



PREPARING MOBILITY: GUIDELINES / RECOMMENDATIONS

Introduction

Premo: its origins and objectives

Launched in October 2012, in the framework of Leonardo da Vinci European Programme, PreMo is a Transfer of Innovation project concerning instruments, tools and methods to use during the preparation, organization and management of the mobility. Mechanisms and approaches come from Arbeit und Leben Hamburg “Mobility Agency” and French partners APCMA (Association Permanente des Chambres des métiers et de l'artisanat) and Chambre régionale de métiers et de l'artisanat - Languedoc-Roussillon, are expected to be transferred to four Italian local and regional authorities (Autonomous Province of Trento, Autonomous Region of Friuli Venezia Giulia, Region of Marche and Province of Turin) and one Spanish regional authority (Generalitat de Catalunya)¹.

Beyond actions that aim to adapt and test innovative approaches to Italian recipient's territories, the work plan includes:

- the identification of quality standards in order to support the preparatory phase of mobility, realized through the guidelines for mobility and the “paper of quality services” between partners;
- a specific training addressed to mobility operators: carried out in blended mode, this training will improve skills to prepare mobility actions by using mechanisms and approaches transferred;
- the set up of a mobility network, based on quality standards respect of the support service to mobility;
- the design of a vertical portal to access to services and opportunities for mobility.

Purpose of the guidelines

The following guidelines are the result of collaboration among project partners and spring from different approaches, awareness and experiences. They develop around three main elements with the intention to guarantee support to mobility processes, first of all within the partnership.

These elements are: 1) the “Mobility platform” as the main tool informing about mobility projects supporting the organization and the monitoring; 2) “Outgoing mobility”; 3) “Incoming mobility”. Each guideline/recommendation is described in detail and, where possible, supported by some practical examples that can sometimes be directly accessed thanks to hyper textual connections. The document wants to avoid the static nature of the printed versions in favour of a constant evolution and updating.

Some highlights:

The PreMo partnership believes in transnational mobility as a tool for personal growth and also as a way to strengthen the local system. It also believes that mobility must be sustainable. A sustainable form of mobility should be based at least on a combination of: **networking, commitment, quality and reciprocity**. Furthermore sustainable mobility is assured by the duo: **incoming and outgoing**.

- **Networking**: involving local actors (political decision-makers, education and training professionals, and enterprises) is a vital condition for successful mobility. Promotion, communication, process management and achieving results all depend on the networking activity.
- **Commitment** of all actors involved is also linked to networking that must be, before anything else, spontaneous (mainly based on motivation) and only later engaged in specific transnational cooperation agreements.
- **Quality** should permeate the whole mobility process. A set of validated common quality standards should represent the foundations of every partnership agreements (i.e. http://ec.europa.eu/education/leonardo-da-vinci/doc/quality_en.pdf)
- **Reciprocity**: in order to favour sustainability, fair cooperation and common trust and understanding, mobility should as far as possible be managed in a reciprocal base. The partners are supposed to play both roles (of hosting and sending organizations)
- **Incoming-Outgoing mobility**: the duo incoming (hosting mobility) and outgoing (sending mobility) can create the environment to support a sustainable mobility, enhancing commitment (at political, institutional, VET and companies level), promoting a spending balance (host-send) and a trade-off.

¹ Although formally referred in the project as “receiving partners”, Generalitat de Catalunya is deeply committed in sharing (transfer) its great experience and its peculiar model (based on a regional platform) of mobility supporting

Glossary /Acronyms

- **Beneficiaries:** People (18-32 years old) involved in a transnational mobility action
- **Apprentices:** An Apprenticeship is defined as a vocational training scheme based on alternate learning in which the learning/training takes place at the workplace (enterprise) as well as in school. The enterprise plays an active role/has responsibility in the set-up of the training programme as well as in the decision if a person can leave on mobility; there is not necessarily a contractual link between apprentice and enterprise. (However, a contractual commitment between enterprise and apprentice is the characteristic of the German dual system.)
- **IVT Mobility:** A transnational mobility in initial vocational training consists in a training placement for a period of vocational training and/or work experience undertaken by an individual participant (apprentice, pupil, trainee, etc in IVT) in an enterprise or a training institution in another participating country. In case the training placement is done in a training institution, the link to the practical experience and to the training needs of the participant shall be clearly defined.
- **PLM Mobility:** A transnational mobility for People in the Labour Market consists in a training placement for a period of vocational training and/or work experience undertaken by an individual participant in an enterprise or a training institution in another participating country. In case the training placement is done in a training institution, the link to the practical experience and to the training needs of the participant shall be clearly defined.
- **VETPRO Mobility:** A Mobility project for Professionals in Vocational Education and Training focuses on the transfer, improvement and update of competences and/or of innovative methods and practices in the field of vocational training. Individual trainers, teachers or other persons responsible for Vocational training issues will exchange experiences with their counterparts in other countries with the aim of mutual learning. It can also cover vocational language learning of professionals (VOLL).

Guidelines/Q - Recommendations (for Quality standards)

| Guidelines/ Recommendations | Specifications/ Details | Examples/ Tools/Links | |
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| Mobility Platform | <p>Create a platform, as a supporting tool for the preparation and management of mobility.</p> <p>The platform allows to communicate and to work on the mobility. The communication is addressed to:</p> <p>a) Mobility participants (IVT and PLM - People on the Labour Market participants) Information about <u>outgoing mobility</u>: different mobility programs and funding opportunities for apprentices and VET students, persons on the labour market and potential participants (taking work mobility into eventual consideration). Information about <u>incoming mobility</u>: possible work placements and living in the host country, region and town.</p> <p>b) Vocational Training Experts (VETPRO): Information for trainers and teachers interested in organizing mobility projects</p> <p>c) Management / Mobility Operators: Information for European Partner institutions about cooperation opportunities</p> | <ul style="list-style-type: none"> • www.mobilitaetsagentur-hamburg.de/home/home.html • http://www.mobilitaetsagentur-hamburg.de/home/coming-to-hamburg.html • http://www.mobilitaetsagentur-hamburg.de/home/vocational-training-experts.html • http://www.mobilitaetsagentur-hamburg.de/home/mobility-through-partnerships/communication-platform.html • http://commsy.mobilitaetsagentur-hamburg.de • The European Job Mobility Portal https://ec.europa.eu/eures/home.jsp?lang=en | |
| | <p>Activate a “your own” (tailor made) platform, starting from a needs analysis.</p> | <p>A comprehensive needs analysis is fundamental for a tailor made platform</p> | <ul style="list-style-type: none"> • www.mobilitaetsagentur-hamburg.de/home/home.html • http://www.euroapprentissage.fr/fr/accueil.html |
| | <p>Consider to involve an external technician responsible for the functional design of the website, working together with content experts (internal).</p> | <p>It is important to melt the different dimensions</p> | |

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| <p>The platform must be easy to use and be used. Once you have implemented it, you have to use it!</p> | <p>Analyse the needs of your specialized staff by involving them in the creation process. The key word for webs' success is usability. Many on line resources are available to make your platform nice, simple and user friendly.</p> | <p>Organize a working group to find out your special needs.</p> <ul style="list-style-type: none"> • http://en.wikipedia.org/wiki/Usability |
| <p>Plan and activate only the functions you need and that can be managed.</p> | <p>Avoid redundancies and avoid duplicating work. Avoid to activate functions without having enough resources to keep them lively: e.g. Forum needs constant facilitation.</p> | |
| <p>Involve all actors in the platform to make it a community (it must work as a whole) and support processes to favour the creation of a network.</p> | <p>Organise specific tools to let the platform be a place for networking, through the use of a common workspace.</p> | <ul style="list-style-type: none"> • http://commsy.mobilitaetsagentur-hamburg.de <p>This platform has a democratic thus non-hierarchical structure. All registered operators can have the status of a moderator, can up-download everything autonomously.</p> |
| <p>Make the platform lively and appealing.</p> | <p>Something must always be going on. Do not force its use (it must come naturally).</p> | <p>The CommSy platform has got a horizontal structure. All registered users have got the same active/collaborative role.</p> |
| <p>Make the platform ensuring clarity and security of the whole mobility process.</p> | <p>Use checklists and downloadable tools.</p> | <p>See the Annex: Usability.pdf</p> |
| <p>Use the platform as an information and communication tool.</p> | <p>Data of and for participants should always be available: documents, tasks, personal reports, learning units, etc. The use of FAQ makes easy the facing of already solved problems.</p> | <ul style="list-style-type: none"> • www.mobilitaetsagentur-hamburg.de/home/mobility-through-partnerships/communication-platform.html |
| <p>Use the platform as a marketing and dissemination tool.</p> | <p>Sustainability of the mobility and self-promotion e.g. mobility scouts, success stories, campaigns.</p> | |

Provide contents related to target groups

For Trainees:

Trainees must find work placements in various countries, learn about internship procedures abroad, and know all the prerequisites for participation.

Trainees must fill in application documents; provide a CV and a Letter of motivation in English (or in the host countries language).

For Mobility operators/VET teachers in the hosting/sending country:

Finding reasons for work placements abroad.

Receiving information about state of the art concept of intercultural preparation.

Using communication platform for tutoring trainees during their internships.

For matching Company and Participant's profile:

a) Participants' Profile:

Project coordinators match participants profile with companies' internship offers.

(You need his/her qualifications, desired occupations, and personal data).

b) Companies' Profile:

Companies provide work placement offers. The mobility operators take care of the filling in of the companies' profile as a service. Data can only be accessed by the company and the project coordinators. As soon as the project coordinator (better: operator) matches a work placement offer with a participant's profile, his/her profile can be seen by the company. If the company accepts the participant, he/she will see the companies' details.

See the Annex: [Motivationletter_example.pdf](#)

- [Learning section on EURES portal](#)
- <https://ec.europa.eu/eures/main.jsp?acro=learning&lang=en&catId=55&parentId=0>

Use EU Tools: Trainees should know and use the Europass Documents known and used throughout Europe; Europass CV, Europass mobility, Language passport, etc.)

- www.mobilitaetsagentur-hamburg.de/home/european-partners/transnational-learning-units.html

Using placement tool to find appropriate internships for participants.

Developing units working on learning outcomes collaboratively with other experts.

Data should be accessible for participants and project coordinators via the platform.

Tools for project coordinators:

1. List of internship offers
2. List of companies (www.mobilitaetsagentur-hamburg.de/home/european-partners.html)
3. List of participants

Province of Turin form for collecting information on enterprises for EURES

- http://www.provincia.torino.gov.it/sportello-lavoro/file-storage/download/word/modulistica/mod_preselezione_aziende.doc

Outgoing

So far, the most common target groups of mobility funded with EU contribution refer to the three following categories:

A) IVT (Initial Vocational Training)

1. Very young people going abroad for “discovering”.
2. Young people going abroad for learning purposes.
3. High skilled young people.

The pedagogical projects have to be agreed with trainees. No exams and specific objectives are usually planned. In principle, tests and exams are not compulsory: they depend on the funding line, the pedagogical programs and the certification of learning outcomes.

B) Graduates

1. Unemployed people.
2. Employed People.

Usually they are specialists trying to improve their specialization. Graduated people in mobility typically tend to acquire specific skills for their personal and/or working life.

C) VETPRO

1. Teachers and trainers.

This group can be very heterogeneous. The purpose of teachers and trainers’ mobility is mainly for further educational reasons in terms of methods and didactics; to be able to compare and to see how others teach. Often also used to prepare the work mobility of a group of apprentices. Remains to be seen how this is done in other countries.

Make all territorial actors 100% committed.

Commitment depends on motivation (of mobility participants, mobility operators...) and on the visibility of benefits coming from the mobility action.

Commitment could be enhanced by:

- Stakeholders’ regional network.
- Mobility day (once a year).
- Awareness campaigns, social networking.
- Lobbying events

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| | <p>Promote a reliable and sustainable mobility partnerships.</p> | <p>The mobility partnership is composed by: hosting institutions, companies, VET institutions.</p> <p>To promote it:</p> <ol style="list-style-type: none"> 1) Start from your regional, national and international networks. 2) Get all partners actively involved (giving them a precise role). 3) Establish a formal agreements based on quality. 4) Favour long term cooperation. 5) Organise periodical meetings among the partnership, to let all the people involved in the network have a direct contact with the distant colleagues. | <ul style="list-style-type: none"> • http://www.hamburg.arbeitundleben.de/index.php?id=1&lang=en • http://www.euroapprenticeship.eu <p>This website allows members to look for EU partners.</p> <ul style="list-style-type: none"> • EURES advisers network https://ec.europa.eu/eures/main.jsp?acro=eures&lang=en&catId=3&parentCategory=3 • Public Employment Services as EURES partners https://ec.europa.eu/eures/main.jsp?acro=eures&lang=en&catId=29&parentCategory=29 |
| | <p>Pay specific attention to preparatory activities: great part of the quality of a transnational mobility action and its full success depend on the accuracy of the preparation concerning placement activities.</p> | <p>The aims of preparatory activities are:</p> <ol style="list-style-type: none"> 1) to make the participant think about his/her expectations, motivations, doubts; 2) to transfer information about national, cultural and professional backgrounds where the mobility will be developed; 3) to show completely the training aims of the mobility; 4) finally, to provide suitable linguistic skills to participants for coping with mobility experience successfully. The skills are mainly to “jump the barrier”, get rid of fears and to survive; avoid that language skills become an exclusion cause. | <p>Thematic fields of preparatory actions typically are: pedagogic, professional, linguistic, administrative, legal, personal, (inter)cultural and financial ones.</p> |

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| <p>Support pedagogical preparation that allows preparatory activities provide knowledge and competencies needed to fully participate in the mobility action of the hosting country.</p> | <p>The choice is highly influenced by the target typology, since the young beneficiaries (IVT) demand mostly social and cultural preparation, whereas people in the labour market (graduated and VETPRO) need to strengthen both technical and professional knowledge and skills to be used for their integration and to become aware of the added value of the transnational mobility.</p> | <ul style="list-style-type: none"> - For IVT beneficiaries, information is mostly referred to practicalities (bus lines, how to go to the doctor's and many other basics); - For PLM beneficiaries and VETPRO, information is mainly focused on political and education systems; work regulations etc. |
| <p>Stress linguistic preparation. Linguistic skills are considered important for an effective learning and the building up of intercultural communication.</p> | <p>There is need to assess the preliminary linguistic skills, to develop these ones in the sending country and/or to provide support and linguistic training in the hosting country. This kind of preparatory activity is aimed to strengthen the skills of expressing into the language of the hosting country and/or into the possible vehicular language, as the participant is able to face situations of everyday life abroad.</p> | <p>The steps of setting up the linguistic preparation start from an assessment related to the actual knowledge of the participants about the language. That includes understanding skills of the spoken language, as well as skills concerning spoken and writing production of foreign language. This preliminary assessment – made by test and interviews – is helpful to establish the structure of modules ad hoc. Consequently, professional fields as well as those linked to the personal development must be considered. That means that there are differences regarding the linguistic preparation for each typology of mobility. Actions for young target (IVT and Graduated) regard essentially professional aspects, linked to specific roles and tasks, where the linguistic factor adopts considerable importance because of the working role taken in charge by the beneficiary. There is no fixed rule about the place or methodology for learning the linguistic preparation: this one can happen in the sending country of the beneficiary, or in the destination country. Moreover, organising mixed forms is possible too, by a first part of activities carried out in the sending country and another part of these ones in the destination country: the choice is influenced by the type of mobility and the typology of the target groups.</p> |
| <p>Stress intercultural preparation, based on a multi-step approach and involving a Mobility scout.</p> | <p>Intercultural Preparation 1-2 days seminars based on the following phases:</p> | <ul style="list-style-type: none"> • www.mobilitaetsagentur-hamburg.de/home/intercultural-training/seminar-content.html |

Part I: Welcome
Part II: Dealing with stereotypes and prejudices
Part III: Communicational and behavioural training
Part IV: Gaining Knowledge about the target country
Part V: Improving conflict solving skills
Part VI: Going abroad as a competent worker

Put an emphasis on experimental learning.

Organize regular time slots for intercultural training seminars Use energizing and practical exercises

Please note that you might have heterogeneous groups: that have to be turned into strength.

Hold an evaluation of the seminar.

Part I: Welcome

- Presentation of the program.
- Getting to know each other.
- Expectations of the participants.

Part II: Stereotypes / Prejudices

- Dealing with stereotypes and prejudices.
- Let young people reflect on own cultural identity, find out own resources and raise awareness for perception of the others.

Part III: Communicational and behavioural training

- Articulate feeling adequately, deal with cultural diversity, overcome language barriers.
- Experimental role plays, discussions, language shock, small talk exercises, language learning strategies, sub groups activities.

Part IV: Gaining Knowledge about the target country

- Learning from former participants.
- Let them work in working groups on topics they are interested in.
- Participants like to learn from former ones (Mobility Scouts).
- e.g. Let them present a quiz, interview, power point presentation etc.

Part V: Improving conflict solving skills

- To overcome fears and threats. Let trainees describe a conflict, make a role play, discuss in little groups, use forum theatre.

Part VI: Going abroad as a competent “worker / apprentice / stagier, etc.”

- Hand out a meaningful evaluation sheet.
- Ask trainees write a letter to themselves about what they expect to gain, and compare it with the “Learning agreements”).

Prepare a learning agreement as the cornerstone of the mobility.

The Quality Charter for mobility (approved in 2006 by the EU Commission and Members States) sets out some compulsory characteristics that mobility interventions should have, to be quality actions. The provision of a learning agreement between the sending organisations and mobility beneficiaries is one of them.

Typically, Learning agreements which refer to EU funded mobility schemes contain the following elements:

- 1) Objectives and contents of mobility;
- 2) Activities and operational stages;
- 3) Accompanying measures;
- 4) Monitoring and evaluation;
- 5) Validation of the skills acquired through mobility.

See the Annexes:

[Learningagreement ENCat](#)
[Learningagreement DE](#)
[Learninagreement Slo](#)
[Quality En](#)

Use of ECVET tools:

Link to examples of Learning Agreements and other ECEVET tools:

- www.ecvet-projects.eu
- Visit an specific network in International Trade &Transport and Logistic sectors created in the framework of an ECEVET pilot project:

www.netinvet.eu

Here you can find all the information about how a network of European VET training centres work on mobility exchanges; which documents and tools are used to organise mobility actions, how companies are accredited and which methods are used to ensure quality in the exchanges, work placements, with the partners, testimonials, European recommendations and guidelines etc.

- Browse for additional information:
www.euroapprenticeship.eu/en/home.html

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| <p>Define a comprehensive monitoring system including mobility actors (trainees, training centres/schools, companies).</p> | <ul style="list-style-type: none"> - Set time lines for any activity prior, during and after the stay for both students and partners. - Via Mobility platform - Create a special community room on the platform for each flow. - Via Partners or via Mobility participants: ask them to prepare reports (mid-term, final reports). | <ul style="list-style-type: none"> • http://commsy.mobilitaetsagentur-hamburg.de <p>The main specificity of evaluating a mobility action is to always have a twofold subject to be considered: on the one hand, the attainment of the general objectives of the intervention; on the other hand, the achievement of the learning objectives of the beneficiaries in mobility. In general terms, therefore, the different stages are: the evaluation of the action, in its organisational, managerial and relational aspects; the evaluation of the mobility experience (vocational internship, placement or exchange) with regard to the acquired learning and the impact to be seen at the end of the project.</p> |
| <p>Pay attention to the balance between learning activity and the social component of mobility.</p> | <p>Invest time for each mobility actor. A mobility experience is not only about acquiring professional skills. Local society can contribute to make mobility a real occasion for learning.</p> | <p>Create occasions to meet local people and mobility beneficiaries from other countries.</p> |
| <p>Get former mobility actors / participants involved in the ongoing process.</p> | <p><u>To motivate participants:</u> Mobility scouts (former participants who have been trained in a one- day seminar to become a scout; here they learn techniques of presentation, to get a feeling for the questions and to report relevant content) can be involved in the preparatory activity to reinforce motivation and to better meet the level of interest, age etc. of the target groups. Their presence is quite rewarding for both the participants and themselves.</p> <p><u>To involve and motivate companies:</u> “Label” for companies which respect minimum criteria (Quality check list) for sending and hosting to be explained and checked by the local / intermediary (before, during after the mobility period).</p> | <ul style="list-style-type: none"> • www.euroapprenticeship.eu <p>Label conceived at European level and is delivered for France with national support (Certificate for companies signed by national, regional, local stakeholders).</p> |

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| | <p>Organise and provide a continuous support. Beneficiaries need support and guidance during the entire stay, or at list in the following main phases:</p> <ul style="list-style-type: none"> - Work placement - Accommodation - Transport. | <ul style="list-style-type: none"> - Preparation and accompany to job interview (depending on language level). - Supplying information and contacts on accommodation and transport | <ul style="list-style-type: none"> • www.mobilitaetsagentur-hamburg.de/home/coming-to-hamburg.html • www.mobilitaetsagentur-hamburg.de/home/coming-to-hamburg/internship-for-participants-from-european-countries.html <p>Self-catering, rules, Deposit of e.g. 50 Euros (in case of damages). Ticket for public transport .Transfer from the airport or station to accommodation.</p> |
| | <p>Build, implement and maintain hosting network (companies, organizations and accommodation providers).</p> | <p>Create and update the database of hosting actors. Make regular visits and check. (Catching up contacts with companies is time-consuming and demands a high level of personal involvement and commitment).</p> | |
| Incoming | <p>Make all territorial actors 100% committed.</p> | <p>Commitment depends on motivation the visibility of benefits coming from the mobility action.</p> | <p>The commitment could be enhanced by:</p> <ul style="list-style-type: none"> - Stakeholders’ regional networks. - Mobility day (once a year). - Awareness campaigns, social networking. - Lobbying events. |
| | <p>Guarantee guidance to language class for enrolment: ensure a tailor made approach and specific contents related to the work experience.</p> | <p>The language preparation can be in house or in a language school. Contents must be customised as much as possible to the specific needs of the trainee.</p> | <ul style="list-style-type: none"> • www.mobilitaetsagentur-hamburg.de/home/coming-to-hamburg/programme.html |

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| <p>Pay special attention to social activities to let beneficiaries familiarise with the new environment.</p> | <p>Organise <u>a socio-cultural program based on:</u></p> <ul style="list-style-type: none"> - Cultural differences - Intercultural training - Educational Training. <p>Introduction to the city, interactive tours.</p> <p>Overcoming feeling of a stranger; Self-perception and perception of the other; Dealing with conflicts; Communicative skills Knowing one's own resources.</p> <p>How to live in a foreign context. How work life is in your country. Educational system in your country. Political System in your country. Preparation for the work placement.</p> | <p>e.g. how to behave in a host family. If needed: security training Introduction to public transport</p> |
| <p>Provide personal mentors to monitor and ensure guidance along the mobility.</p> | <ul style="list-style-type: none"> - Emergency hotline 24H. - Company or other organisations should always provide for a tutor / mentor to support trainees and assist them. | |
| <p>Pay special attention to continuous evaluation.</p> | <p>Arrange for talks about experiences and provide guidance (at work, in the host family, in the city). Inform about the content of a job reference.</p> | <p>e.g. "Europass" http://www.isfol.it/europass This tool is to be used from the beginning : European CV, Europass Certificate at the end, Europass Certificate Supplement (delivers detailed job descriptions of the sending country to inform the hosting country about the national specialties; e.g. in Germany a very specified job like "Maurer" turns into "constructor" in Estonia which includes many different job specifications.)</p> |
| <p>Organise a Farewell ceremony</p> | <ul style="list-style-type: none"> - Distribution of Certificates. - Coming-together with trainees, companies and host-families. - Invite them to write and publish their own success stories. | <p>Publish Participants' success story on the homepage of the mobility platform.</p> |