly agree	Strongly agree	Rather agree	Neither agree nor disagree
	I was provided with proper equipment	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
What was the main language used during your mobility activity?		English	English, Latvian, Russian	English	Estonian	English	English
Do you feel you have improved your skills in this language during your stay abroad?		Yes	Yes	No, I was already fluent	Yes	Yes	Yes
Were the learning outcomes from your mobility period recognized?		Yes	Yes	Yes	Yes	Yes	Yes
What type of certification did you receive?		Europass	Europass, other	Europass	Europass	Recognition at regional level	Recognition by home institution

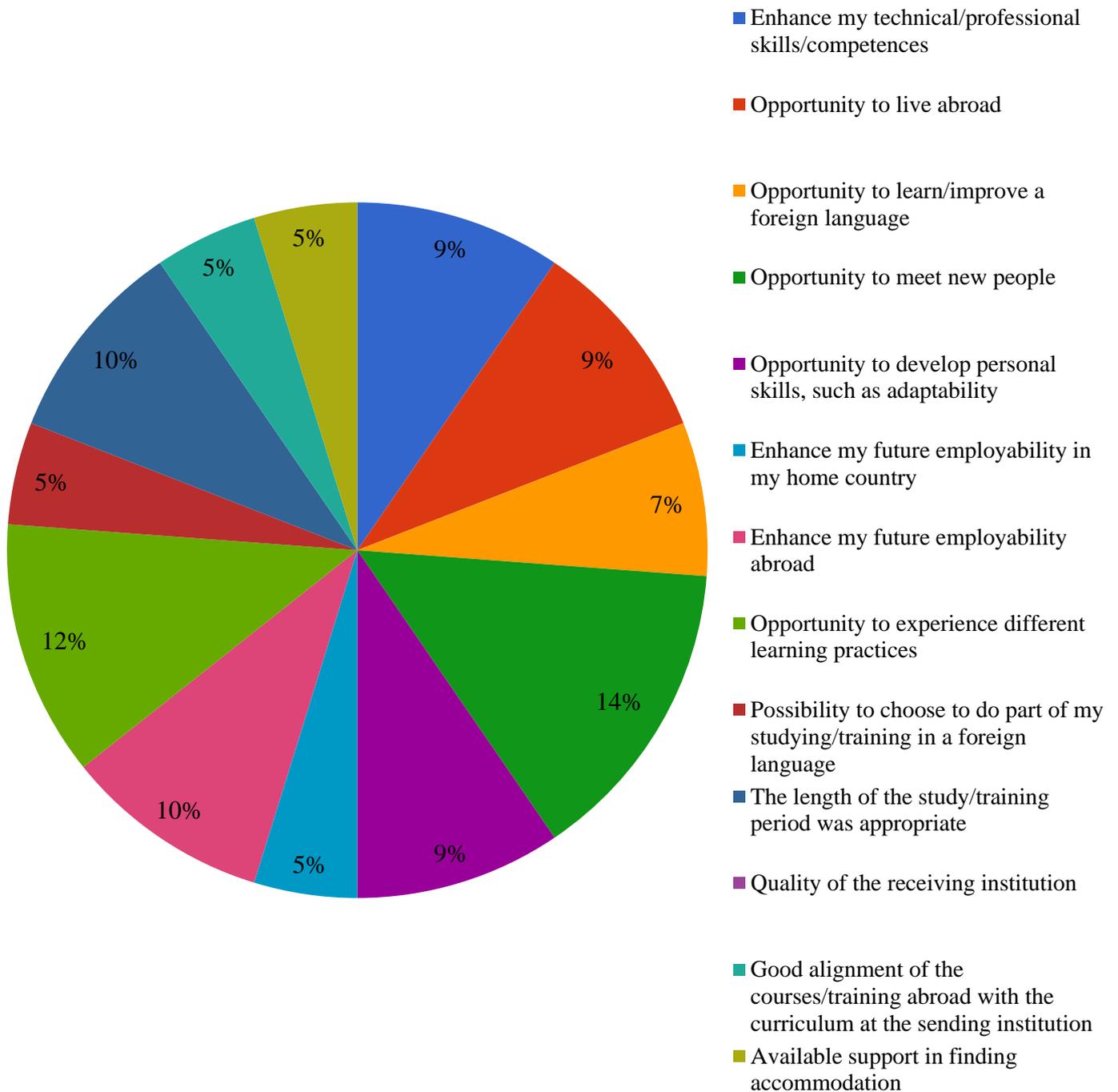
Did you have to undertake any tests at the sending institution after your mobility period to get recognition of the learning outcomes?	No	Yes	No	No	No	No
By participating in this Erasmus+ activity I believe I have developed the following competences						
Competences in mathematics, science and technology	Rather agree	Rather agree	Rather agree	Strongly disagree	Strongly disagree	-
Digital competence (e.g. using the Internet, social media and PCs for my studies, work and personal activities)	Strongly agree	Strongly agree	Rather agree	Rather agree	Rather agree	-
Learning to learn (planning and carrying out my learning independently)	Strongly agree	Strongly agree	Strongly agree	Rather agree	Neither agree nor disagree	Strongly agree
Social and civic competences (e.g. to appreciate the value of different cultures and better understand concepts such as democracy, justice, equality, citizenship and civil rights)	Rather agree	Neither agree nor disagree	Strongly agree	Rather agree	Rather agree	Strongly agree
Sense of initiative and entrepreneurship (e.g. how to develop an idea and put it into practice)	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Rather disagree	-
Cultural awareness and expression (e.g. expressing yourself creatively and better understanding arts and media)	Strongly agree	Strongly agree	Strongly agree	Rather agree	Neither agree nor disagree	Neither agree nor disagree
Through my participation in this activity I learned better how to						

think logically and draw conclusions (analytical skills)	Strongly agree	Rather agree	Strongly agree	Neither agree nor disagree	Rather agree	Neither agree nor disagree
find solutions in difficult or challenging contexts (problem-solving skills)	Strongly agree	Strongly agree	Strongly agree	Neither agree nor disagree	Neither agree nor disagree	Rather agree
plan and organise tasks and activities	Strongly agree	Strongly agree	Strongly agree	Rather agree	Strongly agree	Rather agree
cooperate in teams	Strongly agree	Strongly agree	Strongly agree	Rather disagree	Rather agree	Rather agree
After having taken part in this mobility activity						
I improved my technical/professional skills/competences	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Neither agree nor disagree	Neither agree nor disagree
I am more confident and convinced of my abilities	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Neither agree nor disagree	Rather agree
I know better my strengths and weaknesses	Strongly agree	Rather agree	Strongly agree	Rather agree	Strongly disagree	Rather agree
I am more able to cooperate with people from other backgrounds and cultures	Strongly agree	Strongly agree	Strongly agree	Rather agree	Neither agree nor disagree	Strongly agree
I am more able to adapt to and act in new situations	Strongly agree	Rather agree	Strongly agree	Strongly agree	Rather agree	Strongly agree
I am more able to think and analyse information critically	Strongly agree	Rather agree	Strongly agree	Neither agree nor disagree	Rather agree	Rather agree
I am more tolerant towards other persons' values and behaviour	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Neither agree nor disagree	Rather agree
I am more open-minded and curious about new challenges	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
I intend to participate more actively in social and political life of my community	Strongly agree	Neither agree nor disagree	Strongly agree	Strongly agree	Rather agree	Rather agree

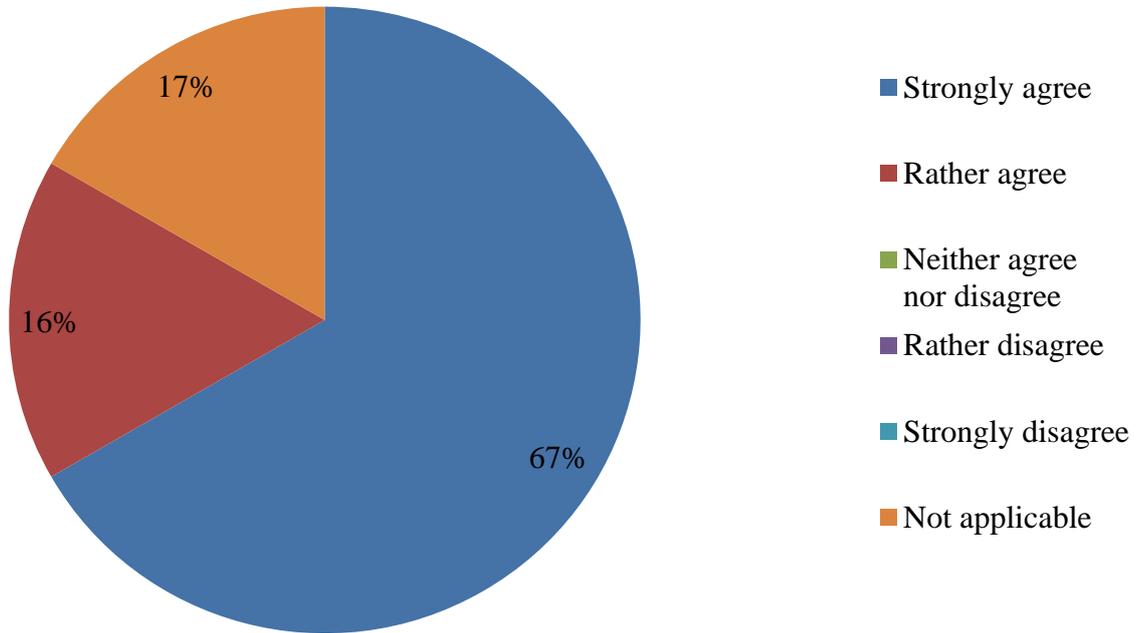
I am more interested in knowing what happens in the world daily	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly disagree	Strongly agree
I am more able to reach decisions	Rather agree	Strongly agree	Strongly agree	Strongly agree	Rather disagree	Strongly agree
I am more interested in European topics	Rather agree	Strongly agree	Strongly agree	Strongly agree	Rather disagree	Strongly agree
Thanks to this mobility experience						
I believe that my chances to get a new or better job have increased	Rather agree	Strongly agree	Strongly agree	Strongly agree	Rather agree	Rather agree
I have a clearer idea about my professional career aspirations and goals	Rather agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Rather disagree
I have better opportunities for internships or jobs in my home country	Rather agree	Strongly agree	Strongly agree	Rather agree	Neither agree nor disagree	Strongly agree
I am better capable of taking over work tasks with high responsibility after my stay abroad	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Neither agree nor disagree	Strongly agree
How has the stay abroad changed the way you see your future work?						
I can easily imagine working abroad at some point in the future	Rather agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Rather disagree
I can easily imagine working in the country where I did my Erasmus+ period in the future	Rather agree	Rather agree	Strongly agree	Strongly agree	Strongly disagree	Rather disagree
I would like to work in an international context	Rather agree	Strongly agree	Strongly agree	Strongly agree	Rather agree	Rather disagree
Did you have a mentor in the receiving organisation?	Yes	Yes	Yes	Yes	Yes	Yes
How satisfied were you with your mentor provided by the receiving organisation?	Very satisfied	Very satisfied	Very satisfied	Rather satisfied	Rather satisfied	Rather satisfied
How satisfied are you with your accommodation and travel arrangements?						

	Your accommodation	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Rather agree	Strongly agree
	Your travel arrangements	Neither agree nor disagree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
How would you rate the support (dealing with questions, complaints or problems) you received by							
	Your sending institution	Rather satisfied	Very satisfied	Very satisfied	Rather satisfied	Very satisfied	Very satisfied
	Your receiving institution	Rather satisfied	Very satisfied	Very satisfied	Rather satisfied	Rather satisfied	Rather satisfied
How satisfied are you with your Erasmus+ mobility experience in general?		Very satisfied	Very satisfied	Very satisfied	Very satisfied	Rather satisfied	Very satisfied

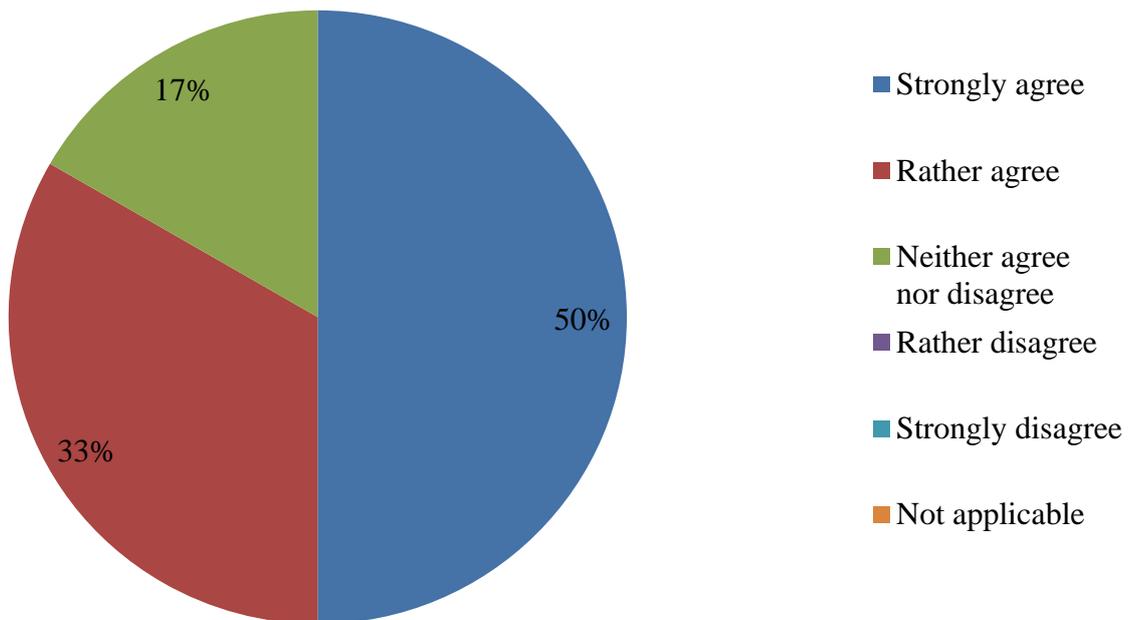
The main motivations for undertaking mobility



I was given proper help to find a suitable host organisation



I knew clearly what I was expected to do and learn during my training abroad



Learning Outcomes, Assessment, Validation: Comparative Table

Based on mobility documents, feedbacks, comments of VET schools

	Latvia			Finland			Estonia		
	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6	Case 7	Case 8	Case 9
1. Learning Outcomes (LO)									
Sector/ qualification	Furniture design	Tourism service	Confectionery	SPA treatment	Business and Commerce	Hair cutting and bearding	Toursim organiser	Toursim organiser	Hairdres ser
How many units	3	2	2	10 (listed in Learning Agreement as Vocational Skills Requirements)	6	17 (listed in Learning Agreement as Vocational Skills Requirements)	5	-	-
Other	Discription of knowledge, skills and competences annexed as Units of LO already acquired by the learner	Discription of knowledge, skills and competences annexed as Units of LO already acquired by the learner	Discription of knowledge, skills and competences annexed as Units of LO already acquired by the learner	Units of LO described as Vocational Skills Requirements; added up by knowledge: theoretical and factual; skills: cognitive or practical; competence: responsibility and autonomy	Units of LO are supported by description of knowledge: theoretical and factual; skills: cognitive or practical; competence: responsibility and autonomy	Units of LO described as Vocational Skills Requirements; added up by knowledge: theoretical and factual; skills: cognitive or practical; competence: responsibility and autonomy	Discription of knowledge, skills and competences annexed as Units of LO already acquired by the learner	-	-
2. Assessment									
By whom	-	By host and intermediary organisation	By host and intermediary organisation	By wokplace tutor	By wokplace tutor	By wokplace tutor	Company tutor		

Procedure	-	Filling up evaluation form at the end of traineeship	Filling up evaluation form at the end of traineeship	Filling up assessment form in the Learning Agreement and putting the score to each Learning Outcome in the following categories: Vocational Skills Requirements; knowledge: theoretical and factual; skills: cognitive or practical; competence: responsibility and autonomy	Filling up assessment form in the Learning Agreement and putting the score to each Learning Outcome in the following categories: Vocational Skills Requirements; knowledge: theoretical and factual; skills: cognitive or practical; competence: responsibility and autonomy	Filling up assessment form in the Learning Agreement and putting the score to each Learning Outcome in the following categories: Vocational Skills Requirements; knowledge: theoretical and factual; skills: cognitive or practical; competence: responsibility and autonomy	At the end of traineeship using Learning portfolio and assessment sheet. The progress with LOs was checked by little phone interviews almost daily. The additional tasks to achieve the LOs of the traineeship were designed in cooperation with tourism teachers at school. At the end of her traineeship the trainee prepared a thorough slideshow on her work. When back in school we had an interview, together with portfolio and documentation check-up and then the trainee wrote a short report on her traineeship period. The trainee gave a presentation (analysis) in Estonian to tourism department students and teachers as this is the routine in our school after each traineeship	At the last day of the traineeship period I watched the video-clip the trainee had made about her work. When back in school we had an interview, together with portfolio and documentation check-up and then the trainee wrote a short report on her traineeship period. The trainee gave a presentation (analysis) in Estonian to tourism department students and teachers as this is the routine in our school after each traineeship period. Finally, the trainee gave a presentation in English on the procedures and results of international traineeship at the international meeting where the audience was, both international trainees and vocational teachers
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Scale	Level of competence: 0- underperforming ; 1 - meeting expectations; 2 - high performing	Level of competence: 0- underperforming ; 1 - meeting expectations; 2 - high performing	Level of competence: 0- underperforming ; 1 - meeting expectations; 2 - high performing	Evaluation scale is from 0 to 3, where 0 = failed task, 1 = satisfactory achievement, 2 = good achievement, 3 = excellent achievement	Evaluation scale is from 0 to 3, where 0 = failed task, 1 = satisfactory achievement, 2 = good achievement, 3 = excellent achievement	Evaluation scale is from 0 to 3, where 0 = failed task, 1 = satisfactory achievement, 2 = good achievement, 3 = excellent achievement	-		
Where recorded	Europass Mobility document	Europass Mobility document	Europass Mobility document	Learning Agreement	Learning Agreement	Learning Agreement	Learning portfolio and assessment sheet; Europass Mobility document	Learning portfolio and assessment sheet; Europass Mobility document	
Were all achieved?	Yes	Yes	Yes	No	Yes	No, only partly	Yes	Yes	-

3. Validation

Method, procedure	by sending organisation through the interview/talk with the student, based on the evaluation from the host and intermediary organisation and the student report. Those persons responsible for validating, are also responsible for recognition of LO.	by sending institution through the interview/talk with the student, based on the evaluation from the host and intermediary organisation and the student report. There are 2 different persons that are responsible for validation and recognition of LO.	by sending institution through the interview/talk with the student, based on the evaluation from the host and intermediary organisation and the student report. There are 2 different persons that are responsible for validation and recognition of LO.	Feedback discussions in the workplace and at school. The trainee was evaluated by the VET school tutor after return. The trainee did not reach all the learning outcomes mostly because the lack of teaching and possibilities to train the certain technique at the workplace.	The trainee was evaluated in the workplace during the last week. The workplace tutor gave positive and satisfied feedback from the period. The VET school tutor had a telephone feedback discussion with the trainee after return back to home.	The trainee was evaluated in the workplace during the period. The workplace tutor gave positive and satisfied feedback. The VET school tutor had a feedback discussion with the trainee after returning back to home. The trainee did not reach all the learning outcomes mostly because the lack of possibilities (=customers) to train certain techniques at the workplace.	The curriculum of post-secondary tourism organizing programme is divided into modules and the students` progress is checked on the basis of LOs that are uniting the subjects of the module. The students should analyse the goals, procedures and results of their work, according to LOs which, in turn, are based on the theoretical knowledges gained in professional subject classes.	The curriculum of post-secondary tourism organizing programme is divided into modules and the students` progress is checked on the basis of LOs that are uniting the subjects of the module. The students should analyse the goals, procedures and results of their work, according to LOs which, in turn are based on the theoretical knowledges gained in professional subject classes.	
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Credit points	-	-	-	Before the Mobility the trainee completed Towards international – course (Moodle): 5 credit points. After the Mobility the trainee gained excellent Certificate grades, because the rating at the workplace was very good.	Before the Mobility the trainee completed Towards international – course (Moodle): 5 credit points. After the Mobility the trainee gained on the job-learning module: 7 credit points.	Before the Mobility the trainee completed Towards international course (Moodle): 5 credit points. After the Mobility the trainee gained on the job-learning module: 7 credit points.	-	-	-
Recognition level	Europass Mobility document	Europass Mobility document	Europass Mobility document	Learning Agreement	Learning Agreement	Learning Agreement	-	-	-
Documentation?									

Case descriptions

Case by Tartu VET Centre "Misinterpretations and Misexpectations"

A student with EQF level 5 in the tourism sector from Tartu VET school went for a work placement in the hotel in Hannover, Germany. There was an intermediary company involved in the matching process of the VET school and company. So before the traineeship, according to VET Tutor's comments, "Learning outcomes were discussed with Intermediary Company during the very early phase of preparing the traineeship (at the ECVET Enterprise seminar in May 2017). The principles of LOs were agreed, leaving some further details open for the host company to fix".

The problems started, when Trainee faced the gap between expected knowledge of the German language and the actual one. VET Tutor comments that as: "For better understanding, I quite often sent e-mails to the (Company) Tutor to clarify the practical sides of LOs, and sometimes I phoned, too. We discussed the tasks and expected progress by phone practically every other night because it was difficult for the Trainee to communicate in German and explain the aspects of expected LOs".

Despite of all efforts from VET institution's side, there were several difficulties in the process of the traineeship, on which the Tutor provides the following feedback: "On my side, it was difficult to make adjustments in tasks over the distance when it came out that better German language skills were expected from the Trainee (due to misinterpretation of the European Language Passport). But finally, all went well. Although organizing the traineeship was difficult at the beginning, the local people (in tourism information center, in hotels, in the intermediary company) in Germany were willing to help to improve the situation. That resulted in achievement of LOs which was very important to the trainee."

There were also following acknowledgments made by the Tartu VET school regarding this case:

1. The peak seasons at tourism companies and a tourism department at School are different;
2. The term "tourism student" means different things in different countries. In Estonia, there are several tourism curricula meant for post-secondary students (2-year programme) e.g. tourism organizer programme involves tasks related to organizing and managing, very little hospitality (hotel + catering);
3. European Language Passport might not be familiar to companies, e.g. level A is a basic knowledge in the Passport, but might seem advanced in people's minds;
4. When misunderstanding is felt in the air, all parties should start peaceful communication to provide the acceptable traineeship. In that case, it was useful that we had an observation as one of the methods of the traineeship, because the school team is able to give suitable observation tasks that match the LOs until the practical traineeship is organized on spot;
5. Discussion traditions are different in different countries. Are trainees equal partners to supervisors and experienced workers to find solutions?

The Latvian Chamber of Commerce and Industry had also commented on the lesson learned from this case in order to minimize the gap in understanding between the VET school and Enterprise and to avoid similar issues in the future :

“When Enterprise asks “What skills does the Trainee have?” and VET Tutor replies “The Trainee/student has *\$# skills.”, which is not clear for the company and causes misinterpretation of given information and misunderstanding between the parties. Conclusion: Companies need more practical rather than theoretical information.”

Case by Kuldiga VET Center "Everything went as it was planned"

A student with EQF level 4 in confectionery sector from Kuldiga VET school went for a work placement in Bäckerei & Konditorei Fischer in Gotz, Germany. Kuldiga VET school representative introduces this case as “Ance Mediņa - a learner from Kuldigas Technology and Tourism Vocational School went to Germany, Gotz, where she had a traineeship in the bakery. During the traineeship all went really well, according to the planned in the professional field. She had a chance to acquire different skills, work with different products”.

According to VET Tutor, the traineeship went really well, as well as all LOs were achieved. Another positive acknowledgment was about the communication process with Enterprise Tutor: “Convenience was provided by easy communication with the cooperation partners and the student who participated in the project”.

The only negative point came from Trainee’s parents' side, VET school provides feedback on that: “Ance's mum was not satisfied that the bakery's working hours usually are during the night. Ance herself was not bothered by that fact”.

This case also involved visit of VET school representative’s to the host company, which also was a positive experience: “During the Project meeting we had an opportunity to visit her work placement and make sure that the traineeship itself and knowledge gathering went in a positive way”.

Case by WinNova VET Center "Special arrangements"

A student with EQF level 4 in telecommunications sector from WinNova VET school went for a work placement in Tele2 in Riga, Latvia. There was an issue that the VET Tutor faced before the traineeship: “When contacting the company, this issue was discussed. It was discussed quite detailed in phone conversations and via emails. In the receiving company, the contact person explained the work tasks which can be offered and also the tasks that are not possible to offer for this trainee. In the sending institution, the school tutor modified the trainee’s learning outcomes to fit the options in the company. The LO was sent to the company and they accepted it. The school tutor contacted the company’s tutor regularly. The contact by email was weekly based. Also, the workplace tutor was active to communicate and gave feedback about the learning progress from the start even not asked it. Communication was very positive”.

However, in the end, according to feedback of VET school “intern missed part of training in the school during her traineeship in Latvia. Unfortunately, LO didn't match with missed subject topics. As the solution was that VET teacher gave her the opportunity to learn and pass the course after normal time plan with extra tasks and materials to complete”. WinNova’s VET representative further reveals in her comments that “there was a long period of preparation and 2

weeks before internship the company rejected internship due to technical issues. Most probably - the language gap. After several friendly discussions and honest arguments, both sides agreed that Tele2 will try to find an internship placement in a sister company that acts in English. Meanwhile, the company presented that in case of taking an intern for the internship they cannot provide 100% relevance and LO. And they were ready to cooperate.”

Overall, VET schools representative comments “Both sides agreed about max best solutions. Some things were left behind. Nevertheless, intern got a good internship place. Win-win situation. Both sides were flexible”. The traineeship period, as well as its assessment and validation ended in a successful way.

Lessons learnt

	What should have been done differently?	If there could have been more time...	In ideal case
Kuldiga VET Center	Before sending learners to the traineeships, it is necessary for the teacher to visit the company and speak with administration and worker - mentor, who will manage the traineeship. To specify things that could be mastered during the traineeship, and those that cannot, how to plan work in a way that student can get the maximum of skills and knowledge.	To make teacher and learner discuss the traineeship in more details, possible difficulties/challenges and solutions to those.	
Tartu VET Center	To link each LO with practical tasks agreed with the company beforehand. Not all the tasks should be fulfilled. The tasks are divided into compulsory (mandatory), and the ones to be fulfilled if possible.	If we had more time we could have an in-school interim meeting to evaluate the procedure and to plan further steps.	The school tutor should visit the workplace during the traineeship to get the realistic picture about the working conditions; to explain the Los; to suggest suitable tasks for the trainee. The visit could take place within the first 10 days of the traineeship.
WinNova VET Center	To be sure that there is time enough for preparation and looking for matching companies; tell about the feedback during the mobility; VET teacher and student orientation training before.	Tell the students and employers about the feedback questionnaires, so that they are ready to give those in time; discuss the ECVET process with the VET teacher more.	Give a possibility to a student and company to meet before the agreement and internship - difficult to arrange (needs money); to find a common understanding of the Learning Outcomes in detailed accuracy and tolerance and flexibility.
LCCI & AHK Baltics	Gap in understanding between school and enterprise: SME -> what skills does person (student) have? VET school -> Student has *\$#! level skills. Conclusion: company needs more practical information than theoretical.	School can provide certain profession students, meanwhile not in every company from the relevant sector has an option to take (host) student. Conclusion: for organising mobilities both schools and companies should be flexible in terms of time, attitude, sector and profession.	Both enterprise, school and chamber should respect each other's role and tasks. There were cases that some enterprises did not participate due to "no reaction" situation set by school.

Main conclusions

1. Involved countries increasingly see the role and understanding of ECVET broadening beyond geographical mobility.
2. Importance of the preparation stage. Organizers of VET mobilities and work-based learning should be mindful of the importance of finding the right enterprise partner for the specific learning goals/outcomes of the Trainee. Matching and negotiating may require much time, but it is key to success of the whole process.
3. Tandem training (orientation training of VET tutors together with workplace tutors) as part of the preparation process is valuable for both sides and ensures good cooperation, as well as leads to common understanding of learning outcomes to be achieved.
4. While countries may represent different approaches and practices as regards assessment and validation, the schools and workplaces find common language if the matching process has taken place in time.
5. The quality of mobility and work-based learning between often depends on the commitment of organizers to follow good governance principles: timely selection of participants, timely decisions; allocating enough time for communication between VET and workplace, VET and Trainee.

Annexes

Annex I: Questionnaire for VET School Tutor

Please complete by May 25, 2018. If necessary, make more space under each question.

1. Sending country..... 2. Receiving country		
3. Sector/company type.....		
Before the Mobility:		
4. How did you reach agreement with Workplace Tutor about learning outcomes (LO)? Please describe the process:		
<hr/> <hr/> <hr/>		
5. Did you explain evaluation and recognition of LO to Workplace Tutor?	Yes	No
6. Did you discuss learning outcomes with the Trainee?	Yes	No
7. Did you discuss evaluation with the Trainee?	Yes	No
8. Did you discuss recognition of LO with the Trainee?	Yes	No
During the Mobility:		
9. How was your communication with workplace Tutor about learning progress?		
<hr/> <hr/>		
10. How was your communication with the Trainee about learning progress?		
<hr/> <hr/>		
11. Was there any need to make adjustments in LO?	Yes	No
After the Mobility:		
12. Were all planned learning outcomes (LO) achieved?	Yes	No
13. Were there additional, unplanned LO?	Yes	No
14. How did you check/know that LO were achieved? Please explain:		
<hr/> <hr/> <hr/>		

15. What was the recognition procedure? (E.g., how many credit points, or other forms of recognition)

16. What was a) most difficult and b) most enjoyable in cooperation with this company and this country?

a) _____

b) _____

17. Other Comments:

Thank you so much for your feedback! ECVET-Enterprise project team.

E-mail to:

Annex II: Interview Questions for Workplace Tutor

Please complete by May 25, 2018. If necessary, make more space under each question.

1. Sending country 2. Receiving country
3. Sector and type of receiving company

Before the Mobility:

4. How did you and school reach agreement on what the Trainee should learn at you company?

.....

.....

.....

During Mobility:

5. Was there contradiction between what the Trainee should learn “according to documents” and real learning at your company? Please comment.

.....

.....

.....

6. How did you follow that planned learning outcomes (results) were achieved?

.....

.....

.....

7. What did the trainee learn something in addition to what was in the plan (Learning Agreement)?

.....

.....

8. How did you communicate with the school during the process?

.....
.....
9. Were you satisfied with the guidance and support from School? Yes Partly No
.....

After Mobility:

10. Was there communication with the School about assessment of the Trainee, results of mobility, future cooperation? Please comment:

.....
.....

11. What was a) most difficult and b) most enjoyable in having this Trainee?

.....
.....
.....

12. Other Comments

Thank you so much for your feedback! ECVET-Enterprise project team. E-mail to:

7. How would you evaluate the quality of learning and teaching at the receiving organisation? *(Please highlight one relevant answer)*

quality of content of training	Very				Very
quality of teaching methods	Very				Poor

8. Please describe:

- what you have done during your training period abroad,
- the new knowledge, skills and competences that you have accrued,
- the key experiences that you will take away from this transnational mobility?

9. Would you recommend your host organisation?

- Yes
 No

10. How would you evaluate the quality of support at your sending and receiving organisations? *(Please check one relevant answer for each statement)*

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree	Not applicable
I was given proper help to find a suitable host organisation						
The organisation where I was trained met my needs						

I knew clearly what I was expected to do and learn during my training abroad						
The training duration was long enough for me to fulfil my training objectives						
The proposed activities were directly related to my training objectives in my home country						
I was provided with proper equipment						

11. What was the main language used during your mobility activity?

12. Do you feel you have improved your skills in this language during your stay abroad?

- Yes
 No, I was already fluent
 No

13. Were the learning outcomes from your mobility period recognized?

- Yes
 No

14. What type of certification did you receive? (*Please check all relevant boxes*)

- ECVET credits
 Europass
 Recognition by home institution (requirements fulfilled towards acquiring school leaving certificate)
 Recognition at regional level (requirements fulfilled/ credits acquired in regional education system)
 Recognition at national level (requirements fulfilled/ credits acquired in national education system)
 Attendance certificate by host institution
 Work certificate
 Other

15. Did you have to undertake any tests at the sending institution after your mobility period to get recognition of the learning outcomes?

Yes

No

16. By participating in this Erasmus+ activity I believe I have developed the following competences: *(Please check one relevant answer for each statement)*

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
Competences in mathematics, science and technology					
Digital competence (e.g. using the Internet, social media and PCs for my studies, work and personal activities)					
Learning to learn (planning and carrying out my learning independently)					
Social and civic competences (e.g. to appreciate the value of different cultures and better understand concepts such as democracy, justice, equality, citizenship and civil rights)					
Sense of initiative and entrepreneurship (e.g. how to develop an idea and put it into practice)					
Cultural awareness and expression (e.g. expressing yourself creatively and better understanding arts and media)					

17. Through my participation in this activity I learned better how to... *(Please check one relevant answer for each statement)*

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
think logically and draw conclusions (analytical skills)					
find solutions in difficult or challenging contexts (problem-solving skills)					
plan and organise tasks and activities					
cooperate in teams					

18. After having taken part in this mobility activity... *(Please check one relevant answer for each statement)*

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
I improved my technical/professional skills/competences					
I am more confident and convinced of my abilities					
I know better my strengths and weaknesses					
I am more able to cooperate with people from other backgrounds and					

cultures					
I am more able to adapt to and act in new situations					
I am more able to think and analyse information critically					
I am more tolerant towards other persons' values and behaviour					
am more open-minded and curious about new challenges					
I intend to participate more actively in social and political life of my community					
I am more interested in knowing what happens in the world daily					
I am more able to reach decisions					
I am more interested in European topics					

19. Thanks to this mobility experience: *(Please check one relevant answer for each statement)*

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
I believe that my chances to get a new or better job have increased					
I have a clearer idea about my professional career aspirations and goals					
I have better					

opportunities for internships or jobs in my home country					
I am better capable of taking over work tasks with high responsibility after my stay abroad					

20. How has the stay abroad changed the way you see your future work? *(Please check one relevant answer for each statement)*

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
I can easily imagine working abroad at some point in the future					
I can easily imagine working in the country where I did my Erasmus+ period in the future					
I would like to work in an international context					

21. Did you have a mentor in the receiving organisation?

Yes

No

22. How satisfied were you with your mentor provided by the receiving organisation?

Very satisfied

Rather satisfied

Neither satisfied nor dissatisfied

Rather dissatisfied

Very dissatisfied

23. Please describe the good and bad elements of the mobility experience according to your answers above.

24. How satisfied are you with your accommodation and travel arrangements? (*Please check one relevant answer for each statement*)

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
Your accommodation					
Your travel arrangements					

25. How would you rate the support (dealing with questions, complaints or problems) you received by (*Please check one relevant answer for each statement*)

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
Your sending institution					
Your receiving institution					

26. How satisfied are you with your Erasmus+ mobility experience in general?

- Very satisfied
- Rather satisfied
- Neither satisfied nor dissatisfied
- Rather dissatisfied
- Very dissatisfied

27. What were the most important experiences from your mobility experience? Please underline both positive and negative aspects.

28. If you wish, please give any additional information, observations, comments or recommendations that may be useful for future participants, projects as well as to the National Agency or the European Commission.
