



S.P.R.E.A.D.

Sharing Good Practices for European
Mobility Activities Development



Erasmus+

Guide of good practices for the implementation of European mobility projects



Sharing good Practices for European mobility Activities Development

S.P.R.E.A.D., is a two-year European project (2016-2018) implemented by a Consortium made of six European organisations, and Coordinated by the Italian organisation Essenia UETP. It was funded by the European Commission within the Erasmus+ Programme, Key Action 2 - Strategic Partnership for Cooperation and Exchange of Good Practices.

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Acknowledgements

In the hope that the present Guide might support who works in the European mobility sector in providing quality projects, we warmly thank all the organizations who cooperated – sharing their Good Practices acquired over years of experience - thus allowing us to produce this document we are glad to share with anyone may treasure it.

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The information provided in this document should be considered as suggestions, based on good practices for the implementation of European mobility projects.



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GUIDEBOOK

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ABBREVIATIONS

ECVET: European Credit System for Vocational Education and Training

EQF: European Qualifications Framework

ICT: Information and Communications Technology

MoU: Memorandum of Understanding

MT: Mobility Tool

MOOC: Massive Open Online Course

NEC: National Europass Centre

OLS: Online Linguistic Support

VET: Vocational Education and Training

PREFACE

It is advisable reading this Guide from front to back: reading all the chapters in order should provide the reader with a growing understanding of them.

This Guide refers to long-term mobility named «ErasmusPRO»: a policy initiative aimed at increasing long-term mobility abroad, for Vocational Education and Training learners, including apprentices or recent graduates. Long-term mobility in VET providers and/or companies abroad (ErasmusPro) may last from 3 to 12 months.

The last updating of all official documents, links and tools mentioned in this Guide refers to the year of publication of the Guide itself (2018). Thus, they are coherent with the European Union and National Agency definitions for that year. They could be updated and/or transformed in the future.

Any reference to intermediary organizations that follows, shall be understood as the *Erasmus+ Programme Guide, version 1 (2019)* more precisely stated:

«this is an organisation active in the labour market or in the fields of education, training and youth which is not a sending organisation, but whose expertise allows it to assist the sending VET providers with administrative procedures, practical arrangements, matching apprentice/learner profiles with the needs of companies in case of traineeships, and preparing the participants. If the intermediary organisation is a partner in a national mobility consortium, its contribution must be clearly described as part of the project application. In case the intermediary organisation is not a part of a national mobility consortium, applicant organisations are strongly advised to formally define a set of rights and obligations when cooperating with such intermediary organisations».

For additional insights about activities, partners, materials, documents and results, please visit the project webpage: <http://www.spread-project.eu/> and the Facebook official page: <https://www.facebook.com/SpreadProjectEU/>.

For some other definitions, rules or conditions about Erasmus+ Program which are not mentioned in this Guide, please see *Erasmus+ Programme Guide, version 1 (2019)*, available online at: http://ec.europa.eu/programmes/erasmus-plus/resources/programme-guide_en.



The S.P.R.E.A.D. Project

S.P.R.E.A.D. -Sharing good Practices for European mobility Activities Development is a two-year project (2016-2018), implemented by a Consortium composed of six European organisations, and Coordinated by the Italian organisation Essenia UETP. It was funded by the European Commission within the Erasmus+ Programme, KA2 (Key Action 2) - Strategic Partnership for Cooperation and Exchange of Good Practices.

The project aims at promoting internationalization and transnational mobility in VET Institutes and organisations. Its main objectives are to upgrade the competences and skills of the staff on specific and relevant issues related to mobility; develop and reinforce European networks; increase the capacity of VET organisations to operate transnationally; and to promote work-based learning through mobility projects in the framework of Erasmus+ Programme KA1 (Key Action 1) VET.

S.P.R.E.A.D., indeed, was born to address the needs of the staff of VET organisations, Institutes and SMEs that expressed a strong willingness to further develop transnational cooperation activities and improve their knowledge, competences and capacities in implementing and managing European mobility projects following qualitative standards. Having daily interactions with the aforementioned subjects, the project partners noticed that both newcomers and already experienced organisations and professionals wished to be aware of, adopt

and apply successful methodologies and tools already experimented at a European level by organisations expert in the field.

The project consisted in the realization of six joint staff trainings events aimed at sharing and confronting tools, good practices and methodologies related to the implementation and management of European mobility projects, first of all among the project partner organisations, all operating in the VET sector and with outstanding experience in the field.

The subjects discussed in the Joint Staff Training Events represent six key-issues considered as highly relevant when implementing and managing transnational mobility projects:

1. Quality in mobility projects;
2. Competences of tutors and mentors;
3. Intercultural issues in transnational projects;
4. ECVET methodology and the validation and recognition of competences;
5. ICTs and tools for the implementation and management of European projects;
6. Dissemination and exploitation of results.

During the S.P.R.E.A.D. project and through the six training events held at a European level, the Partners of the Consortium had the opportunity to share knowledge, experiences, methodologies and tools related to the six mentioned topics.

Partners had the opportunity to compare with each other the challenges they face when implementing transnational projects and the techniques to overcome them, all while identifying good practices that can be transferable and useful to increase the quality in mobility projects.

After each staff training event, project partners organized local seminars aimed at spreading the knowledge and the good practices acquired at a European level with local stakeholders - the target group of the project.

Video: <https://www.youtube.com/watch?v=CMi1totqyKM>

The S.P.R.E.A.D. Project Consortium

The Consortium of S.P.R.E.A.D. is composed of six European organisations from Italy, Austria, Malta, Poland, Portugal and United Kingdom, all having an outstanding experience in conceiving and implementing European mobility projects.

Furthermore, each of them has specific expertise in one of the topics identified as relevant and treated during the six joint staff training events. They are also responsible for sharing their knowledge and good practices with others, in a peer-to-peer perspective



ESSENIA UETP srl - IT, Coordinator of the Consortium, an Italian organisation based in Salerno.

It has relevant experience in managing European mobility projects, as assessed in 2015, with the attribution of the VET Mobility Charter¹, a European award for the quality of mobility projects, by the Italian Erasmus+ National Agency INAPP (formerly ISFOL).

Essenia UETP has brought its specific receiving, intermediating and delivering expertise to the joint staff training event focused on the quality standards to respect and procedures to implement in transnational mobility projects.

To know more about Essenia UETP please visit: www.esseniauetp.it



EUROYOUTH Portugal-PT is a Portuguese organisation with substantial experience in transnational mobility projects, and expertise in European funded projects, regarding the impacts of mobility and the development of specific tools and materials concerning the competences of tutors and mentors, including the management and quality of international work placements for VET Schools. In the framework of the S.P.R.E.A.D. project, it has shared its know-how in the field, providing training on these issues.

To know more about Euroyouth please visit: www.euroyouth.org



EUROPA TRAINING UK Ltd - UK is a British organisation, that within the S.P.R.E.A.D. project, has organized and hosted training activities focused on intercultural competences, since it is active in the mobility field and is an advocate for good practices in this topic, having developed innovative intercultural training aimed at reducing obstacles in mobility due to intercultural differences with a European KA2 project.

To know more about Europa Training please visit: <http://www.euopatrainingletd.com/>

¹ Aut. n. 2015-1-IT01-KA109-004902



3s- RESEARCH LABORATORY - AT has great experience and outstanding expertise in the VET field: it is involved in research on learning outcomes in VET certification, is responsible for the ECVET secretariat, coordinates the Cedefop framework contract on the "Future role of VET". It is actively involved in supporting the implementation of the EQF and ECVET and in the development of ESCO, and provides expertise to the European Commission and to Austrian Ministries on ECVET.

In the project, it has provided training and shared its knowledge on ECVET and EU tools for validation and recognition of competences.

To know more about 3s please visit: <http://3s.co.at>



DANMAR COMPUTERS LCC- PL is specialized in delivering training on ICTs and developing innovative teaching and project management tools on new technologies. Danmar has designed and developed the Project Management System "AdminProject", currently the only product on the market dedicated to the management of KA2 European projects. In the S.P.R.E.A.D. project, Danmar has provided training on ICT tools for project management, bringing its specific expertise and sharing its good practices.

To know more about Danmar please visit:
<https://danmar-computers.com.pl/en/>



PARAGON EUROPE- MT is a Maltese organisation, strongly active in the context of European mobility and training projects, and has specific competences in promotion, dissemination and exploitation of results – the subject of the training that it has delivered in the S.P.R.E.A.D project.

To know more about Paragon Europe please visit:
<http://www.paragoneurope.eu/>



THE CONTEXT Mobility in Europe for the period 2014-2020

European policies on transnational mobility

“Crossing borders (one’s own, those of others, internal vs. external borders) is a core skill for European citizens,”²

One should start from the beginning: what is a ‘learning mobility’?

Following the definition given by the European Commission, *“it consists of going abroad to study or undertake training”*.³

Transnational mobility for learning has always been a crucial issue in European policies, and European Institutions constantly highlight the value of an experience of study or training abroad for the personal and professional growth of the individuals in their directives, strategies and recommendations; for the acquisition of sectorial and transversal knowledge, competences, skills and attitudes; to facilitate the employability of people in the European labour market.

² <https://goo.gl/bdJ8H9>

³ <https://pjp-eu.coe.int/en/web/youth-partnership/european-platform-on-learning-mobility>

The importance of mobility is evident in the '**Action Plan for Mobility**'⁴ (2000) in order to address three major objectives:

- to define and democratise mobility in Europe;
- to promote appropriate forms of funding;
- to increase mobility and improve the conditions for it.

Following the aforementioned Plan, in 2001 the EU Parliament and the Council invited Member States to take appropriate steps to remove obstacles of mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers⁵, recognizing that: *"the transnational mobility of people contributes to enriching different national cultures and enables those concerned to enhance their own cultural and professional knowledge and European society as a whole to benefit from those effects"*.

The Strategy '**Education and Training 2020**'⁶ (ET 2020), proposed by the European Commission in 2009, and representing the framework for the cooperation in education and training, set four common European objectives to address challenges in education and training systems by 2020.

Notably, the first of these four strategic objectives was: *"Making lifelong learning and mobility a reality"*, in the perspective of making experiences abroad an integral part of the lifelong learning paths of learners, teachers and trainers, and making them systemic - *"the rule rather than the exception"*⁷.

The 'ET 2020' Strategy also sets some benchmarks too for 2020 in the education field, and as for transnational mobility, the goal is to reach the percentages of:

- 6% of 18 to 34-year-olds with an initial vocational qualification
- 20% of higher education graduates having carried out a period of study or training abroad.

Also, the principles and the recommendations of the '**Bruges Communiqué**'⁸, are focused on the promotion of internationalization and transnational mobility in VET Institutes and organisations.

Moreover, transnational mobility is essential in the framework of '**Europe 2020**'⁹, the European agenda for growth and jobs for 2010-2020 that defines a European strategy for smart, sustainable and inclusive growth to overcome the economic and financial crisis and improve Europe's economy, competitiveness and productivity.

⁴ Resolution of the Council and of the representatives of the Governments of the Member States, meeting within the Council of 14 December 2000

⁵ Recommendation of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers

⁶ Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'): [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52009XG0528\(01\)&from=IT](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52009XG0528(01)&from=IT)

⁷ *Ibidem*

⁸ The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020 (2010) http://ec.europa.eu/dgs/education_culture/repository/education/policy/vocational-policy/doc/brugescom_en.pdf

⁹ European Commission "Europe 2020. A strategy for smart, sustainable and inclusive growth" (2010) <http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20%20Europe%202020%20-%20EN%20version.pdf>

'Europe 2020', indeed, with the Flagship initiative: '**Youth on the move - Promoting learning mobility of young people**'¹⁰ identifies learning mobility as a one of the fundamental ways through which young people can reinforce their professional and transversal skills, including intercultural awareness and active citizenship, and consequently strengthen their opportunity of employability.

The Council Recommendation of June 2011¹¹ regarding the 'Youth on the move' initiative encourages Member States to promote the learning mobility:

- in all the learning and training paths (schools, vocational training, bachelor and doctoral degrees)
- for all kind of activities (study, internship, traineeship, volunteering, exchanges)
- in all the learning contexts: formal, informal and non-formal

considering it is highly valuable for all learners, researchers and entrepreneurs in all disciplines and areas.

Of course, among the actions planned to promote and support the learning mobility across Europe, there is the allocation of specific funds and the creation of specific programmes.

¹⁰ *Ibidem*

¹¹ Council Recommendation 'Youth on the move'-promoting the learning mobility of young people (2011)

The Erasmus+ Programme and transnational mobility projects

Erasmus+¹² is the European Programme for Education, Training, Youth and Sport activities in Europe for the period 2014-2020. It was approved with the UE Regulation n.1288/2013 of the European Parliament and of the Council. It merges seven prior European programmes¹³ and it offers opportunities for a wide variety of individuals and organisations.

Erasmus+ actions contribute to the implementation of the Europe 2020 Strategy for growth, jobs, social equity and inclusion, as well as the achievement of ET 2020 goals.

Its € 14.7 billion budget is providing and will provide opportunities for over 4 million Europeans to study, train, gain experience, and volunteer abroad for:



Erasmus+ also aims to promote the sustainable development of its partners in the field of higher education and contributes to achieving the objectives of the EU Youth Strategy.

Specific issues tackled by the programme include:

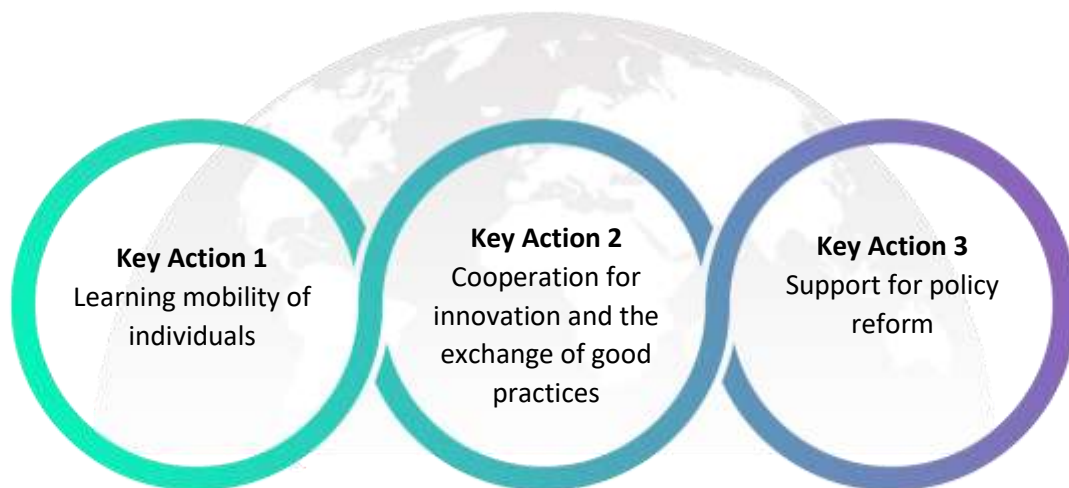
- Reducing unemployment, especially among young people
- Promoting adult learning, especially for new skills and skills required by the labour market
- Encouraging young people to take part in European democracy
- Supporting innovation, cooperation and reform
- Reducing early school leaving
- Promoting cooperation and mobility with the EU's partner Countries

The Programme is structured in 3 Key Actions:¹⁴

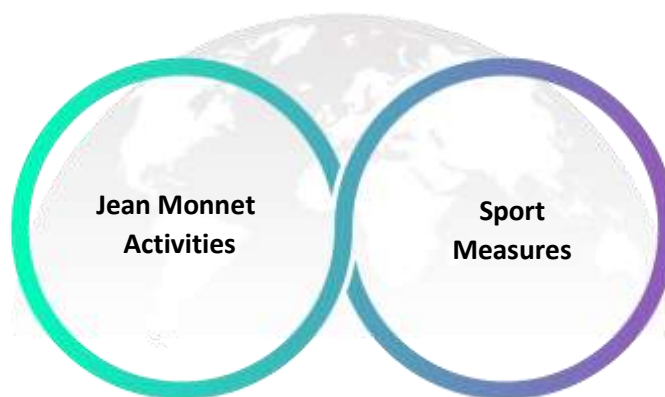
¹² <http://ec.europa.eu/programmes/erasmus-plus/>

¹³ The Lifelong Learning Programme; The Youth in Action Programme; The Erasmus Mundus Programme; Tempus; Alfa; Edulink; Programmes of cooperation with industrialised countries in the field of higher education

¹⁴ To know more about the Programme, please visit the official website: <http://ec.europa.eu/programmes/erasmus-plus/>



and



For the purpose of this Guide, we will focus on Key Action 1¹⁵, the one funding mobility projects in the field of education, training and youth and giving opportunities for students, trainees, young people and volunteers, as well as for professors, teachers, trainers, youth workers, staff of education institutions and civil society organisations to undertake a learning and/or professional experience in another country.

But, what is a mobility project?

As mentioned, it is a project that foresees a period abroad for its beneficiaries with the objective of enhancing their professional and personal competences through a period of study, traineeship, job shadowing, teaching/training assignments, and youth exchanges abroad.

¹⁵ To know more about KA1, please see the Official Guide of the Programme:
http://ec.europa.eu/programmes/erasmusplus/sites/erasmusplus2/files/files/resources/erasmus-plus-programmeguide_en.pdf



A transnational mobility project must include three phases:



Preparation (including: selection of participants, set up of agreements with partners and participants, linguistic/intercultural/pedagogical, task-related preparation of participants before departure, practical arrangements);



Implementation of the mobility activities; (carrying out of the mobility activities, monitoring, tutoring)



Follow-up (including the evaluation of the activities, the formal recognition - where applicable - of the learning outcomes of participants during the activity, as well as the dissemination and use of the project's outcomes also after the conclusion of the project).

The key players in mobility projects are the participants, who spend the period abroad, but the organisations involved in a project are the ones giving the structure to the project, being an integral part of it. Therefore, their level of professionalism and the quality of their services determine the implementation of project activities and considerably affect the success of the initiative. To know in detail the kind of organisations involved in mobility and their roles, go to the Glossary section. In addition to positive effects that the project has on participants and on the organisation/staff involved, in the long run, the final impacts of the actions funded by KA1 are on the systems of education, training and youth in the participating countries, thus stimulating policy reforms and attracting new resources for mobility opportunities in Europe and beyond.



QUALITY IN IMPLEMENTING EUROPEAN MOBILITY

This chapter discusses the concept of Quality in mobility projects and outlines actions and measures aimed at guaranteeing the respect of high standards during the whole project lifecycle. When speaking about quality in transnational mobility, the reference document is the European Quality Charter for Mobility¹⁶, a recommendation by the European Parliament that lists the main guiding principles for implementing a successful experience abroad.

To assure quality, establishing procedures and methodologies and sharing them with the project partners is needed from the **project planning stage**. When the project is approved, and **before the mobility** takes place, it is necessary to re-confirm roles and responsibilities among the key actors: sending organization, participants, receiving organization, intermediary organization/service providers¹⁷. This contributes to strengthen the commitment and assure that all are aware of the processes, documents, tools and instruments to use. Setting clear criteria and standards is crucial to assure the quality **during mobility**, the *core* moment in which all the

¹⁶ Recommendation of the European Parliament and of the Council (No. 2006/961 18) of December 2006 on: “Transnational mobility within the Community for education and training purposes”: <https://bit.ly/2QxQRkq>

¹⁷ Please see the Preface, page 7.

procedures are implemented and attention has to be paid to learning, pedagogical, practical and logistic aspects. Tutoring, monitoring and evaluation activities are fundamental in this phase.

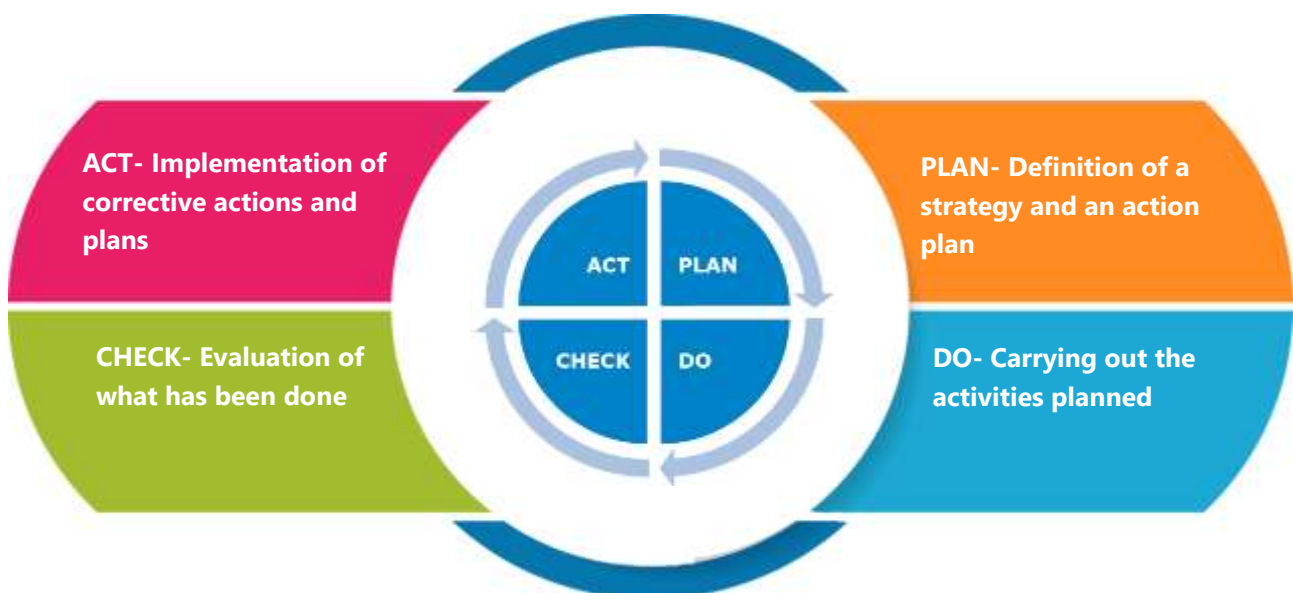
Quality assurance does not end with the conclusion of the experience abroad, but it should be guaranteed **after mobility** and beyond, when dealing with certification, recognition of competences, career guidance and valorisation of the learning experience.

Definition of concept: Quality in mobility

Everyone has an idea of what quality is, but giving a univocal definition is much more complicated than it can seem at first glance, being it a multifaceted term. In fact, when speaking about quality, there is a variety of perspectives that can be considered, basing on the point of view, the field of reference, the context and many other factors. Thus, depending on the abovementioned factors, definition of quality varies.

The father of Modern Quality Movement, the American engineer, statistician, and management consultant W. Edward Deming (1900-1993), for example, defined quality based on: ***“how efficient the management circle is in planning, implementing and making improvement in the project”***. Deming has also the merit of having developed a way to approach quality assurance known as ***‘Deming Quality Circle’***, based on continuous improvement.

It foresees the fulfilment of four main actions, as follows:



But, when it comes to transnational mobility projects, what does quality exactly mean?

In the tide of possible answers, which could all be equally right and justified, the reference document that offers indications in understanding what is quality in the framework of a transnational mobility projects is '**The European Quality Charter for Mobility**' Recommendation of the European Parliament and of the Council (No. 2006/961 18) of December 2006 on: "Transnational mobility within the Community for education and training purposes". Below a synthesis of the mentioned Charter and its purpose is offered.

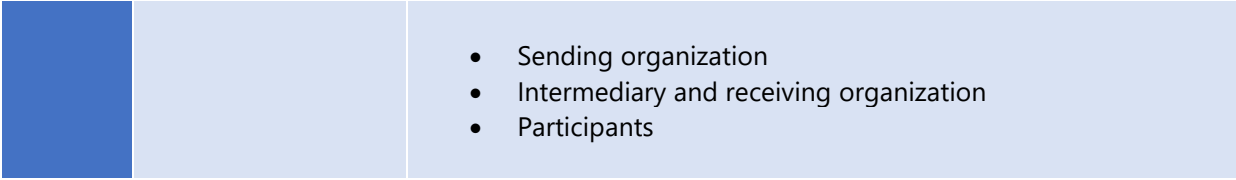
THE EUROPEAN QUALITY CHARTER FOR MOBILITY	
DESCRIPTION	<ul style="list-style-type: none">• Reference document focused on the quality aspects of transnational mobilities carried out both for formal and non-formal learning• It complements, from the quality point of view, the 2001 'Recommendation on mobility for students, people undergoing training, volunteers, teachers and trainers'• It consists of 10 principles, implemented on a voluntary and flexible basis and being adaptable to the nature and peculiarities of each mobility
PURPOSES	<ul style="list-style-type: none">• to provide a quality framework for stays abroad in the field of education and training, ensuring that participants have a positive experience and a personal and professional growth• to give guidance to meet participants' expectations and the requirements of education bodies, institutions and mobility organizers• to improve the quality and efficiency of education and training systems
DESTINATARIES	Member States and their organizations responsible for stays abroad: <ul style="list-style-type: none">• Education and Training Institutions and Bodies• Mobility organizers

Thus, to plan and implement successful mobility programmes the following ten principles should be taken into account¹⁸:

THE TEN QUALITY PRINCIPLES		
1	INFORMATION AND GUIDANCE	<ul style="list-style-type: none"> • Every candidate should have access to clear and reliable sources of information and guidance on mobility • The conditions in which it can be taken up • The roles and responsibilities of sending and hosting organizations • Details of the Charter itself
2	LEARNING PLAN	<p>Sending and Hosting Organizations have to draw up and sign a clear plan that must describe:</p> <ul style="list-style-type: none"> • Objectives of mobility • Expected outcomes • Means of achieving them/Activities to carry out • Evaluation procedures • Reintegration issues
3	PERSONALIZATION	<p>Each mobility must take into account and fit in with:</p> <ul style="list-style-type: none"> • Personal learning pathways • Skills of participants • Motivation and expectation of participants <p>and should develop or supplement them</p>
4	GENERAL PREPARATION	<p>Before departure, participants should receive preparation tailored to their specific needs and covering:</p> <ul style="list-style-type: none"> • Linguistic • Pedagogical • Intercultural • Legal & Financial <p>aspects, related to the mobility procedures and the Host Country</p>
5	LINGUISTIC ASPECTS	<p>Language skills are relevant to:</p> <ul style="list-style-type: none"> • Make the mobility more effective • Improve the learning process • Enhance Intercultural Communication • Foster the understanding of the host Country's culture <p>So, mobility arrangements should include:</p>

¹⁸ This is a schematization of the complete official document that can be downloaded at the following link: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM%3Ac11085>

		<ul style="list-style-type: none"> • Pre-departure assessment of language skills • The possibility of attending language courses in the language of Host Country • Language learning, linguistic support and advice in the Host Country
6	LOGISTICAL SUPPORT	<p>It includes providing participant with information and assistance regarding:</p> <ul style="list-style-type: none"> • Travel arrangements • Accommodation • Insurance and Social Security • Legal aspects regarding grants and loans • Residence and work/training permits • Any other practical aspects
7	MENTORING	<p>The receiving organisation should provide mentoring to:</p> <ul style="list-style-type: none"> • Advise and help participants throughout their mobility • Ensure their integration
8	RECOGNITION	<p>In case the mobility is part of a formal study or training programme:</p> <ul style="list-style-type: none"> • The learning plan must mention that participants should be provided with assistance regarding recognition and certification procedures • For other types of mobility, for example those in the context of non-formal education and training it is necessary to: • Certify the experience through adequate documentation, such as Europass
9	REINTEGRATION AND EVALUATION	<p>When coming back to their Country, participants should receive:</p> <ul style="list-style-type: none"> • Guidance on how to make use of the competences acquired during their mobility • Support with reintegration, especially after a long-period mobility abroad <p>As for Evaluation:</p> <ul style="list-style-type: none"> • Evaluation of the experience and of knowledge, competences and skills acquired abroad should make it possible to assess whether the aims of the learning plan have been achieved • Participants should be provided with assistance regarding recognition and certification procedures in their Country
10	COMMITMENT AND RESPONSIBILITIES	<p>The responsibilities arising from these quality criteria must be agreed on and, in particular, confirmed in written form by all parts involved:</p>

- 
- Sending organization
 - Intermediary and receiving organization
 - Participants

Quality of mobility in Vocational Education and Training (VET) is relevant and to promote it, the Erasmus+ Programme has created '**The VET Mobility Charter**'. It is a recognition to reward sending organisations with a proven track record in organising VET mobility projects for learners and staff and support them in further developing their internationalization strategies. A call for proposals for the award of the VET Mobility Charter is held annually and the requests are assessed by National Agencies. Charter holders benefit from streamlined procedures, including the application process. To know more about it, please visit the website: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/vet-mobility-charter_en

Transversal quality aspects

The three main actors of a mobility project are the sending organization, the Participant and the receiving organization. In addition to them there could be the intermediary organization. It is an organization that the Erasmus+ Programme doesn't consider compulsory, but that is relevant for carrying out a mobility project. The intermediary organization is a VET entity that: can be officially involved in the National Mobility Consortium or it can be an organization set in the destination Country of the mobility programme, not part of the Consortium. The role of the intermediary organization is to support the sending organization in: the matching activity between participants and receiving organizations abroad, the practical logistic in the destination Country, welcoming the participants, in monitoring both them and receiving organizations during the performing of the traineeships and in the related paperwork. Thus, intermediary organization can represent an additional quality guarantee in the project implementation.

To assure a quality fulfillment of the learner's training needs and of the programme's objectives, it is essential to identify, one tutor for each of the involved organization: sending, receiving and intermediary. They are key-figures in charge of supporting the participant from the beginning until the end of the project and beyond, and monitoring the whole life cycle of the project to ensure its smooth progress.

What should be always kept in mind is that in mobility projects the 'human factor' is essential: these initiatives are planned and carried out by people for people, their objective is to contribute to the personal and professional development of individuals, and the impact of these projects is on people. Through them – they aim to have impact on systems. Consequently, **human relationships** are the fulcrum and their correct and fair management plays a crucial role in determining the success of a mobility project.

Another pivotal issue is **timing**: the implementation of mobility projects requires the coordination of various actors working on different activities and the actions are all linked and connected. Given that, only the punctual and correct execution of each single activity by the person in charge, can assure a smooth development of the whole project, guaranteeing quality.

Prior to the analysis of the quality procedures to apply before, during and after a learning mobility for traineeships, it is important to be aware that quality has to be guaranteed also in transversal activities that have to be implemented through the lifecycle of the project, as shown below.

Relationship and communication among partners

As already outlined, the success of a project, beyond all technical measures, also depends on the relationships between organizations taking part in it and on the quality of human interactions that are established before, during and after the project. Thus, it is very important establishing relationships based on common objectives, cooperation, trust, dialogue and flexibility, availability and the sharing of strategies to solve criticalities. From the beginning of the project, communication should be transparent, clear, prompt, tailored to the audience, constantly updated and made through the identified channels.

In the project planning phase is essential to get in contact with eligible and adequate organizations interested in participating in transnational projects as part of the National mobility Consortium or as Receiving organization or Intermediary Organization. Is fundamental choosing the most suitable organizations on the basis of: the objectives and the activities of the project, their professionalism, reliability, proven and successful experience in the sector, the sharing of the goals of the project. If needed and planned in your project proposal, do preliminary visits to get to know the partners in person.

During the implementation phase is important that all partners communicate: promptly and respecting the deadlines, in a clear way, using the channels identified, asking and providing feedback. An effective communication allows activities to be carried out in an appropriate manner, respecting times and therefore drastically reducing the risk of misunderstandings and, consequently, the occurrence of problems and disservices.

It is necessary, dealing also with foreign partners, to take into account intercultural aspects, distinct working approaches and linguistic differences, which in some cases may represent a barrier and must be managed appropriately with a good dose of openness, flexibility and understanding.

TO DO AND TIPS

Remember to:

- Use the European platforms and channels to identify reliable organizations (such as Erasmus+ Project Results Platform¹⁹). For their reliability, the organizations rewarded with the European Quality Charter for Mobility can also represent a good network from which draw contacts, as well as asking advice to other organization expert in mobility or doing networking during info-days and events organized by National Agencies, or even during informal meetings;
- Agree with your partners dates and objectives of preliminary visits;
- Make them clear about roles, responsibilities, tasks, deadlines, procedures and communication tools.

The Receiving organizations are fundamental actors within a mobility project and they should be informed of all the aspects of the programme and of the profile of the trainee, as well as supported in the learning process and

¹⁹ <https://ec.europa.eu/programmes/erasmus-plus/projects/>

in the paperwork production. Furthermore, making receiving organizations aware not only of the importance that the training experience represent for the trainee, but also of the added value of having a participant in their structure, will make them more involved and motivated. It is important to highlight, for example, that the comparison with people coming from other Countries, and thus from different Education and Training systems, using different working methodologies and techniques enriches the receiving organizations too. Furthermore, from the linguistic and intercultural point of view, even if at the beginning there could be some difficulties, hosting a trainee can enhance: staff's linguistic skills, the capacity of the enterprise of interacting with foreign customers (which is fundamental – for example- for the ones operating in the Tourism sector) and even contribute to strengthen their internationalization strategy. Last but not least, participation in Erasmus+ projects represents also a commitment from the social point of view: it means contributing to the further development of Europe and its citizens and supporting the future of young people, promoting their mobility, their inclusion in the society, their creativity, their ideas.

Relationship and communication with participants

Participants are 'the reason why' of a mobility project, the process of professional and personal growth should be 'learner-centered' and the transnational experience is aimed at addressing learners' training needs. Communicating with participants is a delicate issue and both the style of communication and the written information provided should be adapted to the audience.

The communication should be clear, made in an easy and comprehensible way, using a familiar and/or a formal language, according to the situation and purpose. Communication should be personalized and differentiated on the basis of the background of the individuals, their linguistic skills and even their personality.

Obviously, the relationship with participants must be based on trust, dialogue, confidence and respect: as will be specified further on, in the planning phase they should be informed of the initiative in order to 'feel' their interest towards it and having an idea of the needs to be addressed.

Once the project is approved, through info-days they should be provided with all the information on how to apply to get the grant and on all the aspect of the implementation of the transnational mobility.

Since the selection procedure, it is important trying to understand not only their personal and professional profile, but also their character and personality; important characteristics and needs should be discussed with the Receiving Organization. In the preparation step, the relationship with participants should be reinforced and consolidated, paying attention to their weak and strength points and the building of the mobility group of participants should be strongly promoted. They should understand that tutors and other staff members involved in the project are working to provide the best possible experience, are available to clarify their doubts, support them in all the steps, but at the same time the participants should be instructed on how to interact with their tutors and should be capable of discerning among the issues they can face alone to grow and the situations in which they need to be supported. During the implementation of the mobility, through the monitoring and evaluation activity, the relationships between participants and the tutors from sending, receiving and intermediary organization is strengthened, communication is constant and made through different channels. After the mobility experience the young people participating will continue interacting with the sending for the completion of follow-up phase and they will find in the figures of tutors the reference persons on which count on for further advice and career guidance.

TO DO AND TIPS

Given that the participants are very young, that often it is the first time they go abroad and in most of the cases the mobility represent their first work experience, remember to:

- Use a clear and understandable language both in oral and written communications
- Establish a transparent relationship based on trust and dialogue
- Make participants clear about roles, responsibilities, deadlines, procedures and communication tools. It is important they know: what, when, how and to whom should/could they address to, according to the issue/situation
- Make examples to allow them understanding how to act and communicate in given situation they may face abroad
- Highlight the importance of promptness and the consequences of a tardive communication to let understand why a correct and well-timed transmission of information is needed. If they change their bank account during the mobility period abroad, for example, they must immediately communicate it via e-mail to the sending organization's tutor in order to let him/her be aware of the change, inform the administrative office and avoid the rejection of the money transfer of the pocket money due to the bank account details' change.
- Make the receiving organizations aware of the language barriers and difficulties and misunderstandings that can originate from that and from intercultural differences
- Communicate through both formal and informal channels, including social media. For specific issues, Facebook and WhatsApp groups can be very useful especially when interacting with young people.

Project management-monitoring- evaluation - formal fulfillments – financial issues

A correct and qualitative management of a transnational mobility project implies knowledge, awareness and implementation of all the activities that assure the fulfillment the Erasmus+ Programme's rules and requirements of the National Agency that funded the project.

First of all, so, it means complying with the Erasmus+ regulation and respecting the Agreement with the National Agency.

Once the project is approved, the contracting procedure with the National Agency takes place. During the implementation, all the actions should be done to contribute to reach the goals of the Programme and of the project funded, and the activities have to be carried out following what planned in the proposal approved. Project management includes not only the operative planning and execution by each partner of the activities according to roles and responsibilities agreed, but also coordinating the relationships among them, and the ones with participants and stakeholders.

Part of project management is monitoring: a constant action of checking the project progress, verifying with specific tools and activities that it is implemented on time and respecting the workplan. Monitoring is aimed at checking that the objectives are reached and that the implementation of the mobility (every single traineeship) is done assuring the acquisition of learning outcomes by the participants, as planned. The monitoring activity allows to detect any obstacle or delay at early stage, and to implement problem solving strategies. Management includes also the evaluation of the project, done analyzing quantitative and qualitative data, recollected during the whole project through dedicated tools. This activity permits to measure the impact of the project at multiple levels. First of all on participants, whose personal and professional growth is the main objective of the mobility, and then on: participating organizations, stakeholders, training systems, local and European context.

Financial management is a relevant issue to: it is important keeping track of all the expenses made, make money transfers in a transparent way, store in adequately all the payment proofs, remind about the activation of a Financial Guarantee (if applicable) and doing financial reporting on the Mobility Tool. When using the project budget, it is necessary to keep in mind the principle of value for money.

Details on management procedures will be explained throughout the chapter and the whole Guide.

TO DO AND TIPS

Remember to:

- Read carefully the Erasmus+ Programme Guide published every year, the Agreement with your National Agency and any other document/template provided by them for the management of the project (Agreement with participants, Learning Agreement, technical notes, financial fulfillments)
- Attend the info-days and meetings organized by the National Agency and ask to your project tutor from the National Agency in case of any doubt
- Make sure that all the actions implemented have as a final purpose the satisfaction of participants, the acquisition of learning outcomes and the achievement of the project's objectives.
- Identify the tutors from the sending and receiving organization and intermediary organization – if this typology of intermediary organization is foreseen
- Design monitoring tools both for the whole project and any single mobility experience and apply promptly strategies to solve criticalities.
- Record relevant information in form of fully and truly completed quantitative and qualitative data regarding monitoring/evaluation/formal aspect for: measuring the impact, evaluate the whole project and provide proofs for any external check and audit. Keep all your files in order and keep them both in paper and digital format
- Implement the 4 actions of the Deming Quality Assurance cycle thorough the project: PLAN- DO-CHECK- ACT
- Take care to keep all the documents needed to justify the implementation of the activities (e.g. boarding passes, monitoring docs, etc.) and use the Mobility Tool²⁰ (and/or any other kind of platform required by the National Agency) to record activities and do financial reporting

²⁰ The Mobility Tool (MT) is a web platform made available by the European Commission to manage and report on Erasmus+ projects.

Involvement of stakeholders

In addition to the partners formally participating in the project, the organizations and the individuals implementing its activities, mobility projects are a subject of interest also for external actors.

Stakeholders are all the entities and people that can benefit – also indirectly - from project's activities and results, and maximize them, contributing to their dissemination and exploitation.

Stakeholders should include:

- Public Bodies whose activities are related to education and training, such as Region, Municipality and their Education and Labour Market Departments, Employments Services and career guidance, public and private VET centers and Institutes, Schools
- Trade Unions, Federation of Employers
- Companies, especially those operating in the sector of the project, both in the Country of origin and the Countries of destination of the mobilities

Stakeholders should be informed of the project objectives and activities since the planning stage. Depending on their profile and competences, they can support the initiative participating in it as associated partner, signing a letter of interest to attach to the proposal or contributing to the definition of the local territory training and work needs. Once the project is approved, stakeholders can help the partnership in: promoting the initiative, publishing the Call for selections on their website, informing potential participants, sensitizing the local territory and its public and private VET entities, including politicians and companies operating in the sector of the project. Likewise, during the implementation of the project, stakeholders can support the dissemination of its activities and results, promoting the participation of new subjects. They can also help - when appropriate - to the recognition and validation of competences acquired by participants (if they are the Public entities entitled to do that). At the end of the project they can contribute to advertise the results achieved with a wider public, they can maximize the impacts of the initiative promoting the local development, and they take part in the final conference/event of the project. In the follow-up phase, stakeholders can support the entry in labour market of the former participants in the project once returned in their home Country, by sharing their updated CVs to companies operating in the sector of reference.

TO DO AND TIPS

Don't forget to:

- at planning stage draft a list of potential stakeholders and inform them of the objectives of the project
- design letters of interest for each of them, listing in it the role of the stakeholder on the basis of their profile, competence, sector of activity and availability. Give them any explanation they could need to sign the letter of interest and attach them to your application
- create a database of stakeholders with all their contacts and roles, so to know who to get in touch with, how and why. This database can be enriched with the contacts of new stakeholders that will be involved during the project implementation
- inform stakeholders of any news and event related to the project through adequate channels on the basis of their profile.

Remember that other learners, potential participants in the ongoing project or in the future ones, represent stakeholders too.

Dissemination²¹

Dissemination is a relevant aspect of a transnational mobility projects and a whole Chapter of this Guide is dedicated to this aspect.

Dissemination allows not only the promotion of the project but also the sharing of its results, both inside and outside the participating organization and individuals, broadening its impact on other people and entities.

To adequately carry out these activities, since the application stage it is important to define a dissemination plan, that can be further detailed during the implementation of the project.

The plan should identify the target groups and these main aspects: why, what, how, when, to whom and where disseminate during and after the lifecycle of the project.

The exploitation consists in contributing to the spreading of the successful results of the project also among stakeholders at local, regional, national and at European level, with the purpose of maximizing the impact of the project.

TO DO AND TIPS

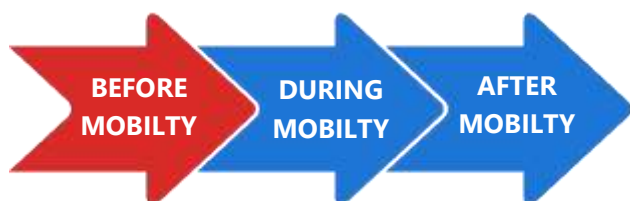
Make sure to:

- design and keep always updated the Dissemination Plan specifically created for the project;
- make clear dissemination roles and responsibilities within and outside the partnership;
- make the objectives clear and elaborate targeted strategies using adequate channels, communication tools and style according to the target group;
- use the database of stakeholders specifically created (see page 32, involvement of stakeholders- to do and tips);
- respect communication and exploitation rules and channels foreseen by Erasmus+ Programme;
- organize at least one launch conference one final conference of the project. The launch event should be open to the public and it should involve in it not only the participating organizations, but potential participants and their families, VET Institutes and centers, education communities, representatives of decision-makers, companies of the sector of the project, public education bodies and all the public and private stakeholders. In the final Conference should be present also the participants that took part in it, that can share their experience and become 'multiplier agents' of the initiative. You can also plan the virtual participation of the foreign receiving organizations through videoconference;
- use the Erasmus+ Project Results Platform to disseminate the results achieved.

²¹ To know more about Dissemination, please see the Chapter "Dissemination of European projects", page 134.

Timeline in mobility: before, during and after

Before the mobility



To implement a successful mobility project, it is necessary to keep in mind that quality assurance starts at the **project planning stage**, when attention has to be paid to the definition of the features of the project. It means that you have to agree with your National and European Partners on the objectives of the initiative, the roles and responsibilities within the partnership, the training needs of the learners, the procedures of monitoring and evaluation of the traineeships and of the whole project.

Be sure to refer to the Learning Outcomes to be acquired by the learners, basing on what set by the Ministry of Education for the professional profile, but don't forget to adapt them to the training offer of the Institute they come from and the actual level of competence of learners.

After the **project approval** and the signing of the contract with the National Agency, the following aspects have to be taken in account to assure quality.

Information and guidance of all actors involved

To guarantee quality in mobility it is necessary that all the actors involved are given correct, clear and complete information and guidance on all the aspect regarding the project and the experience abroad.

This activity starts since the writing of the proposal, it is implemented in a more detailed at the beginning of the project, with the official communication of the approval of the project until its end and beyond, when an action of evaluation of the impact of the project and the activity of career guidance is carried out.

The sensitization of individuals and organizations is essential to assure that all are aware of the objective of the project, its activities, responsibilities, the training pedagogical approach, the logistic and the organizational issues, the regulation and the legal and financial framework.

Carrying out an effective action of information and guidance means not only providing detailed information and set procedures to be able to answer to questions and solve doubts, but also guaranteeing transparency.

All the relevant documents on: the Erasmus+ programme, the mobility project, the agreements, the destination Countries, the management, monitoring, evaluation and dissemination procedures should be easily accessible and clear to all. In the cases in which it doesn't go in conflict with privacy issues, these information and documents can be also available on-line.

TO DO AND TIPS

Don't forget to:

- Send official communication to all Partners involved;
- Provide detailed information on the project, publishing news on website, social media;
- Organize internal meeting to inform staff/potential participants, organize a launch event;
- Specify all the detail of the project, including the project contract number and Erasmus+ logo, and communication rules;
- Mention all the relevant information about the project;
- Make the information and documents available to all those interested;
- Be available through dedicated e-mail and phone number to give information/guidance and clarify any doubt;
- Involve: the contact persons/staff responsible for the implementation of the project and the potential participants.

Re-confirmation of roles and responsibilities among participating organizations and setting procedures

The following section is divided in 3 main points:

- RE-CONFIRMATION OF ROLES AND RESPONSIBILITIES
- SETTING OF A DEFINITIVE WORKPLAN AND TIMETABLE
- DRAFTING INTERNAL AGREEMENTS AMONG INVOLVED ORGANIZATIONS

RE-CONFIRMATION OF ROLES AND RESPONSIBILITIES

Immediately after the confirmation of the approval of the project by the National Agency, it is necessary to contact promptly the organizations involved at application time in order to inform them of the success of the project and to start its implementation, reconfirming roles and responsibilities.

The communication should be made via e-mail and it is important that it reports all the data of the project and all information and documents that were shared at the application stage. The purpose of the communication is to remind partners about the commitment taken: the lap from the submission of the proposal to its approval can take some times, and usually the evaluation procedures takes some months and the organizations involved may need a reminder. Take into consideration also that: organizations may have taken part in different mobility projects submitted, so they need the exact references in order to don't get confused. Furthermore, especially in the case of Public Entities, also due to their asset and hierarchy, reaching the contact persons in charge of the project can take more time.

In addition to the communication of approval, it is recommended to organize face-to-face meetings with National partners and virtual meetings and exchanges of e-mails with EU partners

TO DO AND TIPS

Participation was assured by Mandate. It's time to:

- Resume and re-confirm in written form all the aspects of the project management and implementation and be sure that key-actors are completely aware of all procedures;
- Confirm the allocation of tasks and responsibilities;
- Discuss any eventual changes (budget cut, internal and organizational changes; Legal Representatives/contact persons changes) and agree on new assets.

SETTING OF A DEFINITIVE WORKPLAN AND TIMETABLE

Timing is essential.

At application stage a workplan and a timetable to show its development during lifecycle of the project have been provided. The timing planned in the proposal is generally respected, even if it may slightly vary due to organizational issues and/or new necessities.

Thus, on the basis of what was planned at application stage, after the approval the elaboration of a definitive working plan and a timetable taking in account internal and external factors and the different needs of actors involved is needed.

TO DO AND TIPS

Be sure to consider the time needed for practical/logistic organization of the stay abroad and:

- The capacity of the intermediary organization;
- The Sector of the traineeship;
- Receiving organization's availability. It is important to understand which periods of the year are suitable, and avoid periods in which the receiving organizations have too little or too much work: in the first case there would be few tasks to assign to the trainees, and in the second one it may happen that – due to the workload- the receiving organization tutor doesn't have the time to take properly care of the trainee.
- School Calendar;
- Destination Country Holidays;

For example, when analysing the compatibility of the dates of mobility among sending and receiving organization, holiday days should be verified to avoid to send trainees abroad during periods in which receiving organization are closed and, consequently, the participants cannot perform the traineeship.

All the above-mentioned issues should be verified in order to guarantee the quality of the traineeships abroad.

GOOD PRACTICE:

MOBILITY FLOWS TIMETABLE

In addition to the general timesheet covering all the phases of the project, that should have been attached to the proposal at application time and that should be adequately updated after the approval, it is advisable to create a specific timetable for the mobility flows to monitor the exact dates of each step. In the template shown is indicated the timing of the:

- opening and closure of the Call for application: generally, the call is opened for about one month;
- selection interviews: about two weeks after the closure of the call;
- contracting of the candidates selected: about two weeks after the selection;
- preparation of participants: about two weeks before the departure of the mobility flow;
- departure date: depending on the duration of the traineeship and travel days;
- return date: depending on the duration of the traineeship and travel days.

All the timing put in the template above is indicative and it constitutes an example based on Essenia UETP experience.

CALL FOR APPLICATION		SELECTION	CONTRACTING	PREPARATION	DEPARTURE	RETURN	COUNTRY	N. OF GRANTS	TOT./FLOW	
from	to									
04/12/2017	08/01/2018	22/01/2018	05/02/2018	14-15-16/03/2018	05/04/2018	05/06/2018	UK SPAIN	10 20	30	
24/09/2018	24/10/2018	14/11/2018	28/11/2018	08-09-10/01/2019	28/01/2019	28/04/2019	UK SPAIN	30 20	50	
									80	TOT./PROJECT

DRAFTING INTERNAL AGREEMENTS AMONG INVOLVED ORGANIZATIONS

The Partnership of a mobility project can be made of: Applicant (Mono-beneficiary) and the European partners, or a National Mobility Consortium (Multi-beneficiary) and the European partners.

In any case, drafting and signing of agreements to make responsibilities clear to all concerned and be sure to safeguard programme requirements, it is required both with National and European organizations involved.

All the participating organizations will cooperate in the implementation of the project and the agreement is needed in order to coordinate all the activities and the mobility, whose carryout is based on a delicate balance among partners' roles, timing, responsibilities.

Respecting deadlines is essential because all the activities are linked and a good coordination is necessary to guarantee the proper execution of tasks, that allows the other organization to carry out their ones. For example, the sending organization will need to book the flight tickets for the participants, but to do so it must have - within the deadline fixed- the definitive confirmation of accommodation availability from the organization in charge of this aspect, and so on.

A written agreement ensures quality for and commitment by all actors. It has to cover all the aspects from the beginning of the project to its end and beyond.

All the people involved in the mobility project must be aware of the project objectives and of the modalities of management, monitoring, evaluation of the project.

A successful mobility project requires a careful organization of practical aspects to guarantee to participants an adequate experience abroad. For the provision of these services can be required the presence of services suppliers. Even if these subjects may be companies not directly involved in the mobility project, it is important that they are made aware of the framework in which their work will be performed. So, it is relevant to inform that: the services they are offering will be a part of a project funded by the European Programme Erasmus+, and so there are rules and quality requirements to respect; they will be dealing and interacting with young people that may need assistance, so they have to guarantee availability to support participants in solving any problem related to the service they are offering; that there could be some communication problem due to language barriers/intercultural issues, so they have to be prepared for this.

TO DO AND TIPS

ALL THE AGREEMENTS MUST REPORT:

- Data of the contracting parties;
- Contacts (e-mail and phone);

- Communication means;
- Dates/Periods of mobility;
- Activities/responsibilities;
- Timing/Deadlines;
- Instructions/Methodology;
- Obligations/Penalties;
- Risk management/Obstacles resolution;
- Signatures of Legal Representatives of both parties.

Suggestions regarding the aspects to include in the agreement - depending on the contracting parties are given below.

AGREEMENTS WITH PROJECT PARTNERS

As for partners of the project, both National and foreign ones, it is necessary to define in the written agreement the period of mobility and agree on specific issues regarding the achievement of project objectives.

- Commitment to guarantee the achievement of the project objectives, results and learning outcomes
- Commitment to respect the management, monitoring and evaluation procedures set and agreed. The setting of these procedures is aimed at assuring the coherence between the learning outcomes and the activities to perform; the adherence with the MoU (Memorandum of Understanding) drafted at application stage and ECVET methodology/approach for recognition, to guarantee the achieving of learning outcomes and an actual and valuable training experience.
- Set the deadlines for the signing of the Learning Agreements, for the administering of monitoring questionnaires to trainees and tutors, for the sending of documents and so on, as set in the procedures.
- Budget management and respect of the principle of value for money.

AGREEMENTS WITH SERVICES SUPPLIERS

Be sure to include in the written agreement all the aspects regarding the services offered. For example, for accommodation services, don't forget to agree on and mention issues specified below.

Characteristics of accommodation:

- Number of people in the flat;
- Proximity to the city center and/or to the receiving organization. The choice between these two options is very delicate. This aspect can be tricky and may not satisfy all the preferences of every individual that is part of the mobility flow, since generally they go abroad in groups;

- In facts, the decision is made for each mobility flow on the basis of an overall evaluation of several factors, such as: the size of the destination city, the location of the receiving organisations according to their typology and sector, the local transportation availability and their efficiency, and so on;
- Area served by local public transportation and supermarkets, pharmacies;
- Equipment and appliances, including heating system and Wi-Fi;
- Bills;
- Standards of the housing facility and cleaning.

Organizational aspects

- Availability of the number and typology of accommodations in the requested period;;
- Deadlines to provide the information regarding the accommodation identified and the distribution of the trainees in them, in order to allow the fulfillment of the related actions by the other organizations involved. For example: to permit to the sending organization transfer the information to participants and Receiving organizations and buy the flight tickets for the participants;
- Timing for check-in and check-out;
- Rules and behaviour (silence hours/curfew/recycling/respect of flat-mates or landlord), including obligations/penalties;
- Emergency numbers;
- Guarantee deposit and consequences in case of proven damage;
- Terms and conditions for cancelling a booking;
- Advance notice for change of apartment;
- Tranches of payments according to the mobility flows of the project.

Selection phase

The following section is divided in 3 main points:

- SELECTION CRITERIA AND PROCEDURES
- PUBLIC CALL FOR APPLICATION
- SELECTION PROCEDURE: INTERVIEWS

SELECTION CRITERIA AND PROCEDURES

The selection phase is crucial in the implementation of a mobility project and it highly contributes to determine the success of the initiative. It must be transparent and fair.

In the project proposal the selection criteria and procedures should have been already described and potential participants' profiles have been identified (a kind of pre-selection), but after the project approval the actual selection procedure is held to re-confirm the participants that after time (project evaluation and approval and implementation of the preliminary phases) may have changed their needs and – consequently- availabilities.

Once the project is approved, the actors involved have to be informed and must be aware of all the aspects regarding: the principles on the basis of which the selection of participants will be made, the criteria and their weight in the evaluation of the candidates, all the details of the selection process, the documents to produce, and so on.

TO DO AND TIPS

Take care to respect equal opportunities and take in consideration:

- Specific sending organization needs/rules;
- Regulations of the destination Country;
- Sector specific Requirements in the destination Country;
- Sector specific receiving organizations' requirements.

Remember that:

- The process that leads to the choice of the selection criteria is based on the concept of inclusion. In facts, will be chosen not only the most brilliant participants, but all those that through this experience can improve their skills, especially when the entry competences have to be reinforced. If in your project you include people with special needs and/or with fewer opportunities (including special educational needs) be sure first of all of putting in the application form the detailed description of their needs and foresee – if necessary - the budget items to fulfill their exigencies, both in terms of equipment and

accompanying/supporting persons (such as, for example, wheelchairs, special needs teaching assistant, physiotherapist, and so on). You should make sure that you can offer a quality experience from all the points of view and you can identify a suitable accommodation and transport services, as well as an appropriate receiving organization able to satisfy both the training and practical needs of these categories of participants. Obviously, in this case, it will be your responsibility to make the receiving organization and all actors involved aware of the needs and set detailed agreements with them.

- The traineeship experience abroad is aimed at satisfying the training needs of the participants. Thus, it is important to identify accurately such needs for each participant during the selection phase to assure a good matching activity.

PUBLIC CALL FOR APPLICATION

Once the selection criteria and procedures have been reconfirmed and shared, it is necessary to prepare and publish the Public Call to recruit the participants. To do so, recollecting all the relevant information to provide potential participants clear details is needed.

The Public call should be complete and exhaustive and it should be published on all the communication channels and media in order to reach a wide audience and, obviously, the target group. The Public call should include annexes to further specify the information given and the documents to fill in to apply for the mobility grants. The application forms must be understandable, easy to fill in, requiring all the needed data, and containing useful information that at a later stage can be transferred and used by the intermediary organization to arrange the mobility.

TO DO AND TIPS

The Public Call should include:

- Project data, objectives, recipients;
- Reference to Erasmus+ Programme and use of its lettering/graphic rules;
- Number of grants/Sectors/destination Countries;
- Requirements and selection criteria (including priority), grid with marks;
- Time and place of selection, contracting, preparation, mobility;
- Deadlines and procedure for application using annexes;
- Services offered and pocket money;
- Certification issued;
- Phone and e-mail contacts to ask for information.

It is useful to give information also on the implementation of the project:

- Details on services and destination Countries;
- Obligations;
- Behaviour code;
- Conditions and consequences of retirement before/during the mobility.

GOOD PRACTICE:

APPLICATION PACKAGE – RELEVANT INFO

Designing application forms easy to fill in and exhaustive allows to recollect the information needed by both sending organization and receiving organization, permitting to make the procedure smooth and fast. It is a fundamental tool, because it allows to build a broader database, that will be enriched with new fields as you proceed with the project management and you will need to include new information. (Please see **GOOD PRACTICE- Info Travel and Flights** at page 57 and **GOOD PRACTICE- Database** see the Annex I at page 153).

An example of database designed by Essenia UETP follows, for reasons of space it is reported on more rows:

NAME		CONTACTS						PERSONAL IDENTITY DOCUMENT			
SURNAME	NAME	E-MAIL OF PARTICIPANT	E-MAIL OF PARENTS	TELEPHONE	MOBILE OF PARTICIPANT	MOBILE OF PARENTS	SKYPE CONTACT	FISCAL CODE	TYPE OF DOCUMENT (Identify card or passport)	No. OF DOCUMENT	EXPIRY DATE OF DOCUMENT
ROSSI	MARIO	0010000@Essenia.UETP	0010000@Essenia.UETP	0039 090101010	0039 579510100640	0039 4312271243	mariorossi90	MR0450980101010	identity card	055085564	01/02/2018
RESIDENCE				DOMICILE	DATE OF BIRTH			NATIONALITY	PASSPORT		
ADDRESS	CITY	POSTAL CODE	PROVINCE	DOMICILE (Only if different from the residence)	DATE OF BIRTH	PLACE OF BIRTH	PROVINCE OF BIRTH	PLEASE INDICATE YOUR(S) NATIONALITY	NOT IN POSSESSION (Put an "X" in the box below if you do not own it)	IN POSSESSION (Indicate the expiry date in the box below)	
Via del Cantieri n.24	Salerno	84100	SA		01/02/1988	Salerno	SA		X		
QUALIFICATION			ALLERGIES								
INSTITUTE ATTENDED	FIELD OF STUDY	DETAILED FIELD OF STUDY	(If yes, indicate which)								
Vocational Institute Leonardo Da Vinci of Salerno	Tourism and Catering	Restaurant Cook	Dust								

GOOD PRACTICE:

INFO ABOUT NATIONALITY AND NEED OF VISA

It is important to know the Nationality of potential participants since the application stage. In fact, if they come from a Third Country not included in the ones of Schengen Area²², even if they have a valid VISA and are allowed to live, work and study in a European Country, they may need to apply for a VISA to perform their traineeship abroad, also in the case it is an experience during less than 90 days. It is relevant, thus, to know the situation since the application stage, in order to allow the sending organization to:

- Get in contact with the local and foreign Authorities to know if the trainee needs any VISA and/or any other document to perform the traineeship, depending on the Nationality of the trainee and the updated immigration/entry rules of the destination Country.
- Have detailed information on the procedure to follow, the timing of the request/application/VISA issuing, the costs the documentation that the sending itself, the trainee, the receiving organization and the intermediary organization, the accommodation supplier will have to produce and provide.

This information is needed in order to make the potential participant aware, since the selection phase, of the eventual procedure he/she will have to undertake in order to get the VISA, if selected, and make sure that he/she is willing to take the responsibility to do that, both in terms of commitment and eventual costs. In case he/she is selected and signs the contract, the sending organization will have to coordinate the activity of all actors involved in the request of VISA and will have to organize his/her mobility taking into account, among many other issues, also that the time of the departure of this participants may be different to the one of the other mobility flows: it must be considered the timing of the VISA procedure, that usually starts at least 3 months before the mobility.

GOOD PRACTICE:

APPLICATION PACKAGE - PROFESSIONAL FOCUS

To understand participants' expectation and background is useful to 'guide' them in producing a sort of motivation letter: in most of the cases, being them very young, it is the first time they produce such documents, so they need support because they don't know how to do it. This helps in matching the profile of the participants and adequate receiving organizations, also and most of all for those who have a 'weaker' entry profile. In addition to the personal data, this document should contain at least the following information:

²² Detailed information on Schengen can be found at the following link: https://ec.europa.eu/home-affairs/what-we-do/policies/borders-and-visas/schengen_en

- **The education background:** area of study (e.g. tourism & catering, administration, etc.), institute²³ from which they come from (name and city of the Institute, dates from which and to it has been attended) specific field of studies (e.g. Tourism and Hospitality) any other course, training path and education experience carried out (e.g. computer technology course)
- **Language Knowledge:** level of knowledge of both the language of destination Country and other languages (Speaking, Listening, Writing)
- **Work experience:** Name of the company, length of the experience, description of the position covered, responsibilities, task performed. This part of the document should also include the working experiences carried out in the framework of traineeships done as: practical part of the school educational path, mobility with projects funded through European and National funds (Erasmus+, FSE, etc.)
- **Hobbies and personal interests:** the candidates are invited to give information about themselves. This helps in understanding their personalities and in identifying other competence and skills (including social, communication, organizational ones) acquired in non-formal, informal and formal contexts
- **Traineeship expectations and preferences:** assumed that the trainee will carry out the traineeship in his/her field of study, he/her is anyway requested to choose from a list three preferences related to specific sectors/areas coherent with his/her professional/study experiences. For each of the preference, must be specified which tasks he/she is able to perform. This information is helpful when - for different reasons - the trainee can't undertake the placement in the sector of its study. For example, this happens when a recent graduate should do its traineeship as a receptionist but he/she hasn't an adequate level of foreign languages knowledge to interact with the customers. In this case he/she can list other preferences related to its educational background.

The traineeships have the purpose to satisfy participants' training needs (or- at least some of them, such as the linguistic, professional ones) and enhance their social and soft skills. Of course, this is always auspicious but not always possible due to several factors. For example, learning specific work-related tasks may be difficult or even not possible if the regulations of the destination Country require authorizations or specific National training to perform them, or the use given equipment/tools. In some Countries, for instance, special certifications are required: to work with children and minors, in health sector when using tools or devices for patients' care, or industrial machinery due to their riskiness.

²³ In the case the project has not been submitted by a Mono-beneficiary but by a National Mobility Consortium (Multi-beneficiary) , and so the participants can be recruited from different Institutes

SELECTION INTERVIEWS

Once the Public call for selection is closed, is needed the check of the formal correctness of the applications received and the possession of the participation requirements by the candidates.

When this action is over, a formal convocation by e-mail of the eligible candidates admitted to selection interviews has to be made. The internal staff in charge of the selections has to be informed in detail on how to carry out the procedure and must be in possession of the related documents in advance. Finally, in the day fixed, individual interviews with candidates admitted to selection has to be made, respecting the principles of transparency, fairness and equal opportunities.

TO DO AND TIPS

To be sure the procedure is transparent and fair:

- Produce clear reference instructions for selectors
- Share evaluation tools and methods with internal staff responsible of selections
- Publish Minutes of the selection and Ranking Grids

When selecting the participants, don't forget:

- To verify their identity documents and record them;
- Establish a relationship based on trust with candidates: this will make the communication easier during the implementation of the project and it will facilitate the resolution of problems, in case they will occur
- To let them sign the attendance list;
- To apply non-discrimination principles and be unbiased;
- To ask scenario-related questions;
- To verify the correspondence between what declared in the application and the actual competences with regards to the possession of requirements and the professional and linguistic skills. Testing the knowledge of the foreign language it's not discriminatory, but it helps in identifying the right placement. It is important to assess linguistic skills both to do an adequate selection and matching activity: for example, in case of a low English knowledge level, it is not possible working in certain companies or sectors and in given Countries. Thus, the selector can propose the choice of another kind of receiving organization or he/she can propose to perform the traineeship in another Country (according to the destination Countries available from the project and the call). Furthermore, making the candidate aware of this, avoids that the expectations are disappointed and puts him in the position to decide if to accept the proposal and if to participate or not in the mobility;
- To understand candidates' personalities, background and expectations. This is a sensitive aspect: not always the education and training background of the candidates coincide with their expectations. For example, it happens that those which have attended a training path chosen by their parents wish to

change sector and do a traineeship in another sector during the mobility. Thus, they lack the professional competences needed to work in the sector they wish and - on the other hand - the Erasmus+ Programme foresees that they do the traineeship in the field of their education, to integrate it with a practical experience. In these cases, the sending organization has to find an adequate solution balancing the respect of the Programme and the desire of the candidate, making him/her aware of the importance of the European opportunity²⁴ and explaining how the situation can be overcome;


- To evaluate also the personal skills and attitudes and the non-formal and informal experiences and competences;
- To verify that the candidates have fully understood the Call, the objectives of the project and all the aspects related to the mobility experience, and its terms and conditions. This action is aimed also at making the potential participants more aware and empowered.

²⁴ The Erasmus+ Programme establish that recent higher education graduates can undertake a traineeship only within 12 months from their higher graduation.


GOOD PRACTICE:


INSTRUCTIONS FOR SELECTORS

To carry out a fair and transparent selection, the selectors have to be informed in advance on the assessment criteria and procedures: to avoid impartiality or misunderstandings it is important to have a reference document explaining how to evaluate each candidate and how to report the score assigned.



University and Enterprise Training Partnership UETP





Instructions for selection procedures KA1 projects

Attendance list

Prepare an attendance list for each destination Country of the project: whose who applied for more than a Country have to sign the attendance list for all the destinations chosen. It is compulsory to specify the kind of identification document:

- Identity Card
- Driving License
- Passport

Interview scoring

A score sheet will be created for each Country of destination chosen by the candidate, specifying at the top to which Country the card refers to. The score of each interview is calculated basing on the vote of two selectors who evaluate the requirements and the motivation of the candidate for the destination. Each selector can express a maximum score of 25 points for each entry, for a total of 50 points for each selector. To the average of the selectors' scores, the average evaluation score of the CV (Training and work experience) is added, according to the criteria of the evaluation form, for a maximum of 20 points for each selector.

Example:

INTERVIEW	ITEM	SCORE SELECTOR 1 (MAX 25)	SCORE SELECTOR 2 (MAX 25)	PARTIAL SCORE (SUM)	AVERAGE OF PARTIAL SCORES	SUM OF AVERAGE SCORES
IN ITALIAN	POSSESSION OF THE CHARACTERISTICS REQUIRED BY THE TRAINEESHIP	25	23	48	47	>
	MOTIVATION AND APTITUDE TOWARDS THE MOBILITY	24	22	46		
	CURRICULUM VITAE	SCORE SELECTOR 1 (MAX 20)	SCORE SELECTOR 2 (MAX 20)	PARTIAL SCORE (SUM)	AVERAGE SCORES CV	+
		5	5	10	5	>
AVERAGE GRADE POSSESSION OF THE CHARACTERISTICS AND MOTIVATION + AVERAGE GRADE CURRICULUM VITAE						= 52
TOTAL FROM 0 TO 70						

To the total score of the interview, the score of the interview in language for a maximum of 30 points (15 for oral comprehension and 15 for oral production) must be added. The score is assigned by one foreign language selector. The candidate will have to hold the interview in the languages spoken in the destination Country for which he/she has applied for. If one candidate has applied for more than a destination, he/she will do the interview in the language of both countries (a candidate for the United Kingdom and Spain will do the interview both in English and in Spanish). Example:

INTERVIEW IN FOREIGN LANGUAGE	ITEM	PARTIAL SCORE	TOTAL from 0 to 30
	ORAL COMPREHENSION	12	24
	ORAL PRODUCTION	12	

The total score given by the sum of the interview in Italian and in the foreign language is shown at the top of the dedicated section. The scores have to be reported in the excel file where there are already formulas to calculate the score of each candidate. By ordering the scores from the highest to the lowest, the final ranking is obtained. N.B. In the excel file have to be reported also the names of those who have applied but didn't undergo the interview

Titolare Carta della Mobilità VET per la qualità dei progetti di mobilità
Accreditamento n. 2015-1-RO1-KA105-064902 del 01/07/2015
Agenzia Nazionale Erasmus+ Italia

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GOOD PRACTICE:

RANKING GRID

The creation of a ranking grid is useful to have a clear and unbiased overview of the ranking assigned

CANDIDATE		MOTIVATIONAL INTERVIEW						INTERVIEW IN FOREIGN LANGUAGE			TOTAL		
	FAMILY NAME	NAME	POSSESSION OF THE CHARACTERISTICS REQUIRED BY THE TRAINEESHIP			MOTIVATION AND ATTITUDE TOWARDS MOBILITY			PREVIOUS STUDY AND WORK EXPERIENCES			TOTAL	
			Selector 1	Selector 2	tot.	Selector	Selector	tot.	Selector	Selector 2	tot.		
1													
2													
3													
4													
5													
ABSENTS													
1													
2													

From the good practices tools shown in the section 'Selection' (*Professional Focus, Instructions for selectors, Ranking Grid*) is clear that setting the criteria for the selection procedure and establishing their weight in evaluating the candidates' profile is strongly related to the objective of the Erasmus+ Programme: more importance is given to the motivation and possession of the characteristics and attitudes required to undertake the experience abroad, and less relevant are the score related to the CV and language.

The item graduation mark/school performance doesn't even appear in the tool 'Ranking grid'. This is a deliberate choice: according to the goals of the Programme, aimed at promoting the inclusion of people with fewer opportunities, the motivation for the learning experience abroad constitutes a more valuable criterion of selection.

Contracting: written agreement between sending organization and participants

The signing of a contract between the sending organization and each participant in the project, regulating all the aspects of the mobility experience is needed to formalize the mutual commitment.

It allows the begin of the activities and procedures aimed at personalizing the individual training experience of each participant.

In order to produce a contract complete and correct, the first step is consulting the guidelines for management of mobility projects and the templates of contracts with participants, both provided annually by the National Agency and usually published on its official website.

Then, these reference documents must be used to create the contract between the sending organization and participants, personalized with the data, reference numbers, periods of mobility, contact persons, contacts (e-mail and phone), characteristics of the project, etc.

It is important that all the points of the contract are well explained to the participants during face-to face meetings aimed at giving them all the information and made them completely aware about what they are going to sign about the mobility experience from all the points of view.

TO DO AND TIPS

Remember to:

- Allow the parents of the selected trainees - especially in the case they are very young, and even if they are legally adult- to attend the contracting phase, so they become completely aware of what their sons/daughters are going to sign and, at the same time, they are reassured on the proper organization of the mobility.

Be clear and mention in the contract:

- All relevant project data and emergency contacts;
- Details of the grant supply (services and pocket money);
- Financial support conditions, money transfer modalities;
- Retirement before/during the mobility and consequences;
- Responsibilities & Obligations/ Measures for not-compliance;
- Insurance details;
- Formal aspects and documents;
- Pedagogical, Intercultural and work-related preparation implementation, OLS obligations (registration, first access and entry test, attendance, final test and issuing of the certificate with level achieved);
- Details on the destination Country;

- Commitment to answer to the Mobility Tool questionnaire sent by EU Commission and, eventually others survey from National Agency or by the sending organization with regards to the impact of the mobility experience.

Remember to ask the participants to have with them and put in the contract:

- Bank Account Data for pocket money transfer;
- E-mail for communications;
- E-mail of parents for urgent communications.

Don't forget to make the participants clear about the modalities of matching activity between trainees and receiving organizations: specify them that the receiving organization will be communicated to each participant only few weeks before the departure, since the choice of the receiving organization for each trainee is personalized and this process requires time.

This procedure is applied if you organize the mobility project that does not choose the receiving organization for the trainee on the basis of its already existing network of enterprises, but you are an organization that personalizes the traineeship experience abroad on the basis of the profile of every single trainee. This process assures the quality of the learning experience and the application of inclusive approaches, giving to all the eligible candidates the opportunity to participate, and not only to those that have profiles matching with the already existing network of receiving organizations.

Quality is also complying with National/EU laws, so don't forget to ask to the participants to sign, for example:

- Authorization for money transfer on their bank accounts;
- Privacy Consent for use of images, personal data and information and their storage;
- Tax Declaration to avoid their Erasmus+ grant is taxed.

Personalization of the placement, learning agreement & logistic

Once the contracting procedure has been done the personalization of the mobility experience for each participant can start. It is a crucial phase, that includes the production of documents and the preparation and organization of all the aspects of the traineeship and of the whole experience abroad.

Once the contracting procedure has been done the personalization of the mobility experience for each participant can start. It is a crucial phase, that includes the production of documents and the preparation and organization of all the aspects of the traineeship and of the whole experience abroad.

This step implies the close cooperation of the participating organizations, both the National ones and the ones in the destination Country, and some of the activities that are part of the personalization of the placement, learning agreement & logistic are interdependent and/or have to be carried out simultaneously.

First of all, the sending organization has to send to the intermediary organization/receiving organization the CV and all the useful documents produced by the candidate when he/she has made the application to participate in the project. These documents are the ones on the basis of which the matching activity between every single trainee and the receiving organization will be made. Furthermore, it is important that both the intermediary and the receiving organization is made aware of any specific and particular information regarding the trainee (e.g.: special needs, allergies, diseases, specific diet needs, etc.). All the mentioned documents and information have to be provided to the receiving organization within the deadline established and included in the agreements stipulated among the organization. Compliance with deadlines allows the execution of the matching activity in a proper way: it is a crucial, delicate and time-consuming activity on which it depends – largely - the success of the training experience for each participant.

In this phase, also the organization of the stay from the point of view of the accommodation should be made: at this point the accommodation supplier can receive the details of the mobility flow (including name and sex of the participants), proceed with the confirmation of the availability in terms of concrete days of stay, according with what established in the agreement previously signed. As always, timing is crucial as always and once the accommodation supplier has confirmed the dates, the sending organization can proceed also with the travel arrangements.

It is time, in facts, also to organize the travel for the participants, activity that includes the identification and booking of flights (and/or any transportation mean) from the Country of the sending organization to the Country and vice versa, and the organization and booking of transfers to and from the airports.

Once the matching activity has been done, respecting the timing agreed, the identification of the three tutors is completed: the one from the sending organization, the one from the intermediary organization, the one from the receiving organization. At this point it is possible to:

- Prepare the Learning Agreement for each participant. This document must include: the objective of the individual participant mobility, detail of the mobility programme, the details of the sending and

receiving organizations, the names and contact of the trainee's tutors, the learning outcomes, the means for achieving them and activities to carry out;

- Add the data and information regarding participants and receiving organizations in the Mobility Tool;
- Do the procedures for the request of the Europass Mobility Document for each participant to the NEC;
- Activate the insurance for all the trainees.

In case of trainees needing a VISA to perform the traineeship abroad, please take into consideration that the phase of personalization of the placement, learning agreement & logistic will foresee different timing and activities, according to the specific requests of documents, authorizations and procedures that the competent Authorities of the origin and destination Country impose.

TO DO AND TIPS

Make sure that:

- The personal documentation of participants is complete and correct;
- You have names and contacts of the referent of the intermediary organization and of the receiving organization;
- You send the CV and the other relevant information to the intermediary and receiving organizations following the right timing as agreed with them;
- The intermediary and receiving organizations have received such documents: ask them for feedback;
- The intermediary and receiving organization are aware of any important issue regarding eventual needs of the participant (e.g.: allergies);
- The intermediary organization knows and follows the principles of reliability on the basis of which it has to identify the receiving organizations;
- If necessary, Skype call to allow the receiving organization that make such request to interview and virtually know the potential trainee are organized;
- The intermediary organization has sent you all the information required at most two weeks before the departure of the participants. The respect of this schedule is important to allow the sending organization to carry out properly the phase of preparation of the participants, having all data. It is advisable to give to all participants information about the receiving organizations during the preparation phase, so - when possible - everybody get to know it at the same time;
- The receiving organization identified is reliable and meets the quality criteria. A good matching activity gets as a result, on one hand, the identification of a receiving organization compatible with participant's sectorial competences, linguistic skills, attitudes and expectation, and on the other, the needs and the activities that the receiving organization can offer to the trainee;
- The accommodation supplier has sent you the information regarding the division of trainees in its accommodation at most two weeks before the departure of the participants;

- The accommodation standards agreed with the service suppliers/landlords are respected. Assuming that all accommodations must comply with local regulations, each Country has its normative standards that differ among them and can differ from the ones of Country of origin of the trainee. For a good knowledge of the destination Country and its local lifestyle by the participant, it is important that he/she experiences the local habitat and standards without expecting or pretending the ones he/she is accustomed to in his home Country;
- You have booked in advance flights and other means of transportation to stay on budget and you have carefully considered the timing and the days, the connections, the departure/arrival airports, the connections with the city center, the availability and needs of your partners in the destination Country. After an accurate analysis of all these factors, the final decision has to be made assuring the best and more comfortable options for the participants. Sometimes a choice may seem anyway inconvenient from the point of view of the participant, but probably, considering all the factors, options and availability of the actors involved, it represents the best solution;
- The Learning Agreement is complete and correct, ready to be signed by sending organization, learners and receiving organization. It clearly describes the objective of the individual participant mobility, detail of the mobility programme, the details of the sending and receiving organizations, the names and contact of the trainee's tutors, the learning outcomes, the means for achieving them and activities to carry out. During the selection process of the participants all their transversal, professional and linguistic competences were identified and they represent the start point to define the Learning agreement, taking in consideration also their expectations and informal background;
- You have activated the insurance for each learner for the activities related to the project (including the preparation in the sending Country);
- The procedure for the Europass Mobility Documents has been activated with the National Europass Centre (NEC);
- The information has been put in the Mobility Tool, or any other tool that will be made available by the European Commission and or the National Agency.

GOOD PRACTICE:

INFO TRAVELS AND FLIGHTS

In order to have an overview of travels and flights of each mobility flow, to give punctual travel information to participants and to keep record of the related expenses, it is recommended to record the travel information and detail of the costs for each mobility flow per Country. These columns are added to the main database you should have started to create (please see the section **GOOD PRACTICE- Application package – Relevant Info** at page 45).

N.	FAMILY NAME	NAME	DEPARTURE	ARRIVAL	BOOKING NUMBER	AIRLINE COMPANY	CREDIT CARD	COST	SHUTTLE DEPARTURE	CREDIT CARD	SHUTTLE RETURN	CREDIT CARD	NOTE
1													
2													
3													

GOOD PRACTICE:

PREPARATION OF LEARNING AGREEMENT

For each participant, a **Learning agreement** should report: the objective of the individual participant mobility; the detail of the mobility programme; the details of the sending and receiving organizations; the names and contact of the trainee's tutors; the learning outcomes; the means for achieving them and activities to carry out has to be produced and signed by the parties involved (sending organization, receiving Organization, participant). The template of the learning agreement is provided by each National Agency annually and usually it is published on the official website of each NA. To promote the use of European tools and procedures for the recognition of professional profiles and competences, the learning agreement should include the EQF level of the professional profile and the ECVET procedures (or approaches)²⁵ put in place. It is useful to attach to it also an '**Assessment Grid**', that will report the evaluation of the receiving organization tutor and the self-evaluation of the participant with regards to the achievement of each Unit of Learning Outcomes. This document can

²⁵ Many European Countries have still to define their national ECVET objectives and the progress of the implementation of the Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training is still limited. Even within different Regions of the same Country the validation and recognition of competences can be authorized or not. Anyway, starting adopting the ECVET principles and procedures adds quality to mobility project. An ECVET **approach** within a project consists in:

BEFORE MOBILITY:

- Identification of Learning Outcomes (knowledge, competences and skills) and division into Units of Learning Outcomes
- Signing of the Memorandum of Understanding among the project partners
- Sharing and signing the Learning Agreement with ECVET reference between the sending body, the receiving organization and the trainee

DURING MOBILITY:

- Evaluation of Learning Outcomes by the receiving organization

AFTER MOBILITY:

- Validation of the Learning Outcomes just between sending and receiving organization

The **complete ECVET system procedure**, instead, foresees the formal validation and recognition of Learning Outcomes by the Responsible Validation Bodies/Institutions identified according to different regulations by each European Country. To know more about the ECVET system, please see related Chapter of this Guide, page 111.

represent a validation of the learning outcomes acquired by the trainee made by the sending and receiving organization. Depending on the internal rules and procedures within the two organizations, it could be a further step that contributes to the implementation of the ECVET approach. The assessment grid is a certificate that, even in the case it is not officially recognized by the Training and Education System, it can be anyway exploitable in the labour market by the trainee (who can, for example, attach it to his/her CV) since it certifies the achievement of the learning outcomes by two VET organizations. The following grid is an example of the tool designed by Essenia UETP, that is accompanied by instruction on how to fill it in. It contains the Units of learning outcomes agreed by the sending organization and receiving organization before the mobility takes place and the acquisition of which is monitored and assessed on the basis of the monitoring and evaluation procedures shared by the parties involved.

ANNEX V

ASSESSMENT GRID

Learner	
---------	--

Fill the following box with the corresponding number level achieved 1-2 or 3 (as reported above, 1= Satisfactory, 2=good, 3= excellent):

Unit of Learning Outcome	Mastery							
	Tutor's evaluation				Trainee's evaluation			
	n/a	1	2	3	n/a	1	2	3
To be able to understand and speak in foreign language								
To be able to understand and use sectorial lexicon								
To be able to integrate himself in enterprise environment								
The Trainee is able to choose the ingredients in quality and quantity suitable for the preparation of simple dishes								
The Trainee is able to prepare simple dishes and/or cakes, applying the cooking techniques of the case and using special containers and utensils								
The Trainee is able to mix the ingredients, using the techniques and tools of the case, according to the sequence indicated by the recipe								
The Trainee is able to take ingredients, separately or together as required by the recipe, using cooking techniques most appropriate, in a timely and appropriate temperatures								
The Trainee is able to guarantee compliance of rules on food hygiene								
The Trainee is able to identify the main types of food poisoning and identify the possible causes and sources of risk and contamination								
The Trainee is able to implement procedures to ensure compliance with the sanitary conditions appropriate to the treatment and handling of food								
The Trainee is able to care for personal hygiene								
The Trainee is able to coordinate with other professional resources operating in the kitchen								
The Trainee is able to take deliveries and communicate with colleagues								

GRADE (*)

Supplementary notes by the tutor	Ex: ... Was a very good learner. ... worked very well with all our staff. He/she carried out all his/her duties very well. He/She'll be able to work in any social department. ... (PLEASE DELETE THIS EXAMPLE BEFORE FILLING)
----------------------------------	--

¹ The final grade is not the calculatory average. It's determined in relation to work assignment.

MANAGEMENT AND ORGANIZATION OF INFORMATION AND DOCUMENTS

ACTIVITY

It is fundamental to build a database to store and organize all the information regarding the mobility flow, from the beginning until the end.²⁶

In the section Before Mobility- **GOOD PRACTICE- Application package – Relevant Info** (page 45) it has been suggested to create an excel database starting from the information given by candidates for mobility programme. As said, this document can be shared with partners from the starting phase to organize the mobility, and it has to be regularly updated with all the information that progressively increase with the development of the project, by adding new columns to the pre-existing excel file.

After selection, contracting, booking of travels, logistic procedures and before the preparation of participants, you will have to do a punctual update and integration of the already existing information and organize and store of all the new data and information.

QUALITY TIPS

There are not fixed rules to create and organize it, but it is advisable:

- to give it a chronological order, to be sure to have a complete overview of the information step by step and check quickly if something is missing
- to use it to set deadlines to send questionnaires, OLS test, and so on, basing on the mobility dates.
- to divide it per participant, to identify immediately if the documentation for each learner is complete and correct

Remind to keep the database always up-to-date its effectiveness resides in the newness and reliability of the information

GOOD PRACTICE:

DATABASE

Please see the database at page 153.

²⁶ To know more about platforms and ICT tools to use for project management purposes, please see the Chapter 'ICT tools for the management of European projects', page 119.

Pedagogical, intercultural, linguistic, work-related preparation

The sending organization organizes a specific training to prepare the participants for their experience abroad from the pedagogical, intercultural and work-related point of view. When planned/needed a specific language course is held. During this phase it should be given also support in carrying out the linguistic preparation through the OLS platform (when applicable, as will be specified hereafter). The person in charge of carrying out the pedagogical, intercultural, work-related preparation - and eventually to give support in explaining the OLS procedures - is the tutor from the sending organization. Even if in some cases the participant may have already met him/her during the selection step, the preparation phase, is the occasion in which the tutor from the sending organization introduces himself/herself officially as project tutor. The preparation stage is one of the most important ones since it represents a moment of professional and personal growth, and of enhancement of the relationship and trust between participants and sending organization. It's an occasion to remind to participants how the matching activity has been carried out. The preparation phase is aimed at raising awareness on the mobility experience and, with the support of expert tutor(s) able to apply pedagogical tools and techniques, it allows to support the participants by:

- Giving information and means to undertake the mobility with consciousness;
- Explaining them how to act in a working environment, including all the procedures to implement, who to warn and with which channels give notice, when they are sick and can't go to the company, or they have to ask for days off;
- Listening to their doubts and fears, answer their questions and reassure them, embrace their reflections and make them active protagonists of the mobility;
- Creating occasion to socialize with the other participants and 'build the group';
- Developing their self-confidence, autonomy and decision-making ability;
- Reinforce their knowledge of Europe and the European citizenship;
- Offering guidance to get the most from the learning and training experience abroad both from the personal and professional point of view;
- Strengthen their linguistic skills.

TO DO AND TIPS

Be sure to:

- Provide detailed information on the Erasmus+ Programme and its objectives, the project learners are involved in, the mobility process, and its desired effects on the participants and, in a bigger vision, on the System (family, peer group, city, Country, Europe, World);
- Clarify to participants roles and responsibilities of the sending, intermediary and receiving organization;
- Give details of bureaucratic and financial aspects;
- Deliver all official documents;
- Communicate officially the details of the receiving organization to each participant;
- Give information on destination Country/city and the receiving organization, including its contacts and references of receiving organization's tutor;
- Give details about their travel, transfer, etc.;
- Provide - if needed- a sectorial language course to learn the lexicon of the working sector;
- Carry on the preparation in a participative way, integrating formal, non-formal and informal education and use digital and innovative tools²⁷, doing games, simulations and role-play activities, and favor the socialization among the group;
- Explain in details the use and the value of the European instrument and tools like ECVET and Europass and of the certification issued by the project and let them understand how these documents can be used and exploited during and after the mobility experience.

Furthermore, at this stage is important to explain to the participants that - even if everything is accurately arranged - not always all the aspects of the mobility will be implemented as planned, because unexpected events can happen: comprehension and adaptability are essential in mobility, as in daily life. It could happen, for example, that their accommodation may be changed due to unexpected events. It may occur that a tenant, not necessarily belonging to the mobility flow group, but still living in the same apartment or building of a trainee (because it has been rent by the same landlord/provider) get injured. In this case, even the trainee may end up being moved to a new room/floor-apartment: i.e. the building get no elevator but the injured needs it. Moreover, it may happen that the receiving organization tutor during the traineeship has commitments abroad or out the office, so the trainee will be supervised by another member of the staff, to mention a few.

²⁷ To know more about pre-departure preparation and intercultural issues, please see the Chapter 'Intercultural Issues' and 'Tutoring & Mentoring', see page 98 and page 84.

GOOD PRACTICE:

PEDAGOGICAL VADEMECUM

It is recommended to design a user-friendly, understandable and compact Vademecum to guide the participants step by step, in order to give to the all the necessary information on the implementation of the Erasmus+ programme, the documents to provide during the different phases of the project and the procedures to carry on, and a check list.

MOBILITY PROGRAMME

Participants should have a personalized and detailed mobility programme including all the relevant information about: travel, transfer, schedule of the meetings with the intermediary organization, receiving organization details, traineeship details including tasks and learning outcomes, monitoring procedures, accommodation, local transport. Don't forget to include: contacts of tutors, emergency numbers, instruction on how to activate a local cell phone SIM card, how to register to a general practitioner.

INFO PACK DESTINATION COUNTRY CITY

A traineeship abroad is not only about work, it is also a moment of personal growth and the occasion for developing intercultural competences and reinforcing European citizenship. Thus, it is important to provide tips on the destination Country, informing the participants about culture, habits, customs, as well as giving historical and touristic information. This will support the participants in integrating in the foreign Country.

LINGUISTIC PREPARATION – OLS PRESENTATION & SUPPORT

For mobility experiences lasting more than 19 days, the Erasmus+ Programme provides an online Linguistic preparation through the free platform OLS (Online Linguistic Support). To guarantee the correct use of this tool, it is recommended to support the participants providing them information on its functioning and assuring they access and attend the online course. If the knowledge of the language of the destination Country is low, it is recommended to plan from the application stage a face-to-face linguistic preparation to assure that participants are able to communicate in the foreign language and know the sectorial vocabulary of the field of the traineeship.

Detailed description of the procedures set with partners

To implement a mobility project in a proper way, as mentioned, it is necessary to agree, set and respect management, tutoring, monitoring and evaluation procedures.

This assures that the carrying out of the activities is done respecting quality criteria and according to the objectives of the project, that all the organizations and individuals involved in the management and implementation of the activities are aware of what, how and when they have to perform the actions.

The process starts at application time when the procedures are outlined, while after the approval of the project they are specifically developed, agreed and put into writing in the agreements.

Before the mobility takes place, it is important to send to the involved organizations reminder regarding the procedures agreed before the mobility and included in the agreement, in order to be sure that they are respected and correctly implemented.

TO DO AND TIPS

It is fundamental to identify the responsible persons of each receiving organization and that they will cooperate according to what established.


Make sure that within your organization and within the ones of your partners abroad, are aware of:

- The duration of mobility;
- The learning objectives;
- The monitoring and evaluation tools to use;
- The timing for administering questionnaires;
- How to fill documents and how to give instructions to participants and receiving organizations for the completion;
- How to act to detect difficulties and implementing problem solving strategies;
- The promptness in communication with relevant subjects involved;
- How to act and which documentation to provide in case of any variation on what agreed, for example in case of a justified change of receiving organization for the trainee.


GOOD PRACTICE

RECAP OF DOCUMENTS AND TOOLS


In order to be sure that the partners have clear in mind procedures, it is useful to draft a synthesis resuming the documents to be used, how to fill them, when to produce/administer and transmit them to the responsible organization. Below follows an example designed and used by Essenia UETP



University and Enterprise Training Partnership UETP



VET MOBILITY CHARTER



SINCERT

Documents and Monitoring

All Templates given by Essenia Uetp

All documents must be filled in typescript and not by pen (only the signature will be written by pen).

List:

- Database excel with participant details
- Learning Agreement
- Evaluation Grid (evaluation vocational skills – annex to the Learning Agreement for ECVET)
- Programme
- I° - II° and Final evaluation (III°) to be filled by participant
- I° and Final evaluation (II°) to be filled by the Receiving organization tutor
- Attendance list
- Language passport
- Europass Mobility certificate
- Traineeship certificate
- Final Report Intermediary partner

Note. Boarding Pass (original) per each participant, must be collected but sent only at the end of mobility.

BEFORE MOBILITY - Organization

Documents needs to be filled by Intermediary partner and sent to the Sending organization by mail before the departure of the participants (no later than 3 week before participant departure):

- Database excel (with participant information, placement and accommodation -1 per group)
- Learning Agreement (1 copy per each participant in a word file - **N.B.:** at the end of mobility 3 original documents signed and stamped by participant and Receiving organization tutor will be sent to the Sending organization)
- Student Programme Information (1 copy per each participant filled with information about: Receiving organization – Receiving organization name, name of the tutor, mail of the tutor, phone number, start and end date, website and tasks; accommodations - address, details of landlord, condition, photo; monitoring - date for evaluation)

DURING MOBILITY - Monitoring

Documents sent by the Intermediary organization to the participant, Receiving organization to be filled, signed and stamped. After, a scanned copy will be sent by mail to the sending organization (only the attendance list must be sent directly by the participant to the sending organization). The sending organization will remind the deadline:

Holder of VET Mobility Charter for Quality of Mobility Projects
Accreditation no. 2015-1-IT01-KA109-004902 of 01/10/2015
National Agency Erasmus + INAPP

Essenia UETP Srl
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tel. +39 02/89 3867814
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gp@alumbo@esseniauetp.it
www.esseniauetp.it
via Sabotio Visco n. 24/A
84131 - Salerno (Italia)

- Learning agreement (1 copy signed and stamped, scanned and sent by mail within the first month of mobility)
- I° evaluation filled in Italian language by participants at the XXX week of the internship
- II° evaluation filled in Italian language by participants at the XXX week of the internship
- I° evaluation filled by the Receiving organization tutor at the XXX week of the internship (in English);

Documents sent by the Sending organization directly to the participant and to the intermediary organization to be filled, signed and stamped. After, a scanned copy will be sent by mail to the sending organization (only the attendance register, sent at the beginning of the mobility, must be sent back directly by the participant to the sending organization):

- Attendance list (1 scanned copy by mail, monthly, per each participant that will have to sign day by day. **N.B. At the end of the internship it must be signed also by the Receiving organization**).
- Final evaluation (III°) filled in Italian language by participants some days before the departure
- Final evaluation (II°), one in English to be filled by Receiving organization tutor and one in Italian (translated by the participant from the English one) some days before the departure;
- Evaluation Grid (evaluation vocational skills) to be filled by the participant and by the Receiving organization tutor, some days before the departure.
- Language passport filled by the participant some days before the departure
- Europass Mobility certificate (one section in English to be filled by Receiving organization tutor and the one in Italian will be translated by the participant from the English one) some days before the departure
- Traineeship certificate (with EQF level referring to the EQF guide annexed) some days before the departure

All scanned copy must be sent by mail within one week after delivering to the participant to ensure an accurate monitoring.

END MOBILITY – Final documents

Documents collected and sent by the Intermediary organization to the Sending organization:

- Learning Agreement (2 original documents per each participant signed and stamped by participant and Receiving organization)
- Evaluation Grid (evaluation vocational skills) - (3 original documents per each participant annex to the Learning Agreement)
- I°, II° and Final evaluation (III°) form filled by participant (1 original per document per each participant signed by the participant)
- I° and Final evaluation (II°) form filled by the Receiving organization tutor (1 original per document per each participant signed and stamped by the tutor)
- Attendance list (1 original per participant)
- Boarding Pass (original)
- Language passport (1 copy to the sending organization; 1 original to the participant)

- Europass Mobility Certificate (1 original to the sending organization)
- Traineeship certificate (1 copy to the sending organization; 1 original to the participant)
- Final report intermediary partner* (1 copy in word by mail)

*The Final Report, filled by Receiving organization, includes for each participant: name, mobility data; training programme and tasks, management and monitoring procedures and training results.

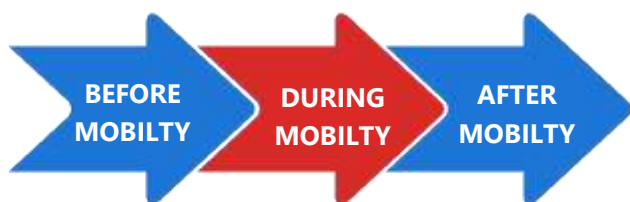
If a participant changes placements, Essenia Uetp needs all "Documents" referred to the first Receiving organization and also to the new one (for example 2 Learning Agreement – one for each Receiving organization).

All original documents must be sent to: Essenia Uetp via Sabato Visco 24/a Salerno 84131 – Italy

DOCUMENTS SIGNED BY:

DOCUMENT	PARTICIPANT	SENDING ORGANIZATION	RECEIVING ORGANIZATION
Learning Agreement	x	x	x
Evaluation Grid (evaluation vocational skills)	x		x
I, II and III Evaluation Participant	x		
I and II Evaluation Tutor (English version)			x
Attendance list	x		x
Language passport	x		
Europass Mobility Certificate	x	x	x
Traineeship certificate			x

During the mobility



Implementation of the mobility

The carrying out of the learning experience abroad is the core activity of a mobility project.

It represents the crucial step in which all the agreements, procedures and actions put in place in the preliminary phase for its organization and personalization, demonstrate their effectiveness.

This phase, that has a variable duration depending on what planned at application time, foresee the implementation of all the pedagogical, organizational, logistic aspects and of the services planned.

The mobility starts from the moment the participants leave their country of origin and undertake their traineeship in the destination Country, and ends when they have completed their training experience abroad and come back home. The correct planning and organization, the respect of the procedures set by agreements and the coherence with the objectives of the project and the needs of participants guarantee that the mobility is implemented with high standards.

At this stage, the participants are in the destination Country, they are accommodated in the apartments/families and they can start their learning experience performing the traineeship in the receiving organization, according to their needs and the learning outcomes identified in each Learning Agreement.

TO DO AND TIPS

Depending on the organization that planned, and on the culture of the destination Country, it is possible to arrange for participants the transfer from the airport, accompany them to the accommodation and at the company during the 1st day, or make them more autonomous.

Anyway, make sure that:

- The participants have all the information needed on how to get to the city center from the airport and/or their transfer has been organized;
- The participants know how to reach the accommodation, there is someone there to welcome them, show them the accommodation, introduce the flat-mates, illustrate and eventually sign the accommodation rules;
- The participants are aware of the rules and the next steps and are ready to start their traineeship and meet the receiving organization staff;

- The sending, intermediary and receiving organization have organized the welcome on the first day of training and have all prepared to let the trainee do the traineeship for its whole duration;
- The tutor of the receiving organization introduces the participant to the staff, recaps the training activities agreed, shows the structure of the company, sets the worktime and reassures the participant supporting him/her to take confidence with the new experience and dissolving some eventual doubts also related to the local transport between accommodation/work placement. The participants should be made aware that:
 - since the tutor of the receiving organization is a worker, it could happen that he/she is too busy to greet the trainee, or even that for other commitments or unexpected events he/she is not in the office on the 1st day of traineeship. So, it may happen that other members of the receiving organization staff will welcome the participant;
 - workers and companies have their own workload and deadlines, so the introduction to the receiving organization can be made in an informal way, or more quickly than planned;
 - mobility projects have to do with people, workers and receiving organization, so the situation may vary from case to case.

To guarantee a smooth implementation it is recommended to:

- Send reminders to people responsible for each activity, check that the communications have been received and that feedback is given;
- Be prompt in communicating.

Tutoring & mentoring – monitoring of the mobility

Tutoring is a crucial phase of a mobility project, here are summarized the most important features of the activity and a whole chapter of this Guide is dedicated to this topic²⁸.

As mentioned, before the mobility, tutors from the sending, intermediary and receiving organization, have been identified. Furthermore, when abroad, the participant will have also other reference figures, such as the responsible for the accommodation or the hosting family.

During mobility the three tutors, according to their role and responsibilities, give support to the trainee, helping him/her to overcome the unavoidable challenges that a period abroad implies.

During the implementation of the mobility, a constant and regular monitoring enables sending, intermediary and receiving organization to oversee any issue that might arise on time, and implement problem solving strategies according to the situation.

In particular, the tutor from the receiving organization in which the participant does the traineeship is the one that transfers the technical and sectorial knowledge and skills and working methodologies, acting as a *mentor* to be followed and imitated.

The tutor from the receiving organization has the opportunity to observe on a daily basis the progress of the trainee in the work environment, both from the professional and personal point of view.

Tutors from the sending and the intermediary organizations operate closely in checking that the activities planned in the learning agreement are performed, that there are not problems in the apartments and/or hosting families and that the participants are growing as persons and as professionals. The tutor from the intermediary organization is in charge of administering periodically monitoring questionnaires: to learners, to monitor their learning progress and satisfaction with the experience, and to receiving organization tutors to point out the achieved professional and interpersonal competences.

All the data recollected have to be not only communicated to the sending organization, but also kept and organized to have an always updated recording the progress of the acquisition of learning outcomes.

²⁸ To know more about Tutoring and Mentoring procedures, please see the Chapter 'Tutoring & Mentoring', page 84.

TO DO AND TIPS

Remember that tutors should:

- Try to implement pedagogical patterns to favor participants' personal and professional growth;
- Support participants in overcoming difficulties related to: the integration within the receiving organization and the Country, the learning process and obstacle in performing of the task assigned, work-related rules (shifts, working hours), linguistic and cultural misunderstandings, give suggestions to the ones that complains about the relationships with flat mates, and so on;
- Assist the participants in dealing with problems related to the accommodation, its facilities and malfunctioning, moments of discouragement and so on. All these aspects must be already treated and explained during the preparation phase. If, for example, there's a malfunctioning in the apartment appliances, participants must know who is the reference person to contact, in order to speak with the appropriate person, and do not contact and annoy the wrong person and prevent a waste of time for all. Furthermore, they should be able to discern if the situation is serious enough to call the tutor/reference person during non-working hours or week-ends. And it is necessary that the participants are explained that even there's a problem, as can be for example, a sudden breaking of the boiler and therefore the absence of hot water, they have to keep calm and try to implement problem solving strategies until the responsible can be contacted or until he/she can solve the problem. Participants should be always reminded that, as it happens in their Country of origin, also abroad the intervention of a technician to solve practical problems may require time;
- Be supportive but don't interfere too much: contribute to the personal growth and enhancement of the autonomy and problem-solving skills of the participants means also let them face and solve on their own the obstacles they can overcome and intervene only if it is really needed.

Make sure that:

- The intermediary organization's tutor follows the participants taking care of their integration in the receiving organization and he/she is in constant communication with the sending and receiving organization tutors to ensure their integration also in the peer group and in the new Country;
- The receiving organization tutor is aware that relationships with participants are a delicate matter: they should be understanding because in many cases it is the trainee's first experience abroad, but at the same time the respect of rules and the professionalism must be required: participants are grown-ups and they are beneficiaries of a grant;
- The intermediary organization does formal and informal meetings with participants, to facilitate communication of any difficulty;

- The monitoring questionnaires are administrated on time, according to the deadline fixed and both to learners and receiving organization tutors;
- The questionnaires (or any other monitoring tool used) have been received by participants and receiving organization's tutor, have been fully and properly filled and delivered on time. If you haven't received it, send reminders and solicit until you receive them because the monitoring has to be prompt;
- Before any intervention, it is recommended a comparison of information given by the learners and by the tutor to have the broader picture possible;
- If criticalities are detected, a common problem-solving strategy has to be agreed among sending, intermediary and receiving organizations;
- The monitoring documents and data have to be recollected to show the progress of the mobility and evaluate the learning experience;
- Recollect the quantitative and qualitative data to allow statistical analysis aimed at improving the weaknesses.

In this phase it is essential to:

- Be present and reachable both on informal and formal communication channels. Asking feedback on the questionnaires both from participants and receiving organization tutors allows to have clear the progress of the situation and reassure the participants on the constant presence and support of the sending and intermediary organizations;
- Communicate promptly and officially in case of any obstacle detected to enable personal in charge to act.

Tutoring is a delicate matter, and there are not fixed rules when it comes to interact with trainees and companies. Tutors should decide case by case if and when to intervene.

Generally speaking, it is not always necessary neither appropriate to act immediately, but promptness is an essential factor in tutoring. Of course, tutors should be prompt and intervene in specific cases, such as health and safety matters. Likewise, when participants express dissatisfaction with the traineeship experience, or are homesick and wish to come back to the Country of origin, the tutor should be immediately available to speak with them and support them also psychologically.

In case problems are not so severe as to require an immediate intervention, for example the ones within the participants' group or with flat mates, like arguments for the house cleaning or untidiness - to mention some- it is advisable that the tutor offers his/her support to the person that expresses the inconvenience, suggesting solutions based on dialogue and mediation, favoring an autonomous resolution, and so allowing the growth of the participants as human beings.

A constant monitoring of the situation by the tutor allows to understand if and when to intervene (for example speaking with the subject involved) to prevent the situation from worsening and getting dangerous or unsolvable.

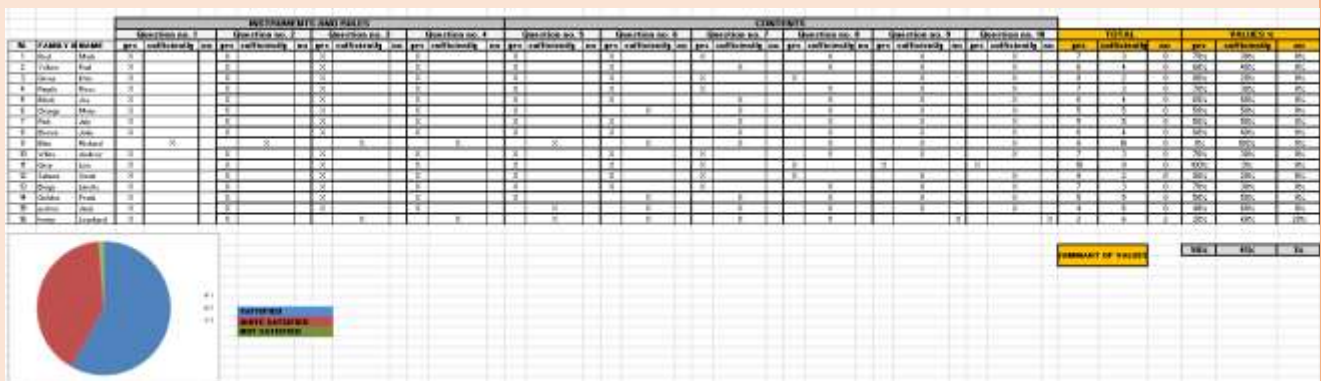
GOOD PRACTICE

TOOLS FOR FEEDBACK AND DATA RECOLLECTION

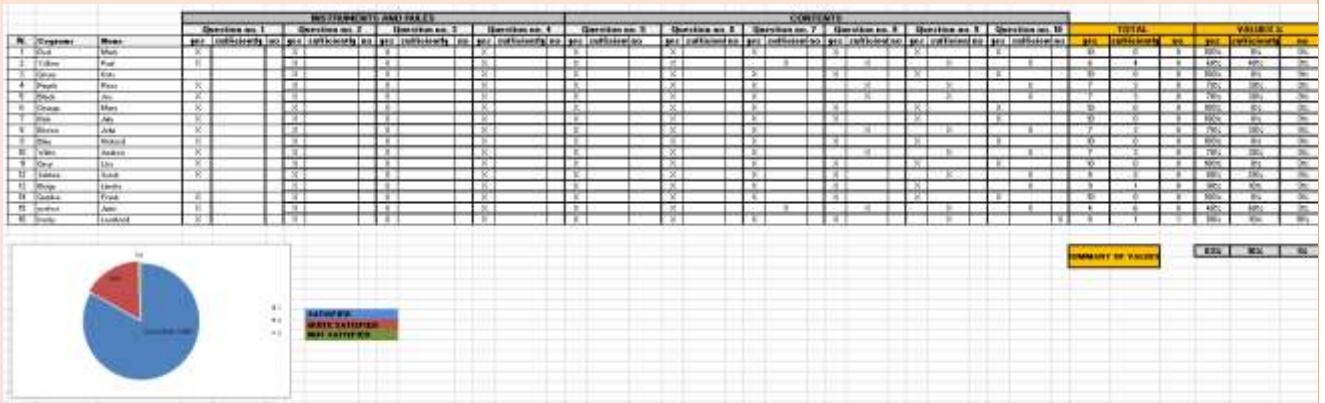
As mentioned, during the mobility, it is important to monitor the activities by periodically administering questionnaires (or using others instruments) both to participants and receiving organizations' tutors.

It is relevant to recollect the info and elaborate the quantitative data in order to have an overview of the progress of the learning experience for each participant and each group.

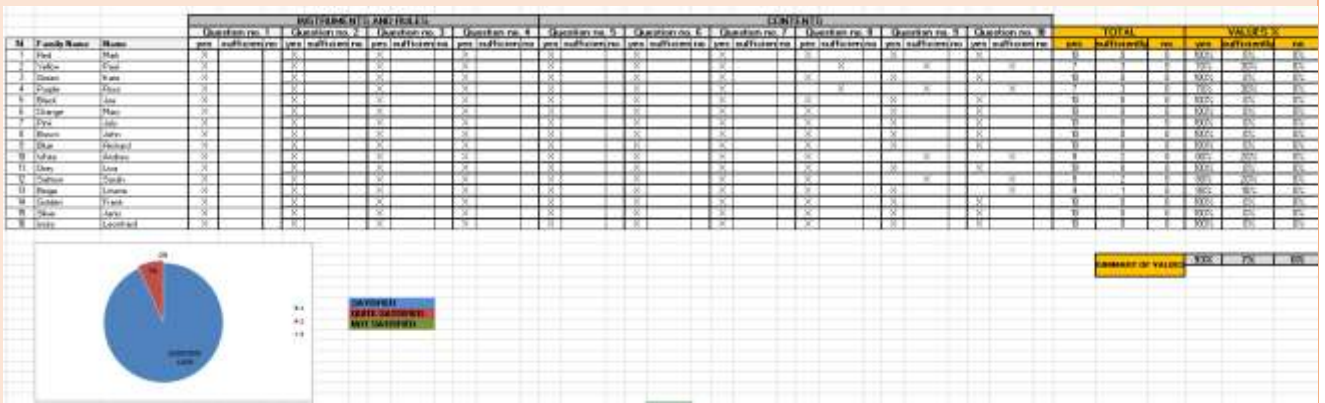
The example below shows a tool that gathers the results of the 1st, 2nd and 3rd monitoring questionnaires and recollects the data and the percentages to show the 'evolution' of the feedback given. Nowadays there are many ICT tools (for free or for a fee) that can be used for this purpose, and that offer also statistics and analytics, making data collection work easier and faster. The following example, however, is shown to demonstrate that even if - for any reason - there is not the possibility of using ICT tools and software, a 'simple' excel file is an effective tool.



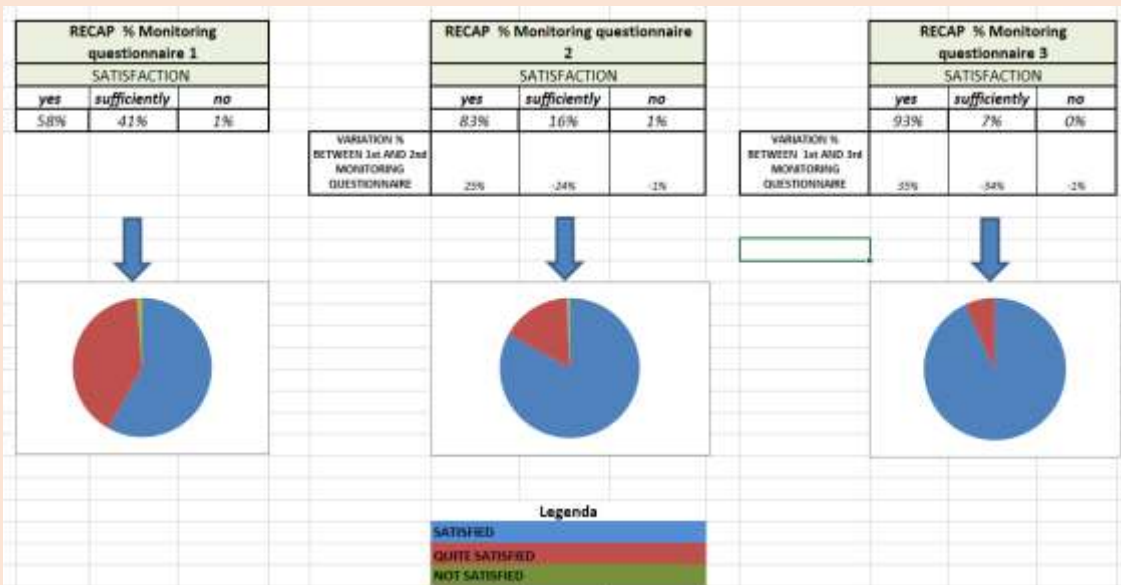
1st Monitoring Questionnaire - Data Gathering



2nd Monitoring Questionnaire - Data Gathering



3rd Monitoring Questionnaire – Data Gathering



Recap of the variation of the data showing their evolution

GOOD PRACTICE

MANAGING OBSTACLE DURING THE TRAINEESHIP- CHANGING OF RECEIVING ORGANISATIONS

It can happen that the matching between trainee and receiving organization it is not totally satisfactory for one of them. The reasons can be several and different. Even if the participants have been well prepared during the preparation phase about the expectations regarding the carrying out of the traineeship, in some cases it may occur he/she can feel that the activities performed are not fully addressing his/her expectations with regard to his/her professional profile and attitude; the receiving organization may need time to entrust the trainee with some tasks that require more self-confidence and professional and linguistic skills. This happens, for example, with tasks that imply direct contact with the public (e.g. reception of a hotel). Besides, the relationship between the two parts can be initially affected by communication problems due to cultural and/or linguistic issues.

Usually the aforementioned obstacles are overcome in a short time. Nevertheless, if the problems don't get solved, a change of receiving organization can be taken into consideration. The decision is taken after a punctual analysis and confrontation among the parties involved: sending organization, trainee, receiving organization, intermediary organization, and only after attempts to solve the situation, verifying that the obstacles emerged are not solvable with dialogue and mediation. When a change of receiving organization occurs, it is compulsory to keep all the documentation related to both the traineeships. Remember that all the changes have to be made only after authorization of the sending organization that it is the responsible for the guidance of the trainee and it is able to know what is the best solution for the participant, since has a deeper vision of its needs, that may be not so evident to other parties involved, including the participant. Be aware that in case of change of the receiving organization you have to make the consequent administrative and formal changes, such as modify the working insurance and activate a new one.

Evaluation of mobility

Evaluation of the mobility is a different activity from the evaluation of the whole project.

At the end of the traineeship, a punctual evaluation of the: experience, knowledge, competencies and skills acquired abroad has to be carried out for every single learner.

This activity is aimed at assessing whether and to what extent the learning outcomes included in the learning agreement of each participant have been achieved.

As said, timing, tools, methodologies of the evaluation procedures have been outlined at application time, have been better developed after the approval and have been put into writing in the agreements before the mobility.

During the implementation of mobility, the monitoring questionnaires administered both to the trainee and tutor from receiving organization have allowed the recollection of qualitative and quantitative data regarding the progress of the learning experience from the point of view of the trainee and of the receiving organization tutor.

At the end of traineeship, it is time to re-analyse the data and proceed with the last evaluation of the traineeship to understand if and to what extent it was successful.

TO DO AND TIPS

- The learning outcomes foreseen in the Learning Agreement of each participant are identified, at the end of mobility, with an assessment grid used as support by the Tutors and by the participant, with also a self-assessment system. When is possible the learning outcomes are assessed with the ECVET System. sending, intermediary and receiving organizations have to provide with assistance regarding recognition and certification procedures in the Country of origin of participants.
- Evaluate learners', partners' and companies' experiences using tools like evaluation forms and interviews.
- Make the participants clear about the obligation of answering the Mobility Tool questionnaire sent automatically by the European Commission (or any other tool or questionnaire the Commission may adopt in the future)
- An adequate evaluation should include also the measurement of the satisfaction of the participants with regards to the traineeship and the mobility experience as a whole. In addition to the formal ones, also the feedback received informally can support the identification of strength and weak points.
- After the analysis of the documentation that has to be fully and correct, each participant should be issued certification

GOOD PRACTICE

FINAL EVALUATION OF THE LEARNER BY RECEIVING ORGANIZATION TUTOR

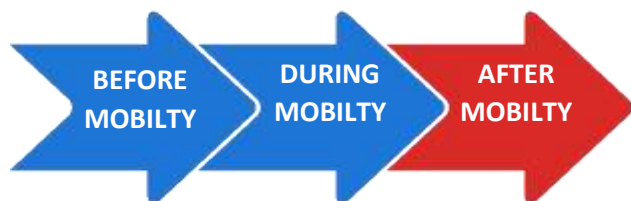
The evaluation of the learners should be based on clear and transparent criteria to assess if and to which extent he/she has achieved the learning outcomes. Some of the possible criteria are:

- Attendance;
- Punctuality;
- Approach towards the work;
- Attitude when supervised;
- Relationships with the staff, colleagues and customers;
- Autonomy in organizing its own work plan;
- Ability to complete work on time;
- Ability to communicate in the foreign language.

In addition to the above, specific sectorial criteria are established according to the Learning Outcomes specified in the Learning Agreement and to the activities carried out by the trainee.

For further details, please refer to the grid already mentioned and shown at page 58.

After the mobility



Certification

The participation in a mobility project within the framework of the Erasmus+ Programme foresees the issuing of certifications.

All the activities performed have been carried out using quality criteria, adopting EU tools/instruments and agreed standards. Issuing the certificates to each participant in the mobility experience is important for different reasons.

First of all, it assures the accomplishment of formal and bureaucratic procedures related to the Programme and the project; secondly, the certificates contribute to further enrich the CV of the participant, fostering its profile with documentation issued within a European funded project, and released or by European Commission (such as the OLS certificate) or by organization dealing with VET, such as Schools, VET Institutes and centers, receiving organizations, and so on.

All the documentation can be exploited after the mobility, both for the search of a job or for further training.

Last but not least, issuing the certification has the purpose to reward the participant for the commitment and dedication during the whole experience, it helps to give him/her satisfaction for what done and a concrete explicitness of the personal, professional and transversal knowledge, competences and skills acquired through the experience.

TO DO AND TIPS

Remind to:

- Send a formal communication to the people in charge (for example the receiving organization tutor) to remind them the modalities of certification issuing;
- Organize a 'Ceremony' for the issuing the certificates. This is the moment in which the participants are formally rewarded for the successful conclusion of their mobility experience and it represents an occasion of public gratification for them. It is worth valorising the circumstance for dissemination purposes.

Certification can include:

- Certificate of attendance to eventual linguistic preparation organized by the sending organization;
- Certificate of attendance to the OLS language course, issued automatically by the EU Platform;

- Traineeship certificate with learning outcomes and EQF (European Qualification Framework) level²⁹ , issued by receiving organization and the Assessment Grid³⁰;
- Europass Mobility Document³¹;
- Europass Language Passport.

Recognition

After the completion of the mobility it is important that the knowledge, competences and skills acquired are recognized.

In a mobility project the methodologies, tool and procedures agreed and fixed by the involved organizations are essential, in order to guarantee that the objectives of the project are reached and that the learning outcomes included in each individual Learning Agreement are achieved by each learner. Setting the evaluation procedures contribute to assure that the learning objectives and results agreed by sending and receiving organizations are recognized by both organizations once the traineeship is successfully concluded and certifications are issued.

It is sending organization's responsibility to make participants aware about how to use this certificates and documents and how to exploit and valorize them when looking for a job or undertaking further education/training.

When applicable, the sending organization should also support the participant giving him/her information on how carry out recognition procedures that involves external organizations and bodies.

It is the case, for example, of the ECVET methodology implementation, that foresees the formal validation and recognition of the knowledge, competences and skills acquired also by National Education and Training Authorities/ Responsible Certification Bodies that have this authorization/competences in each Country.

TO DO AND TIPS

At the end of the mobility is to guarantee that:

- The participants are aware on how to use the certificates and, in case of application of ECVET methodology, the organizations involved/responsible Certification Body recognize the learning;
- The documents are correctly filled in to ensure recognition of learning.

²⁹ To know more about the European Qualification Framework, please see the Glossary, page 149 and the Chapter on ECVET of this Guide, page 111.

³⁰ The Assessment grid is a tool mentioned in 'GOOD PRACTICE: Preparation of Learning Agreement', page 57. To understand its relevance, it is useful to see also the Chapter on ECVET of this Guide, page 111.

³¹ To know more about the Europass Mobility Document please look at the website: <https://europass.cedefop.europa.eu/europass-support-centre/europass-mobility> and the Chapter on ECVET of this Guide, page 111.

Final Report by intermediary organisation

In addition to the Project Final Report required by the Mobility Tool, in order to have an exhaustive analysis of each mobility flow per Country, a Final Report of the mobility flow by the intermediary organization is needed. It should include information on every aspect of the mobility experience of each participant.

TO DO AND TIPS

Be sure this document reports:

- Project data;
- Sending and Receiving organization details (*name, address, phone number, e-mail, legal Representative, Country*);
- Destination Country and City;
- Number of the mobility flow;
- Period of mobility;
- Participants' details (*name, family name, date of birth, qualification and professional profile, previous working experience*);
- Receiving organization profile (*address and contacts, field, company description, tasks performed by the participant and competences acquired*);
- Synthesis of the Mobility Experience's activities;
- Feedback of the trainee on the traineeship (*results of the interim monitoring questionnaires with percentages of ranking and results of the final evaluation merging all the data*);
- Feedback of the receiving organization tutor on the trainee's performance (*results of the interim monitoring questionnaires with percentages of ranking and results of the final evaluation merging all the data*);
- Description of the logistic services provided (*transfer, visits, etc.*);
- Description of the accommodation (*Address, equipment, photos*);
- Recap of the info (*Participant, receiving organization, activities performed, Degree of satisfaction regarding the traineeship, Degree of satisfaction regarding the accommodation*).

Impact of the Project

The impact assessment is fundamental and it is aimed at evaluating what has been reached through the project, what have been the strength and weak points of the initiative and what needs to be improved in the future.

At the project planning time should be identified: qualitative and or quantitative indicators of impact, threshold values and tools on the basis of which it is possible to measure if - and to what extent - the objectives of the project have been achieved. The indicators are needed to measure the progress towards the objectives set.

At the end of the project you should analyze the qualitative and quantitative data recollected during the implementation and check if the threshold values have been reached or not, and eventually to what extent.

The impact of the project is not only on participants in the mobility and on participating organizations (during and after the project lifetime) but it is also beyond the organizations and people directly involved in the project. They can be individuals and entities at local, regional, national international levels. In a mobility project, the impact is most of all recognizable on individuals and, through their growth, a positive impact on other actors is expected at a broader level.

TO DO AND TIPS

- Set realistic impact indicators and foresee, for each of them, a tool for the measurement and a threshold value;
- Make sure that during the whole project implementation you have used the planned tools to measure step to step the impact;
- Make sure that you have given visibility to our project activities to raise the impact of the project;
- Analyse all the data regarding impact to understand what improve in the future.

GOOD PRACTICE

IDENTIFICATION OF IMPACT INDICATORS AND ITS MEASUREMENT

From the application stage, it is required to set clear and measurable qualitative and quantitative indicators to assess if and to what extent the project has reached the objectives desired. Creating a table containing: the criterion, the indicator, the tool and the threshold value will help in keeping track of the project implementation success and evaluate it.

CRITERION	INDICATOR	TOOL	TRESHOLD VALUE
Interest toward the project	Number of applications for the mobility grant received	Record of application for the mobility grant received by e-mail and protocols	Number of applications received > 15% compared to the number of mobility grants available.

Follow Up

After the conclusion of the traineeship, the relationship between the sending organization and participants does not end.

It is advisable to organize a face-to-face meeting with the trainees to have from them a feedback, recollect and/or give them any document in original format, give them career guidance tips and supporting them to get the most from the mobility experience and adequately valorise their experience. Furthermore, some 'career guidance sessions' can be organized in order to support them in updating their CV with the new knowledge, competences and skills acquired and explain how to exploit the certification they have been issued when looking for a job or undertaking further education and training. The inclusion of young people in the labour market can be also supported by the sending organization through different activities:

- sending of job offers related to their profile
- organization of info-days and fairs with companies
- distributing the CV of the former participants to companies and/or stakeholders.

To find out if the mobility experience has been useful in finding a job and to grow as persons and citizens, the sending organization can send questionnaires to former participants at fixed times (for example after six months and one year from the conclusion of their traineeship).

Likewise, after the conclusion of the project, follow-up questionnaires can be sent to project partners to measure if the participation in the mobility project had a positive impact on their organization.

The sending organization can invite the ex-participants at info-days and final meeting/Conferences of the mobility project they have taken part in: they will have the opportunity to share their experience with a broader public and contribute to the dissemination of the project, maximizing the impact.

TO DO AND TIPS

Reaching participants after the mobility experience can be difficult, so:

- Include this fulfilment as compulsory in the contract;
- design easy-to-fill questionnaires.

Conclusions

Although the concept of 'Quality' seems to be easily understandable, it is a multifaceted term having different meanings depending on the context, the point of view, the field of reference and many other factors. Borrowing the definition given by Deming, in project management quality is represented by: *"how efficient the management circle is in planning, implementing and making improvement in the project"*, following the approach of the quality circle: 'Plan - Do - Check - Act', based on the constant check of the actions to make betterment.

When speaking about Quality in the framework of transnational mobility projects, the reference document is the **European Quality Charter for Mobility**, a recommendation by the European Parliament that lists the main guiding principles for implementing a successful experience abroad.

According to this essential document the ten aspects on which mobility organizers have to focus are:

1. Information and Guidance
2. Learning Plan
3. Personalization
4. General Preparation
5. Linguistic Aspects
6. Logistical Support
7. Mentoring
8. Recognition
9. Reintegration and Evaluation
10. Commitment and Responsibilities

These principles cover the whole duration of a mobility programme, from the planning stage to the conclusion of the project and over.

In order to guarantee the respect of high standards during the whole project lifecycle it is strongly suggested to take in account specific issues before, during and after mobility, without forgetting about unavoidable transversal activities to be performed in any project, such as: management, monitoring & evaluation, involvement of stakeholders, communication and dissemination. The actions, procedures and tools, as well as the good practices and tips presented in this chapter, come from the long-lasting and significant experience in the mobility field of project partners.

Anyway, to guarantee quality in the implementation of transnational mobility projects, there should be a balance between the respect of precise and fixed rules and procedures, and flexibility and adaptation to the specific features of the project, the real situations, the organizations and the people involved in it.

Video: <https://www.youtube.com/watch?v=61uCs-h6YQE>



TUTORING AND MENTORING

This chapter discusses the concepts and practices related to Tutoring and Mentoring, which are features present in any mobility project, from design to closure. Before the mobility, it has to be decided who will be the participant's tutors and what orientations and strategies they should follow. After the mobility, to ensure long term learning and experience impacts, participants might need extra support, after they return, to follow life plans or a job search.

Tutoring and mentoring involve all project stakeholders. It is important to have a clear and shared tutoring and monitoring strategy that brings all of them together, working with the same vision. A common vision among stakeholders facilitates trust, cooperation and exchange. This will foster the quality and success of mobility results.

Stakeholders include:

- The project promoter and its partners' network at a national level (national consortium partners or sending organisations) and at an international level (intermediary and receiving organisations). It is up to the promoter/consortium to propose and set up quality standards and minimum requirements that will be negotiated and accepted by all partners that will designate reference persons for the participants. It is common that receiving organisations are sometimes identified at a later stage.

- Internship tutors can be the most important figure. They are with participants the whole time during their mobility, and ensure that the learning process happens, and the kind of relation they have with the participant deeply affects motivation and satisfaction.

Tutoring is to be taken seriously and needs an investment of time and human resources. In spite of all preparations, tutoring can be challenging and problems can arise, such as incompatible personalities of tutors and participants, excessive expectations by both tutors and participants regarding what can be achieved in short programmes, the lack of time and of capacity to keep all parts involved updated and to ensure tutoring continuity in the post mobility stage.

Definition of concepts

Tutoring and Mentoring are often used as a synonym with coaching and supervision, which brings evidence of how close and complementary these concepts are. Differences exist in terms of time, scope, relations, framework, and objectives.

<p>Supervision is mostly connected with the learning of work techniques and procedures to ensure the correct production of services or goods. It is more unilateral, vertical and aims to give direction, as it exerts control and transmits a clear set of rules under which performance is assessed. Therefore, it does not necessarily encompass space for creativity or initiative. Trust and credibility of the supervisor are fundamental for a motivated learning and integration in work process.</p>	<p>Coaching is nowadays the most common concept. It is more related with overcoming challenges and difficulties by enhancing personal development and performance. It is not necessarily related to work. Its pace and continuity are defined by the needs felt and opportunities encountered. The coach can be someone with no relation with the coachee's reality as the purpose is to lead to self-knowledge and self-awareness, through questioning, mirroring and inspiration.</p>
<p>Mentoring implies a relation where the mentor is a central figure. He/She is the 'authority' to be followed or imitated, as he/she is experienced, wise and successful. For a young professional or newcomer this support can be fundamental while finding the way in the organisation and understanding the values and codes of conduct. It is a relationship that lasts a while and that combines empathy and trust with some hierarchy and authority. The main tasks of the mentor are to advise and show a good example.</p>	<p>Tutoring focuses on performance, tasks and problem solving in the short term. It encompasses both authority (evaluation) and discussion/sharing (constructive feedback). Its aim is to empower and foster, simultaneously, personal, social and professional growth in the long run. Tutors need to consider the personality, learning needs and preferences of the participant tutored to create a context or a process where it is he/she that ends up building his own knowledge and path.</p>

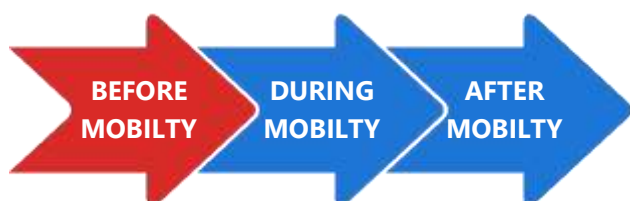
These four concepts share aspects like: flexibility to fit to the persons' needs and profile; an empathetic and non-judgmental approach; considering context and time while setting objectives; relying on techniques like observation, questioning and active listening; based on trust, proximity and confidentiality; required dedication, availability and openness to sharing; working on personal aspects like motivation, stimulation and potential; and aiming at problem solving, overcoming challenges, learning, autonomy and empowerment.

The concept of tutoring, used in a broad and flexible perspective has proven to be useful for learning mobilities. A tutor transmits knowledge and know-how, identifies the main tasks or priorities and middle term objectives with the participant and supports problem resolution. He/She questions, gives feedback and discusses possibilities. A tutor should be someone with experience, success and credibility in order to be seen as a reference by the tutor. **Tutoring is a central aspect** in ensuring a positive context and network for participants to succeed in discovering and exploring their own potential in a responsible and autonomous way. It augments both the quality of mobility and the different results and impacts, which benefit all the actors. Participants are the main beneficiaries, but sending, intermediary and receiving organisations also learn and benefit from mobility programmes.

Tutoring also works as a prevention measure. Constant reflection and communication help to detect difficulties and challenges early, in order to tackle them immediately. Each participant is unique and all of them will need to overcome challenges and will face difficulties, especially in the first days or weeks of mobility, when they are starting their process of integration and autonomy at the destination. Each of the different tutors, can help the participant to think things through. He/She will be asked for advice, looked at as a model and will be expected to support participants if they face a more difficult situation. Sometimes they can act as a mediator with other persons or gathering resources that foster problem solving.

Timeline in mobility: Before, during and after

Before the mobility



Before mobility, basic aspects, fundamental for quality assurance, are defined:

- Project partners agree and commit to objectives, methods, resources, calendar and project approach, strengthening the partnership and its capacity to act. Each partner accepts specific responsibilities and tasks towards the project and in their work with participants, which is previously defined in the project plan. Partners have to know each other's needs, capacities, situations and need to be aware of staff and participants' profiles, labour market characteristics and VET systems, training objectives and requirements for certification and evaluation. Nowadays, ICTs are essential as they facilitate communication, negotiation and exchange³².
- **Tutors have to be available and committed.** A 24/7 emergency number should be available for participants as the unexpected can happen. It should also be clear **who** the contact persons of each of the organisations involved are and **how** (email/phone/WhatsApp) and **when** (within and outside working hours they can be reached).
- **Selection** made by the project promoter is one of the main factors of success, as it confronts and matches participants' profile, needs, motivation and expectations with the project objectives and internship possibilities for each destination and sector. It can be a hard task and may require the involvement of the other partners. At this stage, the tutors give their first input by clarifying criteria for selection and presenting projects, mobilities and internship possibilities. This is also the moment when the sending programme tutor starts his/her contact with participants and collects information to pass to tutors at destination.
- The tutor of the sending organisation (project promoter) is responsible for preparing all aspects of mobility and will start a dialogue with each participant to discuss his/her life plans, fill all the papers in properly and create a tailored mobility programme for him/her.
- **Preparation of participants should include at least one onsite session** in the weeks before departure. Most of the time it is a closure session of the preparation already done by other means like meetings, emails or informal talks. The main purposes are: intercultural preparation, labour market, internships, expectations and adjustments, anticipation of problems and difficulties, discussion of solutions, adequate

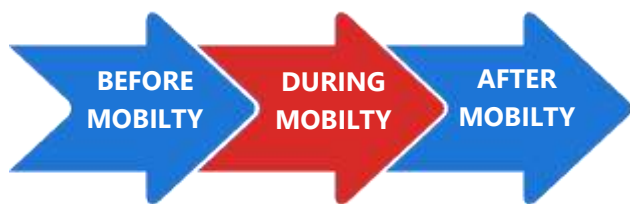
³² Please see the Chapter "ICT tools for the management of eu projects", page 119.

personal and social skills, self-awareness, logistics, programme documentation and contracts and calendars, among others.

- Paperwork is obligatory and can be useful to project management, in particular ECVET (memorandums of understanding and grids of evaluation) and Europass. **Some paperwork is voluntarily adopted by project promoters to raise project quality, as they collect extra information to improve follow-ups for participants and organise mobilities:** health & accommodation forms, motivation letters, application forms, work plans for participants, agreements on duties and rights for participants and partners, mobility detailed calendars.
- Preparation has to be done together with receiving and intermediary partners, as early as possible. It includes placements, work plans and logistic details. Together with the definition of tutoring and evaluation schemes, documentation and assessment regulations, this builds the necessary information basis for tutoring.
- **Evaluation and follow-up calendar and methods** have to be clear from the project design stage, so that there is an effective participation and involvement of participants and partners, who are aware of when feedback will be given and received. Efficient evaluation and follow-up go beyond mobility ending dates, as learning and impacts do not end with mobility.
- Sometimes, sending organisation or intermediary organisation tutors need to build with participants and sometimes with receiving partners the **motivation and need to learn languages and cultures** of the countries they are involved with. It facilitates integration and communication, but also shows interest, creates empathy, makes people feel welcomed, and enlarges horizons.

'Silent' stakeholders such as participants' **families and friends** should be involved from the beginning and informed about the project to ensure their support. This can be done by providing leaflets or a meeting with the tutor.

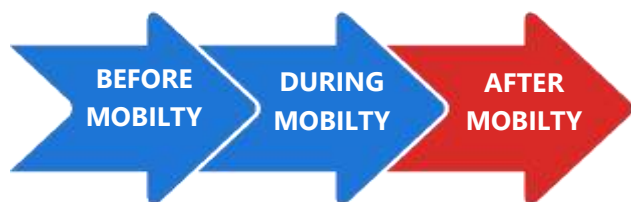
During the mobility



During the mobility, all preparation comes into action and a reality check is done for the project, the organisations and the participants.

- The first contact in destination with intermediary and receiving organisations can happen at the airport/bus station, accommodation or partners' offices. **First impressions count** and affect trust and proximity. There needs to be time in the first days for welcoming participants, presenting the people involved, doing a programme overview, clarifying doubts and reviewing objectives and results.
- The impact of mobility on participants' personal and professional development is immense and cannot be underestimated. They are subject to information, learning and changes. Therefore, **during mobility, tutoring has to be continuous** and must include checking on participants, the internship programmes but also on other activities during their leisure time. Tutoring needs to tackle personal wellbeing, professional projects and plans, social integration, accommodation and other practical aspects and it needs to help thinking about achievements, difficulties and needs of adjustment.
- Since it is organized by a network, **tutoring will include multiple actors, with different styles, strategies, calendars and perspectives**. The internship tutor will be the most relevant, as he/she is present daily and available for face to face meetings and contact, which favours tutoring results. To create awareness, tutors should know each other and exchange information.
- Receiving internship tutors will make regular assessments to ensure the participants' learning process so that he/she is able to fulfil with the committed evaluation, certification and recognition of skills, namely ECVET, Europass and certificates. If all preparation agreements and paperwork were agreed before, this stage should go smoothly, even if tutors change or problems appear. If it is not the case, project promoter will have to contact the receiving tutor to put the project on track.

After the mobility



At the end of mobility, participants go back to their countries (or not, as some decide to stay or to go to another country) and **tutoring is needed, to retain lessons, consolidate changes and set new life plans**. It is also the moment to improve structures and procedures to raise quality.

- At this stage, **tutoring is quite mixed with evaluation**. Follow-ups and evaluation should be made with participants after their return, and more than once. Professional impacts on career progression, job finding, or career changes can take time to appear. The same applies to the recognition of non-formal and informal learning related to personal, social and intercultural skills that are learned by doing or by observation. It is by facing new situations that people realize these new skills and capacities.
- After the mobility, the sending programme tutor is again face to face with participants, having meetings to assess first programme impacts, checking where participants are in terms of next steps, discussing what support they might need and closing project formal aspects (documentation, evidences and certification). They will **continue to be present offering various forms of support** like updating CVs and portfolios, helping in job finding, supporting participants in continuing their studies at a superior level, offering new extra activities (language, professional workshops, etc.), or simply keeping regular contact to talk freely about personal and professional aspects.
- The internship tutor continues tutoring after mobility, often in a more personal or professional relationship, even though participants will always consider them as tutors. The continuity of contact reassures participants, reinforces their self-esteem and allows them to ask advice to someone who understands them or who they can reach out to tell about their achievements.

For more details on Tutoring actors, steps, calendar and objectives, you can check the Joint Staff Training Materials available on the S.P.R.E.A.D. website³³, under LTTA#1³⁴: Incoming³⁵, Outgoing³⁶ and Concepts³⁷.

³³ S.P.R.E.A.D. website: <http://www.spread-project.eu>

³⁴ Tutoring and Mentoring Training Materials: <http://www.spread-project.eu/training-materials>.

³⁵ Incoming Mentoring and Tutoring PowerPoint Presentation: http://www.spread-project.eu/wp-content/uploads/2017/11/S.P.R.E.A.D._Tutoring-includes-early-planning...-before-participants-are-selected.pdf.

³⁶ Outgoing Mentoring and Tutoring PowerPoint Presentation: http://www.spread-project.eu/wp-content/uploads/2017/11/S.P.R.E.A.D._Outgoing-Follow-up-and-Tools.pdf.

³⁷ Mentoring and Tutoring Concepts Definition: http://www.spread-project.eu/wp-content/uploads/2017/11/S.P.R.E.A.D._Defining-Concepts.pdf.

Good practices

1. PREPARATION SESSION: MOB GAE EDUCATIONAL MODULE

Preparation sessions have to consider participants' age and profile and should be dynamic: ice breakers, role-plays, case studies and games must be used together with individual reflection and group discussion. Creating challenges can be a good strategy: to know how to say good morning and thank you in 10 languages; to know a couple of things about all the countries of Europe.

Fundamental aspects to work on are: how to behave at work, how to relate with others, how to deal with diversity, what attitudes and values to adopt. Formal aspects also need to be stressed here: reports, evaluations, learning results, certification, among others.

The **MOB GAE**³⁸ project developed research on the mobility impacts on participants and created an educational module for mobility preparation.

This module suggests 6 **Learning Objectives**: 1) To develop interpersonal understanding; 2) To acquire tools to adapt to a new environment and culture; 3) To discuss intercultural learning; 4) To raise awareness on personal and professional development during a mobility project; 5) To recognize the competences acquired through a mobility experience; 6) To strengthen the non-formal learning results.

The **activities** for the session are: 1) Icebreaker; 2) The backpack; 3) Blind activity; 4) Storytelling on mobility project; 5) The river of competences and 6) Evaluation and Closing.

Download the Module [here](#)³⁹.

2. PLACET CHECKLIST FOR INTERNSHIP TUTORS

PLACET is aimed at supporting internship tutors who must be aware of what makes a difference in participants' learning and motivation. This PLACET Checklist for Internship Tutors can be a plus in internship negotiations with partners. Main steps are:

BEFORE

- Knowing interns' profile.
- National Legislation & Organisation's Benefits. Informing or involving the organisation. Naming reference persons. Special equipment preparation.
- Internship acceptance and work plan. Workplace preparation. Presentation Interview. ECVET Agreements and Learning Outcomes.

³⁸ MOB GAE website: <http://www.mobgae.eu>

³⁹ MOB GAE Educational Module: www.mobgae.eu/educational-module

DURING

- Welcoming and integration: Meeting with the tutor; Future opportunities in the organisation; Presentation of organisation, team(s) and department(s); Specific procedures; Handing out of a welcome folder.
- Daily record. Daily monitoring / initial evaluation. Intermediary evaluation. Publicity. Making regular checks. Bringing the trainee to the social life of the organisation. Challenging the intern.
- Final evaluation of the internship and of the trainee. Evaluation of the receiving organisation. Asking the trainee for a self-evaluation. Certification and Europass. Recommendation letter. Farewell.

AFTER

- Evaluation of the team. Keeping contact. Adding trainee to networks.

Download complete and detailed Checklist here⁴⁰.

⁴⁰ PLACET Checklist: http://www.euroyouth.org/images/stories/Euroyouth - Celina/Proj_Eur/Placet/Placet_Checklist.pdf

Skills, tools, examples

VET MOBILITY TUTORS

Options for the management of mobility projects are very diverse all over Europe, but engaging different tutors represents quality assurance.

Sending Programme Tutor

The tutor is usually part of the team that coordinates the project. He/She ensures different roles and tasks: being a pivot person, connecting all parties involved; ensuring the fulfilment of project rules and quality criteria; traveling with participants in the first days or visiting them during the mobility; supervising global evaluation; and coordinating all logistical aspects. Due to the distance, this tutoring will be done by email, telephone, virtual meetings or social networks and will rely also on forms and questionnaires. In the ICT chapter, page 119, you will find ideas for distance tutoring.

Internship Tutor

Participants meet internship tutors mostly after arrival. The internship being the main mobility activity, internship tutors are strategic for the success of a mobility, particularly in the beginning, during integration, and the adaptation stage. They ensure: integration in the organisation; conditions to follow the work plan; feedback; performance evaluation; evaluation of results and learning outcomes; emission of certificates and recognition of competences.

Receiving Programme Tutor (if applicable)

The receiving programme tutor is part of the intermediary organisation that facilitates the mobility organisation at the destination. His/Her role is to ensure the internship's and practical and logistical aspects, depending on agreements made. He/She provides constant and transversal tutoring, as a second reference person with a more global perspective, beyond the internship, and is available for diverse issues. Common and expected tasks are presentations, evaluations, tutoring and follow-up sessions. The added value of this tutor is that the issues discussed in face to face meetings and the pace adopted depend of participants' specific needs and can focus on diverse aspects of mobility and personal/professional issues. There has to be a minimum number of pre-established meetings, besides the possibility of contacting tutor when needed.

FUNDAMENTAL SKILLS FOR TUTORING

Tutors need personal and communication skills as they manage and deal with different people, cultures, needs and perspectives. They are seen as managers, caretakers, friends, teachers, counsellors, mediators.

The list of ideal skills can be long: self-evaluation, flexibility, capacity to improvise, sense of organisation, empathy, positive thinking, creativity, reliability, trustworthiness, interpersonal and intercultural communication, conflict management, assertive speaking, objectivity, patience, capacity to motivate and support.

Tutors should know more than one language and have notions of pedagogy and of training/teaching to perform better. In the case of internship tutors, broad professional experience and some technical vocabulary in other languages are fundamental. Many times, they are older than the participants, therefore they should enjoy both contacting persons from other cultures and youngsters.

Emotional Intelligence

Emotional intelligence enables people to identify and manage their own emotions and also those of others. Being a good partner and a good leader can depend of this, as emotionally intelligent people potentiate positive aspects and manage negative ones. It is composed of four dimensions: self-awareness, self-management, social awareness and relationship management.

Active Listening

When talking to participants or partners, it is important to go beyond words and listen to the person. Besides the facts, verbal, non-verbal, factual and emotional information has to be considered: tone, chosen words, body language, what was said, what was observed previously, context. All this counts in communication as humans are very complex and create biases while trying to assess, understand and evaluate themselves, the situation and others.

Grow Model

The Grow Model is a way of organizing meetings to empower participants, as they should be the ones going over their life path and making their choices. Issues are approached progressively, step by step. It starts with the Goal (what do you want; what is your goal and your objectives) and only then confronts them with the Reality (what do you have; what is happening; can you change reality). It will end by focusing on Options/Obstacles (capacity to act; options available; what can you do) and Will/Way Forward (what will you do; what do you choose; when will you do it). Reflection done this way is clearer and is handled easier.

COMMUNICATION

Communicating in a transnational and intergenerational context is an added challenge and requires extra skills and efforts. Here are three central aspects:

Break the ice and make a step towards the other

To take the initiative to introduce oneself and show interest to know the other people builds trust and sharing. The same applies to asking questions –name, what he/she does, where he/she is from, what are his/her hobbies. Care is needed for personal questions - some people do not like or are simply not interested in getting too personal. Limits and boundaries of people and cultures are diverse and defined according to criteria that is not always objective or easy to unveil.

Who, how and when to communicate

This needs to be decided as a main issue to agree and respect. Each part needs to have availability, find extra time when needed and make efforts to find the best solution for all, and not only for them. For good results, everybody has to be clear stating their points with no judgment or accusations and keep objectives in mind, to avoid getting lost. To be aware of limits, conditions and emotions and how to manage them, will be fundamental not to damage people, organisations and relations.

Assertive Communication

When communicating, people should be critical and aware of the way they do it. Some things might work well in everyday life, but probably, mobility will challenge this normality. People receive messages made of verbal

and non-verbal information which they will analyse and value. This is why everybody needs to be aware of their body language, attitudes and values. To be polite and respectful, to be clear and concise, to share and not to dominate, to listen and not to judge, to avoid radical wording and final solution sentences is fundamental. But equally important will be facial expressions, the way one sits/stands, eyes, smile as they transmit (or not) feelings like friendliness, openness, relaxation, comfort, nervousness, honesty and aggressiveness.

Conclusion and Recommendations

Tutoring is a permanent feature of any good mobility project. It is sometimes quite a challenging topic as it deals with non-tangible aspects like motivation, aspirations, expectations, trust, self-perspectives, world/life visions and hidden emotions. The work to be done towards a good tutoring and monitoring system has to focus, on one hand, on the participants, with a good selection and preparation, and, on the other hand, the solidity and cohesion of the partner's network.

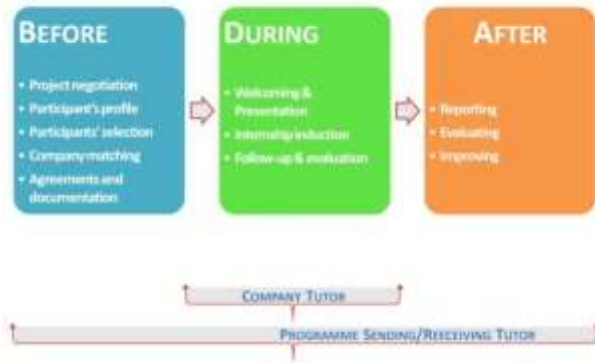
The network of partners and reference persons should be wide, diverse and flexible. A permanent contact and exchange of information is essential to allow early detection of difficulties and fast problem solving. This level of preparation and work among all stakeholders is needed to ensure that all share the same vision of tutoring. The list of minimum topics to agree on, includes tutor's profile, calendar for tutoring, methodology to be used, documents and information to be produced, objectives and requirements for the whole mobility and for each step, and scheduling mobility control stages with partners.

Participants need to be selected within a transparent and open process that clarifies the conditions, challenges, support and rights and duties they have. After this, preparation can focus on improving attitudes, skills, knowledge and motivation for when the mobility really happens, consolidating their personal and social autonomy and maturity.

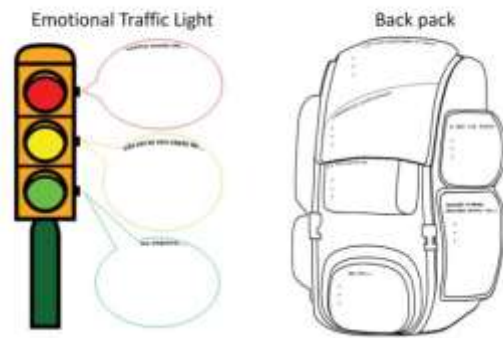
In any case, mobility is full of surprises and unexpected events, some good, others not so much, and this will be the moment when the tutoring system will be put to the test.

Video: <https://www.youtube.com/watch?v=OIO2tP1ZO5w&feature=youtu.be>

Tutoring Timeline



Preparation Meeting: Tools



Preparation Meeting: Tools





INTERCULTURAL ISSUES IN TRANSNATIONAL PROJECTS

One of the most important areas of mobility programmes is the understanding and identification of Intercultural Issues which can present many different barriers for students, staff, teachers and professionals working on mobility projects.

Intercultural Issues will involve all project stakeholders, at all stages of mobility, more so when working with different partners from different countries during the mobility phase. You have heard the phrase 'Lost in translation'? - this can often be the case when two stakeholders are in communication about a project needs or a tutor/mentor is discussing work related tasks with a student/participant.

We all need to understand that cultural differences can pose difficulties if we do not know religion, culture, beliefs and needs of the participant or contact persons we work with.

In this chapter we will address some of the misconceptions and show how effective management, communication and training can help support and develop those involved in Transnational Projects.

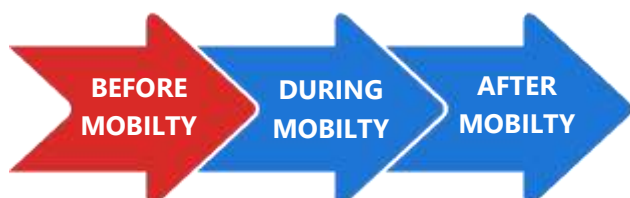
The main aim is to promote and strengthen the importance of intercultural competences in European mobility projects. To provide information and resources with learning materials & best practices on intercultural competences, including differences and misunderstandings, in order to get a great depth of understanding of

successful mobility programme and to prevent obstacles. The overall objective is to strengthen the position of intercultural competences in the EU mobility programmes as tool to maximize the benefits of the mobility.

Understanding intercultural issues takes place at all stages of the mobility cycle but the two most important times are before the mobility and during the mobility.

Timeline in mobility: Before, during and after

Before the mobility



Trainees Needs

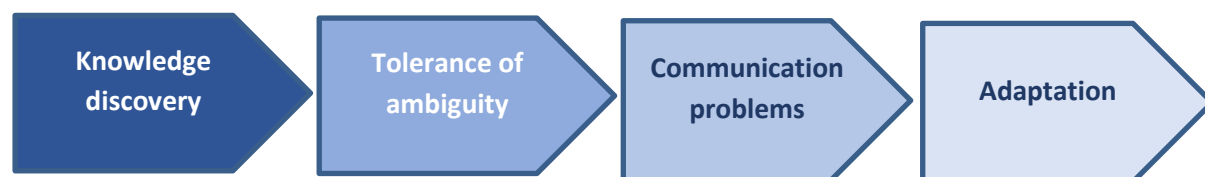
It is essential to understand everyday problems which might be encountered by trainees outside of the immediate working and living environment, and how they could be supported by solving and preventing them all together.

You must recognise the need for the following learning outcomes in order to best understand and support the trainees.

- Knowledge: What are the problems, which are most often encountered by trainees in foreign countries (outside the direct working & living environment)?
- Skills: Recognition of problems common in the own environment. Recognition of problems specific for the trainee. Develop the respective solution inside the boundaries of the responsibilities of a trainer.
- Competences: Provide the necessary level of supervision and support to help the trainees to solve those problems, without overextending the trainers responsibilities

Mobility in the fields of Training and Education is one of the everlasting and more successful initiatives carried out by the European Commission.

Despite the general satisfaction with the mobility experiences, trainees' needs are not always completely addressed and the most common everyday problems which are encountered by trainees outside of the immediate surrounding, living & working environment are:



Trainees will need to discover living and working cultures and develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in the intercultural interactions.

Knowledge	Skills	Attitudes
Cultural self-awareness	Listening and observing	Respect (valuing other cultures)
Cultural specific knowledge	Evaluating using patience & perseverance	Openness (withholding judgement)
Socio-linguistic awareness	Viewing the world with an open mind	Curiosity (viewing difference as a learning opportunity)
Grasp of global issues and trends		Discovery (tolerance for ambiguity)

Tolerance of ambiguity:

Trainees often face ambiguous situations, i.e. situations than can be interpreted in two or more different ways. It is therefore important to understand not only the concept of ambiguity (uncertainty regarding the interpretation or something of doubtful meaning) but also the concept of tolerance of ambiguity (how far we are able to tolerate (and live with) uncertainty, the unknown, what is not defined).

- Understanding the Tolerance of Ambiguity will contribute to increase trainees **empathy** (ability to understand someone else’s feelings), **adaptability** (ability to behave properly in a new environment/context) and ability to **tolerate and live with uncertain, undefined situations**.

Relations to intercultural impact:

Trainees are exposed to multicultural ambiguous situation during their international mobility programmes. These situations make them feel uncertain or confused. They seek answers and explanations, and try to adapt to uncertainty, unpredictability, conflicting directions, and multiple demands. In general, most of mobility trainees have low degree for tolerance of ambiguity when they deal with uncertainty in their lives, whether in family situations, in the workplace, or in social settings. They become more anxious when they are in unfamiliar situations.

Understanding your own tolerance of ambiguity will help the individual to underline cause for uncertainty and help to operate / adapt effectively in an uncertain environment during the mobility.

A different look and approach towards the European culture with examples of ambiguous situations through someone else’s eyes will support the trainee to experience a new way of perceiving cultures and ease the adaption to uncertainty.

- ❖ Website link: **Tolerance for Ambiguity** - <https://study.com/academy/lesson/comparing-communication-in-cultures-with-high-low-tolerance-for-ambiguity.html#lesson>

It is easy to get frustrated by the lack of clarity and certainty, or annoyed by too many questions and not enough answers. In fact, that is what usually happens when you are right on the threshold of a breakthrough. It sounds clichéd and maybe it is, but this is when trainee has to trust the process.

- ✓ **Stay neutral and suspend judgment** – delay, as long as you can, the expression of an opinion, positive or negative, about the topic of discussion or exploration. Don't get distracted by the process either. Take it all in as interesting data.
- ✓ **Stay curious** – seek to understand the things that would otherwise induce a judgment. Avoid assumptions, and try to take on an open-minded, curious stance about what is happening around you. Ask questions that start with “why” and say things like, “Tell me more about that.”
- ✓ **Enjoy the mess** - consider uncertain things as an opportunity that allows you to be messy. The whole world is constantly demanding that you put things in order, give yourself permission to let them stay out of order, in service to a possibly more innovative outcome.
- ✓ **Take time** – the world that is asking for order is demanding speed as well. Slow things down and take your time to look at things for longer, to ask more questions that you would normally permit yourself, to generate more ideas and options before selecting among them.
- ✓ **Try things on** – play with questions and ideas and concepts, try them on for size. Follow threads of thought, pretend something might work and see where it takes you. Live, temporarily, with possible options to see if they are useful or not.

Communication Problems

Intercultural communication is defined as situated communication between individuals or groups of different linguistic and cultural origins. Mobility trainees often face communication problems on international mobility programmes. Almost all conflicts involve communication problems, as both a cause and an effect. Misunderstandings, resulting from poor communication, can easily cause a conflict or make it worse. Further, once a conflict has started, communication problems often develop because people in conflict do not communicate with each other as frequently, as openly, and as accurately as they do when relationships are not strained. Thus communication is central to most conflict situations, and the trainees may hide their true feelings intentionally or unintentionally, getting confused and uneasy.

Relations to intercultural impact:

The communication problems are especially common when people from different cultures try to communicate. Even if their languages are the same, culture acts like a lens through which we see and interpret the world. If their cultures are different, it is easy for the same statement to mean one thing to one person and something

different to someone else. Thus intercultural communication is especially prone to errors. The ability to learn how different cultures communicate is an asset in the modern world of mobility.

Scenario examples / case study:

For example, different cultures have different understandings of hierarchy and formality, so adopting a laid-back, familiar style of communication can cause problems in a country that takes a formal approach to business communications. Some countries also take a slower approach to business planning and execution, and assertive approaches may appear aggressive in these cultures. Body language is also an issue in other cultures. Gestures can mean different things in different cultures, so it can be easy to offend people by using what may seem like a harmless gesture.

- Website link: Cultures Impact on Interpersonal Communication - <https://study.com/academy/lesson/cultures-impact-on-interpersonal-communication.html>

Everybody knows the old game called telephone, where you get a group of people together, and one person says a phrase to another, and they pass the phrase on and so on until the last person repeats the phrase. Usually what the phrase started as and what it ends as are two totally different things. This little game may underscore the importance of communication, but it still shows it is very important.

It is no secret that communication is an important aspect of international mobility projects. It can be tough to keep communication flowing, but when you add in communicating with people of different cultures and languages, the problem becomes an even larger one.

The mobility tutor / mentor should be aware of the different cultures and know different ways and patterns of communicating with international trainees, to create a workplace where the trainee from different backgrounds can easily adapt, flourish and grow.

If the tutor communicates to all trainees in the same way, then he/she is destined to fail. The tutor/mentor should learn to understand the nuances of how each culture communicates and also be able to act as a bridge when team members from different cultures are communicating.

And visa-versa, the trainees must research, understand, try to adapt to different cultures of communication with mentors/tutors on their international placement. Different cultures have different viewpoints on life and work, and, as they say, that is what makes the world go round. The trainees face many challenges with many cultural aspects & viewpoints when communicating, while those can be completely valid in their home country, may not work in other countries.

Adaptation

The cross-cultural adaptation is an umbrella term that encompasses other similar but narrower terms, such as: culture shock, assimilation, adjustment and acculturation.

Cultural adaptation is the process and time it takes trainees to integrate into a new culture and feel comfortable within it. Trainees in this position may encounter a wide array of emotions that the theory describes in four different stages. This includes the honeymoon, culture shock, recovery, and adjustment stages.

Relations to intercultural impact:

International mobility trainees may face various challenges during cross-cultural adaptation processes, such as accepting new living and working conditions, learning the academic culture and different education systems, making new friends and developing a new social support system. However, the most salient challenge for international students is to make a successful intercultural transition as quickly as possible and still remain focused on their academic mission – to accomplish the mobility programme. When failing in adapting to a new culture, international trainees may suffer both psychologically and physically, such as sleepiness, appetite disturbance, indigestion, physical exhaustion, homesickness, depression, disorientation, and feelings of isolation and alienation.

- ❖ Website link: Cultural Adaptation - <https://study.com/academy/lesson/cultural-adaptation-definition-theory-stages-examples.html>



In the beginning, we have new students coming from different culture backgrounds. At first they would somehow go through culture shock (suffering from culture shock feelings e.g. excitement, fresh, worry, scared, loneliness, homesick, etc.) after the process of changing, they would either somehow get more used to the new life, or dropped off.

The intercultural adaptation is composed in six principles:

1. Intercultural adaptation is motivated, goal-orientated process in with trainees to learn to accommodate to the new culture;
2. Intercultural adaptation and learning processes are reciprocal and interdependent;
3. Intercultural adaptation implies a stranger-host relationship, where thinking and behavioural patterns have to be modified to fit the frame of reference of the host culture;
4. Intercultural adaptation is a cyclical, continuous, and interactive process, where the new culture influences and changes the person, but at the same time the person influences and changes the environment;
5. Intercultural adaptation is an ongoing process;
6. Intercultural adaptation implies personal development.

Cultural theories

An important part of intercultural awareness is the reflection of one's own culture. This reflection can be done by using the well-known cultural dimensions of Geert Hofstede.

Psychologist Dr Geert Hofstede published his cultural dimensions model at the end of the 1970s, based on a decade of research. Since then, it's become an internationally recognized standard for understanding cultural differences.

Hofstede studied people who worked for IBM in more than 50 countries. Initially, he identified four dimensions that could distinguish one culture from another. Later, he added fifth and sixth dimensions, in cooperation with Drs Michael H. Bond and Michael Minkov. These are:

1. Power Distance Index (high versus low).
2. Individualism Versus Collectivism.
3. Masculinity Versus Femininity.
4. Uncertainty Avoidance Index (high versus low).
5. Pragmatic Versus Normative.
6. Indulgence Versus Restraint.

Hofstede, Bond and Minkov scored each country on a scale of 0 to 100 for each dimension.

When Hofstede analysed his database of culture statistics, he found clear patterns of similarity and difference along the four dimensions. And, because his research focused solely on IBM employees, he could attribute those patterns to national differences, and minimize the impact of company culture.

Cultural norms play a large part in interpersonal relationships at work. When you grow up in a certain culture, you take the behavioural norms of your society for granted, and you don't have to think about your reactions, preferences and feelings, provided that you don't deviate too much from the central tendency in your society.

However, when you step into a foreign culture, things suddenly seem different, and you don't want to cause offense. By using Hofstede's Cultural Dimensions as a starting point, you can evaluate your approach, your decisions, and your actions, based on a general sense of how people in a particular society might think and react.

Of course, everybody is unique, and no society is uniform, but you can use this model to make the unknown less intimidating, avoid making mistakes, and to provide a much-needed confidence boost when you're working in an unfamiliar country.

Intercultural communication

Intercultural communication is a form of communication that aims to share information across different cultures and social groups. It is used to describe the wide range of communication processes and problems that naturally appear within an organisation or social context made up of individuals from different religious, social, ethnic, and educational backgrounds.

Language barriers are created by CIRCUMSTANCES and PEOPLE so ALWAYS ADAPT to all CONDITIONS, be ready to make mistakes and hear mistakes but remember that they are the outcome of the process of thinking

Language barriers influence the conversation but they do not stop the process of communication

Common Barriers to Effective Communication

- The use of jargon - Over-complicated, unfamiliar and/or technical terms.
- Emotional barriers and taboos - Some people may find it difficult to express their emotions and some topics may be completely 'off-limits' or taboo.
- Lack of attention, interest, distractions, or irrelevance to the receiver.
- Differences in perception and viewpoint.
- Physical disabilities such as hearing problems or speech difficulties
- Physical barriers to non-verbal communication. - Not being able to see the non-verbal cues, gestures, posture and general body language can make communication less effective.

The key to effective intercultural communication within mobility projects is to keep things simple, be patient and respect all actors within the project.

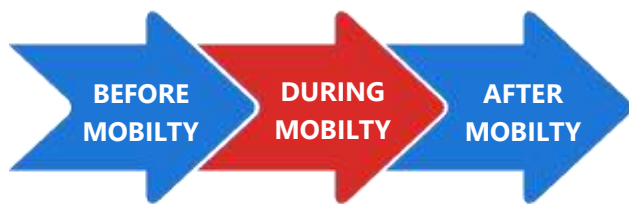
Conflict management

Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in an organisational setting

Suggestions to reduce conflict and build an effective negotiation

1. **Awareness:** Is important to be aware of difference between interests and positions. Interest are basis on which build long term agreements.
2. **Be creative:** try to overcome concepts like 'we did always like this', propose new paths and solutions, taking into consideration interests of all parts. Don't try to imagine what the other part is going to say
3. **Truth:** your assertive truth makes people more engaged. Try to not interrupt and practice effective insertions
4. **Engagement:** be sure that other part is able (and committed) to take decisions
5. **Listen:** an active listening may be one of negotiation key of success
6. **Relation:** is often even more important that be successful
7. **Alternatives:** issues in social sciences (like negotiation or communication) have often more than one solution. Reflect on this point.

During the mobility



Host Country Culture

Cultures are composed of several aspects, some of them more recognisable and others more difficult to identify. The iceberg model, one of the most well-known models of culture, focuses on culture and its visible and invisible aspects. Since both aspects are related (visible parts of culture are just expressions of its invisible parts), it is important to understand invisible aspects in order to better understand visible aspects of a culture and its people.

One of the most well-known models of culture, is the iceberg. Its main focus is on the elements that make up culture, and on the fact, that some of these elements are very visible, whereas others are hard to discover.

The idea behind this model is that the culture can be pictured as an iceberg: only a very small portion of the iceberg can be seen above the water line. This top of the iceberg is supported by the much larger part of the iceberg underneath the water line and therefore invisible. Nonetheless, this lower part of the iceberg is the powerful foundation.

Also in culture, there are some visible parts: architecture, art, cooking, music, language, just to name a few. But the powerful foundations of culture are more difficult to spot: the history of the group of people that hold the culture, their norms, values, basic assumptions about space, nature, time, etc.

The iceberg model implies that the visible parts of culture are just expressions of its invisible parts. It also points out, how difficult it is at times to understand people with different cultural backgrounds – because we may spot the visible parts of their “iceberg”, but we cannot immediately see what are the foundations that these parts rest upon.

Culture Shock

Culture shock is a stress reaction which a person experiences when they enter a new culture. It comes from:

- inability to understand cultural cues in the new environment;
- ambiguity, lack of certainty, and unpredictability.

A company receiving a trainee may use the following suggestions to help him/her overcome culture shock and adjust to a new environment:

1. Understanding of Culture Shock

Explain that culture shock is inevitable. It happens not because a trainee has some personal problems, but because s/he interacts with new people in a new place without familiar clues and resources.

2. Awareness of danger signs

Explain the signs of culture shock:

- Avoiding people
- Uncontrollable emotions
- Complaining about society
- Negative attitude to locals
- Feeling misunderstood
- (even by the closest people)
- Feeling all alone
- Thinking about things

3. Connections with local ethnic community

Encourage connections between the trainee and people of his/her culture who have already gone through the culture shock in your area.

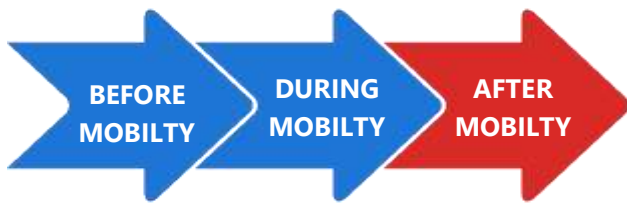
4. Communication competence

Not being understood is one of the major stress factors in a new culture. Help the newcomer learn and practice effective communication according to the rules of the new setting.

5. Analysis of culture bumps

Help the trainee analyse specific situations when s/he experienced difficulty, misunderstanding, or frustration in the new culture.

After the mobility



Repatriation

When a learner returns from a long term mobility it is important to offer them guidance and support when reintegrating with their home country. It can take time for learners to readjust to their own country working methods, standards and regulations.

The learner must be made aware that working practices in other countries are not always easily adopted when returning home.

The learner must be made aware that when introducing new practices they have learnt it may take some time for adoption and using the conflict management skill they have learned to actively encourage change in the home country.

Good Practices

1. Develop a country preparation plan

Advise each learner to actively research the country they are visiting and produce a report on important cultural differences, such as working hours, cuisines, host family culture, eating times, etiquette and formalities. This will not only allow the learners to gain useful knowledge before mobilities but will also help them to adapt to living and working in another country. The report can be a personal document or a shared document which is presented to fellow learners before mobility to enable a shared group discussion.

2. Overcoming culture shock

Culture shock can be a major problem but with the right preparation learners can be ready to deal with the shock when it arises. The best practice is encouraging each learner to have an active culture shock plan that embraces the following four key traits to overcome culture shock:

1. Be open-minded
2. Ask questions
3. Make friends and establish connections
4. Embrace your own culture

Before mobility it is a good idea to practice the above skill in a role playing game where in groups learners can simulate different cultures to practice the above traits.

Conclusions and Recommendations

Mobility in the fields of Training and Education is one of the everlasting and more successful initiatives carried out by the European Commission. Intercultural Issues in Transnational Projects often play a key factor in the success of a mobility programme. All too often simple differences in culture can be escalated into large scale problems that can have serious consequences.

It is key therefore to ensure all actors involved in mobility have an understanding of the potential differences in culture and also have a good knowledge of conflict management skills to ensure any differences can be quickly and effectively resolved to improve the quality and success of mobility programs.

Most aspects of Intercultural Issues in Transnational mobility can be overcome and prepared for in the 'before mobility' stage. It is essential for the sending organisation to adequately prepare the trainees for the mobility project by making them aware of the potential issues such as culture shock, host country culture and language barriers by fully understating the trainees needs.

Both the sending and receiving organisations must be well trained and understanding of conflict management to ensure the smooth resolution of issues that arise during mobility projects.

The nature of mobility projects means there will at some stage be the risk of intercultural issues with some trainees, but with a good balance of soft skills by all mobility actors will result in a quick resolution.

Video: <https://www.youtube.com/watch?v=qDag2csCtPw>



ECVET METHODOLOGY, VALIDATION AND RECOGNITION OF COMPETENCES

This chapter presents the European Credit system for Vocational Education and Training (ECVET) and its use in learning mobility in vocational education. The ECVET framework can be used during the whole cycle of a learning mobility (before, during and after) to enhance quality and ensure the recognition of learning achievements after the mobility. It also makes sure all stakeholders, including learners, companies, schools and intermediary organisations are on the same page: well prepared, coordinated, following common goals. ECVET contributes to achieving greater comparability of qualifications and VET systems in Europe.

Definition of concepts

The European Credit system for Vocational Education and Training (ECVET) was designed as a European instrument to support the mobility of learners, lifelong learning and the flexibility of learning pathways to achieve qualifications. It was founded in the 2009 European Recommendation, which invites Member States to implement ECVET. The adoption and implementation of ECVET is voluntary.

ECVET is one of the European transparency tools (as the EQF, Europass, EQAVET and ECTS), aiming for the promotion of mobility and skills recognition. Moreover, ECVET aims for the improvement of quality of mobility periods. However, ECVET is not designed as a new system; it seeks to provide flexibility to accommodate the characteristics of each national VET system.

ECVET forms a “common language” in European VET. It builds on a description of a qualification which is based on units of learning outcomes. ECVET facilitates the validation, recognition and accumulation of learning outcomes, acquired in another learning context.

ECVET Principles

LEARNING OUTCOMES

Qualifications are described in learning outcomes – statements of what a learner knows, understands and is able to do upon completion of a learning process. Learning outcomes are defined in terms of knowledge, skills and competence. This makes qualifications comparable and makes it easier to identify units to be considered for mobility.

UNITS OF LEARNING OUTCOMES

Qualifications are structured in units of learning outcomes. They can be separately assessed, validated and recognised. The way units of learning outcomes are organised to form a qualification differs by country.

VALIDATION AND RECOGNITION

Credits achieved in another context can be validated and recognised. Units of learning outcomes achieved in one setting are able to be assessed and, following successful assessment, transferred to another setting. In this context, credit can be understood as successfully achieved and assessed learning outcomes.

ASSESSMENT

Assessment is based on the description of learning outcomes. Assessed and documented learning outcomes constitute credit, which enables the transfer between learning contexts and accumulation of learning outcomes.

PARTNERSHIPS

The validation of learning outcomes and recognition of credit is supported by partnerships between competent institutions. This ensures trust in each other’s qualifications and assessment.

ECVET POINTS

A qualification or unit can be described using ECVET points. It is additional quantitative information, which can be used for transfer and accumulation of credit. It is suggested that 60 points are equivalent to one year full-time VET. ECVET points are not to be confused with credit. While ECVET

points provide information about the qualification and its units, credit designates the learning outcomes the learner has achieved and is related to a person and his/her personal achievement.

Example: Learning outcome: Master craftsman in motor vehicle mechanics. Developed during the ZOOM project www.zoom-egf.eu

	KNOWLEDGE	SKILLS	COMPETENCE
UNIT 1: Inspection of a motor vehicle (incl. motorcycles and lorries) and its systems			
<i>He/she is able to inspect the electrical system of a motor vehicle (incl. motorcycles and lorries) and trailer.</i>	He/she has knowledge in the following fields: <ul style="list-style-type: none"> - Circuit diagrams and repair instructions - Diagnostic and measurement devices - Regulations on the inspection of electrical and electronic systems - Safety regulations, e.g. protection provisions regarding acid - Starter batteries - Generators - Electrical motor drives - Starters - Lighting system - Wiring - Materials, work and workshop technology 	He/she is able to ... <ul style="list-style-type: none"> - read and apply circuit diagrams and repair instructions. - correctly connect and use measurement and diagnostic devices. - correctly assess and apply measurement results. - comply with regulations and safety provisions. - understand and repair components. - take into account and apply materials, work and workshop technology in the inspection. 	He/she acts independently and on his/her own responsibility or has ultimate responsibility if he/she delegates this work to a team he/she heads or to employees.

The use of ECVET can provide many benefits for learners, education and training providers and employers. It enables more transparency in mobility, but also in lifelong learning. In lifelong learning, it helps to accumulate learning and formalise learning outcomes. This enables the learner to build his/her own pathway, recognising the achieved units of learning outcomes, thus contributing to the achievement of a whole qualification which is useful in case someone wants to change pathways or progress to another level.

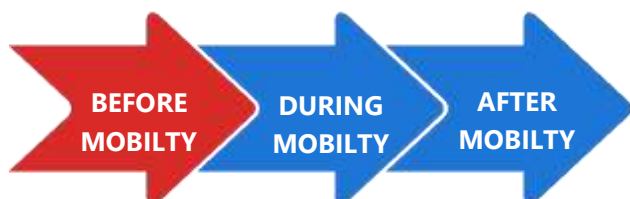
Learners benefit from a learner-centered approach in ECVET. It enables recognition of learning during an international mobility, so learning and its assessment do not have to be repeated including recognition of periods of work-based learning abroad. ECVET can also enable returning to education and training, in case of a drop-out or a pause, without losing any achievements, but building on what a person has learned in the past.

Education and training providers can use ECVET to improve the quality of their mobility exchanges. Moreover it supports recognition of learning outcomes, a learner has achieved in another context. It also improves understanding of different VET and educational systems, as it provides a common language to describe qualifications.

Employers can use ECVET to better understand the needs of a learner, as they are expressed in learning outcomes. They are provided with a more internationally experienced workforce, which are trained in qualifications that are described in a comparable way, thanks to a more transparent description of qualifications.

Timeline in mobility: Before, during and after

Before the mobility



The period before mobility starts is the most important in the ECVET process. In this phase, agreements are developed to guarantee a high quality of the mobility process.

Set up a partnership: ECVET partnerships are usually built between two or more institutions (e.g. schools or training institutions and/or receiving organisations). As VET systems are diverse, it is useful to identify the qualification systems and whether to include an additional national “competent institution”. Moreover, building up mutual trust is important, this can be supported by visiting the partner and agree on approaches towards the mobility.

Identification of learning outcomes/units to be completed during the mobility should be identified and agreed on. Learning outcomes are used different in European countries, and some do not use them yet. It is important to define and – if possible adapt – learning outcomes. Learners should be involved in the process of defining learning outcomes.

For example, the sending organisation/school can define the desired learning outcomes to be achieved during a mobility for the participant. The proposed learning outcomes are send to the receiving organisations for confirmation, that they will offer internships focusing on the learning outcomes. Following this, a MoU, defining the general terms of cooperation can be signed.

Agreement on assessment methods: The receiving organisation will assess the learning outcomes achieved during the period of mobility. Although the partnership is built on mutual trust, the terms of assessment should be defined before, to make sure achievements are recognized in the home country. This includes who will be the assessor and his/her qualifications, timing of assessment, assessment procedure, assessment criteria and documentation. Assessment can be diverse: one or more assessments, written assessment, skills

demonstrations, presentations, discussions or self-assessment, However, all elements have to be defined previously in the MoU and the LA.

Validation and recognition: To enable recognition and validation of learning achievements abroad, it is useful to study requirements and frameworks which cover qualification and assessment in home and receiving institutions. A procedure agreed on, should take all regulations in account, but also make sure, they are not too complicated, especially when it comes to assessment in a company. The procedure of validation and recognition may differ by country. Thus, is important to make sure who is the competent institution to validate learners' achievements and who is the competent body to recognize the credit for awarding a qualification.

Memorandum of Understanding: The MoU is a framework agreement between mobility partners - generally, sending and receiving organisation. It defines the general conditions of the ECVET partnership, the units of learning outcomes that can be verified/validated and also evaluation procedures.

Learning Agreement: The LA is a more detailed document within the framework of the MoU, as it is made for a specific mobility/participant. It is negotiated between the home and the receiving institution and defines what a learner is expected to learn abroad (by using units of learning outcomes) as well the organisation of the mobility and communication between organisations. In includes the qualification followed by the learner, prior learning, assessment, documentation and validation and recognition. The learner should be involved in writing the learning agreement as it is elementary step to increase commitment, engagement and motivation and ensures a learner centered perspective.

Practical responsibilities: The receiving and the sending organisation should agree on practical arrangements, as the time of mobility, expectations, support as language classes, mobility, accommodation and transport as well as financial support. In many cases, intermediary organisations or participants themselves take care of practical aspects.

During the mobility

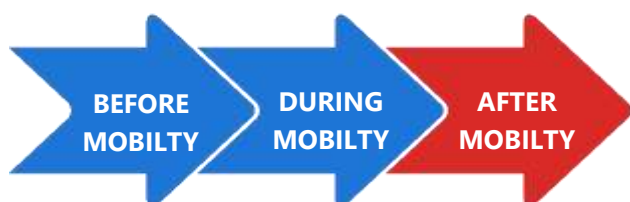


Providing learning activities: Learning activities are organized and managed by the receiving institution, as defined in the MoU and LA. They aim to enable each learner to achieve the planned learning outcomes. The receiving organisation should support the learning process by regular follow-up and feedback activities.

Assessment of learning outcomes: The receiving institution is responsible for assessing the level of success achieved in the tasks performed by the learner as defined in the description of units of learning outcomes, based on the assessment procedures specified before the mobility. Assessment needs to be documented and a record of results provided to the home institution.

Documentation of achieved learning outcomes: all learning achievements should be documented after the assessment to make the learners achievements more visible and provide evidence. This can be done by a written statement or an assessment grid. If the home and the receiving institution use different grading systems, it is helpful to include a translation grid. Also a transcript of learning can be used to document learners achievements. The use of Europass mobility is helpful to document learning outcomes.

After the mobility



Validation and recognition of learners' achievements abroad: After returning the home institution, the achievements during mobility will be checked by the sending institution. If the learning outcomes were achieved as defined in the Learning Agreement, credit will be validated and recognized as agreed before by the competent institutions.

Evaluation and review of the mobility: The whole mobility process should be evaluated after completion. Feedback is collected from all involved partners, including learners, institutions, companies and other organisations. This can be done by various methods, as for example interviews or questionnaires. This will not only help to improve mobility, but also to reflect on the learners experience and its consequences for his/her learning pathway. This should be linked to general quality assurance procedures, as outlined in the chapter on quality in mobility projects.

Skills, tools, examples

Learning outcomes:

Learning outcomes are the basis for every successful learning mobility. Thus, the writing of learning outcomes and units of learning outcomes is a crucial task before any mobility. Learning outcomes aim to increase learners mobility by contributing to more transparency and facilitating the understanding and comparability of qualifications.

Learning outcomes are statements about what learners know, understand and are able to do after completing a learning process. They are often described in terms of knowledge, skills and competences.

A unit of learning outcomes is a component of a qualification, consisting of a coherent set on knowledge, skills and competences that can be assessed and validated.

Knowledge means the outcome of the assimilation of information through learning. It is facts, principles, theories and practices related to a field of work.

Skills means the ability to apply knowledge and use know-how to complete tasks and solve problems.

Competence means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and/or personal development.

The achievement of learning outcomes can result in credit in some European countries, , which can be accumulated and contribute to the achievement of a qualification, following a process of validation. In other countries, where unit-based qualifications are not used or qualification systems do not allow for credit accumulation or transfer, learning outcomes can be developed specifically for mobility purposes.

- Agree all learning outcomes in advance of a mobility and communicate them to all parties with direct reference made to the learning agreement

The learner is always in the center when defining a learning outcome. It describes what a learner is able to do – which is NOT the same as a learning objective. The Bloom Taxonomy 2001 can be helpful to text learning outcomes.

- Use the formula: Learner + Verb + Object +/- Context

Europass Mobility Documents

Europass documents should be used during mobilities, as they provide the learner with an additional and recognized documentation of his/her learning achievements.

The Europass was established by the European Union to make skills and qualification more clearly and easily understandable throughout Europe by using five documents (Europass Curriculum Vitae, Europass Language Passport, Europass Mobility, Europass Certificate Supplement, Europass Diploma Supplement)

The Europass Mobility helps to document a learning mobility including the learning outcomes achieved during the stay, namely informal and/or transversal ones, going beyond the recognized competences improved during internship or exchange programmes. It has a broad vision of competences, including social, and digital competences.

The Europass mobility is a way to document mobility, to confirm learning and work experiences, strengthen transparency of education and practice and helps to communicate skills and qualifications effectively in 30 countries and 27 languages all over Europe. In some countries, like Austria, it can also be used for inland mobility to another region or province.

Europass mobility is often used by younger learners in VET or during an internship or traineeship abroad, but it is also used for cultural exchange and working abroad. Many of them (69% according to Europass evaluation report 2015) use it when applying for a job.

The more concrete the Europass mobility is filled in, the greater its benefits

Use learning outcomes when filling in the Europass Mobility

Conclusions and Recommendations

ECVET is a useful tool to improve the quality of VET mobility. It provides a framework to develop mutual trust and understanding between partners, encourages detailed negotiation and has a focus on the learner and the learners involvement in the learning process. However, some organisations consider ECVET still complicated, due to its paperwork and level of detail, which is not implemented in all countries yet. It will require some patience and flexible use of the concept ECVET by all involved mobility partners to figure out how to benefit the most from ECVET as a transparency tool. Thus, we recommend to start using at least some elements of the ECVET methodology, for example the Memorandum of Understanding and the Learning Agreement. So step by step, ECVET can be used to enhance VET mobility all over Europe.

Links

ECVET Toolkit: <http://www.ecvet-toolkit.eu/>

ECVET Secretariat: <http://www.ecvet-secretariat.eu/en>

Video <https://www.youtube.com/watch?v=aL1fHoYw8zA>



ICT TOOLS FOR THE MANAGEMENT OF EU PROJECTS

This chapter focuses on ICT (Information and Communications Technology) which is now-a days the main basis for engaging with persons inside and outside the organisation. In mobility projects, ICT is a bank of resources assisting in carrying out tasks, very flexible, available worldwide 24/7. Well-structured ICT tools are a driver throughout the whole mobility experience.

Most available ICT tools are intuitive and easy to use, sometimes difficult to live or work without. An example are mobile phones, serving as a multifunctional device for mailing, assigning tasks, communicating via various platforms, socializing, sharing documents, taking phone calls, instant messaging and many more. Mobile phones have created a phenomena of device-dependency, controlling our activities.

Moreover, digitalisation imposes the use of ICT tools, which de facto facilitates and simplifies activities between multiplier persons – the coordinator, sending organisation, receiving organisation, participant and other bodies adding value to the process.

Definition of concepts

ICT in mobility is more than just wireless networks and covers a series of tools. A number of tools are available for free and those will be mainly recommended in this chapter.

The most common ICT tool used in mobility projects is **emailing** – a benchmark to communication among facilitators and participants. Since mailing is a process with which everyone is acquainted with, it is the easiest mode of communication to choose **BEFORE, DURING** and **AFTER mobility**.

The tools which are being used in the mobility experience can be defined as **cooperation or collaboration tools**. Their aim is to facilitate communication, coordinate activities and enable collaboration.

Some other examples of cooperation tools useful throughout the mobility process include:

Google Drive - especially beneficial when working with documents, since it allows to create, share, import, organize, and publish them. In Google Docs commonly shared documents can also be edited by users. In order to get access to Google Drive, you are required to have a Gmail address.

Specially tailored **search engines** will assist in the collection of data and provide recommendations in a narrowed category, among others accommodation, transport and travel guides.

Blogs are a wider internet space, where a participant can share experience on a regular basis, disseminating information, publishing, as well as an advanced mode for documenting the mobility experience, encouraging and motivating other participants, informing families and involving the audience.

Communicators are favourable due to instant messaging and most offer synchronous audio communication. Use such software to exchange short personal messages, but also to share group messages.

Tracking applications are tools for monitoring the actual status, e.g. a flight or parcel. These allow to stay informed on the arrival times and often act as a stress reducer.

Meeting planners, namely calendars or Doodle, will coordinate activities that can be planned, changed, confirmed or rescheduled with the assistance of such tools.

Video conferencing is an audiovisual tool that allows you to invite a multiple number of participants to be engaged in a live discussion. Not all video conferencing software will allow to share documents. In this respect Skype may be more advantageous.

Social networks, serving as an ICT tool in mobility, gather individuals and organisations to stay informed. Dependent on the social media tool you choose, you will be able to post, discuss, share, upload, comment, tweet, publish or view data.

Cloud sharing is a mode for sending files, videos or photos across to recipients. It is a sharing tool much more capacious than mailboxes.

Survey creators are a simplifier when planning to perform assessments of evaluation tasks, since they allow to create and generate own surveys on the basis of provided input.

Online newsletters are a mode for informing a specific target group – participants – on activities, available resources or updated information. Usually, after creating content you can spread it among provided email addresses. If you have chosen a platform for this purpose, most of them will track sent newsletters, archive mailing lists and enable generating reports.

Management platforms will combine a number of activities in one place, so they are a common space for discussion, sharing files, reporting. A free option is Bitrix24 and includes free video conferencing, document management and has no user limit, as many platforms do. The Asana platform is free for up to 15 users. Most platforms have a 30-days free trial, but may instead provide an evaluation module for survey creation, as in the case of AdminProject.

Using ICT tools at different stages of the mobility process

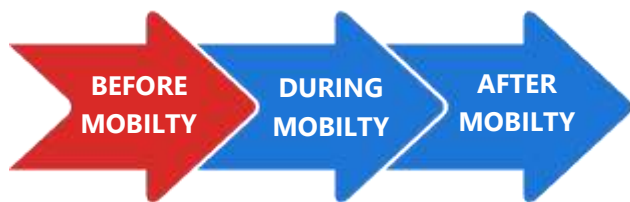
BEFORE, DURING and **AFTER** the mobility experience there is a number of activities that will involve engagement of the sending organisation, receiving organisation and mobility participant and where ICT tools will be useful.

In this section tools will be divided by the mobility phase and the group's role.

Crucial at the very beginning is the consideration of the tools one will be using at any of the stages, avoiding the use of a multiply number of tools, since the aim is to simplify work, provide clear guidelines and effective coordination of tasks.

Timeline in mobility: Before, during and after

Before the mobility



PREPARATION for the mobility experience includes SELECTION OF PARTICIPANTS, PLACEMENT and NEGOTIATION.

Coordinator:

At the very beginning, contact other organisations and to-be participants via **email** and telephone – these are the easiest and best modes for making first contact.

During Info days provide contact details and consider QR code placement on brochures for quick tracking organisations' websites, any mobile device will have document capture features, so to scan real-time data. At this phase one can start contacting potential partners and promoting the Call for participation in the mobility programme through dedicated platforms or social media like **LinkedIn**, **Facebook** or **Twitter**, as well as through own websites.

During the preparation stage, one can either still use an **email** for sending more details or when planning to share a heavy file, choose a cloud-based transfer service like **WeTransfer** or cloud-based storage service like **Dropbox**. Both solutions allow to transfer or store for free up to 2 gigabytes. Another solution for online file storage is **Google Drive**, where one can store up to 15 gigabytes for free prior to signing in to a Gmail account.

Having shared necessary information with interested individuals, candidates will start sending applications to the coordinator, followed by the selection of mobility participants. In this step the coordinator must be certain to have provided a proper email and then for interview purposes a **Skype** ID.

Having accepted all stakeholders, the coordinator can choose to send the mobility agreement by email or share in a **cloud** to negotiate conditions with partners and service providers, also to enable participants to review terms & conditions of the mobility experience. The same tool can be used for sending rules and obligation procedures. Important contact numbers can be grasped in a spreadsheet and then shared with others by the same modes. Anyway, it is always advisable to have a face-to-face meeting.

To prepare the participant for travel, you should instruct them on documents and check-in procedures. Provide guidance on **online boarding** passes and baggage limits.

To keep track of deadlines, e.g. for sending pocket money, set up a calendar for mobility related tasks that can be synchronized with the participant's calendar. Similar deadline scheduling can be planned for sending reports

or providing data necessary to prepare agreements or the insurance policy. Here useful will be **Google Calendar**. To schedule meetings one can also choose the online tool **Doodle**.

Receiving organisation:

E-mail and **communicator** are the tools to stay in contact with the coordinator and participants for reviewing candidates' applications. When sharing information on a country and hosting conditions, use a presentation template from computer's desktop or prepare a country info kit in **PowerPoint** or **Prezi** to share directly with participants or through the coordinator. Depending on the size of files, one can either send them via **email** or place them on a **cloud**.

When seeking for new accommodation opportunities, one can use a specialized **online search engine** like **Trivago** and arrange to look at the facility prior to online booking. These details can then be shared by **email** or in a **cloud**.

Participant:

The participant will receive instructions from the coordinator on how to make a contribution to the mobility experience at all its phases. Usually, the participant will be contacting the coordinator via **e-mail** and **communicator** throughout the recruitment process. Personal documents, such as passport details or health cards, are advised to be send via **email** than by cloud sharing services to ensure document safety. At this stage one might be requested to prepare an **EuroPass CV** and **Language Passport** which should be completed online.

When preparing for the mobility experience, organize all necessary tools before departure to save time on arrival. It will be difficult to stay in contact if one person is using **WhatsApp**, another **Skype**, the Coordinator **Telegram** and the receiving organisation is using **Viber**. Re-check accessibility to the **cloud sharing** services if agreed has been this way of exchanging files. Install risk management **applications** on one's mobile phone to increase safety and track flight delays, train schedules, account balance or current location (see the SNAPSHOT of mentioned TOOLS table for specific examples). Synchronizing mobility calendar with the coordinators will help to track deadlines and schedule mobility activities. The communication process implies that all persons involved in the mobility experience are clear on which communication channels they should use and for which purposes.

During the mobility



IMPLEMENTATION of the mobility, including MONITORING, DISSEMINATION and REPORTING

Coordinator:

The coordinator is responsible for monitoring the mobility experience through regular contact with the receiving organisation and participant via **email** or **communicator**, receiving reports via **cloud sharing** or email.

The use of a **calendar** like **Google Calendar** helps keep track of scheduling payments, reports or other deadlines. Enabling calendar synchronization with the participant and/or receiving organisation, saves time on sending reminders.

In the middle of the mobility experience the coordinator monitors and evaluates the participant's learning path as well as checks overall satisfaction, which is advised to conduct via an available **questionnaire** or via a self-prepared survey. There are a few online survey generators to choose from for free after registration, like **Survey Monkey** or **Murvey**. Available online are also midterm evaluation **questionnaires**.

Receiving organisation:

When out of office, one will be communicating with the visiting participant by **communicator**. **E-mailing** will be chiefly used for sending reports or other administrative documentation and a **cloud service** when sending presentations, pictures and other heavy files to the coordinator and participant.

As a receiving organisation one may decide to populate the mobility practice or share with the general public how to benefit from inviting new people to an organisation. Here you can design a newsletter and send it via an email marketing service like **Mailchimp** or **SendinBlue**. If one planning to reach up to 12.000 newsletter receivers, will be granted free access to Mailchimp.

Participant:

If granted a license to attend a free online language course within the Erasmus+ Programme, the Coordinator will provide all required information to access the Online Linguistic Support Platform (**OLS**). One may also individually decide to improve language or others skills prior to the mobility experience. For this purpose, there are many **MOOCs** available online – free and open for anyone to take, i.e. **OpenLearning** or **Iversity**.

If one prefers to use a mobile application that just like a computer game guides you through levels for language learning, then a good choice is **Duolingo** or **Memrise** and they are free to use.

Useful will be downloading a few **applications** that will help in moving around the city, ordering meals, speaking with locals or controlling own activities. With a **travel planner** and **flight tracker** that will assist in monitoring travel logistics, one will stay informed on flight delays or travel obstacles. Recommended is **App in the Air**. With **Google Maps** one can check their current location, plan a route or find a specific address, also use it for planning leisure activities. Be sure to download the app for local transportation (metro, bus, tram) of the city you are staying in. With **Live Tracker** one can create an interactive map, tracking a route travelled and monitoring location. It is useful to have an app for translation, like **Reverso or Wordreference**, making it easier to communicate with locals. With a **currency converter** one calculates the price in local currency. To avoid oversleeping set a wake-up time with a sleeping tracker like **Sleep Time**. An application like **Food spotting** will help find restaurants nearby or ones that are recommended by users. The **Weather Channel** app updates on weather forecasts which also means avoiding prolonged preparations before leaving your flat in the morning.

As the participant of the mobility experience be advised to document time spent abroad. There is a choice of a number of tools for this purpose. Probably with an account on at least one **social media** platform, this will be the easiest way of sharing the mobility experience with group of contacts.

For quick and single actions choose **Twitter, Instagram** or **Pinterest**.

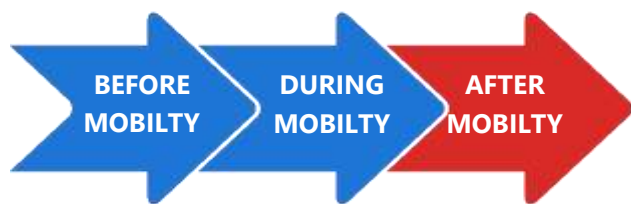
On **Twitter** one can send tweets – short information on activities. On **Instagram** one can share images – photos from the stay. On **Pinterest** one can pin interesting material – share either photos or infographics that will be thematically grouped.

For the purpose of collaboration and having many functions in one place, one may want to use **Facebook**.

On **Facebook** one can post, share and like posts, send messages, create groups or events and stay in contact with the network. For private purposes, Facebook is known as the commonest networking tool (while in business LinkedIn and Twitter are).

For storytelling and regular documenting the mobility experience, one may decide to write a **blog**. When adding new content, it will be chronologically published. A post can be shared with anyone, also through social media channels by providing a link. Personal blogs will attract the public providing that they contain information that is new to them or presented in an interesting way, then the blog will be shared among a wider group. For vlogging, one can join **Vimeo** or **YouTube**. As specified before, the Coordinator should assure that before the beginning of the project, all the parties involved know which tools they have to use and why.

After the mobility



FOLLOW-UP to the mobility experience, including EVALUATION and IMPACT

Coordinator:

The coordinator is the contact point for the participant after the mobility experience, evaluating their skill development, language competences and satisfaction. For this purpose, one may decide to use an available free online survey tool like **Murvey** (basic) or **Survey Monkey** (advanced).

To support the participant in self-reflection send via **email** a template for sharing opinions and impact, as well as instructions on further promoting the mobility experience on social media channels.

For confirming the skills and qualifications acquired by the participant abroad available are **certification tools** accessible on the Erasmus+ website.

Receiving organisation:

The receiving organisation will be reporting on the participant's contribution to assigned tasks and commenting on this mobility experience in a report sent by **email**. This information is necessary to recognize skills, as well as for preparing and issuing **certification**.

Promote the mobility experience via some **social media** channels and spread the documented mobility experience among own networks, e.g. by a newsletter or website. For sending newsletters, a choice can be **Mailchimp, SendinBlue or PSMailer**.

Participant:

Returning from the mobility experience, the participant will be preparing a report on the basis of a template that has been provided by the coordinator. This mutual exchange of information is recommended to be continued via **email**, unless a **cloud sharing** service is preferred by the mobility actors – oneself, coordinator and receiving organisation.

Sharing the mobility experience online (on **social media** or writing a **blog**) be advised to continue publishing to share feelings and possible recommendations to future mobility participants. Start writing a **blog** or informing the public about the experience at any time, as what one writes will be a resource for those considering to take part in a mobility.

Snapshot of mentioned tools

Tool	Purpose	Examples
E-mail	First contact, sending light files and documents, Continuing communication during and after mobility	Microsoft Outlook , Gmail
Communicator	Interview, video call, exchanging messages between participant and organisations	Skype , WhatsApp , Viber , Telegram
Presentation	Slideshows or info kits	PowerPoint , Prezi
Cloud sharing	Sending heavy files and allowing mutual document sharing	WeTransfer , Dropbox , Google Drive (GoogleDocs)
Social media	Networking, posting, collaborating, dissemination	Twitter , Instagram , Pinterest , Facebook , LinkedIn
E-learning	Improving language skills	The Erasmus+ OLS website , Duolingo , Memrise , MOOCs: OpenLearning , iversity
Search engine	Searching for data and booking logistics	Booking platform , Trivago
Geolocalisation	Tracking routes and searching for places	App in the Air , Live Tracker , Foodspotting , GoogleMaps
Other apps	Risk management, including translations, weather forecast and alerts	Dictionary , Reverso , Wordreference , Sleep Time , Weather Channel
Calendar	Scheduling	Google Calendar , Doodle
Online diary	Storytelling, video blogging	Personal blog, Vimeo , YouTube
Newsletter	Publishing, dissemination	Mailchimp , SendinBlue , PSMailer
Assessment	Documenting skills, education and competences	Europass CV , Language Passport
Questionnaire	Evaluation, measuring impact, monitoring learning path, checking received support	Survey Monkey , Murvey
Certification	Confirmation of completed mobility experience in an European country Informing on the practical competences and qualifications acquired while mobility	Europass – Mobility ECS – supplement to Europass

Management platforms	Communication, document sharing, reporting, evaluation, monitoring	Bitrix24, Asana, AdminProject
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RECOMMENDATION 1

Only WeTransfer does not require any registration and is the fastest to utilise since only an email address is required to send selected files.

RECOMMENDATION 2

When planning to share a number of documents, it is advised to choose a common mode in order to have everything stored in one place.

RECOMMENDATION 3

For contacting, make sure you are using the same communicator.

RECOMMENDATION 4

Advisable is checking for updates of commonly used applications.

Safety, Security and Reliability

As a general rule: no system, network or device can be considered 100% secure.

There are a few tips though that you are recommended to follow.

Internet connection – make sure you are using a reliable connection. This is important when you are connecting to an open wireless network, which is unsecured. Just by connecting to such a network you are risking to potentially unblocking your data to third parties. A solution is to have a firewall on your device supervising your configurations, especially if you forget to turn off the sharing function. In the case when you are not the owner of a network or not using a hotspot, you yourself are an unauthorized user of a network, unless you have asked for permission to access it. To prevent unauthorized users to use your network protect your signal with a password and setting up an encryption protocol.

Safeguarding and privacy – make sure your device is protected. This is especially important when you are frequently using the Internet or downloading. A Safeguard tool installed on your computer will detect, block and suggest solutions to eliminate a harmful action. In this respect your device's privacy will be secured. Make sure you change your password once in a while and create complex ones, so not intuitive for others. When possible, also use device authenticators that will require you to confirm that you are you (sending a code to provided telephone number, answering a personal question).

Sharing and storing information – use only trusted providers. It is not advised to select cloud services that have a poor reputation or which are not used by any of your friends or relatives. Many services require registration or to be a member, so you will have limited usage if you choose a service that others are not frequently using. Additionally, make sure you do not share very personal or private data via clouds. You do not want your health certificate, passport copy or bank account details to be visible to all users granted access to the cloud. Such important information is advised to be sent by email only to dedicated receivers.

Updates – do not set automate updates. You want to avoid situations when updates will automatically pop up on your device when you are connected to an unsecure network. It is advised to update applications or devices manually and with secured Internet signal.

Smart usage – use common sense. Do not open every email you receive, based on the subject line and sender decide you should be able to decide whether the message is safe to open. Avoid downloading from the Internet anything that is suspicious or from an unreliable source. The same with accepting invitations from users on social media channels, do it reasonably, not for the purpose of adding more users than your friend.

Good practices in ICT

The Placement Contract Customizer: <http://www.european-mobility.eu/customizer.php>

This is an online tool for generating agreements for abroad placements. The tool has been developed as part of an Erasmus+ project and has been made available to use in France, Germany, Holland and Luxembourg, but with the intention to introduce to a wider public. On the basis of providing specific information, such as description, countries, mobility time, participant's details, contacts, etc., the tool will generate your tailored agreement document, including required references to national and international law. Then the partners required to sign the agreement are guided through a customizer to fill in remaining information on mobility conditions, accommodation, payments and reporting. You can store your agreement on a protected database with a user name and password that will be sent to you by e-mail. The final produced document serves at the final step to finalizing the mobility preparation. Please be aware that National Agencies provide templates of Agreements that are regularly updated.

Mobility experience capitalisation platform: <http://yourcompetences.com/en/>

The platform was created as a result of an Erasmus+ project to manage the mobility process before, during and after the experience. It is a complex toolkit that instructs on the mobility passport creation, provides a mobility booklet implemented on the basis of the mobility passport, suggests linguistic tests, informs why it is important to document your stay abroad, shows the example of a self-reflection template and a mid-term evaluation questionnaire, provides links to other capitalization tools and instructs on certificates the participant is acknowledged to after the mobility experience.

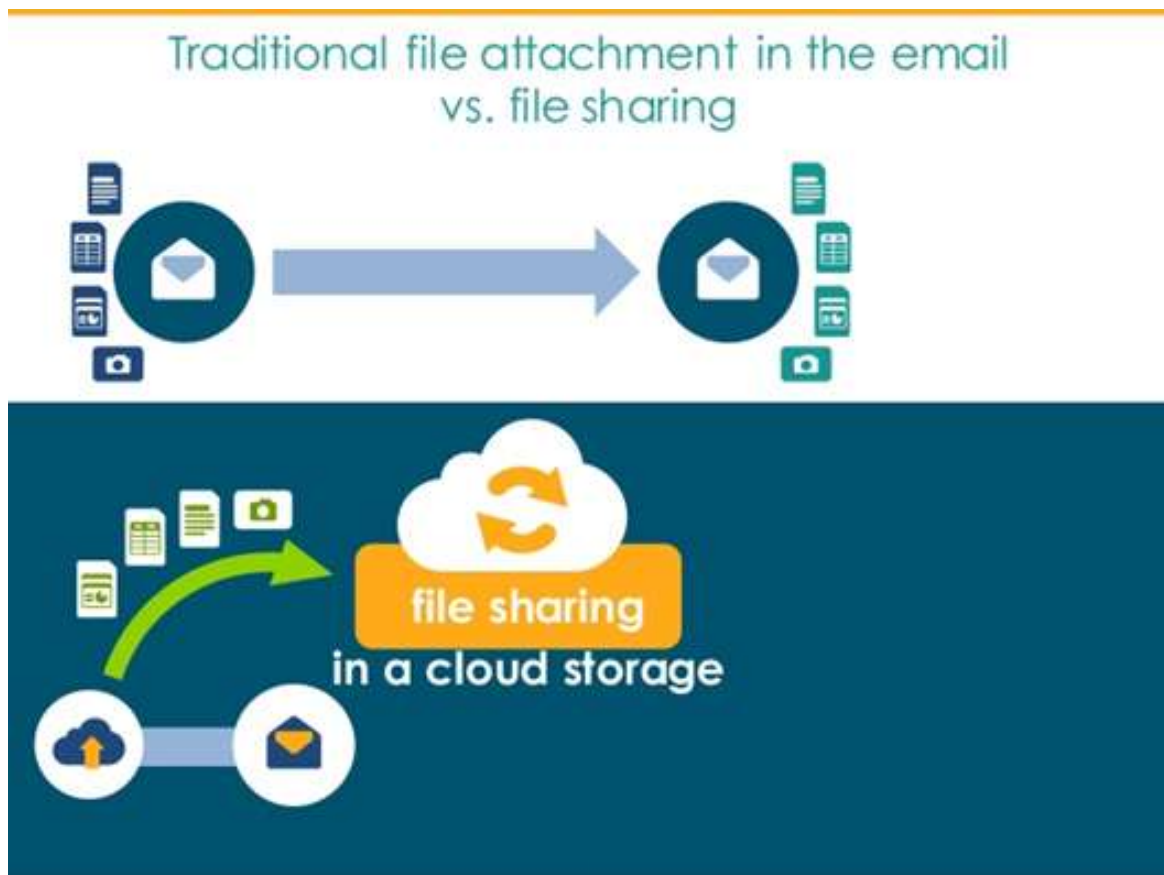
Conclusions

ICT tools are inevitable in carrying out mobility projects, especially for the purposes of communication, dissemination and evaluation. The majority of these tools are available for free and user-friendly, requiring access to the Internet. A properly chosen ICT tool will be a reliable mode of communication in your mobility projects.

Snapshots from LTTA#4 on ICT tools in European project management

Presentations <http://www.spread-project.eu/training-materials/>

Video: <https://www.youtube.com/watch?v=htRXw4T8CBA>



Source: Cloud Sharing and Cloud Storage - explaining IT, presentation by Peter Zvirinsky

safebook

YOU

THINK — Think before you post

FRIENDS — Only connect with friends

KIND — Be kind to others

PASSWORD — Don't share your password

PRIVACY — Keep your settings private

HURT — Don't be hurtful towards others

PARENTS & TEACHERS
Join Facebook
Understand how it works
Teach safety and responsibility
Privacy – check their settings

FRIENDS
DON'T: Stay silent
DO: Help your friend
Report the bully
Tell your parents
Tell your teacher

THE BULLY
DON'T: Respond
DO: Save what they say
Unfriend the person
Block them
Tell a Friend
Tell your Parents
Report the person

TELL • UNFRIEND • BLOCK • REPORT

This is our reaction to cyber-bullying. We must all play our part! Play yours - email design@fuzion.ie for a print ready file

Source: <http://www.thejournal.ie/safebook-how-to-stay-safe-online-657753-Nov2012/>



SECURITY *and* ACCESS

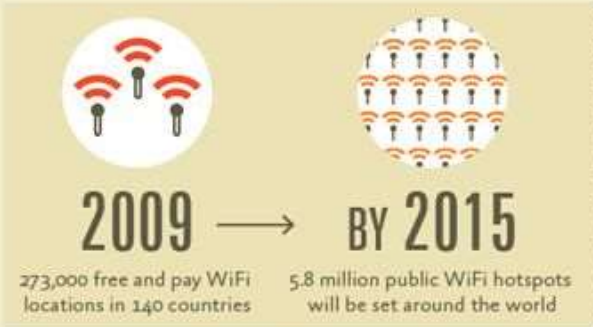
PROBLEMS YOU FACE WHEN TRAVELING

INTERNET SECURITY RISKS OF USING PUBLIC WIFI

Dangerous Hotspots



of public WiFi networks at airports, hotels, and cafes are not secured



Hackers logged into the same network can "sniff" your data or directly attack your device.



Some "free" WiFi hotspots are actually fake WiFi hotspots, setup by hackers to steal your personal information

Source: Pinterest



DISSEMINATION AND EXPLOITATION OF RESULTS

This Chapter introduces the concept of the dissemination, communication, exploitation and sustainability of project results.

Dissemination and exploitation are a vital part of any project funded by the Erasmus+ Programme and is one of the award criteria for the assessment of the application. The type of project being developed determines the sort of activities required. Dissemination activities for a mobility project will generate different requirements than those for a cooperation project. In the case of the former listing planned dissemination activities and identifying potential target groups is requested at application stage. While in the case of cooperation projects, a detailed and comprehensive plan, describing targets, tools and outcomes is required.

Apart from being a contractual obligation which all members of a consortium enter, it is important in order to promote and support the EU vision. Dissemination and exploitation of project results increase awareness of the opportunities offered by the programme and highlight the European added value of activities supported by Erasmus+.

Dissemination also benefits the members of the consortium. As well as raising the profile of the organisation, dissemination and exploitation activities can often create new opportunities to extend the project and its results or develop new partnerships for the future. Successful dissemination and exploitation may also lead to external recognition of the work carried out adding further credit to it. Sharing the results will enable others to

benefit from the activities and experiences of the Erasmus+ programme. Project results can serve as examples and inspire others by showing what is possible to achieve under the programme.

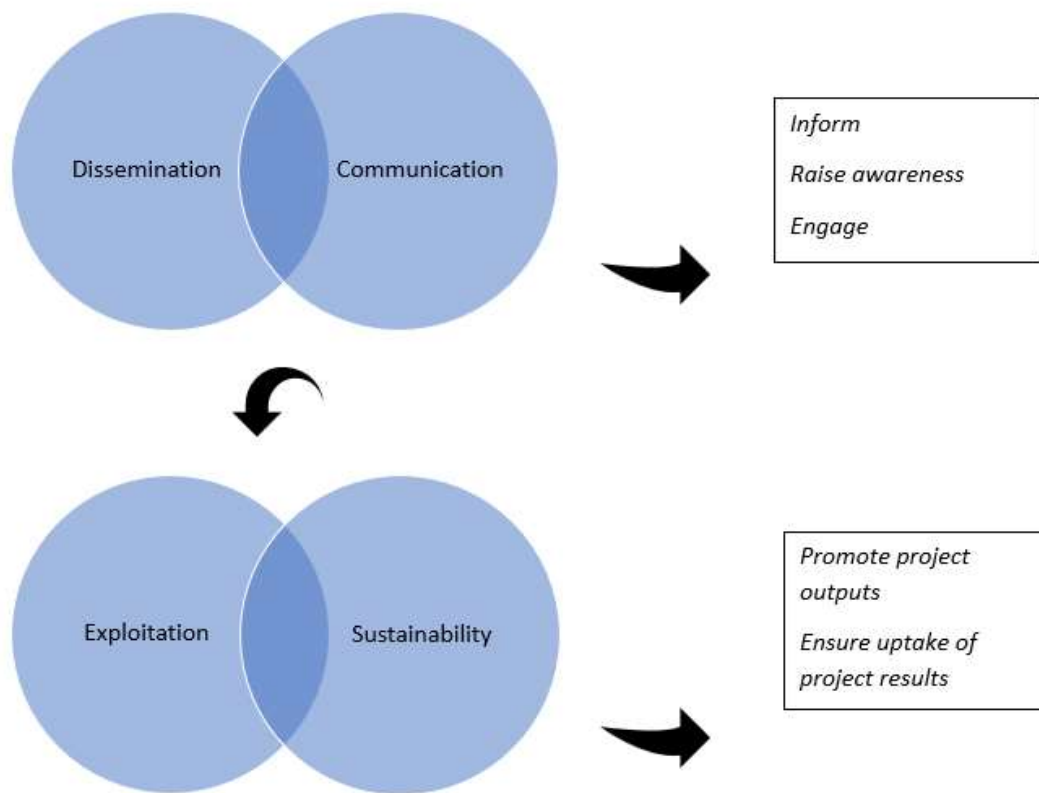
From the consortium’s point of view, effective dissemination, communication and exploitation can help: raise awareness; extend the impact of the project and its results; engage stakeholders and target groups; share solutions and know how; influence policy and practice; and develop new partnerships.

From the EU’s point of view, effective dissemination and exploitation help to showcase: how European collaboration has led to the achievement of results that otherwise would not have been possible; how the outcomes are relevant to our everyday lives, by for example creating jobs or introducing new teaching methods; the creation of new business and job opportunities; and opportunities offered by the Programme; and the highlighting of the European added value of activities supported by Erasmus+. This can contribute to a positive public perception and encourage wider participation in this EU programme.

Definition of Concepts

<p>Dissemination is the provision of information and the sharing of results with potential users - peers in the field, industry, and policymakers. It occurs as and when the result of projects and initiatives become available. In terms of the Erasmus+ programme this involves spreading the word about the project successes and outcomes as far as possible.</p>	<p>Communication is a broader concept. It includes information and promotion activities to raise awareness and enhance the visibility of the project’s activities, in addition to the dissemination and exploitation of the project results</p>
<p>Sustainability refers to the fact that crucial activities and results of the project are maintained and continue to deliver benefits to the partners, stakeholders and others after the end of the EU funding. Dissemination activities aim to have a positive impact on the sustainability of the project and allow that the benefits of the project are maintained for a longer period of time.</p>	<p>Exploitation refers to a set of activities which are aimed at promoting the usage of project results beyond the life-span of the project. While it might be easy to garner interest for project results during the project’s active period, promoting the usage of project results after the project has ended, exploitation, is an important aspect of dissemination. For successful exploitation it is important to know the exploitable components of the project, analysing the market for these exploitable results and knowing of any potential Intellectual Property Rights (IPR).</p>

Similarities and overlaps between the concepts



Communication is seemingly a very similar concept to dissemination. However, one must keep in mind that these are not the same.

Dissemination refers specifically to the making available and distribution of project results, as opposed to communication which encompasses all actions that raise awareness of the project's existence, activities and results.

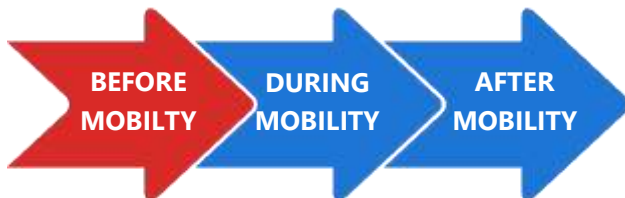
Another distinction is that while communication purposely focuses on a wider audience in order to increase interest and awareness about the project, dissemination has a more focused target audience: stakeholders.

Therefore, a vital part of any dissemination strategy is a good identification of the dissemination objectives as well as the stakeholders that need to be informed of the project's result.

Project's Timeline: Before, during and after

Before the mobility

Although most of the work on dissemination and exploitation takes place once project implementation commences and throughout the project lifetime, certain aspects need to be addressed even before this takes place from the initial stages of proposal writing, whilst the project is underway and after the project has ended.



Identification of stakeholders

Stakeholders are crucial to the success of the project, in terms of exploitation and sustainability. Identification of different stakeholders (those organisations that can benefit and be beneficial for the project) is very important for the dissemination plan.

Each project has different stakeholders to be addressed:

End-users: The ones that directly benefit from the project results.

Decision Makers/Replication Actors: Those that stand at the higher level of organisations or institutions and have the authority to allow the adoption of project results in their business/organisational models or the integration of the project results into their policies.

Market actors: potential buyers/investors.

Funding Authorities: the entity (e.g. the National Agency) that funds or co-funds the project to demonstrate (among other things) that its policies and public money are well spent.

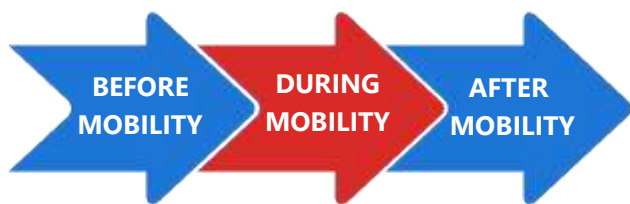
Identification of dissemination and communication methods

The identification of dissemination and communication methods is important to ensure that the relevant stakeholders are reached in the best way available.

Identification of the expected impact and deliverables

This takes place during the stage of proposal writing and should reflect the examination of all factors.

During the mobility



Dissemination, Communication and Exploitation Plan

A dissemination, communication and exploitation plan is needed to properly define the message that the consortium wants to put across with their dissemination, and the objectives, targets, channels used, timing and the different responsibilities. The need for such a plan is not expected for mobility projects. Nonetheless, information about mobility activities and learning outcomes achieved should be communicated. The participants' experiences should also be shared highlighting what was gained through said experience.

Having such a plan, for projects that are not mobility based, will keep the consortium focused and ensure the project's ultimate goals are met. Discussions regarding the drafting of the plan should commence even before the project starts.

An effective dissemination and communication plan should answer these simple questions: Why? How? What? Who? When? To whom?

Why?

Knowing the purpose of the dissemination will help you determine the audience, message, method and timing of the dissemination.

There are a number of purposes you can have for dissemination.

- Raise awareness – let others know what you are doing
- Inform – educate the community
- Engage – get input/feedback from the community
- Promote – 'sell' your outputs and results

Each of these will have you approaching the rest of the dissemination plan in a different way.

To whom?

The different audiences the project needs to communicate to are called "target groups". These groups have different characteristics and needs. To be effective, it is important to know precisely who we need to address and develop tailored messages for each target group.

Stakeholder analysis

The dissemination strategy should be based on a stakeholder analysis. A stakeholder is anyone who has a vested interest in the project or will be affected by its outcomes.

“Stakeholder analysis” is an exercise in which stakeholders are identified, listed, and assessed in terms of their interest in the project and importance for its success and further dissemination. This exercise should commence before implementation commences and also during the project lifetime.

A good dissemination strategy addresses all the stakeholders identified at the different stages.

How?

It is important to select the right dissemination method in order to get the message to the target audience and reach the objective.

i.e.

Newsletter, articles, press release → to create awareness at the beginning

Reports, journal articles, web site → to transmit info about the project

Conference presentations → to promote outcomes

Some of the most used dissemination channels include:

<i>Interpersonal communication</i>	<i>Mass media communication</i>
● Dialogues, face-to-face conversation	● Technical or scientific papers
● Group discussions	● Newsletters
● Conferences	● Brochures, booklets, flyers
● Brokerage events	● Letters
● Round tables, meetings	● Video
● Exhibitions	● Posters
● Workshops	● Banners
● Demonstrations	● Website
● Telephone calls	● Blogs
● E-mail information service (question and answer)	● Professional media
● Policy brief	● Radio & television

Interpersonal and mass media communication means for dissemination and exploitation

When?

When designing the dissemination activities, it is important to:

- Decide when different dissemination activities will be most relevant to occur (this can be linked to the workplan or certain milestones);
- Adapt to project progress;
- Take into account activities required that are beyond the control of the project;

- Keep in mind that certain dissemination messages (advertisement for an event) need to happen in a timely manner to be more effective.

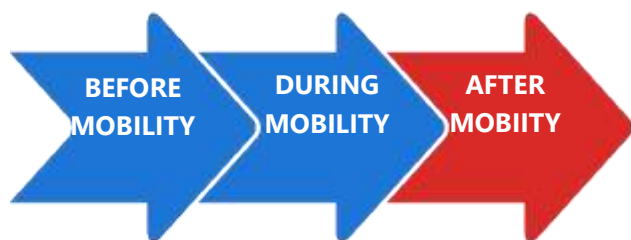
Assessment of dissemination activities

Assessment is most effective when it is built in the project from the start. The dissemination and communication plan must identify how the success of dissemination efforts will be evaluated, selecting measurable success indicators for each dissemination activity. A success indicator is a performance measurement used by an organisation to evaluate the success of a particular activity in which it is engaged.

Indicators have to be both quantitative and qualitative. It can be useful to summarise them in a table including different targets per year and the objective (result) they are related to.

For both mobility and cooperation projects, reporting on the activities carried out to share the results attained amongst the consortium and with stakeholders will be requested at final reporting stage.

After the project



Further dissemination

The project outcomes and results can be further disseminated using the channels previously identified and used. Information can be sent to the relevant media and to policy makers, thus reaching a wider audience.

Evaluation and future cooperation

An evaluation of the project results and impact should be held amongst the partners. Plans for future collaboration should also be discussed. These could include an extension of the work carried out/outcomes or new ideas to ensure sustainability of the results.

Good Practices which should be applied

- Targets, audience and message have to be clarified before deciding on the media platform;
- Interactive. Listening to the stakeholders and adapting the messages accordingly must become a regular feature of the project communication activities;
- Activities should be selective and the language used should be specifically written to maximise impact on target groups;
- Particular emphasis must be put on "going local" – use partners, contact local press;
- Tailor communication to different audiences by responding to the issues and needs that matter locally;
- Make sure the EU and project logos are visible on every communication material;
- Slogans and symbols should be selective, simple and repetitive;
- All documents, websites, brochures and audio-visual material need to be presented in clear, simple and jargon-free language unless they are directed to an expert audience.

Common mistakes

- Focusing on media before message;
- Objectives are not clearly defined;
- 'Why' or 'what' questions are left unanswered;

- Budget is inadequate;
- Messages are not tailored to the specific target group and are too technical;
- Project managers and researchers underestimate dissemination activities;
- No concrete targets are set for success indicators;
- No professional expertise to deal with dissemination and communication tasks.

Dissemination methods

Social media

Social media has become one of the most prevalent ways of entertainment, advertising, information distribution and communicating in recent years. This offers a great platform to disseminate your project and project results. When using social media the social media channel/s to be used need to be identified. Consumers interact in different ways and for different reasons with each social media platform. While for example Facebook has a very broad audience it is mainly used for non-professional reasons. LinkedIn on the other hand is specific to business audiences who are there mostly to network.

When using social media for dissemination there are a number of things that need to be kept in mind:

1. Making sure time is budgeted, as social media can be very time consuming
2. Failing to set reasonable goals
3. Burning out too quickly because too many media channels are chosen and due attention is not paid to 1 and 2 above

How to use social media

When using social media differences to traditional media need to be kept in mind. Traditional media make use of push marketing, promoting products by pushing them onto people. Social media, on the other hand, is more effective when employing pull marketing: establishing a loyal following and drawing consumers to the products.

Based on the objectives set out for the social media/dissemination plan the following needs to be decided:

- What you want to say
- How you want to say it
- When (how often)

It might be best to outline this in a calendar keeping in mind that 80% of posts should inform, educate, or entertain the audience and only 20% should be direct promotion.

SUN	MON	TUES	WED	THURS	FRI	SAT
FB POST Homes Just Listed this Week		Write 2 blog posts (listings, market trends, advice)		Promote blog posts on FB, Twitter, Pinterest	Facebook AD Open Houses this Weekend	FB POST Weekend event or festival
	FB POST Promote new / Coming Soon listing		TWITTER New or Coming Soon listing	Facebook AD Homes Just Listed this Week	FB POST Local developments or real estate advice	
FB POST Just Reduced Homes		Write 2 blog posts (listings, market trends, advice)	FB POST Weekend event or festival	Promote blog post on FB, Twitter, Pinterest	TWITTER Weekend event/festival	FB POST Homes Just Listed this Week
		FB POST Local developments or real estate advice		FB POST Weekend event or festival	Facebook AD Open Houses this Weekend	

Example of a social media plan – for a real estate agency

With social media it is most important to engage with the audience. This can take many forms:

- Share interesting experiences or ideas
- Ask questions and advice to spark conversation
 - be interesting and different
 - be specific and not broad
- Share valuable content that interest and add value
 - Links, videos, photos, events

Long text articles may not be the right medium to share on social media: infographics or video infographics should be used. In general, most users of social media spend a very short amount of time on a single post before scrolling through to the next post.

Organic or paid posts?

The content used should combine both organic and paid posts.

- Organic posts are those shared on own pages and on other pages and in the hope that people see them and interact.
- Paid posts include adverts, boosted posts and allow for targeting more accurately WHO will see the message.

The great thing about Social Media is that effectiveness can be measured and adjusted accordingly.

The power of organic posting should never be underestimated.

Posts can be put up on individual's / company's own page but the power of organic posting is that groups and pages that may be interested in the content can be identified, and content can be shared on these pages / groups.

Creating content that creates value may result in shares, and posts may even go viral - a marketer's dream!

Do's and Don'ts

- Before starting a post think "what would I like to see?"
- Use visuals as opposed to large amounts of text
- Do not beg for likes, shares or comments
- Do not be too formal, let your personality shine through
- Refrain from too much self-promotion. It is not a commercial on TV
- Engage with your audience
- Do not spam with too many messages
- Proofread your posts
- Do not use too many hash-tags, 3 is a good maximum

Radio and TV

Radio and TV are good tools to disseminate projects. It is good to contact local TV and radio stations and keep them updated with project events and progress. Some airtime may be given.

There are a number of different channels one can use within this domain. Television, radio, online broadcasting, video accessed on mobile phones (Youtube, Facebook etc.), music videos and Public Service Announcements (PSA) are some of them.

A number of these channels are free to use, but own content needs to be produced. Others might have to be paid for, or there is no guarantee that the content gets published. That leaves the question: "How do I get my content broadcast?"

Make the project, or the specific part of your project, news worthy. This will help to make it more appealing to broadcasters. One could also create own content and buy airtime as part of the dissemination strategy. Using personal networks of contacts might also help you get to get content broadcast.

Bulk mailers

Bulk mailers can be great tools to quickly disseminate messages to a large group of people. 77% of consumers prefer to receive promotional offers and information through email as opposed to any other medium. It is an easy to track, time efficient and ecologically friendly way to disseminate a message. There are a multitude of great tools that can do the job, one only needs to add a list of contacts and the message to be distributed.

Recent GDPR legislation needs to be kept in mind and compliance with these regulations when sending out bulk emails is necessary.

Creation of dissemination materials

Design

When designing dissemination materials one must keep in mind that the design must have a purpose and not solely visual entertainment. Visually, this functionality is interpreted by making sure an image has a centre of attention - a point of focus.

There are certain rules one must follow to create a good design, and while at first glance five different fonts and colours might look good it can come across as muddled, unfinished and united to others. Graphic design, like any discipline, adheres to strict rules that work beneath the surface to make the output stable and balanced.

Principles of design

Balance within a design is an important factor. Every element placed on a page has a weight. The weight can come from colour, size, or texture.

Symmetrical design creates balance through equally weighted elements aligned on either side of a centre line. On the other hand, asymmetrical design uses opposite weights (like contrasting one large element with several smaller elements) to create a composition that is not even, but still has equilibrium.

The most important information of the design must be the first thing that draws the viewer's eye. By emphasising that specific point within a design, one ensures that it is what the viewers first notice. Moreover, if an initial interest has been drawn they will look at the rest of the design.

Proportion is the visual size and weight of elements in a composition and how they relate to each other. It often helps to approach a design in sections, instead of as a whole. The "movement" of a design is also an important factor. Movement does not refer to any physical movement of elements within a design, but movement is controlling the elements in a composition so that the eye is led to move from one to the next, so that the information is properly communicated to the audience.

Basic rules of design

- Do not use too many words, keep text to the most essential and try to communicate using visual elements
- Do not put too many characters into a single line of text, try to stick within 50 to 60 characters
- Do not use too many fonts, depending on your design, use a max of 2 to 3 fonts. If possible, try to stick to different weights of the same font
- Kerning, the spacing between letters, is very important

- Colour usage is very important and certain colour combinations just do not work. Colour combinations should provide the right amount of contrast, aid readability and grab the viewer's eye. Color.adobe.com⁴¹ is a good tool for finding compatible colour combinations
- White space, or negative space, is an important part of visual design. It improves readability and draws the reader's eye to the point of focus
- Proper alignment of design elements is very important, do not place elements arbitrarily but use grids to arrange your elements neatly
- Use adequate contrast
- Scale elements: do not be afraid to make something bigger or smaller to emphasize specific elements
- Use visual hierarchy: bigger or bolder elements get noticed easier and are read first
- Make sure your text is easy to read and does not fade into the background image. If using text on an image background, use a colour overlay with text in a contrasting colour
- If using different fonts, make sure they are compatible
- Just like kerning, the space between lines is important
- Use raster images. Raster images use geometric shapes as opposed to pixels, if you scale raster images they stay crisp as opposed to blurry when using pixel-based vector images
- Strive for symmetry
- Keep in mind which medium your design is for, different types of media require different colour schemes
- Be consistent

Project websites

A project website is one of the easiest and best ways of creating one's own platform to promote a project. However, as with any type of dissemination, it must be well designed. There are many efficient free tools to help design a website. A well-designed website can do a lot of good work for both the individual entity and the consortium. Thus, it might be good to have a professional help create the website, especially seeing there might be complicated technical aspects that need to be done.

When it comes to designing a good project website the first step is to define the project's goals and which purpose the website should serve. Once this has been defined, the next step is concept development. At this stage an analysis of the previously identified target audience should take place, as well as a detailed study of pre-existing sites. Based on all the information gathered, the concept of the site is developed, the structure is determined, and a list of necessary CMS modules is compiled (if required).

After you have a good concept you can start building the basic foundation of your website. This stage specifies the final version of the internal structure, the location of the functional zones and navigation system of the site.

Approve the list of pages for which a unique design will be developed. The appearance of the site is determined: the direction of the design style, the colour palette, the necessary graphic elements.

Then you need to start looking at the technical aspects like hosting and a domain name installation of the content management system. Once the technical aspects have been taken care of you start filling your website with content and making the final design decisions.

Once the website is done, you can publish it. What is then left is the maintenance of the website: making sure it stays functional, and updating the website with new content once this becomes available, in accordance with the timelines set in the project proposal.

Conclusions

It is important for dissemination and communication to start from the beginning of the project and continue until the end and beyond for exploitation and sustainability of the project outcomes.

There are many ways to disseminate projects: these range from online tools such as websites and social media and offline tools like banners, mugs and flyers. Websites are a great way to disseminate projects and there are a number of free tools, such as WordPress, to create simple free websites to help disseminate projects easily. By using social media platforms such as Facebook, goals and targets can be set to measure the success of content and the insight feature of Facebook can be used to track the results. Radio and video media are also good tools for dissemination of projects. It is a good idea to contact local TV and radio stations and keep them updated with project progress: some airtime may be given if this is done.

All dissemination must be recorded in a structured format with proof that the dissemination has taken place

Video: <https://www.youtube.com/watch?v=BR4ABt3Cn68>



GLOSSARY

Applicant organisation: in charge of applying for the mobility project, signing and managing the grant agreement and reporting. It can act as a sending organization. The applicant can be a consortium coordinator: leading a mobility consortium of partner organisations of the same country aimed at organising any type of student and staff mobility.

Collaboration tools: also known as cooperation tools, are intended to facilitate communication, coordinate activities and enable collaboration between persons. Some examples may include communicators, cloud sharing, blogs and online platforms.

Consortium: two or more participating organisations teaming up to prepare, implement and follow up a project or an activity within a project. A consortium can be national (i.e. involving organisations established in the same country) or international (involving participating organisations from different countries).

Communication: information and promotion activities which raise awareness and enhance the visibility of the project's activities, in addition to the dissemination and exploitation of the project results.

Dissemination: the provision of information and the sharing of results with potential users - peers in the field, industry, and policymakers.

ECVET - MEMORANDUM OF UNDERSTANDING: VET organisations may decide to apply the European Credit system for Vocational Education and Training (ECVET) in the framework of their mobility activities (for more information, see below). In these cases, a precondition for using ECVET is the setting up of an ECVET partnership. This partnership needs to bring together the competent organisations involved in 1) identifying the suitable learning outcomes during mobility activities; 2) delivering VET programmes that are apt at satisfying these needs; 3) assessing the extent to which learning outcomes have been achieved by learners; and 4) validating and recognising learners' credits on their return to the home institution. The partnership for ECVET mobility activities can be formalised through a Memorandum of Understanding (MoU).

ECVET: It is a common methodological framework that facilitates the accumulation and transfer of credits for learning outcomes from one qualifications system to another. It aims to promote transnational mobility and access to lifelong learning. It is not intended to replace national qualification systems, but to achieve better comparability and compatibility among them. ECVET applies to all outcomes obtained by an individual from various education and training pathways that are then transferred, recognised and accumulated in view of achieving a qualification. This initiative makes it easier for European citizens to gain recognition of their training, skills and knowledge in another Programme Country. More information about ECVET can be found on the Commission's website at: http://ec.europa.eu/education/policy/vocational-policy/ecvet_en.htm and <http://www.ecvet-team.eu/>

EQF (European Qualifications Framework): a common European reference tool that serves as a translation device between different education and training systems and their levels. It aims to improve the transparency, comparability and portability of qualifications across Europe, promoting workers' and learners' mobility and facilitating their lifelong learning, as defined in the 2008/C 111/01 Recommendation of the European Parliament and the Council.

Europass Language Passport: A self-assessment tool for language skills and qualifications.

Europass mobility: A document to record knowledge and skills acquired in another European country. It is for any person moving to a European country to learn or acquire a work experience, whatever their age or level of education. Two partner organisations involved in the mobility project, the first in the country of origin and the second in the host country, complete it. The partners may be universities, schools, training centres, companies, NGOs, etc

Europass: Europass is a portfolio of five different documents and an electronic folder aiming to contain descriptions of the entire holder's learning achievements, official qualifications, work experience, skills and competences, acquired over time. These documents are: the Europass CV, the Diploma Supplement, the Certificate Supplement, the Europass Mobility and the Language Passport. Europass also includes the European Skills Passport, a user-friendly electronic folder that helps the holder to build up a personal, modular inventory of his/her skills and qualifications. The aim of Europass is to facilitate mobility and improve job and lifelong learning prospects in Europe.

Exploitation: a set of activities which are aimed at promoting the usage of project results beyond the life-span of the project.

ICT: It stands for Information and Communications Technology and refers to communication related components of digital technologies used in information handling, processing and disseminating.

Intermediary organisation: It is an organisation active in the labour market or in the fields of education, training and youth work in a Programme Country. It may be a partner in a national mobility consortium, but is not a sending organisation. Its role may be to share and facilitate the administrative procedures of the sending higher education institutions and to better match student profiles with the needs of enterprises in case of traineeships and to jointly prepare participants.

Mandate: A mandate is a bilateral agreement between the coordinating organisation and each partner organisation taking part in an Erasmus+ project by which the partner organisation authorizes the coordinating organisation to act on its behalf in matters related to the project implementation.

Memorandum of Understanding (MoU): It is an agreement between competent organisations which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent organisations and institutions involved. It also establishes partnerships' procedures for cooperation. MoUs can be developed by networks of competent organisation/institutions from several countries/systems, but they can also be bilateral, depending on the partnership needs and ambitions. For more information and guidance on the establishment of a MoU please refer to the ECVET User's Guide available on the website of the European Commission or refer to the following links: http://ec.europa.eu/education/policy/vocational-policy/ecvet_en.htm and <http://www.ecvetteam.eu/>

Mobility Tool (MT): It is a web platform made available by the European Commission that must be used by the beneficiary in order to manage and report on Erasmus + projects. The beneficiary organization will find in this platform a lot of pre-completed information on the projects managed. It will also be able to provide all necessary information on mobility participants, project organizations, contact persons and complete and update budget data.

MOOC (Massive Open Online Course): massive open online course, available for anyone with Internet access to upskill in a selected area. This kind of distance learning is replacing traditional classroom lessons, especially advantageous for those interested in attending single lessons from their home. MOOCs are available in different languages.

National Agency: To bring Erasmus+ as close as possible to the participants and make sure it works well across different countries, the EU works with National Agencies to manage the programme. The National Agencies are based in Programme Countries and their role involves: providing information on Erasmus+; selecting projects to be funded; monitoring and evaluating Erasmus+; supporting applicants and participants;

working with other National Agencies and the EU; promoting Erasmus+; sharing success stories and best practices.

National Europass Centre (NEC): In every Country a National Europass Centre coordinates all activities related to the Europass documents. It is the first point of contact for any person or organisation interested in using or learning more about Europass. More information available at: <http://europass.cedefop.europa.eu/en/about/national-europass-centres>

OLS (Online Linguistic Support): It is a free support language learning platform for Erasmus+ mobility participants. The OLS offers participants in Erasmus+ long-term mobility activities (key action 1) the opportunity to assess their skills in the foreign language(s) they will use to study, work or volunteer abroad. In addition, participants performing activities abroad for more than 19 days, have to follow an online language course to improve their competence.

Partnership: an agreement between a group of participating organisations in different Programme Countries to carry out joint European activities in the fields of education, training, youth and sport or establishing a formal or informal network in a relevant field such as joint learning projects for pupils and their teachers in the form of class exchanges and individual long-term mobility, intensive programmes in higher education and cooperation between local and regional authorities to foster inter-regional, including cross-border, cooperation; it may be extended to institutions and/or organisations from Partner Countries with a view to strengthening the quality of the partnership.

Receiving organisation: in charge of receiving students/staff from abroad and offering them a study/traineeship programme or a programme of training activities, or benefiting from a teaching activity.

Sending organisation: It is a VET organisation, a school or other kind, where the participant is studying or where he/she recently finished studying. When the sending organization is also the applicant, it assumes all project coordination and implementation tasks. In case it is a consortium, arrangements regarding selection, grant payments, preparation, monitoring and recognition related to the mobility period might vary as they can be shared among members.

Stakeholder: an individual, group or organisation who is impacted by the outcome of a project.

Sustainability: the continuation of crucial activities and results of the project with the aim of delivering benefits to the partners, stakeholders and others after the end of the EU funding.

VET Institutes or Organizations: any public or private organisation (or its subsidiary/branch) active in the field of vocational education and training (VET).



ANNEX I

CONTACTS					PERSONAL IDENTITY DOCUMENT				RESIDENCE				EXERCISE SOURCE	
EMAIL OF PARTICIPANT	EMAIL OF PARENTS	TELEPHONE	MOBILE OF PARTICIPANT	MOBILE OF PARENTS	SKYPE CONTACT	FISCAL CODE	TYPE OF DOCUMENT (identity card or passport)	No. OF DOCUMENT	EXPIRY DATE OF DOCUMENT	ADDRESS	CITY	POSTAL CODE	PROVINCE	(City if different from the residence)
hickling@hickling.com	hickling@hickling.com	0039 06702020	0039 3300000000	0039 912222123	hickling@skype.com	0000000000000000	UK-City card	123456789	01/10/2020	Via del Corallo n. 12	Salerno	84031	SA	

DATE OF BIRTH		PASSPORT		QUALIFICATION			ALLERGIES	MOBILITY DATES		DEPARTURE		BOOKING NUMBER	AIRLINE COMPANY	
DATE OF BIRTH	PLACE OF BIRTH	COUNTRY OF BIRTH	NOT IN POSSESSION (Put an "X" in the box below if you do not own it)	IN POSSESSION (Indicate the expiry date in the box below)	INSTITUTE ATTENDED	FIELD OF STUDY	DETAILED FIELD OF STUDY	(If yes, indicate when)	START	END	DEPARTURE	RETURN		
01/02/1998	Salerno	SA		X	Vocational Institute "Luigi Vanvitelli" of Salerno	Tourism and Catering	Restaurant Cook	Dust	01/04/2018	01/04/2020	Alitalia Flight 6000	Volare Flight 6000	84746765	Volare

TRAVEL				PLACEMENT				ACCOMMODATION				1ST EVALUATION FORM STUDENT		
CREDIT CARD	COST	SHUTTLE DEPARTURE	CREDIT CARD	SHUTTLE RETURN	CREDIT CARD	COMPANY NAME	ADDRESS	WEBSITE	COMPANY TUTOR NAME	COMPANY TUTOR EMAIL	COMPANY NUMBER	ACCOMMODATOR ADDRESS	LANDLORD CONTACT	OLS ACCESS
0000/0000						Redaction S.p.A.	Corso della Libertà, 4, Salerno	www.redaction.it	John Carter	john@redaction.it	0000000000	Calle Roma 12	Mr. Gianni 0000000000	OK

MONITORING					DOCUMENTS TO RECOLLECT												
1ST EVALUATION FORM TUTOR	2ND EVALUATION FORM STUDENT	FINAL EVALUATION FORM STUDENT	FINAL EVALUATION FORM TUTOR IN ENGLISH	FINAL EVALUATION FORM TUTOR IN ITALIAN	LEARNING AGREEMENT	ASSESSMENT GRID	ATTENDANCE LIST	I MONTHLY BUS TICKET	II MONTHLY BUS TICKET	III MONTHLY BUS TICKET	IV MONTHLY BUS TICKET	BOARDING PASS (DEPARTURE)	BOARDING PASS (RETURN)	LANGUAGE PASSPORT	EUROPASS CERTIFICATE	INTERSHIP CERTIFICATE	FINAL REPORT RECEIVING PARTNER
ok	ok	ok	ok	ok	ok	ok	ok										



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