



Pilot survey on IVET mobility 2015 - questionnaire

Draft answers Czech Republic

Annex 1. Questionnaire

INTRODUCTORY PART IDENTIFICATION OF COUNTRY AND RESPONDENT

A/ Country

Czech
Republic

B/ Contact details of Respondent

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C/ IVET levels covered in the questionnaire

Please specify which level(s) of IVET you will be covering throughout the questionnaire (tick as many boxes as relevant):

- Upper secondary
- Post-secondary non-tertiary
- Tertiary
- Other

Please specify:

By the upper secondary level we mean 3-4 years study programmes completed either by the vocational certificate or matura examination. Post secondary education is completed

by the maturita examination. By tertiary level we mean only Vyšší odborná škola, which is a tertiary professional, but a non-university institution. The Czech Republic does not have an apprenticeship system and therefore we use pupils and students (of above mentioned schools) which is in coherence with the respective Education Act.

PART 1

THEMATIC AREA 1: INFORMATION AND GUIDANCE ON OPPORTUNITIES FOR INTERNATIONAL LEARNING MOBILITY OF IVET LEARNERS

Thematic area 1 is about the system(s) and/or strategy(ies) currently in place in your country to provide IVET learners with information and guidance services that can encourage and support them when preparing, undertaking or completing an international learning mobility experience in your country (incoming) or abroad (outgoing).

This part of the questionnaire is divided into 2 sections:

- *Section 1. - Description of the system of information and guidance on international learning mobility for IVET learners.*
- *Section 2 - Strategies for improving the provision of information and guidance on international learning mobility for IVET learners.*

The questions in this part of the questionnaire are targeted at yielding responses that inform us on whether or not (a) your country has mechanisms for the provision of information and guidance on international learning mobility to IVET learners; (b) these mechanisms are coordinated countrywide; and (c) measures have been taken to improve the provision of information and guidance. Based on the “Youth on the move” recommendation, this is the country profile that will serve as the reference in this area of the scoreboard. Countries will be classified in the scoreboard based on how well they meet these criteria and match the reference profile.

SECTION 1. DESCRIPTION OF THE SYSTEM / MECHANISM OF INFORMATION AND GUIDANCE ON INTERNATIONAL LEARNING MOBILITY FOR IVET LEARNERS

Question 1.1

In your country, is there a system to provide IVET learners with information and guidance services on existing opportunities for international learning mobility? (This may be either a specific system, or information and guidance provision on IVET mobility topics within a broader information and guidance system in the country.)

- Yes, there is an information and guidance system for

international learning mobility of IVET learners.

↳ Question 1.1.a

Please describe this system:

- Institutional organigram/organisation at country level
- Actors and their respective roles
- Target groups
- Delivery process (physical contact points; internet; etc.)
- Type of content covered (e.g. information provided by VET providers; by businesses; by national employment services; etc.)

The Centre for International Cooperation in Education (DZS – Dům zahraniční spolupráce) is a semi-budgetary organisation, established and controlled by the Ministry of Education, Youth and Sport of the Czech Republic. DZS performs tasks aimed at ensuring educational, training and other relations with foreign countries under the instructions of the Ministry. DZS provides among other things information and guidance for anyone interested in initial vocational education and training (IVET) in the Czech Republic. DZS fulfils the role of National Agency of the Erasmus+ programme in the Czech Republic. It means that the European Commission entrusts the budget implementation tasks to DZS. National Agencies in general act as a link between European Commission and participating organisations at local, regional and national level. The IVET target group includes both pupils and students in secondary technical and vocational schools and tertiary professional schools as well as recent graduates from IVET programmes (within one year of graduation). The DZS regularly collects feedback from the beneficiaries in order to identify their needs and ways to guide them. Counselling (individual personal, phone and online consultations) and organising various (training) activities also create good space for finding out about the needs of the applicants/beneficiaries. The DZS organizes seminars involving particularly newcomers where they can learn about examples of good practice from experienced beneficiaries. The DZS offers all possible support to beneficiaries in the form of info seminars, phone and email consultations, monitoring visits or consultation days in regions.

↳ [Please go to Question 1.2](#)

↳ Question 1.2

Is the system subject to countrywide coordination which ensures consistent and convergent policies and practices?

✓ Yes

↳ Question 1.2.a

Please describe how coordination is ensured:

General objectives and targets concerning implementation of the Erasmus+: vocational education and training:

1. Organise events to bring the beneficiaries together to share and exchange their project experience;

2. Contribute to EU - wide campaigns and events within the whole country;
3. Deepening cooperation with regional authorities (e. g. regional offices, municipalities, Eurocenters in regions);
4. Consult financial project management, preparation of interim and final reports, content project management and dissemination activities;
5. Regular participation in regional educational fairs;
6. Regular publication and distribution of information materials.
7. Up-to-date web pages www.naerasmusplus.cz

↳ [Please go to Question 1.4](#)

No

↳ [Question 1.2.b](#)

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 1.4](#)

There is no system for information and guidance provision on IVET mobility topics, but there is a mechanism that fulfils this function.

↳ [Question 1.1.b](#)

Please describe this mechanism, its scope and coverage, and please specify what makes it different from a system (e.g. lack of clearly identified objectives, and/or target groups, actors, delivery process, other).

↳ [Please go to Question 1.3](#)

↳ [Question 1.3](#)

Is this mechanism subject to countrywide coordination which ensures consistent and convergent policies and practices?

Yes

↳ [Question 1.3.a](#)

Please describe how coordination is ensured:

↳ [Please go to Question 1.4](#)

No

↳ Question 1.3.b

Please explain why not (briefly describe the situation in your country):

↳ Please go to Question 1.4

- No, there is neither a system, nor a mechanism for information and guidance provision on IVET international mobility.

↳ Question 1.1.c

Please explain why not (briefly describe the situation in your country):

↳ Please go to Question 1.5

Question 1.4

If the information and guidance system or mechanism existing in your country is governed by law, do the legal provisions specifically include the objective of promoting international learning mobility in IVET?

- ✓ Yes

↳ Question 1.4.a

Please provide the reference to the relevant legislation:

The Ministry of Education, Youth and Sports of the Czech Republic on the basis of management's decision dated 21 May 2004, ref. No. 16 085 / 04-23 entrusted activities leading to introduction of Europass to the National Institute for Technical and Vocational Education (NÚOV, in 2011 renamed –National Institute for Education, NÚV); NÚOV/NÚV set up the National Europass Centre in March 2005; (<http://www.msmt.cz/uploads/js/Europass.pdf>)

Decision No 2241/2004/EC 2013 of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass);

On 16 December 2008 the Czech Government approved Resolution no. 1586 about “Action plan to support vocational education” (<http://www.msmt.cz/vzdelavani/stredni-vzdelavani/akcni-plan-podpory-odborneho-vzdelavani>)

On 5 January 2009, the Czech Government approved Resolution no. 8 about “Implementation plan of the Lifelong Learning Strategy (2009-2015)”(<http://www.msmt.cz/vzdelavani/dalsi-vzdelavani/strategie-celozivotniho-uceni-cr>);

On 9 January 2013, the Czech Government approved Resolution no.8 about “New measures to promote vocational training” (<http://www.msmt.cz/file/27137/>);

Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing “Erasmus+”.

On 12 May 2014 the Czech Government approved by the Resolution no. 342 the Strategy of the Czech Republic for the Youth for 2014-2020 prepared by the Ministry of Education, Youth and Sports of the Czech Republic. This strategy it deals with mobility of young people up to 30 in the framework of informal learning only, it does not include the IVET mobility.

↳ [Please go to Question 1.5](#)

No

↳ [Question 1.4.b](#)

Please feel free to comment:

↳ [Please go to Question 1.5](#)

SECTION 2. STRATEGIES FOR IMPROVING THE PROVISION OF INFORMATION AND GUIDANCE ON INTERNATIONAL LEARNING MOBILITY FOR IVET LEARNERS

Question 1.5

In your country, is there a strategy currently in place to improve (or establish if it does not yet exist) the provision of information and guidance services on existing opportunities of international learning mobility for IVET learners?

✓ Yes, there is a strategy.

↳ [Question 1.5.a](#)

Please describe this strategy or, if part of a broader strategy, the aspects that specifically apply to the improvement of information and guidance provision for IVET international mobility:

- Objectives
- Actions planned (please also specify target group(s) as necessary)
- Coordinating body (dedicated responsible authority)
- Main milestones with timeline
- Means allocated (whether financial or not)

- Main achievements to date (if any)

Please see questions 1.1 and 1.2a.

Furthermore the Ministry of Education, Youth and Sport approved the **method of introducing ECVET in the Czech Republic** on 10th April 2012. According to the proposal, the introduction of ECVET is combined with the support of availability of skills. In the area of initial vocational training ECVET is used to increase attractiveness of vocational education, particularly of technical nature, and promote its quality. The principal means of support are learning mobility of students both international and domestic, which take the form of practical training of secondary school pupils in companies.

The **ECVET Coordination Centre** was established by the Ministry of Education, Youth and Sport of the Czech Republic on 20th April 2012 and consists of three parts:

- 1) **Expert Group on ECVET** - a group of experts who represent the schools and their associations, major enterprises, organizations of employers and workers nationwide, ministries and educational authorities in regions;
- 2) **NÚV Working Group** - a group of workers involved in addressing the challenges associated with preparing the ground for the introduction of ECVET in the domestic and international environment;
- 3) **National team of ECVET Experts (ECVET Network) 2014 - 2020** - a group of experts providing advice on options to improve quality of the international internships (IVET international mobility) through ECVET. Simultaneously the information campaign on IVET mobility as such has become more intensive via various activities of this network. The ECVET Network is financed by the European Union (Erasmus+ Programme) and by the Ministry of Education, Youth and Sport of the Czech Republic. The content and financial management of the network is administered by the Centre for International Cooperation in Education (DZS).

The main outcome of the project Mobility in Everyday Teaching (Leonardo da Vinci Partnership, 2012-2014, **CZ/12/LLP-LdV/PS/134015**) the brochure with the title Be flexible be mobile was prepared disseminated mainly in the Czech Republic at the beginning of the school year 2014/2015 among secondary vocational schools willing to organize a mobility period for the first time. The brochure is written from the perspective of teachers involved in mobility projects. The bilingual version of the brochure provides a significant benefit for its readers.

↳ [Please go to Question 1.6](#)

↳ Question 1.6

Is there any external evaluation of the implementation of the strategy?

✓ Yes, there is external evaluation of the strategy.

↳ Question 1.6.a

Please briefly describe the type of external evaluation (expand as necessary):

- How often is the evaluation performed
- Brief description of the evaluation process
- Name of body responsible for the evaluation
- Brief description of how the outcomes of evaluation are exploited

As already mentioned within question 1.1a DZS is a semi-budgetary organisation, established and controlled by the Ministry of Education, Youth and Sport of the Czech Republic (MEYS). DZS fulfils the role of National Agency of the Erasmus+ programme in the Czech Republic. MEYS has supervisory powers over the DZS and is responsible for ensuring that DZS properly administers the financial resources allocated to it for the purpose of funding projects and also for the management. It means that DZS is regularly controlled by the Ministry as far as the correct setting of the Erasmus+ funds drawing (properly documented monitoring visits) and financial statements (quarterly, yearly) are concerned. The Ministry also provides methodological advice in this area. DZS reports on the progress of implementation of the suggested measures.

Furthermore the Erasmus+ Programme is a subject of the financial audit by an independent external audit body every year. Results of such audit are communicated to the European Commission. DZS employees in charge of the Erasmus+ prepare a Yearly report (from the content and financial point of view) in which it is described in detail how the planned activities from the previous year (so-called “National Agency Work Programme”) were met. Yearly Report is evaluated by the European Commission regularly every year. Results of the Report evaluation are exploited for even more effective adjustment of processes.

DZS may also be a subject to additional controls arising from the Czech legislation (such as the Financial Authority, Supreme Audit Office etc.).

↳ Please go to Question 1.8

- There is no external evaluation of the strategy, but there is another approach to assess its effectiveness, e.g. internal evaluation, etc.

↳ Question 1.6.b

Please briefly describe the existing evaluation approach:

↳ [Please go to Question 1.8](#)

No, there is no evaluation of the strategy.

↳ [Question 1.6.c](#)

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 1.8](#)

There is no strategy, but there are policy initiatives and/or actions aimed to improve the information and guidance provision on IVET mobility.

↳ [Question 1.5.b](#)

Please describe these initiatives in terms of, for example, objectives, actions planned (implementation plans); coordinating body (dedicated responsible authority); means allocated (whether financial or not); etc.

↳ [Please go to Question 1.7](#)

↳ [Question 1.7](#)

Is there any form of evaluation of these policy initiatives and/or actions to assess their effectiveness, e.g. internal evaluation, etc.?

Yes, there is some form of evaluation.

↳ [Question 1.7.a](#)

Please briefly describe the existing evaluation approach:

↳ [Please go to Question 1.8](#)

No, there is no evaluation of the policy initiatives and/or actions.

↳ [Question 1.7.b](#)

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 1.8](#)

No, there is neither a strategy nor policy initiatives or actions.

↳ Question 1.5.c

Please explain why not (briefly describe the situation in your country):

↳ Please go to Question 1.8

Question 1.8

In your country, what are the arrangements for providing IVET institutions and/or companies with information and guidance on IVET international mobility?

Regarding the Erasmus+ Programme there are several possibilities in the annual National Agency Work Programme how to provide the information and guidance on IVET international mobility:

- 1) DZS addresses local and regional authorities with a role in IVET (e.g. seminars in regions, personal communication with representatives of regional and local authorities)
- 2) DZS addresses educational institutions focused on IVET (secondary vocational schools, training institutions, higher vocational schools);
- 3) DZS addresses enterprises and chambers of commerce;
- 4) DZS can address young people by using social media (www.facebook.com/NAERASMUSPLUSCZ), webinars and other IT tools;
- 5) Cooperation with the media is a crucial part of the DZS communication strategy (press conferences, press releases, printed advertisements, articles, interviews on TV, radio or printed magazines and journals);
- 6) Organization of conference focusing on mobility in technical education (in compliance with current priorities of the educational policy)
- 7) DZS provides selection of the best practice projects (award of Quality Label in VET to beneficiaries);
- 8) Communication with the public via information materials and promotional items adapted to various target groups.
- 9) DZS also cooperates with other semi-budgetary organisations, e.g. NÚV, NIDV (National Institute for Continuing Education) and NICM (National Information Centre for Youth). These organisations are daily contact with pedagogical staff and young people, who are the major target groups

Please see also question 1.2.a.

In addition the Czech Republic is also a member of TT Net (Training of Trainers Network).

↳ Please go to Question 2.1

PART 2

THEMATIC AREA 2: ADMINISTRATIVE AND INSTITUTIONAL ISSUES RELATING TO THE LEARNING PERIOD ABROAD

Thematic area 2 is about countries' actions to tackle the administrative, legal and institutional barriers that hinder the international learning mobility of IVET learners.

This part of the questionnaire is divided into 5 sections:

- Section 1 - Existence of a policy orientation to encourage and support international learning mobility of IVET learners*
- Section 2 - Visas and residency permits*
- Section 3 - Administrative burdens*
- Section 4 - Legal obstacles to mobility of minors*
- Section 5 - Social and labour protection of IVET students and apprentices*

The questions in this part of the questionnaire are targeted at yielding responses that inform us on whether or not your country has (a) a policy orientation to encourage international learning mobility of IVET students; (b) international learning mobility experience integrated in the curricula of IVET programmes; (c) measures for the smooth delivery of visas and residency permits to IVET learners from non-EU countries; (d) measures to reduce administrative burdens that may hinder the international mobility of IVET learners; (e) measures to remove the legal obstacles that may prevent the mobility of minors; and (f) legislation ensuring that IVET students and apprentices involved in international learning mobility have appropriate access to protection in terms of labour and social security. Based on the “Youth on the move” recommendation, these are elements of the country profile that will serve as the reference in this area of the scoreboard. Countries will be classified in the scoreboard based on how well they meet these criteria and match the reference profile.

SECTION 1. EXISTENCE OF A POLICY ORIENTATION TO ENCOURAGE AND SUPPORT INTERNATIONAL LEARNING MOBILITY OF IVET LEARNERS

Question 2.1

In your country, is there a clear and marked policy intention (evidenced by the existence of legal acts, policy documents, or any relevant policy initiatives) to integrate international learning mobility experiences in the curricula of IVET programmes?

✓ Yes

↳ Question 2.1.a

Please provide evidence of this intention (reference to legal acts, policy documents, or initiatives):

There are no binding legal acts which would introduce an obligation to integrate international learning mobility experiences (learning outcomes) in the curricula of IVET programmes. It depends on the individual voluntary initiative of the particular educational organization to which extent the above mentioned learning outcomes will be incorporated in the curricula. However, DZS provides guidance to beneficiaries of the Erasmus+: VET mobility of individuals who improve their curricula through developed units of learning outcomes. It is one of the activities of the ECVET Network (please see question 1.5.a). The ECVET Experts from the Network also made different types of leaflets and booklets with the aim to inform beneficiaries: e.g. “*Questions and Answers on ECVET*” or “*Instructions to create a unit of learning outcomes*”.

Schools are informed about advantages of transparent descriptions of learning outcomes and relevant content of the training period abroad. The transparent description leads to better recognition of learning skills and competences acquired abroad. In addition, in 2015 the DZS will launch a survey among beneficiaries on the advantages and disadvantages of ECVET implementation during mobility abroad. The main objective is to identify obstacles that arose by incorporating and using ECVET principles in Erasmus+ VET mobility.

Simultaneously the development of the National Register of Qualifications (NSK) also plays an important role in the whole process. Schools are recommended to take inspiration from this register which already applies the terminology of learning outcomes in qualification and assessment standards of professional qualifications. There is a strong emphasize put to interconnection of NSK and initial vocational education.

↳ [Please go to Question 2.2](#)

No

↳ Question 2.1.b

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 2.2](#)

Question 2.2

In your country, have targets (e.g. quantitative targets, range of services provided, etc.) been set at national / regional level for international learning mobility in IVET?

✓ Yes

↳ Question 2.2.a

Please indicate these targets:

In compliance with the national context the DZS will continue in supporting Erasmus+ projects that are focused on reducing inequalities in education, projects that facilitate access to participants with disadvantaged backgrounds and fewer opportunities, projects that facilitate easier transition from school to labour market. Furthermore it is expected that the individual mobility of staff in VET organizations will enhance the quality of teaching process in vocational schools and institutions.

↳ [Please go to Question 2.3](#)

No

↳ Question 2.2.b

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 2.3](#)

Question 2.3

In your country, are there legal / administrative frameworks that address the following? (Please tick as many boxes as appropriate.)

- Facilitating the delivery of visas and residency permits to IVET learners involved in international learning mobility.
- Alleviating the administrative burdens (reducing paper work; setting one-stop shops for administrative procedures; etc.) that (may) hinder the international learning mobility of IVET learners.
- ✓ Reducing the legal obstacles to international learning mobility of minor IVET learners.

↳ [Please go to Question 2.4](#)

SECTION 2. VISAS AND RESIDENCY PERMITS

Question 2.4

Has your country put in place measures to ensure the delivery of visas and residency permits without difficulties to IVET learners from third countries who wish to pursue a learning opportunity in your country?

Yes

↳ Question 2.4.a

Please briefly describe these measures:

↳ [Please go to Question 2.5](#)

✓ No

↳ Question 2.4.b

Please explain why not (briefly describe the situation in your country):

On 1st June 2013 a project called “Accelerated procedure for granting residence permits for foreigners - foreign students from third countries” was launched.

The project defines the rules and deadlines for accelerated entry of predefined groups of foreigners in the Czech Republic for the purpose of study. The project aims to accelerate the procedure of issuing visas for stays over 90 days / long-term residence-permit for foreigners in the Czech Republic in order to support student mobility. It relates to applications, which are submitted to the embassy of the Czech Republic (the first entry of the foreigner).

This project is under the auspices of the Ministry of Education, Youth and Sports (MEYS). Facilitation of visa procedures management applies to university students (not IVET learners) from third countries and refers to bilateral agreements between third countries, holders of scholarships of MEYS, holders of receipt acknowledgement issued by MEYS, Government Resolution – developing countries and compatriots, CEEPUS and International Visegrad Fund. Benefits of the project are promotion of student mobility, reduce the administrative burden for applicants.

As regards Erasmus Mundus and the Fulbright scholarship programme, there are also facilitations concerning applying for long-term visa and reduction of the administrative burden. You can find more information here: <http://www.mvcr.cz/mvcren/article/information-for-schools-and-students.aspx?q=Y2hudW09MTE%3d>

However, Erasmus Mundus and the Fulbright scholarship programme do not apply to IVET learners as well.

In general, international mobility largely consists of university students or graduates and therefore the administrative frameworks are mostly addressed to them. As regards the Erasmus+ Programme and IVET

international mobility, for the Programme Countries the visa requirements do not apply except of Turkey. As regards Turkey, in December 2013 the European Union and Turkey signed a treaty according to which Turkey would take back the refugees illegally transferred through its territory into EU. The signature was required by the EU so that an agreement concerning abolishment of visa for Turkish citizens could be signed.

↳ [Please go to Question 2.5](#)

SECTION 3. ADMINISTRATIVE BURDENS

Question 2.5

Has your country put in place measures to reduce administrative burdens (reducing paper work; setting one-stop-shops for administrative procedures; etc.) that may hinder the international mobility of IVET learners?

Yes

↳ [Question 2.5.a](#)

Please briefly describe these measures:

↳ [Please go to Question 2.6](#)

No

↳ [Question 2.5.b](#)

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 2.6](#)

SECTION 4. LEGAL OBSTACLES TO MOBILITY OF MINORS

Question 2.6

Has your country put in place measures to remove the legal obstacles that may prevent the international learning mobility of IVET students aged below 18, or the mobility of those for whom parental authorisation is needed?

Yes

↳ [Question 2.6.a](#)

Please briefly describe these measures:

As far as the international mobility of the Czech IVET students is

concerned, there are no legal obstacles in the Czech legislation. Within the Erasmus+ Programme: vocational education and training it is possible to send minors abroad. Legal guardian (in most cases parents) of minor signs agreement with the mobility abroad. Participating organizations are required to obtain prior authorization from their parents or those acting on their behalf. Status “legal guardian” is listed (defined) in the Czech Civil Code and mentioned in the Czech Education Act as well. In addition, the sending organizations are encouraged to send an accompanying person abroad with minors.

↳ [Please go to Question 2.7](#)

No

↳ [Question 2.6.b](#)

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 2.7](#)

SECTION 5. SOCIAL AND LABOUR PROTECTION OF IVET STUDENTS AND APPRENTICES

Question 2.7

In your country, is there any legislation ensuring that IVET students and apprentices (whether EU or non-EU nationals) involved in international learning mobility have appropriate access to protection in terms of social security (in particular medical care, maternity leave, pension)?

✓ Yes

↳ [Question 2.7.a](#)

Please explain what this legislation covers (type of social protection, EU or non-EU nationals) and provide the reference to relevant text/act/regulation:

The Erasmus+ does not define a unique format of insurance, nor does it recommend specific insurance companies. The Programme leaves it up to project organisers to seek the most suitable insurance policy according to the type of project carried out and to the insurance formats available at national level. The following areas must be covered:

- 1) Wherever relevant, travel insurance (including damage or loss of luggage);
- 2) Third party liability;
- 3) Accident and serious illness (including permanent or temporary incapacity);

4) Death (including repatriation).

It is strongly recommended that participants in transnational projects are in possession of a European Health Insurance Card. This is a free card that gives access to medically necessary, state-provided healthcare during a temporary stay in any of the 28 EU countries, Iceland, Liechtenstein and Norway, under the same conditions and at the same cost (free in some countries) as people insured in that country.

As regards the health insurance of foreign students from third countries in the Czech Republic: foreigners from third countries must arrange a health insurance if they stay longer than 90 days (Act no. 326/1999 Coll., on the Residence of Foreigners).

As far as foreign IVET students and apprentices within the Erasmus+ are concerned, standard employment contracts are not concluded with them and therefore they are not entitled to pensions or maternity leave.

↳ [Please go to Question 2.8](#)

No

↳ [Question 2.7.b](#)

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 2.8](#)

Question 2.8

In your country, is there any legislation ensuring that IVET students and apprentices (whether EU or non-EU nationals) involved in international learning mobility have appropriate access to protection in terms of labour standards and safety?

✓ Yes

↳ [Question 2.8.a](#)

Please explain what this legislation covers (EU or non-EU nationals) and provide the reference to relevant text/act/regulation:

Within Erasmus+ (IVET mobility), sending organization, receiving organization and the student (apprentice) together conclude a Learning Agreement. E.g. measures related to a workplace safety can be added in this agreement. Safety is addressed in the Labour Code (Part II, Chapter V.). Work conditions of minors are regulated in the Decree No. 288/2003 Coll.

In addition students should follow internal safety guidelines of the receiving organizations.

↳ [Please go to Question 3.1](#)

No

↳ [Question 2.8.b](#)

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 3.1](#)

PART 3

THEMATIC AREA 3: RECOGNITION OF LEARNING OUTCOMES

Thematic area 3 is about the system(s) / mechanism(s) currently in place in your country for the recognition of learning acquired abroad by IVET learners.

This part of the questionnaire is divided into 6 sections:

- *Section 1 - Approach to the recognition of learning acquired abroad by IVET learners*
- *Section 2 - Scope of recognition*
- *Section 3 - Level of coordination of recognition approach*
- *Section 4 - Time limit for the recognition process*
- *Section 5 - Visibility of contact points for recognition*
- *Section 6 - Use of EU tools for visibility, transfer and recognition of learning outcomes*

The questions in this part of the questionnaire are targeted at yielding responses that inform us on whether or not in your country (a) IVET students involved in international learning mobility have easy access to recognition of learning acquired abroad; (b) the existing approach to recognition covers the whole range of possible types of learning components; (c) the recognition system/mechanism is coordinated countrywide; (d) the regulatory time limit for processing applications for recognition is short; (e) there are evaluated strategies to establish or make more visible contact points where IVET learners can obtain information on the recognition process; and (f) use is made of the whole range of relevant EU tools for the purpose of recognition in IVET. Based on the “Youth on the move” recommendation, this is the country profile that will serve as the reference in this area of the scoreboard. Countries will be classified in the scoreboard based on how well they meet these criteria and match the reference profile.

SECTION 1. APPROACH TO THE RECOGNITION OF LEARNING ACQUIRED ABROAD BY IVET LEARNERS

Question 3.1

In your country, what is the approach to the recognition of learning acquired abroad by IVET learners? (Please select only one option.)

- Recognition of learning outcomes acquired by IVET learners involved in international learning mobility is regulated by law at national / regional level.

↳ Question 3.1.a

Please briefly describe the approach, name the responsible authority, and give the reference to relevant text/act/regulation:

↳ [Please go to Question 3.2](#)

- Recognition of learning outcomes acquired by IVET learners involved in international learning mobility is at the discretion of IVET providers, and/or may be granted on a case by case basis according to the specific learning agreements between sending and receiving institutions.

↳ Question 3.1.b

Please briefly describe the approach (who is responsible for the decision; in what conditions is recognition granted; etc.):

The IVET learners are involved in international learning mobility mostly within mobility projects supported by the European educational programmes (e. g. Erasmus+). The sending organisation and receiving organisation sign agreement and through this agreement are specified also the recognition issues. Usually the receiving organisation evaluates and assesses the learning outcomes acquired by the IVET learners and the sending organisation (training provider) recognises them. The recognition issues are specified more precisely within mobility projects using the ECVET principles (about 42 % Erasmus+ mobility projects started in 2014). The learning outcomes acquired by IVET learners during their international mobility are part of learning outcomes of concrete educational/training programme corresponding with the School Act. The specific law regulating recognition of learning outcomes acquired by IVET learners involved in international learning mobility does not exist.

↳ [Please go to Question 3.2](#)

- Other

↳ Question 3.1.c

Please briefly describe the approach in your country:

↳ [Please go to Question 3.2](#)

Question 3.2

Which one of the following statements best describes the process of recognition of learning acquired abroad by IVET learners currently existing in your country, in terms of easiness of access? (Please select only one option.)

- IVET learners involved in international learning mobility have easy access to recognition of learning acquired abroad.

↳ [Question 3.2.a](#)

Please briefly describe the process (who does what...):

The IVET learners involved in the international mobility have easy access to recognition of their learning acquired abroad because the sending organisation recognises these learning outcomes evaluated by the receiving organisation. The recognition procedure is easy especially within mobility project using the ECVET principles because this procedure is regulated through the specific documents – Memorandum of Understanding and Learning Agreement – signed by the representatives of involved organisations and in case of Learning Agreement also by the IVET learners

↳ [Please go to Question 3.3](#)

- Learning acquired abroad by IVET learners involved in international learning mobility may be recognised, but the process is felt by users as somewhat difficult.

↳ [Question 3.2.b](#)

Please briefly describe the process (who does what, what are the difficulties reported...):

↳ [Please go to Question 3.3](#)

- There is no possibility of recognition of learning acquired abroad by IVET learners. The country's tests must be taken and passed in the same conditions as regular IVET learners for the learning outcomes to be acknowledged.

↳ [Question 3.2.c](#)

Please feel free to comment:

↳ [Please go to Question 3.6](#)

- There is no possibility of recognition of learning acquired abroad by IVET learners. However IVET learners having studied abroad benefit

from specific conditions for taking the standard tests, as compared to regular IVET learners.

↳ Question 3.2.d

Please briefly describe the process in your country:

↳ [Please go to Question 3.3](#)

Other

↳ Question 3.2.e

Please briefly describe the process in your country:

↳ [Please go to Question 3.3](#)

SECTION 2. SCOPE OF RECOGNITION

Question 3.3

Which of the following learning components acquired abroad does the recognition approach in your country apply to? (Please tick as many boxes as appropriate.)

- | | |
|--------------------------|---------------------------------|
| x | Courses |
| <input type="checkbox"/> | Credit points |
| x | Units |
| x | Modules |
| x | Programmes |
| x | Qualifications/diplomas/degrees |

Please feel free to comment:

The duration of international mobility of IVET learners is mostly short-term one (usually 2 or 3 weeks), i. e. it is shorter than the courses or educational/training programmes. The learning outcomes are specified by the learning outcomes units formulated within projects using the ECVET principles or by other specification concerning some learning modules. Of course, these learning outcomes units and learning modules are usually part of a professional qualification described in the National Register of Qualifications.

The Czech Republic does not use credit points at the IVET level (upper secondary education).

Currently, learning outcomes of IVET learners achieved abroad are recognised by schools that organise mobility or where IVET learners are regular students.

In case of recognising certified learning outcomes of the whole upper

secondary study programme achieved abroad (formal VET qualification), there are offices at regional government authorities (krajské úřady), which are competent to assess provided documents and recognise the qualification if found comparable with the relevant Czech qualification. The recognition/ validation (nostrifikace) within the primary, secondary and tertiary professional (non-university) education follows the § 108 of the Education Act Nr. 561/2004 Coll. and Regulation Nr. 12/2005 Coll. .

↳ [Please go to Question 3.4](#)

SECTION 3. LEVEL OF COORDINATION OF RECOGNITION APPROACH

Question 3.4

If your country promotes the recognition of learning acquired abroad by IVET learners, is the approach to recognition applied in a coordinated manner countrywide?

Yes

↳ Question 3.4.a

Please describe how coordination is ensured:

The coordination of recognition approach is ensured by the regulation principles stated for the international mobility of IVET learners within the European programme Erasmus+ at European level and used by the National Agency of this programme. Also international mobility of IVET learners organised without Erasmus+ projects (mostly within regional cross-border cooperation) use similar recognition procedures as projects within the Erasmus+ programme. The ECVET Coordination Centre as body for coordination of activities connected with implementation of ECVET exists in the country and contributes to coordination of activities dealing with recognition of learning outcomes acquired by the IVET learners. The Coordination Centre is part of the National Institute for Education, an organisation directly run by the Ministry of Education, Youth and Sports.

↳ [Please go to Question 3.5](#)

No

↳ Question 3.4.b

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 3.5](#)

SECTION 4. TIME LIMIT FOR THE RECOGNITION PROCESS

Question 3.5

In your country, is the recognition process bound to a maximum time limit for handling applications?

Yes

↳ Question 3.5.a

Please specify the time limit:

The learning outcomes acquired by the IVET learners abroad are recognised within concrete mobility projects with specified duration. It means that these learning outcomes are recognised before the end of the project period. The specific national mechanisms dealing with the time limit for recognition of learning outcomes acquired abroad does not exist.

↳ [Please go to Question 3.6](#)

No

↳ [Question 3.5.b](#)

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 3.6](#)

SECTION 5. VISIBILITY OF CONTACT POINTS FOR RECOGNITION

Question 3.6

In your country, is there a strategy currently in place to establish, or make more visible if they already exist, contact points where IVET learners can obtain information on how learning outcomes and qualifications acquired abroad can be recognised and certified?

Yes, there is a strategy.

↳ [Question 3.6.a](#)

Please describe this strategy or, if part of a broader strategy, the aspects that specifically apply to the visibility of contact points for the recognition of learning outcomes:

- Objectives
- Actions planned (please also specify target group(s) as necessary)
- Coordinating body (dedicated responsible authority)
- Main milestones with timeline
- Means allocated (whether financial or not)
- Main achievements to date (if any)

↳ [Please go to Question 3.7](#)

↳ [Question 3.7](#)

Is there any external evaluation of the implementation of the strategy?

Yes, there is external evaluation of the strategy.

↳ Question 3.7.a

Please briefly describe the type of external evaluation (expand as necessary):

- How often is the evaluation performed
- Brief description of the evaluation process
- Name of body responsible for the evaluation
- Brief description of how the outcomes of evaluation are exploited

↳ [Please go to Question 3.9](#)

There is no external evaluation of the strategy, but there is another approach to assess its effectiveness, e.g. internal evaluation, etc.

↳ Question 3.7.b

Please briefly describe the existing evaluation approach:

↳ [Please go to Question 3.9](#)

No, there is no evaluation of the strategy.

↳ Question 3.7.c

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 3.9](#)

There is no strategy, but there are policy initiatives and/or actions aimed to establish, or make more visible if they already exist, contact points where IVET learners can obtain information on how learning outcomes and qualifications acquired abroad can be recognised and certified.

↳ Question 3.6.b

Please describe these initiatives in terms of, for example, objectives, actions planned (implementation plans); coordinating body (dedicated responsible authority); means allocated (whether financial or not); etc.:

The specific national strategy for contact points for recognition of learning outcomes acquired by IVET learners abroad does not

exist. On the other hand the IVET learners can obtain information on recognition through several institutions/bodies. Especially the Centre for International Cooperation with the National Agency of Erasmus+ programme (as well as other EU programmes and initiatives), the National Institute for Education are the most important such institutions. Their representatives as well as the representatives of other relevant bodies (e. g. Ministries, employer associations and chambers) are also members of ECVET Coordination Centre and they all can provide with information on recognition. The staff of Centre for International Cooperation is permanently in contact with promoters of mobility projects who can also provide with these information to IVET learners.

↳ [Please go to Question 3.8](#)

↳ [Question 3.8](#)

Is there any form of evaluation of these policy initiatives and/or actions to assess their effectiveness, e.g. internal evaluation, etc.?

Yes, there is some form of evaluation.

↳ [Question 3.8.a](#)

Please briefly describe the existing evaluation approach:

There is no external evaluation of activities focused on points for recognition. The main institutions/bodies dealing also with information on recognition evaluate their activities/results internally by their own analyses and reports. For example the Centre for International Cooperation analyses the mobility projects regularly, during last years also in cooperation with its National ECVET Expert Team.

↳ [Please go to Question 3.9](#)

No, there is no evaluation of the policy initiatives and/or actions.

↳ [Question 3.8.b](#)

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 3.9](#)

No, there is neither a strategy nor policy initiatives or actions.

↳ Question 3.6.c

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 3.9](#)

SECTION 6. USE OF EU TOOLS FOR VISIBILITY, TRANSFER AND RECOGNITION OF LEARNING OUTCOMES

Question 3.9

If the Europass Mobility document is used in your country to enhance the visibility, transfer and recognition of the learning outcomes acquired by IVET learners during international mobility periods, please briefly explain how it is actually used (by whom, in which situations and for what purpose):

The Europass Mobility document was recommended by the Centre for International cooperation in Education to those who applied for a mobility project within the Lifelong Learning Programme 2007-2013 (Leonardo da Vinci Sub-programme) or submit a project of VET Learning Mobility within the Erasmus+ Programme. It is being used to describe the learning outcomes acquired within a study programme, training period, work experience or a voluntary activity for NGOs abroad. Except the Europass Mobility also a Youth Pass is used, as well as the Europass CV (especially individuals who do not participate in community/ non-community mobility programme take this possibility). The majority of Europass Mobility documents is issued to participants of the LLP or Erasmus+ Programme.

In 2014 within the Leonardo da Vinci 2858 documents were issued, in 2015 the number of documents issued in period January -April was 1288.

↳ [Please go to Question 3.10](#)

Question 3.10

If the Europass Certificate Supplement is used in your country to enhance the visibility, transfer and recognition of the learning outcomes acquired by IVET learners during international mobility periods, please briefly explain how it is actually used (by whom, in which situations and for what purpose):

Europass Certificate Supplement is used for description of learning outcomes as stated in the national curricula of the given programme/qualification. The description of learning outcomes is not personalised, therefore it is not used for enhancing visibility, transfer and recognition of learning outcomes acquired during mobility period.

↳ [Please go to Question 3.11](#)

Question 3.11

If ECVET is used in your country to enhance the visibility, transfer and recognition of the learning outcomes acquired by IVET learners during international mobility periods, please briefly explain how it is actually used (by whom, in which situations and for what purpose):

Yes, it is used for the transparency, transfer and recognition of learning outcomes. ECVET principles except credit points (the Czech Republic does not use the credit points at the secondary level) are used by upper secondary technical and vocational schools which participate in international mobility projects within the Erasmus+.

[↳ Please go to Question 3.12](#)

Question 3.12

If the European Quality Charter for Mobility is used in your country to enhance the visibility, transfer and recognition of the learning outcomes acquired by IVET learners during international mobility periods, please briefly explain how it is actually used (by whom, in which situations and for what purpose):

Until now no Quality Charter for Mobility was used in the Czech Republic (Leonardo da Vinci Mobility Certificate from the Lifelong Learning Programme 2007-2013 was not applied in the Czech Republic). New Erasmus+ VET Mobility Charter is intended to encourage organizations that have track records of proven quality in organising VET mobility for learners and staff to further develop their European internationalisation strategies. Applicants must have completed at least 3 VET Mobility projects under the Lifelong Learning Programme 2007-2013 and/or Erasmus+ Programme. Deadline for submitting applications for the Erasmus+ VET Mobility Charter was set for 14th May 2015.

The acquirement of the VET Mobility Charter will give the VET Mobility Charter Holders the possibility to apply in a simplified way under the Erasmus+ Key Action 1 mobility for VET learners and staff as of 2016. It aims also to support the capacity building of sending organisations to organise quality mobility for learners and staff, whilst at the same time rewarding, promoting and further developing quality in mobility. The VET Mobility Charter is awarded for the full duration of the Erasmus+ Programme and is subject to monitoring of the National Agency. The VET Mobility Charter is not obligatory for participation in Erasmus+ VET Mobility.

[↳ Please go to Question 3.13](#)

Question 3.13

If the EQF/NQFs are used in your country to enhance the visibility, transfer and recognition of the learning outcomes acquired by IVET learners during international mobility periods, please briefly explain how they are actually used (by whom, in which situations and for what purpose):

The Czech Republic does not have the comprehensive NQF yet. Nevertheless the Czech Republic referenced it's education/qualification

levels in formal secondary and tertiary education and levels of vocational qualifications in the Register of Vocational Qualifications to the EQF. Those EQF 8 levels are used as a reference instrument and allow a quick orientation in levels of learning outcomes.

[↳ Please go to Question 3.14](#)

Question 3.14

If the Learning Outcomes approach is used in your country to enhance the visibility, transfer and recognition of the learning outcomes acquired by IVET learners during international mobility periods, please briefly explain how it is actually used (by whom, in which situations and for what purpose):

Core and school curricula are defined in terms of learning outcomes. These learning outcomes must be taken into account when planning the mobility period abroad. The Centre for International Cooperation in Education which fulfills the role of the National Agency of the Erasmus+ programme recommends schools to define within the project the Units of Learning Outcomes. These units help them to clearly define goals, educational content and assessment of the training period abroad.

[↳ Please go to Question 3.15](#)

Question 3.15

If other EU tools, not mentioned above, are used in your country to enhance the visibility, transfer and recognition of the learning outcomes acquired by IVET learners during international mobility periods, please name them and briefly explain how they are actually used (by whom, in which situations and for what purpose):

The Centre for International Cooperation in Education which fulfills the role of the National Agency of the Erasmus+ Programme recommends schools to implement principles of EQAVET in projects.

[↳ Please go to Question 3.16](#)

Question 3.16

If some of the tools mentioned above (Questions 3.9 to 3.14) are not used in your country for the recognition of learning outcomes acquired abroad, please explain why not, and (if relevant) suggest policy actions that could help increase their use:

↳ [Please go to Question 4.1](#)

PART 4

THEMATIC AREA 4: PARTNERSHIPS, FUNDING, AND OTHER SUPPORT

Thematic area 4 is about partnerships and funding but also any other type of resources (time allocation, information, staff, administration means, etc.) that can support and encourage learners and any other stakeholders (teachers, companies, etc.) involved in international IVET mobility projects.

This part of the questionnaire is divided into 2 sections:

- ***Section 1 - Partnerships***
- ***Section 2 – Funding and other support***

The questions in this part of the questionnaire are targeted at yielding responses that inform us on whether or not your country has taken policy initiatives / actions to (a) support the creation of partnerships for organising international learning mobility projects in IVET; (b) provide IVET learners with financial support for their international mobility; and (c) provide stakeholders involved in organising international IVET mobility project with financial and non-financial support. Based on the “Youth on the move” recommendation, these are elements of the country profile that will serve as the reference in this area of the scoreboard. Countries will be classified in the scoreboard based on how well they meet these criteria and match the reference profile.

SECTION 1. PARTNERSHIPS

Question 4.1

In your country, is there a coordinated strategy currently in place countrywide to support IVET providers and companies who want to get involved in IVET mobility projects in the creation of mobility partnerships and networks (e.g. by providing matching services, supporting them to find mobility partners, supporting them to create jointly developed IVET programmes, dual certification, work placements, etc.)?

Yes, there is a strategy.

↳ Question 4.1.a

Please describe this strategy or, if part of a broader strategy, the aspects that specifically apply to the support for creating partnerships for IVET international mobility:

- Objectives
- Actions planned (please also specify target group(s) as necessary)

- Coordinating body (dedicated responsible authority)
- Main milestones with timeline
- Means allocated (whether financial or not)
- Main achievements to date (if any)

The support of IVET providers and companies is a part of broader Erasmus+ strategy (please see questions 1.1.a, 1.2.a, 1.5.a.). DZS organizes a large number of seminars with a different content and focus in order to meet different types of applicants/beneficiaries so that they can exchange their experiences and create mobility consortia (e. g VET dissemination conference held every year). Erasmus+ National Agencies also organize international contact seminars as a useful tool for creation of partnerships (receiving organization x sending organization). Furthermore DZS publishes every year Compendium with data on approved VET projects within the relevant Call.

↳ [Please go to Question 4.2](#)

↳ [Question 4.2](#)

Is there any external evaluation of the implementation of the strategy?

Yes, there is external evaluation of the strategy.

↳ [Question 4.2.a](#)

Please briefly describe the type of external evaluation (expand as necessary):

- How often is the evaluation performed
- Brief description of the evaluation process
- Name of body responsible for the evaluation
- Brief description of how the outcomes of evaluation are exploited

It is a part of the external evaluation of the whole Erasmus+ Programme (please see question 1.6.a). After each seminar a beneficiary/applicant completes a questionnaire which serves as an important tool for evaluation.

↳ [Please go to Question 4.4](#)

There is no external evaluation of the strategy, but there is another approach to assess its effectiveness, e.g. internal evaluation, etc.

↳ [Question 4.2.b](#)

Please briefly describe the existing evaluation approach:

↳ [Please go to Question 4.4](#)

No, there is no evaluation of the strategy.

↳ Question 4.2.c

Please explain why not (briefly describe the situation in your country):

↳ Please go to Question 4.4

There is no strategy, but there are policy initiatives and/or actions aimed to support the creation of partnerships for organising international learning mobility projects in IVET.

↳ Question 4.1.b

Please describe these initiatives in terms of, for example, objectives, actions planned (implementation plans); coordinating body (dedicated responsible authority); means allocated (whether financial or not); etc.:

↳ Please go to Question 4.3

↳ Question 4.3

Is there any form of evaluation of these policy initiatives and/or actions to assess their effectiveness, e.g. internal evaluation, etc.?

Yes, there is some form of evaluation.

↳ Question 4.3.a

Please briefly describe the existing evaluation approach:

↳ Please go to Question 4.4

No, there is no evaluation of the policy initiatives and/or actions.

↳ Question 4.3.b

Please explain why not (briefly describe the situation in your country):

↳ Please go to Question 4.4

No, there is neither a strategy nor policy initiatives or actions.

↳ Question 4.1.c

Please explain why not (briefly describe the situation in your country):

↳ Please go to Question 4.4

SECTION 2. FUNDING AND OTHER SUPPORT

Question 4.4

In your country, is there a coordinated strategy currently in place countrywide to provide IVET learners with financial support for their international mobility? This question does not concern the standard financial support / bursaries / scholarships that are accessible in general to students in the country to cover their tuition costs or living expenses regardless of any international mobility.

Yes, there is a strategy.

↳ Question 4.4.a

Please describe this strategy or, if part of a broader strategy, the aspects that specifically apply to providing IVET students with financial support for international mobility:

- Objectives
- Actions planned (please also specify target group(s) as necessary)
- Coordinating body (dedicated responsible authority)
- Main milestones with timeline
- Means allocated (whether financial or not)
- Main achievements to date (if any)

Erasmus+ Strategy (please see questions 1.1.a, 1.2.a, 1.5. a). As regards Erasmus+ IVET mobility, travel and subsistence costs are paid to participants from the project budget.

Furthermore in April 2015 a Call (Nr.56) within an EU Operational Programme (ESF) “Education for Competitiveness” was declared by the Ministry of Education, Youth and Sports (MEYS). This Call is simplified – schools apply through project proposals in forms of templates, which should eliminate the administrative demandingness. The aim is to support pedagogical staff and pupils in some areas which were identified as problematic in a long term perspective. Among the topics of templates is a short-term international mobility of students of Czech secondary schools (except of Prague), teacher training or language courses for teachers of foreign languages and also shadowing at partners’ schools or institutions. The administrative rules are mentioned in a Guide for applicants and beneficiaries Call No. 56, Implementation Document Operational Programme “Education for Competitiveness” and The methodology of monitoring indicators of the Operational Programme “Education for Competitiveness”.

↳ [Please go to Question 4.5](#)

↳ Question 4.5

Is there any external evaluation of the implementation of the strategy?

Yes, there is external evaluation of the strategy.

↳ Question 4.5.a

Please briefly describe the type of external evaluation (expand as necessary):

- How often is the evaluation performed
- Brief description of the evaluation process
- Name of body responsible for the evaluation
- Brief description of how the outcomes of evaluation are exploited

Erasmus+ evaluation strategy (please see question 1.6.a and question 4.2.a). In addition, financial control (desk-check, on-the-spot-check) and control of compliance with the project plan (monitoring) as well as both financial and content control of the interim and final report is performed by DZS employees. It is an evaluation of beneficiaries which is a part of the overall programme evaluation.

As regards the Call No. 56 of MEYS: an important part of evaluation is fulfilment of the monitoring indicators which will be recognized in final monitoring report of the project.

↳ Please go to Question 4.7

- There is no external evaluation of the strategy, but there is another approach to assess its effectiveness, e.g. internal evaluation, etc.

↳ Question 4.5.b

Please briefly describe the existing evaluation approach:

↳ Please go to Question 4.7

- No, there is no evaluation of the strategy.

↳ Question 4.5.c

Please explain why not (briefly describe the situation in your country):

↳ Please go to Question 4.7

- There is no strategy, but there are policy initiatives and/or actions aimed to provide IVET learners with financial support for their international mobility?

↳ Question 4.4.b

Please describe these initiatives in terms of, for example, objectives, actions planned (implementation plans); coordinating body (dedicated responsible authority); means allocated (whether financial or not); etc.:

↳ [Please go to Question 4.6](#)

↳ [Question 4.6](#)

Is there any form of evaluation of these policy initiatives and/or actions to assess their effectiveness, e.g. internal evaluation, etc.?

Yes, there is some form of evaluation.

↳ [Question 4.6.a](#)

Please briefly describe the existing evaluation approach:

↳ [Please go to Question 4.7](#)

No, there is no evaluation of the policy initiatives and/or actions.

↳ [Question 4.6.b](#)

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 4.7](#)

No, there is neither a strategy nor policy initiatives or actions.

↳ [Question 4.4.c](#)

Please explain why not (briefly describe the situation in your country):

↳ [Please go to Question 4.7](#)

Question 4.7

In your country, is there a coordinated strategy currently in place countrywide to provide companies, institutions, teachers, coordinators and other staff involved in organising international IVET mobility projects with financial and non-financial support (time, information, advice, administrative means, etc.)?

Yes, there is a strategy.

↳ Question 4.7.a

Please describe this strategy or, if part of a broader strategy, the aspects that specifically apply to providing support to stakeholders:

- Objectives
- Actions planned (please also specify target group(s) as necessary)
- Coordinating body (dedicated responsible authority)
- Main milestones with timeline
- Means allocated (whether financial or not)
- Main achievements to date (if any)
- Type of support provided (financial and/or non-financial)

As regards Erasmus+: Vocational education and training: staff involved in preparation of IVET mobility within the project can be paid from the budget item “Organizational support”. Accompanying persons are also paid from the project budget. Placement of students (pupils) in a company abroad is paid to the intermediary organization from the project budget (in case that the intermediary organization is involved in the project and mentioned in the application form). Placement of students (pupils) abroad can be also paid directly to a company or organization active in the field of VET.

For further details concerning information and advice to potential applicants please see questions 1.2.a and 1.8.

↳ Please go to Question 4.8

↳ Question 4.8

Is there any external evaluation of the implementation of the strategy?

Yes, there is external evaluation of the strategy.

↳ Question 4.8.a

Please briefly describe the type of external evaluation (expand as necessary):

- How often is the evaluation performed
- Brief description of the evaluation process
- Name of body responsible for the evaluation
- Brief description of how the outcomes of evaluation are exploited

Please see questions 1.6.a, 4.2.a and 4.5.a.

End of Questionnaire

There is no external evaluation of the strategy, but there is another approach to assess its effectiveness, e.g. internal evaluation, etc.

↳ Question 4.8.b

Please briefly describe the existing evaluation approach:

End of Questionnaire

No, there is no evaluation of the strategy.

↳ Question 4.8.c

Please explain why not (briefly describe the situation in your country):

End of Questionnaire

There is no strategy, but there are policy initiatives and/or actions aimed to provide stakeholders involved in organising international IVET mobility projects with financial and non-financial support.

↳ Question 4.7.b

Please describe these initiatives in terms of, for example, objectives, actions planned (implementation plans); coordinating body (dedicated responsible authority); means allocated (whether financial or not); etc.:

↳ [Please go to Question 4.9](#)

↳ [Question 4.9](#)

Is there any form of evaluation of these policy initiatives and/or actions to assess their effectiveness, e.g. internal evaluation, etc.?

Yes, there is some form of evaluation.

↳ [Question 4.9.a](#)

Please briefly describe the existing evaluation approach:

[End of Questionnaire](#)

No, there is no evaluation of the policy initiatives and/or actions.

↳ [Question 4.9.b](#)

Please explain why not (briefly describe the situation in your country):

[End of Questionnaire](#)

No, there is neither a strategy nor policy initiatives or actions.

↳ [Question 4.7.c](#)

Please explain why not (briefly describe the situation in your country):

[End of Questionnaire](#)