DESCRIPTION OF THE VARIABLES OF THE FILE "SCHOOLS"

Data were collected through a questionnaire that was divided into the following six parts:

- Section 1: SCHOOL/CENTRE AND RESPONDENT CHARACTERISTICS
- Section 2: SENDING PROCESS
- Section 3: HOSTING PROCESS
- Section 4: LEVEL OF SCHOOL/CENTRE ENGAGEMENT
- Section 5: EVALUATION OF POSSIBLE RETURNS [sending process and hosting process]
- Section 6: CLOSING SUGGESTIONS

Not relevant answers are always coded "8888"

Progressive	Name	Туре	Length	Contents
number of	of field	of field	of field	Contents
field	- J J		3 3	
1	START LANGUAGE	Numerical	1	Language of the questionnaire: • 1 = German • 2 = Spanish • 3 = Italian • 4 = Portuguese
2	STARTDATE	Numerical	16	Date and time in which the interview started
Section	1: SCHOOL/CEN	TRE AND R	RESPOND	DENT CHARACTERISTICS
3	A1	Numerical	1	Country where the School/Centre is located: • 1 = Belgium • 2 = Germany • 3 = Italy • 4 = Portugal • 5 = Spain • 6 = Other Country
4	A2	Numerical	2	Type of School/Centre: • 1 = Lower secondary school • 2 = Vocational school • 3 = Training centre • 4 = Higher secondary school • 99 = Other
5	A2.other.	Character	/	Explanation of the previous answer
6	A3	Character	/	Major/Discipline of the School/Centre
7	A4	Numerical	1	Number of enrolled students at school (last available year) • 1 = Less than 100 • 2 = 101-200 • 3 = 201-300 • 4 = 301-500 • 5 = 501-1000 • 6 = More than 1000
8	A 5	Numerical	1	Whether the School/Centre sent and/or hosted students/apprentices in the framework of Erasmus+ mobility: • 1 = Just sent apprentices/ students • 2 = Just hosted apprentices/ students • 3 = Both sent and hosted apprentices/students • 4 = Not at all

0	1.6	NT	1	W/L 1 . 1 . C 1 . 1/C
9	A6	Numerical	1	Whether the School/Centre sent and/or hosted students/apprentices under other (non-Erasmus+) mobility schemes: • 1 = Just sent apprentices/ students • 2 = Just hosted apprentices/ students • 3 = Both sent and hosted apprentices/students • 4 = Not at all
10	A7	Numerical	1	Gender of the person responding to the questionnaire on behalf of the School/Centre: • 1 = Male • 2 = Female
11	A8	Numerical	1	Respondent's age (years): • 1 = Below 30 • 2 = 30-45 • 3 = 46-60 • 4 = More than 60
12	A9	Numerical	2	Respondent's role: • 1 = Principal, vice-principal • 2 = Head of department • 3 = Mobility responsible • 4 = Teacher, trainer • 99 = Other
13	A9.other.	Character	/	Explanation of the previous answer
		ion 2: SEND	ING PRO	
14	B1	Numerical	1	How long the School/Centre has been involved in international mobility programmes sending apprentices abroad: • 1 = Less than 2 years • 2 = 2-3 years • 3 = 4-5 years • 4 = 6-10 years • 5 = More than 10 years
15	B2	Numerical	3	Number of apprentices sent abroad in the last 12 months
16	В3	Numerical	1	Whether the School/Centre is sending apprentices to any country or to some preferred countries: • 1 = Any country • 2 = Some countries more than others
17	B4_Germany	Numerical	1	Whether the preferred country is Germany: • 0 = No • 1 = Yes

18	B4_Spain	Numerical	1	Whether the preferred country is Spain: • 0 = No • 1 = Yes
19	B4_Italy	Numerical	1	Whether the preferred country is Italy: • 0 = No • 1 = Yes
20	B4_Portugal	Numerical	1	Whether the preferred country is Portugal: • 0 = No • 1 = Yes
21	B4_OtherEurope	Numerical	1	Whether the preferred country is another European Country: • 0 = No • 1 = Yes
22	B4.other.	Character	/	Countries to which the School/Centre is sending apprentices (if not listed between the previous Countries)
23	B5	Numerical	1	Whether the selection process of apprentices follows a fixed-quota policy or the number of apprentices is defined every year according to variable parameters: • 1 = Fixed quota • 2 = Variable every year
24	B6.a.	Numerical	1	Whether the School/Centre organizes outgoing mobility on its own as an autonomous promoter: • 0 = No • 1 = Yes
25	B6.b.	Numerical	1	Whether the School/Centre organizes outgoing mobility as a partner of a consortium/network: • 0 = No • 1 = Yes
26	В6.с.	Numerical	1	Whether the School/Centre organizes outgoing mobility with the support of an informal network of schools/centres and similar organizations: • 0 = No • 1 = Yes
27	B6.d.	Numerical	1	Whether the School/Centre organizes outgoing mobility with the support of intermediary organizations: • 0 = No • 1 = Yes
28	B6.other.	Character	/	Whether the School/Centre organizes outgoing mobility with the support of other supporting bodies (specify)

20	70.5	NT · 1	1	W/I4 4 C 1 1/C 4 1 24
29	B7.a.	Numerical	1	Whether the School/Centre doesn't
				apply any selection criteria in the
				participants selection process:
				• 0 = No
20				• 1 = Yes
30	B7.b.	Numerical	1	Whether one of the three most relevant
				criteria applied by the School/Centre in
				the participants selection process is
				first-come-first-served:
				• 0 = No
				• 1 = Yes
31	B7.c.	Numerical	1	Whether one of the three most relevant
				criteria applied by the School/Centre in
				the participants selection process is
				curriculum/performance:
				\bullet 0 = No
				• 1 = Yes
32	B7.d.	Numerical	1	Whether one of the three most relevant
32	D7.u.	rvamencar		criteria applied by the School/Centre in
				the participants selection process is
				language skills:
				• $0 = No$
22	D7 -	Numerical	1	• 1 = Yes
33	B7.e.	Numerical	1	Whether one of the three most relevant
				criteria applied by the School/Centre in
				the participants selection process is
				personal and social skills:
				• 0 = No
				• 1 = Yes
34	B7.f.	Numerical	1	Whether one of the three most relevant
				criteria applied by the School/Centre in
				the participants selection process is
				previous work experience:
				• $0 = No$
				• 1 = Yes
35	B7.g.	Numerical	1	Whether one of the three most relevant
	J			criteria applied by the School/Centre in
				the participants selection process is
				previous mobility experience:
				\bullet 0 = No
				• 1 = Yes
36	B7.h.	Numerical	1	Whether one of the three most relevant
	D / •II•	Tamerical	1	criteria applied by the School/Centre in
				the participants selection process is
				participant's motivation to go on
				mobility:
				• 0 = No
				• 1 = Yes

37	B7.i.	Numerical	1	Whether one of the three most relevant criteria applied by the School/Centre in the participants selection process is staff's certainty of usefulness of
				mobility for the participant: • 0 = No • 1 = Yes
38	B7.other.	Character	/	Whether the School/Centre applies other criteria in the participants selection process (specify)
39	B8	Numerical	1	Approximate per cent rate of acceptance of requests for mobility (reference: last year): • 1 = Less than 25% • 2 = Between 26 and 50% • 3 = Between 51 and 75% • 4 = Between 76 and 99% • 5 = 100%
40	В9	Numerical	1	Rate of participants taking part (e.g. the students/trainees who asked to participate) in Erasmus+ or Erasmus-like mobility programmes compared to the total number of students/trainees of the School/Centre: • 1 = Less than 2% • 2 = Between 2 and 5% • 3 = Between 6 and 10% • 4 = Between 11 and 15% • 5 = More than 15%
41	B10	Numerical	1	Whether, in the respondent's opinion, the number of participants in Erasmus+ mobility programmes, at the national level, is adequate: • 1 = Too low, should grow • 2 = Adequate • 3 = Too high, should decrease
42	B11	Numerical	1	Whether, in the respondent's opinion, the number of participants in Erasmus+ mobility programmes, at his/her School/Centre level, is adequate: • 1 = Too low, should grow • 2 = Adequate • 3 = Too high, should decrease
43	B12.a.	Numerical	3	Imagining the School/Centre needs 100 budget-points to finance its sending activities, what's the number of points coming from <i>own budget</i>

44	B12.b.	Numerical	3	Imagining the School/Centre needs 100 budget-points to finance its sending activities, what's the number of points coming from <i>other private funds</i>
45	B12.c.	Numerical	3	Imagining the School/Centre needs 100 budget-points to finance its sending activities, what's the number of points coming from <i>EU funds</i>
46	B12.d.	Numerical	3	Imagining the School/Centre needs 100 budget-points to finance its sending activities, what's the number of points coming from <i>other public funds</i>
47	B12.e.	Numerical	3	Imagining the School/Centre needs 100 budget-points to finance its sending activities, what's the number of points coming from <i>other sources</i>
48	B13	Numerical	6	Average amount of grants per participants assigned to participants sent abroad (reference: last year)
49	B14 Section 3: HOSTIN	Numerical NG PROCES	6 S (if A5 =	Total yearly cost of the Erasmus+ experience for the School/Centre (besides possible grants received by the Erasmus+ and ignoring non- monetary aspects such as dedicated time, worries, etc.) 2 or 3 or A6 = 2 or 3)
50	C1	Numerical	1	How long the Company has hosted participants in international mobility: • 1 = Less than two years • 2 = 2-3 years • 3 = 4-5 years • 4 = 6-10 years • 5 = More than 10 years
51	C2	Numerical	3	Number of participants hosted by the School/Centre in the last 12 months
52	C3	Numerical	1	Whether the School/Centre is hosting participants from any country or from specific countries: • 1 = Any country • 2 = Specific countries
53	C4_Germany	Numerical	1	Whether the School/Centre is hosting participants from Germany (if C3=2): • 0 = No • 1 = Yes

54	C4_Spain	Numerical	1	Whether the School/Centre is hosting
34	C4_Spain	Numericai	1	participants from Spain (if C3=2):
				• 0 = No
				• 1 = Yes
55	C4 14-1-	NT1	1	
55	C4_Italy	Numerical	1	Whether the School/Centre is hosting
				participants from Italy (if C3=2):
				• 0 = No
				• 1 = Yes
56	C4_Portugal	Numerical	1	Whether the School/Centre is hosting
				participants from Portugal (if C3=2):
				• 0 = No
				• 1 = Yes
57	C4_OtherEurope	Numerical	1	Whether the School/Centre is hosting
				participants from Other European
				Countries (if C3=2):
				• 0 = No
				• 1 = Yes
58	C4.other.	Character	/	Countries to which the School/Centre
				is sending apprentices (if not listed
				between the previous Countries)
59	C5.a.	Numerical	1	Whether, in its hosting activities, the
				School/Centre operates as an
				autonomous partner:
				• 0 = No
				• 1 = Yes
60	C5.b.	Numerical	1	Whether, in its hosting activities, the
				School/Centre operates as a partner of
				a consortium/network:
				• 0 = No
				• 1 = Yes
61	C5.c.	Numerical	1	Whether, in its hosting activities, the
				School/Centre operates with the
				support of an informal network of
				schools/centres and similar
				organizations:
				• 0 = No
	OF 1	NT · ·	4	• 1 = Yes
62	C5.d.	Numerical	1	Whether, in its hosting activities, the
				School/Centre operates with the
				support of intermediary organizations:
				• 0 = No
(2)	05.41	Classic	,	• 1 = Yes
63	C5.other.	Character	/	Whether, in its hosting activities, the
				School/Centre operates with the
				support of other supporting bodies
<i>E 1</i>	C	Numariaal	1	(specify) Whether the School/Centre applies a
64	C6	Numerical	1	Whether the School/Centre applies a
				predefined plan with standard criteria
				for participant selection:
				• 1 = Yes, we have a plan we
				follow

	1			
				• $2 = No$, we make a case by
				case analysis
				• $3 = No$, we do not make a
				selection
65	C7.a.	Numerical	1	Whether one of the three most relevant
				criteria applied by the School/Centre in
				the participant selection plan is
				duration of the internship:
				• 0 = No
				• 1 = Yes
66	C7.b.	Numerical	1	Whether one of the three most relevant
	C7.5.	Transcribati	•	criteria applied by the School/Centre in
				the participant selection plan is <i>time of</i>
				the year:
				• 0 = No
		NT : 1	- 1	• 1 = Yes
67	C7.c.	Numerical	1	Whether one of the three most relevant
				criteria applied by the School/Centre in
				the participant selection plan is
				language skills:
				• 0 = No
				• 1 = Yes
68	C7.d.	Numerical	1	Whether one of the three most relevant
				criteria applied by the School/Centre in
				the participant selection plan is
				professional and technical skills:
				• 0 = No
				• 1 = Yes
69	C7.e.	Numerical	1	Whether one of the three most relevant
			-	criteria applied by the School/Centre in
				the participant selection plan is <i>age</i> :
				• 0 = No
				• 1 = Yes
70	C7.f.	Numerical	1	Whether one of the three most relevant
70	C/.I.	Numericai	1	criteria applied by the School/Centre in
				11 7
				the participant selection plan is <i>gender</i> :
				• 0 = No
				• 1 = Yes
71	C7.g.	Numerical	1	Whether one of the three most relevant
				criteria applied by the School/Centre in
				the participant selection plan is
				nationality:
				• 0 = No
				• 1 = Yes
72	C7.other.	Character	/	Whether the School/Centre applies
				other criteria in the participants
				selection plan (specify)
73	C8	Numerical	1	Approximate per cent rate of
13		Tailiciteat	1	acceptance of hospitality applications
				(reference: last year):
				•
				• 1 = Less than 25%
				• 2 = Between 26 and 50%

				 3 = Between 51 and 75% 4 = Between 76 and 99% 5 = 100%
74	C9.a.	Numerical	3	Imagining the School/Centre needs 100 budget-points to finance its hosting activities, what's the number of points coming from <i>own budget</i>
75	C9.b.	Numerical	3	Imagining the School/Centre needs 100 budget-points to finance its hosting activities, what's the number of points coming from <i>other private funds</i>
76	С9.с.	Numerical	3	Imagining the School/Centre needs 100 budget-points to finance its hosting activities, what's the number of points coming from <i>EU funds</i>
77	C9.d.	Numerical	3	Imagining the School/Centre needs 100 budget-points to finance its hosting activities, what's the number of points coming from <i>other public funds</i>
78	C9.e.	Numerical	3	Imagining the School/Centre needs 100 budget-points to finance its hosting activities, what's the number of points coming from <i>other sources</i>
79	C10	Numerical	1	Approximate total yearly cost (in Euro) incurred by the School/Centre for hosting one participant: • 1 = 0 • 2 = 1-250 • 3 = 251-500 • 4 = 501-1000 • 5 = 1001-2000 • 6 = More than 2000
				RE ENGAGEMENT
80	D1	Numerical	1	Whether the School/Centre is available to send abroad more people in the future than those sent in the past 12 months (only if A5 = 1 or 3 or A6 = 1 or 3): • 1 = The School/Centre is available to send abroad more participants • 2 = The number sent in the last year fulfils the School/Centre policy • 3 = The number sent in the last year is beyond sustainability

81	D2	Numerical	1	Whether the School/Centre is available
01	D2	Tvamerical	1	to host more mobility participants in the future than those sent in the past 12 months (only if A5 = 2 or 3 or A6 = 2 or 3): • 1 = The School/Centre is available to host more participants • 2 = The number hosted in the last year fulfils the School/Centre policy • 3 = The number hosted in the last year is beyond sustainability
82	D3	Numerical	1	Whether the School/Centre involves own staff in tasks specifically devoted to hosting foreign participants (only if A5 = 2 or 3 or A6 = 2 or 3): • 1 = Yes, mainly for tutorship and/or training • 2 = Yes, mainly for social activities • 3 = Yes, for all related activities • 4 = No, staff is specifically devoted to mobility programmes
83	D4	Numerical	2	How the School/Centre involves participants (only if A5 = 2 or 3 or A6 = 2 or 3): • 1 = They are usually integrated into on-going activities • 2 = They are part of special pathways • 99 = Other
84	D4.other.	Character	/	Explanation of the previous answer
85	D5	Numerical	2	Most relevant investment required by engaging in hosting activities (only if A5 = 2 or 3 or A6 = 2 or 3): • 1 = Organizational costs • 2 = Direct staff costs (e.g. salaries, allowances, etc.) • 3 = Indirect staff costs (for tutorship, training, social activities, etc.) • 4 = Loss in teaching times • 5 = Costs and time of dedicated structures • 6 = Cost of providing externally dedicated services • 99 = Other
86	D5.other.	Character	/	Explanation of the previous answer

87	D6	Numerical	1	In reference to participants sent
07	Du	rumencal	1	abroad, whether this activity require to engage School/Centre staff in tasks specifically devoted to own students in mobility (only if A5 = 1 or 3 or A6 = 1 or 3): • 1 = Yes, mainly for tutorship and/or training • 2 = Yes, mainly for language training • 3 = Yes, for all related activities • 4 = No, staff is specifically devoted to outgoing Erasmus+ tasks
88	D7	Numerical	2	Most relevant investment required by sending activities (only if A5 = 1 or 3 or A6 = 1 or 3): • 1 = Organizational costs • 2 = Direct staff costs (e.g. salaries, allowances, etc.) • 3 = Indirect staff costs (for tutorship, training, social activities, etc.) • 4 = Loss in teaching times • 5 = Costs and time of dedicated structures • 6 = Cost of providing externally dedicated services • 99 = Other
89	D7.other.	Character	/	
90			1	Explanation of the previous answer
	D8.a_1.	Numerical		Whether the following can be considered one of the three biggest aspects that could discourage schools/centres companies from sending participants: language barriers: • 0 = No • 1 = Yes
91	D8.a_2.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: language barriers: • 0 = No • 1 = Yes
92	D8.b_1.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: insufficient number of self-offering candidates:

		1		0.11
				• 0 = No
				• 1 = Yes
93	D8.b_2.	Numerical	1	Whether the following can be
				considered one of the three biggest
				aspects that could discourage
				schools/centres from hosting
				participants: insufficient number of
				self-offering candidates:
				• 0 = No
				• 1 = Yes
94	D8.c_1.	Numerical	1	Whether the following can be
, .	2010_11	1 (0/11/01/01/01/01/01/01/01/01/01/01/01/01	-	considered one of the three biggest
				aspects that could discourage
				schools/centres from sending
				participants: inadequate professional
				standards of candidates:
				• 0 = No
				• 1 = Yes
95	D8.c_2.	Numerical	1	Whether the following can be
				considered one of the three biggest
				aspects that could discourage
				schools/centres from hosting
				participants: inadequate professional
				standards of candidates:
				• 0 = No
				• 1 = Yes
96	D8.d_1.	Numerical	1	Whether the following can be
	_			considered one of the three biggest
				aspects that could discourage
				schools/centres from sending
				participants: opposition of families to
				mobility:
				• 0 = No
				• 1 = Yes
97	D8.d_2.	Numerical	1	
91	Do.u_2.	Numericai	1	Whether the following can be
				considered one of the three biggest
				aspects that could discourage
				schools/centres from hosting
				participants: opposition of families to
				mobility:
				• 0 = No
				• 1 = Yes
98	D8.e_1.	Numerical	1	Whether the following can be
				considered one of the three biggest
				aspects that could discourage
				schools/centres from sending
				participants: inadequate personal or
				interpersonal competencies of
				candidates:
				• 0 = No
				• 1 = Yes
				1 – 1es
				1

99	D8.e_2.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: inadequate personal or interpersonal competencies of candidates: • 0 = No • 1 = Yes
100	D8.f_1.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: <i>inadequacy of possible tutors</i> : • 0 = No • 1 = Yes
101	D8.f_2.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: <i>inadequacy of possible tutors</i> : • 0 = No • 1 = Yes
102	D8.g_1.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: insufficient number of hosting partners: • 0 = No • 1 = Yes
103	D8.g_2.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: insufficient number of hosting partner: • 0 = No • 1 = Yes
104	D8.h_1.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: <i>too short length of stay</i> : • 0 = No • 1 = Yes

105	D8.h_2.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: too short length of stay: • 0 = No • 1 = Yes
106	D8.i_1.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: heavy costs (direct or indirect) of the whole process: • 0 = No • 1 = Yes
107	D8.i_2.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: heavy costs (direct or indirect) of the whole process: • 0 = No • 1 = Yes
108	D8.j_1.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: hosting organizations have no financial benefit: • 0 = No • 1 = Yes
109	D8.j_2.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: hosting organizations have no financial benefit: • 0 = No • 1 = Yes
110	D8.k_1.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: <i>lack of grants with respect to demand</i> : • 0 = No • 1 = Yes

		1		T
111	D8.k_2.	Numerical	1	Whether the following can be
				considered one of the three biggest
				aspects that could discourage
				schools/centres from hosting
				participants: lack of grants with
				respect to demand:
				• 0 = No
				• 1 = Yes
112	D8.l_1.	Numerical	1	Whether the following can be
				considered one of the three biggest
				aspects that could discourage
				schools/centres from sending
				participants: unbalanced distribution
				of the candidates' gender:
				• 0 = No
				• 1 = Yes
113	D8.l_2.	Numerical	1	Whether the following can be
	- · · - ·			considered one of the three biggest
				aspects that could discourage
				schools/centres from hosting
				participants: unbalanced distribution
				of the candidates' gender:
				• 0 = No
				• 1 = Yes
114	D8.m_1.	Numerical	1	Whether the following can be
117	D0.III_1.	rumencar	1	considered one of the three biggest
				aspects that could discourage
				schools/centres from sending
				participants: inadequate
				accommodation for candidates:
				• $0 = No$
				• 1 = Yes
115	D8.m_2.	Numerical	1	Whether the following can be
113	D0.III_2.	Numerical	1	considered one of the three biggest
				aspects that could discourage
				schools/centres from hosting
				participants: inadequate
				accommodation for candidates:
				• 0 = No
				• 0 = No • 1 = Yes
116	DQ 1	Numerical	1	
110	D8.n_1.	Numerical	1	Whether the following can be considered one of the three biggest
				aspects that could discourage
				schools/centres from sending
				participants: administrative burden of
				the process:
				• 0 = No
		\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\		• 1 = Yes
117	D8.n_2.	Numerical	1	Whether the following can be
				considered one of the three biggest
				aspects that could discourage
				schools/centres from hosting

				participants: administrative burden of
				the process:
				• 0 = No
				• 1 = Yes
118	D8.o_1.	Numerical	1	Whether the following can be
110	D0.0_1.	rvamericar	1	considered one of the three biggest
				aspects that could discourage
				schools/centres from sending
				participants: lack of recognition of
				periods spent abroad:
				\bullet 0 = No
				• 1 = Yes
119	D8.o_2.	Numerical	1	Whether the following can be
	2 000_20		_	considered one of the three biggest
				aspects that could discourage
				schools/centres from hosting
				participants: lack of recognition of
				periods spent abroad:
				• 0 = No
				• 1 = Yes
120	D8.p_1.	Numerical	1	Whether the following can be
	•-			considered one of the three biggest
				aspects that could discourage
				schools/centres from sending
				participants: insufficient appreciation
				of mobility outcomes by the labour
				market:
				• 0 = No
				• 1 = Yes
121	D8.p_2.	Numerical	1	Whether the following can be
				considered one of the three biggest
				aspects that could discourage
				schools/centres from hosting
				participants: insufficient appreciation
				of mobility outcomes by the labour
				market:
				• 0 = No
122	D0 1	NY 1		• 1 = Yes
122	D8.q_1.	Numerical	1	Whether the following can be
				considered one of the three biggest
				aspects that could discourage
				schools/centres from sending participants: <i>mistrust about mobility</i>
				caused by previous experience:
				• $0 = No$
				• 0 = No • 1 = Yes
123	D8.q_2.	Numerical	1	Whether the following can be
123	<i>D</i> o.q_∠.	rumencar	1	considered one of the three biggest
				aspects that could discourage
				schools/centres from hosting
				participants: mistrust about mobility
				caused by previous experience:
				caused by previous experience.

				• 0 = No
124	D0 1	NT 1	1	• 1 = Yes
124	D8.r_1.	Numerical	1	Whether the following can be
				considered one of the three biggest
				aspects that could discourage
				schools/centres from sending
				participants: other reasons:
				• 0 = No
				• 1 = Yes
125	D8.r_2.	Numerical	1	Whether the following can be
				considered one of the three biggest
				aspects that could discourage
				schools/centres from hosting
				participants: other reasons:
				• 0 = No
				• 1 = Yes
126	D8b	Character	/	Explanation of the aspect that could
				discourage outgoing mobility (only if
				D8.r_1. = 1)
127	D8c	Character	/	Explanation of the aspect that could
				discourage outgoing mobility (only if
				$D8.r_2. = 1$
Secti	ion 5: EVALUAT	ION OF POSS	IBLE R	ETURNS [sending process]
		ally if $A5 = 1$ or		
128	E1.a.	Numerical	1	Whether <i>improving own participants</i> '
120	DI.u.	1 (dilletted)	1	language skills can be considered
				among the three benefits that mostly
				apply to the School/Centre experience:
				• $0 = No$
				• 1 = Yes
129	E1.b.	Numerical	1	Whether <i>improving teamwork</i>
129	E1.D.	Numerical	1	efficiency (without coaching costs) can
				be considered among the three benefits
				that mostly apply to the School/Centre
				experience:
				• 0 = No
120	T21 -	NI1	1	• 1 = Yes
130	E1.c.	Numerical	1	Whether <i>improving participants' ICT</i> ,
				project management, innovation skills
				can be considered among the three
				benefits that mostly apply to the
				School/Centre experience:
				• 0 = No
				• 1 = Yes
131	E1.d.	Numerical	1	Whether motivating participants to
				learning, improving self-
				consciousness, increasing completion
				rate can be considered among the
				three benefits that mostly apply to the
				School/Centre experience:
				• 0 = No
				• 1 = Yes
		1		1

132	E1.e.	Numerical	1	Whether encouraging
132	121.0.	Numerical	1	intergenerational exchange, culture
				sharing can be considered among the three benefits that mostly apply to the
				School/Centre experience:
				• 0 = No
				• 1 = Yes
133	E1.f.	Numerical	1	Whether assessing the competencies if
				promising participants can be
				considered among the three benefits
				that mostly apply to the School/Centre
				experience:
				• 0 = No
124	D1 -	NI	1	• 1 = Yes
134	E1.g.	Numerical	1	Whether <i>strengthening participants</i> and families relationships towards the
				School/Centre (nice place to study)
				can be considered among the three
				benefits that mostly apply to the
				School/Centre experience:
				• 0 = No
				• 1 = Yes
135	E1.h.	Numerical	1	Whether assessing potential talents,
				easing enrolment can be considered
				among the three benefits that mostly apply to the School/Centre experience:
				• 0 = No
				• 1 = Yes
136	E1.i.	Numerical	1	Whether <i>improving staff's</i>
				management skills (included planning
				and evaluation) can be considered
				among the three benefits that mostly
				apply to the School/Centre experience:
				• 0 = No
137	D1:	Numerical	1	• 1 = Yes Whether <i>improving knowledge and</i>
157	E1.j.	Numericai	1	usage of European tools (e.g.
				Europass, ECVET, etc.) can be
				considered among the three benefits
				that mostly apply to the School/Centre
				experience:
				• 0 = No
120				• 1 = Yes
138	E1.k.	Numerical	1	Whether innovating methods of
				teaching and training, matching programme contents with labour
				market needs can be considered
				among the three benefits that mostly
				apply to the School/Centre experience:
				• 0 = No
				• 1 = Yes

120	T4.1	NT 1	1	XX71 .1 1 1 1 1
139	E1.l.	Numerical	1	Whether broadening mind-set and
				business ideas can be considered
				among the three benefits that mostly
				apply to the School/Centre experience:
				• 0 = No
1.40	774			• 1 = Yes
140	E1.m.	Numerical	1	Whether enhancing reputation/brand
				can be considered among the three
				benefits that mostly apply to the
				School/Centre experience:
				• 0 = No
141	E1.n.	Numerical	1	• 1 = Yes
141	E1.II.	Numerical	1	Whether <i>improving international collaboration</i> can be considered
				among the three benefits that mostly
				apply to the School/Centre experience:
				• 0 = No
				• 0 = No • 1 = Yes
142	E2.a.	Numerical	1	Whether improving own participants'
142	E2.a.	Numerical	1	language skills can be considered
				among the three aspects that least
				apply to the School/Centre experience:
				• 0 = No
				• 1 = Yes
143	E2.b.	Numerical	1	Whether improving teamwork
143	122.0.	Numerical	1	efficiency (without coaching costs) can
				be considered among the three aspects
				that least apply to the School/Centre
				experience:
				• 0 = No
				• 1 = Yes
144	E2.c.	Numerical	1	Whether <i>improving participants' ICT</i> ,
				project management, innovation skills
				can be considered among the three
				aspects that least apply to the
				School/Centre experience:
				• 0 = No
				• 1 = Yes
145	E2.d.	Numerical	1	Whether motivating participants to
				learning, improving self-
				consciousness, increasing completion
				rate can be considered among the
				three aspects that least apply to the
				School/Centre experience:
				• 0 = No
1.4.6	T/A	NT : 1	4	• 1 = Yes
146	E2.e.	Numerical	1	Whether encouraging
				intergenerational exchange, culture
				sharing can be considered among the
				three aspects that least apply to the
				School/Centre experience:
				• 0 = No

				a 1 Vac
147	E2.f.	Numerical	1	• 1 = Yes Whether assessing the competencies if promising participants can be
				considered among the three aspects
				that least apply to the School/Centre
				experience:
				• 0 = No
				• 1 = Yes
148	E2.g.	Numerical	1	Whether <i>strengthening participants</i>
110	22.8.	Tvamenear	•	and families relationships towards the
				School/Centre (nice place to study)
				can be considered among the three
				aspects that least apply to the
				School/Centre experience:
				• 0 = No
				• 1 = Yes
149	E2.h.	Numerical	1	Whether assessing potential talents,
				easing enrolment can be considered
				among the three aspects that least
				apply to the School/Centre experience:
				• 0 = No
				• 1 = Yes
150	E2.i.	Numerical	1	Whether <i>improving staff's</i>
				management skills (included planning
				and evaluation) can be considered
				among the three aspects that least
				apply to the School/Centre experience:
				• 0 = No
				• 1 = Yes
151	E2.j.	Numerical	1	Whether improving knowledge and
	Ū			usage of European tools (e.g.
				Europass, ECVET, etc.) can be
				considered among the three aspects
				that least apply to the School/Centre
				experience:
				• 0 = No
				• 1 = Yes
152	E2.k.	Numerical	1	Whether innovating methods of
				teaching and training, matching
				programme contents with labour
				market needs can be considered
				among the three aspects that least
				apply to the School/Centre experience:
				• 0 = No
1.70				• 1 = Yes
153	E2.1.	Numerical	1	Whether broadening mind-set and
				business ideas can be considered
				among the three aspects that least
				apply to the School/Centre experience:
				• 0 = No
				• 1 = Yes

Numerical 1 Whether enhancing reputation/brand can be considered among the three aspects that least apply to the School/Centre experience: • 0 = No • 1 = Yes 155 E2.n. Numerical 1 Whether enhancing reputation/brand can be considered among the three aspects that least apply to the School/Centre experience: • Whether enhancing reputation/brand can be considered among the three aspects that least apply to the School/Centre experience: • Whether enhancing reputation/brand can be considered among the three aspects that least apply to the School/Centre experience: • Whether enhancing reputation/brand can be considered among the three aspects that least apply to the School/Centre experience: • Whether enhancing reputation/brand can be considered among the three aspects that least apply to the School/Centre experience: • Whether enhancing reputation/brand can be considered among the three aspects that least apply to the School/Centre experience: • Whether enhancing reputation/brand can be considered among the three aspects that least apply to the School/Centre experience: • Whether enhancing reputation/brand can be considered among the three aspects that least apply to the School/Centre experience: • Whether enhancing reputation/brand can be considered among the three aspects that least apply to the School/Centre experience:
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School/Centre experience: • 0 = No • 1 = Yes
• 0 = No • 1 = Yes
• 1 = Yes
155 Namo ani o o 1 Who the an increase a sint are at i are at
collaboration can be considered
among the three aspects that least
apply to the School/Centre experience
• 0 = No
• 1 = Yes
156 BWS.a. Numerical 1 Whether <i>improving apprentices</i> '
language skills is considered most of
least relevant:
• -2 = The least relevant
• -1 = Among the three less
relevant
• 0 = Neither least nor most
• 1 = Among the three most
relevant
• 2 = The most relevant
157 BWS.b. Numerical 1 Whether <i>improving teamwork</i>
efficiency (without coaching costs) is
considered most or least relevant:
• -2 = The least relevant
• -1 = Among the three less
relevant
• 0 = Neither least nor most
• 1 = Among the three most
relevant
• 2 = The most relevant
158 BWS.c. Numerical 1 Whether improving participants' IC
project management, innovation skil
is considered most or least relevant:
• -2 = The least relevant
• -1 = Among the three less relevant
• 0 = Neither least nor most
• 1 = Among the three most
relevant
• 2 = The most relevant
159 BWS.d. Numerical 1 Whether motivating participants to
learning, improving self-
consciousness, increasing completion
rate is considered most or least
relevant:
• -2 = The least relevant
• -1 = Among the three less
relevant
• 0 = Neither least nor most

				• 1 = Among the three most
				relevant
				• 2 = The most relevant
160	BWS.e.	Numerical	1	Whether encouraging
				intergenerational exchange, culture
				sharing is considered most or least
				relevant:
				• -2 = The least relevant
				• -1 = Among the three less
				relevant
				• 0 = Neither least nor most
				• 1 = Among the three most
				relevant
1.61	DATE OF	37 . 1	- 1	• 2 = The most relevant
161	BWS.f.	Numerical	1	Whether assessing the competencies of
				promising participants is considered
				most or least relevant:
				• -2 = The least relevant
				• -1 = Among the three less relevant
				• 0 = Neither least nor most
				• 1 = Among the three most relevant
				• 2 = The most relevant
162	BWS.g.	Numerical	1	Whether <i>strengthening participants</i>
102	DWS.g.	Numerical	1	and families relationships towards the
				School/Centre (nice play to study) is
				considered most or least relevant:
				• -2 = The least relevant
				• -1 = Among the three less
				relevant
				• 0 = Neither least nor most
				• 1 = Among the three most
				relevant
				• 2 = The most relevant
163	BWS.h.	Numerical	1	Whether assessing potential talents,
				easing enrolment is considered most
				or least relevant:
				• -2 = The least relevant
				• -1 = Among the three less
				relevant
				• 0 = Neither least nor most
				• 1 = Among the three most
				relevant
				• 2 = The most relevant
164	BWS.i.	Numerical	1	Whether improving staff's
				management skills (included planning
				and evaluation) is considered most or
				least relevant:
				• -2 = The least relevant
				• -1 = Among the three less
				relevant

				1
				• 0 = Neither least nor most
				• 1 = Among the three most
				relevant
				• 2 = The most relevant
165	BWS.j.	Numerical	1	Whether improving knowledge and
				usage of European tools (e.g.
				Europass, ECVET, etc.) is considered
				most or least relevant:
				• -2 = The least relevant
				• -1 = Among the three less
				relevant
				• 0 = Neither least nor most
				• 1 = Among the three most
				relevant
				• 2 = The most relevant
166	BWS.k.	Numerical	1	Whether innovating methods of
				teaching or training, matching
				programme contents with labour
				market needs is considered most or
				least relevant:
				• -2 = The least relevant
				• -1 = Among the three less
				relevant
				• 0 = Neither least nor most
				• 1 = Among the three most
				relevant
				• 2 = The most relevant
167	BWS.l.	Numerical	1	Whether broadening mind-set and
				business ideas is considered most or
				least relevant:
				• -2 = The least relevant
				• -1 = Among the three less
				relevant
				• 0 = Neither least nor most
				• 1 = Among the three most
				relevant
				• 2 = The most relevant
168	BWS.m.	Numerical	1	Whether enhancing reputation/brand
				is considered most or least relevant:
				• -2 = The least relevant
				• -1 = Among the three less
				relevant
				• 0 = Neither least nor most
				• 1 = Among the three most
				relevant
				• 2 = The most relevant
169	BWS.n.	Numerical	1	Whether improving international
				collaboration is considered most or
				least relevant:
				• -2 = The least relevant
				• -1 = Among the three less
				relevant

		 		0. 17.14
				 0 = Neither least nor most 1 = Among the three most relevant 2 = The most relevant
170	E3	Numerical	2	Among the three aspects selected as very relevant from sending participants abroad, which one is considered the most relevant by the respondent: • 1 = Improving own participants' language skills • 2 = Improving teamwork efficiency (without coaching costs) • 3 = Improving participants' ICT, project management, innovation skills • 4 = Motivating participants to learning, improving self-consciousness, increasing completion rate • 5 = Encouraging intergenerational exchange, culture sharing • 6 = Assessing the competencies of promising participants • 7 = Strengthening participants and families relationships towards the School/Centre (nice place to study) • 8 = Assessing potential talents, easing enrolment • 9 = Improving staff's management skills (included planning and evaluation) • 10 = Improving knowledge and usage of European tools (e.g. Europass, ECVET, etc.) • 11 = Innovating methods of teaching or training, matching programme contents with labour market needs • 12 = Broadening mind-set and business ideas • 13 = Enhancing reputation/brand • 14 = Improving international collaboration
171	E4	Numerical	2	Among the three aspects selected as lesser relevant from sending participants abroad, which one is
	L	1		participanto doroda, winen one is

respondent: 1 = Improving own participants' language skills 2 = Improving teamwork efficiency (without coaching costs) 3 = Improving teamwork efficiency (without coaching costs) 4 = Motivating participants' (ICT, project management, innovation skills 4 = Motivating participants to learning, improving self-consciousness, increasing completion rate 5 = Encouraging intergenerational exchange, culture sharing 6 = Assessing the competencies of promising participants 7 = Strengthening participants and families relationships towards the School/Centre (nice place to study) 8 = Assessing potential talents, easing enrolment 9 = Improving staff's management skills (included planning and evaluation) 10 = Improving knowledge and usage of European tools (e.g. Europass, ECVET, etc.) 11 = Innovating methods of teaching or training, matching programme contents with labour market needs 12 = Broadening mind-set and business ideas 13 = Enhancing reputation/brand 14 = Improving international collaboration On a scale from 1 to 10, how much the respondent feels that the sending participants abroad is worth the effort Section 5: EVALUATION OF POSSIBLE RETURNS [hosting process] (only if AS = 2 or 3 or A6 = 2 or 3) Whether improving own participants' language skills can be considered among the three benefits that mostly apply to the School/Centre experience: 0 = No					considered the least relevant by the
1 = Improving own participants' language skills 2 = Improving teamwork efficiency (without coaching costs) 3 = Improving participants' ICT, project management, innovation skills 4 = Motivating participants to learning, improving self-consciousness, increasing completion rate 5 = Encouraging intergenerational exchange, culture sharing 6 = Assessing the competencies of promising participants 7 = Strengthening participants and families relationships towards the School/Centre (nice place to study) 8 = Assessing potential talents, easing enrollment 9 = Improving staff's management skills (included planning and evaluation) 10 = Improving knowledge and usage of European tools (e.g. Europass, ECVET, etc.) 11 = Innovating methods of teaching or training, matching programme contents with labour market needs 12 = Broadening mind-set and business ideas 13 = Enhancing reputation/brand 14 = Improving international collaboration 172 E.S.QOO1. Numerical 2 On a scale from 1 to 10, how much the respondent feels that sending participants shoroad is worth the effort Section 5: EVALUATION OF POSSIBLE RETURNS [hosting process] (only if A5 = 2 or 3 or A6 = 2 or 3) 173 E6.a. Numerical 1 Whether improving own participants' language skills can be considered among the three benefits that mostly apply to the School/Centre experience:					_
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• 2 = Improving teamwork efficiency (without coaching costs) • 3 = Improving participants' ICT, project management, innovation skills • 4 = Motivating participants to learning, improving self-consciousness, increasing completion rate • 5 = Encouraging intergenerational exchange, culture sharing • 6 = Assessing the competencies of promising participants • 7 = Strengthening participants and families relationships towards the School/Centre (nice place to study) • 8 = Assessing potential talents, easing enrolment • 9 = Improving staff's management skills (included planning and evaluation) • 10 = Improving throwledge and usage of European tools (e.g. Europass, ECVET, etc.) • 11 = Innovating methods of teaching or training, matching programme contents with labour market needs • 12 = Broadening mind-set and business ideas • 13 = Enhancing reputation/brand • 14 = Improving international collaboration 172					
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language skills can be considered among the three benefits that mostly apply to the School/Centre experience:	173			1	
among the three benefits that mostly apply to the School/Centre experience:					
apply to the School/Centre experience:					
• 0 = No					
					• 0 = No

				a 1 Vac
17.4	T.C.I.	27 1	1	• 1 = Yes
174	E6.b.	Numerical	1	Whether improving teamwork
				efficiency (without coaching costs) can
				be considered among the three benefits
				that mostly apply to the School/Centre
				experience:
				• 0 = No
				• 1 = Yes
175	E6.c.	Numerical	1	Whether <i>improving participants' ICT</i> ,
				project management, innovation skills
				can be considered among the three
				benefits that mostly apply to the
				School/Centre experience:
				• 0 = No
4=-				• 1 = Yes
176	E6.d.	Numerical	1	Whether motivating participants to
				learning, improving self-
				consciousness, increasing completion
				rate can be considered among the
				three benefits that mostly apply to the
				School/Centre experience:
				• 0 = No
				• 1 = Yes
177	E6.e.	Numerical	1	Whether <i>encouraging</i>
177	Eu.c.	Tumerical	1	intergenerational exchange, culture
				sharing can be considered among the
				three benefits that mostly apply to the
				School/Centre experience:
				• 0 = No
				• 1 = Yes
178	E6.f.	Numerical	1	Whether strengthening participants
				and families relationships towards the
				School/Centre (nice place to study)
				can be considered among the three
				benefits that mostly apply to the
				School/Centre experience:
				• 0 = No
				• 1 = Yes
179	E6.g.	Numerical	1	Whether attracting potential talents,
1/7	Eu.g.	rumencai	1	0 1
				easing enrolment can be considered
				among the three benefits that mostly
				apply to the School/Centre experience:
				• 0 = No
				• 1 = Yes
180	E6.h.	Numerical	1	Whether improving staff's
				management skills (included planning
				and evaluation) can be considered
				among the three benefits that mostly
				apply to the School/Centre experience:
				$\bullet 0 = No$
				• 1 = Yes
				▼ 1 − 1 €S

401		1		1 **** 1
181	E6.i.	Numerical	1	Whether improving knowledge and usage of European tools (e.g. Europass, ECVET, etc.) can be considered among the three benefits that mostly apply to the School/Centre experience: • 0 = No • 1 = Yes
182	E6.j.	Numerical	1	Whether innovating methods of teaching and training, matching programme contents with labour market needs can be considered among the three benefits that mostly apply to the School/Centre experience: • 0 = No • 1 = Yes
183	E6.k.	Numerical	1	Whether broadening mind-set and business ideas can be considered among the three benefits that mostly apply to the School/Centre experience: • 0 = No • 1 = Yes
184	E6.l.	Numerical	1	Whether <i>enhancing reputation/brand</i> can be considered among the three benefits that mostly apply to the School/Centre experience: • 0 = No • 1 = Yes
185	E6.m.	Numerical	1	Whether <i>improving international</i> collaboration can be considered among the three benefits that mostly apply to the School/Centre experience: • 0 = No • 1 = Yes
186	E6.n.	Numerical	1	Whether improving collaboration with local stakeholders can be considered among the three benefits that mostly apply to the School/Centre experience: • 0 = No • 1 = Yes
187	E7.a.	Numerical	1	Whether improving own participants' language skills can be considered among the three aspects that least apply to the School/Centre experience: • 0 = No • 1 = Yes
188	E7.b.	Numerical	1	Whether <i>improving teamwork</i> efficiency (without coaching costs) can be considered among the three aspects that least apply to the School/Centre experience: • 0 = No

				• 1 = Yes
189	E7.c.	Numerical	1	Whether improving participants' ICT, project management, innovation skills can be considered among the three aspects that least apply to the School/Centre experience: • 0 = No • 1 = Yes
190	E7.d.	Numerical	1	Whether motivating participants to learning, improving self-consciousness, increasing completion rate can be considered among the three aspects that least apply to the School/Centre experience: • 0 = No • 1 = Yes
191	E7.e.	Numerical	1	Whether <i>encouraging</i> intergenerational exchange, culture sharing can be considered among the three aspects that least apply to the School/Centre experience: • 0 = No • 1 = Yes
192	E7.f.	Numerical	1	Whether strengthening participants and families relationships towards the School/Centre (nice place to study) can be considered among the three aspects that least apply to the School/Centre experience: • 0 = No • 1 = Yes
193	E7.g.	Numerical	1	Whether attracting potential talents, easing enrolment can be considered among the three aspects that least apply to the School/Centre experience: • 0 = No • 1 = Yes
194	E7.h.	Numerical	1	Whether improving staff's management skills (included planning and evaluation) can be considered among the three aspects that least apply to the School/Centre experience: • 0 = No • 1 = Yes
195	E7.i.	Numerical	1	Whether improving knowledge and usage of European tools (e.g. Europass, ECVET, etc.) can be considered among the three aspects that least apply to the School/Centre experience: • 0 = No • 1 = Yes

		1		1
196	E7.j.	Numerical	1	Whether innovating methods of teaching and training, matching programme contents with labour market needs can be considered among the three aspects that least apply to the School/Centre experience: • 0 = No • 1 = Yes
197	E7.k.	Numerical	1	Whether broadening mind-set and business ideas can be considered among the three aspects that least apply to the School/Centre experience: • 0 = No • 1 = Yes
198	E7.1.	Numerical	1	Whether enhancing reputation/brand can be considered among the three aspects that least apply to the School/Centre experience: • 0 = No • 1 = Yes
199	E7.m.	Numerical	1	Whether improving international collaboration can be considered among the three aspects that least apply to the School/Centre experience: • 0 = No • 1 = Yes
200	E7.n.	Numerical	1	Whether improving collaboration with local stakeholders can be considered among the three aspects that least apply to the School/Centre experience: • 0 = No • 1 = Yes
201	BWH.a.	Numerical	1	Whether improving own participants' language skills is considered most or least relevant: • -2 = The least relevant • -1 = Among the three less relevant • 0 = Neither least nor most • 1 = Among the three most relevant • 2 = The most relevant
202	BWH.b.	Numerical	1	Whether improving teamwork efficiency (without coaching costs) is considered most or least relevant: • -2 = The least relevant • -1 = Among the three less relevant • 0 = Neither least nor most • 1 = Among the three most relevant • 2 = The most relevant

202	DWIT -	Numerical	1	Whather immediate with its wife, ICT
203	ВWH.с.		1	Whether improving participants' ICT, project management, web use, innovation skills is considered most or least relevant: • -2 = The least relevant • -1 = Among the three less relevant • 0 = Neither least nor most • 1 = Among the three most relevant • 2 = The most relevant
204	BWH.d.	Numerical	1	Whether motivating participants to learning, improving self-consciousness, increasing completion rate is considered most or least relevant: • -2 = The least relevant • -1 = Among the three less relevant • 0 = Neither least nor most • 1 = Among the three most relevant • 2 = The most relevant
205	BWH.e.	Numerical	1	Whether encouraging intergenerational exchange, culture sharing is considered most or least relevant: • -2 = The least relevant • -1 = Among the three less relevant • 0 = Neither least nor most • 1 = Among the three most relevant • 2 = The most relevant
206	BWH.f.	Numerical	1	Whether strengthening participants and families relationships towards the School/Centre (nice place to study) is considered most or least relevant: • -2 = The least relevant • -1 = Among the three less relevant • 0 = Neither least nor most • 1 = Among the three most relevant • 2 = The most relevant
207	BWH.g.	Numerical	1	Whether attracting potential talents, easing enrolment is considered most or least relevant: • -2 = The least relevant • -1 = Among the three less relevant • 0 = Neither least nor most

				1 A
				• 1 = Among the three most relevant
200	DIVITI	NT ' 1	1	• 2 = The most relevant
208	BWH.h.	Numerical	1	Whether improving staff's
				management skills (included planning
				and evaluation) is considered most or
				least relevant:
				• -2 = The least relevant
				• -1 = Among the three less
				relevant
				• 0 = Neither least nor most
				• 1 = Among the three most
				relevant
				• 2 = The most relevant
209	BWH.i.	Numerical	1	Whether improving knowledge and
				usage of European tools (e.g.
				Europass, ECVET, etc.) is considered
				most or least relevant:
				• -2 = The least relevant
				• -1 = Among the three less
				relevant
				• 0 = Neither least nor most
				• 1 = Among the three most
				relevant
				• 2 = The most relevant
210	BWH.j.	Numerical	1	Whether innovating methods of
				teaching/training, matching
				programme contents with labour
				market needs is considered most or
				least relevant:
				• -2 = The least relevant
				• -1 = Among the three less
				relevant
				• 0 = Neither least nor most
				• 1 = Among the three most
				relevant
				• 2 = The most relevant
211	BWH.k.	Numerical	1	Whether broadening mind-set and
				business ideas is considered most or
				least relevant:
				• -2 = The least relevant
				• -1 = Among the three less
				relevant
				• 0 = Neither least nor most
				• 1 = Among the three most
				relevant
				• 2 = The most relevant
212	BWH.l.	Numerical	1	Whether enhancing reputation/brand
				is considered most or least relevant:
				• -2 = The least relevant
				• -1 = Among the three less
				relevant

Г		1		0. 11.11.1
				• 0 = Neither least nor most
				• 1 = Among the three most
				relevant
				• 2 = The most relevant
213	BWH.m.	Numerical	1	Whether improving international
				collaboration is considered most or
				least relevant:
				• -2 = The least relevant
				• -1 = Among the three less
				relevant
				• 0 = Neither least nor most
				• 1 = Among the three most
				relevant
				• 2 = The most relevant
214	BWH.n.	Numerical	1	Whether <i>improving collaboration with</i>
217	<i>D</i> ((11,11)	Tumerical	1	local stakeholders is considered most
				or least relevant:
				• -2 = The least relevant
				• -1 = Among the three less relevant
				• 0 = Neither least nor most
				• 1 = Among the three most
				relevant
				• 2 = The most relevant
215	E8	Numerical	2	Among the three aspects selected as
				very relevant from hosting participants
				in mobility, which one is considered
				the most relevant by the respondent:
				• 1 = Improving own
				participants' language skills
				• 2 = Improving teamwork
				efficiency (without coaching
				costs)
				• 3 = Improving participants'
				ICT, project management, web
				use, innovation skills
				• 4 = Motivating participants to
				learning, improving self-
				consciousness, increasing
				completion rate
				• 5 = Encouraging
				intergenerational exchange,
				culture sharing
				• 6 = Strengthening participants
				and families relationships
				towards the School/Centre
				(nice place to study)
				• 7 = Attracting potential talents,
				easing enrolment
				• 8 = Improving staff's
				management skills (included
				planning and evaluation)
]		prammig and evaluation)

				 9 = Improving knowledge and usage of European tools (e.g. Europass, ECVET, etc.) 10 = Innovating methods of teaching or training, matching programme contents with labour market needs 11 = Broadening mind-set and business ideas 12 = Enhancing reputation/brand 13 = Improving international collaboration 14 = Improving collaboration with local stakeholders
216	E9	Numerical	2	Among the three aspects selected as lesser relevant from hosting participants in mobility, which one is considered the least relevant by the respondent: • 1 = Improving own participants' language skills • 2 = Improving teamwork efficiency (without coaching costs) • 3 = Improving participants' ICT, project management, web use, innovation skills • 4 = Motivating participants to learning, improving self-consciousness, increasing completion rate • 5 = Encouraging intergenerational exchange, culture sharing • 6 = Strengthening participants and families relationships towards the School/Centre (nice place to study) • 7 = Attracting potential talents, easing enrolment • 8 = Improving staff's management skills (included planning and evaluation) • 9 = Improving knowledge and usage of European tools (e.g. Europass, ECVET, etc.) • 10 = Innovating methods of teaching or training, matching programme contents with labour market needs

business ideas 12 = Enhancing reputation/brand 13 = Improving international collaboration 14 = Improving collaboration with local stakeholders 10, how much the respondent feels that hosting participants is worth the effort Section 5: EVALUATION OF POSSIBLE RETURNS [to everybody] 218 E11.1. Numerical 1 First category that gets the highest benefits from Eransus+ mobility: 1 = Students/apprentices 2 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 220 E11.3. Numerical 1 Second category that gets the highest benefits from Eransus+ mobility: 1 = Students/apprentices 2 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 220 E11.3. Numerical 1 Third category that gets the highest benefits from Eransus+ mobility: 1 = Students/apprentices 2 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 221 E11.4. Numerical 1 Fourth category that gets the highest benefits from Eransus+ mobility: 1 = Students/apprentices 2 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 222 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 223 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 224 = Schools and training centres 2 = Schools and training centres 3 = Companies (both sending and hosting)			T	T	ı
12 = Enhancing reputation/brand 13 = Improving international collaboration 14 = Improving collaboration 14 = Improving collaboration 217 E10.SQ001. Numerical 2 On a scale from 1 to 10, how much the respondent feels that hosting participants is worth the effort Section 5: EVALUATION OF POSSIBLE RETURNS [to everybody] 218 E11.1. Numerical 1 First category that gets the highest benefits from Erasmus+ mobility: 1 = Students/apprentices 2 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 220 E11.3. Numerical 1 Students/apprentices 2 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 220 E11.3. Numerical 1 Third category that gets the highest benefits from Erasmus+ mobility: 1 = Students/apprentices 2 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 221 E11.4. Numerical 1 Fourth category that gets the highest benefits from Erasmus+ mobility: 1 = Students/apprentices 2 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 221 E11.4. Numerical 1 Fourth category that gets the highest benefits from Erasmus+ mobility: 1 = Students/apprentices 2 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 2 = Schools and training centres 2 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 5 = The European Union as an insti					• 11 = Broadening mind-set and
reputation/brand 1 3 = Improving international collaboration 1 4 = Improving collaboration 1 4 = Improving collaboration with local stakeholders 217 E10.SQ001. Numerical 2 On a scale from 1 to 10, how much the respondent feels that hosting participants is worth the effort Section 5: EVALUATION OF POSSIBLE RETURNS [to everybody] 218 E11.1. Numerical 1 First category that gets the highest benefits from Erasmus+ mobility: 1 = Students/apprentices 2 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 220 E11.3. Numerical 1 Second category that gets the highest benefits from Erasmus+ mobility: 1 = Students/apprentices 2 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 220 E11.3. Numerical 1 Third category that gets the highest benefits from Erasmus+ mobility: 1 = Students/apprentices 2 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 221 E11.4. Numerical 1 Fourth category that gets the highest benefits from Erasmus+ mobility: 1 = Students/apprentices 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution 221 E11.4. Numerical 1 Fourth category that gets the highest benefits from Erasmus+ mobility: 1 = Students/apprentices 2 = Schools and training centres 3 = Companies (both sending and hosting) 4 = Labour market 5 = The European Union as an institution					
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Collaboration 14 = Improving collaboration with local stakeholders					-
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222	E11.5.	Numerical	1	Category that gets the lowest benefits from Erasmus+ mobility: • 1 = Students/apprentices • 2 = Schools and training centres • 3 = Companies (both sending and hosting) • 4 = Labour market • 5 = The European Union as an institution
	Section	6: CLOSIN	G SUGGI	ESTIOSN
223	F1	Character	/	Suggestions for EU schools or training centres about how to improve and make international mobility easier
224	F3.1.	Numerical	2	Whether the respondent felt that the questionnaire was interesting and stimulating (from 1 to 10)
225	F3.2.	Numerical	2	Whether the respondent felt that the questionnaire was clear in terms of questions (from 1 to 10)
226	F3.3.	Numerical	2	Whether the respondent felt that the questionnaire was easy to fill (from 1 to 10)
227	F3.4.	Numerical	2	Whether the respondent felt that the questionnaire was stressing, annoying (from 1 to 10)