



Mobility Learning Suite Chapter 1



Introduction to Mobility Learning and Validation of Competences

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1 Foreword

In the first half of the project VILMA a multi-folded research was carried out as groundwork for the development of a comprehensive and transferable validation approach for mobility learning.

It was based on a desk research about existing validation systems and mobility learning actions in Europe with a focus on the 7 participating member states (AT, BE, DE, FR, ES, IT, LT, MT).

An extensive online questionnaire campaign was carried out among 3.000 experts from the European educational sector to find out which competences are mostly acquired in mobility actions and which competences are regarded as being the most important.

Mobility learning is certainly one of the most powerful modality to acquire competences that are needed in a uniting Europe. Apart from the rather formalised competences related to qualifications (subject oriented competences) the cross cutting, personal and social but also organisational competences are being considered most relevant.

As clearly shown in the desk research, there is a white spot on the validation and certification landscape when it comes to these competences.

In the EQF based systems social and personal skills and competences are (by nature) hidden in a system which expresses “competence” in terms of autonomy and responsibility. In these systems (ECTS, ECVET) social and personal skills are (if ever) assigned to job related qualification levels.

However, mobility learning and social and personal competence acquisition do not necessarily follow these formal qualification levels.

Also in the EUROPASS system they are not linked with specific assessment and evidencing systems.

Against this background the VILMA-partnership transfers and applies the LEVEL5 validation system to evidence competences acquired in non-formal and informal learning in a meaningful way both for mobility learners and mobility learning providers.

By this VILMA applies and transfers the powerful validation system into the mobility learning sector in order close the aforementioned gap..

In the project a specific inventory for competences acquired in mobility learning has been set up and each of the competences is described in a 3-dimensional reference system consisting of 5 levels on the cognitive, activity and affective dimension.

Additionally a specific toolbox for the assessment but also for the planning of (informal) mobility learning (ILP) has been developed in order to supply a holistic approach to mobility learning based on the quality circles..

By this VILMA also contributes to the ongoing discussion on quality in lifelong learning and mobility learning in particular.

Approach and instruments are being piloted and evaluated in various mobility actions in the second project year.

For the stakeholders in the field (mobility learning providers, deciders, funding bodies and last but not least the learners) VILMA will provide a comprehensive and powerful approach to

evidence the impact of mobility learning and the competence development of the learners herein.

developments. For this purpose a first critical reading of the used reference systems was carried out followed by a check of descriptions, assessment settings and learning outcomes along fixed quality criteria. The conferences, as well as the blended learning arrangements (management approach and didactic approach) and the material development were evaluated along specific programme and unit criteria catalogues annexed to this report. Dissemination and valorisation reports and products were subject to critical reading and reporting.

At the end of the project an impact assessment was developed as a concluding chapter of the evaluation. For this purpose the impacts on students, trainers, mobility organisations and other related stakeholders were interpreted against the original application and the current discussions and developments in the field in order to highlight the project achievements and transferable approaches and instruments.

In year 1 of the project VILMA there was not much research on the benefits and the validation of mobility learning in Europe.

The first introductory chapter may be interesting to those readers who may get an insight into the field and learn about the experiences of the mobility learners and the needs and expectations of personnel working in different fields of mobility.

The chapter is a back-up for the VILMA approach, it can be skipped if readers only want to apply the methodology in their mobility learning projects.

2 Background

2.1 European mobility learning

Following the European Community, “mobility learning” in adult education in its multiple forms is playing an increasing role, at local, regional and European levels, as statistics, national and European officers state.

Already 10 years ago the European Council urges its member states to become more active in this field:

“The gap that sometimes exists between educational training programmes and employment market, particularly in the fields of technology and foreign languages is an obstacle to true geographical mobility between sectors and regions. The resolution encourages the EC, member states, and social partners to take initiatives in this area¹.”

Learning mobility by increasing labour market mobility can help the European labour market overcome the phenomenon of simultaneous labour shortages and surpluses which is evident even during the current recession.

In recent years a clear consensus in Europe has emerged at the political level on the objective of expanding transnational education and training opportunities, particularly for young people, as well as complementary mechanisms to push it forward.

¹ Council Resolution on skills and mobility, 06.07.2002

In the current Lifelong Learning Programme (2007-2013) mobility for learning is a new transversal objective for all education and training programmes (school education, higher education, vocational training, employment, adult education) and has increased its relevance, target goals and funding in relationship to previous programmes . In the first 3 years of the programme close 900.000 learning mobility periods of students teachers and training staff have been funded.

This objective will be even further enhanced in the next funding programme with a working title “Erasmus for all” to cover the period from 2014 to 2020, where transversal mobility will be one main action of the programme.

“We are starting our studies or training in a world where the words integration, globalization and exchange have become extremely meaningful. We are now applying for jobs and placements in multinational companies, and we are likely to work some day in some other part of Europe, or of the world”, reports a University student beneficiary of an Erasmus grant. And for this increasingly dynamic job market there is no secret: young people, students, university or vocational training, need to gain the necessary skills. (Beckert, 2009). These include language skills, adaptability, flexibility, entrepreneurial skills, intercultural communication skills and learning to learn.

Indeed, the quest for more labour mobility between regions and between jobs is seen by European policy makers as well as national member states as an essential part of the Lisbon Agenda of the European Union. With the support of all these education and training mobility actions, geographical mobility should increase, as well flexibility in the labour market.

A complementary political rationale of the European Commission is the need to ensure and promote the right of freedom of movement in the EU, as one of the core “acquis” of the European Communities(Krieger, 2006). Mobility is a right and fosters employability, but the impact in personal development and personal accomplishment should also be made visible.

The European Quality Charter for Mobility puts major emphasize on the recognition and certification as well as on evaluation of mobility action learning outcomes.

However, it is rather difficult to evaluate and validate the acquired competences herein since mobility learning activities mainly consist of (rather unplanned) and mainly informal learning activities taking place in everyday life of the learners outside their habitual living and learning contexts.

At the same time the evaluation and validation of informal learning is becoming increasingly important as a means of enhancing life-long learning

2.2 Validation of Informal Learning in Mobility

Parallel to mobility learning, also the topic “validation of informal learning” has become increasingly important in recent years. The Council of Europe (14 June 2002) adopted a work programme and the European Commission published funded calls for the development of ways to validate the respective learning experiences².

² E.g. in the 2009 Lifelong Learning Programme Call.

As stated in the recent CEDEFOP publication “European guidelines for validating non-formal and informal learning” it is often a challenge to distinguish between learning for personal and for professional purposes.

This is especially relevant for collaborative learning and learning on mobility since often both purposes are mingled. Hence a clear distinction is often not possible - sometimes not even favourable.

Thus the validation of informal learning in mobility actions also tackles the question how to achieve a close interaction with formal education and the labour market while, at the same time, safeguarding key attributes of independence and the concept of volunteering.

As far as the individual validation is concerned, with the EUROPASS Mobility Document a suitable instrument for recording and proving all periods of transnational mobility for learning purposes is available though it may not be considered as the most adequate tool to be applied for adult education.

In informal learning a standardisation in regard to contents (*topics*), learning objectives and envisaged outcomes (*competences*) is nearly impossible due to the uncountable life situations, demands of learners and needs of the beneficiaries.

This is why most of the countries rather concentrate on validation of learning outcomes that are put in relation to standardised levels of qualification.

However, if it comes to collaborative and mobility learning the major part of competences developed relates to personal and social competences that cannot directly be linked with standardised and job related systems.

On the political level one can state that there is a two-folded discussion going on – on the one hand there is the party that looks on informal and non-formal learning from a rather holistic approach focusing on the learners (and validation of their competence developments) in a comprehensive real life approach whereas the other party is rather utilitarian and employability oriented³.

There are certainly strong and weak points in each of the approaches and instruments – however in VILMA we have to focus on the feasibility to evaluate the given informal learning situation and validate learners - in our case in European mobility projects and actions.

However, what we can already state at this stage is that there is a lack of a comprehensive approach and a consistent set of instruments to assess and evidence the impact of mobility learning on the competence development of the individual learner on the basis of a comparable reference system and a common European methodology:

More precisely an approach is missing that tackles the questions:

- ★ How can the gap between formalised (employability oriented) and informal (personal oriented) learning be bridged

³ A comparison of chapter 3 will show that validation of Informal Learning can lead to completely different approaches:

- focused on the informal and non-formal learning processes
- focused on the informal and non-formal learning outcomes

But even this differentiation is only convincing at first sight since also the supporters of the first approach will certainly claim that their ultimate goal is the learning outcome of the learner in an informal context.

- ★ Which topics and competences should be assessed on cognitive, affective and activity related level
- ★ How can they be evidenced in such a flexible way that it satisfies the demands of individual learners (in different learning settings and environments) and those stakeholders who are potentially interested in their competences
- ★ How can this validation contribute to a more profound understanding and to a stronger position of mobility activities in adult learning, especially against the restructuring of the LLP in the next funding period
- ★ How can mobility actions be interlinked with the general concept of the development of key competences in order to liaise with other validation efforts like the EQF.

3 Competence development in European mobility actions

In the first project phase the VILMA team inquired which competences ought to be acquired in LLP actions.

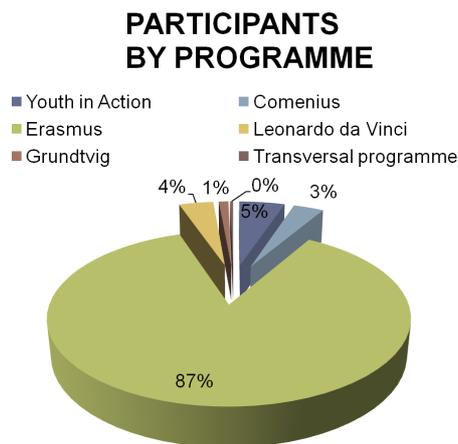
3.1 Learning in Mobility Actions in the LLP

Learning through mobility is seen as an important way for young people to strengthen their future employability in an increasingly integrated European labour market.

In adult learning (GRUNDTVIG sector) mobility organised by grass root organisations and adult education providers for adult learners is increasing in a phase where recession in adult education budgets is a reality.

However, learning mobility is recognised as a transversal measure in **all** LLP and youth EC funded projects programmes also broadly supported in national and regional schemes to foster employability, professional development, as agent for institutional change and innovation, personal development, personal self-accomplishment, active citizenship, broadening networks, European citizenship, global education and learning organisations.

In 2010 mobility and partnership actions, both decentralised and centralised sum up to a total of 41.683 projects with nearly 500.000 participants and a funding amount of 1.094 Mio €. In the Youth in Action programme further 330 projects were granted worth 143 Mio € with 146.700 participants⁴.



The vast majority, 87% of the participants stemmed from Higher Education and received funding in the framework of Erasmus followed by the YiA participants (5%), LdV (4%), Comenius (3%) and Adult Education (GRUNDTVIG) with 1%

In practice individual mobility actions, partnerships, trainers' mobility grants, and senior mobility constitute some of the mobility initiatives in support to promoting the values of the programmes.

The high expectations in mobility actions in all the education sectors (and budget's) are not paralleled with sound methods to record the added value of mobility actions, namely in

⁴ Facts & Figures about EU mobility programmes in Education, Training, Research and Youth (Updated June 2011, Gelabert)

regard to acquired competences or learning outcomes of participants, that give substantial transparency to the value of the investment in terms of these initiatives.

3.2 Results from the LdV mobility surveys

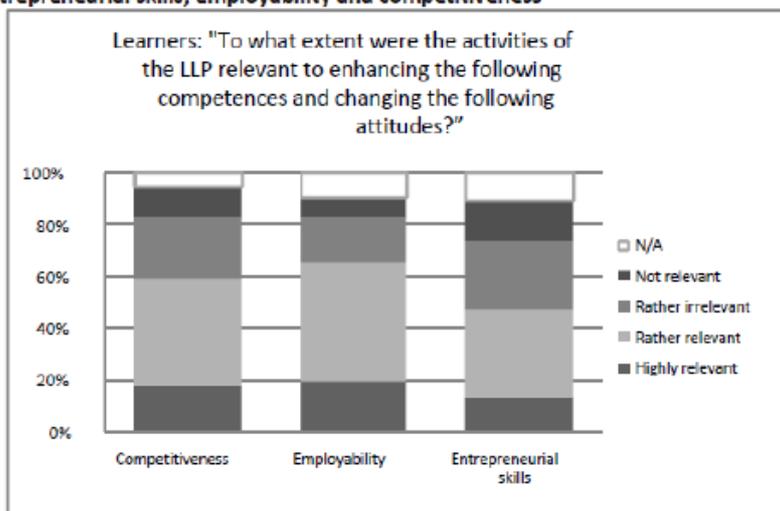
There is not much material about the acquired competences in mobility actions. As far as the subject oriented competences are concerned they differ dependent on the purpose and the sector of mobility. When it comes to rather cross-cutting social and personal competences the degree of formality decreases and so do the available research works and respective data.

However there have been some research works that focused on the question what is learnt through mobility.

In the LLP interim report⁵ learners were asked about the benefit of the mobility action for their professional situation:

The objective impact of the mobility actions funded for all actions of the Life-long Learning programme, now in its mid-phase, is still difficult to estimate. Nevertheless participants believe in the effects. A survey, that was published in the Life-long Learning Programme mid review report focused in the question: “What has been learned in mobility?” relevant to a professional situation.

Figure 14. Relevance of the Lifelong Learning Programme action to enhancing learner entrepreneurial skills, employability and competitiveness



Source: survey of individual beneficiaries of the LLP.

In the survey, individual beneficiaries of different actions of the Life-Long Learning programme were asked “to what extent transnational learning activity was relevant to enhancing competitiveness, employability and entrepreneurial skills”. Close to 60% of the respondents answered that learning in mobility was highly relevant. Even if the questions posed are rather vague, a large number of learners think that mobility has had a positive impact on their future career or job prospects and that it enhances their entrepreneurship, which is one of the EU key competences.

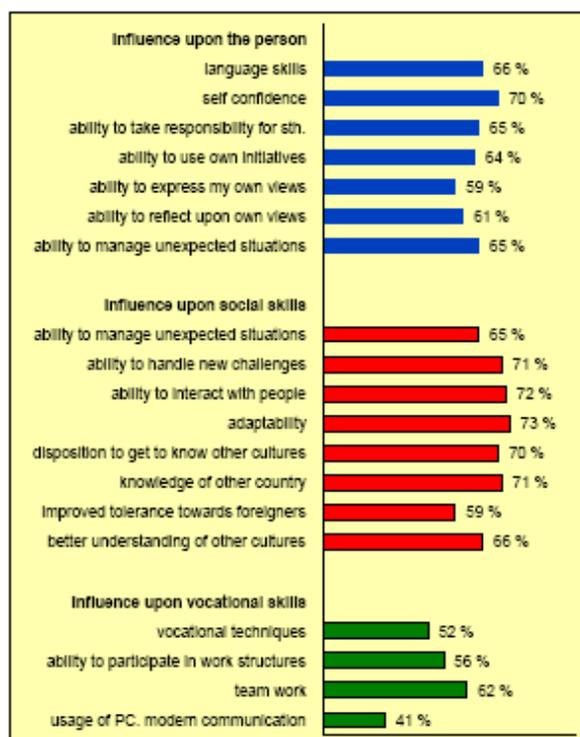
However, these are still very vague statements since all the three constructs (competitiveness, employability and entrepreneurship) are neither competences nor specific

⁵ source

enough to draw any conclusion, what exactly would be the benefit of learning in mobility. Nevertheless the figures give us a rather clear idea that most learners think that mobility has a positive aspect on their future career. Still 50% think that it also has a positive impact on entrepreneurship which is a key competence and can at least be defined along statements from EU-publications⁶.

The study on the “Impact of Leonardo da Vinci Mobility Experiences of trainees” carried out by Dagmar Ouzun from 2007 provides more concrete data and a more detailed insight in what is learnt in mobility⁷. The study was based on a large scale questionnaire research (26.000 sent; 6.000 respondents). Ouzun clustered the impact of mobility activities on “influence on the person, social skills and vocational skills⁸”.

As the following chart shows, the beneficiaries of transnational training mobility consider this activity a strong incentive for personal, linguistic, social and professional development. The experiences gained abroad have boosted participants self-confidence (70%), their adaptability (73%), and inclination to team work (62%). The study also found out that 66% of trainees improved their language skills, 65% the ability to manage unexpected situations, 72% the ability to interact with people, and 71% the ability to handle new challenges.



Related to the acquired competences, as far as the learners answered, there is a high (60-70%) impact on the personal competences and even slightly more (60-73%) on the social competences.

⁶ Quote: KC in LL; KC8 definition

⁷ Study on the Impact of Leonardo da Vinci Mobility Experiences, December 2006 - April 2007” by Dagmar Ouzoun.

⁸ One can of course ask if “team work” is also a social competence but of course there are also other overlappings.

Vocational skills receive clearly lower rates between 41 and 56%) with the exception of team work (62%). However, and this is a striking fact: in terms of employability and employment results, the study provides undisputable evidence of the positive effects of these transnational trainings:

The research further pointed out, that 58% of the unemployed people involved in Leonardo placements found a job after training abroad, 32% found a workplace in another country, 27% improved the quality of their jobs and 34% got jobs with greater responsibility.

Apart from these “glue effects” that result in a concrete follow-up employment one can state that mobility learning leads to the development of skills and competences that are needed in (future) professional life. Hence these competences are being developed in this rather informal learning setting and they should be evidenced in order to foster transparency and the added value of mobility learning.

3.3 Results from the VILMA survey

The VILMA project specifically aims at persons who are working in the context of transnational mobility learning projects. In this perspective, a large-scale online survey⁹ was conducted among stakeholders of mobility projects in order to

- ★ identify the current level of acknowledgment of mobility actions as informal learning contexts;
- ★ receive input regarding the interest in tools for the evaluation of competence development; and
- ★ collect feedback regarding competences and competence development mobility actions with the purpose of learning.

Survey and needs analysis form the basis of the general competence portfolio, which are most interesting for the validation of non-formally and informally acquired competences in transnational mobility actions with educational purpose (inventory in the LEVEL5-System) and the explicit descriptions of the expected competence developments from the practice partners.

To reach the relevant target group, e-mail invitations to fill-in the questionnaire were sent out to coordinators and project staff of current and former mobility projects and learning partnerships provided by the partners of the VILMA project.

3.3.1 Survey Demographics

The survey was carried out over a period of two months from November until December 2011 and resulted in overall 80 responses from 16 European countries (including partial answers of respondents who did not fill in the full questionnaire). For the following analysis only the 60 questionnaires, which were completely filled in are taken into account.

With a closer look at the field of work the respondents are active in we see below (cf. fig. 6) that around 42% work in adult education, 28% in higher education at universities or related institutions, 22% come from the field of vocational education and 5% work at schools. 37% stated to be active in project development in different sectors and the 35% choosing the

⁹ A copy of the survey containing all questions can be viewed online at <http://appv3.sgizmo.com/reportsview/?key=56958-974367-b89e13604ad1fa4396bbb50d72051eb3>

answer “other” mainly specify to be students and persons active in youth projects or cultural institutions.

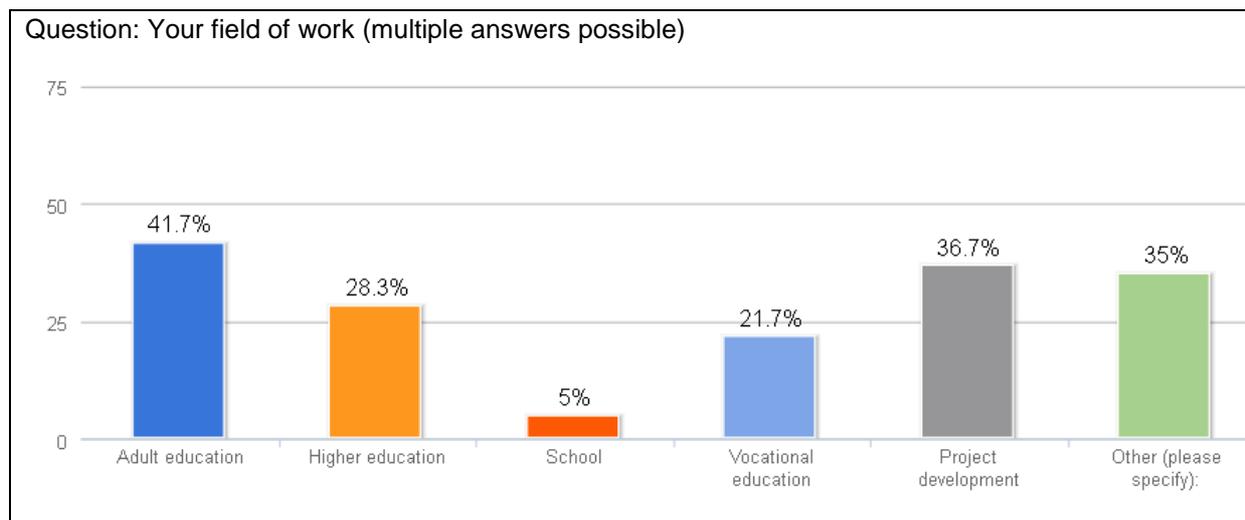


Figure 1: Working fields of the respondents

The next question addressed concrete funding programmes within the LLP and other frameworks the respondents have worked with, to get an idea of the funding bodies that promote mobility (cf. figure 7). Multiple answers were possible. There were approximately two answers given per question, which means that some or most of the respondents are working with the frameworks of more than one LLP programmes.

In this concern it is interesting to see, that beyond the promotion of mobility within LLP, which is of course the majority, 30% of the respondents have further worked in mobility projects which were funded nationally or by NGOs. This shows that besides the EU there is reasonable interest in mobility on the national levels. Under “other” the specified answers mainly subsume further nationally funded mobility programmes, the ESF and Youth in Action.

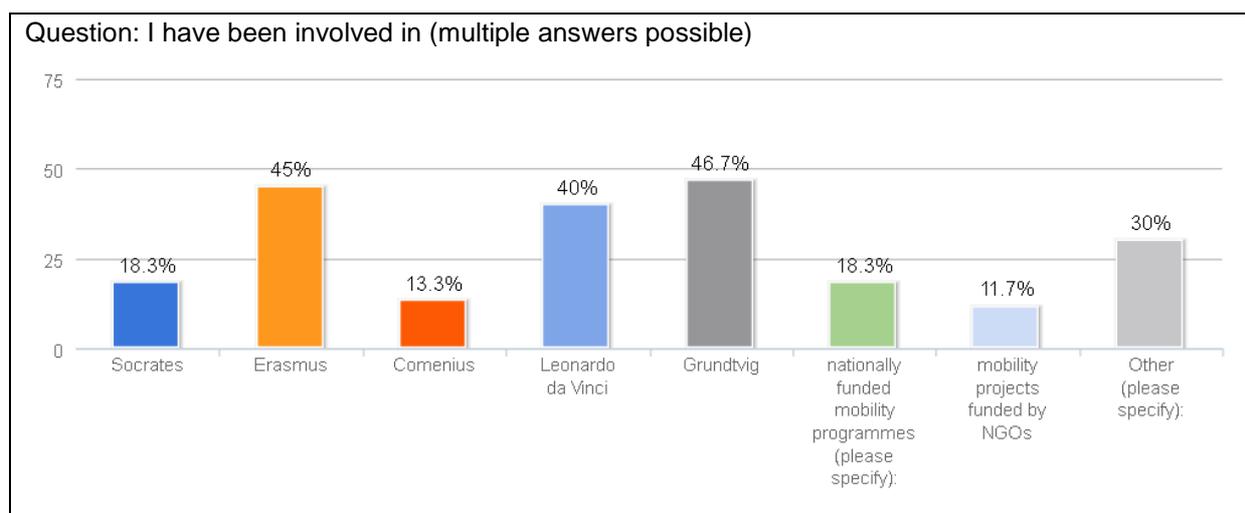


Figure 2: Working fields of the respondents

To further clarify the background of the respondents it was asked for the individuals' occupation and function within the respective mobility projects they work in. The answers (cf.

fig. 3) indicate, that almost half of the of the respondents work or have worked before as project coordinators (42,4%) or project managers (45,7%). A lesser proportion had been involved as a content-related contributor (27%). Other project roles to be further specified, an answer given by 39%, are consultant, (external) evaluator, administrative staff, participant and teacher. On the second rang of answers the option other to be specified was chosen by 39%. It is interesting, that the majority (13) of persons who choose this answer were learners from mobility projects. Others are evaluators and researchers.

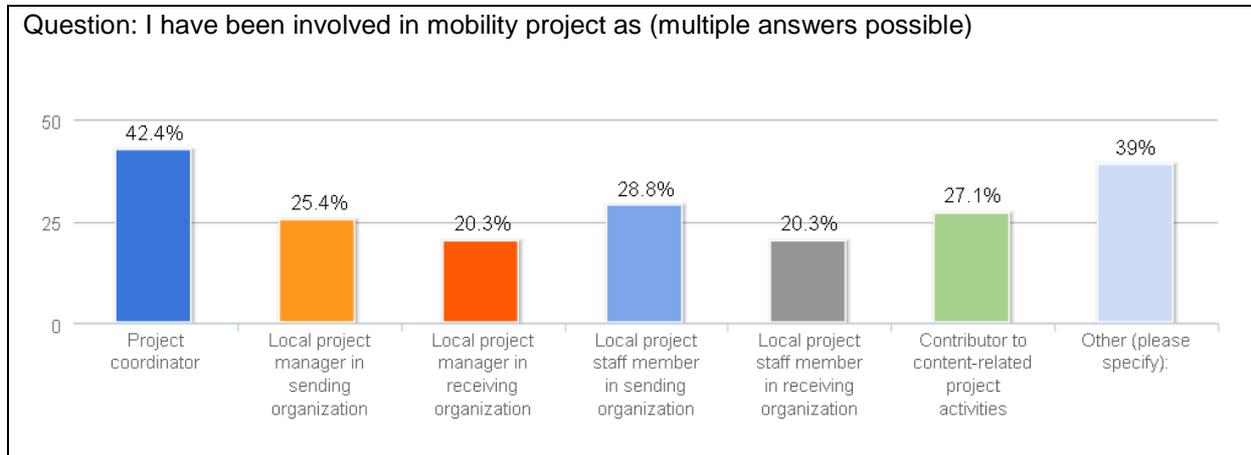


Figure 3: functions within mobility projects

Answers to the next question give evidence of the experience the respondents have in their work fields (cf. figure 4). In particular 31% have experience in 5 or more mobility projects and another 40% state that they have worked in 2-4 mobility projects so far. Only the rest of 29% is new in this field. It can thus indeed be said that the survey was particularly filled in by respondents who – due to their experience and involvement – have valuable feedback to give regarding competence development in mobility related education projects.

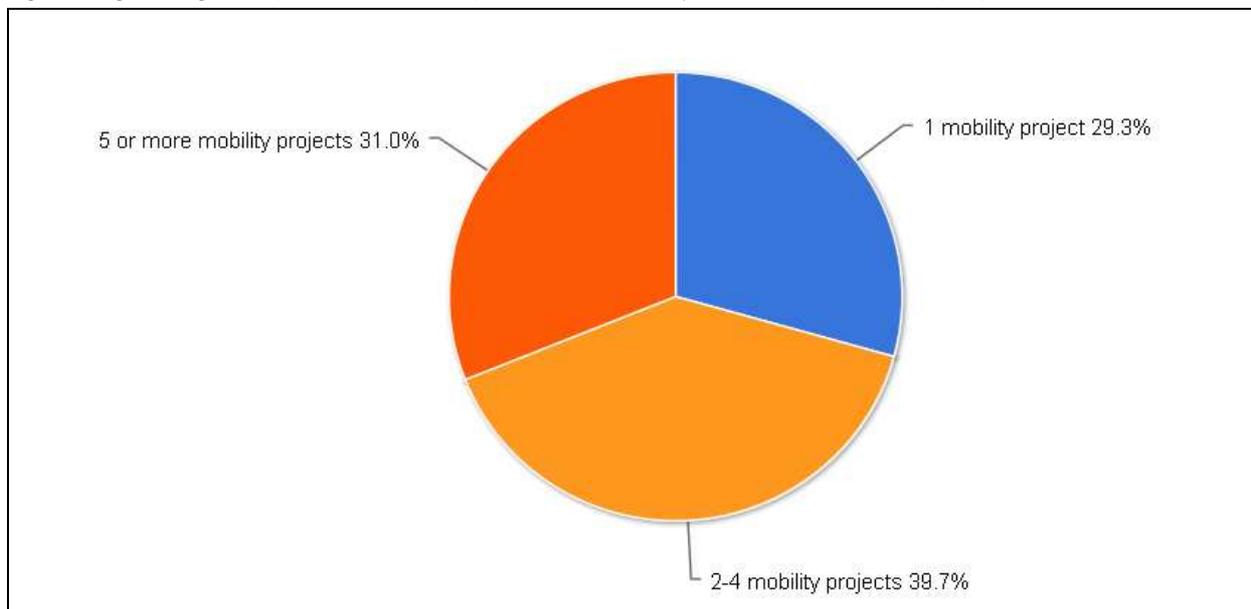


Figure 4: Respondents' experience in mobility projects

3.3.2 Evaluating Competence Development

Asked for the experiences with evaluation of individual competence development only 25% of the respondents stated, that they had ever evaluated the individual competence development of learners in mobility actions (cf. figure 5). The ones that did were asked to describe the ways of doing so. The methods mentioned comprised the Youth Pass and an online assessment tool called europe.compass.eu, questionnaires, self-evaluation and assessment sessions as well as interviews and reports.

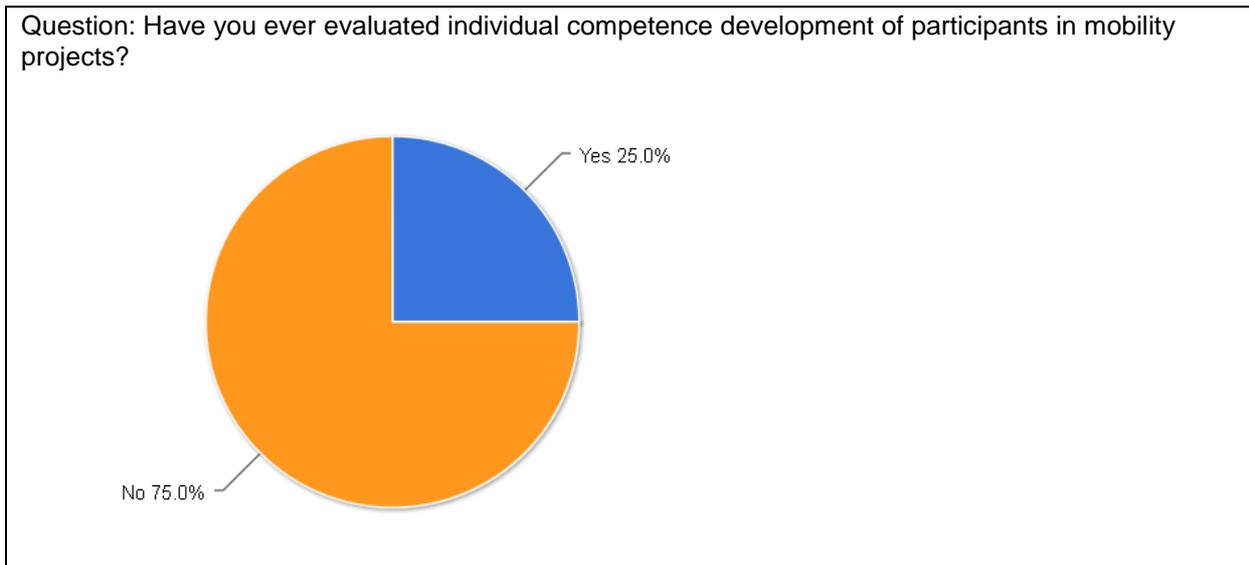


Figure 5: Experiences with evaluation of individual competence development

In contrast to the rather sporadic experiences with evaluation of individual competence development, asked on whether any kind of certification to evidence the development of personal and social competences of the learners is offered, almost half of the respondents (44%) state yes (cf. figure 6). This figure might be explained by taking into account, that the respondents might not personally be involved into the procedure of assessing and certifying competences in their projects.

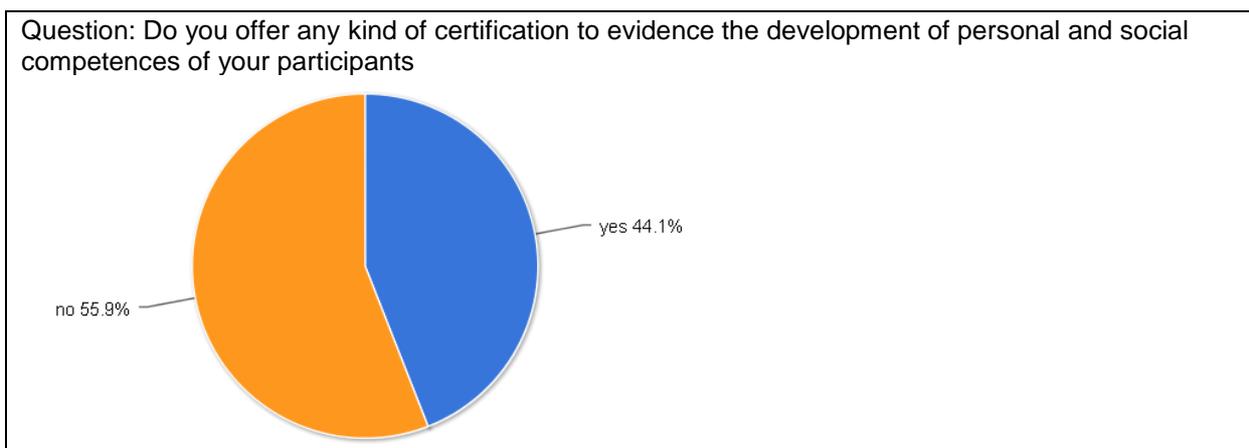


Figure 6: certification of competence development

Having a closer look at the kinds of certificates, that the respondents named, it shows that the understanding of the term certification is very broad:

The most common way is to give out certificates of attendance or participation. Second mostly used are the EUROPASS and the YOUTHPASS certificates. Beyond these three well known categories the descriptions of the certificates become more random: *“Certificate of improved competence, language certificates, certification of the local entity, special short open question form; we mail back our evaluation results to the coordinator. The coordinator will use the date for a course evaluation but not for a learner certification, further national certificates, as: “Kompetenznachweis International” (see also: <http://www.nachweise-international.de/>), I do not directly offer this but the evidence of personal and social competence gain would be including along since professional competence measures; research competence measures - which may lead to a formal award as an advanced practitioner or contribute to gaining a research passport.”*

Asked, whether the respondents have come across any standardized tool to evaluate personal and social competences developed by going abroad only 22% answered yes (cf. fig. 2).

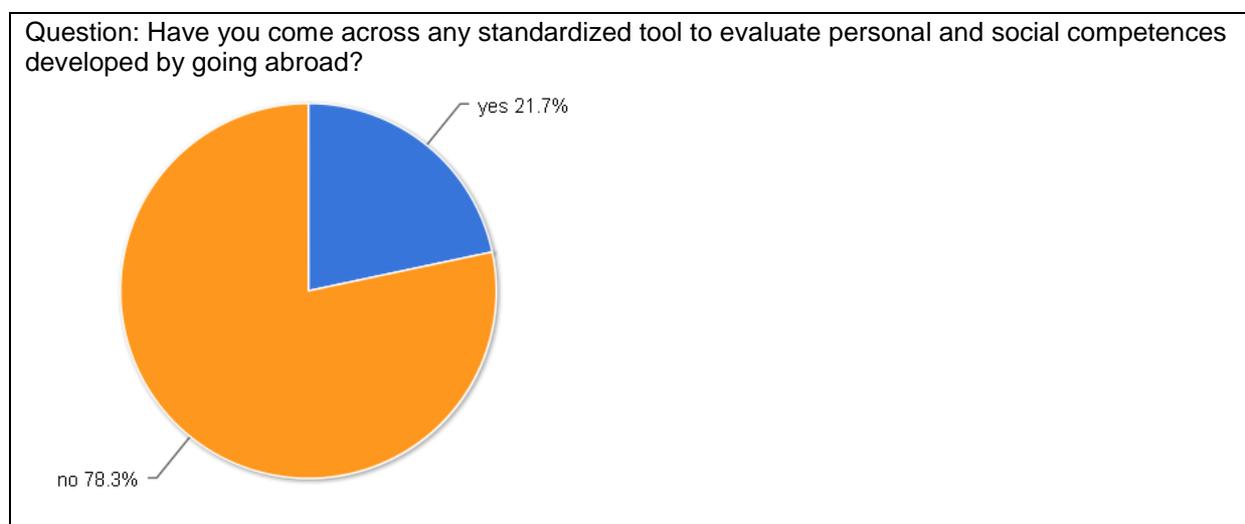


Figure 7: Knowledge of standardized evaluation tools

As more than $\frac{3}{4}$ stating they didn't know any standardized evaluation tool, it shows that the recognition of existing tools is little in contrary to the growing demand for the documentation of competences, especially in the field of vocational training.

If the answer was yes the participants in the poll were asked to specify which methods they know. Here being mentioned 5 times the EUROPASS mobility supplement is the first rang, followed by the YOUTHPASS on rang two. LEVEL5 was mentioned by one respondent, same as "Nachweise International", being an element of the COMPASS-europe project already mentioned above and which was especially developed for participants in international youth-exchange projects. Further the protocol ESAP (European Survey on Ageing Protocol), which includes a variety of measures regarding competences was mentioned by one single respondent.

The following answers support the former thesis of high demand for certification, 78% of the respondents declare interest in certifying competence development gained by participating in their mobility project (cf. fig. 8)

Question: Are you interested in certifying the competence development gained by participating in your mobility project(s)?

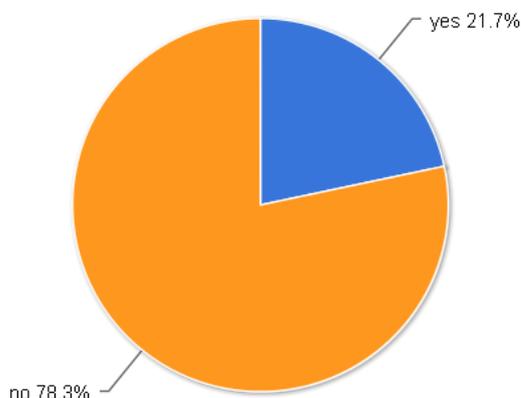


Figure 8: Interest in certification of competence development

Those who declared interest were asked to specify their purposes. It turned out, that the reasons why a certification of competences is of interest to the respondents are various, but can be grouped into some major objectives (in the order from most often to least often given answers): to document the personal and competence development of participants and foster their self awareness (20), to improve the participants employability and labour market chances by having a documentation of their gain in competences e.g. as a part of ones portfolio (15), to evaluate and give evidence about the successful results of the own project (8), for marketing reasons (3), to be used as an instrument for the management of personnel within the institution (1) and out of personal interest (1).

Summarizing the list of benefits resulting from mobility, it is obvious that the majority of statements refer to the personal and social development of the participants. It seems that it is broadly acknowledged that the areas of development are mainly positive development of self-confidence, autonomy, determination on own goals and communication skills. Also often mentioned is the broadening of ones horizon by looking at the world from a different angle and make new experiences, also improvement of language skills and the access to new knowledge was mentioned several times.

The target groups the respondents work with are mainly students (61%), followed by adults (57%) and persons in vocational training as well as unemployed (43% and 45%). Around 30% of the answers indicate volunteers; seniors and professionals as the main target group for their mobility projects (cf. fig. 9).

3.3.3 Competences acquired in Mobility

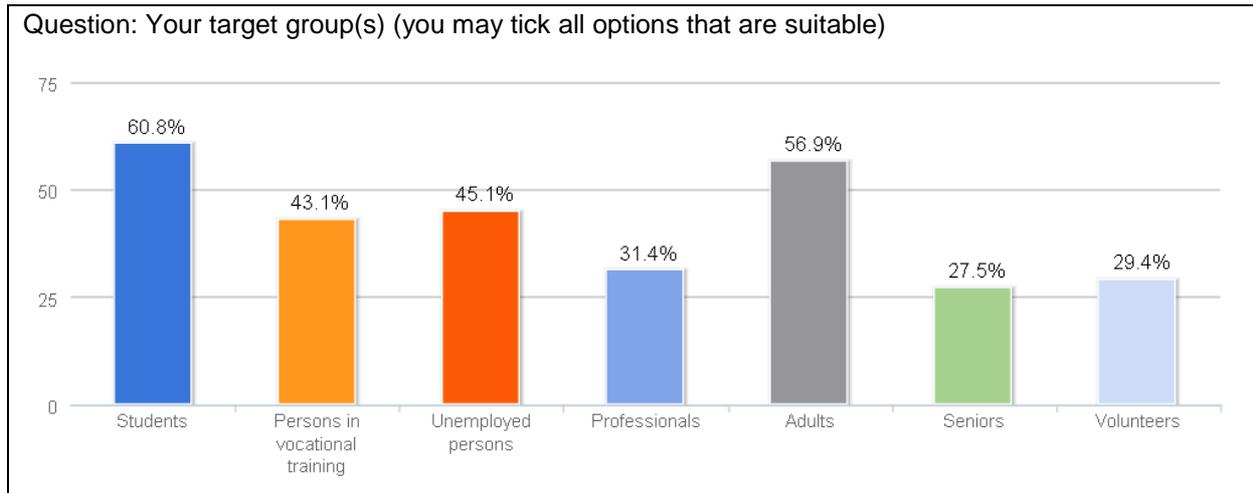


Figure 9: Main target groups of the respondents

First being asked for general benefits of participating in mobility projects the respondents of the VILMA survey were then supposed to prioritize five competences, which seem most important to be evaluated (cf. fig. 10).

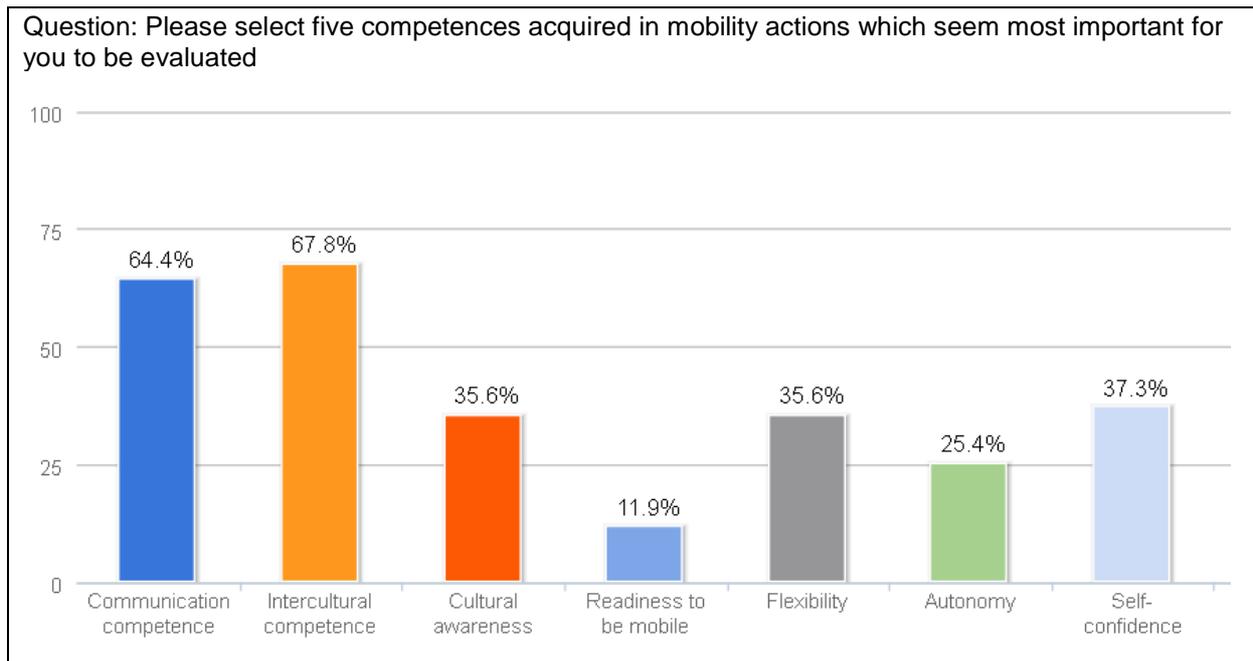


Figure 10: competences that are considered most important to be evaluated

The two competences that are considered most important to be evaluated as outcomes of participating in mobility projects are intercultural (68%) and communication competence (65%). More than one third of the respondents believe that each flexibility, self-confidence and cultural awareness are worth evaluating. One fourth also names autonomy as an important competence. The readiness to be mobile, as a precondition to go abroad, is something only 12% think worth of being evaluated.

As the figure above only displays the 7 competences at the top of the ranking, the table below evidences the full range of competences to choose from and how many times they have been selected.

One of the questions raised within the VILMA partnership was how to rate professional skills imparted in relation to social and personal competences gained by participating in mobility projects. The thesis of the partnership was in this concern, that the focus of evidencing competences is mainly towards personal and social competences as outcomes of informal and non-formal learning processes in mobility actions.

Question: How would you rate theme-related competences (related to content and objective of your mobility learning action/project) in contrast to personal and social competences listed above?

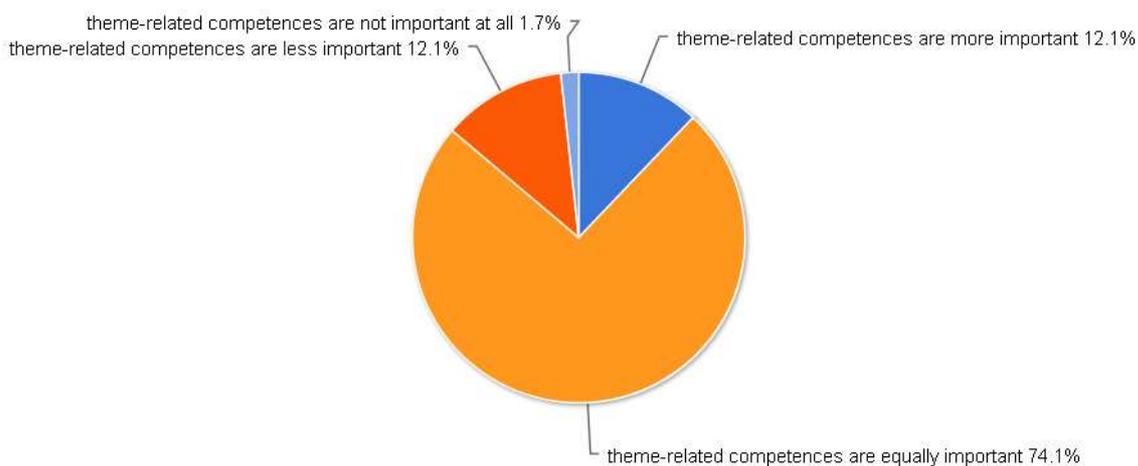


Figure 11: Weighing of theme-related vs. personal and social competences

That question was passed on to the participants of the online-poll: “How would you rate theme-related competences (related to content and objective of your mobility learning action/project) in contrast to the personal and social competences listed above?”

Almost ¾ of all answers consider theme-related competences as equally important to personal and social competences. Each 12,5% answered theme related competences would be more respective less important. One person didn't find them relevant at all (cf. fig. 11).

Question: Would you be interested in using a standardized tool for assessing social and personal competence development in European mobility actions?

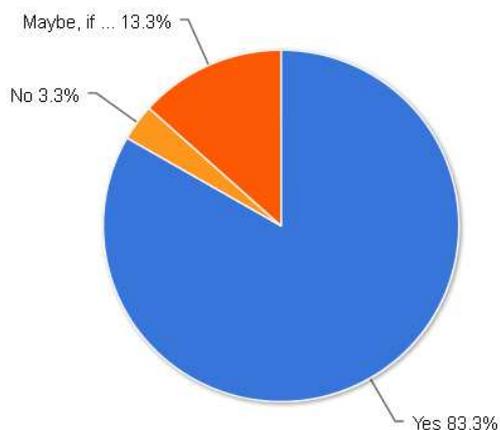


Figure 12: Interest to use a standardized tool for personal and social competence assessment

84% answered yes to this question, another 13% narrowed their consent by saying that their interest is connected to certain specific interests (maybe, if...) and only two persons (3%) stated not to be interested at all (cf. fig. 12)

Preconditions made by the 14% saying maybe were that the tool should be

- ★ adaptable and suitable for a variety of target groups (jobless, seniors, volunteers)
- ★ spread broadly and commonly known in the field
- ★ not too complicated, easy to apply
- ★ not distracting from objectives
- ★ fitting demands of current or future projects
- ★ efficient and reflect results

These answers reflect the demand the VILMA partnership itself identified in order to create a feasible approach to validate the outcomes of informal learning through mobility with the LEVEL5 method.

Next those persons having answered the previous question with yes, were asked to specify the purposes for which they would like to use the standardized tool for competence assessment (cf. fig. 18). Possible answers were given with the option to choose more than one. The vast majority of 84% stated, that the main rationale to use a standardized tool for competence assessment is for individual professional purposes and the development of the participants' careers.

The purpose which is considered second most frequently by 53% is the internal improvement of quality of the project one works in. On the third and fourth rang self-awareness related to contents of the project (51%) and self-awareness/self-reflection of the participants (47%) are named. The need to justify ones own project within the own institution or for marketing reasons was only felt by 14,5% of the respondents. On the other side about one third (33%) has interest to create accountability towards the funders of the project using a standardized evaluation tool.

Concluding it is shown, that the interest in evaluating competence development is broad based on different intentions, but is mainly seen in relation to creating benefits for the participants in mobility actions by giving them evidence of their development as well as to improve the project quality.

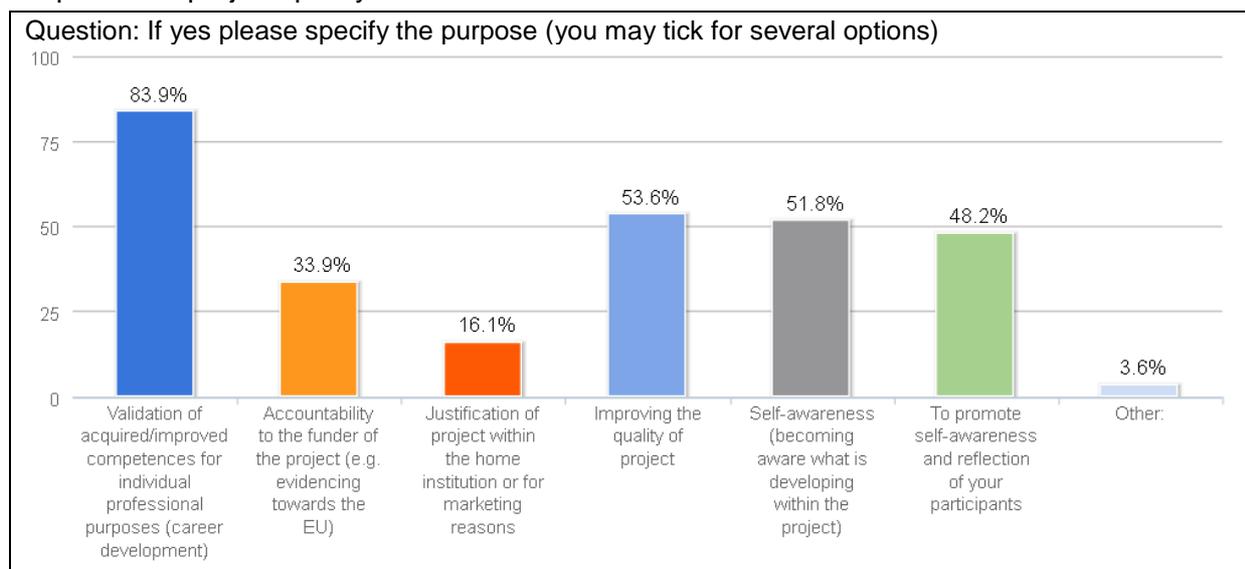


Figure 13: Purposes of using a standardized tool

