



Erasmus+



Baltic
Institute
of Social
Sciences

TRACER STUDY ON VET MOBILITY PARTICIPANTS

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**Šis pētījums tiek finansēts Erasmus+ programmas Starptautiskās sadarbības
aktivitāšu ietvaros**

Scope of the study

☑ Aims of the study:

- to analyse the impact of mobility on the professional development of the participants
- to identify competences and skills acquired during mobility which are useful in the labour market

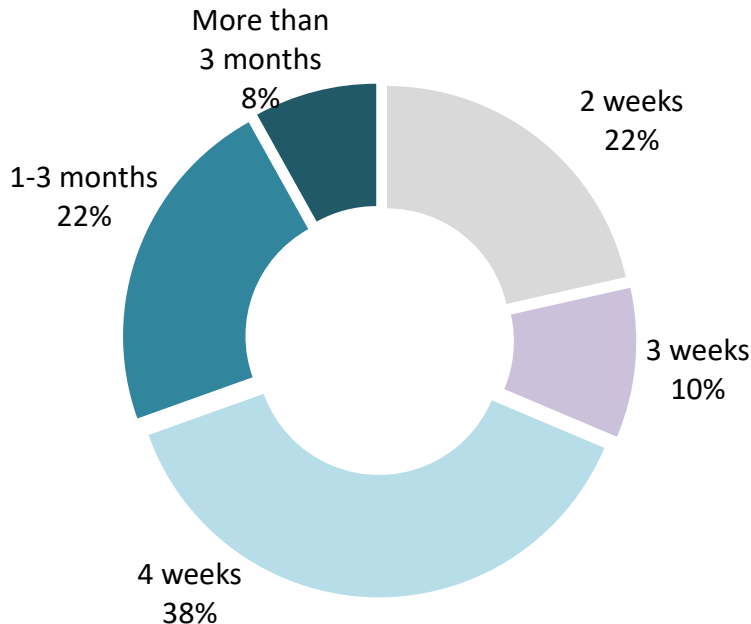
☑ Research methods:

- Survey of Mobility Participants: 339 respondents
- 2 FGD with participants still studying in VET schools and 5 IDI with participants which have finished VET schools

Part of the international study on «The Future of International Mobility Participants in VET» in cooperation with 10 ERASMUS+ National Agencies of Poland, Austria, Belgium, the Czech Republic, Ireland, Luxembourg, Slovakia, the UK and Macedonia

Background of respondents

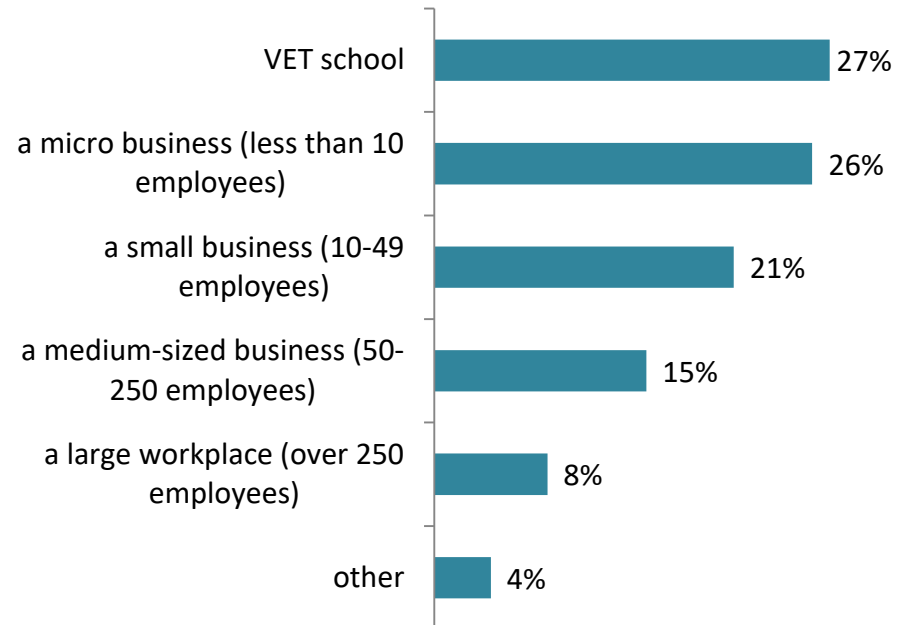
Length of mobility



50% participated in the middle of VET training
36% - near the end of VET training

57% participated in mobility in 2017-2018

Type of training placement



Overall importance of mobility

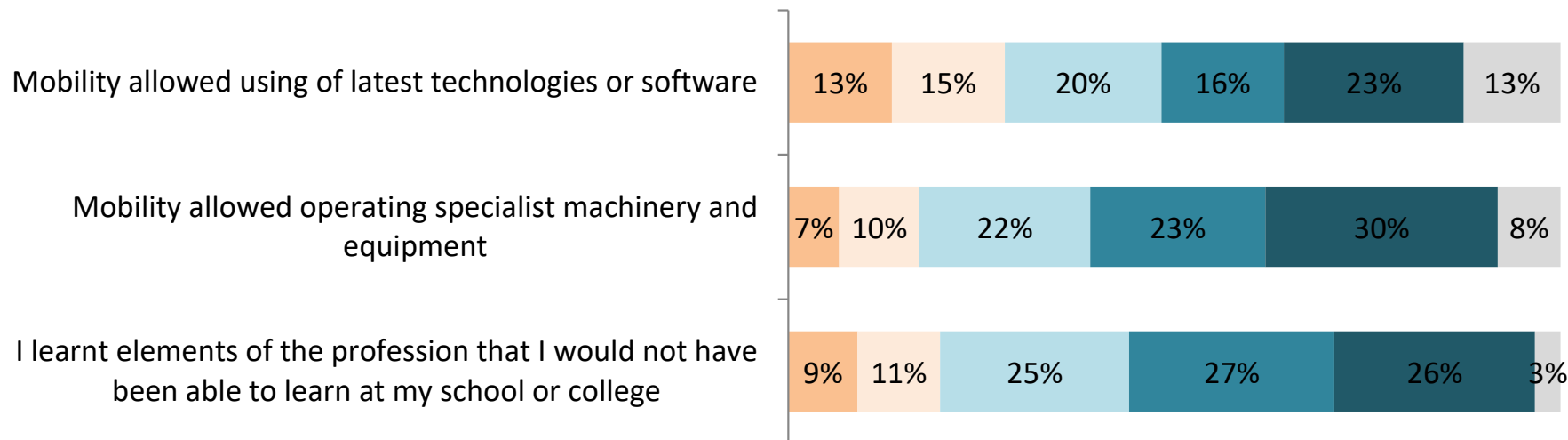
- ☑ Due to limited number of training places abroad, mobility experience is perceived as something rather exclusive
- ☑ Mobility is a chance to get something more than in Latvia, at least different environment

I feel great joy, satisfaction, and even a bit of shock over how much a person's life can change and how much a person can experience in such a short time. (FGD1)

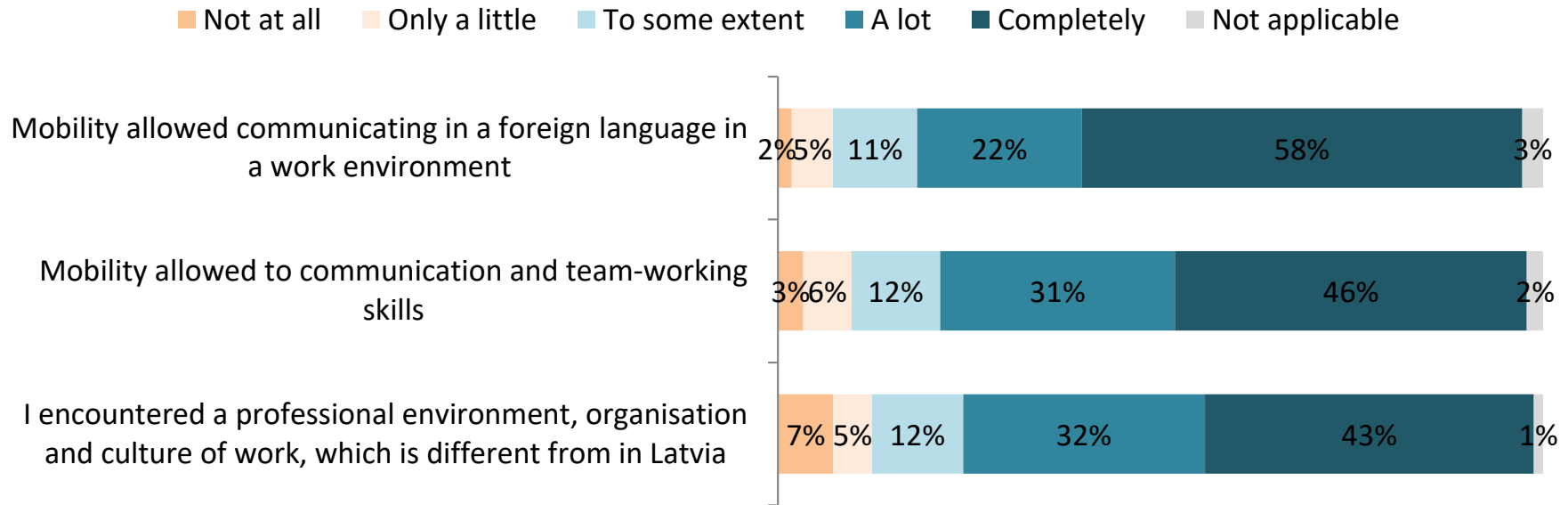
It seems to me that rarely would anyone regret such an opportunity. Lot of new experiences, new places, new friends and acquaintances. All in all a very good impression of all this. (FGD1)

Impact on technical competences

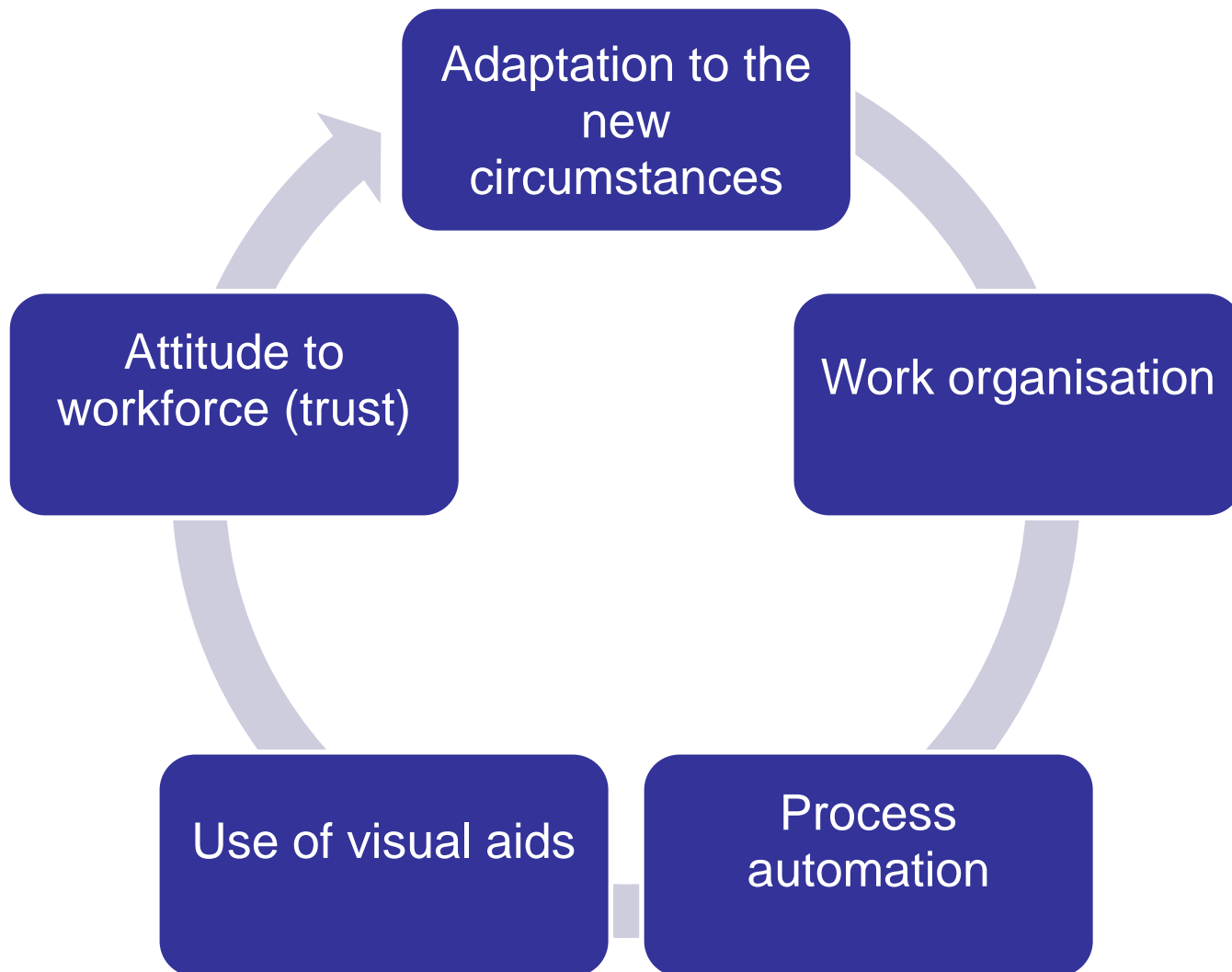
Not at all Only a little To some extent A lot Completely Not applicable



Impact on communication skills and intercultural competences

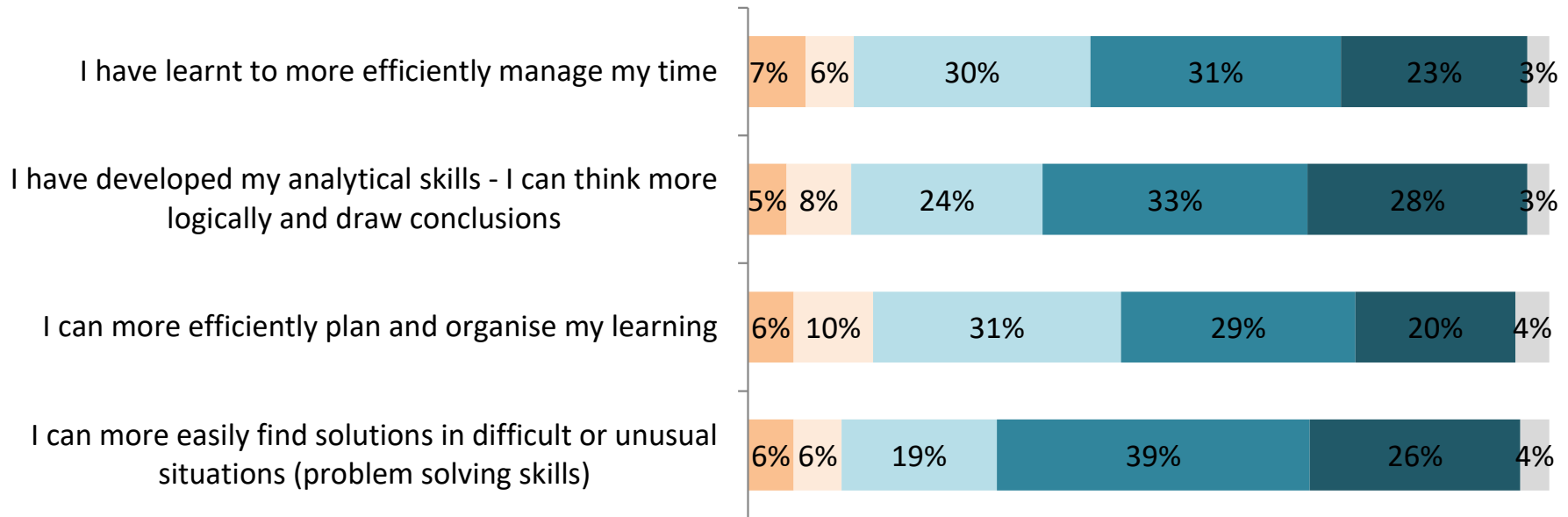


Dimensions of experience at workplace



Impact on cognitive skills and personal development

Not at all Only a little To some extent A lot Completely Not applicable



Strengths of the mobility

- ☑ **Overall growth of personality promoted by**
 - the need to get into a foreign environment
 - dare to contact unfamiliar people
- ☑ **Possibilities to gain new knowledge in their professional field**
- ☑ **Improve language skills**
- ☑ **See other countries, to get to know people from other cultures, thus broaden their horizons**

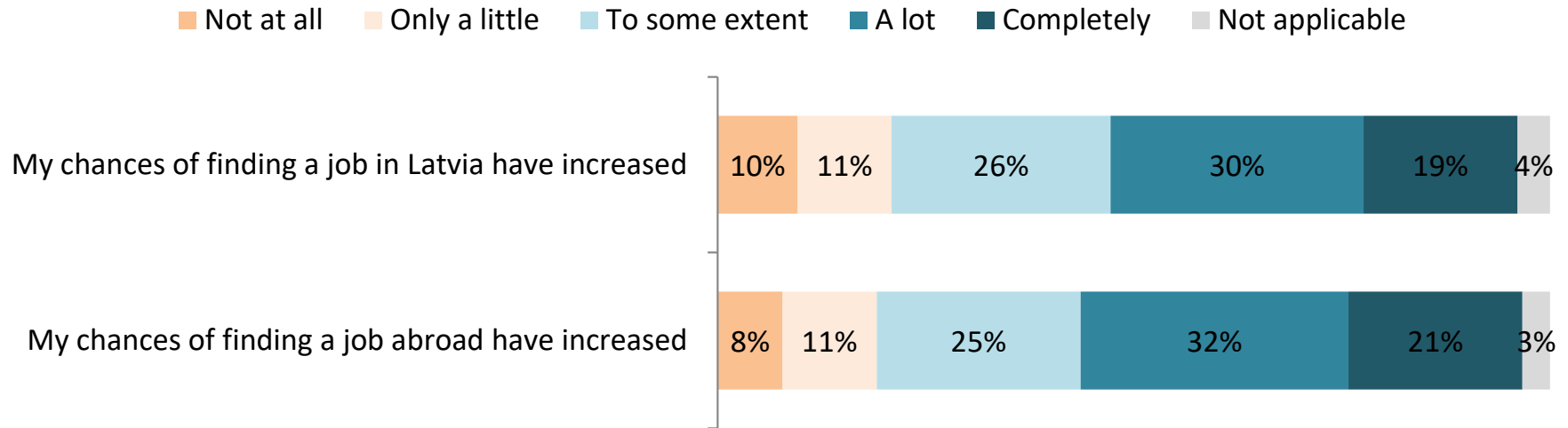
In fact, it had a lot to do with it. [...] Looking at the classmates who did not take this opportunity and did not go for ERASMUS, it seems that they have stayed on the old rails, we thought we were already one step higher. (ID2)

Weaknesses of the mobility

☑ Organizational problems:

- language barrier with the key persons/ representatives of the host party
- low interest and readiness of the host party to work with the Latvian students
- insufficient duration of the internship
- organisation of the mobility «outside season» (in hospitality industry)
- lack of linking the internship with the studies/ knowledge acquired in Latvia

Impact on competitiveness



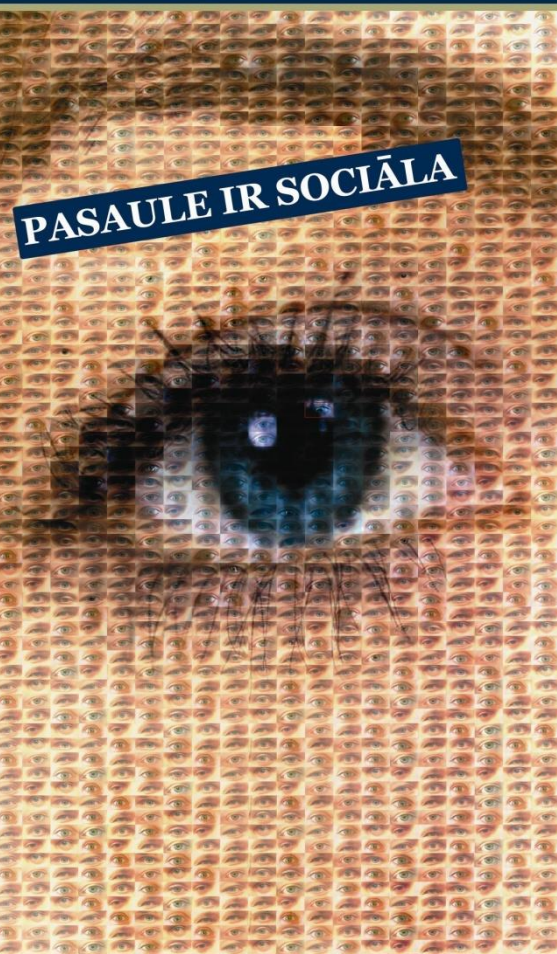
It gives you more opportunities in the labour market. A lot of employers value you higher if you have been an ERASMUS. Of course it depends on what they have heard. There are people who have improved English, have gained more experience than those who have been training only in Latvia. (FGD2)

Lessons learnt & concluding remarks

- ☑ **Experience differs depending on country and receiving partner; however, it mostly is perceived as more or less positive**
- ☑ **Satisfaction with training abroad depends on:**
 - understanding of the aims of the internship
 - appropriateness of the chosen placement to the students' profession and own expectations
 - students' workload at the trainee placement.
- ☑ **Elaborate more detailed mechanisms:**
 - ensure the quality of the internship organization
 - receive the feedback of the students on the extent to which trainee placement abroad has contributed to the development of their technical skills



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