



ERASMUS IN SCHOOLS

Research on the knowledge and the interest of high school students regarding International Mobility: report on the findings of the survey

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EXECUTIVE SUMMARY

International Mobility programmes¹ such as Erasmus+ have been, since their conception, a way to foster European integration and to equip young European citizens with a set of skills and competences to deploy both in their personal development and in the labour market. Yet, the impact of Covid-19 raised questions about the programme's accessibility and internal diversity. This research report aims to fill a specific gap in the analyses of the main international institutions, by providing descriptive data relating to the International Mobility of secondary and VET students in Europe. It focuses on students' knowledge and interest in participating in International Mobility, and it is based on a Europe-wide survey with over 1.000 responses, collected and analysed as part of the Erasmus in School project. The main findings of the research confirm the additional challenges faced by students from disadvantaged backgrounds partaking in experiences of International Mobility, and they reiterate the key role informal networks play in fostering interest for mobility amongst young people. For this reason, a whole school approach involving educational stakeholders' associations such as student unions and civil society organisations is key to broadening the scope and target of International Mobility programmes.

The Erasmus in Schools project is an Erasmus+ project funded by the Agence Du Service Civique - French National Agency - and is implemented by Erasmus Student Network France, EuroApp Mobility, Erasmus Student Network Spain and the Organising Bureau of European School Student Unions.

The project is aimed at raising awareness regarding European mobility, propose tools for information and empowerment to better enable students and apprentices to be part of European mobility programme.



¹ For the purpose of this study, we define international mobility experiences as those carried out as part of study, non-formal education or work experiences and fully supported by a public programme.



“*No man is an island,
Entire of itself.
Every man is a piece of the continent,
A part of the main.*

John Donne's notorious poem, inspiring source for literary masterpieces in the century, represents the heart of the deepest sense of the Erasmus in Schools project: to give a holistic view of the meaning and effective supporting tools of mobility, starting from the essential needs of young students in age groups that are not often included as a whole in the most notorious European International Mobility programmes. Young people in secondary or VET schools, and young apprentices, experienced extremely strongly the impact of the COVID-19 pandemic in their lives: the overall perspective of a knowledge-based European society, able to recognise the concrete impact of Education 'from cradle to grave', must start from this. Otherwise, it would be rhetorical, empty and meaningless for millions of young European citizens. An effective overview on the topical importance of the impact of the pandemic can be acknowledged through the 2021 OBESSU Research [Through School Students' Eyes](#):² the study focused on digital transition in terms of infrastructure, barriers to access, learning losses, learning and teaching methods, homework, assessment methodologies, and students' wellbeing, providing important recommendations and demanding true attention on the increasingly growing importance of students' mental health. But how did the pandemic affect International Mobility?

Unfortunately, even if a really fruitful way, ongoing studies focus on tertiary education: in the 2020 [Research Report Student Exchanges in Times of Crisis](#),³ the Erasmus Students Network outlined the main challenges experienced by university students in mobility during the pandemic.

The crucial concern for these challenges moved the Erasmus in Schools partners' interest in addressing the International Mobility as a cornerstone for kicking off a project devoted to the critical value of transnational exchanges as a tool for enhancing European values.

² Isernia, G., (2021). Through School Students' Eyes. Impact and Challenges of COVID-19 on Education System in Europe, Organising Bureau of the European School Student Unions AISBL

³ Gabriels, W., Benke-Aberg, R., (2020). Student Exchanges in Times of Crisis - Research report on the impact of COVID-19 on student exchanges in Europe. Erasmus Student Network AISBL.

Otherwise, they would be rhetorical, empty and meaningless for millions of young European citizens. The partners share the overall vision of a mobility focused on the acquisition of social, civic and intercultural competences, on promoting intercultural dialogue according to the principles of the [2015 Paris Declaration](#) 'on tackling intolerance, discrimination and radicalisation', and on developing learning and/or training and/or working skills in a healthy context and respect for the young person's essential rights in order to gain awareness of future choices.

The Erasmus in Schools project aims to provide information on the various International Mobility schemes available, enabling different young audiences to be aware of different opportunities.

According to the partners, a young person should have the possibility to choose a mobility experience regardless of financial, time, geographical problems or legal framework, provided that they have the proper information and coaching.

The project intends to create effective tools that will take into account the diversity of young people, addressing young ambassadors, high school and VET students, and young apprentices. **Erasmus in Schools will allow students, as young ambassadors, to increase their awareness of the issues of European citizenship and interculturality, addressing their needs thanks to the creation of pedagogical tools in the frame of the four expected Project Results.**⁴

Through the 'Research on secondary school students' knowledge and interest in International Mobility', **the Erasmus in Schools consortium wishes to broaden its knowledge of the specific needs and expectations concerning International Mobility from an audience composed of secondary school students and apprentices.**

The research, coordinated by OBESSU, will allow a better understanding of the process of reflection of young secondary school students with regard to partaking in a mobility scheme, to understand their needs in terms of information, educational support and tools, depending on the profiles of the young people and the mobility formats. Where do the students stand when it comes to mobility? Are they interested? Do they understand the stakes and the benefits of International Mobility?



⁴ PR1, Research on secondary school students' knowledge and interest in International Mobility; PR2, Mobility awareness kit for secondary school students and apprentices; PR3, Memento on the added value of peer-to-peer interventions in schools; PR4, Erasmus in Schools Guide.

2. METHODOLOGY



The main part of the methodology used for outlining the conceptual framework of the survey, defined in the introduction, the drafting process of the questionnaire and the same analysis of the results of the survey, has been an essential part of literature review. Part of this list has been extracted and analysed starting from the work coordinated by Russel King (University of Sussex, Sussex Center for Migration Research), conducted in 2010 as a report for the Higher Education Funding Council for England, and co-funded by the British Council and the UK National Agency for Erasmus. The report considered the main contributions mainly devoted to the secondary or VET schools.

The review related to the Erasmus in Schools research in order to analyse the results of the survey has been articulated according to two central axis:

-  Studies such as Bilecen (2014), Cairns (2010) and de Wit (2011) related to the youth mobility as a geographical intra-European mobility, actively interacting with socio-economic backgrounds and psycho-cultural legacies;
-  Studies such as Blossfeld et alii (2006) and Murphy-Lejeune (2022) related to the youth mobility as a transition moment between the secondary or VET schools or apprenticeship to the 'adult age', without a specific focus on an early professional or academic career.

The first group of studies allow us to gain insight on the impact of their backgrounds towards the possibility of undertaking an International Mobility experience. The second group of studies allow us to address the multifaceted perspective of the personal expectations - or lack of them to understand what an international mobility experience represents for the development of the person in later stages of life.

The research avoided a full labour-market-oriented approach or a full learning path analysis, having as a multiple focus an audience composed of European apprentices, VET learners and secondary school students. **The sense of this choice is to promote the importance of educational and training institutions as central places for the promotion of International Mobility, trying to understand how to raise awareness and stimulate the interest of young people preferentially from such places.**

The topic was also evaluated in one other meaningful way, especially through the overarching case studies set of the youth mobility as a specific feature of the intra-European migration flow (Boswell, 2011 and King, 2003): in lots of cases, studies have highlighted the centrality of youth as a pioneer of the European integration, guiding the interaction of the EU values with a multitude of backgrounds (Recchi, E. 2009, 2015; Van Mol, 2013).




The vast majority of mobility impact analyses conducted by EU institutes such as the Joint Research Centres have focused either on Higher Education and on the benefits for the labour market.⁵ This same restricted approach can be deduced from the analysis of the main data coming from OECD: even in the most comprehensive and recent analysis of educational processes, i.e. the report [Education at a Glance 2021](#),⁶ as well as in the [OECD online database](#) on International Student Mobility, it is essentially conceived at the level of tertiary education, at the limit with a consideration of the articulations between Bachelor, Master and PhD enrolments.

Aware of these limitations, our inquiry proposes to begin to fill a specific gap in the analyses of the main international institutions by providing descriptive data relating to the International Mobility of young students in Europe. **The report tries to suggest new insights, data-oriented analyses and recommendations starting from a clearly delineated audience which is not included in the usual analyses concerning mobility.**

The tools of the inquiry outlined in the PRI have been discussed in the kick-off Transnational Partners Meeting (TPM) held in Spain on 29 March 2022, using as a main background document the application. The partners, coordinated by OBESSU in the case of this specific Project Result, have defined the three main research objectives:

5 V. Schnepf, S. Bastianelli, E. Blasko, Z., and d'Hombres, B., (2018), Science for policy briefs: Studying abroad - benefits and unequal uptake. European Joint Research Centre (JRC), European Commission. It has been built on three JRC reports in the JRC Working Papers in Economics and Finance Series: 'Unequal uptake of higher education mobility in the UK' by S. Schnepf, (2018/6), 'International Mobility of students in Italy and the UK: does it pay off and for whom?' by S. Schnepf and B. d'Hombres (2019/5) and 'How much do universities matter for the socio-economic gap in international student mobility? A comparison across Germany, Hungary, Italy and the UK' by S. Schnepf, E. Bastianelli and Z. Blasko (forthcoming).

6 See [Indicator B6](#), 'What is the profile of Internationally Mobile students?', in OECD (2021), Education at a Glance 2021: OECD Indicators, OECD Publishing, Paris, <https://doi.org/10.1787/b35a14e5-en>

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-  To determine students' attitudes on International Mobility opportunities,
 -  To inform the project with the needs of students on the topic of mobility,
 -  To identify the sources of information students rely on when it comes to International Mobility.

This analysis has led to the conceptualisation of the overall research question: **what is the perception and knowledge of students on mobility opportunities?**

The research question has been treated as the initial point to propose a questionnaire for an online survey, structured according to a previous model provided by the expertise of ESN France, the leading partner of the overall project. For the benefit of readers of the report, the questionnaire is attached at the end of this publication as Annex I.

Thanks to the [Etudiants, MobiliTez-Vous](#) survey aimed at developing new proposals so that International Mobility becomes more accessible and quality-focused and conducted in 2019, ESN France was able to highlight certain obstacles to mobility among the responses of the 3084 young people who had not gone abroad: 88% of them do not feel sufficiently or not at all informed about existing mobility programmes. The survey was essential for the production of the report '[La voix des jeunes pour la mobilité internationale de demain: 30 propositions pour des parcours de mobilité de qualité](#)', presented and discussed by ESN France in October 2020 with national policy-makers in the field, also launching our partners' interest in continuing the analysis on a transnational scale.

The choice of the same tool, i.e. the online survey, prefigures a path consistent with this French project, trying to fit in with the monitoring of the 2021-2027 Erasmus+ programme: in fact, it emphasises the inclusion of those who are far from mobility or have fewer opportunities, considering high school students and apprentices from all backgrounds, such as those with disabilities or from priority urban neighbourhoods.

For the purpose of the Erasmus in Schools survey, **the partners considered International Mobility experiences those carried out as part of a study or work experience and fully supported by a public programme (e.g. Erasmus+, European Solidarity Corps Volunteering etc.).**

This definition has to be intertwined with the perspective highlighted by OECD, as International Students “those who received their prior education in another country and are not residents of their current country of study”⁷. Furthermore, for to the OECD, International Students are not “permanent or usual residents” of their country of study, conceiving the “residence” in accordance with the national law of the host country: “holding a student visa or permit, or electing a foreign country of domicile in the year prior to entering the education system of the country reporting the data”. The development of the European integration process often limits this issue to international students who are not from EU Member States or who are in administrative difficulties because they have a migrant or asylum seeker background.

What does it mean? This comparison is useful to grasp how the definition of mobility indicated by the project partners is, on the one hand, oriented towards the typology of international experienced exchange and is, on the other hand, voluntarily restricted to the possibilities supported by a public programme - whereas the focus on learning programmes alone could legitimately have included experiences of a private, private social or mixed nature. During an International Mobility period, an individual moves from their school, company or university to a partner school, company or university in another Country to complement their experience and develop skills, but also to acquire other competences such as intercultural and linguistic competences. The experience abroad should be fully validated and incorporated into their education or work upon return in their home country.

Following this definition, the partners agreed on the overall structure of the survey, composed of 20 questions articulated in 3 main ‘chapters’: demographic and background analysis; knowledge and information in International Mobility and perception around the International Mobility experience. Within the 20 questions, the design of the questionnaire allowed each respondent to provide 'only' 18 answers, as the other two are alternative and non-overlapping articulations. The questionnaire is available in annex.

In terms of expectations, the partners hoped to reach out at least 300 responses in total, among which at least 100 school students, 50 VET students, and 50 apprentices.

⁷ OECD (2022), International student mobility (indicator). <https://doi.org/10.1787/4bcf6fc3-en> (accessed on 19 July 2022).

We add an important detail regarding the structure of the questionnaire. Starting from the question n. 17, the survey branched out, depending on the response, into one open question and two different likert scales to enable the analysis of the respondents' perception of the International Mobility experience. Starting from the response to the question "Have you ever been on International Mobility?", it was possible to answer "Yes", "No, but I am thinking of it for the future", "No, and I don't want to", and "No, I haven't thought about it". The open question followed the option "No, and I don't want to", asking to elaborate this decision; after this response, the questionnaire was ended and the respondent did not access the likert scales. The likert scale 19.A followed the answers 'No but I am thinking of it for the future' or 'No I haven't' thought about it' and, in this case, the respondent did not access the other scale and the open question. Vice versa, the likert scale 19.B followed the answer "Yes" and the respondent did not access the scale 19.A and the open question. The online platform identified for the collection of responses was SurveyPlanet.

The survey, open from 11 May until 18 June, was disseminated to school and VET students and apprentices all over Europe, and ESN, EuroAppMobility and OBESSU staff members and leadership encouraged to fill it in and to share it as widely as possible. It was promoted through a specific communication and dissemination campaign agreed by the partners in their online monthly meetings, and developed through the main partners' communication channels: Facebook, Twitter, LinkedIn, and internal newsletters. Additionally, it was shared and promoted through direct emails to various Civil Society Organisations, whose responses were jointly monitored with a tracker updated daily by the partners. The involvement of some significant social stakeholders in Education such as the Lifelong Learning Platform or the European Youth Interest Group coordinated by European Youth Forum allowed for the cross-publication of descriptive website articles for the survey: an exhaustive and comprehensive list of national-based and EU-level CSOs involved can be found in Annex II, specifying their nationality and the partner in charge of reaching out.

After an initial data cleaning (e.g., deleting duplicates), **the partners announced an overall total of 1478 answers (624 school students, 149 VET students, 705 young apprentices)**, with students from **16 Countries responding to the survey**: an audience coming from **EU Member States** (Finland, Italy, Ireland, Spain, France, Denmark, Romania, Slovenia, Belgium, Luxembourg, Slovakia), **EU Candidates** (Moldova, North Macedonia), **Countries associated at the EU** even if not candidates (Iceland) or completely **outside the continent** (Senegal, Guinea).

The overall analysis of the results will make it possible to deploy a broad and certainly interesting contribution to the project's aims.

3. ANALYSIS OF THE FINDINGS



3.1. INTERNATIONAL MOBILITY: THE DEFINITION AND THE RECENT DEVELOPMENTS

The projects pushed the partners to further develop the meaning of International Mobility, that the Erasmus in Schools project defines as a period spent abroad for a fixed term by an individual for studying, working, volunteering or carrying out an internship, gaining international experience and enhancing skills and cross-cultural competences. **The possibility of undertaking an International Mobility experience must be considered as a valuable personal experience aimed at increasing learning and employment opportunities, bringing people together in the course of the relational process concerning Education and Training.**





The opportunity of a mobility experience should be considered for both learning and working purposes, and in both formal and non-formal settings. Unfortunately, quantitative data collected at international level on learning mobility outside of formal education are scarce, even if they emphasised added value to the participants in terms of increased self-esteem, social and communicative skills, as well as vocational skills. The partners do not forget the definition of non-formal learning provided by [CEDEFOP online glossary](#) following up the 2012 Council Recommendation, as a 'learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It typically does not lead to certification'. **The partners welcome the emphasis of the mix of formal and non-formal settings for the International Mobility especially for VET**, as stated by the latest EU position on that, 2020 Council [Recommendation on VET](#), at the level of 'providing user-friendly access to information' and 'clear and user-friendly information on learning and career opportunities, and validation opportunities'. This specific angle was tackled by the project, being aimed at providing practical outputs and policy recommendations for the lacking points and the existing obstacles in International Mobility.

⁹ Cedefop (2014). Terminology of European education and training policy: a selection of 130 terms. 2nd ed. Luxembourg: Publications Office.

¹⁰ Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience (2020/C 417/01).

These shortcomings have been outlined even by the EU institutions since a long time ago: already in 1996, an European Commission Green Paper 'Education Training - Research: The obstacles to transnational mobility' identifies the obstacles to mobility facing students, persons in training, teachers, research workers and young volunteers. Despite undoubted progress, already almost thirty years ago the Commission pointed out obstacles to transnational training for the unemployed, problems with regard to the status of trainees and young people, the territorial nature of student grants and financial support, and the recognition of academic and professional qualifications. Since then, many years have passed and the implementation of the main mobility programme for learners, Erasmus, has seen great steps forward, even if the current Erasmus+ considers school pupil mobility as an exception.

According to the latest Erasmus+ Impact Report,¹¹ school and VET students are covered by these following calls under the Key Actions nn. 1 and 2:

-  [KA102/KA116 Vocational Education and Training \(VET\) learners and staff mobility,](#)
-  [KA105 Mobility of young people and youth workers,](#)
-  [KA201/229 School education projects,](#)
-  [KA202 Vocational education and training.](#)

In response to the COVID-19 pandemic, the European Commission has also offered two exceptional calls: [KA226 School Education, Vocational Education and Training, Higher Education, and KA227 Adult Education, School Education, Youth](#). On the school education side, the historically established presence of the Key Action 101, covering School education staff mobility, shows an enduring interest in the training of teaching staff. Another Erasmus+ Key Action providing opportunities in International Mobility for young students is the Jean Monnet sub-program, enabling schools to exchange experiences and work together on EU content, improving the citizens' understanding of the EU through support to outreach projects.

This set of actions confirms the need to address this question: [what place can be identified for school students' International Mobility in the EU policies?](#) Is there a possibility of expanding, implementing and disseminating International Mobility opportunities for the under-18 segment of young Europeans or those not involved in tertiary education or research?

¹¹ European Commission (2021), Erasmus+ Annual Impact Report. Luxembourg: Publications Office of the European Union.

The side of VET students is certainly the one where a strong interest in the mobility of young Europeans is confirmed, despite the impact of the pandemic: in 2020 the number of VET applicants in Erasmus+ was slightly lower than in 2019, reaching 8105, but included a higher estimated number of participants. A €449.7 million amount was allocated to a total of 4173 KA102 and KA116 selected projects. The expected number of participants for contracted projects reached 185600, of which 87% were VET learners and 13% VET staff. The hope that these numbers will continue to increase is paralleled by the hope that the framework in which the next steps of International Mobility of VET students will be traced is the [European Pillar of Social Rights](#). In line with these principles, [the Erasmus in Schools project addresses the target audience of apprentices, in line with the challenges and the possibilities for their International Mobility as outlined in the CEDEFOP 2021 Report.](#)¹²

In terms of School education projects under the KA201, a total of 6867 applications were submitted, and 25% of them were applications for partnerships focusing on innovation or the sharing of good practices. At the end of the selection process, 505 projects were contracted, for a total of €119 million. Further 5164 applications were submitted under the School Exchange Partnerships (KA229) format: an increase of 19% compared to 2019, according to the aforementioned Annual Impact Report. More than 2000 partnerships were contracted, involving over 9000 schools, with a total budget of €251 millions, financing the exchange of more than 162200 pupils and 27000 teachers.

[The spread of digital tools has certainly boosted support in finding information on international exchange opportunities:](#) for instance, the eTwinning platform has brought school pupils from classes in different parts of the EU together around a common project, as well as the School Education Gateway has built cooperation between teachers and Eurodesk or SALTO-Youth have offered online tools to aid searches for learning, training or youth work opportunities. The opportunities for development have again been highlighted by the EU institutions, as pointed out in the [2018 proposal for a regulation](#)¹³ following up a call for a stronger school education dimension [adopted by the Parliament in 2017.](#)¹⁴

¹² CEDEFOP (2021). Cross-border long-term apprentice mobility. Making it work: suggestions for national policy-makers

¹³ Regulation of the European Parliament and of the Council establishing 'Erasmus': the Union programme for education, training, youth and sport and repealing Regulation (EU) No 1288/2013, adopted in 2021 as Communication from the Commission to the European Parliament pursuant to Article 294(6) of the Treaty on the Functioning of the European Union concerning the position of the Council on the adoption of a Regulation of the European Parliament and of the Council establishing 'Erasmus': the Union programme for education, training, youth and sport and repealing Regulation (EU) No 1288/2013 (COM/2021/187 final).

¹⁴ "Parliament called on the Commission to strengthen the school education dimension of the programme, allowing for more mobility of pupils, simplification of funding and administrative procedures for schools and for non-formal education providers, thereby taking advantage of the general intention of Erasmus+ to foster cross-sectoral cooperation, and with a view to encouraging non-formal education providers to become involved with partnerships with schools. It recommended that subsidy amounts in the school cooperation sector be reduced to the benefit of the number of subsidised projects, in order to subsidise school exchanges directly and thus make more personal encounters between people of different cultures and languages possible. It underlined the significance of personal experiences with people of different cultural backgrounds with regard to the promotion of a European identity and the basic idea of European integration, and recommended attempts be made to let the greatest possible number of people participate." Resolution on the implementation of Regulation (EU) No 1288/2013 of the European Parliament and of the Council establishing 'Erasmus': the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC, 2015/2327(INI), 02/02/2017.

Removing financial barriers and promoting the automatic recognition of international qualifications are the key tools suggested by the 2017 Parliament's opinion to address these issues, as well as by a [briefing](#)¹⁵ issued in July 2021 by the European Parliamentary Research Service, by the [communication](#)¹⁶ devoted to the European Education Area by 2025 issued in September 2020, and by a [resolution](#)¹⁷ adopted by the Parliament in June 2022. About the under-representation of lower-income groups in the European learning mobility programmes, it is important to emphasise the [position](#) issued by the Lifelong Learning Platform, advocating for “a concerted effort to ensure that learning mobility acts to bridge educational divides as opposed to expanding them”.

In addition, the Erasmus in Schools partners point out the crucial role of information, support, pre- and post-experience guidance tools within both formal and non-formal education and training pathways in line with the [2018-2027 EU Youth Strategy](#):¹⁸ it emphasises both the importance of solidarity engagement alongside learning experiences to ensure not only the exchange of knowledge, and the inclusion of young Europeans from economically disadvantaged social classes.



15 Chircop, D. (2021). Erasmus 2021-2027. The Union programme for education, training, youth and sport. EU Legislation in Progress 2021-2027 MFF, European Parliamentary Research Service, PE 628.313.

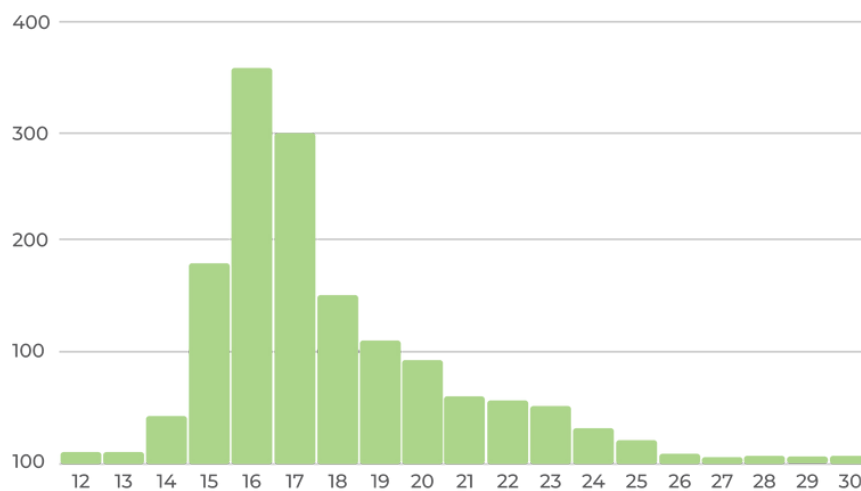
16 Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on achieving the European Education Area by 2025 (COM/2020/625).

17 European Parliament resolution of 23 June 2022 on the implementation of inclusion measures within Erasmus+ 2014-2020 (2021/2009(INI))

18 Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions. Engaging, Connecting and Empowering young people: a new EU Youth Strategy (COM/2018/269).

3.2. THE INVOLVED AUDIENCE: KEY DEMOGRAPHIC FINDINGS

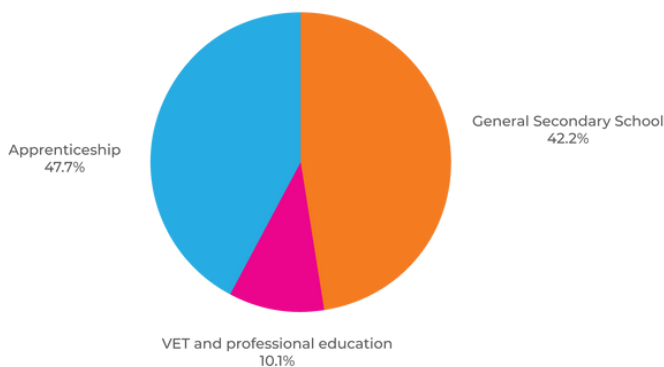
How old are you?



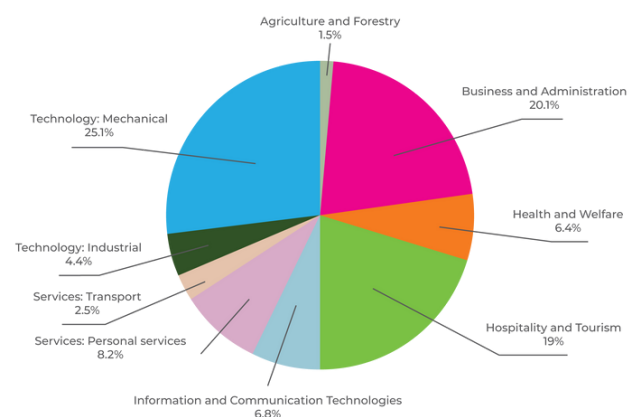
The main data relating to the demographics of the respondents allows us to focus on the age group: a percentage of 83.37% of the respondents are part of the age group usually related to the high school attendance segment in Europe, i.e. between 14 and 20 year old. Within this percentage, the most represented age groups are 16 and 17 years, respectively relating to 24.3 and 20.2 % of the total sample.

It is interesting to assess how the age segment over 20 years, mostly related to the young apprentices who participated in the survey in France, is very largely composed of young people aged 21 (3.9%), 22 (3.7%) and 23 (3.3%). Five respondents were excluded from the survey answers whose age requirements exceeded the 30-year threshold altogether.

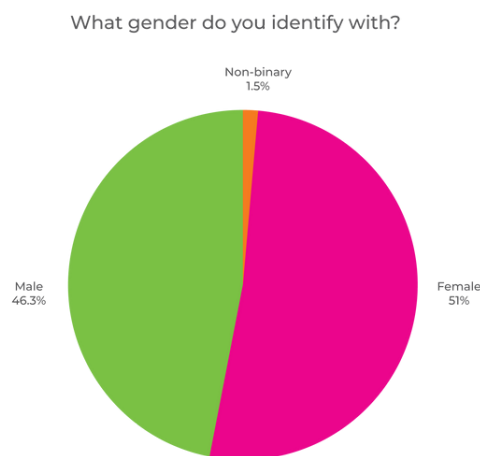
What type of school are you attending?



If you answered VET or apprenticeships, which field are you training?

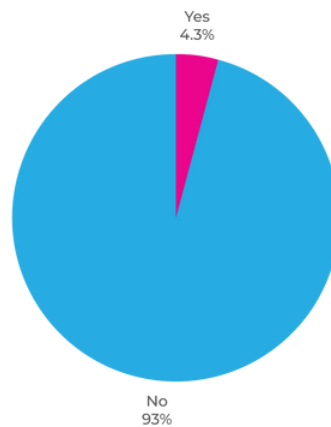


The apprentices participating in the survey (705, equal to 47.7%) slightly exceeded the students enrolled in ordinary secondary school (624, equal to 42.2%), leaving the VET learners with a percentage equal to 10.1%, a very significant element of detail came from the question concerning the training areas. The Technology-related fields (260 total respondents, corresponding to 30.44%) overcome the Services-related ones (91 total respondents, corresponding to 10.7%) and ICTs (58 total respondents, corresponding to 6.8%), while an impactful amount of answers came from learners in Business and Administration (172 total respondents, corresponding to 20.1%) and Hospitality and Tourism (162 total respondents, corresponding to 19%). It should be emphasised that, among the sectoral fields related to Technology, the Mechanical sub-sector stands out (214 total respondents, corresponding to 25.1%) compared to Industrial (38 total respondents, corresponding to 4.4%) and Chemical (8 total respondents, corresponding to 0.94%), while among the more circumscribed amount of VET learners and apprentices involved in training paths about Services, the Personal Services sub-sector, more related to hair and beauty, sports, and domestic (70 total respondents, corresponding to 8.2%), overtakes the Transports one (21 total respondents, corresponding to 2.5%).



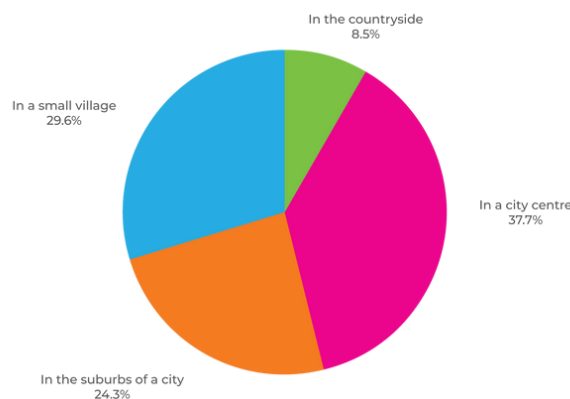
The majority of respondents identify with the female gender (754, corresponding to 51%) compared to the male one (684, corresponding to 46.3%), with a more limited presence of non-binary (22, corresponding to 1.5%, mostly concentrated in Spain - 10 - and France - 9) and non-respondents (18, corresponding to 1.2%).

Do you have any accessibility needs or disability (e.g. physical disability, learning disability, etc)?



The survey found out that, out of 41 people who preferred not to answer, 63 people from the audience of participants expressed the need for accessibility needs, compared to 1374 who gave a negative answer.

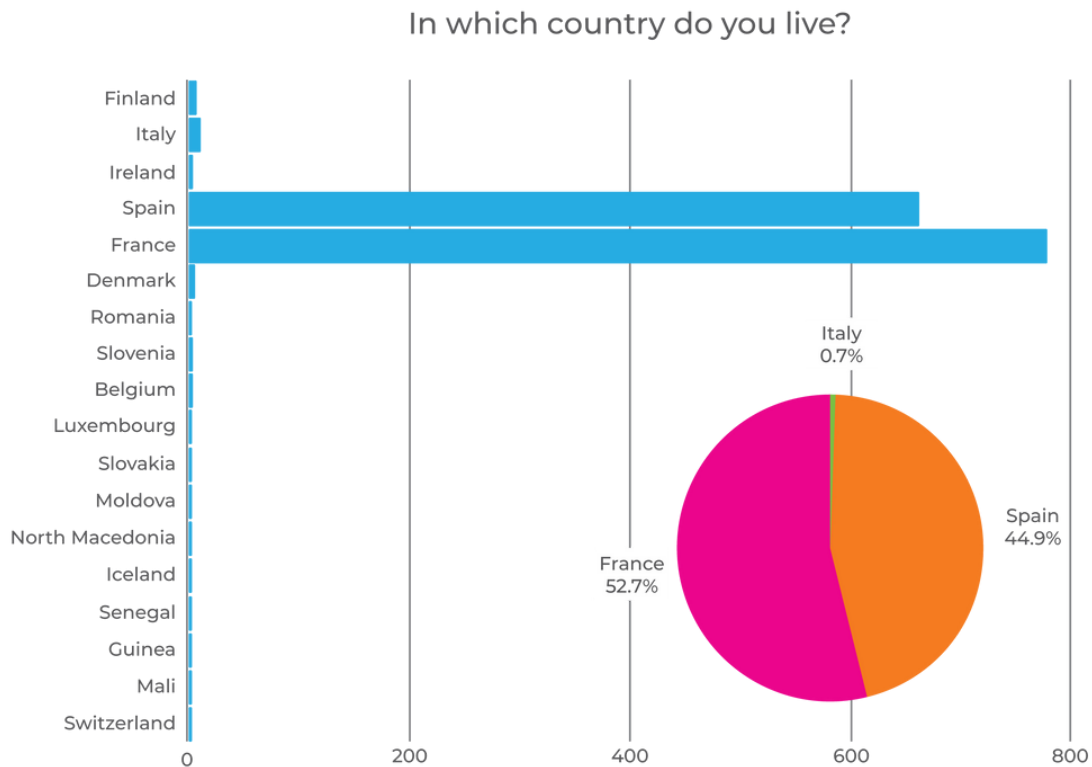
Where do you live?



This aspect is closely related to the need to provide more opportunities to young people in the internal and rural areas of the European Union, in line with the [2020 Council Conclusions](#) on Raising Opportunities for Young People in Rural and Remote areas,¹⁹ in order to improve employability, mobility and participation, as well as to promote the EU values ". The answers to the questionnaire, although they showed an absolute majority of respondents coming from an overall metropolitan context even if divided into the city centre (557, corresponding to 37.7%) and the suburban area (359, corresponding to 24.3%), saw **the significant participation of people living in small villages (437, corresponding to 29.6%) if not in the countryside (125, corresponding to 8.5%).**

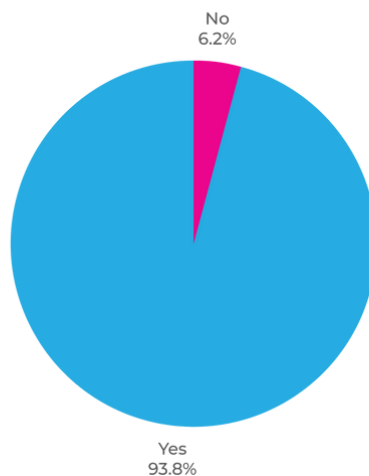
¹⁹ Conclusions of the Council and of the Representatives of the Governments of the Member States meeting within the Council on Raising Opportunities for Young People in Rural and Remote areas, 2020/C 193/03.

For this reason, it is to be hoped that the findings of this research can be made available for new EU and national policies to promote mobility for youth from inland or rural areas.



The overall part of the responses comes from France (779, corresponding to 52.7%) and Spain (663, corresponding to 44.9%). Countries with more than 2 responses are Italy (10, corresponding to 0.7%), Finland (6, corresponding to 0.41%), Denmark (4, corresponding to 0.27%). Although not geographically representative, the data reveals the potential to attract an audience in the Countries of the project partners.

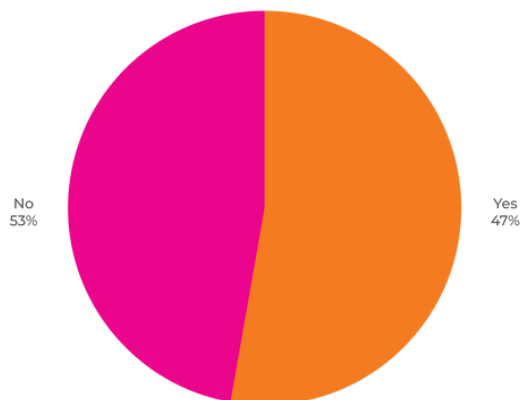
Are you a citizen of the country where you live?



To complete the demographic analysis of the statistical sample was a question relating to the citizenship rights of survey participants in their country of residence. This point is useful for understanding not only the specific background of the respondent, but the way this represents a barrier for participating in International Mobility. **The overwhelming majority of respondents (1386, corresponding to 93.8 %) declared themselves a citizen of the country in which they are domiciled.**

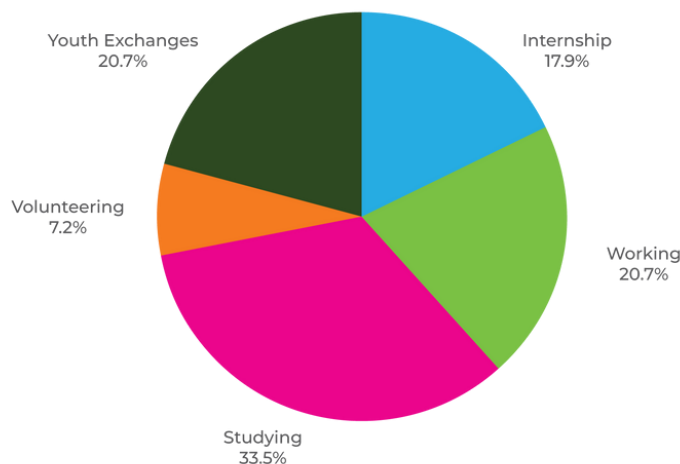
3.3. KNOWLEDGE AND INFORMATION ON INTERNATIONAL MOBILITY

Are you aware of the opportunities for international mobility at the moment?

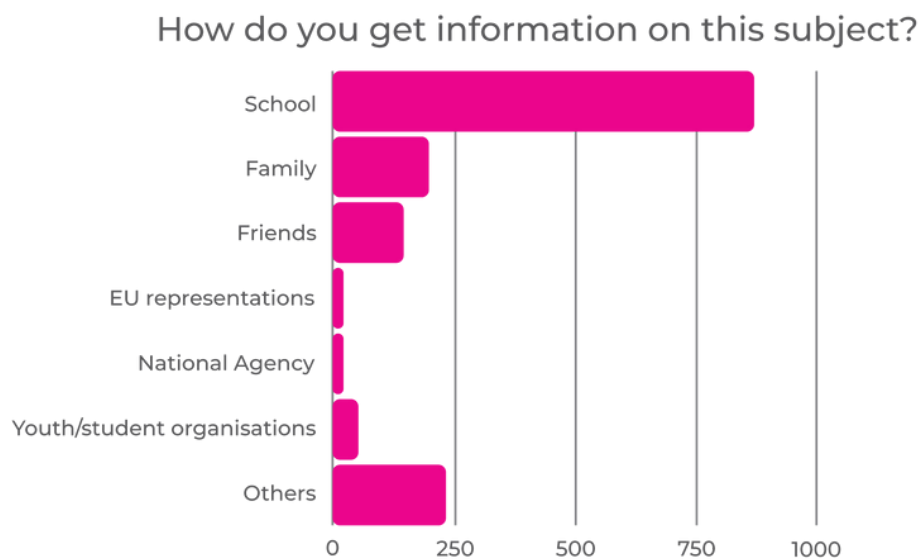


The first question concerning the awareness of the opportunities for International Mobility showed that **more than half of the respondents, 53%, are reported not to be aware of these possibilities.** In absolute terms, we are talking about 783 school and VET students and apprentices.

Which of the following mobility opportunities do you know?



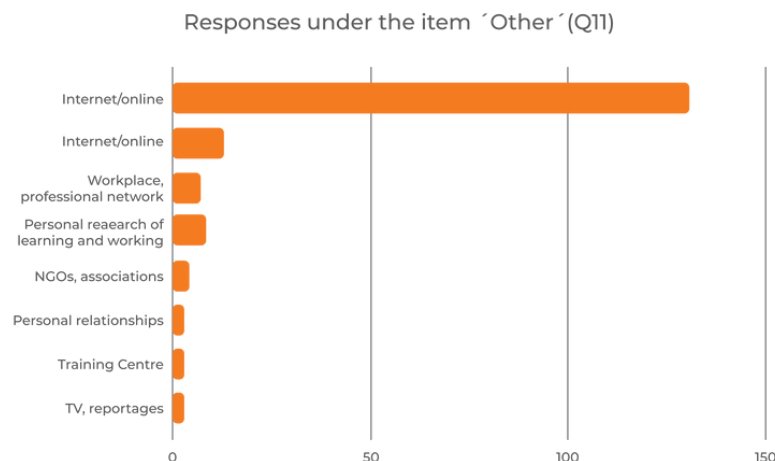
Amongst the possibilities on International Mobility (internship, working, studying, volunteering, and youth exchanges), **the study opportunities are the most known, with a relative majority of respondents: 514, which corresponds to 33.5%**. The fact that a third of the survey participants identify this channel is certainly **linked to the mainstream diffusion of the Erasmus+ program**. If the working and internship opportunities are also quite known by young people as well as the generic idea of the 'youth exchanges', **the lowest percentage of all must be reported by the knowledge of the possibilities of international volunteering: only 110 people, corresponding to 7.2%**.



In terms of sources of information for young people in schools, a very specific set of options was presented to survey participants: the same **schools**, that resulted as **the most resourceful tool for 869 respondents (58.79%)** that is, by an absolute majority, followed by the family (194, 13.13%), friends (145, 9.81%), and youth-led or student organisations (49, 3.31%). The EU Representation offices in the Member States and, above all, the National Agencies for International Mobility languish at the very bottom of the students' indications, with 19 (1.29%) and 17 (1.15%) participants respectively identifying them as effective sources. **A further fact that contributes to shedding light on this bad result for the institutions which, on a formal level, should instead do more to make these opportunities known, keeping at least at a level equal to the informal one represented by families, is the merciless comparison with the 'other' tools of knowledge.**

To achieve a greater representativeness of the statistical sample, the participants of the survey could add another option in a totally open and alternative response.

Collecting the intentions expressed by these free answers in a cross-sectional way, here are some results that make the perception of the importance of EU Representations and National Agencies fall even further down to the young public:

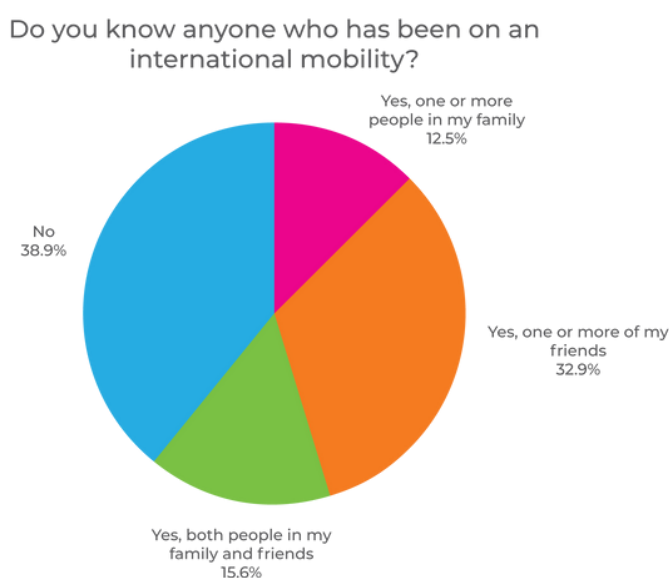


Out of the 231 who indicated 'other' in the survey, the graph above analyses, through an aggregation of occurrences in the free answers provided by the survey, the 172 answers which added an explicit International Mobility search tool. The occurrence of the search tools 'online' (131) as well as social media (13: here, we emphasised the specificity of the reference to social media, instead of grouping such mentions under the heading 'internet/online', which could also be just searches from browsers or platforms) and TV/reports (3), which could also be considered as a single entry relating to the role of the actual tools intertwined with the 'personal search' for job offers or learning in International Mobility (itself mentioned in a generic way and split into 8 occurrences) constitutes a large amount. In addition to competing with the results concerning institutional information tools, these elements manifest an individualised desire for new horizons and perspectives, embracing both digital relationship channels (e.g., YouTube and Facebook were explicitly mentioned) and traditional forms such as television, explicitly linked to respondents from rural or out-of-town contexts. However, since it was not specified whether the source 'social media' or 'internet' related to the institutional accounts of national or EU agencies, it would also be possible to consider the totality of these specific sources as an individual action of research by students on public channels also managed by institutions. Among the formal channels, social organisations or NGOs (specifically: OBESSU, BusinessFrance, JSP) and training centres (all 3 in France and linked to the apprenticeship dimension) are mentioned.

Finally, in 7 cases there was a reference to the professional network and to information gathered in the workplace, like the enterprise where the apprenticeship is taking place. This is an additional source of information related to social relationships.

This dimension, although limited, is an interesting cue to try to include in our recommendations the centrality of involving private sectors in the provision of information moments and channels, especially in the case of apprentices or VET learners.

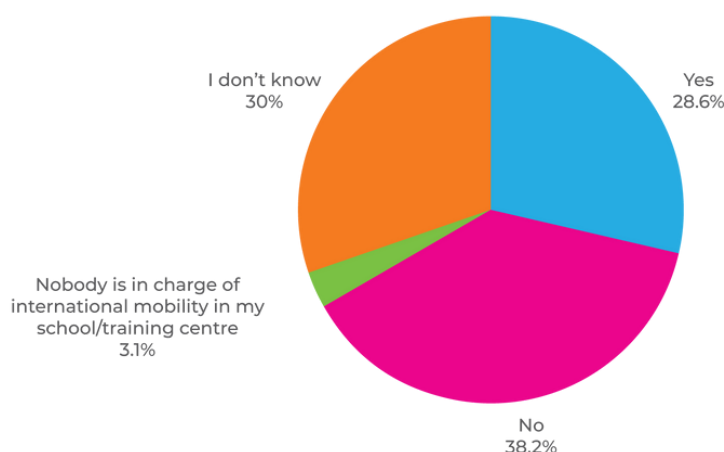
When it comes to the Q12, “How much does your school or training institution inform you about mobility opportunities on a scale from 1 to 5 where 1 is ‘not at all’ and 5 is ‘I receive a lot of information’”, the overall average pointed out by the respondents is 2.71: a tendency only slightly towards partial satisfaction, starting from a median condition that can be summarised as neutrality. A strict but consistent translation would be this: **the information received is not unsatisfactory but, at best, mediocre.**



The presence of a large percentage of overall negative responses (575, corresponding to 38.9%) did not prevent us from seeing **an interesting trend in positive responses concerning friends in mobility (487, corresponding to 32.9%)**. This option proved to be superior to the role of experiences collected only in the family (185, corresponding to 12.5%) or both in the family and in friends' networks (231, corresponding to 15.6%). The informality in conveying perspectives, practical experiences, and subjective readings of mobility is an essential and strong communication channel.

As the responses to Q14 will demonstrate, **in the school environment there is either a dominance of the informal element or a lack of clear and concrete tools for formalised transmission of information.**

Do you know who is in charge of international mobility in your school/training centre?



Asked about the awareness of formalised figures in charge of providing information concerning International Mobility in their general secondary or VET schools, or in training centres, the respondents provided a negative relative majority - 565, corresponding to 38.2% - followed by an equally negative answer (identified as "I don't know and I don't care") - 444, corresponding to 30%. Only 423 participants, corresponding to 28.6%, admitted to knowing people with this specific task in their education centre.

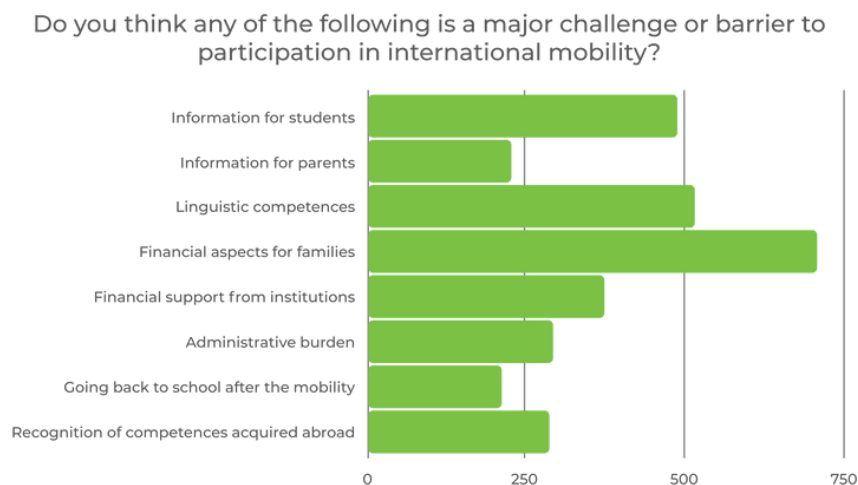
It is almost comforting to know that only 46 respondents, corresponding to 3.1%, know for sure that there are no International Mobility contact points in the school or training centre. Knowing with certainty that there is no specific figure with this post in the school implies more knowledge than the remaining 68.2% who are not aware whether this role exists, and in case it does, who is the person of reference.

While the space of school informality remains an indispensable matrix for receiving subjective and individual insights on mobility, it would certainly be decisive to use these institutions to give greater strength to formal information on International Mobility. In other words, the school field proves to be the potentially most fruitful place to activate at a formal level discussions that already exist at an informal level.

3.4. THE KEY ROLE OF THE PERCEPTION AND OF THE INTEREST IN INTERNATIONAL MOBILITY

The last section of the questionnaire focuses on the perception of students and young apprentices regarding International Mobility, starting from barriers to participation. For the answers to Q15, it should be remembered that each participant in the survey had the possibility to indicate more than one option.

For this reason, in providing the conclusive results, the research took into account the average responses provided by each participant (2) to define a combination of priorities.



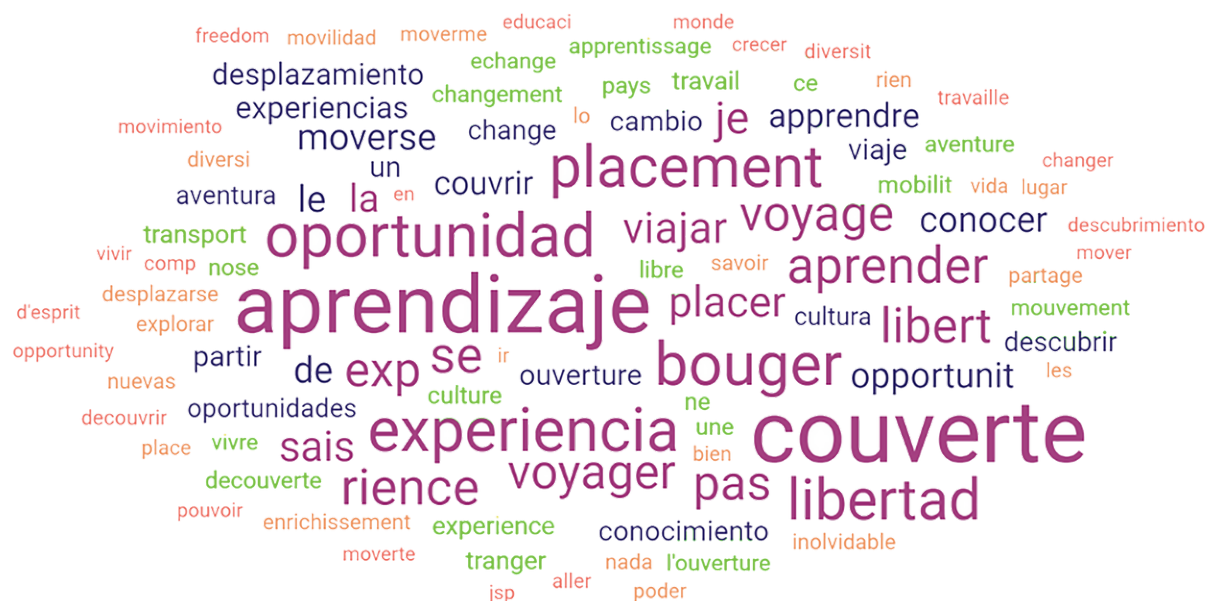
The leading trio of responses selected by the participants in the survey were the financial aspects for families, chosen by 708 participants, the linguistic competences, chosen by 515 participants, and the information for students, chosen by 487 participants. The trio of options immediately following are : the financial support from Institutions (373), the administrative burden (290), and the recognition of competences acquired abroad (285). At a great distance, the options that close the ranking of the challenges: information for parents (225) and going back to school after mobility (212).

This structure of assumed challenges according to the students' eyes is particularly relevant because, through the first trio of priorities, it unifies the lack of support in terms of funding due to a disadvantaged social and economic background, of linguistic skills provided by the education and training centres, and of information provided by the Institutions even in a strictly formal way. These priorities are clearly intertwined with the results of the section devoted to the knowledge and information about International Mobility: an information dynamic entrusted mainly to informal networks and individual experiences produces a clear need which must be met.

At the same time, the obstacles resulting from the lack of financial means (scholarships, grants) will have to be taken into very serious consideration: not only because this is the first problem indicated by the survey participants, but also because **the economic situation of Europe, according to the most recent indicators, it could change negatively from autumn 2022 due to rising living costs and inflation.**

Finally, the need for adequate language skills testifies to the need to carefully consider foreign languages not only in the optional courses provided by schools and training centres but also in the didactic curricula. Although it is a point of development of the mobility policies of learners from the birth of the Bologna Process onwards, an appropriate reasoning is necessary on the role of these specific competences within educational institutions. Furthermore, **if these skills were made available by schools, there would be an amortisation of the costs of international foreign language certifications, which sometimes cannot be achieved due to the excessive costs indicated by private providers of courses and exams.**

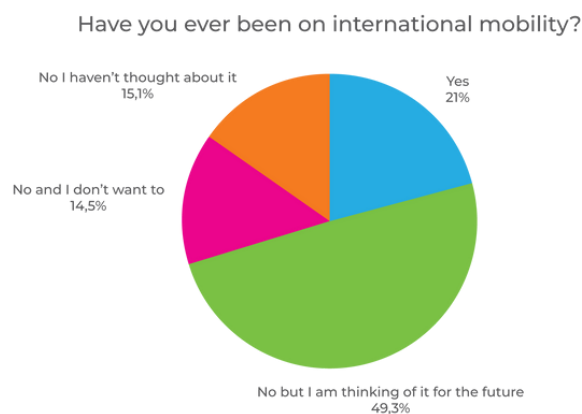
For Q16, the results have been aggregated into a word cloud that allows us to verify the most significant terms that represent mobility in students and young apprentices.



The cloud has kept the original language of the main words pointed out by the participants. Here are the most common: ***aprendizaje, découverte, placement, oportunidad, experiencia, libertad, bouger, apprendre, voyage, experience.***

Young people want to take on the transformation of their place of residence, study or work: freedom to learn through a different path and to live in a different dimension, having an experience to tell to their friends and relatives about once back. International Mobility is presented as an enriching discovery

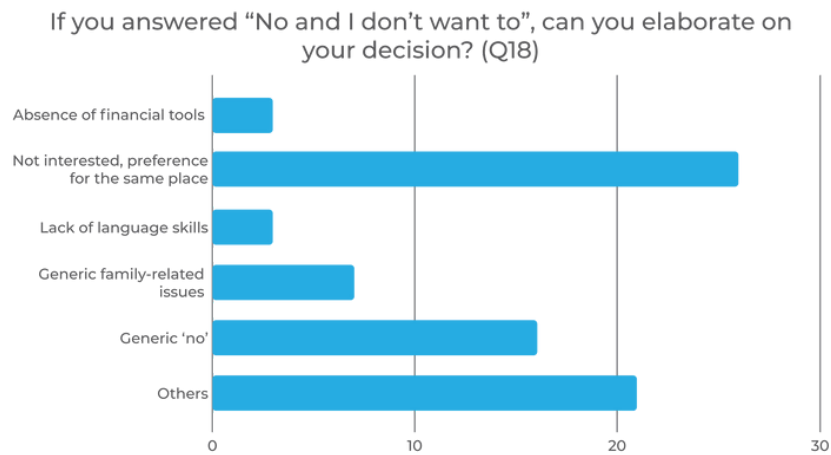
To arrive at the detailed conclusion of the survey, it was essential to understand who, among the participants, had or had not been on International Mobility. Therefore, Q17 presented a branching out starting from four different possible answers to the question "Have you ever been on International Mobility?": Yes; No, but I am thinking of it for the future; No, and I don't want to; No, I haven't thought about it.



The results are absolutely clear: **only 311 participants (21%) have already participated in mobility experiences.** The negative answers see a net prevalence of students and young apprentices interested in carrying out mobility in the future (729, corresponding to 49.3%), followed by those who had not (yet) considered this possibility (223, corresponding to 15.1%).

At the end, with 215 participants, corresponding to 14.5%, there are those who have shown themselves to be completely detached from the possible positive outcomes of an International experience. Q18 addressed this last audience: an open-ended question that, only for them, concluded the survey.

In asking to freely re-elaborate their peculiar negative response, **the partners received several responses that we tried to collect through a flexible interpretative scheme distributed in 6 sub-categories: absence of financial support; simple disinterest and/or preference for staying in the same place; lack of language skills; various problems relating to the family environment; generic 'no' without any further processing; responses of other and various types.**



As shown by the summary table of the results, with 26 occurrences, **the disinterest expressed in a lucid and clear way is prevalent**. In some cases, **this disregard is combined with the explicit preference for living on their own path in the same place of residence**. The generic 'no', indicated without any further specification, is reported in 16 cases: they could be considered as a complementary category with the disregard. The causes related in any way to the family were limited (only 7) and were reported as: difficulty in disengaging from the family environment as a whole; temporary complications in the relationship with relatives; preference to support the family being the eldest child; complication in imagining in another Country without the presence of the family. Another set of answers was relevant: the financial-related or linguistic-related obstacles (3 occurrences for each) were found to be strongly minority. An even more fascinating dimension of responses can be found in the 21 responses that we have placed overall in the 'other' category. Here we found: the perception of International Mobility as an unnecessary tool for one's own life; the explicit lack of interest in travelling abroad as a tool for advancement and knowledge; the preference for completing secondary education first before being able to think about the dimension of mobility. In the latter case, there is an understandable expectation for the conclusion of the school or training cycle.

The first Likert scale, on the other hand, made it possible to analyse the impressions and preferences of those who, despite not having been in an International Mobility experience, reported either not having thought about it - and considering themselves open to this opportunity or thinking about it in the future.

Each respondent on this scale, which concluded the survey for them, had to assign a score from 1 to 5 for each statement. The value scale considered 1 as "I do not agree at all", 2 as "I do not agree", 3 as "neutral", 4 as "I agree", 5 as "I totally agree".

This question was answered by 1072, that is 72.53% of the total participants in the survey.

If you replied “no but I am thinking of it for the future” or “no I haven’t thought about it”, please select for each item a number between 1 and 5, where 1 is “I do not agree at all” and 5 is “I totally agree”



A) I see the added value of going on mobility at some point during my studies or training

B) My family would be supportive of my choice to go on a mobility programme

C) I see International Mobility as a tool to learn new skills

D) My teachers/trainers can provide me with information on mobility programmes

E) Going on an International Mobility will help me find a job more easily

F) I could go on a mobility programme without a scholarship/grant as my family would be able to support me

G) I see myself going on mobility after my current education

H) Going on a mobility alone scares me

Also in this case, as for the scale of value on challenges related to mobility, since it is a subjective indication assigned to several statements, it will be important to think about groups of priorities. **The leading trio of statements that achieve the highest average score in terms of audience agreement consists of C (4.35), B (4.11), A (3.91): International Mobility as a tool to learn new skills, support from the family to pursuit the mobility choice, added value of mobility during the studies or the training.** This combination is particularly suggestive, since it combines elements of utility for the individual path to the support (which the research considers both as material / financial and as immaterial / psychological-cultural) provided by the family.

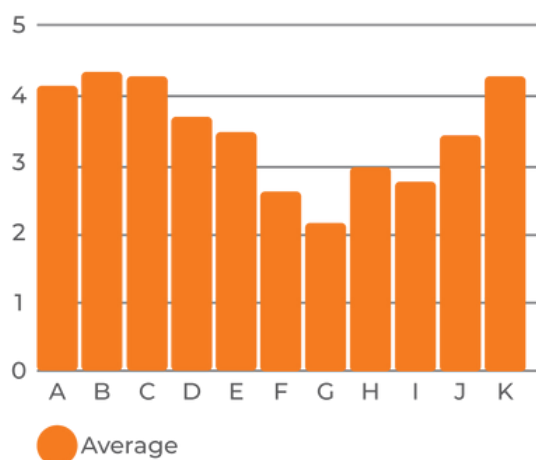
The subsequent trio of statements, according to the average assigned by the participants in the survey, is composed of E (3.69), G (3.43), D (3.34). **The respondents only slightly agree with the idea that International Mobility will help them find work more easily, with the probability of being able to carry out this experience after secondary education, and with the capacity of their educators to provide the necessary information.**

The students show some awareness of the relationship between employability and International Mobility: they are aware of the demands of the labour market but, at the same time, they show considerable perplexity about the effective feasibility of mobility within secondary school, VET or young apprentices pathways. National and EU Institutions will be called upon to respond to this aspect: how is it possible to make this experience attractive, considering the actual structures of the study and training curricula in the various national school systems?

The statements H and F turned out to be those on which the participants felt least in agreement, obtaining an average of 2.71 and 2.58 respectively, that is between a disagreement and a strict neutrality. These items concern the fear of facing the experience abroad, and the possibility of going on an International Mobility experience without a specific grant and thanks to family support.

The Likert scale analysis of respondents who have already taken part in an International Mobility experience concerned a significantly smaller percentage of the overall audience of the survey: 21.04%, corresponding to 311 responses.

If you replied “yes”, please select for each item a number between 1 and 5, where 1 is “I do not agree at all” and 5 is “I totally agree”



A) I see the added value of going on mobility at some point during my studies

B) My family was supportive of my choice to go on a mobility programme

C) During my International Mobility I acquired new skills

D) My teachers/trainers provided me with information and guidance

E) Having been on an International Mobility will help me find a job more easily

F) Before leaving, I was afraid of the impact of mobility on my current studies

G) I see myself going on mobility after my current education

H) Going on a mobility alone scares me

I) I could have done the mobility without a scholarship/grant

J) My family was able to afford me going on a mobility programme

K) I would do another mobility experience

In this case, the leading group of statements on which the survey participants expressed a very strong level of agreement is not a trio but a quartet, since it concerns statements B (4.30), C and K at the same level (4.26), and A (4.12). **These statements address the following issues: family support; the new skills acquired; the interest in carrying out another mobility experience; the added value of inserting the experience into the current study or training course.** There is an extraordinary overlap of such a high level of agreement for those who have not been on International Mobility. **The support of the family is confirmed as much as the importance of skills and the role of 'added value'.** In this case, however, the respondents also strongly positively assessed the importance of including mobility within the secondary school or VET or apprenticeship path, showing their interest in doing it again. A demonstration of appreciation and trust that confirms the need for a greater and systematic interaction between such experiences and curricula. The second group of statements concerns statements on which the respondents slightly agreed, namely items D (3.68), E (3.41), J (3.40). **If the information support of educators, as in the previous case, achieves a result closer to positive sharing, the importance of mobility in the subsequent job search and the effective (financial) possibility of the family to afford mobility are statements towards which the participants express feelings slightly higher than neutrality.**

This is particularly interesting for the role of job search: it is confirmed as an outcome deemed not strictly possible both by those who have been and by those who have not been abroad.

The third group concerns statements towards which the respondents expressed a feeling between a slight disagreement and neutrality. The items in question, H (2.96), I (2.73), and F (2.59), reported a disagreement with these statements: **having had enough financial support for living in the host Country, having carried out the International Mobility experience without a scholarship or a grant, having been afraid of the impact of the experience on the curricula before leaving.** Without appropriate public funding for general secondary or VET students and young apprentices, especially those from disadvantaged social and economic backgrounds, International Mobility is a luxury.

The last statement that closes the ranking and towards which the respondents expressed a feeling of clear disagreement (2.14) is the affirmation that, before leaving for mobility, students were afraid to leave their own social life. An element that we have analysed in the narrative part comes back: young students and apprentices recognise in International Mobility a key to multiplying their relationships, overall with little fear of temporarily setting aside family and friends from their own school.

4. CONCLUSIONS: THE POSSIBLE OUTCOMES FOR THE PROJECT



4.1. THE MAIN OUTCOMES AT DISPOSAL OF THE CONSORTIUM

The sample studied made us clear that **the majority of survey participants were not aware of immediate opportunities for International Mobility**. This is the first conclusion to be drawn.

Nonetheless, this unavailability of information does not limit young students' curiosity, which is often stimulated by informal channels or by their own research: in most cases, they overlap the idea of mobility with study or work/internship opportunities.

The general secondary or VET school, as well as the apprenticeship centres, remain the main sources of discussion and information for these days, followed by family and friends: the school proves to be a real living place of exchange. The **informal networks** around schools produce interesting stimuli when the young person tries to concretely imagine a future abroad: through these exchanges, they can hear first-hand, concrete experiences of living or working abroad, re-processing the information with material gathered often through the Internet, or specifically through social networks. Of course, what is coming from this picture and could be positive is the **enhancement of subjective experience and individual motivations**. At the same time, the individualisation and the mostly informal dimension of information channels raise ever more consistent questions about the role of formal agents: the institutions.

Therefore, another conclusion refers to **the role of educational institutions**: in any International Mobility programme, **the link with them must be strengthened, also through the involvement of informal networks gravitating around schools** (families, local communities, workplaces). A special place of interest should be the workplace: in the case of VETs or apprentices, it constitutes a crucial non-formal space in which subjective experiences of mobility circulate, especially thanks to the role of those who have already lived this experience.

Another aspect that we can draw from the survey is that the strengthening of information with which to promote International Mobility passes through **a constant link with spaces of professional engagement**: the quest for internships, apprenticeships, traineeships, first working experiences is a constant feature in the survey. The majority of the sample analysed is made up of students and apprentices who are familiar with the needs imposed by the labour market.

The respondents in the survey consider the International Mobility as a value *per se*, and not as necessarily functional to a career path. Nonetheless, achieving a good job through an International Mobility experience is considered a more complex outcome, to be followed by other factors that they will acquire with a progressive and longer maturation.

Clearly, this interest for International Mobility must face significant obstacles, which very often relate to their financial level and background (especially if students or apprentices come from rural or internal areas). In fact, among the major challenges outlined by the survey, students pointed out the **lack of support in terms of funding due to a disadvantaged social and economic background, in terms of linguistic skills provided by the education and training centres, and in terms of information provided by the Institutions even in a strictly formal way.**

There is an absolute centrality of socio-economic background: through this survey, students, VET learners and apprentices demand more systematic, more organised and better known grants and scholarships. Having or not these funding tools is one of the main differences in being able or not to participate in International Mobility experiences in the pre-university age group.

The project considers this result to be particularly critical with regard to the role of institutional information channels, which are those that manifested the most significant overall amount of problems in terms of impact on our audience. The implementation of communication and dissemination plans at transnational and national level about mobility opportunities is decisive to build a **solid narrative**: the success in the key concept proposed by the Erasmus programme over the decades, indeed, was a success of a hegemonic narrative, which now we have to disseminate among young students as well.

One aspect that stands out both in the positive responses of those who feel stimulated to experience mobility and in the responses of those who perceive obstacles or are still sceptical of such an experience is the role of the family. In all contexts, it proves to be an unavoidable place for the maturation of interests, reflection on material contradictions, analysis of possibilities suggested by relatives or friends who have lived abroad. Whatever the family anthropology or the specific social culture characterising their background, these young people are keen to understand international mobility also through the lens offered by their own family. This aspect cannot be forgotten in our recommendations: achieving an inclusive and equitable 'Erasmus in Schools for All' also means having this incisive factor in mind.

4.2. THE RECOMMENDATIONS STARTING FROM THE SURVEY

The project partners believe that the concrete findings and conclusions of the survey can stimulate a better achievement of International Mobility for students and trainees through concrete actions. The partners recognise as a fundamental starting point for imagining inclusive mobility paths the values of the European Pillar of Social Rights. *Erasmus in Schools and for All* means ensuring quality and inclusive International Mobility in the context of a well-funded lifelong learning and through a meaningful set of formal and non-formal learning tools: Education is a social and human right!



The project partners recommend to the EU institutions:

- *To support International Mobility as a way to cultivate a sense of belonging to the European values, fostering mutual understanding, democratic citizenship, social justice, awareness on ecological and digital transition, integration in labour market bearing in mind the effective basic rights;*
- *To consider the Erasmus+ programme as a tool for achieving results in Education from an holistic perspective, setting up a democratic governance to allow all relevant European Civil Society Organisations in Education, as a relevant social stakeholders in the field, to have voice in governing this process;*
- *To provide more public funding, especially for secondary school students, VET learners and apprentices with a disadvantaged socio-economic background, because the International Mobility should not be a privileged experience;*
- *To provide specific supports for volunteer-led and organisation-led activities, especially in case of National Student Unions or Associations, particularly for disseminating the lessons learned from the international projects carried out for promoting International Mobility;*
- *To fully support the European Voluntary Service and each nation-based International Solidarity experiences.*

The project partners recommend to the EU institutions and the Member States:

- *To set up and to carry out effective frameworks of reference for the validations and the recognition of learning, training, volunteering, working experiences abroad before the Higher Education level;*
- *To disseminate in Secondary and VET Schools and in Apprenticeship Centres the International Mobility projects results and the main outcomes of people that experiences it;*
- *To carry out transnational campaigns to promote a specific Erasmus in Schools, through the primary involvement of schools, and by stimulating the participation of local communities, families, enterprises;*
- *To promote International Mobility for VET learners and apprentices for reaching out the highest rate possible during their training in accordance with the Council Recommendation on a European Framework for Quality and Effective Apprenticeship (EFQEA), the European Credit System for VET, and the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET);*
- *To implement the effectiveness of career guidance services in partnerships with secondary and VET schools, involving employment services, student unions and student-led organisations, and local communities;*
- *To guarantee a basic income in case of working or training experience abroad, in line with the EYF campaign against the unpaid traineeships;*
- *To provide housing services, free basic health care, psychological counselling and coaching aimed at mental well-being, cultural experiences free from any formal recognition.*

The project partners recommend to the National Agencies and National Ministries:

- *To foster inclusiveness and full accessibility of International Mobility programs, applying the UN Convention on the Rights of Persons with Disabilities and the related EU Strategies and Action Plans;*
- *To foster cooperation and affirmative actions to promote non-discrimination and equality at the level of gender and sexual orientation during the mobility.*



5. ANNEXES

1. THE SURVEY QUESTIONNAIRE

Demographic questions

1. How old are you?

[open question]

2. What type of school are you attending?

[General secondary schools; Vocational education / professional education; Apprenticeship]

3. If you answered VET or apprenticeships, which field are your training in?

[Agriculture and Forestry; Business and Administration; Education; Health and Welfare; Hospitality and Tourism; Humanities and Arts; Information and Communication Technologies; Services: Personal services (hair and beauty, sports, domestic services); Services: Transport; Social Sciences; Technology: Industrial; Technology: Mechanical; Technology: Chemical]

4. What gender do you identify with?

[Male; Female; Non-binary; I prefer not to say]

5. Do you have any accessibility needs or disability (e.g. physical disability, learning disability etc)?

[Yes; No; I prefer not to answer]

6. Where do you live?

[In a city centre, In the suburbs of a city, In a small village, In the countryside]

7. In which country do you live?

[open question]

8. Are you a citizen of the country where you live?

[Yes; No]

Questions about knowledge and information

9. Are you aware of opportunities for International Mobility at the moment?

[Yes; No]

10. Which of the following mobility opportunities do you know?

[Internship; Working; Studying; Volunteering; Youth Exchanges]

11. How do you get information on this subject?

[School; Family; Friends; EU representation; National Agency; Youth/student organisations; Other]

12. How much does your school or training institution inform you about mobility opportunities on a scale from 1 to 5 where 1 is “not at all” and 5 is “I receive a lot of information”

[Score]

13. Do you know anyone who has been on an International Mobility

[Yes, one or more people in my family; Yes, one of more of my friend; Yes, both people in my family and friends; No]

14. Do you know who the people in charge of International Mobility are in your school/training centre?

[Yes; No; Nobody is in charge of International Mobility in my school/training centre; I don't know]

Perception questions

15. Do you think any of the following is a major challenge or barrier to participation in International Mobility?

[Information for students; Information for parents; Linguistic competences; Financial aspects for families; Financial support from institutions; Administrative burden; Going back to school after the mobility; Recognition of competences acquired abroad]

16. Mobility for me means ...

[open question, to be completed with one word]

17. Have you ever been on International Mobility?

[Yes; No but I am thinking of it for the future; No and I don't want to; No I haven't thought about it]

18. If you answered “No and I don’t want to”, can you elaborate on your decision?

[open question] || The respondent who reaches this question completes the questionnaire and does not access 19A and 19B.

19. Likkert scale statements:

19. *A Likkert scale statements if the respondent replied ‘No but I am thinking of it for the future’ or ‘No I haven’t’ thought about it’ to the question n. 17. The respondent who reaches this question completes the questionnaire and does not access 18 and 19B.*

- I see the added value of going on mobility at some point during my studies or training
- My family would be supportive of my choice to go on a mobility programme
- I see International Mobility as a tool to learn new skills
- My teachers/trainers can provide me with information on mobility programmes
- Going on an International Mobility will help me find a job more easily
- I could go on a mobility programme without a scholarship / grant as my family would be able to support me
- I see myself going on mobility after my current education
- Going on a mobility alone scares me

19.B *Likkert scale statements if the respondent replied ‘Yes’ to the question n. 17. The respondent who reaches this question completes the questionnaire and does not access 18 and 19A.*

- I see the added value of going on mobility at some point during my studies
- My family was supportive of my choice to go on a mobility programme
- During my International Mobility I acquired new skills
- My teachers/trainers provided me with information and guidance
- Having been on an International Mobility will help me find a job more easily.
- Before leaving, I was afraid of the impact of mobility on my current studies
- Before leaving, I was afraid of leaving my social life behind
- I had enough financial support from the grant to live in my host country
- I could have done the mobility without a scholarship/grant
- My family was able to afford me going on a mobility programme
- I would do another mobility experience.

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