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and Quantity  
of Work Placements  
in Europe*



# EUROPE MOBILITY NETWORK

## STUDY ON THE IMPACT OF LEARNING MOBILITY: INVESTIGATION OF THE IMPACT OF MOBILITY ON LANGUAGE SKILLS, INTERCULTURAL SKILLS, PROFESSIONAL SKILLS AND ON THE SENSE OF EUROPEAN IDENTITY

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# CONTENT



<b>1. Introduction</b>	3
1.1 Scope of the study	3
1.2 Europemobility Network	3
<b>2. Background</b>	4
2.1 Recent studies – Mobility and skills and competences	4
2.2 Recent study – Mobility and the sense of European identity	7
<b>3. Method</b>	8
3.1 Definition of the groups and attributes	8
3.2 Composition of the sample	9
<b>4. Evaluation</b>	13
4.1 The level of Skills in the mobile group and control group	13
4.1.1 Significance of the results	15
4.1.2 Potential confounding variables	15
4.1.2.1 Level of skills and university degree	15
4.1.2.2 Level of skills and gender	16
4.1.2.3 Level of skills and age	16
4.1.2.4 Level of skills and European funding	17
4.1.2.5 Level of skills and the intention to go abroad in future in the control group	18
4.2 European Identity	19
4.2.1 Feeling as European	19
4.2.2 Feeling as European and the level of skills	20
4.2.3 The willingness to vote for the European election	20
4.2.3.1 Voter turnout and the Feeling as European	21
4.2.3.2 Voter turnout and mobility	21
4.2.3.3 Voter turnout and European funding	21
4.2.3.4 Voter turnout and gender	22
<b>5. Summary and Conclusion</b>	23
5.1 The level of skills	23
5.2 European Identity	23
<b>References</b>	24
<b>Annex: Questionnaire</b>	25



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## 1. INTRODUCTION

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### 1.1 Scope of the study

The European Lifelong Learning mobility programmes fund learning mobility in order to improve the skills of young people – especially, in terms of language skills, intercultural skills and professional skills and thus to improve the employability of young learners.

This study carried out by the European project “Europemobility” investigates the impact of learning mobility on language skills, intercultural skills, professional skills as well as the impact on a sense of “European identity”. The study compares self-assessment data between learners, who have been abroad for at least one period for learning and/or working (mobile group) and learners, who have never been abroad for learning and/or working (control group).

In total 181 learners were asked by an online questionnaire. The results of the data support the assumption that mobility can have a positive impact on the level of language, intercultural as well as professional skills. The results correspond with previous studies that were made to investigate the impact of mobility.

Further, the data shows that mobility can increase the “Feeling as European”. In our study the mobile learners have a higher voter turnout for the European election (May 2014) compared to the control group.

Due to the fact, that this is a cross-section study design, we are not in the position to draw conclusions about the causality, as we do not know, if the skills are influenced by the mobility experience or if learners with a higher level of skills tend more to go abroad anyway. However, the study provides insight in interesting distributions of data in the mobility group and in the control group, and the study supports several assumptions about the impact of mobility on learner’s skills and competences as well as on learner’s “European Identity”.

### 1.2 Europemobility Network

The study was carried out in the framework of the EU-project “Europemobility Network”.

The “Europemobility Network” aims to improve the quantity and quality of mobility. It is an open consortium of organizations from vocational, higher as well as informal education, consultancy companies and representatives of the business world.

The Europemobility Network aims at establishing a strategic framework allowing key players of learning mobility, belonging to different sectoral fields and different domains of education, to promote new partnership and to create synergies by sharing know-how and by transferring successful experiences to a wide audience across Europe.

The focus of Europemobility Network is on establishing an international community of mobility coordinators capable of improving the strategies and of implementing innovative actions on learning mobility and work placements abroad.

[www.europemobility.eu](http://www.europemobility.eu)

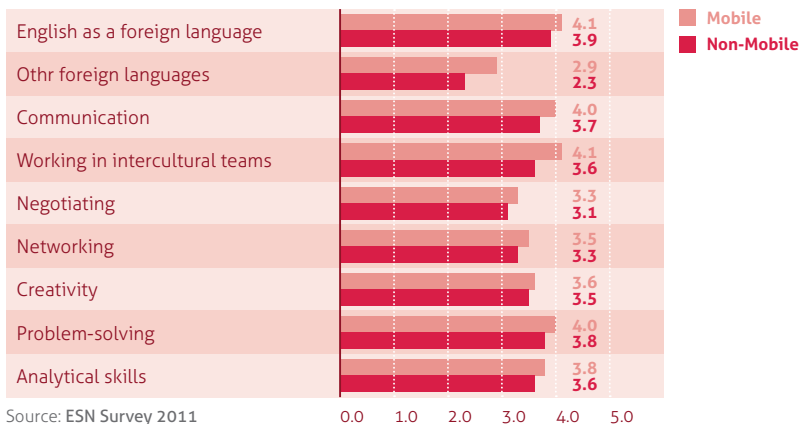
## 2. BACKGROUND

### 2.1 Recent studies – Mobility and skills and competences

#### Erasmus Student Network (ESN)

The Erasmus Student Network (ESN) made a huge study (ESN Survey 2011<sup>1</sup>) and asked 21,000 learners to self-evaluate their level of different skills. From the sample 71% have been abroad and 29% have never been abroad. The mobile learners were abroad within the Erasmus funding scheme. The following figure 1 shows the average results of the self-evaluation for various skills in both groups “Mobile” and “Non-Mobile”.

Figure 1: Average level of various skills based on self-evaluation (scale from 1 “very low” to 5 “very high”)



The data in figure 1 shows that the mobile group rated their skills better than the non-mobile group for each skill. The major differences occurred in terms of “Other foreign languages” and “Working in intercultural teams”. Both skills are directly linked to an international experience, which underlines the probability that the difference is indeed related to the mobility experience. The results of the study support the assumption that a mobility experience can have a positive impact on the level of various skills and competences – not only on language and intercultural skills but maybe also on creativity, problem-solving and analytical skills.

#### WSF Leonardo da Vinci programme survey

Another study, which investigated the development of skills related to learning mobility is the “WSF Leonardo da Vinci programme survey”<sup>2</sup>. From January until March 2007, participants in Leonardo mobility measures (making a placement abroad) were surveyed. Replies were received from 8,397 people, which is a response rate of 35.2%. The study is based on the self-evaluation of mobile learners regarding their improvement of skills caused by their mobility experience. There is no control group and the study is a retrospective survey.

<sup>1</sup> Alfranseder, E. et al. (2012). Exchange, employment and added value: Research Report of the ESN Survey 2011, Brussels: Erasmus Student Network AISBL

<sup>2</sup> Analysis of the Effects of LEONARDO DA VINCI Mobility Measures on Young Trainees, Employees and the Influence of Socio-economic Factors (2007)

The results show that the participants of Leonardo projects evaluate their stay abroad extremely positively, and almost all would accept another placement. The main criticism was that placements were too short. Participants were asked how they rate the effect of their stay on themselves from a personal, socio-cultural and professional point of view. 91% of all participants confirmed that mobility projects under the Leonardo programme were of very high or high personal benefit (the options in the scale were “very low”, “low”, “moderate”, “high”, and “very high”).

The participants’ skills, which improved because of the mobility experience, are set out in Table 1. The table shows how often respondents stated that the improvement of the respective skill had been very high or high.

*Table 1: Percentage of respondents, who rated the improvement of the skills as “high” or “very high”*

Skill	Percentage
PC, ICT skills	41
Professional, specialist know-how	52
Ability to help design work processes	56
Ability to form own opinion	59
Team skills	62
Ability to develop personal initiative	64
Ability to deal with the unexpected	65
Language skills	66
Better understanding of foreign cultures	66
Self-assurance, self-confidence	70
Ability to master new tasks	71
Interpersonal skills	72
Adaptability	73

Source: WSF Leonardo da Vinci programme survey (2007)

The data shows an impressive improvement of skills based on the self-evaluation of learners’ mobility experience with Leonardo. Similar to the ESN Survey (2011) not only language and intercultural skills improved but also personal and professional skills. Maybe this is linked to the fact that learners abroad have to deal with many unexpected things and circumstances and they have to solve a lot of new situations and problems completely on their own.

However, we have to consider that this study investigates learners, who were abroad to have a placement. It is possible that for some respondents the placement was the first experience with the working environment at all and thus a placement in the home country would also have caused positive effects on the improvement of those skills, which might not be directly linked to an experience abroad (e.g. team skills, PC skills, interpersonal skills, professional know-how). This is supported by the fact that half of the respondents were between 18-21 years old, which is quite young. But apart from that, we can observe a very positive impact on skills, which are probably linked to an experience abroad: language skills (66%), better understanding of foreign cultures (66%), adaptability (73%), and ability to deal with the unexpected (65%). Future research should deeply investigate the impact of placements on skills apart from language and interculturality. The question is, if the fact that a placement is done abroad compared to a placement in the home country, can have a directly positive impact on the development of professional skills like “Team skills”, the “ability to help design work processes” or the “ability to develop personal initiative”.

## VALERA Study

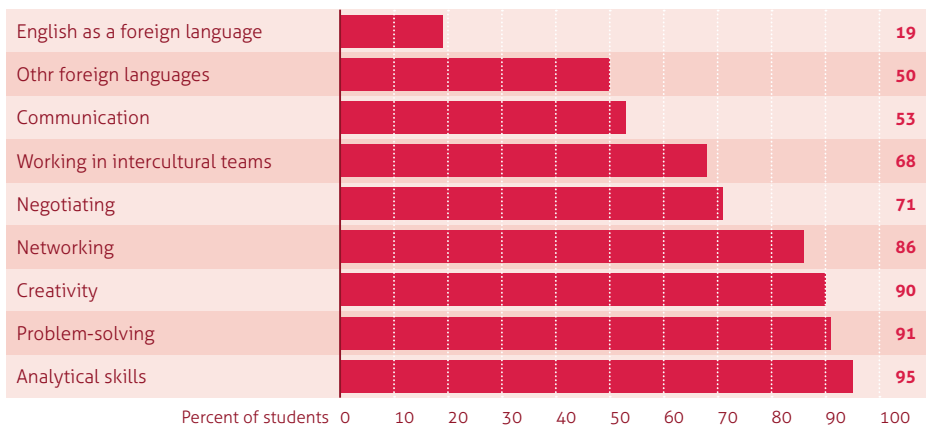
A further study, which investigated the impact of learning mobility is the VALERA study (The Professional Value of ERASMUS Mobility)<sup>3</sup>. One aspect of the study was to ask former Erasmus students about their early career after they have finished their study. The scope was to find out, if the Erasmus

<sup>3</sup> University of Kassel (2006). VALERA Survey of Former ERASMUS Students

experience did influence their career positively. The target group of the survey were learners who have been supported in the framework of Erasmus to spend a period of study in another European country in the academic year 2000/2001. This year was chosen, because based on prior studies the authors assumed the respondents to have already three years of professional experience in the year of the survey in 2005. Almost 4,600 former Erasmus students provided information. The study is based on a self-evaluation by the learners. The study has a retrospective design and no control group.

Figure 2 shows the percentage of former Erasmus students, who rated their experience abroad as "worthwhile". There was a 5-level-scale from 1 = "extremely worthwhile" to 5 = "not at all". The figure lists the percentage of those respondents, who answered with level 1 or 2 to the Question "From your point of view today, to what extent do you consider it was worthwhile for you to have studied abroad with regard to the following?".

*Figure 2: Former Erasmus students' assessment of studying abroad (percent "worthwhile"; responses 1 and 2 from a 5-level-scale: 1 = "extremely worthwhile" to 5 = "not at all")*



Source: University of Kassel, VALERA Survey of Former ERASMUS Students 2006

Only one fifth see a positive impact on their current income level, but half of the respondents see that their mobility experience has a positive impact on their career prospects.

What is really impressive is that almost all respondents (95%) see a positive impact on their maturity and the development of their personality. More than five sixth (86%) rated their mobility experience as "worthwhile" concerning new ways of thinking and reflection. These terms are important for both personal development as well as professional development. The very positive evaluation could be explained by the fact that learners being abroad have to deal with completely different situations on their own in another context than their home country. They have to adapt very fast and develop their personality to deal with the confrontation of various new problems and situations.

More than two thirds see an enhancement of academic and professional knowledge because of the Erasmus experience. However, the fact that learners were studying abroad could have influenced this result, and it is not clear, if this enhancement is really related to the fact that the period was spent abroad.

Comparable to most other studies, the data shows that almost all respondents (91%) see an improvement of their language skills.

## Joint Report on the Evaluation of the Socrates II, Leonardo da Vinci and eLearning programmes

The "Joint Report on the Evaluation of the Socrates II, Leonardo da Vinci and eLearning programmes"<sup>4</sup> provides insight about the impact of Erasmus, Leonardo and Grundtvig on mobile learners in the period 2000-2006. The report states about the impact of Leonardo in the VET sector: "The strongest area of impact for the programme was socio-economic, in relation to young people in VET. In particular, the projects contributed to improvements in: the knowledge, skills and competencies of young people in initial VET; capacities for lifelong acquisition of skills and competencies; and VET quality. In particular, the acquisition of foreign language skills was an important socio-economic benefit for young people participating in the programme. Strong socio-economic impacts were reported in relation to the employability and adaptability (to labour market developments) of participants in mobility, although most of these impacts can only be demonstrated in the long run when the participants have been active on the labour market." (ECOTEC 2008, p.12).

About the impact of Erasmus in the higher education sector the report states: "The short-term impacts on participants in terms of their personal and professional development were strong. Key impacts were an increased capacity for mobility in the future (within and outside Europe), a more open attitude and a clearer and better informed perspective for their subsequent studies or professional life; greater understanding of Europe and 'belonging to a European family', improved knowledge of EU language(s) and better contacts with European colleagues. A further area of significant impact was in the improvement of professional skills, and knowledge of other education systems and practices. As an 'indirect' effect of the mobility period, participants became more 'employable' (due to international experience and improved foreign languages skills)." (ECOTEC 2008, p.15).

About the impact of Grundtvig in the adult education sector the report states: "There appears to have been a particularly significant impact on European outlook for professionals and students, particularly through emphasis on intercultural methods and issues. This was particularly important for first time overseas travellers, e.g. adult learners mobilised by these projects, as well as for participants from European Member States with relatively under-developed adult education sectors." (ECOTEC 2008, p.19). Further, the report states: "The evidence also suggests a solid, if small-scale impact on the everyday lives and careers of professionals in the adult learning sector through enhancing their skills and improvements to the quality of curricula and teacher training. There were only limited impacts in terms of language learning; this was consistent with the Commission's decision not to set aside a specific funding pot for this objective within the Action." (ECOTEC 2008, p.19).

In conclusion, you can say that recent studies about the impact of learning mobility on learner's skills support the hypothesis that learning mobility improves language skills as well as intercultural skills. In addition "new ways of thinking and reflection" as well as positive impacts on the maturity and personal development were observed. There seem to be also slightly support for the hypothesis that an experience abroad can improve professional skills.

### 2.2 Recent study – Mobility and the sense of European identity

In 2013 the DAAD (German Academic Exchange Service) published a study about learning mobility in Erasmus in relation with the development of a sense of European identity<sup>5</sup>. Background of this study is that one official objective of the Erasmus programme is to foster not only skills and competences but also the personal development and a common feeling of European identity in Europe<sup>6</sup>.

<sup>4</sup> ECOTEC (2008)

<sup>5</sup> Maiworm, F., Over, A. (2013)

<sup>6</sup> European Union (2012). 25 years Erasmus – in: Maiworm, F., Over, A. (2013), p. 2



In this study 8,565 learners from Germany took part. Out of this sample 41% were future Erasmus students, and 59% alumni Erasmus students. The authors of the study divided the respondents into three groups:

- (1) future Erasmus students
- (2) alumni Erasmus students, who have changed their sense of European identity during their Erasmus experience
- (3) alumni Erasmus students, who have not changed their sense of European identity during their Erasmus experience

The results show, that there seems to be a difference for students to identify with "Europe" or with the "European Union", whereas "Europe" stands more for cultural and social aspects of the region and the "EU" stands more for political aspects.

The data shows that 34% of group (2) can identify themselves more with "Europe" than with "Germany", where as only 25% of the group (3) and 23% of the group (1) feel like that. As described above the results are different when asked for the identification with the "European Union". Only 21% of the group (2) can identify themselves more with the "European Union" than with "Germany" and only 15% of group (3) and 13% of group (1) feel like that.

The authors conclude that in many cases an Erasmus experience did not influence the sense of European identity. However, those students, who have changed their sense of European identity during the Erasmus experience, did that mainly because of more emphasizing commonalities of the EU-member states concerning norms, values, culture, history on the one hand and on the other hand the freedom to work and live in another country within the EU. Thus, their willingness to work and live in another EU country after their study is higher in this group (76%) than in group (1) (64%) and group (3) (68%).

## 3. METHOD

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This study investigates the skills and competences of mobile learners compared to non-mobile learners (control group). The skills assessed are language skills, intercultural skills and professional skills. In addition the study assesses the sense of "European identity" of the learners.

In total 181 learners completed an online questionnaire. The survey is based on a self-assessment by the learners concerning their level of skills and their European identity.

### 3.1 Definition of the groups and attributes

Mobile group:

Learners, who have been abroad for learning and/or working;

N = 139 respondents

Control group:

Learners, who have never been abroad for learning and/or working

N = 42 respondents

The questionnaire consists of 38 questions in total, whereas 22 questions ask for a self-evaluation about the learner's level of skills, 3 questions ask for a self-evaluation of the sense of European identity, and 13 questions ask for background information about the mobility experience (e.g. duration, funding scheme, host country) as well as personal information (e.g. gender, age, educational attainment). See the annex for the full questionnaire

For the self-assessment of skills there is a 6-level-scale for each question.

For example: Question 6 "I am able to adapt my nonverbal communication (e.g. gestures) to suit cultures other than mine." → 1=completely disagree; 2=disagree; 3=slightly disagree; 4=slightly agree; 5=agree; 6=completely agree

You can find the full questionnaire in the annex.

The attributes are operationalised by the following questions:

- Language skills: questions 1.-5.
- Intercultural skills: questions 6.-13.
- Professional skills: questions 14.-22.
  - Social skills and teamwork: questions 14.-16.
  - Decision-making competence: questions 17.-19.
  - Problem-solving competence: questions 20.-22.
- European identity: questions 23.-25.

### 3.2 Composition of the sample

The mobile group counts 139 respondents and the control group 42 respondents.

The average age is 24,1 years. Table 2 shows the distribution of the age according to the variable "Ever abroad", whereas "yes" stands for the mobile group and "no" for the control group.

*Table 2: Distribution of the age in the mobile group and the control group*

	Ever abroad			
		no	yes	total
<b>Question 34: How old are you?</b>	16	1		1
	17	4		4
	18	1	5	6
	19	2	9	11
	20	4	9	13
	21	3	6	9
	22	5	15	20
	23	3	11	14
	24	5	16	21
	25	5	17	22
	26	4	19	23
	27	3	6	9
	28		9	9
	29		8	8
	30	1	3	4
	31		2	2
	33		1	1
	35	1		1
	38		1	1
	39		1	1
	45		1	1
<b>total</b>		<b>42</b>	<b>139</b>	<b>184</b>

Table 3 shows that on average the control group is slightly younger than the mobile group. This has to be considered when evaluating the distribution of skills in both groups, as younger respondents might have a lower level of skills.

*Table 3: Average age in the mobile group and the control group*

<b>Question 34: How old are you?</b>			
<b>Ever abroad</b>	<b>Average</b>	<b>N</b>	<b>Standard deviation</b>
no	22,79	42	3,84
yes	24,50	139	4,06
<b>total</b>	<b>24,10</b>	<b>181</b>	<b>4,07</b>

Table 4 shows that the frequency of women and men is exactly the same in the control group (21 respondents are female and 21 respondents are male), whereas in the mobile group we have a slightly difference (out of 139 respondents 76 are female and 63 are male).

*Table 4: Frequency of women and men in the mobile group and the control group*

<b>Question 35: You are?</b>	<b>Ever abroad</b>		<b>total</b>
	<b>no</b>	<b>yes</b>	
female	21	76	97
male	21	63	84
<b>total</b>	<b>42</b>	<b>139</b>	<b>181</b>

Table 5 shows the highest educational attainment of respondents in both groups. We have to note that half of the respondents in the mobile group attained a university degree, whereas only one fifth have one in the control group. This has to be considered in the evaluation of the distribution of the level of skills in both groups. Of course, respondents with a higher educational qualification might have a higher probability to have a high level of skills (e.g. language skills).

*Table 5: Highest educational attainment in the mobile group and control group*

<b>Question 37: What is your highest educational attainment?</b>	<b>Ever abroad</b>		<b>total</b>
	<b>no</b>	<b>yes</b>	
University degree	8	69	77
Vocational qualification	14	31	45
Secondary school	16	36	52
Other	4	3	7
<b>total</b>	<b>42</b>	<b>139</b>	<b>181</b>

Table 6 shows the home countries of the respondents. We see that the distribution of home countries is not similar in the mobile group and control group. This was due to the sampling and different access of the partners in Europemobility to the target groups. E.g. the partner from Italy had more access to a control group and was able to target learners, who live in Italy. The partner from Germany had more access to mobile learners. However, despite this asymmetry we have a broad range of learners coming from different European countries in the mobile group as well as in the control group, which is a good basis for a comparative analysis of both groups.

We see in Table 7 that Italy was not only home country for many respondents but also host country. That means we have Italy strongly represented in both groups in the control group as home country and in the mobile group as host country. But there were also further popular host countries like France and United Kingdom. The option "Other countries" stands for all possible countries outside Europe.

Table 6: Home countries of the respondents in the mobile group and the control group

Question 38: Which is your home country?	Ever abroad		total
	no	yes	
Austria		1	1
Belgium		4	4
Bulgaria	1		1
Croatia	1	2	3
Cyprus	1		1
Czech Republic		2	2
Denmark	2	13	15
France	1	15	16
Germany	6	66	72
Hungary	1		1
Italy	25	7	32
Lithuania		1	1
Netherlands		2	2
Poland		1	1
Portugal	1		1
Spain		13	13
Sweden	1	1	2
United Kingdom	2	10	12
Other	2	10	12
<b>total</b>	<b>42</b>	<b>139</b>	<b>181</b>

Table 7: Distribution of host countries in the mobile group (multiple answers were allowed)

Host countries			
Dichotomy label	count	Pct of Responses	Pct of Cases
Austria	6	3,5	5,4
Belgium	6	3,5	5,4
Bulgaria	1	0,6	0,9
Denmark	1	4,1	6,3
Estonia	2	1,2	1,8
France	20	11,6	17,9
Germany	9	5,2	8,0
Greece	2	1,2	1,8
Hungary	1	0,6	0,9
Ireland	4	2,3	3,6
Italy	37	21,5	33,0
Latvia	1	0,6	0,9
Lithuania	1	0,6	0,9
Luxembourg	1	0,6	0,9
Malta	4	2,3	3,6
Netherlands	2	1,2	1,8
Norway	1	0,6	0,9
Poland	2	1,2	1,8
Portugal	3	1,7	2,7
Romania	1	0,6	0,9
Slovakia	1	0,6	0,9
Slovenia	1	0,6	0,9
Spain	7	4,1	6,3
Sweden	7	4,1	6,3
Macedonia	1	0,6	0,9

Turkey	5	2,9	4,5
United Kingdom	19	11,0	17,0
Other	20	11,6	17,9
<b>total responses</b>	<b>172</b>	<b>100,0</b>	<b>153,6</b>

69 missing cases; 112 valid cases

In Table 8 we see that out of valid 119 cases in the mobile group (there were 20 missing cases) only 80 cases have ever received European funding for a stay abroad, which are two thirds (67%). (80 cases = 54 cases "yes, one time" + 26 cases "yes, several times")

The Table 9 shows the distribution of European funding schemes, that were used by the respondents. Almost half of the cases were abroad within Erasmus study and Erasmus placements. One fifth was abroad within Youth in Action and one tenth was abroad within Leonardo.

Table 8: Distribution of answers to the question "Have you ever received European funding for a stay abroad?"

		Frequency	Percent	Valid Percents	Accumulated Percents
Valid	no	39	28,1	32,8	32,8
	yes, one time	54	38,8	45,4	78,2
	yes, several times	26	18,7	21,8	100,0
	<b>Total</b>	<b>119</b>	<b>85,6</b>	<b>100,0</b>	
Missing	System	20	14,4		
<b>total</b>		<b>139</b>	<b>100,0</b>		

Table 9: Distribution of European funding schemes in the mobile group

European funding schemes			
Dichotomy label	count	Pct of Responses	Pct of Cases
Erasmus placements	34	34,0	43,0
Erasmus Study	36	36,0	45,6
Leonardo graduates	2	2,0	2,5
Leonardo apprentices	6	6,0	7,6
Youth in Action	17	17,0	21,5
Grundtvig	1	1,0	1,3
Other funding programmes	4	4,0	5,1
<b>Total responses</b>	<b>100</b>	<b>100,0</b>	<b>126,6</b>

1 missing cases; 79 valid cases

## 4. EVALUATION

### 4.1 The level of Skills in the mobile group and control group

One main objective of this study is to compare the level of skills (language skills, intercultural skills and professional skills) between the mobile group and the control group. In the following we will analyze the results of this question and then go through different relevant aspects, which might influenced the result as a confounding variable in order to get a basis on how to interpret the data.

Starting with the first comparison of the average level of skills in the mobile group and control group, we have to remember how the attributes are operationalised by the questions of the questionnaire (see point 3.1). As there are different numbers of questions, which form the attribute of a skill, there are different maximums and minimums for each skill. The maximum means that every question was answered with "completely agree" and thus rated with 6 points. The minimum means that every question was answered with "completely disagree" and thus rated with 1 point (according to a 6-level-scale for each question, see point 3.1).

- language skills (5 questions): maximum 30; minimum 6
- intercultural skills (8 questions): maximum 48; minimum 8
- professional skills (9 questions): maximum 54; minimum 9
  - Social skills and teamwork (3 questions): maximum 18; minimum 3
  - Decision-making competence (3 questions): maximum 18; minimum 3
  - Problem-solving competence (3 questions): maximum 18; minimum 3

Table 10: Comparison of the average of skills between the mobile group and control group

Ever abroad		Language skills	Intercultural skills	Professional skills
no	Average	15,26	32,33	37,67
	N	42	42	42
	Standard deviation	7,06	8,18	9,16
yes	Average	24,89	40,70	46,14
	N	139	139	139
	Standard deviation	4,35	5,07	5,63
total	Average	22,66	38,76	44,17
	N	181	181	181
	Standard deviation	6,52	6,89	7,50

The data in Table 10 shows that there are remarkable differences for each skill depending on the fact, if respondents have ever been abroad or not. The main difference can be observed in terms of language skills. The mobile group achieved 81% of the maximum score, whereas the control group achieved only 51%. The difference in terms of intercultural skills is also remarkable: the mobile group got 85% of the maximum score compared to the control group, who got only 67%. The same with professional skills: the mobile group achieved 85% and the control group only 70%.

Figures 3 to 8 show the level of skills in the mobile group and in the control group. The skills are classified in 5 levels, ranging from "very bad" to "very good". The figures illustrate clearly the different distributions of the skill-levels in both groups.

Figure 3: Language skills (classified) in the mobile group

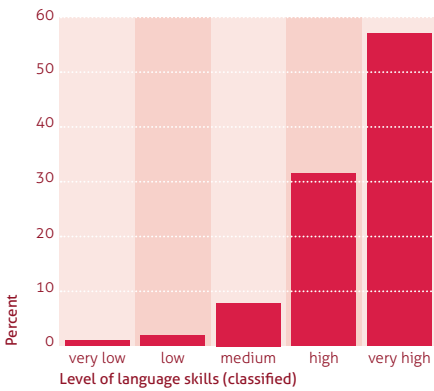


Figure 5: Intercultural skills (classified) in the mobile group

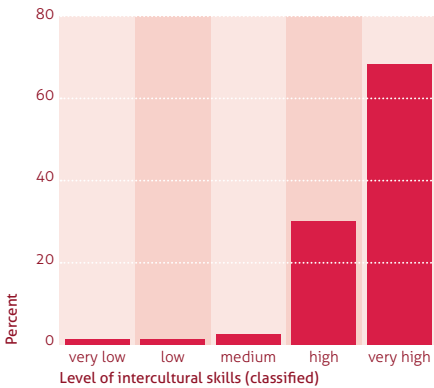


Figure 7: Professional skills (classified) in the mobile group

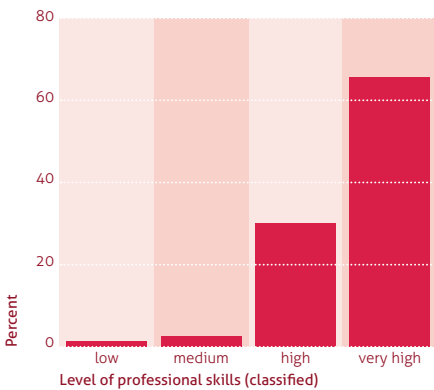


Figure 4: Language skills (classified) in the control group

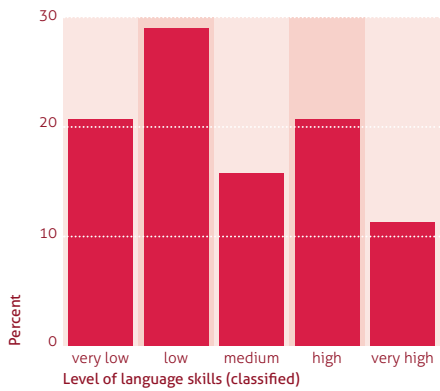


Figure 6: Intercultural skills (classified) in the control group

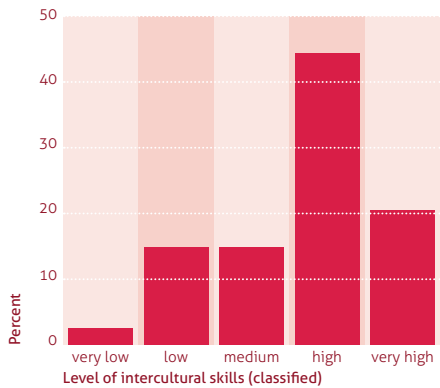


Figure 8: Professional skills (classified) in the control group



The difference of the professional skills with the three dimensions “Social skills and teamwork”, “Decision-making competence”, and “Problem-solving competence” is nearly the same for each of the three dimensions (see Table 11).

Table 11: Comparison of the average of professional skills between the mobile group and control group

Ever abroad		Professional skills • Social skills and teamwork	Professional skills • Decision-making competence	Professional skills • Problem-solving competence
no	Average	12,33	12,79	12,55
	N	42	42	42
	Standard deviation	4,12	3,49	2,56
yes	Average	15,04	15,55	15,55
	N	139	139	139
	Standard deviation	2,16	2,28	2,11
total	Average	14,41	14,91	14,85
	N	181	181	181
	Standard deviation	2,96	2,85	2,55

#### 4.1.1 Significance of the results

The distributions of the skill-levels are different in the mobile group and control group. But we cannot say, if the difference is statistical significant. The tests for normal distribution (Gaussian distribution) were negative, thus the condition for the use of many statistical tests is not fulfilled (e.g. the t-test for the comparison of the mean averages of both groups). Alternatively, you can apply non-parametric tests, which do not require a normal distribution. But the condition for these tests is a similarity of the variances in both groups. This is not the case according to the results of the Levene-test.

That’s why, we cannot conclude, if the results of this study are significant or representative. However, the results show a remarkable difference of the level of skills in both groups. Thus, this study underlines the results of former studies, which have also shown an improvement of skills related to an experience abroad.

#### 4.1.2 Potential confounding variables

In the following we will analyze the potential influence of confounding variables.

##### 4.1.2.1 Level of skills and university degree

As already mentioned the educational qualification is different in both groups. Table 12 shows the distribution of university degrees in the mobile group and control group.

The educational qualification can be a confounding variable of the results, as the high rate of university degrees in the mobile group might influence the higher level of skills in this group. That’s why we have to look at the data without the respondents, who have attained a university degree. Table 13 shows the average of skills in both groups, but respondents with a university degree are excluded (that means we have 34 cases in the control group instead of 42, and 70 cases in the mobile group instead of 139).



Table 12: University degrees in the mobile group and control group

Ever abroad	University degree		total
	university degree	no university degree	
no	8	34	42
yes	69	70	139
<b>total</b>	<b>77</b>	<b>104</b>	<b>181</b>

Table 13: Comparison of the average of skills between the mobile group and control group without university degrees

Ever abroad		Language skills	Intercultural skills	Professional skills
no	Average	13,97	30,74	35,74
	N	34	34	34
	Standard deviation	7,07	7,99	8,95
yes	Average	24,73	41,19	46,53
	N	70	70	70
	Standard deviation	3,92	5,05	5,80
total	Average	21,21	37,77	43,00
	N	104	104	104
	Standard deviation	7,21	7,86	8,61

Surprisingly, the exclusion of the university degrees has no relevant influence on the level of skills in the mobile group. Compared to Table 10 the scores have not changed mentionable. Only the scores of the control group decreased slightly (on average 1.5 points for each skill). In conclusion, the remarkable difference between both groups is still there even when excluding respondents, who have attained a university degree. This underlines the assumption that the higher level of skills in the mobile group is related to the mobility experience.

#### 4.1.2.2 Level of skills and gender

The data reveals that there is no mentionable difference in the level of skills between women and men. Only for the intercultural skills a slightly difference can be observed: women achieved 83% of the maximum score and men 78%. As already mentioned, the distribution of women and men among the mobile group and control group is nearly the same, that means the difference in the scores is not influenced by a potential asymmetry of women and men in the groups. However, the difference in the scores is not very high and according to the relatively small size of the sample we cannot conclude that this difference is relevant.

#### 4.1.2.3 Level of skills and age

The age and the level of skills correlate positively for each skill ( $r$  = correlation coefficient). The correlations are significant for all three skills, as  $p \leq 0.05$

- language skills:  $r = 0.16$ ;  $p = 0.032$
- intercultural skills:  $r = 0.230$ ;  $p = 0.002$
- professional skills:  $r = 0.236$ ;  $p = 0.001$

The older the respondents the more they have a high level of skills. And concerning the mobile group, respondents, who are older, could have spent more time abroad than younger ones.

As described before the average age is not similar in the mobile group and control group. Especially, in the control group there are 5 respondents, who are younger than 18, whereas in the mobile group

we have only one respondent younger than 18. That's why, we have to check, if the level of skills will change, when making the analysis without the young respondents.

The average age without the respondents, who are younger than 18, is 24.5 years for the mobile group and 23.6 years for the control group (when including all respondents the average age is 24.5 years for the mobile group and 22.8 years for the control group). Table 14 shows that there is still a remarkable difference of the skill-levels in the mobile group and control group, but indeed the average of the level of skills has increased particularly in the control group:

- language skills: all respondents 15.26; without young respondents 16.65
- intercultural skills: all respondents 32.33; without young respondents 34.00
- professional skills: all respondents 37.67, without young respondents 39.00

However, there is still a remarkable difference of the skill-level in both groups. Of course, the age is a potential confounding variable, as the level of skills correlates with it. But the difference of the age in both groups is only 0.9 years, when excluding the young respondents and a remarkable difference is still there according to table 14.

*Table 14: Comparison of the average of skills between the mobile group and control group (without respondents, who are younger than 18)*

Ever abroad		Language skills	Intercultural skills	Professional skills
no	Average	16,65	34,00	39,00
	N	37	37	37
	Standard deviation	6,34	7,01	8,56
yes	Average	24,89	40,70	46,14
	N	139	139	139
	Standard deviation	4,35	5,07	5,63
total	Average	23,16	39,29	44,64
	N	176	176	176
	Standard deviation	5,88	6,16	6,97

#### 4.1.2.4 Level of skills and European funding

To receive a European funding scheme for a stay abroad might influences the development of skills positively, as many programmes provide preparatory training and/or training, which accompanies the stay abroad. That's why it is interesting to know, if there is a difference in the level of skills between those respondents, who have ever received European funding and those, who have never. Out of 119 cases in the mobile group, which can be included in this analysis, 80 have received European funding for their period abroad and 39 have been abroad without European funding.

Table 15 shows the average level of skills achieved in both groups.

*Table 15: Level of skills in the mobile group in relation with the receipt of European funding*

Ever European funding		Language skills	Intercultural skills	Professional skills
no	Average	24,28	41,05	46,82
	N	39	39	39
	Standard deviation	3,91	4,08	4,17
yes	Average	24,93	40,30	45,14
	N	80	80	80
	Standard deviation	4,58	5,75	6,36
total	Average	24,71	40,55	45,69
	N	119	119	119
	Standard deviation	4,36	5,25	5,78

It is noteworthy that the scores in both groups for each skill are nearly the same. Concluding, there is no relevant difference in our sample concerning the receipt of European funding for a stay abroad. We don't know, if this is a representative result and further investigation should be made in future.

We have a positive and significant correlation between the period in months of having received European funding for a stay abroad and the level of language skills ( $r = 0.259$ ;  $p = 0.020$ ). The level of intercultural and professional skills does not correlate with the lengths of having received European funding. This correlation between the level of language skills and the lengths of European funding might be influenced by the length of the period the learners as spent abroad at all. It is not clear, if this correlation is really based on the fact that the learners have received European funding.

It is interesting to know, if we have differences in the level of skills between those, who were abroad to make a placement and those, who were abroad for studying.

When we compare the level of skills between both groups, we see no difference. The level of skills in both groups is nearly the same (the data is similar to the averages of the skill-levels in the group, who has ever received European funding, according to table 15). Even in case of the professional skills there is no difference, although you might have expected that making a placement abroad increases the level of professional skills.

However, in our sample, the scope of the stay abroad (studying or making a placement) did not influence the level of skills.

#### **4.1.2.5 Level of skills and the intention to go abroad in future in the control group**

As this study is a cross-section study, we cannot say, if the level of skills in the mobile group is higher because of mobility experience or if respondents, who intend to go abroad, have a higher level of skills anyway.

Let's have a look at respondent's level of skills in the control group related to the fact, if they intend to go abroad in future or not. Out of 42 respondents in the control group, 27 intend to go abroad in future and 15 do not intend to go abroad in future. To compare the level of skills between those groups, we exclude the respondents, who are younger than 18, as their level of skills is quite low and their distribution among both groups is asymmetric (4 of them answered "no" and only one answered with "yes"). That means we have 26 respondents in the group "future abroad – yes" and 11 respondents in the group "future abroad – no".

The data in Table 16 shows that respondents who plan to go abroad in future have a higher level of skills. Only the professional skills differ not that much. But we see a remarkable difference within the language skills: those, who answered with "yes" achieved 60% of the maximum score, and those, who answered with "no" achieved only 44%. There is also a difference within the intercultural skills: the "yes"-group achieved 74% and the "no"-group only 63%.

The results support the assumption that learners, who intend to go abroad have a higher level of skills anyway compared to learners, who do not intend to go abroad. If this assumption is real, the intensity of the effect of mobility on the development of skills would be relativized. And the assumption would be supported that one main obstacle to go abroad might be the lack of enough skills, e.g. in terms of language skills.

Table 16: Average of skill-levels of respondents (control group), who answered with “no” or “yes” to the question “Do you plan to go abroad in future?” (only respondents, who are at least 18 years old)

Do you plan to go abroad in future?		Language skills	Intercultural skills	Professional skills
no	Average	13,27	30,09	37,73
	N	11	11	11
	Standard deviation	5,68	8,43	9,51
yes	Average	18,08	35,65	39,54
	N	26	26	26
	Standard deviation	6,16	5,72	8,27
total	Average	16,65	34,00	39,00
	N	37	37	37
	Standard deviation	6,34	7,01	8,56

In this study, the sample is too small to make a meaningful conclusion. But the results show, that more long-term studies should be made to evaluate the development of skills of mobile and non-mobile learners to get an idea of the actual impact of mobility on skills.

It would be ideal to assess the level of skills during several points in time, e.g. prior to the stay abroad and after the stay abroad compared to a control group, who will be included in the assessment, but who does not go abroad.

And it should be investigated, if the intention to go abroad is increasable by a more deepen training of skills in the home country.

## 4.2 European Identity

### 4.2.1 Feeling as European

In this survey, we asked participants for their “Feeling as European”. By this question we want to find out, if the “Feeling as European” is influenced by a mobility experience or not.

The question asking for the sense of “European Identity” is the following:

In the near future I rather see myself as

- (1) a citizen of my home country only.
- (2) a citizen of my home country first and secondly as a citizen of Europe.
- (3) a citizen of Europe first and secondly as a citizen of my home country.
- (4) a citizen of Europe only.

For the analysis we summarize the answers to the terms “national” and “european” as follows:

national = answer (1) and (2)

european = answer (3) and (4)

All in all out of 181 respondents there are 43 persons, who feel more “european” (24%) and 138 persons, who feel more “national” (76%). Table 17 shows the distribution of this variable among the mobile group and control group: in the mobile group 27% feel as “european”, whereas in the control group only 12% feel like that. This is a remarkable difference, which supports the assumption that a mobility experience increases the identification with Europe. However, we cannot say if learners, who identify more with Europe, intend more to go abroad anyway, and thus the identification with Europe might increases the intention to go abroad.

But we can say that there seems to be a relation between mobility and the sense of European identity.

Table 17: The Feeling as European in the mobile group and control group

Identity	Ever abroad		total
	no	yes	
national	37	101	138
european	5	38	43
<b>total</b>	<b>42</b>	<b>139</b>	<b>181</b>

Future research should figure out, if there is a causal relation between the "Feeling as European" and the mobility experience and the direction of this relation (Does mobility increase the "Feeling as European" or does the "Feeling as European" increase the intention for mobility?).

#### 4.2.2 Feeling as European and the level of skills

Table 18: Level of skills in the groups "Feel as national" and "Feel as european"

Identity		Language skills	Intercultural skills	Professional skills
national	Average	22,15	38,70	44,17
	N	138	138	138
	Standard deviation	6,99	6,85	7,61
european	Average	24,28	38,93	44,16
	N	43	43	43
	Standard deviation	4,38	7,11	7,25
total	Average	22,66	38,76	44,17
	N	181	181	181
	Standard deviation	6,52	6,89	7,50

When we compare the level of skills between the "nationals" and the "europeans" we see no remarkable difference. The levels of skills are almost the same for each skill in both groups (see table 18). We made the comparison between all respondents – regardless if they were mobile learners or non-mobile learners. Our data supports the assumption that a sense of "European Identity" has no influence on the level of language skills, intercultural skills, or professional skills – or the level of skills has no influence on the sense of "European Identity".

#### 4.2.3 The willingness to vote for the European election

The question 25 asked respondents, if they have voted for the European election in May 2014. This question can investigate these potential relations:

- the voter turnout and the Feeling as European
- the voter turnout and mobility
- the voter turnout and European funding
- the voter turnout and gender

In our sample out of 181 respondents 164 persons were entitled to vote for the European election. 17 persons were not allowed to vote (9%). In total the voter turnout was 52% (86 respondents), see Table 19. That means, in our sample the voter turnout was considerably higher than the official voter turnout for the election, which was only 42.54%<sup>7</sup>. We don't know how to explain this remarkable higher voter turnout. It could be possible that the younger age of our respondents influenced this result (assuming that younger persons might identify more with Europe). However, our sample is not representative, thus we cannot make far-reaching conclusions.

<sup>7</sup> European Voice 05-08-2014

### 4.2.3.1 Voter turnout and the Feeling as European

When we relate the willingness to vote with the “Feeling as European”, we see that 66% of the “Europeans” took part in the election, whereas only 48% of the “nationals” did (see table 19). That means, in our sample the probability to vote for the European election is related with the “Feeling as European”. Respondents, who feel more “European” tend more to vote for the election.

Table 19: The Feeling as European in relation with the willingness to vote for the European election

I will vote / have voted for the European election in May 2014	Identity		total
	national	European	
no	64	14	78
yes	59	27	86
<b>total</b>	<b>123</b>	<b>41</b>	<b>164</b>

### 4.2.3.2 Voter turnout and mobility

Respondents, who have been abroad, have a higher voter turnout than the control group (see table 20). 58% of the mobile group voted for the European election (74 out of 127), whereas only 32% of the control group did (12 out of 37). This result corresponds with table 17, which shows that the mobile group feels more “European” compared to the control group, and the result corresponds with table 19, which shows that the “Europeans” tend more to vote.

Table 20: Voter turnout for the European election in the mobile group and control group

I will vote / have voted for the European election in May 2014	Ever abroad		total
	no	yes	
no	25	53	78
yes	12	74	86
<b>37</b>	<b>127</b>	<b>164</b>	<b>164</b>

### 4.2.3.3 Voter turnout and European funding

Respondents of the mobile group, who have ever received European funding for a stay abroad have a higher voter turnout (65%) than mobile respondents, who have never received European funding (53%), see table 21.

This result is in the sense of the objective of European mobility programmes that is to foster a common feeling of European identity in the member states and thus increase the participation in European politics like elections. But of course, our sample size is too small to make representative conclusions. Further research in this area should be made.

Table 21: Voter turnout in the mobile group in relation with the receipt of European funding

I will vote / have voted for the European election in May 2014	Ever European funding		total
	no	yes	
no	18	27	45
yes	20	51	71
<b>37</b>	<b>38</b>	<b>78</b>	<b>116</b>

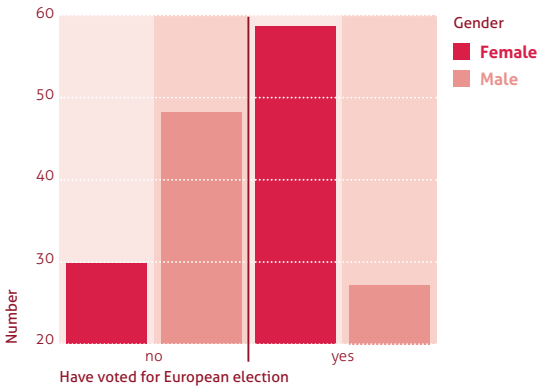
### 4.2.3.4 Voter turnout and gender

Another aspect worth mentioning is the distribution of voters related to the gender. Figure 9 and table 22 show that women tend more to vote for the European election than men. The difference is remarkable: whereas 66% of women voted only 37% of men did. We don't know how to explain this remarkable difference, but the data supports the need to further investigate this aspect.

Table 22: Voter turnout for the European election in relation with gender

I will vote / have voted for the European election in May 2014	Gender		total
	female	male	
no	30	48	78
yes	58	28	86
<b>37</b>	<b>88</b>	<b>76</b>	<b>164</b>

Figure 9: Distribution of voter turnout in relation to gender



## 5. SUMMARY AND CONCLUSION

### 5.1 The level of skills

The objective of this study was to analyze the impact of mobility on the development of skills and competences of learners. The results of the study reveal that our mobile learners have a higher level of skills than non-mobile learners of the control group. The data shows a remarkable difference for language skills, intercultural skills as well as professional skills. The difference in the professional skills applies also for all three subcategories “social skills and teamwork”, “decision-making competences”, and “problem-solving skills”. The main difference can be observed in terms of language skills: the mobile group achieved 81% of the maximum score, whereas the control group achieved only 51%. The difference in terms of intercultural skills is also remarkable: the mobile group achieved 85% and the control group only 67%; professional skills: the mobile group achieved 85% and the control group only 70%.

The results speak for themselves. However, we cannot make representative conclusions, as the conditions for statistical significance tests are not met by the data (normal distribution and/or similarity of variances in both groups). But the results of the study strongly support the assumption that mobility can have a positive impact on the development of skills.

Even after adjusting the data according to the age and the educational attainment the difference in the level of skills between both groups was still remarkable.

However, we had no difference in the level of skills between those mobile learners, who have ever received European funding for a mobility experience and those mobile learners, who have never received European funding. The level of skills was nearly the same in the groups. This was similar, when we compared the level of skills between those learners, who were abroad for studying and those, who were abroad to make a placement. The level of skills was nearly the same, even the level of professional skills was not higher, although it could have been expected that the professional skills are positively influenced by a placement abroad.

There was a positive and significant correlation between the length of the period of having received European funding and the level of language skills. We don't know if the higher level of language skills is related to the European funding or to the length of the period abroad as such. But we can conclude that the length of the period abroad influenced positively the level of language skills.

Our study leaves open the question, if learners, who go abroad, have a higher level of skills anyway compared to learners, who are not mobile. As this is a cross-section study we cannot say something about the direction of the causality. Our results show that respondents of the control group, who would like to go abroad in future, indeed have a higher level of skills compared to those, who do not intend to go abroad in future (especially in terms of language skills). But our sample size is too small to make far-reaching conclusions.

Future research should figure out this question by a long-term study investigating the level of skills of learners prior to mobility and afterwards – compared to a control group, who is not mobile. This should clarify, if the higher level of skills of mobile learners is really caused by the mobility experience.

Further, it would be interesting to investigate, if the intention to go abroad can be increased by a deepen training of skills in the home country (e.g. in terms of language skills).

### 5.2 European Identity

Another objective of this study was to investigate learner's sense of European identity in relation with mobility and European funding schemes. The results show that in total 24% of the respondents feel more “european” and 76% feel more “national”. When we have a look at the distribution of this variable among the mobile group and control group, we see a remarkable difference: 27% feel as “european” in the mobile group, whereas only 12% feel like that in the control group. This result



supports the assumption that a mobility experience can increase the identification with Europe.

We can say that there might be a relation between mobility and the sense of European identity. But future research should figure out, if there is a significant causal relation between the "Feeling as European" and the mobility experience (Does mobility increase the "Feeling as European" or does the "Feeling as European" increase the intention for mobility?).

In our study the respondents have a voter turnout of 52% for the European election in May 2014.

Further, the results show that respondents, who feel more "european" tend more to have voted for the European election. Corresponding with this, the mobile group has a higher voter turnout (58%) compared to the control group (32%). Additionally, respondents of the mobile group, who have ever received European funding for a stay abroad, have a higher voter turnout (65%) than those, who have never received European funding (53%).

The results are in the sense of the objective of European mobility programmes that is to foster a common feeling of European identity in the member states and to increase the participation in European politics like elections. But only slightly more than a quarter of the mobile learners feel more "european" than "national". It shows that the identification with the home country has still much more priority for most of the mobile learners than the identification with Europe.

However, further research should be made in this area, as our sample size is too small to make representative conclusions.

All in all, we can say that our data supports the assumption that the enhancement of the "European Identity" can be reached by European mobility programmes. In our study, mobility increases the "Feeling as European" and the receipt of a European funding scheme improved the voter turnout for the European election in May 2014.

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## ANNEX

### Questionnaire for learners



Thank you for attending the survey!

This survey is part of the European Lifelong Learning project “Europemobility Network” ([www.europemobility.eu](http://www.europemobility.eu)).

The questionnaire is a self-assessment scheme for skills and competences. There is no right or wrong answer. Your data will be anonymized.

Please try to answer spontaneously.

	LANGUAGE I am familiar with at least one foreign language on a level that...	completely agree	agree	slightly agree	slightly disagree	disagree	completely disagree
1.	...it doesn't take long for me to find words or grammatical constructions. Even in conversations with native speakers, I can easily participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	...I can recognize delicate meanings in texts and oral communication (e.g. jokes, metaphors, irony).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	...I am able to express myself precisely and appropriate to the situation (e.g. talking on the phone call, make a presentation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	...I am able to write working documents (e.g. business letters, reports, brochures, minutes of a meeting).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	...I can understand specialized texts easily (in my working field), e.g. press releases or technical texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	INTERCULTURALITY	completely agree	agree	slightly agree	slightly disagree	disagree	completely disagree
6.	I am able to adapt my nonverbal communication (e.g. gestures) to suit cultures other than mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I can reflect upon my own nonverbal behavior in specific situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I can act according to the different rules of social behavior in different cultures, e.g. I know when I am allowed to start to eat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I can identify how much personal space a person from a different culture needs, e.g. the number of spare seats between persons in the cinema.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I can identify and describe different sets of values. I can discuss different cultures and beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	I can communicate about and reflect upon my own stereotypes and I am able to change my point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	I can adapt my dress code to different social situations in different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13.	I can reflect upon my feelings with regard to greeting people in different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	PROFESSIONAL SKILLS - Social skills and teamwork	completely agree	agree	slightly agree	slightly disagree	disagree	completely disagree
14.	I can give examples of situations in which I dealt constructively with criticism of my behavior or my work results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I can give examples of situations in which I was able to continue a constructive dialogue, although my opinion differed from the opinion of the other person(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	I can give examples which show that I can contribute well in group work and integrate into existing groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	PROFESSIONAL SKILLS - Decision-making competence	completely agree	agree	slightly agree	slightly disagree	disagree	completely disagree
17.	I can show concrete examples that I can work independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	I can show concrete examples that I am able to set own priorities and make decisions on the basis of my reflections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	I can show concrete examples that I can detect wrong decisions of mine and correct them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	PROFESSIONAL SKILLS - Problem-solving competence	completely agree	agree	slightly agree	slightly disagree	disagree	completely disagree
20.	I can give examples of situations in which I took the initiative and introduced my own ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	I can give examples of situations in which I was asked for advice and was able to develop a solution for a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	I can show concrete examples that I am able to analyze a problem from different points of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	EUROPEAN IDENTITY	completely agree	agree	slightly agree	slightly disagree	disagree	completely disagree
23.	I feel myself as European.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. In the near future I rather see myself as

- a citizen of my home country only.  
 a citizen of my home country first and secondly as a citizen of Europe.  
 a citizen of Europe first and secondly as a citizen of my home country.  
 a citizen of Europe only.

25. I will vote / have voted for the European election in May 2014.

- yes  
 no  
 I am not allowed to vote.

## MOBILITY INFORMATION

26. Have you ever been abroad for learning and/or working?

- yes *If yes, proceed with question 28.*  
 yes, I am currently abroad. *If yes, proceed with question 28.*  
 no

27. If not, do you plan to go abroad in future?

- yes *Please proceed with question 34.*  
 no *Please proceed with question 34.*

28. Have you ever received European funding for a stay abroad?

- yes, one time  
 yes, several times  
 no *If no, proceed with question 33.*

29. What was the name of the European funding scheme of your stay(s) abroad?

You can choose several options, if applicable.

- Erasmus study  
 Erasmus placements  
 Leonardo apprentices  
 Leonardo graduates (for persons on the labor market)  
 Grundtvig  
 Youth in Action  
 Other: \_\_\_\_\_

30. When was your last stay abroad (within a European funding scheme)?

- during last 6 months  
 during last 12 months  
 during last 2 years  
 more than 2 years ago

31. How long lasted your stay abroad in months, which was funded by a European mobility programme?

(If there were several stays, just take the longest one).

approx. \_\_\_\_\_ months

32. How long have you ever been abroad in months, if you count all periods together, that were funded by a European mobility programme?

approx. \_\_\_\_\_ months

33. Which was/were the host country/countries of your stay abroad?

You can choose several options, if applicable.

*If you were abroad within a European funding scheme, then please focus only on those host countries.*

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Austria        | <input type="checkbox"/> Hungary       | <input type="checkbox"/> Poland         |
| <input type="checkbox"/> Belgium        | <input type="checkbox"/> Iceland       | <input type="checkbox"/> Portugal       |
| <input type="checkbox"/> Bulgaria       | <input type="checkbox"/> Ireland       | <input type="checkbox"/> Romania        |
| <input type="checkbox"/> Croatia        | <input type="checkbox"/> Italy         | <input type="checkbox"/> Slovakia       |
| <input type="checkbox"/> Cyprus         | <input type="checkbox"/> Latvia        | <input type="checkbox"/> Slovenia       |
| <input type="checkbox"/> Czech Republic | <input type="checkbox"/> Liechtenstein | <input type="checkbox"/> Spain          |
| <input type="checkbox"/> Denmark        | <input type="checkbox"/> Lithuania     | <input type="checkbox"/> Sweden         |
| <input type="checkbox"/> Estonia        | <input type="checkbox"/> Luxembourg    | <input type="checkbox"/> Macedonia      |
| <input type="checkbox"/> Finland        | <input type="checkbox"/> Malta         | <input type="checkbox"/> Turkey         |
| <input type="checkbox"/> France         | <input type="checkbox"/> Netherlands   | <input type="checkbox"/> United Kingdom |
| <input type="checkbox"/> Germany        | <input type="checkbox"/> Norway        | <input type="checkbox"/> Other: _____   |
| <input type="checkbox"/> Greece         |  |   |

#### PERSONAL INFORMATION

34. How old are you?

\_\_\_\_\_ years

35. You are

- female  
 male

36. What is your current main occupation?

- university student (higher education)  
 apprentice (vocational education)  
 pupil (school)  
 employee  
 self-employed  
 other: \_\_\_\_\_

37. What is your highest educational attainment?

- university degree
- vocational qualification
- secondary school
- primary school
- other: \_\_\_\_\_

38. Which is your home country?

- |   |                                      |   |
|---|--------------------------------------|---|
| <input type="checkbox"/> Austria        | <input type="checkbox"/> Germany     | <input type="checkbox"/> Poland         |
| <input type="checkbox"/> Belgium        | <input type="checkbox"/> Greece      | <input type="checkbox"/> Portugal       |
| <input type="checkbox"/> Bulgaria       | <input type="checkbox"/> Hungary     | <input type="checkbox"/> Romania        |
| <input type="checkbox"/> Croatia        | <input type="checkbox"/> Ireland     | <input type="checkbox"/> Slovakia       |
| <input type="checkbox"/> Cyprus         | <input type="checkbox"/> Italy       | <input type="checkbox"/> Slovenia       |
| <input type="checkbox"/> Czech Republic | <input type="checkbox"/> Latvia      | <input type="checkbox"/> Spain          |
| <input type="checkbox"/> Denmark        | <input type="checkbox"/> Lithuania   | <input type="checkbox"/> Sweden         |
| <input type="checkbox"/> Estonia        | <input type="checkbox"/> Luxembourg  | <input type="checkbox"/> United Kingdom |
| <input type="checkbox"/> Finland        | <input type="checkbox"/> Malta       | <input type="checkbox"/> Other: _____   |
| <input type="checkbox"/> France         | <input type="checkbox"/> Netherlands |   |

Thank you very much for participating in the survey!





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