



Study on Mobility

Transnational Mobility in Initial Vocational Education and Training in 2017

www.na-bibb.de



SPONSORED BY THE



Federal Ministry
of Education
and Research

Nationale Agentur
beim Bundesinstitut
für Berufsbildung

NABİBB
BILDUNG FÜR EUROPA

The National Agency Education for Europe at the German Federal Institute for Vocational Education and Training (NA at BIBB) has been in existence since 2000 and works on behalf of and with financial support of the Federal Ministry of Education and Research (BMBF). It is the National Agency for the EU education programme Erasmus+ in the fields of vocational education and training (VET) and adult education

in Germany. It also carries out numerous Europe-related and international tasks in the area of VET and adult education. The NA at BIBB works closely with the EU Commission and at national level with ministries, federal states, social partners, associations, Chambers, companies, universities, and education and training organisations.

www.na-bibb.de



IMPRINT

National Agency Education for Europe at the
Federal Institute for Vocational Education and
Training (NA at BIBB)
53142 Bonn (Postal address)
Phone: +49 (0)228 - 107 1608
Email: na@bibb.de | www.na-bibb.de

Responsible: Klaus Fahle

Text and Study Design: Jan Kröll, Umfragezentrum Bonn – Prof. Rudinger GmbH (uzbonn GmbH)
Gesellschaft für empirische Sozialforschung und Evaluation
www.uzbonn.de



Status: July 2018

Cover Design: Blueberry, Agency for Design and Brand Communication
www.go-blueberry.de

Picture Source: Guilherme Stecanella/unsplash.com

ISBN 978-3-96208-073-0

www.na-bibb.de/Mobilitaetsstudie

Table of contents

1	Introduction	1
2	Overview of the present state	2
2.1	<i>Mobility in initial vocational education and Training in 2017</i>	2
2.2	<i>Development of mobility since 2010</i>	3
2.3	<i>Benefits for/experience of apprentices, companies, and vocational schools</i>	3
3	Features of transnational mobility	5
3.1	<i>Funding</i>	5
3.2	<i>Destinations</i>	6
3.3	<i>Participation of the federal states</i>	8
3.4	<i>Duration</i>	9
3.5	<i>Gender of participants</i>	10
3.6	<i>Size of the company providing apprenticeships</i>	11
3.7	<i>Professional sectors and types of professions</i>	12
3.8	<i>The participants' prior school qualification</i>	14
3.9	<i>Documentation of competences developed</i>	15
4	Impact of transnational mobility	16
4.1	<i>Impact: personal competences</i>	16
4.2	<i>Impact: knowledge</i>	17
4.3	<i>Impact: professional skills</i>	18
4.4	<i>Impact: career opportunities</i>	19
4.5	<i>Benefit depending on the type of mobility</i>	20
4.6	<i>Attractiveness of the training</i>	21
5	Support and development	23
5.1	<i>Reasons for inactivity of companies and schools</i>	24
5.2	<i>Support needed by companies and schools</i>	26
5.3	<i>Outlook: mobility activities planned by companies and schools</i>	27
5.3.1	<i>Companies</i>	27
5.3.2	<i>Schools</i>	28
6	Information on the survey and methodology	30

1 Introduction

The German economy is international. Over 70 per cent of the German GDP is generated through foreign trade. This internationality has a direct impact on employment. These days, foreign language skills are required in over half of the jobs demanding for a formal initial vocational education and training (IVET) – with upward tendency. Globalisation is leading to a constantly growing internationalisation at work. The German economy's competitiveness is to quite some extent based on its ability to operate globally, explore markets and engage in cross-border collaborations in an economy where splitting tasks is becoming increasingly common. Vocational education and training (VET) has to contribute considerably to preparing prospective qualified personnel for globalisation. Conveying international vocational competence is becoming more and more important. Foreign language skills, intercultural competence, key qualifications like the ability to work in a team as well as independently will gain in significance. Engaging in transnational mobility for learning contributes to developing these competences.

In view of this, in 2013 the German Bundestag decided on an ambitious national benchmark for transnational mobility for apprentices and vocational school students and requested the federal government "to work towards an increasing number of apprentices with transnational experience. By 2020, at least 10 per cent of apprentices and vocational school students are to be enabled to gain experience abroad"¹.

An earlier survey² has shown that between 2007 and 2009 an average of 3 per cent went abroad during IVET. The present survey aims at recording this benchmark for 2017 and to thus show the quantitative development. On the other hand, the differentiated description of the transnational mobility during IVET concerning its characteristics, impact and the need for support are of particular significance. To gain the according information, four target-group-specific surveys were carried out between April and September 2017:

- Written survey of classes of final-year students of vocational schools,
- Online survey of individual apprentices/students of these classes,
- Online survey of vocational schools or head teachers respectively,
- Online survey of companies providing IVET.

All target groups were addressed, directly or indirectly, via the vocational schools. The reference group of the survey and reported calculations comprises apprentices of the sector I "Berufsausbildung" of the iABE (Integrated Report for Vocational Education and Training) who were in their final year of training in 2017.³ The complete final report can be downloaded from www.na-bibb.de.

We would like to thank all apprentices and VET students, companies and schools involved, the 16 Ministries of Education and Cultural Affairs making the survey possible in the first place, and, most of all, our contractor uzbonn for carrying out the survey in a very efficient and professional way.

Berthold Hübers

Head of Unit

Mobility and Internationalisation of
Vocational Education and Training

¹ Bundestagsdrucksache 17/10986, page 5.

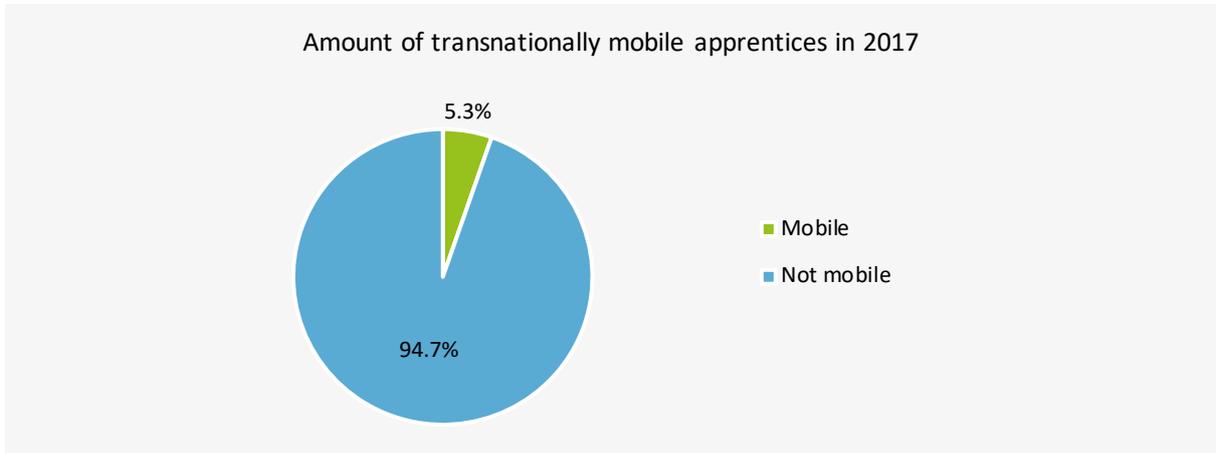
² Friedrich, Werner; Körbel, Markus: Verdeckte Mobilität in der beruflichen Bildung. Bonn 2011, Impuls No 43, published by NA beim BIBB www.na-bibb.de

³ In the following, the term "apprentices" is used to comprise apprentices/students of the dual system, students of health and welfare and education, full-time students at vocational schools, as well as civil servant trainees (mid-level). If a passage refers to one particular group only, this will be explicitly pointed out.

2 Overview of the present state

The main aim of the survey was the quantification of transnational mobility in IVET in Germany in 2017.

2.1 Mobility in initial vocational education and Training in 2017



Graph 1: Amount of transnationally mobile apprentices in 2017 (extrapolation)

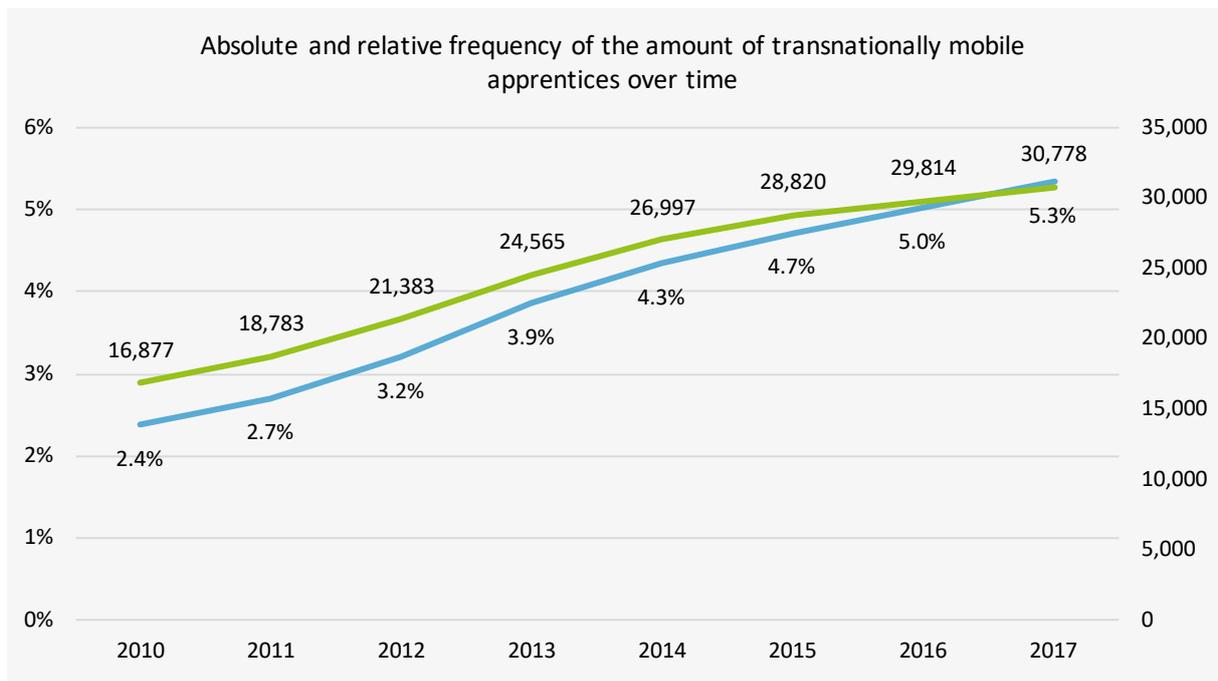
The following figures could be derived by means of an extrapolation⁴:

5.3 per cent of the apprentices who were in their final year of training in the summer term of 2017 have spent time abroad at least once as a part of their IVET. This corresponds to a number of 30,785 transnationally mobile graduates in 2017.

The mobility rate of apprentices of the dual system (iABE Konto I „Berufsausbildung im dualen System nach BBiG/HwO“) is at about the same or slightly lower level than the overall mobility rate of people included in the survey (5.3 per cent).

⁴ For information on the methods used in the survey, see chapter 6.

2.2 Development of mobility since 2010

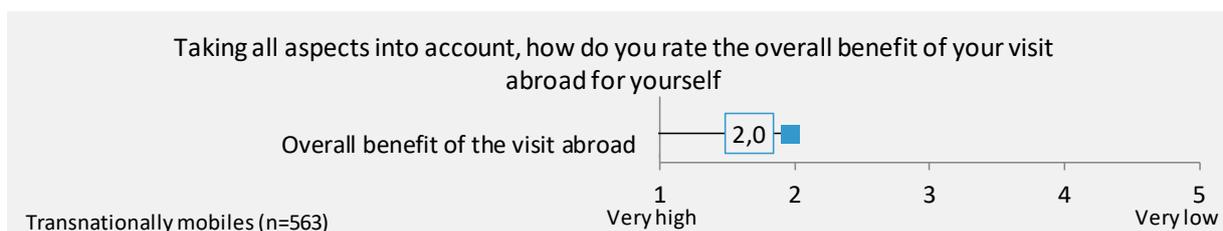


Graph 2: Absolute and relative frequency of the amount of transnationally mobile apprentices over time (extrapolation)

As mentioned before, the calculations show that 5.3 per cent of graduates of a VET in 2017 spent time abroad, which corresponds to a number of 30,785 graduates. Graph 2 shows the development of the number of transnationally mobile apprentices since 2010.

A positive development of the mobility rate can be observed for the past 8 years – still, the pace of this development can be regarded as too slow, taking into account the aim defined by the German Bundestag with a rate of 10 per cent to be achieved by 2020. The growth of the rate correlates with the absolute number of transnationally mobile people.

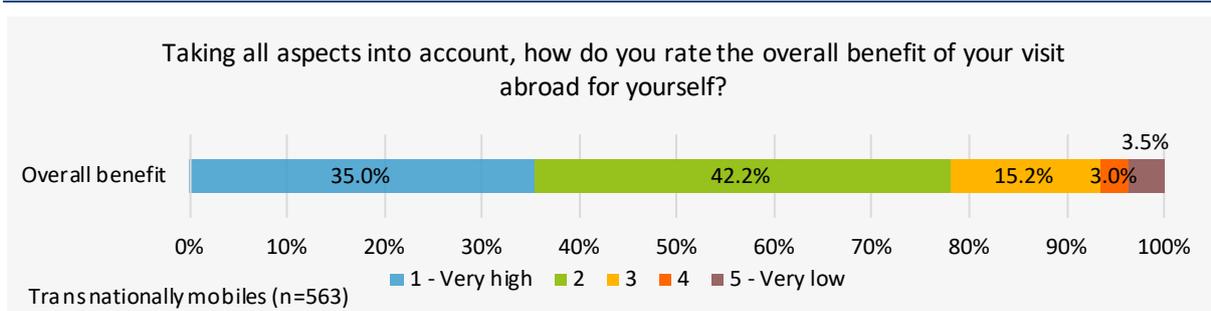
2.3 Benefits for/experience of apprentices, companies, and vocational schools



Graph 3: Overall benefit; average

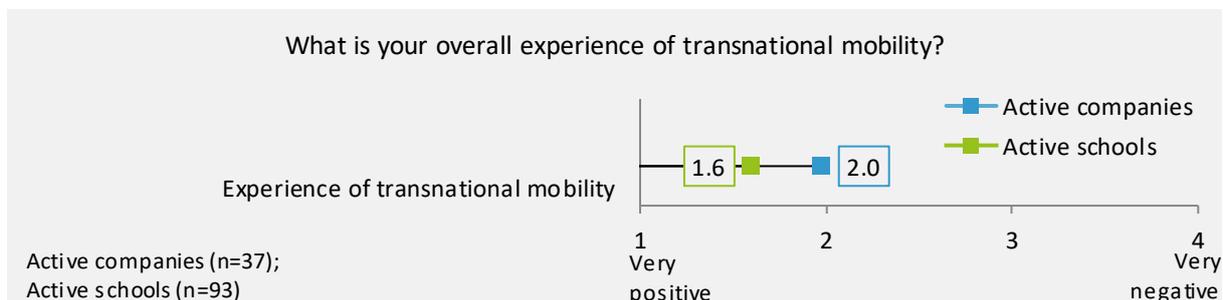
The apprentices' overall assessment of how beneficial their visit abroad had been, was an unreservedly positive one. Over three quarters rated the overall benefit of spending time abroad as part of their training as high or even very high (figures 1 and 2). Only very few apprentices state that their visit abroad was of little benefit to them. The assessment of transnational mobility as part of the IVET is, in toto, a very positive one.

This is particularly relevant since, here, the apprentices were asked for the actual effects of the visit abroad, i.e. skills and experiences beneficial to their lives.



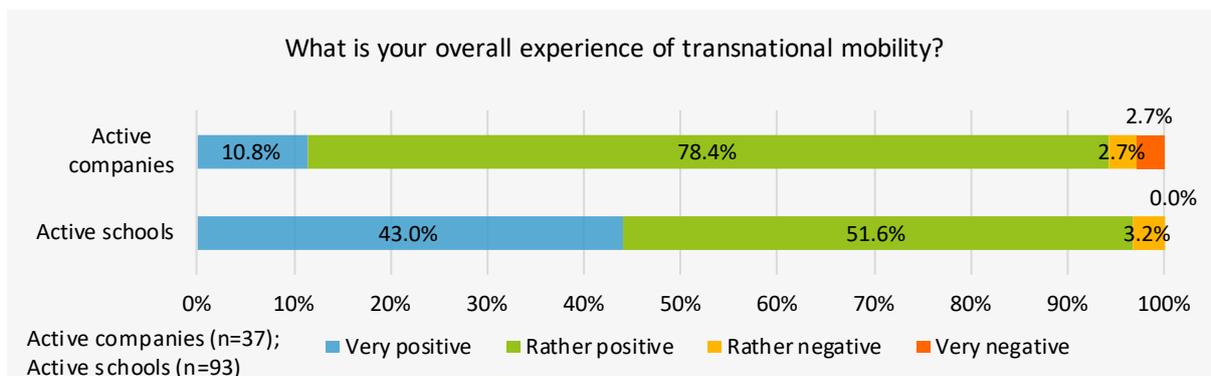
Graph 4: Overall benefit; proportional⁵

This rather positive assessment by the apprentices mirrors the experience of companies and vocational schools enabling their apprentices to spend time abroad. In the graphs, these will be referred to as active companies/schools.



Graph 5: Experience of transnational mobility; average

The experiences described by companies and schools are very positive ones, too. With about 90 per cent, both groups rated their experience as positive, the schools being even more convinced than the companies, with 43 per cent of schools stating that their experience of transnational mobility of apprentices was very positive.



Graph 6: Experience of transnational mobility; proportional

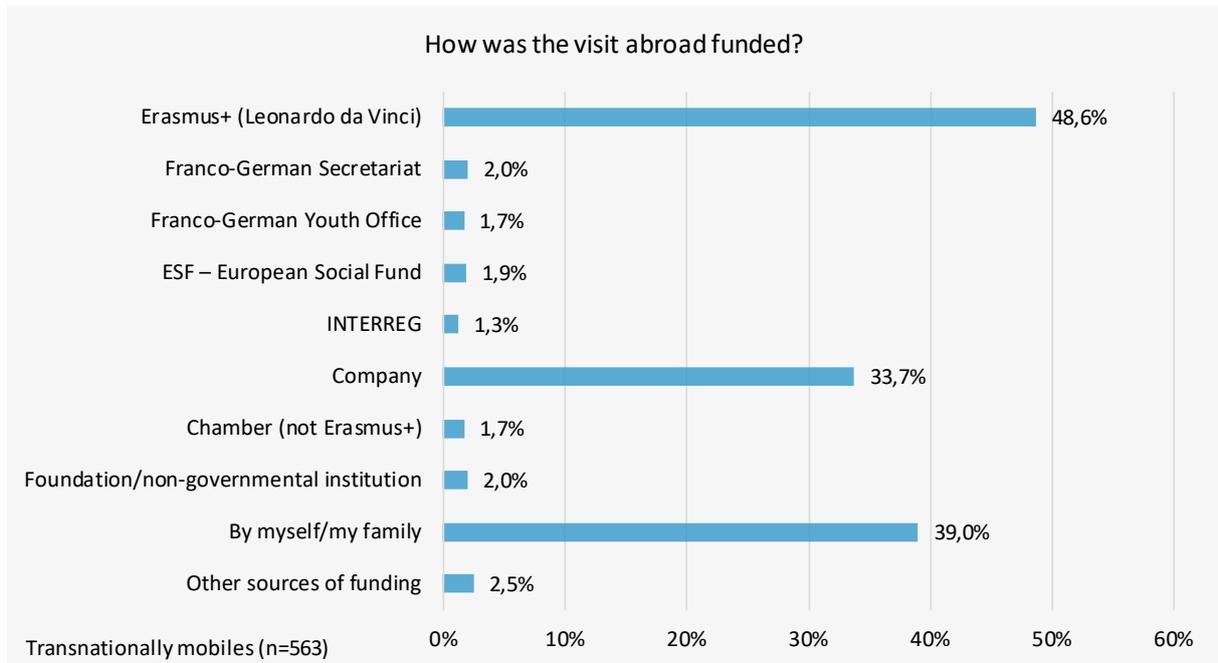
An analysis of different beneficial aspects can be found in chapter 4.

⁵ This publication forgoes the depiction of “no comment”. Values to 100 per cent missing = “no comment”.

3 Features of transnational mobility

In the following, the visits abroad covered by the survey are analysed concerning different aspects.

3.1 Funding

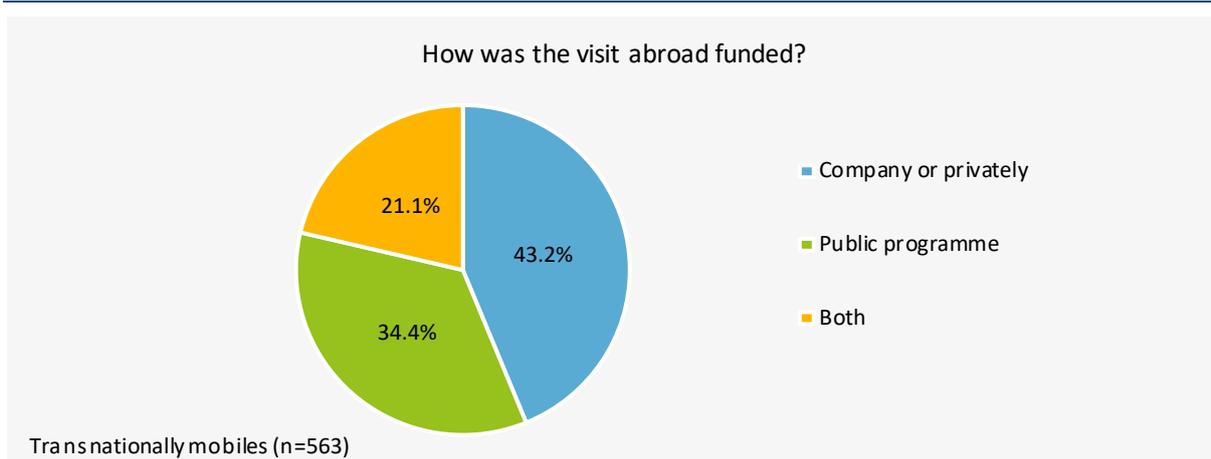


Graph 7: Source of funding

Concerning the question of funding visits abroad, the European educational programme Erasmus+ plays a crucial role for transnational mobility as part of the IVET. Nearly every/every other apprentice (48.6 per cent) was supported by Erasmus+ during at least one visit abroad (see Graph 7). About four in ten transnationally mobiles (also) used private financial means, i.e. their own or family money, for funding their visit abroad. For a third of all mobiles (33.7 per cent) the respective company (partly) funded the visit abroad.

Focusing on the group of mobiles publicly funded only, the great relevance of Erasmus+ becomes even more obvious. Within this group of eight, seven say that they have been funded by Erasmus+. The importance of Erasmus+ for funding apprentices' visits abroad is emphasized also by the active companies. Here, the funders named most were Erasmus+ (56.8 per cent) as well as the companies themselves (54.1 per cent).

34.4 per cent of the transnationally mobile apprentices state that their visit abroad had been funded exclusively by a public programme. 43.2 per cent of the transnationally mobiles' visits abroad were entirely funded privately, or through the companies. About every fifth apprentice having spent time abroad during her/his IVET benefitted from a mixed funding by public programmes on the one, and private funding or funding by the company on the other hand (21.1 per cent).



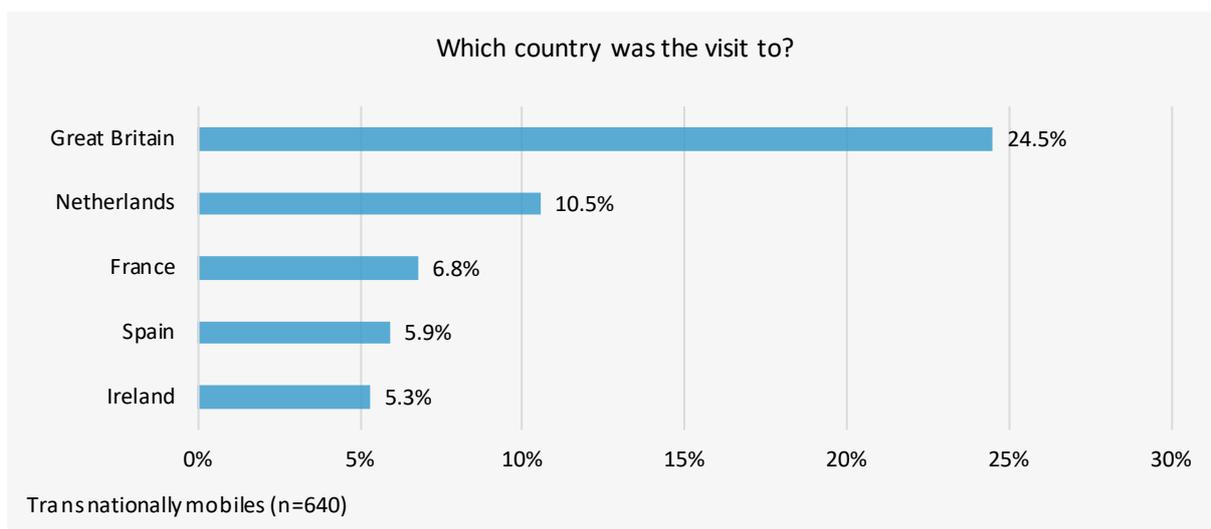
Graph 8: Source of funding, categorised

Extrapolated to absolute numbers, overall 13,299 apprentices went abroad supported by private funding or funding through the companies in 2017. 10,590 apprentices were funded completely through public programmes when going abroad. 6,496 apprentices benefitted from a mix of private and public funding.

	Company/private	Public programme	Both
Amount	43,2 %	34,4 %	21,1 %
Absolute number 2017	13.299	10.590	6.496

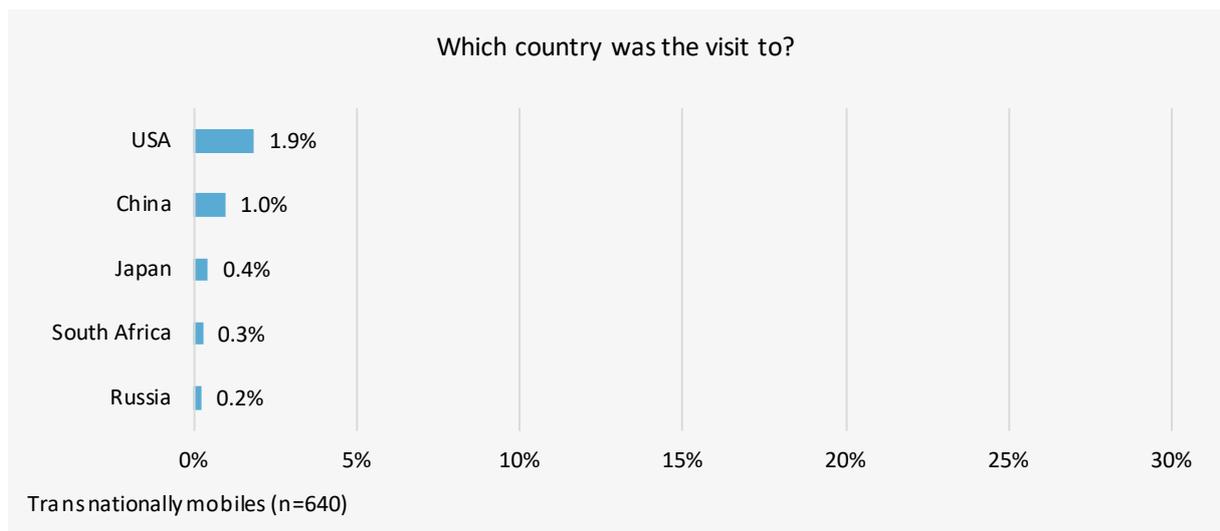
Graph 9: Absolute number of apprentices supported by source of funding (extrapolation)

3.2 Destinations



Graph 10: The 5 most popular European destinations

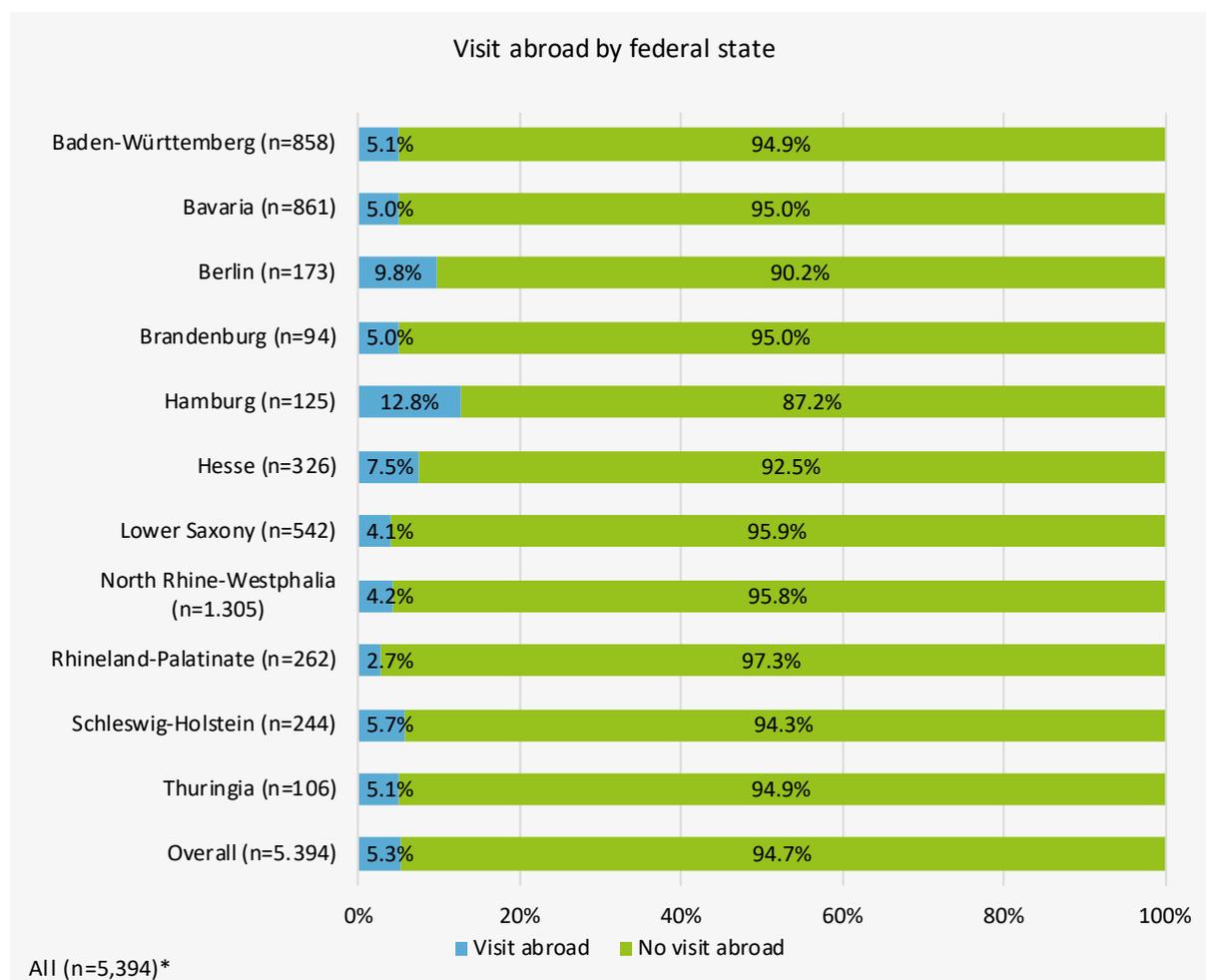
Within Europe, Great Britain has been the most popular destination so far: nearly every fourth apprentice going abroad as part of her/his training chose Great Britain as her/his destination. This is followed by quite a margin by the Netherlands and France, two neighbouring countries to the west of Germany. Between 5 and 6 per cent of transnationally mobile apprentices went to Spain and Ireland, thus adding these two to the list of the five most popular European destinations (see Graph 10).



Graph 11: The 5 most popular destinations outside Europe

Only a small percentage of apprentices spending time abroad during their training choose destinations outside Europe. A meagre 2 per cent of visits abroad take place in the USA (2017: 573 visits), 1 per cent in China (2017: 299 visits). The fact that Russia, South Africa and Japan are amongst the top 5 destinations outside Europe, despite only 0.2 to 0.4 per cent of visits, clearly shows the tendency of European destinations on the whole being frequented a lot more commonly (see Graph 11).

3.3 Participation of the federal states



Graph 12: Federal state; *for corrected figures see chapter 6

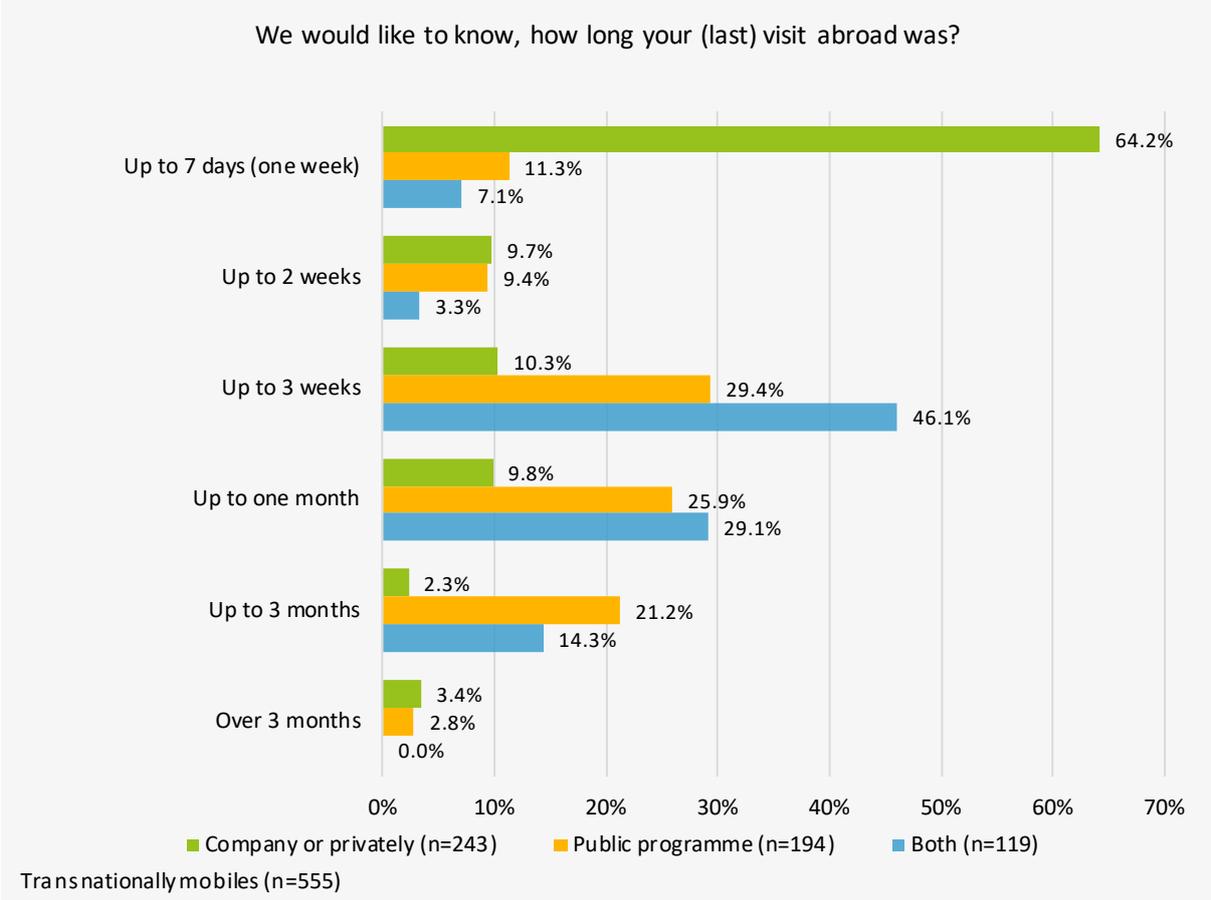
There are considerable differences between the federal states concerning transnational mobility of apprentices (see Graph 12). Hamburg is leading with an eighth of the interviewees (12.8 per cent) having spent time abroad as part of their training. Also above the national average by a considerable margin are Berlin (9.8 per cent) and Hesse (7.5 per cent). The interest in transnational mobility during the IVET seems to be lowest in Rhineland-Palatinate, where merely 2.7 per cent of interviewees state that they have spent time abroad as part of their training. In the remaining federal states, the mobility rate ranges from 4.1 per cent (Lower Saxony) to 5.7 per cent (Schleswig-Holstein).

Comparing the old and new federal states, it becomes obvious that the transnational mobility of apprentices is considerably higher in the new ones (including Berlin) than the old ones with 7.7 per cent against a mere 4.9 per cent. Berlin with its high number of transnationally mobile apprentices is only partly responsible for this effect, as even without Berlin, mobility is higher in the new federal states than the old ones with 7.1 per cent.

3.4 Duration

When looking at the duration of the transnational mobility, one realises two results standing out.

On the one hand, one can see that the visits abroad of most mobiles (over 85 per cent) lasted at the most one month. About a third of the visits abroad (33.5 per cent) lasted no longer than one week. Another third of the interviewees (32.8 per cent) stated to have stayed abroad for more than a week and up to three weeks. Almost twenty per cent of the visits lasted over three weeks and up to a month. The remaining almost 14 per cent of visits lasted over a month, with hardly any visits of over three months.

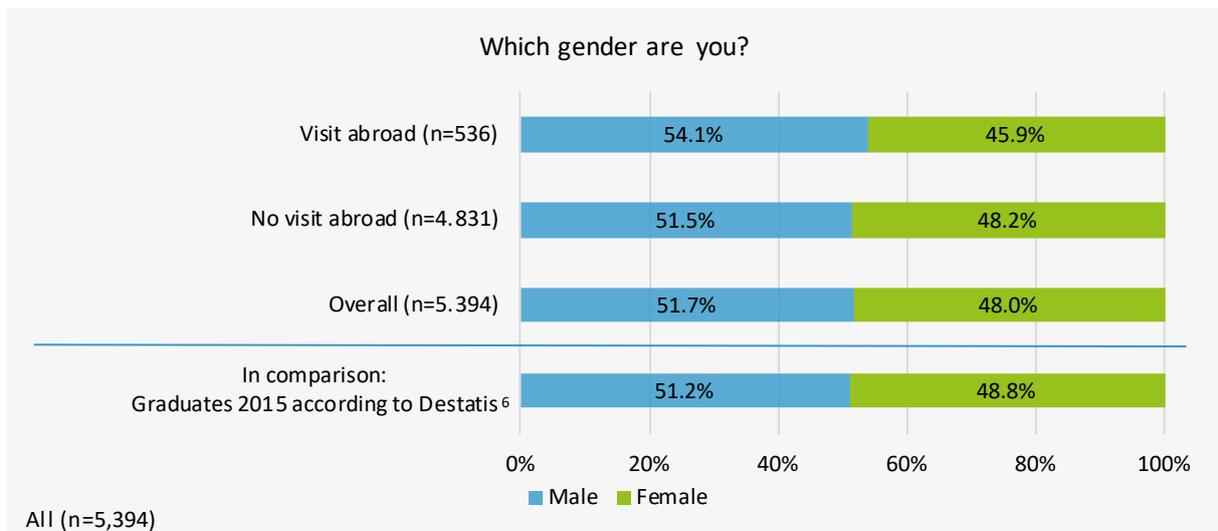


Graph 13: Duration

On the other hand, a strong connection between the duration of the visits and the type of funding can be seen: While the visits funded privately or by the companies often lasted a week at the most, those funded publicly usually last between 3 weeks and 3 months and are thus considerably longer. One reason for this might be that Erasmus+ only funds visits abroad of a duration of at least two weeks.

The same can be derived from the statements by companies and schools, with companies indicating a slightly shorter duration than schools. Both, companies and schools, rate the respective duration actually spent abroad on average as entirely appropriate for achieving the set goals.

3.5 Gender of participants



Graph 14: Gender

While there is hardly a difference between the gender ratio of the interviewees who have not spent any time abroad and the entire sample, a small deviation can be seen for the interviewees having spent time abroad:

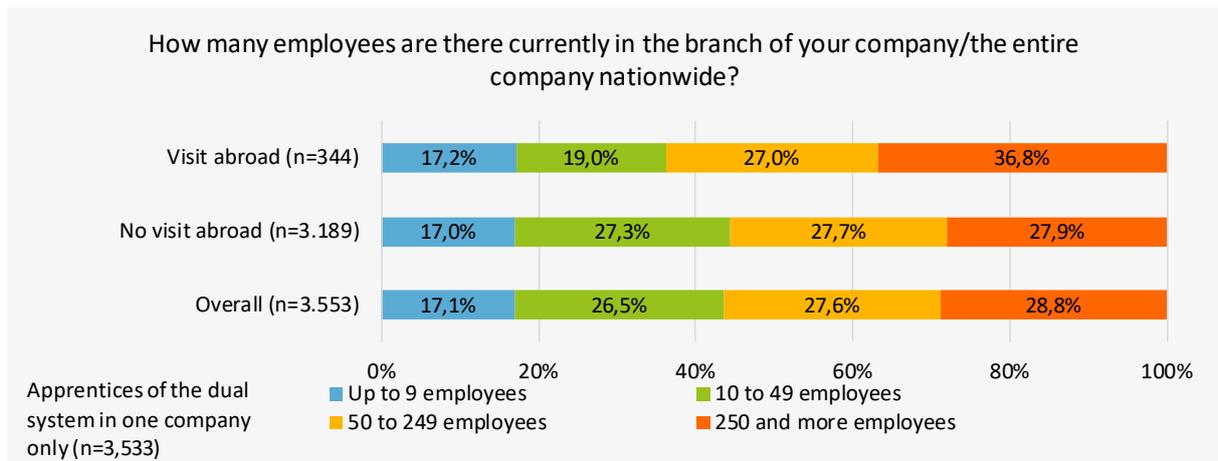
54.1 per cent of the transnationally mobiles were male and 45.9 per cent female. Hence, male apprentices seem to grasp the opportunity of spending time abroad more often than female ones.

One explanation might be that females are remarkably overrepresented in professions of the educational and social sector, which, at the same time, is the domain with the lowest transnational mobility rate.

In contrast, full-time studies as well the dual system are male domains and at the same time the types of training with the highest transnational mobility rate.

⁶ Source: Statistisches Bundesamt: Integrierte Ausbildungsberichterstattung. Anfänger, Teilnehmer und Absolventen im Ausbildungsgeschehen nach Sektoren/Konten und Ländern – 2015, Wiesbaden 2016, https://www.destatis.de/DE/Publikationen/Thematisch/BildungForschungKultur/Schulen/IntegrierteAusbildungsberichterstattung5211201157004.pdf?__blob=publicationFile – 11 June 2017

3.6 Size of the company providing apprenticeships



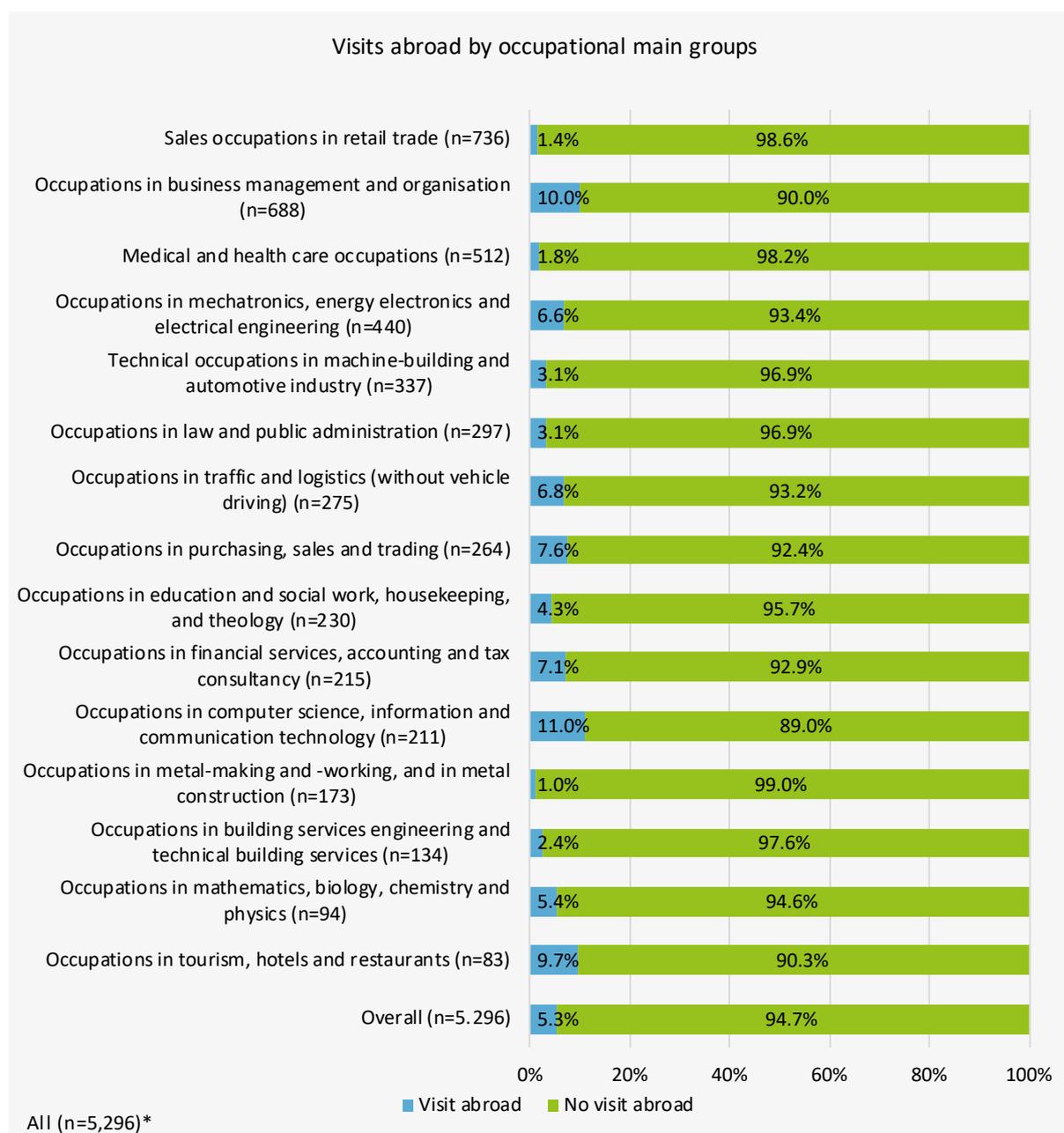
Graph 15: Size of company

The majority of apprentices having spent time abroad come from small and medium-sized companies with up to 249 employees (SME). Referring to the students of the dual system interviewed, a discrepancy shows between the visits abroad realised by small and medium-sized companies (SME) and the number of apprenticeship contracts made in Germany.⁷

Despite 71.2 per cent of all apprenticeship contracts for the dual system having been made with a SME, only 63.2 per cent of the visits abroad were realised by a SME. The corresponding disproportionately high number of transnationally mobile apprentices (36.8 per cent) within companies with 250 and more employees implies that a vocational training contract with a bigger company tends to increase the chance of a visit abroad.

⁷ The data raised in the survey does not quite correspond with the German ratio; apprentices from larger companies were slightly overrepresented. This was rectified in the evaluation, so that the distribution of the characteristics is equivalent to the actual distribution in Germany.

3.7 Professional sectors and types of professions



Graph 16: Occupational main groups; corrected figures, see chapter 6

To show within which professions the transnational mobility rate of apprentices is particularly high, the professions were classified according to various levels (KLDB)⁸:

- level 1: 10 occupational areas
- level 2: 37 occupational main groups
- level 3: 144 occupational groups
- level 4: 700 occupational sub-groups
- level 5: 1.286 occupational types

⁸ Bundesagentur für Arbeit (Hrsg.): Klassifikation der Berufe 2010 – Band 1: Systematischer und alphabetischer Teil mit Erläuterungen. Nürnberg, 2011. Available online at: <https://statistik.arbeitsagentur.de/Statischer-Content/Grundlagen/Klassifikation-der-Berufe/KldB2010/Printausgabe-KldB-2010/Generische-Publikationen/KldB2010-Printversion-Band1.pdf> [26 October 2017].

The survey covers all five levels. In the following, there is a focus on levels 2 and 5. Graph 16 refers to the second level and is limited to the 15 occupational main groups named most often. This is to show tendencies but remain legible while supporting the results with a sufficient number of cases.

Measured against the 5.3 per cent of apprentices having been transnationally mobile, the three occupational main groups with the highest rate of mobility were:

- occupations in computer science, information and communication technology (11.0 per cent)
- occupations in business management and organisation (10.0 per cent)
- occupations in tourism, hotels and restaurants (9.7 per cent)

The lowest rate of mobility was found within the following occupational main groups:

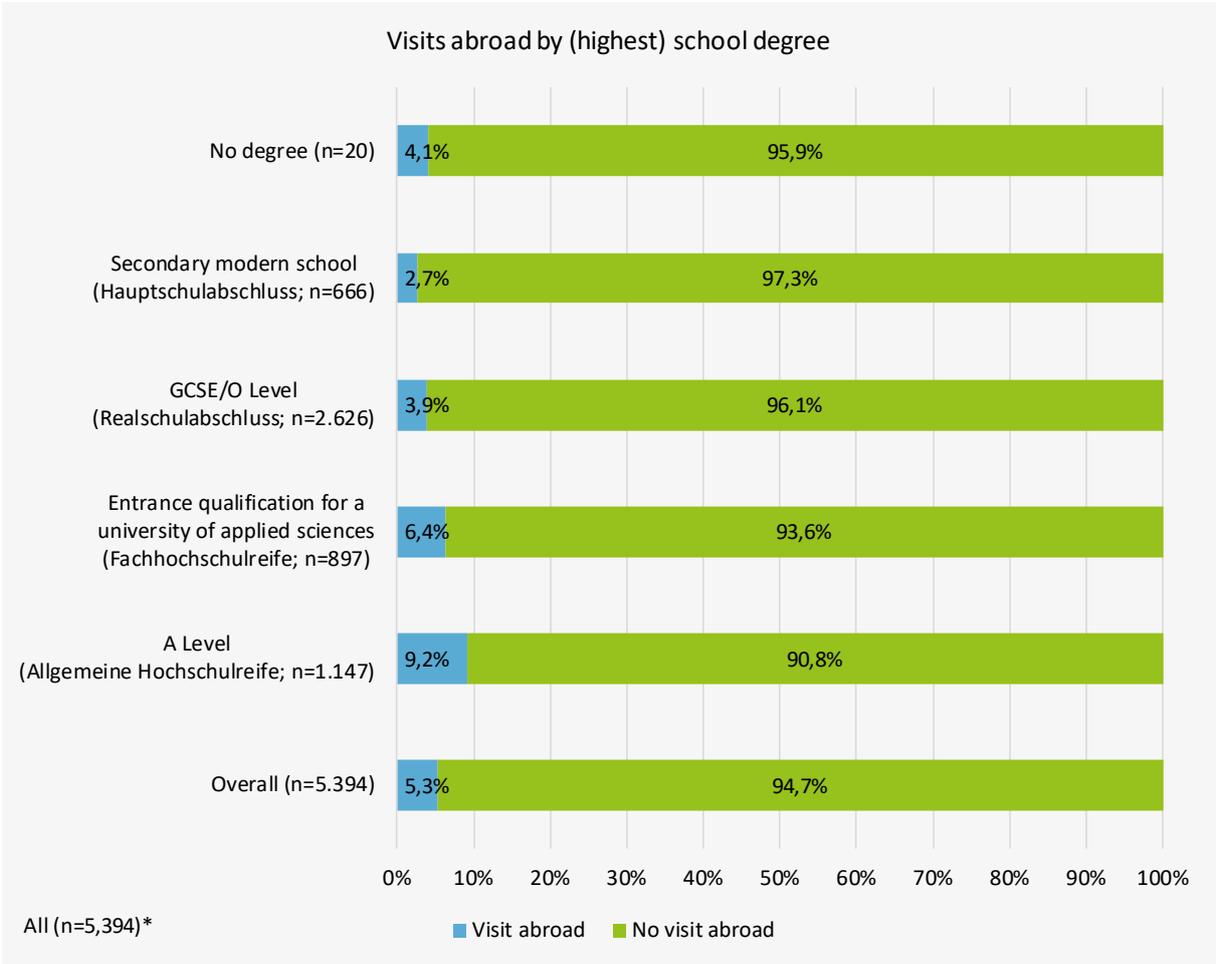
- occupations in metal-making and -working, and in metal construction (1.0 per cent)
- sales occupations in retail trade (1.4 per cent)
- medical and health care occupations (1,8 per cent)

To reduce abstraction, the fifth level shall be dealt with here, too. Despite the professions of the transnationally mobile being rather diverse, the ten types of profession depicted in Graph 17 were named most by mobile apprentices.



Graph 17: 10 types of profession named most

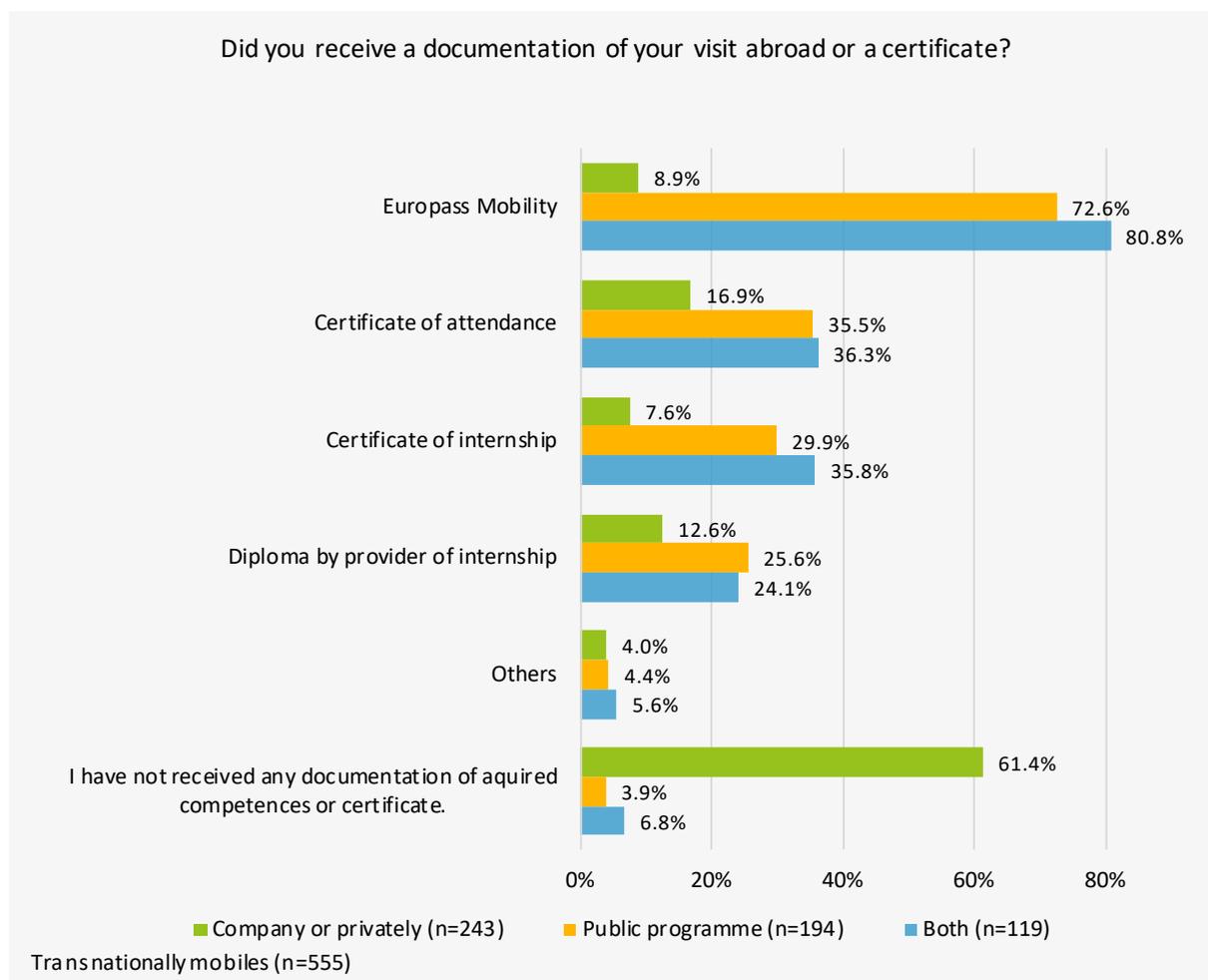
3.8 The participants' prior school qualification



Graph 18: School degree; for corrected figures see chapter 6

Nearly half of the interviewees have a GCSE/O Level (Realschulabschluss). Relating the school qualification to transnational mobility, one can see that considerably more apprentices with a higher degree spend time abroad: While amongst the apprentices with a degree from a secondary modern school (Hauptschulabschluss) it is only 2.7 per cent who spent time abroad, and the amount increases constantly the higher the degree (see Graph 18). Accordingly, the number is highest amongst apprentices with an A Level (Allgemeine Hochschulreife, 9.2 per cent) or an entrance qualification for a university of applied sciences (Fachhochschulreife, 6.4 per cent).

3.9 Documentation of competences developed



Graph 19: Documentation of competences acquired

Over a third of all apprentices (68.8 per cent) received a documentation of the skills acquired or a certificate at the end of their visit abroad, with the most important one being the Europass Mobility, which was received by over 70 per cent of the apprentices whose visit was funded entirely publicly. Of the apprentices whose visit abroad was funded partly publicly and partly privately, another good 80 per cent received the same type of documentation.

Apprentices whose visit abroad was funded privately only, mostly received a certificate of attendance (16.9 per cent). Occasionally, vocational qualifications officially recognized abroad, and ECTS-credits (European Credit Transfer System) were named as well.

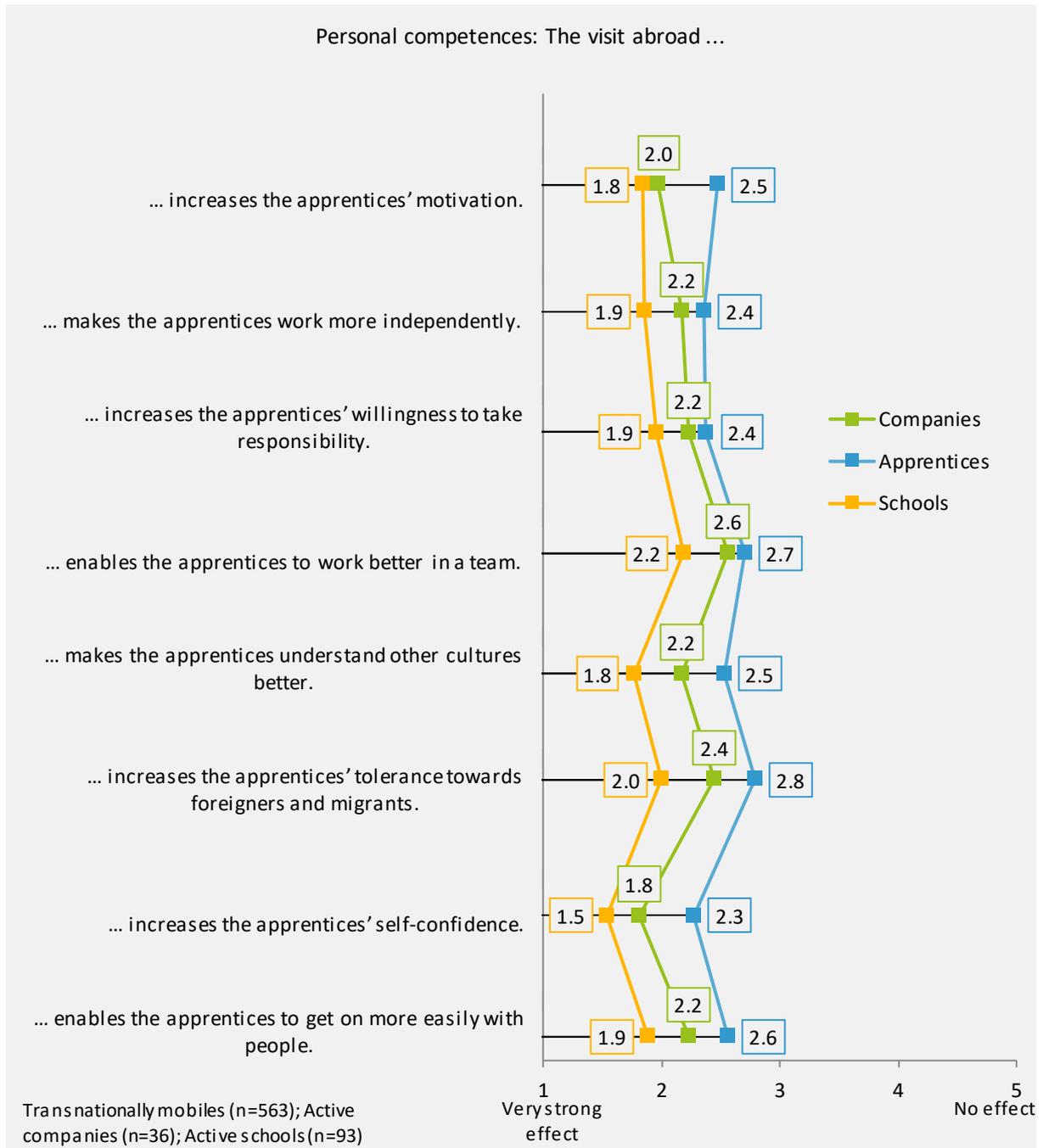
It is noticeable that the documentation plays a far more important role in publicly funded visits abroad than in the ones funded entirely privately. While apprentices having received public funding usually are given a documentation or certificate, over 60 per cent of those whose visit abroad was funded privately only, did not receive any documentation at all.

In general, the apprentices rated any kind of documentation as (very) important for their future application process. A certificate of an internship abroad was regarded as particularly important.

4 Impact of transnational mobility

In the following chapters, the impact of transnational mobility will be looked at from three different perspectives: apprentices, companies, and schools. Additionally, there will be a depiction of the benefits of the visits abroad as perceived by the apprentices, depending on the type of the visit. Furthermore, there will be information as to in how far active companies and schools see a connection between the option of visits abroad as part of the initial vocational training, and the attractiveness of the training.

4.1 Impact: personal competences



Graph 20: Personal competences; average

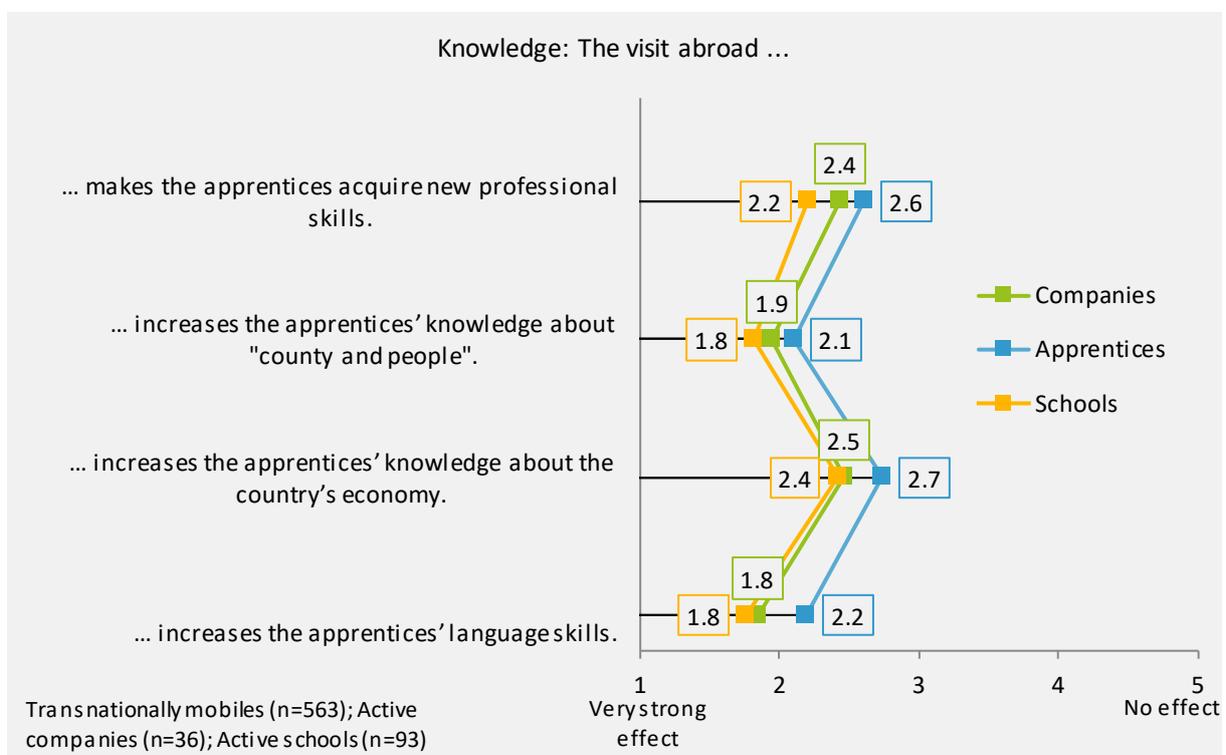
Graph 20 shows how vocational schools, companies, and the apprentices themselves rate the impact of visits abroad on their personal competences.

Here, one can see that nearly all aspects covered were, on average, assessed as positive. So overall, the impact of visits abroad on the apprentices' personal competences was perceived as positive by schools, companies, and apprentices. The interviewees saw particularly positive effects concerning the aspects:

- self-confidence (avg. = 1.9),
- willingness to take responsibility (avg. = 2.1),
- motivation (avg. = 2.1)
- and working independently (avg. = 2.1).

The uniformity of the perception of the impact of a visit abroad is shown by the parallelism of the assessments of all three groups. It is noticeable that the assessment of effects by schools was more positive than the companies', which was more positive again than the apprentices' self-assessment. This better assessment by schools and companies than by the apprentices themselves can maybe be explained by the fact that objectively assessing one's own personal development may be more difficult than assessing that of others.

4.2 Impact: knowledge



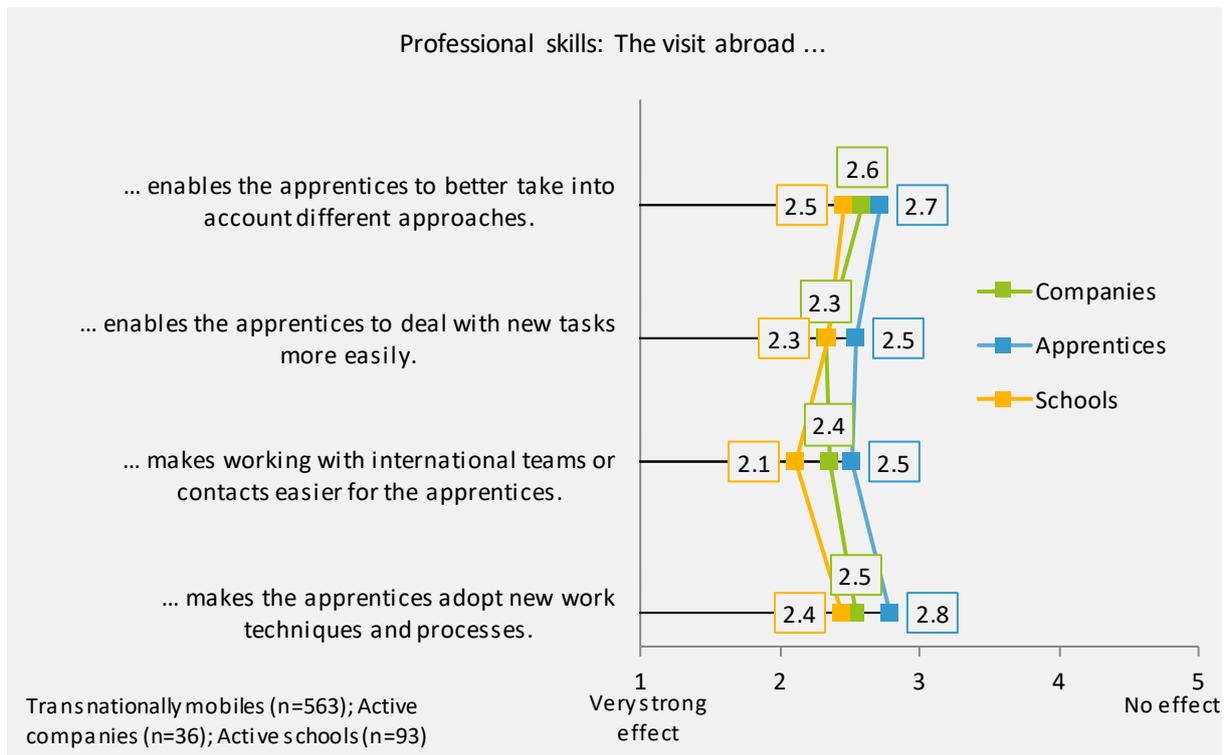
Graph 21: Knowledge, average

(More) positive effects of a visit abroad on the knowledge of apprentices were also registered by all three groups: apprentices, vocational schools, and companies. Particularly emphasized was the improvement of

- language skills (avg. = 1.9)
- and knowledge about "country and people" (avg. = 2.0).

Again, vocational schools perceived the positive impact as stronger than the companies, which again perceived it as stronger than the apprentices themselves. And again, the parallelism of the figures shows a uniformity of the perception of the effects. On the whole, the assessment of the groups is even more alike than concerning the personal competences.

4.3 Impact: professional skills



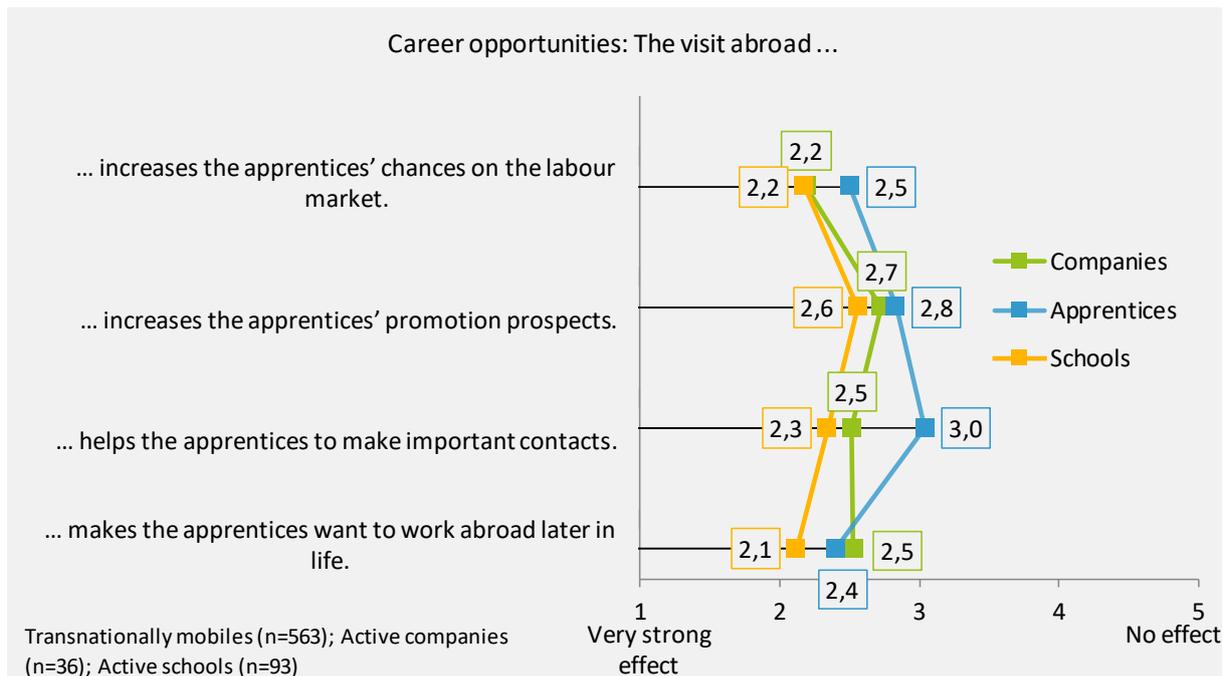
Graph 22: Professional skills; average

The impact of a transnational mobility on the apprentices' professional skills was also registered by all three groups, but the assessment of all three groups was, all in all, more mixed than when concerning the increase of knowledge or personal competences. In comparison, the interviewees saw the most positive effects on

- working with international teams or contacts (avg. = 2.3)
- and dealing with new tasks more easily (avg. = 2.4).

Again, the assessments by schools, companies, and apprentices were similar by and large – no noticeable differences between the three groups can be seen.

4.4 Impact: career opportunities



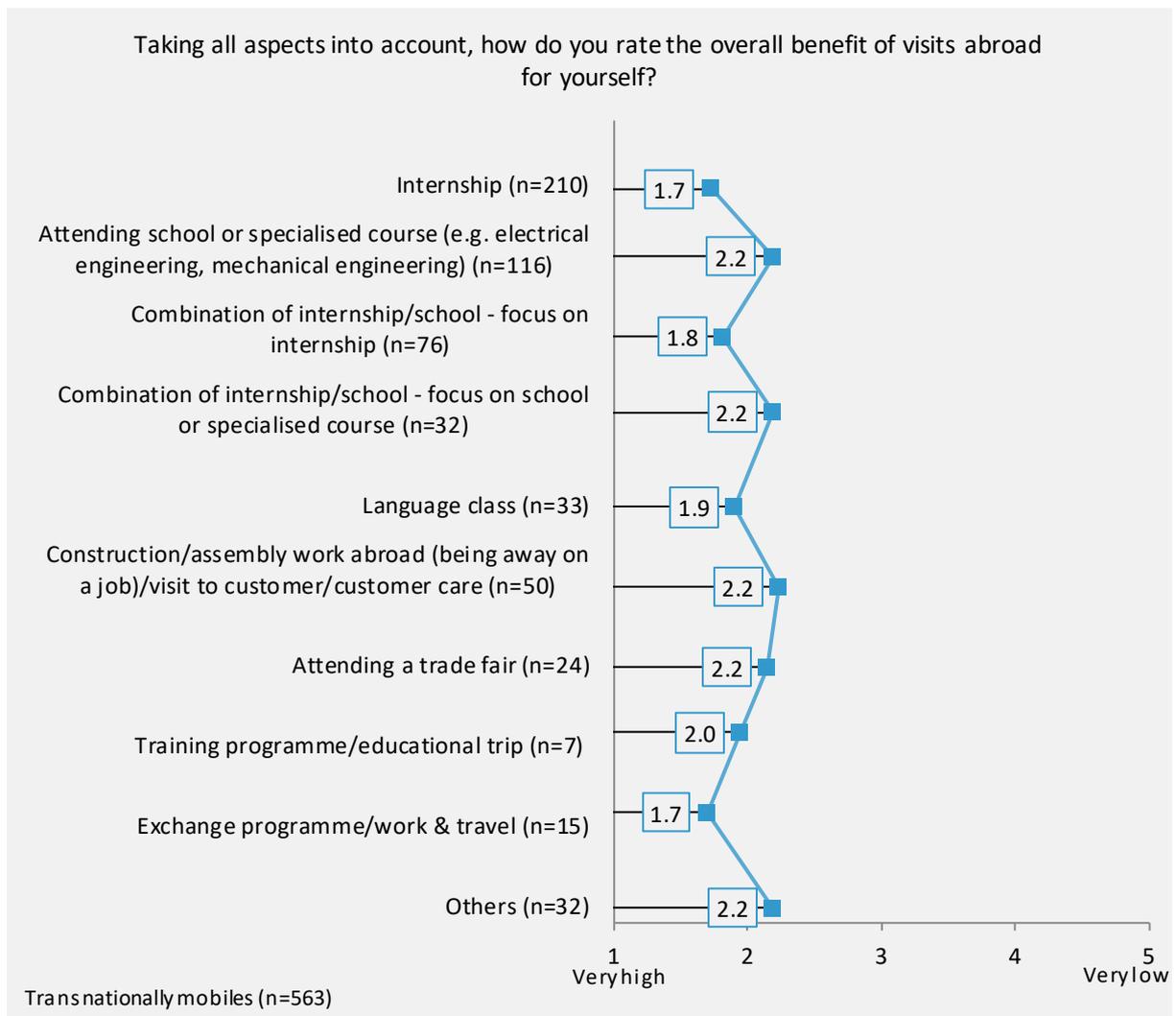
Graph 23: Career opportunities; average

The enhancement of professional opportunities was perceived in a rather mixed way. The different aspects were rated rather positively by all three groups. However, the career chances do not seem to be improved through all visits abroad. There is agreement between all the groups concerning the perception that a visit abroad leads to better chances on the labour market (avg. = 2.3).

Additionally, schools regarded the impact of a visit abroad on the improvement of career chances as slightly stronger than the companies. The apprentices themselves also saw an overall positive impact on their career opportunities, but less so than the other two groups.

There is, however, a noticeable difference in how the apprentices assessed the aspect of important contacts made abroad: about half of the apprentices managed to make such contacts, the others did not. Schools as well as companies often rated the importance of contacts of this kind considerably more highly for the future career opportunities of the apprentices.

4.5 Benefit depending on the type of mobility



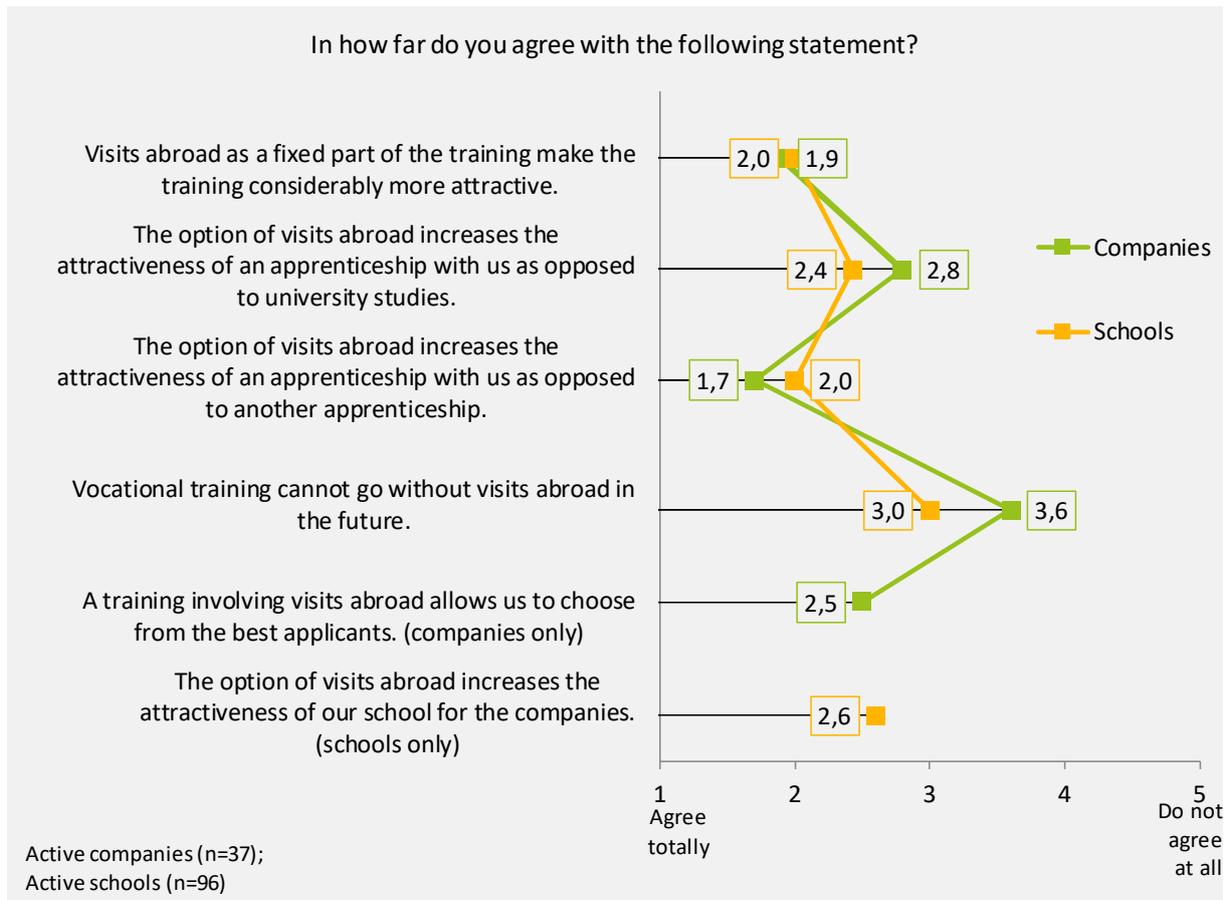
Graph 24: Overall benefit depending on type of mobility; average

Transnationally mobile apprentices were also asked for a general assessment of the benefit of their visit abroad (avg. = 2.0; see chapter 2.3).

Graph 24 shows that there is a noticeable difference in the assessment of the general benefit, depending on the type of the visit abroad. Still, it has to be pointed out that all types of visits abroad were perceived as beneficial. The positive assessment of the benefits of both, internships – also in combination with attending school (as long as more time was spent on the internship itself) – and language classes was above average. On the other hand, visits with a focus on school attendance, being away on a job (construction/assembly work abroad), and attending trade fairs were perceived as less beneficial in comparison.

Also, the type of visit abroad partly impacted the beneficial aspects named in chapters 4.1 to 4.4: according to the apprentices' professional skills were mainly conveyed in internships and language classes, while attending school was perceived less beneficial. Professional expertise was mainly gained by apprentices attending trade fairs. Knowledge about a country's economy was mainly broadened through internships abroad.

4.6 Attractiveness of the training

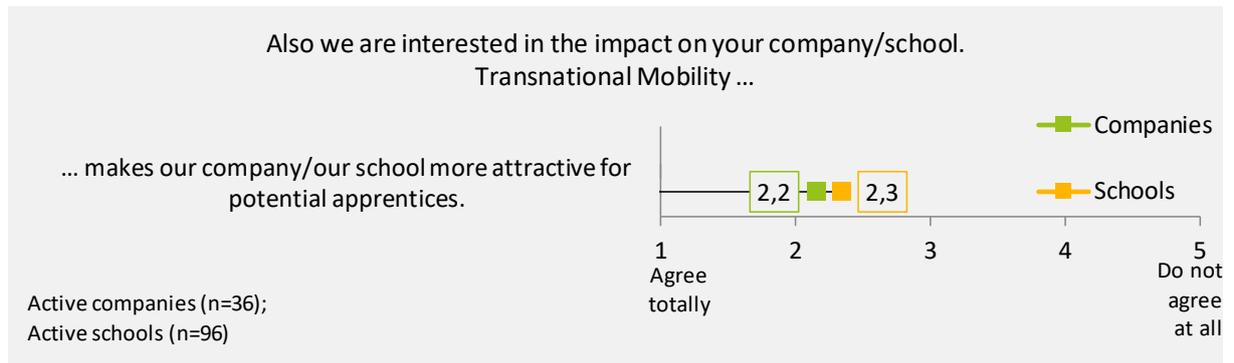


Graph 25: Attractiveness of the training; average

Active companies and schools regard visits abroad as an important factor in increasing the attractiveness of vocational training on the whole as well as of individual types of training. Also, there was a tendency in both groups to assume that the option of visits abroad might increase the attractiveness of an apprenticeship as opposed to university studies, albeit this was tentative only. However, neither group agreed to the notion that vocational training cannot go without visits abroad: compared with the vocational schools, which were neutral about this, companies value the idea of a tight integration of transnational mobility into the IVET to a noticeably smaller degree.

The companies agreed more with the statement that a training involving visits abroad allows companies to choose from the best applicants. Also, active schools consented more to the statement that their own attractiveness to companies providing VET is increased through the offer of visits abroad.

The question, whether the individual company or school becomes more attractive to potential apprentices due to the option of visits abroad was answered in the affirmative by both groups.

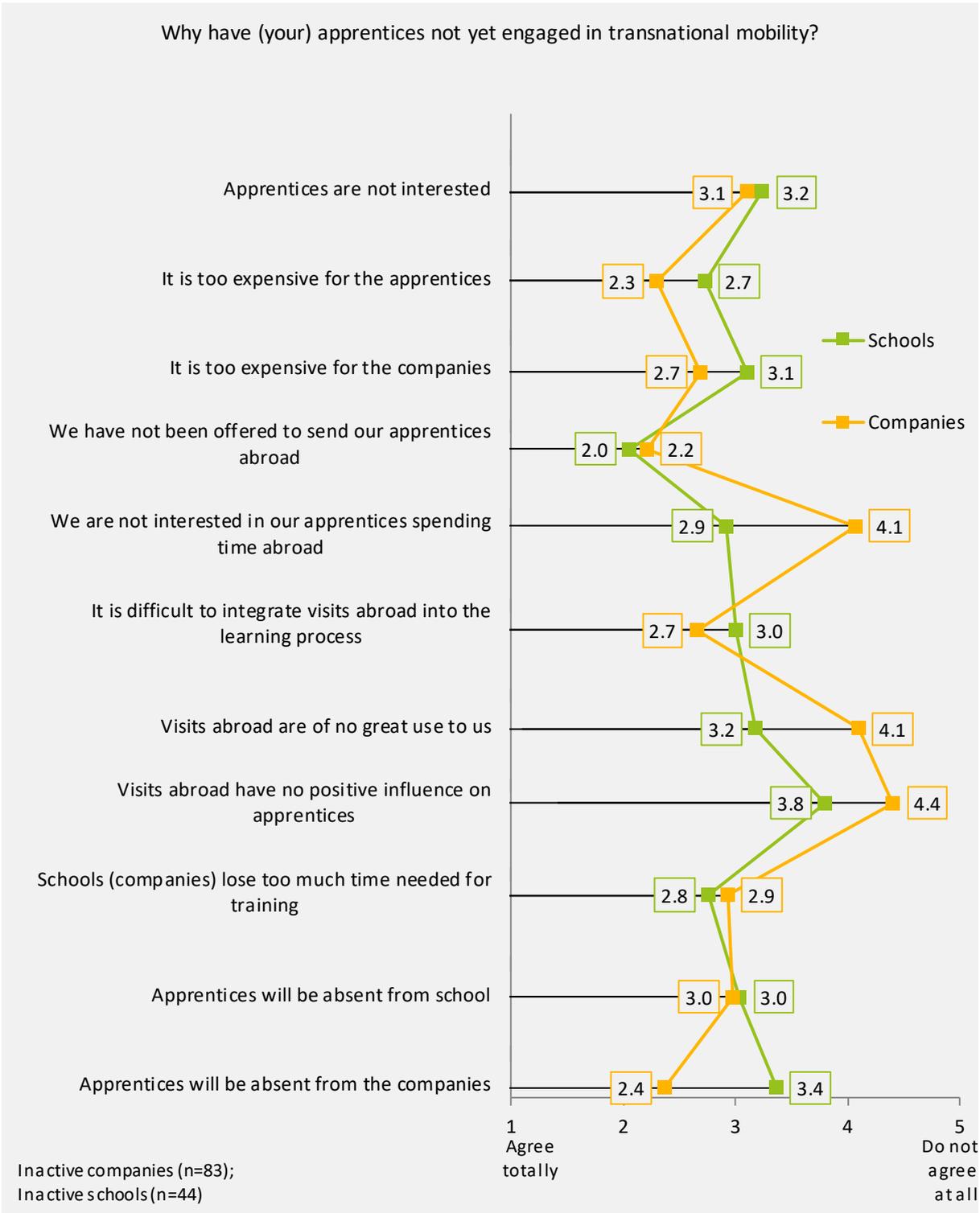


Graph 26: Impact of offering transnational mobility; average

5 Support and development

In the following, there is a focus on the reasons named by inactive schools and companies for not yet engaging in transnational mobility, and on which kind of support they say they need to offer according options in the future. Also, a look will be taken at planned mobility activities of companies and schools.

5.1 Reasons for inactivity of companies and schools



Graph 27: Reasons for inactivity; average

Referring to the question as to why apprentices have not engaged in transnational mobility, the statement receiving the strongest agreement by both, companies and schools was: “We have not been offered to send our apprentices abroad”. Comparatively strongly agreed with by both groups, too, was the statement that a visit abroad would have been “too expensive” for the providers of training.

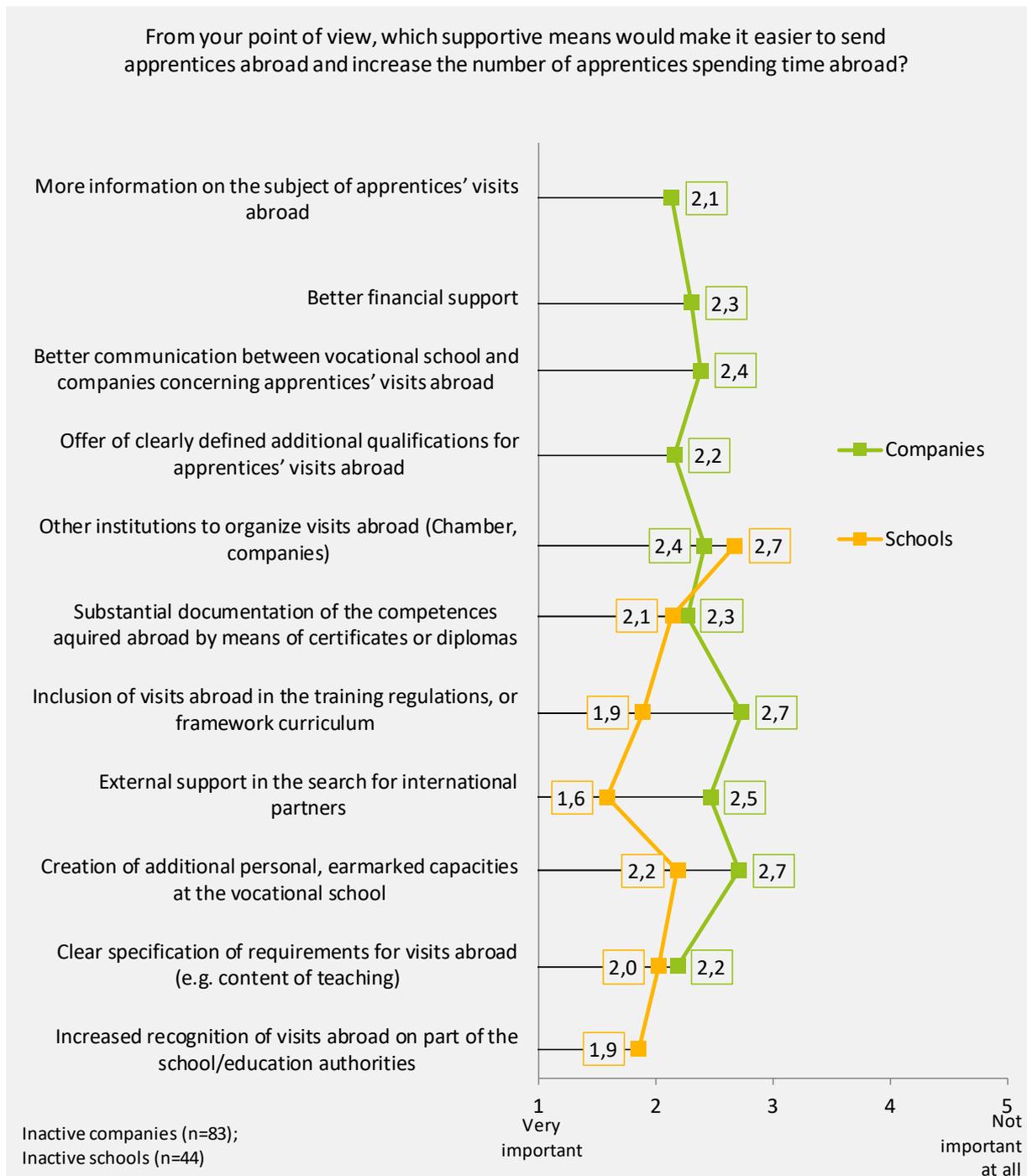
Thus, it becomes obvious that insufficient communication by existing programmes as well as a lack of financial support can be identified as the main reasons for inactive schools and companies so far having

refrained from sending apprentices abroad. These two aspects ought to be tackled to achieve a higher mobility rate in the future.

Also, there are some differences in the estimations of inactive schools and companies. The statement “We are not interested in our apprentices spending time abroad” received remarkably higher approval by companies than by schools, where there seems to be a greater openness towards the subject. The same is true for the statement “Visits abroad are of no great use to us”. It is true that “Visits abroad have no positive impact on the apprentices” is rather answered in the negative by both groups, but again the statement receives greater consent amongst companies than schools.

What is also interesting is that inactive schools relatively often agreed with the statement “Apprentices will be absent from the companies” to justify not sending apprentices abroad, whereas this aspect received far less consent by the inactive companies.

5.2 Support needed by companies and schools



Graph 28: Support needed; average

In accordance with the reasons for inactivity named in the previous chapters, “financial support” and “more information” are named by the companies as suitable means of support to facilitate visits abroad.

Additionally, companies would regard the offer of clearly defined additional qualifications and the respective certification or documentation as helpful concerning apprentices' visits abroad.

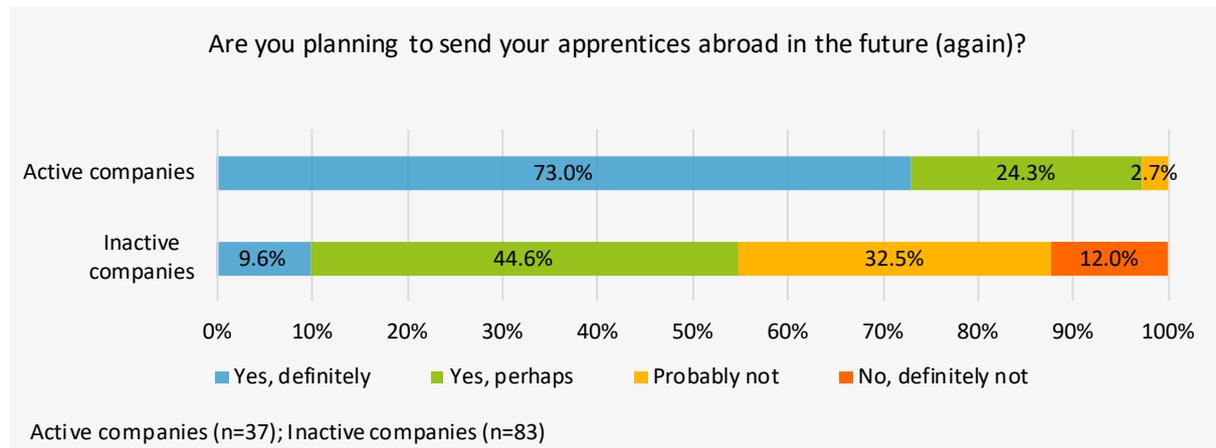
The schools rate external support in their search for international partners as the most helpful aspect. Further means of support rendered helpful are the inclusion of visits abroad in the training regulations or framework curriculum respectively, as well as an increased recognition of visits abroad on part of the school/educational authorities. It becomes obvious that vocational schools mainly regard an increased amount of institutionalisation of apprentices' visits as an appropriate way of supporting these visits, and

that this is where there is a difference from the view of the companies, where the named aspects were regarded as far less important.

Schools and companies do agree, though, that the requirements for visits abroad, e.g. concerning the content of teaching, ought to be specified more clearly. Also regarded as helpful in making apprentices' visits abroad more attractive by both, companies and schools, is the aforementioned substantial documentation of the competences acquired abroad by means of certificates or diplomas (see chapter 3.9).

5.3 Outlook: mobility activities planned by companies and schools

5.3.1 Companies

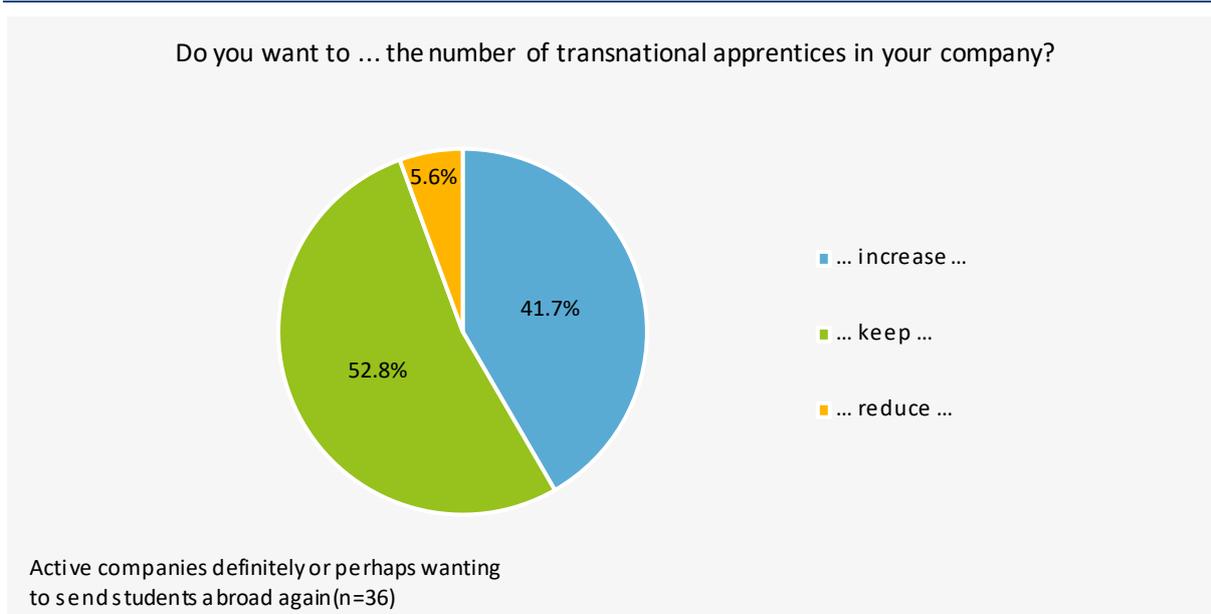


Graph 29: Planned development of transnational mobility in the companies

The vast majority of active companies are planning to keep on sending apprentices abroad. Nearly three quarters of these companies claimed to “Definitely” be planning to do so. No active company answered the question with “No, definitely not”.

The companies inactive so far appeared to be a lot more sceptical about sending apprentices abroad in the future. It is true that there is a positive tendency among more than half of these companies, but only every tenth inactive company is “Definitely” planning to do so. About a third of the inactive companies are not planning to send apprentices abroad. More than every tenth inactive company stated that they will definitely not implement visits abroad for apprentices.

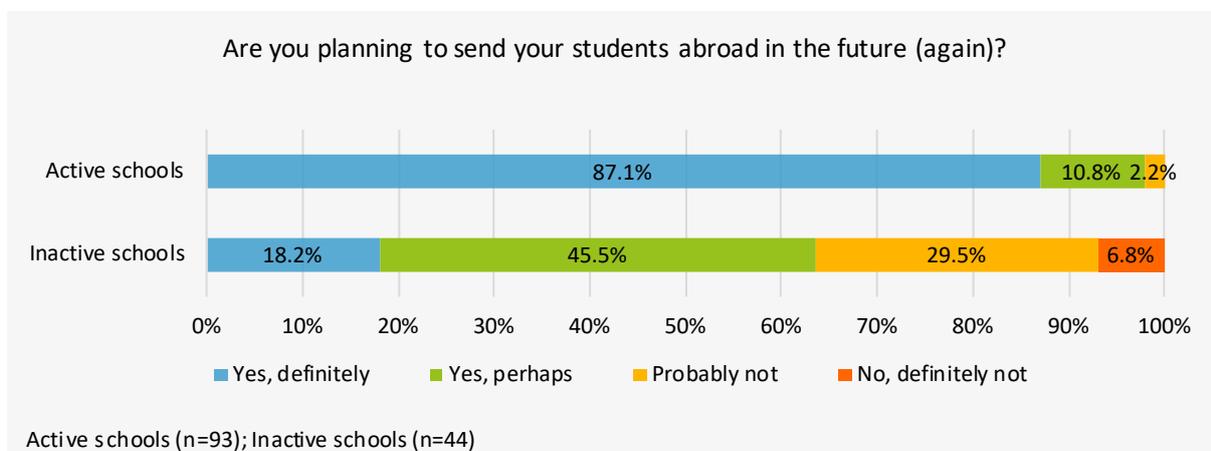
This shows that the majority of companies having had experience with apprentices' visits abroad rate it as positive, and will continue including these visits in their training offer. Also, there is some potential for the companies inactive so far, since here an – admittedly smaller – majority showed interest in future offers of transnational mobility as part of the initial vocational training.



Graph 30: Consistency of the current level of transnational mobility of companies

The positive assessment of apprentices' visits abroad on part of the active companies can also be derived from the fact that hardly any companies are planning to reduce the number of apprentices sent abroad. About half of the active companies planning to offer visits abroad to their apprentices want to keep the number, and two in five companies are even planning to increase the number.

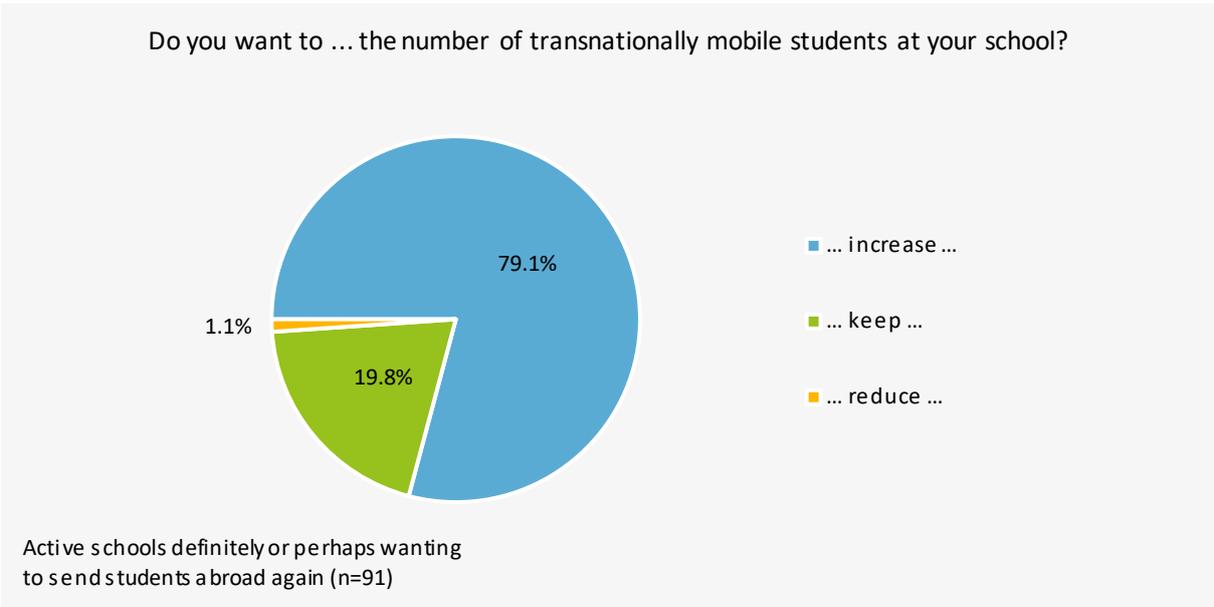
5.3.2 Schools



Graph 31: Planned development of transnational mobility at vocational schools

For the schools, there is a similar, yet overall even more positive outcome than for the companies described above. Nearly all active schools are planning to continue sending apprentices abroad. None of the active schools stated that they were "definitely not" planning to do so.

At the schools inactive so far, there is a definite interest in realising visits abroad for the apprentices in the future: nearly every fifth inactive school is "Definitely" planning to do so, and overall, there is a positive tendency among two thirds of the inactive schools. About a third of the inactive schools remained sceptical. However, the number of schools to definitely rule out transnational mobility of their students is relatively low.



Graph 32: Consistency of the current level of transnational mobility of vocational schools

To a much higher degree than the companies, the active vocational schools wanting to continue sending apprentices abroad are planning to increase the number of transnationally mobiles, four out of five schools are planning to keep the number constant, and only very few schools are planning to reduce the number of transnationally mobiles.

6 Information on the survey and methodology

In November 2016, the National Agency “Education for Europe” at the Federal Institute for Vocational Education and Training (NA beim BIBB) commissioned the Umfragezentrum Bonn – Prof. Rudinger GmbH (uzbonn) to conduct a scientific survey on the subject of visits abroad as part of the initial vocational training in 2017. Four target-group-specific surveys were performed in the course of this:

- Written survey of groups of final-year students of vocational schools.
- Online survey of individual apprentices/students,
- Online survey of vocational schools or, respectively, head teachers.
- Online survey of companies providing apprenticeships and vocational training.

All target groups were addressed, directly or indirectly, via the vocational schools. The reference group of the survey consisted of apprentices of the sector I “Berufsausbildung” of the iABE (Integrated Report for Vocational Education and Training) who were in their final year of training in 2017. To get interviews of a representative sub-set of this group the method of cluster sampling was chosen. First, a sample of the vocational schools to be interviewed was drawn via stratified sampling (by federal state), then all final year classes of the chosen clusters (schools) were invited to take part in the survey. By means of a survey package invites were sent by post to the respective head teachers for the online survey, the final year students for the written survey, and the apprentices in the final year classes for the target-group-specific online survey, at the same time. The companies providing vocational training were identified via the information given by the apprentices interviewed, and invited to take part in the respective online survey.

All surveys were conducted between April and the middle of September 2017. In the end, 911 final year classes (response rate: 9 per cent) from, on the whole, 242 vocational schools (21 per cent) took part in the survey. Additionally, 5,642 apprentices took part in the online survey (39 per cent), of which 5,394 turned out to be evaluable. Furthermore, 137 head teachers (12 per cent), and 120 companies (12 per cent) participated in the respective target-group survey. The evaluation of the data raised was weighted by federal states

Due to various reasons (inter alia a high level of self-selection on part of the vocational schools) the number of transnationally mobile apprentices surveyed by means of the online survey seemed highly overrated. Thus, in collaboration with the NA beim BIBB, the following method for extrapolation of a fact-based, realistic, and externally evaluable mobility rate was developed: According to the online survey of the apprentices, 48.6 per cent of all transnationally mobile apprentices were funded by Erasmus+. Thanks to the figures provided by the NA beim BIBB, the absolute number of apprentices funded by Erasmus+ could be extrapolated for 2017 and identified as 14,970. 15,815 transnationally mobiles (51.4 per cent) were not funded by Erasmus+, thus the number of apprentices having spent time abroad as part of their training in 2017 can be identified as 30,785. The absolute number of graduates in 2017 was extrapolated on the basis of the latest available statistics (2015), and the development of graduation between 2013 and 2015, to, owing to a selection of schools immanent in the survey, then be multiplied by the factor 0.95. Ultimately this means: 30,785 of overall 576,995 graduates in 2017 were transnationally mobile, which relates to a mobility rate of 5.3 per cent. The same extrapolation was done for the years 2010 to 2016 (see Graph 2).

Some of the graphs were marked with the reference “*corrected figures”. This means that here the reported figures were corrected to the extrapolated figure of 5.3 per cent⁹ to allow an easier interpretation.

⁹ The factor 0,5112408136 was used for the correction.

List of graphs

Graph 1: Amount of transnationally mobile apprentices in 2017 (extrapolation)	2
Graph 2: Absolute and relative frequency of the amount of transnationally mobile apprentices over time (extrapolation)	3
Graph 3: Overall benefit; average	3
Graph 4: Overall benefit; proportional	4
Graph 5: Experience of transnational mobility; average	4
Graph 6: Experience of transnational mobility; proportional.....	4
Graph 7: Source of funding.....	5
Graph 8: Source of funding, categorised	6
Graph 9: Absolute number of apprentices supported by source of funding (extrapolation)	6
Graph 10: The 5 most popular European destinations.....	6
Graph 11: The 5 most popular destinations outside Europe.....	7
Graph 12: Federal state; *for corrected figures see chapter 6	8
Graph 13: Duration	9
Graph 14: Gender	10
Graph 15: Size of company	11
Graph 16: Occupational main groups; corrected figures, see chapter 6	12
Graph 17: 10 types of profession named most.....	13
Graph 18: School degree; for corrected figures see chapter 6	14
Graph 19: Documentation of competences acquired.....	15
Graph 20: Personal competences; average.....	16
Graph 21: Knowledge, average	17
Graph 22: Professional skills; average.....	18
Graph 23: Career opportunities; average	19
Graph 24: Overall benefit depending on type of mobility; average	20
Graph 25: Attractiveness of the training; average.....	21
Graph 26: Impact of offering transnational mobility; average	22
Graph 27: Reasons for inactivity; average	24
Graph 28: Support needed; average	26
Graph 29: Planned development of transnational mobility in the companies.....	27
Graph 30: Consistency of the current level of transnational mobility of companies.....	28
Graph 31: Planned development of transnational mobility at vocational schools	28
Graph 32: Consistency of the current level of transnational mobility of vocational schools	29