

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"

<i>Progressive number of field</i>	<i>Name of field</i>	<i>Type of field</i>	<i>Length of field</i>	<i>Contents</i>
1	START LANGUAGE	Numerical	1	Language of the questionnaire: <ul style="list-style-type: none"> • 1 = German • 2 = Spanish • 3 = Italian • 4 = Portuguese
2	STARTDATE	Numerical	16	Date and time in which the interview started
Section 1: SCHOOL/CENTRE AND RESPONDENT CHARACTERISTICS				
3	A1	Numerical	1	Country where the School/Centre is located: <ul style="list-style-type: none"> • 1 = Belgium • 2 = Germany • 3 = Italy • 4 = Portugal • 5 = Spain • 6 = Other Country
4	A2	Numerical	2	Type of School/Centre: <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 1 = Less than 100 • 2 = 101-200 • 3 = 201-300 • 4 = 301-500 • 5 = 501-1000 • 6 = More than 1000
8	A5	Numerical	1	Whether the School/Centre sent and/or hosted students/apprentices in the framework of Erasmus+ mobility: <ul style="list-style-type: none"> • 1 = Just sent apprentices/students • 2 = Just hosted apprentices/students • 3 = Both sent and hosted apprentices/students • 4 = Not at all

9	A6	Numerical	1	Whether the School/Centre sent and/or hosted students/apprentices under other (non-Erasmus+) mobility schemes: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 1 = Male • 2 = Female
11	A8	Numerical	1	Respondent's age (years): <ul style="list-style-type: none"> • 1 = Below 30 • 2 = 30-45 • 3 = 46-60 • 4 = More than 60
12	A9	Numerical	2	Respondent's role: <ul style="list-style-type: none"> • 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
Section 2: SENDING PROCESS				
14	B1	Numerical	1	How long the School/Centre has been involved in international mobility programmes sending apprentices abroad: <ul style="list-style-type: none"> • 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	B3	Numerical	1	Whether the School/Centre is sending apprentices to any country or to some preferred countries: <ul style="list-style-type: none"> • 1 = Any country • 2 = Some countries more than others
17	B4_Germany	Numerical	1	Whether the preferred country is Germany: <ul style="list-style-type: none"> • 0 = No • 1 = Yes

18	B4_Spain	Numerical	1	Whether the preferred country is Spain: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
19	B4_Italy	Numerical	1	Whether the preferred country is Italy: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
20	B4_Portugal	Numerical	1	Whether the preferred country is Portugal: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
21	B4_OtherEurope	Numerical	1	Whether the preferred country is another European Country: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
25	B6.b.	Numerical	1	Whether the School/Centre organizes outgoing mobility as a partner of a consortium/network: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
26	B6.c.	Numerical	1	Whether the School/Centre organizes outgoing mobility with the support of an informal network of schools/centres and similar organizations: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
27	B6.d.	Numerical	1	Whether the School/Centre organizes outgoing mobility with the support of intermediary organizations: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
28	B6.other.	Character	/	Whether the School/Centre organizes outgoing mobility with the support of other supporting bodies (specify)

29	B7.a.	Numerical	1	Whether the School/Centre doesn't apply any selection criteria in the participants selection process: <ul style="list-style-type: none"> • 0 = No • 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 <i>first-come-first-served</i> : <ul style="list-style-type: none"> • 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 <i>curriculum/performance</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
32	B7.d.	Numerical	1	Whether one of the three most relevant criteria applied by the School/Centre in the participants selection process is <i>language skills</i> : <ul style="list-style-type: none"> • 0 = No • 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 <i>personal and social skills</i> : <ul style="list-style-type: none"> • 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 <i>previous work experience</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
35	B7.g.	Numerical	1	Whether one of the three most relevant criteria applied by the School/Centre in the participants selection process is <i>previous mobility experience</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
36	B7.h.	Numerical	1	Whether one of the three most relevant criteria applied by the School/Centre in the participants selection process is <i>participant's motivation to go on mobility</i> : <ul style="list-style-type: none"> • 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 <i>staff's certainty of usefulness of mobility for the participant</i> : <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> • 1 = Less than 25% • 2 = Between 26 and 50% • 3 = Between 51 and 75% • 4 = Between 76 and 99% • 5 = 100%
40	B9	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	Numerical	6	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.)
Section 3: HOSTING PROCESS (if A5 = 2 or 3 or A6 = 2 or 3)				
50	C1	Numerical	1	How long the Company has hosted participants in international mobility: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 1 = Any country • 2 = Specific countries
53	C4_Germany	Numerical	1	Whether the School/Centre is hosting participants from Germany (if C3=2): <ul style="list-style-type: none"> • 0 = No • 1 = Yes

54	C4_Spain	Numerical	1	Whether the School/Centre is hosting participants from Spain (if C3=2): <ul style="list-style-type: none"> • 0 = No • 1 = Yes
55	C4_Italy	Numerical	1	Whether the School/Centre is hosting participants from Italy (if C3=2): <ul style="list-style-type: none"> • 0 = No • 1 = Yes
56	C4_Portugal	Numerical	1	Whether the School/Centre is hosting participants from Portugal (if C3=2): <ul style="list-style-type: none"> • 0 = No • 1 = Yes
57	C4_OtherEurope	Numerical	1	Whether the School/Centre is hosting participants from Other European Countries (if C3=2): <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
62	C5.d.	Numerical	1	Whether, in its hosting activities, the School/Centre operates with the support of intermediary organizations: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
63	C5.other.	Character	/	Whether, in its hosting activities, the School/Centre operates with the support of other supporting bodies (specify)
64	C6	Numerical	1	Whether the School/Centre applies a predefined plan with standard criteria for participant selection: <ul style="list-style-type: none"> • 1 = Yes, we have a plan we follow

				<ul style="list-style-type: none"> • 2 = No, we make a case by case analysis • 3 = No, we do not make a selection
65	C7.a.	Numerical	1	<p>Whether one of the three most relevant criteria applied by the School/Centre in the participant selection plan is <i>duration of the internship</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
66	C7.b.	Numerical	1	<p>Whether one of the three most relevant criteria applied by the School/Centre in the participant selection plan is <i>time of the year</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
67	C7.c.	Numerical	1	<p>Whether one of the three most relevant criteria applied by the School/Centre in the participant selection plan is <i>language skills</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
68	C7.d.	Numerical	1	<p>Whether one of the three most relevant criteria applied by the School/Centre in the participant selection plan is <i>professional and technical skills</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
69	C7.e.	Numerical	1	<p>Whether one of the three most relevant criteria applied by the School/Centre in the participant selection plan is <i>age</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
70	C7.f.	Numerical	1	<p>Whether one of the three most relevant criteria applied by the School/Centre in the participant selection plan is <i>gender</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
71	C7.g.	Numerical	1	<p>Whether one of the three most relevant criteria applied by the School/Centre in the participant selection plan is <i>nationality</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
72	C7.other.	Character	/	<p>Whether the School/Centre applies other criteria in the participants selection plan (specify)</p>
73	C8	Numerical	1	<p>Approximate per cent rate of acceptance of hospitality applications (reference: last year):</p> <ul style="list-style-type: none"> • 1 = Less than 25% • 2 = Between 26 and 50%

				<ul style="list-style-type: none"> • 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	C9.c.	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: <ul style="list-style-type: none"> • 1 = 0 • 2 = 1-250 • 3 = 251-500 • 4 = 501-1000 • 5 = 1001-2000 • 6 = More than 2000

Section 4: LEVEL OF SCHOOL/CENTRE 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): <ul style="list-style-type: none"> • 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
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81	D2	Numerical	1	<p>Whether the School/Centre is available 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):</p> <ul style="list-style-type: none"> • 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	<p>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):</p> <ul style="list-style-type: none"> • 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	<p>How the School/Centre involves participants (only if A5 = 2 or 3 or A6 = 2 or 3):</p> <ul style="list-style-type: none"> • 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	<p>Most relevant investment required by engaging in hosting activities (only if A5 = 2 or 3 or A6 = 2 or 3):</p> <ul style="list-style-type: none"> • 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	<p>In reference to participants sent 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):</p> <ul style="list-style-type: none"> • 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	<p>Most relevant investment required by sending activities (only if A5 = 1 or 3 or A6 = 1 or 3):</p> <ul style="list-style-type: none"> • 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	/	Explanation of the previous answer
90	D8.a_1.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres companies from sending participants: <i>language barriers</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
91	D8.a_2.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: <i>language barriers</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
92	D8.b_1.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: <i>insufficient number of self-offering candidates</i>:</p>

				<ul style="list-style-type: none"> • 0 = No • 1 = Yes
93	D8.b_2.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: <i>insufficient number of self-offering candidates</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
94	D8.c_1.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: <i>inadequate professional standards of candidates</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
95	D8.c_2.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: <i>inadequate professional standards of candidates</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
96	D8.d_1.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: <i>opposition of families to mobility</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
97	D8.d_2.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: <i>opposition of families to mobility</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
98	D8.e_1.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: <i>inadequate personal or interpersonal competencies of candidates</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

99	D8.e_2.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: <i>inadequate personal or interpersonal competencies of candidates</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
100	D8.f_1.	Numerical	1	<p>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>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
101	D8.f_2.	Numerical	1	<p>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>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
102	D8.g_1.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: <i>insufficient number of hosting partners</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
103	D8.g_2.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: <i>insufficient number of hosting partner</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
104	D8.h_1.	Numerical	1	<p>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>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

105	D8.h_2.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: <i>too short length of stay</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
106	D8.i_1.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: <i>heavy costs (direct or indirect) of the whole process</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
107	D8.i_2.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: <i>heavy costs (direct or indirect) of the whole process</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
108	D8.j_1.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: <i>hosting organizations have no financial benefit</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
109	D8.j_2.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: <i>hosting organizations have no financial benefit</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
110	D8.k_1.	Numerical	1	<p>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>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

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: <i>lack of grants with respect to demand:</i> <ul style="list-style-type: none"> • 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: <i>unbalanced distribution of the candidates' gender:</i> <ul style="list-style-type: none"> • 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: <i>unbalanced distribution of the candidates' gender:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
114	D8.m_1.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: <i>inadequate accommodation for candidates:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
115	D8.m_2.	Numerical	1	Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: <i>inadequate accommodation for candidates:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
116	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: <i>administrative burden of the process:</i> <ul style="list-style-type: none"> • 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

				<p>participants: <i>administrative burden of the process:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
118	D8.o_1.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: <i>lack of recognition of periods spent abroad:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
119	D8.o_2.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: <i>lack of recognition of periods spent abroad:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
120	D8.p_1.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: <i>insufficient appreciation of mobility outcomes by the labour market:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
121	D8.p_2.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: <i>insufficient appreciation of mobility outcomes by the labour market:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
122	D8.q_1.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: <i>mistrust about mobility caused by previous experience:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
123	D8.q_2.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: <i>mistrust about mobility caused by previous experience:</i></p>

				<ul style="list-style-type: none"> • 0 = No • 1 = Yes
124	D8.r_1.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from sending participants: <i>other reasons</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
125	D8.r_2.	Numerical	1	<p>Whether the following can be considered one of the three biggest aspects that could discourage schools/centres from hosting participants: <i>other reasons</i>:</p> <ul style="list-style-type: none"> • 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)
Section 5: EVALUATION OF POSSIBLE RETURNS [sending process] (only if A5 = 1 or 3 or A6 = 1 or 3)				
128	E1.a.	Numerical	1	<p>Whether <i>improving own participants' language skills</i> can be considered among the three benefits that mostly apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
129	E1.b.	Numerical	1	<p>Whether <i>improving teamwork efficiency (without coaching costs)</i> can be considered among the three benefits that mostly apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
130	E1.c.	Numerical	1	<p>Whether <i>improving participants' ICT, project management, innovation skills</i> can be considered among the three benefits that mostly apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
131	E1.d.	Numerical	1	<p>Whether <i>motivating participants to learning, improving self-consciousness, increasing completion rate</i> can be considered among the three benefits that mostly apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

132	E1.e.	Numerical	1	Whether <i>encouraging intergenerational exchange, culture sharing</i> can be considered among the three benefits that mostly apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
133	E1.f.	Numerical	1	Whether <i>assessing the competencies if promising participants</i> can be considered among the three benefits that mostly apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
134	E1.g.	Numerical	1	Whether <i>strengthening participants and families relationships towards the School/Centre (nice place to study)</i> can be considered among the three benefits that mostly apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
135	E1.h.	Numerical	1	Whether <i>assessing potential talents, easing enrolment</i> can be considered among the three benefits that mostly apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
136	E1.i.	Numerical	1	Whether <i>improving staff's management skills (included planning and evaluation)</i> can be considered among the three benefits that mostly apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
137	E1.j.	Numerical	1	Whether <i>improving knowledge and usage of European tools (e.g. Europass, ECVET, etc.)</i> can be considered among the three benefits that mostly apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
138	E1.k.	Numerical	1	Whether <i>innovating methods of teaching and training, matching programme contents with labour market needs</i> can be considered among the three benefits that mostly apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes

139	E1.l.	Numerical	1	Whether <i>broadening mind-set and business ideas</i> can be considered among the three benefits that mostly apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
140	E1.m.	Numerical	1	Whether <i>enhancing reputation/brand</i> can be considered among the three benefits that mostly apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
141	E1.n.	Numerical	1	Whether <i>improving international collaboration</i> can be considered among the three benefits that mostly apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
142	E2.a.	Numerical	1	Whether <i>improving own participants' language skills</i> can be considered among the three aspects that least apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
143	E2.b.	Numerical	1	Whether <i>improving teamwork efficiency (without coaching costs)</i> can be considered among the three aspects that least apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
144	E2.c.	Numerical	1	Whether <i>improving participants' ICT, project management, innovation skills</i> can be considered among the three aspects that least apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
145	E2.d.	Numerical	1	Whether <i>motivating participants to learning, improving self-consciousness, increasing completion rate</i> can be considered among the three aspects that least apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
146	E2.e.	Numerical	1	Whether <i>encouraging intergenerational exchange, culture sharing</i> can be considered among the three aspects that least apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No

				<ul style="list-style-type: none"> • 1 = Yes
147	E2.f.	Numerical	1	<p>Whether <i>assessing the competencies if promising participants</i> can be considered among the three aspects that least apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
148	E2.g.	Numerical	1	<p>Whether <i>strengthening participants and families relationships towards the School/Centre (nice place to study)</i> can be considered among the three aspects that least apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
149	E2.h.	Numerical	1	<p>Whether <i>assessing potential talents, easing enrolment</i> can be considered among the three aspects that least apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
150	E2.i.	Numerical	1	<p>Whether <i>improving staff's management skills (included planning and evaluation)</i> can be considered among the three aspects that least apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
151	E2.j.	Numerical	1	<p>Whether <i>improving knowledge and usage of European tools (e.g. Europass, ECVET, etc.)</i> can be considered among the three aspects that least apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
152	E2.k.	Numerical	1	<p>Whether <i>innovating methods of teaching and training, matching programme contents with labour market needs</i> can be considered among the three aspects that least apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
153	E2.l.	Numerical	1	<p>Whether <i>broadening mind-set and business ideas</i> can be considered among the three aspects that least apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

154	E2.n.	Numerical	1	Whether <i>enhancing reputation/brand</i> can be considered among the three aspects that least apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
155	E2.n.	Numerical	1	Whether <i>improving international collaboration</i> can be considered among the three aspects that least apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
156	BWS.a.	Numerical	1	Whether <i>improving apprentices' language skills</i> is considered most or least relevant: <ul style="list-style-type: none"> • -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 efficiency (without coaching costs)</i> is considered most or least relevant: <ul style="list-style-type: none"> • -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 <i>improving participants' ICT, project management, innovation skills</i> is considered most or least relevant: <ul style="list-style-type: none"> • -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 <i>motivating participants to learning, improving self-consciousness, increasing completion rate</i> is considered most or least relevant: <ul style="list-style-type: none"> • -2 = The least relevant • -1 = Among the three less relevant • 0 = Neither least nor most

				<ul style="list-style-type: none"> • 1 = Among the three most relevant • 2 = The most relevant
160	BWS.e.	Numerical	1	<p>Whether <i>encouraging intergenerational exchange, culture sharing</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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
161	BWS.f.	Numerical	1	<p>Whether <i>assessing the competencies of promising participants</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>strengthening participants and families relationships towards the School/Centre (nice play to study)</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>assessing potential talents, easing enrolment</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>improving staff's management skills (included planning and evaluation)</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -2 = The least relevant • -1 = Among the three less relevant

				<ul style="list-style-type: none"> • 0 = Neither least nor most • 1 = Among the three most relevant • 2 = The most relevant
165	BWS.j.	Numerical	1	<p>Whether <i>improving knowledge and usage of European tools (e.g. Europass, ECVET, etc.)</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>innovating methods of teaching or training, matching programme contents with labour market needs</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>broadening mind-set and business ideas</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>enhancing reputation/brand</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>improving international collaboration</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -2 = The least relevant • -1 = Among the three less relevant

				<ul style="list-style-type: none"> • 0 = Neither least nor most • 1 = Among the three most relevant • 2 = The most relevant
170	E3	Numerical	2	<p>Among the three aspects selected as very relevant from sending participants abroad, which one is considered the most relevant by the respondent:</p> <ul style="list-style-type: none"> • 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	<p>Among the three aspects selected as lesser relevant from sending participants abroad, which one is</p>

				<p>considered the least relevant by the respondent:</p> <ul style="list-style-type: none"> • 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
172	E5.SQ001.	Numerical	2	On a scale from 1 to 10, how much the respondent feels that sending participants abroad 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	<p>Whether <i>improving own participants' language skills</i> can be considered among the three benefits that mostly apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No

				<ul style="list-style-type: none"> • 1 = Yes
174	E6.b.	Numerical	1	<p>Whether <i>improving teamwork efficiency (without coaching costs)</i> can be considered among the three benefits that mostly apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
175	E6.c.	Numerical	1	<p>Whether <i>improving participants' ICT, project management, innovation skills</i> can be considered among the three benefits that mostly apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
176	E6.d.	Numerical	1	<p>Whether <i>motivating participants to learning, improving self-consciousness, increasing completion rate</i> can be considered among the three benefits that mostly apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
177	E6.e.	Numerical	1	<p>Whether <i>encouraging intergenerational exchange, culture sharing</i> can be considered among the three benefits that mostly apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
178	E6.f.	Numerical	1	<p>Whether <i>strengthening participants and families relationships towards the School/Centre (nice place to study)</i> can be considered among the three benefits that mostly apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
179	E6.g.	Numerical	1	<p>Whether <i>attracting potential talents, easing enrolment</i> can be considered among the three benefits that mostly apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
180	E6.h.	Numerical	1	<p>Whether <i>improving staff's management skills (included planning and evaluation)</i> can be considered among the three benefits that mostly apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

181	E6.i.	Numerical	1	Whether <i>improving knowledge and usage of European tools (e.g. Europass, ECVET, etc.)</i> can be considered among the three benefits that mostly apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
182	E6.j.	Numerical	1	Whether <i>innovating methods of teaching and training, matching programme contents with labour market needs</i> can be considered among the three benefits that mostly apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
183	E6.k.	Numerical	1	Whether <i>broadening mind-set and business ideas</i> can be considered among the three benefits that mostly apply to the School/Centre experience: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
185	E6.m.	Numerical	1	Whether <i>improving international collaboration</i> can be considered among the three benefits that mostly apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
186	E6.n.	Numerical	1	Whether <i>improving collaboration with local stakeholders</i> can be considered among the three benefits that mostly apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
187	E7.a.	Numerical	1	Whether <i>improving own participants' language skills</i> can be considered among the three aspects that least apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
188	E7.b.	Numerical	1	Whether <i>improving teamwork efficiency (without coaching costs)</i> can be considered among the three aspects that least apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No

				<ul style="list-style-type: none"> • 1 = Yes
189	E7.c.	Numerical	1	<p>Whether <i>improving participants' ICT, project management, innovation skills</i> can be considered among the three aspects that least apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
190	E7.d.	Numerical	1	<p>Whether <i>motivating participants to learning, improving self-consciousness, increasing completion rate</i> can be considered among the three aspects that least apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
191	E7.e.	Numerical	1	<p>Whether <i>encouraging intergenerational exchange, culture sharing</i> can be considered among the three aspects that least apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
192	E7.f.	Numerical	1	<p>Whether <i>strengthening participants and families relationships towards the School/Centre (nice place to study)</i> can be considered among the three aspects that least apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
193	E7.g.	Numerical	1	<p>Whether <i>attracting potential talents, easing enrolment</i> can be considered among the three aspects that least apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
194	E7.h.	Numerical	1	<p>Whether <i>improving staff's management skills (included planning and evaluation)</i> can be considered among the three aspects that least apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
195	E7.i.	Numerical	1	<p>Whether <i>improving knowledge and usage of European tools (e.g. Europass, ECVET, etc.)</i> can be considered among the three aspects that least apply to the School/Centre experience:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

196	E7.j.	Numerical	1	Whether <i>innovating methods of teaching and training, matching programme contents with labour market needs</i> can be considered among the three aspects that least apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
197	E7.k.	Numerical	1	Whether <i>broadening mind-set and business ideas</i> can be considered among the three aspects that least apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
198	E7.l.	Numerical	1	Whether <i>enhancing reputation/brand</i> can be considered among the three aspects that least apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
199	E7.m.	Numerical	1	Whether <i>improving international collaboration</i> can be considered among the three aspects that least apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
200	E7.n.	Numerical	1	Whether <i>improving collaboration with local stakeholders</i> can be considered among the three aspects that least apply to the School/Centre experience: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
201	BWH.a.	Numerical	1	Whether <i>improving own participants' language skills</i> is considered most or least relevant: <ul style="list-style-type: none"> • -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 <i>improving teamwork efficiency (without coaching costs)</i> is considered most or least relevant: <ul style="list-style-type: none"> • -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

203	BWH.c.	Numerical	1	<p>Whether <i>improving participants' ICT, project management, web use, innovation skills</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>motivating participants to learning, improving self-consciousness, increasing completion rate</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>encouraging intergenerational exchange, culture sharing</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>strengthening participants and families relationships towards the School/Centre (nice place to study)</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>attracting potential talents, easing enrolment</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -2 = The least relevant • -1 = Among the three less relevant • 0 = Neither least nor most

				<ul style="list-style-type: none"> • 1 = Among the three most relevant • 2 = The most relevant
208	BWH.h.	Numerical	1	<p>Whether <i>improving staff's management skills (included planning and evaluation)</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>improving knowledge and usage of European tools (e.g. Europass, ECVET, etc.)</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>innovating methods of teaching/training, matching programme contents with labour market needs</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>broadening mind-set and business ideas</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>enhancing reputation/brand</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -2 = The least relevant • -1 = Among the three less relevant

				<ul style="list-style-type: none"> • 0 = Neither least nor most • 1 = Among the three most relevant • 2 = The most relevant
213	BWH.m.	Numerical	1	<p>Whether <i>improving international collaboration</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Whether <i>improving collaboration with local stakeholders</i> is considered most or least relevant:</p> <ul style="list-style-type: none"> • -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	<p>Among the three aspects selected as very relevant from hosting participants in mobility, which one is considered the most relevant by the respondent:</p> <ul style="list-style-type: none"> • 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)

				<ul style="list-style-type: none"> • 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	<p>Among the three aspects selected as lesser relevant from hosting participants in mobility, which one is considered the least relevant by the respondent:</p> <ul style="list-style-type: none"> • 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

				<ul style="list-style-type: none"> • 11 = Broadening mind-set and business ideas • 12 = Enhancing reputation/brand • 13 = Improving international collaboration • 14 = 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: <ul style="list-style-type: none"> • 1 = Students/apprentices • 2 = Schools and training centres • 3 = Companies (both sending and hosting) • 4 = Labour market • 5 = The European Union as an institution
219	E11.2.	Numerical	1	Second category that gets the highest benefits from Erasmus+ mobility: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	E11.5.	Numerical	1	Category that gets the lowest benefits from Erasmus+ mobility: <ul style="list-style-type: none"> • 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: CLOSING SUGGESTIONS				
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)