

# GUIDE

RECOMMENDATIONS AND GOOD PRACTICES  
FOR ACCOMPANYING PERSONS RELATED  
TO INTERNATIONAL VOCATIONAL MOBILITIES  
WITHIN ERASMUS+ PROGRAMME



**TOGETHER FOR A BETTER VET!**

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# GUIDE

## RECOMMENDATIONS AND GOOD PRACTICES FOR ACCOMPANYING PERSONS RELATED TO INTERNATIONAL VOCATIONAL MOBILITIES WITHIN ERASMUS+ PROGRAMME

The document was created as a result of cooperation within the project "Together for a better VET!"

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# I INTRODUCTION

The following guide has been created for you, a future tutor, supervisor of groups participating in international student internships. This guide is a kind of compendium that will help you navigate through all stages of the project, from proper preparation for mobility, to caring for young people during their apprenticeship, free time, travel, to the end of the project. This guide was created thanks to the cooperation and exchange of experiences of many teachers who have repeatedly worked with school youth as tutors under the Erasmus+ programme. Students who participated in internships abroad, employers who hosted these students, as well as intermediary organisations responsible for the logistics part in the host country also shared their experiences. The reading is therefore based on the good practices of a large group of experienced tutors.

This guide has been created as a part of a strategic partnership project – Together for a better VET! This project has focused on the role of the accompanying person (usually a teacher or youth worker) who travels with the students abroad. To better understand what tasks does this person need to complete during mobility, what skills, training and support materials are recommended, first one needs to better understand what exactly are mobility projects. For more information on the project please visit [together4bettervet.eu](https://together4bettervet.eu)

The guide is divided into the different stages of mobility. You can delve into it from the first to the last page or focus only on the issue that is important to you.

We invite you to read our guide. We hope that this reading will help you prepare to care for young people leaving for internships abroad.

# I IDEA OF VET MOBILITY PROJECTS

Erasmus+ Programme offers various opportunities within areas such as education, training, youth and sport. The following Guide will focus on special support, which Erasmus+ offers during 2021-2027 for vocational mobilities. Other opportunities for beneficiaries of Erasmus+ can be found in the [Erasmus+ Guide](#).

**The main idea behind vocational education projects is to provide unique training opportunity** (especially for those with limited vocational experience). This experience is gained by spending time abroad and conducting vocational activities in either schools or companies (or institutions which incorporate both roles). The Guide will focus on VET mobilities for students/graduates aged 16-20, which usually conduct their vocational mobilities with accompanying persons from sending institutions.

Duration of a mobility may vary:

- Short-term learning mobility of VET learners (10 to 89 days)
- Long-term learning mobility of VET learners (ErasmusPro) (90 to 365 days)

Erasmus+ Guide defines the main purpose of mobility activities in the following way:

“To provide learning opportunities to individuals and to support internationalisation and institutional development of VET providers and other organisations in vocational education and training.”

~ Erasmus+ Guide Guide

From a practical point of view, mobility projects offer a chance for the students to travel, learn and get education abroad. This improves their vocational skills but as we let them grow personally. Mobilities, due to working in an international environment, teach students the meaning of teamwork, empathy, and tolerance. They help to better understand cultural differences and to open participants to new experiences. Participants learn how to manage stress, communicate in a different language, as well as how to cook, manage finances, do the laundry, etc.

Thus, vocational mobility should not be considered just in one - professional - dimension. This is especially relevant when considering the involvement and the role of the accompanying persons. As those people, should support participants in achieving all of the goals (not just focus on vocational part).

# I WHAT ARE THE KEY ORGANISATIONS INVOLVED IN IMPLEMENTING MOBILITY PROJECTS?

Each project is different and some of the tasks / roles of key parties might vary. Nonetheless this part of the Guide provides a brief description of main responsibilities of 3 organisations usually involved in mobility projects. This should help accompanying persons better understand the overall activities that are conducted during a mobility project.

Vocational mobility projects include:

**sending organisations** (usually VET schools, public bodies),

**hosting organisations** (usually companies / VET schools),

**supporting organisations** (usually NGOs / companies that are located in the hosting country).

During a mobility project, the sending organisation is responsible for the proper implementation of the entire project and the quality of all activities carried out within it.

## I SENDING ORGANISATION

During a mobility project, the sending organisation is responsible for the proper implementation of the entire project and the quality of all activities carried out within it. Usually **sending organisation** is responsible for:

- Setting up a project team and division of tasks
- Confirming and signing the financial agreement with Erasmus+ National Agency
- Informing about idea of the project potential students and accompanying persons
- Preparing and conducting recruitment process of participants and accompanying persons
- Preparing and conducting pre-departure trainings for participants and accompanying persons
- Contacting participants and offering support
- Monitoring of quality of all activities
- Managing the project
- Preparing key documents (i.e. Learning agreements, Grant Agreement, partnership agreements)
- Selecting hosting companies
- Organising travel for participants
- Selecting accommodation
- Promotion and dissemination of results
- Completing administrative activities (online reports, surveys, etc.)
- Evaluation

Remember that you - as the accompanying person - should be involved in as many activities as possible in order to better understand how mobility projects are conducted, what are the correct procedures, etc. The most important are the meetings with participants which should take place even before the departure. Getting to know each participant - their attitudes, fears, goals, skills and limitations - can make a big difference when it comes to problem solving.

## I HOSTING ORGANISATION

**Hosting organisation** is usually responsible for:

- Contacting sending and/or supporting organisation
- Confirming all required documents (in particular learning agreements) and signing them before the start of mobility
- Preparing proper work environment and work placement for the participants to achieve learning outcomes
- Providing required safety training for participants
- Providing required equipment (sometimes participants may be asked to bring some equipment with them - i.e. safety shoes - this should be confirmed before the start of the mobility)
- Providing adequate mentor for the participants - direct supervisor who will be able to support the participant in achieving planned learning outcomes
- Providing validation and certification for the participant
- Monitoring progress of the participant
- Evaluate activities carried out during the traineeship and provide a feedback to the participant and relevant parties (sending / supporting organisation)

Role of the hosting companies extends also beyond formal requirements relevant to the vocational area. Often participants form personal relationships with the employees / mentors in companies/schools - where they are conducting their mobilities. Participants not only learn professional skills but also - via those direct connections - gain cultural experience, learn soft skills, etc. Accompanying persons should consider supporting participants in building those relations as well. Staff in hosting companies often are eager to learn about the culture of the sending country. Therefore, interns can become ambassadors of their countries and should be ready to present key facts about their countries / cultures. Accompanying person may encourage the participants to share this knowledge.

## I SUPPORTING ORGANISATION

**Supporting organisation** is usually responsible for:

- Providing required support for sending organisation in organising mobilities abroad
- Providing support in answering practical questions asked by participants / accompanying persons / parents
- Matching hosting organisations with particular participants considering needs and expectations, learning outcomes provided by all parties
- Providing support in finding proper accommodation for the participants and accompanying persons
- Providing support in organising cultural activities
- Providing support in organising transport in the hosting country
- Making sure that all required documents are signed on time
- Quality control of work placements
- Providing support in emergency situations during mobility
- Providing support for participants and accompanying persons
- Helping in conduction of monitoring visits in the hosting organisations
- Providing help in evaluation and monitoring especially for mobility period

Supporting organisation is selected by the sending organisation. Therefore it is up to the sending organisation to define the particular activities which the supporting organisation has to carry out during the project. Usually supporting organisation should provide help to accompanying persons in day-to-day activities carried out during mobilities.

# WHAT IS THE ROLE OF THE ACCOMPANYING PERSON?

You, as the group tutor, are a key person in the mobility project. **It will be up to you to provide participants with the required support, motivate them and help them to take advantage of this unique opportunity of international vocational mobility.** Without your knowledge, expertise and direct involvement the project will not reach its full potential! Therefore we would like to prepare you for what may happen during the mobility project. This section will show the main responsibilities and roles which the accompanying person may fulfil during mobility projects.

Often the mobility project will be the first vocational experience for the participants. What is more, for most, it may be the first time they spend several days away from their parents abroad. New culture, new workplace, new procedures, etc. - all this will increase the stress level which each participant has to cope with during mobility and may create various problems which the participants will struggle to overcome. Therefore, you should be ready to “play” different “roles” during the project, especially during the mobility itself. Helping participants you may find yourself wearing a “hat” of a:

- Policeman (you may need to enforce rules of the project)
- Mediator (you may need to help in negotiation process during conflicts between participants themselves and participants and hosting organisations)
- Medic (you may face medical emergencies and offer proper support)
- Judge (you may be forced to pass a judgement when it comes to breaking the rules of the project and enforce the consequences on the participant)
- Administrative worker (you may need to check the documents)
- Friend (you may be asked just to listen to the participants and their needs and offer mental support)
- And many others :)

Each time you have to play a role in the project remember that **participants should learn not only vocational skills but as well grow personally**. They are abroad to increase their sense of self value, to better manage stress, to increase their vocational mobility, to become more tolerant and to better understand EU values, etc. You as the tutor should be aware of all those - additional - aspects of the project. This is “the big picture” of vocational mobility projects and **your actions should help to guide each participant on their path to excellence**.

Your role in mobility project may vary depending on the division of tasks between sending/supporting/hosting organisation. The following list will provide you with a general summary of responsibilities which you may face during the project. Additional information about particular responsibilities in the 3 different phases of the project (pre-departure, during mobility, post-mobility) are presented in the following sections of this Guide.

## **Main responsibilities of the accompanying person may include:**

- Getting familiar with concept of the project, idea, needs and fears of participants before departure;
- Participating in project activities before departure and after return (not just during mobilities);
- Ensuring that participants have all required documents during mobility (COVID certificates, boarding passes, ID cards, insurance cards, etc.);
- Managing the group during mobilities;
- Assisting participants in solving day-to-day problems;
- Monitoring achievement of learning outcomes by participants during mobilities;
- Making sure the quality of all activities, especially during mobilities, is correct;
- Conducting interviews with participants and companies during mobilities;
- Staying in touch with all involved parties (sending, hosting, supporting organisation) - especially during mobility (i.e. establishing direct link between hosting and sending institution, networking, brainstorming new project ideas with other organisations, etc.);
- Helping in resolving conflicts during mobilities;
- Organising free time activities for participants during mobilities;
- Taking charge during emergency situations while abroad;
- Visiting hosting companies;
- Gathering data required to prepare certificates (i.e. Europass Documents);
- Controlling the correctness of documentation during mobilities;
- Participating in dissemination (i.e. preparing social media posts during mobilities, presentation after return, contacting local media and schools to share the results of the project);
- Participating in evaluation process (sharing own experiences, offering recommendations of changes, etc.);

# I PRE-DEPARTURE

Dear group supervisor, welcome to the first phase of international mobility called: pre-departure! This is the beginning of your Erasmus+ journey. Take as much as you can from the preparation phase and remember that the more you prepare yourself first for the travel and international mobility itself, the more and better you can prepare and support your students in this unforgettable traineeship.

In this section we will take you through all travel documents you need to check, in order to have a safe and smooth journey. Of course, a successful trip with your students is largely based on knowing their needs, personalities and establishing mutual trust. That's why in this section you will find examples of integration activities you can arrange with your students before you start the journey with them and all the other useful materials to best prepare yourself for all the challenges ahead of you.

Take your travel suitcase and we invite you to start your first preparations!

## I TRAVEL

Pre-departure - There are important things you should arrange before you travel for an internship. This section includes information, a packing guide and pre-travel checklists to help you go away smoothly.

- **Take your ID or/and a passport with you.** Check that the document is the same as the one provided when checking in for the flight.
- Get a European Health Insurance Card before departure and take it with you. This is a very important document that you may need in an emergency.
- **Prepare your COVID pass.** It may be needed to enter some places or to get around by public transport.
- **Check COVID restrictions.** The rules change from week to week. It is very important to check where to wear a mask, whether you need to fill out the Passenger Location Form before departure, and where a Covid pass is required.
- **Make copies of your documents.** In the event of loss or theft of documents, a copy is a confirmation of your identity.
- Pack clothing appropriate to the weather, also inform the students about it.
- **Pack your work equipment** (if needed). Check whether students have to take special clothes or equipment with them. If so, inform them about it and check if they have taken them.
- **Medicine.** If you need regular medicine for a medical condition, pack this along with a letter from your doctor and your medical history.
- **Money.** It's a good idea to bring some cash for unexpected or immediate expenses. It is not possible to pay by card in all places, especially if the total amount is low.
- **Prepare the boarding pass.** Print it or download the application and load it there. Check how many suitcases you can take with you, what are their dimensions and what items cannot be transported.

## I GETTING TO KNOW THE GROUP (Beginning of cooperation)

After completing the process of recruiting young people for the project, it is worth **spending some time getting to know the group** of students with whom you will go on a professional traineeship. Your awareness of the goals of the project, the tasks you will have to perform and the role you will play during its implementation will be important here.

It will certainly be important to **strengthen the key competences of the participants**, including increasing their personal and professional development opportunities, raising awareness and knowledge about the European Union, especially with regard to common values, diversity, social, cultural and historical heritage. Activities aimed at the development of creativity, creative thinking, innovation, and the ability to solve emerging problems by young people will also be important.

During the project implementation, special emphasis should also be placed on **increasing the participants' proactivity**. Students can be more involved in the pre-project phase. For example, divide the group into teams and assign each of them specific tasks to be performed before departure (information about the region in which you will be staying regarding nature, culture, traditions and customs, tourist attractions, information on the possibility of obtaining health care, possibilities of travelling to different place - communication or, for example, information about the current threats in the place where you will be and how to behave. The tutor should support the students' activities and monitor them, be a tutor for them and not a person who takes care of any problems that arise for them.

In building an integrated team, the most difficult thing will be to develop a **partnership relationship between project participants and the supervisor**. Your role should be, among other things, to create a team in which everyone will have their place, the right to express themselves freely and to take a position on various issues. However, students must be aware that you will ultimately be responsible for the group and in many respects make the final decisions about the functioning of the group and individuals.

Therefore, it is worth getting to know the participants of the project well before departure and agreeing with them the principles and rules of conduct during the project implementation and the consequences that will result from the fact that the participants break the agreed arrangements.

What can you do in this regard? Here are some suggestions for you.

### **Determine the rules and regulations that will apply to the participants during the project implementation**

Develop your own internal rules for participants. It can also be a form of contract. Describe the rules of behaviour for vocational mobility, during their free time, both on weekdays and weekends. Pay particular attention to safety, punctual and active participation in activities carried out during the project, proper completion of project documentation. Make students aware that they will be required to obey your instructions. They will also take an active part in the entire evaluation process and in the preparation of materials disseminating apprenticeships. Explain to the students what consequences will face them for breaking the rules of the regulations. After the students are acquainted with the regulations and when they are accepted by all participants, collect the signatures of students under the internal regulations, and in the case of minors, also their parents.

## **Organize an integration meeting**

Team building is one of the most important tasks for the tutor. Thanks to team building activities, it is possible to get to know each other, which makes it easier to function in a group. Integration is imperative to building a friendly atmosphere, which in turn provides a sense of security. A well-coordinated group communicates with each other better, cooperates better, and copes with difficult situations more easily. Use one of the team building methods, e.g. the collage technique, to get to know the team you will be going away with better. This type of activity will provide you with knowledge about the participants, and will give participants more courage to ask, communicate problems, ask for help, seek advice, and overcome stress. Openness and communication in the team will allow you to keep an eye on safety, learn about the needs of the participants, and build good relationships. A well-functioning group means cooperation, commitment to work, the joy of being together.

## **Assign participants to the tasks necessary to implement the project**

Professional and cultural reporting is an important part of mobility. Divide students into groups responsible for the preparation of some or all of these reports. Determine who will be responsible for running the project website, blog or FB and posting information and reports on the course of mobility on them. Moreover, select persons responsible for the preparation of dissemination and promotional materials of the project, the implementation of the cultural program or the preparation of materials and the program for the conference summarising the trip. Depending on your needs, you can also assign other tasks. It is important that the assignment of tasks is accepted by the students, because only then will they show greater motivation to carry them out. Remember that your role during the mobility will be to monitor the implementation of the entrusted obligations and to react if the tasks are not carried out as planned. Help control content posted by the participants. Make sure the photos students take do not violate local law.

## **Participate in a training course for students in the language of the internship and the language of the host country**

Knowledge of foreign languages plays a key role among the skills that contribute to better preparation of students to enter the labour market, increases self-esteem, gives greater satisfaction and a feeling of independence. Participation in language training will not only allow you to develop your skills in this area, but most of all you will be able to get to know the group and language skills of each participant. You will be able to determine which people are best at dealing with foreign languages, which will be important information during the trip, which participants should be supported in this regard. Of course, no one needs to master a given language to perfection before travelling. During the training, the purpose of the conversation will be primarily to expand the specialist vocabulary related to a specific profession and practical vocabulary related to various life situations in which the group will find itself during the mobility. When it comes to the language of the host country, it will be important to learn a few basic phrases in the language of the host country, especially phrases showing politeness. It will make the life of the group much easier and will win the favour of the inhabitants.

## **Determine what resources and multimedia tools you will use to communicate with the group, the project coordinator**

Before starting the project, create a group on the selected communication channel. There, together with the participants, you can share information on mobility or current news. Create a group, e.g. on Messenger in order to keep in touch with the group. Here you will be able to provide information about the whereabouts of participants, delays, complications while being away from home, events affecting the harmonious course of mobility or emergency situations. Create a project website together with your students. Here you will find information on the recruitment method, project regulations, dates of training, departures and arrivals, events and mobility related to the project

### **Attend or initiate a professional-related meeting**

Talk to students and the teacher of vocational subjects about the specifics of their work and their professional expectations. Explain to students that the work they will undertake as part of an internship abroad will not always meet these expectations. However, a positive attitude towards professional and employer responsibilities may bring many other expected benefits, e.g. the development of soft skills. Make students aware that the skills acquired during the placement can prove very valuable in the future. The internship abroad can be treated as the beginning of a professional career. They will be a valuable experience that the young person will be able to include in the CV in the future. It is also a time to make many new acquaintances, not only on a private basis, but above all with specialists in a given industry.

Find out what are the necessary health and safety requirements in terms of planned professional tasks. During later visits to the workplace, you will be able to check whether these requirements have been met.

### **Learn about the health and health problems of the project participants**

Interview parents and students about the health of the students. Find out if they have chronic diseases and what medications they are taking. Remember that you must exercise utmost discretion when collecting this type of information and you must not disclose it to third parties. You are obliged to comply with the rules regarding the processing of personal and medical data. Inform parents and students about the need to bring packaged medications. Find out how to react in the event of a deterioration of the participant's health. Determine whether the plane trip will be the first time in life for the group participant and whether the participant has motion sickness. Inform about the need to take medications. Collect phone numbers for parents. Check if the students have obtained the European Health Insurance Card EHIC.

## Take part in cultural training for young people

Learning about culture and worldview is an important way to understand individual behaviour and habits. It strengthens European identity, allows for overcoming prejudices and stereotypes, and teaches tolerance. During cultural activities, you will have the opportunity to learn about the views of young people in this area and present your expectations regarding behaviour in relations with others in the host country.

You can also propose cultural activities yourself. For example, you can propose a cultural project relating to the host country. Assign specific tasks to students or teams, such as traditions, history, customs, tourist attractions, regional specialties, etc. Then organise a meeting where everyone will present their work. Such a method will certainly be more effective and motivating, it will allow students to actively participate in this stage of preparation for the trip. During the meeting, outline the socio-political situation of the country in which they will be located, e.g. the influx of migrants, epidemics, terrorist threats, etc. Make them aware of the risks that may arise from such a situation and discuss how they should behave in connection with it. Make people aware of appropriate behaviour towards other cultures and religions.

## **I SKILLS YOU SHOULD WORK ON BEFORE DEPARTURE**

In order to ensure good quality of international traineeships, as a group supervisor, you should have many skills in various areas. Remember that in addition to organisational supervision, including documentation, travel, accommodation, time and place of internship, you will also play a very important role in supporting the student in difficult times. It happens that after arriving in the host country, students are experiencing difficult feelings: a sense of being lost, lonely, tension related to adjusting to new conditions, feeling powerless due to the inability to cope with the new environment. Remember that during the international traineeships you will be responsible for the safety of students and the organisation of their free time. Your important task will be to ensure a friendly atmosphere in the group and good interpersonal contacts.

It is important that you work on developing and perfecting your various skills before you leave. Remember that during your mobility you need to be prepared for various unpredictable and difficult situations. For example, you may find that one of your group members gets lost, becomes ill, or has lost their ID. In each of these situations, you will have to take action appropriate to the emerging problem. Therefore, it is imperative that you get involved in the project as soon as possible. There are many challenges ahead of you. In addition, they will require your knowledge and skills in various areas.

## **Find out about the formal requirements and project documentation**

An important element will be the knowledge of the formal requirements of the program under which the internship is organised, e.g. Erasmus +, organisational possibilities of partners, employers, rules of cooperation with intermediary organisations and the project coordinator. You can obtain information on this subject from the sending organisation and on websites, e.g. in the Erasmus + program guide.

## **Develop your language skills**

During the implementation of project tasks abroad, it will be important to know foreign languages, especially English and the language of the host country. If you think that your knowledge of the English language requires improvement, if there is still some time left before your trip, sign up for an additional English language course, conversation or learn on your own. Make a list of essential words and phrases in the language of the host country that you can practice with your students during your stay.

## **Learn about the culture and customs of the host country**

Take action to learn about the culture and customs of the host country. This element, combined with the basics of the host country's language, will result in better adaptation to the new environment. Thanks to this, you will be able to explain to young people the reasons for various, in their opinion, unusual behaviours and situations. You need to know, for example, how people in the host country greet each other, what we are not allowed to do in a given area and what can offend a foreigner. Communing with a different culture, traditions, and even cuisine can be extremely pleasant and allows you to understand that different does not mean worse. Remember that a positive attitude towards people and not judging their way of life is a guarantee of a successful stay. This will allow not only to avoid culture shock, but also many misunderstandings and conflicts.

### **Get to know the region where you will be staying**

Expand your knowledge of the natural environment and cultural values of the region where you will be staying with the group. You will be able to use your competences in this area during your stay to plan tourist and sightseeing trips for your pupils. Get to know the topography of the place of stay. This skill will allow you to move more freely to the planned places. You can use the Google Maps application to navigate through the new terrain. Take care of travel guides and maps.

### **Plan your actions in case of health problems of participants during the trip**

In the event of health problems with participants, the insurance contract must be used, which the mobility organiser must conclude before the group goes on internship abroad. As often, when a participant falls ill, immediate help will be needed, therefore an action plan in this area should be developed at the stage of preparation for the trip. The tutor should recognize the medical care situation of the country where he or she will be staying with the group. You need to find out in advance what number you will have to call if necessary, how long the participant will have to wait for the maximum amount of help, when the insurer should provide outpatient treatment. Ideally, the person concerned should call the operations centre for details on how to assist him. However, remember that you need to monitor this situation.

## Develop your competences in the field of first pre-medical aid

In many cases, knowledge of the principles of first aid may prove to be useful, and sometimes even necessary. In the event of minor injuries or serious accidents, having a working knowledge of first aid can reduce injuries and sometimes save lives. Remind yourself of the basic principles of providing assistance in health and life threatening situations. Browse websites and applications for information on how to provide and help in a variety of emergency situations. You will find a lot of advice on this subject on the Internet. Ready-made applications in English and national languages are also available

Keep in mind a few safety and health rules that will apply overseas:

- There is one emergency number 112 throughout the European Union,
- In some EU countries, you may be fined for unjustified ambulance calls
- If the student becomes ill, it will be necessary to take out an insurance policy, make sure that the student contacts the Operating Centre for assistance, from which they will get detailed information on the actions to be taken.
- Remember that the sick participant must receive a sick leave during the visit and a copy of it must be attached to the project documentation
- In the event of a threat to the health or life of the student, you must notify the student's parents, the coordinator of the school project coordinator, the school head and the workplace where the student works.

## **Develop your skills in solving conflicts, relieving stress, supporting participants in emerging problem situations**

During the implementation of the project, your role will also be to watch over the good relations between the participants, their emotional and mental condition. Being separated from parents, staying and working in a foreign environment, and the need to organise everyday life are situations that can cause tension and stress. Therefore, you will have to maintain good relations in the group. Learn relaxation techniques, e.g. Jacobson relaxation, autogenic Schultz training, get information on techniques and methods of conflict resolution and dealing with problem situations. You can find many tutorial videos on these techniques on YouTube, for example. You will also find information on mediation along with an instructional video in the training materials for the tutor. There are difficult situations, conflicts and misunderstandings in the group's life. Young people often get along on their own and look for solutions to difficulties. Sometimes, however, the conflict continues and it becomes impossible for the participants to solve it. Especially then, you will have to take action to bring about agreement so that further cooperation in the group is possible. You can use the mediation method ([mediacjewishkole.pl](http://mediacjewishkole.pl)). By being a mediator, you will help students learn to take responsibility for their own actions and decisions, calm their emotions, listen to others carefully, talk about difficult matters with respect to the other person and, as a result, resolve the conflict.

## **Prepare a set of team building activities and games for the group**

Youth games may, depending on the needs, fulfil various goals: integration, education, and social activities. These can be word games, movement games, field games, etc. A social game performed during the stay can have a beneficial effect, for example, to relieve tension or stress that arises during the stay. Sometimes it serves to improve the atmosphere and humour of young people. An interesting idea can also be a field game, which you can develop during your stay, based on, among others, knowledge of the area and local sources of tourist information. If possible, you can encourage young people to prepare such offers in their free time. However, it is worth having ready-made materials with you that can be used in such situations. On line, you will find plenty of suggestions on how to conduct this type of activity with project participants, e.g. [gamionary.pl/gry](http://gamionary.pl/gry). The choice will depend primarily on the goal you want to achieve with such a fun activity. Remember that sometimes one or several properly planned games will not only release tension in the group, but will also improve the mood of the participants and increase their motivation for further activities.

## **I SPECIAL NEEDS OF PARTICIPANTS AND THE ROLE OF THE ACCOMPANYING PERSON**

You will be supporting students during the whole mobility period, which is a big responsibility. Moreover, you are the one who is in permanent contact with the students, the school and the parents.

When accompanying a group of participants, it is very important you have all the relevant information about each participant and their individual needs (if any). In order to be able to take care of the participants, act in situations of emergencies or crisis, it is necessary that the sending organisation provides you relevant about the students.

Gathering all the professional and relevant information of the trainees starts before the mobility. It is both the responsibility of the school and yourself.

Before departure makes sure you have the information about:

- **Allergies and food restrictions:** what kind of allergy and/or food restriction does a participant have. Which are the possible reactions/symptoms and what is the regular procedure to follow.
- **Diseases and medications:** You need to know exactly which disease may affect his/her safety during the project the participant has and if they are taking any medications. In the case of the emergency, this information should be provided to the doctors or in the hospital.
- **Emergency contact** (parent or legal guardian): in case of an emergency, sometimes it can be necessary to contact the parent/legal guardian. For that reason, it is recommended you have their contact information.
- **Other special needs:** in case participants have some special needs, fears, other health issues, traumas or similar, you need to be informed in order to act properly and make sure that their needs are being covered.

Sometimes it is also necessary to communicate certain details about the participant to hosting companies. If needed, you should be ready to share relevant information to the hosting partner. Companies should also have your contact number in case of an emergency.

In case some of the participants have special needs you should provide additional support for them. In case they may need any medical help, you have to accompany the participant to the hospital and make sure to notify the sending organisation, parents and hosting partners.

During the on arrival training make sure the hosting organisation provides you all the information about emergency numbers, taxis and location of the hospital or the nearest medical centre is.

\*If there is a supporting organisation, you can contact them when you need help. Make sure of the emergency phone number for the supporting organisation.

It is possible that some of the participants have some food allergies/intolerance. In this case you must also be aware of it and in the case of organized meals or activities, make sure those needs are always taken into account.

In case a supporting organisation is involved, since they are in charge of organizing excursions (where food is included), welcome and firewall meal etc., the organization should also have all this relevant information.

## **I REMEMBER WHAT ACTIONS NEED TO BE TAKEN BEFORE DEPARTURE**

- ☑ Check the validity of identity documents (passports, ID cards)
  - of participants and yours
- ☑ Check the recommended and mandatory vaccinations of participants
- ☑ Check the validity of covid certificates - participants and yours
- ☑ Recommend students to make photocopies of the most important documents, also photocopy your own identification documents
- ☑ Check that all participants have a valid EHIC cards
- ☑ Prepare project documentation and boarding passes for yourself and the participants
- ☑ Collect phone numbers of all participants and their emergency contact persons
- ☑ Gather phone numbers of the project coordinator, sending organisation, other, e.g. contact to supporting organisations
- ☑ Create a list of participants with pre-existing medical conditions and medications they should take
- ☑ Check what customs regulations are in force at the border
- ☑ Prepare a handy first aid kit
- ☑ Make sure that your mobile phone works abroad (roaming), that participants and other parties can contact you
- ☑ Check the voltage of the host country, take an adapter with you if needed
- ☑ Check the currency which is used in the hosting country
- ☑ Check luggage restrictions in transport (i.e. carry on bag in airlines / registered luggage)

# I DURING MOBILITY

Dear group supervisor, welcome to the second phase of international mobility called: during mobility! In this section we will take you through on-arrival training guidance and supporting organisation tasks overview. A successful international mobility with your students is based as well on your good organisation and management skills, but do not worry! We will guide you through all important aspects of the mobility, such as accommodation, transportation/ cultural tips and many more!

Learning through practice is also very important, that is why, in this chapter you can also find practical examples, which you may experience in daily life with your students.

Remember to treat every mistake as a new lesson, learn from it and above all, enjoy the journey together with your students!

## **ON-ARRIVAL TRAINING (what you should “receive” during it)**

The main objective of the on-arrival training is to give the teachers information and tools necessary to have a successful experience and to help the teachers and the students to adapt to cultural and personal challenges.

The mobility in a new country represents, as a matter of fact, a significant challenge in terms of developing knowledge and skills for a good integration. The topics covered should include rights and responsibilities, communication, conflict resolution, team building and providing a background of the new culture.

During the welcome meeting the supporting organisation presents to tutors practical guidance linked to the stay abroad such as:

- how to move around the city
- directions for the nearest pharmacy, shopping centre, supermarket
- how to deal with health problems
- team presentation and a list with telephone numbers and e-mails to employees of the supporting organisation
- explanation of procedures in case of an emergency

The supporting organisation also provides:

- General Terms and conditions for students - a list of general regulations that helps to explain to the students what rules apply in the place of residence, at work and during free time.
- General Terms and conditions for tutors - a list of general regulations that will help to explain to tutors what their tasks are during the internship period.
- Accompaniment plan - a table with places of the internship, as well as dates and times of meetings with the staff from the supporting organisations.
- Tickets for public transport - all of the students and tutors may receive a free city-pass to move around the city.
- Infopack about the mobility city as well as other close cities
- List of cultural activities to do during free time with the students
- List of the students' companies and a description of them
- Checklist of all the documents that need to be brought back to the sending organisation

## **I ACCOMMODATION AND CONTACT PEOPLE (hosting / intermediary)**

During vocational mobilities abroad you will be the main person responsible for managing conflict resolution for the group of participants. Thus, you should have all relevant information needed to quickly contact all parties involved. This should include information about the following areas:

### **Transportation/cultural trips**

If the group is picked up from the airport / other transportation hub you should be able to contact the driver directly. Keep in mind to let him/her know about any delays in your travel. The same rule should apply for all organised cultural trips. Direct contact is always preferable.

Try to remember to have a plan “B” when using public transportation - if a certain bus is not arriving, try to use google maps or other applications to find an alternative route. In any case, remember that the participants look up to you and if you are calm they will likely be as well

### **Accommodation**

You should know where the group will be accommodated. Name, address, direct contact to the person responsible. Before you arrive to the accommodation, each participant and tutor should be assigned to a particular room to avoid confusion during accommodation process. If the participants are accommodated in various locations (i.e. living with families), you should have contact details to all of them.

## Hosting organisations

Before the arrival of the group, you should have a complete contact list to all hosting organisations with assigned participants (including full name, address, name and surname of the mentor, contact number to the mentor, general contact number to the company). Please check the data in advance to confirm that in case of an emergency you can contact a particular organisation directly. It is recommended to have a direct number to each mentor and a general number for the company (in case the immediate supervisor of the participant is not available).

Keep in mind that each hosting organisation has to perform normal activities during traineeships, thus the mentor might not always have the time to talk to you or conduct a meeting. Before conducting a monitoring visit it is recommended to first call and inform the company that you would like to conduct a monitoring visit. Often a support organisation can help in organising such visit.

## Supporting organisation

If a support organisation is taking part in your project, make sure that you have correct contact details. This should include full name, address, e-mail, contact number to the office, contact number in case of an emergency (preferably active 24h/7days a week), contact to the direct worker responsible for your group (name, surname, e-mail, mobile). Check this data before arrival and stay in touch during the travel (arrival / departure to/from host country).

Set up contact procedures and check working hours - sometimes employees of support organisation may be at your disposal only during particular times of a day. If possible, have a meeting with this person during your stay. It is always better to meet in person and better understand the style of communication a given person prefers.

## **Sending institution**

While abroad, you are representing your sending organisation. At the same time, you are a member of a team responsible for implementation of a mobility project. Depending on your tasks, you may have autonomy in making all decisions relevant to the implementation of the project - then you just need to inform the sending organisation about your choices. However, if this is not the case, you should know what the responsibilities of particular team members are and have their contact information. In an emergency you should contact particular team members (for schools this may include the coordinator of the project, principal, etc.) and ask about how to solve a particular situation. Make sure that before departure all contact procedures are set up and clear.

## **Participants**

You are responsible for those people, thus you should be able to get in touch with them at any time. Make sure you have direct mobile numbers to all students - check if they are working abroad (roaming is active). You can set up other forms of communication, which works best for your group (i.e. WhatsApp group, Facebook, etc.). Participants should also be able to contact you directly in case of an emergency - try not to silence your mobile, if needed use a business number (which you should have before departure as it may be difficult to purchase a prepaid sim card abroad).

Every time you contact other parties, remember that their culture, habits may differ from yours. Often hosting and supporting organisations are taking part in various projects simultaneously. Therefore when you start communication, introduce yourself, inform them about the name of your organisation / group / participant. Keep in mind that a smile and a friendly attitude can improve most situations and help in conflict resolution.

### **RECOMMEDATION:**

**It is always better to have all relevant contact details and crucial information both in electronic and paper form - in case of an emergency.**

## **I ACTIVITIES FOR THE GROUP IN THE FREE TIME**

During the Erasmus+ VET mobility, the participants get to know a new country with a new language, new culture and new people. It is a place for them to discover, and you should encourage and support them to develop autonomy and take responsibility and initiative on their own.

It is recommended that the participants do cultural and leisure activities typical of the country of destination. This way they can get more familiar with the culture, people and the language.

If there is a supporting organization, collect the information from them about activities the group would like to carry out and on what dates. The supporting organization normally organizes or suggests the activities. If there is not one, you shall find out about the different cultural and leisure activities that can be carried out and organize them on free days. These activities are also good to improve the relationship and union in the group, where you will have to develop the role as leader. Although you have been culturally informed about the country and city of destination, it is advisable to hire a guide to carry out these activities.

Apart from cultural and leisure activities, it is important that participants enjoy their free time and discover something new each day.

Examples of how you can encourage and support them in their free time:

- **Buying in the supermarket/local market** - buying local food and encouraging cooking of typical dishes in groups. Each participant could have a different role in the kitchen of the accommodation and they will change it in the next few days.
- **Cooking games** can also be organized. For example, participants are divided into different groups. Each one will make a local dish cooking in a race for a certain duration. In the end, they will try the dishes and choose the winning team. Likewise, every night a group of participants can make a typical dish and at the end of the week, they will all vote for the winner.
- You can **go out with the participants** in their free time to walk the streets of the city, shops. They will learn about the local culture and discover new places.
- You can organize **integration or cultural games**. For example, they can do a cultural quiz about the country of destination. The participant who wins will get a small prize.
- Every participant can **write on a paper an activity** he/she would like to develop and put it in a box. You will take just one of the papers and the group will do this activity. You can repeat this a few times during the mobility. The participant may prepare this activity and describes to the rest of the group.
- You have to **encourage the participants to speak English** also in their free time (the official language of Erasmus+VET), but also try to learn and practice with local people the language of the country of destination (in restaurants, shops, etc). Before the mobility you can give the participants some words and tips that they can use.

## I HOW TO MAKE YOUR MOBILITY UNIQUE

In this section, you will find tips on what to do to make your mobility unique. These tips were gathered by our partnership during visits to schools and workplaces:

### Work related

"You should encourage the students to prepare presentation about themselves, to get to know the company before starting there, learn words in native language, make them aware of this opportunity and support profiting from it."

"Teacher should encourage students to: prepare good CVs and motivation letters, to know country culture, to get information about how is the city they are going (transport, company, services, etc)."

"Group supervisor can encourage the students to improve their language skills: ensure they download the application to make translations (if needed), ensure they do the exercises on the OLS platform. Students, depends on their profession - can prepare a set of words and verbs related to their sector that might be helpful during their internship."

## Health related

"Conduct individual conversations with parents about health problems, phobias (e.g. fear of heights), medications taken, dosage, who gives, whether he needs to go for medical check-ups, a certificate from a doctor about the need to have the necessary medicines (needed for the plane). European Health Insurance Card."

"Accompany person should have a document with all the medical relevant information (food allergies also) and how to act depending on each case"

"Before arrival the teacher should also check where are medical services (hospitals, private clinics, etc)."

"Group supervisor, apart of having all necessary documents e.g PRIVATE INSURANCE -they need to have a knowledge about the coverage of the insurance and direct PHONE CONTACT to arrange the medical appointments."

"They (tutors) have to be aware, that their presence during the emergency situations or appointments (while students doesn't know the English language) is crucial for the sense of security and comfort of the participants."

"Make health assessment cards with your students. They will certainly come in handy when visiting a doctor or hospital."

## Personal problems

"Before leaving, the tutor should get to know the participants - it is a good idea to organize joint activities (e.g. pedagogical training)."

"One of the tutors roles is to support the participant during the mobility. Tutor should meet every day with students in order to know how they feel and prevent potential problems from escalating."

"Learn to use relaxation techniques in your work."

## Interpersonal problems

"Tutor should evaluate situation first, talk with all the parties involved and then act in consequence. Only with familiar talks."

"Conflicts in the group should be resolved on an ongoing basis - the tutor can act as a mediator."

"Important! to give crucial information BEFORE THE MOBILITY to the coordinator from the host/intermediary organisation. Based on that - the division at work placements or accommodation could be adjusted and help a lot with preventing future problems."

"Use the mediation method to resolve emerging conflicts."

## Cultural integration

"Both the participants and the mentor should receive appropriate training - cultural workshops on the destination country, language workshops."

"During mobility teacher could give some masterclass of the native language, how to behave at company, supermarket etc."

"Group supervisor should give an example, be proactive and curious about the foreign country and its culture, encouraging the students to explore the city, places etc."

"Setting up a fixed day/moment of the week (e.g Saturday or Sunday while most of the students have a free day), when they do at least one activity together (outside of formal cultural program\* organised by intermediary organisation), such as: visiting places like: parks, museums, exhibitions or making a picnic together/cooking traditional food or another activity outside."

"Group supervisor should take a part in all organised cultural activities with students."

"Prepare a cultural project with young people before departure - traditions, customs, history, dishes. Let the students present the effects of their work."

## Logistics

"Tutor should designate a communication channel with the participants, eg. WhatsApp, Messenger."

"Students should know the address of accommodation, the contact address of the guardian, have access to the Internet to check the location, be able to ask for directions."

"Maps.me (offline maps) show students how to use it and prepare a document with basic questions in the native language and English so they can be ready to understand directions."

"Ensure all the students KNOW how to act while being lost in the city, have their address and key points around the accommodation saved. They know whom they have to contact first (Group supervisor, Tutor from intermediary organisation), they have the phone contacts saved."

"IMPORTANT! Documents: passport, ID etc. - ensure all students have a COPY or scan of the document done, before the mobility. Warn the students - to not take all the documents with them, while going to work / cultural activity etc. to PREVENT the lost and future complications due to departure to home country and additional costs (if the trip to Embassy is needed)."

"Agree with students on what to do in case of getting lost, including how to contact the tutor."

## Accommodation

"Familiarize themselves with the rules of the hotel/guest house and observe them (e.g. curfew, no drinking alcohol, the swimming pool use hours, etc.); note that all costs related to damage are paid by people living in a given room."

"All the group should sign a document which summarises all the rules and damage costs at their arrival."

"Develop internal rules of conduct for participants and determine the consequences of breaking its provisions. Participants should accept and sign such regulations."

## COVID-19

"It is important to be informed about all the current requirements, webpages to check, understanding of the measures and to control everybody follows them."

"Remember that your health is always important in interpersonal contacts. When giving first aid, you must remember about your safety."

## Special needs and expectations

"Support teacher (e.g. sign language interpreter), the tutor must familiarize himself with the type of disability of the student in order to verify how to adapt the place of practice to his needs."

"Good preparation is crucial. Important to inform the hosting and intermediary organisation IN ADVANCE, BEFORE THE MOBILITY - about any special needs and requirements in order to prepare the best: transportation/logistics, accommodation and work placements to host the students with disabilities and special needs."

"Ensuring constant contact with host company and intermediary company in order to check mobility progress."

"Idea: workshop "how to act with students with special needs."

## **| GATHERING PROMOTION MATERIALS DURING THE MOBILITY**

Keep in mind that great results are worth sharing! Encourage participants to share pictures which they have taken. Ask them to conduct short interviews with one-another when conducting cultural activities. Questions could include: what are they doing abroad, what is this project about, how is it financed, etc. This could be very valuable material for dissemination.

## **| DISSEMINATION**

Dissemination aims at sharing the news about a project, proudly announcing your and sending organisation success inside and outside your VET school, reaching out to 3 key engagement levels: local & regional, national and trans-national / EU level.

Your role as a group supervisor has an important place in the process of gathering materials that can serve as a basis for the further dissemination process after a participant's traineeship ends.

The main areas where you as a group supervisor can focus on, when collecting the materials might be:

- Qualitative interviews with participants and companies / mentors
- Photos from work placements, accommodation, cultural program activities (including wider perspective into the country of the destination etc.)
- Short videos from work placements, cultural program activities etc.

\*If possible, you can involve as well the students in the process of gathering materials, video creation and editing, presentations etc.

Dissemination process can be addressed to the following target groups:

- Students and their social circles
- Parents and their families
- VET school teachers & staff
- Other VET schools or educational organizations and their boards
- Companies, individual entrepreneurs, start-ups etc.
- Local, regional and national public authorities and policy makers
- Local and regional international organisations
- Media at local, regional, national and EU level
- Citizens, social media recipients
- Any party involved in the traineeship process

When you are gathering the materials please think about the needs and expectations of those groups. What is important for them? What would they like to hear about first? This will help you to gather useful materials, which will be more easily disseminated.

## **| GATHERING FEEDBACK FROM THE STUDENTS**

Gathering feedback from the participants during and after the traineeship plays an important role in an overall assessment of the Erasmus+ vocational mobility, the achievement of its goals and the progression of the students in their vocational and personal development.

Since you are a group supervisor, a person who was present throughout the whole traineeship abroad, had direct contact with the students, the mentor in the hosting company, had the opportunity to see the workplace, which is why you might be the most suitable person to interview the students regarding their work experience abroad.

It is crucial that you are aware of the importance of your role in international mobility and you start the process of gathering information from the students as early as possible. The more you talk with the students at home during the traineeship, on a daily basis during a regular group and individual meetings, the better and more detailed feedback is possible to gather. In addition, you have a unique possibility to verify information which the participant is giving regarding the actual mentor at the workplace and his/her perspective, seeing the bigger picture and possible participant's progress on their professional and personal path.

As a group supervisor, you can arrange different face-to-face interviews with the students, taking into consideration that it is one of the oldest and most widely used methods of gathering valuable feedback. Body language, facial expressions together with the possibility of probing for deeper explanations can offer additional insights, which may be crucial to achieving proper conclusions.

Depending on the circumstances, size of the group, the relationship between you and the students, the following forms of feedback can be chosen:

**Individual interviews** are used in the majority of the needs assessments, evaluations and similar studies. Individual interviews allow the interviewer to gain a deeper understanding of people's knowledge, practices, experiences, emotions, beliefs, opinions and ideas.

(Source: [https://www.indikit.net/userfiles/Rapid\\_Guide\\_to\\_Individual\\_Interviews\\_FINAL.pdf](https://www.indikit.net/userfiles/Rapid_Guide_to_Individual_Interviews_FINAL.pdf))

**Focus group interviews** are interviews conducted with a group of participants at the same time to collect a variety of information. Interviews can be as small as 2 participants and sometimes as large as ten, but it is highly recommended keeping a focus group interview between four and eight participants. Focus group interviews give a lot of data to analyse; they not only generate narrative data, but there is a lot of observational data you can gather as well.

The use of focus groups is that knowledge is created through the diverse experiences and interactions between participants. The main advantage of focus groups involves how group interactions can reveal and highlight the participants' perceptions, attitudes, thinking and way of understanding.

(Sources:

<https://www.statisticssolutions.com/what-are-focus-group-interviews-and-why-should-i-conduct-them/#:~:text=Focus%20group%20interviews%20are%20i,between%20four%20and%20eight%20participants>

<https://www.intotheminds.com/blog/en/focus-group-vs-interview-what-is-best-for-your-market-research/>)

During the focus group interviews, you let natural conversations take on a priority role above asking a whole bunch of questions, you can let yourself to leave a statement or questions and just take a step back, only redirecting the conversation back to the topic at hand.

## **| GATHERING FEEDBACK FROM THE COMPANIES**

Feedback is a tool that can help the trainees evaluate themselves and their work as well as how the companies perceive them. It is an important component of effective learning; it improves learner confidence, motivation to learn and ultimately, a learner's attainment.

Gathering feedback from the companies is very important not only for the students who are directly concerned about their performance and their learning, but also for their tutors who help them during the stay.

By asking the companies for feedback, it can actually motivate the students to perform better. Moreover, companies like to feel valued and appreciate being asked to provide feedback that can help formulate internship decisions and can be used to motivate to build better working relations.

Feedback is a tool for continued learning therefore, it is important to invest time in asking and learning about how the trainees experience working with the companies. Continued feedback is important across the entire organization in order to remain aligned with goals, create strategies, develop products and services improvements, improve relationships, and much more.

The fundamental role that the tutor should play in gathering the feedback is being there as a link between the trainees and the sending organisation: knowing that the tutors are available, concerned and have an interest in the students' internship make the companies even more concerned about following the trainees and monitoring them.

It is the tutor's task to be a support for the intermediary organization and in order to do that, he has to talk with the trainee, to ask him how the internship is going and how is the relationship with the employees and the colleagues in order to make changes or to ask for more information in case it is necessary.

The visits at the companies should take place once during the internship and they should give the tutors the opportunity to see the working place of the trainees and the activities they actually do. It is also a great opportunity for the company to give feedback directly to the tutors and to exchange opinions and ideas.

Examples of questions for the employers:

- How is the trainee behaving? Is s/he following the main rules and the directions?
- What kind of activities does s/he do daily? Can you give us a specific list of the tasks?
- Has s/he improved since he started?
- Is s/he curious? Does s/he show the wish to learn new things?
- Is the trainee helpful?
- Is it possible to have a reference letter for the trainee?

## **I CHECK LIST WHAT TO DO DURING MOBILITY**

- ☑ Recalling the principles of savoir-vivre and customs prevailing in a given country
- ☑ Helping students and motivating them to properly implement the internship program
- ☑ Control of internship diaries
- ☑ Visiting workplaces
- ☑ Publishing reports on the internship in social media on an ongoing basis, on the school's website, and in the local media
- ☑ Meetings with students to monitor the internship
- ☑ Checking if students complete surveys
- ☑ Collecting photographic documentation of the cultural activities
- ☑ Preparation of a list of duties and tasks carried out by students during practices
- ☑ Supervise and take care of the correct creation and maintenance of a blog by students
- ☑ Taking care of providing medical documentation in case of illness
- ☑ Collect all certificates and documents from the hosting partner and check their correctness
- ☑ Helping young people to complete the documentation
- ☑ Checking the completeness of students' documents before departure (boarding passes, passports, ID cards, certificates)
- ☑ Regular reporting to the coordinator

# I POST MOBILITY

Dear group supervisor, congratulations on reaching the final phase called: post mobility! In this section we will take you through the dissemination process, effective evaluation and at the very end, we will guide you step by step through all the relevant aspects of the necessary documentation.

This is a very crucial moment for your international mobility, a moment to take a step back and think about all the objectives, benefits and learning outcomes which the project has provided to all parties involved in the process.

Remember, to be a support for students, helping them to find all the changes that have taken place in their lives and above all, be an inspiration! It is also your contribution that will determine the realisation of further international mobilities!

## **I DISSEMINATION**

Dissemination is a process in the project where all parties (but especially sending organisation) conduct activities aimed at spreading information about the results of the project. This may include:

- Publishing articles in local, regional media
- Publishing posts on social media
- Conducting online / offline dissemination meetings with other schools/pupils
- Conducting internal online/offline dissemination meetings for staff / students (within sending institution)
- Conducting open online/offline dissemination meetings (such as conferences, seminars, workshops)
- Hosting international online/offline dissemination meetings for parties involved in the project
- Updating project website
- Updating project blog - where participants/other parties have published posts related to the project
- Creating photo galleries within and outside the sending organisation
- Creating competitions where participants can show-off their skills gained during the project
- Preparing and disseminating promotion materials (leaflets, booklets, etc.) with information about project results
- Disseminating evaluation reports/main conclusions
- Preparing and giving presentations related to project results during educational events/open days/seminars/conferences

You should be ready to take part in all dissemination activities and offer your support. Try to be involved in the creation of promotion materials. If you have not shared pictures/videos which you have gathered (or which the participants have passed on to you) then this is the ideal time to do so. Be ready to give a couple of interviews / presentations - to show your experiences and overall evaluation of the project.

Keep in mind that regardless of formal activities related with dissemination, you have become an “ambassador of the project”. Your opinions passed on to your friends, family, students will form their attitude towards this and future projects. Act responsibly and remember about the big picture when sharing your feedback.

## **I BIG PICTURE**

By this time - the last phase of the project - you have been playing various “roles” in the project (especially during mobility). You have been a mentor, a policeman, a friend, etc. Now it is time for you to take a step back and again to look at the big picture. Think about all the aims, learning outcomes, all of the benefits, which the project has provided to all parties. During this phase of the project, you might be asked to speak again with the participants, your team members in sending institution, other partners. Especially during conversations with the participants, you should encourage them to discover added benefits, which the project offered. Often participants (and hosting organisations) focus just on the vocational aspects and learning outcomes. You have a unique perspective - knowing the participants before departure, during mobility and after coming back to your home country. Use this experience to show them the change, which has taken place in attitudes, soft skills, stress management, confidence, etc. Keeping this - big picture - in mind during this phase of the project is highly recommended and may inspire very useful recommendations to the next editions of the project.

## EVALUATION

During this - last - phase of the project most likely you will be involved in the evaluation. Evaluation is a process that helps to understand to which degree particular goals have been achieved. Evaluation aims at assessing effectiveness and efficiency of a task/process. Evaluation is described in many publications, a few of which you can find here:

B.Ciezka, A. Rybinska, [Evaluation in Educational Practice](#), Warsaw 2020

<https://www.frse.org.pl/czytelnia/evaluation-in-educational-practice>

Council of Europe and European Commission, [T-Kit on Educational Evaluation in Youth Work](#), April 2007 (ISBN 92-871-6023-2)

[https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-499/tkit%20evaluation.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-499/tkit%20evaluation.pdf)

Evaluation should be conducted by an appointed team member of (at least) the sending organisation. This may include various tools and methods. What is important for you - an accompanying person - is that during evaluation you should provide insights into how the project has been conducted, what to improve, what was especially well organised, what are the good practices worth implementing in other projects. You are a person with a unique perspective and direct contact with various parties (hosting/ sending/ supporting organisations). Thus, you will become a very valuable resource for the project team. In this process, be ready to:

- Participate in meetings, prepare summary reports and your suggestions.
- Use your notes to refresh your memory.
- Think about various perspectives (participants, sending/hosting/supporting organisation) when providing information for the evaluation process.
- Offer honest opinions.
- If you are involved in conducting evaluation with the students help them realise the full potential of the project, all the benefits.
- If possible, present details regarding particular situations.
- Offer positive insights - do not focus only on items, which need to be corrected.
- Be opened to receive feedback from other parties (you too may need to change something in the way in which you conducted your responsibilities).
- Remember about the big picture.

## I DOCUMENTS

This part will present the most relevant documents in VET project. Each project is different and it is important to check with your National Agency, which are mandatory and non-mandatory in your case.

You may be the person in charge of making sure that all these documents are prepared and printed. Moreover, you may make sure that the supporting organisation (if there is any) receive them via email.

### Mandatory documents

**Learning Agreement.** Creating a learning agreement with each participant in an individual mobility is an obligation defined in the Erasmus + VET quality standards. Learning Agreement document defines the conditions and expected outcome of a learning mobility organized within the framework of the Erasmus+ programme. It also defines the tasks and responsibilities of the participant, the sending and hosting organisations and the way to achieve them. It ensures quality and builds transparency and trust between the three involved in mobility. This document has to be signed by the participant, the sending institution, and the hosting company before the internship starts.

**Grant Agreement.** Creating a traineeship agreement with each participant is an obligation defined in the Erasmus+ quality standards. Grant Agreement defines the financial support to the participant and the legal framework for the mobility. This document is signed by the participant and the sending organization before the mobility starts.

**Europass Mobility.** Creating a Europass mobility document with each participant is an obligation defined in an Erasmus+ VET mobility. It is designed to present the learning outcomes achieved during the mobility period and it includes the tasks performed, the professional and language skills developed. It is signed by the participant, the sending organization and the hosting company at the end of the mobility.

**Participant report.** Each participant must submit an online questionnaire sent after the mobility ends to collect information about the participant's results and satisfaction about the working place (company atmosphere, mentor, task etc.). It has to be filled by the participant.

**Erasmus+ Learning Agreement complement.** It is issued after the mobility and confirms that it has taken place as planned and confirms that the plan has been accomplished. It can also show how the mobility outcomes have changed. It is designed to meet the minimum requirements for supporting documentation defined in the project's grant agreement. And each sending organisation can change it to make it meet the maximum requirements. This document is signed by the participant, the sending organization and the hosting organization.

**Company Certificates.** It is an obligatory document always provided to the participant at the end of the mobility. It serves as accreditation of the traineeship. It includes the trainee's name, mobility dates, name and address of the hosting company, project number and name of the project. It is signed by the sending institution, the hosting organisation and the supporting organization (optional) at the end of the mobility.

## Non-mandatory documents

**Mentor evaluation form.** It is an optional document provided to the mentor of the hosting company at the end of the internship. The mentor will assess the abilities of the participant (techniques, knowledge, punctuality, behaviour, etc.) and usually give a mark. He/she will sign and stamp it. The sending organisation or the supporting organisation are in charge of delivering this document to the mentor in the last days of traineeship and explaining where to fill it out and sign.

**Training log.** It is an optional document. It serves as a kind of diary for the participant. The participants register the daily working hours, the date, entry and exit time and tasks that conducted. It should be signed by the participant and the mentor of the hosting company at the end of the mobility. Sometimes students have doubts about how to fill out this document. In this case, you, as the tutor, can help them if necessary. It is recommended for this document to be prepared in English, so the company mentor can understand it.

**Responsibilities of accompanying persons.** Document describing in detail all responsibilities, which the accompanying person has during entire project. Responsibilities should be clear, divided into sections to make it easier to follow / understand. Document should be presented before recruitment process of accompanying persons (so that each candidate could have full knowledge regarding what will be required of him/her). Document should be signed after selecting particular people for the role of accompanying person. One copy of the document should stay in sending organisation, the other should be provided to the accompanying person. This document is not mandatory in Erasmus+ mobilities.

This publication reflects the views only of its authors, and the European Commission is not responsible for any use that may be made of the information contained therein.

# GUIDE

RECOMMENDATIONS AND GOOD PRACTICES  
FOR ACCOMPANYING PERSONS RELATED  
TO INTERNATIONAL VOCATIONAL MOBILITIES  
WITHIN ERASMUS+ PROGRAMME



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