

MOBILITY HANDBOOK

Methodology for
the inclusive
mobility



Guide for VET Trainers

thegiveproject.eu



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MOBILITY HANDBOOK

Methodology for the inclusive mobility

The handbook you are holding in your hands not only compiles the most relevant information and data on the operational and technical management of enabling and promoting international mobility for the most vulnerable people.

In these fragments, you will also find the stories of the silenced voices of the protagonists of these inclusion processes. We will bring you the life experiences of people who have participated in international mobilities: professionals, students, and companies that receive trainees.

The aim of these experiential fragments is multiple. On the one hand, we complement the information provided in this guide by enriching it and making it come alive. On the other hand, it will help us put faces to the words. Finally, we make visible the integrated social value that we generate in our environment by developing and implementing these actions that undoubtedly impact the complex but necessary challenge at hand:

TRANSFORMING EUROPE INTO A MORE INCLUSIVE SOCIETY.

INTRODUCTION

This introduction will present the most critical issues we can handle throughout this handbook.

This handbook follows the recommendations of Erasmus+ and the European Solidarity Corps Inclusion and Diversity Strategy. Its introduction states: "European Union (EU) programs should provide opportunities that are accessible for all.

However, some people cannot benefit equally from these opportunities because they face various barriers. Including people facing access barriers or having fewer opportunities in education, training, and youth work is a crucial objective of several policy initiatives.

Whereas the EU educational, youth, and sports programs have focused on inclusion in the past, evaluation of and research point to a need for further access and inclusiveness.

Our mission, as Centers for Vocational Excellence, is to establish an environment where every individual in Europe, irrespective of gender, race, ethnic origin, religion, belief, age, or sexual orientation, can assert their human rights. Our aim is to ensure that everyone enjoys equal opportunities and active participation in society. Individuals should have the freedom to decide where, how, and with whom they live, move freely within the Union, and not face discrimination, regardless of their need for assistance.

The principles of equality and inclusiveness are deeply ingrained in the EU Treaties, reflecting fundamental values. The EU is committed to providing equal attention to all its citizens, with a specific focus on the inclusion of individuals facing barriers or having fewer opportunities in education, training, and youth work. This commitment is integral to the Commission's initiative for a European Education Area, the EU Youth Strategy, and European Youth Goals.

The European Pillar of Social Rights underscores the right to quality and inclusive education, training, and lifelong learning for everyone. These objectives align with the United Nations' 2030 Agenda for Sustainable Development, which strives for inclusive and equitable education and lifelong learning opportunities.

Recognizing the pivotal role of education and culture in building inclusive and cohesive societies, the European Council urges Member States, the Council of Ministers, and the European Commission to robustly strengthen and expand mobility and exchange programs. Additionally, the promotion of sports is seen to enhance personal, social, and learning skills, fostering tolerance, solidarity, inclusiveness, and other EU values. The EU Workplan for Sport aims to increase participation in sports and physical activities, promoting an active and environmentally friendly lifestyle, social cohesion, and active citizenship.

Given this political context and input from stakeholders, the principle of accessibility for all is the cornerstone of all opportunities offered by EU programs, regardless of the barriers individuals may face. Our goal is to ensure that no one is left behind, promoting more inclusive, just, environmentally friendly, and digitally advanced societies.



CHAPTER 1

THIS HANDBOOK IS A PRACTICAL TOOL FOR ENTITIES AND VET CENTRES THAT WANT TO ORGANISE AND LEAD MOBILITY PATHS FOR STUDENTS WITH FEWER OPPORTUNITIES.

This Inclusion and Diversity strategy aims to achieve this by:

1. Establishing a common understanding of those who may be considered people with fewer opportunities and setting up a coherent framework for including them in the programs;
2. Increasing commitment to inclusion and diversity from all actors in the programs' actions and a positive approach to a variety of all kinds in the projects.
3. Supporting beneficiary organizations in establishing more quality projects involving people with fewer opportunities (e.g., providing training, tools, funding, coaching, etc.);
4. Reducing barriers to participation in the programs for people with fewer opportunities and helping applicants and potential applicants to overcome these barriers, as well as establishing appropriate conditions for learning, working, or volunteering by addressing their support needs.
5. Fostering the recognition of the experience and competencies developed by people with fewer opportunities in the programs and by the people working with them;
6. Ensuring that the focus on inclusion and diversity is taken into account at all stages of the programs' management and project life-cycle: before (promotion, outreach, support, assessment, etc.), during (participant selection, preparation, implementation, results, etc.) and after the project (evaluation, dissemination, and exploitation of project outcomes, follow-up, etc.).
7. Increasing the visibility of inclusion and diversity and its role in the high-quality implementation of the Erasmus+, European Solidarity Corps, and other mobility programs.



All this said, one of the actions that we want to promote is the mobility of people with fewer opportunities, a group whose representation in Erasmus+ mobilities and other mobility programs has always been significantly lower than their presence in our society. We will describe the different stages of a mobility plan. We will **provide all the information for any organization that wants to establish its mobility schedule for vulnerable people.** In this way, we have created different chapters to describe all the activities:

Before learning mobility:

- Accessible information and communication
- Respectful quality procedures
- Support in the application process
- Promotion of mobility (positive activities/incentives)

During learning mobility abroad: to ensure learning activities are calibrated to the different needs/disabilities of students; the correct use of procedures/tools to assess the learning process; access to accommodation, health, leisure, etc.; accessible learning conditions and environment.

After Mobility abroad: feedback forms; accessible/clear assessment tools; inclusion assessment; reintegration support.

The Handbook for Mobility is based on European tools and procedures to provide useful and practical approaches and methodologies to apply before, during, and after mobility. We want to offer a holistic approach based on the needs of all those involved in mobility to ensure the student has a safe and valuable learning mobility experience abroad. It is essential to avoid generalizing the needs since these are specific, and the individualized aspects are necessary for each student's professional and personal development.

THIS MOBILITY HANDBOOK PROVIDES
GENERAL INFORMATION FOR VET CENTRE
AND ENTITIES THAT WISH TO INTRODUCE THE
MOBILITY EXPERIENCE WITH VULNERABLE
YOUNG PEOPLE AND THEIR FAMILIES.

The opportunities offered by the Mobility programs:

Guidelines for the preparation of an inclusive mobility plan.

Creation of work teams from an international perspective.

Decalogue for the incorporation of inclusion in the Governance matrix.

Recommendations for carrying out international mobility with young people with fewer opportunities.

The recognition, certification, transfer, and validation of the learning results the student achieves following quality criteria at the end of the mobility experience.

The Mobility Handbook is, therefore, aimed at providing practical and effective support to entities before, during, and after mobility, and in particular:

- In the process of incorporation into the reality of Vocational Training entities and VET centers
- In the implementation of mobility itself
- In the dynamics of entities and VET centers
- In relations with other institutions, companies, and public bodies
- In relations with the family, tutors, and the students themselves.



CHAPTER 2

OPPORTUNITIES: ERASMUS+ KA1

THE ERASMUS+ KA1 PROGRAM OFFERS A WIDE RANGE OF OPPORTUNITIES FOR THE PARTICIPANTS. THROUGHOUT THIS CHAPTER, WE WILL ANALYZE WHAT THEY ARE AND HOW THEY CAN BENEFIT NOT ONLY STUDENTS BUT ALSO TEACHERS AND THE ENTIRE EDUCATIONAL COMMUNITY IN GENERAL.

This chapter aims to improve knowledge about the Erasmus+ KA1 program. The main objective of this program is to promote mobility and transnational cooperation in education, training, and youth.

Some of **the specific objectives of the Erasmus+ program** that we are going to work on throughout this chapter are:

Improve the skills and competencies of the participants: The program seeks to improve the skills and competencies of students, teachers, and educational staff through the international mobility experience. **This includes the development of language skills, intercultural skills, and professional and personal competencies.**

Promote inclusion and diversity: Erasmus+ KA1 promotes **inclusion and diversity by providing equal opportunities for all participants, regardless of their socioeconomic status, disability, or cultural background.** Participation of people with fewer opportunities is especially encouraged, and gender equality is promoted.

Strengthen the European education and training sector: The program seeks to strengthen the European size of education and training by promoting the exchange of knowledge, experiences, and good practices between educational institutions and organizations from different European countries. This way, we can contribute to a **more internationalized education and the development of active European citizenship.**

Promote employability and labor mobility: Erasmus+ KA1 seeks to improve the participants' employability by allowing them **to acquire relevant skills and experiences in an international environment.** Acquisition of transversal skills and specific competencies will be valuable in the globalized labor market.

Improve the quality of education and training: The program seeks to improve the quality of education and training by **promoting cooperation and the exchange of good practices** between educational institutions and organizations. Innovation, modernization, and continuous improvement of education and training systems are encouraged.

It is worth mentioning that the **program also pursues other specific objectives related to youth, sports, and collaboration with associated countries outside the European Union.** Still, in this chapter, we will only focus on those associated with the mobility of people with fewer opportunities from vulnerable groups.



Methodology

Below, we present a series of general methodological aspects that we must take into account for the organization of mobilities within the Erasmus+ framework for vulnerable people:

Creating awareness and training: It is necessary **to start by creating awareness among the staff and stakeholders about the importance of inclusion and the challenges faced by people with few opportunities.** You should organize training sessions and interactive workshops **to discuss diversity, equal opportunities, and social inclusion.** To do this, you can encourage not only companies but also public and private institutions or other educational institutions that work with a profile of students similar to yours.

Needs Assessment: Conduct a needs assessment to identify the **specific challenges mobility program participants with fewer opportunities face.** This may include language barriers, some particular type of disability, or socioeconomic difficulties. Gather information about individual and group needs to tailor activities and ensure inclusive participation.

To do this, you can use templates for data collection, more or less structured interviews with family members or guardians, and any other resource that may be useful to collect as much information as possible from the person participating in the program.

Design of inclusive activities: Be sure **to design inclusive activities that allow the full participation of all participants.** Consider making reasonable accommodations and adjustments to ensure accessibility and equal opportunity. For example, provide materials in accessible formats, support students in completing the forms, adapt as many documents as possible to the easy reading program, organize activities that promote communication and interaction between participants, and adapt physical environments for people with physical disabilities.

Inclusive associations:

1. **ENCOURAGE COLLABORATION** WITH ORGANIZATIONS AND ASSOCIATIONS THAT WORK WITH PEOPLE WITH FEWER OPPORTUNITIES.
2. **ESTABLISH STRATEGIC ALLIANCES** TO FACILITATE THE INCLUSION OF THESE GROUPS IN ERASMUS+ ACTIVITIES.
3. **WORK WITH THESE ORGANIZATIONS** TO DEVELOP INCLUSIVE ACTION PLANS AND SHARE RESOURCES AND GOOD PRACTICES.

Preparing students mobility and exchange, organizing physical or virtual meetings directly with related organizations may be a good idea.

Tutors and personalized support staff: It is essential to carry out **an exemplary process of assigning tutors to participants with fewer opportunities to provide customized support**. These tutors can offer **guidance, emotional support, and practical assistance** to ensure that participants feel supported and motivated during their Erasmus+ experience.

Specific training on how to do this is provided in the Guide for trainees and trainers from VET centers.

Monitoring and evaluation of mobility KA1: Establishing a monitoring and **evaluation system that identifies the impact of the activities in terms of inclusion is essential to guarantee the success of the experience**. It is also necessary to carry out periodic evaluations to obtain feedback from the participants and adjust the activities to the results obtained to continuously improve the quality of the activities and promote inclusion in future editions of the program.

Remember that inclusion is a transversal approach that must be present in all stages of the Erasmus+ KA1 program. It is important to encourage active participation, equal opportunities, and the appreciation of diversity in all activities and decisions. In addition, it can be adapted according to the time available and the group's needs, as well as previous experience in European mobility projects for people with fewer opportunities.

Resource materials and tools

Below, we provide you with a list of valuable sources, materials, and tools that can help those VET that wish to carry out an Erasmus+ KA1 mobility program with young people with fewer opportunities:

Guides and manuals: Guides and manuals provided by the **National Agency or the European Commission may offer specific guidance on implementing an inclusive Erasmus+ KA1 or other mobility programs**. These resources often contain information on policies, good practices, and recommendations for working with young people with fewer opportunities.

Needs Assessment Tools: Use needs assessment tools to collect information on participants with fewer opportunities. These tools can include **questionnaires, interviews, or group dynamics** that help you understand their needs and adapt activities accordingly.

Accommodations and Adjustments: Familiarize yourself with accommodations and adjustments that can be **made to ensure the full participation of youth with fewer opportunities**. This may include accommodations in communication, accessibility, format of materials (easy reading program), and other considerations specific to each participant.

Accessible materials and resources: It is essential to provide **all participants with materials and resources in accessible formats to ensure they can access information equitably**. This can include braille versions, audiobooks, video captions, and other resources tailored to individual needs.

Language Support: If youth with fewer opportunities have language difficulties, consider providing additional language support. This may include **pre-program language classes, materials in your native language, or assignments from tutors who speak your language**. A good tool is to familiarize students with the **Google Translate** tool that allows them to translate and reproduce it through audio.

Monitoring and evaluation tools: Use monitoring and evaluation tools to collect data on the progress and results achieved by participants with fewer opportunities. These tools can include evaluation reports, notebooks with daily collection of activities, or evaluation rubrics that will allow them **to measure the program's impact in terms of inclusion and personal development.**

We must remember that when we talk about results, we not only talk about developments in improving employability but also achievements in acquiring social and work skills. Specific training on how to do this is provided in the guide for trainees from VET and trainers from VET .

Alliances and collaborations: Establishing **partnerships and collaborations** with other VET or organizations that work with young people with fewer opportunities **will be essential during the organization and implementation of international mobility.** These organizations can provide additional resources, inclusion experts, and complementary support to ensure a rich experience for all participants.

Support networks: **Creating support networks among the participants will encourage collaboration and the exchange of experiences.** This can include creating online support groups, resource-sharing platforms, and networking events that allow young people with fewer opportunities to connect and share their stories.



In addition, this will make it easier for teachers and educational staff to get in touch with colleagues who work with the same group to exchange experiences. Remember that each Erasmus+ KA1 program is unique, so adapting these resources, materials, and tools to your participants' specific needs and contexts with fewer opportunities is essential.

Recommendations

Here are some general recommendations for the Erasmus+ KA1 program with young people with fewer opportunities:

Careful planning:



1. Carry out detailed planning before starting the mobility program.
2. Define clear objectives, activities, expected results, and deadlines.
3. Consider the needs and abilities of the participants to ensure a successful implementation.

Selection of suitable participants: Carefully select the participants who will benefit the most from the program. For this, it is beneficial to establish a clear protocol where the criteria for selecting participants are collected. These must be public and be posted on the VET center's website in a visible place. Also, assess the participants' skills, knowledge, and motivation to ensure they are engaged and get the most out of the experience.

Selection of tutors: Choosing tutors for mobility is crucial, especially when dealing with young people with disabilities. It is advisable to select individuals who are familiar with the students and aware of their specific needs. Therefore, it is recommended that these tutors undergo training and possess experience in working with vulnerable youth.

Establishment of strategic alliances: Collaborate with solid and reliable national and international partners to organize mobility. In this guide, you will find a specific chapter on networking with trustworthy partners. Establishing strategic alliances with organizations that share the program's objectives and can provide resources, experience, and additional support will help to deal with possible setbacks.

Adaptation to the needs and circumstances of the country that receives the students:

1. Consider the needs and circumstances of the country that will accept the students when designing and adapting the program.
2. Ensure that the activities are relevant and meaningful to the participants and the environment in which they occur.

When students are participating in internships abroad, it is advisable to carry out a visit before the mobility to get to know the city, meet with the local partner, and obtain as much information as possible on aspects such as the companies where they are going to carry out the internships, company tutors, accommodation, etc. All this will help us detect possible problems that we are going to face as well as design the necessary adaptations.

Pre-departure support: Providing support and guidance to the participants before they leave will help alleviate the fears and insecurities of the young people and their families. Providing transparent information about the program, destination country, culture, and expectations is vital. We can offer training and preparation sessions to help them adapt and make the most of the experience. The families and the students need personalized information on how the mobility will occur. All this will give confidence to the participants and their families for the development of the program.

Assuring quality: It is necessary to establish mechanisms to ensure the program's quality so that it can carry out its evaluation and continuous improvement process. To do this, it conducts periodic evaluations, compiling the evaluation questionnaires made to the participants, families, companies, partners in the host country, and all those who participate directly or indirectly in the program. All this will allow us to apply changes and adjustments as necessary.

Promotion of intercultural learning: Promotes intercultural knowledge and mutual understanding among participants. Organize activities and workshops to encourage exchanging experiences, values, and cultural perspectives.

Evaluation and recognition of results: Evaluate and recognize the participants' results and achievements at the program's end. Provide certificates or recognitions that validate their participation and the learning acquired, which will benefit their personal development and professional profile.

Remember that these recommendations are general and can be adapted according to the specific characteristics and objectives of each Erasmus+ KA1 and other mobility programs. These recommendations will vary depending on issues such as the profile of the student body, internships in companies, student needs, duration of mobility, etc.

There are complementary guides to this one in COVE_GIVE GUIDELINES FOR THE INTERNATIONAL MOBILITY where extensive information is collected for company tutors, tutors from VET that will accompany the young people and even a specific one for the participants.



Context: "AURRERANTZ" is a KA121 project under the Erasmus+ program, implemented in a vocational training center in a rural municipality. The program's objective is to provide vocational students, including young individuals with special educational needs or from vulnerable groups, with the opportunity to acquire technical and transversal skills and international work experience to enhance their employability and adapt to the changing demands of the job market.

1. Promote the international mobility of VET students to acquire new technical and cultural skills, thus broadening their horizons and job prospects.
2. Establish alliances with companies and VET abroad to facilitate quality professional practices relevant to the professional profile of students.
3. Improve the quality of teaching in VET by exchanging good practices and learning new pedagogical approaches and innovative technologies.
4. Foster the employability of VET students by providing them with international work experience and developing key competencies such as teamwork, communication, and adaptability.



Planned activities:

Student mobility: Around 30 students from different VET levels are selected yearly for professional internships in companies abroad. Students work on real projects, use their technical knowledge, and develop specific social skills for their professional field during their stay. They also improve their skills during their stay abroad. The duration varies from 4 weeks for the most vulnerable youth to 3 months for EQF levels 4.

Mobility of teaching staff: The number of selected teachers varies yearly, depending on the center's needs. During mobility abroad, teachers can visit VET and international companies in the VET field. Also, participate in knowledge transfer programs, share experiences with foreign colleagues, and acquire new pedagogical and technological approaches to integrate into your teaching.

Seminars and workshops: Every year, seminars and workshops are organized at the center to share the knowledge and experiences acquired during the mobility with other students, teachers, and teaching staff.

Monitoring and Support: Students are closely monitored before, during, and after the mobilities to assess their progress and support their reintegration process. Tutoring sessions are established, and guidance is provided in preparing reports and recognition documents for learning outcomes and completing the required documentation for the Erasmus+ and other mobility programs.

Evaluation and recognition: At the end of the program, the internships in foreign companies are evaluated, as well as their homologation, the impact of mobility in terms of skills development, and the improvement of the employability of the students who have participated in the mobility. In addition, participation certificates are issued, and the achievements and skills acquired during the mobilities are recognized.

After mobility abroad, individuals typically obtain the following results:



1. Students acquire technical and transversal skills relevant to their professional field, which will improve their employability and career opportunities.
2. Strengthened alliances with companies and VET create opportunities for future collaboration and enrich the FP curriculum.
3. The teaching staff will integrate new pedagogical methodologies and innovative technologies in their teaching, improving the quality of the training offered at the center.
4. The program serves as a model for future KA1 mobilities in vocational training and promotes the participation of more students and teachers in international experiences in professional training.
5. It significantly improves the inclusion of young people with fewer opportunities in center life, greatly increasing their chances of finding a job at the end of their studies.

Links:

[Erasmus+ programme guide](#)

[Erasmus+ Quality Standards](#)

[Erasmus+ Strategic Partnerships](#)

Glossary

1. [Erasmus+ Program](#): A European Union program that promotes mobility and cooperation in education, training, youth, and sport.
2. [KA1 \(Key Action 1\)](#): Focuses on the mobility of people in the context of the Erasmus+ program, providing mobility and learning opportunities abroad for vulnerable youth.
3. [Vulnerable youth](#): Individuals facing disadvantaged situations or additional barriers to personal and professional development. This group includes young people with disabilities, from a poor socio-economic background, with learning difficulties, or at risk of social exclusion.
4. [Inclusion](#): The goal of ensuring equal opportunities and full participation for all individuals, including vulnerable youth, in educational programs and activities. Aims to remove barriers and promote equity.
5. [Adaptations](#): Measures and adjustments to ensure the full participation of vulnerable young people in mobility activities. This includes adjustments in infrastructure, materials, additional support, accessibility, and other necessary adaptations.
6. [Tutor](#): A designated person providing individualized guidance and support to vulnerable youth during their program participation. The tutor offers information, advice, and monitoring to facilitate integration and personal development.
7. [Emotional support](#): Accompaniment and psychological support provided to vulnerable youth during their program participation. This involves addressing emotional needs, managing stress, building self-esteem, and developing social skills.
8. [Non-formal learning](#): Learning activities outside the formal context of education, such as workshops, cultural activities, group projects, and practical experiences. These activities promote the personal development and transversal skills of young people.
9. [Recognition of competencies](#): The process of assessing and certifying the knowledge, skills, and competencies acquired by vulnerable youth during their program participation. This may include issuing certificates, validating credits, and incorporating them into their educational and professional profiles.
10. [Empowerment](#): The process of empowering vulnerable youth by providing them with the resources, confidence, and skills necessary to make informed decisions, assume responsibility, and have greater control over their lives and futures.

Note: These terms may vary depending on the context and the specific implementation policies of the Erasmus+ KA1 program for vulnerable young people.



CHAPTER 3

THE HANDBOOK WILL BE A PRACTICAL TOOL FOR TEACHERS/STAFF WHO ORGANIZE AND LEAD MOBILITY PATHS FOR STUDENTS WITH FEWER OPPORTUNITIES.

WHY SHOULD WE IMPLEMENT A MOBILITY SCHEME IN MY ORGANIZATION?

Implementing a mobility program in a VET center or organization can bring several benefits and advantages. Some can be:



- **Motivation** for the people who participate
- **Development of skills** and professional growth of teachers and students
- Improved **collaboration and communication**
- **Adaptability** to the environment
- Improved **employability**

In general, a mobility program can provide any VET entity or center with a competitive advantage by attracting and retaining talent, promoting the development of skills and knowledge, improving collaboration and communication, fostering adaptability, and significantly improving abilities.

This chapter aims to help VET , as well as other educational organizations, to reflect on the benefits that the implementation of Erasmus+ and other mobility programs brings to institutions, especially concerning young people with fewer opportunities.

Throughout this chapter, we will become aware of how mobility financed by Erasmus+ and other mobility programs provides learning opportunities to people and supports the internationalization and institutional development of VT and other organizations active in professional training and education.

Specifically, the objectives of this Erasmus+ action are:

1. **Improving the quality of initial and continuing vocational education and training (VET and VET) in Europe**
2. **Reinforcing key competencies** and transversal skills, primarily focusing on language learning and digital skills.
3. **Supporting the development of specific job** skills needed in the current and future labor market.
4. **Sharing best practices**, promoting new and innovative pedagogical methods and technologies, and supporting the professional development of VET teachers, trainers, tutors and other educational staff.
5. **Developing the capacities of VET** to carry out high-quality mobility projects and to form quality partnerships while developing their internationalization strategy.
6. **Making mobility a realistic possibility** for any VET student and extending the average duration of mobility for VET students to improve its quality and results.
7. **Promoting the quality, transparency, and recognition** of the learning results obtained in periods of mobility abroad, especially with European tools and instruments.
8. **Strengthen the European dimension of teaching and learning:**
9. **Promoting the values of inclusion** and diversity, tolerance, and democratic participation
10. **Fostering** knowledge about the common **European heritage and diversity**
11. Supporting the **development of professional networks throughout Europe**

Methodology

Implementing a mobility scheme in an organization within the framework of the Erasmus+ program requires careful planning and an appropriate methodology

Here are some critical steps you can take:

Research and evaluation:



1. Do extensive research on the Erasmus+ and other mobility programs and their requirements.
2. Assess how mobility fits into your organization and what benefits it can provide.
3. Identify the specific objectives you want to achieve through the mobility scheme.

Strategic planning: Develop a **strategic plan that clearly defines the objectives**, the expected results, the necessary resources, and the time frame to implement the mobility scheme. It identifies the roles and responsibilities of the stakeholders involved in the process.

Partnerships and collaborations: Establish **partnerships with educational institutions, companies, or other relevant organizations** that can facilitate mobility within the framework of Erasmus+. Establish collaboration agreements and define the terms and conditions for mobility.

Selection and preparation of participants: Implement a fair and transparent selection process to identify the right participants for the mobility program. Provides **adequate orientation and training to prepare participants before their mobility**.

Project Management: Implements a project management approach to coordinate and oversee mobility-related activities. **Define performance indicators and establish monitoring and evaluation mechanisms** to ensure the objectives are met.

Evaluation and follow-up: Carry out **periodic assessments to measure the impact and effectiveness** of the mobility scheme. Gather feedback from stakeholders and other key stakeholders to identify improvement areas and make necessary adjustments.

Remember that this is only a basic methodology and that the actual implementation may vary depending on the needs and characteristics of your organization. It is essential to adapt it to your specific context and follow the guidelines and requirements established by the Erasmus+ program.



Resource materials and tools

Various resources, tools, and materials that facilitate the process are essential to implement Erasmus+ and other mobility programs in Vocational Educational and Training .



Here are some suggestions:

Guides and information documents: Supply guides and informational documents about the Erasmus+ program outlining specific requirements for mobility in VET . These materials should cover program objectives, eligibility criteria, and application procedures.

Project Management Platform: Use an online project management platform to coordinate and monitor mobility-related -activities. These platforms can facilitate communication, document management, progress tracking, and participant collaboration.

Communication tools: Use online communication tools, such as email, videoconferences, and social networks, to maintain fluid and constant communication with participants, partners, and other stakeholders. Using online tools helps keep everyone informed and engaged throughout the process.

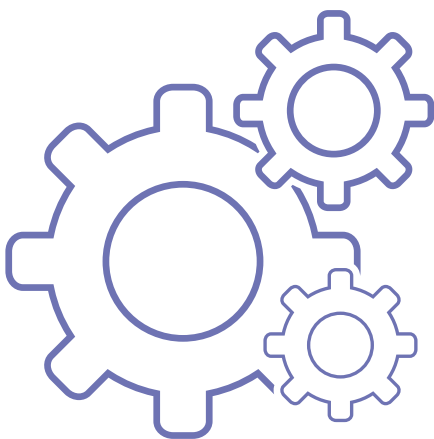
Orientation and training materials: Prepare orientation and training materials for participants that address topics such as preparation for mobility, the culture and language of the destination country, safety, and well-being during the stay, among other relevant aspects.

Evaluation and monitoring tools: Design evaluation and monitoring tools to measure the impact of mobility and collect feedback from participants. These tools may include surveys, questionnaires, or interviews to assess skill development, level of satisfaction, and results achieved.

Teaching resources and support materials supplies participants with:

- Learning resources and materials for use during their mobility.
- Encompassing educational material.
- Reference documents.
- Checklists.
- Other resources that enhance learning and integration into the work environment.

Advice and personalized support: Set up a system for customized advice and support for participants throughout the entire mobility process—before, during, and after. Personal support may involve assigning dedicated tutors to offer one-on-one guidance and address questions or concerns.



Remember to adapt these resources, tools, and materials to the specific needs of your VET center and the requirements established by the Erasmus+ or other mobility programs. Also, maintain close communication with the partners and stakeholders to ensure a successful implementation.

Recommendations

Implementing international mobility in a VET center can be exciting and enriching.

Here are some recommendations for a successful implementation:

Thorough research: Conduct a detailed analysis of the international mobility programs available and familiarize yourself with the requirements, objectives, and associated benefits. Understanding the program will help you effectively plan and execute mobility in your VET center.

Establish a clear vision: Define what you hope to achieve with international mobility in your VET center. A clear picture of transnational mobility may include improving students' professional skills, promoting interculturality, and strengthening international alliances.

Establish strong partnerships: Seek and build partnerships with educational institutions, companies, or organizations abroad that offer relevant VET programs. These partnerships are essential to ensure the quality of mobility and provide meaningful learning opportunities for students.

Planning: The implementation of international mobility requires advanced planning. Define a clear schedule that covers all stages, from the selection of participants to the post-mobility evaluation. Make sure you have enough time to organize all the necessary activities.

Preparation of participants: Provides adequate practice for students before their international mobility. This preparation for students can include information sessions about the destination country, its culture, customs, and workshops to improve intercultural skills and foreign language knowledge.

Support during mobility: Establish a robust support system during mobility. A decent support system may include the appointment of tutors both in the VET center and in the destination country. Ensure you have clear and accessible communication channels so students can receive support in case of need.

Evaluation and follow-up: Conduct a thorough assessment during and after the mobility. Collect comments and feedback from students, staff, and international partners to identify areas for improvement and ensure a high-quality mobility experience in the future.

Promotion and dissemination: Share the achievements and experiences of the participants in international mobility to promote the importance of the experience. Promotion and dissemination may include spreading testimonials, organizing events, or creating promotional materials to inspire other students to get involved.

Remember that each VET center is unique,
so it is important to adapt these
recommendations to your specific context
and the requirements of the international
mobility program in which you participate.



The steps they followed to carry it out were:

Establishment of associations: The VET center initiated partnerships with foreign educational institutions offering related VET programs. It signed collaboration agreements to ease student exchange and share effective educational practices. Academic reputation, field experience, and educational program suitability formed the partnerships' foundation.

Promotion and selection: The center conducted a promotional campaign to notify students about the chance for international mobility. It organized information sessions, developed promotional materials, and implemented a fair and transparent selection process. Students who were interested submitted applications, and the selection criteria included academic performance, motivation, and availability.

Preparation and orientation: The selected students actively engaged in a preparation and orientation program before their mobility. The program included organizing workshops on the destination country, its culture, customs, and academic expectations. Additionally, students received language classes and support in managing the logistics of the trip and stay.

Support during mobility: Tutors were appointed in "EducaPro" and the associated institutions abroad. Tutors offered support and guidance throughout the mobility experience. Tutors communicated regularly with the students and resolved any problems or concerns.

Evaluation and monitoring: Evaluations were conducted during and after the mobility to collect feedback from students, tutors, and international partners. Surveys and interviews were conducted to assess skills development, student satisfaction, and the impact of mobility on their professional training. VET center used the results to improve future mobility experiences.

Impact and dissemination: Vocational training center shared student achievements and experiences through testimonials, presentations, and events. They created Promotional materials such as brochures and videos to inspire other students to participate in future international mobility. In addition, the VET training center highlighted the positive impact of the mobility program on the professional and personal development of students.



Implementing the international mobility program at the "EducaPro" Vocational Training center was victorious.

Several groups of students participated in mobility experiences in foreign countries, which allowed them to improve their professional skills, gain intercultural knowledge, and broaden their horizons. International mobility became an integral part of the centers' educational offer and continued to be implemented in subsequent years, benefiting more students and strengthening international partnerships.

This case study illustrates how a VET center can successfully implement an international mobility program, taking advantage of the opportunities offered by programs such as Erasmus+. Adapting these stages to the specific needs and circumstances of the center will allow a successful and enriching implementation for students.

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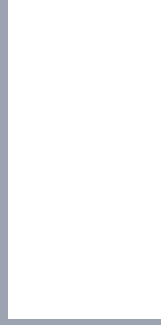
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Glossary

1. Mobility scheme: A structured program that facilitates the mobility of students or staff members from one organization or country to another for educational or professional purposes.
2. Vocational Education and Training (VET): Education and training that focuses on practical skills and knowledge required for specific occupations. It prepares individuals for the workforce in various sectors.
3. Erasmus+: The European Union's program for education, training, youth, and sport. It supports mobility, cooperation, and exchange opportunities for individuals and organizations involved in education and training.
4. Work-based learning: Learning experiences that take place in real work environments, enabling students to acquire practical skills and knowledge through hands-on experience.
5. Apprenticeship: A form of work-based learning that combines on-the-job training with classroom instruction. It allows individuals to gain practical skills while working under the guidance of an experienced tutor.
6. Mobility coordinator: A person responsible for organizing and coordinating the logistics and administrative aspects of mobility programs within an organization. They liaise with partner institutions, handle paperwork, and ensure a smooth mobility experience.
7. Learning agreement: A document that outlines the learning outcomes, activities, and assessment methods agreed upon by the sending and receiving organizations and the participant. It serves as a formal agreement for the mobility period.
8. Recognition of prior learning: The process of formally acknowledging and valuing the skills, knowledge, and competencies that an individual has acquired through prior education, training, or work experience.
9. Intercultural competence: The ability to interact effectively and respectfully with people from different cultures, understanding and appreciating their perspectives, values, and behaviours.
10. Quality assurance: A set of processes and measures implemented to ensure that the mobility scheme meets predefined quality standards. It involves monitoring, evaluation, and continuous improvement of the program.
11. Host organization: The organization or institution that receives and accommodates participants during their mobility period. It provides the learning environment and support for the participants.



CHAPTER 4

**YOUR NETWORK: THE IMPORTANCE
OF FINDING RELIABLE PARTNERS**

THE ERASMUS+ PROGRAM HAS PROVEN A FANTASTIC OPPORTUNITY FOR STUDENTS, TEACHERS, AND EDUCATIONAL STAFF TO EXPERIENCE INTERNATIONAL MOBILITY FROM THE ACADEMIC FIELD. HOWEVER, TO MAKE THE MOST OF THIS EXPERIENCE, HAVING A SOLID NETWORK OF PARTNERS FROM OTHER EU COUNTRIES IS ESSENTIAL.

In this chapter, we will explore the importance of finding partners you can trust to organize international mobility within the framework of the Erasmus+ and other mobility programs and how they can decisively influence our mobility experience.

The objectives of this chapter are:

Explain the importance of establishing a solid network of partners in the mobility program: the objective is to highlight the relevance of having collaborative partners to maximize the benefits of participating in the program.

Identify the critical criteria for selecting suitable partners. We seek to provide guidelines and advice on aspects to consider when choosing partners within the framework of Erasmus+: previous experience, commonalities, and ability to collaborate.

Highlight the benefits of creating a network where there are a variety of partners: The aim is to highlight how a diverse network of partners can enrich the exchange experience by offering different perspectives, complementary knowledge, and intercultural learning opportunities.

Explore practical strategies to establish and maintain a strong partner network: This seeks to provide practical advice on networking, establishing solid relationships, and maintaining effective communication with partners in the framework of Erasmus+ and other mobility programs.

Highlight the long-term value of having a network of partners: It seeks to underline how a strong network of partners can have a lasting impact on the academic and professional life of the participants, opening future opportunities for collaboration and development professionals.

Provide recommendations to strengthen and expand the partner network within the framework of the mobility program: for this, we will offer practical suggestions on how to improve the partner network, including search strategies for new partners, ways to strengthen existing relationships, and advice.

Methodology

To create partner networking on Erasmus+, a wide variety of resources and materials can be used. Here are some suggestions:

Online platforms, such as the Erasmus+ Project Results Platform, **provide information on projects and results of the Erasmus+ program**. You can search for existing projects, identify potential partners, and contact them through the platform.

Professional social networks: Use platforms like LinkedIn to find and connect with people and organizations related to the Erasmus+ program. **Join groups and participate in relevant discussions to expand your network** of contacts.

Networking events: Every year, different events and conferences related to training, mobility, and other European projects are organized. **These events provide opportunities to network and meet people interested in the Erasmus+ program**. A good example is EFVET's annual conference, where networking is critical.

Fairs on education and institutional meetings: These events **bring together educational institutions and social organizations to promote collaboration and student mobility**. It is fascinating to take advantage of these opportunities to establish connections and look for new partners.

Collaboration with educational institutions and local organizations: Establish contacts with universities, VET Centers and other educational institutions in each country as well as in other countries participating in Erasmus+. You can also seek bilateral collaborations or form consortia to present joint projects.

Explore local organizations related to education and youth that may be interested in participating in Erasmus+ projects. Establishing collaborations with these organizations can enrich any partner network.

Resources of Erasmus+ National Agencies: Erasmus+ National Agencies frequently provide help and support to program participants. **You can find information on potential partners and collaboration opportunities by consulting their websites, newsletters, and promotional materials.** They also offer the possibility to take part in Transnational Cooperation Activities (TCA), where you can find other EU organisations.

Personal contacts and references: Take advantage of your own networks of contacts, such as teachers, colleagues or former participants of mobility programs. Asking them or recommendations and references from institutions or people who have had positive experiences in the Erasmus+ program is a good start. Remember that the key to establishing a reliable partner network is research, clear communication, and building strong relationships based on common interests and shared values.

REMEMBER THAT THE KEY TO ESTABLISHING A RELIABLE PARTNER NETWORK IS RESEARCH, CLEAR COMMUNICATION, AND BUILDING STRONG RELATIONSHIPS BASED ON COMMON INTERESTS AND SHARED VALUES.

Recommendations

To establish a strong partner network in the Erasmus+ program, consider the following recommendations:

Define your objectives: Before starting the search for partners, clearly define your objectives and those of the project you are interested in. Clarify the types of partners you require based on expertise, resources, and subject areas. This clarity will guide your search and enable you to identify partners aligned with your goals.

Research and evaluate: Conduct extensive research on the institutions and organizations you are interested in collaborating with. It examines their previous experience in Erasmus+ projects, their reputation, the extent of their networks, and their ability to collaborate effectively. Use online tools like the Erasmus+ Project Results platform to obtain information about previous projects and results.

Participate in related events and activities and attend events, conferences, and educational fairs focusing on education, mobility, and European projects. These spaces allow industry professionals to meet, network, and explore potential collaborations.

Establish effective communication once you have identified potential partners. Preparing a clear and concise presentation of your project and your expectations is necessary. Share relevant information about your objectives, planned activities, deadlines, and available resources. Maintain open and transparent communication to establish a strong foundation for collaboration.

Take advantage of your networks, and use your contacts, such as teachers, fellow students, or former participants of mobility programs, to obtain recommendations and references. These connections can open doors to new partners and establish bonds based on trust and familiarity.

Engage in pilot or smaller-scale projects, especially if you are new to the Erasmus+ program and require an established network of partners. Participating in such initiatives enables you to build connections and relationships with potential partners before undertaking more significant and complex projects.

Keep an open and flexible mindset: Be receptive to different forms of collaboration and partners with diverse backgrounds and experiences. Diversity in the partner network can enrich your project and broaden your perspectives.

Cultivate long-term relationships. Once you have established successful collaborations, cultivate long-term relationships with your partners. Maintain regular communication, share best practices, learn from each other's experiences, and look for opportunities for ongoing collaboration.

REMEMBER THAT BUILDING AN ERASMUS+ PARTNER NETWORK TAKES TIME AND EFFORT. STAY PROACTIVE, PERSEVERE IN FINDING SUITABLE PARTNERS, AND BE PATIENT. OVER TIME, YOU WILL BE ABLE TO ESTABLISH A STRONG NETWORK THAT WILL CONTRIBUTE TO THE SUCCESS OF YOUR ERASMUS+ PROJECTS.



Case Study: Creating a network of partners in Erasmus+

Context: I am a project coordinator in a VET center, and I am interested in establishing a network of reliable partners within the framework of the Erasmus+ program. My objective is to promote student mobility and the exchange of good practices in the field of inclusion.

Steps:

➤ **Define clear objectives:** I established the project's specific purposes, such as promoting inclusion, improving students' skills, and fostering international collaboration in educational projects.

➤ **Research and evaluation:** I used the Erasmus+ Project Re-results platform to search for previous projects related to the inclusion and mobility of students with fewer opportunities. I identified educational institutions and organizations that had participated in projects related to my interests.

I investigated the previous experience of these organizations in Erasmus+ projects, reviewing their profiles, activities, and results obtained.

➤ **Participation in events:** I attended conferences and educational fairs related to inclusive education and European projects. These events allowed me to meet representatives of educational institutions and organizations that could become potential partners.

I Actively participated in discussion panels and working groups, sharing information about my project and looking for collaboration opportunities.



- **Effective communication:** I Prepared a detailed presentation about my project, highlighting its focus on inclusive education, student benefits, and collaboration opportunities.

I sent personalized emails to the institutions and contacts I had identified as possible partners, explaining my interest in collaborating and requesting a meeting or call to discuss the collaboration possibilities.

- **Strategic alliances:** I identified universities and VET in different European countries with strengths in inclusive education and experience in Erasmus+ projects.

I established contact with the relevant departments and project coordinators in these institutions, presenting my project and exploring possible areas of collaboration.

- **Participation in networks and online platforms:** I joined networks and online groups related to including vulnerable youth and Erasmus+. I participated in discussions, shared information about my project, and showed interest in collaborations. I used online platforms, such as LinkedIn, to find professionals and experts in the field of inclusion and connect with them.



- **Cultivation of relationships:** We have maintained regular communication with potential partners, responding to their queries and expressing my interest in collaborating with them. We organize online or face-to-face meetings to discuss in detail the areas of collaboration, share ideas, and establish solid relationships.
- **Results and collaborations:** I established partnerships with two universities and one college in different European countries that shared similar interests in inclusive education and Erasmus+ projects through this process.

Links:

[Mooc on Erasmus+](#)

[What is Erasmus+](#)

[Find out Strategic Partnership essentials](#)

Glossary

1. Networking: Establishing and maintaining professional relationships with individuals or organizations to collaborate on projects and share resources.
2. Partners: Organizations, educational institutions, NGOs, or other entities with which collaboration is established within the framework of an Erasmus+ project. Characteristics: Partners bring complementary resources, experience, and knowledge.
3. Erasmus+: European Union program for education, training, youth, and sport. Opportunities: Offers opportunities for mobility and cooperation between educational institutions and organizations from various European countries.
4. Erasmus+ Project: Collaboration initiative financed by the Erasmus+ program. Objectives: Promotes the exchange of experiences, innovation, and quality improvement in the educational field.
5. Mobility: The possibility for students, teachers, and staff of educational institutions participating in the Erasmus+ program to travel to other countries to study, teach, or receive training.
6. Transnational Collaboration: Cooperation between institutions from different countries to carry out joint projects, exchange knowledge and good practices, and promote mobility and internationalization in the educational field.
7. Good Practice: Successful experience or practical approach proven helpful in the implementation of projects or activities in the field of education. Purpose: Shared and disseminated to inspire others and improve the quality of projects.
8. Profile: Detailed information about an organization or educational institution, including its experience, previous projects, areas of expertise, and available resources. Use: Helps assess the suitability of a potential partner.
9. Project Results: Tangible and intangible products obtained at the end of an Erasmus+ project, such as reports, manuals, educational materials, digital tools, events, and activities.
10. National Agency: A body designated by each country participating in the Erasmus+ program to promote and coordinate the program's implementation at the national level. Role: Provide guidance, advice, and support to program participants.
11. Meeting of Partners: A meeting organized between the partners of an Erasmus+ project to discuss and plan joint activities, make decisions, solve problems, and evaluate the project's progress.

12. Long-term Collaboration: Establishment of lasting and continuous relationships between partners within the framework of Erasmus+ projects. Benefits: Allows multiple projects' implementation and the partner network's consolidation.

13. Exchange of Good Practices: Share successful experiences, case studies, and new methodologies between the partners of an Erasmus+ project. Purpose: Encourages the transfer of knowledge and the improvement of educational practices.

Note: These terms are specific to the Erasmus+ program and may vary in other contexts or cooperation.



CHAPTER 5

GOVERNANCE MODEL APPLIED TO INTERNATIONAL MOBILITIES

THE TERM *GOVERNANCE MODEL APPLIED TO INTERNATIONAL MOBILITIES* REFERS TO A MODEL SPECIFICALLY DESIGNED FOR ORGANIZING AND MAKING DECISIONS REGARDING INTERNATIONAL MOBILITIES. THIS INCLUDES EDUCATIONAL EXCHANGE PROGRAMS, INTERNSHIPS, AND INTERNATIONAL COLLABORATION PROJECTS.

Components of the Governance Model:

This model encompasses various aspects, including but not limited to:

1. **Roles and Responsibilities:** Definition of roles and responsibilities of individuals involved.
2. **Decision-making Processes:** Processes for making decisions related to international mobility.
3. **Participant Selection Criteria:** Criteria for selecting participants.
4. **Resource Projection:** Planning and projection of resources.
5. **Planning and Monitoring:** Processes for planning and monitoring mobilities.

While the governance model's contents may vary depending on the context and specific policies of each center or program, here are some **general elements commonly found in all of them:**

- Management Structure
- Policies and Procedures
- Eligibility Criteria
- Collaboration Agreements
- Financial Management
- Communication and Dissemination
- Monitoring and Evaluation
- Quality Guarantee

This chapter aims to:

Improve Management Efficiency:

Ensure efficient international mobility management by optimizing resources and minimizing associated times and costs. This involves establishing clear procedures, defining roles, and ensuring effective stakeholder coordination.

Enhance Quality in Erasmus+ KA1 Programs:

Ensure quality in international mobilities, focusing on participant experiences and results. This includes establishing rigorous selection criteria, collaboration agreements, continuous monitoring, evaluation, and quality assurance mechanisms.

Increase Transparency and Equity:

Promote transparency in selection, resource allocation, and decision-making processes. Additionally, strive for equity and equal opportunities, ensuring access to international mobility for all participants irrespective of socio-economic background, gender, disability, or other factors.

Assist in Risk Management:

Identify and manage risks associated with international mobility. This involves implementing policies and procedures for participant safety and well-being and mitigating health, security, and travel risks.

Promote Learning and Personal Development:

Make international mobility an opportunity for learning and personal development. The governance model aims to foster enriching experiences, develop transversal skills, strengthen employability, and cultivate an international perspective.

Increase Sustainability and Continuity:

Ensure the sustainability and continuity of international mobility in the long term. This requires establishing structures and processes for long-term planning, securing financing, continuous evaluation and improvement, and actively involving various actors and institutions.

In summary, the governance model strives to guarantee efficient, transparent, and quality management. It aims to promote learning, personal development, and equal opportunities for all participants in international mobility.

Metodology

Even though the contents of the governance model may vary depending on the context and the specific policies of each center or program, some **general methodological lines that are usually present in all of them are presented below:**

- ✓ **Participatory approach:** Involve all relevant stakeholders in designing, implementing, and evaluating the governance model. This implies the participation of participants, teaching staff, institutional representatives, collaborating partners, and other key people in the decision-making and planning of international mobilities.
- ✓ **Evidence-based approach:** Use relevant data and information to support decisions and actions related to international mobility. This involves **collecting quantitative and qualitative data on the needs of the participants, the results obtained, the resources available, and other relevant factors** for informed decision-making. For this, the data extracted in the chapter included in this guide can be used as “Opportunities: Erasmus+ KA1,” which deals in detail with issues related to the international mobility of students and teachers.
- ✓ **Focus on project management:** Apply principles and tools to effectively plan, execute, and control international mobility. This includes **scheduling, resource allocation, risk identification and management, regular communication, and evaluation of progress and results achieved.**
- ✓ **Activation of continuous improvement:** Adopt a constant improvement mentality, continuously evaluating and adjusting the governance model and practices related to international mobility. This involves **collecting participant feedback, conducting periodic evaluations, identifying areas for improvement**, and making necessary changes or adaptations to optimize results.
- ✓ **Experiential learning approach:** Promote active and practical learning during international mobility, providing opportunities for participants to acquire knowledge, skills, and competencies through authentic experiences. This may include work placements, collaborative projects, educational visits, cultural exchanges, and other activities encouraging active and meaningful learning.

✓ **Networking approach:** Establish collaborations and alliances with relevant institutions, organizations, and partners to strengthen and expand international mobility opportunities. This involves **sharing good practices, exchanging knowledge and resources, and working together to improve the quality and impact of mobilities**. To do this, you can consult the chapter included in this guide: ***Your network: the importance of finding reliable partners***, which deals in detail with issues related to work networks within the framework of European projects.

Remember that the choice of methodology will depend on the specific characteristics and needs of each international mobility program. It is essential to adapt and customize the methods according to the context and objectives of the project.

Different resources, tools, and materials are available to help implement and develop a governance model applied to international mobilities. Here are some options that might prove helpful.

Resource materials and tools

Guides and manuals: There are guides and manuals produced by the European Commission and other organizations that provide detailed guidance on implementing international mobility programs, including governance aspects. **These resources provide information on policies, processes, best practices, and case examples.**

Project management tools: Project management tools such as Gantt Project, Trello, or Asana can help plan and organize international mobility activities. **These tools make it easy to assign tasks, track progress, manage deadlines, and communicate among team members.**

Templates and forms: It is helpful to have standardized templates and forms for various aspects of the governance model, such as application forms, mobility preparation checklists, collaboration agreements, and monitoring reports, among others. These resources help maintain consistency and facilitate the flow of information.

Training materials: Developing specific training materials for the staff implementing the governance model is essential. These materials may include presentations, training manuals, case studies, and specific activities to improve the skills and knowledge of staff on governance aspects of international mobility.

Information platforms and systems: Using centralized information platforms and systems can facilitate data management and communication among participants, staff, and collaborating partners. These platforms can allow participant registration, document management, online communication, progress monitoring, and evaluation of mobilities.

Multimedia Resources: Multimedia resources such as videos, interactive presentations, infographics, and online tutorials can help explain key concepts about the governance model and provide engaging and accessible information to participants and other stakeholders.

Working networks: Participating in working networks related to international mobility can provide opportunities for exchanging experiences, collaborative learning, and access to shared resources. **These networks can be online or specific groups of professionals who work in similar programs.**

Remember that you must adapt these resources, tools, and materials to each international mobility needs and contexts and to the particular requirements of each VET organization and supports the governance model.

Working networks: Participating in working networks related to international mobility can provide opportunities for exchanging experiences, collaborative learning, and access to shared resources.

These networks can be online or specific groups of professionals who work in similar programs.

Remember that you must adapt these resources, tools, and materials to each international mobility program's specific needs and contexts and to the particular requirements of each VET organization and VET center that supports the governance model.

CASE STUDIES



Case Study: Governance model for international mobility in Vocational Training (FP)

Context: A VET center in a small municipality in a European country decides to implement an inclusive governance model in its center for international mobility within the framework of Erasmus+. The VET center offers various vocational training programs in different areas for a diverse student body, including young people with disabilities, international students, etc.

Challenge: The center has identified the need to implement a solid governance model to promote the international mobility of its VET students. The objective is to offer students the opportunity to acquire international experiences, develop intercultural skills, and improve their employability in a globalized environment.



Steps to create the governance model:

Analysis of needs: A thorough assessment of the needs and expectations of students, faculty, and collaborative partners was conducted. Specific objectives were identified, such as improving student employability, fostering intercultural learning, and strengthening technical skills.

Definition of roles and responsibilities: An international mobility management team was established that included a mobility coordinator, tutors, administrative staff, and representatives from each technical department. The responsibilities of each team member were assigned, from the selection of the participants to the logistics coordination.



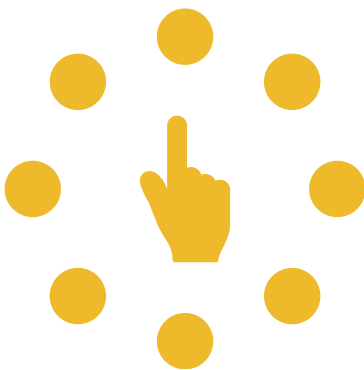
Development of policies and procedures: Clear and transparent policies and procedures were created to address participant selection, eligibility criteria, financial resource allocation, academic monitoring management, and student safety. These policies were based on the guidelines of the Erasmus+ program and were adapted to the characteristics of the center.

Implementation of a selection process: A rigorous selection process was established for students interested in participating in international mobility. Criteria included social skills, academic performance, foreign language level, motivation, and adaptability. For students with specific needs and disabilities, a protocol was designed to guarantee equal opportunities and promote inclusion. Interviews and particular tests were conducted to assess the candidates' abilities and aptitude, as well as meetings with the families when it was considered appropriate to gather information.

Resource allocation: A specific budget was assigned to finance international mobility. This included the costs of travel, lodging, maintenance, health insurance, and social and cultural activities. Additional funding was sought through grant applications and collaborations with business partners and local organizations.

Support and follow-up of the participants: A pre-mobility orientation program was provided to prepare students for practical and cultural issues. During the experience, local tutors were assigned to the destination to provide academic and emotional support. In addition, regular communication was maintained with the participants, and follow-up evaluations were carried out after their return.

Evaluation and continuous improvement: An evaluation system was implemented to collect feedback from students, their families, teaching staff, and collaborative partners. The data obtained was used to make continuous improvements to the governance model, such as adjusting selection criteria, strengthening pre-trip orientation, and expanding strategic collaborations.



Results and benefits:

Thanks to implementing the governance model, the Vocational Educational Training center has improved its results, both in satisfaction surveys and annual enrollments or the number of companies and entities interested in establishing collaboration agreements with the center.

In addition, the participating **students acquired new technical skills, improved their intercultural skills, and increased their employability.** The center has established strong partnerships with international institutions and companies, which have enriched the curriculum and provided internship opportunities abroad.

The governance model has strengthened the reputation of the VET center and has been recognized as an example of good practices in international mobility in the field of Vocational training. In addition, the motivation and interest of students to participate in future international mobility has increased.

This case study illustrates how a VET center can create an effective governance model to promote international mobility, maximizing student and institution benefits. Each center can adapt this model to its own needs and available resources.



Links and Bibliography:

[Guide for Experts on Quality Assessment 2023](#)

[Practical Guide on Strategic Internationalisation in Vocational Education and Training](#)

[International Strategy](#)

[Strategic Partnerships in Vocational Training](#)

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[Erasmus+ Program Guide](#)

Glossary of Terms related to the Governance Model for International Mobility in Vocational Training (FP):

1. **International Mobility:** Programs or projects allowing VET students to gain learning experiences abroad, including work placements, student exchanges, or training courses.
2. **Vocational Training (FP):** Education and training preparing students for specific professional fields, providing practical skills and knowledge for the workforce.
3. **Governance Model:** A framework or management structure establishing policies, roles, responsibilities, and processes for decision-making and managing international mobilities in VT.
4. **Mobility Coordinator:** Person managing and coordinating international mobility at the VT institution. Responsibilities include participant selection, logistics planning, communication with partners, and participant monitoring during their experiences abroad.
5. **Policies and Procedures:** Norms and regulations guiding the implementation of international mobilities, covering participant selection, resource allocation, financial management, student safety, and result evaluation.
6. **Eligibility Criteria:** Requirements determining which students are eligible for international mobility. Criteria may include academics, language skills, motivation, and adaptability.
7. **Evaluation of Results:** The process of measuring and analyzing the impact of international mobility on students and the educational institution. This includes evaluating learning, competencies developed, and long-term benefits.
8. **Strategic Collaborations:** Agreements with educational institutions, companies, or organizations supporting international mobility. These collaborations facilitate knowledge, resource sharing, and learning opportunities.

Note: This glossary is a general reference, and there may be variations in terminology based on context and country.



CHAPTER 6

QUALITY ASSURANCE

Quality Assurance in the context of Erasmus+ KA1 mobilities for vulnerable groups refers to processes and measures implemented to guarantee the excellence and effectiveness of mobility projects aimed at vulnerable groups within the Erasmus+ KA1 program.

The Quality Assurance in Erasmus+ KA1 mobilities for vulnerable groups implies the implementation of specific measures to guarantee the quality, inclusion, and success of mobility projects aimed at young people with fewer opportunities. It is a comprehensive approach that seeks to ensure equal opportunities and the well-being of vulnerable participants throughout the mobility process.

This article covers the following topics:

- ① **How to select and prepare the participants** for the mobility project based on the group's specific needs. This includes the selection criteria, the information provided, the orientation, and training sessions.
- ② **How to design and plan the mobility project**, considering the objectives, activities, budget, and timeline.
- ③ **How to implement and monitor the mobility project**, ensuring its quality and effectiveness. This also involves dealing with any conflicts that may arise during the mobility.
- ④ **How to evaluate and improve the mobility project**, using feedback and data to assess its impact and outcomes.

This chapter offers complete information to ensure that Erasmus+ KA1 mobilities for vulnerable groups meet high-quality planning, implementation, and results standards. This implies that VET centers seek to ensure equal opportunities, inclusive access, security, and adequate support for vulnerable participants throughout the mobility process.

This chapter aims to **improve VET centers' knowledge** of the benefits of incorporating the Quality Assurance plan into the processes developed in an Erasmus+ mobility program. These objectives may vary depending on the project, although some common objectives pursued when formulating this plan are:

Guarantee the quality of mobility activities

The main objective is to ensure that mobility activities, such as exchanges, an internship abroad, or training courses, comply with the quality standards established by the Erasmus+ program. This involves defining quality criteria, establishing rigorous selection processes, and ensuring that participants receive adequate support before, during, and after the mobility.

Evaluate and improve the impact of mobility

The Quality Assurance Plan seeks to evaluate the effect of mobility on participants, organizations, and the educational community in general. This involves collecting data, conducting analysis and evaluations to identify the results obtained, identifying good practices and areas for improvement, and using this information to improve future mobilities.

Promote equal opportunities and inclusion

Quality Assurance focuses on ensuring that Erasmus+ mobilities are accessible and equitable for all participants, including those with fewer opportunities or in vulnerable situations. This involves establishing specific measures to ensure inclusion, such as reasonable accommodations and adequate participant support.

Improve project management and coordination

Quality Assurance also seeks to improve the general management and coordination of the Erasmus+ project. This implies establishing transparent and efficient processes, ensuring effective communication between partners and participants, and guaranteeing compliance with the deadlines and requirements set by the Erasmus+ program.

Comply with the standards and requirements of the Erasmus+ program

This focuses on ensuring compliance with the standards and requirements established by the Erasmus+ program. This includes administrative, financial, and monitoring aspects and adherence to the principles and values promoted by the Erasmus+ program, such as internationalization, cooperation, and the focus on intercultural learning.

Promote continuous learning processes

Quality Assurance promotes continuous improvement through feedback and learning from previous experience. This involves collecting and analyzing feedback from participants, partners, and other stakeholders and using this information to make adjustments, implement improvements, and optimize future mobilities.

Evaluate and constantly improve

The aim is to establish practical evaluation and monitoring mechanisms to measure the impact of Erasmus+ KA1 mobilities on young people with fewer opportunities in FP. This involves collecting feedback from mobility participants to identify good practices and areas for improvement and make the necessary adjustments in future mobility.



Metodology

Below, we present a series of general methodological aspects that must be considered for creating a Quality Assurance Plan linked to Erasmus+ mobilities for vulnerable people in VET centers.

Analysis of requirements and standards: Conduct an exhaustive analysis of the requirements and standards established by the Erasmus+ program for mobilities. **It includes the quality criteria, guidelines, and relevant policies** that must be followed while implementing the mobilities.

Definition of quality indicators: Establish clear and measurable quality indicators that reflect the desired results of Erasmus+ mobilities. These **indicators must be aligned with the program's objectives and the participant's needs**. Some examples of quality indicators include the rate of completion of the mobility, the level of satisfaction of the participants, and the acquisition of specific competencies, among others.

Design of selection and preparation processes: Develop clear and transparent processes for selecting participants in mobilities. **These processes must consider the eligibility criteria established by the Erasmus+ and other mobility programs and the specific needs of participants with fewer opportunities**. Likewise, it plans and offers adequate preparation before the mobility, providing information about the project, the objectives, the expectations, and the required competencies.

Implementation of support and follow-up activities: Establish support and follow-up activities during the mobilities to guarantee the quality and well-being of the participants. This may include **appointing tutors, offering support services such as guidance and counseling, regularly monitoring progress, and adapting activities as needed**.

Evaluation and feedback: Implement mechanisms for assessment and collection of information on the quality of mobility. This can go through surveys, interviews, evaluations, and other methods to collect relevant data. Use **the assessment results to identify strengths, weaknesses, and areas for improvement and take appropriate action to address the identified issues**.

Documentation and Record: Capture and document all activities associated with the Quality Assurance Plan. This encompasses recording reports, meeting minutes, follow-up evidence, and other relevant documents. Additionally, **maintain thorough and current documentation of participants, learning agreements, evaluations, and other pertinent records.**

Continuous improvement: Promote a **culture of constant improvement in your organization, encouraging identifying opportunities for improvement and implementing corrective actions.** It is also interesting to conduct regular reviews of the Quality Assurance Plan and adjustments as necessary to guarantee the quality and compliance with the standards established by the Erasmus+ program.

These general methodological aspects provide a solid basis for creating a Quality Assurance Plan in Erasmus+ and other mobility programs. However, it is crucial to adapt the methodology to the specific characteristics and needs of each project and take into account the guidelines and regulations of the Erasmus+ program.

Resource materials and tools

Next, we provide you with a **list of valuable resources, materials, and tools to help those VET that wish to create a Quality Assurance Plan for mobilities in Erasmus+.** When creating a "Quality Assurance" Plan for Erasmus+ mobility, having various resources, materials, and tools is helpful.

Guides and reference documents: Use the guides the National Agency or the European Commission provided as a starting point. These resources offer detailed information on the requirements, quality criteria, and specific processes you must follow to implement quality Erasmus+ mobility.

Templates and forms: Develop standardized templates and forms that help in the collection of information, the monitoring of activities, and the evaluation of results. These templates can include requirements checklists, participant satisfaction questionnaires, and monitoring and evaluation logs.

Documentation of procedures: Create documents that describe the essential procedures and responsibilities under the "Quality Assurance Plan." This can include mobility implementation manuals, policy and procedure documents, and detailed descriptions of the activities to be carried out at each project stage.

Training Resources: Provide training resources for participants, support staff, and staff involved in the project. These resources can include online training materials, orientation guides, tutorials, and how-to videos to ensure everyone involved understands the quality standards and processes to follow.

Project management tools: Use project management tools to facilitate the planning, monitoring, and evaluating of the "Quality Assurance" Plan. These tools can include project management software, shared calendars, task-tracking systems, and online collaboration tools. These tools will allow you to Focus your work. You can complete more tasks, but more importantly, you will do the right job. Project management software makes you less likely to have duplicate work or spend time searching for materials.

Reduce unproductive work: With project management software, you can tie each task to goals, supporting the organization's more significant, more extensive vision so everyone knows how they drive business success with each project. When employees understand how their daily tasks affect the company, they are even more motivated to do their best.

Create a record system: Use project management software as the System of record for all your projects and related tasks. As a result, you can store the information while making it easy for all stakeholders and teams to access and use.






Increase collaboration between different departments: Project management software is, at its core, a team collaboration tool. By combining the work, goals, and people from all projects, teams, and departments, this software allows you to create an interdisciplinary and interconnected organization.




Evaluation and feedback collection platforms: Use online platforms to collect the evaluation and feedback that you receive from mobility participants or other professionals linked to it. These platforms allow online surveys (Google), managing comments and testimonials, and analyzing data to identify improvement and good practices.

References and good practices: Research and use references and good practices from other Erasmus+ and other mobility projects. These can be reports, case studies, and resources from previous projects that serve as examples and guidance for implementing your own Quality Plan. Remember to adapt these resources, materials, and tools to your center's specific needs and characteristics and comply with the requirements established by the Erasmus+ program about quality management.

Recommendations

Here are some general recommendations for carrying out a Quality Plan within the Erasmus+ KA1 program with young people with fewer opportunities:

-  **Understand the program requirements:** Familiarize yourself with the guidelines and requirements about mobilities established by the Erasmus+ program. Please read carefully the guides and reference documents provided by the National Agency or the European Commission to make sure you understand the expectations and quality standards set.
-  **Set clear objectives:** Clearly define the objectives of the "Quality Assurance" Plan for mobility. These objectives must be specific, measurable, achievable, relevant, and temporary (SMART). By having clear goals, you can focus your efforts on the critical areas of improvement and evaluate the plan's success.
-  **Identify quality indicators:** Define appropriate indicators to assess and gauge adherence to quality standards. These indicators encompass various aspects, such as participant satisfaction, the quality of learning activities, and the impact on competency development. Clearly outline the methodology for collecting the necessary data to evaluate these indicators.
-  **Define responsibilities and roles:** Assign clear duties and responsibilities to the different actors involved in mobility, both in overall implementation and quality assurance. Ensure that each person or entity has a specific role and that their responsibilities concerning the quality of the project are clearly understood.
-  **Develop a communication plan:** Establish an effective communication plan to ensure all interested parties are informed about the Quality Assurance Plan and can provide their input and feedback. This may include regular meetings, written reports, open and transparent communication channels, and the involvement of stakeholders and other key partners in the decision-making process.

-  **Implement monitoring and evaluation mechanisms:** Establish processes and tools for monitoring and continuous evaluation of the quality of mobility. This may include collecting relevant data, regularly reviewing quality indicators, conducting satisfaction surveys, and directly observing activities, among other methods. Use the evaluation results to take corrective action and continually improve the quality of the project.
-  **Promotes continuous improvement:** Promotes a culture of constant improvement throughout the mobility process. It encourages all the actors involved to share their ideas, suggestions, and experiences to identify opportunities for improvement and good practices. Implement corrective and preventive actions to address any problems or deviations detected during mobility.
-  **Document and file information:** Keep accurate and up-to-date records of all activities related to the "Quality Assurance" Plan. This includes reports, meeting records, follow-up evidence, and participant feedback, among other documents defining relevant responsibilities. These records will be helpful for future monitoring, evaluation, and accountability.

Remember that each Erasmus+ mobility project is unique, so it is important to adapt these recommendations to each VET center's specific needs and circumstances.

CASE STUDIES

Context: The "Empowering Youth" project is an Erasmus+ KA1 initiative to promote cultural exchange and intercultural learning between young people from different European countries. The project focuses on developing social skills, intercultural competencies, and global awareness of the participants.

Analysis of requirements and standards: The project team investigates and analyses the requirements and standards established by the Erasmus+ program and the National Agencies for quality assurance in mobility projects. We identify the criteria and critical areas that require attention in the quality plan.

The project team establishes the following quality objectives:

- **Provide a safe and enriching mobility experience** for the participants.
- **Promote inclusion and diversity**, ensuring the equitable participation of young people from different socioeconomic and cultural backgrounds.
- **Promote the acquisition of intercultural skills** and the development of social skills.
- **Guarantee the sustainability** and long-term impact of the project.

Identification of activities and quality measures

The activities and quality measures necessary to achieve the established objectives are defined. For this, it can be beneficial to have the advice of the Quality Department of the educational center itself. These may include:

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- Ensuring a Transparent and Fair Selection Process for Participants.
- Preparation before mobility includes information on the culture and context of the host country, as well as workshops on intercultural skills.
- Tutors or teachers support the assessment of needs and personalized monitoring during mobility.
- Implement intercultural learning activities like workshops, cultural visits, and collaborative projects.
- Evaluate and continuously monitor participants' satisfaction along with the project results.
- Prepare final reports documenting the impact and achieving results.



Assignment of roles and responsibilities: The project team assigns clear roles and responsibilities to team members, partners, and stakeholders. Each person or entity ensures quality in their designated work area. We establish regular communication and encourage collaboration among all parties involved.



Implementation and monitoring: We implement the quality plan during the project's preparation, implementation, and monitoring phases. The VET centers' own quality team guides and advises us throughout the process. We conduct regular meetings to assess progress, address potential deviations, and make necessary adjustments. The team ensures the implementation of all quality activities and measures following the established plan.

Evaluation and continuous improvement: At the project's conclusion, we conduct a comprehensive assessment to analyze the fulfillment of quality objectives and the project's impact. We collect comments and feedback from participants, partners, and other stakeholders. We identify areas for improvement and document lessons learned for future projects. Gaining the internal perspective of the Quality Department adds an exciting dimension.

Links and Bibliography

Erasmus+ National Agency: You can visit the website of your Erasmus+ National Agency to access specific information on quality plans and reference documents related to Erasmus+. Each country has its own National Agency and often provides resources and guidelines on quality assurance under the program.

European Commission - Erasmus+: The official website of the Erasmus+ program also contains valuable information on quality plans. You can explore the sections dedicated to the program's implementation and find guides, manuals, and other resources relevant to quality assurance.

ECVET Quality Assurance Toolkit: The ECVET (European Credit System for Vocational Education and Training) Quality Assurance Toolkit provides guidance and practical tools for quality assurance in Erasmus+ projects related to vocational training. You can access this resource on the official ECVET website.

National Agencies for Quality Assurance in Higher Education (ENQA): ENQA is a European association promoting the quality of higher education. Its website offers information on standards and best practices in quality assurance in higher education, which may also be relevant for Erasmus+ projects in this area.

Past Erasmus+ projects: You can search and explore past Erasmus+ projects related to quality assurance to get ideas and references. The Erasmus+ Results Platform (Erasmus+ Results Platform) is an online platform that provides information on previous projects and results that have received funding from the Erasmus+ program.

Glossary:

1. Quality Management Plan: A document that establishes policies, objectives, and activities to ensure quality in a VET center within the framework of Erasmus+ projects.
2. Quality Process: A systematic process involving planning, implementation, and evaluation of measures and activities aimed at ensuring quality in the FP centre.
3. Quality Standards: Criteria and requirements established by Erasmus+ and other relevant organizations that must be met to ensure quality in mobility projects.
4. Continuous Improvement: A systematic approach to identify improvement opportunities and apply corrective and preventive actions in the VET center.
5. Quality Indicators: Quantifiable measures used to evaluate the performance and effectiveness of activities and processes related to quality.
6. Internal Evaluation: A periodic evaluation process carried out by the VET center itself to identify strengths and areas for improvement in relation to quality.
7. External Evaluation: An evaluation process carried out by external entities, such as National Agencies or accreditation bodies, to assess the quality of the VET center and its Erasmus+ projects.
8. Quality Documentation: Records and documentation used to maintain a record of quality-related activities and processes, such as monitoring reports, action plans, and evaluations.
9. Participants: Students, teachers, and staff involved in Erasmus+ mobility projects at the VET center.
10. Risk Management: The process of identification, analysis, and mitigation of possible risks that could affect the quality of Erasmus+ projects and mobilities.
11. Communication Plan: A strategy to maintain effective and transparent communication with participants, partners, and other interested parties about the activities and progress of Erasmus+ projects.
12. Transfer of Results: The process of sharing and disseminating the results and good practices obtained from Erasmus+ projects for the benefit of other VET and the educational community in general.



CHAPTER 7

**HOW CAN WE DEVELOP ACCESSIBLE
AND INCLUSIVE VET MOBILITY?**

This chapter points out the **main issues we must consider when implementing international mobility for students with fewer opportunities** in relation not only to travel and accommodation but also to companies where students will intern.

The objectives of this chapter are:

- **Provide information on the advantages** of mobility experiences for students with fewer opportunities;
- Give general information on **what to expect from a mobility experience** and address the potential concerns of students with fewer opportunities and their families;
- Give some advice on **how to prepare students participating** in mobility to achieve maximum use of it;
- **Offer VET centers some valuable tools** to organize international mobility within the Erasmus+ framework;
- **Manage all the necessary documentation** as well as the management of the logistics (accommodation, travel details, European health card, etc.);
- **Help to plan a flexible and tailor-made international mobility path** for students with fewer opportunities;
- **Train teachers and staff** working with the target group to make their internship experience more fruitful and aimed at facilitating their transition from center to work;
- **Effectively organize the overall mobility experience** of students with fewer opportunities by supporting accompanying staff.



Metodology

Pre-mobility preparation

Facilitate the full participation and commitment of students with fewer opportunities in the mobility program by preventing difficulties during the critical preparation phase before the mobility.

During the preparation phase, students should receive support from the team of teachers and tutors from the sending institution and remote support from tutors from the host organizations/companies.

The preparation phase should include an Action Plan that provides information on the trip details for the students involved and their families. It aims to give them as much information as possible about the host organization and the company where they will intern. It is beneficial to show them videos and photos that can be discussed and used to resolve questions.

Activity 1: Selection of participants.

The first step is **to inform all the students and families** who are candidates to participate in the mobility of the opening of the participant selection process through an informative note at the beginning of the course. Those interested students fill out a registration form, which is collected by the tutors and delivered to the head of studies together with the others.

From there, the selection phase begins. In this phase, the tutors meet with the head of the Department and the Head of the International Department **to choose the candidates following the established selection criteria.**

The center posts these selection criteria on its website. Tutors notify chosen participants and their families once the selection is complete. Tutors also inform students who were not selected and their families, explaining the reasons for non-selection.

Activity 2: Orientation to become aware of the practice of mobility.

VET teachers/staff must conduct **informal interviews with all students interested in participating** in the mobility to determine their motivations, interests, etc. At the same time, we need to inform them individually about their responsibilities and tasks in the companies where they will conduct their internships.

A clear and specific **protocol that describes the selection criteria** is necessary to select interested participants. We recommend making this selection protocol public and available and uploading it to the center website.

It is also crucial **to seek the support of families//legal guardians** throughout the process. Therefore, parallel to these activities, we will hold meetings with them to inform them of all the details of the mobility program. We need to encourage their participation and cooperation throughout the entire process.

Activity 3: Information about the activities included in the mobility program.

To adequately prepare students with fewer opportunities to participate in mobility appropriately introduces the subject of the sentence, which is the involvement of the team of VET teachers and tutors throughout the process. **Students and their families need fluid and constant communication** with the center team to gain the confidence they need to participate in international mobility.

Our recommendation is that **the teacher's team be active and motivated and get involved in the project from the beginning**, participating in the organization of mobility activities and decision-making. We will only achieve a connected team that knows all the project details and can communicate and collaborate effectively with students and families.

On the other hand, VET centers must have a **reliable partner in the host country**, which guarantees quality standards for host companies and accommodation, logistical support, monitoring, and tutoring. For this, it is usually necessary to have the support of specialized and qualified host partners who help prepare mobility. This will help prevent project failure and provide any country hosting support needed.

Empowerment of students who are going to travel

Activity 1: Develop skills for solving situations of daily life.

Mobility experiences abroad can offer the most vulnerable students the opportunity to succeed in a new environment and increase their autonomy and self-confidence. However, to achieve these results, students need some support from their teachers and tutors, such as preparation workshops before the trip on defining personal and professional expectations, fears, conflict resolution and management, stress, etc. **We propose you carry out some dynamics to identify with the students' mobility fears and insecurities, offering them confidence and security.**

Activity 2: Internships abroad, internship plan, and learning outcomes.

Throughout their mobility, young people will be in different social contexts that will allow them to develop their social and personal skills. In addition, **mobility can provide them with crucial knowledge about another culture and language that can only be acquired in a work environment and improve employability.**

To help them achieve this, it is recommended that **both students and company tutors have an internship notebook where relevant information for internships is collected.** Later, we will delve into this topic.



Language preparation

Activity 1: Improve communication and interaction skills in a foreign language

Approximately two months before the mobility, organize basic language & cultural training about the host country. **Students must know some basic expressions that allow them to communicate in the country.** The teacher chooses the most relevant thematic fields for the students, such as the names of the typical foods of the country, greetings, etc. Moreover, to boost their confidence, **it is advisable for them to become adept at utilizing Google Translate (or a comparable tool)**, enabling them to handle various situations at work or in their daily lives.

There is also a free online tool, OLS ([Online Language Support](#)) available to everyone and which allows students to acquire basic knowledge of many languages of the EU. However, **this platform needs to be adapted for students with special educational needs.** Funding can be obtained by requesting it when submitting the KA1 Erasmus+ project, showing the need.



Preparation for the internships (work-based learning training)

Activity 1: Adapt the preparation of the students according to the internship program, the learning plan, and the profile of the company for full integration in the labor context of the host country

Teachers and VET staff need to remember that they are working with students with fewer opportunities and that each is different. Therefore, they will require **individual and specific learning plans relevant to each student's abilities and appropriate to their needs**. The professional and person-centered learning plan should be developed with the learning outcomes we want to achieve in mind. They must also consider the students' interests and skills, clearly establish what is expected of them during the in-company training, and favor daily moments for reflection with the teachers who accompany them.

It is recommended that this **Plan be shared with the students and their families so that they can include those issues that they consider attractive**.

Activity 2: Inform the participants about the procedures and documentation (participation contract, ERASMUS +, Memorandum of Understanding, Learning Agreement, monitoring procedures, final report, etc.)

We can use a checklist to recommend the correct use of Erasmus+ protocol in international student mobility. When Erasmus+ finances the mobility, the VET centers involved in the mobility must define and agree on their functions in managing procedures, documentation, etc., to guarantee the transfer of the process and that, in the end, all the documentation is duly signed and stamped.

Similarly, **establish a Learning Agreement (LA) following the Erasmus+ model**. This agreement should outline the learning outcomes to be achieved and assessed for each student with fewer opportunities, along with how these outcomes will be validated and recognized. The VET will carry out this LA centers that send the students and will be signed and stamped by the student, the VET center of origin, and the host companies. It is essential that students and their families are involved in this process and that LA content is shared.

During the mobility, the tutor of the host company and the accompanying teacher must **ensure that the work activities are adapted to the student's needs and are relevant to the learning outcomes intended to be achieved**. In addition, the LA must be respected throughout the mobility process, and the student must receive feedback on their practices so that they are fully aware of their path.

A correct final assessment of the learning results obtained by the student at the end of the mobility can be done **through an evaluation questionnaire where not only the technical skills are evaluated but also the social and labor skills (punctuality, respect, motivation, attitude)**. It can be included in the Internship notebook that the company has and it would be recommendable that this questionnaire be adapted to the specific needs of each student.



Integration in the host country

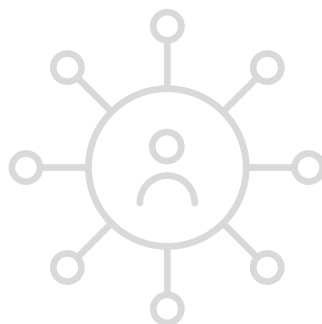
Activity 1. Recommendations to ensure the success of the in-company training.

These are just some recommendations that VET teachers/ staff can use to follow up with students in companies and facilitate their integration:

1. **Interview with the student and the host partner by the VET center** that sends the students before the mobility to identify their interests and tasks to be carried out.
2. The VET center that sends the students can provide them with an **internship notebook** to keep track of their practices in the company, helping them reflect on what they are learning daily.
3. **Follow-up of the internships** by the accompanying teachers involves periodic visits to talk with the tutor of the company about the work that the student is doing. In this way, we can solve possible problems when they appear.
4. We conduct a **final evaluation of the students** through a questionnaire that can be included in an Internship notebook. This notebook will encompass aspects such as medical insurance, student data, relevant details about the student that the company should be aware of, etc.

Using these resources to develop a professional and personal plan adapted to each student with fewer opportunities to participate in mobility, we prepare them at all levels for a pre-work experience abroad.

This international experience will significantly improve the professional training of the students since they will not only work in an international environment but also improve their social and work skills, increasing their employability. It will also benefit their host companies as they can develop a network with the students' home organizations and companies.




After mobility

At the end of the training, we recommend that the sending VET centers issue **a certificate to those students who achieve the expected learning outcomes**. This certificate will accredit not only the mobility but also the knowledge acquired in the company. To do this, a certificate model can be provided in which the student's data appears together with the company's signature and seal.

It will also be necessary **to work with the group of students upon their return on different issues related to the degree of fulfillment of their expectations**.

To assess mobility, we recommend doing it at three levels:

- 
1. With the participating student: evaluating their learning results, lived experience, and learning achieved. In this phase, we can count on families when appropriate.
 2. With the teachers who have accompanied the group: an internal evaluation of mobility, strengths and weaknesses, aspects to improve, etc.
 3. With the host center and the companies, the objective is to know their mobility perception to detect issues we can improve.

Depending on the needs, the International department will conduct these **evaluations in collaboration with the tutors, heads of studies, or other professionals**.

Resource materials and tools

Parent / guardian consent form (s)

Name and surname of the participant:

Participant's ID:

Participant's address:

Mobility Period:

Destination of mobility: Bergamo (Italy)

Personal data of the contact coordinator at the center of origin (the center of origin must complete it in advance):

The parents and guardians must obligatorily sign this form before the activity begins. If you need more information or wish to express your opinion on this consent form, contact the center of origin contact person. The priority is to ensure the safety of all participants at all times, and your full cooperation will be essential in this regard.

As the parent or guardian of the student mentioned above:

I consent to your participation in the mobility of Erasmus + students mentioned above, including prior preparation and subsequent follow-up activities.

I have received adequate information about the mobility action of Erasmus + students and the practical details of mobility, such as travel information and insurance.

I declare that the information offered on the health status of my son/daughter is accurate and pertinent and that I have been informed of all his special requirements in the Student Application Form and the Medical Form. I undertake to notify the contact teacher of the center of origin if there is any change in this information between the date of signing this form and the final date of the stay (day of departure from the host country).

I accept that you are under the authority and responsibility of the teaching staff accompanying you during your stay.

My son/daughter knows the rules of conduct agreed for the stay and will act in line with them, being the following:

Standards of conduct

The student assumes the following commitments:

Respect the discipline imposed by the host company, its work schedule, confidentiality, and legal provisions to complete the stay without problems.

Participate fully in the activities and perform all the applicable work and tasks.

It is strictly forbidden to abuse alcohol and use drugs during the stay in the host country.

Comply with the program set by the project: dates, internship duration, required documentation, and prior preparation.

It is not allowed to drive any motor vehicle.

It may be necessary to send my son/daughter back home early. I also admit that this will happen under my responsibility and my responsibility in the following cases:

- The student must participate fully in the activities and perform all the corresponding work and tasks.
- It is strictly forbidden to abuse alcohol and drugs.
- It is not allowed to drive any motor vehicle.
- For medical reasons.

You will face consequences if you show inappropriate or offensive behavior in the host community, endanger yourself or others, or cause property damage.

Medication and emergency

I agree to give my son/daughter the necessary medication and any emergency dental, medical, or surgical treatment, including anesthesia or blood transfusions, if the health authorities present consider it necessary.

I agree that the Medical Form (part 2) should be given to the doctor treating my son/daughter, if necessary, from a medical point of view.

Information processing

I understand that basic information about my son/daughter will also be sent to the National Agencies of the host and home countries responsible for the Erasmus + student mobility action and to the European Commission. All personal information will be treated confidentially.

Rights related to image and media

I understand that the European Commission and the National Agencies occasionally use photographs and sequences filmed or recorded (images) of current and former exchange students for their promotional material.

By signing this consent form for parents and guardian (s), I give my consent to the European Commission or the National Agency to use, publish, and reproduce excerpts from interviews and letters, images, and audio recordings of the students made during their participation in the Erasmus+ student mobility program.

General aspects

I understand and accept that from the date of signature of this form, the San Viator Centre will begin with all the necessary procedures for the mobility of the student (air tickets, accommodation, and therefore, if the student / a decides not to participate in mobility I will have to take care of all the expenses incurred.

Read and approved by:

Place date:

Name and surname (of the father or mother/guardian) in capital letters:

Firm:

Place date:

Name and surname (student) in capital letters:

Firm:

Recommendations

A successful **student mobility project depends on the quality and commitment of the teachers and tutors who support it.** They must communicate frequently and clearly with the students and their families, who may have doubts or concerns about the international experience. The **teachers and tutors should also participate actively in the project's design and implementation, sharing their ideas and opinions.** This way, they can form a solid and knowledgeable team that provides accurate and helpful information to families and students.

It will also be necessary to have a reliable partner in the host country that guarantees us quality standards for companies, accommodation, etc. For this, **it is usually convenient to have the support of companies specialized in hosting as they will help us prepare mobility,** even if it implies an additional cost to the project. This will help us make our project successful and provide us with logistical support in the country if needed.

This experience will allow participants to function in a new environment that will favor their level of autonomy and increase their self-confidence. They will also acquire other necessary knowledge in terms of technology and organization that can only be found in the workplace. They will also start with an understanding of different cultures and languages.

We recommend that the professional training center itself be in charge of most of the expenses and the purchase of airline tickets. You must also manage the reception, accommodation, and social program from the centers and search for companies for practices. Thus, the mobility grant makes it easier to work from the centers in collaboration with students and families.

There must be constant coordination between professionals who manage the mobility of the students, families, and students themselves to create a climate of trust that benefits the use of it.

Once in the destination country, students, professionals, and company tutors have to have fluid communication that resolves problems that may arise daily.

CASE STUDIES



Case Study: Ane was in Pistoia (Italy)

Ane joined Centro San Viator at sixteen and studied in the special education section. She had an intellectual disability and faced pronunciation challenges, making it sometimes a bit hard to understand her.

At 18, Ane participated in an international program, experiencing many firsts—her initial time away from home, abroad, without her parents, and her first plane journey. It was also her first internship in a company. Despite occasional fear, her strong desire to go and the company of 6 classmates and two teachers made her feel secure.

Her destination was the Italian city of Pistoia, where she and her classmates received a month of Italian lessons. She learned common words and expressions used in companies and stores. They extensively researched the city, country, company, culture, and food through photos and discussions. Preparatory visits by the teachers provided insights into accommodation and the companies.

Ane and her parents attended individual and group meetings with the accompanying teachers to prepare for the trip. The teachers provided a list of documents needed, including a passport, a European health card, and a doctor's report specifying Ane's required daily medication.

The teachers collected all documents, medicines, and even her money. Upon arriving in Italy, they gave Ane her money, allowing her to manage expenses independently. Teachers created a WhatsApp group to facilitate communication to address any concerns, providing reassurance and a sense of security. During their stay in Italy, they limited the use of mobile phones to listen to music and make two weekly calls to parents, as constant phone connectivity could hinder the real-world experience.



Case Study: Our experience in Finland

Since he was 20 years old, he has worked at Lantegi Batuak, a sheltered employment company where he does simple garden maintenance. Some years ago, the company permitted him to enroll in the San Viator Vocational Training Center to pursue a certificate of professionalism in Auxiliary Gardening Activities, along with seven other colleagues. He trained in a professional field he liked for three months. At the end of his training, Centro San Viator allowed him to go to Finland to intern with two professionals from Lantegi Batuak.

For a month, he lived and worked with Finnish professionals, not only learning many new things in the field of gardening but, above all, this experience was a lifelong learning experience since he had to live outside his home without the support of his family constant. In addition, he learned to solve the problems that arose for him by himself, and when he could not do it independently, the professionals who accompanied him helped him.

For the organization of the trip, staff from Centro San Viator and Lantegi Batuak coordinated to carry out all the preparations for the trip: management of scholarships, accommodation, and company to carry out the internships.

Upon his return, Jon Ander returned to his job at Lantegi Batuak in a higher professional category, allowing him to improve his working conditions and join a new work team with new colleagues and more responsibilities. Undoubtedly, the experience abroad helps people with fewer opportunities to develop their technical and personal socio-competences.



Links and Bibliography:

[Erasmus+ Learning Mobility Opportunities](#)

[Erasmus+ Opportunities for Individuals with Physical and Mental Conditions](#)

[European Agency for Special Needs and Inclusive Education – Country Information](#)

[Erasmus+ Recommendations for National Agencies](#)

Glossary:

1. Student Mobility Abroad: Refers to students in different education levels moving to another institution or company outside of their own country to study or do an internship for a limited time.
2. Internship: A period of work experience offered by a company for a limited period of time.
3. Registration Form: A list of fields that a user will input data into and submit to a company or individual.
4. Application Form: A form completed to apply for a job, a place on a course, etc., or to obtain something such as a loan or a license.
5. Mental Disability: A condition that limits a person's intellectual capacity, resulting directly or indirectly from injury to the brain or abnormal neurological development.

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GIVE partners



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