

REPORT

**"ON THE ASSESSMENT OF
MOBILITY NEEDS IN VET SCHOOLS
WITHIN THE FRAMEWORK OF THE
MOMAVET PROJECT"**

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Introduction

The vocational education system in Albania is developing to adapt to the needs of the market and the economy. Vocational education plays a pivotal role in preparing students for the challenges of the modern workforce. To enhance the effectiveness and relevance of vocational education, facilitating the mobility of teachers and students has become an increasingly important strategy. This executive summary aims to highlight the value of mobility in vocational education while also addressing the challenges that come with its implementation.

Mobility programs are offering a unique opportunity for teachers and students to expand their skill sets beyond traditional classroom boundaries. Experiencing different vocational settings and practices enriches their knowledge and technical expertise, enabling them to bring fresh insights back to their home institutions. Moreover, engaging in mobility programs exposes participants to diverse cultures, working environments, and societal norms. This exposure fosters a broader global perspective, promoting cross-cultural understanding and tolerance, which are increasingly vital skills in a globalized world.

Teachers who participate in mobility experiences often encounter alternative teaching methodologies and approaches. The exposure to different educational systems helps them refine their own teaching pedagogy, incorporating innovative techniques and strategies to improve the learning outcomes of their students.

Mobility in vocational education bridges the gap between educational institutions and industries. Students and teachers get hands-on experience in real-world work settings, aligning their skills with current industry demands. This alignment enhances students' employability and job readiness upon graduation.

On the other hand, implementing mobility programs requires careful planning, administrative coordination, and collaboration between institutions, both at home and abroad. The bureaucratic complexities of arranging visas, travel logistics, and credit transfers can be daunting and time-consuming.

Currently, the mobility programs in the EU play a crucial role in supporting VET institutions, students, and staff to gain international experience, share best practices, and foster collaboration across borders. They contribute to the development of a skilled and adaptable workforce in Europe, addressing the evolving demands of the labor market and promoting lifelong learning.

The value of mobility in vocational education for both teachers and students is evident in the enhanced skills, global perspective, and employability it offers. However, to fully realize these benefits, it is essential to address the challenges of administrative complexity, financial constraints, language barriers, and academic recognition. By proactively developing strategies to overcome these challenges, we can create a more inclusive, globally-oriented, and dynamic vocational education system that prepares individuals to thrive in the ever-changing world of work.

Background information on VET in Albania

The vocational education and training system in Albania is overseen by the Ministry of Finance and Economy. The National Agency for Vocational Education and Training (NAVET) plays a crucial role in coordinating and implementing vocational education policies and programs.

The Albanian government encourages private sector involvement in the development and implementation of vocational education programs. This collaboration ensures that the VET system remains relevant to the evolving needs of the industries and helps create a skilled and adaptable workforce.

The mission of the vocational secondary education and training is:

- to develop the necessary personal and professional competencies, as well as other diversified attitudes and competencies, which reflect the preferences and special needs of employers to ensure social welfare and economic development;
- to provide education and vocational training in accordance with the level of development of science and technology, with the demands of the constantly changing labour market, as well as with the national culture and tradition;
- ensure international compatibility of certification documents issued.

The VET area consists of and is administered by **public and non-public providers** operating at central and local level, including public VE providers for which the VET law foresees a higher share of autonomy as regards programme offer, cooperation with companies and income generation activities, and as well non-public VE providers.

Vocational education is opened for all students aged from 15 to 19 years old but is also opened for adults as part of the vocational training. In the tenth grade of upper secondary vocational education, students not older than eighteen years of age are admitted. A student who has reached the age of 22-year-old in the four-year secondary education and has not completed the upper secondary education, can continue the class until the end of that academic year.

The VET qualification types follow the educational structure (respectively, 2+ 1+1 years, 2+2 years and 4 years) adopted in the VET Law No. 15/2017. The duration of the study programmes for the above-mentioned vocational qualifications varies from 1 year, 2 years to 4 years. In VET, the majority of the training programmes follow the 2+1+1 structure consisting of a two-year basic vocational training, a one-year specialization and a one-year consolidation phase. Some of the VET programmes (mainly business administration, ICT and forestry) apply the 2+2 structure. Similar to the 2+1+1 structure, they start with a basic two-year training to equip students with fundamental vocational skills in their occupational area (leading to the AQF Level 2 certificate of “Semi-Skilled Worker”). This is followed by a two-year specialization phase leading to Technician / Middle Manager certificate (level 4 AQF). The third option is the 4-year’s structure which is only available in three occupational areas: geodesy, veterinary, and elderly care services. Upon completion of each level students are awarded with both: **a certificate and Europass supplement.**

Students, who have achieved a certificate at the AQF level 4, are eligible to take part in the Professional State Matura exams. The summative exams for the Professional State Matura are centrally organised by MES based on annual joint instructions issued by MES and MFE and coordinated and monitored from the Centre for Educational Services, and after the successful finalisation of the exam the student will be awarded with Professional State Matura Diploma. Both State Matura and Professional State Matura leads to tertiary education and to Post-secondary VET 5th level.

Public VET is offered by 34 vocational schools and 10 public vocational training centers (VTC) distributed in 12 regions of the country. Non-public VET providers include 8 vocational schools and around 987 licensed VTCs.

While the Albanian VET system has been making progress, it has faced some challenges. These include the need for improved infrastructure and resources, ensuring the quality and relevance of training programs, and increasing employer engagement in the design and delivery of VET courses.

Mobility programs in EU

In the European Union (EU), there are several mobility programs specifically targeted at vocational education and training (VET). These programs aim to enhance the skills, employability, and overall quality of VET by providing opportunities for students, teachers, and staff to gain international experience and knowledge exchange. Some of the prominent mobility programs for vocational education and training in the EU include:

1. **Erasmus+ VET Mobility:** This is a part of the broader Erasmus+ program, specifically designed for VET students and staff. It allows students to undertake work placements (internships) abroad, giving them practical experience and exposure to different work environments. Staff can also participate in job shadowing, training, or teaching assignments in partner organizations.

2. **ErasmusPro:** ErasmusPro is a new initiative within Erasmus+ that aims to provide long-term (6 to 12 months) work-based learning opportunities for VET students. This program is dedicated to enhancing vocational skills and employability.

3. **Leonardo da Vinci Mobility:** This program was previously part of the Lifelong Learning Program and has now been integrated into Erasmus+. It focuses on work placements for VET students and staff in companies or organizations across Europe.

4. **EuroApprenticeship:** EuroApprenticeship is a network of VET schools, companies, and intermediary organizations that promote apprenticeship mobility within the EU. It aims to improve the quality of apprenticeships and facilitate cross-border learning experiences.

5. **European Alliance for Apprenticeships (EaFA):** Although not a mobility program itself, EaFA is an initiative that encourages companies and VET providers to offer more apprenticeship opportunities, including cross-border placements, to young people.

6. **Sector-Specific Mobility Programs:** Some EU projects and initiatives focus on specific sectors, such as tourism, agriculture, health care, and construction. These programs provide tailored mobility opportunities for VET students and staff in industries with specific skill demands.

7. **European Vocational Skills Week:** While not a mobility program, the European Vocational Skills Week is an annual event that highlights the importance of VET and showcases success stories, including those related to VET mobility.

8. **European Social Fund (ESF):** Although not exclusively for mobility, the ESF supports VET initiatives that enhance skills and employability. Some projects funded by ESF may include mobility components for VET learners and educators.

Advantages and disadvantages

Mobility programs in the European Union (EU) for vocational education and training (VET) offer numerous advantages and disadvantages. Here's a comprehensive overview of the main benefits and challenges associated with these programs:

Advantages:	Disadvantages:
<ul style="list-style-type: none">• Mobility programs expose VET students, teachers, and staff to diverse learning environments, helping them acquire new skills, knowledge, and competencies that are valuable in the labor market.	<ul style="list-style-type: none">• Language differences can hinder effective communication and learning during mobility programs, especially if the participants are not proficient in the host country's language.

- Participants in mobility programs develop a broader skillset and gain practical work experience, making them more attractive to employers and increasing their chances of finding employment.
- Mobility provides the opportunity to experience different cultures, customs, and work practices, fostering intercultural understanding and global perspectives.
- Participants build professional networks, create international partnerships, and share best practices, enriching the VET sector with new ideas and approaches.
- Exposure to high-quality VET institutions and companies abroad can inspire improvements in curriculum design, teaching methodologies, and overall program quality in the home institution.
- Mobility programs encourage personal growth, independence, and self-confidence in participants as they navigate unfamiliar environments and challenges.
- Mobility experiences contribute to the development of a sense of European identity and citizenship, promoting unity and cooperation among EU member states.

- Funding limitations may prevent some students and staff from participating due to travel, accommodation, and living expenses.
- Ensuring proper recognition of skills acquired during mobility and their alignment with national qualifications frameworks can be complex and vary across EU countries.
- Participants may experience cultural shock and difficulties adapting to the social norms and work practices of the host country.
- Not all VET students and staff have equal access to mobility opportunities, leading to potential disparities in international experiences and opportunities for personal and professional growth.
- Some participants may face challenges integrating back into their home institutions or local job markets after the mobility experience.
- Mobility programs may have relatively short durations, limiting the depth of the learning experience and cultural immersion.

Overall, mobility programs in the EU's vocational education and training sector offer substantial benefits, but challenges like language barriers, financial constraints, and recognition issues must be addressed to ensure inclusivity and maximize the positive impact on participants' personal and professional development.

Aspirations to participate in mobility programs in Albanian VET system

Albania has expressed strong interest and aspirations to participate in mobility programs, especially those offered by the European Union (EU). The country's expectations of entering mobility programs include:

1. **Enhancing Education Quality:** Participation in mobility programs can help improve the quality of vocational education and training (VET) in Albania. By exposing students, teachers, and staff to international experiences and best practices, Albania aims to enrich its educational offerings and align them with European standards.

2. **Promoting Skills Development:** Albania expects that mobility programs will contribute to the development of a skilled and competitive workforce. By offering VET students and staff the opportunity to gain practical experience abroad, the country aims to enhance their employability and adaptability to the demands of the job market.

3. **Fostering International Cooperation:** Entering mobility programs allows Albania to foster cooperation and partnerships with other European countries. By collaborating with EU member states, Albania seeks to establish lasting relationships that facilitate knowledge exchange and joint projects in various fields.

4. **Promoting Intercultural Understanding:** Participation in mobility programs promotes intercultural understanding and tolerance. Albania anticipates that these experiences will help foster a sense of European identity and promote solidarity among citizens from different countries.

5. **Strengthening Youth Opportunities:** Mobility programs offer valuable opportunities for Albanian youth to gain international experience and broaden their horizons. By facilitating youth exchanges and placements, the country aims to empower young people and support their personal and professional growth.

6. **Addressing Skill Gaps:** Mobility programs can assist in addressing specific skills gaps in Albania's workforce. By providing targeted training and internships in sectors where skills are in demand, the country expects to meet labor market needs more effectively.

7. **Supporting EU Integration:** Participation in mobility programs is seen as a step toward greater integration with the EU. Aligning with European initiatives and standards can strengthen Albania's candidacy and cooperation with the EU on various fronts.

8. **Building Capacity in VET Institutions:** Through mobility programs, Albania seeks to build capacity in its VET institutions. By promoting teacher and staff mobility, the country aims to empower educators with new methodologies and pedagogical approaches.

Albania's expectation of entering mobility programs aligns with its commitment to enhancing education, supporting youth, and fostering international cooperation already stipulated in the National strategy for Employment and 2023-2030. As with any country, the successful participation in mobility programs relies on addressing challenges and ensuring the effective implementation of mobility initiatives to achieve the desired outcomes.

Methodology of the study

The aim of the research is to assess the readiness of vocational schools for the mobility of students and teachers involves evaluating various aspects to ensure a successful and smooth exchange program. The methodological approach of this assignment, includes the evaluation of the school's commitment to internationalization and the support it provides to participants, evaluation the language proficiency of both students and teachers, checking if the schools have mechanisms for evaluating and monitoring the effectiveness of mobility programs taking into consideration the school's approach to cultural sensitivity and diversity.

When conducting the study, it was essential to use research methods to ensure a fair and objective evaluation, including as following:

Literature Review: Conduct a comprehensive review of existing literature and research on mobility programs in vocational education. This helps in understanding best practices, success factors, and challenges faced by other institutions.

Survey Questionnaires: Develop and Google from questionnaires to vocational schools to collect data on their interest, capacity, and experience with mobility programs. This quantitative data provides valuable insights into the schools' readiness for international exchanges.

Grouped Interviews: Conduct interviews with school principal, teachers, and students to gather qualitative data on their perspectives, expectations, and perceived benefits of participating in mobility programs. Interviews allow for more in-depth exploration of opinions and experiences.

Site Visits: Visit the shortlisted vocational schools to observe their facilities, resources, and infrastructure firsthand.

Data Analysis: Analyze data from survey and interviews. This analysis can help rank and compare vocational schools based on specific indicators.

By employing a combination of these research methods, the study can effectively identify vocational schools that are well-prepared and suited for mobility programs, leading to successful and enriching international exchanges for students and teachers.

In this needs assessment study, we aimed to evaluate the needs of all vocational schools in Albania. The sample included a total of 36 vocational schools throughout the country. The 36 schools encompassed a public institutions participating in the needs assessment.

All the vocational schools were informed about the purpose and objectives of the needs assessment, and consent was obtained from their respective school authorities. Ethical considerations were taken into account to protect the privacy and confidentiality of the participating schools and their stakeholders.

The data collection process occurred over a 14 days period, during which even on-site visits were conducted at some school to gather information. The primary data collection methods included google form survey administered to school administrators and teachers. A response rate of 100% was achieved.

Additionally, focus group discussions were held with selected groups of teachers and students to gain deeper insights into their perspectives and experiences.

Analysis and findings

The analysis of the data shows that mobility is necessary and helps students and teachers. In general, student mobility is an important instrument to promote international cooperation in education and to prepare students for the challenges of a globalized world. It can also give students a wider perspective on the world, help their personal and professional development and increase their awareness of cultural and linguistic diversity. Also, through the mobility, students can share their ideas and experiences with other students, learn about other countries' cultures and traditions, and build valuable international relationships. An important aspect of the student mobility is the growth of language skills.

From the responses to the questionnaire, it appears that 100% of the vocational schools think that the mobility will bring value to the development of the educational offer in the VET.

This is also reflected in the ranking of the main mobility objectives according to their expectations.

Objectives through the mobility

Thus, from the responses of the schools, it follows that the three objectives they wish to achieve by implementing the mobility activities are as follows:

One of the main objectives of the mobility activities is to provide students with opportunities to develop practical skills. By participating in the mobility programs, the students can gain practical experience and apply their theoretical knowledge in more collaborative real-world settings with the industry professionals or other educational institutions.

The mobility activities also aim to facilitate networking and the creation of professional connections. Through the mobility programs, students have the opportunity to interact with professionals, experts and colleagues from different organizations, countries or cultures. This exposure allows them to expand their professional network, build relationships with industry stakeholders and gain insight into various career paths within economic sectors. Building a strong professional network can open the doors to the future job opportunities, internships, collaborations and mentoring, enhancing students' career prospects.

International Perspective and Global Opportunities is another objective of the mobility activities for vocational schools. By participating in the mobility programs, the students can gain exposure to the different technological trends, innovations and practices in different regions and countries. By embracing the mobility activities, the school will aim to provide a comprehensive and enriching educational experience that prepares students for the successful careers in a dynamic and globalized industry. Increasing the level of the student satisfaction through the social, cultural and professional exchanges in other countries is also considered an important objective.

Also, what will be aimed includes the inclusiveness of students and staff, improving the level of competencies, skills and employment potential of the students by developing new competencies and the soft skills, improving the quality of teaching, engaging students in other countries to face the real challenges, encouraging the development of sustainable innovation in the school and community.

Perceived difficulties in the mobility

Some of the difficulties for students and teachers resulting from the answers include the level of language competence (in a foreign language) required as it does not allow for inclusiveness, the age of the students (in cases under 18 years old), the compatibility of the need with their desire for mobility, their adaptation in the host schools or the host businesses, as well as coexistence with unknown people of other cultures.

Meanwhile, the bureaucratic part in completing the documentation, additional payments and recognition of the certification of the modules that are carried out abroad, the adaptation of the teaching programs, the assessment of the students during the mobility period, the mismatch between the duration of the mobility and the teaching load that the teachers have, also are perceived as the obstacles.

Also, a main challenge that is mentioned in a large part of schools for the mobility of students and teachers is related to the financial and logistical organizational aspects (transportation, accommodation...) of the application of the mobility program.

According to them, tuition fees, living and study costs, travel and high income differences between European countries are the main barriers to performing mobility. Thus, according to them, "planning and organizing a mobility program for students and teachers has financial costs, administrative difficulties and bureaucracy".

In fact, the lack of awareness and more detailed information is perceived as a real difficulty for a school, while the other answers show a lack of related information with this.

Activities and target groups that schools wish to support with Erasmus+ mobility funds.

In terms of activities, the most required ones from the schools include: international capacity building activities such as teacher training, student mobility for internships in Europe, exchange of experiences (teacher-teacher), (student-student), informative sessions regarding the legislation and VET system other countries, collaborative projects, various competitions at the European level in the relevant common fields of study, social cultural exchange, capacity building for new technologies and soft skills for teachers and students, and as well development of joint projects.

Moreover, setting up the work group for the organization of school activities for the mobility sake, organization of informative webinars and online activities to get to know the members of the network, promotional activities including leaflets, posters and publication in social networks, of successful cases of mobility, sensitization activity at school with parents and students, activity with local businesses that are cooperative, are considered also important.

The target groups for mobility programs included students, teachers, supporting staff and principles in few cases. Practical demonstration of the acquired skills according to professional directions; international competitions; cultural and sports activities, innovation fairs, workshops.

Planning of the mobility activities from vocational schools

Due to the opinions of the school representatives, it is considered very important to plan in advance the activities, time, funds and responsible persons. Planning should be carried out in cooperation with partners, teachers, parents and students. To be successful, there must always be measurable results in the end which are realized through diagnoses or questionnaire methods which are carried out during and after the completion of the projects.

Also, it was emphasised the importance of a mobility manager/coordinator within the school who will follow the processes closely and professionally. The Development Unit and the school directorate have a crucial role in planning, implementing and follow up of the mobility programs.

Some schools are proposing to set up a working group in the school with relevant responsibilities for following the whole mobility process. The working groups will draw up work plans with clear objectives, activities, place, time, responsible persons, financial expenses and the instruments of monitoring. Integration in the annual plans of the school and the development unit is considered relevant for the overall harmonization of the efforts.

Fluency in foreign language (English) and ICT for teachers and students

In response to the question about mastering the language skills (in English) of the school's teaching staff, it turns out that 52.5% of all teachers have a B1 level of English, while the rest have B2 and C1.

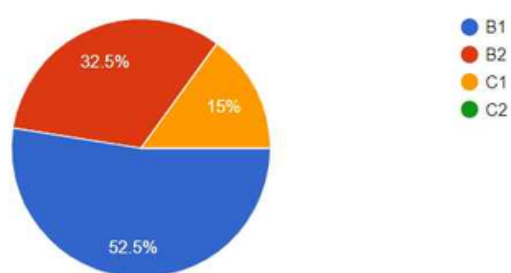


Figure 1 Language proficiency of teaching staff

Regarding, the students' proficiency in foreign languages, from the survey results that the majority of them masters B1, 25% are having B2 and the rest C1.

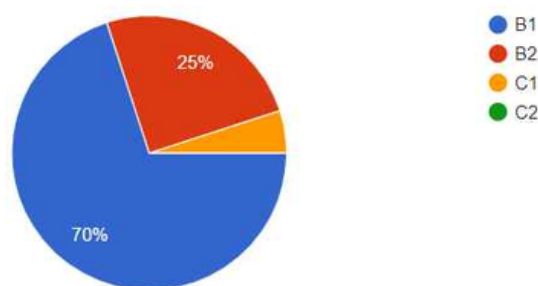


Figure 2 Language proficiency of students

Language is the primary means of communication. Proficiency in the English language enables students and teachers to interact effectively with locals, teachers, colleagues, and other individuals, enhancing their overall experience during the mobility program. Understanding lectures, participating in discussions, writing assignments, and taking exams all depend on the ability to comprehend and express oneself clearly in the language of instruction. Language learning fosters personal growth. Overcoming language barriers builds resilience and confidence, encouraging students to step out of their comfort zones and embrace new challenges. This personal development is an essential aspect of the mobility experience.

On the other hand, the proficiency of teaching staff in ICT results as in the graph below:

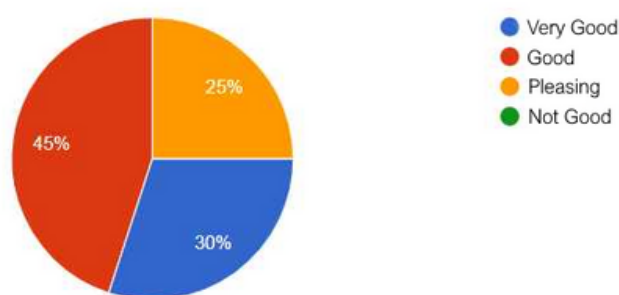


Figure 3 ICT proficiency of teaching staff

By fostering ICT proficiency among teaching staff, mobility programs can offer a modern and dynamic educational experience. This proficiency not only enhances the teaching and learning process but also enables effective communication, resource management, and assessment, creating a supportive and enriching environment for both local and international students participating in the program. ICT proficiency enables teaching staff to communicate efficiently with students, both during the preparation phase and throughout the mobility program. They can use various communication channels like email, instant messaging, video conferencing, and collaborative platforms to provide support and address any concerns. There is still room for improvement in vocational schools for this fact.

Regarding the duration of the mobility, the results show that there is a parity of the majority of the vocational schools that are opting for 2-weeks or 1-month mobility program.

Duration of mobility program

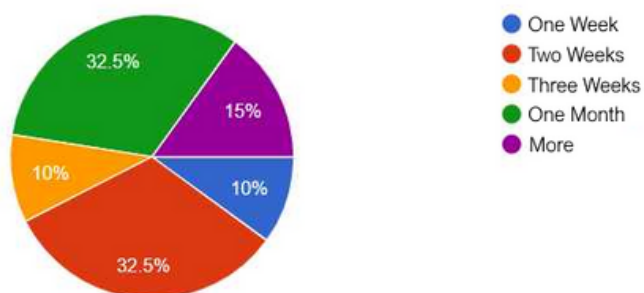


Figure 4 Overall desired duration of mobility programs

In conclusion, the desired duration of mobility programs in vocational schools strikes a balance between providing sufficient learning and cultural experiences while considering practical considerations. Extended stays offer substantial benefits in terms of learning, personal growth, and career development, making them highly desirable options for students seeking to enrich their vocational education with international experiences.

Conclusion and recommendation

In conclusion, a well-designed mobility program in vocational schools can have numerous benefits for students, institutions, and society as a whole. The value of mobility in vocational education for both teachers and students is evident in the enhanced skills, global perspective, cultural understanding, and employability it offers. However, to fully realize these benefits, it is essential to address the challenges of administrative complexity, financial constraints, language barriers, and academic recognition. By proactively developing strategies to overcome these challenges, we can create a more inclusive, globally-oriented, and dynamic vocational education system that prepares individuals to thrive in the ever-changing world of work.

To support a mobility program in vocational schools effectively, the following recommendations should be considered:

1. Appoint mobility managers to support students and teachers before and during their mobility period. Having a point of contact for guidance and assistance can ease any challenges students may face during their time abroad. Given the importance of this role, their capacity building is crucial in supporting vocational schools to implement mobility programs.

2. Offer language support programs to help students improve their language skills before and during the mobility experience. Language courses, language exchange programs, or language immersion initiatives can be beneficial in this regard.

3. Forge strong partnerships with other vocational schools, educational institutions, and industry partners in different countries. These collaborations can facilitate the exchange of knowledge, resources, and best practices, making the mobility program more effective.

4. Provide comprehensive pre-departure training that includes information on the host country's culture, academic system, and practical living tips. This preparation will help students adapt more easily to the new environment.

5. Ensure that the mobility program's curriculum is well-integrated with the students' regular vocational education. The workload earned during the mobility period should align with the home institution's requirements to avoid any academic setbacks. Ensure that the skills and experiences gained during the mobility program are recognized and certified by the home institution. This acknowledgment will motivate students to participate and make the most out of the opportunity.

6. Prioritize the safety and well-being of students and teachers participating in the mobility program. Establish protocols and support systems to address any emergencies or issues that may arise.

7. Create an alumni network of students who have participated in the mobility program. This network can serve as a platform for sharing experiences, career opportunities, and continued international collaboration.

8. Regularly assess and evaluate the effectiveness of the mobility program. Gather feedback from participating students, faculty, and partners to identify areas for improvement and make necessary adjustments.

9. Raise awareness about the benefits of the mobility program among students, parents, and the vocational school community. Highlight success stories and positive outcomes to encourage more participation.

10. Establish funding mechanisms and scholarships to support students who may face financial constraints in participating in mobility programs. This can encourage a more diverse group of students to take part and benefit from international experiences.

By implementing these recommendations, vocational schools can establish a robust and well-supported mobility program that enriches students and teachers' education and fosters a globally-oriented learning environment.

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Annex

Figure 5 No of teachers and students for each vocational school

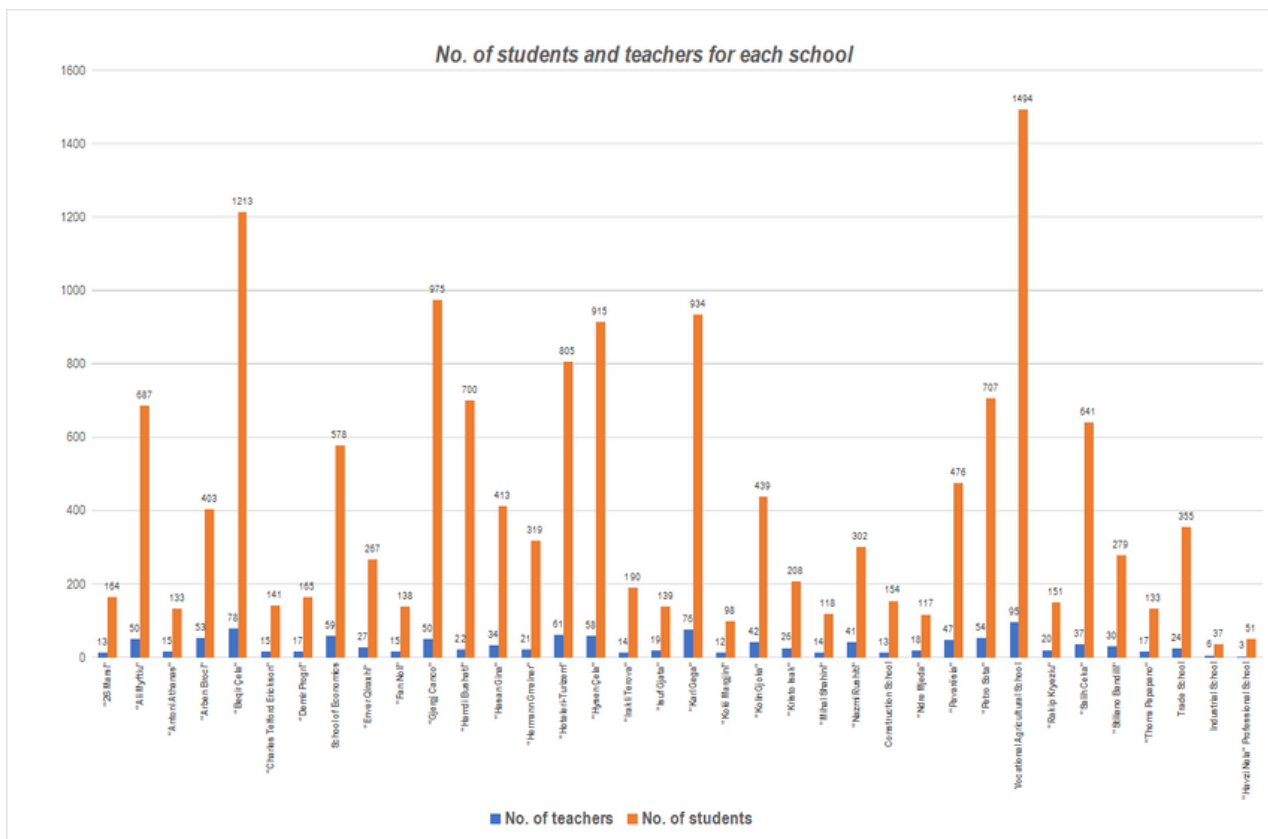


Figure 6 English language proficiency for teachers and students

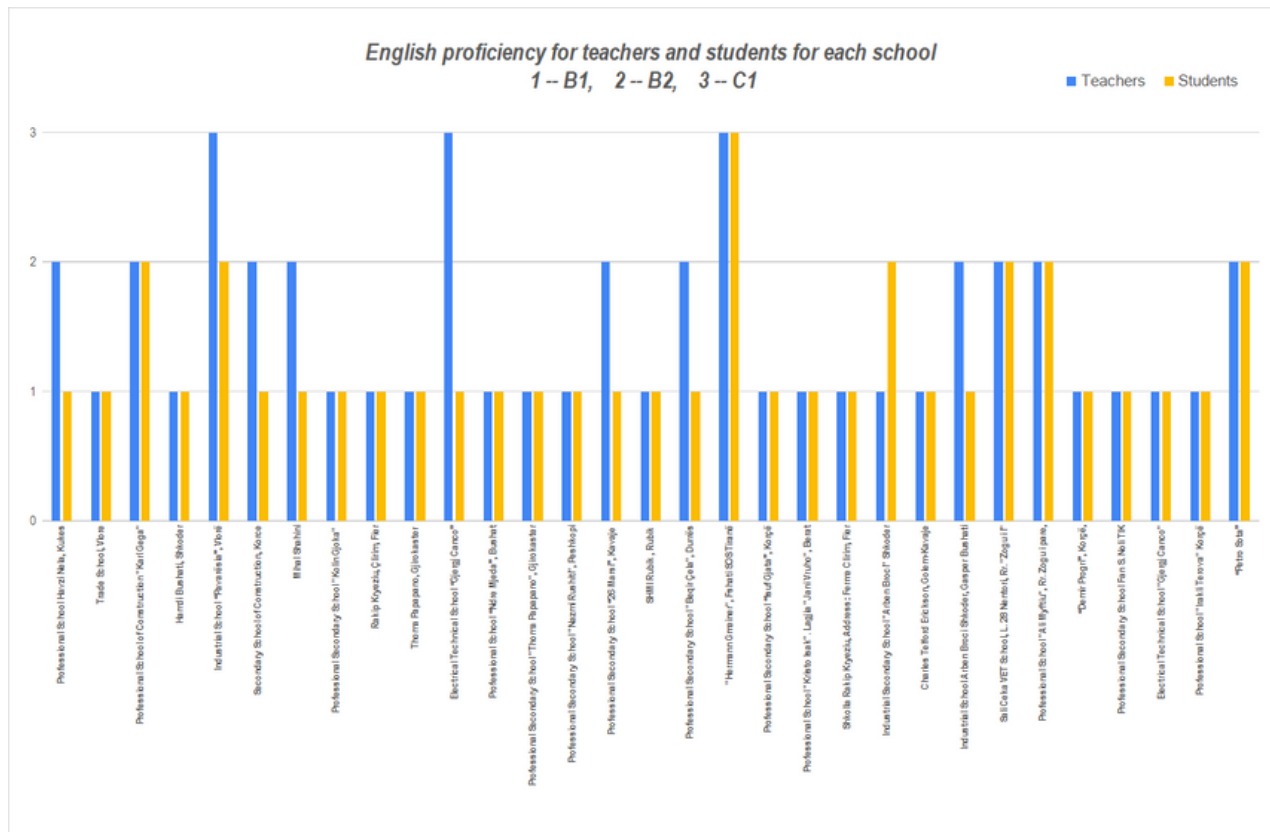


Figure 7 Desired mobility duration for each school

